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Derry Township School District
Board of Directors Meeting
October 7, 2024
Board of Directors Room 7:00 p.m.
Summary Minutes - VI

1. OPENING ITEMS

1.a. Call to Order

Minutes

The meeting was called to order by Ms. Drew at 7:05 p.m. The meeting was conducted both in-person and virtually.

1.b. Roll Call

Minutes

Members in Attendance: Robert Bennett, Joshua Cysyk, Lindsay Drew, Stewart McCarver, Jennifer Renz, Michael Rizzo, Honesta Romberger, Tracey Royo, and Ericka Schmidt

Members Absent: None

Non-Voting members in Attendance: Michele Agee and Stacy Winslow

Student Board Representatives in Attendance: Ryan MacPhee, Chloe Maitrejean, and Tulsi Patel

Solicitor: Jeff Ouellet

Staff/Public in Attendance In-Person: Jared Nicholson, Lindsey Schmidt, and Aaron Shuman

Staff/Public in Attendance Virtually: Lisa Balanda, Mark Balanda, Lisa Dalto, Paige Dalto, Scott Harman, Sarah Harmer, Emily Pfautz, Jason Reifsnyder, and Angie Shipper

1.c. Flag Salute

1.d. Approval of Board of Directors Agenda

Approval of the Derry Township School District Board of Directors Agenda.

Minutes

Following a motion by Mrs. Renz and a second by Dr. Cysyk, the board agenda for this evening's meeting was approved.

Vote Results

Yea:	9	Joshua Cysyk, Robert Bennett, Lindsay Drew, Stewart McCarver, Jennifer Renz, Michael Rizzo, Honesta Romberger, Tracey Royo, Ericka Schmidt
Nay:	0	
Abstain:	0	
Not Cast:	0	

2. INFORMATIONAL AND PROPOSALS

2.a. Students of the Month Recognition

Minutes

Ms. Schmidt introduced student of the month Sean Elliot who thanked the School Board for the recognition and shared some information about himself. Ms. Schmidt announced the other student of the month, Joyce Tao, who was participating in a sporting event and not able to be at the meeting. Joyce's video was played.

2.b. President Communications

Minutes

Ms. Drew announced the Board met in Executive Session prior to tonight's meeting to discuss the following:

- Matters of Personnel
- Consultation with attorney or other professional advisers

The board will resume executive session after the meeting this evening.

2.c. Recognition of Citizens (Agenda Items)

This is an opportunity for residents and taxpayers to address the Board on matters related to the agenda. Citizens wishing to speak may do so either in person or electronically. If in person, a registration form, that may be found on the sign-in table, should be completed and submitted to the Board Secretary, Mrs. Agee. When your name is announced, come to the microphone. If you are participating online, you must have registered individually with your full name and address, to be recognized, and you may raise your virtual hand for recognition. For all speakers, once you are recognized, it is only necessary that you identify yourself by providing your full name.

This is a reminder that public comment is not a forum for personal attacks, antagonistic behavior, or harassment. Please be advised that you are accountable for any legal ramifications and liability that results from statements that misrepresent the truth, defame individuals, or disclose personal information that is not of public concern.

To provide other residents with an opportunity to speak, each speaker during the public comment portion is limited to five (5) minutes of

speaking time once recognized and limited to one opportunity to address the Board during each of the public comment periods. If necessary, the Board may set a maximum time for the public comment portion of any meeting.

Minutes

There were no citizens requesting recognition by the board.

2.d. Community Correspondence Report

Minutes

Ms. Harmer reported that there was a total of 4 submissions during the month of September.

2.e. Standing Committee Meeting Report

Minutes

Ms. Royo gave a report on the Curriculum Meeting that met prior to this evening's meeting and discussed the following:

- a number of course proposals, revisions and additions
- the proposals are to align the existing curriculum to the new PA STEELS Science Standards
- all the courses were approved to move on to the next step of 30 day review

2.f. Recognition of New Extracurricular Activity/School Club

In compliance with Policy 122 - Extracurricular Activities, the listed addition of the High School Student Clubs is recognized:

- STRESS

Minutes

In compliance with Policy 122 - Extracurricular Activities, the club STRESS addition of the High School Student Clubs is recognized.

2.g. Student Representatives' Report

As per Board Policy 004.1, the purpose of having two non-voting Student Representatives on the Board is to establish a communication link between the Board of School Directors and the student body of Hershey High School. The position will serve in presenting the students' viewpoints to the Board.

Minutes

Ryan MacPhee, Chloe Maitrejean, and Tulsi Patel gave a report that included the following:

Congratulations to the Hershey Boys Golf team

- Mid Penn Champions last week

- They will represent the Mid Penn Conference at the District III Golf Championship later this week
- Hershey Medalists were Miles Wilson, the 3A individual boys champion, Quinn McDonald, Keegan Redmond and Colton Orris.
- These golfers earned a spot in the District match-
- Carson Hummer and MacKenzie Buerk (the first Hershey female golfer to make districts!)

Trojan Ten: The following students are part of Hershey High School's Trojan Ten for the month of September: Julian Banning, Colton Brace, Riley Burnett, Zya Evans, Jeremy Latham, Quinton McNicholl, Kay Morrison, Isaiah Quiros, Addi Sheppard, Kialey Wetherbee

The Women in STEM club elected their officers this past Wednesday; President being Anshi Paul, Vice President Asa Wang, Secretary Julia Palmiery, and Treasurer Kailey Whipple

We are excited to announce the names of the semifinalists for the National Merit Scholarship: Ben Fredrickson, Matthew Milunic, and Violet Foley

In recognition of their outstanding ability and potential for academic success in college, these seniors have earned Letters of Commendation and may be candidates for Special Scholarships: Joyce Tao, Claire Tian, Evan Darowish, Emma Wang, Claire Li, Anshi Paul, Lilith Keller, Hannah Neuschwander

We kicked off Homecoming two Fridays ago with a pep rally that included games played by student volunteers and fall sports captains, as well as an introduction to the Homecoming Court

- We had our first homecoming game in our own stadium, where the Trojans beat Gettysburg 41-35
- Joyce Tao was crowned homecoming queen
- Many students came out for our Homecoming dance last Saturday
- James Campbell was crowned Homecoming King

National Custodian Day at Hershey Middle School - 8th grade team Sirius made thank you banners and cards to show gratitude for Mr. Murphy, and left candy and thank you notes for the night crew

Instant Decision Day at Hershey High School is October 9th with 6 colleges in attendance; 22 seniors have signed up to participate

2.h. Anticipated Agenda Items for the Next Board of Directors Meeting
The following items will be on the Agenda for the next Public Board of Directors Meeting:

- Approval of October 7, 2024, Board of Directors Summary Minutes
- Staff Development/Conferences:
    - Deidre Stalnecker - School Social Work Association of America National Conference
    - Victoria Smith - Integrated Learning Conference 2024

- Trip - Model UN
- CAIU IDEA Derry Township SA 24-25
- CAIU IDEA Derry Township EI 24-25
- Business Manager Contract
- Rettew Change Order Addendum 01 - Project 0870701809
- Board Selection of Conceptual Design and Approval to Move into Schematic Design Phase

3. UNFINISHED BUSINESS

3.a. Elementary Facility Update

Minutes

Dr. Winslow shared the following:

- a community night was held to review the proposed options for the elementary school conceptual design
- the presentation was recorded and can be found under the elementary school Project tab on our website
- a presentation about financing the project can be found under our board minutes and recordings for Finance Committee or for the Board meeting, dated September 23
- all board subcommittee meetings are open to the public
- they are also audio recorded and posted on our website
- there is a QR code available for those who look at the presentation to give feedback
- continuing conversations about options in particular, how to best address the ECC
- on October 21st the Board will be selecting an option to move into the schematic design phase
- the administration will most likely be recommending option number one

4. CONSENT AGENDA ITEMS

The consent agenda contains routinely adopted items and items that normally do not require public deliberations on the part of the Board. A Board Member may pull items which will then be discussed and voted on separately.

Minutes

Following a motion by Dr. Cysyk and a second by Mrs. Renz, the Consent Agenda items were approved.

Vote Results

Yea:	9	Joshua Cysyk, Robert Bennett, Lindsay Drew, Stewart McCarver, Jennifer Renz, Michael Rizzo, Honesta Romberger, Tracey Royo, Ericka Schmidt
Nay:	0	
Abstain:	0	
Not Cast:	0	

4.a. Approval of Summary Board of Directors Meeting Minutes

4.b. Request for the Use of School Facilities
The Administration recommends the approval of the following Requests for the Use of School Facilities.:

Group:	**Hershey Boys Basketball Boosters**
Date/Time:	Saturday, February 15, 2025, 7:30 a.m. - 9:00 p.m. Sunday, February 16, 2025, 9:00 a.m. - 6:00 p.m.
Requested Facility:	High School, Middle School, & ECC Gym, Lobby & Restrooms
Event:	Chocolatetown Youth Basketball Tournament
Fee:	Gym Rental: $80 per hour, per gym (approximately $5,520) Custodian Fee: $46.03 per hour, per custodian (approximately $3,107.03) Total Fees: Per policy 707-AR-0, page 2, item 1. School-Related Organizations/Activities, paragraph 2. "Such organizations or groups shall be exempt from any facility use fee" Exempt Amount: $5,520.00 Total Custodian Fees: Approximately $3,107.03

Group:	**Hershey Trojan Youth Wrestling**
Date/Time:	November 18, 2024 - February 7, 2025 Mondays & Tuesdays, 6:30 p.m. - 8:00 p.m. Fridays, 5:30 p.m. - 6:30 p.m.
Requested Facility:	High School Wrestling Mat Room & Hallway
Event:	Hershey Trojan Youth Wrestling Practice "Blue Team"
Fee:	None

Group:	**Hershey Trojan Youth Wrestling**
Date/Time:	November 4, 2024 - November 13, 2024 Mondays & Wednesdays, 5:30 p.m. - 6:30 p.m.
Requested Facility:	Middle School Wrestling Mat Room & Hallway
Event:	Hershey Trojan Youth Wrestling Practice "Orange Team"
Fee:	None

Group:	**Hershey Trojan Youth Wrestling**
Date/Time:	November 4, 2024 - November 12, 2024 Mondays & Tuesdays, 6:30 p.m. - 8:00 p.m. Fridays, 5:30 p.m. - 6:30 p.m.
Requested Facility:	Middle School Wrestling Mat Room
Event:	Hershey Trojan Youth Wrestling Practice "Blue Team"
Fee:	None

Group:	**Hershey Trojan Youth Wrestling**
Date/Time:	November 18, 2024 - January 22, 2025 Mondays & Wednesdays, 5:30 p.m. - 6:20 p.m.
Requested Facility:	High School Wrestling Mat Room & Hallway
Event:	Hershey Trojan Youth Wrestling Practice "Orange Team"
Fee:	None

Group:	**Hershey Trojan Youth Wrestling**
Date/Time:	Tuesday, October 29, 2024. 6:00 p.m. - 7:00 p.m.
Requested Facility:	High School Cheerleading Room (aka Cardio Room)
Event:	Hershey Trojan Youth Wrestling Practice "Parent Meeting"
Fee:	None

Group:	**Hershey Trojan Youth Wrestling**
Date/Time:	Thursday, October 10, 2024. 5:30 p.m. - 8:30 p.m.
Requested Facility:	High School Wrestling Mat Room & Hallway
Event:	Hershey Trojan Youth Wrestling Registration
Fee:	None

Group:	**Hershey Youth Football & Cheer Association**
Date/Time:	Thursday, December 5, 2024, 5:00 p.m. - 10:00 p.m.
Requested Facility:	Middle School Cafeteria & Auditorium
Event:	End of Season Annual Banquet
Fee:	None

4.c. Announcement of Staff Development Conferences

Staff Member:	**Megan Hayman-Rau**
Conference:	Mathematics in a PLC at Work Summit
Location:	Baltimore, MD
Dates:	December 3 - 5, 2024

4.d. Chris Leonzo Literacy Consulting Agreement
The Administration recommends the approval of the Chris Leonzo Literacy Consulting Agreement to develop and deliver professional learning on structure literacy as required by Act 55.

4.e. Eaton Renewal
The Administration recommends the approval of the Eaton Renewal to provide 24 hours a day, 7 days a week services for corrective maintenance.

4.f. Ebersole Excavating
The Administration recommends the approval of the Ebersole Excavating Agreement to provide snow removal for the Granada Building during the winter months.

4.g. Fennimore Consulting Agreement
The Administration recommends the approval of the Fennimore Consulting Agreement to provide three one-hour sessions for professional staff.

4.h. Hadfield Elevator Renewal
The Administration recommends the approval of the Hadfield Elevator Renewal to provide service on five elevators within the school buildings.

4.i. STSG Digital Agreement
The Administration recommends the approval of the STSG Digital Agreement for the installation of a new information sign at the high school.

4.j. Telesystems Renewal
The Administration recommends the approval of the Telesystems Renewal for three years of the Telesysem SIP Trunking service, ensuring reliable and scalable voice communication solutions for the district, supporting efficient and cost-effective telephone operations.

4.k. The Hotel Hershey - Hershey Entertainment & Resorts Company

The Administration recommends the approval of the Hershey Entertainment & Resorts Company Agreement to hold the senior prom at The Hotel Hershey.

4.l. Velocity EHS Renewal

The Administration recommends the approval of the Velocity EHS Renewal for safety data logs of onsite chemicals.

4.m. Custer Proposal

The Administration recommends the retroactive approval of the Custer Proposal to begin work on the high school storm water basin restoration project. The bid had been previously approved by the board.

4.n. Vista School Contract

The Administration recommends the retroactive approval of The Vista School Contract.

5. NEW BUSINESS

5.a. CALM Study

The Administration recommends the approval of the CALM Study to reduce student anxiety and improve academic functioning.

Minutes

Following a motion by Dr. Cysyk and a second by Mrs. Renz, the CALM Study was approved.

Vote Results

Yea:	9	Joshua Cysyk, Robert Bennett, Lindsay Drew, Stewart McCarver, Jennifer Renz, Michael Rizzo, Honesta Romberger, Tracey Royo, Ericka Schmidt
Nay:	0	
Abstain:	0	
Not Cast:	0	

5.b. Derry Township School District TSI non-Title 1 School Plan 2024 - 2025

Following completion of the inspection and comment period, the Administration recommends the approval of the Derry Township School District TSI non-Title 1 School Plan for the 2024 - 2025 school year.

Minutes

Following a motion by Dr. Cysyk and a second by Mrs. Renz, the Derry Township School District TSI non-Title 1 School Plan for the 2024-2025 school year, was approved.

Vote Results

Yea:	9	Joshua Cysyk, Robert Bennett, Lindsay Drew, Stewart McCarver, Jennifer Renz, Michael Rizzo, Honesta Romberger, Tracey Royo, Ericka Schmidt
Nay:	0	
Abstain:	0	
Not Cast:	0	

5.c. District Solicitor Request for Proposal

The Administration recommends the Board authorize the District to initiate a Request for Proposal for District Solicitor.

Minutes

Following a motion by Mrs. Renz and a second by Dr. Cysyk, the authorization to initiate a Request for Proposal for District Solicitor, was approved.

Vote Results

Yea:	9	Joshua Cysyk, Robert Bennett, Lindsay Drew, Stewart McCarver, Jennifer Renz, Michael Rizzo, Honesta Romberger, Tracey Royo, Ericka Schmidt
Nay:	0	
Abstain:	0	
Not Cast:	0	

5.d. Appointment of Counsel (Retroactive)

The Administration recommends the retroactive appointment of Sweet Stevens Katz & Williams as special counsel in accordance with their fee agreement for such special education matters and other matters as assigned as may be determined by the Superintendent or designee.

Minutes

Following a motion by Dr. Cysyk and a second by Mrs. Renz, the appointment of Sweet Stevens Katz & Williams as special counsel in accordance with their fee agreement for such special education matters and other matters as assigned as may be determined by the Superintendent or designee, was approved.

Vote Results

Yea:	9	Joshua Cysyk, Robert Bennett, Lindsay Drew, Stewart McCarver, Jennifer Renz, Michael Rizzo, Honesta Romberger, Tracey Royo, Ericka Schmidt
Nay:	0	
Abstain:	0	
Not Cast:	0	

5.e. B&K Rentals and Sales Co. - Stadium Bleachers

The Administration recommends the retroactive approval of B&K Rentals and Sales Company Agreement for mobile stadium bleachers.

Minutes

Following a motion by Dr. Cysyk and a second by Mrs. Renz, the retroactive approval of B&K Rentals and Sales Company Agreement for mobile stadium bleachers, was approved.

Vote Results

Yea:	9	Joshua Cysyk, Robert Bennett, Lindsay Drew, Stewart McCarver, Jennifer Renz, Michael Rizzo, Honesta Romberger, Tracey Royo, Ericka Schmidt
Nay:	0	
Abstain:	0	
Not Cast:	0	

5.f. Approval of Citizen Advisors

The Board of Directors recommends the approval of the listed community members to serve as Citizen Advisors with term noted:

	Citizen Advisor Expires 6/30/26	Citizen Advisor Expires 6/30/26
Communications and Community Engagement	Lesa Brackbill	Lauren Doliner
Curriculum Council	Iordanis Petsas	Brandon Thompson
Finance Committee	Joseph Dellesega	Parker Davis
General Services	Daniel Lauria	Cindy Jackson
Policy Committee	Matt Bixler	Lindsay Caldonetti

Minutes

Following a motion by Dr. Cysyk and a second by Mrs. Renz, the listed community members were approved to serve as Citizen Advisors with term as noted.

Vote Results

Yea:	9	Joshua Cysyk, Robert Bennett, Lindsay Drew, Stewart McCarver, Jennifer Renz, Michael Rizzo, Honesta Romberger, Tracey Royo, Ericka Schmidt
Nay:	0	
Abstain:	0	
Not Cast:	0	

5.g. Personnel - Resignations

The Administration recommends the approval of the following resignations:

Classified Staff:

Emery, Marsha
Cafeteria/Recess Aide
Early Childhood Center

Reason: Personal
Effective: 10/11/2024

Lagman, Larry
Paraprofessional (Self-contained Classroom)
Primary Elementary School
Reason: Personal
Effective: 09/24/2024 (retroactive)

Remsnyder, Wendy
Assistant Head Cook
High School
Reason: Retirement
Effective: 10/01/2024

Minutes

Following a motion by Dr. Cysyk and a second by Mrs. Renz, the Personnel Resignations were approved.

Vote Results

Yea:	9	Joshua Cysyk, Robert Bennett, Lindsay Drew, Stewart McCarver, Jennifer Renz, Michael Rizzo, Honesta Romberger, Tracey Royo, Ericka Schmidt
Nay:	0	
Abstain:	0	
Not Cast:	0	

5.h. **Personnel - General**
1. The Administration recommends the approval of the following appointments and recognition of the following transfers:

Professional Staff:

Wilson, Evan (replacing Evan Beatty)
Science Teacher
Middle School
Long-Term Substitute
Bachelor, Step 1
Salary: $58,547.77 (pro-rated)
Effective: To Be Determined (pending receipt of PA Teaching Certificate, Act 151, and Act 24 certification) through the end of the 2024-25 school year

Classified Staff:

Carlisle, Skylar (replacing Kristine Noel)
Food Service Worker
District-wide
Level A, 4.5 hours per day

Salary: $18.35 per hour
Effective: 10/08/2024

Transfer of Classified Staff:

Catina, Bianca* (new position)
From: Paraprofessional
Primary Elementary School
Level A, 5.75 hours per day
To: Paraprofessional (Self-contained Classroom)
Early Childhood Center
Level B, 6.5 hours per day
Salary: $19.57 per hour
Effective: 09/30/2024 (retroactive)

Graves, Indiya* (replacing Larry Lagman)
From: Paraprofessional
Middle School
Level A, 5.75 hours per day
To: Paraprofessional (Self-contained Classroom)
Primary Elementary School
Level B, 6.5 hours per day
Salary: $19.57 per hour
Effective: 09/30/2024 (retroactive)

Martinez, Luis* (replacing Edwin Santos)
From: Bus Driver
Transportation
Level A, 5.5 hours per day
Salary: $23.34 per hour
To: Custodian (2nd Shift)
Early Childhood Center
Full-time, 8.0 hours per day
Salary: $20.71 per hour
Effective: 10/07/2024 (retroactive)

Noel, Kristine* (replacing Judith Nourse)
From: Food Service Worker
District-wide
To: Food Service Worker
Early Childhood Center
Level A, 4.0 hours per day
Salary: $18.35 per hour
Effective: 10/08/2024

Schneier, Chanakarn*
From: Bus Driver
Transportation
Level A, 5.25 hours per day
To: Bus Driver
Transportation
Level A, 5.5 hours per day
Salary: $23.34 per hour
Effective: 09/09/2024 (retroactive)

Limited Service Contract:

Buterbaugh, Brandon*
Marching Band Winter Indoor Percussion Assistant Instructor
Group I, Step 6
Salary: $1,213
Effective: 10/08/2024

Robinson, Angel*
Marching Band Rehearsal Staff - H.S. #2 (.5 LSC)
Group I, Step 6
Salary: $606.50
Effective: 10/08/2024

***This individual is currently an employee. Certifications are on file.**

2. The Administration recommends the approval of the following request in accordance with Section 6.10 of the HEA Collective Bargaining Agreement:

Dietz, Eleanor
Grade 5 Teacher
Intermediate Elementary School
Childrearing Leave
Effective: Approximately February 9, 2025 through the end of the 1st Trimester of the 2025-26 school year)

3. The Administration recommends the approval of the following request in accordance with District Policy 339:

Smith, Michelle
Special Education Teacher
High School
Uncompensated Leave
Effective: 09/30/2024 through 01/07/2025

Following a motion by Dr. Cysyk and a second by Mrs. Renz, the Personnel - General items were approved and transfers were recognized.

Vote Results

Yea:	9	Joshua Cysyk, Robert Bennett, Lindsay Drew, Stewart McCarver, Jennifer Renz, Michael Rizzo, Honesta Romberger, Tracey Royo, Ericka Schmidt
Nay:	0	
Abstain:	0	
Not Cast:	0	

6. DELEGATE REPORTS

6.a. CAIU

Minutes

Dr. Cysyk shared the following:

- a program was started in partnership with a Phoenix contact for 4th graders to study engineering, it will roll out this fall
- an announcement for a family event on October 26th, it is free in Enola, all are welcome

7. SPECIAL REPORTS

7.a. Board Members' Report

Minutes

There were no board members with a report to share.

7.b. Superintendent's Report

Minutes

Dr. Winslow did not have a report to share.

7.c. Board President's Report

Minutes

Ms. Drew did not have a report to share.

8. RECOGNITION OF CITIZENS

This is an opportunity for residents and taxpayers to address the Board on matters related to the agenda or matters of District Governance not on the agenda. Those who speak are asked to follow the same guidelines outlined at the initial public comment portion of our meeting.

Minutes

There were no citizens requesting recognition by the board.

9. ADJOURNMENT

Minutes

The meeting was adjourned to post Executive Session at 7:44 p.m. following a motion by Dr. Cysyk and seconded by Mrs. Renz.

Respectfully submitted,

Michele Agee
Secretary to the Board
October 21, 2024

Lindsay K. Drew
Board President

Derry Township School District
Board Meeting
October 7, 2024

Please Sign In AND Print Your Name

Signature	*Printed Name*
Sample Signature	Sample Name Printed
[signature]	Lindsey Sunnucks

October 7, 2024 Virtual Attendance
Lisa Balanda
Mark Balanda
Lisa Dalto
Paige Dalto
Scott Harman
Emily Pfautz
Angie Shipper

STUDENT OF THE MONTH - HERSHEY ROTARY CLUB - STUDENT ACHIEVEMENTS

Phonetic pronunciation of your name.

Sh-aw-n

Student Name *

Sean Elliott

Parents Names *

Brenda and Brian Elliott

Phone number *

[redacted]

Home mailing address

[redacted]

Current School Activities *

Please list current school activities.

Football, Powerlifting, Track & Field, Choir, BalandalandIntern, and

Honors and Awards *

Please list any honors or awards you've received.

2x Varsity Football Team Captain and 2023 Team MVP, 3 years distinguished honor roll, Trojan Ten Award.

GPA (optional)

[redacted]

Current Service Activities and Achievements *

Service: Link Crew, Mountain Rock Church of Christ, Hershey Theater Usher, Annual Hershey Public Library Book Sale, Hershey Youth Football Program, Senior Awards Ceremony.

Achievements: 3rd Place at Roxbury Choir Invitational, Bench Press School Record Holder, JV Powerlifting National Champion and JV Best Lifter award in 2023, 4th Place Varsity National Powerlifter in 2024, 1500lb total club, Mid-Penn district qualifier in discus and shot-put.

Hobbies *

Guitar, Keyboard, Didgeridoo, Book-Clubbing, Camping, and watching the Yankees.

Senior Year Courses *

AP Literature, Human Anatomy and Physiology, AP Music Theory, AP Chemistry, and AP Calculus BC.

Future Plans

Name of college / university you plan to attend?

University of Rochester

Intended Major

Pre-Med

Additional Information

Committed to play Football and Track and Field. Received Maximum Merit Scholarship.

This form was created inside of Derry Township School District.

Google Forms

STUDENT OF THE MONTH - HERSHEY ROTARY CLUB - STUDENT ACHIEVEMENTS

Phonetic pronunciation of your name.

Joyce Tao (Tao like TOWel)

Student Name *

Joyce Tao

Parents Names *

Hong Tao and Jihua Cheng

Phone number *

[redacted]

Home mailing address

[redacted]

Current School Activities *

Please list current school activities.

field hockey team captain, student council president, Tri-M music national honors society secretary, concert orchestra viola section leader and principal, link crew leader, HCEP member

Honors and Awards *

Please list any honors or awards you've received.

2024 District and Regional orchestra participant, AP Scholar with Honor, FBLA First Place Winner, NAfME Tri-M Pennsylvania Chapter of the year

GPA (optional)

Current Service Activities and Achievements *

Volunteer at CPYFH and HYFH (club/hershey youth field hockey), Volunteer at hershey elementary school orchestra, youth volunteer at Eden Village Homeless Shelter

Hobbies *

lifting weights, decorating my room

Senior Year Courses *

concert orchestra, HCEP, AP Spanish, AP Physics, AP Literature, AP Psychology, HACC Dual Enrollment Calculus III

Future Plans

Name of college / university you plan to attend?

Johns Hopkins University

Intended Major

Biology and Public Health

Additional Information

Committed to JHU to play field hockey

This form was created inside of Derry Township School District.

