BERMUDIAN SPRINGS SCHOOL DISTRICT
York Springs, Pennsylvania 17372-8807

Regular Meeting - Board of School Directors
Tuesday, February 13, 2024, 7:00 P.M.

A G E N D A

I. Call to Order – Daniel S. Chubb, President

II. Pledge of Allegiance – Jennifer Goldhahn, Secretary

III. Roll Call – Jennifer Goldhahn, Secretary

IV. Reception of Visitors – Jennifer Goldhahn, Secretary

V. Hearing of Scheduled Delegations or Individuals

VI. Public Comment

VII. *Consent Agenda – The following items have been moved to the consent agenda for Board approval:

A. Approval of Minutes

1. January 8, 2024 - Work/Study Session - (page 1)
2. January 9, 2024 - Regular Meeting - (pages 2-5)

B. Financial Reports

General Fund	-	(pages 6-13)
Cafeteria Fund	-	(pages14-15)
Capital Reserve Fund	-	(page 16)
Scholarship Fund	-	(page 17)

C. Personnel

1. Please approve the following resignations:

   a. From Melissa Deitz, Middle School Teacher, due to her retirement, effective April 2, 2024. (page 18)
   b. From Earl R. Herman Jr, High School Maintenance, Grounds, and Custodian 1, due to his retirement, effective April 18, 2024. (page 19)
   c. From Amanda Kuhn, Middle School Food Services employee, effective January 31, 2024. (page 20)
   d. From Ethan Sentz, Elementary School Assistant/Acting Principal, effective February 16, 2024. (page 21)

2. The Administration is recommending approval for Julie Nelson, Middle School Nurse, to be granted a professional contract based on the completion of six semesters of satisfactory service.

*Roll Call Vote

3. The Administration is requesting Board approval for the following Volunteer Coaches for the 2023-2024 school year:

   a. Paul Fredericksen, Varsity Baseball
   b. Daniel Hubbard, Varsity Baseball
   c. Autumn Klunk, Jr. High Volleyball
   d. Michael Moore, Varsity Baseball
   e. Emma Patton, Jr. High Girls Soccer
   f. Natalie Patton, Varsity Softball
   g. Brendan Reinert, Varsity Baseball
   h. Tanya Tanner, Jr. High Track
   i. BJ Wagner, Jr. High Volleyball

D. Adams County Technical Institute Board

The Board recommends the appointment of Travis Mathna as a representative and Matt Nelson as an alternate to serve on the Adams County Technical Institute Board.

E. 2024-2027 Comprehensive Plan

The Administration recommends approval of the Comprehensive Plan for the period of July 1, 2024, through June 30, 2027, as required by the Pennsylvania Department of Education. The plan is attached on pages 22-61. Board approval is recommended.

F. 2024-2025 Calendar

The Administration is recommending Board approval for the 2024-2025 School Calendar. The calendar is attached on page 62.

G. Articulation Agreement

The Administration is seeking approval to enter into an agreement with Pennsylvania College of Technology that will allow high school students to earn credits at Penn College in Accounting, B.S. (BSA or ACO) or Accounting A.A.S. (BA or AW). A copy of this agreement is attached on pages 63-72. Board approval is recommended.

H. Dual Credit Program Agreement

The Administration is seeking approval to enter into an agreement with Seton Hill University to provide the District with the Dual Credit Program. A copy of this agreement is on pages 73-77. Board approval is recommended.

I. Disposal of Obsolete Equipment

The Administration is seeking Board approval to disposal of the following middle school equipment. A copy of the equipment list is attached on page 78.

Board approval is recommended for all consent items.

VIII. Financial Reports

A. Bills Payable
*1. General Fund - (pages 79-84)
*2. Cafeteria Fund - (page 85)
*3. Capital Reserve Fund - (page 86)

IX. Correspondence

A. Melissa Deitz (page 18)
B. Earl R. Herman (page 19)
C. Amanda Kuhn (page 20)
D. Ethan Sentz (page 21)

X. Reports and Related Action (pages 87-98)

A. Solicitor's Report
B. Superintendent's Report
C. Elementary School Report
D. Middle School Report
E. High School Report
F. Assistant Superintendent's Report

XI. Old Business - None

XII. New Business

A. Personnel - The administration recommends the following actions:

*1. The Administration is requesting approval of Brooke Shaffer, 3417 West Walker Rd, Walnutport, PA in the capacity of Director of Special Education, replacing Brian Booher who resigned. Ms. Shaffer will be placed under the Act 93 Agreement, working a 260-day contract, receiving an annual salary of $107,000.00, effective February 20, 2024.

*2. The Administration is requesting approval of Anna Sweeten, 204 Fair Ave, Hanover, PA in the capacity of a High School Agricultural Teacher replacing Diana Jarema who resigned. Ms. Sweeten will be placed on Step 1 of the Bachelors Salary Schedule, effective February 20, 2024.

*3. Please approve the following support staff:

a. Transfer Erin Bupp, from Middle School Food Services employee working 180 days at four and three quarter (4.75) hours per day to Middle School Food Service employee working 180 days at five and one half (5.5) hours per day, replacing Amanda Kuhn who resigned. The transfer is effective February 14, 2024.
b. Victorea Deyarmin, 2 Fawn Ave, New Oxford, PA in the capacity of an Elementary School Evening Custodian, replacing Jose Concepcion-Hernandez who resigned. Ms. Deyarmin will work 260 days at eight (8) hours per day at an hourly rate of $14.80, effective February 19, 2024.
c. Tammy Harrison, 1310 Baltimore Rd, York Springs, PA in the capacity of a High School Evening Custodian, resuming position she previously resigned. Ms. Harrison will work 260 days at eight (8) hours per day at an hourly rate of $15.15, effective date to be determined.

d. Transfer Anna Heiser, from Middle School Food Service employee working 180 days at three and three quarter (3.75) hours per day, to Middle School Food Services employee working 180 days at four and one quarter (4.25) hours per day, replacing Erin Bupp who transferred. The transfer is effective February 14, 2024.
e. Aaron Huber, 107 W King St, East Berlin, PA in the capacity of a Middle School Food Service Employee, a newly created position. Mr. Huber will work 180 days at three (3) hours per day at an hourly rate of $14.00, effective February 20, 2024.

*4. The Administration is recommending approval of the following employees to enter into a contract with the District, serving in the following positions for Summer Camp 2024. A list of the employees and the contracted stipend amounts are listed below.

a.	Andrea Dowell, Kindergarten Camp Director	-	$ 900.00
b.	Laura McMillian, Literacy Camp Director	-	$2,700.00
c.	David Morning, STEAM Camp Director	-	$2,500.00

*5. The Administration is recommending Board approval for the following extracurricular contracts for the 2023-2024 school year:

a.	Derek Boyce, Spring Game Manager	-	$2,600.00
b.	Michael Doutrich, Jr. High Assistant Girls Soccer Coach	-	$3,800.00
c.	Jason Eckenrode, Jr. High Assistant Volleyball Coach	-	$2,000.00
d.	Raymond Elliott, Jr. High Head Girls Soccer Coach	-	$2,550.00
e.	Dylan Fissel, Jr. High Assistant Boys Soccer Coach	-	$2,000.00
f.	Kevin Henning, Jr. High Assistant Track Coach	-	$2,200.00
g.	Samuel Johnson, Jr. High Head Boys Soccer Coach	-	$2,450.00
h.	Aden Juelich, Varsity Assistant Baseball Coach	-	$2,450.00
i.	Wendy Rose, Class of 2025 Assistant Advisor	-	$ 407.54

*6. The Administration is requesting Board approval for the following Adult Education instructors for the 2023-2024 school year.

a. *Bonnie Deck
b. *Gwen Weidler
c. *Vicki Laughman

*Not regular employees of the district

*B. L.I.U. General Operating Budget Resolution

The L.I.U General Operating Budget Resolution for the 2024-2025 school year in the amount of $8,421,785.00 is recommended for approval. A copy of the resolution is attached on pages 99-123. Board approval is recommended.

C. Adams County Technical Institute Authority Resolution

The Administration recommends approving the resolution of the Joint Board of Adams County Technical Institute. A copy of this resolution is on pages 124-132. Board approval is recommended.

*D. School Psychologist Services Agreement

The Administration is requesting approval to enter into a revised agreement with Ellen P. Nelson, M.Ed., C.S.P., to provide School Psychologist Services on an as-needed basis for the remainder of the 2023-2024 school year. A copy of this agreement appears on pages 133-134. Board approval is recommended.

*E. High School Course Guide

Administration recommends approval of the High School Course Guide for the 2024-2025 school year. The Course Guide is attached on pages 135-198. Board approval is recommended.

*F. TherAbilities Agreement

The Administration is seeking approval to enter into an amended agreement with TherAbilities to provide school-based behavioral support services on an as-needed basis for the remainder of the 2023-2024 school year. A copy of this agreement is attached on page 199. Board approval is recommended.

*G. Act 93 Agreement

The Administration is requesting approval of the revised Act 93 Agreement. A copy of the revised Act 93 Agreement is attached on pages 200-204. Board approval is recommended

XIII. Other Business

XIV. Adjournment

4791

BERMUDIAN SPRINGS SCHOOL DISTRICT
York Springs, Pennsylvania 17372-8807

A work/study session of the Bermudian Springs School Board was called to order at 7:00 p.m. on Monday, January 8, 2024, in the Administration Board Room and via remote connection. The meeting was called to order by Vice-President Daniel Chubb.

Members Present:	Daniel S. Chubb, Brian A. Davis, Jennifer Goldhahn, Ruth E. Griffie, Mary R. Kemper, Travis G. Mathna, Chad M. Mowery, Matthew P. Nelson, and Neil R. Tate
Members Absent:	None
Administration:	Shane D. Hotchkiss, Shannon L. Myers, and Justin W. Peart
Others:	Melissa-Ann Pero, Parent

PUBLIC COMMENT: None

Melissa-Ann Pero spoke regarding the 100K Grant, she would like the focus to be on mental health. She also spoke regarding the committee; she is concerned about committee transparency.

There were no official actions taken by the Board at this meeting.

The meeting was adjourned at approximately 9:40 p.m.

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Secretary

BERMUDIAN SPRINGS SCHOOL DISTRICT
York Springs, Pennsylvania 17372-8807

The regular meeting of the Bermudian Springs School Board was called to order at 7:00 p.m. on Tuesday, January 9, 2024, in the Administration Board Room and via remote connection. Vice-President Travis G. Mathna presided.

The Pledge of Allegiance was recited.

ROLL CALL -	Members Present:	Daniel S. Chubb, Brian A. Davis, Jennifer Goldhahn, Ruth E. Griffie, Mary R. Kemper, Travis G. Mathna, Chad M. Mowery, Matthew P. Nelson and Neil R. Tate
	Members Absent:	None
	Administration:	Brian D. Booher, Michael C. Brooks, Mark R. Fleming, Shane D. Hotchkiss, Matthew A. Jenkins, Joshua P. Korb, Shannon L. Myers, Justin W. Peart, Ethan M. Sentz, and Jennifer T. Shelley
	Others:	Leigh Dalton, Solicitor

PUBLIC COMMENT - None

CONSENT AGENDA -

Upon the motion of Ruth Griffie, second by Mary Kemper, the following items were approved under the Consent Agenda:

Approval of Minutes

December 4, 2023 – Caucus and Regular Meeting

Financial Reports

General Fund
Cafeteria Fund
Capital Reserve Fund
Scholarship Fund
Activity Funds

Personnel

The Board approved the following resignations:

1. From Dr. Brian Booher, Director of Special Education, effective March 2, 2024, or at an earlier agreed upon date.
2. From Dianna Jarema, High School Agriculture Teacher, Class of 2025 Advisor, and High School FFA Advisor, effective February 19, 2024.
3. From Randall Swope, Middle School Custodian, due to his retirement, effective June 28, 2024.

The Board approved Jarod Miller to be employed as Athletic Game Help for the 2023-2024 school year.

The Board approved Randy Kline to be Volunteer Boys Basketball Statistician for the 2023-2024 school year.

Authorization to Seek Bids

The Board approved to seek supply bids for the 2024-2025 school year with 2023-2024 funds for the following:

1. L.I.U. General, Paper, Art, and District Art Supplies
2. L.I.U. Health and Athletic Training Supplies
3. L.I.U. Custodial and District Custodial/Maintenance Supplies
4. L.I.U. Industrial Arts Supplies

York Adams Tax Bureau and Adams County Tax Collection Committees

The Board approved the appointment of Justin Peart, Business Manager as the District's representative to the York Adams Tax Bureau and the Adams County Tax Collection Committee for 2024, also Jennifer Goldhahn to be appointed as first alternate representative and Shelley Hobbs, Upper Adams School District Business Manager, as the second alternate representative.

2022-2023 Audit Report

The Board approved the 2022-2023 Audit Report prepared by Kochenour, Earnest, Smyser & Berg.

Revised Bank Resolutions

The Board approved revised bank resolutions for ACNB Bank due to changes in Board officer positions.

Bus Driver Approval

The Board approved Amanda Wagner, a bus driver, employed by E&B Transportation for the 2023-2024 school year.

FFA Overnight/Sunday Activity

The Board approved for Cheyenne Wivell and 10 members of the Bermudian Springs High School FFA to attend an overnight trip for the annual ACES (Agriculture Cooperation Establishes Success) Conference, at the Harrisburg/Hershey Sheraton, Harrisburg, PA from February 24th-February 25th. This Conference helps develop leadership skills in our FFA students.

Lincoln Intermediate Unit Board

The Board approved for Jennifer Goldhahn to serve on the board of the Lincoln Intermediate Unit through June 30, 2024, as the representative for the Bermudian Springs School District, Conewago Valley School District, Littlestown Area School District, and to be placed on the ballot for the next IU election to serve the remainder of the term which ends June 30, 2025.

Roll call vote. All members presented voted Yea. Motioned carried.

FINANCIAL REPORTS -

General Fund (copy attached) in the amount of $2,148,547.65 were approved for payment following a motion by Neil Tate, seconded by Mary Kemper. Motion carried.

Cafeteria Fund bills (copy attached) in the amount of $133,015.99 were approved for payment following a motion by Ruth Griffie, seconded by Mary Kemper. Motion carried.

Capital Reserve Fund bills (copy attached) in the amount of $1,560.00 were approved for payment following a motion by Matthew Nelson, seconded by Brian Davis. Motion carried.

OLD BUISNESS - None

NEW BUSINESS –

Extracurricular Contract Donation

The Board, on a Ruth Griffie, Mary Kemper motion, approved to donate the budgeted amount of $950.00 from the extracurricular contract position of Concession Stand Manager to the Bermudian Springs Sports Club. This position has been a vacant position for the 2023-2024 school year, therefore; the Bermudian Springs School District will donate this amount to help with funding the yearly expenses for the district athletic events. Roll call vote: All members present voted Yea. Motion carried.

Interim Administrative Services Agreement

The Board, on a Neil Tate, Brian Davis motion, approved of an Interim Administrative Services Agreement with the PA Principals Association, providing Interim Principals, Assistant Principals, and a Special Ed Director to the district as needed. A copy of this agreement is attached to these minutes. Roll call vote: All members present voted Yea. Motion carried.

OTHER BUSINESS

Dr. Hotchkiss recognized the School Board Members for their service to the district with certificates as part of School Board Recognition Month.

ADJOURNMENT - The meeting was adjourned by the Vice-President at 7:12 p.m.

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Secretary

BERMUDIAN SPRINGS SCHOOL DISTRICT
York Springs, Pennsylvania 17372-8807

Financial Summary of General Fund

BALANCE REVIEW - GENERAL FUND:

Previous Undesignated Balance - January 9, 2024	$13,614,169.55
Previous Designated Balance - January 9, 2024	$0.00
Revenue - January 10, 2024 - February 13, 2024	$886,457.47
Transfer from General Fund to Cafeteria Fund	$20,000.00
Expenditures - January 10, 2024 - February 13, 2024	$1,247,727.90
Expenditures - Payroll	$1,687,220.65
CURRENT BALANCE - February 13, 2024	$11,545,678.47

DISTRIBUTION OF CASH ASSETS:

ACNB Checking	$303,422.10
ACNB Money Market	$42,074.73
Payroll Checking (Interest Rec.)	$104.46
PSDLAF Investments	$3,216,718.20
PSDMAX Series	$7,983,358.98
PSDLAF Overnight Account	$0.00
	$11,545,678.47

COMPARISON OF REVENUE VS. EXPENDITURES 2023-2024

	7/1/23-1/9/24	CURRENT	ACCUM TOTAL
Revenue	$24,962,112.66	$886,457.47	$25,848,570.13
Expenditures	$18,526,164.69	$2,934,948.55	$21,461,113.24
		($2,048,491.08)	$4,387,456.89

CURRENT INVESTMENT STATUS:

	AMOUNT	PERCENT	TERM	DUE
ACNB Classic Money Market	$42,074.73	0.15%	***	
PSDLAF (MAX Account)	$7,983,358.98	5.213%	***	1/31/2024
PSDLAF (CD)	$3,216,718.20	5.250%	***	1/31/2024
	$11,242,151.91		*** 30 Day Yield	

INTEREST EARNED:

	Current:	To Date:
ACNB Money Market	$5.34	$37.15
ACNB General Fund Checking	$67.96	$2,225.36
ACNB Payroll Checking	$12.73	$87.56
PSDLAF CD/Pool Investments	$14,240.47	$97,065.60
PSDLAF MAX Series	$40,640.62	$169,897.93
	$54,967.12	$269,313.60

PAYROLL ACCOUNT:	7/1/23-1/9/24	CURRENT	ACCUM TOTAL
	$7,020,552.75	$1,687,220.65	$8,707,773.40

TRANSACTION LEDGER

Year: 24 From 1/10/2024 to 2/13/2024 Funds: 10

Sort: Transaction Type, Batch, Batch Count

Vendor	Transaction Number	PO #	Account Code	ASN	Jrnl/Rev Ctrl #	Pymt #	Enc/Liq	Expd/Rcvd
Trans #	**Trans Date**	**Invoice #**	**Invoice Date**			**Pymt Date**		
BERM - BERMUDIAN SPRINGS SCHOOL DIST.			10-6943-000-000-00-000-000-000-0000	69005	D42		0.00	(1,052.00)
RV3283500001	01/11/2024							
Desc: ADULT ED REGISTRATIONS								
RV	RV3283500001							
0209 - COMMONWEALTH OF PA			10-2380-610-000-30-800-000-000-0000	23102	D42		0.00	(34.40)
RV3283500002	01/11/2024							
Desc: COMM OF PA - DISABILITY DETERMINATION								
RV	RV3283500002							
1048 - ADAMS COUNTY MAGISTRATE DISTRICT COURT 51-3-03			10-6990-000-000-00-000-000-000-0000	69003	D42		0.00	(95.53)
RV3283500003	01/11/2024							
Desc: ADAMS COUNTY MAGISTRATE - FINES								
RV	RV3283500003							
BSHS - BERMUDIAN SPRINGS HIGH SCHOOL			10-1360-640-000-30-800-000-000-0000	13126	D42		0.00	(164.94)
RV3283500004	01/11/2024							
Desc: BSHS - FBLA REIMBURSEMENT								
RV	RV3283500004							
BERM - BERMUDIAN SPRINGS SCHOOL DIST.			10-0462-271-000-00-000-000-000-0000		D42		0.00	(248.76)
RV3283500005	01/11/2024							
Desc: BSSD-EMPLOYEE COST SHARE/SPOUSAL SURCHARGE MEDICAL-E.MILHIMES								
RV	RV3283500005							
1040 - ADAMS COUNTY TAX CLAIM BUREAU			10-6400-000-000-00-000-000-000-0000	64001	D42		0.00	(11,216.85)
RV3283500006	01/11/2024							

TRANSACTION LEDGER

Year: 24 From 1/10/2024 to 2/13/2024 Funds: 10

Sort: Transaction Type, Batch, Batch Count

Vendor	Transaction Number	PO #	Account Code	ASN	Jrnl/Rev Ctrl #	Pymt #	Enc/Liq	Expd/Rcvd
Trans #	**Trans Date**	**Invoice #**	**Invoice Date**			**Pymt Date**		
Desc: ADAMS COUNTY TAX CLAIM BUREAU - DECEMBER 2023								
RV	RV3283500006							
1671 - SUSAN GRAGG TAX COLLECTOR			10-6111-000-000-00-000-000-113-0000	61037	D42		0.00	(40,203.63)
RV3283500007	01/11/2024							
Desc: LATIMORE TOWNSHIP TAXES								
RV	RV3283500007							
1671 - SUSAN GRAGG TAX COLLECTOR			10-6120-000-000-00-000-000-113-0000	61049	D42		0.00	(335.50)
RV3283500008	01/11/2024							
Desc: LATIMORE TOWNSHIP TAXES								
RV	RV3283500008							
1671 - SUSAN GRAGG TAX COLLECTOR			10-6141-000-000-00-000-000-113-0000	61055	D42		0.00	(335.50)
RV3283500009	01/11/2024							
Desc: LATIMORE TOWNSHIP TAXES								
RV	RV3283500009							
1671 - SUSAN GRAGG TAX COLLECTOR			10-6112-000-000-00-000-000-113-0000	61043	D42		0.00	(6,633.03)
RV3283500010	01/11/2024							
Desc: LATIMORE TOWNSHIP TAXES								
RV	RV3283500010							
Number of Transactions: 10								
			Fund 10 - GENERAL FUND		**REV**		**0.00**	**(59,872.04)**
			Fund 10 - GENERAL FUND		**EXP**		**0.00**	**(199.34)**
			Fund 10 - GENERAL FUND		**GEN**		**0.00**	**(248.76)**

TRANSACTION LEDGER

Year: 24 From 1/10/2024 to 2/13/2024 Funds: 10

Sort: Transaction Type, Batch, Batch Count

Vendor	Transaction Number	PO #	Account Code	ASN	Jrnl/Rev Ctrl #	Pymt #	Enc/Liq	Expd/Rcvd
Trans #	**Trans Date**	**Invoice #**	**Invoice Date**			**Pymt Date**		
2010 - KAREN HEFLIN - RECORDER OF DEEDS			10-6153-000-000-00-000-000-000-0000	61033	D43		0.00	(28,815.33)
RV3285000001 01/18/2024								
Desc: K.HEFLIN - DECEMBER TRANSFER TAX								
RV	RV3285000001							
3585 - HUNTINGTON TOWNSHIP			10-6111-000-000-00-000-000-116-0000	61040	D43		0.00	(12,391.39)
RV3285000002 01/18/2024								
Desc: HUNTINGTON TOWNSHIP TAXES								
RV	RV3285000002							
3585 - HUNTINGTON TOWNSHIP			10-6120-000-000-00-000-000-116-0000	61052	D43		0.00	(115.50)
RV3285000003 01/18/2024								
Desc: HUNTINGTON TOWNSHIP TAXES								
RV	RV3285000003							
3585 - HUNTINGTON TOWNSHIP			10-6141-000-000-00-000-000-116-0000	61058	D43		0.00	(115.50)
RV3285000004 01/18/2024								
Desc: HUNTINGTON TOWNSHIP TAXES								
RV	RV3285000004							
0904 - DEBRA TATE TAX COLLECTOR			10-6111-000-000-00-000-000-115-0000	61039	D43		0.00	(15,100.62)
RV3285000005 01/18/2024								
Desc: EAST BERLIN BORO TAXES								
RV	RV3285000005							
0904 - DEBRA TATE TAX COLLECTOR			10-6120-000-000-00-000-000-115-0000	61051	D43		0.00	(143.00)
RV3285000006 01/18/2024								

TRANSACTION LEDGER

Year: 24 From 1/10/2024 to 2/13/2024 Funds: 10

Sort: Transaction Type, Batch, Batch Count

Vendor	Transaction Number	PO #	Account Code	ASN	Jrnl/Rev Ctrl #	Pymt #	Enc/Liq	Expd/Rcvd
Trans #	**Trans Date**	**Invoice #**	**Invoice Date**			**Pymt Date**		
Desc: EAST BERLIN BORO TAXES								
RV	RV3285000006							
0904 - DEBRA TATE TAX COLLECTOR			10-6141-000-000-00-000-000-115-0000	61057	D43		0.00	(143.00)
RV3285000007 01/18/2024								
Desc: EAST BERLIN BORO TAXES								
RV	RV3285000007							
Number of Transactions: 7								
			Fund 10 - GENERAL FUND		**REV**		**0.00**	**(56,824.34)**
2024 - WAGEWORKS INC.			10-0462-272-000-00-000-000-000-0000		D44		0.00	(56.25)
RV3285400001 01/19/2024								
Desc: DENTAL INS PAYMENTS - COBRA PAYMENT								
RV	RV3285400001							
1695 - JENNIFER MILLER TAX COLLECTOR			10-6111-000-000-00-000-000-112-0000	61067	D44		0.00	(2,845.18)
RV3285400002 01/19/2024								
Desc: YORK SPRINGS BORO TAXES								
RV	RV3285400002							
1695 - JENNIFER MILLER TAX COLLECTOR			10-6120-000-000-00-000-000-112-0000	61048	D44		0.00	(60.50)
RV3285400003 01/19/2024								
Desc: YORK SPRINGS BORO TAXES								
RV	RV3285400003							
1695 - JENNIFER MILLER TAX COLLECTOR			10-6141-000-000-00-000-000-112-0000	61054	D44		0.00	(60.50)
RV3285400004 01/19/2024								
Desc: YORK SPRINGS BORO TAXES								

TRANSACTION LEDGER

Year: 24 From 1/10/2024 to 2/13/2024 Funds: 10

Sort: Transaction Type, Batch, Batch Count

Vendor	Transaction Number	PO #	Account Code	ASN	Jrnl/Rev Ctrl #	Pymt #	Enc/Liq	Expd/Rcvd
Trans #	**Trans Date**	**Invoice #**	**Invoice Date**			**Pymt Date**		
RV	RV3285400004							
1695 - JENNIFER MILLER TAX COLLECTOR			10-6111-000-000-00-000-000-114-0000	61038	D44		0.00	(57,511.42)
RV3285400005	01/19/2024							
Desc: READING TOWNSHIP TAXES								
RV	RV3285400005							
1695 - JENNIFER MILLER TAX COLLECTOR			10-6120-000-000-00-000-000-114-0000	61050	D44		0.00	(330.00)
RV3285400006	01/19/2024							
Desc: READING TOWNSHIP TAXES								
RV	RV3285400006							
1695 - JENNIFER MILLER TAX COLLECTOR			10-6141-000-000-00-000-000-114-0000	61056	D44		0.00	(330.00)
RV3285400007	01/19/2024							
Desc: READING TOWNSHIP TAXES								
RV	RV3285400007							
1695 - JENNIFER MILLER TAX COLLECTOR			10-6112-000-000-00-000-000-114-0000	61044	D44		0.00	(8,941.93)
RV3285400008	01/19/2024							
Desc: READING TOWNSHIP TAXES								
RV	RV3285400008							
Number of Transactions: 8								
			Fund 10 - GENERAL FUND		**GEN**		**0.00**	**(56.25)**
			Fund 10 - GENERAL FUND		**REV**		**0.00**	**(70,079.53)**
BERM - BERMUDIAN SPRINGS SCHOOL DIST.			10-0462-271-000-00-000-000-000-0000		D45		0.00	(17,134.90)
RV3285500001	01/22/2024							

TRANSACTION LEDGER

Year: 24 From 1/10/2024 to 2/13/2024 Funds: 10

Sort: Transaction Type, Batch, Batch Count

Vendor	Transaction Number	PO #	Account Code	ASN	Jrnl/Rev Ctrl #	Pymt #	Enc/Liq	Expd/Rcvd
Trans #	**Trans Date**	**Invoice #**	**Invoice Date**			**Pymt Date**		
Desc: MEDICAL INS PAYMENTS - JANUARY/RET/PT								
RV	RV3285500001							
BERM - BERMUDIAN SPRINGS SCHOOL DIST.			10-0462-272-000-00-000-000-000-0000		D45		0.00	(4,218.75)
RV3285500002	01/22/2024							
Desc: DENTAL INS PAYMENTS - JANUARY/RET/PT								
RV	RV3285500002							
BERM - BERMUDIAN SPRINGS SCHOOL DIST.			10-0462-275-000-00-000-000-000-0000		D45		0.00	(160.57)
RV3285500003	01/22/2024							
Desc: VISION INS PAYMENTS - JANUARY/RET/PT								
RV	RV3285500003							
Number of Transactions: 3								
			Fund 10 - GENERAL FUND		**GEN**		**0.00**	**(21,514.22)**
1011 - YORK ADAMS TAX BUREAU			10-6151-000-000-00-000-000-000-0000	61026	R53		0.00	(231,931.61)
RV3285600001	01/22/2024							
Desc: YATB - DECEMBER 2023 DISTRIBUTION								
RV	RV3285600001							
1011 - YORK ADAMS TAX BUREAU			10-6151-000-000-00-000-000-000-0000	61026	R53		0.00	(11,187.90)
RV3285600002	01/22/2024							
Desc: YATB - PRIOR YEAR'S TAX COLLECTED								
RV	RV3285600002							
Number of Transactions: 2								
			Fund 10 - GENERAL FUND		**REV**		**0.00**	**(243,119.51)**

Vendor	Transaction Number	PO #	Account Code	ASN	Jrnl/Rev Ctrl #	Pymt #	Enc/Liq	Expd/Rcvd
Trans #	Trans Date	Invoice #	Invoice Date			Pymt Date		
0209 - COMMONWEALTH OF PA			10-8516-000-471-00-000-000-000-0000	80012	R54		0.00	(842.13)
RV3285800001	01/22/2024							
Desc: COMM PA WIRE - 23/24 TITLE III (010-240031)								
RV	RV3285800001							
0209 - COMMONWEALTH OF PA			10-8514-000-412-00-000-000-000-0000	80005	R54		0.00	(24,413.00)
RV3285800002	01/22/2024							
Desc: COMM PA WIRE - 23/24 TITLE I (013-240031)								
RV	RV3285800002							
0209 - COMMONWEALTH OF PA			10-8515-000-421-00-000-000-000-0000	80010	R54		0.00	(3,776.67)
RV3285800003	01/22/2024							
Desc: COMM PA WIRE - 23/24 TITLE IIA (020-240031)								
RV	RV3285800003							
0209 - COMMONWEALTH OF PA			10-8517-000-430-00-000-000-000-0000		R54		0.00	(1,650.27)
RV3285800004	01/22/2024							
Desc: COMM PA WIRE - 23/24 TITLE IV (144-240031)								
RV	RV3285800004							
0209 - COMMONWEALTH OF PA			10-8744-000-990-00-000-000-000-0000		R54		0.00	(34,980.22)
RV3285800005	01/22/2024							
Desc: COMM PA WIRE - 20/21 ARP ESSER (223-210031)								
RV	RV3285800005							
0209 - COMMONWEALTH OF PA			10-8521-000-000-00-000-000-000-0000	85002	R54		0.00	(1,455.92)
RV3285800006	01/22/2024							

TRANSACTION LEDGER
Year: 24 From 1/10/2024 to 2/13/2024 Funds: 10
Sort: Transaction Type, Batch, Batch Count

Vendor	Transaction Number	PO #	Account Code	ASN	Jrnl/Rev Ctrl #	Pymt #	Enc/Liq	Expd/Rcvd
Trans #	Trans Date	Invoice #	Invoice Date			Pymt Date		
Desc: COMM PA WIRE - 23/24 PERKINS (380-240045)								
RV	RV3285800006							
Number of Transactions: 6								
			Fund 10 - GENERAL FUND		**REV**		**0.00**	**(67,118.21)**
0209 - COMMONWEALTH OF PA			10-7271-000-000-00-000-000-000-0000	72007	R55		0.00	(201,765.00)
RV3287800001	01/25/2024							
Desc: COMM PA WIRE - 23/24 SD SPECIAL ED								
RV	RV3287800001							
Number of Transactions: 1								
			Fund 10 - GENERAL FUND		**REV**		**0.00**	**(201,765.00)**
BSMS - BERMUDIAN SPRINGS MIDDLE			10-2250-640-000-20-500-000-000-0000	22103	D46		0.00	(10.00)
RV3287900001	01/26/2024							
Desc: BSMS - LIBRARY LOST BOOKS								
RV	RV3287900001							
BSES - BERMUDIAN SPRINGS ELEMENTARY			10-2250-640-000-10-200-000-000-0000	22101	D46		0.00	(28.35)
RV3287900002	01/26/2024							
Desc: BSES - LIBRARY LOST BOOKS								
RV	RV3287900002							
3865 - MARIAH SPROUL			10-1110-120-000-20-500-000-000-0000	11002	D46		0.00	(9.00)
RV3287900003	01/26/2024							
Desc: M.SPROUL - JURY DUTY REIMBURSEMENT								
RV	RV3287900003							
0394 - J.P. HARRIS ASSOCIATES LLC.			10-6400-000-000-00-000-000-000-0000	64001	D46		0.00	(55.00)

TRANSACTION LEDGER

Year: 24 From 1/10/2024 to 2/13/2024 Funds: 10

Sort: Transaction Type, Batch, Batch Count

Vendor	Transaction Number	PO #	Account Code	ASN	Jrnl/Rev Ctrl #	Pymt #	Enc/Liq	Expd/Rcvd
Trans #	Trans Date	Invoice #	Invoice Date			Pymt Date		
RV3287900004 01/26/2024								
Desc: J.P.HARRIS - DELINQUENT TAX								
RV	RV3287900004							
BSHS - BERMUDIAN SPRINGS HIGH SCHOOL			10-1350-610-000-30-800-000-000-0000	13116	D46		0.00	(274.15)
RV3287900005 01/26/2024								
Desc: BSHS - PO #24HS001449 LUMBER REIMBURSEMENT								
RV	RV3287900005							
PAYROLL - BERMUDIAN SPRINGS SCHOOL DISTRICT			10-0462-271-000-00-000-000-000-0000		D46		0.00	(46,035.20)
RV3287900006 01/26/2024								
Desc: BSSD-EMPLOYEE COST SHARE/SPOUSAL SURCHARGE MEDICAL								
RV	RV3287900006							
0078 - BERMUDIAN SPRINGS S.D. CAFETERIA FUND			10-0402-000-000-00-000-000-000-0000		D46		0.00	(37,042.74)
RV3287900007 01/26/2024								
Desc: BSSD CAFE - GROSS PAYROLL/DECEMBER 2023								
RV	RV3287900007							
0078 - BERMUDIAN SPRINGS S.D. CAFETERIA FUND			10-0462-211-000-00-000-000-000-0000	04006	D46		0.00	(10,139.17)
RV3287900008 01/26/2024								
Desc: BSSD CAFE - HEALTH INS/DECEMBER 2023								
RV	RV3287900008							
0078 - BERMUDIAN SPRINGS S.D. CAFETERIA FUND			10-0462-212-000-00-000-000-000-0000	04007	D46		0.00	(419.55)
RV3287900009 01/26/2024								
Desc: BSSD CAFE - DENTAL INS/DECEMBER 2023								
RV	RV3287900009							

TRANSACTION LEDGER

Year: 24 From 1/10/2024 to 2/13/2024 Funds: 10

Sort: Transaction Type, Batch, Batch Count

Vendor	Transaction Number	PO #	Account Code	ASN	Jrnl/Rev Ctrl #	Pymt #	Enc/Liq	Expd/Rcvd
Trans #	Trans Date	Invoice #	Invoice Date			Pymt Date		
0078 - BERMUDIAN SPRINGS S.D. CAFETERIA FUND			10-0462-213-000-00-000-000-000-0000		D46		0.00	(12.10)
RV3287900010 01/26/2024								
Desc: BSSD CAFE - LIFE INS/DECEMBER 2023								
RV	RV3287900010							
0078 - BERMUDIAN SPRINGS S.D. CAFETERIA FUND			10-0462-215-000-00-000-000-000-0000		D46		0.00	(51.49)
RV3287900011 01/26/2024								
Desc: BSSD CAFE - VISION INS/DECEMBER 2023								
RV	RV3287900011							
0078 - BERMUDIAN SPRINGS S.D. CAFETERIA FUND			10-0462-220-000-00-000-000-000-0000		D46		0.00	(2,747.80)
RV3287900012 01/26/2024								
Desc: BSSD CAFE - SOCIAL SECURITY/DECEMBER 2023								
RV	RV3287900012							
0078 - BERMUDIAN SPRINGS S.D. CAFETERIA FUND			10-7810-000-000-00-000-000-000-0000	78002	D46		0.00	1,373.90
RV3287900013 01/26/2024								
Desc: BSSD CAFE - SOCIAL SECURITY/DECEMBER 2023								
RV	RV3287900013							
0078 - BERMUDIAN SPRINGS S.D. CAFETERIA FUND			10-0462-230-000-00-000-000-000-0000		D46		0.00	(12,169.55)
RV3287900014 01/26/2024								
Desc: BSSD CAFE - RETIREMENT/DECEMBER 2023								
RV	RV3287900014							
0078 - BERMUDIAN SPRINGS S.D. CAFETERIA FUND			10-7820-000-000-00-000-000-000-0000	78003	D46		0.00	6,084.77
RV3287900015 01/26/2024								

TRANSACTION LEDGER

Year: 24 From 1/10/2024 to 2/13/2024 Funds: 10

Sort: Transaction Type, Batch, Batch Count

Vendor	Transaction Number	PO #	Account Code	ASN	Jrnl/Rev Ctrl #	Pymt #	Enc/Liq	Expd/Rcvd
Trans #	Trans Date	Invoice #	Invoice Date			Pymt Date		
Desc: BSSD CAFE - RETIREMENT/DECEMBER 2023								
RV	RV3287900015							
0078 - BERMUDIAN SPRINGS S.D. CAFETERIA FUND			10-2360-530-000-00-000-000-000-0000	23178	D46		0.00	(41.66)
RV3287900016	01/26/2024							
Desc: BSSD CAFE - CELL PHONE/DECEMBER 2023								
RV	RV3287900016							
Number of Transactions: 16								
			Fund 10 - GENERAL FUND		**EXP**		**0.00**	**(363.16)**
			Fund 10 - GENERAL FUND		**REV**		**0.00**	**7,403.67**
			Fund 10 - GENERAL FUND		**GEN**		**0.00**	**(108,617.60)**
1043 - ACNB			10-6510-000-000-00-000-000-000-0000	65001	PR15		0.00	(12.73)
RV3289100001	01/31/2024							
Desc: ACNB PAYROLL INTEREST - JANUARY								
RV	RV3289100001							
Number of Transactions: 1								
			Fund 10 - GENERAL FUND		**REV**		**0.00**	**(12.73)**
1043 - ACNB			10-6510-000-000-00-000-000-000-0000	65001	R56		0.00	(67.96)
RV3289200001	01/31/2024							
Desc: ACNB CHECKING INTEREST - JANUARY								
RV	RV3289200001							
Number of Transactions: 1								
			Fund 10 - GENERAL FUND		**REV**		**0.00**	**(67.96)**
1043 - ACNB			10-6510-000-000-00-000-000-000-0000	65001	R57		0.00	(5.34)
RV3289300001	01/31/2024							

TRANSACTION LEDGER

Year: 24 From 1/10/2024 to 2/13/2024 Funds: 10

Sort: Transaction Type, Batch, Batch Count

Vendor	Transaction Number	PO #	Account Code	ASN	Jrnl/Rev Ctrl #	Pymt #	Enc/Liq	Expd/Rcvd
Trans #	Trans Date	Invoice #	Invoice Date			Pymt Date		
Desc: ACNB MONEY MARKET INTEREST - JANUARY								
RV	RV3289300001							
Number of Transactions: 1								
			Fund 10 - GENERAL FUND		**REV**		**0.00**	**(5.34)**
1044 - PSDLAF			10-6510-000-000-00-000-000-000-0000	65001	R58		0.00	(40,640.62)
RV3289400001	01/31/2024							
Desc: PSDMAX INTEREST - JANUARY								
RV	RV3289400001							
Number of Transactions: 1								
			Fund 10 - GENERAL FUND		**REV**		**0.00**	**(40,640.62)**
1044 - PSDLAF			10-6510-000-000-00-000-000-000-0000	65001	R59		0.00	(14,240.47)
RV3289500001	01/31/2024							
Desc: PSDLAF FLEX INTEREST								
RV	RV3289500001							
Number of Transactions: 1								
			Fund 10 - GENERAL FUND		**REV**		**0.00**	**(14,240.47)**
BSES - BERMUDIAN SPRINGS ELEMENTARY			10-2250-640-000-10-200-000-000-0000	22101	D47		0.00	(5.00)
RV3294300001	02/07/2024							
Desc: BSES - LIBRARY LOST BOOKS								
RV	RV3294300001							
0904 - DEBRA TATE TAX COLLECTOR			10-6120-000-000-00-000-000-115-0000	61051	D47		0.00	(5.50)
RV3294300002	02/07/2024							
Desc: EAST BERLIN BORO TAXES								
RV	RV3294300002							

TRANSACTION LEDGER

Year: 24 From 1/10/2024 to 2/13/2024 Funds: 10

Sort: Transaction Type, Batch, Batch Count

Vendor	Transaction Number	PO #	Account Code	ASN	Jrnl/Rev Ctrl #	Pymt #	Enc/Liq	Expd/Rcvd
Trans #	Trans Date	Invoice #	Invoice Date			Pymt Date		
0904 - DEBRA TATE TAX COLLECTOR			10-6141-000-000-00-000-000-115-0000	61057	D47		0.00	(5.50)
RV3294300003 02/07/2024								
Desc: EAST BERLIN BORO TAXES								
RV	RV3294300003							
0209 - COMMONWEALTH OF PA			10-2380-610-000-30-800-000-000-0000	23102	D47		0.00	(103.20)
RV3294300004 02/07/2024								
Desc: COMM OF PA - DISABILITY DETERMINATION								
RV	RV3294300004							
BSHS - BERMUDIAN SPRINGS HIGH SCHOOL			10-3200-610-000-00-000-000-000-0000	32011	D47		0.00	(120.00)
RV3294300005 02/07/2024								
Desc: BSHS - ROBOTICS CLUB SHIRTS REIMBURSEMENT								
RV	RV3294300005							
0945 - UPPER ADAMS SCHOOL DISTRICT			10-3200-800-000-00-000-000-00M-0019		D47		0.00	(300.00)
RV3294300006 02/07/2024								
Desc: UPPER ADAMS SD - JR WRESTLING TOURNAMENT REFUND								
RV	RV3294300006							
BSHS - BERMUDIAN SPRINGS HIGH SCHOOL			10-3200-610-000-30-800-000-000-0000	32031	D47		0.00	(363.37)
RV3294300007 02/07/2024								
Desc: BSHS - PO #24HS001396 VEX ROBOTICS REIMBURSEMENT								
RV	RV3294300007							
0449 - DIANNA K. JAREMA			10-1310-240-000-30-800-000-000-0000		D47		0.00	(1,241.25)
RV3294300008 02/07/2024								
Desc: GRAD CREDIT REIMBURSEMENT REPAYMENT - D.JAREMA								

