

Saucon Valley School District

Regular Meeting of the Board of Education

January 13, 2026

High School Audion

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Welcome to the meeting of the Saucon Valley School Board. Our objective is to serve the students, parents, and residents of our community. You are an important part of this meeting, and we look forward to your questions and comments.

We are all here for the same reason. All opinions are welcomed and equally valuable. Our only request is that we address each other with civility and respect. Our courtesy toward each other is the best way to show our students how much we respect them as well.

Notice to Public - This is to notify all in attendance at the Saucon Valley School Board meeting that the district is video and audio-taping the meeting, and the meeting will be posted for public viewing according to district policy.

Agenda

5:15 pm – Executive Session for the purpose of discussing Special Education legal matter and Superintendent goals

- I. **Call to the Order** – Vivian Demko, President, presiding
- II. **Pledge of Allegiance**
- III. **Recording of Attendance** – Wendy Weeast, Board Secretary
- IV. **Motion to Approve Agenda**
- V. **Announcement of Executive Session** – December 16, 2025 Superintendent goals
- VI. **Approval of Minutes** – [December 16, 2025](#)
- VII. **Recognition** – None
- VIII. **Presentation** – None
- IX. **High School SGA Representative's Report** - Kristen Lussier
- X. **Superintendent's Report** – Jaime Vlasaty, Superintendent
- XI. **Courtesy of the Floor to Visitors – Agenda Items Only** – Visitors should state their name and address.
- XII. **Presentation of Bills** – David Bonenberger
 - A. [General Expenditures](#) – \$989,418.23
 - B. [Cafeteria Expenditures](#) – \$11,168.68
 - C. Health Benefits – \$
 - D. Capital Projects – None

Recommendations for Approval

Presentation of Bills

1. Approve the above Presentation of Bills.

Recommendation: To approve all motions and recommendations in the Presentation of Bills.

XIII. Treasurer's Report – Donald Carpenter/David Bonenberger

- A. [Cash Investment and Bond Activity](#) – November 30, 2025
- B. [Condensed Board Summary Report](#) – November 30, 2025
- C. [Budget Transfers](#) – \$ 205.50
- D. Middle School Activity Report – None
- E. [High School Activity Report](#) – November 30, 2025

Recommendations for Approval**Treasurer's Report**

1. Approve the above Treasurer's Report.

Recommendation: To approve all motions and recommendations in the Treasurer's Report.

XIV. AGENDA ITEMS**A. Education****Items/Projects for Discussion**

- A. None

Recommendations for Approval**Program of Studies 2026-2027***

1. Approve the [Program of Studies](#) for the 2026-2027 school year.

Agreement Extension

2. Approve the [extension of the agreement](#) for student # 6601856266

Second and Final Reading of Policies

3. Approve the second and final reading of the following policies:
[Policy 231](#) Social Events and Class Trips
[Policy 231-AR](#)

Recommendation: To approve all motions and recommendations as listed above in Education

B. Personnel**Items/Projects for Discussion**

- A. None

Recommendations for Approval**Part-Time K-12 Paraprofessional**

1. Approve Laurito D'Nicuola as a Part-Time K-12 paraprofessional at an hourly rate of \$21.19 as per the Educational Support Staff Compensation and Benefits Plan.

Academic Discovery Program Advisor

2. Approve Cheryl Kittle as Academic Discovery Program Advisor at an hourly rate of \$45.00

Substitute Teacher

3. Approve Madelyn Adams as a Day-to-Day Substitute Teacher for the 2025-26 school year pending completion of employment paperwork.

Middle School Administrative Assistant

4. Approve Kimberlie Marko as a full time Middle School AA4 Administrative Assistant at a yearly rate of \$40,000 with benefits as per the current Administrative Assistants Compensation & Benefits Plan pending completion of employment paperwork.

2025-2026 Spring Athletic Coaches

5. Approve following coaches for the 2025-2026 school year.

Boys Lacrosse

Paul Intini – Assistant Coach - \$3,310.00

Girls Softball

Giana Schick – Varsity Assistant Coach - \$3,108.00

Richard Brown – Jr. High Head Coach - \$3,419.00

Kayla Brown – Jr. High Assistant Coach - \$1,140.00

Gregory Best – Volunteer Coach

Boys Tennis

Ching Chow – Volunteer Coach

Family Medical Leave Act

6. Approve FMLA leave for Nakeshia Downer on or about March 20, 2025 using 26 paid days and 24 unpaid days to run concurrently with FMLA. Approximate return date of June 8, 2025

Family Medical Leave Act

7. Approve FMLA leave for Tracy Mullen December 1, 2025 to February 16, 2026 using sick days running concurrently with FMLA.

Resignation

8. Approve the resignation of Yesenia Claros as part-time paraprofessional effective January 21, 2026

Recommendation: To approve all motions and recommendations as listed above in Personnel.

C. Facilities

Items/Projects for Discussion

A. None

No agenda items for approval.

Recommendation: No recommendations

D. Finance

Items/Projects for Discussion

A. None

2025-2026 Budget Timeline for the 2026-2027 School Year

May 31, 2026 - *District Deadline* to adopt the 2026-2027 proposed final budget and upload the signed Certification of Use of PDE-2028 into the Consolidated Financial Reporting System application.

June 10, 2026 (20 days prior to final budget adoption deadline) – *District Deadline* to make the 2026-2027 Proposed Final Budget available for public inspection on PDE-2028.

June 20, 2026 (10 days prior to final budget adoption deadline) – *District Deadline* to offer public notice of its intent to adopt the 2026-2027 final budget.

Business Mileage Rate

1. Approve the federal standard business mileage rate from 70 cents per mile to 72.5 cents per mile beginning January 1, 2026, in accordance with the S. V. Education Association Professional Contract and the Administrative Employment Agreement

Lehigh University Agreement

2. Approve [Lehigh University Department of Athletics External License Agreement](#) pending language review of the solicitor.

First Reading of Policies

3. Approve the first reading of the following policies:
[Policy 607](#) - Tuition Income
[Policy 607-AR-0](#) – Nonresident Tuition
[Policy 607-AR-1](#) – Notice of Tuition Past Due
[Policy 610](#) - Purchases Subject to Bid/Quotation
[Policy 611](#) - Purchases Budgeted
[Policy 626](#) - Federal Fiscal Compliance
[Policy 626.1](#) - Travel Reimbursement - Federal Programs
[Policy 626-Attach-AllowabilityofCosts](#)

[Policy 626-Attach-CashManagement](#)
[Policy 626-Attach-Costs Obligations Property](#)
[Policy 626-Attach-Procurement](#)
[Policy 626-Attach-SubreceptientMonitoring](#)

Recommendation: To approve all motions and recommendations as listed above in Finance.

E. Community Updates

- **Hellertown/Lower Saucon Chamber of Commerce** – *Jay Santos*
- **Saucon Valley Foundation for Educational Innovation** – *Laurel Erickson-Parsons*

F. Northampton Community College – *Susan Baxter*

(Meetings are on the first Thursday of every month)

G. Bethlehem Area Vo-Tech School – *Vivian Demko & Cedric Dettmar*

(Meetings are on the first Tuesday of every month)

H. Colonial Intermediate Unit – *Dr. Shamim Pakzad*

(Meetings are on the fourth Wednesday of every month)

I. PSBA Representative – Donald Carpenter & Jay Santos

J. New Business -

Reorganization of Board Committees/Creation of Policy Committee

1. The board has requested to review the current committee schedule:
 - a. **Academic and Personnel Committee** meetings are held on the 1st Wednesday of each month beginning at 5pm
 - b. **Facility Committee** meetings are held on the 2nd Wednesday of each month beginning at 5pm
 - c. **Finance Committee** meetings are held on the 2nd Wednesday of each month beginning following Facility Committee
 - d. **Policy Committee** meeting creation and schedule

K. Old Business

XV. Citizens' Inquiries and Comments – *Visitors should state their name and address.*

XVI. Announcements
Future Meetings ~

January 27, 2026 – 7 pm – Business Meeting – High School Audion

February 10, 2026 – 7 pm – Business Meeting – High School Audion

XVII. Motion to Adjourn Meeting

The Saucon Valley School District does not discriminate on the basis of race, color, national origin, age, sex, or handicap.

The Business Meeting of the Board of Directors of the Saucon Valley School District was held on Tuesday, December 16, 2025, in the High School Audion. Present were Directors William Broun, Donald Carpenter, Vivian Demko, Laurel Erickson-Parsons, Meghan Lomangino, Shamim Pakzad, and J. Christian Tatu. Directors Cedric Dettmar and Jay Santos were online. Also present were Jaime Vlasaty, Superintendent, Judith Riegel, Board Secretary, and Mark Fitzgerald, District Solicitor.

- I. **Call to the Order** – 7:04 pm *Vivian Demko, President, presiding*
- II. **Pledge of Allegiance** – Second Grade Pawsitive Panthers lead the Pledge of Allegiance
- III. **Recording of Attendance** – *Judith Riegel, Board Secretary*
9-present, 0-absent
- IV. **Motion to Approve Agenda** – Director Erickson-Parsons, seconded by Director Carpenter, moved to approve the agenda. Vote: 9-yes, 0-no
- V. **Announcement of Executive Session** – December 3 & 16, 2025-Superintendent goals
- VI. **Approval of Minutes** – Director Erickson-Parsons, seconded by Director Lomangino, moved to approve the minutes of December 2, 2025. Vote: 9-yes, 0-no
- VII. **Recognition** – None
- VIII. **Presentation** – None
- IX. **High School Representative Report** – Kristen Lussier – High school is celebrating Holiday Spirit Week, Scholastic Scrimmage Team is off to the semifinals.
- X. **Superintendent's Report** – *Jaime Vlasaty, Superintendent* – Ms. Vlasaty reported that the interactive Panther School Calendar is live on the website. Our local Giant grocery store is participating in the Feeding School Kids initiative from January through March.
- XI. **Courtesy of the Floor to Visitors – Agenda Items Only** – None
- XII. **Presentation of Bills** – *David Bonenberger*
 - A. General Expenditures – \$697,629.31
 - B. Cafeteria Expenditures – \$29,200.25
 - C. Health Benefits – \$221,969.25
 - D. Capital Projects – None
 1. Approve the above Presentation of Bills.Director Erickson-Parsons, seconded by Director Carpenter, moved to approve the Presentation of the Bills. Vote: 9-yes, 0-no
- XIII. **Treasurer's Report** – *Donald Carpenter/David Bonenberger*
 - A. Cash Investment and Bond Activity - None
 - B. Condensed Board Summary Report – None

- C. Budget Transfers - \$5,846.84
- D. Middle School Activity Report - November 2025
- E. High School Activity Report – None

Director Erickson-Parsons, seconded by Director Carpenter, moved to approve the Treasurer's Report. Vote: 9-yes, 0-no

XIV. AGENDA ITEMS

A. Education

1. Approve the second and final reading of the following Policy:
Policy 008 – Organizational Chart

Director Carpenter, seconded by Director Lomangino, moved to approve Educations Item #1. Vote: 9-yes, 0-no

B. Personnel

1. Approve appointing Wendy Weeast as Board Secretary for the period December 17, 2025 to June 30, 2026 with a stipend of \$5,000.00 per year prorated.

Director Pakzad, seconded by Director Carpenter, moved to approve Personnel Item #1. Vote: 9-yes, 0-no

2. Approve the following Dedicated Building Substitutes:
Gavin Richards
Alexa Guerrieri
Krista Kuncio

Director Pakzad, seconded by Director Erickson-Parsons, moved to approve Personnel Item #2. Vote: 9-yes, 0-no

3. Approve Stephanie Hand as the Academic Discovery Program Advisor at \$45/hour.

Director Pakzad, seconded by Director Carpenter, moved to approve Personnel Item #3. Vote: 9-yes, 0-no

4. Approve Russel Mowery III as a Part-Time Bus Driver per the current Support Professionals Contract, effective January 5, 2026 pending completion of employment paperwork.

Director Pakzad, seconded by Director Lomangino, moved to approve Personnel Item #4. Vote: 9-yes, 0-no

5. Approve following coaches for the 2025-2026 school year.
Track & Field
Christopher Fluck – Head Coach - \$5,802.00
Michael Vidumsky – Asst. Coach - \$3,931.00
Jalen Ramsey – Assistant Coach - \$3,931.00

Mohammad Khalid – Asst. Coach - \$1,966.00

Taryn Koch – Asst. Coach - \$983.00

Denise O'Connell – Asst. Coach – Volunteer

Unified Track & Field

Mason Stewart – Head Coach - \$1,500.00

Baseball

Michael Kiak – Head Varsity Coach - \$6,009.00

Justin Reiss – Asst. Varsity Coach - \$4,138.00

Joshua Persson – Head JV Coach - \$3,104.00

Rocco Viscito – Asst. JV Coach - \$1,552.00

Ben Happel – Asst. JV Coach – Volunteer

Alstan Wolfe – Head Jr. High Coach - \$3,104.00

Eric Wolfe – Asst. Jr. High Coach - \$1,552.00

Softball

Terrance Csrenko – Head Coach - \$6,112.00

Girls Lacrosse

Eric Naiburg – Head Coach - \$5,800.00

Nicole Martins – Asst. Coach - \$1,700.00

Katherine Naiburg – Asst. Coach - Volunteer

Salome Carr – Asst. Coach - Volunteer

Katie Marker – Asst. Coach - Volunteer

Boys Lacrosse

Nathaniel Kehs – Head Coach - \$5,957.00

Director Pakzad, seconded by Director Lomangino, moved to approve Personnel Item #5. Vote: 9-yes, 0-no

6. Approve the following coaches for the 2026-2027 school year:

Football

Anthony Brinkley – Varsity Head Coach - \$9,794.00

Dylan Gino – MS Head Coach - \$3,833.00

Field Hockey

MaryKathryn Omdahl – Head Varsity Coach - \$6,097.00

Douglas Chambers – Jr. High Coach - \$3,423.00

Sideline Cheerleading

Tara Matus – Head Coach - \$3,122.00

McKenzie Kichline – Head MS Coach - \$2,358.00

Girls Tennis

Michael Krentz – Head Coach - \$4,791.00

Volleyball

Harrison Henne – Head Coach - \$5,098.00

Amya Rivera-Soto – MS Head Coach - \$3,179.00

Golf

Timothy Shook – Head Coach - \$4,112.00

Cross Country

Michael Vidumsky – Head Coach - \$4,100.00

Boys Soccer

Terry Baker – Head Coach - \$5,740.00

Neil Battoni – Head Jr. High Coach - \$3,383.00

Girls Soccer

Stephanie Ochse – Jr. High Head Coach - \$3,383.00

Director Erickson-Parsons, seconded by Director Lomangino, moved to approve Personnel Item #6. Vote: 9-yes, 0-no

7. Approve the resignation of Christopher Fluck, dedicated substitute effective December 1, 2025.

Director Erickson-Parsons, seconded by Director Lomangino, moved to approve Personnel Item #7. Vote: 9-yes, 0-no

C. Facilities

A. Facilities Committee Summary – December 10, 2025

1. Approve the attached list of Surplus/Obsolete items.

Director Erickson-Parsons, seconded by Director Carpenter, moved to approve Facilities Item #1. Vote: 9-yes, 0-no

2. Approve the administration to work with WTI and Tremco on pricing for the High School Stadium water infiltration project.

Director Erickson-Parsons, seconded by Director Lomangino, moved to approve Facilities Item #2. Vote: 9-yes, 0-no

D. Finance

A. Finance Committee Summary – December 10, 2025

2025-2026 Budget Timeline for the 2026-2027 School Year

January 29, 2026 (110 days prior to primary election) - District Deadline to have the 2026-2027 Proposed Preliminary Budget available for public inspection or adopt a Resolution not to raise the rate of any tax by more than its index.

February 3, 2026 (5 days after Resolution adoption) – District Deadline to submit adopted Resolution and proposed tax rate increases to the Department of Education.

February 8, 2026 (10 days prior to Preliminary Budget adoption deadline) – District Deadline to give public notice of intent to adopt the 2026-2027 Preliminary Budget unless a Resolution was adopted indicating that it will not raise the rate of any tax by more than its index.

February 18, 2026 (90 days prior to primary election) – District Deadline to adopt the 2026-2027 Preliminary Budget unless a Resolution was adopted.

February 23, 2026 (85 days prior to primary election) – District Deadline to submit the 2026-2027 preliminary Budget containing proposed tax rate increases to the Department of Education unless a resolution was adopted.

May 31, 2026 - District Deadline to adopt the 2026-2027 proposed final budget and upload the signed Certification of Use of PDE-2028 into the Consolidated Financial Reporting System application.

June 10, 2026 (20 days prior to final budget adoption deadline) – District Deadline to make the 2026-2027 Proposed Final Budget available for public inspection on PDE-2028.

June 20, 2026 (10 days prior to final budget adoption deadline) – District Deadline to offer public notice of its intent to adopt the 2026-2027 final budget.

1. Approve Resolution 2025-26, which states that the Saucon Valley School District will not increase any school district tax for the 2026-27 school year at the rate that exceeds the Index published by the Department of Education and the Pennsylvania Bulletin.

Director Erickson-Parsons, seconded by Director Carpenter, moved to approve Finance Item #1. Vote: 9-yes, 0-no

2. Approve an agreement with New Mediscan for special education in the home.

Director Lomangino, seconded by Director Erickson-Parsons, moved to approve Finance Item #2. Vote: 9-yes, 0-no

3. Approve an addendum to the empowerED agreement for additional hours. Cost: \$275 per hour of instructional coaching not to exceed ten hours - \$4,950.

Director Lomangino, seconded by Director Erickson-Parsons, moved to approve Finance Item #3. Vote: 9-yes, 0-no

4. Approve the restructuring of Athletic and Fine Arts ticket sales.

Director Lomangino, seconded by Director Erickson-Parsons, moved to approve Finance Item #4. Vote: 9-yes, 0-no

E. Community Updates

- **Hellertown/Lower Saucon Chamber of Commerce** – *Jay Santos* - None
- **Saucon Valley Foundation for Educational Innovation** – *Laurel Erickson-Parsons* - None

F. Northampton Community College – *Susan Baxter* - None

G. Bethlehem Area Vo-Tech School – *Vivian Demko & Cedric Dettmar* – Bids for the expansion project were received

H. Colonial Intermediate Unit – *Dr. Shamim Pakzad* – The IU passed policy 817 regarding AI.

I. PSBA Representative – *Donald Carpenter & Jay Santos* – Reminding everyone to take

J. New Business –

1. Approve the first reading of the following policies:

Policy 005 - Organization

Director Carpenter, seconded by Director Tatu, moved to amend the motion for the first reading of Policy 005 by adding the red text. Vote: 7-yes, 2-no (Dettmar, Pakzad)

Director Pakzad, seconded by Director Broun, moved to return to the previous language on the 2nd to last paragraph. Vote: 4-yes, 5-no. Motion fails

Policy 006 – Meetings

Director Pakzad, seconded by Director Erickson-Parsons moved to strike the SCOTUS language on page 5 and go back to the original language with the addition of “and only under extreme circumstances” in Policy 006. Vote: 8-yes, 1-no (Carpenter)

Director Pakzad, seconded by Director Carpenter moved to revert back to original language of “2 directors” in Policy 006. Vote:9-yes, 0-no

Board President Demko would like to talk about revising the committee at the next Board meeting.

K. Old Business

XV. Citizens’ Inquiries and Comments – None

XVI. Announcements

Future Meetings ~

January 13, 2026 – 7 pm – Business Meeting – High School Audion

January 27, 2026 – 7 pm – Business Meeting – High School Audion

XVII. Motion to Adjourn Meeting

President Demko at 10:05 pm

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - FULTON BANK - GENERAL **Payment Dates:** 12/22/2025 - 01/14/2026

Payment Categories: Regular Checks, Direct Deposits, Manual Checks
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
		BEHAVIORIAL HEALTH ASSOCIATES	CREDIT RECOVERY		270.00
		CENTER FOR APPLIED LINGUISTICS	BILITERACY WORKSHOP		5,047.00
		CINDY GEHO	CHIRTMAS CONCERT		0.00
		COMMONWEALTH OF PA - USTIF	USTIF CAPACITY FEE		1,650.00
		EMPOWERED SCHOOL SOLUTIONS LLC	OTHER PROF SVC - ACCESS		1,100.00
		FIRST STUDENT INC	Transportation Cont Carriers		5,537.60
		PEAC SOLUTIONS	CONTRACT		14,135.96
		ROBOLINK INC.	CoDrone EDU Frame/Motors/Power		832.00
		UNITED ART & EDUCATION	Art Supplies for Parish- MS		126.62
		CINDY GEHO	CHIRTMAS CONCERT		350.00
		WILDLANDS CONSERVANCY INC.	2025 Bike and Boat trip		9,120.00
		PERKIOMEN TOURS AND TRAVEL	MS SKI CLUB		1,245.00
		PMEA DISTRICT 10	DISTRICT 10 JAZZ FESTIVAL		196.00
		KENNETH R. ZIMMERMAN	MARHCING BAND DRILL WRITER		3,000.00
		KUTZTOWN UNIVERSITY TRACK & FIELD	GOLDEN BEAR 2026		140.00
		KUTZTOWN UNIVERSITY TRACK & FIELD	GIRLS TRACK	BOYS TRACK	280.00
		KUTZTOWN UNIVERSITY TRACK & FIELD	GOLDEN BEAR 2026		140.00
		HAMPTON INN BY HILTON	COMPETITIVE SPIRIT		1,436.34
		STATE THEATRE	2026 FREDDY AWARDS APPLICATION FEE		50.00
		ADVANTAGE SPORT & FITNESS, INC.	OTHER LIABILITIES		40,617.20

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

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - FULTON BANK - GENERAL Payment Dates: 12/22/2025 - 01/14/2026

Payment Categories: Regular Checks, Direct Deposits, Manual Checks
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
		AFLAC	AFLAC W/H PAYABLE		66.54
		AHOLD FINANCIAL SERVICES	CONSUMER ED MS		307.85
		BUREAU OF EDUCATION & RESEARCH	Whats New in YA Lit conference		325.00
		BUS PARTS WAREHOUSE	SUPPLIES - TRANSPORTATION		1,345.84
		COATESVILLE AREA SCHOOL DISTRICT	TUITION-OTHER LEAS 9-12		1,288.28
		COUNTY OF NORTHAMPTON	ANNUAL LICENSE		350.00
		CREST/GOOD MFG. CO	SUPPLIES - PLANT OPERATIONS		2,147.50
		Da Vinci Science Center	SV4TH GRADE FIELD TRIP DEPOSIT		100.00
		DEGLER-WHITING INC.	HS - ELECTRIC DIVIDER		27,276.00
		F.W. WEBB COMPANY	SUPPLIES - PLANT OPERATIONS		239.86
		GREATER LEHIGH VALLEY CHAMBER OF COMMERCE	DUES & FEES		504.00
		HOME DEPOT CREDIT SERVICES	Blanket Po/Home Depot/Tech Ed/		37.96
		HYDRA-NUMATIC SALES CO.	INSPECTION		289.50
		IntegraOne	TECHNOLOGY SUPPLIES		4,836.00
		LANCASTER-LEBANON IU#13	TECHNOLOGY ADMIN LIC & FEES		1,749.70
		LESSONPIX INC	Group User License		36.00
		LOWE AND MOYER GARAGE INC.	SUPPLIES - TRANSPORTATION		1,498.62
		LOWER SAUCON TWP P.D.	SECURITY		3,386.56
		NAZARETH MUSIC CENTER	Repairs of equipment for BAND/		200.00
		NITSCHMANN INSTRUMENTAL MUSIC ASSOCIATION (NIMAS)	NIMAS JAZZ FESTIVAL		125.00
		PASBO	STAFF DEVELOPMENT		75.00

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

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Payment Categories: Regular Checks, Direct Deposits, Manual Checks
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
		PROAC CORPORATION	Cleaning BAC Cooling Tower		952.00
		ROHRER BUS SALES INC.	SUPPLIES - TRANSPORTATION		463.69
		SAFETY-KLEEN SYSTEMS INC.	REPAIRS & MAINT EQUIP		234.63
		SERVICE TIRE TRUCK CENTERS	SUPPLIES - TRANSPORTATION		2,309.15
		SPARKFUN ELECTRONICS	Supplies for Robotics 3 Sparkf		224.45
		ST. LUKE'S HOSPITAL	DRIVER PHYSICAL		186.00
		THE MORNING CALL	CLASSIFIED LISTINGS		278.72
		VERIZON WIRELESS	TELEPHONE	COMMUNICATION - ATHLETICS	1,486.79
		VITAL SHRED	BLDGS - OTHER PROF SERVICES		936.00
		PA TURNPIKE TOLL BY PLATE	TOLL - PA-MG8779F	TOLL- PA-MG8759F	24.00
		AGORA CYBER CHARTER SCHOOL	DECEMBER 2025 TUITION		1,546.40 <i>D</i>
		ALICE TRAINING INSTITUTE LLC	SUPPLIES - PRINCIPAL 9-12	SUPPLIES - PRINCIPAL 5-8	104.20 <i>D</i>
		AMAZON CAPITAL SERVICES INC	3D Printer filament - deliver to Mr. Young - room A222	Kindness Club- deliver to Mrs. Ravier - Rm B203	1,756.12 <i>D</i>
		CAPSTONE SCHOOLS LLC	DECEMBER 2025 TUITION	NOVEMBER 2025 TUITION	30,786.07 <i>D</i>
		CARDINAL POINT SECURITY GROUP	SECURITY SERVICES		7,593.50 <i>D</i>
		CONSTELLATION ENERGY GAS SERVICES LLC	DEC 2025		5,695.88 <i>D</i>
		DEBORAH KIMBALL	Blanket P.O. for Giant/Costco/		87.07 <i>D</i>
		GENERAL HEALTHCARE RESOURCES, LLC	SPEC ED - OTHER PROF SERVICE		1,021.30 <i>D</i>
		GREAT MINDS PBC	TECH SUPPORT		3,900.00 <i>D</i>
		INTEGRITEC INC.	Water treatment service		479.17 <i>D</i>