Google Forms

Derry Township School District
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Phone (717) 534-2501 • Fax (717) 533-4357 • www.hershey.k12.pa.us

To: Board of School Directors

From: Lindsey Schmidt

Re: Proposal to add a club at Hershey High School

Date: September 4, 2024

On behalf of HHS student Sia Jhaveri, I would like to present a recommendation to the Derry Township Board of School Directors regarding the formation of a student club entitled STRESS (Stress Tolerance, Relaxation, Education, Self-Study). The enclosed proposal outlines and describes the purpose of the club.

- The club is supported by a faculty advisor, Tara Blackburn.
- Based on the proposal, the club supports the vision of Hershey High School and DTSD.
- The group does not have a desire to handle funds.
- Participation in the STRESS Club would be open to all HHS students.
- This program does not entail a Limited-Service Contract (LSC) and will therefore not include a stipend/payment to the sponsor.

Enclosures: Proposal for HHS STRESS Club

Club Proposal

Student representative:

Sia Jhaveri

Name of Club:

I wanted to start a new club at HHS. The name of my proposed club is STRESS (Stress Tolerance, Relaxation, Education, Self-Study).

Description of how this club contributes to the mission of HHS:

I have found that the mission of Hershey High School is to engage all students to help them achieve their greatest potential, and I think my club would greatly contribute to the mission. My club aims to meet once a month for the school year, with a different speaker each meeting. The speakers could be a range of anything from a local sleep doctor at the Penn State medical center or a financial expert to help teenagers understand the best route of what to do with different financial situations.

Club Funding:

No student activity fund needed at this time

Number of Students:

~20 students to start

Eligible to Participate:

All students grades 9-12.

Faculty Advisor:
Tara Blackburn

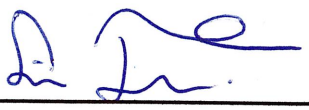
Club ideas: Potential speakers

- Sleep problems (Peds Sleep Specialist)
- Childhood Obesity (Peds Nutritionist)
- Stress Relief + Exercise (Kaitlyn Hanes)
- Finance for Kids (Amar Chacha)
- Art (Mrs. Nana)
- Child + Teen Psychiatry (Nidhi Garg)
- Adolescent Medicine (At Penn State)
- General Pediatrician Pro-Wellness program (Deepa Sekhar)
- Yoga Person?

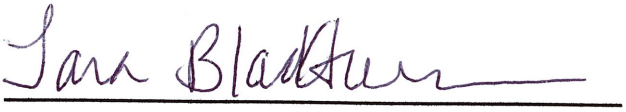
Format for Club:

- 1.5 hour, once a month, after school (6th of each month (closest to 6th))

Student Representative



Faculty Advisor



Christine Leonzo Literacy Consulting CL

CONSULTANT/PRESENTER CONTRACT

This AGREEMENT is made between Derry Township School District ("Client") and Christine Leonzo Literacy Consulting ("Consultant").

I. **Engagement**
The Client engages the services of the Consultant under the terms and conditions outlined in this Agreement and Consultant accepts such engagement in accordance with terms and conditions.

II. **Term of Agreement**
This Agreement shall become effective on October 14, 2024 unless terminated in accordance with section IV.

III. **Scope of Work**
Consultant will develop and deliver 2 full day Science of Reading/Structured Literacy trainings for the Client's staff. In addition, the Consultant will develop and deliver three 1-hour literacy sessions for the Client's staff. Finally, the Consultant will provide ongoing, on-site support for the elementary literacy coaches in the form of 5 half-day consultations.

IV. **Cancellation**
Either party reserves the right to cancel this Agreement with fifteen (15) days written notice to the other party.

V. **Compensation**
A. Client agrees to pay the Consultant at the rates provided below for services provided:

• Creation of two full day trainings for Structured Literacy/Science or Reading	$6000
• Delivery of two full day trainings for Structured Literacy/Science of Reading	$3000
• 3, 1-hour literacy sessions delivered at DTSD Faculty Conference	$1500
• 5, half-day consultations to support DTSD literacy coaches	$3000
Total	**$13,500**

B. Payment for the services rendered per this Agreement will be due and payable upon receipt of the invoice.

VI. **Independent Contractor Relationship**
Consultant shall not be considered an employee, servant, agent, partner or joint-venture of Client for any purposes whatsoever and shall not represent Consultant's opinions to be that of Client. Consultant shall receive an IRS-1099 at the end of the calendar year for services rendered.

VII. **Confidential Information**
Consultant acknowledges that during the course and scope of performing work for Client, the Consultant may have access to certain confidential information. Consultant shall not disclose any such confidential information to any person during or after the termination of this Agreement without the prior written authorization of Client. Client agrees that Consultant's finished work products will not be shared, forwarded or transmitted to any other program/organization without the express written permission of the Consultant.

VIII. **Indemnification**
Each party, to the extent permitted by law, agrees to indemnify, defend and hold harmless the other, from and against any and all losses, costs (including, but not limited to, litigation and settlement costs and counsel fees and expenses), claims, suits, actions, damages, liability, and expenses occasioned wholly or in part directly or indirectly from any act or omission or negligence or fault of agents,

subcontractors, independent contractors, suppliers, employees, or servants under failure to perform the duties specified in this agreement.

IX. **Intellectual Property (IP)**

Client acknowledges and agrees that the IP belongs to and shall be the sole and exclusive property of Consultant and/or applicable subcontractors. Consultant grants Client permission to use, reproduce, distribute, modify, and prepare derivative works of Consultant's IP, with proper citation given to the creator of the IP, solely as necessary for the transfer of information/knowledge to Client's or participant's staff and to guide the systemic implementation of Structured Literacy. Use of Consultant's IP, without express written permission, for commercial purposes is strictly prohibited.

Please sign and date below and return this agreement to Christine Leonzo at christineleonzo.lc@gmail.com. Retain a copy for your files.

Christine Leonzo Literacy Consulting

Christine Leonzo
Christine Leonzo Literacy Consulting, LLC

9.3.24
Date

Derry Township School District

Lindsay Drew/Board President

October 7, 2024
Date

Powering Business Worldwide

Eaton UPS Service Quote: 236009-7
Quote Date: 8/6/2024
Quote valid for 30 **days**

Brei Bax,
Eaton Corporation
7 Chelsea Parkway
Boothwyn, PA 19061
484-624-9793
Email: breibax@eaton.com

Prepared For:
Billing Contact: Phil Ayala,
Billing Company: DERRY TOWNSHIP SCHOOL DISTRICT
30 EAST GRANADA AVE
HERSHEY, PA 17033
717-534-2501 ext 3232
Email: payala@hershey.k12.pa.us

For Covered Equipment at Site:
Site Contact: Phil Ayala,
Site Company: DERRY TOWNSHIP SCHOOL DISTRICT
30 EAST GRANADA AVE
HERSHEY, PA 17033
717-534-2501 ext 3232
Email: payala@hershey.k12.pa.us

Contract Contact: Phil Ayala,

We are pleased to provide the following services proposal for your power quality equipment.

Quantity (1), Eaton 93E-20-30, Serial Number: BH125LXX06
Battery Type: VRLA Sealed, Qty (108)
Battery Date Code: 2023

Eaton Flex Service Plan:

- Corrective Maintenance, 7x24
- Parts & Labor Coverage Included*
  *Battery, Capacitor, and Fan replacement excluded from parts coverage
- Guaranteed 8 Hour On-Site Emergency Response Time
- Qty (1) UPS Preventive Maintenance per year, (7x24)
- Qty (1) Sealed Battery Preventive Maintenance per year, (7x24)
- EOSL Status: Active

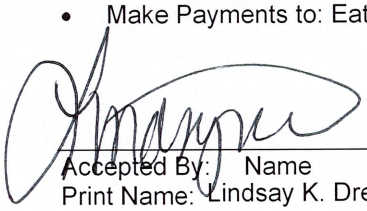
Coverage Start Date: 10/26/2024 Coverage End Date: 10/25/2025

Renewal Price $3,862.00

Did you know? Eaton has PredictPulse remote monitoring and a suite of professional assessment and testing services (Load Bank, IR Scan, PQ Meter) that take traditional preventive maintenance to the next level by proactively identifying issues for greater peace of mind. Learn more at Eaton.com/UPSservices

Please refer to the Scopes of Work (SOW) for descriptions of service coverage and exclusions. Eaton Corporation terms and conditions (Eaton Corp. Service Agreement T-0 attachment) govern this proposal, and any purchase order submitted to Eaton pursuant thereto. Additional or different terms proposed by Buyer, whether in its purchase order or otherwise, shall not be binding upon Eaton Corporation and are hereby rejected unless expressly agreed to in writing by Eaton Corporation. Eaton Corporation cannot be held liable, and Buyer shall not be entitled to any damages and/or indemnifications, in case Eaton Corporation is prevented, hindered or delayed from or in performing any of its obligations resulting from the impact of the outbreak of COVID-19 for reasons not attributable to Eaton Corporation.

- **Supporting Documents: T-0, X-1, R-2, R-5, R-30, R-10**
- Contract Payment Terms: Net 30 days, Billing Cycle: Payment Upfront
- Important Tax Notice: Tax is not included in the above purchase price. All orders will be subject to all applicable sales tax unless a current tax exemption certificate is on file covering the state shown in the ship-to address or service equipment location.
- To purchase (renew) your service contract, please sign and date below. Return all attachments with purchase order to: Brei Bax, breibax@eaton.com ; tel: 484-624-9793
- Make Payments to: Eaton Corporation, 29085 Network Place, Chicago, IL 60673-1290



Accepted By: Name	Title	Date	Purchase Order Number
Print Name: Lindsay K. Drew	School Board President	October 7, 2024	

Did you know? Eaton has PredictPulse remote monitoring and a suite of professional assessment and testing services (Load Bank, IR Scan, PQ Meter) that take traditional preventive maintenance to the next level by proactively identifying issues for greater peace of mind. Learn more at Eaton.com/UPSservices

Ebersole Excavating Inc.

P.O. BOX 418
HERSHEY, PA 17033
(717) 367-3597 FAX (717) 367-5692
EMAIL: ebersoleexcavating@comcast.net
REGISTRATION NUMBER __PA035667_____

PROPOSAL SUBMITTED TO.	PHONE	DATE
Derry Township School District	717-531-2202	8/20/24
STREET	EMAIL	
P.O. Box 898	jfready@hershey.k12.pa.us	
CITY, STATE, AND ZIP CODE	JOB LOCATION	
Hershey, PA 17033	Granada	

We hereby submit specifications and estimates for:

SNOW REMOVAL FOR 2024-2025 SEASON

4 WHEEL DRIVE BACKHOES & TRUCKS	$124.00 PER HR.
PAYLOADER	$134.00 PER HR.
CINDER TRUCKS	$124.00 PER HR. + MAT.
TRUCKS TO HAUL SNOW AWAY	$124.00 PER HR.
SNOW SHOVELING	$73.00 PER HR.
SNOW BLOWER	$78.00 PER HR.

- NOTE – SALT PRICE ARE NOT YET AVAILABLE

PLEASE SIGN & RETURN IF WE ARE TO BE RESPONSIBLE FOR SNOW REMOVAL

All Material is guaranteed to be as specified. All work to be completed in a workmanlike Manner according to standard practices. Any alteration or deviation from above specifications Involving extra costs will be executed only upon written orders, and will become an extra Charge over and above the estimate. All agreements contingent upon strikes, accidents Or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. Our workers are fully covered by workman's compensation insurance.

Authorized Signature: Brad Ebersole

Note: This proposal may be Withdrawn by us if not accepted within: days.

Acceptance of Proposal- The above prices, specifications And conditions are satisfactory and are hereby accepted. You are authorized To do the work as specified. Payment will be made as outlined above.

Signature:

Date of acceptance: October 7, 2024

Signature:

FENNIMORE
CONSULTING

CONSULTANT/PRESENTER
CONTRACT

This AGREEMENT is made between Derry Township School District ("Client") and Fennimore Consulting ("Consultant").

I. **Engagement**
The Client engages the services of the Consultant under the terms and conditions outlined in this Agreement and Consultant accepts such engagement in accordance with terms and conditions.

II. **Term of Agreement**
This Agreement shall become effective on October 14, 2024 unless terminated in accordance with section IV.

III. **Scope of Work**
Consultant and its subcontractor(s) agree to provide *three one-hour collaborative learning sessions on restorative practices with district professional staff.* Each of the sessions of the following topic (for a total of two workshops):

TOPIC #1

Restorative Parent Communication

Learning how to communicate parents and caregivers is essential. Balancing how to address and support learners, parents and caregivers, and teachers is restorative and proactive and compassionate.

TOPIC #2

Restorative Practices

This session will introduce and can build upon an introduction to restorative practices session and will provide concrete examples of during-class, after-class, and relationship-relevant strategies

TOPIC #3

Trauma-Informed Care: Building Skills and Honoring Boundaries

As a part of the larger restorative umbrella, being aware of how trauma may connect to students' and teachers' actions and behaviors, this introduction will offer a variety of in-the-moment strategies for supporting learners who may be manifesting trauma-relevant behaviors.

IV. **Cancellation**

Either party reserves the right to cancel this Agreement with thirty (30) days written notice to the other party.

V. **Compensation**

A. Client agrees to pay the Consultant a fee of $600 (all-inclusive).
B. Payment for the services rendered per this Agreement will be due and payable upon receipt of the invoice.

VI. **Independent Contractor Relationship**

Consultant shall not be considered an employee, servant, agent, partner or joint-venture of Client for any purposes whatsoever and shall not represent Consultant's opinions to be that of Client. Consultant shall receive an IRS-1099 at the end of the calendar year for services rendered.

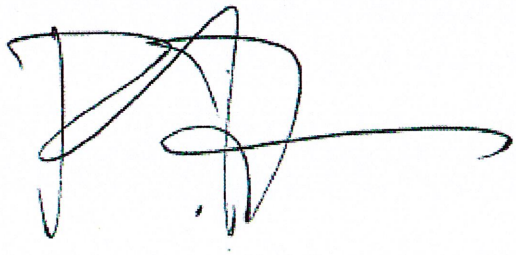
VII. **Confidential Information**

Consultant acknowledges that during the course and scope of performing work for Client, the Consultant may have access to certain confidential information. Consultant shall not disclose any such confidential information to any person during or after the termination of this Agreement without the prior written authorization of Client. Client agrees that Consultant's finished work products will not be shared, forwarded or transmitted to any other program without the express written permission of the Consultant.

VIII. **Indemnification**

Each party, to the extent permitted by law, agrees to indemnify, defend and hold harmless the other, from and against any and all losses, costs (including, but not limited to, litigation and settlement costs and counsel fees and expenses), claims, suits, actions, damages, liability, and expenses occasioned wholly or in part directly or indirectly from any act or omission or negligence or fault of agents, subcontractors, independent contractors, suppliers, employees, or servants under failure to perform the duties specified in this Agreement.

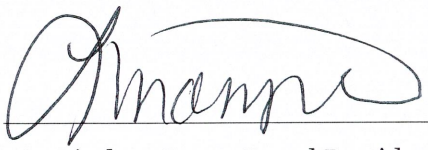
Please sign and date below and return this agreement to Robert Fennimore. Retain a copy for your files.



9/9/2024

Robert Fennimore — Date

Derry Township School District



October 7, 2024

Ms. Lindsay Drew, Board President — Date

Hadfield Elevator
2501 Sycamore Street
Suite 1
Harrisburg, PA 17111

PROPOSAL # Q-77480

COMPLETE MAINTENANCE AGREEMENT

CLIENT:
Derry Township School District
30C East Granada Avenue
Hershey, PA

SERVICE LOCATION:
550 Homestead Rd. Hershey, PA
17033

BILLING ADDRESS:
550 Homestead Rd. Hershey, PA
17033

UNITS:

Unit ID	Type	Capacity	Speed	Stops
130106-1	Passenger	N/A	N/A	N/A
130106-2	Passenger	N/A	N/A	N/A
130106-3	Passenger	N/A	N/A	N/A
130106-4	Wheelchair Lift	N/A	N/A	N/A
130106-5	Passenger	N/A	N/A	N/A

SCOPE OF WORK:
Hadfield Elevator ("Hadfield") will maintain the elevator equipment for Derry Township School District ("Client") herein described using qualified technicians under our supervision. Hadfield will employ all reasonable care to see that the elevator equipment is maintained in proper operating condition.

Hadfield will regularly and systematically examine, maintain, adjust, lubricate as required, and if conditions warrant, unless specifically excluded elsewhere in this Agreement, repair or replace all elevator components. Relamping of signal fixtures is included only during our regular service examinations.

Unless otherwise indicated, this Agreement covers all work performed during the regular working hours of regular working days of the elevator trade.

Regular-time callbacks are included in this Agreement.
At any time, if you should require any examinations, repairs, minor adjustments, or call back services (unless included above) to be made on overtime, Hadfield will invoice accordingly using overtime billing rates included in this agreement.

Hadfield agrees to maintain a supply of contacts, coils, leads and generator brushes, lubricants, wiping cloths and other minor parts in each elevator machine room for the performance of routine preventive maintenance. In the event this maintenance agreement is terminated by either party for any reason whatsoever, the Client agrees to provide Hadfield Elevator access to the premises to remove any spare parts or tools that were not purchased by the Client. Replacement parts stored in the machine room remain the property of Hadfield Elevator until they are installed on the units.

It is agreed that Hadfield does not assume possession or control of any part of the equipment and that such remains the Client's exclusively as the owner (or lessee) thereof. Hadfield shall not be liable for any loss, damage or delay due to any cause beyond our reasonable control including, but not limited to, acts of government, strikes, lockouts, fire, explosion, theft, floods, earthquakes, riots, civil commotion, war, vandalism, malicious mischief, or acts of God.

Nothing in this Agreement shall be construed to mean that Hadfield Elevator assumes any liability for damages or otherwise on account of accidents to persons or property for accidents arising or resulting from the overloading and/or misloading of any elevator or other device covered by this Agreement, beyond its rated capacity. The Client shall be solely responsible for supervising the use of the equipment and shall provide whatever attendant personnel, warning signs and other controls and cautions that may be required or desirable to insure safe operation. Client shall, always, be solely liable for the operation of the equipment.

EXCLUSIONS:
All repairs and replacements covered under this agreement are limited to those necessitated by normal wear and tear. Hadfield assumes no responsibility for the following elevator equipment. These items are not included in this Agreement:

The replacement, repairing or refinishing of car enclosure, gates and/or door panels, door pull straps, hoistway enclosures, complete hoistway clean downs, rail alignment, hoistway structural steel, concrete, inserts, brackets, hoistway doors, door frames, sills, swing door hinges and closing devices, hoistway gates, finished flooring, power feeders, switches (and their wiring, fusing, and feeders), traveling cables, main line disconnects, car light diffusers, smoke or heat sensors, emergency car light and batteries, communication devices, firefighter's service equipment or lack thereof, hydraulic cylinders, plungers, plunger seals / packings, life jackets, casings, underground piping, disposal of, or cleanup or waste oil or soil contamination caused by leaks in the hydraulic cylinder or underground piping, belt driven machines and their belts, belt monitoring systems/devices, all non-traditional inverted jack equipment, and any damage resulting from extreme temperature changes in the machine room. State code mandates the machine room must maintain a temperature between 50 to 90 degrees.

The Items listed on the schedule below show wear. Hadfield is accepting them in their present condition with the understanding that you are to pay, in addition to the base amount of this contract, an extra cost at the time the items listed are first replaced. The charge for this replacement will be determined by prorating the total cost of replacing the individual items.

Hadfield is not responsible for the replacement of obsolete parts. Obsolescence is defined as no longer available by the original manufacturer.

Hadfield shall not be required to make safety tests nor to install new attachments on the elevators, whether recommended or directed by insurance companies or by governmental authorities, nor to make any replacements with parts of a different design. However, Hadfield will make Client/landlord/owner aware of any equipment warning signs or recommendations to ensure safe operation. It is agreed that Hadfield is not required to make renewals or repairs necessitated by reason of negligence, obsolescence, or misuse of the equipment or by reason of any other cause beyond our control except ordinary wear and tear. Client understands tests impose greater strain upon the equipment than that arising from normal operation.

Therefore, it is agreed that in making such tests, the company shall not be liable for leakage, loss, damage, injury or destruction of persons or property, except those of the company, because of the action of failure of any of these devices. If repairs are necessary before or after such tests, to meet code or performance requirements, such work shall be considered as an extra to this agreement. Hadfield will not be responsible for any outstanding test violations or state fines incurred from previous years or service providers

This agreement excludes callbacks resulting from any cause beyond our reasonable control including, but not limited to, acts of God, vandalism, misuse, abuse, mischief, riot, civil commotion, acts of government, strikes, lockouts, other labor disputes, fire, explosion, theft, flood, water, weather, power outages, nuisance calls (ie: running on arrival, requests made in error), keys in pits, etc.

The Client assumes all responsibility for the cost of correcting elevator code violations existing prior to the execution of this contract, and for all costs associated by mandated code changes and/or updates that may become a requirement during the term of this agreement.

If it is determined in the rare instance that the elevator equipment is proprietary (exclusive to the original equipment manufacturer) and requires job-specific diagnostic tools unavailable to Hadfield, it will be the owner's responsibility to procure the necessary support required from the original manufacturer to assist Hadfield.

PAYMENT:
In consideration of the sum of **seven hundred and thirty dollars, $730.00 per month, payable quarterly in advance**, and upon execution of this agreement, Hadfield hereby agrees to furnish the Full Maintenance Agreement services specified in this document.
Quarterly billing dates correspond with the start date of services in this contract.

The price listed above is contingent upon equipment surveys. In the event unforeseen circumstances are identified during our initial survey the price listed above is subject to change.

Annual contract amounts paid in full (12 months pre-paid) are subject to a 2% annual discount when received within five (5) business days prior to contract renewal or initial execution.

Each year the contract price will be increased or decreased by the percentage of increase or decrease in the then current straight-time hourly rate (including partial annual increase of wage adjustment for Pension & Welfare cost) for Elevator Constructor Mechanics where the equipment is maintained. Escalations are set to begin on 9/1//2025.

In addition to the price, you shall pay any tax imposed upon you by any existing or future law and the amount of tax imposed upon us, our suppliers or you under any statute, court decision, rule or regulation becoming effective after the date of this Agreement which is based upon or incident to the transfer, use, ownership, or possession of the materials or equipment involved in the performance hereof or the services rendered, hereunder. A delinquent payment charge calculated at the rate of 1.5% per month, or if such rate is usurious, then at the maximum rate

under applicable law shall be applied to delinquent payments. In the event of default of the payment provisions herein, you agree to pay, in addition to any defaulted amount, all attorney fees, collection cost or court cost in connection therewith. You shall at all times and at your own cost, maintain a commercial bodily injury and property damage liability insurance policy with the limits of liability you customarily carry, for the life of this contract (naming 3Phase Excel Elevator LLC dba Hadfield Elevator an additional insured), covering bodily injury and property damage caused by the services provided under the Agreement and/or ownership, maintenance, use or operation of the equipment described therein.

TERM: This contract is for a period of 3 (three) years.

CONTRACT START DATE: 9/1/2024

The service specified herein will be furnished from the effective above stated date and shall continue thereafter until this Agreement is terminated. Either party may terminate this Agreement at the end of the term or after the end of any subsequent 1- year period, by giving the other party ninety (90) days written notice. If during the term of this agreement, Hadfield fails to properly perform services in accordance with the terms and conditions of this agreement, Client shall advise Hadfield of the specific deficiency in writing and shall allow a reasonable period of thirty (30) days from the date of the written notice to correct the deficiency. In the event Hadfield Elevator fails to correct the deficiency in the allotted time, Client shall have the right to terminate this agreement upon thirty (30) days prior written notice to Hadfield. Written notices shall be sent by certified mail, return receipt requested to Hadfield Elevator, 2501 Sycamore Street Suite 1 Harrisburg, PA 17111

In the event of the sale, lease or other transfer of the ownership of the equipment described herein, or the premises in which it is located, customer agrees to see that such Client is made aware of this Agreement and may choose to keep or terminate agreement. Proof of legal transfer of ownership will be required. Hadfield may at its sole discretion, terminate the above Agreement with any such successor at any time upon thirty (30) days advance notice in writing.

In the event this offer is a resign or extension of an existing contract with Hadfield Elevator the original terms shall remain in effect until this new contract is signed and fully executed by both parties.

The foregoing Agreement is hereby signed and accepted, any modifications from these terms must be recorded in the form of an addendum to this original contract. Once this agreement is executed it shall supersede all previous understandings whether written or oral.

Purchaser Authorized Signature

Lindsay K. Drew
Purchaser Printed Name

October 7, 2024
Date

Hadfield Elevator

Benjamin Smith
Submitted by
Benjamin Smith
Account Manager
Phone: 717-712-5152
Email: bens@hadfieldelevator.com

8/12/2024
Date

Docusign Envelope ID: 9518B850-0B2F-4361-9553-97BFF6941C50

INVOICE

717-793-0696

STSG Digital - Shawn The Sign Guy LLC.
1625 Fountain Rock Drive
Dover, Pennsylvania 17315
United States

7177930696
www.STSGdigital.com

BILL TO
Hershey High School
550 Homestead Road
Hershey, Pennsylvania 17033
United States

717 531 2244
jfready@hershey.k12.pa.us

COSTARS
Contract Number
032-E22-060
SAP VENDOR
#547291

Invoice Number: 2756
Invoice Date: October 7, 2024
Payment Due: November 6, 2024
Amount Due (USD): **$40,980.00**

Items	Quantity	Price	Amount
LED Digital Sign Model: Crystal 1048D Double-Sided 10 MM -DIP 4'-2" x 8'-4" (LIVE AREA) 128 x 256 Matrix Full-Color 281 Trillion Colors Outdoor Black Weatherproof Cabinets High Gain Wireless Antennas Cloud-Based(Online) Scheduling Software ---Included for Life of Sign 5 Years Parts and Labor Warranty. Support for Life of Sign	1	$33,480.00	$33,480.00
CUSTOM SIGN 2' x 8'-4" Double-Sided ID Sign. Sign will light with LED's and UL listed. 3/16 acrylic faces with digital graphic print.	1	$3,170.00	$3,170.00
CUSTOM SIGN 1' x 6' Double-Sided ID Sign. Sign will light with LED's and UL listed. 3/16 acrylic faces with digital graphic print.	1	$1,470.00	$1,470.00
Miscellaneous Fabricate and install black metal skirting to cover sign pole and add address.	1	$575.00	$575.00
On-Site Labor Full installation of both ID-Sign, digital signs as per rendering. Hook-up to existing power at sign location. Add day/night sensor to ID-Sign. ALL WORKMANSHIP WILL BE PERFORMED TO CODE Remove & Dispose of existing signage	1	$2,285.00	$2,285.00

Docusign Envelope ID: 9518B850-0B2F-4361-9553-97BFF6941C50

INVOICE

717-793-0696

STSG Digital - Shawn The Sign Guy LLC.
1625 Fountain Rock Drive
Dover, Pennsylvania 17315
United States

7177930696
www.STSGdigital.com

Subtotal:	$40,980.00
Total:	$40,980.00
Amount Due (USD):	**$40,980.00**

Notes / Terms

**Net 30 days full payment
*Please allow 4-6 weeks for permit acquisition, production and testing of all signage
*The above specifications and quotation do NOT include permit fees, electrical service

Sign: _____ Date: October 7, 2024

Docusign Envelope ID: 9518B850-0B2F-4361-9553-97BFF6941C50

STSG DIGITAL
"Digital Sign Experts"

5 Year Warranty / Disclaimer

Shawn the Sign Guy LLC.(DBA) STSG Digital, here by grants to the new registered owner of a Shawn the Sign Guy LLC.(DBA) STSG Digital, L.E.D. display (the goods), a limited warranty against any defects in material and workmanship for a period of five (5) years. This warranty covers both parts and on-site labor when the goods are used in accordance with normal practice upon the acceptance of terms and conditions stipulated herein:

1. The customer/dealer is responsible for the installation of goods through a bonded, licensed, professional installer and electrician. All electrical work needs to conform to code.