TRANSACTION LEDGER

Year: 24 From 1/10/2024 to 2/13/2024 Funds: 10

Sort: Transaction Type, Batch, Batch Count

Vendor	Transaction Number	PO #	Account Code	ASN	Jrnl/Rev Ctrl #	Pymt #	Enc/Liq	Expd/Rcvd
Trans #	Trans Date	Invoice #	Invoice Date			Pymt Date		
RV	RV3294300008							
1671 - SUSAN GRAGG TAX COLLECTOR			10-6111-000-000-00-000-000-113-0000	61037	D47		0.00	(6,642.24)
RV3294300009 02/07/2024								
Desc: LATIMORE TOWNSHIP TAXES								
RV	RV3294300009							
1671 - SUSAN GRAGG TAX COLLECTOR			10-6120-000-000-00-000-000-113-0000	61049	D47		0.00	(165.00)
RV3294300010 02/07/2024								
Desc: LATIMORE TOWNSHIP TAXES								
RV	RV3294300010							
1671 - SUSAN GRAGG TAX COLLECTOR			10-6141-000-000-00-000-000-113-0000	61055	D47		0.00	(165.00)
RV3294300011 02/07/2024								
Desc: LATIMORE TOWNSHIP TAXES								
RV	RV3294300011							
Number of Transactions: 11								
			Fund 10 - GENERAL FUND		**EXP**		**0.00**	**(2,132.82)**
			Fund 10 - GENERAL FUND		**REV**		**0.00**	**(6,983.24)**
Transaction Type RV Totals: 69							**0.00**	**(886,457.47)**

BERMUDIAN SPRINGS SCHOOL DISTRICT
York Springs, Pennsylvania 17372-8807
Financial Summary of Cafeteria Fund

BALANCE REVIEW - CAFETERIA FUND:

Previous Balance - December 31, 2023	($55,172.92)
Revenue - January 1, 2024 - January 31, 2024	$77,922.19
Transfer from General Fund to Cafeteria Fund	$20,000.00
Expenditures - Payroll for January 2024	$37,435.37
Expenditures -January 1, 2024 - January 31, 2024	$86,840.83
CURRENT BALANCE January 31, 2024	($81,526.93)

DISTRIBUTION OF CASH ASSETS:

NOW Checking Account	($81,526.93)
PSDMAX Series	$0.00
	($81,526.93)

COMPARISON OF REVENUES VS EXPENDITURES 2023-2024

	7/1/23-12/31/23	CURRENT	ACCUM TOTAL
Revenues	$518,797.07	$77,922.19	$596,719.26
Expenditures	$664,659.32	$124,276.20	$788,935.52
		($46,354.01)	($192,216.26)

INTEREST EARNED:

	Current	To Date
NOW Checking Account	$3.26	$39.90
	$3.26	$39.90

FUND BALANCE ESTIMATE: January 1, 2024 - January 31, 2024

Cash and Investments on Hand	**($81,526.93)**
Fed/State Reimbursement (January) -	$81,761.10
Total Revenue Estimate.....	**$234.17**
Total Expense Estimate.....	$0.00
TOTAL ESTIMATED FUND BALANCE (LESS BENEFITS DUE)	**$234.17**

TRANSACTION LEDGER

Year: 24 From 1/1/2024 to 1/31/2024 Funds: 50

Sort: Transaction Type, Batch, Batch Count

Vendor	Transaction Number	PO #	Account Code	ASN	Jrnl/Rev Ctrl #	Pymt #	Enc/Liq	Expd/Rcvd
Trans #	**Trans Date**	**Invoice #**	**Invoice Date**			**Pymt Date**		
			50-6630-000-000-00-000-000-000-0000	66015	D102	297	0.00	(40.25)
RV3284700001	01/18/2024							
Desc: BANQUET REVENUE								
RV	RV3284700001							
Number of Transactions: 1								
			Fund 50 - ENTERPRISE FUND		**REV**		**0.00**	**(40.25)**
			50-7600-000-000-00-000-000-000-0000	76001	R637		0.00	(2,428.86)
RV3287600001	01/25/2024							
Desc: FED/STATE RMBRSMT (DEC)								
RV	RV3287600001							
			50-7600-000-720-00-000-000-000-0000	76002	R637		0.00	(7,661.10)
RV3287600002	01/25/2024							
Desc: FED/STATE RMBRSMT (DEC)								
RV	RV3287600002							
			50-8531-000-000-00-000-000-000-0000	85001	R637		0.00	(39,513.71)
RV3287600003	01/25/2024							
Desc: FED/STATE RMBRSMT (DEC)								
RV	RV3287600003							
			50-8531-000-720-00-000-000-000-0000	85003	R637		0.00	(9,704.39)
RV3287600004	01/25/2024							
Desc: FED/STATE RMBRSMT (DEC)								
RV	RV3287600004							
Number of Transactions: 4								
			Fund 50 - ENTERPRISE FUND		**REV**		**0.00**	**(59,308.06)**
			50-6690-000-000-00-000-000-000-0000	66001	D103	185976	0.00	(246.98)

TRANSACTION LEDGER

Year: 24 From 1/1/2024 to 1/31/2024 Funds: 50

Sort: Transaction Type, Batch, Batch Count

Vendor	Transaction Number	PO #	Account Code	ASN	Jrnl/Rev Ctrl #	Pymt #	Enc/Liq	Expd/Rcvd
Trans #	**Trans Date**	**Invoice #**	**Invoice Date**			**Pymt Date**		
RV3288300001	01/31/2024							
Desc: REBATE 2Q23								
RV	RV3288300001							
Number of Transactions: 1								
			Fund 50 - ENTERPRISE FUND		**REV**		**0.00**	**(246.98)**
			50-6510-000-000-00-000-000-000-0000		R641		0.00	(3.26)
RV3294900001	01/31/2024							
Desc: ACNB INTEREST JAN 2024								
RV	RV3294900001							
Number of Transactions: 1								
			Fund 50 - ENTERPRISE FUND		**REV**		**0.00**	**(3.26)**
			50-0480-000-000-00-000-000-000-0000		R642		0.00	(12,192.05)
RV3295000001	01/31/2024							
Desc: SCHOOLCAFE ONLINE PYMT								
RV	RV3295000001							
Number of Transactions: 1								
			Fund 50 - ENTERPRISE FUND		**GEN**		**0.00**	**(12,192.05)**
			50-0480-000-000-00-000-000-000-0000		R643		0.00	(6,131.59)
RV3295100001	01/31/2024							
Desc: ACNB CAFE DEP - JAN 2024								
RV	RV3295100001							
Number of Transactions: 1								
			Fund 50 - ENTERPRISE FUND		**GEN**		**0.00**	**(6,131.59)**
Transaction Type RV Totals: 9							**0.00**	**(77,922.19)**

BERMUDIAN SPRINGS SCHOOL DISTRICT
York Springs, Pennsylvania 17372-8807

Financial Summary of Capital Reserve Fund

BALANCE REVIEW - CAPITAL RESERVE FUND:

Previous Balance - January 9, 2024	$563,424.51
Revenue - January 10, 2024 - February 13, 2024	$522.44
Expenditures - January 10, 2024 - February 13, 2024	$6,006.53
CURRENT BALANCE - February 13, 2024	$557,940.42

DISTRIBUTION OF CASH ASSETS:

ACNB Super NOW Checking Account	$448,148.84
PSDLAF Investments	$0.00
PSDMAX Series	$109,791.58
PSDLAF Overnight Account	$0.00
	$557,940.42

CURRENT INVESTMENT STATUS:

	AMOUNT	PERCENT	TERM	DUE
PSDLAF CD Pool Investment				
PSDLAF (MAX Account)	$109,791.58	5.213%	***	
PSDLAF (Overnight Account)	$0.00	0.000%	***	

*** 30 Day Yield

INTEREST EARNED:

	Current:	To Date:
Checking Super Now Account	$38.47	$329.57
PSDLAF MAX Series	$483.97	$3,289.34
PSDLAF Overnight Account	$0.00	$0.00
PSDLAF Investment	$0.00	$0.00
	$522.44	$3,618.91

CAPITAL RESERVE FUND REVENUES:

ACNB Checking Interest	$38.47
PSDLAF/MAX Investment	$483.97
Fund Transfers (General)	$0.00
	$522.44

BERMUDIAN SPRINGS SCHOOL DISTRICT
York Springs, Pennsylvania 17372-8807

Financial Summary of Scholarship Fund

BALANCE REVIEW - SCHOLARSHIP FUND:

Previous Balance - January 9, 2024	$19,972.25
Revenue	$1.71
Expenditures	$0.00
CURRENT BALANCE - February 13, 2024	$19,973.96

DISTRIBUTION OF CASH ASSETS:

ACNB Checking	$19,973.96
	$19,973.96

INTEREST EARNED:

	Current:	Accum Total
Checking Account	$1.71	$10.22
		$10.22

SCHOLARSHIP FUND REVENUES:

ACNB Checking	$1.71
	$1.71

SCHOLARSHIP FUND EXPENDITURES:

SCHOLARSHIP ACCOUNT BALANCE SUMMARY:

Max Kaufman	$690.23
Jordan C. Selfe	$0.00
William E. Smith	$0.00
W. Roy Starry	$6,811.69
Lloyd W. Wagener	$2,744.80
Jessica D. Webb	$6,136.51
Taylor Zimmerman	$3,590.73
	$19,973.96

February 2th, 2024

To Whom it May Concern,

I am writing today to inform you of my plans to terminate my employment with the district at the end of the calendar day,Tuesday, April 2nd, 2024. It took me a while to find the time that is right for me, and I feel that the Spring is a good time to start a new phase of my life.

My retirement will begin April 3rd, and we, my husband and I, will be heading to Tucson, Arizona to participate in the recording of the Spring bird migration on the Western flyway for two weeks. Because the district does not allow for two weeks of time to be taken by staff, it seemed that this would be a good time for me to take my leave.

I know that salaries are often prorated for maternity or sabbatical leave, but that is when the employee is returning. I expect that any sums owed to me from days already worked, as I will not be returning, would be paid within the first two pay periods after my termination of employment so as to not hold up the beginning of my retirement payments.

Thank you for your consideration of my requests.

Sincerely,
Melissa R. Deitz

January 29, 2024

I Earl Herman am writing to inform Bermudian Springs School District of my retirement, on April 18, 2024. It has been a pleasure to work here all these years.

Thank You,

Earl R Herman

Bermudian Springs School District

Shelly Moore <smoore@bermudian.org>

Resignation

1 message

Amanda Kuhn <akuhn@bermudian.org> Wed, Jan 31, 2024 at 1:10 PM
To: Shelly Moore <smoore@bermudian.org>

I Amanda Kuhn am resigning from my position as food service staff at middle school cafeteria. As of 1/31/2024

January 19, 2024

Dr. Shane Hotchkiss
Bermudian Springs School District
7335 Carlisle Pike York Springs, PA 17372

Dr. Hotchkiss,

I am writing to formally resign from my position as Assistant/Acting Principal at Bermudian Springs Elementary School. My last working day will be February 16, 2024, and then I will utilize my earned vacation days.

It has been a privilege to work in this District for almost ten years as a teacher and an administrator. I want to express my appreciation and support to those who welcomed me to Bermudian Springs, notably Mr. Stroup and Mr. DeFoe, as well as the mentorship from Mr. DeFoe and Mr. Fleming that led me to pursue administration. From there, I have been fortunate to work with leaders who helped coach me in this role. I am thankful to work for and alongside these individuals, specifically Mrs. Eley, Dr. Myers, Dr. Fox, and you. Last, I need to share how fortunate I was to lead a team of educators and support staff as dedicated and committed to our community's children as we have at Bermudian Springs Elementary School. A million "thank yous" would not be enough for the work that they do on a daily basis.

The landscape of public education has changed drastically since I began this journey. After much personal reflection, I have decided to step away from the field of education and pursue another opportunity. The lessons I have learned in this position have made me a better leader, thinker, and communicator. I am thankful for the professional growth this role has afforded me. And most importantly, working with your youngest learners has made me a better father - for which I am most proud and thankful.

Thank you, again, for the support, guidance, and opportunities I have received at Bermudian Springs School District. As a community member of the District and parent of future Eagles, I look forward to supporting the District in a new way.

Best,



Ethan Sentz

Bermudian Springs SD
Comprehensive Plan | 2024 - 2027

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Profile and Plan Essentials

LEA Type		AUN
Bermudian Springs School District		112011103
Address 1		
7335 Carlisle Pike		
Address 2		
City	**State**	**Zip Code**
York Springs	PA	17372
Chief School Administrator		**Chief School Administrator Email**
Dr. Shane Hotchkiss		shotchkiss@bermudian.org
Single Point of Contact Name		
Shannon Myers		
Single Point of Contact Email		
smyers@bermudian.org		
Single Point of Contact Phone Number		
7175284113		

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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Shane Hotchkiss	Administrator	Superintendent	shotchkiss@bermudian.org
Dr. Shannon Myers	Administrator	Assistant Superintendent	smyers@bermudian.org
Mrs. Jennifer Shelley	Administrator	Middle School	jshelley@bermudian.org
Mr. Ethan Sentz	Administrator	Elementary School	jeley@bermudian.org
Dr. Brian Booher	Administrator	Director of Special Education	bbooher@bermudian.org
Mr. Michael Brooks	Administrator	High School	mbrooks@bermudian.org
Jennifer Goldhahn	Board Member	School Board	jgoldhahn@bermudian.org
Matthew Nelson	Board Member	School Board	mnelson@bermudian.org
Julie Nelson	Staff Member	School Nurse	jnelson@bermudian.org
Josh Korb	Staff Member	Director of Innovation	jkorb@bermudian.org
Jim Lott	Community Member	Community	
Katie Peters	Parent	Community	
Lilian Acosta	Community Member	Migrant Education	
Abbie Will	Staff Member	Elementary School	awill@bermudian.org
Andrea Everhart	Parent	Elementary School	
Chris Myers	Staff Member	Middle School	cmyers@bermudian.org
Laura McMillian	Staff Member	Middle School	lmcmillian@bermudian.org
Stephanie Yost	Staff Member	High School	syost@bermudian.org
Jodi Scheiterlein	Parent	Middle School	
Quinn Turocy	Parent	High School	
Kennedy Turocy	Student	High School	
Chandler McNulty	Student	High School	
Brittany Wood	Staff Member	High School	bwood@bermudian.org

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LEA Profile

Located in the scenic Adams County, PA, the Bermudian Springs School District spans an expansive area of 75 square miles, encompassing a rural setting that includes the boroughs of East Berlin and York Springs, as well as the townships of Huntington, Latimore, Reading, and a portion of Hamilton.

Our district is dedicated to providing a holistic educational experience that nurtures the whole student. We believe in offering multiple educational opportunities to cater to the diverse needs and interests of our students. Whether it's academic enrichment, career exploration, or vocational training, we strive to provide a well-rounded education that prepares our students for success. At Bermudian Springs School District, our commitment to providing a well-rounded education extends to our outstanding music and art department. We believe in the transformative power of the arts and their ability to inspire creativity, foster self-expression, and cultivate a deep appreciation for culture.

In addition to our comprehensive academic curriculum, we offer numerous extra-curricular opportunities to enrich our students' lives beyond the classroom. From sports teams to clubs and organizations, there is something for everyone to engage in their passions and develop valuable skills.

Our district takes pride in its innovative approach to education, including our Eagles Academy Cyber Program. This program offers students the flexibility of online learning while still benefiting from high-quality instruction and the support of our dedicated educators.

We recently constructed a new middle school, which provides state-of-the-art facilities and a modern learning environment for our students. This investment reflects our commitment to continually improving and enhancing the educational experience.

Bermudian Springs Middle and High Schools have been recognized as Apple Distinguished Schools, a prestigious distinction that highlights our commitment to leveraging technology to transform teaching and learning. Our Apple Distinguished Teachers bring their expertise to the classroom, integrating technology seamlessly into the curriculum to enhance student engagement and achievement.

We are proud to be members of our county special education consortium and offer an Autistic Support Program, ensuring that students with varying needs receive the specialized support they need to thrive academically, socially, and emotionally.

Finally, our district serves as a community hub and destination, fostering strong connections between the school and the broader community. We believe in the power of collaboration and engagement, working together with families, local businesses, and community organizations to create a supportive and enriching environment for our students.

At Bermudian Springs School District, we are dedicated to providing an exceptional educational experience that empowers our students to reach their full potential, both inside and outside the classroom.

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Mission and Vision

Mission

Inspire to Learn. Empower to Lead. Equip to Succeed.

Vision

In partnership with our students, parents, and community, the Bermudian Springs School District aims to develop innovative opportunities, empower all students to become collaborative and responsible citizens, inspire students to learn, lead, and compete globally, and ensure that each student seeks to achieve personal excellence.

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Educational Values

Students

As a district, we have created a Portrait of a Graduate. As students traverse through each grade level, 6 competencies have been developed for students to develop throughout their Bermudian Springs School District experience they are as follows: 1. Initiative and Self-Direction 2. Critical Thinking and Problem-Solving 3. Collaboration 4. Global Contributor 5. Creativity and Innovation 6. Communication

Staff

The BSSD Staff will create an environment where students feel safe, valued, and acknowledged. In our instruction, we prioritize a student-centered approach that emphasizes collaboration, and hands-on learning, and grants students the opportunity to express their voices and make choices. Our primary focus is on addressing the individual needs of each student through positive relationships, while also ensuring their social, emotional, and academic success.

Administration

The administrative team of BSSD will work together to establish a supportive environment that fosters safety, appreciation, and recognition for both students and staff. We will prioritize the needs of student and adult learners, emphasizing collaboration, feedback, and clear expectations. Our main objective is to address the unique requirements of our students and staff, ensuring their academic and professional growth while providing them with the necessary resources for success.

Parents

The involvement of our students' families in their educational well-being is of utmost importance. We foster a strong partnership between families and staff, promoting open and frequent communication regarding students' academic progress and overall well-being. To support our students, families will have numerous opportunities to actively participate in a wide range of extra-curricular and volunteer activities. Additionally, we invite families to collaborate with school staff in identifying and accessing the necessary resources to create an optimal learning environment for students.

Community

We value an active and supportive relationship between our community and the school, prioritizing the success of our students. By actively engaging in stakeholder conversations, we will work together to ensure that our students thrive. Our community partners join forces with the school district, creating a collaborative environment focused on achieving shared goals that enhance the educational experience of our students.

Other (Optional)

Omit selected.

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Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
HS future ready indicates that the growth standard was met for Literature	
HS future ready indicates that proficiency was met in Algebra and well above the statewide average	Our performance for the next two years will be impacted by the "pass" provided for students who did not test in 2020 or accounted for in 2021.
MS, HS students have met college and career readiness statewide goal	
MS ELA is above the state average	
MS Science is above the state average	
MS exceeds growth in all 3 subject areas	
MS advanced students are above the state average in ELA/Science	
HS subgroups, Hispanic and economically disadvantaged, met the English growth standard	
HS advanced group exceeds the state average in Algebra	
ES math proficiency exceeds the state average	
ES science proficiency exceeds the state average	
ES Hispanic subgroup increased proficiency in science	
ES students met academic growth score	
ES economically disadvantaged subgroup met growth expectations in all 3 subject areas	
ES English language growth and attainment exceeds the state average by 30%	

Challenges

Indicator	Comments/Notable Observations
3rd Grade reading has not reached "pre-covid" proficiency levels	We did gain over 15% points in one year
ES students with disabilities subgroup did not meet the statewide average	

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ES Math did not meet the growth standard	
ES ELA advanced group is below the state average	
MS average attendance is lower than normal at 85%	Our daily attendance average is 93%
MS ELA, Math, and Science did not meet the proficiency goal	
MS ELA did not have any subgroups meet proficiency goals	
MS students with disabilities met growth standard in math but are trending downward	

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Math overall scores have increased to 65.6% in 22-23 which is higher than pre-covid scores **Grade Level(s) and/or Student Group(s)** 3rd Grade All students	**Comments/Notable Observations**
Indicator ELA All student subgroups exceeded growth attainment **Grade Level(s) and/or Student Group(s)** MS grades 5-8 All Students and Sub-groups	**Comments/Notable Observations** Students with disabilities met growth attainment. All others exceeded and are trending up.
Indicator ED student group performance increased from 14% to 50% from 2021 to 2022 school years. **Grade Level(s) and/or Student Group(s)** 8th grade ED	**Comments/Notable Observations**
Indicator 9th graders tend to score higher advanced/proficient than any other grade level in Bio and Lit **Grade Level(s) and/or Student Group(s)** 9th Grade/All students	**Comments/Notable Observations**

Challenges

Indicator Math overall scores have increased to 65.6% in 22-23 which is higher than pre-covid scores **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**

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3rd Grade All students	
Indicator ELA All student subgroups exceeded growth attainment **Grade Level(s) and/or Student Group(s)** MS grades 5-8 All Students and Sub-groups	**Comments/Notable Observations** Students with disabilities met growth attainment. All others exceeded and are trending up.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

ES English language growth and attainment exceeds the state average by 30%
MS exceeds growth in all 3 subject areas

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

ES students with disabilities subgroup did not meet the statewide average
Students with disabilities are underperforming in all buildings and subjects

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Local Assessment

English Language Arts

Data	Comments/Notable Observations
0% of students were advanced on the Literature Keystone	We are looking to adjust when students take the Literature Exam in hopes that performance will increase
HS Literature met the growth standard	
MS ELA proficiency is above the state average	
100% of our MS subgroups met/exceeded growth attainment	
MS did not meet 2030 interim proficiency goal, but all subgroups are trending up	
ES met growth attainment	
3rd grade ED performance is trending up at the ES building	

English Language Arts Summary

Strengths

100% of our MS subgroups met/exceeded growth attainment
MS did not meet 2030 interim proficiency goal, but all subgroups are trending up
HS Literature met the growth standard
3rd grade ED performance is trending up at the ES building

Challenges

0/3 buildings met proficiency interim targets

Mathematics

Data	Comments/Notable Observations
HS students exceeded the 2030 interim target and are performing well above the state average	This will be impacted the next 2 years because of the COVID non-testing and non-accountability years
MS students exceeded growth in all subgroups	
HS students did not meet the growth standard	
ES is well above the state average	
ES did not meet the 2030 proficiency interim target goal	
Students with disabilities are underperforming	

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Mathematics Summary

Strengths

ES is well above the state average
HS students exceeded the 2030 interim target and are performing well above the state average
MS students exceeded growth in all subgroups

Challenges

HS students did not meet the growth standard
Students with disabilities are underperforming

Science, Technology, and Engineering Education

Data	**Comments/Notable Observations**
ES Science is well above the state average	
ES Science met the proficiency 2030 interim target goal	
All ES subgroups are trending upward	
ED subgroup in ES did not meet the proficiency target	
MS students exceeded growth attainment	
MS did not meet the interim proficiency goal but is above the state average	MS has made some adjustments to allow for Science intervention.
All MS subgroups are trending up	
HS Bio did not meet 2030 proficiency interim target goal	
HS Bio did not meet growth attainment	

Science, Technology, and Engineering Education Summary

Strengths

ES Science is well above the state average
MS students exceeded growth attainment
All ES subgroups are trending upward

Challenges

HS Bio did not meet 2030 proficiency interim target goal
HS Bio did not meet growth attainment

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Related Academics

Career Readiness

Data	Comments/Notable Observations
All students met the performance standard in the HS	
Graduation cohort for four years is 98%	
Performance standard at the HS is above the state average	
The graduation cohort is higher than the state average	
MS performance exceeds the state average	
Industry-based certifications meet the average but are below the state average	
NOCTI performance has flatlined	

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Agricultural production	This is a approved CTE Program
PA Diversified Occupations	Students utilize this program to prepare for the workplace through skill enhancement
Accounting	Program of Study
Childcare	Program of Study
Horticulture	Program of Study

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

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Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Graduation cohort for four years is 98%
MS performance exceeds the state average
All students met the performance standard in the HS

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Continue to expand and improve our Career and Tech Programs to offer more industry certifications
NOCTI Performance

DRAFT

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
ES met EL proficiency standard	
ES performance is well above the state average	
Performance is trending down	
3rd-8th grade EL students are not performing above basic on ELA assessment	These groups are small. No more than 7-8 in each.
60% of ES EL students scored proficient in Math	
4th-8th grade EL students are not scoring above basic in Math	
0/5 EL students were proficient in Algebra	

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
0 Students in this subgroup scored proficient in Algebra	Our district scores were low overall due to the impact of waivers
0 students in this subgroup scored proficient in Biology	
4/16 (25%) students scored proficient in Literature	
6% scored proficient in ELA in 5th grade	
0 students in this subgroup scored proficient in Math in 5th-6th, and 8th grade	
0 students scored proficient in ELA in 6th grade	
7% (1/14) scored proficient in 7th grade ELA and Math	
6% (1/17) scored proficient in ELA in 8th grade	
2/10 scored advanced in math in 3rd grade and 30% proficient overall	
2/10 scored proficient in ELA in 3rd grade	
2/14 scoring at least proficient in Math (1 scoring advanced)	
7% proficient in ELA in 4th grade	

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Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
30% scoring proficiently in ELA at the ES building	
30% scoring proficiently in Math at the ES building	
67% scoring proficiently in Science at the ES building	
43% scoring proficiently in ELA at the MS building	Trending up
17% scoring proficiently in Math at the MS building	Trending up
38% scoring proficiently in Science at the MS building	Trending up
100% growth in ELA at the MS	
81% growth in Math at the MS	trending up
75% growth in Science at the MS	
74% growth at the ES in ELA	Trending up
71% growth at the ES in Math	trending down
70% growth at the ES in Science	trending up
77% growth at the HS in Literature	
33% proficiency at HS in BIO	trending down
68% growth at the HS in Algebra	trending down
56% growth at the HS in Bio	trending down

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Hispanic	below state average and overall performance in all areas

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

DRAFT

ES met EL proficiency standard
ES EL performance is well above the state average
67% ED students scoring proficiently in Science at the ES building
60% of ES EL students scored proficient in Math

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

0 Students in this subgroup scored proficient in Algebra
0 Students in this subgroup scored proficient in Bio
0 students in this subgroup scored proficient in Math in 5th-6th, and 8th grade

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Designated Schools

There are no Designated Schools.

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Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Approved and updated in 2023
Title I Program	N/A
Student Services	N/A
K-12 Guidance Plan (339 Plan)	To be updated in 2025
Technology Plan	N/A
English Language Development Programs	N/A
Comprehensive Literacy Plan	N/A

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

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Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Recruit and Retain High Quality Teachers

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High-quality professional development plan to meet the needs of staff
High-quality resources used to meet the needs of all learners
Low teacher-to-student ratio in classrooms

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Inconsistent distribution of information and methods of communication
Ensure effective, standards-aligned curriculum and assessment and data collection tools
Ensuring equitable access and quality resources to support the needs of students and families

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Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
ES English language growth and attainment exceeds the state average by 30%	True
MS exceeds growth in all 3 subject areas	False
100% of our MS subgroups met/exceeded growth attainment	True
MS did not meet 2030 interim proficiency goal, but all subgroups are trending up	False
HS Literature met the growth standard	False
ES Science is well above the state average	False
ES is well above the state average	False
HS students exceeded the 2030 interim target and are performing well above the state average	False
Graduation cohort for four years is 98%	True
ES met EL proficiency standard	False
ES EL performance is well above the state average	False
MS performance exceeds the state average	False
Recruit and Retain High Quality Teachers	False
High-quality professional development plan to meet the needs of staff	True
High-quality resources used to meet the needs of all learners	False
3rd grade ED performance is trending up at the ES building	False
MS students exceeded growth in all subgroups	False
MS students exceeded growth attainment	False
All ES subgroups are trending upward	True
Low teacher-to-student ratio in classrooms	True
All students met the performance standard in the HS	False
67% ED students scoring proficiently in Science at the ES building	False
60% of ES EL students scored proficient in Math	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

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Strength	Check for Consideration in Plan
ES students with disabilities subgroup did not meet the statewide average	True
Students with disabilities are underperforming in all buildings and subjects	False
0/3 buildings met proficiency interim targets	True
HS students did not meet the growth standard	False
Students with disabilities are underperforming	True
Continue to expand and improve our Career and Tech Programs to offer more industry certifications	False
NOCTI Performance	False
Inconsistent distribution of information and methods of communication	False
Ensure effective, standards-aligned curriculum and assessment and data collection tools	True
HS Bio did not meet 2030 proficiency interim target goal	False
0 Students in this subgroup scored proficient in Algebra	True
0 Students in this subgroup scored proficient in Bio	False
Ensuring equitable access and quality resources to support the needs of students and families	True
HS Bio did not meet growth attainment	False
0 students in this subgroup scored proficient in Math in 5th-6th, and 8th grade	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

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Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	**Discussion Points**	**Check for Priority**
Students with disabilities are underperforming	Performance on assessments is something our students do, not our central focus.	False
0/3 buildings met proficiency interim targets		True
Ensure effective, standards-aligned curriculum and assessment and data collection tools		True
Ensuring equitable access and quality resources to support the needs of students and families		True
0 Students in this subgroup scored proficient in Algebra		False
ES students with disabilities subgroup did not meet the statewide average		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
100% of our MS subgroups met/exceeded growth attainment	We need to analyze what is happening across the building to support our subgroups and ensure that the other buildings have similar supports in place
High-quality professional development plan to meet the needs of staff	How can our PD be aligned to our district goals?
Graduation cohort for four years is 98%	
Low teacher-to-student ratio in classrooms	
ES English language growth and attainment exceeds the state average by 30%	
All ES subgroups are trending upward	
60% of ES EL students scored proficient in Math	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we have regular and consistent two-way communication, then we will have a culture that is actively engaged in conversations about student learning.

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	If we have district leaders that identify and hold schools accountable for administering rigorous, standards-aligned assessments that yield data that is easily accessible to educators and leaders in all content areas and grade levels then we will have a culture that focuses on continuous improvement of instruction.
	If we have a district-wide data collection system then we have a culture that monitors and supports student's and family's needs.

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Goal Setting

Priority: If we have district leaders that identify and hold schools accountable for administering rigorous, standards-aligned assessments that yield data that is easily accessible to educators and leaders in all content areas and grade levels then we will have a culture that focuses on continuous improvement of instruction.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of the 2024-2025 school year, we will have a data collection and analysis tool to inform instructional decisions.		
Measurable Goal Nickname (35 Character Max)		
Data Collection		
Target Year 1	**Target Year 2**	**Target Year 3**
Utilize curriculum leads, curriculum teams, and administrators to establish an assessment framework.	Prioritize data collection needs.	By the end of the 2024-2025 school year, we will have a data collection and analysis tool to inform instructional decisions.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of the 2025-2026 school year, we will establish processes and procedures systematically that enable district leaders to lead meetings focused on continuous improvement.		
Measurable Goal Nickname (35 Character Max)		
Data Meetings		
Target Year 1	**Target Year 2**	**Target Year 3**
Establish and maintain a scheduled time for curricular teams to analyze and discuss data.	Implement schedule and provide ongoing support for building administration to lead data-driven conversations in buildings.	By the end of the 2025-2026 school year, we will establish processes and procedures systematically that enable district leaders to lead meetings focused on continuous improvement.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)
By the end of the 2026-2027 school year, we will have systems in place to ensure that there are assessments aligned to all content standards within the curricular cycles.

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Measurable Goal Nickname (35 Character Max)		
Common Assessments		
Target Year 1	**Target Year 2**	**Target Year 3**
Provide professional development to curriculum teams on common assessments.	Provide time for curricular teams to write standards-aligned assessments.	By the end of the 2026-2027 school year, we will have systems in place to ensure that there are assessments aligned to all content standards within the curricular cycles.

Priority: If we have a district-wide data collection system then we have a culture that monitors and supports student's and family's needs.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
By the end of the 26-27 school year, the district will have created the data collection tool and created a committee to evaluate its effectiveness.		
Measurable Goal Nickname (35 Character Max)		
Community Supports		
Target Year 1	**Target Year 2**	**Target Year 3**
Establish an internal committee to complete a needs assessment.	Research and begin to develop a tool for gathering data.	By the end of the 26-27 school year, the district will have created the data collection tool and created a committee to evaluate its effectiveness.

Priority: If we have regular and consistent two-way communication, then we will have a culture that is actively engaged in conversations about student learning.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
By the end of the 2026-27 school year, the Communications Team will have created an action plan to improve regular and consistent two-way communication that actively engages stakeholders in conversations about student learning.		
Measurable Goal Nickname (35 Character Max)		
Communication		
Target Year 1	**Target Year 2**	**Target Year 3**
Establish and organize a Communication Committee.	Analyze data and begin to develop an action plan to increase opportunities for two-way communication.	By the end of the 2026-27 school year, the Communications Team will have created an action plan to improve regular and consistent two-way communication that actively engages stakeholders in conversations about student learning.

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Action Plan

Measurable Goals

Data Collection	Data Meetings
Common Assessments	Community Supports
Communication	

Action Plan For: Mental Health Supports and Services

Measurable Goals:
• By the end of the 26-27 school year, the district will have created the data collection tool and created a committee to evaluate its effectiveness.

Action Step		**Anticipated Start/Completion Date**	
The district will research and identify a data collection tool and what unique data we will collect.		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administration	Resources for data collection tools	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Develop a committee to evaluate the data collection tool and its effectiveness.		2025-07-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administration and SAP Team Members	None	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
A team will be established to monitor the input of qualitative data and identify supports for students and/or their families.	Quarterly

Action Plan For: Effective Communication

Measurable Goals:
• By the end of the 2026-27 school year, the Communications Team will have created an action plan to improve regular and consistent two-way

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communication that actively engages stakeholders in conversations about student learning.

Action Step		**Anticipated Start/Completion Date**	
Identify stakeholders, form the communications team, and determine the objectives of the team.		2024-07-01	2024-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administration	Parents and Community Liaisons	No	No
Action Step		**Anticipated Start/Completion Date**	
A committee will develop a path to gather feedback to identify strengths, weaknesses, and gaps in current communication channels.		2025-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Communications Team	Data Collection Tools Potential communication solutions	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
A communications committee will be established to gather information from our community stakeholders to determine the most effective ways to engage in two-way communication about student learning.	Meetings 2 times a year

Action Plan For: District Assessment Framework Development

Measurable Goals:
• By the end of the 2024-2025 school year, we will have a data collection and analysis tool to inform instructional decisions.

Action Step		**Anticipated Start/Completion Date**	
Establish a District-Wide Assessment Framework		2024-07-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent and Director of Innovation	Approved Curriculum Frameworks	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Establish common assessments that are standards-aligned district-wide		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

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District and Building Administrators and Curriculum Leads	Approved curriculum (K-12), Assessment Framework (K-12)	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Implement standardized data formats, structures, and proficiency scales to ensure consistency across assessments.		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District and Building Administrators	Approved curriculum (K-12), Assessment Framework (K-12)	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
A K-12 Assessment Framework and systematic data collection tool to analyze student needs and instructional supports.	Quarterly

Action Plan For: Data Warehouse

Measurable Goals:
• By the end of the 2024-2025 school year, we will have a data collection and analysis tool to inform instructional decisions.

Action Step		**Anticipated Start/Completion Date**	
Enhance technology infrastructure to facilitate easy data collection.		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Innovation Applications Specialist	Assessment Framework (K-12) Data Collection Tool Data Synthesis Platform	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Explore data visualization tools to make data more understandable and user-friendly.		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Innovation Application Specialist	Assessment Framework (K-12) Data Collection Tool Data Synthesis Platform	Yes	No

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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A data warehouse system that houses prioritized data that is organized and accessible to all.	Twice a year

Action Plan For: Looking at Student Work and Data Analysis Protocols

Measurable Goals:
• By the end of the 2025-2026 school year, we will establish processes and procedures systematically that enable district leaders to lead meetings focused on continuous improvement.

Action Step		Anticipated Start/Completion Date	
Develop clearly defined rigorous assessments		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administrators	Assessment Framework (K-12) Data Collection Tool Data Synthesis Platform	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Provide ongoing professional development to enhance assessment literacy		2023-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administrators	Assessment Framework (K-12) Data Collection Tool Data Synthesis Platform	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Develop and utilize common assessments that yield results that can be monitored and analyzed to ensure continuous improvement.	Quarterly

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Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Mental Health Supports and Services	The district will research and identify a data collection tool and what unique data we will collect.
Mental Health Supports and Services	Develop a committee to evaluate the data collection tool and its effectiveness.
Effective Communication	A committee will develop a path to gather feedback to identify strengths, weaknesses, and gaps in current communication channels.
District Assessment Framework Development	Establish a District-Wide Assessment Framework
District Assessment Framework Development	Establish common assessments that are standards-aligned district-wide
District Assessment Framework Development	Implement standardized data formats, structures, and proficiency scales to ensure consistency across assessments.
Data Warehouse	Enhance technology infrastructure to facilitate easy data collection.
Data Warehouse	Explore data visualization tools to make data more understandable and user-friendly.
Looking at Student Work and Data Analysis Protocols	Develop clearly defined rigorous assessments
Looking at Student Work and Data Analysis Protocols	Provide ongoing professional development to enhance assessment literacy

Trauma-Informed

Action Step		
• The district will research and identify a data collection tool and what unique data we will collect. • Develop a committee to evaluate the data collection tool and its effectiveness.		
Audience		
All Faculty, Staff, and Administrators		
Topics to be Included		
Recognizing trauma in students and its impact on learning.		
Evidence of Learning		
Completion of courses and assessment, Surveys		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent	2024-07-01	2027-06-30

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Learning Format

Type of Activities	Frequency
Course(s)	Yearly
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Learning Format

Type of Activities	Frequency
Workshop(s)	No more than 1 time per year
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Diversity and Inclusion

Action Step		
• The district will research and identify a data collection tool and what unique data we will collect. • Develop a committee to evaluate the data collection tool and its effectiveness.		
Audience		
All Faculty, Staff, and Administrators		
Topics to be Included		
Classroom Inclusion, Bullying, Cultural Appropriation		
Evidence of Learning		
Certificates of Completion, Training Surveys		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Course(s)	Yearly

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Observation and Practice Framework Met in this Plan
• 2b: Establishing a Culture for Learning • 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport
This Step Meets the Requirements of State Required Trainings
At Least 1-hour of Trauma-informed Care Training for All Staff

Data Analysis and Decision Making

Action Step		
• The district will research and identify a data collection tool and what unique data we will collect. • Develop a committee to evaluate the data collection tool and its effectiveness.		
Audience		
District Administrators and SAP Team		
Topics to be Included		
Data Analysis, Action Planning, Data Triangulation		
Evidence of Learning		
Workshop participation, Attendance, Surveys		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
District Administrators	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Yearly
Observation and Practice Framework Met in this Plan	
• 2b: Establishing a Culture for Learning • 1b: Demonstrating Knowledge of Students • 4c: Communicating with Families	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Communication Research and Survey Development

Action Step
• A committee will develop a path to gather feedback to identify strengths, weaknesses, and gaps in current communication channels.
Audience

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Communications Committee		
Topics to be Included		
Survey Tools and Qualitative Information Gathering		
Evidence of Learning		
Participation and Attendance, Tool Development		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Communications Committee Lead	2023-07-01	2025-06-30

Learning Format

Type of Activities	**Frequency**
Other	No more than 2 meetings
Observation and Practice Framework Met in this Plan	
• 4c: Communicating with Families	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Assessment Development and Framework

Action Step		
• Develop clearly defined rigorous assessments • Establish a District-Wide Assessment Framework • Establish common assessments that are standards-aligned district-wide • Implement standardized data formats, structures, and proficiency scales to ensure consistency across assessments.		
Audience		
District Administrators and All Teachers		
Topics to be Included		
Importance of Data Standardization Introduction to Data Formats and Structures Creating Consistency in Data Collection Data Validation and Quality Assurance Fundamentals of Assessment Types of Assessments (Formative, Summative, Diagnostic, etc.) Assessment Design and Development Data Analysis and Interpretation Using Assessment Data for Instructional Improvement Assessment Best Practices Technology Tools for Assessment Addressing Equity and Inclusion in Assessment		
Evidence of Learning		
Completed Assessment Framework, Standardized Proficiency Scales, Common Assessments		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent	2024-07-01	2027-06-30

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Learning Format

Type of Activities	Frequency
Workshop(s)	Twice a year for content identified in Curriculum Cycles
Observation and Practice Framework Met in this Plan	
• 3e: Demonstrating Flexibility and Responsiveness • 1a: Demonstrating Knowledge of Content and Pedagogy • 1f: Designing Student Assessments • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Data Analysis and Looking at Student Work

Action Step		
• Enhance technology infrastructure to facilitate easy data collection. • Provide ongoing professional development to enhance assessment literacy • Explore data visualization tools to make data more understandable and user-friendly.		
Audience		
District Administrators and Teachers		
Topics to be Included		
Assessment of Current Technology Infrastructure Identifying Data Collection Needs Selection of Appropriate Data Collection Tools and Systems Implementing Data Collection Solutions Introduction to Data Visualization Types of Data Visualization Tools Selecting the Right Visualization for Data		
Evidence of Learning		
Use of Data Warehouse to Run Reports for Data Analysis On-Going Discussions about Data		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
District Administrators	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	3-4 Meetings Per year
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 4e: Growing and Developing Professionally • 4a: Reflecting on Teaching	
This Step Meets the Requirements of State Required Trainings	

At Least 1-hour of Trauma-informed Care Training for All Staff

Learning Format

Type of Activities	**Frequency**
Professional Learning Community (PLC)	Quarterly Team and Department Meetings
Observation and Practice Framework Met in this Plan	
• 4d: Participating in a Professional Community • 4a: Reflecting on Teaching • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

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Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Effective Communication	A committee will develop a path to gather feedback to identify strengths, weaknesses, and gaps in current communication channels.
District Assessment Framework Development	Establish a District-Wide Assessment Framework
Looking at Student Work and Data Analysis Protocols	Develop clearly defined rigorous assessments

Effective Communication

Action Step		
• A committee will develop a path to gather feedback to identify strengths, weaknesses, and gaps in current communication channels. • Establish a District-Wide Assessment Framework • Develop clearly defined rigorous assessments		
Audience		
All Stakeholders		
Topics to be Included		
Increased opportunities to engage in two-way communication regarding student learning.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Communication Committee Lead	2024-07-01	2027-06-30

Communication

Type of Communication	Frequency
Other	As needed to advertise events and opportunities that are planned

Communication

Type of Communication	Frequency
Other	As needed to advertise events and opportunities that are planned

Communication

Type of Communication	Frequency
Other	As needed to advertise events and opportunities that are planned

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District Assessment Framework Development

Action Step		
• A committee will develop a path to gather feedback to identify strengths, weaknesses, and gaps in current communication channels. • Establish a District-Wide Assessment Framework • Develop clearly defined rigorous assessments		
Audience		
All Stakeholders		
Topics to be Included		
Increased opportunities to engage in two-way communication regarding student learning.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Communication Committee Lead	2024-07-01	2027-06-30

Communication

Type of Communication	**Frequency**
Other	As needed to advertise events and opportunities that are planned

Communication

Type of Communication	**Frequency**
Other	As needed to advertise events and opportunities that are planned

Communication

Type of Communication	**Frequency**
Other	As needed to advertise events and opportunities that are planned

Looking at Student Work and Data Analysis Protocols

Action Step		
• A committee will develop a path to gather feedback to identify strengths, weaknesses, and gaps in current communication channels. • Establish a District-Wide Assessment Framework • Develop clearly defined rigorous assessments		
Audience		
All Stakeholders		
Topics to be Included		
Increased opportunities to engage in two-way communication regarding student learning.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Communication Committee Lead	2024-07-01	2027-06-30

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Communication

Type of Communication	Frequency
Other	As needed to advertise events and opportunities that are planned

Communication

Type of Communication	Frequency
Other	As needed to advertise events and opportunities that are planned

Communication

Type of Communication	Frequency
Other	As needed to advertise events and opportunities that are planned

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Approvals & Signatures

Uploaded Files

Chief School Administrator	Date

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Bermudian Springs School District

7335 Carlisle Pike, York Springs, PA 17372 Phone: 717-528-4113 or 717-624-4231 / Fax: 717-528-7981

2024-2025 Academic Calendar

JULY 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

July

4 - Independence Day Vacation

AUGUST 2024

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

14, 15, 19 - Teacher Prof. Devel.
20 - First Student Day
30 - No School (Labor Day Vacation)

SEPTEMBER 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

September

2 - No School (Labor Day Vacation)
13 - Half-Day Early Dismissal (Prof. Devel.)