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

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Payment Categories: Regular Checks, Direct Deposits, Manual Checks
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
		LAKESIDE EDUCATIONAL NETWORK	SPEC ED NON-PUBLIC TUITION	SUPPORT PROGRAM	931.52 <i>D</i>
		LARA MCCARTHY	Hershey Lodging 12/7-10	Registration	859.59 <i>D</i>
		LEHIGH LEARNING ACADEMY	SPEC ED NON-PUBLIC TUITION		3,492.00 <i>D</i>
		LINCOLN LEADERSHIP ACADEMY CHARTER SCHOOL	DECEMBER 2025 TUITION		8,539.01 <i>D</i>
		MAIN LINE COMMERCIAL POOLS INC	HS Pool Supplies		540.00 <i>D</i>
		MC GRAW HILL	Number Worlds-1830.46 Subscrip	Number Worlds-1830.46Subscrip	5,518.60 <i>D</i>
		PARISH FELICIA	CHECK AND CONNECT		31.36 <i>D</i>
		PP & L ELECTRIC UTILITIES	UTILITIES		15,426.68 <i>D</i>
		RENAISSANCE LEARNING INC.	TECHNOLOGY ED SOFT LIC K-4		2,792.50 <i>D</i>
		TOMLINSON BOMBERGER	Field(s) Care		17,753.00 <i>D</i>
		Amanda Hicks	LCSCA%20Networkshop%20(Round %20Trip)	LCSCA%20Networkshop	29.34 <i>D</i>
		Desiree Seiferheld	Tuition Reimbursement for TIC 530 Impact of Trauma		1,338.75 <i>D</i>
		ERIC FOCHT	PCRM 655		1,602.00 <i>D</i>
		KATIE ROBERTS	Tuition reimbursement for fall 2025 semester.		1,602.00 <i>D</i>
		LAURA HOCH	Masters of Reading Program		1,677.00 <i>D</i>
		95 PERCENT GROUP LLC	TECH SUPPORT	digital presentation for K-4	4,421.00 <i>D</i>
		ALL PHASE ELECTRIC SUPPLY	Blanket PO	Replace HS Gym lights to LED.	3,809.77 <i>D</i>
		AMAZON CAPITAL SERVICES INC	Order ID(s): 130-8923853-39877	1st grade - deliver to A100	27,688.13 <i>D</i>
		AMERICHEM	Blanket PO		3,476.17 <i>D</i>
		APPLE INC.	TECHNOLOGY SUPPLIES	DAMAGED I PAD REPAIR	5,282.00 <i>D</i>

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - FULTON BANK - GENERAL **Payment Dates:** 12/22/2025 - 01/14/2026

Payment Categories: Regular Checks, Direct Deposits, Manual Checks
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
		ASCENDANCE TRUCKS PENNSYLVANIA LLC	SUPPLIES - TRANSPORTATION		8,493.26 <i>D</i>
		BAVTS	FEBRUARY 2026		105,713.30 <i>D</i>
		BSN SPORTS LLC	ATHLETICS APPERAL		243.92 <i>D</i>
		BSN SPORTS LLC	BOYS CROSS COUNTRY	GIRLS CROSS COUNTRY	263.80 <i>D</i>
		CAMPBELL, RAPPOLD & YURASITS LLP	AUDIT SERVICE		22,000.00 <i>D</i>
		CHRIN HAULING INC	DISPOSAL SERVICES		5,108.80 <i>D</i>
		CINTAS CORPORATION-#101	Extinguisher Inspection & Tamp		835.70 <i>D</i>
		CIRCLE OF SEASONS CHARTER SCHOOL	JAN. 2026 TUITION		4,639.21 <i>D</i>
		COLONIAL INTERMEDIATE UNIT #20	SPECIAL ED IU	JAN 2026 TUITION	150,067.80 <i>D</i>
		DEBORAH KIMBALL	SUPPLIES - CONSUMER ED 9-12		56.86 <i>D</i>
		DEBORAH KIMBALL	Blanket P.O. for Giant/Costco/		365.23 <i>D</i>
		DEMCO INC.	Library supplies, items TBD at		323.16 <i>D</i>
		DONOVAN GROUP II	OTHER PROF SERV - SUP OFC		4,000.00 <i>D</i>
		EAS WATER COFFEE PAPER	TRANSPORTATION		92.94 <i>D</i>
		EVERDRIVEN TECHNOLOGIES LLC	TRANPORTATION	TRANSPORTATION SERVICE	11,866.50 <i>D</i>
		EXECUTIVE EDUCATION ACADEMY CHARTER SCHOOL	DECEMBER 2025		13,917.65 <i>D</i>
		FASTSIGNS	SUPPLIES - PLANT OPERATIONS		3,276.88 <i>D</i>
		FOLLETT CONTENT SOLUTIONS LLC	Books, title list, TBD at a la		11.52 <i>D</i>
		FOX ROTHSCHILD LLP	SOLICITOR RETAINER		11,318.00 <i>D</i>
		GENERAL HEALTHCARE RESOURCES, LLC	SERVICE	SPEC ED - OTHER PROF SERVICE	2,357.15 <i>D</i>

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

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - FULTON BANK - GENERAL Payment Dates: 12/22/2025 - 01/14/2026

Payment Categories: Regular Checks, Direct Deposits, Manual Checks
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
		GRAINGER	SUPPLIES - PLANT OPERATIONS		568.06 <i>D</i>
		GREAT MINDS PBC	Please deliver to Sherry in DO		188.92 <i>D</i>
		HILLEDALE ASSOCIATES, INC.	DEC. 2025		14,350.00 <i>D</i>
		HMH EDUCATION COMPANY	Into Literature Softcover Stud		374.00 <i>D</i>
		J.W. PEPPER & SON INC.	Blanket PO for Choir/Sakasitz	SUPPLIES REGULAR 9-12	766.28 <i>D</i>
		JOHNSON CONTROLS FIRE PROTECTION LP	REPLACE EXISTIND AND DAMAGED W	SUPPLIES - PLANT OPERATIONS	45,093.64 <i>D</i>
		JUDITH KAUKER	SENIOR CITIZENS TAX REBATE		300.00 <i>D</i>
		KEYSTONE FIRE AND SECURITY	REPAIRS & MAINTENANCE		1,350.00 <i>D</i>
		LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL	SPEC ED TUITION CHARTER SCHOOL	TUITION - CHARTER SCHOOLS	88,685.77 <i>D</i>
		LINCOLN LEADERSHIP ACADEMY CHARTER SCHOOL	JAN 2026 TUITION		8,539.01 <i>D</i>
		LINDE GAS & EQUIPMENT INC.	CYLINDER RENTAL		129.91 <i>D</i>
		LISA MICHELLE BASARA	Transportation Cont Carriers		2,800.00 <i>D</i>
		LOGAN KIRIPOSKI INC.	LEASE COPY MACHINE TRANSP	SEPTIC CLEANING	750.00 <i>D</i>
		MAIN LINE COMMERCIAL POOLS INC	Electric Heater Replacement		33,279.70 <i>D</i>
		Meier Supply Co Inc.	SUPPLIES - PLANT OPERATIONS		716.85 <i>D</i>
		MELMARK	G. KULP		45,705.00 <i>D</i>
		MICROBAC LABORATORIES INC.	BLD OPER - OTHR PROF SVC - HS		174.52 <i>D</i>
		MIKE HANSSEN	REIMBURSEMENT		120.79 <i>D</i>
		MOTIVATE ME APPAREL & CUSTOM PRINTING	Intramural Archery T-Shirts		343.00 <i>D</i>
		MUSIC & ARTS	Blanket P.O. for Supplies/Bitt		3.21 <i>D</i>
		NAPA AUTO PARTS-HELLERTOWN	SUPPLIES - TRANSPORTATION		594.44 <i>D</i>

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

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - FULTON BANK - GENERAL Payment Dates: 12/22/2025 - 01/14/2026

Payment Categories: Regular Checks, Direct Deposits, Manual Checks
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
		NAVIGATE360, LLC.	EMERGENCY MANAGMNT	EMERGENCNY MANAGMNT	3,145.09 <i>D</i>
		NORTHAMPTON COUNTY AREA COMMUNITY COLLEGE	JAN. 2026 TUITION		22,567.17 <i>D</i>
		NORTHEAST JANITORIAL SUPPLY	Blanket PO		1,893.75 <i>D</i>
		PENNSYLVANIA LEADERSHIP CHARTER SCHOOL	TUITION - CHARTER SCHOOLS		12,371.24 <i>D</i>
		PENNWOOD CYBER CHARTER SCHOOL	JAN-2026 TUITION	JAN-2026 TUIITON	7,923.78 <i>D</i>
		PFM FINANCIAL ADVISORS LLC	BUDGET MODEL 2025		7,500.00 <i>D</i>
		PP & L ELECTRIC UTILITIES	DECEMBER 2025	ELECTRIC - PLANT OPERATIONS	27,361.84 <i>D</i>
		REVIVE HEALTH INC	HEALTH INSURANCE EXPENSE PAYAB		3,204.00 <i>D</i>
		RIVERSIDE INSIGHTS	SOFT & LIC GIFTED SUPP 5-8		1,654.35 <i>D</i>
		Roberts Oxygen Co. Inc	RENTAL OF EQUIPMENT		133.08 <i>D</i>
		SUN LIFE ASSURANCE COMPANY OF CANADA	ASSURANT VOL LIFE INS W/H		544.69 <i>D</i>
		SV EDUCATIONAL SUPPORT PROFESSIONALS	SUPPORT STAFF DUES W/H PAYABLE		1,050.63 <i>D</i>
		TYLER TECHNOLOGIES INC.	ADMIN LIC & SOFT TRANSP		8,621.75 <i>D</i>
		UGI UTILITIES INC	NATURAL GAS - PLANT OPERATIONS		103.24 <i>D</i>
		WENGER CORP.	Wenger Chair Cart x 4/Wenger S		3,224.35 <i>D</i>

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

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - FULTON BANK - GENERAL Payment Dates: 12/22/2025 - 01/14/2026

Payment Categories: Regular Checks, Direct Deposits, Manual Checks
Sort: Payment Number

10 - GENERAL FUND	989,418.23
Grand Total All Funds	989,418.23
Grand Total Credit Cards	0.00
Grand Total Direct Deposits	850,863.87
Grand Total Manual Checks	(400.00)
Grand Total Other Disbursement Non-negotiables	0.00
Grand Total Procurement Card Other Disbursement Non-negotiables	0.00
Grand Total Regular Checks	138,954.36
Grand Total Virtual Payments	0.00
Grand Total All Payments	989,418.23

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: CL - CAFE - FULTON(LAFAYETTE) **Payment Dates:** 12/22/2025 - 01/14/2026

Payment Categories: Regular Checks, Manual Checks

Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
		DAVIS BEVERAGE	NON-REIMB FOOD COSTS		1,251.50
		HERSHEY CREAMERY COMPANY	NON-REIMB FOOD COSTS		860.36
		Lisa Shive	MISCELLANEOUS		44.98
		POCONO MOUNTAIN DAIRIES	MILK		3,692.18
		ROCKLAND BAKERY INC.	FOOD		1,287.78
		SINGER EQUIPMENT COMPANY	SUPPLIES		3,231.88
		SMART PARTNERS LLC	OTHER PROFESSIONAL SVC		800.00
				50 - CAFETERIA	11,168.68
				Grand Total All Funds	11,168.68
				Grand Total Credit Cards	0.00
				Grand Total Direct Deposits	0.00
				Grand Total Manual Checks	0.00
				Grand Total Other Disbursement Non-negotiables	0.00
				Grand Total Procurement Card Other Disbursement Non-negotiables	0.00
				Grand Total Regular Checks	11,168.68
				Grand Total Virtual Payments	0.00
				Grand Total All Payments	11,168.68

Cash, Investment and Bond Activity November 30, 2025**CASH ACCOUNTS**

	Balance November 1, 2025	Earnings/Deposits	Disbursements	Balance November 30, 2025
PLGIT General	0.00	0.00	0.00	0.00
PLGIT Salary	0.00	0.00	0.00	0.00
PLGIT General (3)	4,500,760.13	4,674,506.44	7,657,165.65	1,518,100.92
PLGIT Reserve Class (3)	18,563,090.59	2,064,593.70	0.00	20,627,684.29
PLGIT Health Benefits	18,179.08	365,828.39	365,828.39	18,179.08
PLGIT Cafeteria	153,065.62	478.49	0.00	153,544.11
Fulton Payroll	1,726.25	1,260,373.03	1,260,317.71	1,781.57
Fulton General	1,956,612.02	2,295,737.80	1,883,322.02	2,369,027.80
Fulton Flexible Spending	32,778.87	10,977.30	11,565.22	32,190.95
Fulton Cafeteria	37,358.09	45,288.85	73,973.01	8,673.93
Total Cash Accounts	<u>\$ 25,263,570.65</u>	<u>\$ 10,717,784.00</u>	<u>\$ 11,252,172.00</u>	<u>\$ 24,729,182.65</u>

*Earnings/Deposits includes transfers of \$5,812,080.30 between accounts

**Disbursements includes transfers of \$5,812,080.30 between accounts

INVESTMENT ACCOUNTS

	Balance November 1, 2025	Earnings/Deposits	Disbursements	Balance November 30, 2025
PSDLAF	\$ 8,986,733.93	\$ 23,185.37	0.00	\$ 9,009,919.30
PLGIT / PLUS (61)	0.00	0.00	0.00	0.00
Total Investment Accounts	<u>\$ 8,986,733.93</u>	<u>\$ 23,185.37</u>	<u>\$0.00</u>	<u>\$ 9,009,919.30</u>

	Balance November 1, 2025	Earnings/Deposits	Disbursements	Balance November 30, 2025
1998 Construction Fund (195-04)	\$ -	\$ -	\$ -	\$ -
G.O. Bonds, Series of 2017 (195-14)	0.00	0.00	0.00	0.00
2003 Emmaus Bond, Const Fund (195-08)	0.00	0.00	0.00	0.00
Land Purchase GOB Series 2005 (195-10)	0.00	0.00	0.00	0.00
GESP Phase II GOB Series 2013A (195-12)	0.00	0.00	0.00	0.00
Total Bond Issue	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

CAPITAL RESERVE FUND

	Balance November 1, 2025	Earnings/Deposits	Disbursements	Balance November 30, 2025
Capital Reserve Fund	<u>\$ 78.01</u>	<u>\$ 0.30</u>	<u>0.00</u>	<u>\$ 78.31</u>

(UNADJUSTED)

Condensed Board Summary Report

From 11/01/2025 To 11/30/2025

Summarization Level: MAJOR FUND/MAJOR FUNCTION/SUB FUNCTION/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Use
10	GENERAL FUND						
1000							
1100							
1110	REG PROG ELEM/SECONDARY	23,182,984.58	1,877,096.18	7,259,009.98	160,160.50	15,763,814.10	32.0
	Total	23,182,984.58	1,877,096.18	7,259,009.98	160,160.50	15,763,814.10	32.0
1200							
1225	SPEECH	481,825.00	40,325.89	152,503.10	132.57	329,189.33	31.6
1231	EMOTIONAL SUPPORT	442,795.00	43,696.06	162,529.73	890.65	279,374.62	36.9
1241	LEARNING SUPPORT	8,614,007.00	1,006,586.71	2,744,408.05	3,603.88	5,865,995.07	31.9
1243	GIFTED SUPPORT	313,268.00	51,534.61	163,412.99	944.80	148,910.21	52.4
1270	MULTI-HANDICAPPED SUPPT	0.00	0.00	0.00	0.00	0.00	0.0
1290	OTHER SUPPORT	124,000.00	0.00	0.00	0.00	124,000.00	0.0
	Total	9,975,895.00	1,142,143.27	3,222,853.87	5,571.90	6,747,469.23	32.3
1300	VOCATIONAL EDUCATION						
1390	VOCATIONAL EDUCATION	1,149,456.00	105,428.22	741,061.59	0.00	408,394.41	64.4
	Total	1,149,456.00	105,428.22	741,061.59	0.00	408,394.41	64.4
1400	OTHER INSTR. PROGRAMS						
1410	DRIVERS' EDUCATION	0.00	0.00	0.00	0.00	0.00	0.0
1420	SUMMER SCHOOL	22,664.00	0.00	32,266.40	0.00	(9,602.40)	142.3
1430	HOMEBOUND INSTRUCTION	13,457.00	2,038.87	5,607.56	0.00	7,849.44	41.6
1441	ADJ / COURT PLACED PROG	0.00	0.00	0.00	0.00	0.00	0.0
1442	ALTERNATIVE EDUCATION	0.00	0.00	0.00	0.00	0.00	0.0
1450	INSTRUCTIONAL PROGRAMS OUTSIDE EST'D SCHOOL DAY	0.00	1,368.97	1,903.94	0.00	(1,903.94)	0.0
1480	TITLE I	0.00	0.00	0.00	0.00	0.00	0.0

(UNADJUSTED)

Condensed Board Summary Report

From 11/01/2025 To 11/30/2025

Summarization Level: MAJOR FUND/MAJOR FUNCTION/SUB FUNCTION/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Use
1490	ACCOUNTABILITY	0.00	0.00	0.00	0.00	0.00	0.0
	Total	36,121.00	3,407.84	39,777.90	0.00	(3,656.90)	110.1
1500	NONPUBLIC SCHOOL PGMS						
1500	NONPUBLIC SCHOOL PGMS	0.00	0.00	0.00	0.00	0.00	0.0
	Total	0.00	0.00	0.00	0.00	0.00	0.0
1600							
1693	SPSHP COMMUNITY COLLEGE	281,970.00	22,567.17	124,000.85	0.00	157,969.15	43.9
	Total	281,970.00	22,567.17	124,000.85	0.00	157,969.15	43.9
2000							
2100	SUPPORT SERVICES PUPIL						
2120	GUIDANCE SERVICES	1,278,063.00	108,668.37	411,249.57	61.98	866,751.45	32.1
2130	ATTENDANCE SERVICES	3,800.00	7,961.92	34,768.20	0.00	(30,968.20)	914.9
2140	PSYCHOLOGICAL SERVICES	370,843.00	26,857.92	110,249.56	90.00	260,503.44	29.7
2150	SPEECH PATH/AUDIOLOGY	0.00	0.00	0.00	0.00	0.00	0.0
2160	SOCIAL WORK SERVICES	130,853.00	10,210.07	40,986.72	0.00	89,866.28	31.3
	Total	1,783,559.00	153,698.28	597,254.05	151.98	1,186,152.97	33.5
2200	SUPPORT SERVICES-INSTRU						
2200	SUPPORT SERVICES-INSTRU	0.00	0.00	0.00	0.00	0.00	0.0
2220	TECH SUPPORT SERVICES	1,014,911.00	53,182.64	395,736.29	13,921.55	605,253.16	40.3
2230	EDU TELEVISION SERVICES	4,500.00	0.00	1,969.00	0.00	2,531.00	43.7
2250	SCHOOL LIBRARY SERVICES	620,745.00	125,709.62	255,425.19	21,210.59	344,109.22	44.5
2260	INSTRUCTION & CURR DEV	546,358.00	39,099.85	252,675.99	55.97	293,626.04	46.2
2271	INSTRUC STAFF DEVEL SVC	226,032.87	19,178.00	65,859.97	27,692.67	132,480.23	41.3
2272	NON CERTIFIED PROF DEV	200.00	0.00	200.00	0.00	0.00	100.0

(UNADJUSTED)

Condensed Board Summary Report

From 11/01/2025 To 11/30/2025

Summarization Level: MAJOR FUND/MAJOR FUNCTION/SUB FUNCTION/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Use
2280	NONPUBLIC SUPPORT SVC	0.00	0.00	0.00	0.00	0.00	0.0
2290	OTHER INSTRUC STAFF SVC	226,320.00	24,239.34	72,915.83	0.00	153,404.17	32.2
	Total	2,639,066.87	261,409.45	1,044,782.27	62,880.78	1,531,403.82	41.9
2300	SUPPORT SERVICES-ADMIN						
2310	BOARD SERVICES	62,840.00	300.60	30,916.60	0.00	31,923.40	49.2
2320	BOARD TREASURER SERVICE	300.00	0.00	0.00	0.00	300.00	0.0
2330	TAX ASSESS & COLLECTION	162,500.00	4,685.43	74,273.06	0.00	88,226.94	45.7
2340	STAFF RELATIONS/NEGO	0.00	0.00	0.00	0.00	0.00	0.0
2350	LEGAL SERVICES	150,000.00	0.00	35,253.87	0.00	114,746.13	23.5
2360	OFFICE SUPERINTENDENT	827,608.00	68,653.45	287,907.89	3,718.05	535,982.06	35.2
2380	OFFICE OF PRINCIPAL SVC	1,908,433.55	149,499.47	715,089.50	2,766.37	1,190,577.68	37.6
	Total	3,111,681.55	223,138.95	1,143,440.92	6,484.42	1,961,756.21	36.9
2400	SUPP SVC-PUBLIC HEALTH						
2420	MEDICAL SERVICES	0.00	0.00	0.00	0.00	0.00	0.0
2430	DENTAL SERVICES	600.00	0.00	0.00	0.00	600.00	0.0
2440	NURSING SERVICES	453,166.00	36,868.57	165,723.06	46.98	287,395.96	36.5
	Total	453,766.00	36,868.57	165,723.06	46.98	287,995.96	36.5
2500	SUPP SERVICES-BUSINESS						
2511	SUPP SERVICES-BUSINESS	977,020.00	73,650.29	446,391.39	394.95	530,233.66	45.7
	Total	977,020.00	73,650.29	446,391.39	394.95	530,233.66	45.7
2600							
2660	SECURITY SERVICES	140,520.00	16,167.64	116,175.06	378.89	23,966.05	82.9
2690	OPER OF BLDG SERVICES	5,583,192.00	845,566.31	2,408,105.22	402,476.14	2,772,610.64	50.3
	Total	5,723,712.00	861,733.95	2,524,280.28	402,855.03	2,798,576.69	51.1

(UNADJUSTED)

Condensed Board Summary Report

From 11/01/2025 To 11/30/2025

Summarization Level: MAJOR FUND/MAJOR FUNCTION/SUB FUNCTION/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Use
2700							
2790	STUDENT TRANSP SERVICES	3,625,220.00	311,435.60	1,472,431.30	45,615.05	2,107,173.65	41.8
	Total	3,625,220.00	311,435.60	1,472,431.30	45,615.05	2,107,173.65	41.8
2800	SUPPORT SVCS-CENTRAL						
2820	INFORMATION SERVICES	0.00	0.00	0.00	0.00	0.00	0.0
2823	PUBLIC INFORMATION SVC	0.00	10,074.98	40,307.11	0.00	(40,307.11)	0.0
2830	STAFF SERVICES	0.00	0.00	0.00	0.00	0.00	0.0
2832	RECRUITMENT & PLACEMENT	0.00	0.00	0.00	0.00	0.00	0.0
2834	STAFF DEV - NON-CERT	0.00	0.00	0.00	249.00	(249.00)	0.0
2836	STAFF DEVELOPMENT SVCS	500.00	0.00	125.00	7,186.00	(6,811.00)	1,462.2
2850	STATE & FED AGENCY SVCS	0.00	0.00	0.00	0.00	0.00	0.0
	Total	500.00	10,074.98	40,432.11	7,435.00	(47,367.11)	9,573.4
2900	OTHER SUPPORT SERVICES						
2910	OTHER SUPPORT SERVICES	23,306.00	0.00	0.00	0.00	23,306.00	0.0
	Total	23,306.00	0.00	0.00	0.00	23,306.00	0.0
3000	OP OF NONINSTRUCT SVC						
3000	OP OF NONINSTRUCT SVC						
3000	OP OF NONINSTRUCT SVC	0.00	0.00	0.00	0.00	0.00	0.0
	Total	0.00	0.00	0.00	0.00	0.00	0.0
3100	FOOD SERVICES						
3100	FOOD SERVICES	0.00	0.00	0.00	0.00	0.00	0.0
	Total	0.00	0.00	0.00	0.00	0.00	0.0
3200	STUDENT ACTIVITIES						
3200	STUDENT ACTIVITIES	360,699.00	8,078.66	27,322.49	3,877.57	329,498.94	8.6
3250	SCHOOL ATHLETICS	1,210,284.00	61,720.27	290,334.51	45,324.37	874,625.12	27.7

(UNADJUSTED)
Condensed Board Summary Report

From 11/01/2025 To 11/30/2025

Summarization Level: MAJOR FUND/MAJOR FUNCTION/SUB FUNCTION/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Use
	Total	1,570,983.00	69,798.93	317,657.00	49,201.94	1,204,124.06	23.3
3300	COMMUNITY SERVICES						
3300	COMMUNITY SERVICES	81,188.00	282.45	282.45	0.00	80,905.55	0.3
	Total	81,188.00	282.45	282.45	0.00	80,905.55	0.3
4000	FACILITIES ACQUISITION						
4600	EXISTING BLDG IMPROVE						
4600	EXISTING BLDG IMPROVE	577,000.00	0.00	557,044.34	193,463.70	(173,508.04)	130.0
	Total	577,000.00	0.00	557,044.34	193,463.70	(173,508.04)	130.0
5000	OTHER EXPEND & FINANCE						
5100	OTHER EXPEND & FINANCE						
5100	OTHER EXPEND & FINANCE	0.00	0.00	0.00	0.00	0.00	0.0
5110	DEBT SERVICE	3,787,303.00	0.00	1,154,300.00	0.00	2,633,003.00	30.4
5130	REFUND PRIOR YR REV	0.00	0.00	0.00	0.00	0.00	0.0
5140	LEASE EXPENDITURES	133,152.00	13,208.52	24,524.56	98,767.95	9,859.49	92.6
	Total	3,920,455.00	13,208.52	1,178,824.56	98,767.95	2,642,862.49	32.5
5200	FUND TRANSFERS						
5230	CAPITAL PROJ TRANSFERS	0.00	0.00	0.00	0.00	0.00	0.0
5251	FOOD SVC FUND TRANSFER	100,000.00	0.00	0.00	0.00	100,000.00	0.0
5280	ACTIVITY FUND TRANSFERS	0.00	0.00	0.00	0.00	0.00	0.0
	Total	100,000.00	0.00	0.00	0.00	100,000.00	0.0
5800	SUSPENSE ACCOUNT						
5800	SUSPENSE ACCOUNT	0.00	0.00	0.00	0.00	0.00	0.0
	Total	0.00	0.00	0.00	0.00	0.00	0.0
5900	BUDGETARY RESERVE						
5900	BUDGETARY RESERVE	0.00	0.00	0.00	0.00	0.00	0.0