2. The warranty begins immediately following installation of goods.

3. Shawn the Sign Guy LLC. (DBA) STSG Digital will be responsible for on-site labor and all necessary replacement parts required while performing duties under this warranty.

4. Equipment such as an aerial lift or crane this is required in order to access the LED display on the installation structure will be the responsibility of the sign company reseller.

5. Shawn the Sign Guy LLC. (DBA) STSG Digital agrees to respond to a service part request in a timely and responsible manner upon receiving notification of defective parts(s) sent by the registered dealer/owner.

6. This warranty limits the liability and obligation of Shawn the Sign Guy LLC. (DBA) STSG Digital to repair or replace the defective components, at its sole discretion. In no event shall Shawn the Sign Guy LLC.(DBA) STSG Digital, be held liable for any damages, including loss of income, other incidental or consequential damages regardless of the nature of the claim, or deemed to be in default of its obligations under this warranty, for any delay in providing service and/or repaired or replacement parts.

7. This warranty does not cover a condition that arises from the following, and the registered owner/dealer will be notified promptly after the initial inspection of the defective parts:

   a. Repair or damages caused by, or resulting from any act of negligence, omission, abuse or misuse of the display by its owner, employees or agents.
   b. Repair or damages caused by, or resulting from any acts of God, vandalism, fire, smoke, power surge, water abuse, or accident related occurrences.

8. Shawn the Sign Guy, LLC (DBA) STSG Digital reserves the right to determine the legitimacy of a warranty request based on records on file and information provided by the registered owner/dealer.

Signature: _____ Date: October 7, 2024

Docusign Envelope ID: 9518B850-0B2F-4361-9553-97BFF6941C50

STSG DIGITAL
"Digital Sign Experts"

Terms & Conditions

1. Payment – All products require a 50% down payment to start production. The balance is required before product is to be delivered unless product is delivered to an authorized Shawn the Sign Guy LLC (DBA) STSG Digital installation company. Full payment is required upon installation.

2. Interest of Late payments – All payments due here under except as may be expressly otherwise agreed in writing are due in full 14 days from invoice. Payments late 30 days or more from invoice shall bear interest at the rate of 1.5% per month, to the maximum provided by law, on any unpaid balance.

3. Suspension of Support Services Pending Payment – Any and all software support services are conditioned on and are subject to payment in full of any and all sums due by Buyer under this purchase order whether to Buyer or to Third party end users of the products sold hereunder.

4. Suspension of Warranty Pending Payment – Any and all product warranties whether express or implied are condition on and are null and void and of no effect, until Buyer pays all sums due Seller under this purchase order in full.

5. No Oral Agreement – This purchase order contains all of the terms of the agreement between Buyer and Seller and any oral agreements or understandings not otherwise contained herein are invalid and unenforceable. Any modification to this purchase order shall be in writing signed by Buyer and Seller.

6. Delivery – All delivery dates are estimated based on information at the time of the order. These dates are subject to change without notice due to unforeseen events. We will always put forth our best effort to insure the accuracy of these estimates. Buyer and dealer agree that in the unlikely event that the Buyer reschedules delivery for any reason, the down payment and/or scheduled deposit will be retained by dealer until such time that the Buyer is ready for delivery of the LED display.

7. Electrical Disclaimer – Unless otherwise stated in this agreement, Buyer is responsible for all installation and electrical connections to sign structure and final connect to the LED sign. Specific electrical requirements will be provided to buyer before shipment and installation of the sign to ensure correct power is available at the time of installation.

8. Permits – Unless otherwise stated in this agreement, Buyer is responsible for all sign permits.

9. Indemnification – Buyer does hereby indemnify save and hold Seller harmless from and against any and all claims actions lawsuits damages or losses by third party end users or other persons and entities arising out of or in connection with Buyers installation of Sellers products and material sold hereunder including but not limited to reasonable attorneys in defense thereof.

10. Attorneys Fees – In the event litigation is commenced to enforce the terms hereof or to collect sums due Seller from Buyer the prevailing party shall be awarded reasonable attorneys fees.

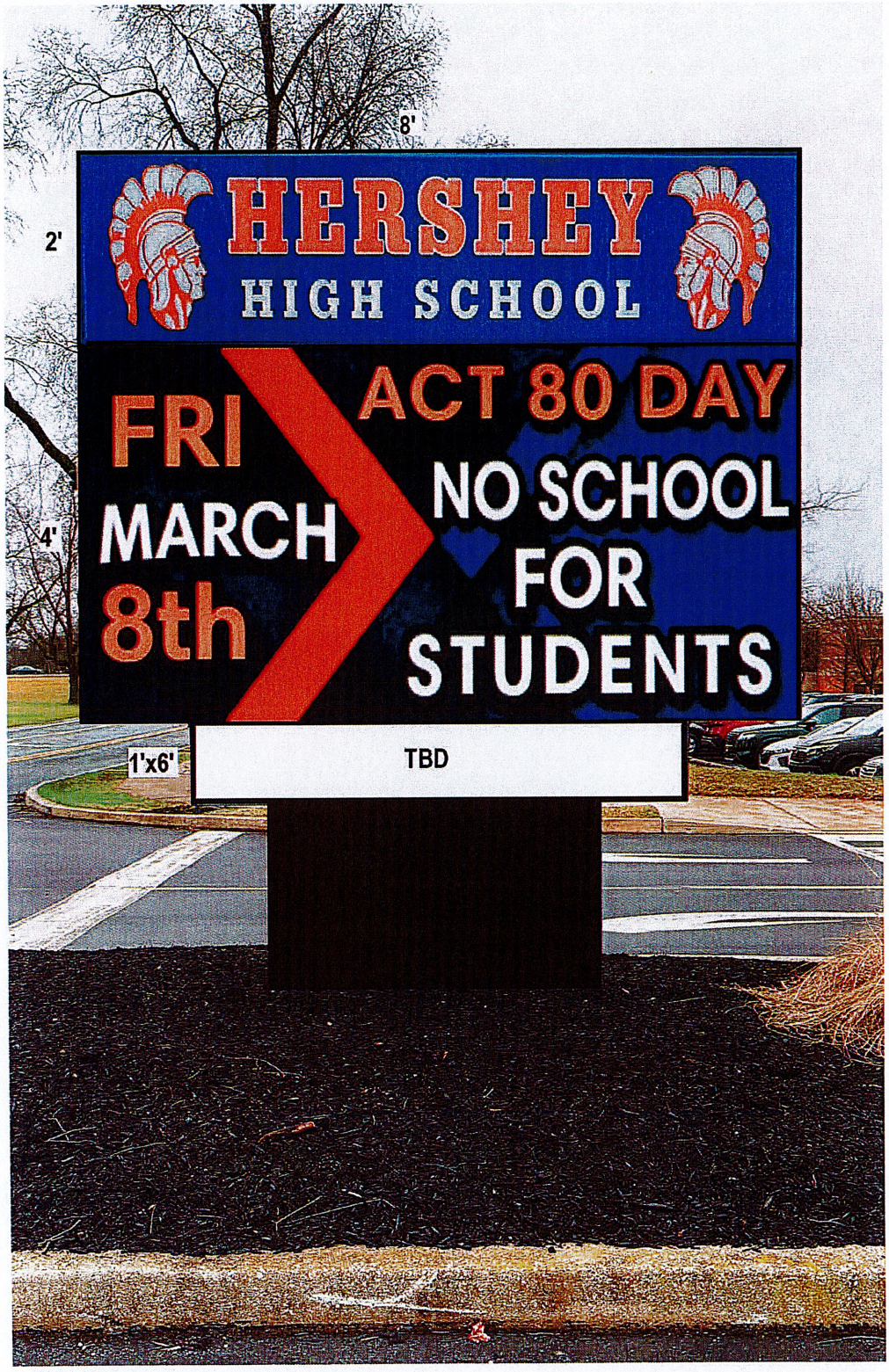
11. Severability of Terms. Definitions – The terms hereof are intended to be construed as a whole to accomplish the commercial transaction contemplated by the parties hereto and should any term hereof be deemed invalid by a court of competent jurisdiction the remaining terms shall nonetheless remain in full force and effect. Buyer shall be defined as the purchaser of products sold pursuant to this purchase order and Seller shall be defined as Shawn the Sign Guy LLC (DBA) STSG Digital.

12. Jurisdiction and Choice of Law – This purchase order shall be deemed entered into and performed in York County, Commonwealth of Pennsylvania and Buyer consents to the jurisdiction of the Commonwealth of Pennsylvania for purposes of enforcement of the terms hereof. Buyer agrees to the above General Terms including but not limited to terms relating to interest on late payments, conditional terms, attorneys fees and jurisdiction for enforcement.

13. All deposits are non-refundable – Each sign is custom built, which commences at the time the deposit is paid. Deposits cannot be surrendered once build is in progress.

Signature: _____ Date: October 7, 2024

Docusign Envelope ID: 9518B850-0B2F-4361-9553-97BFF6941C50



Telesystem
IT's About Trust

Dedicated Services | Agreement

RFQ: 0980513595

Telesystem Sales Rep:	Telesystem Rep ID:	PID:	Existing Account Number:
Brent Chapman	.	3300	5164794

Customer Name:	Derry Township School District
Billing Address:	30 E GRANADA AVE

City:	State:	Zip:
HERSHEY	PA	17033

Contact:	Phone:	E-Mail:

Tax Exempt: Yes No If Yes, please supply Federal and/or State tax exemption documents.	Telesystem environmental invoice processing charge of $19.99 will be accessed monthly. To sign up for online billing please call our customer service department at 888.808.6111 or visit us at www.trusttelesystem.com/account.	Contract Term: 36 months

450 HOMESTEAD RD, HERSHEY, PA 17033

Monthly Recurring Charges	Product Code	QTY	Unit Price	Monthly
Certified Alarm/Elevator Lines	PCAEL3YR	8	$39.99	$319.92
Monitoring Fee	CAELMF	2	$20.00	$40.00
LTE Network Fee	CAELLTEF	2	$10.00	$20.00
Access Recovery Charge	ARC5	8	$3.06	$24.48
Local Number Portability - Switched - PA	POR	8	$0.23	$1.84
OSS Charge	OSS	8	$0.82	$6.56
Unlimited Local/LD	UB059	8	$0.00	$0.00
E911	E911	8	$1.25	$10.00

Non-Recurring Charges	Product Code	QTY	Unit Price	One-Time
Certified Alarm/Elevator Lines	PCAEL3YR	8	$0.00	$0.00
Monitoring Fee	CAELMF	2	$0.00	$0.00

Site Total	Monthly	$422.80	One-Time	$0.00

500 HOMESTEAD RD, HERSHEY, PA 17033

Monthly Recurring Charges	Product Code	QTY	Unit Price	Monthly
Certified Alarm/Elevator Lines	PCAEL3YR	2	$39.99	$79.98
Monitoring Fee	CAELMF	1	$20.00	$20.00
LTE Network Fee	CAELLTEF	1	$10.00	$10.00
Access Recovery Charge	ARC5	2	$3.06	$6.12
Local Number Portability - Switched - PA	POR	2	$0.23	$0.46
OSS Charge	OSS	2	$0.82	$1.64
Unlimited Local/LD	UB059	2	$0.00	$0.00
E911	E911	2	$1.25	$2.50

Non-Recurring Charges	Product Code	QTY	Unit Price	One-Time

Certified Alarm/Elevator Lines	PCAEL3YR	2	$0.00	$0.00
Monitoring Fee	CAELMF	1	$0.00	$0.00
Site Total	**Monthly**	$120.70	**One-Time**	$0.00
450R HOMESTEAD RD, HERSHEY, PA 17033				
Monthly Recurring Charges	**Product Code**	**QTY**	**Unit Price**	**Monthly**
Certified Alarm/Elevator Lines	PCAEL3YR	12	$39.99	$479.88
Monitoring Fee	CAELMF	3	$20.00	$60.00
LTE Network Fee	CAELLTEF	3	$10.00	$30.00
Access Recovery Charge	ARC5	12	$3.06	$36.72
Local Number Portability - Switched - PA	POR	12	$0.23	$2.76
OSS Charge	OSS	12	$0.82	$9.84
Unlimited Local/LD	UB059	12	$0.00	$0.00
E911	E911	12	$1.25	$15.00
Non-Recurring Charges	**Product Code**	**QTY**	**Unit Price**	**One-Time**
Certified Alarm/Elevator Lines	PCAEL3YR	12	$0.00	$0.00
Monitoring Fee	CAELMF	3	$0.00	$0.00
Site Total	**Monthly**	$634.20	**One-Time**	$0.00
550 HOMESTEAD RD, HERSHEY, PA 17033				
Monthly Recurring Charges	**Product Code**	**QTY**	**Unit Price**	**Monthly**
Certified Alarm/Elevator Lines	PCAEL3YR	12	$39.99	$479.88
Monitoring Fee	CAELMF	3	$20.00	$60.00
LTE Network Fee	CAELLTEF	3	$10.00	$30.00
Access Recovery Charge	ARC5	12	$3.06	$36.72
Local Number Portability - Switched - PA	POR	12	$0.23	$2.76
OSS Charge	OSS	12	$0.82	$9.84
Unlimited Local/LD	UB059	12	$0.00	$0.00
E911	E911	12	$1.25	$15.00
Non-Recurring Charges	**Product Code**	**QTY**	**Unit Price**	**One-Time**
Certified Alarm/Elevator Lines	PCAEL3YR	12	$0.00	$0.00
Monitoring Fee	CAELMF	3	$0.00	$0.00
Site Total	**Monthly**	$634.20	**One-Time**	$0.00
30 E GRANADA AVE, HERSHEY, PA 17033				
Monthly Recurring Charges	**Product Code**	**QTY**	**Unit Price**	**Monthly**
Broadband - 500M/35M	WSBB	1	$160.00	$160.00
Type 2 Circuit Support & Administration Fee		1	$25.00	$25.00
Broadband Modem	CBOX	1	$20.00	$20.00
Static IPs - 5	IPS5	1	$35.00	$35.00
Non-Recurring Charges	**Product Code**	**QTY**	**Unit Price**	**One-Time**
Broadband - 500M/35M	WSBB	1	$0.00	$0.00
Site Total	**Monthly**	$240.00	**One-Time**	$0.00

30 E GRANADA AVE, HERSHEY, PA 17033				
Monthly Recurring Charges	**Product Code**	**QTY**	**Unit Price**	**Monthly**
SIP Trunk - Unlimited	SIPEH	46	$3.95	$181.70
SIP Trunk - Local Number Portability	POR	46	$0.23	$10.58
DID Number	DIDI	120	$0.25	$30.00
Access Recovery Charge	ARC5	64	$3.06	$195.84
Certified Alarm/Elevator Lines	PCAEL3YR	18	$39.99	$719.82
Monitoring Fee	CAELMF	5	$20.00	$100.00
LTE Network Fee	CAELLTEF	5	$10.00	$50.00
Local Number Portability - Switched	POR	18	$0.21	$3.78
OSS Charge	OSS	18	$0.82	$14.76
Unlimited Local/LD	UB059	18	$0.00	$0.00
E911	E911	18	$1.25	$22.50
Non-Recurring Charges	**Product Code**	**QTY**	**Unit Price**	**One-Time**
SIP Trunk - Unlimited	SIPEH	46	$0.00	$0.00
SIP Activation Fee	INSTALL	46	$0.00	$0.00
SIP Trunk - Port Fee	INSTALL	1	$0.00	$0.00
Certified Alarm/Elevator Lines	PCAEL3YR	18	$0.00	$0.00
Monitoring Fee	CAELMF	5	$0.00	$0.00
Renewal Incentive - 1 Month Free Service	RNEW1YR	1	$-3,381.70	$-3,381.70
Site Total	**Monthly**	$1,328.98	**One-Time**	-$3,381.70

Order Totals	**Monthly**	$3,380.88	**One-Time**	-$3,381.70

Should bundled minutes be provided, the listed rates are utilized for any overage in usage. Unless otherwise indicated, International Rates for both outbound and inbound calling are standard and are available via your Telesystem account representative.

Rates are applicable for all locations, unless otherwise noted in the Rate Schedule. Directory Assistance is available at $2.75/minute.

Taxes, surcharges and/or fees are not included.

By signing this Agreement, I hereby authorize Block Line Systems ("Telesystem") to provide the Services listed herein and on any/all attachments.

I agree to pay all charges incurred on my Telesystem account, and I expressly agree to and accept: (1) the terms and requirement of any applicable third party end-user license agreements; and (2) such additional terms and conditions found on these links as they may modified in the future:

Terms and Conditions:	https://telesystem.us/hubfs/Website/Terms%20of%20Service/Telesystem%20Terms%20and%20Conditions%209.5.2023.pdf
Statement of Work:	https://f.hubspotusercontent00.net/hubfs/5352954/Website/Terms%20of%20Service/bls-sow-dedicated.pdf
Service Level Agreement:	https://f.hubspotusercontent00.net/hubfs/5352954/Website/Terms%20of%20Service/bls-sla.pdf
Threat Protector Terms and Conditions:	https://trusttelesystem.com/hubfs/Website/Terms%20of%20Service/Threat%20Protector%20Terms%20and%20Conditions%201.26.23.pdf?hsLang=en-us

By its signature below, Customer is authorizing Telesystem to process this agreement. Customer hereby acknowledges that it has read, understands, and agrees to the additional terms and conditions included in the links above, and forgoes all limitations on Service.

I represent that I am authorized to make these selections for the telephone lines and services listed.

CUSTOMER		TELESYSTEM	
Name: Lindsay K. Drew		Name:	
Title: School Board President		Title:	
Authorized Signature	October 7, 2024 Date	Authorized Signature	Date

100 Hotel Road • Hershey, PA • 17033
The Hotel Hershey Main Number • (717) 533-2171
Catering and Conference Services Office Fax • (717) 520-5889

SOCIAL EVENTS AGREEMENT #9408434

Property Name:	**THE HOTEL HERSHEY**		
Contact Name:	**Jeffrey Macneer**		
Address:	Derry Township School District		
	Hershey, PA 17033		
Phone/Fax:	717.531.2244 ext 1235	**Fax:**	
Email Address:	jmackneer@hershey.k12.pa.us		

Event Type:	**HERSHEY HIGH SCHOOL PROM**		
Event Date:	**Friday, May 23, 2025**		
Booked Date:	Tuesday, March 5, 2024	**Definite Date:**	October 11, 2024
Cancellation Date:			
Revisions:	**8/2/24 changed signature name**		

I. SERVICES

Hershey Entertainment & Resorts Company, a Pennsylvania corporation with a principal place of business at 27 W. Chocolate Avenue, Hershey, Pennsylvania 17033 ("HE&R") agrees to provide the services set forth in this Agreement (the "Services") to **HERSHEY HIGH SCHOOL PROM** ("Client") subject to the terms and conditions set forth in this Agreement and any applicable Schedule(s). Certain schedules may include additional terms and conditions applicable to specific Services (each a "Schedule"). Schedules shall reference this Agreement, shall be initialed by Client and shall form a part of this Agreement. In the event of a conflict between the provisions of this Agreement and the specific provisions in a Schedule, the provisions in the Schedule shall control.

A. FUNCTION SPACE REQUIREMENT

1. Event Details:

Date	Time	Function	Room	Setup	AGR	Rental
Fri, 05/23/25	6:30 PM - 11:59 PM	Dinner	Starlight Terrace	Rounds of 10	60	
Fri, 05/23/25	6:30 PM - 11:59 PM	Dinner Dance	Garden Terrace Ballroom	Rounds of 10	200	

Minimum Attendance: Client is required to have a minimum of **250** attendees at the Event ("Minimum Attendance"). If Client's actual attendance is below the Minimum Attendance, Client will be responsible for attrition fees as set forth in Section C below.

Extended Event: Events shall not exceed the block of time set forth in Paragraph 1 above. Any Event extending beyond the designated end-time shall incur a $250.00 per hour Extended Event service fee.

Entertainment Services: All entertainment must be pre-approved in writing by HE&R prior to the Event Date. Fireworks, sparklers, firecrackers, and pyrotechnics of any kinds are not permitted on any HE&R property.

Location: Client agrees to abide by the terms and conditions outlined in the Event Property Schedule, which is attached hereto and incorporated herein by reference. Please note that there may be other events (including wedding ceremonies or receptions) occurring at the same time as Client's Event.

Additional Terms:

a) Gift Bags: HE&R charges a $3.00 fee per gift bag if delivered to guest room or provided to guests at the front desk.

B. FOOD AND BEVERAGE

1. **Food & Beverage Requirements**: HE&R and Client will enter into a separate Banquet Event Order ("BEO") detailing the food and beverage requirements for the Event. Nothing in the BEO shall be considered to modify this Agreement.

2. **Anticipated Food & Beverage Revenue**: As of the date of this Agreement, Client's anticipated food and beverage revenue is **$14,000.00**, plus applicable taxes ("AFB Revenue").

3. **No Outside Food:** Neither Client nor its attendees may bring outside food and/or beverage of any kind into the Event. Because of health, safety, and licensing restrictions, HE&R does not allow for third-party food vendors or for left-over food items to be removed from the venue.

4. **Additional Terms:**
   a) Meal Guarantees: Client is required to provide HE&R with a guaranteed number of meals ("Meal Guarantee") at least three (3) business days in advance of the Event. HE&R may require advance payment of the Meal Guarantee in the amount of **$55.00** per person ("Advance Payment"). Alcoholic beverage purchases are not included in the Advance Payment.

   b) Plated Meals Surcharge: The following surcharges apply to plated entrées.

      i. Two (2) entrees with counts provided 72 hours in advance - $3.00/person
      ii. Three (3) entrees with counts provided 72 hours in advance - $5.00/person
      iii. Two (2) or Three (3) entrees with order placed at event - $8.00/person

   c) Pricing Changes: Food and beverage pricing is subject to change prior to the Event Date. HE&R will make every reasonable effort to notify Client of any such changes as soon as reasonably practicable after any such pricing change.

Taxes and Additional Fees: Applicable Pennsylvania sales taxes and fees will be charged to HERSHEY HIGH SCHOOL PROM for all food and beverage Services. All food and beverage Services are subject to a twenty-three percent (23%) Service Charge, which will be comprised of the following:

a) Eight and a half percent (8.5%) for the administration of the Banquet Services set forth herein;
b) Fourteen and a half percent (14.5%) gratuity for food and beverage Services provided by tipped employee of HE&R working the Event.

The Service Charge is subject to change. The percentage gratuity referenced above is agreed to by HERSHEY HIGH SCHOOL PROM. HERSHEY HIGH SCHOOL PROM may increase the gratuity to HE&R tipped employees servicing the Event at HERSHEY HIGH SCHOOL PROM's discretion and upon notification to HE&R.

C. CANCELLATION AND ATTRITION

1. **Attrition**: If Client does not meet its Minimum Attendance requirements, Client agrees to pay the difference between Client's actual food and beverage revenue and 80% of the AFB Revenue set forth in Section B above.

2. **Cancellation:** Cancellation by Client will be subject to the following cancellation fees, plus applicable taxes and service charges:

Duration Prior to Event Date	Cancellation Fee (Percentage of Anticipated Food, Beverage, and Meeting Space Revenue)
0-90 Days	Forfeit Deposit, plus 85% combined AFS Revenue and AFB Revenue
91-180 Days	Forfeit Deposit, plus 70% combined AFS Revenue and AFB Revenue
181-365 Days	Forfeit Deposit, plus 50% combined AFS Revenue and AFB Revenue
366 Days or more	Forfeit Deposit, plus 25% combined AFS Revenue and AFB Revenue

3. **Postponement**: Postponement occurring between 0 – 365 days prior to Event will result in a forfeiture of the Deposit. Client will be required to enter into a new Social Events Agreement and pay a new non-refundable Deposit for the rescheduled Event.

4. **Liquidated Damages:** Parties agree that in the event of cancellation, postponement or attrition, it will be difficult for HE&R to determine the full scope of its damages. As such, parties agree that the above cancellation and postponement fees and attrition fees represents a reasonable effort on behalf of HE&R to establish its loss prospectively, and shall be due as liquidated damages. HE&R will charge all cancellation and attrition fees, plus applicable taxes and service charges, to Client's Master Account.

II. PAYMENT

1. **Master Account:** Function space fees, food and beverage changes, and applicable cancellation, postponement and attrition fees, along with any other charges requested by an authorized representative of Client will be billed to the Master Account. The Master Account must be prepaid by Client at least three (3) business days prior to the Event.

2. **Tax Exemption Status:** HE&R will charge exempt organizations applicable Sales Tax unless Client provides HE&R with a valid certificate expressly exempting the PA Sales Tax. Copies of the appropriate exemption certificate(s) must be forward to HE&R prior to the Event Date.

3. **Payment Method:** Deposit and Master Account to be paid by:

   ☐ **Check.** Check payment **due no later than three days in advance** of Client's Event Date in the amount of $_____ (the total estimate charges for Services as set forth in this Agreement). Made payable to "**Hershey Entertainment & Resorts Company**" and remit to 27 W. Chocolate Ave., Hershey, PA 17033, Attn: Accounts Receivable.

   ☐ **Credit Card.** Complete Credit Card Authorization authorizing HE&R to charge the credit card by the Event Date. A 5% service fee will be charged if a change is requested after the original charge(s) have been processed.

   ☐ **Cash.** Cash payment **due no later than three days in advance** of Client's Event Date in the amount of $_____ (the total estimate charges for Services as set forth in this Agreement).