OCTOBER 2024

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	**24**	25	26
27	28	29	30	31		

October

11 - No School (Act 80 Day/Prof. Devel.)
14 - No School (Prof. Devel.)
24 - 1st Marking Period Closes

NOVEMBER 2024

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November

1 - Half-Day Early Dismissal (Prof. Devel.)
7 - 2 Hr. Early Dismissal (Prof. Devel./Parent Conf.)
8 - No School (Prof. Devel./Parent Conf.)
27, 28, 29 - No School (Thanksgiving Vacation)

DECEMBER 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December

2 - Thanksgiving Vacation (No School)
9 - Half-Day Early Dismissal (Prof. Devel.)
23 thru 31 - No School (Christmas Vacation)

January

1 - No School (Christmas Vacation)
14 - 2nd Marking Period Closes
17 - Half-Day Early Dismissal (Prof. Devel.)
20 - No School (Prof. Devel., Martin Luther King Day)

JANUARY 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	**14**	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February

14, 17 - No School (Presidents' Day)

FEBRUARY 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March

21 - 3rd Marking Period Closes
28 - Half-Day Early Dismissal (Prof. Devel.)

MARCH 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	**21**	22
23	24	25	26	27	28	29
30	31					

April

3 - 2 Hr. Early Dismissal (Prof. Devel./Parent Conf.)
4 - No School (Act 80 Day/Prof. Devel.)
17, 18, 21 - No School (Easter Vacation)

APRIL 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May

26 - No School (Memorial Day Vacation)
29 - Half-Day Early Dismissal (Last Student Day)
29 - 4th Marking Period Closes
29* - Graduation
30 - No School (Prof. Devel.)

MAY 2025

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	**29***	30	31

June

2 - No School (Prof. Devel.)

JUNE 2025

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

PSSA/KEYSTONE EXAM SCHEDULE

*December 4-18	Keystone Exams: Algebra I, Biology, Literature
*January 6-17	Keystone Exams: Algebra I, Biology, Literature
*April 21-25	PSSA Grades 3-8 English Language Arts
*April 28-May 2	PSSA Grades 3-8 Mathematics
*April 28-May 2	PSSA Grades 4 & 8 Science
*May 5-9	PSSA Make-Up
*May 12-23	Keystone Exams: Algebra I, Biology, Literature
*July 28-Aug. 1	Keystone Exams: Algebra I, Biology, Literature

Make-Up Days:

November 27, February 14, April 17, February 17

	Student Days	Staff Days
August	8	11
September	20	20
October	22	23
November	17	18.5
December	14	14
January	21	22
February	18	18
March	21	21
April	19	19.5
May	20	21
June	0	1
Total Days	**180**	**189**

Key:

- First Day for Students
- Last Day for Students (Half-Day Early Dismissal)
- Vacation (No School)
- Prof. Devel. (No School)
- 2 Hr. Early Dismissal
- Half-Day Early Dismissal
- Research & Dev./Act 80 Day (No School)
- End of Marking Period
- * Graduation

Marking Period End Dates:

1st Marking Period - October 24, 2024 (45 days)
2nd Marking Period - January 14, 2025 (45 days)
3rd Marking Period - March 21, 2025 (45 days)
4th Marking Period - May 29, 2025 (45 days)

Approved:
Revised:

PATHWAY AGREEMENT

PENNSYLVANIA COLLEGE OF TECHNOLOGY

AND

BERMUDIAN SPRINGS HIGH SCHOOL

Secondary Classification of Instructional Program (CIP) 52.0302 – Accounting Technology/Technician and Bookkeeping

I. PURPOSE

The purpose of a Pathway Agreement is to demonstrate a valuable partnership between Pennsylvania College of Technology (Penn College) and a high school, career technology center (CTC) or career and technical education (CTE) sending institution.

This agreement establishes a mechanism for students of Bermudian Springs High School to earn credit for the below defined coursework at Penn College in **Accounting**, B.S. (BSA or ACO) or **Accounting**, A.A.S. (BA or AW).

II. GOALS

A. To attract qualified students to Penn College who will enter with earned credit.

B. To provide a well-defined mechanism for students of Bermudian Springs High School to earn Penn College credit for work completed at the high school, CTC or CTE sending institution.

C. To recruit students whose career goals include the acquisition of degrees offered at Penn College.

III. ELIGIBILITY/ADMISSION REQUIREMENTS

Penn College will accept Bermudian Springs High School coursework for Penn College credit for the courses listed in Appendix A if students meet the following requirements.

A. Students must have gained admission to Penn College and met placement requirements.

B. Students must demonstrate they have met the required competencies for the Secondary Classification of Instructional Program (CIP) 52.0302 – Accounting Technology/Technician and Bookkeeping. Documentation to Penn College must include all the following items:

   a. Final official Bermudian Springs High School transcript to Penn College prior to enrollment to receive credit for their Bermudian Springs High School coursework.

   b. Official transcript showing a minimum cumulative GPA of 'C' (2.0 on a 4.0 scale).

   c. Completed *Pathway Agreement Secondary Competency Task List* units as signed by the technical program instructor as outlined in Appendix B. All tasks must be achieved to industry proficiency level.

C. Penn College will accept Bermudian Springs High School coursework for Penn College credit for students who enroll at the College within two (2) academic years of graduation from Bermudian Springs High School.

D. Penn College will only consider those credits earned through Bermudian Springs High School for the terms of this agreement. Students must request transcripts from additional institutions to be evaluated on an individual basis at Penn College.

E. Credits will post on the student's official academic transcript upon the successful completion of twelve (12) credits of academic work at Penn College. Prior to completion of twelve (12) credits, for advising and scheduling purposes, approved credits will show on working copies of the student's academic transcript and on the student's graduation profile. Whether Penn College credits will be accepted by another college or university is at the discretion of the receiving college or university.

IV. COURSE CREDIT OUTLINE

A. Appendix A will outline block course equivalency as it relates to the coursework associated with this Pathway Agreement at Penn College.

V. MARKETING AND PROMOTION

A. Marketing and promotion of this Pathway Agreement is the joint responsibility of both institutions. At a minimum:

   I. Both institutions should provide information about the Pathway Agreement in the appropriate prominent locations on their public websites and any internal sites.

   II. The sending institution should actively promote the Pathway Agreement with students and parents, counselors, teachers, college fairs, and marketing materials. Additionally, the sending institution will help ensure that students provide the proper documentation to Penn College.

   III. Penn College representative(s) will visit the site or provide virtual meetings with students when/if it is mutually agreeable to both institutions.

VI. UPDATES AND EXPIRATION

This Pathway Agreement has been reviewed and approved by those indicated on this signature page. A representative from each institution will inform the other party of any curriculum changes, which will then be reviewed to re-establish this Pathway Agreement. This Pathway Agreement is effective the date signed and will be reviewed annually by both institutions. Either institution may terminate the Pathway Agreement by notifying the other party.

SIGNATURE PAGE

PENNSYLVANIA COLLEGE OF TECHNOLOGY

Dr. Roy Fletcher
Lead Faculty, Accounting & Finance

_____ _____

Signature Date

Dr. Sue Kelley
Dean of the School of Business, Arts, & Sciences

_____ _____

Signature Date

Ms. Joanna Flynn
Vice President for Academic Affairs & Provost

_____ _____

Signature Date

Bermudian Springs High School
Dr. Shannon Myers
Assistant Superintendent

_____ _____

Signature Date

APPENDIX A – COURSE EQUIVALENCIES

Bermudian Springs High School	Penn College Coursework	Number of Credits
CIP 52.0302 – Accounting Technology/Technician & Bookkeeping	ACC113: Introduction to Financial Accounting	3
	ACC210: Payroll, State & Local Taxation	3
	MGT2003 Elective (open elective or business directed elective)	3
	TOTAL CREDITS	9

APPENDIX B – *Pathway Agreement Secondary Competency Task List*

Pennsylvania College of Technology
A Penn State Affiliate

Pathway Agreement Secondary Competency Task List

CTE Program of Study	**52.0302**
CIP Program Name	**Accounting Technology/Technician & Bookkeeping**
Student Name	
Student Date of Birth	
Secondary Bermudian Springs High School	
Secondary School Address	
Overall Cumulative Grade Point Average	
Signature – Secondary School Representative	X Secondary School Representative
Printed Name	
Title	
Date	

Competency Task List – Secondary Component
Sales, Distribution and Marketing Operations, General CIP 52.1801
High School Graduation Years 2022, 2023, 2024

100 Perform General Office Duties

Item	Task	(X) Indicates Proficiency [1]	Secondary Course Crosswalk
101	Maintain financial records, reports, and files.		
102	Conduct office communication, e.g., written, verbal, virtual.		
106	Follow grammar, punctuation, and spelling rules for the language being used.		
108	Operate a calculator, adding machine, and computer.		

200 Complete the Steps of the Accounting Cycle

Item	Task	(X) Indicates Proficiency [1]	Secondary Course Crosswalk
201	Prepare chart of accounts and assign account numbers.		
202	Use T-accounts to analyze transactions into debit and credit parts.		
203	Analyze the effects of transactions using the accounting equation.		
204	Analyze and journalize source documents using double-entry accounting.		
205	Post transactions from general and special journals to ledger accounts.		
206	Complete multi-column worksheets.		
207	Record and post adjusting and closing entries.		
208	Prepare financial statements, e.g., income statement, statement of equity, balance sheet, statement of cash flow.		
209	Verify financial statements against worksheet.		
210	Prepare post-closing trial balance from general ledger.		
211	Apply generally accepted accounting principles throughout the accounting cycle.		

300 Review and Analyze Financial Documentation

Item	Task	(X) Indicates Proficiency [1]	Secondary Course Crosswalk
303	Analyze purchase invoice and payment terms.		
304	Analyze sales invoice and payment terms.		
305	Analyze purchase returns and allowances using debit memos.		
306	Analyze sales returns and allowances using credit memos.		
307	Analyze a batch report or calculator tape.		
308	Analyze shipping terms and documents.		
309	Analyze a memorandum.		
310	Analyze a bank deposit slip.		
311	Prepare and review bank reconciliation, including all service charges and fees.		
312	Prepare a petty cash report.		
313	Analyze cash receipts and disbursements of cash.		
314	Analyze checks and checkbook register.		
315	Calculate the cost of goods sold using various costing methods.		
316	Calculate depreciation using various methods.		
318	Analyze promissory notes.		
319	Apply internal controls, auditing, and error-correcting techniques.		
320	Prepare schedules of accounts payable and accounts receivable.		
321	Adjust for bad debts using the direct write-off or allowance method.		

400 Prepare, Maintain, and Update Payroll and Tax Records

Item	Task	(X) Indicates Proficiency [1]	Secondary Course Crosswalk
401	Compile and record employee time, production and payroll data from time sheets and other records.		
403	Record employee information to maintain payroll records.		
404	Calculate benefits including sick pay, vacation time and personal time.		

405	Compute wages, taxes (FIT, SIT, FICA, Medicare), other deductions, and net pay.		
407	Complete and file payroll tax forms and returns.		
408	Process employee compensation using various payment methods.		
409	Journalize payroll at end of earnings period in appropriate journals.		
410	Journalize payment of period payroll taxes.		

500 Financial Statement Analysis

Item	Task	(X) Indicates Proficiency [1]	Secondary Course Crosswalk
501	Analyze component percentages on the income statement (vertical analysis).		
503	Perform various ratio analysis on the balance sheet.		
504	Prepare a horizontal analysis on the income statement.		

600 Automated Accounting and Spreadsheet Software

Item	Task	(X) Indicates Proficiency [1]	Secondary Course Crosswalk
601	Create, format, and maintain spreadsheets.		
602	Use advanced features to make enhanced user-friendly spreadsheets.		
604	Create, format, and modify charts and tables.		
606	Manage multiple worksheets and workbooks.		
607	Summarize data for analysis.		
608	Survey automated accounting software, e.g., QuickBooks, Peachtree, Sage 50.		

700 Business Law and Ethics

Item	Task	(X) Indicates Proficiency [1]	Secondary Course Crosswalk
702	Identify the importance of cybersecurity and its impact on confidential data.		
703	Explain types of crimes often associated with business and organizations.		
704	Describe familiar business law cases and describe their impact on business practices.		
705	Identify the elements and characteristics of a legal contract.		
706	Identify improper use of business technology and property.		
707	Describe legal rights and responsibilities of various business structures when conducting business.		
708	Identify regulatory bodies governing business law and ethics (Fair Labor Standards, IASB, FASB, SEC).		
709	Identify emerging trends in the 21st century and the resulting growth of forensic accounting.		

800 Computer Applications

Item	Task	(X) Indicates Proficiency [1]	Secondary Course Crosswalk
801	Create, edit, and format documents using word processing software.		
802	Enhance documents with visual content.		
803	Create forms and tables for data display.		
804	Prepare various business communication documents.		
805	Create, edit, and format presentations using presentation software.		

900 Economics

Item	Task	(X) Indicates Proficiency [1]	Secondary Course Crosswalk
901	Explain the free enterprise system.		
902	Explain the principles of supply and demand.		
903	Explain the types of economic systems.		
904	Identify factors affecting a business's profit.		
905	Explain the relationship between government and business.		
906	Explain the concept of productivity.		
907	Explain the nature of international trade.		

[1] Student Demonstrated Entry-Level Industry Proficiency as Indicated by (X)

Secondary CTE Instructor Signature _____ Date _____

Student Signature _____ Date _____

College in High School
Dual Credit Agreement

between

Seton Hill University

and

Bermudian Springs High School

2024-2025 School Year

Dual Credit Agreement

This Agreement is entered into by and between **Bermudian Springs High School** (hereinafter referred to as the "School/District") and **Seton Hill University** (hereinafter referred to as the "University"). This agreement sets out the terms and conditions of the dual credit program offered by these two institutions.

The University and the School/District do hereby agree to the following:

1. Term

The term of this agreement shall be from July 01, 2024 - June 30, 2025.

2. Student Eligibility

Standard Eligibility:
Students who meet all of the following criteria are qualified to participate in the Dual Credit Program:

1. The student is a **high school junior or senior.**
2. The student will be on track to fulfill graduation requirements by the end of his/her senior year based upon credits earned and required courses completed/scheduled.
3. The student has demonstrated proficiency in reading, writing, and mathematics as determined by School/District assessment.
4. The student has demonstrated ability and readiness for college-level coursework in the intended area of study as determined by the School/District.
5. The student has the recommendation of the High School Principal, or his/her designated High School Liaison

Note: Seton Hill University has the final approval of all potential CHS students.

In order to remain in the College in High School Dual Credit program, the School/District may require a student to maintain a grade point average of 3.0 and maintain a minimum grade of C (2.0) in each College in High School Dual Credit course in which they are enrolled.

Alternative Eligibility (not typical):
Students who do not meet the above criteria may be permitted to enroll in College in High School Dual Credit courses if they meet all the following alternative criteria (A or B) and receive approval from **both Seton Hill University and the High School Principal.**

A. The student is a sophomore in an advanced studies or gifted education program with a cumulative grade point average of 3.8 or better and,
    1. The student will be on track to fulfill graduation requirements by the end of his/her senior year based upon credits earned and required courses completed/scheduled.
    2. The student has demonstrated advanced proficiency in reading, writing, and mathematics as determined by School/District assessment.
    3. The student has demonstrated advanced ability and readiness for college-level coursework in the intended area of study as determined by the School/District.

OR

Students who do not meet the above criteria may be permitted to enroll in College in High School Dual Credit courses if they meet all the following alternative criteria and receive approval from **both Seton Hill University and the High School Principal.**

B. The student has demonstrated exceptional ability in the Studio Arts, World Languages, or Math content areas and has the explicit recommendation of the High School Principal and,
   1. The student will be on track to fulfill graduation requirements by the end of his/her senior year based upon credits earned and required courses completed/scheduled.
   2. The student has demonstrated advanced proficiency in reading, writing, and mathematics as determined by School/District assessment.
   3. The student has demonstrated advanced ability and readiness for college-level coursework in the intended area of study as determined by the School/District.

3. Courses Offered

The following criteria apply to all courses covered by this Agreement:

A. The courses are in academic subjects as defined by the Every Student Succeeds Act of 2015. These subjects include English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography. The ESSA expanded core subjects to include writing, technology, engineering, computer science, music, and health.

B. Each course has a strong history of transfer as determined by the University's Registrar's Office.

C. All courses will be evaluated by the University to assure the content and rigor meets the expectations of a college-level course.

D. Students who are not enrolled in a College in High School Dual Credit program may be enrolled in a College in High School Dual Credit class offering, but will not be eligible for college credit for the course.

E. Tuition for each course will be $230, paid to Seton Hill University.

F. Student, parent. or guardian is responsible for CHS tuition and fees. The school district may pay any costs related to a student enrolling in the course(s) offered.

4. Student Academic Credit

Students will not be allowed to enroll in more than 12 postsecondary credits through College in High School Dual Credit per academic semester. (24 per academic year)

The University will award credit to students who successfully complete courses associated with the Seton Hill University College in High School Program. The University will record this credit in the same manner as other students who take a course at the University.

5. Role of the Instructor

The following criteria apply to all instructors covered by this Agreement:

A. All College in High School Dual Credit instructors will be approved by the University in order to teach in the program.

B. A College in High School Dual Credit instructor will submit a resume or curricula vitae, a current, complete University formatted course syllabus, and a copy of the course final exam or project (including the project evaluation tool).

C. Instructors will be considered an Adjunct of the University.

D. Instructors will have access to and use of the Reeves Memorial Library

E. Instructors will submit grades in accordance with College in High School deadlines.

6. Grades

The Seton Hill University grade is based only on performance on the course examinations, projects, and assignments and is recorded on the official Seton Hill University transcript. CHS instructors, as regards the reporting of grades to Seton Hill, will establish their grading procedures in keeping with the University's policy. The grading procedure will be clearly explained on the course syllabus. CHS instructors must record letter grades (not percentages) electronically to the University's web portal after the last day of classes but no later than the date provided in the University grade submission instructions.

The following grading scale and quality points will be assigned per credit:

Grade	Scale	Description
A	93-100%	Indicates the student has demonstrated superior aptitude and initiative in the course and produced work of excellence and distinction characterized by practical application, originality, creativity, insight, and understanding.
A-	90-92%	
B+	87-89%	Indicates the student has demonstrated very good aptitude and has given evidence of marked achievement in accuracy, practical application, originality, creativity, insight, and understanding.
B	83-86%	
B-	80-82%	
C+	77-79%	Indicates the student has demonstrated minimal aptitude and achievement toward accuracy, practical application, originality, creativity, insight, and understanding.
C	73-76%	
C-	70-72%	
D+	67-69%	Indicates work that, while unsatisfactory in some respects, is acceptable enough on an overall basis to receive university credits.
D	63-66%	
D-	60-62%	
F	0-59%	Indicates failure in the course. No credit is awarded.

7. Promotional Material

The University agrees to work collaboratively with the School/District Principal or his/her designated High School Liaison to provide students with information about the College in High School Dual Credit program. The School/District agrees to publicize the program to eligible students through normal promotional procedures utilized by the School/District (websites, school-sponsored social media, presentations, bulletins, posters, announcements, etc.)

8. Additional Administrative Responsibilities

The University will provide the necessary course registration materials and instructions. Course registrations must be completed online at the online address provided in the School/District promotional materials provided by the University. Registrations will be completed by the date stated in the promotional materials.

Signatures

The School/District and Seton Hill University agree not to unlawfully discriminate on the basis of race, nationality, ethnicity, religion, gender, age, or disability in any undertaking pursuant to this agreement.

For School District:

_____ _____

Signature of School/District Administrator or Liaison Date

_____

Printed name of the School/District Administrator or Liaison

For Seton Hill University:

 02/7/24

Kathryn Rother Date
Assistant Dean, Academic Affairs

_____ _____

Susan Yochum, SC, Ph.D. Date
Provost

Bermudian Springs School District

7335 Carlisle Pike, York Springs, PA 17372

Equipment Disposal -Athletic Training

Item	Inventory ID	Reason for Disposal
Whitehall Hydrotherapy Tub	30652	Does not work, athletes do not use it. Would like to utilize space as rehab area.
Whitehall Hydrotherapy Tub	2216	Does not work, athletes do not use it. Would like to utilize space as rehab area.

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 01/10/2024 - 02/13/2024

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000021643	01/10/2024	ADAMS COUNTY TECHNICAL INSTITUTE	TECH PREP		47,413.50
0000021644	01/10/2024	AHOLD FINANCIAL SERVICES	CLASSROOM SUPPLIES		159.27
0000021645	01/10/2024	BERMUDIAN FFA ALUMNI & SUPPORTERS	AG- jarema		159.50
0000021646	01/10/2024	BOBS BRASS & WOODWIND REPAIR	Band-Boyce		433.00
0000021647	01/10/2024	BONEYARD BARBEQUE	SERVICE		2,100.00
0000021648	01/10/2024	CAROLINA BIOLOGICAL SUPPLY COMPANY	CLASSROOM SUPPLIES/HIGH		22.32
0000021649	01/10/2024	CASHMAN'S ACE HARDWARE	SUPPLIES		151.93
0000021650	01/10/2024	CBPANWORKS	Band-Boyce		900.00
0000021651	01/10/2024	CHRISTINA YOST	CONTRACTED CARRIERS DISTRICT		276.64
0000021652	01/10/2024	DALLASTOWN WRESTLING BOOSTER CLUB	HS WRESTLING TOURNAMENT		350.00
0000021653	01/10/2024	DIANNA K. JAREMA	GENERAL SUPPLIES HIGH		281.51
0000021654	01/10/2024	DR RAY W CHRISTNER LLC	SERVICE		23,250.00
0000021655	01/10/2024	E & B TRANSPORTATION CO.	TRANSPORTATION		8,413.65
0000021656	01/10/2024	ELLEN P. NELSON	SERVICE		465.00
0000021657	01/10/2024	ERIN KIRKPATRICK	CONTRACTED CARRIERS DISTRICT		250.70
0000021658	01/10/2024	GAIL ELWOOD	CONTRACTED CARRIERS DISTRICT		319.20
0000021659	01/10/2024	G-FORCE SECURITY SOLUTIONS LLC	WINTER SPORTS SECURITY		1,638.50
0000021660	01/10/2024	INTERSTATE TAX SERVICE INC.	UNEMPLOYMENT COMP HIGH		272.88
0000021661	01/10/2024	JACOB E SLAGLE	TRAVEL HIGH		68.85
0000021662	01/10/2024	JON DEFOE	TRAVEL DISTRICT		27.90

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card

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0000021663	01/10/2024	KEYSTONE COMMERCIAL CLEANING LLC	CLEANING SERVICE		9,100.00
0000021664	01/10/2024	LINCOLN INTERMEDIATE UNIT	23-24 MONTHLY SCHEDULE A		34,780.85
0000021665	01/10/2024	LOWE'S COMMERCIAL SERVICES	SUPPLIES	Jarema	207.82
0000021666	01/10/2024	MARCO	CONTRACT		5,302.02
0000021667	01/10/2024	NORTHERN WRESTLING BOOSTERS	JH WRESTLING TOURNAMENT		500.00
0000021668	01/10/2024	PA FFA ASSOC	Wivell		160.00
0000021669	01/10/2024	PA LEADERSHIP CHARTER SCHOOL	CYBER CHARTER		6,945.05
0000021670	01/10/2024	PA RURAL WATER ASSOC	REGISTRATION		275.00
0000021671	01/10/2024	PASBO	CERTIFICATION		50.00
0000021672	01/10/2024	PASCO SCIENTIFIC	S. Miller		48.00
0000021673	01/10/2024	SMART SOURCE LLC	SUPPLIES		93.89
0000021674	01/10/2024	THERABILITIES INC	OTHER PROFESSIONAL SVC	SERVICE	20,270.00
0000021675	01/10/2024	WAGEWORKS INC.	PURCH PROFESS/TECH SERVICES		190.00
0000021676	01/10/2024	WELLSPAN MEDICAL GROUP	SERVICE		4,000.00
0000021677	01/10/2024	WM CORPORATE SERVICES INC	GARBAGE/RECYCLE		75.72
0000021678	01/11/2024	AMAZON CAPITAL SERVICES	SUPPLIES	N. Ahrens / Student PBIS	1,001.13
0000021679	01/11/2024	BRIGHTSPEED	23/24 MONTHLY LOCAL TELEPHONE SERVICE		1,567.38
0000021680	01/11/2024	DIRECT ENERGY BUSINESS	23/24 MONTHLY ELECTRIC GENERATION		1.08
0000021681	01/11/2024	MEMBERS 1ST FCU	CREDIT CARD CHARGES		3,870.97
0000021682	01/11/2024	MET-ED	23/24 MONTHLY ELECTRIC SERVICE		5,280.51
0000021683	01/12/2024	DIRECT ENERGY BUSINESS	23/24 MONTHLY ELECTRIC GENERATION		15,460.83

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Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000021684	01/22/2024	AHOLD FINANCIAL SERVICES	CLASSROOM SUPPLIES	Culinary	142.43
0000021685	01/22/2024	ASCD	MEMBERSHIP		239.00
0000021686	01/22/2024	AUDIOLOGICAL SERVICE	N. Ahrens / Nurse		82.00
0000021687	01/22/2024	C. A. WEBER AGENCY	BONDING INSURANCE DISTRICT		147.00
0000021688	01/22/2024	CARDIO PARTNERS INC	SUPPLIES		95.23
0000021689	01/22/2024	COMMONWEALTH CHARTER ACADEMY	CYBER CHARTER		63,158.38
0000021690	01/22/2024	DALE DICKENSHEETS	Woodworking		3,274.15
0000021691	01/22/2024	FINAL GRADE INC	SERVICE		600.00
0000021692	01/22/2024	FOLLETT SCHOOL SOLUTIONS INC.	PURCH PROFESS/TECH SVC ELEM	PURCH PROFESS/TECH SVC MIDDLE	570.00
0000021693	01/22/2024	GETTYSBURG MONTESSORI CHARTER SCHOOL	CYBER CHARTER		27,578.79
0000021694	01/22/2024	G-FORCE SECURITY SOLUTIONS LLC	SERVICE		2,940.80
0000021695	01/22/2024	HERFF JONES LLC	Graduating Class of 2024 Diplomas		929.00
0000021696	01/22/2024	HOBY	Guidance - Null		295.00
0000021697	01/22/2024	JOHNSON CONTROLS SECURITY SOLUTIONS	REPAIRS & MAINT SVCS HIGH		238.98
0000021698	01/22/2024	KARI GARBEN	TRAVEL REIMBURSEMENT HIGH		44.10
0000021699	01/22/2024	KIDSPEACE CHILDRENS HOSPITAL	OTHER PROFESSIONAL SERVICES		320.00
0000021700	01/22/2024	KURTZ BROS.	CLASSROOM SUPPLIES		2,689.54
0000021701	01/22/2024	LINCOLN INTERMEDIATE UNIT	18/19 INTERNET WAN	PURCH PROFESS/TECH SERVICES	14,136.10
0000021702	01/22/2024	MARCO TECHNOLOGIES LLC	SUPPLIES		257.49
0000021703	01/22/2024	MASON'S PROPANE SERVICE LLC	PROPANE		16,096.89

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0000021704	01/22/2024	MERAKEY PENNSYLVANIA	SERVICE		17,053.38
0000021705	01/22/2024	METCO SUPPLY INC.	CLASSROOM SUPPLIES		142.68
0000021706	01/22/2024	MET-ED	23/24 MONTHLY ELECTRIC SERVICE		28.65
0000021707	01/22/2024	NCS PEARSON INC.	SUPPLIES		66.25
0000021708	01/22/2024	ORORA VISUAL	EQUIP ORIG & ADD'NL (PERKINS)		1,012.39
0000021709	01/22/2024	PA CYBER CHARTER SCHOOL	CYBER CHARTER		20,432.36
0000021710	01/22/2024	PA TURNPIKE	TRAVEL DISTRICT		22.80
0000021711	01/22/2024	PASBO	REGISTRATION		605.00
0000021712	01/22/2024	PROCARE THERAPY	SERVICE		945.00
0000021713	01/22/2024	ROBERTS OXYGEN CO., INC.	Jarema		189.30
0000021714	01/22/2024	SCHOOL SPECIALTY LLC	NO BID LIU ART SUPPLIES		105.06
0000021715	01/22/2024	SHAWNA S. BRENT MD	SERVICE		475.00
0000021716	01/22/2024	STOCK AND LEADER	23/24 SOLICITOR SERVICES RENDERED		1,249.00
0000021717	01/22/2024	TRUENORTH WELLNESS SERVICES	PURCH PROFESS/TECH SVC ELEM		2,725.90
0000021718	01/22/2024	UTICA NATIONAL INSURANCE GROUP	INSURANCE		2,106.00
0000021719	01/22/2024	VERITIV OPERATING COMPANY	TRASH CANS		276.00
0000021720	01/22/2024	VIDA CHARTER SCHOOL	CYBER CHARTER		9,260.07
0000021721	01/22/2024	VULCAN CONSTRUCTION MATERIALS LLC	SUPPLIES		68.86
0000021722	01/22/2024	WEIS MARKETS INC	Culinary		492.35
0000021723	01/22/2024	WEST MUSIC COMPANY INC	CHOIR EQUIPMENT		376.95
0000021724	02/02/2024	DANICA CONSULTING & TRAINING SERVICES	EXAM		130.00

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Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000021725	02/02/2024	MIKE NELSON CONSULTING	REGISTRATION		1,325.00
0000021726	02/02/2024	SCHOOL EXPRESS INC.	CONTRACTED CARRIERS DISTRICT		70,607.94
0000021727	02/02/2024	VERIZON WIRELESS	23/24 MONTHLY CELLULAR PHONE SERVICE	23/24 MONTHLY CELLULAR SERVICE	889.37
0000021728	02/01/2024	AMAZON CAPITAL SERVICES	Band-Boyce	SUPPLIES	2,260.12
0000021729	02/01/2024	MEMBERS 1ST FCU	CREDIT CARD CHARGES		4,268.55
0000021730	02/05/2024	ABARTA COCA-COLA BEVERAGES LLC	DRINKS		775.74
0000021731	02/05/2024	AHOLD FINANCIAL SERVICES	CLASSROOM SUPPLIES		27.69
0000021732	02/05/2024	APPALACHIA TECHNOLOGIES LLC	OTHER PROFESSIONAL SERVICES		23,100.00
0000021733	02/05/2024	BERMUDIAN SPRINGS ELEMENTARY	REIMBURSEMENT		201.60
0000021734	02/05/2024	BERMUDIAN SPRINGS S.D. CAFETERIA FUND	SERVICE		120.00
0000021735	02/05/2024	CAPITAL AREA INTERMEDIATE UNIT	OTHER PROFESSIONAL SERVICES	SERVICE	2,775.92
0000021736	02/05/2024	CAPITAL BLUE CROSS	23/24 MONTHLY EMPLOYEE MEDICAL INSURANCE		340,408.55
0000021737	02/05/2024	CAROLINA BIOLOGICAL SUPPLY COMPANY	CLASSROOM SUPPLIES/HIGH		11.79
0000021738	02/05/2024	CASHMAN'S ACE HARDWARE	SUPPLIES		90.74
0000021739	02/05/2024	CHESTER COUNTY INTERMEDIATE UN	SERVICE		7,967.95
0000021740	02/05/2024	COLLINS SPORTS MEDICINE	ATHLETIC TRAINER EQUIPMENT		3,071.70
0000021741	02/05/2024	COLT PLUMBING COMPANY	Maintenance Dept		581.52
0000021742	02/05/2024	CONTROL SYSTEMS 21	SERVICE		851.00
0000021743	02/05/2024	CRAFT CLOSET	Kline-NON LIU BID ITEMS		438.00
0000021744	02/05/2024	DANA NELSON	OTHER OBJECTS DISTRICT		225.00

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Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000021745	02/05/2024	DR RAY W CHRISTNER LLC	SERVICE		10,750.00
0000021746	02/05/2024	E & B TRANSPORTATION CO.	23/24 PUBLIC TRANSPORTATION CONTRACT	23/24 NON PUBLIC TRANSPORTATION	119,435.15
0000021747	02/05/2024	ERIN KIRKPATRICK	CONTRACTED CARRIERS DISTRICT		347.13
0000021748	02/05/2024	FINAL GRADE INC	SERVICE		1,500.00
0000021749	02/05/2024	FITNESS CONNECTION	SERVICE		700.00
0000021750	02/05/2024	GETTYSBURG AREA SCHOOL DISTRICT	SERVICE		1,300.92
0000021751	02/05/2024	G-FORCE SECURITY SOLUTIONS LLC	SERVICE		2,940.80
0000021752	02/05/2024	GRAINGER	SUPPLIES		92.42
0000021753	02/05/2024	HANOVER AREA ARTS GUILD	REGISTRATION FEE	Art	100.00
0000021754	02/05/2024	J.W. PEPPER & SON INC.	CLASSROOM SUPPLIES		264.99
0000021755	02/05/2024	JOHN DEERE FINANCIAL	TRACTOR		812.94
0000021756	02/05/2024	JOHNSON CONTROLS SECURITY SOLUTIONS	QUOTE		732.00
0000021757	02/05/2024	JON DEFOE	TRAVEL DISTRICT		27.90
0000021758	02/05/2024	JOSTENS	VARSITY LETTERS AND INSERTS		1,206.68
0000021759	02/05/2024	KEYSTONE COMMERCIAL CLEANING LLC	CLEANING SERVICE		8,645.00
0000021760	02/05/2024	LABORATORY ANALYTICAL &	23/24 WATER TESTING SERVICE		312.00
0000021761	02/05/2024	LADY & TAYLOR BODY SHOP INC	SERVICE		207.76
0000021762	02/05/2024	LINCOLN INTERMEDIATE UNIT	SERVICE	QUOTE	2,845.20
0000021763	02/05/2024	MASON'S PROPANE SERVICE LLC	PROPANE		3,444.49
0000021764	02/05/2024	MEDIA ONE PA	ADVERTISING DISTRICTWIDE		236.64
0000021765	02/05/2024	PA RURAL WATER ASSOC	OTHER OBJECTS DISTRICT		356.00

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 01/10/2024 - 02/13/2024

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000021766	02/05/2024	PASBO	REGISTRATION		80.00
0000021767	02/05/2024	PROCARE THERAPY	SERVICE		945.00
0000021768	02/05/2024	QUALITY LOGO PRODUCTS INC	N. Ahrens / Gelb		801.93
0000021769	02/05/2024	RIDDELL/ALL AMERICAN SPORTS CORP.	FOOTBALL EQUIPMENT		15,483.87
0000021770	02/05/2024	SCHOOL GATE GUARDIAN INC	MAINTENANCE		690.00
0000021771	02/05/2024	SCHOOL OUTLET	CLASSROOM FURNITURE		379.27
0000021772	02/05/2024	SHANE D. HOTCHKISS	TRAVEL DISTRICT		350.00
0000021773	02/05/2024	SKD SUPPLY LLC	AG- jarema	Jarema	2,875.81
0000021774	02/05/2024	TELESYSTEM	PHONE SYSTEM		370.30
0000021775	02/05/2024	THE CHAMBER OF GETTYSBURG & ADAMS COUNTY	22/23 MEMBERSHIP RENEWAL		310.00
0000021776	02/05/2024	T-MOBILE	SERVICE		1,515.00
0000021777	02/05/2024	TRENTON GROUP INC.	Weigle - Bridge		662.50
0000021778	02/05/2024	UNIFIRST CORP	SERVICE		1,171.15
0000021779	02/05/2024	USABLE LIFE	23/24 EMPLOYEE LIFE INSURANCE	23/24 OTHER EMPLOYEE BENEFITS ELEM	1,239.20
0000021780	02/05/2024	VERITIV OPERATING COMPANY	TOILET PAPER FOR HS		1,650.00
0000021781	02/05/2024	VEX ROBOTICS, INC.	Robotics - Weigle		363.37
0000021782	02/05/2024	WALTERS SERVICES INC.	OTHER PROF SERVICES HIGH		288.00
0000021783	02/05/2024	WEIS MARKETS INC	STAFF PBIS	Culinary - Firestone	232.48
0000021784	02/05/2024	WELLSPAN MEDICAL GROUP	SERVICE		4,000.00
0000021785	02/05/2024	WELLSPAN PHILHAVEN	SERVICE		192.00
0000021786	02/05/2024	WM CORPORATE SERVICES INC	GARBAGE/RECYCLE		1,367.78
0000021787	02/05/2024	WORLD FUEL SERVICES INC	FUEL		22,062.68

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 01/10/2024 - 02/13/2024

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000021788	02/05/2024	ZIMMERMAN RADIATOR	SERVICE		380.00
0000021789	02/07/2024	BOBS BRASS & WOODWIND REPAIR	Band-Boyce		56.25
0000021790	02/07/2024	CHRISTINA YOST	CONTRACTED CARRIERS DISTRICT		345.80
0000021791	02/07/2024	GAIL ELWOOD	CONTRACTED CARRIERS DISTRICT		418.95
0000021792	02/07/2024	G-FORCE SECURITY SOLUTIONS LLC	WINTER SPORTS SECURITY		2,653.50
0000021793	02/07/2024	JACOB E SLAGLE	TRAVEL HIGH		60.75
0000021794	02/07/2024	MARCO	CONTRACT		5,302.02
0000021795	02/07/2024	PA PRINCIPALS ASSOC	SERVICE		7,425.00
0000021796	02/07/2024	PMEA	Music - Carlson		274.00
0000021797	02/07/2024	PSADA	FEES		430.00
0000021798	02/07/2024	PSADA	FEES		375.00
0000021799	02/07/2024	ROTARY CLUB OF GETTYSBURG	Office - Brooks		123.00
0000021800	02/07/2024	WAGEWORKS INC.	PURCH PROFESS/TECH SERVICES		190.00
0000021801	02/07/2024	WEIS MARKETS INC	Firestone - Culinary II		196.65
0000021802	02/07/2024	YORK SPRINGS LIONS CLUB	Office/Fleming		200.00
* 00AP013124	01/31/2024	ARBITER PAY	SERVICE		10,000.00
* 0HSA011824	01/18/2024	MEMBERS 1ST FEDERAL CREDIT UNION	OTHER BENEFITS		74,795.76
* 0STS011224	01/12/2024	SUBSTITUTE TEACHER SERVICE INC	SUB TCHR		9,531.63
* 0STS012624	01/26/2024	SUBSTITUTE TEACHER SERVICE INC	SUB TCHR		23,871.81
* 0STS020924	02/09/2024	SUBSTITUTE TEACHER SERVICE INC	SUB TCHR		31,492.34

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 01/10/2024 - 02/13/2024

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
* AC01112023	01/11/2024	COUNTY OF ADAMS	A.C.TAX CLAIM BUREAU - DECEMBER 2023 COMMISSION		560.84
* AC01182024	01/18/2024	KAREN HEFLIN - RECORDER OF DEEDS	K.HEFLIN - DECEMBER TRANSFER TAX COMMISSION		576.31
* YA01222024	01/22/2024	YORK ADAMS TAX BUREAU	YATB - 1.85% COLLECTION FEES		4,497.71

10 - GENERAL FUND	**1,234,776.34**
Grand Total All Funds	**1,234,776.34**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**0.00**
Grand Total Manual Checks	**0.00**
Grand Total Other Disbursement Non-negotiables	**155,326.40**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**1,079,449.94**
Grand Total All Payments	**1,234,776.34**

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GP - PSDLAF - GF **Payment Dates:** 01/10/2024 - 02/13/2024

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
* 00DD013124	01/31/2024	DELTA DENTAL OF PA	23/24 MONTHLY EMPLOYEE DENTAL INSURANCE		12,951.56

10 - GENERAL FUND	**12,951.56**
Grand Total All Funds	**12,951.56**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**0.00**
Grand Total Manual Checks	**0.00**
Grand Total Other Disbursement Non-negotiables	**12,951.56**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**0.00**
Grand Total All Payments	**12,951.56**

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: CF - CAFETERIA FUND **Payment Dates:** 01/10/2024 - 02/13/2024

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000003078	02/05/2024	MCGLAUGHLIN'S REFRIGERATION &	SERVICE		1,138.50
0000003079	02/06/2024	B.S.S.D. GENERAL FUND	CAFE GROSS PAYROLL - JAN 2024	CAFE RETIREMENT - JAN 2024	37,435.37
0000003080	02/06/2024	BIMBO BAKERIES USA	JAN INVOICES		2,446.52
0000003081	02/06/2024	BRIAN BOOHER	LUNCH MONEY REIMBURSEMENT		14.15
0000003082	02/06/2024	FEESER'S FOOD DISTRIBUTORS	JAN INVOICES		65,963.80
0000003083	02/06/2024	GOLD STAR FOODS	SUPPLIES	JAN INVOICES	288.80
0000003084	02/06/2024	HERSHEY CREAMERY CO	JAN INVOICES		1,159.80
0000003085	02/06/2024	KINT	JAN INVOICES		2,204.00
0000003086	02/06/2024	MICKEY'S WHOLESALE PIZZAS	JAN INVOICES		976.20
0000003087	02/06/2024	PARTS TOWN LLC	PART		73.98
0000003088	02/06/2024	SARAH RODRIGUEZ MENA	REFUND LUNCH MONEY		81.85
0000003089	02/06/2024	SERENA A KIRCHNER INC	FOOD HIGH SCHOOL		1,113.75
0000003090	02/06/2024	SINGER EQUIPMENT CO INC	JAN INVOICES		4,261.96
0000003091	02/06/2024	SWISS PREMIUM DAIRY	JAN INVOICES		7,117.52

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: CF - CAFETERIA FUND **Payment Dates:** 01/10/2024 - 02/13/2024

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

50 - ENTERPRISE FUND	**124,276.20**
Grand Total All Funds	**124,276.20**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**0.00**
Grand Total Manual Checks	**0.00**
Grand Total Other Disbursement Non-negotiables	**0.00**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**124,276.20**
Grand Total All Payments	**124,276.20**

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: CR - CAPITAL RESERVE FUND **Payment Dates:** 01/10/2024 - 02/13/2024

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000001261	01/24/2024	JOHNSON CONTROLS SECURITY SOLUTIONS	OTHER PROFESSIONAL SERVICES DI		6,006.53

22 - CAPITAL RESERVE FUND	**6,006.53**
Grand Total All Funds	**6,006.53**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**0.00**
Grand Total Manual Checks	**0.00**
Grand Total Other Disbursement Non-negotiables	**0.00**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**6,006.53**
Grand Total All Payments	**6,006.53**

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card

BERMUDIAN SPRINGS SCHOOL DISTRICT
York Springs, Pennsylvania 17372-8807

SUPERINTENDENT'S REPORT
February 13, 2024

Shane Hotchkiss, Ed. D
Superintendent

Shannon Myers, Ed. D
Assistant Superintendent

MAKE-UP DAYS

Over the past month, during one particularly bad week of weather, we have had to close schools on January 16th and 19th. We do have three make-up days built into our school calendar to accommodate missed school days. The make-up days are as follows:

Snow Day	Make-Up Day
January 16	February 16 (Remote Learning Day)
January 19	April 2
If Needed	February 19

CONGRATULATIONS - Academics

We are proud to share that Bermudian Springs High School students earned 1st and 3rd place at the Pennsylvania Invention Convention held during the PETE & C Conference in Hershey.