(UNADJUSTED)

Condensed Board Summary Report

From 11/01/2025 To 11/30/2025

Summarization Level: MAJOR FUND/MAJOR FUNCTION/SUB FUNCTION/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Use
Total		0.00	0.00	0.00	0.00	0.00	0.0
6000	REVENUE LOCAL SOURCES						
6000	REVENUE LOCAL SOURCES						
6001	FUND BALANCE	(4,175,759.00)	0.00	0.00	0.00	(4,175,759.00)	0.0
Total		(4,175,759.00)	0.00	0.00	0.00	(4,175,759.00)	0.0
6100	TAXES LEVIED						
6111	REAL ESTATE TAXES	(34,363,116.00)	(399,209.58)	(29,751,185.38)	0.00	(4,611,930.62)	86.5
6112	INTERIM REAL ESTATE TAX	(161,999.00)	(3,888.05)	(19,645.31)	0.00	(142,353.69)	12.1
6113	PUBLIC UTILITY REALTY	(35,000.00)	0.00	(35,692.60)	0.00	692.60	101.9
6120	PER CAPITA TAX	0.00	0.00	0.00	0.00	0.00	0.0
6141	ACT 511 PC FLAT	0.00	0.00	0.00	0.00	0.00	0.0
6143	EMER MUNIC SVC TAX	(42,000.00)	(6,763.37)	(18,156.41)	0.00	(23,843.59)	43.2
6151	EARNED INCOME TAX	(4,300,000.00)	(516,811.06)	(1,711,227.03)	0.00	(2,588,772.97)	39.8
6153	REALTY TRANSFER TAX	(500,000.00)	(71,167.80)	(290,453.80)	0.00	(209,546.20)	58.0
Total		(39,402,115.00)	(997,839.86)	(31,826,360.53)	0.00	(7,575,754.47)	80.7
6400	DELINQUENCY TAXES						
6411	DELINQUENT RE TAX	(1,000,000.00)	(47,513.68)	(471,241.55)	0.00	(528,758.45)	47.1
6420	DELINQUENT PC SECT 679	0.00	(49.50)	(165.00)	0.00	165.00	0.0
6441	DELINQUENT PC 511	0.00	(49.50)	(165.00)	0.00	165.00	0.0
Total		(1,000,000.00)	(47,612.68)	(471,571.55)	0.00	(528,428.45)	47.1
6500	EARNINGS ON INVESTMENTS						
6510	INTEREST ON INVESTMENTS	(900,000.00)	(97,175.44)	(429,097.65)	0.00	(470,902.35)	47.6
6530	GAIN/LOSS ON INVESTMTS	0.00	0.00	0.00	0.00	0.00	0.0
Total		(900,000.00)	(97,175.44)	(429,097.65)	0.00	(470,902.35)	47.6

(UNADJUSTED)

Condensed Board Summary Report

From 11/01/2025 To 11/30/2025

Summarization Level: MAJOR FUND/MAJOR FUNCTION/SUB FUNCTION/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Use
6700							
6710	ADMISSIONS	(61,000.00)	(4,251.75)	(25,757.42)	0.00	(35,242.58)	42.2
6740	FEES	0.00	0.00	0.00	0.00	0.00	0.0
6750	STUDENT EVT- SPEC EVENT	0.00	0.00	0.00	0.00	0.00	0.0
6790	OTHR STUDENT ACT INCOME	(20,750.00)	0.00	0.00	0.00	(20,750.00)	0.0
	Total	(81,750.00)	(4,251.75)	(25,757.42)	0.00	(55,992.58)	31.5
6800							
6821	STATE REV REC OTHER PA	0.00	0.00	0.00	0.00	0.00	0.0
6831	FUNDS OTHER PA SCH DST	0.00	0.00	0.00	0.00	0.00	0.0
6832	FEDERAL IDEA REVENUE	(299,185.00)	0.00	0.00	0.00	(299,185.00)	0.0
6833	AARP IDEA	0.00	0.00	0.00	0.00	0.00	0.0
6837	FED REV CARES ACT-CNTY	0.00	0.00	0.00	0.00	0.00	0.0
6839	FEDERAL REVENUE - OTHER	0.00	0.00	0.00	0.00	0.00	0.0
	Total	(299,185.00)	0.00	0.00	0.00	(299,185.00)	0.0
6900	REVENUE LOCAL SOURCES						
6910	USE OF FACILITIES	(3,500.00)	(25.00)	(175.00)	0.00	(3,325.00)	5.0
6920	CONTRIBUTION & DONATION	0.00	0.00	0.00	0.00	0.00	0.0
6941	REGULAR SCH TUITION	0.00	0.00	(359.06)	0.00	359.06	0.0
6942	SUMMER SCHOOL TUITION	0.00	0.00	0.00	0.00	0.00	0.0
6944	Tuition other LEA's	(4,000.00)	0.00	0.00	0.00	(4,000.00)	0.0
6980	COMMUNITY ACTIVITY REV	(5,000.00)	(2,323.00)	(2,323.00)	0.00	(2,677.00)	46.4
6990	MISCELLANEOUS REVENUE	0.00	(8,782.65)	(28,361.70)	0.00	28,361.70	0.0
6991	REFUND OF P/Y EXPEND	0.00	0.00	0.00	0.00	0.00	0.0
6992	ENERGY EFF REV & INCENT	0.00	0.00	0.00	0.00	0.00	0.0

(UNAUDITED)

Condensed Board Summary Report

From 11/01/2025 To 11/30/2025

Summarization Level: MAJOR FUND/MAJOR FUNCTION/SUB FUNCTION/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Use
6999	Miscellaneous	(25,475.00)	(902.08)	(2,873.06)	0.00	(22,601.94)	11.21
	Total	(37,975.00)	(12,032.73)	(34,091.82)	0.00	(3,883.18)	89.71
7000							
7100	BASIC INS.OPR.SUBSIDIES						
7110	BASIC EDUCATION	0.00	0.00	0.00	0.00	0.00	0.00
7111	BASIC EDUCATION SUBSIDY	(4,635,108.00)	(1,356,970.00)	(1,356,970.00)	0.00	(3,278,138.00)	29.21
7112	SOCIAL SECURITY SUBSIDY	0.00	0.00	0.00	0.00	0.00	0.00
7140	CHARTER SCHOOLS	(156,482.00)	0.00	0.00	0.00	(156,482.00)	0.00
7160	Tuition for 1305 & 1306	0.00	0.00	0.00	0.00	0.00	0.00
	Total	(4,791,590.00)	(1,356,970.00)	(1,356,970.00)	0.00	(3,434,620.00)	28.31
7200	REVENUE EDU.PROGRAMS						
7210	HOMEBOUND INSTRUCTION	0.00	0.00	0.00	0.00	0.00	0.00
7220	VOCATIONAL EDUCATION	0.00	0.00	0.00	0.00	0.00	0.00
7230	ALTERNATIVE EDUCATION	0.00	0.00	0.00	0.00	0.00	0.00
7250	MIGRATORY CHILDREN	0.00	0.00	0.00	0.00	0.00	0.00
7271	SPECIAL EDUCATION	(1,138,900.00)	(519,033.00)	(519,033.00)	0.00	(619,867.00)	45.51
7299	DIRECT PMT - PRRS & APS	0.00	0.00	0.00	0.00	0.00	0.00
	Total	(1,138,900.00)	(519,033.00)	(519,033.00)	0.00	(619,867.00)	45.51
7300	REVENUE NON-ED.PROGRAMS						
7310	TRANSPORTATION	0.00	0.00	0.00	0.00	0.00	0.00
7311	SD TRANSPORTATION	(285,000.00)	(87,165.00)	(87,165.00)	0.00	(197,835.00)	30.51
7312	NP TRANSPORTATION	(115,000.00)	0.00	0.00	0.00	(115,000.00)	0.00
7320	RENT & SINK FUND PYMT	0.00	0.00	0.00	0.00	0.00	0.00
7330	MEDICAL/DENTAL SVCS	0.00	0.00	0.00	0.00	0.00	0.00

(UNADJUSTED)

Condensed Board Summary Report

From 11/01/2025 To 11/30/2025

Summarization Level: MAJOR FUND/MAJOR FUNCTION/SUB FUNCTION/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
7331	STATE REIMB - HEALTH	(38,000.00)	0.00	0.00	0.00	(38,000.00)	0.00
	SERVICES						
7332	F HYIENE PRODUCTS FUND	0.00	0.00	0.00	0.00	0.00	0.00
7340	SUPPLEMENTAL REIMBURSE	(1,557,282.00)	0.00	(1,557,282.48)	0.00	0.48	100.00
7360	SAFE SCHOOLS	0.00	0.00	0.00	0.00	0.00	0.00
7362	School Mental Health & Safety	0.00	0.00	0.00	0.00	0.00	0.00
	and Security Grant						
7369	Other Safe School Grants	0.00	(9,105.00)	(9,105.00)	0.00	9,105.00	0.00
	Total	(1,995,282.00)	(96,270.00)	(1,653,552.48)	0.00	(341,729.52)	82.80
7500	ACCOUNTABILITY GRANT						
7500	ACCOUNTABILITY GRANT	0.00	0.00	0.00	0.00	0.00	0.00
7501	Accountability Grant	0.00	0.00	0.00	0.00	0.00	0.00
7505	READY TO LEARN BLK GRNT	(142,538.00)	0.00	0.00	0.00	(142,538.00)	0.00
7506	PA SMART GRANTS	0.00	0.00	0.00	0.00	0.00	0.00
7510	EXTRA GRANTS	0.00	0.00	0.00	0.00	0.00	0.00
7531	READY TO LEARN BLOCK	0.00	0.00	0.00	0.00	0.00	0.00
	GRANT FOUNDATION						
7599	EXTRA GRANTS	0.00	0.00	0.00	0.00	0.00	0.00
	Total	(142,538.00)	0.00	0.00	0.00	(142,538.00)	0.00
7800	REVENUE PA SHARE BEN.						
7810	FICA - STATE	(887,923.00)	(415,008.07)	(415,008.07)	0.00	(472,914.93)	46.70
7820	RETIREMENT - STATE	(3,960,878.00)	(1,147,526.63)	(1,147,526.63)	0.00	(2,813,351.37)	28.90
	Total	(4,848,801.00)	(1,562,534.70)	(1,562,534.70)	0.00	(3,286,266.30)	32.20
7900	REVENUE TECHNOLOGY						
7920	CLASSROOMS FOR FUTURE	0.00	0.00	0.00	0.00	0.00	0.00
7990	OTHER TECHNOLOGY GRANT	0.00	0.00	0.00	0.00	0.00	0.00

(UNADJUSTED)

Condensed Board Summary Report

From 11/01/2025 To 11/30/2025

Summarization Level: MAJOR FUND/MAJOR FUNCTION/SUB FUNCTION/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Use
	Total	0.00	0.00	0.00	0.00	0.00	0.0
8000							
8500	FEDERAL GRANTS-IN-AID						
8512	IDEA Part B	0.00	0.00	0.00	0.00	0.00	0.0
8513	TITLE I GRANT IMPROV	0.00	0.00	0.00	0.00	0.00	0.0
8514	Title I	(297,622.00)	(62,275.54)	(62,275.54)	0.00	(235,346.46)	20.9
8515	TITLE II	(58,271.00)	(41,874.75)	(41,874.75)	0.00	(16,396.25)	71.8
8516	TITLE III ESL	(6,420.00)	0.00	0.00	0.00	(6,420.00)	0.0
8517	DRUG FREE SCHOOLS	(22,676.00)	0.00	0.00	0.00	(22,676.00)	0.0
8518	TITLE V	0.00	0.00	0.00	0.00	0.00	0.0
8519	TITLE II/TITLE V GRANT	0.00	0.00	0.00	0.00	0.00	0.0
8570	TITLE II EESE GRANT	0.00	0.00	0.00	0.00	0.00	0.0
	Total	(384,989.00)	(104,150.29)	(104,150.29)	0.00	(280,838.71)	27.0
8600	OTHER FED.GRANTS-IN-AID						
8670	DRUG FREE SCHOOLS	0.00	0.00	0.00	0.00	0.00	0.0
8680	TITLE III	0.00	0.00	0.00	0.00	0.00	0.0
8690	OTHER FEDERAL GRANTS	0.00	0.00	0.00	0.00	0.00	0.0
	Total	0.00	0.00	0.00	0.00	0.00	0.0
8700							
8701	IDEA PART B - ARRA	0.00	0.00	0.00	0.00	0.00	0.0
8708	ARRA FISCAL STAB - BE	0.00	0.00	0.00	0.00	0.00	0.0
8709	Basic Ed - Ed Jobs	0.00	0.00	0.00	0.00	0.00	0.0
8741	CARE ACT - ESSER FUNDNG	0.00	0.00	0.00	0.00	0.00	0.0
8742	GOV EMER ED RELIEF FUND	0.00	0.00	0.00	0.00	0.00	0.0

(UNAUDITED)

Condensed Board Summary Report

From 11/01/2025 To 11/30/2025

Summarization Level: MAJOR FUND/MAJOR FUNCTION/SUB FUNCTION/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Use
8743	ESSER II - CRRSA ACT	0.00	0.00	0.00	0.00	0.00	0.0
8744	ARP ESSER III	0.00	0.00	0.00	0.00	0.00	0.0
8747	EMERGENCY CONNECTIVITY	0.00	0.00	0.00	0.00	0.00	0.0
FUND							
8749	ARPA - PCCD FUNDNG	0.00	(6,917.34)	(37,253.84)	0.00	37,253.84	0.0
8751	ARP ESSER 7% LEARNING	0.00	0.00	0.00	0.00	0.00	0.0
LOSS							
8752	ARP ESSER 7% SUMMER	0.00	0.00	0.00	0.00	0.00	0.0
PROGRAMS							
8753	ARP ESSER 7%	0.00	0.00	0.00	0.00	0.00	0.0
AFTERSCHOOL PROGRAMS							
Total		0.00	(6,917.34)	(37,253.84)	0.00	37,253.84	0.0
8800	ACCESS REIMBURSEMENTS						
8810	MEDICAL ASSISTANCE	(15,000.00)	(46,346.06)	(46,346.06)	0.00	31,346.06	308.9
8820	MED ASSIS - TRANS & AD	0.00	(536.46)	(1,037.78)	0.00	1,037.78	0.0
Total		(15,000.00)	(46,882.52)	(47,383.84)	0.00	32,383.84	315.8
9000							
9200							
9220	LEASE PROCEEDS	0.00	0.00	0.00	0.00	0.00	0.0
Total		0.00	0.00	0.00	0.00	0.00	0.0
9300							
9330	Trans from Cap Reserve	0.00	0.00	0.00	0.00	0.00	0.0
Total		0.00	0.00	0.00	0.00	0.00	0.0
9400	SALE OF ASSETS						
9400	SALE OF ASSETS	0.00	0.00	0.00	0.00	0.00	0.0
Total		0.00	0.00	0.00	0.00	0.00	0.0

MAJOR FUND 10 TOTALS

(UNADJUSTED)

Condensed Board Summary Report

From 11/01/2025 To 11/30/2025

Summarization Level: MAJOR FUND/MAJOR FUNCTION/SUB FUNCTION/FULL FUNCTION

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Use
	Total Expenditure	55,193,429.00	5,152,734.13	19,696,423.36	934,262.23	34,562,743.41	37.3
	Total Other Expenditure	4,020,455.00	13,208.52	1,178,824.56	98,767.95	2,742,862.49	31.7
	Total Revenue	(59,213,884.00)	0.00	(38,067,757.12)	0.00	(21,146,126.88)	64.2
	Total Other Revenue	0.00	(4,851,670.31)	0.00	0.00	0.00	0.0
		0.00	314,272.34	(17,192,509.20)	1,033,030.18	16,159,479.02	

(UNADJUSTED)

Condensed Board Summary Report

From 11/01/2025 To 11/30/2025

Summarization Level: MAJOR FUND/MAJOR FUNCTION/SUB FUNCTION/FULL FUNCTION

Grand Totals All Funds	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Use
Total Expenditure	55,193,429.00	5,152,734.13	19,696,423.36 ✓	934,262.23	34,562,743.41	37.1
Total Other Expenditure	4,020,455.00	13,208.52	1,178,824.56 ✓	98,767.95	2,742,862.49	31.1
Total Revenue	(59,213,884.00)	(4,851,670.31)	(38,067,757.12) ✓	0.00	(21,146,126.88)	64.1
Total Other Revenue	0.00	0.00	0.00	0.00	0.00	0.0
	0.00	314,272.34	(17,192,509.20)	1,033,030.18	16,159,479.02	

SAUCON VALLEY SCHOOL DISTRICT
BUSINESS OFFICE
BUDGETARY TRANSFER FORM 2025-2026
BOARD DATE: JANUARY 13, 2026

	ACCOUNT	ACCOUNT DESCRIPTION	AMOUNT	REASON
FROM	10-1110-430-000-30-000-240-000-0000	REPAIRS/MAINT CONSUMER ED 9-12	(\$205.50)	TRANSFER OF FUNDS
TO	10-1110-610-000-30-000-240-000-0000	SUPPLIES-CONSUMER ED 9-12	\$205.50	BALANCE ACCOUNT

TOTAL TRANSFER \$205.50

**SAUCON VALLEY HIGH SCHOOL
FINANCIAL REPORTS
NOVEMBER 30, 2025
CLUB ACCOUNT FUND**

BEGINNING BALANCE	\$	58,591.19
INCOME		5,878.57
EXPENSES		3,144.54
ENDING BALANCE	\$	61,325.22



<u>CLUB ACCOUNT</u>
AEVIDUM
BAND
BIG PANTHERS / LITTLE PANTHERS
CALCULUS CLUB
CHORUS
CLASS OF 2022
CLASS OF 2023
CLASS OF 2024
CLASS OF 2025
CLASS OF 2026
CLASS OF 2027
CLASS OF 2028
CLASS OF 2029
CLASS OF 2030
CLASS OF 2031
COMPETITION CHEERLEADING
DANCE TEAM
DRAMA CLUB
ENVIRONMENTAL CLUB
FBLA
FCCLA
FOREIGN LANGUAGE
GLOBAL SCHOLARS
GSA
NAT'L HONOR SOCIETY
LEO CLUB
MINI-THON
MODEL UN
NEWSPAPER
PAINTBALL
PHOTOGRAPHY CLUB
READING TEAM
ROBOTICS CLUB
RUGBY CLUB
SADD
SGA - STUDENT STORE
SKI CLUB
SMASH-VIDEO CLUB
SPIRIT COUNCIL
STEM
UNICEF
YEARBOOK
INTEREST

**ENDING
BALANCE**

301.86
3,895.27
1,404.34
105.78
736.18
592.57
45.40
6,365.67
1,014.65
3,462.26
3,473.68
2,687.34
612.81
857.94
674.11
1,810.84
2,253.57
1,156.88
64.88
5,137.07
52.23
545.77
166.62
48.59
4,114.96
793.66
2,950.88
325.88
160.80
51.20
544.77
367.08
763.46
698.61
138.27
4,530.31
1,147.56
24.40
99.27
593.27
435.38
6,011.86
107.29

TOTALS

\$ 61,325.22

Dr. Richard Kaskey
Principal

TABLE OF CONTENTS

The Saucon Valley High School Program of Studies is your guide to understanding the courses and opportunities available for students as they plan their high school journey. It's designed to help students and families navigate course selection, aligned with individual goals, whether that path leads to college, technical school, the military, or the workforce. With a commitment to providing challenging and meaningful learning experiences, our curriculum prepares students for success in the 21st-century global economy. By exploring the Program of Studies, you can identify courses that support your future plans and make the most of your high school experience.

SVHS INFORMATION AND SERVICES

COUNSELING SERVICES

GRADUATION REQUIREMENTS

CAREER AND TECHNICAL PROGRAM

KEYSTONE EXAMS

KEYSTONE PATHWAYS TO GRADUATION

COLLEGE AND CAREER READINESS

NCAA ELIGIBILITY REQUIREMENTS

ACADEMICS AND PROGRAMMING

GRADING SCALE & CALCULATIONS

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COUNSELING SERVICES

The high school counselors support the school district's mission to, "empower growth, inspire creativity, and embrace diversity through an engaging and challenging educational experience, locally and globally," and work to ensure "students become effective, responsible citizens and productive members of the workforce, while addressing their unique academic and career

pathways.” The counselors are consultants, collaborators, and advocates for students focusing on academic, career, and personal/social issues. Every year, the counselors meet with each student on their caseload. During this appointment, the counselors concentrate on checking credits for graduation and discuss important academic issues, including current performance, course selection for the upcoming year, and post-secondary planning. The counselors also review students’ extracurricular activities and interests.

Contact your counselor at 610-838-7001

Counselors

Katie Fisher	ext. 2706	Students with the Last Name A - L
Matthew Dezzi	ext. 2714	Students with the Last Name M - Z
Angela Rohrbaugh	ext. 2715	Mental Health Counselor - Student Support

GRADUATION REQUIREMENTS

Each student must earn a minimum of 21 credits in grades 9 through 12 and demonstrate proficiency on the Algebra I Keystone Exam, Biology Keystone Exam, and Literature Keystone Exam in addition to the Career Indicator requirements.

Units of Credits Required per Department for the Class of 2027, 2028, and 2029:

- 4.0 English
- 1.0 Physical Education/Health
- 3.0 Mathematics
- 8.5 Elective
- 2.5 Science
- 2.0 Social Studies

Units of Credits Required per Department for the Class of 2030:

- 4.0 English
- 1.0 Physical Education/Health
- 3.0 Mathematics
- 8.0 Elective
- 2.5 Science
- 2.0 Social Studies
- .5 Personal Finance

Graduation Credit for Middle School Classes

Generally, graduation credits are those earned by completing courses while enrolled in Saucon Valley High School. The numbers of graduation credits earned for regular high school courses are noted in the Program of Studies guide. The Program of Studies also notes the number of graduation credits required to graduate from high school.

Planned courses taken at Saucon Valley Middle School will be considered for graduation credit if equivalent to the Saucon Valley High School course requirements. Courses for such

consideration may include but are not limited to: Algebra II, Geometry, and World Languages I. The credit granted for middle school course completion would count as subject credit.

Graduation transcripts will reflect credits earned in grades 9-12. High school courses taken by middle school students may be included on an official high school transcript upon request and may be calculated into the student's GPA.

Requests for changes to the transcript shall be made at least thirty (30) days prior to the effective date of the change. (SVSD Policy 215.1 Acceleration)

CAREER AND TECHNICAL PROGRAM

Bethlehem Area Vocational Technical School (BAVTS)

Saucon Valley High School partners with Bethlehem Area Vocational Technical School (BAVTS) to expand course options and provide students with hands-on, career-focused skills across various fields. First-year students attend in the morning, while second-and third-year students attend in the afternoon. For more information, visit the [BAVTS Program of Study](#).
[INSERT LINK](#)

KEYSTONE EXAMS

Keystone Exams are taken as an end-of-course exam when the student is enrolled in Algebra 1, Literature, and Biology. If a student does not receive an "Advanced" or "Proficient" on an exam, the student is permitted to re-test during designated windows established by PDE until the end of their junior year of school.

[NEED TO INSERT THE TABLE](#)

KEYSTONE PATHWAYS TO GRADUATION

In addition to the above listed graduation requirements, students must demonstrate mastery of the PA Core Standards. Senate Bill 1095, which was signed into law by Governor Tom Wolf in 2018, shifts Pennsylvania's reliance on high stakes testing as a graduation requirement to provide alternatives for high school students to demonstrate readiness for postsecondary success. Pennsylvania Department of Education (PDE) provides five (5) pathways for students to demonstrate proficiency in order to graduate:

Keystone Proficiency Pathway -Score Proficient or Advanced on all three Keystone exams (Algebra 1, Biology, and Literature).

Keystone Composite Pathway -Score Proficient or Advanced on one of the three exams (Algebra 1, Biology, and Literature) without scoring Below Basic in either of the other two, with a combined score of at least 4452 out of 5400 possible points.

Career and Technical Education Concentrator Pathway -Students must enroll in a CTE program and pass at least half of the courses in the program, earn passing grades in any content area in

which the student did not pass the corresponding Keystone exam, and either attain an industry-based CTE certification, demonstrate a high likelihood of success on an industry-based competency exam (the NOCTI or the NIMS), or earn a passing score on either a NOCTI pretest or, for courses with no corresponding NOCTI test, the final exam for a CTE-related course.

Alternative Assessment Pathway -Students must earn passing grades in any content area in which the student did not pass the corresponding Keystone exam, and either: earn a specified score on a comprehensive alternative assessment (e.g., SAT); OR pass an alternative assessment (e.g., AP exam) or a dual-enrollment class for each subject they did not score proficient or advanced in on the corresponding Keystone exam; OR complete an approved pre-apprenticeship program; OR gain acceptance into a four-year higher education program.

Evidence-based Pathway -Students must earn a passing grade in coursework corresponding to any Keystone exam the student did not pass, and demonstrate three approved pieces of evidence of aptitude in areas that could help the student achieve success in life after high school.

[Click here for a visualization of the different Keystone Pathways. INSERT LINK](#)

COLLEGE AND CAREER READINESS

To help make sure that all students in Pennsylvania are prepared for life after high school, the PDE has added a measure of students' career exploration and readiness in the Future Ready PA Index, which is part of the state and federal accountability system under the Every Student Succeeds Act (ESSA). This Career Readiness Indicator recognizes efforts to provide students with access to activities that help them explore different careers and prepare for their futures. These activities are standards-based and designed to help students create a career portfolio that outlines their interests, goals, and potential pathways after high school. SVHS has identified a wide variety of curricular and extracurricular opportunities that students can complete throughout grades 9-11 and incorporate into the Career and College Readiness Portfolio. Students will use SmartFutures and Google Classroom to store individual artifacts.