4. **Past Due Accounts:** All charges not paid by the applicable due date will be considered past due. **HERSHEY HIGH SCHOOL PROM** agrees to pay interest on past due accounts, which shall accrue at the rate of 1.5% per month, from the date on which payment was due until paid. If action is necessary to enforce collection, **HERSHEY HIGH SCHOOL PROM** shall pay costs of collection, including reasonable attorneys' fees.

5. **Additional Charges**: Client must have a credit card on file for any additional charges and/or any balance for Services incurred during the Event. Additional charges may also include the reasonable cost to repair or replace any property damaged or destroyed by Client or attendees of the Event.

III. GENERAL PROVISIONS

1. **Non-Smoking:** HE&R properties are designated as a non-smoking environment.

2. **Vendor Policy**: Client may utilize outside vendors in connection with its Event, provided that such vendors are approved in writing by HE&R prior to the Arrival Date. Except as otherwise set forth in this Agreement, outside vendors may include, but are not limited to, entertainment services, audio/visual production companies (subject to additional fees) and decorating companies. Notwithstanding the forgoing, outside caterers, rigging companies, and security personnel are not permitted. All food and beverage must be purchased through HE&R, and all security and rigging needs must be coordinate through HE&R.

3. **Rigging**: If applicable all rigging for Client's Event must be provided by HE&R's designated rigging company ("Rigging Company"). All rigging plots and designs must be approved by HE&R and Rigging Company.

4. **Trademarks:** Nothing in this Agreement shall be construed as to permit or authorize Client to use at or in connection with Client's Event, any material containing any symbol, trademarks, trade name, or trade dress owned or licensed by HE&R ("HERSHEY Trademarks") without HE&R's prior written approval.

5. **Alcohol Service:** Client understands and agrees that any guests under 21 years of age will not be served and will not be permitted to consume any alcoholic beverages. All guests requesting or being served alcohol beverages at the Event should be prepared to show HOTEL a valid photo ID upon request.

6. **Drones:** The use of flying of drones or other unmanned or remote-controlled devices are prohibited on or above HE&R Property. Client will defend, indemnify and hold HE&R harmless from any claims arising from unauthorized use of drones in violation of this provision.

7. **Pyrotechnics:** The Hotel Hershey does not allow any fireworks on the property, including sparklers, confetti canons, etc.

8. **Publicity Release/Grant of Use**: Client hereby grants HE&R a non-exclusive, irrevocable, fully paid, universal license to use, copy, transmit, distribute, publish, or display her/his name, voice or likeness in any media (including photographs), whether now known or hereafter developed without any right of approval or compensation and Client hereby releases HE&R from any liability with respect thereto. Client acknowledges and agrees that his/her name, voice, likeness, or Event may be made available to the public by HE&R, including appearance on the one or more of HE&R's websites and/or social media sites.

9. **Indemnification**: Each party shall indemnify, defend and hold the other party and its shareholders, affiliated and related entities, directors, officers, employees, and agents, harmless from and against any and all claims, liability, injury, damage or expense incurred, including reasonable attorneys' fees, expert fees, and costs of litigation (collectively referred to as "Claims") to the extent such Claims are caused by: (i) negligent actions or omissions or intentional misconduct of the indemnifying party, its employees, subcontractors, or vendors in connection with this Agreement, (ii) any trademark, trade name, service mark, patent or intellectual property infringement claims relative to this Agreement, and (iii) the indemnifying party's breach of this Agreement or any of the indemnifying party's representations or warranties contained herein. The obligations set forth in this Paragraph shall survive the termination or expiration of this Agreement.

10. **Insurance:** HOTEL and **HERSHEY HIGH SCHOOL PROM** each agree to carry and maintain adequate liability and other insurance to cover its obligations under this Agreement and applicable Schedules (if any). Depending on the nature of **HERSHEY HIGH SCHOOL PROM's** Event, HE&R reserves the right to require **HERSHEY HIGH SCHOOL PROM** to provide proof of insurance coverage upon request. The insurance requirements specified herein do not relieve either party of its responsibility or limit the amount of its liability. The obligations set forth in this Paragraph shall survive the termination or expiration of this Agreement.

11. **Limitation of Liability**: Except as specifically noted in this Agreement, or for damages arising pursuant to obligations or breaches of publicity or confidentiality, neither party shall be liable to the other party for any special, indirect, incidental, consequential, punitive or exemplary damages, including, but not limited to, lost profits, even if such party has knowledge of the possibility of such damages.

12. **Jurisdiction and Venue**: This Agreement shall be governed by and construed in accordance with the laws of the Commonwealth of Pennsylvania. The parties hereto consent and agree that all legal proceedings relating to the subject matter of this Agreement shall be maintained in the Court of Common Pleas of Dauphin County, Pennsylvania or, if applicable, the United States District Court for the Middle District of Pennsylvania (Harrisburg division), and both parties consent and agree that jurisdiction and venue for such proceedings shall lie exclusively with such courts. In the event of litigation arising from or associated with this Agreement, the parties agree that the prevailing party shall be entitled to recover its attorney's fees and costs.

13. **Force Majeure:** Neither party shall be held liable or responsible for any failure or delay in the performance of its obligations under this Agreement to the extent such failures or delays are caused by (i) acts of war, (ii) terrorism, (iii) civil riots, (iv) Acts of God, including but not limited to floods, windstorms, and tornados, or (v) government actions related to a declared health pandemic, which make performance illegal or impossible on the event date(s) (collectively referred to as "Force Majeure Events"). The parties expressly acknowledge that Force Majeure Events specifically exclude financial inability to perform, economic conditions, and events relating to a party's fault or negligence. In the event of a Force Majeure Event that makes performance illegal or impossible on the event date(s), the parties will reschedule the event for an event of equal or greater value on mutually agreed upon date within twelve (12) months from the original event date(s). **HERSHEY HIGH SCHOOL PROM** understands and agrees that HOTEL shall not be responsible or liable for any loss or damage to **HERSHEY HIGH SCHOOL PROM** property as a result of a Force Majeure Event.

14. **Class Action Waiver:** **HERSHEY HIGH SCHOOL PROM** hereby waives its right to commence, to become a party to, or to remain a participant in, any group, representative, class, collective, or hybrid class/collective action in any court, arbitration proceeding, or any other forum, against the other. A judge may not consolidate or join the claims of other persons or parties who may be similarly situated.

15. **Compliance with Laws:** The parties will comply with all applicable laws, governmental rules and regulations and any and all industry standards applicable to its operations, and to the products and services that it offers. If **HERSHEY HIGH SCHOOL PROM** intends to conduct small games of chance (e.g., raffles) or silent auctions, it must obtain prior approval from HE&R.

16. **Americans with Disabilities Act Compliance:** **HERSHEY HIGH SCHOOL PROM** shall identify in advance any accommodation needs of disabled attendees, staff, or other guests, and will notify HOTEL of such needs prior to the Arrival Date. Should additional or temporary auxiliary aids be required for meeting room(s) and/or function space, **HERSHEY HIGH SCHOOL PROM** will pay for the acquisition, rental or construction of such auxiliary aids.

17. **Assignment:** Neither party may assign or delegate its rights or duties under this Agreement without prior written approval of other party.

18. **Waiver/Severability**: If either party agrees to waive its right to enforce any term of this Agreement, it does not waive its right to enforce any other terms of this Agreement. In case any provision in this Agreement shall be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall not in any way be affected or impaired thereby and such provision shall be ineffective only to the extent of such invalidity, illegality or unenforceability.

19. **Entire Agreement:** This Agreement represents the entire understanding of the parties regarding the services, and supersedes all prior or contemporaneous understandings or negotiations, whether oral or written, implied or express. Any modification to the Agreement or any document entered into under this Agreement after the date of the will require a writing signed by both parties.

20. **Authority**: The persons signing the agreement on behalf of HOTEL and **HERSHEY HIGH SCHOOL PROM** each warrant that they are authorized to make agreements and to bind their principals to this Agreement.

21. **Acceptance:** This Agreement shall be deemed accepted only after it has been signed by a representative of **HERSHEY HIGH SCHOOL PROM** and HOTEL. Acceptance may be made by facsimile transmission and this Agreement may be executed in one or more counterparts.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as of the last date set forth below:

AGREED TO AND ACKNOWLEDGED BY:

Heather Hoffman /sm	
Hershey Entertainment & Resorts Company (Hotel)	**Client**
Heather A. Hoffman / Social Events Manager	**Lindsay Drew**
Name (Print):	**Name (Print):**
	President, School Board
Title:	**Title:**
10/11/24	October 7, 2024
Date:	**Date:**

Docusign Envelope ID: B54C53EB-605A-4578-B911-D7053C6D3FFC

VelocityEHS®

CUSTOMER ORDER FORM

222 Merchandise Mart Plaza, Suite 1750
Chicago, IL 60654
Ph: 312.881.2000
Fax: 866.320.1021
Tax ID #: 04-3626476

Contract Number: Q-230585
Issued Date: Jul 01 2024
Issued By: Bernard Siliezar
Offer Valid Through: Aug 28 2024

Customer Information

Customer: Derry Township School District
D-U-N-S® Number: 042089649
Attn: John Fready

Terms & Conditions

Related Contract:
Contract Start Date: Oct 28 2024
Contract End Date: Oct 27 2027
Initial Term: 36 Months

Payment Terms: Net 30
Billing Frequency: Annual
Annual Price Adjustment: 5.00%

Subscriptions & Services

Item	Type	Qty	Oct 28 2024 to Oct 27 2025	Oct 28 2025 to Oct 27 2026	Oct 28 2026 to Oct 27 2027
SDS/Chemical Management	Annual	1			
SDS Management	Annual	1	$3,999.00	$4,198.95	$4,408.90
Included Site Administrator	Annual	1			
		Total:	**$3,999.00**	**$4,198.95**	**$4,408.90**

This Customer Order Form, including all Exhibits, and the Services provided hereunder are governed by the terms and conditions of the VelocityEHS Master Subscription and Services Agreement, as posted on https://www.ehs.com/mssa, which is hereby incorporated into this Customer Order Form (the "Agreement"). By signing below, Customer agrees to be bound by such terms and conditions as of the date of signing. VelocityEHS may deem this Customer Order Form null and void if the executed agreement is not received by VelocityEHS by the "Offer Valid Through" date listed above, or if the document is returned with handwritten changes.

Derry Township School District

Signature: [signature]
Name: Lindsay K. Drew
Title: School Board President
Date: October 7, 2024

VelocityEHS

Signature: DocuSigned by: Michael Bruffey 85CD60D0A12E46E...
Name: Michael Bruffey
Title: Director, Customer Experience
Date: 8/15/2024

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VelocityEHS®

CUSTOMER ORDER FORM

Exhibit A

SDS Management Base subscription pricing includes:

- One annual SDS Management subscription(s) for the Customer and up to 200 employees.
- Unlimited Account Administrators
- Unlimited SDS database searches, views and additions to the eBinder.
- Access to eBinder and database search from the SDS/Chemical Management mobile application.
- Access to the Desktop Application, which allows administrator(s) to print SDSs, and download an electronic backup of their SDSs and basic information.
- Annual allotment of 50 SDS Requests and 100 SDS Uploads. Additional SDS Requests may be purchased in bundles of 250 for $1000; additional SDS Uploads may be purchased in bundles of 500 for $1000.
- Technical & Customer Support.
- Additional Terms and Conditions apply. To learn more, click here.

All fees are in USD and, unless otherwise noted, are due on the Contract Start Date, as noted on page one (1) of this agreement. The Contract End Date reflects the subscription **"anniversary date"; subsequent year's fees will be invoiced between 45 and 60** days before each anniversary date, with payments due prior to each anniversary date. Where applicable, all travel expenses will be invoiced to Customer as incurred. Sales tax associated to this Order will appear on the invoice, where applicable.

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VelocityEHS®

CUSTOMER ORDER FORM

Exhibit B

Customer Support
Customer Support is included with the customer's software subscription. Support includes troubleshooting, product usage assistance, and general inquiries regarding Customer's account(s).

- Support is available Monday - Friday, excluding weekends and U.S. holidays. Support Business Hours are listed in the Support Business Hours table below.
- First Response times are based upon Support Business Hours and vary according to issue Severity and customer subscription. First Response time goals are listed in the Support First Response Times Goals table below. Severity Definitions are included in the Severity Definitions table below.
- Separately, for custom project engagements, VelocityEHS can scope and deliver a service project(s) for an additional fee. VelocityEHS will obtain approval prior to proceeding with any custom work that will result in additional charges.

Support Business Hours

Americas	8am - 8pm Eastern (UTC -4)
	7am - 7pm Central (UTC -5)
	5am - 5pm Pacific (UTC -7)
EMEA	9am - 12am UTC/BST
	10am - 1am CET (UTC +1)
	11am - 2am EET (UTC +2)

Support First Response Times

First Response Time Goals

Severity #	Severity Name	First Response Time (Business Hours)
S1	Critical	2 hours
S2	High	8 hours
S3	Medium	72 hours
S4	Low	6 days (96 hours)

Severity Definitions

Severity #	Severity Name	Definition
S1	Critical	Critical service(s) unavailable OR platform access unavailable for all customers or all admins on 1 account OR all end users cannot access the site to view an SDS OR data corruption / loss. And no workaround is possible. (Note: Does not include dev environments.)
S2	High	Degraded performance of Critical services OR Important service(s) are unavailable, including access to eBinder primary functions, EHS workflows, etc. OR only some users are unable to access platform/site. Generally multiple users or accounts are impacted by the issue.
S3	Medium	Degraded performance of Important services, for example intermittent errors on functions or workflows (but access is not blocked) OR a specific component is impaired, resulting in inconvenience or delays OR login/access issues for a single user.
S4	Low	Non-impacting issue OR issue impacting only 1 user AND not related to access/login OR issue not blocking workflow OR Inquiry OR Request for an item not currently part of the application, including: How-to question, Feature Request, Change Request, Documentation Request, or troubleshooting of dev environment.

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MS-944 (7-09)

pennsylvania
DEPARTMENT OF TRANSPORTATION

PROPOSAL & CONTRACT (WHEN EXECUTED)
Instructions on Page 4

(THIS PROPOSAL INCLUDES INSTRUCTIONS TO BIDDERS)

A. DEPOSIT OF PROPOSALS.

All electronic Bid proposals shall be submitted through PennBid for Letting of
August 1, 2024
DATE

Electronic Proposals will be received on or before *2:00 PM* on the above Letting Date.
TIME

Bids will be made available at approximately *2:00 PM*, on the above Letting Date.
TIME

Derry Township School District
School District

Stacy L. Winslow, EdD
SUPERINTENDENT

P. O. Box 898, 30 E. Granada Avenue
Hershey, PA 17033
ADDRESS

PROPOSALS MUST BE SUBMITTED ELECTRONICALLY VIA PENNBID

1. The contractor proposes to furnish and deliver all materials (including Form CS-4171, CERTIFICATE OF COMPLIANCE) and/or TR-465 DAILY BITUMINOUS MIXTURE CERTIFICATION) and to do and perform all work on the following project as more specifically set forth in the Schedule of Prices (Attachment), in accordance with drawings and specifications on file at Derry Township School District as well as the supplements and special requirements contained herein and/or attached hereto and current PennDOT Specifications (Publication 408), except (a) bidders need not be prequalified by PennDOT (Sec. 102.01), and (b) Volumetric testing of bituminous paving materials is not required (Sec.409).

2. If designated as the successful bidder, the contractor will begin work on the date specified in the notice to proceed, or as otherwise provided in the special requirements, and will complete all work within **60** calendar days. If all work is not completed on time, liquidated damages will be assessed at the rate as specified in the Special Provisions to Contract MS-944.

3. Accompanying this proposal is a certified check or bid bond in the amount of **10% of the Bid Amount** made payable to the school district as a proposal guarantee which, it is understood, will be forfeited in case the contractor fails to comply with the requirements of the proposal.

B. PROPOSAL OF :

Custer Excavating Inc. 1015 Beech Street Palmyra, PA 17078

NAME / ADDRESS OF CONTRACTOR

CONTRACTOR'S CERTIFICATION

It is hereby certified as follows:

1. The only person interested in this proposal as principal(s) is (are):

   Jack Custer

2. None of the above persons are employees of the school district.
3. This proposal is made without collusion with any other person, firm or corporation.
4. All plans and specifications referred to above and the site of the work have been examined by the contractor. The contractor understands that the quantities indicated herein are approximate and are subject to change as may be required; and that all work is payable on the basis of the unit price listed on the Schedule of Prices (Attachment 1).

5. The contractor will comply with all requirements of the laws and implementing regulations of the Commonwealth of Pennsylvania and the United States relating to human relations, equal opportunity, and non-discrimination in employment, and will pay to workmen employed in the performance of the contract the wages to which they may be entitled.
6. The contractor will provide the school district with a performance bond, conditioned upon the faithful performance of the contract in accordance with the plans, specifications, and conditions thereof, and a payment bond conditioned on the prompt payment of all material furnished and labor supplied or performed in the prosecution of the work.
7. Bidder acknowledges that this bid is for a public works contract and bidder is therefore subject to the provisions, duties, obligations, and penalties of the Public Works Employment Verification Act, 43 P.S. 167.1-167.11, which is incorporated herein by reference.

Custer Excavating Inc
CONTRACTOR

(SEAL)

BY: _____ DATE: August 1, 2024
TITLE: President

WITNESSED OR ATTESTED BY: _____ DATE: August 1, 2024
TITLE: Office Manager

TO BE EXECUTED ONLY IN THE EVENT THE ABOVE PROPOSAL IS ACCEPTED

ACCEPTED ON: Sept. 12, 2024
DATE

DERRY TOWNSHIP SCHOOL DISTRICT
SCHOOL DISTRICT

SCHOOL DISTRICT OF DERRY TOWNSHIP, PENNA. SEAL

BY: _____
TITLE: Superintendent

BY: _____
TITLE:

BY: _____
TITLE:

ATTESTED BY: _____
TITLE: Board Secretary

(5-06)

SPECIAL PROVISIONS TO CONTRACT MS-944 (Attachment 1-A)
CONTAINS IMPORTANT INFORMATION FOR THE CONTRACTOR
The Prime Contractor and subcontractors must comply with all of the following provisions that are marked with an "X"

- ☒ Traffic Control and Safety Devices to be provided by the Contractor (Maintenance and Protection of Traffic to comply with current MUTCD, Publication 212 and Publication 213.)
- ☒ Delivery tickets for all materials.
- ☐ CS-4171 Certificate of Compliance and/or TR-465 Daily Bituminous Mixture Certification required for all materials.
- ☒ Notify the School District five working days prior to start of project.
- ☒ Work to be completed within **60 calendar days**. After **60 calendar days** liquidated damages apply at the rate of $500 per calendar day.
- ☐ Roadway to be power broomed by (contractor ☐ School District ☐) prior to start of project.
- ☒ Excess material to be removed by (contractor ☒ School District ☐).
- ☒ School District to inspect project.
- ☒ Need Bill of Lading for each shipment of bituminous material per Section 702.1(c) of Specifications 408.
- ☐ Tack Coat required per Section 460, or 409 for Superpave, of Specifications 408 and is incidental to paving item unless noted otherwise.
- ☐ Prime Coat require per Section 461 of Specifications 408.
- ☐ Bituminous Seal on all abutting pavement and curbs required.
- ☐ Saw cut or Milled Paving Notch required and incidental to paving item unless noted otherwise.
- ☐ Scratch/Leveling Courses to be placed at the discretion of appointed inspector(s).
- ☐ Full width pavement with one pass required.
- ☒ School District reserves the right to limit work completed.
- ☐ Taper pavement the last 3 feet to curb.
- ☐ For FOB Source bids, hauling distance will determine selection of bid award.
- ☐ School District reserves the right to procure material which best suits their requirements after all bids and items are reviewed.
- ☒ Incidental Preparation and clean up required. (Project Construction Materials)
- ☐ The School District reserves the right to make an award on the basis of the aggregate total for all like items on which quotations are received.
- ☒ Provide design, which meets Specifications Form 408 to the School District 5 days prior to start of work.
- ☒ Contractor is responsible for defects that occur within one year of completion of the work.
- ☐ Contractor is required to review proposed project with School District's Representative prior to bidding.
- ☐ Oil samples required from each distributor truck by contractor (1) quart: A.M. & P. M. and witnessed by School District and retained by School District. (Oil samples must be placed in an approved type container that is compatible with oil sample.)
- ☐ At least three random stone samples to be taken by contractor on project site witnessed by School District and retained by School District.
- ☐ Complete all testing in accordance with Specification Form 408 Section 409 except for Superpave volumetric testing.
- ☐ Notice to Proceed will be the date of Contract acceptance.
- ☒ Final Completion Certificate & Notice of Completion required.
- ☒ Future award of Contract will be based on quality of work as determined by the School District.
- ☐ Contractor notify all residents of pending work to be performed.

My signature signifies that I have read and understand the above special provisions to this contract, and by being authorized by this company to act as their authorized representative, and on their behalf hereby agree to adhere to any and all of the provisions pertaining to this contract.

CONTRACTOR'S REPRESENTATIVE	DATE	SCHOOL DISTRICT'S REPRESENTATIVE	DATE
	August 1, 2024	Stacy L Cumpston	9/12/24
Custer Excavating Inc.		Derry Township School District	
COMPANY		SCHOOL DISTRICT	

CALM (Child Anxiety Learning Modules) Study Overview for School Administrators

Study Goals: The primary goal of the CALM study is to reduce student anxiety and improve academic functioning. This goal is accomplished by comparing the effectiveness of two brief school nurse delivered interventions to students struggling with anxiety.

Funding and Approvals: This is a five-year study funded by the US Department of Education and is approved by the University of Connecticut's Institutional Review Board.

What is Involved for School Nurses: School nurses who are interested in volunteering will be offered free training by the study to enhance their capacity to identify and help manage anxiety in their students (training is virtual and takes place outside of school hours). Nurses will identify students who they think will benefit from the intervention. Nurses also receive compensation for their participation.

What is Involved for Students/Families: Families who are interested in volunteering to participate will complete a study evaluation and if eligible will receive one of the interventions from their school nurse (5 brief meetings). Evaluations are also conducted virtually, and families receive compensation for their participation.

**The study is completely voluntary, and nurses and families must sign informed consent. Students, parents, nurses, and teachers complete brief questionnaires before and after the intervention to assess the impact on anxiety and school functioning.

Derry Township School District

30 East Granada Avenue, Hershey, PA, 17033

Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the **(Name of LEA Entity)** Derry Township School District reviewed and approved the plan(s) at the following Board Meeting, held on **(date)** October 7, 2024. The plan(s) was (were) approved by a vote of 9 **(yes)** and 0 **(no)**.

Plan(s) Approved at School Board Meeting:

Place a check in the box next to the board approved plan(s).

☐ Comprehensive Plan

Board Affirmation also includes review and approval of the following state reports:

- Induction Plan (Chapter 49)
- Professional Development Plan (Act 48)
- Gifted Education Plan Assurances* (Chapter 16)

☒ School Plan(s)

List school name and plan type on the next page.

School Name	Plan Type
Hershey High School	TSI – non – Title I

Plan Types:

- Non-Designated – non – Title I
- Schoolwide Title I
- CSI
- ATSI – Title I
- ATSI – non – Title I
- TSI – Title I
- TSI – non – Title I

Affirmed on this 7th day of October, 2024

By: _____ **(Signature of Board President)**

Lindsay K Drew **(Print Name)**

Derry Township School Distric **Board of Education**

Hershey HS

TSI non-Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Hershey High School		115221753
Address 1		
550 Homestead Road		
Address 2		
City	**State**	**Zip Code**
Hershey	PA	17033
Chief School Administrator		**Chief School Administrator Email**
Stacy L Winslow		swinslow@hershey.k12.pa.us
Principal Name		
Lindsey Schmidt		
Principal Email		
lschmidt@hershey.k12.pa.us		
Principal Phone Number		**Principal Extension**
717-531-2244		2214
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Vision for Learning

Vision for Learning

Everyone in our community has a role in promoting the education of the whole child. Inside our buildings, students are learning from teachers who model strong social emotional competencies as well as the importance of life long growth. Students feel loved, welcomed, and safe on our busses, in our classrooms, hallways, cafeterias and playgrounds. Students feel ready to take academic risks and regularly produce work that exceeds their teachers' expectations. Students know how to use their technology tools to analyze and create. They take risks, express appropriate responses to frustration, and are not afraid to try again after a perceived failure. Our students are kind to one another, embracing differences as enriching and shunning bullying behavior of any sort. Students are assertive regarding their own needs and they know their voices are valued by the adults they interact with every day. Teachers embrace the culture of professional learning by seeking regular support from members of the instructional coaching team and by attending workshops and sessions to foster their instructional skills and content knowledge. Teachers work collaboratively on a regular basis to ensure that all students have both enrichments and supports as needed. Students have multiple opportunities to engage in rigorous learning across subject areas as well as participate in extra-curricular activities. By the time they enter high school, every student is connected to at least one school activity be it athletics, clubs or music ensembles. We find no disparities based upon either economic status or ethnicity in our honors and AP classes. Our attendance data shows no discrepancies between various groups of students with all groups averaging 95% attendance or better. Students know that when they are present in our buildings, they will have experiences that prepare them not just for the next assignment or test, but for the road of learning that will lead them to a full and satisfying life and career. Our administrative team has embraced the need for continual learning and growth in leadership. They understand that the team cannot perform at a higher level than its lowest common denominator and that collective effectiveness is far greater than individual effectiveness. They lead with empathy and compassion while encouraging those they supervise to be self-accountable, committed, and engaged with high standards of practice. They have worked together to systemically implement Professional Learning Communities, Social Emotional Learning, and restorative practices. They have worked to breakdown inequitable structures and to educate their staff on how students who love to come to school also find more academic success. They see and can convey the interconnections of the whole child. They mentor teachers and one another. They hold one another accountable and engage in difficult conversations in order to make solid decisions for the betterment of the organization and always keep what is best for kids at the center of the discussion. They love and respect one another and do not hold grudges after difficult conversations or conflict. Families feel welcome and supported by our schools. They see us as partners in raising healthy, well-adjusted, and well-rounded children. When parents and guardians enter our buildings, they are greeted with warmth and made to feel welcome. They know that their contributions make a difference in our overall success and that we love and respect their children as much as they do. We share a common goal of children who are able to explore their interests, are resilient and confident as they move through their schools and the world at large. We have created a space together where we support one another and foster a sense of community among our staff and families. The community, led by the board of school directors, sees itself as an important component and stakeholder in children's education. As such, the board of directors continues to examine, revise, and enact policy that moves the district into a future where all students find academic success and social-emotional support. They set high expectations and monitor programming for implementation. The value of community is seen via a plethora of volunteers at all levels of the district supporting teachers and students in their academic and extracurricular endeavors. Organizations like COCOA packs support children and families, ensuring that poverty is not a barrier to student success and that all families have a space to feel welcome and supported, not judged. Business leadership helps to define the workplace skills needed for success after high school. With the support of a growing alumni association, many businesses and organizations open their doors for job shadowing and internship opportunities. This group shares

feedback on the experience of supporting a student to help grow and improve our programming. The high school offers the flexibility of scheduling that allows any student who wishes to have the opportunity to participate in this valuable experience.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	**False** 1	**False** 2	**False** 3	**False** 4	**False** 5	**False** 6
False 7	**False** 8	**True** 9	**True** 10	**True** 11	**True** 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
English Language Arts/Literature Achievement (All Student Group)	This datapoint illustrates the culture of schoolwide excellence for all students. It further illustrates our deep curricular alignment and commitment to continuous improvement of instructional practices. Hershey High School had 85.4% of students score proficient or advanced. This met the 2033 statewide goal and exceeded the state average by 31.9%.
Mathematics/Algebra Achievement (All Student Group)	This datapoint illustrates the culture of schoolwide excellence for all students. It further illustrates our deep curricular alignment and commitment to continuous improvement of instructional practices. Hershey High School had 83.2% of students score proficient or advanced. This exceeded the state average by 47%. This data is from 2022 because our 2023 math data was impacted by the COVID year exemption
English Language Arts/Literature Growth Standard (All Student Group)	This datapoint illustrates how Hershey High School is growing students over the course of an academic year. In 2023 Hershey High School earned a growth score of 100.0 which exceeds the growth standard by 30.0 and is well above the state average of 75.4 for English Language Arts/Literature. This indicator shows that Hershey High School students do not just achieve at high levels, they also show considerable growth over a year's time.
Mathematics/Algebra Growth Standard (All Student Group)	This datapoint illustrates how Hershey High School is growing students over the course of an academic year. In 2023 Hershey High School earned a growth score of 95 which exceeds the growth standard by 25 and is well above the state average of 74.9 for Mathematics/Algebra. This indicator shows that Hershey High School students do not just achieve at high levels, they also show considerable growth over a year's time.
Science/Biology Growth Standard (All Student Group)	This datapoint illustrates how Hershey High School is growing students over the course of an academic year. In 2023 Hershey High School earned a growth score of 100.0 which exceeds the growth standard by 30.0 and is well above the state average of 74.7 for Science/Biology. This indicator shows that Hershey High School students do not just achieve at high levels, they also show considerable growth over a year's time.