Aaron Weigle and Cole Stuart won 1st place for their Thermoflow Sleeve design and Caden Lau and Brennen Gomulka too 3rd place for their invention, Hand Harmony. Aaron and Cole have qualified for the national level competition to be held in June in Dearborn, Michigan at the Henry Ford Museum of Innovation. It is also possible that Caden and Brennen may qualify through a special invitation. Congratulations to all four students for their outstanding designs and to Mr. Kline for his support and guidance to our students! We wish them all the best of luck!

CONGRATULATIONS - Athletics

We had an outstanding winter sports season this school year. Our boys basketball team finished with a record of 14-8 and may qualify for the District playoffs pending the outcome of a few games. Our girls basketball team also finished with a 14-8 record and will compete in the PIAA District 3 playoffs. Our wrestling team finished with a 10-6 record and is gearing up for the PIAA District 3 individual sectional tournament. Congratulations to all teams and student-athletes for doing an outstanding job of representing our school district.

Also, congratulations to Lily Carlson for winning the Franklin & Marshall High School Invitational pole vault competition. Lily cleared 12'6 to win the event!

BERMUDIAN SPRINGS SCHOOL DISTRICT
York Springs, Pennsylvania 17372-8807
Elementary School Report
February 13, 2024

Mr. Ethan Sentz
Acting Principal

Mr. Ryan Murphy
Acting Asst. Principal

Golden Eagle Reception



On Friday, January 19, 2024, we hosted our first Golden Eagle reception of the school year. Students earn a Golden Eagle when they demonstrate behavior that goes above and beyond our SOAR Expectations of Staying Safe, Owning Your Actions, Always Being Responsible, or Respecting Everyone. If a student receives a Golden Eagle they receive a special certificate and are entered into a drawing to win one of five Golden Eagle Prizes. This is an important component of our PBIS framework as we believe positive reinforcement and affirmations are more effective than negative punishment in correcting behaviors.

This morning, families of students who earned a Golden Eagle during the first half of the 2023-2024 school year were invited to a reception in our elementary cafeteria before school began. Families and staff engaged in conversation over pastries and refreshments. During the reception, we celebrated and recognized our Golden Eagles by grade level and highlighted some of the actions exhibited that earned them a Golden Eagle. After the event, we drew the grand prizes and awarded them to the winners *(pictured above)*.

Over 95 students, family members, and staff attended this event! Thank you to everyone involved for making it such a success! We appreciate the school's support of our PBIS program and the support of our families!











Fourth Grade Field Trip: Nixon Park



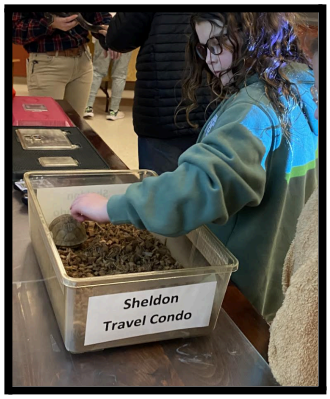
Over the first two days in February, our fourth-grade students experienced their first field trip to Nixon Park in York County, PA. Students explored different areas of the building through three rotations that provided a well-rounded learning experience for the students.

The bird species rotation, where students used binoculars to identify birds, was an engaging and hands-on activity that sparked their curiosity about the diverse bird life in Pennsylvania. Next, students completed a scavenger hunt about different types of animals with visual representations. Students gathered facts and information that will connect with upcoming content in the second half of our school year. Last, our learners compared and contrasted Amphibians versus Reptiles which was a great way to deepen the students' understanding of these two distinct groups of animals. They ended the rotation with the opportunity to touch a real turtle and snake which was an exciting and memorable experience all!

Overall, this field trip served as an excellent introduction to the upcoming science unit on biology. Hands-on experiences like these are invaluable for students to connect theoretical knowledge with real-world observations, fostering a deeper understanding and appreciation for the content.







[BSES February Newsletter]

BERMUDIAN SPRINGS SCHOOL DISTRICT
York Springs, Pennsylvania 17372-8807

MIDDLE SCHOOL REPORT
February 2024

Mrs. Jennifer Shelley
Principal

Mr. Matthew Jenkins
Assistant Principal

Students of the Month

Congratulations to our January students of the month! Thank you for demonstrating RISE Characteristics and dedication to your studies.



5th Grade: Emma Boyer, Adaley Boyer, Trevor Clouser, Chase Storm



6th Grade: Cristopher Vera Acosta, Trent Tanner, Hannah Thompson



7th Grade: Emily Antoun, Madigan Elliott, MacKenzie Shultz, Anna Gray



8th Grade: Alex Pastrana Garduno, Blain Cruz, Leila Light, Rylee Bolyard

PBIS Update

Students continue to model the RISE characteristics each and every day in the middle school. For the school year, teachers and staff have recognized over 4,700 good behaviors in our students. That number is well on its way to shattering last year's total of approximately 5,000. For the month of January, students who received at least one scan and did not have any major office referrals were able to participate in a grade-level reward. Activities included art projects, bingo and board games, gym time, and spending time with classmates. The PBIS framework has been instrumental in highlighting the positive behaviors we see in our students everyday at the middle school while curbing office referrals which are down ten percent from a year ago at this time.

YES! Day

On Thursday, 2/8, the 6th, 7th, and 8th grade students participated in YES! Day. This program is hosted by Junior Achievement in collaboration with numerous community and business volunteers. Students rotated through stations that focused on career readiness and exploration while participating in activities that tied all of the concepts together. It was a great experience for our students, and we are excited to keep this tradition going!





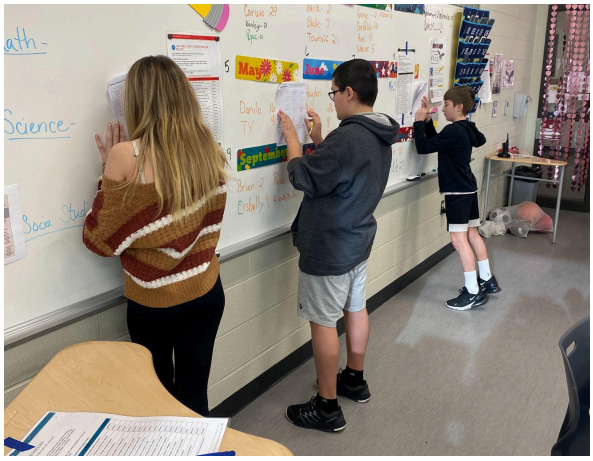


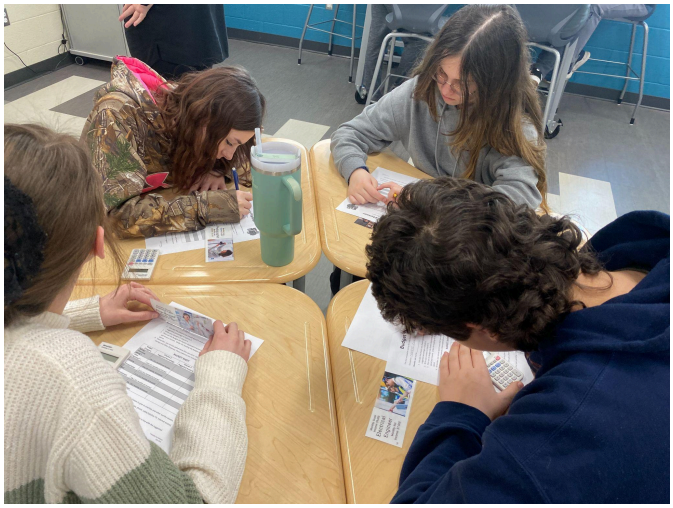














Class Wars

Class wars are on! For the next 6 weeks, homerooms will be participating in Minute-To-Win-It type activities to amass points. To date, 2 challenges have been completed, and there are several more on the way. Students are working together to determine participants for each challenge, and strategizing on how to get the highest score!

BERMUDIAN SPRINGS SCHOOL DISTRICT
York Springs, Pennsylvania 17372

HIGH SCHOOL REPORT
February 13, 2024

Michael Brooks
Principal

Mark R. Fleming
Assistant Principal

Honor Roll

Congratulations to all of our students who made the honor roll for the second marking period. The following is the summary by grade level.

Distinguished Honor Roll

Seniors- 35
Juniors- 16
Sophomores- 21
Freshman- 16
Total - 88

Honor Roll

Seniors- 43
Juniors- 49
Sophomores- 42
Freshman- 16
Total - 150

The total number of 238 students, who made the honor roll, represents 40 % of our entire student body who have achieved advanced academic success at the completion of the second marking period.

2024 VFW VOICE OF DEMOCRACY DISTRICT AWARDS

Congratulations to Molly Karom who placed second overall in Pennsylvania for the VFW Voice of Democracy Speech Contest.

JANUARY STUDENTS OF THE MONTH

Kaylee Ahlers, Ella Benzel, Sophia Ceravola, Liam Cook, Caden Dunham, Rebecca Ebersole, Alexis Everett, Nestor Flores, Amelia Gerringer, Kaylyn Haar, Caiombre Haller, Trace Livelsberger, Fallon Miller, Riley Mummert, Austin Reinert, Lydia Rill, Alondra Rivera Palomares, Sladen Wolf, Keegan Yost

.

CONGRATULATIONS TO THE FOLLOWING:
The HS school would like to congratulate the following individuals/teams.

-Conewago Valley Satellite of the Gettysburg Rotary Club Student of the Month:
January 2024 Greta Haley

2023-2024 HS 2nd MP HONOR ROLL

Grade 9:
Distinguished Honor Roll: Blaise Robert Alackness, Cora Faith Anderson, Alexis Yovanny Chavez Flores, Payton Faith Cooley, Alexis Dianne Everett, Ansley Celeste Floyd, Alexis Faith Forsythe, Adam David Gerringer, Cameron Awesome Henning, Hallie Lynn Knight, Chandler Aedan McNulty, Abigail Renee Myers, Brynn McKenna Nickey, Nevaeh Unique Ocasio, Audrey Elaine Stambaugh, Kennedy Louise Turocy.

Honor Roll: Kaylee Emma Ahlers, Samantha Riley Boyer, Yamileth Cervantes-Ramirez, Rayla Ann Klinzmann, Kathryn Ann Lewis, Yasmine Lynn Mahamadou, Cameryn Alessandra McIlwee, William Ryan Miller, Brianah Hope Nelson, Lorraine Grace Reever, Gavin Rock Reinert, Elizabeth Emily Rojo-Olguin, Trey Parker Royer, Logan Adam Simpson, Makaelyn Rain Speelman, Jozlynn Ann Willow

Grade 10:
Distinguished Honor Roll: Dempsey Elizabeth Bodan, Leila Ann Derieux, Kendyl Noelle Dermota, Alaina Breanne Dunham, Maximus James Elliott, Brianna Christine Eyster, Mikolay Alexander Foursevitch, Hannah Grace Grim, Brayden Daniel Heller, Amelia Lin Jones, Ella Grace Leatherman, Nevaeh Lee Lener, Tori Mae Livelsberger, Layna Jean Lowry, Savanna Beth Manuel, Landon Dale Oehmig, Elijah Jacob Osborne, Lana Michelle Smith, Chloe Elizabeth Stuart, Brady George Wallen, Brady Michael Zumbrum

Honor Roll: Tayler Aubrin Bechtel, Mercedes Lynn Boeckel, Hailee Lynn Bupp, Teegan Eugene Byers, Lily Catharine Chubb, Elaine Katherine Cook, Rebekah Jae Danner, Caden Robert Dunham, Mohamed Khalil El Hajji, Isabella Nicole Fair, Anna Kathryn Foreman, Emma Catherine Guiher, Samuel Nicholas Haley, Caiombre Lynn Haller, Brady Paul Harder, Linkoln John Heagy, Landon David Kaltreider, Sydney Abigail Kuntz, Bryce Michael Laughman, Benjamin Wade Leppo, Reese Taylor Lighty, Mason Andersen Lilley, Jordyn Lynn Lobaugh, Alexandra Lopez-De Los Santos, Addison Jade Madara, Summer Elaine Means, Adeline Amber Nelson, Kiatalyn Elizabeth Peters, Ryder Edwin Powell, Sarah Elaine Reck, Cole Issac

Rodgers, Morgan Leigh Roomsburg, Hailey Lynn Shull, Cassidy Deborah Smith, Dru Carson Speelman, Victoria Rayne Starner, Vanessa Valtierra-Gutierrez, Gavin Quinn Whalen, Brison Hunter Wolf, Sladen Justin Wolf, Matthew Dean Wonders, Carly Madeline Youker

Grade 11:
Distinguished Honor Roll: Lauren Marie Bledsoe, Victoria Hallie Bross, Brianna Rose Coffee, Kiefer Bowan David, Scott Patrick Flanagan, Janhia Mayte Flores, Leah Joellee Groft, Clayton Scott Hackman, Avery Kennedy Hawk, Nicoline Bilde Hvidberg, Adrian Zachary Karras, Zachary Karl Kauffman, Lucy Enright Peters, Liberty Leona Rinehart, Mikaela Lee Simpson, Aliza Paige Staub

Honor Roll: Lizbeth Acosta Garduno, Angel Alvarez Reyes, Angelina Beatrice Beshore, Hannah Grace Bish, Kahlan Eve Carlson, Gianna Susan Carrion, Cynthia Velen Cernas Martinez, Kimberly Susan Claeys, Alana Mei Crumbling, Reece Emerson Daniels, Mitchell Edward Eaton, Derek Raymond Freeman, Jack Thomas Gautsch, Brooke Elizabeth Ginter, Luke Richard Goldhahn, Olivia Ciera Gray, Kaylyn Marie Haar, Jacob Kenneth Hamm, Riley Ashlynn Hoffheins, Emily Lynn Keckler, Natily Ann Keckler, Jacob Andrew Keller, Molly Kate Kuntz, Rylie Paige Litzinger, Sawyer Blake Martin, Ella Grace Means, Abram Joshua Montes De Oca, Brock Carl Myers, Caden Allen Nye, William Alexander Oyler, Amari Rose Pettaway, Alexis Ramirez Idelfonso, Lydia Adelaide Rill, Parker Lloyd Rinehart, Sarah Ailin Rodriguez Mena, Jay Allen Rotharmel, Cheyenne Irene Rothenhoefer, Joseph Ivan Schriver, Reagan Anthony Smith, Breelyn Noelle Snyder, Dominyc Amadeus Speelman, Anderson Carter Squires, Liam Sean Stem, Kylie Nicole Timberlake, Enrique Torres, Madelyn Kay Wagner, Myka Faith Walker, Daniel Ethan Weikert, Liam Jacob Zepp

Grade 12:
Distinguished Honor Roll: Jordan Savannah Below, Ella Grace Benzel, Taylor Grace Botterbusch, Liam Henry Cook, Rebecca Ann Ebersole, Brooke Morgan Everett, Abigail Elizabeth Foreman, Hazel Marie Gembe, Amelia Kay Gerringer, Greta Haley, Molly Jane Karom, Jordyn Elizabeth Keffer, Nadalie Alexis King, Noah Stewart Klinedinst, Caden Trone Lau, Trace Daniel Livelsberger, Heyla Mae Martin, Mitchell Paul McClintic, Chloe Elizabeth McDermitt, Hayden Luke Metzger, Fallon Haverly Miller, Kyla Paige Nickey, Mary Rowan Paige Orwick, Austin Striker Reinert, Keira Elizabeth Shaffer, Isaiah Luke Shank, Evan Willis Shearer, Charles Eugene Sleeger, Elias Michael Snyder, Valarie Annamae Starner, Ivy Elizabeth Steel, Cole Stuart, Jacklyn Marie Stump, Haylee Elaine Willow, Ethan Marcus Young

Honor Roll: Alex Brown, Tyson Chaz Carpenter, Ethan Christopher Deah, Isabella Grace DeVita, Veronica Marie Dillon, Milon Stephen Eaton, Brandon Scott Eyster, Alan Alberto Felipe, Alexa Sarahi Flores, Brennen Grant Gomulka, Aracely Ruby Gonzalez-Ramirez, Landon Adam Graybill, Thomas Early Grimes, Chelsea Taylor Hagan, Bryce Andrew Harner, Ayva Lee Himes, Jakson Alexander Keffer, Samantha Lynn King, Gabriel Carter Kline, Mason Charles Krout, Colby Lee Kyzer, Dylan Scott Lambert, Ava Elizabeth Leatherman, Julissa Lopez Martinez, Hannah Mae Metzger, Hunter Lakota Minck, Benjamin Michael Ogle, Dylan Allen Olphin, Sarah Nevaeh Christine Ostriche, Clarissa Renee Prosser, Brieah McKenzi Reed, Alex Dalton Richey, Jayden Lee Rutt, Marc Thomas Sassani, Myles Franklin Shearer, Jonathan Thomas Steel, Leah Elizabeth Talkington, Shelby Grace Tuckey, Devon Nicole Wallace, Alison Claire Watts, Aaron Richard Weigle, Kaiden Robert Yost

Bermudian Springs School District
York Springs, PA 17372-8807

ATHLETIC REPORT

February 13, 2024

Jon DeFoe
Athletic Director

WINTER SPORTS NIGHT

The Bermudian “Sports Club” established the following dates for each of the winter athletic teams, for the purpose of recognizing the seniors and their parents associated with the winter athletic program.

January 25 – Wrestling / Cheerleading / Student Athletic Trainers
January 30 – Boys Basketball / Cheerleading / Student Athletic Trainers
February 2– Girls Basketball / Student Athletic Trainers

SPRING SPORTS SIGN-UPS

The spring sports head coaches held their organizational meetings for all candidates on Wednesday, February 7TH in the high during clubs. Recertification forms for spring athletes are due February 26TH. The first official practice day for spring sports is Monday, March 4TH.

PARENT/COACHES NIGHT

The spring coaches will be hosting their athletes and parents on Wednesday, February 28th at 7:00 PM. The coaches will be present to discuss all areas of their program. Coaches will specifically discuss their team rules and regulations, treatment of injuries, and expectations for the season.

BERMUDIAN SPRINGS SCHOOL DISTRICT
York Springs, Pennsylvania 17372-8807

Assistant Superintendent Report
February 13, 2024

Shannon Myers, Ed. D
Assistant Superintendent

Curriculum Council - Lincoln Intermediate Unit 12 (LIU12):

LIU 12 hosted our monthly curriculum council meeting. This meeting was a joint meeting with the Directors of Human Resources. Members from the state attended to discuss new pathways for hiring teachers. Additionally, we heard updates regarding a number of curricular items.

New Teacher Induction Updates

New teachers participated in their final county induction event for the school year. Dr. Chris Lay, retired assistant superintendent from Gettysburg School District, facilitated a session called, "Understanding the Framework of Poverty." This session is heavily focused on the work of Dr. Ruby Payne, a renowned author, and educator who specializes in the area of poverty in education. Participants took time to understand different types of poverty and how this can impact a child in a classroom or the overall educational experience. Time was provided to learn about and discuss strategies for engaging these students and how their life situations may impact them in the educational setting.

Non-Public Consortium

We participated as a district in our Title I Non-Public Consortium meetings. The non-public schools took time to share their successes and challenges in regard to the support they are able to provide students who are attending from our district. These meetings offer us an opportunity to engage in thoughtful conversations about best practices for instruction and intervention for our students.

WIDA Testing

We are wrapping up WIDA testing in all 3 buildings. A huge thank you to our EL teachers for coordinating this effort and establishing a safe testing environment for our students.

Comprehensive Local Needs Assessment

Our bi-annual CLNA application has been submitted to the state for approval. This application is a requirement for those receiving Perkins funding for CTE programs.

Lincoln Intermediate Unit #12
2024 - 2025
General Operating Budget

Presented to the
Board of Directors
January 2, 2024



Lincoln Intermediate Unit 12
Leadership • Expertise • Innovation

Lincoln Intermediate Unit #12
Executive Summary

The Lincoln Intermediate Unit General Operating Budget for 2024-2025 has been developed to assist our organization in fulfilling our mission of supporting our partners, customers, and students to realize their greatest potential through quality, innovative solutions, and services.

The 2024-2025 General Operating Budget has an increase of $218,604 which is 2.66% when compared to the 2023-2024 budget. The proposed total expenditures are $8,421,785.

The following pages represent the proposed budget that is required to be approved by the Lincoln Intermediate Board of Directors and the local School District Boards of Directors in accordance with School Code 24PS 9-914-A.

The district contribution amount to the General Operating Budget is unchanged from the prior year with a total district-wide funding of $132,447.

Included in the budget pages are four years of prior actual expense costs, the current 2023-24 budget and the projected 2024-25 budget amounts. Also included at the end of the packet is a summary page of all of the other budgets or accounts that are handled by the LIU throughout a normal year. We are including them for your information.

Lincoln Intermediate Unit 12

Board of Directors

Mr. Todd Gettys, Vice President
- West York Area SD
- Spring Grove Area SD

Ms. Cassandra Liggins, Treasurer
- SD of the City of York

Vacant
- Bermudian Springs SD
- Conewago Valley SD
- Littlestown Area SD

Mr. Paul Richardson
- Tuscarora SD

Mr. Janon Gray
- Greencastle-Antrim SD
- Fannett-Metal SD

Vacant
- Red Lion Area SD
- South Eastern SD

Ms. Cynthia Rohrbaugh
- Eastern York SD
- Central York SD

Vacant
- Chambersburg Area SD

Vacant
- Northeastern SD
- Dover Area SD

Mr. Theodore Sayres Jr.
- Fairfield Area SD
- Gettysburg Area SD
- Upper Adams SD

Ms. Sally Kacar
- Hanover Public SD
- Southern York County SD
- South Western SD

Mr. Mark Smith
- Waynesboro Area SD

Mr. Scott Wingard
- Dallastown Area SD
- York Suburban SD

Executive Director
Dr. Jeffrey West

Assistant Executive Director
Dr. Kendra Trail

Cabinet

Mr. Brent Kessler
Director of Finance & Business Services

Dr. Jennifer Leese
Director of Special Education

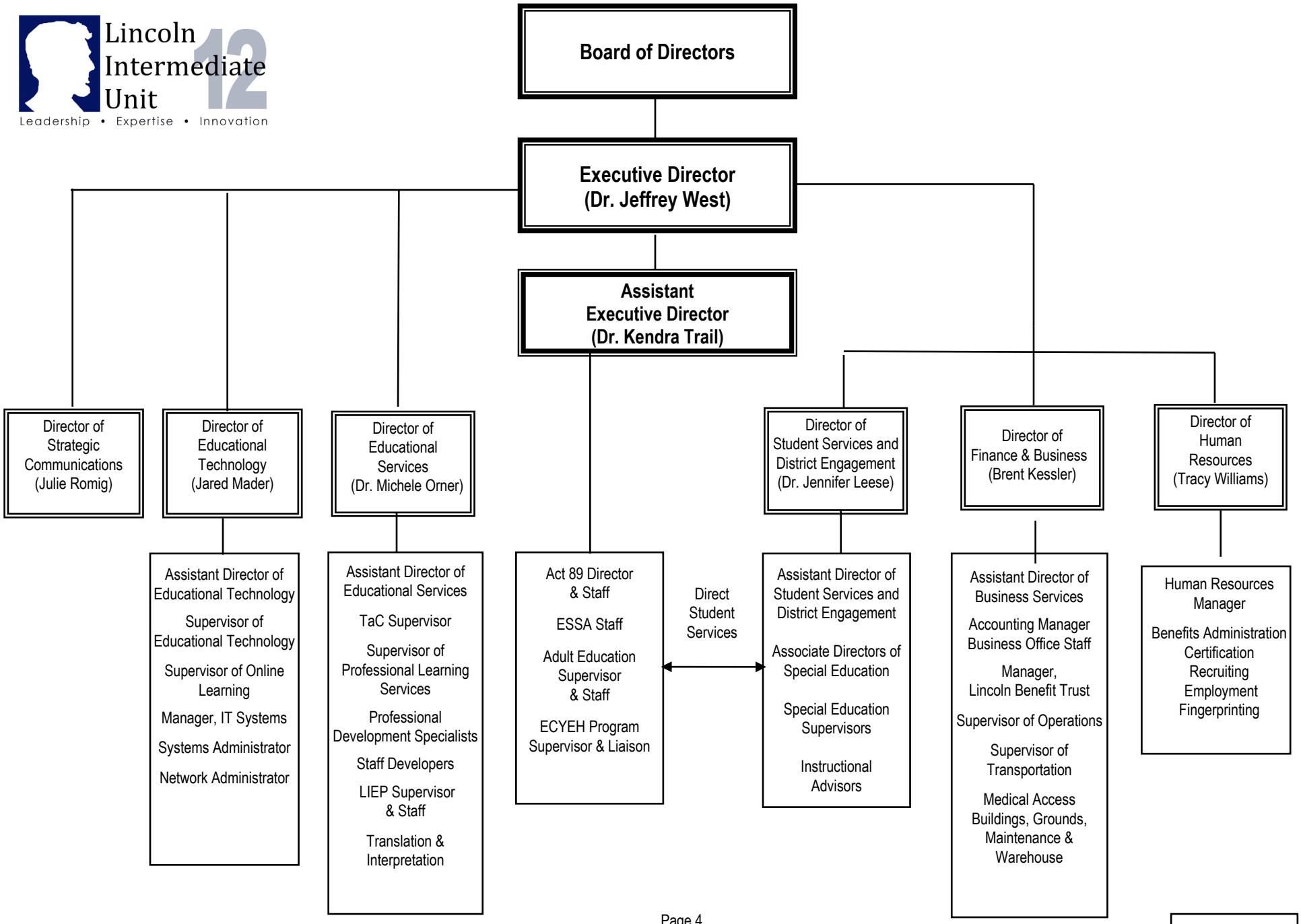
Mr. Jared Mader
Director of Educational Technology Services

Ms. Julie Randall Romig
Director of Strategic Communications

Dr. Michele Orner
Director of Educational Services

Ms. Tracy Williams
Director of Human Resources

Lincoln Intermediate Unit 12
Leadership • Expertise • Innovation



Lincoln Intermediate Unit
General Operating Budget

Budget Summary Page

		2023-24 BUDGET	2024-25 BUDGET	Dollar CHANGE	Percent CHANGE
REVENUE					
6500	Interest	$ 25,000	$ 50,000	$ 25,000	100.00%
6960	Local Revenue	$ 824,131	$ 829,082	$ 4,951	0.60%
7120	State Subsidy	$ -	$ -	$ -	0.00%
7500	State Grants	$ -	$ -	$ -	0.00%
7810	State Social Security	$ 154,643	$ 163,741	$ 9,098	5.88%
7820	State Retirement	$ 687,301	$ 725,595	$ 38,294	5.57%
6970	Transfers In	$ 605,000	$ 605,000	$ -	0.00%
9000	Transfers - ICR	$ 5,774,659	$ 5,915,920	$ 141,261	2.45%
6947	District Contributions by W/H	$ 132,447	$ 132,447	$ -	0.00%
TOTAL REVENUE		$ 8,203,181	$ 8,421,785	$ 218,604	2.66%
EXPENSES					
100	Personnel Salaries	$ 3,743,474	$ 3,863,702	$ 120,228	3.21%
200	Personnel Benefits	$ 2,733,326	$ 2,828,894	$ 95,568	3.50%
300	Purchased Prof. & Tech. Services	$ 330,143	$ 312,200	$ (17,943)	-5.43%
400	Purchased Property Services	$ 156,850	$ 158,850	$ 2,000	1.28%
500	Other Purchased Services	$ 285,239	$ 302,050	$ 16,811	5.89%
600	Supplies	$ 435,200	$ 437,200	$ 2,000	0.46%
700	Equipment	$ -	$ -	$ -	0.00%
800	Other Objects	$ 73,949	$ 73,889	$ (60)	-0.08%
900	Other Uses of Funds	$ 445,000	$ 445,000	$ -	0.00%
TOTAL EXPENDITURES:		$ 8,203,181	$ 8,421,785	$ 218,604	2.66%
REVENUE OVER (UNDER) EXPENDITURES:		$ -	$ -		

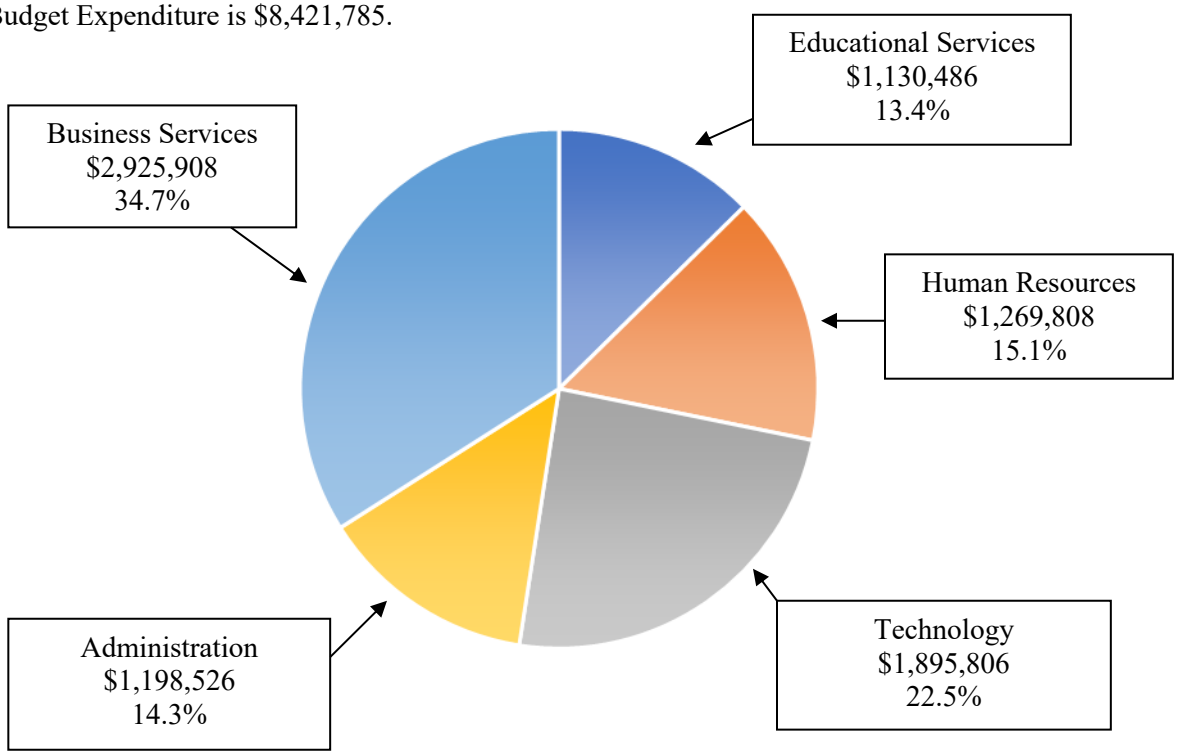
PSERS decreased expenses by $32,899
This also lowers the revenue as we collect less reimbursement from the State but also less ICR is collected.
Original budget was a 3.07% increase in expenses now at 2.66%

Lincoln Intermediate Unit General Operating Budget TOTALS	Budget Summary for 2024-2025							
	2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	Dollar CHANGE	Percent CHANGE
EXPENSES								
100 Personnel Salaries	$ 2,868,618	$ 2,925,761	$ 3,410,379	$ 3,596,007	$ 3,743,474	$ 3,863,702	$ 120,228	3.21%
200 Personnel Benefits	$ 2,063,485	$ 2,111,475	$ 2,330,972	$ 2,494,117	$ 2,733,326	$ 2,828,894	$ 95,568	3.50%
300 Purchased Prof. & Tech. Services	$ 225,989	$ 232,880	$ 292,836	$ 356,555	$ 330,143	$ 312,200	$ (17,943)	-5.43%
400 Purchased Property Services	$ 58,679	$ 147,911	$ 85,049	$ 156,750	$ 156,850	$ 158,850	$ 2,000	1.28%
500 Other Purchased Services	$ 215,428	$ 194,256	$ 255,593	$ 303,508	$ 285,239	$ 302,050	$ 16,811	5.89%
600 Supplies	$ 337,892	$ 341,853	$ 418,796	$ 409,891	$ 435,200	$ 437,200	$ 2,000	0.46%
700 Equipment	$ -	$ 32,003	$ -	$ -	$ -	$ -	$ -	0.00%
800 Other Objects	$ 28,009	$ 50,987	$ 86,324	$ 69,665	$ 73,949	$ 73,889	$ (60)	-0.08%
900 Other Uses of Funds	$ 400,000	$ 415,000	$ 425,000	$ 445,000	$ 445,000	$ 445,000	$ -	0.00%
TOTAL EXPENDITURES:	$ 6,198,100	$ 6,452,126	$ 7,304,949	$ 7,831,493	$ 8,203,181	$ 8,421,785	$ 218,604	2.66%

LIU 2024-2025 General Operating Expenditure Budget Overview

- The Administration portion of the budget covers Executive Director leadership, legal services, organizational dues, Board services, communications and other central office administration for the entire LIU.
- The Business Services budget provides business services for the entire LIU, as well as the maintenance department, custodial services, courier, warehouse, and debt service.
- The Educational Services budget provides curriculum development, instructional improvement programs, staff development and instructional media services to school districts.
- The Technology Services budget provides services for the entire LIU and offers support of technology for the member districts.
- The Human Resources budget provides services for employees of the LIU and provides support to HR Directors and staff of member school districts.

The total General Operating Budget Expenditure is $8,421,785.



Lincoln Intermediate Unit ADMINISTRATION		Budget Summary for Administration Totals 2024-2025							
		2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	Dollar CHANGE	Percent CHANGE
EXPENSES									
100	Personnel Salaries	$ 346,806	$ 442,195	$ 575,373	$ 595,704	$ 623,568	$ 626,546	$ 2,978	0.48%
200	Personnel Benefits	$ 156,925	$ 249,661	$ 327,356	$ 347,075	$ 366,282	$ 367,630	$ 1,348	0.37%
300	Purchased Prof. & Tech. Services	$ 111,339	$ 119,117	$ 104,668	$ 137,700	$ 127,700	$ 131,700	$ 4,000	3.13%
400	Purchased Property Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
500	Other Purchased Services	$ 8,122	$ 5,784	$ 9,581	$ 19,920	$ 19,950	$ 29,450	$ 9,500	47.62%
600	Supplies	$ 4,949	$ 2,649	$ 25,089	$ 14,850	$ 13,500	$ 17,200	$ 3,700	27.41%
700	Equipment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
800	Other Objects	$ 19,171	$ 21,631	$ 20,690	$ 26,000	$ 27,000	$ 26,000	$ (1,000)	-3.70%
900	Other Uses of Funds	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
TOTAL EXPENDITURES:		$ 647,312	$ 841,037	$ 1,062,757	$ 1,141,249	$ 1,178,000	$ 1,198,526	$ 20,526	1.74%

Lincoln Intermediate Unit ADMINISTRATION		Board of Directors							
		2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	Dollar CHANGE	Percent CHANGE
EXPENSES									
100	Personnel Salaries	$ 35,332	$ 36,196	$ 36,317	$ 36,864	$ 37,785	$ 33,020	$ (4,765)	-12.61%
200	Personnel Benefits	$ 24,362	$ 24,692	$ 24,650	$ 25,221	$ 25,769	$ 23,757	$ (2,012)	-7.81%
300	Purchased Prof. & Tech. Services	$ 103,811	$ 109,764	$ 93,285	$ 120,200	$ 110,200	$ 110,200	$ -	0.00%
400	Purchased Property Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
500	Other Purchased Services	$ 3,051	$ 1,708	$ 2,608	$ 5,000	$ 5,000	$ 5,000	$ -	0.00%
600	Supplies	$ 2,466	$ 2,063	$ 4,390	$ 7,800	$ 6,450	$ 7,050	$ 600	9.30%
700	Equipment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
800	Other Objects	$ 4,750	$ 4,750	$ 4,769	$ 5,000	$ 6,000	$ 5,000	$ (1,000)	-16.67%
900	Other Uses of Funds	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
TOTAL EXPENDITURES:		$ 173,772	$ 179,173	$ 166,019	$ 200,085	$ 191,204	$ 184,027	$ (7,177)	-3.75%

Lincoln Intermediate Unit ADMINISTRATION		Exec. Director & Asst. Exec. Director							
		2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	Dollar CHANGE	Percent CHANGE
EXPENSES									
100	Personnel Salaries	$ 311,474	$ 405,999	$ 444,293	$ 428,287	$ 452,248	$ 457,811	$ 5,563	1.23%
200	Personnel Benefits	$ 132,563	$ 224,969	$ 245,420	$ 240,361	$ 256,394	$ 258,849	$ 2,455	0.96%
300	Purchased Prof. & Tech. Services	$ 7,528	$ 9,353	$ 11,048	$ 16,500	$ 16,500	$ 20,500	$ 4,000	24.24%
400	Purchased Property Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
500	Other Purchased Services	$ 5,071	$ 4,076	$ 5,898	$ 8,450	$ 8,450	$ 17,950	$ 9,500	112.43%
600	Supplies	$ 2,483	$ 586	$ 16,578	$ 3,550	$ 3,550	$ 4,650	$ 1,100	30.99%
700	Equipment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
800	Other Objects	$ 14,421	$ 16,881	$ 15,293	$ 20,000	$ 20,000	$ 20,000	$ -	0.00%
900	Other Uses of Funds	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
TOTAL EXPENDITURES:		$ 473,860	$ 661,864	$ 738,530	$ 717,148	$ 757,142	$ 779,760	$ 22,618	2.99%

Lincoln Intermediate Unit ADMINISTRATION		Communications Director							
		2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	Dollar CHANGE	Percent CHANGE
EXPENSES									
100	Personnel Salaries	$ -	$ -	$ 94,763	$ 130,553	$ 133,535	$ 135,715	$ 2,180	1.63%
200	Personnel Benefits	$ -	$ -	$ 57,286	$ 81,493	$ 84,119	$ 85,024	$ 905	1.08%
300	Purchased Prof. & Tech. Services	$ -	$ -	$ 335	$ 1,000	$ 1,000	$ 1,000	$ -	0.00%
400	Purchased Property Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
500	Other Purchased Services	$ -	$ -	$ 1,075	$ 6,470	$ 6,500	$ 6,500	$ -	0.00%
600	Supplies	$ -	$ -	$ 4,121	$ 3,500	$ 3,500	$ 5,500	$ 2,000	57.14%
700	Equipment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
800	Other Objects	$ -	$ -	$ 628	$ 1,000	$ 1,000	$ 1,000	$ -	0.00%
900	Other Uses of Funds	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
TOTAL EXPENDITURES:		$ -	$ -	$ 158,208	$ 224,016	$ 229,654	$ 234,739	$ 5,085	2.21%

Lincoln Intermediate Unit BUSINESS SERVICES		Budget Summary for Business Services Totals 2024-2025							
		2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	Dollar CHANGE	Percent CHANGE
EXPENSES									
100	**Personnel Salaries**	$ 846,233	$ 827,504	$ 953,309	$ 1,006,369	$ 1,013,042	$ 1,091,879	$ 78,837	7.78%
200	**Personnel Benefits**	$ 621,549	$ 586,773	$ 635,763	$ 702,771	$ 735,511	$ 772,190	$ 36,679	4.99%
300	**Purchased Prof. & Tech. Services**	$ 51,437	$ 43,314	$ 57,989	$ 58,800	$ 58,800	$ 59,800	$ 1,000	1.70%
400	**Purchased Property Services**	$ 56,645	$ 146,185	$ 85,049	$ 156,750	$ 156,750	$ 156,750	$ -	0.00%
500	**Other Purchased Services**	$ 160,818	$ 146,801	$ 168,568	$ 164,350	$ 164,550	$ 166,250	$ 1,700	1.03%
600	**Supplies**	$ 179,378	$ 163,841	$ 187,320	$ 192,200	$ 192,200	$ 194,200	$ 2,000	1.04%
700	**Equipment**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
800	**Other Objects**	$ 4,802	$ 23,559	$ 60,708	$ 38,339	$ 39,039	$ 39,839	$ 800	2.05%
900	**Other Uses of Funds**	$ 400,000	$ 415,000	$ 425,000	$ 445,000	$ 445,000	$ 445,000	$ -	0.00%
TOTAL EXPENDITURES:		$ 2,320,862	$ 2,352,977	$ 2,573,706	$ 2,764,579	$ 2,804,892	$ 2,925,908	$ 121,016	4.31%