NCAA ELIGIBILITY REQUIREMENTS

In recognition of its responsibility to ensure that student-athletes have every chance to get an education, the National Collegiate Athletic Association (NCAA) has implemented a series of increasingly strict academic standards. A student who wants to compete in either Division I or II sports must complete 16 core academic courses (ten of which must be completed by the end of junior year) and achieve a core-course grade point average. The minimum GPA you can have to be considered an early academic qualifier for D1 is a 2.3 GPA. You will need a 2.2 GPA to be eligible at the D2 level. The NCAA Eligibility Center will evaluate your academic and athletic experiences based on information you provide through your eligibilitycenter.org account.

Students who want to be an athlete at either a Division I or II school must register with the NCAA Eligibility Center. Students can register online at: <https://web3.ncaa.org/ecwr3/>. [INSERT LINK](#) Students should complete the registration process by the end of their junior year in high

school. The high school counselors will submit transcripts to the NCAA Eligibility Center for juniors who are registered with the NCAA as of the last day of that school year.

ACADEMICS AND PROGRAMMING

GRADING SCALE & CALCULATIONS

Grade Point Average (GPA) will be calculated at the end of each marking period and will be printed on the official transcript. Some post-secondary institutions often use the combination of the student's GPA and score on the SAT or ACT along with other selection criteria unique to the institution in making admissions decisions.

Students who receive a letter grade of "A", "B", "C" or "D" in a weighted course will be awarded additional grade points. The table below represents the weighted and non-weighted point values for full-credit courses. Dual Enrollment (DE) courses allow a student to earn college and high school credit; however, DE courses taken off-campus do not count in GPA or class rank. (SVSD Policy 215.1)

NEED TO INSERT THE TABLE

COURSE SELECTION CONSIDERATIONS FOR ALL STUDENTS

Careful course planning is essential when trying to develop the best possible program for each student. Students are expected to read through the content of the course selection guide prior to submitting course requests. Particular attention should be made to all details of a course, including the course description, course prerequisite requirement(s), and departmental grade recommendations. Selecting a course of study is a serious undertaking and students are more successful when they carefully review the course offerings, communicate with parents, teachers, and school counselors with any questions, and consider priorities and extracurricular commitments which impact their daily lives. Additional considerations for students may include:

Past academic performance

Demonstrated work ethic and future educational and vocational goals

Realistic evaluation of time demands from commitments and extracurricular activities

Course Level Descriptions

All levels at Saucon Valley High School provide the skills and abilities to prepare students for colleges, universities, and other postsecondary career opportunities. Content mastery, critical thinking, communication, creativity, collaboration, and citizenship are fundamental practices incorporated into all instructional levels. A range of courses is provided to meet students' diverse academic needs, with placements based on test scores, prerequisite grades, and teacher recommendations. All students are encouraged to take courses suited to their ability level; opting for a lower level for convenience is not allowed. Special Education Department recommendations are required for courses outside these levels.

Core Courses

These courses prepare students for life after high school, with a curriculum designed to build essential skills and independent learning. They are paced to ready students for post-secondary education and the workplace, with unweighted grades.

Honors Courses

Honors courses offer an accelerated pace and more complex content for college-bound students, requiring a strong foundation and self-motivation. They are rigorous, with weighted grades to reflect the challenge. A considerable amount of outside work is expected. Students must exhibit a willingness to accept the challenge of a rigorous academic curriculum.

Characteristics and Expectations of an Honors-Level Student:

Demonstrates independence and develops conceptual thinking skills

Shows strong intellectual curiosity, motivation, and ability to work independently

Commits to completing outside research, nightly assignments, and engaging in class discussions

Seeks to develop cognitive skills, with a focus on analyzing, synthesizing, and evaluating complex concepts

Advanced Placement (AP) Courses

AP courses follow College Board guidelines, providing a college-level experience for motivated students. These courses demand independent learning, often include pre-course work, and are weighted. Students are encouraged to take the AP exam, which may lead to college credit. Students should carefully consider the workload if enrolling in multiple AP courses due to their high expectations and rigorous requirements.

Characteristics of an AP Student

Highly motivated with a strong desire to be challenged by advanced content

Willing to explore topics in depth and engage in scholarly research

Embraces a college-like, inquiry-based learning style

Prepared to handle a demanding workload, including independent reading, writing, problem-solving, and critical thinking

Actively contributes ideas and demonstrates creativity

Works consistently to build conceptual understanding and shows independence

Expectations for Students in an AP Course

Engages in an accelerated pace and enriched content to develop higher-order thinking skills

Contributes intellectually and creatively to the course

Maintains a college-level effort throughout the course

Manages time effectively to meet the course's increased workload and independence requirements

Dual Credit / Concurrent Enrollment / Dual Enrollment

Dual credit, also known as concurrent enrollment, is a type of dual enrollment where students earn both high school and college credit for a single course, often approved by both the high school and the college.

Dual enrollment is a broader term for taking college courses while in high school, which may or may not result in dual credit; sometimes, it's only for college credit.

Dual Credit or Concurrent Enrollment

Saucon Valley students can earn college credits for taking certain courses while also fulfilling Saucon Valley's graduation requirements. Credits earned can be applied to a degree from the colleges and universities with whom we have partnered and may also be considered for transfer to other institutions of higher learning. Any high school course offered for dual credit will have been approved by the appropriate college or university as being comparable to the same course given on their respective campus. Students taking a dual credit course must pay all of the cost required to attain the college credit. High school credit for the dual credit course will still be awarded even if the student elects not to pay for and receive the college credit. Currently, these courses are taught by Saucon Valley teachers who have been approved as adjunct professors.

Off-Campus Dual Enrollment

Off-campus dual enrollment allows students to enroll in classes taught at local colleges and universities for college credit while still enrolled here at Saucon Valley High School. This program has numerous guidelines but does not result in students getting high school graduation credit. Tuition fees vary by institution, and students and their families are responsible for all costs and any travel associated with these courses. In addition, if a student is interested in transferring these credits to another institution of study, students and their families are responsible for contacting their schools of interest to determine if credits will be accepted at these schools.

Financial Responsibility

Students taking an off-campus dual enrollment course or a dual credit course, must pay all of the cost required to attain the college credit. High school credit for the dual enrollment course will still be awarded even if the student elects not to pay for and receive the college credit.

Students taking an AP course must pay all of the cost for taking the AP examination. High school credit for the AP course will still be awarded even if the student elects not to pay for and take the AP examination and thus not receive any associated college credit and/or college course acceleration.

If a student participates in an online course which is arranged or approved by the district as part of the student's education in order to provide acceleration for the student within the scope of the district's curriculum, the district will pay all of the costs of the online course. (SVSD Policy 215.1 Acceleration)

SPECIAL PROGRAMS & SCHEDULING OPPORTUNITIES

Advanced Placement (AP) Capstone Program

Saucon Valley High School is proud to offer the Advanced Placement (AP) Capstone Program. The AP Capstone Program is a College Board endorsed innovative program that equips students with independent research, collaborative teamwork, and communication skills valued by colleges. The Program is based upon two Advanced Placement courses: AP Seminar and AP Research. AP Seminar emphasizes critical skills needed for college and beyond. AP Research compliments the in-depth subject matter study in Advanced Placement courses. Students can select any content area to explore for their research including the Humanities, the Arts, the Sciences, Technology, and much more.

Students typically take AP Seminar in the 10th or 11th grade, followed by AP Research in 12th grade. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. This signifies their outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, students who earn scores of 3 or higher in AP Seminar and AP Research will receive the AP Seminar and Research Certificate™ signifying their attainment of college-level academic and research skills.

The AP Capstone Program empowers students to:

- Synthesize information from multiple perspectives
- Apply skills in new situations and cross-curricular contexts
- Collect and analyze information with accuracy and precision
- Craft, communicate and defend evidence-based arguments
- Practice disciplined and scholarly research skills while exploring relevant topics that appeal to their interests and curiosity.

Students enrolled in the AP Capstone Program are required to complete AP Seminar and AP Research courses. Students must enroll in AP Seminar first in order to enroll in AP Research as a senior.

AP Seminar and Research Certificate

Students who earn scores of 3 or higher in AP Seminar and AP Research will receive the AP Seminar and Research Certificate from the College Board. Students may earn college and university credit for their achievement on AP Exams.

AP Capstone Diploma

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four (4) additional AP Exams of their choosing during their academic career will receive the AP Capstone Diploma from the College Board. Students may earn college and university credit for their achievement on AP Exams.

The course descriptions for AP Seminar and AP Research are located in the English Department section of the Program of Studies.

AP Career Kickstart Program

Saucon Valley High School is proud to offer the AP Career Kickstart Program—a new initiative designed to help students bridge the gap between rigorous academic study and real-world career pathways. This program provides structured preparation for students who plan to pursue AP coursework aligned with specific career fields—such as health sciences, business, technology, the arts, and public service—by introducing the foundational skills, professional habits, and industry-relevant knowledge needed for success.

Through engaging instruction, hands-on learning experiences, and exposure to career-focused content, students develop the critical thinking, communication, and problem-solving skills expected in both AP classes and modern workplaces. AP Career Kickstart employer-endorsed credentials validate mastery of occupationally specific skills and empower students to succeed in multiple career pathways.

Students can leverage AP Career Kickstart credentials in all their efforts to further their postgraduation plans:

For students who are considering moving directly to employment after graduation, credentials can support applications to internships, apprenticeships, and part- and full-time employment.

For students who plan to pursue further education, 2-year and 4-year colleges can use AP Exam scores to award credit and facilitate placement into associated programs of study.

Students can post their credentials on résumés and career-oriented social media platforms.

After earning credentials, students are well-positioned to earn “stackable” postsecondary and employer-endorsed credentials throughout their education and professional development.

The first three courses offered within the AP Career Kickstart Program include AP Business with Personal Finance, AP Cybersecurity, and AP Networking.

For the 2026-2027 school year, Saucon Valley High School will be offering AP Business with Personal Finance and AP Cybersecurity.

The course description for AP Business with Personal Finance is located in the Business Department section of the Program of Studies.

The course description for AP Cybersecurity is located in the Technology Education Department section of the Program of Studies.

Gifted Education

[School Board Policy 114 INSERT LINK](#)

The purpose of gifted programming in Saucon Valley School District is to support the academic and social-emotional needs of gifted and advanced students by providing learning opportunities, which are more in-depth and may be presented at a faster pace. In keeping with the PDE Chapter 16 regulations, a Gifted Individual Education Plan (GIEP) will be developed annually for students who are identified mentally gifted. A student is identified as mentally gifted if they have a full-scale IQ of 130 or above, or if multiple criteria strongly indicate gifted ability. Specifically Designed Instruction for students with a GIEP primarily takes place in the regular education classrooms. There are a variety of rigorous courses designed to provide an academic challenge and depth of learning appropriate for many gifted students.

Independent Study

[School Board Policy 118 INSERT LINK](#)

Through Independent Study students may expand their knowledge of a particular subject of personal interest beyond the scope of the regular curriculum. The student's self-directed inquiry, investigation, and/or production will enable them to support or refute whatever hypotheses they have developed with the help and advice of a faculty mentor.

Students who wish to undertake Independent Study should first contact their school counselor at least one quarter before the proposed project would take place.

The Independent Study cannot replace a required course and must be beyond the scope and sequence of the regular curriculum.

The student is responsible for engaging a faculty member as their sponsor and creating a proposal that includes: credit value, methods of assessment, timelines and milestones, and a department chairperson review.

The counselor will provide the student with specific details and feedback. All proposals must be approved by the building principal, superintendent, and school board.

English as a Second Language

[School Board Policy 138 INSERT LINK](#)

SVSD shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the board and achieve academic success.

Special Education

[School Board Policy 113 INSERT LINK](#)

Each student with a disability who is a resident of the district shall be provided quality education programs and services that meet the student's needs for educational instructional, transitional and related services. The special education program is designed to integrate the programs of special education with the regular instructional program of the school, consistent with the interests of the

student with the disability. Students with disabilities shall be identified, evaluated, and provided with appropriate educational services, in accordance with federal and state laws and regulations.

Academic Coaching and Intervention | Credit - 0.5 per Semester

This course is designed for students with individualized plans of studies. The purpose of this course is to continue to improve reading, writing, mathematics, and executive functioning skills based on the student's needs. Instruction will be provided in a small group setting in the learning support classroom. Students are then given the opportunity to apply these intervention strategies and executive skills to their core academic courses. Students can earn up to 1 credit per school year in Academic Coaching and Intervention class.

PREREQUISITE: Approval of Special Education Department

Functional Transitions | Credit - 0.5 per Semester

This course is designed for students with individualized plans of studies. It will provide students the opportunity to learn how to problem solve in the context of the real-world environment. This class will focus on citizenship, community and the daily issues that affect the individual. Classroom activities will focus on real-world applications, vocational skills, personal-care skills, and functional academics that will allow students to reach their maximum independence. This class will allow for exploration of employment options such as volunteerism, independent and/or support work settings.

PREREQUISITE: Approval of the Special Education Department

Job Credit | Credit - 0.5 per Semester

Students are eligible to earn credits for having a job during their junior and senior years. Students must work a minimum of 5 hours per week or 90 hours total in order to qualify for this opportunity. Students must verify their hours and complete a reflection at the end of each term.

PREREQUISITE: Approval of school counselor and verification of employment

Experiential Learning | Credit - 0.5 per Semester

Experiential learning is the process of learning through action. Students gain content knowledge through instruction community service, civic engagement, internship, research/independent study projects, and cultural immersion.

PREREQUISITE: Students will be required to complete a Student Engagement Application and have approval from administration.

Saucon Valley Global Scholars Program

The Saucon Valley Global Scholars Program is inclusive for all high school students and provides the opportunity to meaningfully select interdisciplinary studies and activities, develop global awareness/competency, and prepare themselves for personal and professional success in an increasingly global society. During grades 9-12, the following four components, each of which has a global focus, must be achieved and approved:

Course Work -Successful completion of the following:

Grade average of B or better

Four (4) courses (or equivalent) of consistent World Language and

Four (4) additional courses toward graduation that are already part of the school's course of study and for which a primary component is global in nature

Extracurricular Activities -Active participation in a minimum of four (4) activities

Service Hours -Active participation in a minimum of twenty (20) hours

Literature/Media Reviews -Completed a minimum of eight (8) review, four (4) of which are books

After completing all of the criteria, students qualify for a Global Scholars Certificate and Global Scholars Honor Cord to wear at graduation.

Summer Learning Academy

School Board Policy 124 INSERT LINK

Students who fail an English, social studies, science or mathematics course should make up the credit during Summer Learning Academy. This is particularly important for students who attend BAVTS as there is insufficient room to repeat courses in a vocational-technical schedule. Some elective courses may be available for Summer Learning Academy based on enrollment. A student must have earned a 55% to be eligible for Summer Learning Academy. Summer Learning Academy is currently offered as a cyber-school option only; please see the Counseling Office for more details. NOTE: A fee is charged for each course taken during the Summer Learning Academy session.

COURSE ADVANCEMENT

Course advancement is one form of acceleration. Students and/or parents/guardians requesting course advancement shall submit the request on the District's Request for Acceleration Form.

When considering a request for course advancement, the acceleration evaluation team will consider whether the student meets the following criteria specific to course advancement: Whether the student has maintained an average of at least 85% (B) in all prior courses of the academic discipline in which the challenged course resides; if no prior courses exist, this criterion is waived.

Students seeking subject credit/exemption for physical education pursuant to this policy must (1) demonstrate a history of participation in a particular sport/activity at an appropriate level, (2) obtain certification from a coach/advisor that the student completed the season/activity, and (3) receive a passing score greater than or equal to 70% (Qualification No. 1 above, does not apply) on the written exam.

For all other courses, the student must attain a score of at least 85% (B) on the final examination for the challenged course; the final exam will be constructed on the content standards deemed appropriate for the course by the principal and/or his/her designee. The exam taken must meet

the prerequisites for the next level course. Keystone required courses must be taken by students. (SVSD Policy 215.1 Acceleration)

NOTE: Subject credit earned by exam will not yield graduation credit but will fulfill the specific course requirement.

Advancement Guidelines

If a student successfully advances, no credit will be assigned for the eliminated course nor will the eliminated course be used for ranking purposes; the student simply advances to the next level course. If no course exists, the principal will assign an independent study except in the case of physical education, where the student will be required to choose any available elective. The advanced course will then be counted toward graduation credit.

Students who wish to advance out of a course must take the examination twenty (20) school days prior to the beginning of the semester in which the challenged course is offered. The principal must be notified twenty (20) school days prior to the scheduling of the examination.

A student may advance out of only one (1) course per semester.

Courses with a laboratory, shop, or performance component cannot be challenged unless a similar component is included in the examination.

Alternative experiences may be considered by the principal and his/her designee, e.g., extracurricular activities, work experience, etc. However, some form of examination must occur during which the student demonstrates s/he successfully meets course standards at an 85% level of performance.

In courses for which no appropriate final examination exists, the principal has the discretion to conduct his/her own assessment and determine whether or not a student can be advanced. (SVSD Policy 215.1 Acceleration)

Comprehensive Physical Education Exam (.5 Credit)

Comprehensive Physical Education is a test-out option for students in grades 10, 11, and 12 who have successfully completed both General Physical Education (.25 credit) and Health and Wellness (.25 credit). Successful completion of the exam will allow students to earn their additional Physical Education .5 credit for graduation without completing an additional physical education course.

Students seeking subject credit/exemption for physical education pursuant to School Board Policy 215.1 must (1) demonstrate a history of participation in a particular sport/activity at an appropriate level, (2) obtain certification from a coach/advisor that the student completed the season/activity, and (3) receive a passing score greater than or equal to 70% on the written exam.

SCHEDULING

Course Availability Statement

This booklet provides information on all courses offered at Saucon Valley High School. Please note, however, that some courses may be canceled or postponed due to low enrollment, limited facilities, or teacher availability. After the initial schedule is created for each student, counselors review it to ensure accuracy. Occasionally, a student's first-choice course may not be available because it's full, doesn't fit their schedule, or isn't running. In these cases, the counselor will help the student choose an available course for that time slot.

It's essential that students carefully consider their course selections during registration, as these choices are a commitment for the upcoming school year. Accurate course counts during registration help determine the number of sections offered and teacher assignments, so thoughtful planning is key to ensuring a smooth scheduling process for everyone.

Schedule Change Process

Our goal is to ensure each student has a schedule that supports their success and growth. Once the master schedule is set, there are fewer options for changes, so we encourage students to select courses carefully. If a change is needed due to changing circumstances, students should reach out to their counselor to discuss options. Changes made before the school year begins should be made in coordination with their teacher and counselor to determine the best possible fit. The expectation is that students will follow their selected schedules, and only changes with an educational basis will be considered.

Key Points for Schedule Changes

Students have the first eight days of a course to withdraw and add an alternate course for credit, pending approval. Withdrawals within the first five days are allowed.

After the fifth-class meeting, courses may not be dropped.

Year-long courses require a meeting with the student's teacher, counselor, and parent to consider the impact on credits.

If a student needs to withdraw after the eighth day, they must select an alternate course available at the same time, pending approval. A "WP" (Withdrawal/Passing) will be recorded on the transcript if the student is passing the course with a 75% or less, after completing tutoring sessions. A "WF" (Withdrawal/Failing) will be recorded if the student's average is failing despite completing assignments and tutoring. No credit is awarded for WP or WF.

COURSE OFFERINGS

BUSINESS DEPARTMENT

The Business Department offers a wide variety of courses, which provide valuable life skills in an ever-changing global marketplace. A Personal Finance credit (0.5) is required for graduation beginning with the Class of 2030.

Course Name Credit Length

COURSE DESCRIPTIONS

Recommendations & Course Prerequisite Requirement(s)

ACCOUNTING

.5 Credit

Semester

ELECTIVE

Accounting will enable students to acquire an understanding of basic accounting principles and procedures for a sole proprietorship and partnership. Simulated office experiences will be provided to help the student understand the accounting cycle using special journals. Students will complete an accounting cycle simulation during the final weeks of the course. This simulation will serve as the course's final exam.

BUSINESS COMMUNICATIONS & APPLICATIONS

.5 Credit

Semester

ELECTIVE

Business Communications & Applications will teach students how to use technology as a tool to solve problems. Using Google Docs and Microsoft Office, the focus will be on word processing, spreadsheets, databases, and presentations. Various practical problems will be used to illustrate personal and business applications to make fact-based decisions. Students will learn the practical skills necessary for effective on-the-job communication. Activities focused on resume and letter writing, interview techniques, listening skills, and organizational skills will prepare students to enter the job market and communicate effectively with customers, co-workers, clients, patients, and others. These activities will be supplemented by such topics as time management, stress management, and making successful presentations. In addition to becoming proficient communicators, students will gain confidence in speaking and an awareness of their own communication strengths and needs.

ENTREPRENEURSHIP

.5 Credit

Semester

ELECTIVE

Entrepreneurship introduces students to the basic principles of business, with a specific focus on owning and managing one's own business. Students will examine the major steps involved in starting a new business, including the marketing, financing, budgeting, managing, purchasing, staffing, and legal aspects. Students will be provided with real world examples of entrepreneurs who have changed the business world. In addition, students will extend their understanding of

concepts through a comprehensive computer simulation in which they will be responsible for operating a convenience store.

FINANCIAL MANAGEMENT & INVESTING

.5 Credit

Semester

Accepted as a graduation credit for Personal Finance.

This course is a life skills and financial planning course designed to alert, inform, and educate high school students in the financial skills needed for today's world. Concepts covered include: time management and health, finding a job, budgeting and saving, finding an apartment, buying a car, shopping, choosing and balancing a checking account, getting a credit card, fixing your credit, education and advancement, using online banking, paying your taxes, introduction to investing, buying a home, and insurance. Current articles, vocabulary, lecture, discussions, and a comprehensive computer simulation will be the instructional tools. Students will review various investment choices with a focus on financial markets and real estate. Leverage, OPM, risk vs return, diversification, investing for retirement, short term goals, and long-term goals will be some of the topics discussed when looking at an investment. The course will consist of researching for opportunities, evaluating those opportunities, creating a plan, monitoring the plan, and a final determination of the investment.

AP BUSINESS WITH PERSONAL FINANCE

1 Credit

Year-long

Accepted as a graduation credit for Personal Finance.

AP Business with Personal Finance, part of the AP Career Kickstart group of courses designed to accelerate high school students on their paths to in-demand careers, is a yearlong high school business and personal finance course that aligns closely with a college-level introduction to business course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business applications, case studies, and project based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the Jump\$tart Coalition for Personal Financial Literacy.

ENGLISH DEPARTMENT

The English program is designed to guide students through a challenging and diversified literature-based curriculum. Students study a number of literary genres, analyzing its respective conventions and contributions to the world of literature. Thematic study of various fiction and nonfiction works will include student responses in writing, large-and small-group discussion, projects, and oral reports. Four (4) credits are required for graduation.

Course Name Credit Length

COURSE DESCRIPTIONS

Recommendations & Course Prerequisite Requirement(s)

FUNCTIONAL SKILLS OF ENGLISH

1 Credit

Year-long

Approval from Special Education Department

This course is designed for students with an individualized plan of study. Students with identified needs in English are placed in this required course for academic support to connect learning to real-world applications.

ENGLISH 9 ACADEMIC SUPPORT

1 Credit

Year-long

Approval from Special Education Department

Building upon the skills learned in previous English classes, students with individualized education plans will focus on improving their reading levels, practical vocabulary, grammar, and punctuation. Sentence and essay writing will be emphasized, as well as a variety of reading experiences designed to expand student verbal communication skills: short stories, newspapers, magazine articles, drama, nonfiction, and novels.

ENGLISH 9

1 Credit

Year-long

English 9 is a required course for all students entering high school. In this course, students will develop writing skills and utilize the writing process to produce narrative, informative, and argumentative pieces. In addition, students will read a variety of fiction and nonfiction to develop their analytical reading skills and use this analysis to strengthen their writing. Additionally, vocabulary and grammar lessons will be integrated throughout the year to improve student literacy.

HONORS ENGLISH 9

1 Credit

Year-long

Teacher recommendation

In this course, students will be challenged to integrate higher-level thinking into their written expression to produce narrative, informative, and argumentative pieces. In addition, students will

read a variety of fiction and nonfiction texts to develop their analytical reading skills and use this analysis to strengthen their writing in preparation for the AP English pathway. Additionally, vocabulary and grammar lessons will be integrated throughout the year to improve student literacy.

ENGLISH 10 ACADEMIC SUPPORT

1 Credit

Year-long

Approval from Special Education Department

Building upon the skills learned in previous English classes, students with individualized education plans will focus on improving their reading levels, practical vocabulary, grammar, and punctuation. Sentence and essay writing will be emphasized, as well as a variety of reading experiences designed to expand student verbal communication skills: short stories, newspapers, magazine articles, drama, nonfiction, and novels.

ENGLISH 10

1 Credit

Year-long

English 10 is a required course in the SVHS Program of Studies. After the successful completion of English 9, students will enroll in English 10. This course examines both fiction and nonfiction in order to develop, practice, and demonstrate mastery of skills in reading, writing, speaking, and listening skills as outlined in the PA Core Standards for grades 9-10. To complete this, students will examine both fiction and nonfiction through a variety of short stories, novels, drama, and both current and historic nonfictional documents. Additionally, students will utilize various skills to compose original writing where they are required to both form and defend arguments surrounding given topics. At the conclusion of the course, students are required to take the Literature Keystone Examination, a state-mandated assessment.