Challenges

Indicator	Comments/Notable Observations
English Language Arts/Literature Achievement (Economically Disadvantaged Students)	Students classified as Economically Disadvantaged scored considerably lower than the all student group with 66.4% of students scoring proficient and advanced as compared to 85.4%.
English Language Arts/Literature Achievement (Students with Disabilities)	Students with Disabilities scored considerably lower than the all student group with 16% of students scoring proficient and advanced as compared to 85.4%

Mathematics/Algebra Achievement (Students with Disabilities)	Students with Disabilities scored considerably lower than the all student group with 10.5% of students scoring proficient and advanced as compared to 83.2%. This data is from 2023 because the 2023 data is impacted by the COVID exemption.
Career Standards Benchmark (Students with Disabilities)	Hershey High School students with disabilities scored lower than the all student group in 2023 with 84.6 percent of students meeting the benchmark compared to 97.1 percent for the all students group.

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

Strengths

Indicator English Language Arts/Literature Achievement **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** This datapoint illustrates the culture of schoolwide excellence for all students. It further illustrates our deep curricular alignment and commitment to continuous improvement of instructional practices. Hershey High School had 85.4% of students score proficient or advanced. This met the 2033 statewide goal and exceeded the state average by 31.9%.
Indicator Mathematics/Algebra Achievement **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** This datapoint illustrates the culture of schoolwide excellence for all students. It further illustrates our deep curricular alignment and commitment to continuous improvement of instructional practices. Hershey High School had 83.2% of students score proficient or advanced. This met the 2030 statewide goal and exceeded the state average by 47.5%. This data is from 2022 because the 2023 data was impacted by the COVID exemption.
Indicator English Language Arts/Literature Growth Standard **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** This datapoint illustrates how Hershey High School is growing students over the course of an academic year. In 2023 Hershey High School earned a growth score of 100.0 which exceeds the growth standard by 30.0 and is well above the state average of 75.4 for English Language Arts/Literature. This indicator shows that Hershey High School students do not just achieve at high levels, they also show considerable growth over a year's time.
Indicator Mathematics/Algebra Growth Standard **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** This datapoint illustrates how Hershey High School is growing students over the course of an academic year. In 2023 Hershey High School earned a growth score of 95.0 which exceeds the growth standard by 25.0 and is well above the state average of 74.7 for Mathematics/Algebra. This indicator shows that Hershey High School students do not just achieve at high levels, they also show considerable growth over a year's time.
Indicator	**Comments/Notable Observations**

Science/Biology Growth Standard **ESSA Student Subgroups**	This datapoint illustrates how Hershey High School is growing students over the course of an academic year. In 2023 Hershey High School earned a growth score of 100.0 which exceeds the growth standard by 30.0 and is well above the state average of 74.7 for Science/Biology. This indicator shows that Hershey High School students do not just achieve at high levels, they also show considerable growth over a year's time.

Challenges

Indicator English Language Arts/Literature Achievement **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Students classified as Economically Disadvantaged scored considerably lower than the all student group with 66.1% of students scoring proficient and advanced as compared to 85.4%.
Indicator English Language Arts/Literature Achievement **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Students with Disabilities scored considerably lower than the all student group with 16% of students scoring proficient and advanced as compared to 85.4%
Indicator Mathematics/Algebra Achievement **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Students with Disabilities scored considerably lower than the all student group with 10.5% of students scoring proficient and advanced as compared to 83.2%. This data is from 2022 because our 2023 data was impacted by the COVID exemption.
Indicator Career Standards Benchmark **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Hershey High School students with disabilities scored considerably lower than the all student group with 84.6% meeting the benchmark compared to 97.1% for the all student group.
Indicator Attendance **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** Hershey High School attendance rate for the all students group was 71.2% which was slightly below the state average of 73.9%.

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.

English Language Arts/Literature Achievement (All Student Group)

Mathematics/Algebra Achievement (All Student Group) - data from 2022
English Language Arts/Literature Growth Standard (All Student Group)
Mathematics/Algebra Growth Standard (All Student Group)
Science/Biology Growth Standard (All Student Group)

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.

English Language Arts/Literature Achievement (Students Classified as Economically Disadvantaged)
English Language Arts/Literature Achievement (Students with Disabilities)
Math Achievement (Students with Disabilities)
Career Standards Benchmark (Students with Disabilities)
Attendance (All Student Group)

Local Assessment

English Language Arts

Data	Comments/Notable Observations
ELA Achievement (All Student Group)	This datapoint illustrates the culture of schoolwide excellence for all students. It further illustrates our deep curricular alignment and commitment to continuous improvement of instructional practices. Hershey High School had 85.4% of students score proficient or advanced. This met the 2033 statewide goal and exceeded the state average by 31.9%.
ELA Growth (All Student Group)	This datapoint illustrates how Hershey High School is growing students over the course of an academic year. In 2023 Hershey High School earned a growth score of 100.0 which exceeds the growth standard by 30.0 and is well above the state average of 75.4 for English Language Arts/Literature. This indicator shows that Hershey High School students do not just achieve at high levels, they also show considerable growth over a year's time.
ELA Achievement (Students with Disabilities)	Students with Disabilities scored considerably lower than the all student group with 16.4% of students scoring proficient and advanced as compared to 85.4%.
ELA Achievement (Students Classified as Economically Disadvantaged)	Students classified as Economically Disadvantaged scored considerably lower than the all student group with 66.1% of students scoring proficient and advanced as compared to 85.4%.

English Language Arts Summary

Strengths

ELA Achievement (All Student Group)
ELA Growth (All Student Group)

Challenges

ELA Achievement (Students with Disabilities)
ELA Achievement (Students Classified as Economically Disadvantaged)

Mathematics

Data	Comments/Notable Observations
Mathematics/Algebra Achievement	This datapoint illustrates the culture of schoolwide excellence for all students. It further illustrates our deep curricular alignment and commitment to continuous improvement of instructional practices. Hershey High School had 57.8% of students score proficient or advanced. This exceeded the state average by 19%. It should be noted that because of COVID 19 participation in the assessment and the overall achievement is lower that normal because many of these students where in Algebra class in the Spring of 2020 when assessments were cancelled.
Mathematics/Algebra Growth Standard	This datapoint illustrates how Hershey High School is growing students over the course of an academic year. In 2023 Hershey High School earned a growth score of 95.0 which exceeds the growth standard by 25.0 and is well

	above the state average of 74.9 for Mathematics/Algebra. This indicator shows that Hershey High School students do not just achieve at high levels, they also show considerable growth over a year's time.
Mathematics/Algebra Achievement (Students with Disabilities)	Students with Disabilities scored considerably lower than the all student group with 8.7% of students scoring proficient and advanced as compared to 57.4%.
Mathematics/Algebra Growth Standard (Students Classified as Economically Disadvantaged)	Students classified as economically disadvantaged did not meet the statewide growth target and showed a decrease in growth from the previous year.

Mathematics Summary

Strengths

Mathematics/Algebra Achievement
Mathematics/Algebra Growth Standard

Challenges

Mathematics/Algebra Achievement (Students with Disabilities)
Mathematics/Algebra Growth Standard (Students Classified as Economically Disadvantaged)

Science, Technology, and Engineering Education

Data	**Comments/Notable Observations**
Science/Biology Growth Standard	This datapoint illustrates how Hershey High School is growing students over the course of an academic year. In 2023 Hershey High School earned a growth score of 100.0 which exceeds the growth standard by 30.0 and is well above the state average of 74.7 for Science/Biology. This indicator shows that Hershey High School students do not just achieve at high levels, they also show considerable growth over a year's time.
Science/Biology Achievement	Students achievement in Science/Biology during 2023 shows 78.6% of students scoring proficient or advanced. This was considerably higher than the statewide average of 58.9%.
Science/Biology Growth Standard (Students Classified as Economically Disadvantaged)	Students classified as economically disadvantaged scored lower that the all student group with 58.8% of students scoring proficent or advanced compared to 78.6%.
Science/Biology Achievement (Students with Disabilities)	Students with disabilities scored lower that the all student group with 11.5% of students scoring proficent or advanced compared to 78.6%.

Science, Technology, and Engineering Education Summary

Strengths

Science/Biology Achievement
Science/Biology Growth Standard

Challenges

Science/Biology Achievement (Students who are Economically Disadvantaged)
Science/Biology Achievement (Students with Disabilities)

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark (All Student Group)	Hershey High School students met the statewide performance standard related to the Career Standards Benchmark in 2023. The High School had 97.1% of students successfully meet requirements which was above the stave average of 89.6% percent, but failed to make the 98% statewide performance goal.
Career Standards Benchmark (Students with Disabilities)	Hershey High School Students with disabilities scored 84.6% on the Career Standards Benchmark which was significantly lower than the all student group at 97.1%.
Career Standards Benchmark (Students Classified as Economically Disadvantaged)	Hershey High School students classified as economically disadvantaged showed a percentage of 91.5% as it relates to career readiness. This was slightly lower than the all student group at 97.1%.
Act 158 Graduation Pathways	Last year at Hershey High School 95% of seniors successfully completed a graduation pathway as required by Act 158.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
Music Program Offerings	Hershey High School has a wide variety of music offerings that make up a strong music program. Courses are offered in instrumental, vocal, and music theory. The program was just recognized in 2024 for being one of the best communities in music education.

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

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.

Career Standards Benchmark (All Student Group)
At Hershey High School 95% of seniors successfully completed a graduation pathway as required by Act 158
Music Program Offerings
Act 158 Graduation Pathways

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.

Career Standards Benchmark (Students Classified as Economically Disadvantaged)
Career Standards Benchmark (Students with Disabilities)

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Career Standards Benchmark	Hershey High School Students with disabilities scored 84.6% on the Career Standards Benchmark which was significantly lower than the all student group at 97.1%.
Mathematics/Algebra Achievement	Students with Disabilities scored considerably lower than the all student group with 8.7% of students scoring proficient and advanced as compared to 57.4%.
ELA/Literature Achievement	Students with Disabilities scored considerably lower than the all student group with 16% of students scoring proficient and advanced as compared to 85.4%

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
ELA/Literature Achievement	Students classified as Economically Disadvantaged scored considerably lower than the all student group with 66.1% of students scoring proficient and advanced as compared to 85.4%.
ELA/Literature Growth Standard	Students classified as Economically Disadvantaged showed a growth metric of 89.0 which meets the growth standard but is a decrease from the previous year.
Mathematics/Agebra Growth Standard	Students classified as Economically Disadvantaged showed a growth metric of 94.0 which meets the growth standard and is an increase from the previous year.

Student Groups by Race/Ethnicity

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

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.

ELA/Literature Growth Standard (Students Classified as Economically Disadvantaged)
Mathematics/Algebra Growth Standard (Students Classified as Economically Disadvantaged)

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.

Career Standards Benchmark (Students with Disabilities)
Mathematics/Algebra Achievement (Students with Disabilities)
ELA/Literature Achievement (Students with Disabilities)
ELA/Literature Achievement (Students Classified as Economically Disadvantaged)

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Exemplary
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Exemplary
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Exemplary
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Exemplary
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

The use of multiple professional learning designs to support the learning needs of staff could be leveraged here. Because professional learning should be driven by student needs and designed to meet staff where they are, our ability to customize professional learning can better equip our staff to meet the identified needs of our students.
We have a deep curricular alignment to the PA standards. This allows us to provide a guaranteed and viable curriculum for all students which in turn increases equitable access.
In our school we foster a culture of high expectations for all students, teachers, families, and community members. This allows us to work together around a common vision for all students to achieve at high levels.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

By implementing a systemwide multi-tiered system of support for both academic and behavioral needs, we can ensure that we are meeting the needs of all students. This will allow us to better implement interventions around student attendance, academic performance, and behavior.
Implementing a school-wide evidence-based plan for positive behavior interventions and supports would allow us to positively impact all students. Doing so would allow us to systemically address behaviors related to our areas of need like attendance of students.
We routinely provide evidence-based professional learning for staff around identified student needs. We could do a better job of collecting data to monitor the impact of that learning on identified student needs.

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
English Language Arts/Literature Achievement (All Student Group)	True
Mathematics/Algebra Achievement (All Student Group) - data from 2022	True
English Language Arts/Literature Growth Standard (All Student Group)	True
ELA Achievement (All Student Group)	False
ELA Growth (All Student Group)	False
Mathematics/Algebra Growth Standard (All Student Group)	True
Music Program Offerings	False
Science/Biology Growth Standard (All Student Group)	True
Mathematics/Algebra Achievement	False
Mathematics/Algebra Growth Standard	False
Science/Biology Achievement	False
The use of multiple professional learning designs to support the learning needs of staff could be leveraged here. Because professional learning should be driven by student needs and designed to meet staff where they are, our ability to customize professional learning can better equip our staff to meet the identified needs of our students.	True
We have a deep curricular alignment to the PA standards. This allows us to provide a guaranteed and viable curriculum for all students which in turn increases equitable access.	True
In our school we foster a culture of high expectations for all students, teachers, families, and community members. This allows us to work together around a common vision for all students to achieve at high levels.	True
ELA/Literature Growth Standard (Students Classified as Economically Disadvantaged)	True
Mathematics/Algebra Growth Standard (Students Classified as Economically Disadvantaged)	True
At Hershey High School 95% of seniors successfully completed a graduation pathway as required by Act 158	False
Science/Biology Growth Standard	False
Act 158 Graduation Pathways	False
Career Standards Benchmark (All Student Group)	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School 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).

Strength	Check for Consideration in Plan
English Language Arts/Literature Achievement (Students Classified as Economically Disadvantaged)	True
English Language Arts/Literature Achievement (Students with Disabilities)	True
Math Achievement (Students with Disabilities)	True
Career Standards Benchmark (Students with Disabilities)	True
Attendance (All Student Group)	True
Mathematics/Algebra Achievement (Students with Disabilities)	False
ELA Achievement (Students with Disabilities)	False
ELA Achievement (Students Classified as Economically Disadvantaged)	False
By implementing a systemwide multi-tiered system of support for both academic and behavioral needs, we can ensure that we are meeting the needs of all students. This will allow us to better implement interventions around student attendance, academic performance, and behavior.	True
Implementing a school-wide evidence-based plan for positive behavior interventions and supports would allow us to positively impact all students. Doing so would allow us to systemically address behaviors related to our areas of need like attendance of students.	True
We routinely provide evidence-based professional learning for staff around identified student needs. We could do a better job of collecting data to monitor the impact of that learning on identified student needs.	True
Career Standards Benchmark (Students with Disabilities)	True
Mathematics/Algebra Achievement (Students with Disabilities)	False
ELA/Literature Achievement (Students with Disabilities)	False
Career Standards Benchmark (Students Classified as Economically Disadvantaged)	False
Career Standards Benchmark (Students with Disabilities)	False
Mathematics/Algebra Growth Standard (Students Classified as Economically Disadvantaged)	False
	False
Science/Biology Achievement (Students who are Economically Disadvantaged)	False
ELA/Literature Achievement (Students Classified as Economically Disadvantaged)	False
Science/Biology Achievement (Students with Disabilities)	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.

As our team reviewed the data several things became apparent. Our high school does an excellent job related to both achievement and growth metrics. However, when you dig into the data deeper it becomes clear that some student groups lag behind the rest of the school when it comes to achievement data. Specifically, students who are classified as economically disadvantaged and our students with disabilities do not achieve at the same level as the all students group. Hershey High School did not meet the statewide benchmark for career readiness. The benchmark for the state is 98%. Hershey High School students

had a rating 97.1% of students meeting the requirement. This was better than the state average but didn't quite make the mark. Finally, the attendance rate for students lagged behind the state average at 71.2% compared to 73.9%. To conclude, Hershey High School students achieve and grow at high levels; however, there are some areas where improvements could be realized.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
English Language Arts/Literature Achievement (Students Classified as Economically Disadvantaged)		False
English Language Arts/Literature Achievement (Students with Disabilities)	The English Language Arts/Literature Achievement data point that contributed to the TSI designation for Hershey High School was for the students with disabilities subgroup. Students with disabilities scored considerably lower than the all student group with 16% of students scoring proficient and advanced as compared to 85.4%. This can be in part explained by the disruption to the educational process caused by the global pandemic. Instructional models changed multiple times from 2020 through 2022. Students testing positive with COVID 19 where often excluded from in-person learning for several days. Many families with health concerns opted for virtual learning. All of these changes and disruptions impact student learning. Students with disabilities often struggle with transitions and the demands of virtual learning.	True
Math Achievement (Students with Disabilities)	The Mathematics/Algebra Achievement data point that contributed to the TSI designation for Hershey High School was for the students with disabilities subgroup. Students with disabilities scored considerably lower than the all student group with 10.5% of students scoring proficient and advanced as compared to 83.2%. This can be in part explained by the disruption to the educational process caused by the global pandemic. Instructional models changed multiple times from 2020 through 2022. Students testing positive with COVID 19 where often excluded from in-person learning for several days. Many families with health concerns opted for virtual learning. All of these changes and disruptions impact student learning, perhaps more so in mathematics than any other discipline because of its linear nature. Students with disabilities often struggle with transitions and the demands of virtual learning. This data is from 2022 because 2023 math data was impacted by COVID exemptions	True
Career Standards Benchmark (Students with Disabilities)	The career standards benchmark data that contributed to the TSI designation was reported from the 2022-2023 school year. During that year students with disabilities had a completion rate of 84.6% that fell short of the state required rate of 85.3%. The high school saw growth in this area from the previous year improving 10%, but it fell short of the benchmark by less than one percent.	True

Attendance (All Student Group)	The attendance data which contributed to the TSI designation for Hershey High School was from the 2021-2022 school year. During that year students with disabilities had an attendance rate of 59.8% that was below the benchmark of 72.2%. The major contributing factor leading to the drop in attendance was the COVID 19 Global Pandemic. During the 2021-2022 school year the high school was moving out of the Pandemic, but attendance rates lagged for all students. Even though the students with disabilities subgroup was flagged for attendance, attendance for all students will be a focus of this plan.	True
By implementing a systemwide multi-tiered system of support for both academic and behavioral needs, we can ensure that we are meeting the needs of all students. This will allow us to better implement interventions around student attendance, academic performance, and behavior.		False
Implementing a school-wide evidence-based plan for positive behavior interventions and supports would allow us to positively impact all students. Doing so would allow us to systemically address behaviors related to our areas of need like attendance of students.		False
We routinely provide evidence-based professional learning for staff around identified student needs. We could do a better job of collecting data to monitor the impact of that learning on identified student needs.		False
Career Standards Benchmark (Students with Disabilities)		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
ELA/Literature Growth Standard (Students Classified as Economically Disadvantaged)	Students classified as Economically Disadvantaged showed a growth metric of 89.0 which exceeds the statewide goal. This strength can be leveraged to close the achievement gap for this student subgroup.
Mathematics/Algebra Growth Standard (Students Classified as Economically Disadvantaged)	Students classified as Economically Disadvantaged showed a growth metric of 94.0 which is an increase in performance from the previous year and exceeds the statewide goal. This strength can be leveraged to close the achievement gap for this student subgroup.
English Language Arts/Literature Achievement (All Student Group)	Hershey High School achievement in the area of English Language Arts/Literature was strong in 2022-2023 with students scoring 85.4% proficient and advanced. This was well above the state average of 54.5%. This data point was slightly lower than pre-pandemic levels that showed a three-year average of 88%. The Pandemic did have an impact on our student's achievement, but

	Hershey High School Students are still performing at high rates. We need to leverage the instructional strategies that are proving to be successful and individualize supports for students who are struggling.
Mathematics/Algebra Achievement (All Student Group) - data from 2022	Hershey High School achievement in the area of Science/Biology was strong in 2022-2023 with students scoring 78.6% proficient and advanced. This was well above the state average of 58.9%. This data point was was slightly lower than pre-pandemic levels that showed a three-year average of 83%. The Pandemic did have an impact on our student's achievement, but Hershey High School Students are still performing at high rates. We need to leverage the instructional strategies that are proving to be successful and individualize supports for students who are struggling.
English Language Arts/Literature Growth Standard (All Student Group)	This datapoint illustrates how Hershey High School is growing students over the course of an academic year. In 2023 Hershey High School earned a growth score of 100.0 which exceeds the growth standard by 25 and is well above the state average of 75.4 for English Language Arts/Literature. This indicator shows that Hershey High School students do not just achieve at high levels, they also show considerable growth over a year's time. This strength can be utilized to close the gap for students not achieving at required levels.
Mathematics/Algebra Growth Standard (All Student Group)	This datapoint illustrates how Hershey High School is growing students over the course of an academic year. In 2023 Hershey High School earned a growth score of 95.0 which exceeds the growth standard by 20 and is well above the state average of 74.9 for Mathematics/Algebra. This indicator shows that Hershey High School students do not just achieve at high levels, they also show considerable growth over a year's time. This strength can be utilized to close the gap for students not achieving at required levels.
Science/Biology Growth Standard (All Student Group)	This datapoint illustrates how Hershey High School is growing students over the course of an academic year. In 2023 Hershey High School earned a growth score of 100.0 which exceeds the growth standard by 25 and is well above the state average of 74.7 for Science/Biology. This indicator shows that Hershey High School students do not just achieve at high levels, they also show considerable growth over a year's time. This strength can be utilized to close the gap for students not achieving at required levels.
The use of multiple professional learning designs to support the learning needs of staff could be leveraged here. Because professional learning should be driven by student needs and designed to meet staff where they are, our ability to customize professional learning can better equip our staff to meet the identified needs of our students.	This strength can be utilized to make sure teachers have the professional knowledge and skills to meet diverse student needs. Through our professional learning communities process, teachers collaborate around evidence of student learning. As needs emerge in the data, trends begin to develop. From those trends professional learning opportunities are developed to support

	teachers in meeting student needs. This process is ongoing and part of our continuous cycle of improvement.
We have a deep curricular alignment to the PA standards. This allows us to provide a guaranteed and viable curriculum for all students which in turn increases equitable access.	A guaranteed and viable curriculum allows Hershey High School to ensure that all students have equitable access to learning. Simply stated all students in a given course will have a similar experience with the same learning goals and targets. These learning targets are aligned deeply to state academic standards. This allows us to provide equitable learning opportunities to all students.
In our school we foster a culture of high expectations for all students, teachers, families, and community members. This allows us to work together around a common vision for all students to achieve at high levels.	Hershey High School administration, staff, students and families foster a culture of high expectations for student growth and achievement. Whether considering academics, athletics, music, or service; Hershey High School Students excel across multiple areas. This strength can be leveraged as we look to ensure that all students experience similar levels of success.
Career Standards Benchmark (All Student Group)	The all student group saw considerable improvement over the previous year on the Career Standards Benchmark by almost 7%. Hershey High School had 97.1% of students hit the benchmark as compared to the state average 89.8%.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Students with disabilities scored considerably lower than the all student group in ELA with 16% of students scoring proficient and advanced as compared to 85.4%. This can be in part explained by the disruption to the educational process caused by the global pandemic. Reversing this impact and the resulting gaps will require utilizing the continuous cycle of improvement to identify student needs and designing professional learning for staff to meet those needs. A schoolwide multi-tiered system of support or (MTSS) model can work to remove barriers and provide individual supports for students who need them.
	Students with disabilities scored considerably lower than the all student group in mathematics with 10.5% of students scoring proficient and advanced as compared to 83.2%. This can be in part explained by the disruption to the educational process caused by the global pandemic. Reversing this impact and the resulting gaps will require utilizing the continuous cycle of improvement to identify student needs and designing professional learning for staff to meet those needs. A schoolwide multi-tiered system of support or (MTSS) model can work to remove barriers and provide individual supports for students who need them. This data is from 2022 because 2023 math data was impacted by COVID exemptions.
	The career standards benchmark data that contributed to the TSI designation was reported from the 2022-2023 school year. During that year students with disabilities had a completion rate of 84.6% that fell short of the state required rate of 85.2%. To better meet this benchmark more focused supports and programmatic elements should be implemented to assist students with hitting this target.
	The attendance data which contributed to the TSI designation for Hershey High School was from the 2022-2023 school year. During that year students with disabilities had an attendance rate of 59.8% that was below the benchmark of 72.2%. To increase the attendance rate, two factors need to be explored. The first is barriers that may be limiting students' abilities to attend. The second element is connections and relationships that encourage student attendance. By removing barriers, strengthening supports and developing a sense of belonging

	for students we can improve attendance rates. Attendance is a focus for the all student group as we continue to see lagging rates after the Pandemic.