Lincoln Intermediate Unit BUSINESS SERVICES		Business Office							
		2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	Dollar CHANGE	Percent CHANGE
EXPENSES									
100	**Personnel Salaries**	$ 706,609	$ 649,081	$ 777,815	$ 788,309	$ 825,295	$ 878,284	$ 52,989	6.42%
200	**Personnel Benefits**	$ 501,618	$ 469,045	$ 526,118	$ 564,470	$ 590,296	$ 615,918	$ 25,622	4.34%
300	**Purchased Prof. & Tech. Services**	$ 51,437	$ 43,139	$ 54,340	$ 58,500	$ 58,500	$ 59,500	$ 1,000	1.71%
400	**Purchased Property Services**	$ 2,427	$ 3,460	$ 3,460	$ 3,500	$ 3,500	$ 3,500	$ -	0.00%
500	**Other Purchased Services**	$ 10,121	$ 7,564	$ 8,455	$ 11,750	$ 11,950	$ 13,650	$ 1,700	14.23%
600	**Supplies**	$ 87,112	$ 92,404	$ 96,158	$ 88,350	$ 88,350	$ 90,350	$ 2,000	2.26%
700	**Equipment**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
800	**Other Objects**	$ (67,996)	$ (35,844)	$ 15,805	$ 7,000	$ 7,700	$ 8,500	$ 800	10.39%
900	**Other Uses of Funds**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
TOTAL EXPENDITURES:		$ 1,291,328	$ 1,228,849	$ 1,482,151	$ 1,521,879	$ 1,585,591	$ 1,669,702	$ 84,111	5.30%

Lincoln Intermediate Unit BUSINESS SERVICES		Building and Grounds							
		2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	Dollar CHANGE	Percent CHANGE
EXPENSES									
100	**Personnel Salaries**	$ 101,272	$ 139,820	$ 135,535	$ 174,471	$ 142,522	$ 166,558	$ 24,036	16.86%
200	**Personnel Benefits**	$ 84,857	$ 82,443	$ 74,669	$ 101,119	$ 106,574	$ 116,828	$ 10,254	9.62%
300	**Purchased Prof. & Tech. Services**	$ -	$ 175	$ 3,649	$ 300	$ 300	$ 300	$ -	0.00%
400	**Purchased Property Services**	$ 52,076	$ 141,842	$ 80,139	$ 149,000	$ 149,000	$ 149,000	$ -	0.00%
500	**Other Purchased Services**	$ 148,479	$ 136,334	$ 157,299	$ 149,350	$ 149,350	$ 149,350	$ -	0.00%
600	**Supplies**	$ 90,576	$ 68,390	$ 87,365	$ 100,300	$ 100,300	$ 100,300	$ -	0.00%
700	**Equipment**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
800	**Other Objects**	$ 297	$ 647	$ 300	$ 750	$ 750	$ 750	$ -	0.00%
900	**Other Uses of Funds**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
TOTAL EXPENDITURES:		$ 477,557	$ 569,651	$ 538,956	$ 675,290	$ 648,796	$ 683,086	$ 34,290	5.29%

Lincoln Intermediate Unit BUSINESS SERVICES		Warehouse/Courier							
		2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	Dollar CHANGE	Percent CHANGE
EXPENSES									
100	**Personnel Salaries**	$ 38,352	$ 38,603	$ 39,959	$ 43,589	$ 45,225	$ 47,037	$ 1,812	4.01%
200	**Personnel Benefits**	$ 35,074	$ 35,285	$ 34,976	$ 37,182	$ 38,641	$ 39,444	$ 803	2.08%
300	**Purchased Prof. & Tech. Services**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
400	**Purchased Property Services**	$ 2,142	$ 883	$ 1,450	$ 4,250	$ 4,250	$ 4,250	$ -	0.00%
500	**Other Purchased Services**	$ 2,218	$ 2,903	$ 2,814	$ 3,250	$ 3,250	$ 3,250	$ -	0.00%
600	**Supplies**	$ 1,690	$ 3,047	$ 3,797	$ 3,550	$ 3,550	$ 3,550	$ -	0.00%
700	**Equipment**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
800	**Other Objects**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
900	**Other Uses of Funds**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
TOTAL EXPENDITURES:		$ 79,476	$ 80,721	$ 82,996	$ 91,821	$ 94,916	$ 97,531	$ 2,615	2.76%

Lincoln Intermediate Unit BUSINESS SERVICES		Debt Service							
		2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	Dollar CHANGE	Percent CHANGE
EXPENSES									
100	**Personnel Salaries**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
200	**Personnel Benefits**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
300	**Purchased Prof. & Tech. Services**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
400	**Purchased Property Services**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
500	**Other Purchased Services**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
600	**Supplies**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
700	**Equipment**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
800	**Other Objects**	$ 72,501	$ 58,756	$ 44,603	$ 30,589	$ 30,589	$ 30,589	$ -	0.00%
900	**Other Uses of Funds**	$ 400,000	$ 415,000	$ 425,000	$ 445,000	$ 445,000	$ 445,000	$ -	0.00%
TOTAL EXPENDITURES:		$ 472,501	$ 473,756	$ 469,603	$ 475,589	$ 475,589	$ 475,589	$ -	0.00%

Lincoln Intermediate Unit EDUCATIONAL SERVICES		Educational Services							
		2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	Dollar CHANGE	Percent CHANGE
EXPENSES									
100	Personnel Salaries	$ 405,711	$ 448,542	$ 489,063	$ 566,131	$ 591,433	$ 641,604	$ 50,171	8.48%
200	Personnel Benefits	$ 324,620	$ 299,485	$ 337,650	$ 371,018	$ 410,472	$ 425,082	$ 14,610	3.56%
300	Purchased Prof. & Tech. Services	$ 32,722	$ 11,752	$ 86,323	$ 73,527	$ 46,643	$ 20,000	$ (26,643)	-57.12%
400	Purchased Property Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
500	Other Purchased Services	$ 9,106	$ 5,571	$ 15,801	$ 23,967	$ 18,939	$ 23,250	$ 4,311	22.76%
600	Supplies	$ 24,363	$ 23,322	$ 42,078	$ 35,671	$ 44,200	$ 18,500	$ (25,700)	-58.14%
700	Equipment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
800	Other Objects	$ 1,130	$ 3,124	$ 2,558	$ 1,636	$ 2,910	$ 2,050	$ (860)	-29.55%
900	Other Uses of Funds	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
TOTAL EXPENDITURES:		$ 797,652	$ 791,796	$ 973,473	$ 1,071,950	$ 1,114,597	$ 1,130,486	$ 15,889	1.43%

Lincoln Intermediate Unit HUMAN RESOURCES		Human Resources 2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	Dollar CHANGE	Percent CHANGE
EXPENSES									
100	**Personnel Salaries**	$ 497,471	$ 497,149	$ 540,204	$ 548,310	$ 572,143	$ 600,741	$ 28,598	5.00%
200	**Personnel Benefits**	$ 415,474	$ 462,282	$ 430,265	$ 443,916	$ 529,420	$ 538,667	$ 9,247	1.75%
300	**Purchased Prof. & Tech. Services**	$ 23,560	$ 42,087	$ 39,064	$ 81,307	$ 77,500	$ 81,500	$ 4,000	5.16%
400	**Purchased Property Services**	$ -	$ -	$ -	$ -	$ 100	$ 100	$ -	0.00%
500	**Other Purchased Services**	$ 5,722	$ 14,909	$ 29,733	$ 35,535	$ 16,850	$ 18,150	$ 1,300	7.72%
600	**Supplies**	$ 11,132	$ 12,077	$ 21,643	$ 19,333	$ 22,250	$ 27,250	$ 5,000	22.47%
700	**Equipment**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
800	**Other Objects**	$ 2,357	$ 704	$ 1,428	$ 2,755	$ 3,400	$ 3,400	$ -	0.00%
900	**Other Uses of Funds**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
TOTAL EXPENDITURES:		$ 955,716	$ 1,029,208	$ 1,062,337	$ 1,131,156	$ 1,221,663	$ 1,269,808	$ 48,145	3.94%

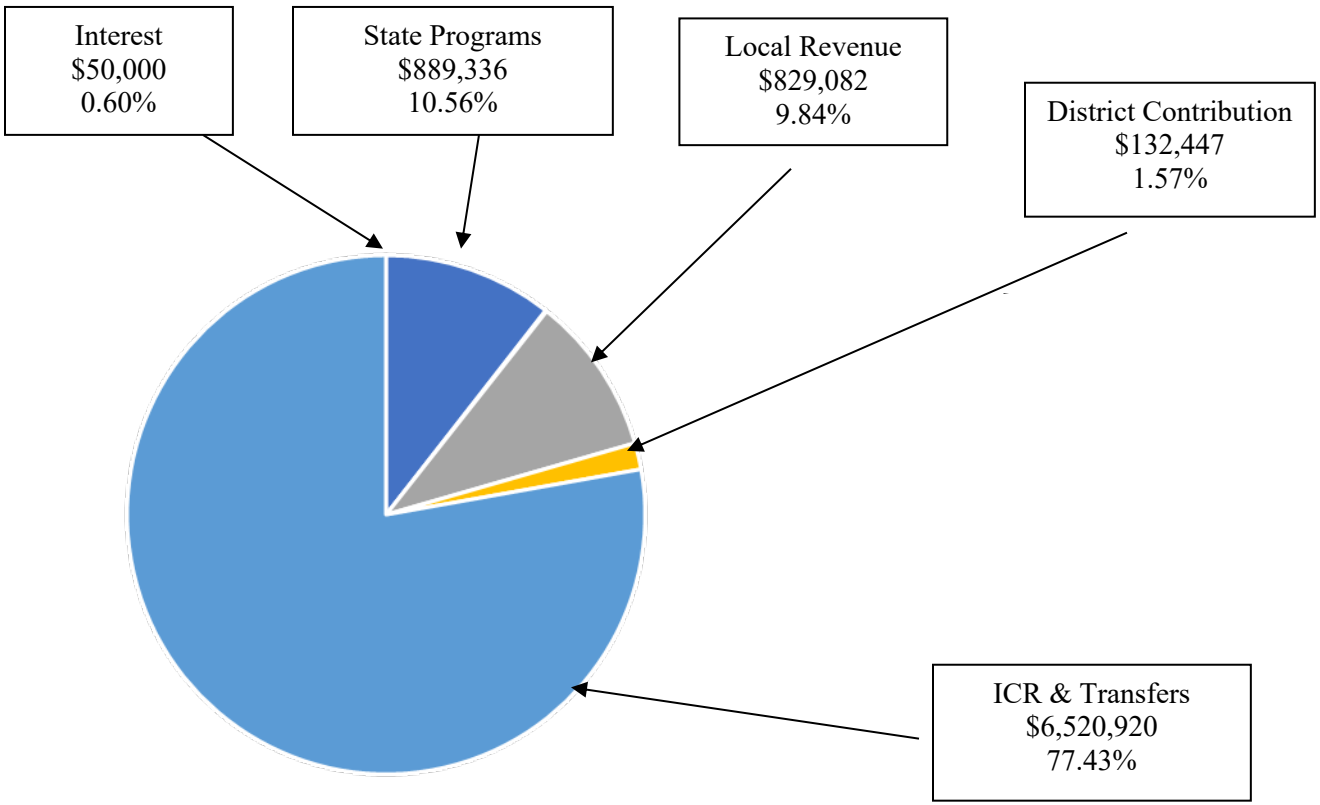
Lincoln Intermediate Unit TECHNOLOGY SERVICES		2019-20 ACTUAL	2020-21 ACTUAL	2021-22 ACTUAL	Technology Services 2022-23 ACTUAL	2023-24 BUDGET	2024-25 BUDGET	Dollar CHANGE	Percent CHANGE
EXPENSES									
100	**Personnel Salaries**	$ 772,397	$ 710,371	$ 852,430	$ 879,493	$ 943,288	$ 902,932	$ (40,356)	-4.28%
200	**Personnel Benefits**	$ 544,917	$ 513,274	$ 599,938	$ 629,337	$ 691,638	$ 724,074	$ 32,436	4.69%
300	**Purchased Prof. & Tech. Services**	$ 6,931	$ 16,610	$ 4,792	$ 5,221	$ 19,500	$ 19,200	$ (300)	-1.54%
400	**Purchased Property Services**	$ 2,034	$ 1,726	$ -	$ -	$ -	$ 2,000	$ 2,000	0.00%
500	**Other Purchased Services**	$ 31,660	$ 21,191	$ 31,910	$ 59,736	$ 64,950	$ 64,950	$ -	0.00%
600	**Supplies**	$ 118,070	$ 139,964	$ 142,666	$ 147,837	$ 163,050	$ 180,050	$ 17,000	10.43%
700	**Equipment**	$ -	$ 32,003	$ -	$ -	$ -	$ -	$ -	0.00%
800	**Other Objects**	$ 549	$ 1,969	$ 940	$ 935	$ 1,600	$ 2,600	$ 1,000	62.50%
900	**Other Uses of Funds**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
TOTAL EXPENDITURES:		$ 1,476,558	$ 1,437,108	$ 1,632,676	$ 1,722,559	$ 1,884,026	$ 1,895,806	$ 11,780	0.63%

LIU 2024-2025 General Operating Revenue Budget Overview

By State Law, local school district Boards of Directors are required to approve the portion of the General Operating Budget that is funded through district contributions. For 2024-2025, those contributions are budgeted at $132,447, which remain the same as this current year. District contributions represent 1.57% of the General Operating Budget.

Other sources of revenue for the General Operating Budget are depicted on the chart below.

The total projected General Operating Budget revenue for 2024-2025 is $8,421,785. In comparison to the current 2023-2024 budgeted revenue of $8,203,181 the increase in projected revenue is from local revenue (funds generated from the Educational Services Department and increased interest), state share of retirement and social security and a small increase in the ICR received from grants and other eligible budget categories.



REVENUE 2023-2024		REVENUE 2024-2025		Revenue Change
Interest	25,000.00	Interest	50,000.00	25,000.00
Trns in Enterprise Funds	350,000.00	Trns in Enterprise Funds	350,000.00	-
Trns from Core	255,000.00	Trns from Core	255,000.00	-
	605,000.00		605,000.00	-
FICA- Board of Directors	1,560.91	FICA- Board of Directors	1,364.06	(196.86)
FICA -Exec Dir	18,682.35	FICA -Exec Dir	18,912.15	229.80
FICA HR	23,635.25	FICA HR	24,816.61	1,181.36
FICA Tech	38,967.21	FICA Tech	41,431.12	2,463.91
FICA Bldg & Grounds	5,887.59	FICA Bldg & Grounds	6,880.53	992.94
FICA Ed Svs	24,432.12	FICA Ed Svs	26,504.65	2,072.54
FICA Warehouse &Courier	1,868.24	FICA Warehouse &Courier	1,943.11	74.87
FICA Communication Director	5,516.35	FICA Communication Director	5,606.40	90.05
FICA Business Svs	34,092.89	FICA Business Svs	36,281.92	2,189.03
	154,642.92		163,740.55	9,097.64
PSERS Board of Directors	6,937.39	PSERS Board of Directors	6,044.64	(892.75)
PSERS Exec Dir	83,032.64	PSERS Exec Dir	83,806.79	774.15
PSERS HR	105,045.55	PSERS HR	109,971.64	4,926.08
PSERS Tech	173,187.55	PSERS Tech	183,596.75	10,409.20
PSERS Bldg & Grounds	26,167.07	PSERS Bldg & Grounds	30,490.18	4,323.11
PSERS Warehouse	8,303.32	PSERS Warehouse	8,610.65	307.34
PSERS ED Svs	108,587.14	PSERS ED Svs	117,451.99	8,864.85
PSERS Communication Director	24,517.11	PSERS Communication Director	24,844.05	326.94
PSERS Business Svs	151,524.01	PSERS Business Svs	160,778.72	9,254.71
	687,301.77		725,595.40	38,293.63
ICR Board of Directors	182,706.45	ICR Board of Directors	176,618.62	(6,087.83)
ICR Exec Dir	450,426.94	ICR Exec Dir	472,040.64	21,613.70
ICR Debt Service	475,589.00	ICR Debt Service	475,589.00	-
ICR HR	1,092,982.83	ICR HR	1,135,018.99	42,036.16
ICR Bldg&Grounds	701,486.78	ICR Bldg&Grounds	732,693.60	31,206.82
ICR TECH	1,371,871.70	ICR TECH	1,370,778.74	(1,092.97)
ICR Communication Director	199,621.07	ICR Communication Director	204,288.99	4,667.92
ICR Business SVS	1,299,973.94	ICR Business SVS	1,348,891.61	48,917.67
Total ICR Calc	5,774,658.71	Total ICR Calc	5,915,920.19	141,261.49
Dist W/H Tech	-	Dist W/H Tech	-	-
Dist W/H Ed Svs	132,447.00	Dist W/H Ed Svs	132,447.00	-
Dist W/H Exec Dir	-	Dist W/H Exec Dir	-	-
	132,447.00		132,447.00	-
Ed Svs Revenue	824,130.94	Ed Svs Revenue	829,082.08	4,951.14
	824,130.94		829,082.08	4,951.14
Total Revenue 2022-23	**8,203,181.33**	**Total Revenue 2023-24**	**8,421,785.23**	**218,603.90**

Lincoln Intermediate Unit 12
District Contribution History and Analysis

Year	Contribution	% Change
2004-05	600,000	2.35%
2005-06	622,000	3.67%
2006-07	645,000	3.70%
2007-08	666,950	3.40%
2008-09	696,295	4.40%
2009-10	724,843	4.10%
2010-11	745,864	2.90%
2011-12	745,864	0.00%
2012-13	758,543	1.70%
2013-14	771,438	1.70%
2014-15	787,638	2.10%
2015-16	802,603	1.90%
2016-17	787,638	-1.86%
2017-18	758,543	-3.69%
2018-19	558,543	-26.37%
2019-20	528,618	-5.36%
2020-21	371,579	-29.71%
2021-22	132,477	-64.35%
2022-23	132,477	0.00%
2023-24	132,477	0.00%
2024-25	132,477	0.00%

Use of Funds	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
Administration/Board	51,973	52,000	0	0	0	0
Educational Services	354,462	132,447	132,447	132,447	132,447	132,447
Technology Services	122,183	187,132	0	0	0	0
Total	**528,618**	**371,579**	**132,447**	**132,447**	**132,447**	**132,447**

Lincoln Intermediate Unit 12

2024 - 2025 Budget -- District Contribution

	2023-2024	2024-25	% Change
District Contribution	$ 132,477	$ 132,477	0.0%
Total Weight Factor	45,974.7027	45,896.0478	
Value Per Weight Factor	$ 2.8815	$ 2.8865	

Member District	2023-24 MV AR	2021-22 WADM	Weight Factor	2022-2023 Contribution	2023-2024 Contribution	$ Change
Bermudian Springs SD	0.6181	2,268.017	866.1556	2,495.38	2,500.12	4.74
Central York SD	0.4968	6,888.767	3,466.4275	9,983.55	10,005.70	22.15
Chambersburg Area SD	0.5185	11,314.257	5,447.8147	15,734.26	15,724.89	-9.38
Conewago ValleySD	0.6031	4,699.005	1,865.0350	5,369.68	5,383.34	13.67
Dallastown Area SD	0.5953	7,889.694	3,192.9591	9,281.72	9,216.34	-65.38
Dover Area SD	0.6036	4,057.640	1,608.4484	4,557.93	4,642.72	84.79
Eastern York SD	0.5874	2,961.189	1,221.7865	3,518.88	3,526.64	7.76
Fairfield Area SD	0.4236	1,206.093	695.1920	2,018.72	2,006.64	-12.08
Fannett-Metal SD	0.3013	520.381	363.5902	1,038.35	1,049.49	11.13
Gettysburg Area SD	0.3700	3,700.536	2,331.3376	6,742.31	6,729.31	-13.00
Greencastle-Antrim SD	0.4892	3,649.657	1,864.2447	5,316.04	5,381.06	65.02
Hanover Public SD	0.6005	2,492.856	995.8959	2,863.56	2,874.61	11.05
Littlestown Area SD	0.5634	2,446.996	1,068.3584	3,095.28	3,083.77	-11.51
Northeastern York SD	0.5971	5,012.704	2,019.6184	5,710.78	5,829.54	118.77
Red Lion Area SD	0.6309	6,318.652	2,332.2144	6,743.93	6,731.84	-12.09
South Eastern SD	0.4971	3,090.872	1,554.3995	4,470.14	4,486.71	16.57
South Western SD	0.5538	5,467.306	2,439.5119	7,027.06	7,041.55	14.49
Southern York Co. SD	0.4758	3,570.501	1,871.6566	5,297.78	5,402.46	104.68
Spring Grove Area SD	0.6007	4,889.707	1,952.4600	5,606.17	5,635.69	29.52
Tuscarora SD	0.5033	2,768.016	1,374.8735	3,970.46	3,968.51	-1.94
Upper Adams SD	0.6659	2,052.447	685.7225	1,993.81	1,979.31	-14.50
Waynesboro Area SD	0.6304	5,399.141	1,995.5225	5,753.17	5,759.99	6.82
West York Area SD	0.5407	3,706.416	1,702.3568	5,287.93	4,913.78	-374.15
York City SD	0.8901	9,333.557	1,025.7579	2,985.96	2,960.81	-25.15
York Suburban SD	0.4966	3,883.012	1,954.7082	5,614.15	5,642.18	28.03
Total		109,587.419	45,896.048	132,477	132,477	0.00

PDE formula used to calculate contributions:

MV AR x WADM = Weight Factor Weight Factor x 2.8865 (Value per WF) = Contribution

Non-General Fund Budgets 2023-2024

Source #	Name/Description	Amount	Source #	Name/Description	Amount
050	Guest Teacher	$ 11,000.00	364	PCCD	$ 72,797.73
080	Fingerprinting	$ 53,745.00	409	Title IA	$ 169,843.82
102	Copy Expense	$ 74,618.00	410	Title IA	$ 236,044.00
106	SUPT Refreshments	$ 650.00	413	Title I	$ 469,923.00
114	Connect Learn Inspire	$ 11,323.63	416	Title ID	$ 6,941.28
117	Title IV	$ 29,320.59	417	Title ID	$ 225,737.90
121	Central Support Warehouse	$ 400.00	471	Title III	$ 177,950.20
122	Title IIA 23-24	$ 160,578.12	473	Title III	$ 70,994.86
125	Sign Language Classes	$ 2,364.00	474	ECYEH	$ 340,088.00
128	LIEP	$ 1,183,343.50	476	ECYEH	$ 78,986.41
129	Translation	$ 198,119.00	511	IDEA Sec 619	$ 801,500.00
132	FCLC United Way	$ 10,084.00	520	IDEA	$ 22,244,155.00
133	ECYEH	$ 6,661.00	521	IDEA-611	$ 1,968,719.00
136	Title IIA	$ 78,628.28	523	IDEA	$ 1,022,329.47
137	Title IV	$ 11,974.89	526	PRSCH IDEA 611	$ 262,922.16
141	FCLC Impact	$ 12,479.00	801	Project Max	$ 76.89
142	ACLC	$ 3,270.00	811	AE Federal	$ 853,973.00
143	FCLC Dollar General	$ 10,038.00	819	Elect	$ 479,174.00
145	ACTC Placement	$ 2,270.00	853	SPCPA	$ 19,019.77
151	YCTC	$ 73.00	891	ACCESS	$ 2,979,819.00
152	GED	$ 1,375.00	979	EANS II	$ 3,857,281.68
153	Instructional Staff Sped Ed	$ 21,857.75	990	ARP ESSER	$ 1,666,708.51
156	Lincoln Cyber Café	$ 4,114,996.00	991	EANS	$ 618,573.93
159	SUPT Symp.	$ 48,800.00	992	IDEA EP	$ 86,671.84
160	PPS	$ 7,865.00	993	ARP N&D	$ 672,321.27
162	TFEC	$ 12,000.00	994	ARP HCY	$ 459,763.55
163	Better World Books	$ 56.74	995	ARP IDEA 611	$ 8,884.69
168	NEIU Esports	$ 6,655.00	996	ARP IDEA 619	$ 88,012.07
172	FCLC F&M Trust	$ 4,976.00	997	ARP HCY II	$ 141,133.00
173	LICC	$ 1,000.00	3149	CC LLN	$ 1,784,562.00
175	STEMinPA	$ 15,788.95	5101	Café Fund	$ 172,937.00
185	Student Tech	$ 11,123.00	5801	Cobra Fees	$ 32,500.00
187	District Contracts	$ 6,605,250.00	5806	Tech Projects	$ 742,022.00
210	Act 89	$ 3,794,909.64	6061	Health Centers	$ 978,564.00
285	AE State	$ 451,599.00	2023-24	Special Education Budget	$ 53,930,328.00
361	Act 89	$ 62,913.36	2023-24	Transportation Budget	$ 10,371,790.00

Grand Total of all Other IU Funding/Budgets $ 125,115,154.48

BUDGET RESOLUTION

CONCERNING INTERMEDIATE UNIT BUDGET

According to the PA School Code, Title 24, Section 914-A (6) (I) Act 102 of 1970, the Lincoln Intermediate Unit budget shall be approved by "at least a majority of the school districts comprising the intermediate unit."

At a meeting on _____, by a vote of

_____ Ayes to _____ Nays

with _____ Abstaining and _____ Absent

as recorded in the minutes, the members of the Board of Directors of the

_____ School District, a member of the Lincoln Intermediate Unit,

Approved ☐ Disapproved ☐

the budget of the Lincoln Intermediate Unit for fiscal year July 1, 2024 to June 30, 2025.

Attest:

_____ _____

Board Secretary Board President

SEAL

Instructions: Each school district will file one copy of this form with the Lincoln Intermediate Unit and it shall be made part of the Lincoln Intermediate Unit budget file to confirm compliance with Section 194-A (6) (I) Act 102 of 1970.

DECO 779

RESOLUTION

WHEREAS, Bermudian Springs School District ("School District") was one of five school districts which on August 29, 2019, executed Articles of Agreement which provided for the establishment of the Adams County Technical Institute ("ACTI"); and

WHEREAS, the Joint Board of ACTI expressed its intention to organize the Adams County Technical Institute Authority under the provisions of the Municipality Authorities Act, 53 Pa.C.S. §5607(a)(18) in accordance with a proposed Resolution of the Joint Board considered at a public hearing on January 24, 2024; and

WHEREAS, a copy of the full text of the proposed Resolution is attached hereto.

NOW, THEREFORE, BE IT RESOLVED by the Board of School Directors of the School District in a duly advertised public meeting as follows:

1. The proposed Resolution of the Joint Board attached hereto is approved.

2. The President or Vice President is hereby authorized to execute the proposed Resolution of the Joint Board and the Secretary is authorized to attest thereto and affix the seal of the School District.

DULY ADOPTED, this _____ day of _____, 2024, by the Board of School Directors of the Bermudian Springs School District in lawful session duly assembled.

ATTEST:

BERMUDIAN SPRINGS SCHOOL DISTRICT
BOARD OF SCHOOL DIRECTORS

_____
, Secretary

BY: _____
Name:
President/Vice President

RESOLUTION OF THE JOINT BOARD OF
ADAMS COUNTY TECHNICAL INSTITUTE

RESOLUTION OF THE JOINT BOARD OF ADAMS COUNTY TECHNICAL INSTITUTE, ADAMS COUNTY, PENNSYLVANIA, EXPRESSING ITS INTENTION TO ORGANIZE A MUNICIPAL AUTHORITY UNDER THE MUNICIPALITY AUTHORITIES ACT FOR THE PURPOSE OF EXERCISING THE POWERS CONFERRED BY THE ACT; APPOINTING THE FIRST MEMBERS OF THE BOARD OF THE AUTHORITY; AUTHORIZING THE EXECUTION OF THE ARTICLES OF INCORPORATION; AND PREPARING LEGAL NOTICES FOR THE CREATION OF THE AUTHORITY.

WHEREAS, Adams County Technical Institute (hereinafter referred to as "ACTI") was established by Articles of Agreement entered into on August 29, 2019 by Bermudian Springs School District, Conewago Valley School District, Fairfield Area School District, Gettysburg Area School District, and Littlestown Area School District (collectively referred to as "Participating Districts"); and

WHEREAS**,** the Joint Board of ACTI intends to incorporate the Adams County Technical Institute Authority in accordance with the Municipality Authorities Act, 53 Pa. C.S. §5601, et seq.

NOW, THEREFORE, BE IT RESOLVED, by the Joint Board of ACTI as follows:

1. The Joint Board of ACTI hereby expresses its intention to organize the Adams County Technical Institute Authority under the provision of the Municipality Authorities Act, 53 Pa. C.S. §5607(a)(18).

2. The purposes of the Adams County Technical Institute Authority are to acquire, hold, construct, improve, maintain, operate, and lease public school buildings and other school projects acquired, constructed or improved for technical school purposes.

3. The proposed Articles of Incorporation of the Adams County Technical Institute Authority are as follows:

Articles of Incorporation

In compliance with the requirements of the Municipality Authorities Act, 53 Pa. C. S. §5601, et seq., as amended and supplemented, and pursuant to resolutions adopted by the municipal authorities of Bermudian Springs School District, Conewago Valley School District, Fairfield Area School District, Gettysburg Area School District, and Littlestown Area School District, expressing the intention and the desire of the municipal authorities of said school districts to organize an authority under said Act, the said municipalities do hereby certify:

1. The name of the Authority is "Adams County Technical Institute Authority".
2. The said Authority is formed under the provisions of said Municipality Authorities Act, as amended and supplemented.
3. Prior Authorities created in the separate school districts joining in this incorporation of a Joint Authority and in existence at the present time are as follows:

a. Bermudian Springs School District
Bermudian Springs School Authority
7335 Carlisle Pike
York Springs, PA 17372

b. Gettysburg Area School District
Gettysburg School Authority
900 Biglerville Road
Gettysburg, PA 17325

c. Littlestown Area School District
Littlestown Joint School Authority (Inactive)
162 Newark Street
Littlestown, PA 17340

4. The names and addresses of the incorporating municipalities and the names and addresses of its municipal authorities are as follows:

a. Bermudian Springs School District
Bermudian Springs School Authority
7335 Carlisle Pike
York Springs, PA 17372

b. Conewago Valley School District
130 Berlin Road
New Oxford, PA 17350

c. Fairfield Area School District
4840 Fairfield Road
Fairfield, PA 17320

d. Gettysburg Area School District
Gettysburg School Authority
900 Biglerville Road
Gettysburg, PA 17325

e. Littlestown Area School District
162 Newark Street
Littlestown, PA 17340

5. The purpose of the Authority conferred by the said Act shall be to acquire, hold, construct, improve, maintain, operate and lease public school buildings and other school projects acquired, constructed or improved for public school purposes.

6. The names and address and initial terms of office of the first members of the Board of the Authority, each of whom is a resident and citizen said incorporating municipality are as follows:

a. Bermudian Springs School District

Lyle Pitner
5 McCandless Dr
East Berlin, PA 17316

1 year

b. Conewago Valley School District
Bill Huffman
250 Cedar Ridge Road
New Oxford, PA 17350

2 years

c. Fairfield Area School District
Lashay Kalathas
1661 Cold Springs Road
Fairfield, PA 17320

3 years

d. Gettysburg Area School District
Robin Fitzpatrick
1300 ProLine Place
Gettysburg, PA 17325

4 years

e. Littlestown Area School District
Carl Thompson
965 Fish and Game Road
Littlestown, PA 17340

5 years

7. By Resolution, Bermudian Springs School District, Conewago Valley School District, Fairfield Area School District, Gettysburg Area School District, and Littlestown Area School District have caused these Articles of Incorporation to be executed by the President and attested by the Secretary of each of the above mentioned school districts this ____ day of _____, 2024.

Bermudian Springs School District

President	Secretary

Conewago Valley School District

President	Secretary

Fairfield Area School District

President	Secretary

Gettysburg Area School District

President	Secretary

Littlestown Area School District

President	Secretary

4. The names and addresses of the first members of the Board of Adams County Technical Institute Authority, together with the name of school district which they shall represent and their terms of office, shall be as set forth in the aforesaid Articles of Incorporation. Said Board shall consist of five (5) members, each of which shall at all times represent the school district in which he or she is a citizen, or in which he or she has a place of business.

5. The Articles of Incorporation, in substantially the form set forth in this Resolution, shall be executed for and on behalf of the Joint Board by the Chairman and Secretary of the Joint Operating Committee of ACTI and such officers are hereby authorized and directed

to execute on behalf of the Joint Board, Articles of Incorporation for the Adams County Technical Institute Authority.

6. The Chairman and Secretary of the ACTI Joint Operating Committee are directed to cause a notice of the substance of this Resolution, including the proposed Articles of Incorporation, and the proposed filing of the above Articles of Incorporation to be published once in two newspapers, published in general circulation in the County of Adams, Commonwealth of Pennsylvania, as required by the Municipality Authorities Act.

7. The President and Secretary of the ACTI Joint Operating Committee are further directed to cause such Articles of Incorporation, together with the necessary proofs of publication to be filed with the Secretary of the Commonwealth, to do all the acts necessary to effect the incorporation of the Adams County Technical Institute Authority, including the payment of any filing fees in connection therewith.

8. This Resolution shall take effect immediately upon execution by all five (5) Participating Districts.

IN WITNESS WHEREOF, the said School Districts have caused this Resolution to be executed by their respective Presidents or Vice Presidents, and attested by their Secretaries, and the seals of the School Districts affixed thereto.

ATTEST: BERMUDIAN SPRINGS SCHOOL DISTRICT

_____ BY: _____

Secretary President/Vice President

[SIGNATURES CONTINUE ON PAGE 7]

ATTEST: CONEWAGO VALLEY SCHOOL DISTRICT

_____ BY: _____

Secretary President/Vice President

ATTEST: FAIRFIELD AREA SCHOOL DISTRICT

_____ BY: _____

Secretary President/Vice President

ATTEST: GETTYSBURG AREA SCHOOL DISTRICT

_____ BY: _____

Secretary President/Vice President

ATTEST: LITTLESTOWN AREA SCHOOL DISTRICT

_____ BY: _____

Secretary President/Vice President

NOTICE

NOTICE IS HEREBY GIVEN that the Board of School Directors of the Bermudian Springs School District, Adams County, Pennsylvania, at a regular meeting on _____, 2024, adopted a Resolution following a public hearing which was held on January 24, 2024, EXPRESSING THE INTENTION OF THE ADAMS COUNTY TECHNICAL INSTITUTE JOINT BOARD TO ORGANIZE THE ADAMS COUNTY TECHNICAL INSTITUTE AUTHORITY UNDER THE MUNICIPALITY AUTHORITIES ACT FOR THE PURPOSE OF EXERCISING THE POWERS CONFERRED BY THE ACT; APPOINTING THE FIRST MEMBERS OF THE BOARD OF THE AUTHORITY; AUTHORIZING THE EXECUTION OF THE ARTICLES OF INCORPORATION; AND PREPARING LEGAL NOTICES FOR THE CREATION OF THE AUTHORITY. THE ARTICLES OF INCORPORATION SHALL BE FILED WITH THE SECRETARY OF THE COMMONWEALTH IN ACCORDANCE WITH SECTION 5603 OF THE MUNICIPALITY AUTHORITIES ACT, 53 Pa. C.S. §5603, ON OR AFTER FEBRUARY 27, 2024.

A copy of the full text of the Resolution may be examined at the offices of the School District Monday through Friday, during the hours of 8:00 a.m. and 3:00 p.m., prevailing time, and is also available at the school district website - https://www.bermudian.org/.

CONTRACT/SERVICE AGREEMENT

Contractor: Ellen Nelson
1296 Kelton Rd
Camp Hill, PA 17011

Service
Provided to: Bermudian Springs School District
7335 Carlisle Pike
York Springs, PA 7372
717-528-4113

Date: January 16, 2024

Under the terms of this agreement from January 16, 2024 through July 1, 2024, Ellen Nelson agrees to provide the Bermudian Springs School District with the services indicated below. It is understood that Ellen Nelson is an independent contractor and is not an employee of the Bermudian Springs School District. It is further understood and agreed that the Bermudian Springs School District has no obligation to provide any form of benefits including, but not limited to, professional insurance, workers' compensation insurance or other forms of insurance. Ellen Nelson agrees to take all steps necessary to maintain any professional certification required in performing the duties as an independent contractor under this agreement.

Psychoeducational Evaluations and Other Consulting Services

- Review of student records
- Consultation with administration
- Administration of appropriate psychoeducational assessments
- Preparing an evaluation or reevaluation report
- Review of evaluation results with parents/guardians

The scope of each evaluation will be determined by the district.

Fee

- $ 1300.00 per completed multidisciplinary special education **Initial evaluation and evaluation report**.
- $ 1200.00 per completed multidisciplinary **Re-evaluation for additional information and/or gifted education** evaluation and Re-evaluation and Gifted Written Reports.
- $ 1,500.00 for more involved evaluations (Psychiatric, FBA's, etc)
- Early Intervention services will be discussed and determined ($ 1,000.00 eval w/o testing $ 1,100.00 eval. with testing).
- $ 100.00 per completed gifted screener at Level 1 and/or Level 2 ($ 50 for level I and $ 50 for level II).
- $ 60.00 per hour for consultative services.
- $ 50.00 Review of records
- $ 100.00 review of re-evaluation reports and recommendations/suggestions
- Contractor will provide the Bermudian Springs School District with a monthly invoice for all services provided. Invoices will be paid to the contractor within thirty (30) days of receipt.

General Terms and Conditions

The Bermudian Springs School District shall furnish all materials, supplies and equipment necessary for contractor's provision of the services with the exception of vehicle and vehicle insurance.

The Bermudian Springs School District shall provide information to the contractor for the completion of the evaluation in a timely manner such that timeline requirements will be met. The contractor may evaluate students during the week or on a Saturday at Bermudian Springs School District. Pre-referral meetings will not be attended/expected under this contract addendum.

The contractor shall bear all expenses incurred in the performance of this agreement except any expenses specifically authorized by the district.

Contractor agrees to supply current Act 151, Act 34 and FBI background check and other clearances as required by law if so requested by the district.

This agreement may be terminated (1) immediately upon written notice of breach of any party by the other party; or (2) by either party upon sixty (30) days' prior written notice.

Contractor is not an employee of the Bermudian Springs School District and is not entitled to any of the benefits to which employees are entitled including but not limited to, professional insurance, workers' compensation insurance or other forms of insurance.

Contractor will report directly to the Director of Special Education for all assignments and duties under this agreement.

_____ _____

Ellen P. Nelson, M.Ed., C.S.P. **Date**

Bermudian Springs High School
2024-2025

COURSE SELECTION GUIDE



7335 Carlisle Pike
York Springs, PA 17372

Phone: (717) 258-4113
Fax: (717) 258-4149
www.bermudian.org

Table of Contents

Portrait of a Graduate

Course Information

Opportunities to Earn College Credit

Course Pathways

- Arts & Communication
- Business & Finance
- Engineering & Industrial Technology
- Human Services
- Sciences & Health

Curricular Information

Student Course Selection

Subject Requirements

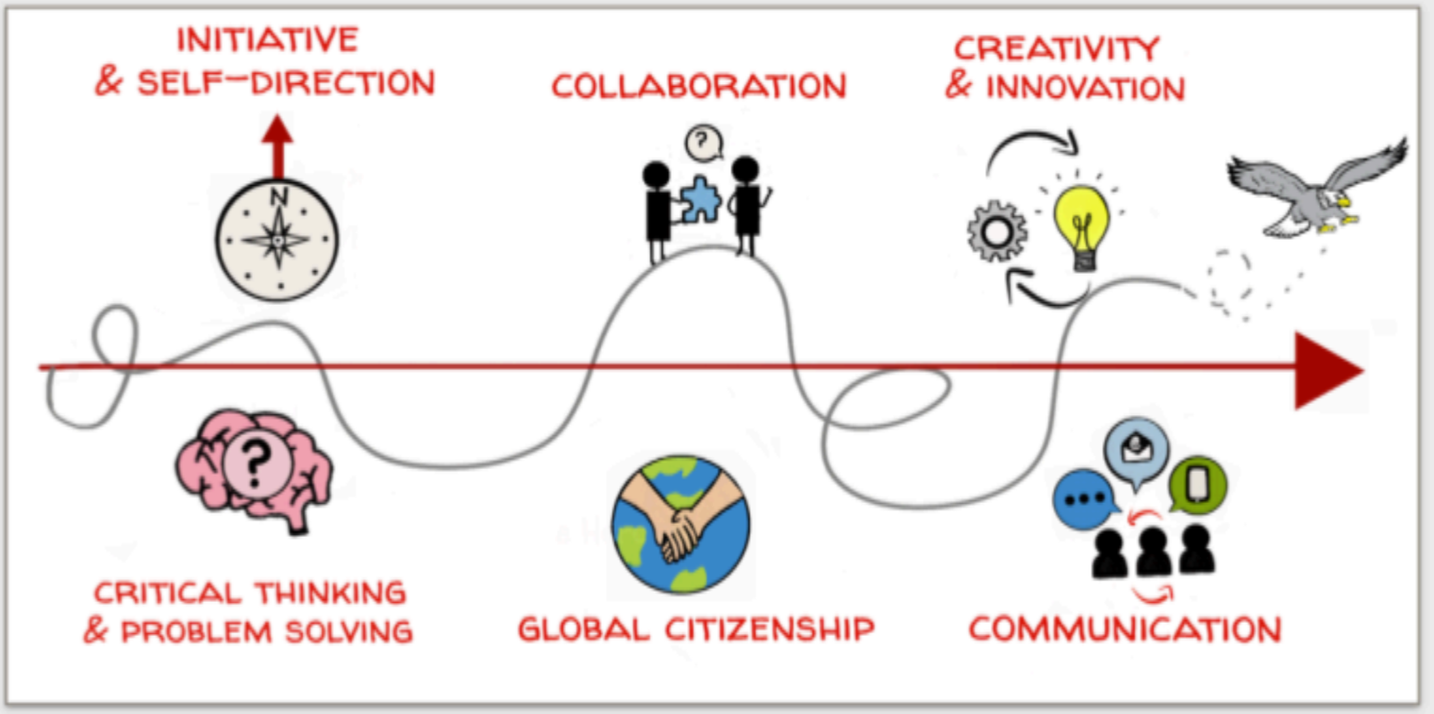
Course Listings

- Agriculture
- Art
- Business
- Diversified Occupations
- English
- EL
- Family & Consumer Science
- Foreign Language
- Health & Physical Education
- Lab Assistant
- Mathematics
- Music
- Release Time
- Safety Education
- Science
- Social Studies
- Technology Education
- Adams County Technical Institute
- Special Education

General Information

- Course Weighted Values
- Diversified Occupations
- Failed Courses
- Graduation Requirements
- Adams County Technical Institute
- Consortium Opportunities
- Honor Roll
- Independent Study
- Marking and Grading System
- Schedule Changes
- Student Course Load

Portrait of a Graduate





- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently
- Monitor, define, prioritize and complete tasks without direct oversight
- Demonstrate commitment to learning as a lifelong process



- Demonstrate ability to work effectively respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value individual contributions made by each team member



- Use a wide range of creation techniques
- Demonstrate originality and inventiveness
- View failure as an opportunity to learn; understand that creativity and innovation are long-term, cyclical processes
- Act on creative ideas to make tangible and useful contributions



- Collect, assess, and analyze relevant information
- Make sound judgements and decisions
- Identify, define, and solve authentic problems and essential questions
- Reflect critically on learning experiences, processes, and solutions



- Demonstrate an awareness that actions have broad implications
- Actively participate in society, as informed citizens, in a complex world
- Show empathy and respect towards a diverse global community
- Promote positive change while respecting the perspectives of a global society



- Articulate thoughts and ideas effectively using oral, written and nonverbal communication
- Communicate for a range of purposes
- Utilize multiple media and technologies, and judge their effectiveness and impact
- Communicate and listen effectively and respectfully in diverse environments

Bermudian Springs School District

Course Information

Honors Courses (H)

The honors courses require rigorous and in-depth study of additional topics than would be expected of others. The classes also move at an accelerated pace. Teacher recommendation required.