HONORS ENGLISH 10

1 Credit

Year-long

Teacher Recommendation

This course is designed for students who have exceptional reading and writing skills and plan to pursue the Honors Pathway culminating in AP Literature and Composition. This course will examine both fiction and literary nonfiction, but the complexity of the texts and the writing will challenge and enable students to enhance their critical thinking, reading, and writing skills. Students will write responses to literature, using vocabulary skills and rhetorical devices to practice and build the foundation for AP writing. The Literature Keystone Exam will be administered at the conclusion of this course.

AP SEMINAR

1 Credit

Year-long

Teacher recommendation

Open to grades 10, 11, and 12

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading recommendation and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Themes and Topics

Themes that allow for deep exploration based on student interests, local and/or civic issues, global or international topics, and concepts from other AP courses are typically selected. For example, students might explore the question of whether national security is more important than a citizen's right to privacy; or whether genetic engineering is a benefit to society.

Assessment

During the course, students complete a team project, an individual paper and presentation, and take a written final exam. The AP Seminar Exam score is based on all three components and is reported on the standard 1–5 AP scoring scale.

Note: All 10th grade students enrolled in this course will be required to take the Literature Keystone Examination, a state-mandated assessment, during the designated spring testing window. Successful completion of this course satisfies the 10th grade English graduation requirement.

AP RESEARCH

1 Credit

Year-long

Successful completion of AP Seminar

Teacher recommendation

Open to grades 11 and 12

AP Research, the second course in the AP Capstone experience, allows students to design, plan, and conduct a year-long research-based investigation on a topic of individual interest. Through this inquiry and investigation, students demonstrate the ability to apply scholarly understanding

to real-world problems and issues.

Students further the skills developed in AP Seminar by understanding research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information to build, present, and defend an argument.

Students may choose to:

- Dig deeper into a topic studied in an AP course
- Work across academic areas with an interdisciplinary topic
- Study a new area of interest, perhaps one for further study at the college level

Assessment

At the end of the research investigation, students submit an academic thesis paper of about 5,000 words, present their thesis, and orally defend their work. The AP Research Exam score is based on the paper, presentation, and defense, and is reported on the standard 1–5 AP scoring scale.

Note: This course satisfies the 11th or 12th grade English graduation requirement.

ENGLISH 11 ACADEMIC SUPPORT

1 Credit

Year-long

Approval from Special Education Department

Building upon the skills learned in previous English classes, students with individualized education plans will focus on improving their reading levels, practical vocabulary, grammar, and punctuation. Sentence and essay writing will be emphasized, as well as a variety of reading experiences designed to expand student verbal communication skills: short stories, newspapers, magazine articles, drama, nonfiction, and novels.

ENGLISH 11

1 Credit

Year-long

In this course, students will study American, British, world, and nonfiction literature, which will allow them to make connections across cultures and time periods. Students will participate in a wide range of learning experiences, including literary analysis, an introduction to literary theory, research projects, oral presentations, and group work.

HONORS ENGLISH 11

1 Credit

Year-long

Teacher recommendation

In this course, students will study fiction and nonfiction literature, which will allow them to make connections across cultures and time periods. Students will participate in a wide range of learning experiences, including literary analysis, an introduction to literary theory, research projects, oral presentations, and group work.

NCC | INTRODUCTION TO COMMUNICATION

.5 Credit
Semester
ELECTIVE

COMM 101 Northampton Community College (NCC) is a concurrent enrollment / dual credit offering taught by Saucon Valley teachers who have been approved as adjunct professors. This course covers the basic principles of communication theory and practice, including speech preparation and delivery, and the effective use of critical thinking and listening in relation to intrapersonal, interpersonal, intercultural, group, and mediated communication.

AP LANGUAGE AND COMPOSITION

1 Credit
Year-long
Teacher recommendation

AP Language and Composition is a course that cultivates the reading and writing skills that students need for college success and for intellectually responsible social engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course will deepen and expand their understanding of how written language functions rhetorically; to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of the written language by directing the students' study of professional non-fiction examples with the goal of applying to their own writing the features and strategies studied in class. At the conclusion of the course, students are prepared to take the AP Language and Composition Exam. Note: This course satisfies the 11th or 12th grade English graduation requirement.

ENGLISH 12 ACADEMIC SUPPORT

1 Credit
Year-long
Approval from Special Education Department

Building upon the skills learned in previous English classes, students with individualized education plans will focus on improving their reading levels, practical vocabulary, grammar, and punctuation. Sentence and essay writing will be emphasized, as well as a variety of reading experiences designed to expand student verbal communication skills: short stories, newspapers, magazine articles, drama, nonfiction, and novels.

ENGLISH 12

1 Credit

Year-long

This year-long course aims to immerse students in reading and analyzing a diverse range of texts. They will engage in crafting extended oral and written projects, while honing their reading, writing, speaking, and listening skills to prepare for college and career communication. The curriculum includes the study of works from various genres and literary periods through both thematic units and novel studies. Students will also participate in targeted vocabulary, grammar, and language skills lessons, applying these concepts in their written and oral responses throughout the course.

HONORS ENGLISH 12

1 Credit

Year-long

Teacher recommendation

In this year-long course, students will develop critical reasoning skills to prepare for college coursework. They will understand the value of literary analysis and explore how literature reflects the human experience across diverse perspectives and time periods. They will demonstrate effective communication skills through various mediums and engage in rigorous extended writing pieces and formal oral presentations.

AP LITERATURE AND COMPOSITION

1 Credit

Year-long

Teacher recommendation

AP Literature and Composition is a course designed to prepare students for the AP English Literature and Composition Exam, which can lead to exemption from freshman English in college. Although the course stresses the close reading of sophisticated British literature, other classic pieces are also analyzed. In addition, the course stresses analytic writing as a response to literature in numerous short responses (timed writings) and research-based critical essays. Throughout the course, AP practice questions (both multiple choice and essay) are consistently used during instruction to assess students' progress. At the conclusion of the course, students are prepared to take the AP Literature and Composition Exam in May. Note: This course satisfies the 11th or 12th grade English graduation requirement.

CREATIVE WRITING

.5 Credit

Semester

ELECTIVE

Creative Writing offers student writers in grades 10-12 an opportunity to expand their skills in the areas of poetry, fictional and nonfictional prose, and playwriting in a reader-response workshop environment. Students will examine a variety of genres and create original works in those genres. In addition, students will share their work with each other and the class to help enhance the editing process. A culminating reflection will analyze progress to reveal growth.

JOURNALISM I

.5 Credit
Semester
ELECTIVE

Journalism I will help students to develop the necessary skills for journalistic writing. Students will learn to identify and apply fundamental concepts and skills of journalism, including interviewing skills and effective oral communication, editorial and feature writing. Students will assist in the production of the school newspaper as part of their studies. Journalism students will also focus on production of the Saucon Valley High School newspaper: The Panther Press.

JOURNALISM II

.5 Credit
Semester
ELECTIVE

Students enrolled in Journalism II will be on the front lines of news reporting, writing, editing, and production of Saucon Valley High School newspaper: The Panther Press. Using Adobe software, students will manipulate graphics and make decisions regarding layouts, lead stories, publication schedules and distribution of the school newspaper.

PUBLIC SPEAKING

.5 Credit
Semester
ELECTIVE

Public speaking helps students acquire the skills needed to develop and present effective speeches. Students begin by analyzing notable speeches for successful techniques to Semester model. Throughout the process, students work independently, as well as collaboratively, to practice researching, organizing, writing, speaking, listening, analyzing, and critiquing in an encouraging environment. Learning to select complementary visual aids helps students with their content and delivery. Relaxation techniques encourage students to develop confidence and to refine skills.

FAMILY AND CONSUMER SCIENCE DEPARTMENT

Family and Consumer Science courses are designed to meet a blend of the National and Pennsylvania Academic Standards in the following areas: financial and resource management, balancing family, work and community responsibility, food science and nutrition, and textile arts. Courses offered in the Family and Consumer Science Department are for elective credit.

Course Name Credit Length

COURSE DESCRIPTIONS

Recommendations & Course Prerequisite Requirement(s)

FASHION & CREATIVE CONSTRUCTIONS

.5 Credit

Semester

ELECTIVE

This course is designed for the student that has interests in either a hobby or a career in textiles, fashion, and the garment Industry. Units of study include students learning about a variety of textiles and their typical uses, a variety of fasteners and their best uses, the theory of basic garment construction, basic hand-sewing techniques, basic machine-sewing techniques, the evolution of various fashion styles, the differences between classic design and trends, and the recent history of textile manufacturing. Students will also learn recycling, repurposing, sewing, embellishing and hand crafting techniques.

FUNDAMENTALS OF COOKING & NUTRITION

.5 Credit

Semester

ELECTIVE

This introductory course is designed for the culinary enthusiast who wishes to gain confidence in the kitchen and develop basic food preparation and cooking skills. Throughout the course, students will learn the fundamentals and essentials that intuitive home cooks rely upon without cracking open a cookbook. Objectives will center on identifying, using, and caring for kitchen equipment; safety and sanitation practices; selecting, reading, and preparing recipes; selection and storage of foods; functions of ingredients; methods of preparation and techniques; food science; and basic nutrition. Lab experiences are aligned with course content to strengthen students' comprehension of concepts and standards.

INDEPENDENT LIVING

.5 Credit

Semester

Accepted as a graduation credit for Personal Finance.

This course is designed for all students who are preparing for a life of independence. This course will provide students with a unique opportunity to understand some of the challenges and opportunities that coincide with living on one's own in an ever-changing society. The course provides information that will allow students to make informed and more intelligent decisions with regard to life's choices. Units of study include an overall analysis of what it means to live independently; how to find an apartment; how to find your first real job, how to assess and address the need for transportation, budgeting strategies, common stressors of independent living and coping strategies, consumerism, and how to understand and protect oneself against the marketing strategies that companies use to promote their products.

YOUNG CHILD

.5 Credit
Semester
ELECTIVE

This course is designed for all students who have an interest in current understandings of child development. Units of study include parenting skills, career opportunities in the field of early childhood, prenatal care and pregnancy, birth defects, theories of child development, brain development, family diversity issues, and physical, intellectual, social and emotional development of the child. Additional units of study include preschool and school-age children, types of observations, the preschool classroom, the special needs child, lesson planning and the childcare profession.

FINE ARTS DEPARTMENT

The Fine Arts program offers a variety of courses designed to nurture and develop the creative expression of students through organized and structured learning experiences. All Fine Arts courses are elective credit.

Course Name Credit Length
COURSE DESCRIPTIONS
Recommendations & Course Prerequisite Requirement(s)

CONCERT BAND (SEMESTER)

.5 Credit
Semester
ELECTIVE
Middle school band program or teacher recommendation
May be taken multiple times

This course is designed to provide students with the technical skills needed for competent ensemble performance. Through an interdisciplinary approach, students will study and Semester perform music from the realm of western wind literature, as well as music from various historical periods in music history. The course is designed to heighten musical, cultural, and historical

awareness through an analytical approach. The growth and development of this ensemble will be highlighted through public performance during the enrolled semesters.

HONORS CONCERT BAND (Year-long)

1 Credit

Year-long

ELECTIVE

Band teacher recommendation

May be taken multiple times.

The Honors Band is open to any member of the high school band. This course option is designed for the advanced instrumentalist desiring a more intense program of study. In addition to meeting all regular Band course requirements, students will be required to prepare for PMEA District Band and/or District Jazz Band auditions in December. They will also be asked to research repertoire and demonstrate advanced independent musicianship through various assignments throughout the school year. Applied study with a private teacher on the student's instrument is highly recommended for any student enrolled in this course. This is a full year course.

CONCERT CHORUS (SEMESTER)

.5 Credit

Semester

ELECTIVE

May be taken multiple times.

Open to all high school students, this non-auditioned choir welcomes singers of all skill levels. Students will develop vocal technique, learn to read music, and perform a variety of choral repertoire. The focus is on building musical confidence, teamwork, and a love for singing. Performances include three school concerts and community events. No prior experience is required—just a willingness to sing and have fun!

HONORS CONCERT CHORUS (Year-long)

1 Credit

Year-long

ELECTIVE

Teacher recommendation

May be taken multiple times.

Not open to semester only choral students.

Honors Chorus is a course designed for high school students who demonstrate exceptional vocal ability, musicianship, and commitment to choral excellence. This course is offered to all chorus students in grades 9-12. Honors Chorus offers the opportunity to perform challenging and diverse repertoire, ranging from classical works to contemporary pieces, while refining vocal technique, sight-reading skills, and ensemble performance. Students will participate in concerts,

festivals, and competitions, representing the school with distinction. Students will audition for District choir in October as part of their honors credit Honors chorus is open to all choral students.

CONCERT BAND/CHORUS (SEMESTER)

.5 Credit

Semester

ELECTIVE

May be taken multiple times.

Band/Chorus allows students to alternate between band and chorus with teacher direction throughout the semester. It is designed for students that would like to participate in both band and chorus. Students taking Band/Chorus will be expected to meet the requirements for both Band and Chorus ensembles.

HONORS CONCERT BAND/ CHORUS (Year-long)

1 Credit

Year-long

ELECTIVE

May be taken multiple times.

Teacher recommendation

Please refer to the course descriptions for Honors Band and Honors Chorus.

MUSIC THEORY I

.5 Credit

Fall Semester Only

ELECTIVE

Music Theory I is designed to begin with the fundamentals of music theory leading to four-part harmonization. The purpose of music theory is to provide the student with a deeper understanding of the mathematical and functional principles of music. Music theory places students in the mind of great composers. Not only will students learn to hear the complexities of music, but they will also be able to write and analyze their own compositions using the same fundamental principles that have guided Western music for the past 400 years.

Note: Music Theory I is the first semester of AP Music Theory. Students who select to not move on to the second semester of AP Music Theory will earn 0.5 credit for Music Theory I.

AP MUSIC THEORY

1.0 Credit

Year-long

ELECTIVE

Successful completion of Music Theory I or Teacher Recommendation

The AP Music Theory course corresponds to one-to-two semesters of typical, introductory college music theory coursework that covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight singing, and harmony, are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight-singing. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

PIANO CLASS

.5 Credit
Semester
ELECTIVE

Piano is built around two central concepts: performance and theory. Performance will be developed by daily, hands-on practice with appropriate repertoire designed to focus on varying aspects of technique. Theory will be taught to provide each student with the fundamentals of music reading necessary to facilitate quality and independent practice sessions. As a student's skill develops, concepts such as harmonization, lead sheets, finger dexterity and more will be explored. Each student will also be given the opportunity to experience performances at his or her current level of proficiency.

VOICE CLASS

.5 Credit
Semester
ELECTIVE

Voice is designed to enhance students' natural voice and musicianship through selected studies, exercises, and repertoire. He or she will study technique within his or her own music selections and learn from peer interaction both when performing and listening. This class serves as a platform for solo and choral performance opportunities. Each student will serve an active role not only as a developing singer, but also as a developing listener and analyzer of vocal and choral music throughout varying genres. Sight singing and fundamental theory concepts are also part of this class.

INTRO TO JAZZ

.5 Credit
Semester
ELECTIVE

Intro to Jazz offers students an engaging exploration of one of America's most influential musical art forms. Through listening, performing, composing, and historical study, students will discover the roots of jazz, its evolution across the twentieth and twenty-first centuries, and the cultural forces that shaped its development. Major styles, including early New Orleans jazz, swing, bebop, cool jazz, hard bop, fusion, and contemporary jazz, will be examined through guided listening and analysis of key artists and landmark recordings.

Students will build foundational skills in jazz performance and improvisation, learning basic jazz theory, chord structures, scales, and common rhythmic patterns. No prior improvisation experience is required; students will develop confidence through structured practice, small-group activities, and playing opportunities tailored to their ability level.

Throughout the course, students will:

Analyze significant jazz works and identify stylistic characteristics.

Explore the contributions of influential jazz musicians and ensembles.

Develop basic improvisational techniques using appropriate scales, modes, and chord progressions.

Perform selected jazz repertoire in class or in a small ensemble format.

Understand jazz as a reflection of cultural, historical, and social movements.

This course is ideal for students interested in broadening their musical understanding, strengthening performance skills, or preparing for participation in jazz ensemble, music theory, or advanced music electives. No previous jazz experience is necessary; all instrumentalists and vocalists are welcome.

MATHEMATICS DEPARTMENT

The mathematics program is designed to meet the needs of all students. The course offerings emphasize the process of mathematical reasoning rather than computing. Students will be challenged through diverse real-world problems and projects. Higher-order thinking skills, such as application, analysis, and synthesis, will be modeled and emphasized. Three credits of math are required for graduation. A fourth year of math is highly recommended.

Course Name Credit Length

COURSE DESCRIPTIONS

Recommendations & Course Prerequisite Requirement(s)

FUNCTIONAL SKILLS OF MATH

1 Credit

Year-long

Approval from Special Education Department

This course is designed for students with an individualized plan of studies. Students with identified needs in math are placed in this required course for academic support in order to obtain real-world application experiences and achieve individualized goals.

MATH 9 ACADEMIC SUPPORT

1 Credit

Year-long

Approval from Special Education Department

Intended only for students with an individualized plan of studies, this course is the introductory course of a four-year continuum. Students with identified needs in math are placed in this required course for academic support in order to reach grade-level benchmarks and achieve individualized goals. The courses in this continuum focus on the following mathematical concepts and skills: number and operations, pre-algebra, algebra, geometry, measurement, data analysis, probability, problem solving and reasoning, and proofs. Mathematical concepts introduced are applied to real-world situations and extend student understanding of the learned mathematical skills and strategies.

ALGEBRA I

1 Credit

Year-long

Students will learn to think logically as they study number systems and properties, signed numbers, variables, expressions, open sentences, solving linear equations/inequalities with one variable, absolute value, exponents, scientific notation, how to construct graphs using a number line, and the coordinate plane. Students will also apply critical thinking skills as they learn to solve a variety of application problems. The Algebra 1 Keystone Exam will be administered at the conclusion of this course.

ALGEBRA IA

1 Credit

Year-long

This course will include content for the Keystone Algebra 1 exam, including simplifying expressions, solving equations, graphing lines, exponent rules and working with square roots. It includes approximately half the topics in a standard Algebra I course. Students who struggled in eighth grade math and have not historically demonstrated proficiency on PSSA and local district assessments should be considered for this course. Students are required to have a scientific calculator for this course. The Algebra 1 Keystone Exam will be administered at the conclusion of this course.

MATH 10 ACADEMIC SUPPORT

1 Credit
Year-long
Approval from Special Education Department

Intended only for students with an individualized plan of studies, this course is the second level course of a four-year continuum. Students with identified needs in math are placed in this required course for academic support in order to reach grade-level benchmarks and achieve individualized goals. The courses in this continuum focus on the following mathematical concepts and skills: number and operations, pre-algebra, algebra, geometry, measurement, data analysis, probability, problem solving and reasoning and proofs. Mathematical concepts introduced are applied to real-world situations and extend student understanding of the learned mathematical skills and strategies.

ALGEBRA II

1 Credit
Year-long
Successful completion of Algebra I

This course reinforces and extends concepts and ideas presented in Algebra I. The areas of study include relations and functions, exponents and radicals, systems of linear equations and inequalities, rational expressions, and radical and quadratic equations. Critical thinking skills are extended through the use of a variety of application problems.

HONORS ALGEBRA II

1 Credit
Year-long
Teacher recommendation
Successful completion of Algebra I

This course reinforces and extends the ideas presented in Algebra I and develops detailed approaches to problem-solving situations and mathematical structure. The areas of study include relations and functions, exponents and radicals, systems of linear equations and inequalities, rational expressions, and radical and quadratic equations. Critical thinking skills are extended through the use of a variety of application problems, matrices, complex numbers, higher degree polynomials, and rational exponents are presented.

MATH 11 ACADEMIC SUPPORT

1 Credit
Year-long
Approval from Special Education Department

Intended only for students with an individualized plan of studies, this course is the third level course of a four-year continuum. Students with identified needs in math are placed in

this required course for academic support in order to reach grade-level benchmarks and achieve individualized goals. The courses in this continuum focus on the following mathematical concepts and skills: number and operations, pre-algebra, algebra, geometry, measurement, data analysis, and probability, problem solving and reasoning, and proofs. Mathematical concepts introduced are applied to real-world situations and extend student understanding of the learned mathematical skills and strategies.

GEOMETRY

1 Credit

Year-long

Successful completion of Algebra I.

This course uses a formal approach to the structure of geometry as it explores the concepts of proofs and problem-solving. Problem solving strategies will frequently use algebraic rather than numerical methods. Students will be encouraged to explore the relationships among geometry, algebra, and probability as they learn about points and lines, parallelism, similarity, congruence, polygons, special right triangles, and circles.

HONORS GEOMETRY

1 Credit

Year-long

Teacher recommendation

Successful completion of Algebra I.

The Honors Geometry course is intended for the student who has the mathematical ability to assimilate and apply new material at a faster pace than the average college preparatory student. Students will apply deductive and inductive reasoning to the development of proofs and the solving of problems. Basic geometric concepts such as points and lines, parallelism, similarity, congruency, polygons, right triangles, basic trigonometric concepts, coordinate geometry, an introduction to solid geometry, and circles will be studied in depth and applied to problem-solving situations.

MATH 12 ACADEMIC SUPPORT

1 Credit

Year-long

Approval from Special Education Department

Intended only for students with an individualized plan of studies, this is the final course of an approved four-year continuum. Students with identified needs in math are placed in this required Education Department course for academic support in order to reach grade-level benchmarks and achieve individualized goals. The courses in this continuum focus on the following mathematical concepts and skills: number and operations, pre-algebra, algebra, geometry, measurement, data analysis, and probability, problem solving and reasoning, and proofs. Mathematical concepts

introduced are applied to real-world situations and extend student understanding of the learned mathematical skills and strategies.

PROBABILITY AND STATISTICS

1 Credit

Year-long

Successful completion of Algebra II

This course is designed for students who will be continuing their education after high school. It will focus on the concepts of descriptive statistics. These concepts include data collection and classification, frequency distributions; measures of central tendency, measures of variation, probability, probability distributions, normal distributions, and the standard normal distribution. Students will also be introduced to the concepts of inferential statistics through hypothesis testing, confidence intervals, and correlation and regression. Technology will be incorporated into each unit through the use of the TI-83/84 graphing calculator. Case studies will also be examined within each unit to pull together the concepts and apply them to real-life situations

AP STATISTICS

1 Credit

Year-long

Teacher recommendation

AP Statistics is an introductory course to statistics meant to prepare students for the AP Statistics exam. The AP Statistics course will cover the two branches of statistics: descriptive and inferential. In the first half of the course descriptive topics covered will include data collection and classification, frequency distributions, measures of central tendency, measures of variation, probability, probability distributions, normal distributions, and the standard normal distribution. The second half of the course will focus on the inferential branch of statistics. Students will be generalizing from samples to populations, hypothesis testing, determining relationships among variables and making predictions, through the use of confidence intervals, T-tests, Z-tests, correlation and regression and chi-square tests. A graphing calculator will be required for use in this course.

AP COMPUTER SCIENCE PRINCIPLES

1 Credit

Year-long

Successful completion of Algebra I

May be used as a math or science graduation credit.

AP Computer Science Principles (AP CSP) introduces the student to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting the student to understand how computing has changed the world. A rigorous course, computational

content and skills are developed under the framework of creativity. The course focuses on using technology and programming to solve computational problems and create relevant artifacts. In addition, the course addresses the role of computing in society and the ethical implications of new computing technologies. Students are encouraged to take the AP CSP Exam in May.

AP COMPUTER SCIENCE A

1 Credit

Year-long

Successful completion of AP CSP

May be used as a Math or Science credit

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. College Course Equivalent AP Computer Science A is equivalent to a first-semester, college-level course in computer science. Successful completion of AP CSP

AP PRECALCULUS

1 Credit

Year-long

Teacher recommendation

Successful completion of Algebra II and Geometry

Do you want to figure out how quickly you'll reach 10,000 followers on Instagram? In AP Precalculus, you'll explore concepts such as polynomial and exponential functions that can help you calculate your rise to influencer status, and many more concepts related to functions, logarithms, and trigonometry that can be applied beyond the classroom. In AP Precalculus you'll learn skills such as algebraically manipulating functions, equations, and expressions, Translating mathematical information between representations, communicating with precise language, and providing rationales for conclusions.

AP CALCULUS AB (University of Pittsburgh College in High School)

1 Credit

Year-long

Teacher recommendation

MATH 0220 - Analytic Geometry and Calculus 1 (4 college credits) – This concurrent enrollment / dual credit offering is the standard first course in a basic calculus sequence required for all mathematics, science, engineering, and statistics students. Topics covered in this course include functions and graphs, limits, derivatives, trigonometric functions, application of the

derivative, integral, applications of the integral, and exponential and logarithmic functions. As time allows, the College in High School course may include in its syllabus the differentiation of the logarithmic and exponential functions, which is the first topic in Calculus 2 at Pitt. A scientific calculator is needed for this course. Students enrolled in this course are encouraged to take the AP Calculus AB Exam.

AP CALCULUS BC (University of Pittsburgh College in High School)

1 Credit

Year-long

Teacher recommendation

A grade of C or higher in AP Calculus AB or an AP Calculus AB exam score of 4 or 5.

MATH 0230 - Analytic Geometry and Calculus (4 college credits) - This concurrent enrollment / dual credit offering is the standard second course in a basic calculus sequence required for all mathematics, science, engineering, and statistics students. In AP Calculus BC, you'll cover many of the mathematical principles in AP Calculus AB and build upon them. The additional skills you will learn in BC include: determining expressions and values using mathematical procedures and rules, connecting representations, justifying reasoning and solutions, and using correct notation, language, and mathematical conventions to communicate results or solutions. A scientific calculator is needed for this course. Students enrolled in this course will be encouraged to take the AP Calculus BC Exam.

BUSINESS CALCULUS (University of Pittsburgh College in High School)

1 Credit

Year-long

61 or greater on the ALEKS placement exam is required

Algebra I and current facility with algebraic manipulations are essential.

MATH 0120 (4 college credits) This concurrent enrollment / dual credit offering provides an introduction to calculus for students interested in managerial or social science. Topics include functions, limits and continuity, differentiation, applications of differentiation, integration, exponential and logarithmic functions, and an introduction to multivariable calculus. Open to students in grades 9 -12. Successful completion of AP Pre-Calculus highly recommended, but not required.