Goal Setting

Priority: Students with disabilities scored considerably lower than the all student group in ELA with 16% of students scoring proficient and advanced as compared to 85.4%. This can be in part explained by the disruption to the educational process caused by the global pandemic. Reversing this impact and the resulting gaps will require utilizing the continuous cycle of improvement to identify student needs and designing professional learning for staff to meet those needs. A schoolwide multi-tiered system of support or (MTSS) model can work to remove barriers and provide individual supports for students who need them.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Students with disabilities will show a 40% increase in achievement in the area of English Language Arts from the 2024-2025 school year through the 2026-2027 school year as measured by the PA Future Ready Index reporting data.			
Measurable Goal Nickname (35 Character Max)			
Students with Disabilities ELA Achievement Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Instructional supports are in place. Professional learning needs are assessed rooted in student need. Support Structures and Interventions developed and implemented.	Student achievement increases by 5% to 20% proficient or advanced on the ELA/Literature Assessment. Support structures and interventions are evaluated and adjusted.	Student achievement increased by 15% to 35% proficient or advanced on the ELA/Literature Assessment.	Student achievement increased by 15% to 50% proficient or advanced on the ELA/Literature Assessment

Priority: Students with disabilities scored considerably lower than the all student group in mathematics with 10.5% of students scoring proficient and advanced as compared to 83.2%. This can be in part explained by the disruption to the educational process caused by the global pandemic. Reversing this impact and the resulting gaps will require utilizing the continuous cycle of improvement to identify student needs and designing professional learning for staff to meet those needs. A schoolwide multi-tiered system of support or (MTSS) model can work to remove barriers and provide individual supports for students who need them. This data is from 2022 because 2023 math data was impacted by COVID exemptions.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Students with disabilities will show a 39% increase in achievement in the area of Mathematics from the 2023-2024 school year through the 2025-2026 school year as measured by the PA Future Ready Index reporting data.			
Measurable Goal Nickname (35 Character Max)			
Students with Disabilities Mathematics Achievement Goal 1			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**

Instructional supports are in place. Professional learning needs are assessed rooted in student need. Support Structures and Interventions developed and implemented.	Student achievement increases by 11% to 20% proficient or advanced on the Science/Biology Assessment. Support structures and interventions are evaluated and adjusted.	Student achievement increased by 15% to 35% proficient or advanced on the Science/Biology Assessment.	Student achievement increased by 15% to 50% proficient or advanced on the Science/Biology Assessment

Priority: The career standards benchmark data that contributed to the TSI designation was reported from the 2022-2023 school year. During that year students with disabilities had a completion rate of 84.6% that fell short of the state required rate of 85.2%. To better meet this benchmark more focused supports and programmatic elements should be implemented to assist students with hitting this target.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Students with disabilities will improve their Career Standards Benchmark completion rate by 10% over a three-year span from 2024-2025 school year through the 2026-2027 school year as measured by PA Future Ready Index reporting data.			
Measurable Goal Nickname (35 Character Max)			
Career Standards Benchmark Goal 1			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Increased supports and opportunities put in place for both students and teachers.	Supports assessed and refined. Increase in completion or career standards benchmark by 3% at the end of year one to a total at or above 87%	Increase in Career Standards Benchmark by 3% to a total at or above 90%	Increase in Career Standards Benchmark by 4% to a total at or above 94%

Priority: The attendance data which contributed to the TSI designation for Hershey High School was from the 2022-2023 school year. During that year students with disabilities had an attendance rate of 59.8% that was below the benchmark of 72.2%. To increase the attendance rate, two factors need to be explored. The first is barriers that may be limiting students' abilities to attend. The second element is connections and relationships that encourage student attendance. By removing barriers, strengthening supports and developing a sense of belonging for students we can improve attendance rates. Attendance is a focus for the all student group as we continue to see lagging rates after the Pandemic.

Outcome Category
Regular Attendance
Measurable Goal Statement (Smart Goal)
Students with disabilities will improve their regular attendance rate by 15% over a three-year span from 2024-2025 school year through the 2026-2027 school year as measured by PA Future Ready Index reporting data.
Measurable Goal Nickname (35 Character Max)
Students with Disabilities Attendance Rate Goal 1

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Increased supports and interventions put in place to address barriers to regular attendance. Programmatic and instructional elements implemented to build community, connectedness and a sense of belonging.	Supports, interventions, and programmatic elements evaluated and refined. Increase in regular attendance rate by 5% at the end of year one to a total at or above 64%	Increase in regular attendance rate by 5% at the end of year two to a total at or above 69%	Increase in regular attendance rate by 5% at the end of year three to a total at or above 74%

Action Plan

Measurable Goals

Students with Disabilities ELA Achievement Goal	Career Standards Benchmark Goal 1
Students with Disabilities Mathematics Achievement Goal 1	Students with Disabilities Attendance Rate Goal 1

Action Plan For: Structured Literacy Training

Measurable Goals:
• Students with disabilities will show a 40% increase in achievement in the area of English Language Arts from the 2024-2025 school year through the 2026-2027 school year as measured by the PA Future Ready Index reporting data.

Action Step		**Anticipated Start/Completion Date**	
Design and deliver structured/science of reading training for teachers with select certifications as required by PA Act 55 of 2022		2024-04-10	2024-08-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Aaron Shuman	LETRS training materials, literacy coaches, and time	Yes	
Action Step		**Anticipated Start/Completion Date**	
Execute training for select staff on structured/science of reading training for teachers with select certifications as required by Act 55 of 2022		2024-08-15	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Aaron Shuman	Professional development time from late start days, literacy coaches, and training materials	Yes	
Action Step		**Anticipated Start/Completion Date**	
Implementation of structured literacy/science of reading strategies at the classroom level.		2024-08-31	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Lindsey Schmidt, Monica Breiner, Leanne Shoemaker, and Aaron Shuman	Building level supports, coaching cycles, and professional development time	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Improvement of ELA achievement scores for students with disabilities and all students through research-based reading instruction.	The Science of Reading Training will be developed by our literacy coaches who are certified LETRS trainers. This will be done in collaboration with the administrative team. The training will be provided during two in-service days for all staff holding the required certificates. Strategies learned will be incorporated at the

	classroom level and data will be collected regarding level of implementation by our instructional coaches and administrators. Our coaches will support teacher's through coaching cycles, modeling, co-teaching and classroom observations. Our entire instructional administrative team will conduct walkthrough observations and collect data using a custom form developed through PAETEP. Student achievement data for students with disabilities will be progress monitored utilizing the assessment tool Fastbridge. Beyond that, classroom teachers will collect data through an ongoing cycle of improvement utilizing common formative assessments through the Professional Learning Communities Process. This data will help to guide instruction and address individual student needs. This process will be monitored by our instructional coaches and the high school building administrative team. The cycle of improvement is ongoing and occurs through collaborative team meetings every six days.

Action Plan For: Transformational Instructional Coaching Model

Measurable Goals:
• Students with disabilities will show a 40% increase in achievement in the area of English Language Arts from the 2024-2025 school year through the 2026-2027 school year as measured by the PA Future Ready Index reporting data. • Students with disabilities will show a 39% increase in achievement in the area of Mathematics from the 2023-2024 school year through the 2025-2026 school year as measured by the PA Future Ready Index reporting data.

Action Step		**Anticipated Start/Completion Date**	
Implementation of instructional coaching model at Hershey High School		2024-08-31	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Lindsey Schmidt and Aaron Shuman	Special Education Instructional Coach, Social and Emotional Learning Instructional Coach, and an Instructional Coach	No	
Action Step		**Anticipated Start/Completion Date**	
The Instructional Coach for Special Education will work with HS teachers to meet individual student needs in the regular education classroom environment.		2024-08-31	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Lindsey Schmidt, Aaron Shuman, and Leanne Shoemaker	Coaching Cycles, PD Time and Instructional Coach	Yes	
Action Step		**Anticipated Start/Completion Date**	

The Instructional Coach for Social and Emotional Learning will work with HS teachers to implement Social and Emotional Learning competencies and PA Career Ready Skills at the classroom level to help students access their learning.		2024-08-31	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Lindsey Schmidt, Aaron Shuman, and Jamie Bean	Coaching Cycles, PD Time and Instructional Coach	Yes	
Action Step		**Anticipated Start/Completion Date**	
The HS Instructional Coach will work with HS teachers to implement the professional learning communities process that focused on teacher collaboration around evidence of student learning.		2024-08-31	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Lindsey Schmidt, Aaron Shuman and Monica Breiner	Coaching Cycles, PD Time, Teacher Collaborative Time and Instructional Coach	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Implementation of prescriptive and intentional instructional practices based on identified student needs.	The instructional coaches' work with teachers will be monitored by the Assistant to the Superintendent for Curriculum, Instruction and Assessment through shared coaching logs and monthly coaches' meetings. The instructional coach for SEL will provide professional learning around CASEL Signature Practices and Priority skills utilizing 4 two-hour late start sessions. Teachers will develop content area lessons that incorporate CASEL Signature Practices and Priority Skills. These lessons will be submitted to administration as part of the teachers' differentiated supervision portfolios. The completion of these tasks will be monitored by the building level administrators and the instructional coach for SEL. The implementation of the professional learning communities process will be led by the high school instructional coach and monitored by the building administrative team through observation and the monitoring or shared meeting agendas. Common formative and summative data will be utilized by collaborative groups to ensure students are mastering identified essential learning targets.

Action Plan For: Implementation of a schoolwide Multi-Tiered System of Supports at Hershey High School

Measurable Goals:

- Students with disabilities will improve their regular attendance rate by 15% over a three-year span from 2024-2025 school year through the 2026-2027 school year as measured by PA Future Ready Index reporting data.
- Students with disabilities will show a 40% increase in achievement in the area of English Language Arts from the 2024-2025 school year through the 2026-2027 school year as measured by the PA Future Ready Index reporting data.
- Students with disabilities will show a 39% increase in achievement in the area of Mathematics from the 2023-2024 school year through the 2025-2026 school year as measured by the PA Future Ready Index reporting data.

Action Step		Anticipated Start/Completion Date	
Second year of implementation of the Intervention Coordinator position at Hershey High School funded by grant money.		2023-08-14	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Lindsey Schmidt, Aaron Shuman, and Emily Reinert	Physical space, professional learning, procedure development and refinement.	Yes	
Action Step		**Anticipated Start/Completion Date**	
The Intervention Coordinator will coordinate efforts of the student support team at the high school and assume a leadership role with this group.		2024-08-15	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Lindsey Schmidt and Emily Reinert	Meeting schedule, agenda structure, and follow-up procedures.	No	
Action Step		**Anticipated Start/Completion Date**	
The Intervention Coordinator will refine the new ISS program at the HS with a learning focus and student/teacher follow-up beyond the actual day of the consequence.		2024-08-15	2025-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Lindsey Schmidt and Emily Reinert	Reflective, Goal Setting, and Restorative Materials	No	
Action Step		**Anticipated Start/Completion Date**	
The Intervention Coordinator will work with the Support Team and classroom teachers to design, implement, and track interventions for students needing tier two support for behavior, academic, or attendance related concerns.		2024-08-15	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Lindsey Schmidt and Emily Reinert	Technology tool for tracking and analyzing data (Synergy)	No	
Action Step		**Anticipated Start/Completion Date**	
Continued implementation of the Academic Literacy course as a tier two intervention for struggling students.		2024-08-15	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Lindsey Schmidt	Dedicated time in the HS Schedule and Teaching Staff	No	
Action Step		**Anticipated Start/Completion Date**	
Second year of Implementation of Freshmen Seminar as a required course for all Freshman starting during the 2023-2024 school year. This course will focus on executive functioning skills, student skills, and relevant and timely priorities for high school student life depending on the marking period.		2023-08-14	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Lindsey Schmidt and Barb Clouser	Dedicated time in the HS Schedule and Teaching Staff	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Improved student achievement through eliminating barriers to accessing education and engaging in the curriculum.	The intervention coordinator will facilitate student support team meetings once every 6-day cycle. During those meetings student support personnel will discuss students at risk. Students will be identified through data collected in our student information system Synergy. A data dashboard has been developed that shows students meeting any one of multiple criteria for being at risk. That data includes: attendance data, academic performance data, discipline data, standardized assessment data, and benchmark data. Potential interventions are discussed and selected for implementation. The intervention coordinator then works with the student or students involved and the classroom teachers involved to implement the intervention. The impact of the intervention will be monitored through the MTSS module in our student information system. The intervention coordinator will regularly follow up with the student and teacher to provide support. This process and intervention impact will be monitored by the building level administrative team. Beyond the intervention process our ISS process will be restructured to focus on learning instead of punishment. The impact of this will be measured by the number of occurrences for a student with similar offenses.

Action Plan For: Implementation of structured time, supports, and programs that allow students to successfully meet the career ready benchmarks

Measurable Goals:
• Students with disabilities will improve their Career Standards Benchmark completion rate by 10% over a three-year span from 2024-2025 school year through the 2026-2027 school year as measured by PA Future Ready Index reporting data.

Action Step		**Anticipated Start/Completion Date**	
Second year of implementation of the Job Trainer position through shifting a paraprofessional role. This will allow for more job experience opportunities for students with disabilities.		2023-08-14	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Kirsten Scheurich and Angie Persing	Training for new staff	Yes	
Action Step		**Anticipated Start/Completion Date**	
Continued implementation of the PAES (Practical Assessments Exploration System) Lab to provide students with disabilities with an opportunity to develop job-based skills needed for employment.		2024-08-15	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Kirsten Scheurich and Angie Persing	Physical space, materials and resources.	No	

Action Step		Anticipated Start/Completion Date	
Utilization of select community period days focused on completing artifacts needed for successfully completing career ready benchmark requirements.		2024-08-15	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Lindsey Schmidt and Brendan Hensel	Dedicated time	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
An increase in the career ready benchmark completion rate for all students and specifically the students with disabilities subgroup.	To measure this implementation student artifact completion evidence will be gathered and housed using the software tool Naviance. This process will be monitored by the school counseling department. Dedicated time for completing these requirements will be provided through select community period sessions that occur on a weekly basis at the high school. The addition of the job trainer position will help us to provide more students with special needs opportunities to develop career ready skills. The addition of the PAES lab will also increase the opportunities for students with special needs to meet this requirement. Student completion of the career ready benchmarks for students with disabilities will be led by the school counselor, case manager, and the transition coordinator. This process will be monitored by the building level administrative team and the Director of Special Education.

Action Plan For: Implementation of a schoolwide Social and Emotional learning competencies to increase community, connectedness and belonging

Measurable Goals:
• Students with disabilities will improve their regular attendance rate by 15% over a three-year span from 2024-2025 school year through the 2026-2027 school year as measured by PA Future Ready Index reporting data.

Action Step		Anticipated Start/Completion Date	
Continued use of community period for direct instruction of Social and Emotional Learning competencies and PA Career Ready Skills.		2023-08-14	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Lindsey Schmidt, Aaron Shuman, and Jamie Bean	Dedicated time via community period	No	
Action Step		**Anticipated Start/Completion Date**	
Professional learning for staff on how to integrate Casel engaging practices into classroom instructional.		2024-08-15	2025-03-12

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jamie Bean, Aaron Shuman and Lindsey Schmidt	Professional Learning time from 4 2-hour late starts.	Yes	
Action Step		**Anticipated Start/Completion Date**	
Casel signature practices and priority skills are integrated into content area lessons.		2024-08-15	2025-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Lindsey Schmidt, Aaron Shuman, and Jamie Bean	Casel Competencies, Signature Practices, Priority Skills, PA Career Ready Skills, Professional Learning Time.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased attendance and academic achievement due to an improved sense of community, connectedness and belonging.	The professional learning opportunities for staff will be provided by the instructional coach for SEL. These sessions will focus on the CASEL Signature Practices and Priority Skills and be delivered utilizing 3 two-hour late starts. Teachers will work to develop lessons integrating the aforementioned items into their content area lessons. Evidence will be collected through the submission of sample lessons captured in teachers' differentiated supervision portfolios. This will be monitored by building level administrators. Direct instruction of Social and Emotional Learning Skills will be provided during select weekly community periods. This instruction will be delivered by classroom teachers. To monitor the effectiveness of the implementation student survey data will be collected each year assessing student perceptions in the 5 CASEL competencies. Data will also be collected by our instructional administrative team during a series of walkthrough observations. Utilizing PAETEP and a custom form data will be collected on elements of SEL integration. This is part of our administrator's annual Principal Performance Goal and monitored by the Assistant to the Superintendent for Curriculum, Instruction and Assessment.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Structured Literacy Training	Design and deliver structured/science of reading training for teachers with select certifications as required by PA Act 55 of 2022
Structured Literacy Training	Execute training for select staff on structured/science of reading training for teachers with select certifications as required by Act 55 of 2022
Structured Literacy Training	Implementation of structured literacy/science of reading strategies at the classroom level.
Transformational Instructional Coaching Model	The Instructional Coach for Special Education will work with HS teachers to meet individual student needs in the regular education classroom environment.
Transformational Instructional Coaching Model	The Instructional Coach for Social and Emotional Learning will work with HS teachers to implement Social and Emotional Learning competencies and PA Career Ready Skills at the classroom level to help students access their learning.
Transformational Instructional Coaching Model	The HS Instructional Coach will work with HS teachers to implement the professional learning communities process that focused on teacher collaboration around evidence of student learning.
Implementation of a schoolwide Multi-Tiered System of Supports at Hershey High School	Second year of implementation of the Intervention Coordinator position at Hershey High School funded by grant money.
Implementation of structured time, supports, and programs that allow students to successfully meet the career ready benchmarks	Second year of implementation of the Job Trainer position through shifting a paraprofessional role. This will allow for more job experience opportunities for students with disabilities.
Implementation of a schoolwide Social and Emotional learning competencies to increase community, connectedness and belonging	Professional learning for staff on how to integrate Casel engaging practices into classroom instructional.

Structured Literacy Training

Action Step		
• Design and deliver structured/science of reading training for teachers with select certifications as required by PA Act 55 of 2022 • Execute training for select staff on structured/science of reading training for teachers with select certifications as required by Act 55 of 2022 • Implementation of structured literacy/science of reading strategies at the classroom level.		
Audience		
Teachers holding the following certificates: elementary, middle, ELD, reading, or special education.		
Topics to be Included		
Phonics, Phonemic Awareness, Comprehension, Intervention and Vocabulary		
Evidence of Learning		
Implementation of strategies in the classroom and during teacher collaborative meetings.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**

Aaron Shuman	2023-08-21	2025-06-01

Learning Format

Type of Activities	**Frequency**
Inservice day	One day each year
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Social and Emotional Learning

Action Step		
• Professional learning for staff on how to integrate Casel engaging practices into classroom instructional. • The Instructional Coach for Social and Emotional Learning will work with HS teachers to implement Social and Emotional Learning competencies and PA Career Ready Skills at the classroom level to help students access their learning.		
Audience		
Classroom Teachers		
Topics to be Included		
CASEL Priority Skills and Signature Practices		
Evidence of Learning		
Walkthrough data and teacher artifacts		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Jamie Bean	2024-08-15	2025-06-01

Learning Format

Type of Activities	**Frequency**
Workshop(s)	3 two-hour late start sessions
Observation and Practice Framework Met in this Plan	
• 2d: Managing Student Behavior • 2a: Creating an Environment of Respect and Rapport • 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	

Professional Learning Community Process

Action Step		
• The HS Instructional Coach will work with HS teachers to implement the professional learning communities process that focused on teacher collaboration around evidence of student learning.		
Audience		
Classroom Teachers		
Topics to be Included		
Essential Learning Targets, Common Assessments, Data Protocols, and Intervention		
Evidence of Learning		
Meeting agendas, intervention data, common assessments		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Lindsey Schmidt, Monica Breiner, and Aaron Shuman	2023-06-12	2027-06-02

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing and job embedded
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction • 1e: Designing Coherent Instruction • 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date October 7, 2024
Building Principal Signature	Date October 7, 2024
School Improvement Facilitator Signature	Date October 7, 2024

REQUEST FOR PROPOSALS

Legal Services

1. INTENT

Derry Township School District (the "District") is soliciting proposals from qualified licensed full-service law firms to represent the District in basic legal matters and litigation. The District intends to continue the practice of having a primary law firm as solicitor and to delegate individual matters or specific expertise issues to legal specialists from other firms at our discretion.

2. QUALIFICATION REQUIREMENTS

Respondents to this RFP must meet the following minimum requirements:

a) Member in good standing of the Bar Association of the Commonwealth of Pennsylvania
b) Member in good standing of the Bar of the United States Middle District Court
c) Must have experience with Federal and State education laws and have minimum of ten (10) years working with or for a Pennsylvania school district
d) Ability to provide same day response
e) Assignment of a lead attorney with appropriate experience
f) Physical office location in reasonably close proximity to Hershey, Pennsylvania
g) Provide strict adherence to confidentiality of all matters addressed between the District and the firm

3. BACKGROUND INFORMATION

Derry Township School District is an award-winning public school system located in Hershey, Pennsylvania. Our community enjoys a legacy that began with founder Milton S. Hershey. The District serves approximately 3,100 students in kindergarten through twelfth grade residing in Derry Township, Dauphin County. Our 114-acre campus consists of an Early Childhood Center (grades K and 1), a Primary and Intermediate Elementary School Building (Grades 2-5), a Middle School (Grades (6-8), and a High school (Grades 9-12). The District employs approximately 500 staff in professional and support positions. For the 2024-25 school year, the District has an operating budget of approximately $75 million.

For the last five years, the District has been represented by Appel, Yost & Zee LLP.

4. PROPOSAL REQUIREMENTS

Proposals should be concise and include the following elements:

a) Firm name, business address, telephone number(s), fax number, email, website URL, social media URLs and name of primary contact

b) Firm size, area(s) of specialization, and years of experience working with school districts and other public entities
c) List of current school district clients
d) Statement of qualifications detailing the firm's ability to meet Derry Township School District's needs in the following areas; please include the name of the attorney who will be the primary contact in each area, as well as his/her years of experience in the given area:
    a. Administrative Agency Law and Governance Matters
    b. State and Federal Education Law
    c. Special Education Law
    d. Student Rights and Discipline
    e. Tort Liability, Civil Rights Actions and Liabilities
    f. Labor and Employment Law including collective bargaining and arbitration experience
    g. Tax Collections and Assessment Appeals
    h. Contracts and Procurement
    i. Title IX compliance
    j. Bond Counsel
    k. Insurance Issues
    l. Appellate Advocacy
    m. Any other relevant area you deem appropriate
e) An indication of whether the firm can provide the District with legal representation in matters involving the following organizations or their subsidiaries:
    a. Penn State Hershey, including Penn State Milton S. Hershey Medical Center, Penn State College of Medicine and Penn State Hershey Children's Hospital
    b. The Hershey Company
    c. Hershey Entertainment and Resorts Company
    d. Hershey Trust Company
    e. Milton Hershey School
    f. M. S. Hershey Foundation Trust
    g. Derry Township
    h. Derry Township Industrial Commercial Development Authority
    i. Tanger Factory Outlet Centers, Inc.
    j. Room One Corporation
f) Contact information regarding how to arrange an interview with representative(s) of the firm as the RFP process moves through the selection process
g) References
h) Fee Schedule and historical rates of increase for education law clients

5. TIMEFRAME

The successful legal firm will be expected to commence the provision of services no later than December 1, 2024.

6. PROJECT MANAGEMENT

The business relationship shall be managed for the District by the Superintendent of Schools or her/his designee.

7. OTHER INFORMATION

Respondents to this RFP are hereby notified that all proposals submitted, and information contained therein and attached thereto will not become public information until selection of the successful respondent.

SUBMISSION AND DEADLINE

All proposals must be received by 1:00 pm, October 28, 2024. One (1) original and two (2) copies shall be submitted to:

Stacy L. Winslow, Ed.D., Superintendent
Derry Township School District
P. O. Box 898
30 East Granada Avenue
Hershey, PA 17033

Questions about this RFP may be directed to Stacy L. Winslow, Ed.D., Superintendent, 717-534-2501, or by email to swinslow@hershey.k12.pa.us. Questions should be submitted no later than 1:00 pm, October 23, 2024.

LATE PROPOSALS WILL NOT BE CONSIDERED

SUBMITTAL LETTER

Respondents shall submit a cover letter, addressed to the Superintendent, signed by an authorized principal or agent of the law firm, which provides an overview of the respondent's offer, as well as the name, title, and phone number of the person to whom the District may direct questions concerning the proposal. The letter should also include a statement by the respondent accepting all terms and conditions contained in this RFP, signed by an officer or other individual with authority to bind the firm.

EXPERIENCE

Legal firms must have experience with Federal and State education laws and have a minimum of ten (10) years' experience working with or for a Pennsylvania school district. Respondents are to provide a summary of the firm's experience on similar types and sizes of engagements with emphasis on school districts in the Commonwealth of Pennsylvania, and detail on experience with public sector employment law, and education law specifically. This summary must include the firm's experience in the areas of services described in Section 4, Proposal Requirements. Provide detailed resumes of the persons proposed to work directly with the District and indicate the level of responsibility of each professional

staff member. Resumes are to include educational qualifications; memberships in education law organizations such as the Pennsylvania School Boards Solicitors Association and the Education Law Section of the Pennsylvania Bar Association; and previous work assignments that relate to this RFP.

REFERENCES

A minimum of five (5) client references which encompass the areas outlined in this RFP, especially other local school districts and governmental agencies, must be identified. The client references must include the name of the organization, address, telephone number, individual contact person, the dates services were performed, and a description of the services provided.

FEES

All respondents are required to complete and submit a detailed itemized fee schedule and expected schedule of payment to perform all services. Specific information regarding any retainer, and specific hourly rates for all partners and a separate single hourly rate for all associates; (b) an hourly rate for clerical, paralegal or other professionals; and (c) a schedule of all out-of-pocket disbursements which are anticipated to result in a charge to the District, and the rate for each. Note that the District expects that these reimbursable charges will be charged at the firm's actual cost, without additional mark-up. The District is exempt from the payment of excise taxes, transportation, and sales taxes imposed by the Federal Government and/or the Commonwealth of Pennsylvania. Such taxes must not be included.

All respondents are required to submit, in addition to any retainer and hourly rates, a fixed fee for the services of a lead attorney to provide counsel to the District at its public school board meetings and any adjacent executive sessions held on the same date. The District typically requires attendance of its Solicitor at all public school board meetings. Public school board meetings are held on Mondays (with exceptions) in the District Office Board Room, 30 E. Granada Ave., Hershey, PA at 7:00 pm. Executive sessions typically precede the public board meetings at 6:00 pm. For planning purposes, the District has scheduled school board meeting dates from November 2024 through the end of the school year:

November 4, 18
December 2 (annual re-organization meeting; 6:00 pm), 9
January 13, 27
February 10, 24
March 10, 24
April 14, 28
May 12, 27
June 9, 23

The District reserves the right to negotiate fees and payment schedules with the selected respondent. The District will not pay broker's fees or commission, nor will the District contract with an intermediary entity.