College Preparatory Courses (C.P.)

The C.P. courses are not as demanding as Honors sections. However, teacher expectations of students in C.P. courses are high, and the requirements are greater than for students in the academic level courses. Self-motivation and hard work are expected.

Academic Courses

The courses are designed to prepare students for post high school employment or short term trade/technical training. Students will be exposed to different subject areas as he/she elects, meeting graduation requirements.

Course Difficulty Level

There are four levels of difficulty attached to the courses that are offered. The most difficult courses are prefixed with AP or "CHS" (College in the High School). The 2nd most difficult level is those courses prefixed with "Honors". The 3rd most difficult level is those courses prefixed with "CP" (College Prep).

College in the High School (CHS)-Seton Hill/Harrisburg U

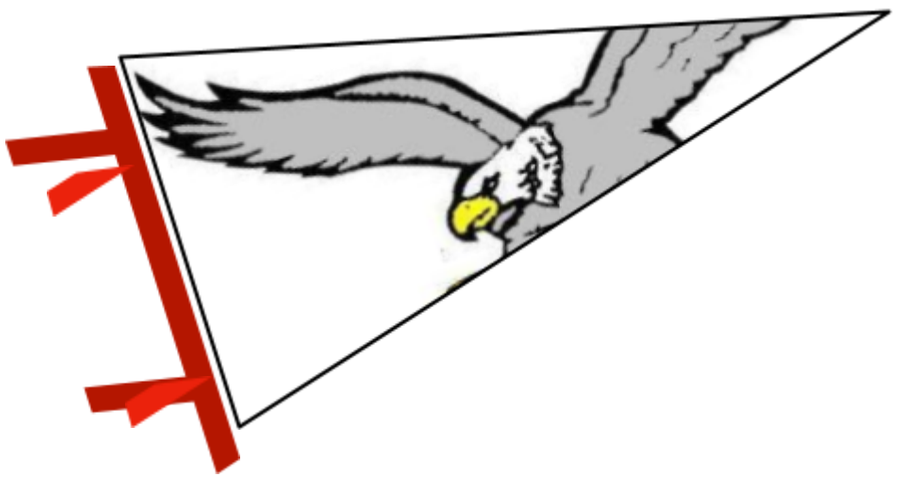
The College in the High School program enables qualified high school juniors and seniors to enroll in college level courses at their high school during the regular school day. CHS students earn concurrent high school and college credit. Course offerings are suggested by the high school and selected from Seton Hill University's 2024-2025 College in High School Course Guide. Courses are taught by experienced high school instructors who are recommended for teaching excellence and qualified as Seton Hill University CHS adjunct instructors. CHS courses are offered to high school students at a reduced tuition rate of $230 per course and $100 per credit (Harrisburg University). To qualify, a high school student must meet Seton Hill University's College in High School requirements.

Students who take a CHS and do not meet Seton Hill University's requirements may still take the course by meeting requirements established by Bermudian Springs High School for enrollment. Additional information about the College in the High School program may be obtained from the guidance office.

Course Minimums

In order for a course to be offered, there must be at least 8 students enrolled. When enrollments fall below this minimum number, courses will only be offered when staff availability permits the course to be scheduled.

Opportunities to Earn College Credit



College in the High School (CHS)-Seton Hill University

The College in the High School program enables qualified high school juniors and seniors to enroll in college level courses at their high school during the regular school day. CHS students earn concurrent high school and college credit. Course offerings are suggested by the high school and selected from Seton Hill University's 2024-2025 College in High School Course Guide. Courses are taught by experienced high school instructors who are recommended for teaching excellence and qualified as Seton Hill CHS adjunct instructors. CHS courses are offered to high school students at a reduced tuition rate of $230 per course. To qualify, a high school student must meet Seton Hill University's requirements. Students who enroll take a CHS course and do not meet requirements may still take the course by meeting requirements established by Bermudian Springs High School for enrollment. Additional information about the College in the High School program may be obtained from the guidance office.

College in the High School- Harrisburg University

Students can attend classes that are approved by Harrisburg University as College in High School Classes. These courses will follow the BSHS academic calendar. CHS courses are offered to high school students at a reduced tuition rate of $100.00 per credit.

AP Art, AP Literature

Advanced Placement courses are offered in Art, Literature, and Principals of Computer Science. These courses are approved through College Board. At the conclusion of the course, students will take the AP Test. The test has a fee associated with the class and students will be responsible for the cost of the examination (approx. $97). Students will receive a numerical score report that may transfer to college credits based on the policies of the receiving college/university.

Articulation Agreements

The Agricultural Production Program has articulation credits with Rutgers University and Harrisburg Area Community College. These agreements are in place for students who complete specific courses in the Agricultural Production Program (01.0301). The Agricultural Teachers will be able to assist students with questions.
Various electives have agreements with Central Penn College (see guidance counselor).

*Students should speak with their guidance counselor if interested in taking any other college courses.

Course Pathways

What is a Pathway?

A pathway is a selection of a career within a broader related area. Courses are then aligned and recommended to chance career preparation and skill development. An example of the alignment of careers and courses is found on the next page. The listing is not comprehensive as careers change annually.

Why Align Courses To a Career Pathway?

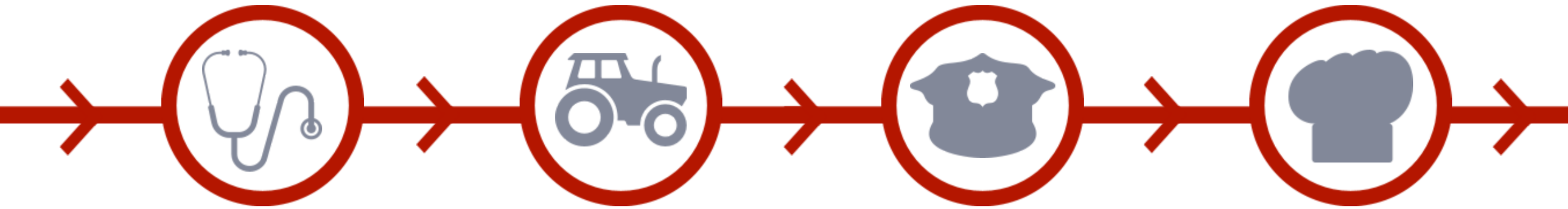
Course alignment will provide you with an aligned learning experience. The course listings are suggested to enhance the skills and foundational content to enhance your career preparation.

Can I Take Courses Outside My Career Pathway?

Absolutely. Other courses not in your career pathway recommendation may be of high interest to you, therefore you should be encouraged to enroll based on your schedule.

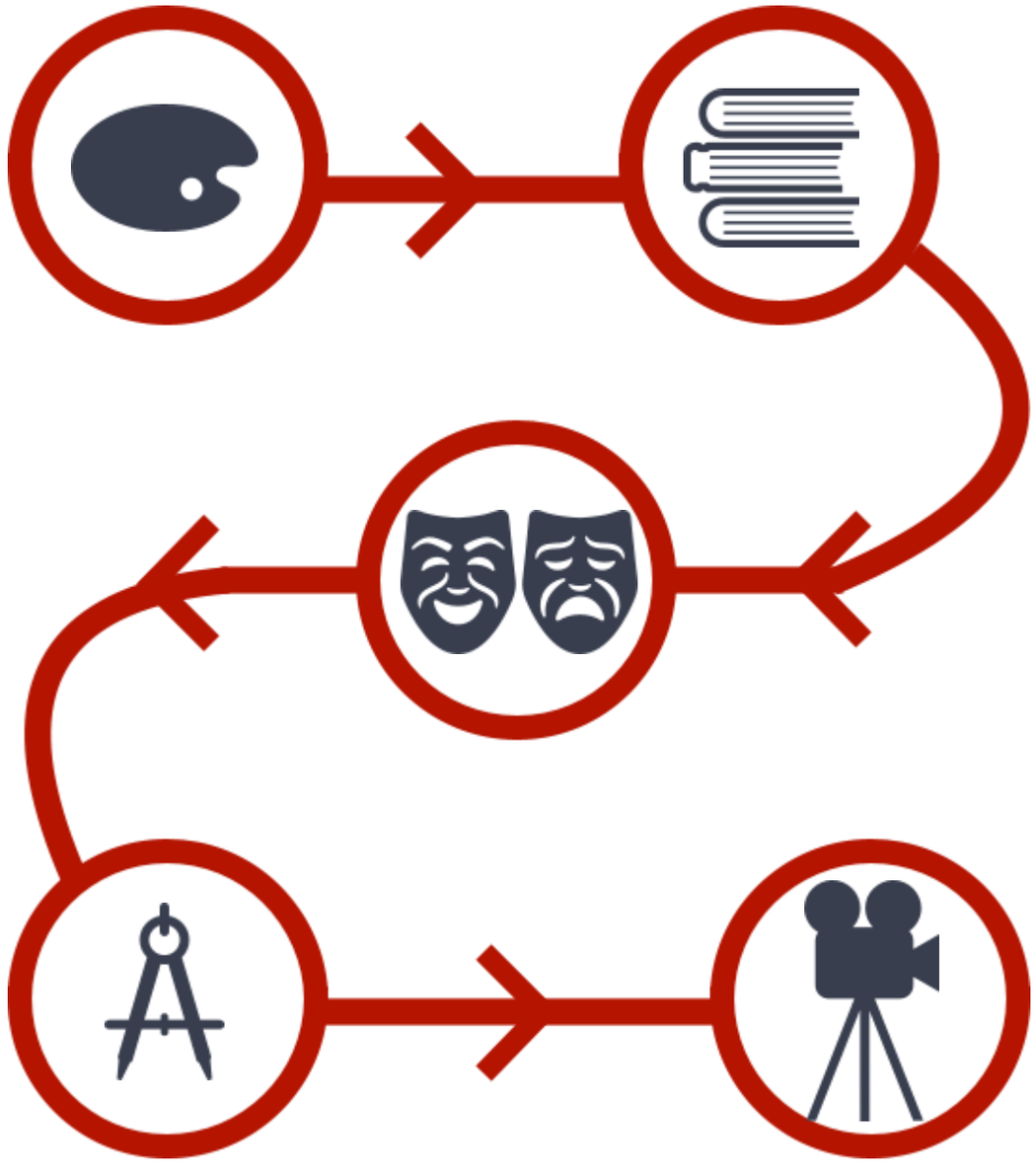
How I Can Determine What Pathway I Should Enter?

At the conclusion of grade 8, you will have a developed career plan. This plan will then begin to be implemented in grade 9 as you will explore through the academic departments in the many classes that you will take. At the conclusion of grade 9, we will ask that you reflect on your career plan and experiences and then select a pathway to follow. You are not locked into a pathway for your high school tenure. Changing your views on a career or field is completely understandable. Selecting and changing should be in consultation with your school counselor.



Arts & Communication

Career Interests	• Performing Arts • Visual Arts • Publishing Arts
Recommended Courses	• Concert Choir (901) • Band (906-909) • Fundamentals of Art and Design (910, 911) • Studio Art (912-915) • Graphic Design (802) • Fashion Design (701) • Drama (014) • Speech (113) • Creative Writing (017) • Digital Media (019) • Intro. To Film Studies (020)



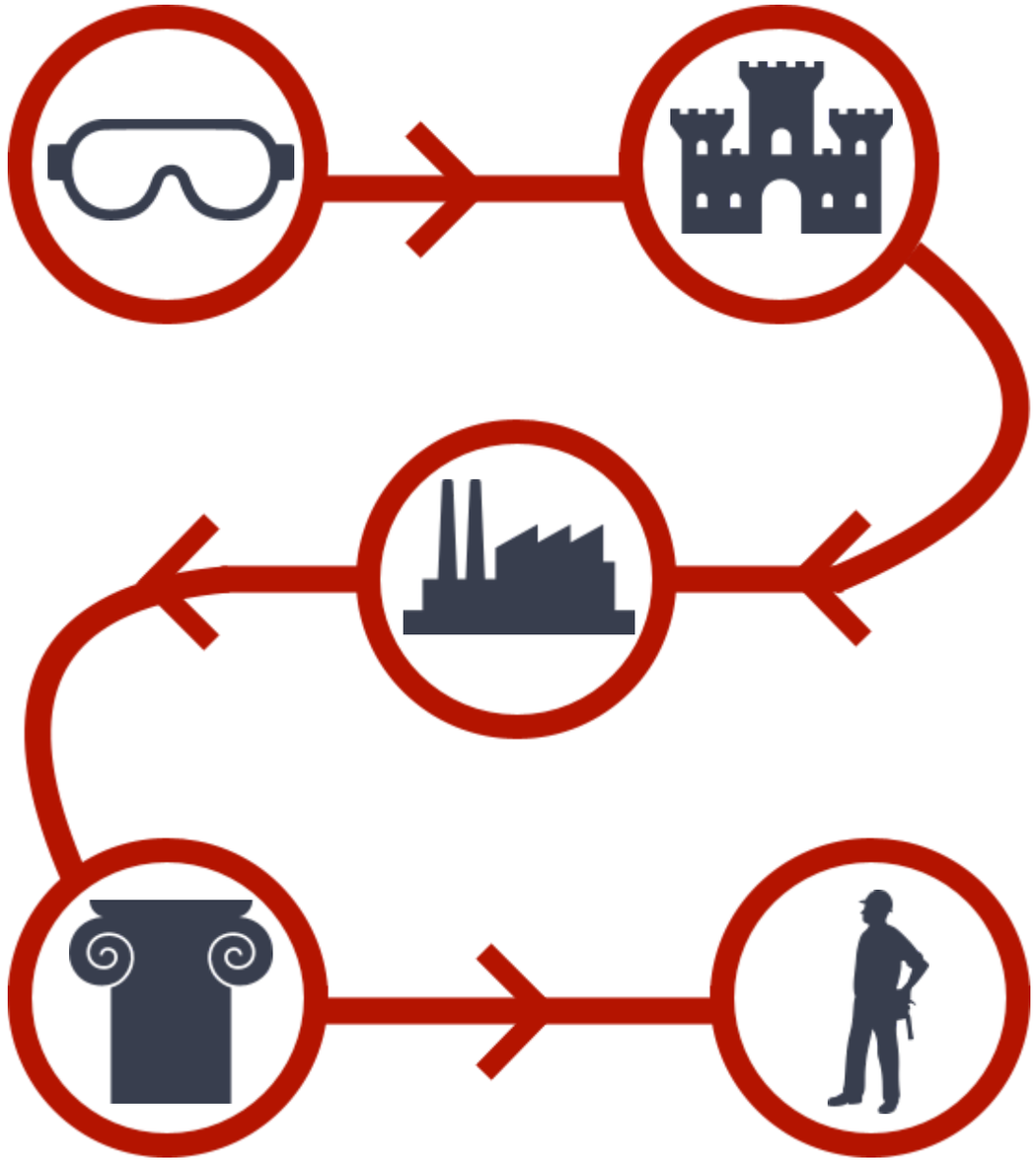
Business & Finance

Career Interests	• Marketing, Sales and Service • Finance • Business Management
Recommended Courses	• Introduction to Business Concepts (502) • Principles of Marketing (503) • Fundamentals of Coding (507) • Accounting (505, 506) • Statistics (310, 311) • Entrepreneurship and Application of Law (512) • Agribusiness Management (815)



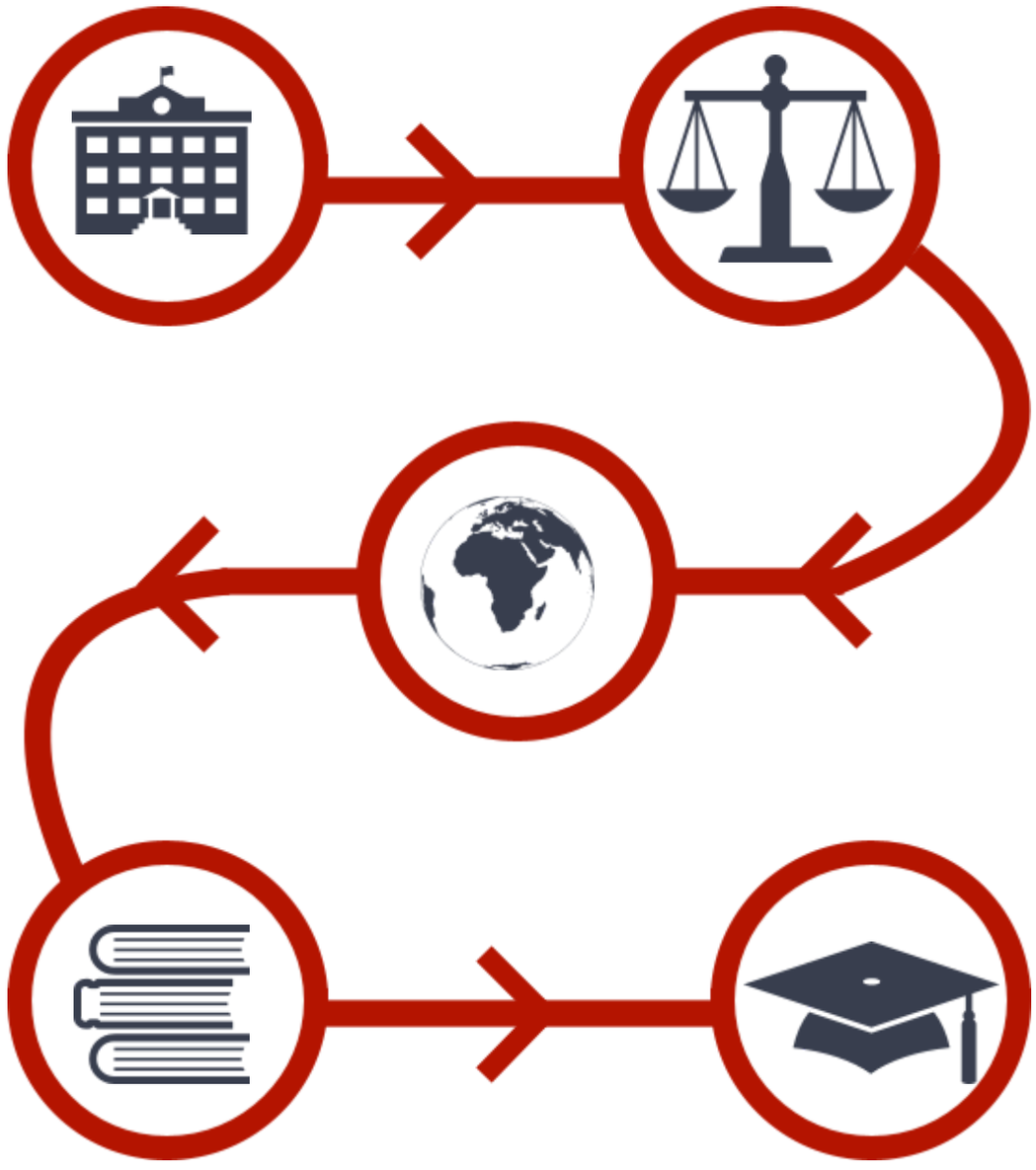
Engineering & Industrial Technology

Career Interests	• Engineering • Construction and Architecture • Manufacturing • Logistics
Recommended Courses	• Pre-Calculus (307, 308) • Calculus (309) • Physics (208, 214, 270) • Science/Technology (309) • Computer Aided Design Drafting & Design (804) • Construction Technology (807, 808) • Woodworking (836) • Architecture (837) • Agricultural Mechanics and Technology (810-812) • Product Innovation and Design (838)



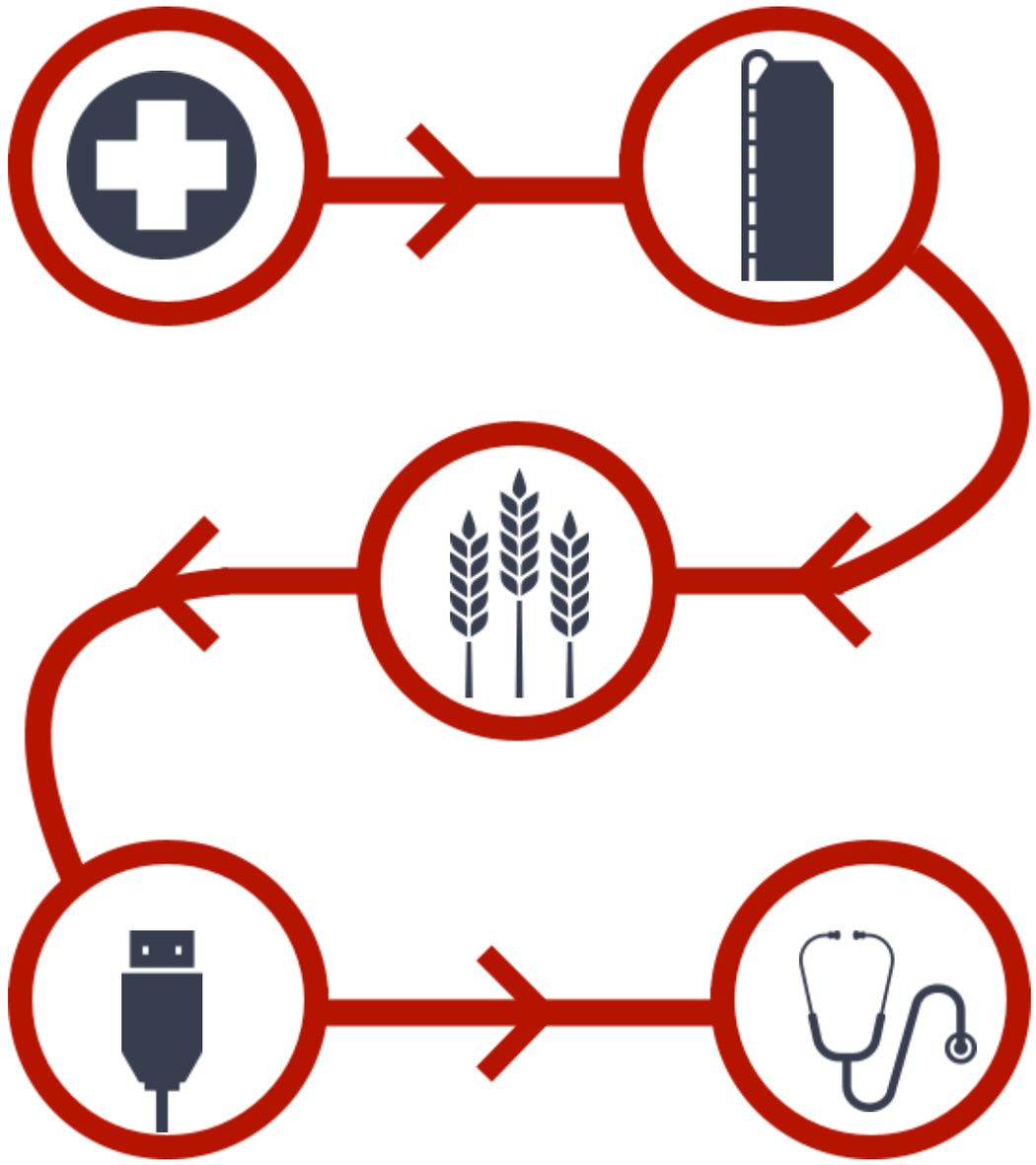
Human Services

Career Interests	• Counseling and Personal Care • Criminal Justice/Police Science/Law • Education • Hospitality and Tourism
Recommended Courses	• Family Living (702) • Child Care Nursery School (700, 704) • Homes & Interiors (702) • Culinary (705, 706) • Sociology (113) • Psychology (114) • Spanish (400-403) • French (404-407) • CHS Health (063)



Sciences & Health Services

Career Interests	• Health Science • Agriculture, Food, and Natural Resources • Science, Technology, and Math
Recommended Courses	• CHS Health (063) • Advanced Biology (212) • Advanced Chemistry (207) • Anatomy and Physiology I & II (217, 239) • Agricultural Internship (846) • Plant Science (813) • Plant Growth and Marketing (816) • Forensics (218) • Introduction to Ag, Food, & Natural Resources (809)



Information



[Student Sapphire Login]



Curricula

Honors/Advanced /Honors/College in the High School (CHS), AP

Honors/Advanced Honors/CHS, AP courses are extremely difficult and require a greater commitment of time and effort. These courses are accelerated and are designed to challenge top level students. Higher level thinking and writing skills are stressed in these courses. All honors/CHS courses require teacher recommendation.

College Preparatory

The courses in this curriculum are designed to prepare the student for admission to a school of higher education. The school record, high school grades, and rank in class are extremely important when applying for admission to a school of higher education.

Business Education

The courses in this curriculum are designed primarily to prepare the student for post high school employment in entry-level office positions and/or entry into business schools and colleges.
These courses can also provide valuable personal-use skills.

Agriculture Education

The courses in this curriculum are designed to complement each other in a sequential manner over a four year period. Careful selection of agriculture courses and electives will enable a student to meet college admission requirements. Students are encouraged to follow the suggested sequence of courses outlined later for each grade, as well as becoming active participants in the FFA.

Academic Education

The courses in this curriculum are designed to prepare the student for post high school employment or short term trade/technical training. The student will be exposed to different subject areas as he/she elects, while meeting graduation requirements.

Arts/Humanities

The 2 credit requirements in the Arts and/or Humanities may be fulfilled by electing courses in Art, Music, Agriculture Education, Tech Ed Electives, Foreign Languages, Family Consumer Science Electives, Sociology, Journalism, Psychology, and Speech and Drama.

Subject Requirements

Grade 9	
English	1 Credit/Cycle
Citizenship in a Global Community	1 Credit/Cycle
Science	1 Credit/Cycle
Math	1 Credit/Cycle
Physical Education	1/2Credit/Cycle
Health	1/2Credit/Cycle
Essential Personal Skills - FCS	1/4 Credit/Cycle
Essential Finance Skills - Business	1/4 Credit/Cycle

Grade 10	
English	1 Credit/Cycle
World Cultures	1 Credit/Cycle
Science	1 Credit/Cycle
Math	1 Credit/Cycle
Physical Education	1/2Credit/Cycle

Grade 11	
English	1 Credit/Cycle
American History	1 Credit/Cycle
Science	1 Credit/Cycle
Math	1 Credit/Cycle
Physical Education	1/2Credit/Cycle
Health	1/2 Credit/Cycle

Grade 12	
English	1 Credit/Cycle
Gov't/Economics	1 Credit/Cycle
Physical Education	1/2Credit/Cycle

Year-long classes that meet 6 periods per cycle receive a full (1) credit. Semester courses that meet 6 periods per cycle receive ½ credit. Any course that meets less than 6 periods per cycle receives 1/2 credit. (Exception: Essential Personal Skills – FCS and Essential Finance Skills-Business are ¼ credit per semester)

Course Listings

Agriculture	Health & Physical Education
Art	Mathematics
Business	Music
Diversified Occupations	Science
English	Social Studies
English as a Second Language	Technology Education
Family & Consumer Sciences	Special Education
Foreign Language	Consortium Offerings

Agriculture

Introduction to Ag, Food, and Natural Resources - (CASE Natural Resource & Ecology) (809)		
Grades 9, 10, 11, 12	1 credit	6 pds. per cycle
Students will explore hands-on projects and activities while studying topics such as land use, water quality, stewardship, and environmental agencies. Study of the natural world including biomes, land, air, water, energy, use and care as well as a focus on issues surrounding man's interaction with the Earth will be addressed in this course. Students will select an ecosystem to study throughout the course and apply principles of natural resources and ecology from each unit of study to that ecosystem. Also included in this course will be units related to consumer awareness relating to the agriculture industry. This course will also provide an introduction to the various opportunities and pathways of agriculture. Problem-solving and communication skills are used regularly to develop a better prepared 21st century learner. Students will be required to complete an experiential learning project (SAE) to allow them to begin building job-related skills that will enhance their resumes. Membership and active participation in FFA, the agriculture student-led leadership organization is highly encouraged.		

Ag Mechanics and Technology I (810)		
Grades 9, 10, 11, 12	1 credit	6 pds. per cycle
Students explore the foundational mechanics course to understand various career pathways in agriculture mechanics. Safety, work-place expectations, tool identification and equipment operation are covered in this course. Science and math principles are relied upon to understand procedures and concepts related to electrical wiring, SMAW welding, Oxyfuel cutting, GMAW welding, and small engine maintenance. Career exploration, FFA and leadership development are also units covered in this class. Students are required to complete a Supervised Agriculture Experience Project (SAE) of which they can apply knowledge from class to outside areas of interest, hobbies and potential careers. This experiential learning coupled with class and shop assignments will help students create industry desired skills such as problem-solving, critical thinking, teamwork and conflict resolution. Membership and active participation in FFA will enhance students' experiences and will help build their resumes.		

Ag Mechanics and Technology II (811)		
Grades 10, 11, 12	1 credit	6 pds. per cycle
Students apply concepts learned in the foundational mechanics course to various career pathways in agriculture mechanics as they learn advanced skills in safety, work-place expectations, tool identification and equipment operation. Further science and math principles related to electrical wiring and motors, SMAW welding, Oxyfuel cutting and welding, GMAW welding, and small engine troubleshooting and repair provide students in this course a chance to develop a well-rounded understanding of mechanics that can prepare them for a career as a mechanic, technician, welder and more. Career exploration, FFA and leadership development are also units covered in this class. Students are required to complete a Supervised Agriculture Experience Project (SAE) of which they can apply knowledge from class to outside areas of interest, hobbies and potential careers. This experiential learning coupled with class and shop assignments will help students create industry desired skills such as problem-solving, critical thinking, teamwork and conflict resolution. Membership and active participation in FFA will enhance students' experiences and will help build their resumes. Successful completion of Ag Mechanics and Technology I required.		

Ag Mechanics and Technology II (811)		
Grades 10, 11, 12	1 credit	6 pds. per cycle

Students apply concepts learned in the foundational mechanics course to various career pathways in agriculture mechanics as they learn advanced skills in safety, work-place expectations, tool identification and equipment operation. Further science and math principles related to electrical wiring and motors, SMAW welding, Oxyfuel cutting and welding, GMAW welding, and small engine troubleshooting and repair provide students in this course a chance to develop a well-rounded understanding of mechanics that can prepare them for a career as a mechanic, technician, welder and more. Career exploration, FFA and leadership development are also units covered in this class. Students are required to complete a Supervised Agriculture Experience Project (SAE) of which they can apply knowledge from class to outside areas of interest, hobbies and potential careers. This experiential learning coupled with class and shop assignments will help students create industry desired skills such as problem-solving, critical thinking, teamwork and conflict resolution. Membership and active participation in FFA will enhance students' experiences and will help build their resumes. Successful completion of Ag Mechanics and Technology I required.

Ag Mechanics and Technology III		
Grades 11, 12	1 credit	6 pds. per cycle

Advanced exploration of agriculture mechanics careers related to surveying, plumbing, career preparation and metalworking provide students who desire to take the final mechanics course to round out their understanding of the diversity within the pathway. FFA and leadership development are also units covered in this class. Students are required to complete a Supervised Agriculture Experience Project (SAE) of which they can apply knowledge from class to outside areas of interest, hobbies and potential careers. This experiential learning coupled with class and shop assignments will help students create industry desired skills such as problem-solving, critical thinking, teamwork and conflict resolution. Membership and active participation in FFA will enhance students' experiences and will help build their resumes. Successful completion of Ag Mechanics and Technology II required.

Plant Science, Principles of Ag (813)		
Grades 10, 11, 12	1 credit	6 pds. per cycle

Students will learn how to apply scientific knowledge and skills to use plants effectively for agricultural and horticultural production. Students will discover the value of plant production and its impact on the individual, the local, and the global economy. Lessons throughout the course will provide an overview of the field of agricultural science with a foundation in plant science. These lessons include working in teams and exploring hands-on projects. Students will work on major projects and problems similar to those that plant science specialists, such as horticulturalists, agronomists, greenhouse and nursery managers, and plant research specialists, face in their respective careers. Students will be required to complete an experiential learning project (SAE) to allow them to begin building job-related skills that will enhance their resumes. Membership and active participation in FFA, the agriculture student-led leadership organization is highly encouraged.Recommended prerequisite is Biology.

Animal Science, Principles of Ag (814)		
Grades 11, 12	1 credit	6 pds. per cycle

Student experiences will involve the study of animal anatomy, physiology, behavior, nutrition, reproduction, health, selection, and marketing. For example, students will acquire skills in meeting the nutritional needs of animals while developing balanced, economical rations. Throughout the course, students will consider the perceptions and preferences of individuals within local, regional, and world markets. Students will explore hands-on projects and activities to learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, and industry personnel, face in their respective careers. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community. Students will be required to complete an experiential learning project (SAE) to allow them to begin building job-related skills that will enhance their resumes. Membership and active participation in FFA, the agriculture student-led leadership organization is highly encouraged. Prerequisite is Biology and/or Plant Science.

Animal Science II, Advancement in the Animal Industry (818)		
Grade 11, 12	1 credit	6 pds. per cycle

Students enrolling in this course must be interested in pursuing an animal science pathway occupation interested in further developing skills and understanding of animal agriculture. Career interest areas could be, but aren't limited to, animal nutrition, vet technician, veterinary science, animal geneticist or animal producer. SAE projects related to the career choice will be required and FFA membership and participation in various animal related CDE's will be highly encouraged.
Recommended prerequisite is Biology and/or Plant Science. (For Animal Science II: Animal Science and/or Biology).

Agriculture Business Foundations (CASE) (817)		
Grade 12	1 credit	12 pds. per cycle

Introduces students to business management in agriculture. Mathematics, reading, and writing components are woven in the context of agriculture and students will use the introductory skills and knowledge developed in this course throughout subsequent CASE (Curriculum for Ag Science Education) courses. Throughout the course are practical and engaging activities, projects, and problems to develop and improve business and employability skills. Additionally, students investigate and develop viable business plans in order to solve local problems. The business plan ideas are communicated to student peers and members of the professional community. Students will be required to complete an experiential learning project (SAE) to allow them to begin building job-related skills that will enhance their resumes. Membership and active participation in FFA, the agriculture student-led leadership organization is highly encouraged.

Plant Growth & Marketing (816)		
Grades 10, 11, 12	1 credit	6 pds. per cycle

Students will take the plant science concepts learned from prior ag courses along with new knowledge to properly tend to plants in the greenhouse. They will learn various marketing trades, communication, and skills used in a commercial and hobby greenhouse. While learning how to properly prepare a greenhouse, equipment, and plants, they will also learn the value of pest management, plant ID, and other valuable skills necessary in a greenhouse career. Students will be required to complete an experiential learning project (SAE) to allow them to begin building job-related skills that will enhance their resumes. Membership and active participation in FFA, the agriculture student-led leadership organization is highly encouraged.

Leadership/SAE (824)		
Grades 10, 11, 12	Credit awarded by hours completed	6 pds. per cycle

Supervised Agriculture Experience is a record book keeping class for these students who plan to enroll in an agriculture science course and complete an SAE project. Each SAE project must complete a minimum of 150 total hours in their projects for credit. This is an independent study course. Students are required to meet with the instructor at least once per week during the regular school year which may be scheduled with the instructor individually. Grading for this course will be Pass/Fail. Students who satisfactorily meet the requirements of the SAE project will be granted a pass grade for the year. Pre-Requisite: Students must be in an agriculture class and be a member of the FFA.
**credit would be based on hours completed (.25 credit for 45 hours, .50 credit for 90 hours, .75 credit for 135 hours, 1 credit for 180+ hours)

Agricultural Internship (846)		
Grades 9, 10, 11, 12	1/2 credit	As approved by pathway teacher

In order to allow students to develop further skills in their chosen pathway, students will be assigned to a teacher, administrator or staff member to assist by being a lab assistant. The lab assistant will report to the assigned teacher, administrator or staff member during their assigned class period and complete tasks as designated by the supervising adult. These tasks may vary from day to day and will relate to the student's chosen pathway. This is a non-paid opportunity for students to receive work related skills. Teacher recommendation required.

Art

Fundamentals of Art and Design I (910)		
Grades 9, 10, 11, 12	1 credit	6 pds. per cycle

This course is designed to provide students with the foundations of artistic expression and the skills and techniques necessary for art making. Students will learn how to manipulate the design elements and principles of art, as well as the use of a variety of media to communicate ideas creatively. Semester 1 will focus on 2-dimensional art materials which include: drawing, painting, mixed media, and collage. Semester 2 will focus primarily on 3-dimensional art which involves ceramics, recycled art and sculpture. Students are expected to keep a digital portfolio of their artwork.

This course serves as a prerequisite to all other art courses in high school.

Fundamentals of Art and Design II (911)		
Grades 10, 11, 12	1 credit	6 pds. per cycle

This course is a continuation of FAD 1. Students will get the opportunity to incorporate and build off of the skills and techniques they learned about in FAD 1. In addition to drawing, painting, collage, ceramics, and sculpture, students will get to experiment with other art media including fibers, printmaking, alcohol ink, wood burning, and string art. Students will be expected to have an understanding of the basic elements and principles of art. Students will also begin to explore artists, art styles, and artistic time periods to gain a deeper understanding of how art has changed throughout history. Students are expected to keep a digital portfolio of their artwork and maintain a sketchbook of assigned prompts.

Students must obtain a passing grade in FAD 1 (65%) to enroll in FAD 2. This course may NOT be scheduled as an independent course..

Studio Art (912)		
Grades 11, 12	1 credit	6 pds. per cycle

In this course, students are expected to have a thorough understanding of the basic elements and principles of art to build upon. Students will continue to create original works of art using a variety of traditional and non-traditional materials. Students will also begin to explore and develop personal goals and philosophies that are reflected in their art. This course will include the use of a variety of media including, but not limited to: drawing pencils, colored pencils, pastels, watercolor, acrylic paint, oil paint, ink, printmaking, ceramics, modeling clay, and sculpture. Students will study and develop a thorough understanding of major art movements as it relates to different cultures, artists, and historical time periods. Students are expected to keep a digital portfolio of their artwork and maintain a sketchbook of assigned prompts. A formal written reflection is required of all students.

A passing grade of 74% in FAD II and teacher signature required. This course may NOT be scheduled as an independent course.

Advanced Studio Art (912)

Grade 12	1 credit	6 pds. per cycle

Advanced studio art is designed for students who show strong interest and talent in visual art. Students are expected to present their own personal point of view while creating unique works for portfolios and exhibitions. This course will serve as an independent studio exploration and will cover a multitude of subjects and media in art. Experimental and multimedia projects will be explored. Students are expected to have a thorough understanding of basic art styles and techniques to build upon in creating their own personal style. Emphasis will be placed on the student's ability to initiate, explore, and resolve ideas in a series of works, which are evidence of growth, and the capacity to bring work to completion. Independent research will be required. Students will apply what they have learned to demonstrate individual growth, and continue developing their problem solving and time management skills, in addition to portfolio development, career research, and the art criticism process. Students are expected to keep a digital portfolio of their artwork and maintain a sketchbook of assigned prompts. Students will also complete written critiques of their own work and the work of the masters. A formal written reflection is required of all students.

A passing grade of 74% in Studio Art and teacher signature required.

AP 2-D Art and Design (913)

Grades 11, 12	1 credit	6 pds. per cycle

This course is designed to prepare you with knowledge and practice in the contemporary theories of two-dimensional design. Students will be required to complete an original body of artwork that is reflective of diverse interests and personal reflections. Students will be able to identify principles and elements of art in original art pieces and be able to form a strong underlying visual idea in the form of a concentration. Students will be able to critically analyze their work through class and individual critique formats. Complete original student artworks will be used to create a portfolio of 24 pieces, which serves as the Advanced Placement Test and can also serve as college entrance requirements. The fee for this test is approximately $94; students may apply for financial assistance. Students must be enrolled in Studio Art or Advanced Studio Art as well as this course. Teacher signature is required.

AP Drawing (914)

Grades 11, 12	1 credit	6 pds. per cycle

This course is designed to prepare you with knowledge and practice in the contemporary and traditional theories of drawing. Students will be required to complete an original body of artwork that is reflective of diverse interests and personal reflections. Students will be able to identify principles and elements of art found in the works of the masters and in original art pieces. Knowledge gained will be used to form a strong underlying visual idea in the form of a sustained investigation. Students will be able to critically analyze their work through class and individual critique formats. Complete original student artworks will be used to create a portfolio of 15 sustained investigation works of art and 5 selected works, which serves as the Advanced Placement Test and can also serve as college entrance requirements. The fee for this test is approximately $94; students may apply for financial assistance. Students must be enrolled in Studio Art or Advanced Studio Art as well as this course. Teacher signature is required.

AP 3-D Art and Design (915)

Grades 11, 12	1 credit	6 pds. per cycle

This course is designed to prepare you with knowledge and practice in the contemporary theories of three-dimensional design. Students will be required to complete an original body of artwork that is reflective of diverse interests and personal reflections. Students will be able to identify principles and elements of art found in the works of the masters and in original art pieces. Knowledge gained will be used to form a strong underlying visual idea in the form of a concentration. Students will be able to critically analyze their work through class and individual critique formats. Complete original student artworks will be used to create a portfolio of 18 pieces, which serves as the Advanced Placement Test and can also serve as college entrance requirements. The fee for this test is approximately $94; students may apply for financial assistance. Students must be enrolled in Studio Art or Advanced Studio Art as well as this course. Teacher signature is required.

Business

Accounting I (505)		
Grades 10, 11, 12	1 credit	6 pds. per cycle

Any student with aspirations of owning and operating their own business or planning to pursue a business degree at a 2 or 4 year college should take this course. This is an elective course where the students learn basic accounting skills and terminology (both manual and computerized) from beginning journal entries to the ending financial statements, while demonstrating accuracy, neatness, and legibility. Business simulations are used to provide students with real life experience. Calculators are required.