INTRO TO MATRICES & LINEAR ALGEBRA (University of Pittsburgh College in High School)

1 Credit

Year-long

Successful completion of AP CALCULUS AB and/or a grade of C or higher in Pitt MATH 0220 - Analytic Geometry and Calculus 1 or an AP Calculus AB score of 4 or 5.

MATH 0280 (3 college credits) This concurrent enrollment / dual credit offering includes vectors, matrices, determinants, linear transformations, eigenvalues and eigenvectors, and selected applications. Open to students in grades 10 -12.

PHYSICAL EDUCATION DEPARTMENT

The Health and Physical Education program focuses on understanding the interaction between mental, physical, emotional, and social health, emphasizing total wellness, the development of fundamental sport skills, and cultivating lifetime sport and activity skills. Health & Wellness with General Physical Education is required for graduation. An additional .5 credit is required for graduation.

Course Name Credit Length

COURSE DESCRIPTIONS

Recommendations & Course Prerequisite Requirement(s)

HEALTH & WELLNESS WITH GENERAL PHYSICAL EDUCATION

.5 Credit
Semester

The Health/Wellness program consists of lectures, discussions, hands-on activities, reports, and projects that deal with health issues affecting the youth of today. Topics that are taught include: wellness, human sexuality, drug and alcohol education, relationships, diseases, and first aid/CPR education. The course will provide the students with the knowledge and skills necessary to make healthy life choices. The students will discover personal strengths and weaknesses through cognitive knowledge, skill execution and active participation in a variety of games and activities. Through nine weeks of activity, the students will be introduced to multiple levels of exercise, classroom assessments, skill evaluations and small group competitions. A major emphasis will be placed on the development of a personal fitness program to promote positive behaviors for lifelong wellness. The students should expect to be active, develop and improve their level of fitness, and promote positive, cooperative and fair competition.

FITNESS & LIFETIME ACTIVITIES

.5 Credit
Semester

This is an elective course to improve the personal level of wellness with concentration on the five components of fitness and health. The students will graph and chart their personal goals, engage in physical activity, and develop skills in the three areas of complete wellness. The students will demonstrate ways to maintain their health and wellness and plan for a physically active life as young adults. The program will include various aerobic activities, weight training, and lifetime activities. The course is designed to promote a comprehensive active workout each day, so that the student can smile and sweat at the

same time.

SPORTS OFFICIATING

.5 Credit
Semester

This course will teach students the rules, concepts, and mechanics of officiating, umpiring, and/or refereeing several sports. It will encourage students interpersonal communication, knowledge of the rules, and confidence to be an official/umpire at the PIAA level. At the conclusion of the course, students will have the option to take the PIAA Officiating Exam in a sport(s) of their choosing, and if successful, join a local officials' chapter to begin PIAA officiating. Students age 16 or 17 may officiate games at the middle school or Jr. High level. Students age 18 are eligible to officiate all levels of PIAA sports.

\$40 Fee for PIAA Officials' Exam

Equipment may be required

STRENGTH AND CONDITIONING

.5 Credit
Semester

This class may be taken multiple times.

This is an elective course where students will learn the principles of exercise science, including, proper warm-up and cool-down methods, exercise testing, spotting procedures, muscle groups, and proper exercise techniques. The class teaches strength training principles. Students will become more familiar with exercises that can be used to maintain a healthy lifestyle, as well as improve their strength, conditioning, and skills.

PE/HEALTH Teacher recommendation

TEAM SPORTS

.5 Credit
Semester

This course is an elective designed for students who wish to participate in an advanced physical education experience that emphasizes competition, challenge, leadership skills and alternative physical education type activities. Students will also receive instruction in basic anatomy and physiology and learn how to apply this knowledge to their performance in physical activities, as well as developing fitness programs and coaching techniques. Activities will include lifetime, team, individual, conditioning, and other fitness related activities. Aquatic activities will also be included.

SCIENCE DEPARTMENT

Course Name Credit Length

COURSE DESCRIPTIONS

Recommendations & Course Prerequisite Requirement(s)

FUNCTIONAL SKILLS OF SCIENCE

.5 Credit

Semester

Approval from Special Education Department

This course is designed for students with an individualized plan of studies. Students with identified needs are placed in this required course for academic support in order to obtain real-world applications and achieve individualized goals.

ENVIRONMENTAL/ EARTH SPACE SCIENCE

.5 Credit

Semester

This class will explore the biotic and abiotic factors that help to create the environment. It will first develop basic themes such as nutrient cycling, water, and soil characteristics as well as populations and ecosystems before covering the more complex issues of management of these resources.

PHYSICS FIRST

.5 Credit

Semester

The course will help develop mathematical problem-solving skills. Students will learn the nature of science while exploring the physical concepts of motion and forces, energy, and electricity and magnetism, using a combination of laboratory work, traditional instruction, and problem-solving.

BIOLOGY

1 Credit

Year-long

During this course, the student will progress through the fundamental concepts of biology to modern concepts in biological theory. Principles of cell biology, genetics, evolution, and ecology will be major topics in the students' investigation of concepts in this course. The course aligns with the PA Keystone Biology standards. The Biology Keystone Exam will be administered at the conclusion of this course.

HONORS BIOLOGY

1 Credit

Year-long

Teacher recommendation

Honors Biology is an in-depth approach to the study of structure and function of living organisms at the molecular and cellular level. Key concepts in biology are explored and integrated into a challenging course designed for students who anticipate a science-based career, desire an accelerated, comprehensive program and intend to take advanced courses in science. The course aligns with the PA Keystone Biology Standards. The Biology Keystone Exam will be administered at the conclusion of this course.

CHEMISTRY

.5 Credit

Semester

Successful completion of Algebra I & Biology

This college-preparatory level course will introduce interested students to the fundamentals of chemistry. The topics studied include atomic and structural theory, equations and chemical calculations, states of matter, chemical reactions, nomenclature and chemical bonding, and basic stoichiometry. Emphasis is placed on the development of correct laboratory procedures as the student progresses through this study of chemistry.

HONORS CHEMISTRY

.5 Credit

Semester

Teacher recommendation

Honors Chemistry is an in-depth approach to the study of basic Chemistry. Key concepts in Chemistry are explored by fully integrating reading, technology and inquiry-based labs and activities that emphasize independent research and analysis. This is a challenging course designed for students who anticipate a science-based career, desire an accelerated, comprehensive program and intend to take advanced courses in science. Students will need a calculator.

AP BIOLOGY

1 Credit

Year-long

Teacher recommendation

The AP Biology course seeks to meet the objectives of a biology course at the college freshman level. The aim of the course is to achieve the knowledge of the facts, principles and processes of Biology with the understanding that science is a human endeavor with social consequences. The course is organized to conform to the AP suggested syllabus. It includes research papers, experiments and independent study projects. Students are encouraged to take the AP Biology Exam in May.

AP CHEMISTRY

1 Credit

Year-long

Teacher Recommendation

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in Chemistry. Students cultivate their understanding of Chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Created by the AP Chemistry Development Committee, the course curriculum is compatible with many Chemistry courses in colleges and universities. At the conclusion of the course, students are encouraged to sit for the AP Chemistry exam.

AP COMPUTER SCIENCE PRINCIPLES

1 Credit

Year-long

Successful completion of Algebra I

May be used as a math or science graduation credit.

AP Computer Science Principles (AP CSP) introduces the student to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting the student to understand how computing has changed the world. A rigorous course, computational content and skills are developed under the framework of creativity. The course focuses on using technology and programming to solve computational problems and create relevant artifacts. In addition, the course addresses the role of computing in society and the ethical implications of new computing technologies. Students are encouraged to take the AP CSP Exam in May.

AP COMPUTER SCIENCE A

1 Credit

Year-long

Successful completion of AP CSP

May be used as a Math or Science credit

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. College Course Equivalent AP Computer Science A is equivalent to a first-semester, college-level course in computer science.

PHYSICS

.5 Credit

Semester

Successful completion of Algebra II, Biology, and Chemistry

Note: Physics will not be offered next year. The course will be offered in the 2027-2028 school year.

Physics is a comprehensive, algebra-based course that explores the fundamental principles governing the natural world. Students investigate topics such as motion, forces, energy, waves, electricity, magnetism, and the structure of matter through hands-on experiments, mathematical problem-solving, and conceptual analysis. Emphasis is placed on the scientific method, critical thinking, and the application of physics concepts to real-world scenarios. This course provides a foundation for further studies in science, engineering, or related fields and is designed to develop analytical and problem-solving skills essential for success in the modern world.

AP PHYSICS C MECHANICS

1 Credit

Year-long

Successful completion of or concurrent enrollment in AP Calculus AB

This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The subject matter of the C course Part 1 is classical mechanics. This course prepares the student for a second Physics course at the college level, typically a calculus-based study including some combination of electricity and magnetism, light and waves or thermodynamics. Each student is encouraged to participate in the AP Physics C Part 1 Exam.

AP ENVIRONMENTAL SCIENCE

1 Credit

Year-long

Teacher recommendation

One year of Algebra

Two years of high school laboratory science

How can we meet the needs of a growing population while sustaining natural resources? How can the global community collaborate to address environmental challenges? What does science tell us about our relationship with and dependence on the earth? In AP Environmental Science, you'll learn how to use the tools of science to address these and other big questions about our planet's future. In this course you will learn skills such as explaining environmental concepts and processes, analyzing data, visual representations and writings, applying quantitative methods in

solving problems, proposing a solution for an environmental problem and supporting your idea with evidence, and analyzing a research study to identify a hypothesis.

ASTROPHYSICS

.5 Credit
Semester

This course is a science elective, which introduces physical phenomena outside of the Earth. Two main themes are presented: Structures in the Universe and Space Exploration. Through Structures of the Universe, students explore the planets and moons of our solar system and galaxies. The segment on stars includes our sun, solar systems, the lifecycle of stars and associated structures and the classification of star types. The Space Exploration theme encompasses human achievements, cosmology and current projects. Cosmology covers the Big Bang Theory and other possible beginnings of the universe, the present state of the universe and possible ends to the universe.

HUMAN ANATOMY & PHYSIOLOGY

.5 Credit
Semester
Successful completion of Biology

This course provides a basic understanding of the structure and function of the human body. Emphasis is placed upon homeostasis, energy use in organisms, physiology of cell processes and medical applications of anatomy and physiology. Laboratories include biochemistry, cellular processes, dissection, and physiology of various systems. Students will complete several projects, including a formal research paper.

ECOLOGY

.5 Credit
Semester

Ecology will offer an advanced investigation of living organisms and their relationships to one another and to the environment. An emphasis will be placed on field observations and research, exposing the student to the basic principles of ecology through direct contact with a variety of terrestrial and aquatic ecosystems and the life forms found within them. This course uses a college level text and some AP level content.

BIOETHICS

.5 Credit
Semester

This course will examine several biological and environmental concerns facing society today. By using known facts and relevant research data, students will gain an understanding of current issues and develop the ability to make logical, conscientious decisions concerning those issues.

INTRO TO MICROBIOLOGY

.5 Credit

Semester

Successful completion of Biology

Introduction to Microbiology focuses on the study of viruses and bacteria. Basic structure and physiology will be discussed. The role of microbes in human disease will also be studied both in terms of mechanisms of disease and epidemiology. Laboratory work will stress sterile technique, culturing, and staining methods.

ROBOTICS

.5 Credit

Spring Semester

The High School Robotics course offers students an exciting opportunity to explore the world of robotics through hands-on learning experiences. The main topics of the course include the engineering design process, CAD & fabrication, robotics theory, and project management. Students will learn how to design, build, and program robots to perform various tasks and challenges. Students will work collaboratively in teams to design and construct robotic systems using state-of-the-art hardware and software platforms. They will learn to integrate sensors, motors, and other components to create robots capable of performing autonomous actions and responding to their environment. Additionally, students will develop proficiency in programming languages such as Blocks or Java to control the behavior of their robots and solve complex problems.

ROBOTICS II

.5 Credit

Fall Semester

Successful completion of Robotics

The Robotics II course replaces the old Robotics course and is running in the fall semester. The Robotics II course will use the FIRST-Tech Challenge (FTC) to present the class with a novel tough problem. The High School Robotics II course offers students the ability to specialize in an area of robot development and creation. The course provides a student the ability to further understandings gained in AP CSA, Robotics I, or from other experiences. The course uses the FTC as a "hard problem" to inspire creativity and develop grit. This course provides the opportunity to apply the engineering design process to a unique problem. Each student will choose to specialize in project management, design & fabrication, mechanical engineering, or

control systems. Together they will form a team to complete a team designed robot and required documentation in order to compete in an FTC qualifying event.

SOCIAL STUDIES DEPARTMENT

Course Name Credit Length

COURSE DESCRIPTIONS

Recommendations & Course Prerequisite Requirement(s)

Social Studies course offerings are designed to develop a deeper understanding of the individual in relation to society. Students completing course work in social studies will have an improved understanding of their historical and cultural context; will be better prepared to understand the evolving nature of social structures at the local, state, national, and international level; and will have the skills required to be productive and informed citizens in the 21st century. Two (2) credits of social studies courses are required to graduate: United States History (1 credit), World History (.5 credit), and Government (.5 credit).

FUNCTIONAL SKILLS OF SOCIAL STUDIES

.5 Credit

Semester

Approval from Special Education Department

This course is designed for students with an individualized plan of studies. Students with identified needs are placed in this required course for academic support in order to obtain real-world applications and achieve individualized goals.

UNITED STATES HISTORY II

.5 Credit

Semester

United States History II provides a survey of the major political, social, and economic issues in American history from the election of Abraham Lincoln in 1860 through the Great Depression and the New Deal. Topics of study include a discussion of the Civil War and Reconstruction era, the rise of industrialization, settlement of the West, labor and immigration, the progressive reform movement, the emergence of America as a global power during World War I, the prosperity of the 1920s, and subsequent economic collapse. Equipped with this historical background, students are then able to comprehend contemporary issues such as race relations, the economy, current legislation, and the changing role of women in their proper context. Instructional methods in the United States History II courses are flexible and varied in order to meet the educational needs of students of all abilities.

HONORS UNITED STATES HISTORY II

.5 Credit

Semester
Teacher recommendation

This intensive study of American history is designed for those high achieving students who have demonstrated disciplined work habits and strong reading and writing skills. The course will emphasize analytical thinking in order to evaluate the political, social, and cultural trends existent in the United States between the Civil War and the Great Depression, students will be introduced to historical argumentation. Significant out of class inquiries will be required, including simulation, preparation, and reading assignments. Honors U.S. History II is intended for the intellectually curious and hard-working student who seeks an in-depth examination of the forces that shaped modern America.

UNITED STATES HISTORY III

.5 Credit
Semester
Successful completion of United States History II

United States History III provides a survey of the major political, social, and economic issues in American history from the 1920s to the early 21st century. Equipped with this historical background, students are then able to comprehend contemporary issues such as race relations, the economy, current legislation, and social movements in their proper context. Instructional methods in the United States History III courses are flexible and varied in order to meet the educational needs of students of all abilities.

HONORS UNITED STATES HISTORY III

.5 Credit
Semester
Teacher recommendation
Successful completion of United States History II

Honors United States History III provides a survey of the major political, social, and economic issues in American history from the 1920s to the early 21st century. Equipped with this historical background, students are then able to comprehend contemporary issues such as race relations, the economy, current legislation, and social movements in their proper context. Through guided exploration, students will develop the ability to conceptually organize information and develop arguments based on primary and secondary source evidence. Students will spend time out of class preparing for simulations, seminars, and collaborative projects.

WORLD HISTORY

.5 Credit
Semester

World History is designed to inform students about significant events, individuals, and developments from 1750 CE to the present that shape the modern world. Students will develop analytical skills including chronological reasoning, source analysis, and argumentation. Through varied learning activities students will make connections between historical developments across time and space. Students will also be encouraged to identify the historical roots of contemporary global issues.

HONORS WORLD HISTORY

.5 Credit
Semester
Teacher Recommendation

Honors World History is designed to inform students about significant events, individuals, and developments from 1750 CE to the present that shape the modern world. Students will develop analytical skills including chronological reasoning, source analysis, and argumentation. Through varied learning activities students will make connections between historical developments across time and space. Analysis of primary and secondary source documents will be heavily utilized to examine historical developments. Students will spend time out of class preparing for simulations, seminars, and collaborative projects.

AMERICAN GOVERNMENT & ECONOMICS

.5 Credit
Semester

American Government and Economics offers a survey course on the basics of American government and economics. It is a one semester course, providing students a fundamental understanding of microeconomics and macroeconomics, while establishing a working understanding of the functions of American Govt. Economics will provide the student with a foundation of economic concepts, institutions and policies, and their impact on individuals and the country.

HONORS AMERICAN GOVERNMENT & ECONOMICS

.5 Credit
Semester
Teacher recommendation

Honors American Government and Economics is a reading intensive course which comprises an in-depth analysis of theoretical and practical application of the American-style democracy and capitalist system. Students will not only explore the foundations of our democratic and free market system, but they will analyze the impact of globalization on American political and economic policies. Extensive, independent reading and research will allow students to expand their understanding of the challenges that face the global economy in the 21st century. Honors American Government and Economics is designed for inquisitive and diligent students. Included

in the requirements for this course will be individual and group research projects, including an individual MLA research paper.

AP HUMAN GEOGRAPHY

1 Credit
Year-long
ELECTIVE

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine social, economic, and political organization and environmental consequences of human activity. They also learn about the methods and tools geographers use in their research and applications.

AP ECONOMICS

1 Credit
Year-long
ELECTIVE

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. AP Macroeconomics is equivalent to a one-semester introductory college course in economics. Open to students in grades 10-12. AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. AP Microeconomics is equivalent to a one-semester introductory college course in economics.

AP PSYCHOLOGY

1 Credit
Year-long
ELECTIVE

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual

differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. Students will be encouraged to take the AP Psychology Exam in the Spring.

AP US GOVERNMENT & POLITICS

1 Credit

Year-long

Teacher recommendation

AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. Note: This course satisfies the Government graduation requirement.

AP UNITED STATES HISTORY

1 Credit

Year-long

Teacher recommendation

As an elective course, this in-depth study of United States history involves an intensive and critical investigation of historical events and concepts. This will be accomplished by means of independent research, written and oral presentations and seminars. The course is also intended to provide a transition from a high school to a college approach to thinking and learning. Students are encouraged to take the AP United States History Exam. Note: This course satisfies the United States History graduation requirement.

AP WORLD HISTORY

1 Credit

Year-long

Teacher recommendation

In AP World History students will investigate significant events, individuals, developments and processes from approximately 1200 CE to the present. Students will employ historical methodology to develop analytical skills including chronological reasoning and argumentation in this college-level course. Through independent research, seminars, oral presentations, simulations and debate, students will make connections between historical developments in different times and places. Students will be encouraged to take the AP test in the spring. Note: This course satisfies the World History graduation requirement.

LAW & JUSTICE

.5 Credit
Semester
ELECTIVE

This elective course is designed to illustrate the many different aspects of law and justice in America's unique society. The goal of this course is to further the student's knowledge of the organization, and problems of the American legal system and to explore the pursuit of justice in a democratic society. From the Supreme Court to plea bargains, from the FBI to the community police officer, from the mafia to street gangs and from civil law to lawsuit abuse, elements of sociology, political science, and history will be combined to study the legal system through research, discussion, case studies, problem solving, and group presentations. Students will develop a research project.

INTRO TO PSYCHOLOGY

.5 Credit
Semester
ELECTIVE

This elective course includes a description of psychology as a social science and an analysis of the use of the scientific method of inquiry. Various instructional methods and participatory activities will be used to develop student understanding of personality, motivation, and emotion, learning and memory, abnormal psychology and psychological treatment methods.

INTRO TO SOCIOLOGY

.5 Credit
Semester
ELECTIVE

Sociology, as an elective, will examine the issues and problems that transcend societal dynamics everywhere. Focus will be on the realities of life in the age of technology and emphasis will be placed on community life styles and problems. Students will discover the meaning behind group behavior and its impact on individual behavior. Discrimination, poverty, crime, aging, alienation, and human ecology are some of the issues and problems in which real life studies will be made and research presented. Periodical reviews, community issues and problem solving will be stressed.

CONTEMPORARY WORLD ISSUES

.5 Credit
Semester

As an elective course, this class will examine contemporary issues of national and ELECTIVE international significance. Students will systematically investigate historical, geo-political and

socio-economic context and contemporary perspectives on the issues under examination. Through civil discourse and reflective writing, students will identify their own position on each issue. In this course, students will practice a wide range of skills including reading, writing, research, analysis, critical thinking, and civil discourse.

INTRO TO ANTHROPOLOGY

.5 Credit
Semester
ELECTIVE

Anthropology can broadly be defined as the study of humans. Introduction to anthropology will serve as a survey course to introduce students to three of the four sub-disciplines within anthropology: biological/physical anthropology, cultural anthropology, linguistics and archaeology. The course will explore the origins of humanity, evolutionary theory, biological and genetic variations of human development, primatology, past civilizations and a study of current societies and cultures. In lieu of a final exam, students will participate in a culminating project.

TECHNOLOGY EDUCATION DEPARTMENT

Course Name Recommendations
Credit COURSE DESCRIPTIONS & Course Prerequisite
Length Requirement(s)

Course offerings in Technology Education are designed to introduce students to the use of technology as a tool in solving problems. Courses provide career information in engineering, mathematics, science, manufacturing, multimedia, and computer programming. Classes emphasize project-based learning, use of the design process, and technology-based instruction. The courses offered in this department are for elective credit.

CADD I

.5 Credit
Semester

ELECTIVE

This is an introductory course designed to familiarize students with basic drafting and CADD concepts. Students will learn the foundation content for drafting including object Semester visualization, dimension standards, and multi-view projection. Most of the focus of the course will be on learning and applying CADD software to solve technological problems. Students will have access to industry standard Autodesk drafting software in order to complete their assignments. CADD concepts covered will include 2D sketching and 3D modeling, generating working drawings, and creating simple assemblies. Throughout the semester, students will have the opportunity to apply the design process to various projects as they develop custom solutions to given problems.

CADD II

.5 Credit

Semester

ELECTIVE

Successful completion of CADD I.

This class will be a continuation and extension of the CADD 1 course. The introductory concepts taught in CADD 1 will be utilized to solve more advanced drafting problems as well as create more complex CADD drawings. Students will use knowledge of the design process from level 1 and apply their skills to develop solutions to more difficult problems. Content areas discussed will include section views, auxiliary views, advanced assemblies, and utilization of a 3D printer to test CADD modeled solutions. Students will also have the opportunity to reverse-engineer objects and recreate them in CADD using precision measuring instruments.

HOME MAINTENANCE & MATERIAL TECHNOLOGY

.5 Credit

Semester

ELECTIVE

This course will focus on the use of various materials for woodworking and construction projects. The importance of project planning, interpreting engineering CADD schematics to assist builds and the application of the design process will be incorporated on all major assignments. Students will complete projects individually and in small groups in the areas of structural creation, utility installation, heat transfer in residential structures, and interior finish. Emphasis will be placed on safe laboratory work practices in terms of tool and machine usage.

CODING & WEB DESIGN

.5 Credit

Semester

ELECTIVE

Coding will teach the foundations of computer science and basic programming with an emphasis on helping students develop logical thinking and problem-solving skills. This course will prepare students for AP Computer Science Principles. Students will gain skills in building web pages and writing software. Students will begin with JavaScript and increase in knowledge and experience throughout the course. Students will learn how to create effective, informative personal and business web pages while investigating the use of the Internet in business. Students will learn advanced web page design using HTML, DHTML, and JavaScript. Students will apply the knowledge and skills acquired in this course to create web pages for the district web site and possibly local business/community members.

GRAPHIC COMMUNICATIONS

.5 Credit
Semester
ELECTIVE

The ability to create effective advertisements using digital media is a big part of every business. Promoting your product through a variety of digital formats is key to successful sales and marketing. In this course, students will learn the basics of composing a visually appealing graphic layout by mixing colors, fonts, and the elements of design. These principles will be applied on several creative digital projects that use industry standard graphics software from the Adobe Creative Suite. Students will learn Adobe Photoshop for image editing and modification, Adobe InDesign for graphic layout, and Adobe Illustrator for vector graphics and image creation. Student projects will include image touch up, image combination, vector artwork, digital comics, logo creation, and a screen-printed T-shirt.

VIDEO PRODUCTION

.5 Credit
Semester
ELECTIVE

Digital Media is the most prevalent form of communication and advertisement in society today. In this course students will explore video production, which includes: video planning, Semester filming, and video editing. To complete these tasks, students will have professional tools at their disposal including HD digital video cameras and accessories, green screen, as well as the industry standard software in Adobe Premiere Pro to edit their videos. Students will apply problem-solving strategies individually and in small groups to create projects such as radio shows, silent movies, commercials, movie trailers, and music videos.

NEW AND EMERGING TECHNOLOGIES

.5 Credit
Semester
ELECTIVE

New and Emerging Technologies: AI in the 21st Century introduces students to the fundamentals of Generative Artificial Intelligence (Gen AI), focusing on how AI is transforming society and the skills needed to navigate this technological shift responsibly. Students will explore core concepts of AI, including how machines "learn" and make decisions, along with ethical considerations essential to developing and using AI responsibly. Key topics include machine learning, where students learn how algorithms build predictive models from data, and neural networks, which mimic the human brain to revolutionize fields such as healthcare and finance. Throughout the course, students will apply their AI knowledge to solve real-world problems, designing solutions that demonstrate both the potential and the ethical limitations of Gen AI technology.