BUSINESS RELATIONSHIP

The District intends to negotiate and enter into a business relationship with the most responsive legal firm whose proposal is determined to be in the best interest of the District. Cost of services will be a

consideration, but professional expertise is a key component, and cost may be a secondary consideration to that expertise. The scope of this contract is intentionally broad to cover ongoing general legal needs of the District, but the District reserves the right to contract with other legal firms for services outside the scope of this agreement, or for expertise in specific areas when it is deemed to be in the best interest of the District.

8. EVALUATION AND AWARD

Selection Criteria

The following criteria will be used, without limitation, in evaluating proposals and determining the most responsive legal firm:

a) The legal firm's technical understanding of the scope of services and proposed professional services as evidenced by the proposal submitted
b) The background and experience of the legal firm in providing similar services as well as the specific background, education, qualifications, and relevant experience of key personnel to be assigned to this contract
c) Proposed fees and costs, although the District is not bound to select the legal firm who proposes the lowest fees. The District reserves the right to negotiate fees with the selected legal firm
d) Information obtained by the District from firm's references or other clients
e) The firm's ability to represent the District in matters dealing with major property owners within Derry Township and other governmental entities
f) Location of firm's office
g) Best interests of the District

Selection Procedures

The District intends to enter into an agreement for services with the most responsive legal firm whose proposal is determined to be in the best interest of the District.

a) The District reserves the right to reject any or all proposals or parts thereof for any reason, to negotiate changes to proposal terms, and to waive minor inconsistencies with the RFP.
b) The District will initially review all proposals to determine responsiveness. Any proposal that does not address all requested requirements or is incomplete will not be considered.
c) The District will evaluate all responsive and responsible proposals based on the criteria enumerated above. The District may afford firms the opportunity to clarify proposals for the purpose of assuring a full understanding of their responsiveness to the RFP.
d) The District may conduct interviews of the legal firms it judges to be the most qualified to perform the services required, based upon the criteria in this RFP. If so, legal firms will be notified in advance of the proposed interview date. If conducted, interviews will be conducted in person. Respondents are advised that the District reserves the right to award this contract solely on the basis of the submitted proposals.

9. CONFLICT OF INTEREST

Respondents shall provide a statement that no conflict of interest exists in rendering service to and in representing the District.

10. DISCIPLINARY ACTION

Respondents shall provide a statement that no attorney affiliated with respondent has, within five (5) years from the date of submission, been disciplined by the Grievance Committees of any State or Federal Bar.

11. TAXPAYER'S IDENTIFICATION NUMBER

The selected respondent whether an individual, proprietor, partnership or a non-profit corporation or organization must fill out and submit the Internal Revenue Service Form W-9, Payers Request for Taxpayer Identification Number for tax reporting purposes.

SWEET | STEVENS | KATZ | WILLIAMS

STANDARD AGREEMENT FOR FEES, COSTS AND EXPENSES FOR REPRESENTATION OF PUBLIC EDUCATIONAL ENTITIES
July 1, 2024

Sweet, Stevens, Katz & Williams LLP (SSKW) was formed in 1995 by nine experienced education lawyers who created the first private law practice in Pennsylvania dedicated entirely to Education Law. Today, we have attorneys in three offices serving school and municipal entities in more than 50 counties in the commonwealth.

For those clients, we provide legal representation as requested in areas of school and municipal law including serving in the role of solicitor and/or special counsel in the following areas:

- Audit and Bond Solicitation Reviews
- Civil Rights Defense
- Construction, Zoning and Land Use
- Educational Technology
- Employment Discrimination
- Labor and Employment
- Litigation Hold
- Municipal Law
- Special Education
- Student Services
- Tax Assessment Appeals

Our extensive experience in serving many different school districts/entities and municipalities affords us the ability to draw on other client experiences to provide prompt and definitive solutions while handling every issue with the utmost confidence and sensitivity.

We do not require a fixed retainer fee in advance, and our billings are based upon services actually performed during the preceding billing period. Using this approach, our clients have used our services on an "as needed" basis and are only charged if services have been requested and provided.

Hourly Rate for Services

The standard basis for fees for services rendered is based upon calculation of hourly chargeable time applied to an hourly rate. Our current hourly rates for chargeable time vary, depending upon the complexity of the matter involved. For routine matters, our standard hourly rate for chargeable time is $200/hour for attorneys and $150/hour for legal assistants. Our fees for non-routine matters are $220/hour for attorneys and $150/hour for legal assistants.

Non Routine Services
Non-routine situations involving the higher hourly rate are those matters in which a case or controversy has arisen or may arise by virtue of threatened litigation, circumstances in which the client is contacted by an attorney representing a specific client, actual litigation, hearing requests, citizen complaints, defense of complaints filed in court or before agencies, or hearings before the school board itself. These situations also include negotiation with parties concerning litigation settlements, special education matters, student residency disputes, student and employee discipline matters, grievance processing where a specific grievance has been filed, grievance arbitrations, collective bargaining where we represent the district as its negotiator, construction matters, tax matters and specific Right-To-Know matters and appeals.

Routine Services
All advice, phone calls, opinions, document review, general Right-To-Know questions and responses, analysis or development of board policy or procedure, contract reviews, research, and other activities not covered by the preceding are considered routine.

Time Billed
During the course of representation we record chargeable time devoted to a client's matter in fractions of hours in periods of two tenths of an hour. Any time beyond a two tenths of an hour will be billed at the next full tenth of an hour. Absence from our office on behalf of our clients is also recorded on the same basis. We do minimize travel time whenever possible.

We reserve the right to decline to perform or to continue to perform requested services at any time. At the end of any month that more than minimal services are rendered, we routinely provide a computerized description of the nature, date and amount of time attributable to each entry, along with our invoice for the period.

Out of Pocket Expenses and Other Costs
Our out-of-pocket expenses for computerized research, e-discovery services, stenographic services (court reporters), in-house composition of briefs and records, i.e., printing, collating and binding, costs for hearing officers or arbitrators, witness fees, photocopying/printing ($.20 per page), and court costs, where required, are charged to our clients at cost. At times, when such charges are substantial, we may ask you to pay them directly.

As solicitor, we charge one-half of bond counsel's fee to render a requested opinion.

We charge a flat fee of $300.00 for preparation of audit opinion letters when we are requested to do so by you, your accountants, or state auditors. This covers the cost of our internal review where such a letter is provided. We also quote a separate fee where we are asked to provide an opinion involving a financing or to provide in-service training.

What We Do Not Charge for

We do not charge for telephone expenses or electronic transmissions. We do not charge for our travel costs, such as fuel, meals, lodging, tolls, or mileage, except in the case of necessary airfares. We also do not charge with respect to the extensive publications to which we subscribe, or for our attendance at the numerous seminars and educational programs which we regularly attend. Unless there is a particular benefit to the client or unless previously approved or requested by our client, we do not charge for "duplicate" time; that is, time spent by more than one attorney when conferring among ourselves, or reviewing each other's work, or where two or more of our attorneys attend a meeting, hearing, or trial. We maintain comprehensive opinion and research files on most commonly asked questions. We are, therefore, frequently able to provide answers quickly without extensive legal research.

On occasion, when developing a generally applicable opinion and guidance on a novel topic or change in the law, we will, with permission of individual clients, pool time across multiple clients so costs for such generally applicable opinions and guidance are minimized for each individual client.

File maintenance - We do not charge for opening, closing, retention or destruction of files. Our policy is to destroy physical and electronic files six years after final billing. Since each client should possess all of the official records contained in our files, return of files should not be necessary. However, you may request a file be returned. The return of physical files may incur shipping charges. If you wish to have your physical files returned, please contact Brett Porembski at bporembski@sweetstevens.com.

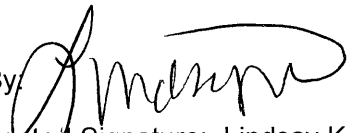
What Might Affect the Above

Please note the rates charged where an insurance company is involved may vary from the preceding, based upon our agreement with the company involved. Where insurance coverage is involved, we may ask that you pay our monthly bills, and we then will submit claims for reimbursement on your behalf to the insurance company. In all cases in which insurance coverage may be available, the ultimate responsibility for payment of our charges will remain with you.

By virtue of our experience in the area of school and municipal law, we constantly seek to make productive use of our time and to thereby provide our services efficiently. Frequently, difficult questions encountered by our clients are questions with which we have previously dealt. It is a source of professional pride that we are able to minimize chargeable time spent on many questions based on SSKW's collective experience and singular focus on advising public entities.

We welcome the opportunity to help you, we are confident you will be more than satisfied with the value of our services, and we look forward to working with you in the year ahead.

SWEET, STEVENS, KATZ & WILLIAMS LLP
Federal E.I. No. 23-2807059

By: 

Printed Signature: Lindsay K. Drew

Date: October 7, 2024

Invoice

B&K Rentals and Sales Co., Inc.
15055 Marlboro Pike
Upper Marlboro, MD 20772
301-627-4950

Number: SO10502
Date: Sep 17, 2024
Ship By Sep 17, 2024
Page: 1

Sold To:
Derry Township School District
30 E. Granada Avenue
Hershey, PA 17033

Ship To:
Hershey High School

Customer ID	PO Number	Sales Rep Name
Derry County School		
Customer Contact	**Shipping Method**	**Payment Terms**
	Best Way	Net Due

Quantity	Item	Description	Unit Price	Extension
3.00		45', 9-row mobile bleachers	4,900.00	14,700.00
1.00		Remove ramp at bleacher left and install rail on end of walkway. Inspect rail damaged while moving bleacher. Price unknown until inspection. By my signature, accepted by Derry Township School District	500.00	500.00

Subtotal	15,200.00
Sales Tax	
Freight	0.00
TOTAL ORDER AMOUN	15,200.00

Stacy L. Weaver 9/17/24

CAIU BOARD HIGHLIGHTS

*The following actions were taken at the **September 26, 2024** meeting, held in the Board Room of the Capital Area Intermediate Unit.*

Click *HERE* for the 9/26/24 Board Meeting agenda & Attachments

Our Mission: *Provides innovative support and services in partnership with schools, families, and communities to build capacity and model courageous leadership to help them be great. #BeGreat*

Our Vision: *Recognized as a trusted and influential partner in achieving life-changing outcomes in the Capital Area. #ChangingLives*

REPORTS/UPDATES

- **Announcement of September 2024 Retirees.** The CAIU Board of Directors recognized ***Peter Fidget, Social Worker***, retiring after 30 years of service.
- **Closed Auction Report** for the sale of old fitness equipment was available for the Board's review.
- **Review of Policy 249 - Bullying/Cyberbullying** - CAIU Cabinet members did the required tri-annual review and determined that no revisions were needed.
- **CAIU Team Reports/Updates:**
  - **Dr. Andrew McCrea**, **Director of Student Services,** highlighted the Mission Moment, *Little Dresses for Africa* in this month's *All In*. At Loysville Youth Development Center (LYDC), some students are arriving already having their GED or Diploma and are staying for longer periods of time. This has caused a shift in programming to include more opportunities for Consumer Science and vocational skills. The highlight of the Consumer Science course was a culminating project in which students crafted simple dresses for young girls living in Africa. This initiative was inspired by the organization "Little Dresses for Africa," which provided both the project concept and the sewing patterns. The dresses were generously donated to young girls in Kenya. Dr. McCrea also highlighted the Mission Moment on the *National Speaker Hosted by the CAIU Speech/Language Department*. On June 12, they hosted national speaker and speech/language pathologist, Amy Graham. Topics and courses focused on equipping SLPs to thoroughly assess and successfully treat children with speech sound disorders. In attendance were early intervention and school-age speech/language pathologists from CAIU and surrounding districts. He also highlighted two CAIU success stories of staff in the CAIU Compliment Corner for Jayde Welsh and Shaquana Robinson. Please see last month's *All-In* article on Early Intervention (EI) which provided a very good description of the core work and programming that we are doing in that department. At the Student Service's Job Alike meeting held this week, PDE and Data Quality presented on Act 16

reporting and held small group discussions to assist districts with accurate reporting which helps drive increased funding for their special education costs.

- **Blake Wise, Director of Human Resources**, was unable to attend but provided the following report: At the HR Advisory Council meeting on 9/18, Gareth Pahowka from Stock & Leader presented on the American's with Disabilities Act and workplace accommodations. We will be partnering with the Bureau of Account Management (BAM) to assist with the collection of outstanding debts (Tuition and overpayment of leave time) of former employees. Information has been provided to district HR staff who may be interested in pursuing assistance through BAM. We are working on the development of a light-duty program for staff with physical work restrictions, many of which have been injured on the job and out on Worker's Comp.

- **Maria Hoover, Director of Educational Services**, highlighted the PCD Career-Ready Symposium and Expo that will be held at the Capital Area Intermediate Unit on November 12, 2024. Dr. Andria Saia and Dr. Jill Neuhard are partners in planning this event and they are building on the great energy, momentum, and feedback from last year's inaugural symposium to offer an even richer experience. The **Training and Consulting** team continues to support districts in our region in many areas. The team kicked off an IEP training series that provides support to district special educators with IEP development. In September, several elementary and secondary schools across the region committed to implementing a multi-tiered system of support (MTSS) to raise student achievement and improve school outcomes. School leadership teams will participate in MTSS training throughout the school year led by the CAIU Training and Consultation team's MTSS consultants. **Thinking Bigger –** in partnership with Phoenix contact, we have created a curriculum that is being implemented in 72 4th grade classrooms in our region. This program focuses on engineering and environmental STEEL standards and includes 12 lessons. We will run a 2nd cohort in January. Phoenix Contact also has worked with John DiSanto to receive another $200,000 to continue our work on this project.

- **David Martin, Chief Information Officer**, reported that the Technology job-alike meetings continue to focus on cyber security. We are holding one-to-one assessment meetings with every consortium district to establish vulnerability reports and back-ups. In addition, they held discussions and training on best practices on tracking of multiple devices. Dave highlighted the *CONNECT* article in this months *All In*. Every team has worked collaboratively on this initiative, and it is a valuable resource for our staff.

- **Dr. Kevin Roberts, Assistant Executive Director,** reported that this year marks the second year of our Leadership Learning Series with our superintendents' group. The series is framed around the Ten Pillars of Leadership and include two "learn from" trips. Last year the group visited the DoubleTree Hilton, Reading and the U.S. Naval Academy, Maryland. This year, we will continue with our monthly leadership series prior to our regular SAC meetings and plan to visit Corbett Inc, Furniture Supplier's Fluxspace this fall. In addition, Jeremy Freeland, Supervisor of Safety and Security, has been working over the last year to redefine our emergency operations plan. He has also worked to support our local school districts in a variety of ways including training for their threat assessment teams. Jeremy also serves as the district liaison with the Anti-threat Task Force with Cumberland and Dauphin County. If you have specific safety needs, please reach out.

- **Daren Moran, Director of Business & Operations**, reported that last week the ESSER monitors were here. Shout out to the business team and Sue Voigt for their great work in providing the requested documents in a such a quick turnaround time. Daren highlighted the Champion for Children article on page 5 of *All In*. Last year, we received 39 requests for students in need and that number continues to grow. Every dollar raised goes directly to these students. A big thank you to Foundation Board Member, Tony DeLuca, who opens his home each year for a fundraising event and to CAIU Board Member, Jackie Hill for attending and supporting this event. This year his event raised closed to $7000!

- **Rennie Gibson, Board Secretary,** reported that we will hold a New Board Member Orientation and Board photos immediately following our Board meeting.

- **Dr. Andria Saia, Executive Director**, reported that the *All-In* newsletter is available for the Board's review. She highlighted her timely article on Safety & Belonging and reminded the group of the important connection between school safety and belonging and that there is something that we can do! We have begun working on the framework of Workplace Wellbeing with our staff and will do data collection this fall. Belonging work is a proactive strategy that can be used to address some safety issues that we are seeing in our schools. All are invited to attend the CAIU Annual Fall Fest on October 26 (free event). The planning committee is focusing on fundraising this year. We will send a flyer out for you to share with your families. The CAIU Social Committee is working to put together a social event/ bus trip event to Longwood Gardens. More information coming soon!

- **Board Member Share:**
  - Jaime Johnsen, Harrisburg SD, reported that they have hired a new superintendent, Dr. Benjamin Henry, starting October 1.
  - Jackie Hill, Susquehanna Twp. SD, reported of the recent sudden passing of their solicitor. In addition, Susquehanna has a new mascot, the bear.
  - Brenda Cox, West Shore SD, reported that they recently opened two new intermediate schools for 5th and 6th grades.
  - Richard Bradley, Mechanicsburg SD, reported on his district's football team's stellar stats – they are currently 4-0.
  - Melanie Gurgiolo, Camp Hill SD, reported that they have created a unified bocci team. Special Olympics provides incredible support, especially the first year. The impact on the student athletes and entire student body is phenomenal.

APPROVED ACTION ITEMS

- **Approval of Minutes –** August 22, 2024 CAIU Board Meeting.
- **Treasurer's Report for August 2024** – a total of $14,791,219.50 in receipts and $7,916,209.14 in expenses.
  - **Payment of Bills – August 2024**
  - **Summary of Operations for June 2024 9/13/24** - showing revenues of $141,998,986.95 and $141,881,365.35 in expenses.
  - **Summary of Operations for August 2024** showing revenues of $15,521,334.27 and $11,509,836.38 in expenses
- **Budget Administration**
  - Proposed 24-25 Original Budget - Non-Public PD & SSAE
  - Proposed 24-26 Original Budget - Developing Future Special Educators Grant
- **Other Business Items**
  - Contracts – September 2024

- 2025 PSBA Officer Votes
  - President-Elect – **Sabrina Backer***, Franklin Area School District
  - Vice-President – **Matt Vannoy***, Sharon City School District
  - Section E-2 Advisor
  - PSBA Trust Trustees: **Nathan G. Mains; Richard Frerichs; William S. LaCofSchool**

➢ **Policies & Programs**
- Second Reading Revised Policy #222 - Tobacco & Vaping
- Second Reading Revised Policy #227 - Controlled Substances
- Second Reading Revised Policy # 323- Tobacco and Vaping
- Second Reading Revised Policy #351- Controlled Substance Abuse
- Second Reading Revised Policy #707 - Use of IU Facilities
- First Reading, Revised Policy #803 - IU Calendar

➢ **Job Descriptions**
- First Reading, New Job Description - Early Intervention Caseload Coordinator

➢ **Personnel Items**
- See attached Personnel report.

EXECUTIVE DIRECTOR'S REPORT

➢ *Click HERE for the September **All-In Executive Director's Report.***

UPCOMING MEETINGS:

➢ **Next CAIU Board Meeting: Thursday, October 24, 2024, 8:00 a.m., Board Room, CAIU Enola Office**, 55 Miller Street, Enola, PA, 17025 and posted on our website, at www.caiu.org.Time of Meetings: 8:00 a.m.



September 26, 2024 APPROVED PERSONNEL ITEMS:

RESIGNATIONS

- **HEATHER BROWN,** Floater Teacher, Emotional Support Program, effective September 6, 2024. Reason: Personal.
- **CANDICE BRUNER,** Educational Paraprofessional, Early Intervention Program, effective August 23, 2024. Reason: Personal.
- **KELLY MELHORN,** Personal Care Assistant/LPN, Autism Support Program, effective June 7, 2024. Reason: Personal.
- **DAKOTAH MILLER,** Teacher, ESL Program, effective August 28, 2024. Reason: Personal.
- **JAMIE MINIUM,** Personal Care Assistant, Autism Support Program, effective August 29, 2024. Reason: Personal.
- **KELLY REIFF,** Occupational Therapist, OT/PT Program, effective October 2, 2024. Reason: Personal.
- **ERIN WALKER,** Teacher, Autism Support Program, effective October 3, 2024. Reason: Obtained a position at another educational entity.

RECOMMENDED FOR EMPLOYMENT OR CONTRACT

- **JOSHUA DANNA,** Temporary Professional, effective date to be determined. Assignment: Teacher Keystone State Challenge Academy with base salary of Bachelors, Step 2, $54,278 for 190 days of service and will be prorated based on the number of days worked with additional new hire days as required. This is a replacement position funded through the Keystone State Challenge Academy budget.
- **SONJA DASH,** part-time Cafeteria Worker, Student Services Team, effective date to be determined. Employee will be paid at the rate of $16.49 per hour. This is a replacement position funded through the Food Services budget. Experience: 8 years of similar or related experience.
- **ELYSSA GILBERT,** Paraeducator, effective date to be determined. Assignment: Educational Paraprofessional, Autism Support Program with base salary of HS, $26,695 for 190 days of service and will be prorated based on the number of days worked with additional new hire days as required. This is a new position funded through the Autism Support budget.
- **KIMBERLY KEDDIE,** Professional, effective date to be determined. Assignment: Teacher Keystone State Challenge Academy with base salary of Masters, Step 11, $69,334 for 190 days of service and will be prorated based on the number of days worked with additional new hire days as required. This is a replacement position funded through the Keystone State Challenge Academy budget.
- **STEFANIE LARA,** Temporary Professional, effective date to be determined. Assignment: Part-time Speech and Language Pathologist, Early Intervention Program with base salary of Masters, Step 9, $65,526 for 190 days of service will be prorated based on the number of days worked with additional new hire days as required. This is a replacement position funded through the MAWA budget.
- **HANNAH MOOSE,** Paraeducator, effective date to be determined. Assignment: Personal Care Assistant, Autism Support Program with base salary of HS, $26,695 for 190 days of service and will be prorated based on the number of days worked with additional new hire days as required. This is a replacement position funded through the Autism Support budget.

- **KEVLEINA MORGAN,** Paraeducator, effective date to be determined. Assignment: Educational Paraprofessional, Autism Support Program with base salary of HS, $26,695 for 190 days of service and will be prorated based on the number of days worked with additional new hire days as required. This is a replacement position funded through the Autism Support budget.
- **LEAH RIEGEL,** Professional, effective date to be determined. Assignment: Occupational Therapist, Early Intervention Program with base salary of Masters+60, Step 1, $62,365 for 190 days of service and will be prorated based on the number of days worked with additional new hire days as required. This is a replacement position funded through the MAWA.
- **STACY ROMAN,** Professional, effective date to be determined. Assignment: Teacher, Transition Program with base salary of Masters, Step 7, $62,244 for 190 days of service will be prorated based on the number of days worked with additional new hire days as required. This is a replacement position funded through the Transition budget.
- **RYA SMIGEL,** Professional, effective date to be determined. Assignment: Inclusion Consultant, Early Intervention Program with base salary of Masters+60/PhD, Step 14, $81,521 for 190 days of service will be prorated based on the number of days worked with additional new hire days as required. This is a replacement position funded through the MAWA budget.

CHANGES OF STATUS:

- **MARY MANSFIELD,** change from Floater Teacher to Long Term Substitute Teacher, Capital Area Mental-health Program, effective August 12, 2024 until further notice. This change in status results in a change of salary to 100% of the Bachelor's, Step 4 salary of $55,278 for 190 days of service.
- **CHELSIE MOSS,** Speech and Language Pathologist, Early Intervention Program, change from full-time to part-time status, effective September 30, 2024.
- **KAREN WILLIAMS,** from Educational Coach to Long Term Substitute Program Supervisor, Student Services Team, effective September 3, 2024 – June 30, 2025. Change of status results in a change of salary to Act 93, $101,405.05 for 260 days of service and will be prorated for a total of 216 days through June 30, 2025.

All-in!
NEWSLETTER

Executive Director's Report | September 2024



caiu
Capital Area Intermediate Unit

CAIU Board of Directors

Melanie Gurguiolo, *President, Camp Hill*
John Kaschak, *Vice President, Lower Dauphin*
David Barder, *Upper Dauphin*
Richard Bradley, *Mechanicsburg*
Gabrielle Brandt, *West Perry*
Paula Bussard, *Carlisle Area*
Seth Cornman, *Big Spring*
Brenda Cox, *West Shore*
Dr. Joshua Cysyk, *Derry Twp.*
Brian Diffenderfer, *Millersburg Area*
Jackie Hill, *Susquehanna Twp.*
Jaime Johnsen, *Harrisburg*
Phillip Lehman, *Susquenita*
Leslie Marshall, *East Pennsboro Area*
Marianne Moore, *Middletown Area*
Michelle Nestor, *Cumberland Valley*
Gerald Schwille, *Northern York County*
Patrick Shull, *Newport*
Lauren Silvers, *Central Dauphin*

CAIU Executive Team

Dr. Andria Saia
Executive Director

Dr. Kevin Roberts
Assistant Executive Director

Maria Hoover
Director of Educational Services

Dr. Andrew McCrea
Director of Student Services

Daren Moran
Director of Business and Operations

David Martin
Chief Information Officer

Blake Wise
Director of Human Resources

Our Mission

CAIU provides innovative support and services in partnership with schools, families, and communities to build capacity and model courageous leadership to help them be great. ***#BeGreat***

Our Vision

Recognized as a trusted and influential partner in achieving life-changing outcomes in the Capital Area. ***#ChangingLives***

Inside this issue

3	From the Executive Director's Desk: The Critical Link Between School Safety and Belonging
4	First Annual cAIu Summit
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6-7	Noteworthy: CAIU Connect: Unlocking Efficiency and Employee Connectivity
8	Situational Awareness Spotlight; Refer a Friend
9	Mission Moments: Little Dresses for Africa; National Speaker Hosted by S/L Department; Networking Activities
10	First Day of School
11	Trainings and Events; Opportunities to Do Good
12-13	New Hires; Farewell Retirees
14-15	Compliment Corner



On the Cover: *WITF Back to School Bash on Aug. 17*

CAIU's Organizational Goals

- *Making it easier to do business with us*
- *Improving staff retention, recruitment, and recognition*
- *Fostering a culture of dignity and belonging*

Do you have a story about staff or students living our values, being great, or changing lives? Share these successes via email for All-In or social media to communications@caiu.org.

Deadline for October All-In: Friday, Sept. 27

All-in! NEWSLETTER

Executive Director Report
All-In! Newsletter
September 2024
2024-2025, Issue 3

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caiu Capital Area Intermediate Unit

CAIU Main Office
55 Miller Street
Enola, PA 17025
www.caiu.org
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Phone: 717.732.8400

Please like us on social media!

The Critical Link Between School Safety & Belonging

By **Dr. Andria Saia,** *Executive Director*

In the beginning of September there were three school shootings in a one-week period of time: Apalachee High in Georgia, Omaha NW High in Nebraska, and Joppatowne High in Maryland. Many have become numb to the number of school shootings that increase every year, even claiming callously that it is a "fact of life." I refuse to believe this, and want to use my column this month to remind us about the clear connection between belonging and its ability to support school safety.