Accounting II (506)		
Grades 11, 12	1 credit	6 pds. per cycle

This is an elective course where the students further develop their basic accounting skills and terminology (both manual and computerized) learned in Accounting I. Additional journals, ledgers, and financial statements introduce new accounting theory pertaining to payroll, accruals, adjustments, depreciation, uncollectibles, petty cash, etc. Business simulations are used to provide students with real life experience. *Throughout the year students will manage the finances for Berm Brew Coffee Shop.* Accounting I is required. Calculator required.

Entrepreneurship & Application of Law (512)		
Grades 10, 11, 12	1 credit	6 pds. per cycle

This course will serve as an introduction to Entrepreneurship and will highlight the history and development of Anglo-American law helping students develop an understanding of the legal rights from both the business and consumer perspective. You will learn the agencies responsible for regulation and enforcement; criminal and tort law as applied to business, consumer protection, contracts and sales. This course will be helpful for students going to college or directly into the workforce. The course will be an ongoing project based on authentic experience by working in conjunction with the Berm Brew Coffee House.

Leadership & Management in Careers (501)		
Grades 9, 10, 11, 12	1/2 credit	6 pds. per cycle

This course will serve as an introduction to leadership styles and management practices. There will be an emphasis placed on development of leadership skills and how best to utilize them in a career setting. Some of the topics discussed communication (electronic, verbal, written), time management, and other essential entrepreneurial skills. You will use career awareness to produce appropriate Microsoft and Google document projects including: resumes and cover letters. The course will be an ongoing project based on authentic experience by working in conjunction with the Berm Brew Coffee House.

Computer Applications (514)		
Grades 9, 10, 11, 12	1/2 credit / Semester Course	6 pds. per cycle

This course is for students who are uncomfortable with and have limited access to technology outside of school. Students will learn basic fundamental keyboarding by touch using word processing. Content would be focused on keyboarding skills, an introduction to Microsoft: Word, Excel, and PowerPoint. Students will observe the importance of these programs in school and the workforce. An emphasis will be placed on proofreading and improving keyboarding speed and accuracy. All of these skills are essential in the workforce and academic setting. The skills developed will be used in other courses throughout your high school career.

Introduction to Business Concepts (502)		
Grades 9, 10, 11, 12	1/2 credit / Semester Course	6 pds. per cycle

Basic business concepts that are universal across all careers are introduced and discussed in this fundamental class. Every student should take this course, specifically students with aspirations of owning and/or managing a business or pursuing a business degree at a 2 or 4 year college prior to entering the workforce. Topics covered include Basic Economic Concepts, Economic Resources and Systems, Business Ethics and Social Responsibility, and Entrepreneurship and Small Business.

Essential Finance Skills - Business (515)		
Grade 9	1/4 credit	2 pds. per cycle/semester

This course builds knowledge; skills, attitudes, and behaviors students will need as they prepare to take the next steps toward adulthood in today's ever-changing society. Topics include financial management and technology as it applies to the responsibilities of families and individuals. This course is designed for students in order to build skills needed for assuming the roles and responsibilities they will encounter as they prepare to complete high school and enter the adult world.

Principles of Marketing (503)		
Grades 10, 11, 12	1 credit	6 pds. per cycle

Marketing is everywhere in our lives and is a driving force in almost all industries in a free-market economy. Understanding the concepts involved in marketing goods and services not only can help you succeed in whatever occupation you pursue but can also make you a savvy consumer. Students will be exposed to multiple facets of marketing. This course will be project based. *Students will apply their marketing knowledge to market the Berm Brew Coffee Shop and manage the students needs and wants that pertain to the merchandise available.* Students should come with original ideas and energy to produce products based on areas of interest in: retail, sports, entertainment, hospitality and service marketing.

Fundamentals of Coding (507)		
Grades 10, 11, 12	1 credit	6 pds. per cycle

What is the difference between the Internet and the World Wide Web? While much of our time is spent in "cyberspace", how is this online environment created? The development and functions of computer networks including the Internet are explored as you create content with multiple coding tools. Among the languages explored are Apple's Swift as well as HTML and CSS. In addition to structured business projects, students may design their own websites with multimedia elements.

Diversified Occupations

Diversified Occupations Theory (520)		
Grades 12	1 credit	6 pds. per cycle

This course is only for seniors who are on track to graduate this year. Topics that will be covered include assessing your strengths and weaknesses, steps in preparing yourself for the job market, succeeding on the job, personal resource management, human relations and decision making, and the economics of work. This course coincides with actual work experience.

Diversified Occupations Work Experience (950)		
Grades 12	1/2 credit/ 1 credit	6 pds. per cycle

This is the early dismissal work experience section of Diversified Occupations. Students will take their required academic courses and the diversified occupations theory course in the morning and then leave to work a minimum of 17 hours per week. A half-credit will be earned if a student works a minimum of 10 hours per week. This is an excellent opportunity to learn transferable employability skills, learn how to employ time management skills, explore career options, and begin to build your resume work history. A passing grade in the theory class, and all other courses where the credit is needed for graduation, must be maintained in order to participate in early dismissal work experience. Students will be excused during the last two periods as their schedule permits.

English

English 9 (002)

Grades 9	1 credit	6 pds. per cycle

The English 9 course is structured to provide standards-based instruction on the key elements of reading fiction and non-fiction. Students will analyze various types of literature, including drama, short stories, poems, speeches, and non-fiction selections. Some short independent readings will be used to develop and implement reading skills. Students will also write constructed responses to demonstrate their understanding of the readings. Students will not only be encouraged to examine their writing strengths and weaknesses, but also to work to improve their overall writing abilities. Various Keystone skills, including literary devices, author's purpose, text structure, and constructed responses will be reviewed this year. Students will incorporate vocabulary and grammar work to enhance overall communication skills. The ultimate goal is to become more sophisticated readers and writers by linking literature and texts to real world situations. In order to achieve these goals and master the course objectives, students must be organized and must strive to meet expectations.

Honors English 9 (003)

Grade 9	1 credit	6 pds. per cycle

The Honors English 9 course is structured to provide **accelerated** standards-based instruction on the key elements of reading fiction and non-fiction. Students will analyze various types of texts and write constructed responses to demonstrate their understanding of the readings. **Extended independent work** to develop and implement reading skills will be required. Students at this level should **already have a strong foundation in various types of writing** and will be encouraged to examine their writing strengths and weaknesses, in order to strengthen their overall writing abilities. Various Keystone skills, including literary devices, author's purpose, text structure, and constructed responses will be reviewed this year. As students strive to become better communicators, they will also incorporate vocabulary and grammar work to enhance overall communication skills. The ultimate goal is to become more sophisticated readers and writers by linking literature and texts to real world situations. In order to achieve these goals and master the course objectives, students must be organized and strive to meet expectations.
A summer reading assignment is REQUIRED prior to the start of the upcoming school year. A student taking Honors 9th grade English should be sure to pick up the assignment from Mrs. Dengler, or from their 8th grade English teacher, before the end of the current school year!

Teacher Recommendation is preferred.

English 10 (005)

Grades 10	1 credit	6 pds. per cycle

The English 10 course is structured to provide detailed, standards based instruction on the key elements of reading fiction and non-fiction. Students will analyze various types of texts and write constructed responses to demonstrate their understanding of the readings. Students will be required to read independently and evaluate complex texts across a range of types and disciplines. Students will critically analyze various texts to formulate their own ideas and produce writing to reflect on and support these ideas. Students will be expected to communicate effectively and engage in active listening during class discussions. All of these skills are meant to prepare students for both college level coursework, or career goals after high school.
Students will take the Literature Keystone exam at the completion of this course.

Prerequisite - successful completion of English 9 coursework

Honors English 10 (006)

Grades 10	1 credit	6 pds. per cycle

The Honors English 10 course offers an intense examination of World literature which is supplemented with written and oral projects, paperback texts, handouts and electronic resources. Required work includes reading independently and analyzing novels as a class, as well as writing literary analysis essays, a research paper, and completing independent reading.

Students will take the Literature Keystone exam at the completion of this course.

Prerequisite: Completion of English 9 or Honors English 9 AND Teacher Recommendation is required.

English 11 (008)		
Grade 11	1 credit	6 pds. per cycle

This course explores the progression of American Literature through time, beginning with Native American literature and ending with Modern Literature. Each unit will contain a variety of selections from the time period and will illustrate the literary movement of the time. Emphasis will be placed on **writing and analyzing** the historical and cultural events in America and how that influenced literature and impacted America. Readings will include a variety of fiction, non fiction, drama, and novel selections. There will be a **research component** to most units of study. Each semester, students will be assigned an **independent assignment** that enhances their study of American Literature.

Prerequisite: Completion of English 10 or Honors English 10

Honors English 11 (009)		
Grades 11	1 credit	6 pds. per cycle

This course is an in depth exploration into the progression of American Literature through time, beginning with Native American literature and ending with Modern Literature. An honors course is **heavily weighted on discussion of course material**. Emphasis will be placed on **writing and analyzing** the historical and cultural events in America and how that influenced literature and impacted America. Readings will include a variety of fiction, non fiction, drama, and novel selections. Understanding of historical context is extremely important. There will also be a **research component incorporated into each unit of study**. Each marking period, students will be provided an **independent assignment** that enhances their study of American Literature.
***A Summer Project is REQUIRED prior to the start of the upcoming school year!

Prerequisite: Completion of English 10- or Honors English 10 AND Teacher Recommendation is required.

English 12 (011)		
Grades 12	1 credit	6 pds. per cycle

Students study a broad range of nonfiction and fictional texts that will often serve as mentor texts for students' writings, including memoirs, podcasts, novels, short stories, poetry, Shakespearean plays, and speeches. Students learn writing techniques for various genres of writing, such as narrative, research, expository, argumentative, and literary analysis. Students are required to complete an extensive **5-8 page APA or MLA research project**. By the conclusion of the course, students will have a written college application, resume, and cover letter as well as experience with mock job interviews. Students will engage in class discussions, socratic seminars, and formal presentations. Students are responsible for bi-weekly article of the week reflections as well as independent reading throughout the school year. Teacher recommendation required.

Prerequisite: Completion of English 11 or Honors English 11

Honors English 12 (012)		
Grades 12	1 credit	6 pds. per cycle

Students study a broad range of nonfiction and fictional texts that will often serve as mentor texts for students' writings, including memoirs, podcasts, novels, articles, short stories, poetry, Shakespearean plays, and speeches. Students learn writing techniques for various genres of writing, such as narrative, research, expository, argumentative, and literary argumentative. Students are required to complete an extensive **7-10 page APA or MLA research project**. By the conclusion of the course, students will have a written college application, resume, and cover letter as well as experience with mock job interviews. Students will engage in class discussions, socratic seminars, and formal presentations. Students are responsible for bi-weekly article of the week reflections as well as independent reading throughout the school year. Teacher recommendation required.

Prerequisite: Completion of English 11 or Honors English 11 AND Teacher Recommendation is required.

Drama (014)		
Grades 10, 11, 12	1/2 credit / Semester Course	6 pds. per cycle
Students will study the basic techniques of acting, focusing on pantomime and vocal exercises. Individual and group performances are essential to this course. Grades are derived through class participation and completion of assigned performances. Preparation must be completed both in class and independently.		

Speech (021)		
Grades 10, 11, 12	1/2 credit / Semester Course	6 pds. per cycle
Students will focus on the value of effective communication skills through various types of speeches. Students will study types of speeches and will study different techniques for giving speeches, including the use of PowerPoint and other visual aids when necessary. Grades are derived through class participation and completion of assigned speeches. Preparation must be completed both in class and independently.		

Graphic Novels (016)		
Grade 9, 10, 11, 12	1 credit	6 pds. per cycle
Students who love to read novels should consider this class. Various manga, comics, and graphic novels will be read and explored throughout the year. Students will analyze literary techniques and graphic novel elements throughout the study of many novels. Themes, race, justice, heroism, and historical relevance will be studied and discussed as evident throughout the readings. Students will learn to appreciate memoirs and the special effects created through the sequential art narrative form as created through the understanding of graphic novels, comics, and the manga format.		

Creative Writing (017)		
Grades 10, 11, 12	1 credit	6 pds. per cycle
This course will be an introduction to creative writing including: poetry, short story, personal narrative, drama, and novel. Students will be expected to write weekly and share their work by participating in constructive writing workshops. This class will provide a challenging, fun, safe, and engaging forum to explore and refine your creative writing talents. While the central focus of this class is on honing creative writing skills, to do that we will also read and analyze works in each of these genres as well. Students will be expected to enter their work into at least one writing contest during the year, and the course will culminate in the development of personal digital portfolios.		

Intro to Film Studies (020)

Grades 10, 11, 12	1 credit	6 pds. per cycle

As an introduction to the study of film, this course will provide students with the basic vocabulary and understanding necessary to critically view films. Through screenings, readings, discussion and writing, students will develop a formal and aesthetic appreciation of film, and acquire a general awareness of film history and its key movements. We will examine how elements like mise-en-scene, cinematography, editing and sound work together to create meaning in a range of films. After studying basics of cinematography, students will complete a project based assessment in which they work in a group to produce a film, critically analyze thematically connected films, or pursue an independent study reflecting their mastery of these critical concepts. Students will turn in written analysis, participate in verbal and written critiques, and work collaboratively with their peers.

English in the 21st Century I (029)

Grades 11, 12	1 credit	6 pds. per cycle

This class offers the application of business communication principles through the creation of effective business documents using mail and email, effective oral presentations using online collaborative programs and apps, and effective digital citizenship using various forms of social media. The course also includes the study and application of team communication and use of technology to facilitate the communication process. Students are expected to demonstrate the knowledge, skills, and abilities to properly communicate in the 21st century. Students are taught practical English necessary for entry into a business-related occupation. Punctuation, grammar principles, spelling, and vocabulary are reviewed. Students will plan, compose, and key routine business letters and memos. Special emphasis is given to employment communications--applications, resumes, letters of application, and interviews. Students will read a novel as a class and be required to read student choice novels outside of class. This class is self-paced so students will be responsible for their learning!
This course can replace a regular English course for Juniors or Seniors

English in the 21st Century II (030)

Grade 12	1 credit	6 pds. per cycle

This class will continue practicing the application of business communication principles by honing the skills learned in English in the 21st Century I. The course will be completely project based, creating one or more projects per marking period to practice and reach mastery of the following skills: creating effective business documents using mail and email, effective oral presentations using online collaborative programs and apps, and effective digital citizenship using various forms of social media. Students will read and analyze one novel as a class but have a student choice novel to read outside of class. Students are expected to demonstrate the knowledge, skills, and abilities to properly communicate in the 21st century.
This course can replace a regular English course for Seniors.
Students MUST pass English in the 21st Century 1 in order to take English in the 21st Century II.

CHS English 101/102 (018)

Grades 12	1 credit	6 pds. per cycle

The course objective is the development of fluency in writing clear, forceful, effective prose. This course is intended for students who need or wish to develop their thinking, writing and editing skills. Part one of this course will include basic college level writing techniques and major papers with focus in the areas of event narration, conceptual explanation, and literary analyses. Part two of this course will build on English 101, connecting thinking, reading, and writing, emphasizing research, interpretation, and argumentation. A comprehensive writer's notebook will be required. Readings in the text, supplemental readings, teacher handouts and written exercises will also be utilized. Students must apply for and be accepted into the course subject to the criteria set forth by HACC in order to earn six (6) college credits, but can still take the course even without HACC clearance. Independent reading is required
Taking CHS English 101/102 replaces English 12. There is a fee for this course (see page 4). Teacher recommendation required.

Business Applications (YEARBOOK) (511)		
Grades 9, 10, 11, 12	1 credit	6 pds. per cycle

Meeting specified deadlines in this elective course will produce a quality yearbook. Students will demonstrate an understanding of desktop publishing including the mastery of Adobe InDesign, and basic skills using PhotoShop. Students are responsible for page layout, picture taking, editing, and final distribution of the yearbook. Course can be taken more than one year. Teacher approval required.

Digital Media Production (019)		
Grades 9, 10, 11, 12	1 credit	6 pds. per cycle

This project based course is designed to prepare students for media production and design through real world activities and hands-on learning. The course is designed to develop skills necessary to enter a field in Digital Media, such as video and audio production, along with digital journalism, animation, and social media presence. Students within the course will engage in the creation of video production, specifically news.

AP Literature (054)		
Grades 11, 12	1 credit	6 pds. per cycle

AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works. At the end of the course students will be required to take the AP exam for course credit. There is a fee for this course (approx. $97). Teacher recommendation required.

English as a Second Language
(Administrative Only)

English as a Second Language (990/992)		
Grades 9, 10, 11, 12	1 credit	6 pds. per cycle

This course is designed for the student for who English is not his/her first language, but who has acquired basic personal and academic English language skills. The curriculum focuses on continued development of English language skills in speaking, reading, writing, and listening. The goal is to help the student acquire the English language skills necessary for academic success. Teacher recommendation required.

English as a Second Language (991)		
Grades 9, 10, 11, 12	2 credit	12 pds. per cycle

This course is designed for the student for whom English is not his/her first language, and who has recently entered U. S. schools. The curriculum provides daily instruction in listening, speaking, reading and writing English. Instruction focuses on providing English skills to help students adapt to a new language and culture, and to help students acquire the basic English skills necessary to make academic progress in content area classes.

Family & Consumer Sciences

Essential Personal Skills - FCS (070)		
Grades 9, 10, 11, 12	1/4 credit	2 pds. per cycle/semester

This course uses hands-on activities to build knowledge the students will need as they prepare to take the next steps toward adulthood in today's ever-changing society. Topics include personal priorities, decision making, family and relationships, clothing care, child care, food preparation and nutrition. This course is intended to help students to prepare for the roles and responsibilities they will encounter as they complete high school and enter the adult world. This course is mandatory for all high school students. It is also a prerequisite for all other Family and Consumer Science Courses

Fashion Design (701)		
Grades 10, 11, 12	1/2 credit	6 pds. per cycle/semester

This course will allow students to explore all aspects of fashion and the fashion industry. Students will be researching fashion careers, textiles, history of fashion, elements of design and garment construction. Students will also explore clothing upcycling and the impact that the fashion industry has on society and the environment. This course is designed for students with any level of sewing skills and the purchase of materials and supplies is required. Students must have passed Essential Personal Skills – FCS

Home Interiors (702)		
Grades 10, 11, 12	1/2 credit	6 pds. per cycle

Students will explore a variety of housing design concepts, both interior and exterior, as well as careers related to the industry. Topics will include elements of design, design styles, design concept boards, floor plans, design finishes and design costs. The student will be involved in many hands-on activities and projects and use interior design based technology. Students must have passed Essential Personal Skills – FCS.

Family Living (703)		
Grades 10, 11, 12	1/2 credit	6 pds. per cycle/semester
This course is designed to help students develop the necessary decision-making skills for successful management of their life span. The course will explore family and personal relationships, career planning, independent living, personal finances and budgeting, pregnancy, child care, parenting and retirement. Students will be involved in many hands-on activities including use of the RealCare pregnancy and baby simulations. Students must have passed Essential Personal Skills – FCS.		

Child Care/Pre school (704)		
Grades 11, 12	1 credit	6 pds. per cycle
This course concentrates on child development from birth to 6 years of age. Topics include child care, nutrition, developmental stages and career opportunities in the child care field. A preschool is operated by the students, which simulates a real-life child care facility, where students experience dealing with toddlers, ages 4-5. Students will work to plan, prepare and teach lessons to the toddlers throughout the year. Students will also evaluate their teaching and incorporate observations of the social, emotional, physical, and education development of the toddlers in the program. Students must have passed Essential Personal Skills – FCS.		

Child Care/Nursery School II (700)		
Grades 11, 12	1 credit	6 pds. per cycle
This course is an extension of the Child Care/Nursery School I course. A preschool is operated by the students, which simulates a real-life child care facility, where students experience dealing with toddlers, ages 4-5. Level two students plan, prepare and teach lessons to the toddlers, designate weekly themes, organize field trips and plan the end of the year preschool graduation ceremony. Level two students also mentor and supervise the level one students. Students will create a portfolio of their work, track their hours and work toward their CDA. Students must have passed CCNS I.		

Culinary I (705)		
Grades 10, 11, 12	1/2 credit	6 pds. per cycle/semester
This is an introductory course in food preparation. Students will learn to prepare a wide variety of foods and will give the student the skills necessary to be self-sufficient in the kitchen. Topics covered include kitchen safety, kitchen basics, kitchen equipment and food preparation. Students will learn various cooking techniques and prepare many types of food. Students must have passed Essential Personal Skills – FCS. This course is a prerequisite for the Culinary Arts II Course.		

Culinary II (706)		
Grades 10, 11, 12	1/2 credit	6 pds. per cycle/semester
This course will continue to build food preparation skills with a focus on baking and decorating, as well as exploring world foods. Students will learn baking techniques and apply various cake decorating skills to those baked goods. Students will also be introduced to foods of the most common ethnic and racial groups of various regions of the United States and other countries of the world. A wide variety of foods selected from these groups will be prepared in this course. Students must have passed the Culinary I Course.		

FCS Internship (735)		
Grades 11, 12	1/2, 1 credit	As approved by the pathways teacher
In order to allow students to develop further skills in their chosen pathway, students will be assigned to a teacher, administrator or staff member to assist by being a lab assistant. The lab assistant will report to the assigned teacher, administrator or staff member during their assigned class period and complete tasks as designated by the supervising adult. These tasks may vary from day to day and will relate to the student's chosen pathway. This is a non-paid opportunity for students to receive work related skills. Teacher recommendation required.		

Foreign Language

Spanish I (400)		
Grades 9, 10, 11, 12	1 credit	6 pds. per cycle
Students speak and maintain basic face to face conversations in Spanish. In addition, they will manipulate the language in order to communicate in basic survival situations. Students will discuss culture and demographics, read for detailed information, create various written works, and listen for information from various listening resources. This course is designed to prepare students for college admissions.		

Spanish II (401)		
Grades 10, 11, 12	1 credit	6 pds. per cycle
Students speak and maintain face to face conversations in Spanish. In addition, they will manipulate the language in order to communicate in survival situations. Students will discuss culture and demographics, read for detailed information, create various written works, and listen for information from various listening resources. This course will be fast paced and demanding at times. Students should have a solid foundation and above average grades in English before taking Spanish. This course is designed to prepare students for college admissions. Teacher recommendation required and students should have received a 74% or above Spanish I.		

Spanish III (402)		
Grades 11, 12	1 credit	6 pds. per cycle
Students learn to maintain face to face conversations in Spanish. In addition, they will manipulate the language in order to communicate in complex survival situations. Students will discuss Spanish culture, demographics and historical figures, read for detailed information, create various written works, and listen for information from various listening resources. This course will be fast paced and demanding at times. Students should have a solid foundation and above average grades in English before taking Spanish. This course is designed to prepare students for college admissions. Teacher recommendation is required and students should have received a 74% in Spanish II.		

Spanish IV (403)		
Grades 11, 12	1 credit	6 pds. per cycle
Students learn to maintain face to face conversations in Spanish. In addition, they will manipulate the language in order to communicate in complex survival situations. Students will read for detailed information, create various written works, listen for information from various listening resources, build vocabulary, and examine different aspects of the target culture. This course will be fast paced and demanding at times. Students should have a solid foundation and above average grades in English before taking Spanish. This course is designed to prepare students for college admissions. Teacher recommendation is required and students should have received a 74% in Spanish III.		

French I (404)		
Grades 9, 10, 11, 12	1 credit	6 pds. per cycle

Students learn to communicate in French through oral, listening, written and reading activities. Conversation time/speaking practice is an integral part of this course. Emphasis on simple survival skills, basic grammar and vocabulary necessary for the novice foreign language learner Students will also learn the customs and culture of French speaking people around the globe, geography relating to Europe and other French speaking countries, history of France, art and music of French speaking countries. Students should have a solid foundation and above average grades in English before taking French. This course is designed to prepare students for college admissions.

French II (405)		
Grades 10, 11, 12	1 credit	6 pds. per cycle

The students continue to expand their listening, speaking, reading and writing skills. Conversation time/speaking practice is an integral part of this course. Emphasis on foundational grammar and vocabulary necessary to hold a short conversation/dialog in French. Students will move from novice level conversation to intermediate level, speaking in complete sentences and paragraph length dialog. Students should have a solid foundation and above average grades in English before taking French. Teacher recommendation required and students should have received a 74% in French I to continue to French II.

French III (406)		
Grades 11, 12	1 credit	6 pds. per cycle

Students continue to use speaking, reading, and writing skills to express their personal thoughts, opinions, and ideas. Reading and writing skills are more strongly developed than levels I and II, but conversation time/speaking practice continues to be an essential and integral part of this course. Additional cultural information such as customs, travel, celebrations, and current developments are discussed. Students will also be introduced to French literature in this course. Students should have a solid foundation and above average grades in English before taking French. Teacher recommendation required and students should have received a 74% in French II.

French IV (407)		
Grade 12	1 credit	6 pds. per cycle

Students continue to increase their reading, writing, listening and speaking ability. Students will move from intermediate level to Advanced level reading, writing, speaking and listening ability. Authentic written materials, poetry, literary works and short stories are used. Students will be creating complex dialogs, making presentations and holding classroom discussions. Weekly journal writing is essential to the course. This course is designed to prepare students to succeed in college level French courses! Teacher recommendation required and students should have received a 74% in French III.

Health & Physical Education

Physical Education (Girls - 061/Boys - 065)		
Grades 9, 10	1/2 credit	2 pds. per cycle

Physical Education is a requirement each year. Students are expected to come prepared to participate in activities that include team sports, lifetime sports, and other physical activity. This course will be evaluated on a pass/fail basis.

Physical Education (Girls - 064/Boys - 066)		
Grades 11, 12	1/2 credit	2 pds. per cycle

Physical Education is a requirement each year. Students are expected to come prepared to participate in activities that include team sports, lifetime sports, and other physical activity. This course will be evaluated on a pass/fail basis.

Advanced Physical Conditioning (Co-Ed 067)		
Grades 10, 11, 12	1/2 credit	6 pds. per cycle/semester

Advanced Physical Conditioning is a progressive strength and conditioning class in which each student will participate in an individualized conditioning program. The class is based on the BFS Total Program Principles. Students will participate in a variety of activities designed to improve all aspects of athletic performance including strength, power, speed, agility, flexibility, and the reduction of injuries. Active, intense physical participation is required. Teacher recommendation required. This course replaces the regular Physical Education requirement for the year. Students may still elect to take regular PE if they wish. Maximum enrollment of 16 students per semester.

Health (060)		
Grade 9	1/2 credit	2 pds. per cycle

The emphasis for 9th grade health is the preparation for his/her maximum health potential. The major units of study will include, but not limited to: growth and development, nutrition, fitness, drugs and alcohol, human sexuality, mental health (stress management/mindful practice) and environmental health.

HEALTH (062)		
Grade 11	1/2 credit	2 pds. per cycle

The emphasis for 11th grade health is the preparation of health into adulthood. The major units of study will include, but not limited to: growth and development, nutrition, fitness, drugs and alcohol, human sexuality, mental health (stress management/mindful practice) and environmental health.

CHS Health (063)		
Grade 12	1/2 credit	2 pds. per cycle/semester

This course will study current knowledge concerning attitudes and practices which promote and maintain the present and future health of the individual and the community. This course emphasizes the prevention of disease, and a positive health attitude. Nutrition, fitness, drugs, and sexuality are some of the topics discussed. Teacher recommendation required and it is recommended that a student have received an (A) average in 9th and 11th grade health class and a GPA of 80% or higher at the end of their junior year. There is a fee for this course (see page 4).

Lab Assistant

(Administrative Assignment Only)

Lab Assistant (530)		
Grades 9, 10, 11 12	0 credit	As requested by the teacher
In order to support teachers in accomplishing tasks related to their classroom setting, students may be asked by a teacher to help out by being a lab assistant. The lab assistant will report to the teacher on a regular basis and complete a task at the direction of a teacher. These tasks may vary from day to day but the student must report to the scheduled room each day that they are assigned. Teacher recommendation required.		

Mathematics

Pre-Algebra (300)

Grades 9, 10	1 credit	6 pds. per cycle

This is a beginning course in algebraic principles. Topics covered include real numbers, algebraic expressions, writing and solving linear equations, rational expressions, relations and functions. **Administrative/teacher recommendation required.**

Algebra I (301)

Grades 9, 10	1 credit	2 pds. per cycle

This is a second year course in algebraic principles. Topics covered include linear functions, systems of equations and inequalities, quadratic equations, exponents and exponential functions, and polynomials. A Keystone Exam is taken at the end of this course.

Keystone Algebra I (314)

Grade 9	1/2 credit	3 pds. per cycle

This course is a supplement to Algebra I which provides additional preparation to enable students to be successful on the Algebra Keystone exam. Students will be assigned to this course based on their performance in 8th grade pre-algebra and PSSA exam performance. This course is a mandatory elective for those students assigned. **Administrative/teacher recommendation required.**

Algebra II (315)

Grades 10, 11	1 credit	6 pds. per cycle

This course is an extension of and builds upon the topics taught in Algebra I. Areas taught include linear functions, systems of equations, quadratic relations and systems. Students who pass Algebra I, but aren't proficient or advanced on the Keystone Algebra exam will be placed in this course. **Algebra I and teacher recommendation are required.**

C.P. Algebra II (302)

Grades 9, 10, 11, 12	1 credit	6 pds. per cycle

This course is an extension of topics covered in Algebra I. Areas taught include quadratic equations, polynomial equations, radical functions, exponential and logarithmic functions. **Algebra I and teacher recommendation are required.**

Honors Algebra II (303)

Grades 10, 11	1 credit	6 pds. per cycle

The honors section of Algebra II is structured to provide a greater in-depth study of such topics as logarithms, trigonometric functions, progressions, and series. This course will afford the top mathematics students an opportunity to accelerate their math study. **Algebra I and teacher recommendation are required.**

Geometry (304)

Grade 10, 11	1 credit	6 pds. per cycle

Students learn the basic concepts of Euclidean Geometry including definitions, postulates, theorems, and applications. **Algebra 1 is required or taken simultaneously.**

C.P. Geometry (305)

Grades 9, 10, 11	1 credit	6 pds. per cycle

This course is the classical study of Euclidean Geometry including definitions, postulates, theorems, and applications. **Completion of Algebra I and teacher recommendation required.**

Honors Geometry (306)		
Grades 9, 10	1 credit	6 pds. per cycle

Honors geometry is an in-depth and accelerated study-of Euclidean Geometry including definitions, postulates, theorems, and applications. Completion of Algebra I and teacher recommendation required.

C.P. Pre-Calculus with Trigonometry (307)		
Grades 11, 12	1 credit	6 pds. per cycle

This course will provide an advanced study of algebraic and transcendental functions. It is intended for the student who plans on attending college or post-secondary school where calculus or advanced mathematics will be required. Instructional approaches will emphasize algebraic and graphical analyses, interpretation, and application to problem solving. Functions studied will include: linear, quadratic, polynomial, rational, trigonometric, exponential, and logarithmic. A graphing calculator (TI-83 or better) is recommended. Completion of Algebra II and Geometry is required.

Honors Pre-Calculus with Trigonometry (308)		
Grades 11, 12	1 credit	6 pds. per cycle

This course is intended for the student who plans on enrolling in the subsequent study of Calculus. It will provide an accelerated study of the material in Pre-Calculus with Trigonometry without as much review of the basic algebra II concepts and a greater focus on the theory and abstract concepts behind the functions. Students planning on taking CHS Calculus should take this course as a prerequisite. A graphing calculator (TI-83 or better) is recommended. Completion of Algebra II and Geometry as well as teacher recommendation is required.

A Survey of Mathematical Topics (317)		
Grades 11, 12	1 credit	6 pds. per cycle

This course is designed to introduce students to a multitude of mathematical subjects and experiences. Students will explore topics such as geometry, statistics, logic and computer programming, financial literacy, proportional relationships, and mathematical modeling. Within each topic, students engage in a variety of problem solving tasks that are designed to build critical thinking and mathematical investigation. This course is designed for students seeking a third or fourth math credit, and/or for students who are interested in practical applications of mathematics.

CHS Calculus (309)

Grade 12	1 credit	6 pds. per cycle

Calculus is a college level mathematics course intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, axiomatic geometry, trigonometry, and analytic geometry. This course will be taught as part of the "College in the High School" program. College-level credit will be offered through HACC. The class will be organized and run according to the time and material commitments required by HACC to give the students the experience of taking a college level course while still in high school. Students must apply for and be accepted into the program subject to the criteria set forth by HACC. This includes an adequate score on the placement test for this course. Success in the course will require a large time commitment on the part of the student. There is a fee for this course. Teacher recommendation required.

C.P. Statistics (310)

Grades 11, 12	1 credit	6 pds. per cycle

This is a formal, introductory course to the study of statistics and probability. Included will first be the study of descriptive statistics, probability, and probability distributions. That will be followed by the study of inferential statistics which includes confidence intervals, hypothesis testing, correlation and regression analysis. A graphing calculator (TI-83 or better) is recommended. Completion of Algebra II is required.

CHS Statistics (311)

Grades 11, 12	1 credit	6 pds. per cycle

CHS Statistics is structured to provide a more comprehensive study of the inferential branch of statistics. It is intended for those students who will go on to college and major in subjects requiring a full course in introductory statistics. It will provide a more accelerated study of the basic concepts of descriptive statistics with more a more in-depth study of hypothesis testing and analysis in the second half of the course. This course will be taught as part of the "College in the High School" program. College-level credit will be offered through HACC. The class will be organized and run according to the time and material commitments required by HACC to give the students the privilege of taking a college level course while still in high school. Students must apply for and be accepted into the program subject to the criteria set forth by HACC. This includes taking the mathematics placement test administered by HACC and achieving an adequate score to be placed in this course. Success in the course will require a large time commitment on the part of the student. A graphing calculator (TI-83 or better) is recommended. There is a fee for this course. Teacher recommendation required. Completion of Algebra II and an adequate placement test score are required.

Music

Chorus (Band) 907

Grade 9, 10, 11, 12	1/2 credit	6 pds. per cycle

Students selecting both Band and Chorus should select this course along with (906) Band (Chorus).

Concert Choir (901)

Grades 9, 10, 11, 12	1 credit	6 pds. per cycle

Concert Choir is a group for any interested singer who wishes to be a part of a large choral ensemble. Singers need not have any previous experience, although it can be helpful. Students will receive fundamental musicianship training, including honing their skills in music reading, solfege, and performance. Music of varied periods, languages, and styles (both sacred and secular) will be studied, rehearsed, and performed. Students who take this class should enjoy singing and want to get better at it. Students are encouraged to enroll in other choirs in addition to Concert Choir as long as they have room in their schedule.

Volare (918)

Grades 9, 10, 11, 12	1 credit	6 pds. per cycle

Volare is a choir of soprano and alto singers who are interested in performing choral music written specifically for treble voices. Volare is pronounced “voh-LAH-ray” and is Italian for “flight,” meant to represent how our music uplifts the spirits of our singers and audience. This is a smaller ensemble than Concert Choir, from which students benefit through smaller group instruction and feeling closely connected with their fellow singers. Students frequently have ownership of the music they sing in Volare, and will co-construct new arrangements of songs they would like to perform.

Concert Band (902)

Grades 9, 10, 11, 12	1 credit	6 pds. per cycle

Band is available to students in grades 9-12. Students in concert band are required to participate in 3-4 public concerts a year. Students that have not had previous band experience should contact the guidance office for more information. Teacher approval is required. Those students who would like to participate in marching band will select it as an extracurricular activity.

Music Theory and Application (904)

Grade 10, 11, 12	1 credit	6 pds. per cycle

Students will learn the skills of reading music and learning to use those skills to write music. Students who might want to major in music education or elementary education will find this class helpful for their college curriculum in either of these majors.

Band (Chorus) (906)

Grades 9, 10, 11, 12	1/2 credit	6 pds. per cycle

Students selecting both Band and Chorus should select this course along with (907) Chorus/Band.

Steel Band (908)		
Grades 9, 10, 11, 12	1/2 credit	3 pds. per cycle

Students will be able to study in-depth, the culture of pan, and be able to learn to fine tune performance skills, and arrange music for the ensemble. Students are required to participate in scheduled performances which are primarily scheduled outside the normal school day. Students who play drum set, bass guitar, and electric guitar are welcome to participate in this ensemble. This is a year-long class to be taken in conjunction with jazz band for 1 credit.

Steel Band (926)		
Grade 9, 10, 11, 12	1 credit	6 pds. per cycle

Students will be able to study in-depth, the culture of pan, and be able to learn to fine tune performance skills, and arrange music for the ensemble. Students are required to participate in scheduled performances which are primarily scheduled outside the normal school day. Students who play drum set, bass guitar, and electric guitar are welcome to participate in this ensemble.

Jazz Band (909)		
Grades 9, 10, 11, 12	1/2 credit	3 pds. per cycle

Students will study the art of improvisation, soloing, and the history of one of America's own musical art forms. Students will play music in various styles and settings. The opportunity to learn an instrument needed for the Ensemble will be available. Students are required to participate in scheduled performances as part of this class. Students that play bass guitar and piano are invited to play. Teacher permission is required. This is a year-long class to be taken in conjunction with steel band for 1 credit.

World Music (921)		
Grades 9, 10, 11, 12	1/2 credit	6 pds. per cycle

This course explores the relationship between music and culture using examples from around the world. Students begin by examining cultural elements of American popular music, and use these skills to analyze music from outside the United States. Students explore music and its culture through listening, group discussion, and performance.

Sound Engineering (922)		
Grades 10, 11, 12	1/2 credit	6 pds. per cycle

Students in this class will lean and practice the art of running sound systems in many diverse venues and for a variety of events. Students will also learn recording, mixing, and production techniques, as well as professional practice in music entertainment services.

Eagle Singers (900)		
Grade 9, 10, 11, 12	1 credit	6 pds. per cycle

Eagle Singers is the top performing vocal ensemble in Bermudian Springs School District. Students must audition in the previous school year and desire to study, rehearse, and perform choral music at a high level. Eagle Singers maintain a busy schedule of area performances throughout the year and represent their school and their district through the highest level of musicianship possible. Students enrolled in this class are the most dedicated singers at school, and hold themselves and each other to a high standard of musicianship. Students are encouraged to enroll in other choirs in addition to Eagle Singers as long as they have room in their schedule. Teacher signature required.

American Popular Music (925)		
Grades 9, 10, 11, 12	1/2 credit	6 pds. per cycle
What is music? How do we interact with music? Why is music an integral part of our society? This course explores these questions and more as we survey the most popular forms of music throughout American history, including jazz, country, rock, and rap. Students create GarageBand projects in these genres and more, as well as compose their own original songs.		

Guitar (939)		
Grades 9, 10, 11, 12	1/2 credit	6 pds. per cycle
Have you ever wanted to learn to play the guitar? Do you have some guitar experience, but want to play more at school? Guitar class is open to students of all experience levels, from beginners to have never touched a guitar before through advanced players. Students will learn the basics of guitar tuning and maintenance, chords to be able to play popular songs from a variety of different genres, and how to read music notation, chord symbols, and tablature. Guitars will be provided for students to use during class.		

Release Time

Release Time - (951)		
Grade 12		Marking Period
Release time could occur during their 1st or 11th period each day. A student must also be in good standing with attendance, grades and behavior. Any student that exceeds one day of unexcused absence in a marking period, are not passing four credits, or have been assigned to STAP for more than three days, will lose the privilege of release time. Students may earn back these privileges by demonstrating an improvement in these areas. This plan will be developed by an administrator.		

Safety Education

Behind-The-Wheel-Driving		
Behind – The -Wheel Driver Training education consists of the actual driving with an independent contractor. It is scheduled individually with the driver education teacher when a student obtains his/her permit or license. Students complete the application (available in the high school office) and pay a $325.00 fee for this instruction.		

Science

Select Topics in Science (200)		
Grade 9	1 credit	6 pds. per cycle
This course will introduce students to Life on Earth in terms of biology, geology and chemistry. Students in this course will learn how life on Earth and the subject of biology is interconnected and relates to their own life as well as other branches of science. This course will emphasize STEAM (Science, Technology, Engineering, Arts and Math) to foster inquiry, scientific dialogue and critical thinking related to real world science. The instructional pacing and assessments in this course will be differentiated to meet the needs of each class as a whole.		

Honors Selected Topics in Science (213)		
Grades 9	1 credit	6 pds. per cycle
This course will provide students with a foundation in order to understand Life on Earth in terms of biology, geology and chemistry. Topics will range from general to specific in relationship to cell theory, genetics, the 4 major biochemical cycles, organisms, adaptations, biodiversity, biomes, and biogeography. An emphasis on STEAM (Science, Technology, Engineering, Arts and Math) will be a key component of this course in order to foster inquiry, scientific dialogue and critical thinking. The instructional pacing in this class will be brisk and the assessments will be rigorous. Students taking this honors class are expected to be proactive and comfortable with some independent learning.		

Biology (202)		
Grades 10	1 credit	6 pds. per cycle
This basic course deals with the study of living things. Fundamental biological concepts such as basic biochemistry, cell biology, Mendelian genetics, genetic engineering, and major kingdoms of life are studied. Laboratory investigations, including microscope work, and inquiry activities are part of this course		

C.P. Biology (203)		
Grade 10	1 credit	6 pds. per cycle
The study of living things is designed to meet the needs of the college bound student and will be more in depth than the general course. This course will focus on the nature of life, cell structure and function, cellular processes, genetics, classification, and evolution. Laboratory investigations, including microscope work and inquiry activities are done routinely in this course. Teacher recommendation required.		

Honors Biology (204)		
Grade 9 , 10	1 credit	6 pds. per cycle

This course offers a more challenging and comprehensive study of Biology than the college prep or general courses. Included will be the study of fundamental biological concepts, introduction to biochemistry, cell biology, Mendelian genetics, genetic engineering, major kingdoms of life, and evolution. Laboratory activities will be an integral part of this course. Must be taking a college prep math sequence. Students should had or be taking Geometry. Teacher recommendation required.

C.P. Chemistry (205)		
Grades 10, 11, 12	1 credit	6 pds. per cycle

In this course, students utilize chemical theories and calculations to explore and predict properties of matter. These properties are investigated on the atomic and molecular scale. Laboratory activities reinforce concepts and introduce the students to basic laboratory techniques. This course is recommended for college bound students. Students electing this course should have successfully completed or be currently enrolled in Algebra II. Teacher recommendation required.

Honors Chemistry (206)		
Grades 10, 11, 12	1 credit	6 pds. per cycle

The Honors Chemistry class will include all topics of CP Chemistry in addition to several other areas. The use of mathematics and scientific writing will be emphasized. Topics are covered at a faster pace and more in-depth than CP Chemistry. Extensive laboratory work/reports will be required on a regular basis. Successful completion or current enrollment in Algebra II and teacher recommendation required.