AP CYBERSECURITY

1 Credit
Year-long
ELECTIVE

AP Cybersecurity, part of the AP Career Kickstart group of courses designed to accelerate high school students on their paths to in-demand careers, is a yearlong high school course that offers a broad introduction to the field and aligns closely with a college-level, introductory cybersecurity course. Students learn about common threats and vulnerabilities and how they combine to create risk. Students study how individuals and organizations manage risk and how risk can be mitigated through a defense-in-depth strategy. Students explore specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains including physical spaces, computer networks, devices, and data and applications. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, societies, and governments. Content and skills taught in the course align with the professional skills outlined in the National Initiative for Cybersecurity Education Workforce Framework.

PROJECT LEAD THE WAY (PLTW)

PLTW is a leading Science, Technology, Engineering, and Math (STEM) program offering a hands-on curriculum in STEM. Through activities, projects, and problem-solving, students develop critical thinking, creativity, and innovation skills while tackling real-world challenges. PLTW courses prepare students for college and careers in STEM fields, exposing them to studies and skills that support future success.

HONORS PRINCIPLES OF ENGINEERING (POE)

.5 Credit
Semester
ELECTIVE

Successful completion of Introduction to Engineering Design.

This survey course exposes students to major concepts they will encounter in a postsecondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. Students develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions. This course is weighted as an Honors course.

HONORS ENGINEERING DESIGN & DEVELOPMENT (EDD)

.5 Credit
Semester
ELECTIVE

Successful completion of Introduction to Engineering Design.
Successful completion of one additional PLTW course.

In this capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate and justify a technical problem. After carefully defining the problem, teams design, build and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel.

WORLD LANGUAGE DEPARTMENT

Course Name Recommendations

Credit COURSE DESCRIPTIONS & Course Prerequisite

Length Requirement(s)

The World Language Department encourages all students to pursue at least two years of study in the same language to build meaningful proficiency and cultural understanding. Sustained language learning strengthens communication skills, enhances cognitive development, and deepens awareness of global perspectives—skills that are increasingly valuable in college, careers, and civic life. Colleges and universities often expect or recommend multiple years of world language study, and continued coursework allows students to move beyond basic vocabulary toward confident, real-world use of the language. By committing to two or more years, students gain a stronger foundation that supports academic success and lifelong learning in an interconnected world.

FRENCH I

.5 Credit

Semester

ELECTIVE

French I is an introduction to the language and culture of the French speaking world. The fundamentals of grammar are introduced at this level. The four skills of reading, writing, listening, and speaking are also introduced. A total immersion approach is taken so that an authentic accent and greater comprehension of the spoken language may be attained. Technology will be incorporated as a tool to access authentic materials.

FRENCH II

.5 Credit

Semester

ELECTIVE

Successful completion of French I or Teacher recommendation.

French II is a continuation of the first-year program. Listening, speaking, reading, and writing skills are further developed. The cultural emphasis is on the geography of France. The total immersion approach is continued with a focus on student communication in the language.

FRENCH III

.5 Credit

Semester

ELECTIVE

Successful completion of French II or Teacher recommendation.

French III refines and further develops the four skills of listening, speaking, reading, and writing. The total immersion approach with emphasis on proficiency is continued with special attention given to speaking and reading skills. The cultural emphasis is on the French speaking countries of Africa.

HONORS FRENCH IV

.5 Credit

Semester

ELECTIVE

Successful completion of French III or Teacher recommendation.

French IV is designed to focus on linguistic and cultural knowledge with an emphasis on the components of language. The total immersion approach is continued with special attention given to speaking and listening skills. Students use the language both within and beyond the school setting.

AP FRENCH LANGUAGE & CULTURE

1 Credit

Year-long

ELECTIVE

Successful completion of French IV or Teacher recommendation.

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes and assumptions). This is a year-long course.

SPANISH I

.5 Credit

Semester
ELECTIVE

Spanish 1 is an introduction to the language and culture of the Spanish speaking world. The fundamentals of grammar are introduced at this level. The four skills of reading, writing, listening, and speaking are also introduced. A total immersion approach is taken so that an authentic accent and greater comprehension of the spoken language may be attained. Technology will be incorporated as a tool to access authentic materials.

SPANISH II

.5 Credit
Semester
ELECTIVE

Successful completion of Spanish I or Teacher recommendation.

Spanish II is a continuation of the first-year program. Listening, speaking, reading, and writing skills are further developed. The cultural emphasis is on the geography of Spain. The total immersion approach is continued with a focus on student communication in the language.

SPANISH III

.5 Credit
Semester
ELECTIVE

Successful completion of Spanish II or Teacher recommendation.

Spanish III refines and further develops the four skills of listening, speaking, reading, and writing. The total immersion approach with emphasis on proficiency is continued with special attention given to speaking and reading skills. The cultural emphasis is on Latin American geography and culture.

HONORS SPANISH IV

.5 Credit
Semester
ELECTIVE

Successful completion of Spanish III or Teacher recommendation.

Spanish IV is designed to focus on linguistic and cultural knowledge with an emphasis on the components of language. The total immersion approach is continued with special attention given to speaking and listening skills. Students use the language both within and beyond the school setting.

AP SPANISH AP LANGUAGE & CULTURE

1 Credit
Year-long
ELECTIVE

Successful completion of Spanish IV or Teacher recommendation.

Spanish is intended for students to demonstrate an understanding of Spanish culture, incorporate interdisciplinary topics, make comparisons between English and Spanish and between cultures, and use Spanish in real-life settings. The following themes will be integrated: global challenges, science and technology, contemporary life, personal and public identities, families and communities, beauty, and aesthetics. This course prepares students for the AP Exam in May.

VISUAL ARTS DEPARTMENT

Course Name Recommendations
Credit COURSE DESCRIPTIONS & Course Prerequisite
Length Requirement(s)

The **Visual Arts Department** offers a diverse range of courses designed to nurture creativity, develop technical skill, and promote artistic growth. Students engage in structured studio experiences that encourage exploration, personal expression, and an understanding of art as both a visual language and a means of communication.

Courses are offered at multiple levels:

Level I: Introductory course—students develop foundational techniques, vocabulary, and creative thinking skills.

Level II: Advanced course—students expand technical abilities, explore complex concepts, and refine personal style.

Independent Study: Available to advanced students with instructor approval for specialized, self-directed study.

All Visual Arts courses earn **elective credit**.

ART CONCEPTS I

.5 Credit
Semester
ELECTIVE

Art Concepts I serves as the foundation course for all visual arts study. It introduces students to a wide variety of materials, techniques, and creative processes beyond drawing and painting, including sculpture, printmaking, mixed media, and other three-dimensional art forms.

The course emphasizes the elements and principles of design, helping students understand how these core ideas apply across all art disciplines. Students will learn to think creatively, solve visual problems, and express ideas through multiple artistic approaches.

Projects include both two- and three-dimensional works that encourage experimentation and craftsmanship. Regular homework includes weekly sketchbook assignments, project-related readings, and creative reflections. Art Concepts I is open to all students and is strongly recommended as an introduction to the Visual Arts program.

ART CONCEPTS II

.5 Credit

Semester

ELECTIVE

Successful completion of Art Concepts I.

Building on the foundation established in Art Concepts I, this course offers students more in-depth opportunities for creative exploration and personal expression. Students will further develop their skills in sculpture, mixed media, printmaking, and other three-dimensional design processes, while continuing to strengthen their understanding of composition, space, and form.

Emphasis is placed on observation, craftsmanship, conceptual thinking, and problem-solving. Students are guided through the full creative process—from initial concept to final presentation—while learning to articulate their artistic intentions and evaluate their own work critically.

Homework and independent studio work increase in rigor to reflect the course's more advanced expectations. Art Concepts II is ideal for students seeking a deeper understanding of artmaking beyond traditional drawing and painting.

DRAWING I

.5 Credit

Semester

ELECTIVE

Drawing I introduces students to a variety of drawing materials and techniques, including graphite, charcoal, ink, pastel, and scratchboard. Lessons focus on building strong technical skills in line, value, proportion, texture, perspective, and composition.

Students will explore a range of subjects such as still life, portraiture, the human figure, and imaginative compositions. Historical and contemporary drawing practices are studied to build visual awareness and inspire personal style.

This course provides a solid foundation for any visual arts pathway and prepares students for Drawing II or Painting I.

DRAWING II

.5 Credit

Semester

ELECTIVE

Successful completion of Drawing I.

Drawing II is an advanced-level course for students who wish to refine their skills and develop a personal artistic voice. Through independent and guided projects, students explore complex techniques, expressive mark-making, and thematic development.

Assignments emphasize portfolio-quality work, preparing students for advanced art studies or college applications. Students are encouraged to take creative risks and push their technical and conceptual boundaries.

PAINTING I

.5 Credit

Semester

ELECTIVE

Painting I introduces students to the techniques, tools, and materials of painting using a variety of media, including tempera, acrylic, oil, and mixed media. Students learn the fundamentals of color theory, composition, brushwork, and layering techniques, while exploring diverse subjects such as landscape, still life, portraiture, and abstract imagery.

Historical and contemporary artists are studied as sources of inspiration and context. This course encourages creativity, technical skill, and a growing understanding of painting as a form of personal expression.

PAINTING II

.5 Credit

Semester

ELECTIVE

Successful completion of Painting I.

Painting II builds on the skills developed in Painting I, guiding students toward more advanced and independent artistic work. Emphasis is placed on developing a personal style, exploring historical and contemporary influences, and creating conceptually rich, portfolio-ready pieces.

Students will engage in self-directed projects, research, and critiques to refine their technical and creative voice. This course is designed for students who wish to pursue painting in greater depth or prepare for college-level art programs.

CONFIDENTIAL SETTLEMENT AND RELEASE AGREEMENT

THIS CONFIDENTIAL SETTLEMENT AND RELEASE AGREEMENT (hereinafter “Agreement”) is entered by and between [REDACTED], adult individuals residing at [REDACTED] (hereinafter “Parents”), on behalf of themselves and their minor child [REDACTED] **ID# 6601856266** (hereinafter “Student”), whose date of birth is [REDACTED], and the **SAUCON VALLEY SCHOOL DISTRICT**, a Pennsylvania public school district, with administrative offices at 2097 Polk Valley Road, Hellertown, PA 18055 (hereinafter “District”).

WHEREAS, Parents and Student are presently residents of the District;

WHEREAS, Student is eligible as a child with a disability and in need of special education;

WHEREAS, Parents dispute whether the District can provide an appropriate educational program to the Student moving forward;

WHEREAS, District believes it can provide a program and placement that will provide the Student with a Free Appropriate Public Education within the District;

WHEREAS, Parents and the District have resolved their dispute amicably upon the following terms and conditions that are acceptable to Parents and District.

AND NOW, upon consideration of the mutual promises contained herein and intending to be legally bound hereby, Parents and District agree as follows:

1. As consideration for the waivers and releases provided in this Agreement and in full satisfaction of any obligation of the District to provide a free appropriate public education (hereinafter referred to as “FAPE”) and special education placement from the beginning of time through the first day of the 2028-2029 school year including Extended School Year (“ESY”) 2028

or the date Student is to be offered an interim IEP pursuant to Paragraph Six (6) of this Agreement, whichever comes first, the District shall fund the Student's placement at Capstone Academy, located at 351 E Johnson Hwy, East Norriton, PA 19401, by payment of standard regular school year tuition for the 2026-2027 and 2027-2028 school years, which shall include one (1) thirty (30) minute session of speech and language therapy per week and one (1) thirty (30) minute session of occupational therapy per week. Any additional costs other than those as previously set forth in this Paragraph that are incurred by the Parents as a result of the Student's attendance at Capstone Academy shall be the sole responsibility of the Parents. Payment shall be made within thirty (30) calendar days of the satisfaction of both of the following conditions: (i) full execution of this Agreement by the Parties and (ii) the District's receipt of substantiating documentation of such costs, which shall consist of an invoice(s) for payment submitted directly by Capstone Academy to the District.

2. The District shall fund ESY programming for the summer of 2027 and 2028 at the standard ESY rate at Capstone Academy conditioned upon Student remaining at Capstone Academy for school year preceding the summer, should the Student attend the same. Parents shall advise Capstone and the District by April 15 each year if the Student will be attending ESY. Any additional costs other than those as previously set forth in this Paragraph that are incurred by the Parents as a result of the Student's attendance at Capstone Academy shall be the sole responsibility of the Parents. Payment shall be made within thirty (30) calendar days of the satisfaction of both of the following conditions: (i) full execution of this Agreement by the Parties and (ii) the District's receipt of substantiating documentation of such costs, which shall consist of an invoice(s) for payment submitted directly by Capstone Academy to the District.

3. So long as the Student remains a resident of the District and attends Capstone

Academy, the District shall fund Student's transportation to Capstone Academy by payment of Two-Hundred Dollars (\$200.00) per day for each school day, including during ESY 2027 and 2028, that Student attends Capstone Academy in-person. Parent shall complete a log, a copy of which is attached hereto as Exhibit A, on a monthly basis listing the dates that Student attended Capstone Academy during that period in-person, shall attach a copy of the Student's attendance record from Capstone, and complete a W-9 Form once per school year. District shall issue payment in accordance with this Paragraph within thirty (30) days of receipt of the documentation required under this Paragraph.

4. The obligation to pay tuition and fund transportation in accordance with this Agreement shall cease immediately and without further notice upon relocation of the Parents to a residence outside the District or upon withdrawal or removal of the Student from Capstone Academy. The Parents agree that upon the happening of any event described in the preceding sentence, that they shall give written notice to the District's Director of Special Education and Student Services within five (5) business days of the event. If Parents fail to give the District notice of any occurrence of any such event(s), they agree to reimburse the District a prorated portion of the tuition cost expended by the District pursuant to Paragraph 1 or 2 of this Agreement, proportionate to the time that the Student does not attend Capstone Academy, or proportionate to the time that the Student's Parents' residence was outside of the District any time prior to the last day of the school year in question and reimburse any payments for transportation made under Paragraph 3 of this Agreement for the same time period.

5. Nothing in this Agreement shall require the District to pay for costs for the Student to attend Capstone Academy or any other private school beyond the last day of the 2027-2028 school term. Further, the Parties hereby acknowledge and agree that under no circumstances does

pendency attach to Capstone Academy or any other private school. Rather, the Student's pendent placement shall be the "then current program and placement" proposed by the District under Paragraph 6 or Paragraph 7 of this Agreement at the time if and when such a future dispute arises between the Parties.

6. If at any time during the duration of this Agreement the Parents wish for the Student to return to the District prior to the commencement of the 2028-2029 school year in the District, the Parents shall provide at least thirty (30) calendar days' written notice to the District's Director of Special Education and Student Services. Should an emergency arise that prevents Parents from supplying at least thirty (30) days' notice, Parents shall provide written notice as soon as possible. After the District's receipt of such notice from the Parents, the District shall: confer with the Parents and Student's then current school to create an interim Individualized Education Program (hereinafter referred to as "interim IEP") within twenty (20) calendar days after the District's receipt of such notice from the Parents and implement the interim IEP upon the Student's initial return to the District and until the District can reevaluate the Student and convene an IEP team meeting in accordance with Paragraph Seven (7) of this Agreement; conduct a reevaluation of the Student in accordance with Paragraph Seven (7) of this Agreement and issue the Reevaluation Report to the Parents within sixty (60) calendar days of the regular school year of the District's receipt of signed Permission to Reevaluate from the Parents; however, the sixty (60) calendar days shall not include the days from the day after the last day of the school term up to and including the day before the first day of the subsequent fall school term. The District shall provide Parents a Permission to Reevaluate within fifteen (15) calendar days of receipt of written notice of Student's return; convene an IEP team meeting to review the District's Reevaluation Report and the Student's eligibility, as well as to review and revise the Student's interim IEP accordingly, in order to create

an annual Individualized Educational Program (hereinafter referred to as "IEP"), issue a finalized annual IEP and accompanying Notice of Recommended Educational Placement (hereinafter referred to as "NOREP") within thirty (30) calendar days of the completion of the reevaluation; and if and when a return of the Student takes place pursuant to this Paragraph this Agreement, waivers and releases provided by this Agreement shall continue until the date the District issues the interim IEP and NOREP per this Paragraph of this Agreement.

7. Parents shall notify the District in writing, via first class mail or email, directed to the Director of Special Education and Student Services no later than January 1, 2028, that they are requesting an offer of a special education program and placement for the 2028-2029 school year. Should Parents provide said notice, the District shall issue a PTRE noting what assessments the District will be conducting, but the Parents, by signing this Agreement, provide consent to a multidisciplinary re-evaluation of the Student by the District beginning any time after January 15, 2028, and shall be completed and a Re-Evaluation Report issues no later than March 17, 2028. The District shall provide Parents written notice at least five (5) school days prior to the first day of testing of the Student. Parents shall provide the District advance written notice via email to the Director of Special Education and Student Services if Student will not be in attendance at Capstone Academy on the testing date at least twenty-four (24) hours in advance if known to the Parents at that time, and in all cases no later than the morning of the testing date. The Parties agree that testing shall occur at Student's current school environment. The re-evaluation shall be performed in accordance with the procedures set forth in the IDEA, 20 U.S.C. § 1414 (a) and 34 C.F.R. § 300.301 — 300.211, and may consist of some or all of the following assessment procedures: (a) curriculum based assessment; (b) review of progress reports, work samples, and other documentation from Capstone Academy or any subsequent private school placement establishing

the present levels of educational (both academic and functional/behavioral) performance of the Student; (c) observation of the Student in the current educational environment; (d) interview and consultation with current teachers and administration at Capstone Academy; (e) standardized or criterion-referenced testing; (f) consideration of any written information from either of the Parents, the Student, and any education or treatment service providers or evaluators who the Parents authorize to release such information to the District; (g) a functional behavior assessment that shall be completed by a BCBA; and (h) testing for any related services necessary for the development of an offer of a FAPE. By signing this Agreement, Parents authorize the release of Student's records from Capstone Academy to the District and permit District personnel to directly communicate with and receive records from Capstone Academy staff regarding Student's education, educational programming and progress and to conduct on-site classroom observations of the Student. The Parents accept this Paragraph as full and complete lawful notice of the reevaluation and of their rights concerning it. By signing this Agreement, Parent agrees to provide to the District, within ten (10) school days of a written request by the District, complete copies of Student's progress monitoring, educational records, test results, reports, and other documentation relating to Student's education and development while at Capstone Academy, including reports, assessments, data, etc. from any educational or evaluative provider concerning Student's educational needs, that Parent have in their possession at the time of the development of an evaluation and IEP as provided herein. Parent further agrees to reasonably cooperate with District efforts to obtain such records at the request of the District, including, contacting Capstone Academy and/or other providers to expedite provision of such records. The Parents shall cooperate in scheduling an IEP team meeting at a mutually agreed on time and place to develop an IEP for the 2028-2029 school year. This schedule may be altered or amended only by written agreement

of the Parties. Failure on the part of the District to complete any aspect of the development of a re-evaluation or offer a program and placement pursuant to the timelines described in this Paragraph which is due to the actions or inactions from the Parents, including but not limited to, failing to provide the required notice by January 1, 2028, or unilateral private placement shall have no impact on the validity or enforceability of any provision of this Agreement. Parents request for an offer a special education program and placement for the 2028-2029 school year under this Paragraph shall not be considered consent to said program and Parents maintain the right to reject the program offered under this Paragraph and seek tuition reimbursement for a Parent selected private school.

8. The District will not provide, nor will the Parents seek from the District, any form of educational services for the Student throughout the terms of this Agreement except as otherwise described in this Agreement, including, but not limited to, such services as providing evaluations, testing or monitoring, direct instruction, development or implementation of any special education services, related services, tutoring, assistive technology or therapies, or any and all other services and programs that might otherwise be available to the Student as a resident of the District, except that Student shall be eligible to participate in extracurricular activities to the same extent that any other student who is a resident of the District attending a private a private school. The Parties expressly agree that the District is not responsible for funding or providing extended school year services for Student during the term of this Agreement, except as otherwise provided for by this Agreement.

9. The District, in the spirit of compromise and to avoid potential conflict and litigation, will not contest the Parents' decision for the Student to receive private school instruction at Capstone Academy for the time encompassing the 2026-2027 and 2027-2028 school years. Nothing about the manner in which the payment of tuition and/or educational costs are made under

Paragraph 1 or Paragraph 2, nor any other provision of this Agreement, shall constitute District ratification, approval or agreement to placement of the Student's program and placement at Capstone Academy.

10. The responsibility of the District for the provision of educational programming to the Student under state and federal law shall be discharged through the first student day of the 2028-2029 school year or until such time as the Student is offered an interim IEP pursuant to Paragraph Six (6), whichever occurs first. The payments as set forth above and as described in Paragraphs 1 and 2 is in full satisfaction of a special education placement during the period of this Agreement; there is no responsibility by the School District to insure that any IEPs for the Student are being implemented at Capstone Academy, regardless of any contractual arrangement between Capstone Academy and the School District, nor agreement by the School District that Capstone Academy is an appropriate placement. Because the District cannot assure adherence to all state and federal laws related to the education of eligible students at Capstone Academy, the Parties agree that the funding of services set forth in Paragraphs 1 and 2 of this Agreement will be made through this Agreement, not through an IEP and NOREP.

11. The Parents bear the sole responsibility for the educational placement of the Student during the term of this Agreement. The Parents warrant that the Student will meet compulsory attendance requirements during the period in which this Agreement is in effect. Failure to meet the compulsory attendance requirements, as determined by Capstone Academy, during the period in which this Agreement is in effect shall be considered an event pursuant to Paragraph Four (4) for which notice to the District must be provided.

12. Parties agree to amend the Confidential Settlement and Release Agreement entered into by the Parties on April, 9, 2025, by removing the obligation on the part of the District to

conduct a multidisciplinary re-evaluation, as provided for in Paragraph 7 of the April 9, 2024 Agreement, given the Parties agreement to continue the placement at Capstone Academy via this Agreement.

13. Parents, on behalf of themselves and their minor child, Student, their heirs and assigns, do hereby release, hold harmless and discharge District, its directors, employees, insurers, and agents, their successors and assigns from any claims, damages of all kinds (including without limitation, compensatory, consequential, tuition reimbursement, punitive and exemplary damages), fees (including claims for attorney's fees), costs, expenses, liabilities (including liability for compensatory education, COVID-19 compensatory services, and tuition reimbursement), judgments, decrees, awards, obligations, contracts, torts, demands, causes of action or suits, at law or in equity, of whatever character, known or unknown, fixed or contingent, whether asserted or unasserted, that Parents, in their individual capacity and/or on behalf of the minor child, Student, ever had, now have, or hereafter can, shall or may have, arising out of or related in any way to the District's obligation to provide educational programming, services and evaluation to Student and/or any other claims arising from or related to, and including but not limited to, the Individuals with Disabilities Education Act, *as amended*, 20 U.S.C. §1401 *et seq.* and its implementing regulations, 34 C.F.R. Part 300; Section 504 of the Rehabilitation Act of 1973, *as amended*, 29 U.S.C. §794 and its implementing regulations, 34 C.F.R. Part 104; the Americans with Disabilities Act of 1990, *as amended*, 42 U.S.C. §12101 *et seq.* and its implementing regulations; the Civil Rights Act of 1871, *as amended*, 42 U.S.C. §§1983, 1985; the Civil Rights Attorney's Fee Award Act of 1976, *as amended*, 42 U.S.C. §1988; the United States Constitution; the Pennsylvania Constitution; the Pennsylvania Public School Code of 1949, *as amended*, 24 P.S. §1-101 *et seq.*; the Pennsylvania Human Relations Act, as amended, 43 P.S. §951 *et seq.*; Chapter 14 of the

Regulations of the Pennsylvania State Board of Education, relating to special education services and programs, 22 Pa. Code Chapter 14; and Chapter 15 of the Regulations of the Pennsylvania State Board of Education, 22 Pa. Code Chapter 15, from the beginning of the world through either the first day of the 2028-2029 school year in the District or the date the District issues the interim IEP and NOREP per Paragraph 6 of this Agreement, whichever occurs first.

14. This Agreement settles disputed issues of fact and law. Parents agree and acknowledge that this Agreement is not and shall not be construed to be an admission of a violation of any federal, state, or local statute or regulation or any legal duty owed by District, its directors, employees and agents, to Student, or otherwise as an acknowledgment of fault or liability on the part of any party, including District, its directors, employees and agents. Moreover, nothing in this Agreement shall be deemed to establish a policy, practice or custom of the District concerning the provision of special education, related services, tuition reimbursement or other matters covered by this Agreement.

15. Parties agree that the terms and conditions of this Agreement shall remain confidential and neither Parents nor District shall reveal the terms and conditions of this Agreement to any third party, without prior written consent of the non-disclosing party, or in the absence thereof, an appropriate order of court or administrative hearing officer. Notwithstanding the foregoing, the parties may provide a copy of this Agreement to federal, state and/or local auditors and/or other agents and employees of the United States or Pennsylvania Departments of Education and/or any insurance company, including its brokers, agents and representatives, which provides insurance coverage to District, if requested by said party or parties. Parents may discuss the terms and conditions of this Agreement with counsel and financial advisors and Parents will be permitted to state that Student is enrolled at Capstone Academy without disclosing that District

is paying tuition. Parents and District may disclose the terms and conditions of this Agreement to effectuate the terms of the agreements herein or when required by law. Further, this Agreement shall be admissible in any court action or administrative proceeding to enforce this Agreement or otherwise related to the terms and conditions of this Agreement. The right to maintain such an action, if necessary, is expressly reserved by the parties.

16. Parents warrant (a) that they have received written notification of their rights under state and Federal laws as a Parent of a child with disabilities, (b) that they are fully aware of these rights and of the extent to which they are waiving them in this Agreement, (c) that they are fully aware that they are waiving rights on behalf of the Student, (d) that they have consulted with counsel concerning their rights and this Agreement or has had the opportunity to do so for at least a period of fourteen (14) days, (e) that they are signing this Agreement, including a waiver of important rights, voluntarily, and (f) that they possess sole educational decision-making authority and legal-decision making authority on behalf of Student necessary to enter into this Agreement on Student's behalf.

17. Both parties have read and negotiated the language used in this Agreement, and the parties agree that because all parties participated in negotiating and drafting this Agreement, no rule of construction shall apply to this Agreement that construes ambiguous language in favor of or against any party by reason of that party's role in drafting this Agreement.