What is the connection between belonging and school safety? Belonging is a basic human need; we are hard wired to connect, and without those connections, we cannot thrive. Belonging matters so much, that in its absence, violence is more likely to occur. In reading quotes from the many statements made by individuals that have committed school shootings, I noticed that every shooter that left behind their thoughts in writings and videos expressed their lack of belonging. I am not suggesting that every person that feels a lack of belonging will become violent but instead, I am certain that every person that commits these acts of violence felt a lack of belonging. I know from our work, that we have the power to increase belonging and connectedness, particularly for our students. What impact could we then have on potential school shooters before the violence happens?

> ***"I hate you people for leaving me out of so many fun things. You people had my phone number and I asked and all, but no no no no no, don't let the weird looking Eric kid come along."***

Firstly, it is important that we recognize that the people that commit these acts are not monsters, even though their acts are certainly monstrous. We do ourselves a great disservice by labeling them as such, because we then do not see them among us. These so-called monsters are not "them," they are "us." They are people we know. They are not outsiders. The great majority of school shooters have connection to the school where the violence is perpetrated and for most that connection is being a present or past student at that very school. You may think this makes them harder to find, but instead we know exactly where they are. My fervent belief is that we can reach them before they ever pick up a weapon or make a plan.

> ***"My life is a mess idk what to do anymore. Everyday I get even more agitated at everyone cause my life is unfair. Everything and everyone is happy except for me."***

Second, believe in the power of belonging. School connectedness is positively correlated to academic motivation and performance, adjustment, self-esteem, and future success. The amount of connectedness experienced consistently contributes to predicting the likelihood of aggression and victimization. In nearly 400 studies of potential predictors of school violence 76% found a harmful effect from low school connectedness. With school connectedness comes lower rates of risk taking behavior, an important predictor of mental health. We know from the research that a feeling of belonging is a strong positive predictor of success and has the power to reduce violence.

Third, understand that this is not strictly a mental health issue, so beware of leaning on the idea that more mental health supports would make the difference. Petersen and Densley, authors of the Violence Project who have a database of all mass shootings back to Kent State in 1970, found that it was incredibly difficult to make a definitive link between having a mental health issue and an act of violence. To the contrary, the research demonstrates that the vast majority of people with serious mental illness are not violent, and far more likely to be the victim of rather than the perpetrator of violence.

Forth and finally, it is important that we recognize that, as educators, we have the opportunity and obligation to take action. We have the ability to create within our schools an environment in which all students feel that they belong, and where those that are struggling are seen and supported, and even reach out because they feel safe to do so. We can also assist our families in recognizing a cry for help and work collaboratively to ensure the appropriate supports are made available.

What can you do to support a feeling of belonging in your schools and communities?

> ***"I sit here alone. I am always alone... The only reason I stay alive is because of hope. Even though I am repulsive and few people know who I am, I still feel that things might, maybe, just get a bit, get better... I feel like everyone is against me, but no one ever makes fun of me, mainly because they think I am a psycho. Please. Someone help me. All I want is something small... Killers start sad and angry."***



First Annual cAIu Summit

By **Jill Neuhard, Ed.D.,** *Educational Services Supervisor*

The Capital Area Intermediate Unit hosted a groundbreaking event on Aug. 7, 2024, titled "cAIu Summit: Unleashing the Power of Artificial Intelligence in Education." This summit proved to be a resounding success, bringing together educators, administrators, and AI specialists for a deep dive into the transformative potential of AI in the classroom.

The event's triumph can be attributed to a stellar lineup of presenters, sponsors, partners, and a captivating National Keynote address delivered by the renowned Carl Hooker. Attendees were treated to a comprehensive exploration of AI in education through 15 dynamic Breakout Sessions. These sessions covered a wide range of topics relevant to educators today, including: AI and Special Education, AI Policy, AI Tools for Empowerment, and more.

> ***"The Summit was eye opening as to the ongoing advances in AI for education. Items that will be considered at my school will be AI policy and effective uses in the classroom for both students and teachers."***
>
> - Paul Miller, York Catholic Middle & High School

The cAIu Summit provided a valuable platform for educators and specialists to discuss the opportunities and challenges presented by AI in education. Through insightful presentations, interactive sessions, and ample networking opportunities, participants gained valuable knowledge and strategies to integrate AI effectively within their own educational settings.

Looking to learn more?
For additional information and a wealth of resources explored during the summit, visit the official website: https://bit.ly/AISummit24.

> ***"I learned about new tools to explore and share with my colleagues. I appreciate that the sessions were more about embracing AI and using it as a tool rather than how to avoid it."***
>
> - Nathan Grippin, West Perry School District

The cAIu Summit has undoubtedly sparked a crucial conversation about the future of education in the age of AI. This successful event paves the way for continued exploration and collaboration as we harness the power of AI to create a more engaging and effective learning experience for all students.

A special thank you to SchoolAI and Curriculum Associates for sponsoring the Summit. In addition, thank you to Millersville University, PASCD, and PAECT for their partnership!

CHAMPIONS for Children

By **Daren Moran,** *Director of Business and Operations* **&**
Kellie Custer, *Program & Grant Specialist*



Did you know that the CAIU has its own education foundation similar to those found in local school districts? The **Champions for Children Foundation** has been a remarkable success, raising nearly ***$1 million*** since its inception. Even more impressive is that nearly all of those funds have been directly reinvested to fulfill the foundation's mission of supporting students and families in need.

Champions for Children meets these needs through several programs: Individual need requests, Fall and Spring Clothing Drives, and The Giving Tree. ***During the 2023-24 school year, Champions for Children funded 39 requests totaling approximately $15,400.*** New Fall and Spring clothes were provided to 180 students. The Giving Tree provided holidays gifts for 83 students.

Although the foundation has been in the position to meet a large volume of needs, the ability to continue to provide this necessary support relies on continuous fundraising efforts. Each July, the foundation hosts a golf tournament. This year, that tournament generated more than ***$20,000***!

Every October, the CAIU Fall Fest benefits Champions for Children, with vendor and booth fees going directly to the 501(c)(3) and any sponsorship dollars left after expenses also going to the organization. Through the generosity of our teams, departments, and individual employees, many of our games, prizes, raffle baskets, and more are donated, saving our sponsorship dollars for C4C needs. This year's date is Saturday, Oct. 26—mark your calendar to attend and see the flyer on the back cover for additional information! Last year this event raised an additional ***$3,100***.

In the spring, we organize an annual BINGO event, raising close to ***$4,000***.

Additionally, we have a wonderful partnership with Community Aid. Every time you drop off gently used items to Community Aid, please write "10213" on the donation bag. That is the C4C donation number that helps us generate additional revenue for our students. For every pound of clothing we donate, we get a contribution from Community Aid. Last year we generated an additional ***$400***. Funds are always distributed for clothing donated at the Community Aid Bin located at Hill Top Academy.

All of these funds directly benefit students and families who receive services from the CAIU. If you're interested in joining the committee or learning more about how you can get involved, please don't hesitate to reach out. We are always eager to welcome new members and volunteers who want to make a difference.

Together, we can continue to make a lasting impact on the lives of students and families in our community. Every contribution, whether your participation on the committee, a donation, or supporting our fundraising events, helps us extend our reach and provide vital resources to those who need it most. Join us in our mission to empower and uplift the next generation. Your support can change a child's future. Let's work together to champion our children!

Unlocking Efficiency and Employee Connectivity

By **Blake Wise,** *Director of Human Resources* **&**
Ron Sims, *Assistant Director of Technology Services*

In today's digital age, organizations are constantly seeking ways to streamline operations, boost productivity, and enhance communication among employees. One powerful solution is the utilization of an employer intranet. An intranet is an internal network that provides a secure platform for employees to access company information, collaborate on projects, and communicate with colleagues.

The Technology Department began working on a new intranet solution in 2022 that is hosted on Microsoft's Office 365 SharePoint platform. With collaboration from team members across the Intermediate Unit, including recommendations for the name of the new intranet, ***CAIU Connect*** or ***Connect*** was born.

caiu CONNECT

With the CAIU's strategic plan in mind, the goal of implementing a new intranet was to make it easier for staff to do business with every team across the Intermediate Unit. Prior to ***Connect*** employees had to navigate two systems (Employee Self-Service Portal and the employee website) in search of the information they needed.

Centralized Hub of Resources and Information:

A significant benefit of ***Connect*** is its role as a centralized repository for organizational resources and information. Gone are the days of hunting down information across multiple systems. Now it's all at your fingertips with ***Connect***.

Whether it's employee handbooks, training materials, company policies, or important announcements, ***Connect*** ensures that relevant information is readily available to all employees whenever they need it. This not only saves time and reduces frustration, but also ensures consistency and accuracy in the dissemination of information across the organization. ***Connect*** is your go-to destination for staying informed and engaged with CAIU content.



Other Office 365 Tools That You Should Know About:

In addition to ***Connect***, CAIU staff can take advantage of a suite of Office 365 tools designed to further enhance productivity and team collaboration. From any web browser you can access any of the main Office applications, such as Outlook, Word, Excel and Power Point.

Two of the main applications that can be leveraged for collaboration purposes are Microsoft Teams and OneDrive for Business.

Microsoft Teams is a collaboration tool that also facilitates seamless communication. With Teams, employees can chat, hold video meetings, make phone calls, and collaborate on shared documents in real time, all within a single platform. This not only reduces the need for multiple communication channels but also ensures that team members stay connected and aligned on projects.

The second tool, OneDrive for Business, provides secure cloud storage for all your files. With OneDrive, you can access your documents from anywhere, share files with colleagues, and collaborate on documents simultaneously, without the need to connect to a VPN. This flexibility ensures that you always have the resources you need at your fingertips, whether you're in the office or working remotely.

The goal of implementing a new intranet was to make it easier for staff to do business with every team across the Intermediate Unit.

By leveraging these additional Office 365 tools, CAIU can continue to drive efficiency, foster collaboration, and support a dynamic and connected workplace. Together with ***Connect***, these tools form a digital ecosystem that empowers employees to achieve their best work.



While ***Connect*** is still a new tool at the CAIU, contiuous efforts are being made to transform the way we communicate, collaborate, and engage with employees. Because ***Connect*** is hosted in the cloud using Office 365's Sharepoint, it makes the solution scalable, with the ability to continue to meet the CAIU's growing needs.

From streamlining internal communication to providing centralized access to resources, the advantages of an intranet are clear.

As we continue to explore its potential, ***Connect*** will undoubtedly be the resource that will allow the CAIU to drive its mission forward while enhancing our efficiency and success.

CAIU staff, make sure that you stop by and "Connect" with us anytime!

Situational Awareness

Emergency planning is a proactive approach that helps mitigate the impact of emergencies and ensures a more organized and effective response. Efforts to prevent, prepare for, respond to, and recover from emergencies before a crisis occurs enables you to anticipate the hazards that exist and their potential impact when they occur despite your prevention efforts. Planning ahead allows us to be prepared rather than panic when faced with an emergency.



Points2Ponder

How does the IU plan for emergencies?

- *The IU plans for emergencies following guidelines established by FEMA (Federal Emergency Management Agency) and PEMA (PA Emergency Management Agency).*
- *The IU coordinates its planning efforts with local emergency management partners such as the Cumberland County Safe Schools Association, Dauphin County Joint Safety Task Force for Schools, Cumberland County and Dauphin County Emergency Management Agencies, PASBO's Central Region School Safety Managers, and the South Central Task Force.*
- *The IU has established a comprehensive emergency management plan that details how we prevent, prepare, respond, and recover that is broken down into three specific sections:*
  - The Basic Plan – provides an overview of key information and defines roles and responsibilities for emergency response
  - Functional Annexes – provide an overview of specific response actions that may be utilized when an emergency occurs
  - Hazard-Specific Annexes – detail guidelines for specific incidents to ensure a coordinated and effective response and recovery effort

How do you plan for emergencies?

CAIU Employees!
REFER A FRIEND

AND WE'LL PAY YOU $250*

*YOU WILL RECEIVE A **$250.00 REFERRAL INCENTIVE** INCLUDED IN YOUR PAY (subject to applicable payroll taxes) AFTER THE NEW EMPLOYEE HAS BEEN SUCCESFULLY ONBOARDED.

CLICK HERE FOR DETAILS

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Mission Moments



Little Dresses for Africa

During the 2023-24 school year, students enrolled in Janet Penica's Family Consumer Science course developed foundational sewing skills. The highlight of the course was a culminating project in which they crafted simple dresses for young girls living in Africa. This initiative was inspired by the organization "Little Dresses for Africa," which provided both the project concept and the sewing patterns. A dedicated partner from LYDC Schools then transported these beautiful dresses to Kenya, where they were generously donated to young girls.

National Speaker Hosted by Speech/Language Department



On June 12, CAIU Speech/Language department hosted national speaker and speech/language pathologist, Amy Graham. Amy Graham resides in Colorado Springs, CO where she owns Graham Speech Therapy, a pediatric clinic. In attendance were a number of early intervention and school-age speech/language pathologists from CAIU and surrounding districts. Amy Graham's topics and courses focus on equipping SLPs to thoroughly assess and successfully treat children with speech sound disorders. From lisps to phonological deficits to motor speech disorders, Amy is here to help SLPs learn how to implement best practices for children on their caseloads by giving practical, real-world tips and showing video demonstrations of evidence-based interventions in every course. She presented on Phonological Approaches and Elicitation Strategies as well as Residual Articulation Errors: Lateral Lisps and R Errors.

SSAP Networking Activities

The Student Services Administrative Professionals (SSAP) Team participated in networking activities as a personal goal focus in the 23-24 school year. The group was divided into 3 different teams responsible for an event each quarter. Group 1 planned a brunch and craft event. Participants enjoyed time in the morning to connect and create a tree ornament that would be hung on a festive tree in the student services area. Group 2 planned a movie afternoon with pizza and treats. The group relaxed while taking in a popular movie, pizza, and cupcakes from a local bakery. Group 3 planned a fiesta lunch with a taco bar and bingo games afterwards. The group really got into the spirit with decorations and themed glasses/headbands for all! Each team did an exceptional job at planning a fun social event for the group. At the events team members who don't typically interact on a regular basis had the opportunity to socialize and get to know each other a little better. The SSAP team proved goals can be a fun and interactive experience!







First Day of School



Students from Stephanie Klinedinst's Autism classroom at Newberry Elementary School eagerly kicked off the 2024-25 school year, excited to reconnect with their teachers and embrace new beginnings!



Dina Roseberry's high school classroom launched the 2024-25 school year with engaging 'get to know you' activities and a fantastic time in the art room at Middletown High School. Students bonded over creative projects, setting a positive tone for the year ahead.



Keri Morgan's classroom had a fantastic first day of school, enthusiastically diving into activities with friends. Speech and OT specialists collaborated with the teacher to create engaging, all-encompassing activities for the students.

Training and events



The Capital Area Intermediate Unit (CAIU) hosts numerous innovative events and conferences throughout the year. Our team of consultants, staff, and specialists values and supports lifelong learning.

All events and conference offerings are available in the Frontline Registration System.

Check out our Events & Conference page often to see what opportunities are available to you!

Here are some of our upcoming trainings:

9/27-11/22/2024 - Know Better, Do Better: Instructional Routines
Audience: Classroom teachers, Special Education teachers, Reading Specialists, Instructional Coaches

9/27/2024 - Fall Regional Instructional Technology Collaboration (RITC)
Audience: Instructional Technology Specialists, Coaches and Integrators, STEM teachers, Media Specialist/Librarians or anyone involved in Instructional Technology at a district or school level

9/30/2024 - CASCA Kickoff Meeting
Audience: School counselors, career counselors, school counseling interns, and counselor educators

10/1/2024 - CAIU Reading Network - Tier 3 Problem Solving & Writing Foundations
Audience: Reading Specialists, Interventionists, Instructional Coaches, Teachers of Reading, Administrators

10/1/2024 - Growth Mindset
Audience: Classroom Teachers, Special Education Teachers, Instructional Coaches, Building Administration

10/8/2024 - Creating Successful Inclusion Opportunities for Students with Autism in the General Education Classroom
Audience: Instructional Coaches, General Education Teachers, Special Education Teachers, School Counselors and support staff

10/24/2024 - Gifted Boot Camp
Audience: Gifted Education teachers, coordinators, or supervisors, Special Education Directors



Opportunities to do good

CAIU staff are encouraged to give back to the community by participating in a **CAIU Service Project**. These service projects must be completed between January 12, 2024, and Friday January 17, 2025, to count towards hours off on January 17, 2025. Click **HERE** for CAIU Service Project Process and Forms.

CAIU SERVICE PROJECT
PennState Health RecFest (September 28, 2024)
Audience: CAIU Staff
SIGN UP HERE

CAIU SERVICE PROJECT
2024 Harrisburg Out of the Darkness Walk (October 5, 2024)
Audience: CAIU Staff
SIGN UP HERE



CAIU SERVICE PROJECT
Backpacks for Hope (October 15, 2024)
Audience: CAIU Staff
SIGN UP HERE

CAIU SERVICE PROJECT
Harrisburg Animal Rescue Team (HART) CatoberFest Fundraiser (October 19, 2024)
Audience: CAIU Staff
SIGN UP HERE

Welcome New Hires!

ibelong @caiu



Rayya Aderson is a Teacher at Hill Top Academy. She plays the flute.



Julie Baughman is a Mental Health Worker at West Perry. She has 6 cats.



Kate Becket is a Teacher at Hill Top Academy. Her daughter has cystic fibrosis and they fundraise for the Cystic Fibrosis Foundation as a family.



Taryn Benedict is an Occupational Therapist. She loves reading books and trying new coffee shops.



Natalie Bhut is a S/L Pathologist at the Enola office. She went to 3 Taylor Swift concerts in one summer.



Michaela Carling is a PCA at Hill Top Academy. She has written 2 books.



Wendy Castelli is a COTA at the Enola office.



Alisabeth Chernov is a PCA at Hill Top Academy.



Joshua Clark is a Teacher at Hill Top Academy. He was the first twin to twin transfusion birth in PA.



Sonya Coleman-Capote is a Teacher at Carlisle. She's been to the southern-most tip of the USA (Everglades, FL).



Tanya Haller is a Floater Teacher at Hill Top Academy. She was named after Tanya Tucker.



Kaitlyn Helms is an EPP at Hill Top Academy. She likes to crochet.



Debra Hemperly is a Mental Health Worker at Hill Top Academy. She is very funny.



Meghan Kerstetter is a Floater Teacher. She has traveled to more than 8 states.



Lorraine Kraft is a Job Coach at Project SEARCH. She is an aspiring yogi, dog mom, and loves to read.



Elizabeth Kuzma is a PCA at Hill Top Academy. She loves flamingos.



Jennifer Laurito is an Educational Consultant at the Enola office. Her first career was a Marine Mammal Trainer.



Alison Mackey is a Service Coordinator at the Enola office. She enjoys singing.



Mary Mansfield is a Floater Teacher at Hill Top Academy.



Jamie Minium is a PCA at Carroll Elementary. She has 6 children.



Ralph Moyer is an EPP at Hill Top Academy. He is a basketball dad - his daughter and son play high school and college basketball.

YOU'RE one of US NOW

Welcome New Hires!

ibelong @caiu



Patricia Peters is a Teacher at Hershey Med. Her family enjoys crafting their own costumes and attending Comic Cons.



Jordan Roseberry is a PCA at Middletown MS. She trains her own service dog.



Cassaundra Senkow is a S/L Pathologist at CAELC. She is left handed.



Janay Tatum is an EPP at CAELC. She was born with 6 fingers on each hand.



Terrance Tatum is an EPP at PA Steam. He is an advocate for vitiligo and loves to write poetry.



Jennifer Warner is a Part-time S/L Pathologist. She has been to Romania 5+ times and lived there for a year.



Kyle Wenrich is a Deaf and Hard of Hearing Teacher. He can recite all 50 states in alphabetical order in under 20 seconds and loves to build computers.



Lori Williams is an EPP at Hill Top Academy. She lived in Belfast, N. Ireland.



Theresa Zerbe is a Blind and Visually Impaired Teacher. She has 4 cats and one of them is blind.

YOU'RE *one of* US NOW

Farewell Retirees!

Julia Beaver is retiring after more than 16 years of service!

Tammy Wagner is retiring after more than 26 years of service!



YOU WILL BE *missed*

Compliment Corner!

Here at CAIU we like to brighten someone's day with a compliment. CAIU Compliments is a Capital Area Intermediate Unit initiative that allows CAIU staff the opportunity to share words of thanks, tout successes, or tell a story about what makes us great as an organization, our people.

DEDICATION

Dawn Scott, *Assistant Business Manager*

Dawn's round-the-clock responsiveness and unwavering support create such a warm and inclusive atmosphere for everyone. She truly makes CAIU feel like #WeAllBelong! Thank you for all you do!
- Leah Kostelac, Secondary Transition Coach

INNOVATION

Lara Borne, *Educational Consultant and Transition Coordinator*

Lara had a very creative solution to a situation where a child in my class, who was moving to a different class for the new school year, was going to be out of the country near the date of her reevaluation. The team was confused about the best way to handle this situation. Lara gave us some options and then came up with an answer that pleased everyone and made the most sense for the child. Thank you, Lara!
- Becky Boone, Early Childhood Classroom Teacher

PARTNERSHIP

Lisa Klingler, *ANPS Supervisor* and **Kelly Evans,** *Assistant Supervisor*

Both Lisa and Kelly worked diligently to develop our ANPS & ELD program's upcoming trainings for August by considering each staff member's best interest and feedback from Spring surveys! They are partnering with staff at the highest level to ensure voice and choice for our adult learners.
- Erin Waltz, ANPS Program Lead & School Counselor

DEDICATION

Jonathan Moyer, Ryan Lower, and Michelle Thomas, *Application Support Specialists*

Recently, one of the districts in our IU15 footprint had a need for PowerSchool help, as their employee accepted another position elsewhere. Jonathan, Ryan, and Michelle stepped in to help out when this district needed it the most! They are valuable members of the Application Support team.
- Aaron Sica, Application Support Manager

DEDICATION

John Thompson and KSCA Staff

The business office staff was able to visit KSCA and we would like to compliment John Thompson and all the staff at KSCA for the incredible work they do. Their dedication to educating and nurturing our students is nothing short of inspiring. The team is an essential part of the CAIU mission, and the impact they make on the lives of our students is immeasurable.
- CAIU Business Office Staff

SERVICE

Delaney Klepper, *Occupational Therapist*

Delaney offered to assist me with the end-of-year processes (scanning and emailing all my 2023-24 Attendance Sheets) when we were both working at the Enola office during our August break. She spent about an hour helping me, when I know she was in the office to complete her own work. Thank you, Delaney! I truly appreciate your computer expertise and kindness!
- Christine Schumber, Occupational Therapist

EXPERTISE

Peter Fidgett, *School Social Worker*

I would like to offer my sincere gratitude to Peter for taking these last few years to share his wisdom, expertise, guidance, and passion for Adventure Therapy and teaching me all he has learned from his many years of experience with the program. Peter's passion for using Adventure Based Learning has always been apparent and getting to see Peter leading adventure-based initiatives is always a privilege. I will be forever grateful to Peter for everything he has taught me, and I hope to honor his legacy by keeping Adventure Therapy going at the CAIU. Peach and Love, My Friend!
- Beth Walden, School Social Worker

PARTNERSHIP

Vita Arena-Herchelroath, *EI Program Assistant*

Vita is such an asset to our program. She works with me on many Head Start issues and is always extremely helpful, friendly and responsive. If she doesn't know the answer, she quickly helps me find someone who knows and can help. Vita is always upbeat and professional. Thank you Vita!
- Amy Caldwell, EI Service Coordinator

DEDICATION

Aaron Sica, *Application Support Manager*

Aaron worked really hard and collaborated with team members to get CAOLA ready for 24/25 enrollments.
- Matt Zeglen, Learning Management Solutions Supervisor

PARTNERSHIP

Jenny Liebrum, *EI Program Secretary*

Jenny has been extremely helpful getting things in order in Pelican for me over the summer and to start this school year. She is always so positive and upbeat when I am working with her. Thank you Jenny!!
- Amy Caldwell, EI Service Coordinator

SERVICE

Jayde Welsh, *EI Program Assistant*

Jayde was so patient and understanding in helping me fix some errors I had made in paperwork. We had to go back and forth a few times and she was always so helpful and professional. That was so appreciated since it was the start of the school year and I know she was inundated with a lot of work.
- Amy Caldwell, EI Service Coordinator

DEDICATION

Alexandra Camero,
Service Coordinator/Assessment

It is a delight to work with Alex. She will go out of her way to support other staff, especially when asked to interpret for a Spanish speaking parent. She has made my job so much easier by being such a great colleague and helping me when I need help!
- Lisa Brittingham, Speech Pathologist

DEDICATION

Keisha Cree, *Online Learning Support Specialist*

Keisha successfully managed CAOLA's 24/25 Course Catalog! It required organizing information from a lot of different vendors and collaborating with Technology staff to get it up and running. Thanks Keisha!
- Matt Zeglen, Learning Management Solutions Supervisor

SERVICE

Shaquana Robinson, *EI Program Assistant*

Shaquana was so patient and helpful as she helped me fix some paperwork errors. She was always so positive and understanding when contacted me even though I know she had to be frustrated with me. I appreciated her patience and positivity as she helped me fix what needed done so she could finish her part. Thank you, Shaquana.
- Amy Caldwell, EI Service Coordinator

EXPERTISE

Marie Rouner, *Online Learning Program Assistant*

Marie Rouner works with West Perry SD, to support their online learners. This is the first year that Marie has worked with WP. We are very proud to share this wonderful feedback regarding her support. Thank you, Marie, for being passionate about your job and sharing your expertise. You are an asset to the team.
- Holly Brzycki, Supervisor of Online Learning

> "The counselors and I were talking, and we cannot begin to express how grateful we are for you. This email was fantastic. You are so supportive of our kids and hold them accountable with our parents. I can already see a huge difference in our program. Your CTC presence is huge as well."
> *- Mr. McCready, West Perry SD*



FALL FEST 2024

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Capital Area Intermediate Unit

A FUN FAMILY EVENT!

26 October
11am-2pm

55 MILLER STREET, ENOLA, PA 17025

A FREE family-friendly event to celebrate our staff, families, and community. All proceeds benefit Champions for Children. All activities are free; food can be purchased from food trucks.

BE A VENDOR AT CAIU'S FALL FEST!

We are inviting local vendors, crafters, and artisans to sell their goods.Vendors, you belong at Fall Fest! Sign up for a booth, donate a raffle basket, or just make a donation. Join us in doing all the good we can for those we serve!

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No Rain Date