Advanced Chemistry (207)		
Grade 11, 12	1 credit	6 pds. per cycle

This advanced course in chemistry builds on topics covered in C.P Chemistry and Honors Chemistry. This course also covers the more advanced topics of organic chemistry, electrochemistry, equilibrium, thermodynamics, and kinetics. This course includes extensive laboratory and written work and is on the level of a first-year college general chemistry course. It is recommended for students who plan to enter science, engineering, and health-related fields. Successful completion of Honors Chemistry (83% or higher) or C.P. Chemistry (92% or higher) and/or teacher recommendation required.

C.P. Ecology (210)

Grade 10, 11, 12	1 credit	6 pds. per cycle

This college prep level course will focus on aspects of our environment and how we influence it from the Biology viewpoint. Topics will include: ecosystems, climate, populations, and environmental issues. Students will study these topics through various instructional methods including extended laboratory investigations and research projects/presentations. This course is designed to be taken as a third or fourth year of science for those students interested in environmental science, climatology, and species interactions. Successful completion of Biology and teacher recommendation required.

Honors Physics I (208)

Grades 11, 12	1 credit	6 pds. per cycle

The Honors Physics I course will include all topics covered in C.P. Physics I with the addition of rotational mechanics. Multi-step problem solving will be emphasized. Extensive laboratory work/reports will be required with each chapter. A strong background in Algebra is recommended. Prerequisite: Algebra II or concurrently taking Algebra II.

Honors Physics II (214)

Grades 12	1 credit	6 pds. per cycle

This course is a continuation of Physics I Honors, which is the prerequisite. The course will focus on Rotational Dynamics, Fluids, Electricity, Optics, and a set of lab investigations using information learned in Physics I will be performing. The student should have a strong background in mathematics. Prerequisite: Honors Physics I, Physics 1, C.P. and teacher recommendation.

Science and Technology (211)

Grade 11, 12	1 credit	6 pds. per cycle

This general science course focuses on the use of scientific concepts in our modern society. Topics involving biology, chemistry, environmental science, and physics are explored. Major emphasis placed on the applications of science. This course includes laboratory activities, projects and the use of scientific methods. This course is not intended for students who have successfully completed Chemistry and is intended to fulfill the 3rd year science requirement.

Anatomy/Physiology (217)		
Grade 11, 12	1 credit	6 pds. per cycle

This course will include an in depth study on the anatomy and physiology of the human body. Topics will include nervous, cardiovascular, digestive, muscular and skeletal systems. Laboratory work includes the detailed dissection of the fetal pig. It is recommended that a student electing this course will have earned a grade of 80% or better in C.P. or Honors Biology and will have the recommendation of the instructor. Successful completion of chemistry is a prerequisite.

CHS/Advanced Biology H (212)		
Grades 11, 12	1/2 credit	6 pds. per cycle/semester

This course will go into more detail on concepts that were introduced in Biology. Topics will include biochemistry, genetics, DNA and evolution. During this course, students will track an inheritance pattern using fruit flies, design their own experiments and complete an insect collection. It is recommended that a student electing this course will have earned a grade of 83% or better in C.P. or Honors Biology and will have the recommendation of the instructor. Successful completion of chemistry is highly recommended, but not required.

Forensics (218)		
Grades 10, 11, 12	1/2 credit	6 pds. per cycle/Semester

This course focuses on the skills and concepts behind crime scene investigation and forensic science. Whether you aspire to work in one of the many related careers, or just have an interest in forensics, this course will help you hone your investigative skills and review a wide range of science concepts. We'll be using physics, chemistry, anatomy, cell biology, environmental science and computer science skills. Successful completion of Biology is required.

C.P. Physics I (270)		
Grade 11, 12	1 credit	6 pds. per cycle

This is a college prep level course that will focus on the study of classical mechanics. Topics will include motion in one and two dimensions, vectors, forces and the laws of motion, work and energy, and momentum and collisions. Problem solving and concept development through investigations is the basis of the course. Prerequisite: Algebra II or concurrently taking Algebra II.

Anatomy/Physiology 2 (239)		
Grade 12	1/2 credit	6 pds. per cycle/Semester

This course is a continuation of Anatomy and Physiology 1. Topics will include the digestive, respiratory, excretory, sensory, and immune systems. This course is centered around extensive lab work and will include dissections of the kidney and eye.

Prerequisite-successful completion of Anatomy and Physiology 1 and teacher recommendation.

Social Studies

Citizenship in a Global Community (100)		
Grade 9	1 credit	6 pds. per cycle

This course will be a project based course that will foster a lifelong sense of belonging to and engagement with civic life, through geography, citizenship, and multicultural studies. It will enable students to develop their understanding of the present in light of the past and prepare them to participate as informed citizens in the social life of a democratic, pluralistic society that is receptive to a complex world. Through the course we will journey through the world with learning directed by the six themes of geography: Political and Economic Systems, Ecosystems and Geography, Culture and Population.

Honors Citizenship in a Global Community (102)		
Grade 9	1 credit	6 pds. per cycle

This course will be a project based course that will foster a lifelong sense of belonging to and engagement with civic life, through geography, citizenship, and multicultural studies. It will enable students to develop their understanding of the present in light of the past and prepare them to participate as informed citizens in the social life of a democratic, pluralistic society that is receptive to a complex world. Through the course we will journey through the world with learning directed by the six themes of geography: Political and Economic Systems, Ecosystems and Geography, Culture and Population. Teacher recommendation required and students should have received a 92% or above in both their 7th and 8th grade English and History class to qualify for Honors.

World History (104)		
Grade 10	1 credit	6 pds. per cycle

World Cultures introduces students to world history from 1500 to the present with a cultural view of selected countries. Each culture is examined through many disciplines. Geography, history, sociology, anthropology, economics, political science, and the arts are combined for an interdisciplinary study. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education.

Honors World History (105)		
Grade 10	1 credit	6 pds. per cycle

This course includes a more in-depth study of European oriented world history from 1400 to the present. Also studied are cultural views of selected countries. Geography, history, sociology, anthropology, economics, political science, and the arts are combined for an interdisciplinary study. Students will gain a greater sense of the cause/effect cycle of history through the use of historical facts, developing critical reading skills, and writing essays. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education. Teacher recommendation is suggested.

U.S. History (107)

Grade 11	1 credit	6 pds. per cycle

History's decision makers – whether famous or ordinary citizens – never knew how things were going to turn out. The consequences of their decisions; however, helped determine how we arrived where we are today. The purpose of this course is to trace these pathways from 1890 to the present and make students active participants in the unfolding of history. This course is designed to prepare the student for a college level history course. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education.

Honors U.S. History (108)

Grade 11	1 credit	6 pds. per cycle

Every historical period is a complex web of events, influences, and relationships. Nevertheless, in each era there is a main trend, a big idea that can be used to help students understand, focus, and master this important subject matter. This honors course is a demanding program of study of American History from 1890 to the present that requires students to construct historical opinions and determine and defend their significance. The course promotes the acquisition and practice of skills such as historical interpretation, research, and writing. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education. Teacher recommendation is suggested.

CHS U.S. History (109)

Grade 11, 12	1 credit	6 pds. per cycle

Part 1 of this course is designed to provide selected students with the analytic skills and factual knowledge necessary to deal critically with crucial problems and materials in American History. Students will learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. The course reviews American History from the Age of Discovery to 1865. Part 2 of this course is a demanding program of study of American History from 1865 to the present that requires students to construct historical opinions and determine and defend their significance. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education. This course will be taught as part of the "College in the High School" program. College level credit will be offered through HACC. The class will be organized and run according to the time and material commitments required by HACC to give the students the experience of taking a college level course while still in high school. Students must apply for and be accepted into the program subject to the criteria set forth by HACC. There is a fee for this course (see page 6). Teacher recommendation required.

Govt/Economics (111)

Grade 12	1 credit	6 pds. per cycle

The semester of American Government will examine the theories of government leading to the development of our political system, the tenets of our democracy as articulated in our constitution, and our necessary responses as citizens to assure the prosperous continuation of our government. Students will study the principles, both in theory and application, of our free enterprise system in the Economics semester. Students should possess extensive writing and reasoning skills for this course. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education.

Honors Govt/Economics (112)

Grade 12	1 credit	6 pds. per cycle

The semester of American Government will examine the theories of government leading to the development of our political system, the tenets of our democracy as articulated in our constitution and our necessary responses as citizens to assure the prosperous continuation of our government. Students will study the principles, both in theory and application, of our free enterprise system in the Economics semester. Students should possess exceptional writing and reasoning skills for this course. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education. Teacher recommendation is suggested.

Psychology (114)

Grade 11,12	1 credit	6 pds. per cycle

Psychology introduces students to new ways of looking at and interpreting their behavior. Students will gain a better understanding of how psychologists study human and animal behavior, and various means to apply practical applications of psychology. The course will give students the chance to know who they are, and what they are, in order to become mature and productive individuals. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education. Grade 11 Students must have completed Honors World History.

Sociology (113)

Grade 12	1 credit	6 pds. per cycle

Sociology is a course that seeks to study human society and social behavior. Sociologists concentrate their attention on interaction-the ways in which people relate to one another and influence each other's behavior. The Study of Sociology provides you with the tools to develop a sociological imagination, or the ability to see the connection between the larger social world and our personal lives.

Technology Education

Material Design and Processing (800)

Grades 9, 10, 11, 12	1 credit	6 pds. per cycle

This course will provide students with a basic foundation to woodworking, construction technology, and drafting and design concepts. Students will learn the skills and techniques used in these different areas of technology and engineering through the completion of drawings and projects throughout the year. There will be opportunity to work in the technology education lab environment on hands-on projects relating to each of these areas of study. Some major concepts discussed will be fine woodworking techniques, project planning, orthographic projection and isometric drawing. Students will learn how to use AutoCAD in the design portion of this course. This course serves as a prerequisite for Advanced Woodworking, Construction Technology, CADD, and Architecture. An overall course grade of at least 74% in Material Design & Processing is required to move on to any of the courses listed above.

Graphic Design (802)

Grades 9, 10, 11, 12	1 credit	6 pds. per cycle

The class will introduce students to graphic design and the major concepts within the field. Students will learn and apply the principles of design as they complete various projects throughout the year. Students will learn how to create, edit, and manipulate digital images and artwork as they develop graphic design using Adobe Illustrator and Adobe Photoshop. Students will be expected to work independently on projects and drawings throughout the year. Major concepts covered in this course include elements and principles of design, page composition and layout, typography, vector and raster image editing, desktop publishing, screen printing, and vinyl cutting. This course does not serve as a prerequisite for any other technology education courses.

Computer Aided Drafting and Design (804)

Grades 10, 11, 12	1 credit	6 pds. per cycle

This course will provide students with knowledge of computer-aided drafting and design (CADD) concepts and techniques. Students will expand on the mechanical drawing concepts learned in the Material Design & Processing course. AutoCAD and AutoDesk Inventor software will be used while students learn both 2-dimensional drafting and 3-dimensional modeling skills. Students will be introduced to rapid prototyping concepts through 3D printing technology as they work on design projects/challenges throughout the course. Students will be expected to work independently and as part of a team on projects and drawings throughout the year. Although all students will gain practical knowledge from this course, it will be especially beneficial to students considering careers in engineering. Prerequisite is Material Design and Processing.
This course serves as a prerequisite for Product Innovation & Design. An overall course grade of at least 83% in CADD is required to move on to Product Innovation & Design.

Advanced Manufacturing and Production (806)

Grades 10, 11, 12	1 credit	6 pds. per cycle

This course emphasizes shop safety, basic and advanced machine operations, and project production in a mass production setting. Each student is required to design a small project of his/her own choosing. Students will work together as a team in order to complete every student designed project in the class. Every student will come out of the course with all projects completed. There will also be an emphasis on production and manufacturing processes used in today's industry as well as a marketing aspect in the course. Students will develop strategies to market their products. This course may only be taken once. Prerequisite is Material Design and Processing.

Construction Technology (807)		
Grades 10, 11, 12	1 credit	6 pds. per cycle

This year-long elective course will expose students to various advanced techniques and processes related to the construction industry. Topics covered will include: project planning and estimating, project design and fabrication, floor and wall framing, roofing, home wiring, copper and pvc plumbing, drywall, and masonry. All students will be involved in hands-on activities relating to different construction activities. Prerequisite is Material Design and Processing.

Advanced Construction Technology (808)		
Grades 11, 12	1 credit	6 pds. per cycle

This year-long elective course will expose students to more advanced techniques and processes related to the construction industry. Topics covered will include: project planning and estimating, project design and fabrication, floor and wall framing, roofing, home wiring, copper and pvc plumbing, drywall, and masonry. All students will be involved in hands-on activities relating to different construction activities. Students in the Advanced Construction course will develop plans and complete a much larger project incorporating several of the core units covered in the first level construction course. Possible projects would include on-site projects on the district campus, sheds, gazebos, and other larger structures. Extra time outside of the normal class period may be required of students in the Advanced Construction course. Prerequisite is Construction Technology.

Advanced Woodworking (836)		
Grades 10, 11, 12	1 credit	6 pds. per cycle

This year-long elective course will expose students to various advanced techniques and processes related to woodworking: including reading and creating a drawing; design principles; power equipment use; assembly techniques; finishing; and shop safety. Each student will be involved in hands-on production of advanced woodworking projects. Students will develop plans for a project of their own choosing to complete during the course of the year. Students may take the advanced woodworking course several times but will be expected to complete more difficult projects as they progress each year with the program. Prerequisite is Material Design and Processing.

Honors Product Innovation and Design (838)		
Grades 11, 12	1 credit	6 pds. per cycle

This course will provide students with knowledge of industrial design concepts and strategies. Students enrolled in this course will learn how to utilize and apply the engineering design process. The course will focus on creating products in a practical and systematic fashion, while using the technical skills learned in prerequisite courses. Students will gain an understanding of how consumer products are designed and engineered. Emphasis will be placed on student creativity, autonomous learning, logical reasoning skills, and technical problem solving ability. Students will develop practical solutions to given problems and formally present their ideas. Students will be expected to work independently and as part of a design team on large projects throughout the year. Although all students will gain practical knowledge from this course, it will be highly beneficial to students considering careers in engineering. Prerequisites are Material Design and Processing and CADD or Architecture.

Architecture (837)		
Grades 10, 11, 12	1 credit	6 pds. per cycle

This course will provide students with knowledge of residential design concepts and techniques. Students will expand on the mechanical drawing concepts learned in the Material Design & Processing course. AutoCAD and AutoDesk Revit will be used while students learn architectural design skills. Students will be expected to work independently on projects and drawings throughout the year. Students will produce drawings such as floor plans, elevations, roof plans, foundation plans, plot plans, and electrical layout plans. Although all students will gain practical knowledge from this course, it will be especially beneficial to students considering careers in engineering and/or architecture. Prerequisite is Material Design and Processing. This course serves as a prerequisite for Product Innovation & Design. An overall course grade of at least 83% in Architecture is required to move on to Product Innovation & Design.

Independent Study - Design (849)		
Grade 12	1 credit	6 pds. per cycle

This independent study is available to students in grade 12 only. Students will complete independent projects focusing on the area of design they select (Graphic Design, Architectural Design, Product Design). Students will be expected to develop study plans, timelines, and project outlines to be approved by the teacher each marking period. Only students completing all prerequisites and receiving signed teacher permission can enroll for this independent study option. Students who wish to sign up for this independent study must discuss this with the teacher during their junior school year.
Prerequisite: Material Design & Processing, CADD, Architecture, Product Innovation & Design, Graphic Design.

Special Education

Learning Support - Pre-Algebra/Readiness		
Grade 9	1 credit	6 pds. per cycle

This course is designed to include the prerequisite skills needed to enter Algebra 1. Focus is placed on basic operations and operations involving rational numbers including fractions, decimals, positive, and negative numbers. Instruction will also introduce students to algebraic problems involving one and two variables. Emphasis is placed on improving student's ability to apply these skills in various applications in preparation for taking Algebra1 as a tenth grade student. IEP team recommendation is required. Maximum ten students.

Res Rm Science (713)		
Grades 10, 11, 12	1 credit	6 pds. per cycle

LS Science is a discovery science course. Throughout the year we cover units including ecology, oceanography, simple machines, chemistry, meteorology, physics, geographical environments, cell cycles and a review before the Keystone tests. This is a class for learning support students only, and can only be signed up with permission from the teacher.

Replacement Practical Math (722)		
Grades 11, 12	1 credit	6 pds. per cycle

This course is designed to help students improve their computational skills by applying them to real-life experiences. Focus is placed on basic operations and operations involving whole numbers, averages, fractions, percent, decimals, measurement, interest, money and time. IEP team recommendation is required. Maximum ten students.

Learning Support - Algebra I (718)		
Grade 10, 11	1 credit	6 pds. per cycle

This course is designed to include problem solving and math application to daily life skills. Focus is placed on computing fundamental math problems involving whole numbers, decimals, fractions, and percents. Emphasis is placed on improving student's ability to apply these skills in various applications in preparation for the Keystone Exam. IEP team recommendation is required. Maximum ten students. Students will also be enrolled in a mandatory elective Keystone Algebra (1/2 credit, 3 days in the six day cycle)

Reading Intervention 9 (708)		
Grade 9	1 credit	6 pds. per cycle
This reading intervention course is designed to be a focused intervention that incorporates four different rotations during instruction to provide differentiated and individualized instruction in reading, to strengthen basic reading skills. Students are responsible for reading leveled paperback books and using the Read 180 computer software program independently. Students will also be instructed through whole group shared lessons, as well as small group guided instruction. Students are taught current events as well as the abilities to decode, comprehend, and learn new vocabulary through a variety of resources. These resources include newspaper and magazine articles, poems, and short stories both fiction and non-fiction. IEP team recommendation is required. Maximum ten students.		

Reading Intervention 10 (723)		
Grade 10	1 credit	6 pds. per cycle
This reading intervention course is designed to be a focused intervention that incorporates four different rotations during instruction to provide differentiated and individualized instruction in reading, to strengthen basic reading skills. Students are responsible to read leveled books and use the Read 180 computer software independently at their instructional level. Students work to improve fluency, and critical reading skills. Students participate in group lessons, both as a whole class, and in small groups. Emphasis is placed on students' ability to decode, comprehend, and learn new vocabulary. IEP team recommendation is required. Maximum ten students.		

Learning Support English 9 (709)		
Grade 9	1 credit	6 pds. per cycle
This Basic English course is designed to teach students effective communication for adulthood, as well as written composition skills through a variety of comprehension and vocabulary activities. Students will learn how to organize information and use a number of different sources for information. Students will make deductions, draw conclusions, and write directions using a variety of resources. Students will learn elements of literature through a selection of short stories, poems, and plays. There will be a number of writing opportunities for students to work on mechanics, grammar, and organization. IEP team recommendation is required. Maximum twelve students.		

Learning Support English 10 (710)		
Grade 10	1 credit	6 pds. per cycle
This course focuses on the fundamentals of English. Emphasis is placed on reading comprehension, knowledge of vocabulary skills, and communicating through writing in preparation for the Literature Keystone Exam. IEP team recommendation is required. Maximum twelve students.		

Learning Support English 11 (721)		
Grade 11	1 credit	6 pds. per cycle

This course focuses on the fundamentals of English. Emphasis in reading comprehension and vocabulary improvement is based on American Literature. Job related tasks such as applications and business letters are involved. Writing skills are further developed in preparation for the Literature Keystone Exam.
IEP team recommendation is required. Maximum twelve students.

Learning Support English 12 (711)		
Grade 12	1 credit	6 pds. per cycle

This course focuses on the writing process and preparing the Senior Research Project /Paper. Students will work through all steps of the writing process. In addition, students will further develop key vocabulary, review Writing Domains, and analyze literature.
IEP team recommendation is required. Maximum twelve students.

Learning Support U.S. History 11 (852)		
Grade 11	1 credit	6 pds. per cycle

This course introduces students to the concepts, forces and events that have shaped the American people from 1890 to the present. Through the study of people and past events students will learn how our nation was created.
IEP team recommendation is required. Maximum ten students.

Learning Support Gov. & Econ. 12 (717)		
Grade 12	1 credit	6 pds. per cycle

This course covers the basics of economics including supply, demand, types of businesses, and the government's control of our money system. The second half of the year focuses on the United States Government including the three branches and the responsibilities of each.
IEP team recommendation is required. Maximum ten students.

General Information

Course Weighting Values

- Some courses have a weighted value of greater than 1 when determining the student's grade point average. Subjects are weighted according to their difficulty, and the added value is a reward to those students who elect the more difficult subjects. A higher grade point average improves one's class rank but does not affect credits.

- All grades will have a GPA computed based on % grade.
- Honors courses are given a weight of 1.05
- College in the High School (CHS) courses are weighted at 1.1.

Diversified Occupations

- The diversified occupations program is for seniors who are planning to enter the workforce upon graduation. This program will attempt to find employment for those students in areas of interest and/or possible life vocations.

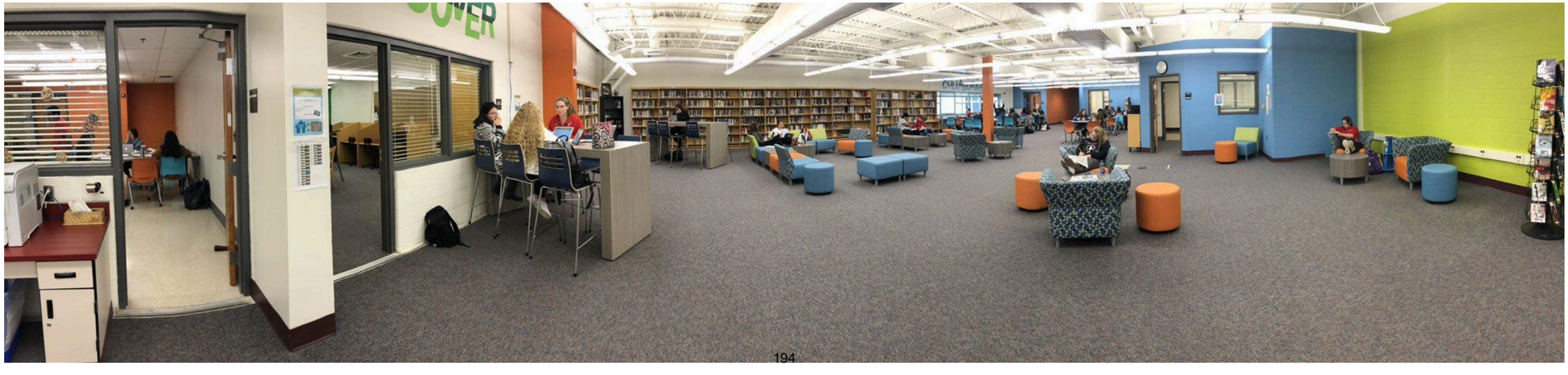
The program is divided into two sections.

- First, is the classroom portion. Students will study a variety of topics needed for being a productive part of the company that employs them.
- The second portion is a work release program. Students will be scheduled so they can leave school to go to the work site. Students will be given training-on site and be supervised by the diversified occupations coordinator.

Failed Courses

Any student who fails a course that is required for graduation should request a meeting with the guidance office to discuss options which include, but are not limited to: applying for an approved summer school program, credit recovery (to be taken the subsequent school year), or rescheduling the course for next school year.

Registration for summer school courses needs to be completed by the first week in June. Fees may apply to some of the options.



Graduation Requirements

Students must accumulate a minimum of 27 credits earned in grades 9 through 12 and achieve proficiency on the Keystone Exams (Algebra & Literature) or local assessments in these areas.

Successful completion of the following credits is required for graduation:

- English - 4 credits
- Math - 3 credits
- Science - 3 credits
- Social Studies - 4 credits
- Health – 1 credit (grades 9 & 11)
- Physical Education - 2 credits (grades 9, 10, 11, & 12)
- Essential Personal Skills- FCS 1/4 credit (grade 9)
- Essential Finance Skills- Business 1/4 credit (grade 9)
- Electives – 9.5 credits



NOTES: Two (2) of the elective credits must be in the Arts and/or Humanities
All students must achieve proficiency on the Keystone Exams, or local assessments.

Adams County Technical Institute
(2 year program)

Offered in grades 11, 12

Programs Offered:

- Allied Health
- Building Trades
- Culinary
- Diesel Mechanics
- Early Learning
- Law Enforcement
- Network/Telecommunications

Students apply their sophomore year.

Acceptance is based on academic history, attendance, discipline record, and the career objective stated on the student's application essay. This is a two year (junior/senior) commitment. Students will earn 3 elective credits their junior year and 4 elective credits their senior year. Students must provide their own transportation senior year.

ACTI
ADAMS COUNTY TECHNICAL INSTITUTE
CHOOSE YOUR PATH

See Guidance Office
for more information

Consortium Opportunities

Gettysburg High School

Junior Reserve Officer Training Corps (JROTC) program.

Army JROTC is a high school elective with a goal "To Motivate Young People To Be Better Citizens." The nationally-standardized curriculum is designed as a four-year program, with students progressing from Leadership Education Training level one (or "LET-1") to LET-4, covering five different progression areas. The Emerging Leader; The Developing Leader; The Supervising Leader; The Managing Leader, and Continuing Education for Leaders.

We do not actively recruit for the armed forces or teach any war-fighting skills. Our purpose is to develop character and discipline and instill the values of service to the nation and community, personal responsibility, and a sense of accomplishment. Upon completion of the program students attending college may be eligible for advanced placement in Army ROTC at the discretion of the Professor of Military Science. Students who choose to enlist in the military services may be eligible for advanced rank and pay if they have successfully completed three or more semesters of JROTC.

Students will be afforded the opportunity to attend a summer training activity known as the JROTC Cadet Leadership Challenge (JCLC), normally scheduled annually during June.

Core Abilities

Core Abilities describe the broad, life-long skills that every Cadet needs for success in future life and career endeavors. The core abilities are a result of the goals and values that drive the JROTC program and are built upon the program's four years through integrating various lesson competencies and skills throughout the JROTC curriculum. The Core Abilities are:

- Apply critical thinking techniques
- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Do your share as a good citizen in your school, community, country, and the world
- Take responsibility for your actions and choices
- Treat self and others with respect

Program Outcomes

Program outcomes describe what JROTC Cadets will know and be able to do upon successful completion of the JROTC program. These outcomes also provide documentation for the growth and development of the student and program for re-accreditation purposes, school visitors, parents, and the community. As Cadets complete each LET, their journey toward program outcomes will occur; each program outcome is linked to every LET lesson in the curriculum. Evidence of learning can be witnessed through a Cadet's Portfolio, which will showcase the continued development of program outcomes. The JROTC Program Outcomes are:

- Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce
- Engage in civic and social concerns in the community, government, and society
- Graduate prepared to succeed in post-secondary options and career pathways
- Make decisions that promote positive social, emotional, and physical health
- Value the role of the military and other service organizations

Course Competencies

Competencies describe discipline-specific measurable and observable skills, knowledge, and attitudes. They are targeted in each lesson of the curriculum. Performance standards (criteria and conditions) provide the specifications for assessing mastery of a competency. Cadets show they have learned competencies by applying them in the completion of assessment tasks that require them to do one or more of the following:

- Make a decision
- Perform a skill
- Perform a service
- Solve a problem
- Create a product

****Student must provide their own transportation.**

****Anyone interested should contact their guidance counselor for additional information.**

Consortium Opportunities

Fairfield High School

Emergency Medical Technician (HACC)

Grade Level: 11, 12

The EMT certification course (offered to grades 11 & 12) is 220 hours of instruction that covers the following content in accordance with the National EMS Education Standards:

- Anatomy and physiology
- Assessment of injuries and illnesses (Medical and Trauma)
- Cardiopulmonary resuscitation (CPR) & Automated External Defibrillation (AED)
- Pediatric and geriatric emergencies
- Environmental emergencies
- Lifting, moving and transportation of patients
- Assisting patients with their own prescribed medications
- The overall roles and responsibilities of the EMT

This course will prepare students to take the National Registry of Emergency Medical Technician (NREMT) Certification Exam. Students participating in the course must take the end of course Certification Exam.

****Students must provide their own transportation.**
****Anyone interested should contact their guidance counselor for additional information.**

Dear Student:

Thank you for your interest in the Fairfield High School Emergency Medical Technician (EMT) Certification Program. This program is a great opportunity for you to gain valuable knowledge, skills, and experiences that will assist you in your future career goals. Many professions look highly upon students who have the experience and certifications like those offered in the EMT Certification Program, including the following: careers in the medical field, career firefighters, career paramedics/EMTs, athletic training, police officers, and many more.

The skills that are taught and developed in the EMT Certification Program course include empathy for the patient, self confidence, critical thinking, time management, teamwork and diplomacy, patient advocacy, careful delivery of care, patient questioning, and diagnostic skills. Additionally, medical terminology human anatomy, and physiology are stressed throughout the program. Also, the EMT Certification Program is affiliated with Harrisburg Area Community College (HACC), and students will take the National Registry exam at the completion of the program. If students pass the exam, they have the potential to earn up to six (6) credits towards their studies at HACC upon graduation from high school in addition to earning their certification. This is due to the hands-on experience hours and skills that students put into the program.

If accepted into the program, you will attend class at Fairfield Area High School daily for the duration of the school year from 7:55 am to 9:20 am (based on Fairfield Area School District's approved calendar for the school year). Mr. Charles Engel, Fairfield Area High School Science teacher and certified EMT, is the instructor for the program. Mr. Engel has 15 years of experience as an EMT and 40 years of experience as a firefighter.

Currently, two of the EMT Certification Program's completers are working for Adams Regional Emergency Medical Services *(*AREMS); one of those students is also training to become a Paramedic. Another completer is working towards becoming a career firefighter in Loudon County, Virginia.

If you have specific questions about the program or would like additional information, please email Mr. Engel, program instructor, directly at encelc@fairfield.k12.pa.us.

Honor Roll

At the end of each marking period, the academic achievement of students will be recognized with the publication of two honor rolls. The "Distinguished Honor Roll" will include all students who have attained an average of 92% or higher with no single course grade lower than 92%. The Distinguished Honor roll will be determined by computing all grades in all courses that receive a numeric grade during the marking period. The "Honor Roll" will include all students who have attained an average of 83% or higher with no single course grade lower than 83%. The Honor roll will be determined by computing all grades in all courses that receive a numeric grade during the marking period.

Independent Study

The independent study program is for students who have demonstrated a high degree of motivation and the ability to work independently. Generally, a student will request independent study because of difficulty in scheduling a course. To be considered for the independent study program, a student must make a written request on the scheduling form. If the request for independent study is approved, the principal will assign a faculty adviser to work with the student. Independent study requests should be made before June of the previous school year.

Marking and Grading System

100-92	A	Excellent
91-83	B	Good
82-74	C	Average
73-65	D	Danger
64-Below	F	Failing

Schedule Changes

Students will be notified of August dates for schedule changes to take place. Changes will only be made for academic purposes. Once school starts, schedule changes will only take place for academic misplacement.

Student Course Load

All students in grades 9, 10, and 11 must schedule and carry a minimum of 7 credits per year. Students in grade 12 must schedule a minimum of 6 credits per year.

BEHAVIOR SUPPORT AGREEMENT

Bermudian Springs School District (hereby referred to as "School District"), 7335 Carlisle Pike, York Springs, PA 17372 and TherAbilities, Inc. (hereby referred to as "TherAbilities"), 4210 Linglestown Road, Harrisburg, PA 17112 hereby agree to the following:

TherAbilities agrees to provide school-based **Behavior Coach** services to School District for the remainder of the 2023-24 school year. The terms of this agreement are for **up to 20 days (140 hours) of behavior coaching** at the rate of **$50.00 per hour by TherAbilities Behavior Coach**. **Board Certified Behavior Analyst (BCBA) hours, if needed to support the role of the behavior coach, will be billed at the rate of $90.00/hr.** School year behavior services will not continue past **June 14, 2024**. After this time, procedures for summer billing and/or non-routine services go into effect as outlined below.

TherAbilities agrees to furnish qualified behavior coach to the School District. TherAbilities personnel will maintain all clearances required to practice in Pennsylvania schools. TherAbilities will maintain malpractice insurance, with minimum limits of $1,000,000/occurrence and $3,000,000 aggregate. Documentation of licensure and clearance copies will be made available to School District upon request. TherAbilities will provide behavior coach to School District who are not employees of the School District and as such are in no way entitled to be covered by terms and conditions of any collective bargaining agreement, other employment agreement, benefits, or coverage under School District worker's and unemployment compensation. Should school district operations change, or the district hire/contract different behavior coach at any time during the 2023-2024 school year, School District agrees to fulfill this agreement with TherAbilities in full. School district also agrees that it will not attempt to hire any TherAbilities' staff members for at least 18 months after the end of this agreement or any subsequent agreement.

School district personnel agree to coordinate behavior coaching services in accordance with federal and state regulations governing educational services. Behavior coaching services shall be delivered to students in accordance with federal and state regulations governing educational services. Behavior coaching services shall include consultation, documentation, and those meetings approved by district administration. Student specific equipment shall be the financial responsibility of School District. Team meetings will be attended as the behavior personnel's schedule permits. Documentation will be provided to School District for distribution according to district procedures.

Additional routine behavior coaching service time during the calendar school year can be provided at the mutual consent of both parties, providing that TherAbilities personnel are available to deliver such services. Non-routine support may include services for non-public, private, alternate school placements, preschool/transition, home-bound students, high priority cases, and/or representation at mediation or legal proceedings. These non-routine services can be scheduled with the mutual consent of both School District and TherAbilities. Non-routine hours will be billed on a periodic basis at the rate of **$102.00** per hour, along with any necessary and reasonable travel reimbursement.

The School District agrees to pay TherAbilities **per utilization** for the behavior services provided during the school year as outlined in this agreement. Payment will be due per district invoicing with a late payment charge of two percent being applied for any delinquent balances outstanding beyond 30 days of the invoice due date.

The terms of this agreement will remain in effect during the 2023-2024 school year. This agreement may be amended by written agreement and mutual consent of both parties. This agreement and all disputes in regards to its interpretation shall be governed by Pennsylvania Law. This is the entire agreement between the parties.

BY SIGNING THIS DOCUMENT, BOTH PARTIES ACKNOWLEDGE THAT THEY HAVE READ, UNDERSTAND, AND AGREE T0 THE TERMS OF THIS AGREEMENT:

TherAbilities Representative

Date: January 30, 2024

School District Representative

Date: _____

BERMUDIAN SPRINGS SCHOOL DISTRICT
York Springs, Pennsylvania 17372-8807

ACT 93 Agreement

(ADMINISTRATOR COMPENSATION PLAN)

Statute

Act 93 of 1984 provides an opportunity for a group of administrators in a school district, upon request of a majority of the administrators, to meet and discuss in good faith, the components of an administrator compensation plan, and prior to the adoption of such plan.

Reference: Section 1164 of Pennsylvania School Laws

Personnel Covered

The following instructional administrators are included in this plan:
H.S. Principal, H.S. Assistant Principal, M.S. Principal, M.S. Assistant Principal, E.S. Principal, E.S. Assistant Principal, Director of Sp. Ed., Athletic Director, Director of Innovation

The following non-instructional administrators are also included in this plan:
Assistant Business Manager, Director of Food Service, Director of Maintenance, and Supervisor of Custodians

Terms of Agreement

This agreement shall be effective July 1, 2023, and shall continue in effect until June 30, 2027, or until changes upon mutual consent of the administrator group and the School Board.

SUMMARY OF BENEFITS

Fringe Benefits

The following benefits provided in the negotiated Teacher Contract shall be applied to administrators in the same manner as they are for other professional employees, with the exception of cost share (see Appendix A and B). Instructional and non-instructional administrators are entitled to all of the same benefits in this agreement with the exception of hospitalization and dental, noted below.

- Long Term Disability Insurance Coverage
- Hospitalization
- Dental Insurance
- Vision Insurance
- Sick Bank
- Retirement Incentive
- Bereavement
- Jury Duty Leave
- Sabbatical Leave
- Personal Leave
- Childrearing Leave
- Adoptive and/or Childrearing Leave
- Family Medical Leave

In addition to the above, administrators will be granted the following benefits:

Term Life Insurance- coverage shall be provided at a rate calculated of 2X times the administrator's annual salary.

Sick Leave - Administrators shall receive (15) sick days per year.

Unused Sick Leave - Payment for unused sick leave at retirement shall be based on the maximum number of days allowed in the current Teacher Contract and a daily rate of 1.25 times the amount provided for teachers. Payment for unused sick leave will be made in July immediately following the fiscal year of retirement.

Vacation Days – Twenty days of vacation shall be provided annually. Administrators may accumulate up to 50 days of vacation.

Unused Vacation Days – At retirement, administrators will be reimbursed for unused vacation up to a maximum of 25 days based on the administrator's daily rate of pay or his/her last year of employment. Payment for unused vacation leave will be made in July immediately following the fiscal year of retirement.

Vacation Leave Payment – Administrators will be paid $250/day up to a maximum of five (5) days for unused vacation leave accumulating beyond the allowable carryover.

Medical Insurance after Retirement – Administrators retiring from the Bermudian Springs School District and accepting annuity from the Public School Employees Retirement Board, and at least 50 years old shall be eligible to receive paid health benefits according to the following:

Cumulative Years of Administrative Service to BSSD	Percentage of Benefit Costs Paid by the District
5 to fewer than 10	50%
10 to less than 15	56.25%
15 to less than 20	62.50%
20 to less than 25	68.50%
25 and more	75%

403 (b) Retirement Program - The school district shall make a non-elective employer contribution to the administrator's 403(b) retirement program (the employee shall receive no cash option) in any areas identified below where the administrator qualifies as specified in the Teacher Contract:

- Unused sick leave as per this agreement
- Unused vacation days as per this agreement
- Retirement Incentive

Reimbursement for Graduate Study – Act 93 Instructional Administrators shall be reimbursed under the same guidelines as the teacher's collective bargaining agreement with the following exception: graduate study credits will be paid at the actual cost up to the following maximum (Penn State graduate tuition rate X18) in a given school year beginning in the 2013-14 school year.

Paid Holidays - Administrators shall receive ten (10) paid holidays per year:

1. New Year's Day
2. Good Friday
3. Memorial Day
4. Independence Day
5. Labor Day
6. Thanksgiving (2 days)
7. Christmas (3 days)

When any of the holidays occur on a Saturday, the preceding Friday shall be recognized as the holiday; when it occurs on a Sunday, the following Monday shall be recognized as the holiday.

Thanksgiving holidays include Thanksgiving Day and choice of either the Friday, Monday, or Tuesday following Thanksgiving when school is not in session.

Christmas holidays include Christmas Day and choice of two other days over the Christmas break when school is not in session.

Flex Days – Administrators will receive eight (8) Flex Days per year. Instructional Administrators must use Flex Days when teachers are not scheduled to be on campus. Flex Days must be used by June 30 each year. All days not used will be forfeited and are not reimbursable.

Inclement Weather – Administrators may work remotely when the District closes for inclement weather unless the duties of their position require them to be on campus or at the discretion of the Superintendent.

Smart Phones - Administrators will be provided with phone service supported by the district that will include phone, texting, and full data capability. Administrators will contribute monthly fees towards the cost of their phones through payroll deductions. Administrators will be responsible to request any phone upgrades through their annual budgets.

Longevity - Administrators under employment of the Bermudian Springs School District during the 2012-13 school year (as Act 93 administrators) shall be paid a one-time longevity increment, added to the base salary, for each five-year period of continuous administrative service in the Bermudian Springs School District beginning with the 6th year and ending with the 36th year, in accordance with the schedule below. The pay will begin with the first paycheck of the new fiscal year in July of the 6th, 11th, 16th, 21st, 26th, 31st, and 36th year. Act 93 longevity calculations begin when an administrator begins employment under Act 93.

5th Year of Service	10th Year of Service	15th Year of Service	20th Year of Service	25th Year of Service	30th Year of Service	35th Year of Service
$500	$750	$1000	$1250	$1500	$1750	$2000

Administrators employed beginning with the 2013-14 school year, or later, will be granted longevity with a one-time lump-sum payment (not added to the base salary). This payment will begin with the first paycheck of the new fiscal year of the 6th, 11th, 16th, 21st, 26th, 31st, and 36th year. These payments will be granted as follows:

5th Year of Service	10th Year of Service	15th Year of Service	20th Year of Service	25th Year of Service	30th Year of Service	35th Year of Service
1000	1250	1500	1750	2000	2250	2500

Salary

Salaries shall be determined annually by the School Board using the District's plan to evaluate administrators. Any changes in the administration evaluation plan or salary plan should be discussed with the Act 93 administrators in good faith prior to implementation. Salaries shall be effective for a period beginning July 1 and ending the following June 30. The following performance ratings as related to the performance bonus will apply for the duration of the Act 93 agreement.

Principal Effectiveness Model		
Rating	**Points**	**Salary Increase**
Failing	0.00 - 0.49	0%
Needs Improvement	0.50 - 1.49	1%
Proficient	1.50 - 1.99	2%
Proficient	2.00 - 2.49	3%
Distinguished	2.50 - 3.00	4%

Administrator Evaluation Model		
Rating	**Points**	**Salary Increase**
Unsatisfactory	0.00 - 0.8	0%
Needs Improvement	0.90 - 1.60	1%
Satisfactory	1.61 - 2.40	2%
Effective	2.41 - 3.20	3%
Advanced	Over 3.20	4%

***One time payment of $2,500 prorated to the base salary effective 1/1/2024 for all Act 93 employees as of 2/13/24**

OTHER PROVISIONS

Any new benefits appropriate for administrators that are granted to teachers through contract negotiations shall also be extended to administrators.

SIGNATURE PAGE

_____ _____

Signature of Board Secretary

Signature of Administrator Representative

Date of Board Approval: February 13, 2024

Appendix A: Benefits QHDHP Plan

QHDHP	2023-2024	2024-2025	2025-2026	2026-2027
Deductible	**$1550/$3100 In-Network $3150/$6300Out-of-Network**	**$1600/$3200 In-Network $3200/$6400 Out-of-Network**	**Same as CBA**	**Same as CBA**
	If the agreed upon deductibles were to fall below the federally mandated minimums, the deductible will automatically defer to the federally mandate deductible.			
Cost Share	Instructional: 10% Non-Instructional: 3%	Instructional: 10% Non-Instructional: 3%	Instructional: 10% Non-Instructional: 3%	Instructional: 10% Non-Instructional: 3%
HSA District Contribution	The District will only directly contribute its HSA contribution to the bank of its choice (Currently Members 1st) **$1000 Single $2000 Family**	The District will only directly contribute its HSA contribution to the bank of its choice (Currently Members 1st) **$1000 Single $2000 Family**	The District will only directly contribute its HSA contribution to the bank of its choice (Currently Members 1st) **Same as CBA**	The District will only directly contribute its HSA contribution to the bank of its choice (Currently Members 1st) **Same as CBA**
Spousal Surcharge	None	None	None	None
Vision	Offered to each member at no charge	Offered to each member at no charge	Offered to each member at no charge	Offered to each member at no charge