18. In the event the parties do not sign this Agreement contemporaneously, the date of execution of this Agreement shall be deemed to be the date on which the last party signed this Agreement.

19. This Agreement may be executed in counterparts, each of which shall constitute an original, but all of which, when taken together, shall constitute one instrument. The transmission

of a signed copy of this Agreement by one party to the other parties by facsimile transmission, email or similar electronic means will have the same force and effect as delivery of the original, manually signed counterpart so transmitted.

IN WITNESS WHEREOF, the parties have set their hands and seals.

CAUTION: READ THIS ENTIRE AGREEMENT, WHICH CONSISTS OF NINETEEN (19) PARAGRAPHS, BEFORE SIGNING YOUR NAME BELOW

Witness

individually and as Parent and guardian of

Date

Witness

individually and as Parent and guardian of

Date

SAUCON VALLEY SCHOOL DISTRICT

Witness

By: _____

Date: _____

Book	Policy Manual
Section	200 Pupils
Title	Social Events and Class Trips
Code	231
Status	Active
Adopted	~~August 22, 2006~~

Purpose

The Board recognizes the value of student social events and class trips in enhancing and enriching the school experience for students.

Authority

The Board shall make school facilities available and provide appropriate staff for social events within the school facilities that have been recommended by the building principal and approved by the Superintendent.^[1]

Overnight class trips and social events that take place outside of school facilities require approval by the Board.^[2]

Class trips and social events that take place outside of school facilities require approval by [the Superintendent or designee](#). ~~the Board.~~^[2]

Guidelines

As voluntary participants in school social events and class trips, students shall be held responsible for compliance with district policies and rules. Infractions of those policies or rules will be subject to the same disciplinary measures applied during the regular school program.^[3]

Participation in school events is not a right and may be denied to any student who has demonstrated disregard for the policies and rules of the district or the school.

Delegation of Responsibility

The Superintendent or designee shall develop [Administrative Regulations governing](#) ~~procedures for the conduct of student social events and class trips, which include the following:~~

- ~~1. Designation of a staff member who shall be the Board employee responsible for the event.^[1]~~
- ~~2. Provision of adequate adult supervision or police protection, as required by the circumstances of the event.~~
- ~~3. Formulation of rules and regulations governing the conduct and safety of all participants and distribution of such rules and regulations to all students and adults involved.~~

Legal	1. 24 P.S. 511
	2. 24 P.S. 517
	3. 24 P.S. 510

Book	Policy Manual
Section	200 Pupils
Title	Social Events and Class Trips
Code	231- AR
Status	

In order to have consistency among school-sponsored student groups and activities, the following rules will be followed by all student groups hosting social events, such as dances, parties, banquets, etc.

Planning

1. The activity, date, and site of the event must be approved in advance in writing by the building administrator that oversees the organization first, then the Director of Athletics and Activities.
2. This approval must occur six weeks prior to the date of the event and before any commitment is made by the student organization.
3. The building administrator's approval commits an administrator that oversees the organization to attend the event.
4. Social events that take place outside of District facilities require approval by the Superintendent or designee.
5. Overnight trips require approval by the Board.
6. Every reasonable attempt will be made to schedule events at sites where alcoholic beverages are not available during the school social event. If an event is held at an establishment where alcohol is served, alcohol will not be consumed by any student or person serving in the capacity of school employee, chaperone, or volunteer.

Responsibility

1. The faculty advisor/coach is responsible for planning and arranging details, such as the site booking, entertainment, publicity, ticket sales, chaperones, etc. This responsibility cannot be delegated to anyone not associated with the District.
2. The faculty advisor/coach will inform students and parents/guardians of the rules governing student attendance in advance of the event.
3. The District will provide adequate adult supervision and/or police protection, as required by the circumstances of the event.
4. Once an event begins, students may not enter and leave and return.

Chaperones

1. Each social event must have at least one (1) chaperone for every 40 students, in addition to the faculty advisor(s)/coach(es), in attendance.
- ~~4-2.~~ If applicable, all volunteer chaperones must obtain and maintain the required certifications in accordance with Board Policy 916 before engaging in any volunteer activities involving direct contact with students
- ~~2-3.~~ Preferably, there will be at least one (1) male and one (1) female chaperone present.
- ~~3-4.~~ Chaperones must be present during the entire social event.
- ~~4-5.~~ Failure to provide appropriate chaperones will result in cancellation of the social event by the building principal.
- ~~5-6.~~ Chaperones must actively circulate throughout areas and check restrooms.
- ~~6-7.~~ Unwarranted, suspicious, or inappropriate behavior must be immediately reported to the administrator on duty.

Ticketing

1. Tickets must be purchased online only through the approved school ticketing platform. Any alternative ticket purchase must be approved by the Director of Athletics and Activities and must be communicated by the advisor/ coach.
2. Tickets will not be sold at the door.
3. Students must present a valid SVHS school ID upon entry.
4. Guest forms must be:
 - a. Submitted 2 (two) weeks prior to the social event.
 - b. Signed by the guest's home school administrator (if applicable).
 - c. Approved by building administration.
 - d. Guests must be under 21 years of age and show a photo ID at check-in.

Procedures

1. Check-In Process
 - a. All attendees must present a photo ID and ticket (when applicable) upon entry.
 - b. To maintain safety, no bags, backpacks, or large purses will be permitted
 - c. Small clutch-sized bags may be allowed at the discretion of administration and are subject to bag search upon entry.
 - d. Doors close 30-minutes after start time. No one will be admitted after this time.
2. No Show - Parent Contact
 - a. If a student who is on the guest list does not show up within 30 minutes, an administrator or the assigned staff member will call the parent/guardian to confirm they have not arrived at the social event.
3. Early Departure
 - a. Events must conclude by 10:00 PM.
 - b. Once a student leaves the social event, they may not re-enter under any circumstance.
 - c. If a student wishes to leave before the social event ends, they must:
 - i. Speak directly with an administrator or designated chaperone.

- ii. Call home from the check-out station.
- iii. The parent/guardian must give permission before the student is released.

Safety and Support Personnel

1. Upon approval, the determination will be made as to whether a nurse will be needed for the duration of the event.
2. Upon approval, the determination will be made as to whether additional security is needed for the event.
3. If a nurse or officer is present, they will coordinate with administration at least 30-minutes before the event begins to confirm roles and emergency procedures.

Requests for Attendance Class events

The building principal and Director of Athletics and Activities will cooperate with any group interested in sponsoring events in which a school group or activity is requested to attend, on or off campus.

All events must follow the process outlined and will require advance approval.

Class events related to holidays and special events may be held in elementary and middle schools during school hours on a limited basis, and require the approval of both the buildings administrators who oversee the group and the building administrator where the event will be held.



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**LEHIGH UNIVERSITY
DEPARTMENT OF ATHLETICS**

EXTERNAL LICENSE AGREEMENT

Lehigh University and the Department of Athletics are hereby entering into this License Agreement (the "Agreement") for the *(USE OF FACILITIES/SPECIFIC EVENT)* **Saucon Valley High School Boy's Tennis Practices** ("Event"). This Agreement between Lehigh University, a Pennsylvania nonprofit corporation ("Lehigh") and **Saucon Valley School District**, ("Licensee"), made on this 5th day of **January 2026**, is subject to the terms and conditions listed below:

1. **LICENSED PREMISES** - In consideration of the payment of the Rental Fee (as defined in this Agreement) other fees and charges hereinafter provided and Licensee's compliance with its agreements and obligations set forth in this Agreement, Lehigh agrees to license *(LEWIS TENNIS CENTER INDOOR COURTS)* (the "Licensed Premises") to Licensee during the Period of Use and to permit Licensee's occupation, use, care, custody and control of the Licensed Premises for the Permitted Use (defined below).
2. **DATES & TIMES** – The Event will take place per the following schedule *(OR This Agreement shall govern Licensee's use of the Licensed Premises for the following period)* (the "Period of Use"):
 - Thursday, Feb. 12th 2026 (3:00pm – 4:00pm)
 - Thursday, Feb. 19th 2026 (3:00pm – 4:00pm)
 - Thursday, Feb. 26th 2026 (3:00pm – 4:00pm)
3. **EVENT/DESCRIPTION OF AGREEMENT** – Licensee is permitted to use the Licensed Premises during the Period of Use for **Saucon Valley High School Boy's Tennis Practices**. ("Permitted Use"). Any change in the Permitted Use shall be subject to the prior written approval of Lehigh.
4. **RENTAL AND FEES** – The Licensee's rental fee due is a total of \$480.00, payable by check once all practices are complete.
 - a. **REIMBURSEABLE EXPENSES** – Licensee shall reimburse Lehigh such sums as Lehigh may require for those expenses and costs incurred by Lehigh in providing personnel and services necessary for the Event *(OR Permitted Use)* (as determined by Lehigh in its discretion). Unless otherwise agreed to in writing by Lehigh, Licensee shall be required to utilize the services and support personnel provided by Lehigh, including without limitation box office personnel and services, ticket takers, ushers, security guards, police, parking lot attendants, and technicians. Licensee may also utilize certain equipment and supplies furnished by Lehigh. Licensee shall reimburse Lehigh for these services, personnel, equipment and supplies at Lehigh's current established rate. No staffing needs will be required for this rental.
 - b. **TAXES** – Licensee agrees to pay promptly any and all applicable taxes and license fees that may arise in connection with Licensee's use of the Licensed Premises, including without limitation any amusement taxes, and any sales taxes due in connection with concessions or items purchased or rented on behalf of the Licensee. See Section #33 Estimate of Expenses, If the Licensee is tax exempt, a copy of such documentation is required by Lehigh, upon the receipt of the signed contract in this office, for Pennsylvania State sales tax not to be charged.



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- c. **ADMINISTRATIVE SERVICE CHARGE** – There will be a 15% Administrative Service Charge added to all expenses minus rental fees incurred by the Licensee during the Event as shown as a line item in Section #33 Estimate of Expenses.
 - d. **ACCOUNTING AND SETTLEMENT** – Lehigh shall maintain an accounting of all expenses, fees, charges and other sums which are payable by Licensee under this Agreement and shall submit a final settlement to Licensee after the completion of the Event (*OR Period of Use*). If Lehigh is due payments (after accounting for all credits due Licensee as described in this Agreement), payment shall be made by Licensee to Lehigh upon receipt of the settlement. Remittance shall be by check made payable to “Lehigh University”. Payments are due within thirty (30) days of the billed date. Any balance due and owing after thirty (30) days will be subject to interest at the lesser of (i) a rate of 12% per annum or (ii) the highest rate allowed by law until payment is made in full.
- 5. FAILURE TO PAY** – In the event suit or action is instituted by Lehigh to enforce compliance with this Agreement, including but not limited to the collection of any sums due and owing, Licensee shall reimburse Lehigh for reasonable attorney’s fees and expenses in such action together with court costs.
- 6. INSURANCE** – The Licensee shall provide Lehigh with a standard ACORD Certificate of Insurance evidencing Commercial General Liability at the minimum limits of \$1,000,000 per occurrence and \$1,000,000 aggregate, Combined Single Limit of coverage. In the event the Event involves minors (children under 18 years of age) in any capacity, Licensee shall provide proof of sexual molestation coverage at a minimum limit of \$1,000,000.

Lehigh and its officers, trustees, employees and agents shall be named as “Additional Insured” on the Commercial General Liability Policy. Should any of the above described policies be cancelled before the expiration date thereof, notice will be delivered to Lehigh in accordance with the policy provisions.

Licensee shall and does hereby waive any rights of subrogation that it or any of its insurers may have against Lehigh, its agents, employees or its insurers. The policies of insurance described herein shall be on a primary basis and non-contributory with any other insurance coverages and/or self-insurance carried by Lehigh.

A copy of the Certificate of Insurance must be received in this office at least three weeks prior to the event. Lehigh has the right, but not the obligation, to review and reject as unsatisfactory the coverages secured and evidenced by the Licensee. The procuring of insurance required under this Agreement shall not relieve the Licensee of any obligation or liability assumed under this Agreement, including specifically the obligations set forth in Section 7, nor of any obligation or liability imposed by operation of law.

- 7. INDEMNIFICATION** – Licensee hereby agrees to indemnify, defend and hold harmless Lehigh, its trustees, officers, employees and agents (collectively, the “Indemnified Parties”) from and against any and all claims, actions, damages, liabilities, losses costs and expenses of whatever kind (including reasonable attorneys’ fees) including, without limitation, related to loss of life, illness, bodily injury or damages to property (collectively, a “Claim”) arising from Licensee’s acts or omissions of any kind or from Licensee’s use of the Licensed Premises, or that of Licensee’s employees, representatives, agents, subcontractors, vendors and guests (collectively and together with Licensee, the “Licensee Parties”), including Claims arising from an Indemnified Party’s negligent acts or omissions. Licensee shall give prompt written notice to the Indemnified Party of any proposed settlement of a Claim that is indemnifiable under this Agreement. Licensee may not, without the Indemnified Party’s prior written consent, which shall not be unreasonably withheld, settle or compromise any claim or consent to the entry of any judgment regarding which indemnification is being sought hereunder.



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- 8. WAIVER OF IMMUNITY** – Licensee hereby waives any governmental or sovereign immunity it may receive by virtue of any statutory or common law, or regulation, including but not limited to Pennsylvania’s Sovereign Immunity Act or Political Subdivision Tort Claims Act, to the extent necessary to give effect to its indemnification and defense obligations set forth in this Agreement and to permit the enforcement thereof by the Indemnified Party.
- 9. ACCEPTANCE OF PREMISES** - Lehigh expressly refuses to warrant the fitness of the Licensed Premises and any other facilities licensed hereunder for Licensee’s specific uses and purposes, which is solely the obligation of Licensee to determine. Licensee’s occupation, use, care, custody and control of the Licensed Premises shall be conclusive evidence against Licensee that (1) said premises were in good repair and in satisfactory condition, fitness and order when possession was taken; and (2) Licensee had the opportunity to, and did or refused to, inspect the Licensed Premises and the equipment and property on the Licensed Premises for its usability, suitability, and safety for Licensee’s intended use and to identify any foreseeable risks associated with the Licensee’s intended use of the Licensed Premises. Lehigh shall make itself available upon reasonable advanced notice during normal business hours for a walk-through with Lehigh’s facility management prior to the commencement of any Period of Use, as requested by Licensee.
- 10. ADVERTISING, PROMOTION, SOLICITATION:** Lehigh reserves the right to approve all advertising and promotional materials for the Event (*OR relating to the Permitted Use as defined in this Agreement*). Without limiting the generality of the foregoing, Licensee shall not promote, advertise or publicize the Event (*OR Permitted Use*) in a manner which involves the name of Lehigh or any affiliates of Lehigh other than to identify the location of the Event (*OR Permitted Use*), or post any signs on Lehigh property, without prior written approval from Lehigh as to content and location.
- 11. ALCOHOLIC BEVERAGES** – No alcoholic beverages of any kind will be served or permitted as BYOB at the Event (*OR during a Permitted Use*).
- 12. LOAD IN / BREAKDOWN** – The Licensed Premises will be available for load in 15 minutes prior to and after practice (*OR Permitted Use*).
- a. LICENSEE’S PROPERTY AND LOST ARTICLES** – Licensee shall remove all of the Licensee Parties’ personal property (including production equipment) from the Licensed Premises at or before the end of the License Period. Lehigh shall not have any responsibility for any such items left at the Licensed Premises after the end of the License Period. Further, Lehigh shall have the sole right to collect and have the custody of personal property left in the Licensed Premises. Neither Licensee nor any Licensee Party shall collect or interfere with the collection or custody of such personal property.
- b. STORAGE OF LICENSEE’S PROPERTY** – Lehigh shall not be required to, but may in its sole discretion, as a service to Licensee, accept the delivery of property on behalf of Licensee. Prior arrangements must be made with Lehigh. Lehigh shall not have any responsibility to Licensee in connection with its receipt, handling, care or custody of any such property and Licensee hereby agrees to indemnify, defend and hold harmless the Indemnified Parties and against any and all Claims relating to such property, including without limitation any Claims of any Licensee Party, including Claims arising from an Indemnified Party’s negligent acts or omissions and excepting only those Claims to the extent arising from an Indemnified Party’s gross negligence. In addition, Lehigh assumes no responsibility for any property placed in the Licensed Premises including theft or property damage.



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- 13. PARKING AND TRAFFIC CONTROL** – Parking and traffic control will be handled exclusively by Lehigh, which shall constitute a billable item to Licensee. There are 25 paved spaces near the Lewis Tennis Center at Lehigh’s Goodman Campus.
- 14. MEDICAL COVERAGE** – Licensee shall be required to provide medical coverage for the Event (*OR during a Permitted Use*). If required by Lehigh, an ambulance will be arranged by Lehigh to be on site during the Event (*OR during a Permitted Use*), and this will constitute a billable item to the Licensee.
- 15. SPECIFIC SERVICES** – Lehigh will provide specific services to the Licensee at an expense to the Licensee. Specific services needed for the Event (*OR during a Permitted Use*) are outlined in the estimated costs form attached hereto as Exhibit A, and are to be paid in accordance with Section 4 above. Any additional requests or needs beyond previously mentioned items (such as but not limited to overnight security, electrical needs, etc.) constitute billable items to Licensee.
- 16. TELEPHONE/INTERNET** - Telephones and Internet access may be set-up for usage by Licensee or vendors for the Event (*OR during a Permitted Use*). A **30-day** lead time is required for any phone needs, and these, along with Internet needs, should be coordinated through the Lehigh University Sports and Event Venues office.
- 17. ELECTRICAL NEEDS** – All electrical needs for the Event must be pre-approved by Lehigh. Only a Lehigh University approved electrician is permitted to make actual connections and tie-ins and this constitutes a billable item to the Licensee. The approved electrician may be required to be present during show hours, as determined by Lehigh in its sole discretion.
- 18. FOOD SERVICES** – All food services are handled exclusively by Lehigh University Dining Services and its dining contractor, currently Sodexo. Licensee should contact Dan Burke (Sodexo) at 610-758-4991 for additional information.
- 19. NON-FOOD CONCESSIONS** – All non-food concessions are handled exclusively by Lehigh except as otherwise agreed by Lehigh. No items including Lehigh’s names, trademarks, logos or other marks may be sold by Licensee.

If the Licensee would desire to sell their own non-food concessions, Licensee should do the following:
 - a. Contact Facility Management for permission.
 - b. If permission is granted:
 - i. All items sold must be consistent with the nature of the event and no “Lehigh University” items may be sold.
 - ii. Licensee shall pay or shall cause an outside vendor to pay Lehigh 15% of the gross sales receipts, or \$75.00, whichever amount is greater.
- 20. ADMISSION** – There will be no admission charged at the door for the Event (*OR Permitted Use*) unless otherwise agreed to by the Parties in writing.
- 21. SECURITY** – All security needs are handled exclusively by the Lehigh University Police Department (“LUPD”). If required by Lehigh, LUPD police officers must be present at the Event (*OR Permitted Use*), which will constitute a billable item to Licensee. If necessary, overnight security or additional security during the Event (*OR Permitted Use*) will constitute a billable item to the Licensee, and Licensee should contact the Lehigh University Sports and Event Venues office.



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22. CONDUCT OF LICENSEE – Licensee shall be solely responsible for the conduct of the Licensee Parties and any other persons within Licensee’s control, supervision, or responsibility, including, without limitation, any damage caused by such persons. Licensee and all such persons shall comply with all applicable rules, regulations and policies of Lehigh as implemented, amended and modified from time to time, including without limitation, Drugs and Alcohol Policy, Protection of Minors Policy, Policy on Harassment and Non-Discrimination, Nonsmoking Policy and Firearms Policy.

23. OUTSIDE CONTRACTORS – The installation of electricity, gas, plumbing, or other fixtures required by Licensee shall first be approved in writing by Lehigh. Any such installation shall be performed by Lehigh or by contractors designated by Lehigh in accordance with Lehigh’s prevailing practice, which shall constitute a billable item to Licensee. In the event that Licensee desires to utilize independent contractors to provide services in connection with the Event (*OR Permitted Use*), Licensee shall supply to Lehigh thirty (30) days prior to the commencement of the License Period a list of the names, phone numbers, and addresses of any such independent service contractors. No independent service contractor shall provide services to anyone on the Licensed Premises without the prior written approval of Lehigh, which may be withheld for any reason or no reason in Lehigh’s sole discretion.

All costs incurred by Lehigh in connection with any fixture contractors shall be the responsibility of Licensee and shall be included in the accounting and settlement if not sooner paid by Licensee. The charges incurred by Licensee in connection with any independent service contractors shall be the sole responsibility of Licensee, and Licensee hereby agrees to indemnify, defend and hold harmless the Indemnified Parties against any and all Claims relating to the services provided by any such contractors.

24. EJECTION – Lehigh hereby reserves the right to eject or cause to be ejected from the Licensed Premises any person or persons due to inappropriate behavior or appearance as determined by Lehigh in its sole discretion. Lehigh shall not grant any refunds to any such person or persons. Neither Lehigh nor any of its officers, trustees, agents or employees shall be liable to any Licensee Party or any other third party for damages that may be sustained such Licensee Party or third party through the exercise of such right and Licensee hereby agrees to indemnify, defend, and hold harmless the Indemnified Parties against any and all Claims relating to the exercise of such right, excluding Claims arising from an Indemnified Party’s negligent acts or omissions.

25. EVACUATION OF FACILITY – Should it become necessary, in the judgment of Lehigh in its sole discretion, to evacuate the Licensed Premises because of a bomb threat or for other reasons of public safety, Lehigh shall use reasonable efforts, in its sole discretion, to permit Licensee to re-enter the Licensed Premises for sufficient time after the evacuation, provided such time does not interfere with another licensee or Lehigh user. If it is not possible to complete the Event (*OR Permitted Use*), the rental fee may be prorated or adjusted at the discretion of Lehigh based upon the particular situation. Licensee shall, however, be responsible for any and all reimbursable expenses and other sums payable by Licensee under this Agreement and arising in connection with any situation arising under this Paragraph. Further, Licensee shall continue to be responsible for any and all reimbursable expenses and other sums payable by Licensee under this Agreement and arising prior to such evacuation. Licensee hereby waives and releases any claim for damages (consequential or otherwise) or compensation from Lehigh in connection with any action taken or decision made by Lehigh under this Paragraph.

26. COMPLIANCE WITH LAWS – Licensee shall, at its own expense, comply with all municipal, state, and federal laws, ordinances, rules, and regulations including, without limitation, the obligation to obtain any licenses (including but not limited to patent, copyright, software, or other intellectual property licenses applicable to Licensee’s activities), permits and government approvals required in connection with the Licensee’s use of the Licensed



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Premises, and the obligation to perform those duties associated with ownership or care, custody and control of property at common law. Licensee shall indemnify, defend, and hold harmless the Indemnified Parties against any and all Claims related to any failure to comply with such laws, ordinances, rules or regulations.

27. NON-DISCRIMINATION: In performance of this Agreement, neither party shall discriminate in either the provision of services, or in employment, against any person based on age, color, disability, gender identity or expression, genetic information, marital or familial status, national or ethnic origin, race, religion, sex, sexual orientation, or veteran status.

28. TERMINATION; LICENSE REVOCATION – In the event that the Licensee defaults in the performance of any term or condition of this Agreement, Lehigh may, with written notice to Licensee, terminate this Agreement including revoking the license granted herein and, if Licensee is then in possession of the premises, immediately remove Licensee from the premises.

Without limiting the generality of the forgoing, Lehigh may immediately invoke all or any of the foregoing remedies in the event that Licensee engages in any of the following:

- a. Sale or possession of illegal drugs or narcotics.
- b. Possession of firearms, weapons, ammunition, fireworks, or explosives.
- c. Misuse, abuse, theft, or destruction of Lehigh property.
- d. Behavior that is irresponsible or dangerous to persons or property, as determined by Lehigh in its sole discretion.
- e. Breach of any Lehigh policy regarding safety or prevention of harm, including, without limitation, Lehigh's Protection of Minors Policy.

A revocation of the License granted hereby shall not reduce any of the fees or costs and all charges shall be paid by Licensee in accordance with this Agreement.

29. DAMAGES – Licensee shall not cause injury or damage to the Licensed Premised. Licensee agrees to reimburse the replacement value or repair cost for any Lehigh property (real or personal) that is in any way injured, marred, or defaced, as a result of Licensee's presence on or use of Lehigh facilities. No decorative or other materials shall be nailed, tacked, screwed, taped, or otherwise physically attached to any part of buildings or furnishings without the prior consent of Lehigh. Licensee agrees not to make any alterations of any kind to the Licensed Premises. Licensee will post any signs, cards, or posters only upon such display areas as Lehigh may designate. All such materials are subject to pre-approval by Lehigh. Any repairs for damage done to the Licensed Premises by the Licensee, or by any person who may be in or upon the premises under the Licensee's direction, shall be performed by Lehigh and paid for by the Licensee. Such payment shall be made within ten days of receipt of the billing by Lehigh for damages.

30. CANCELLATION; FORCE MAJEURE –

a. Cancellation by Licensee: All requests for cancellation of this Agreement must be in writing, dated, and delivered to the Facilities and Events Office. A cancellation fee will be assessed, including a 15% Administrative Charge on all expenses incurred by University for the Event and a 10% Cancellation Charge of the rental fee if the Agreement is cancelled more than 90 days prior to the Event. If the Event is cancelled less than 90 days of the Event, there will be a 15% Administrative Charge and a 25% Cancellation Charge. Licensee agrees to pay any expenses incurred by Lehigh in connection with the Event covered in this Agreement, including, but not limited to, the cost of making refunds to patrons.



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b. Force Majeure: No party shall be liable or responsible to the other party or any third party, nor be deemed to have defaulted under or breached this Agreement, for any failure or delay in fulfilling or performing any term of this Agreement (except for any obligations to make payments to the other party hereunder) or in the event that Licensee is prevented, interrupted or delayed in its use of the Licensed Premises, when and to the extent such party's (the "Impacted Party") failure or delay is caused by or results from the following force majeure events ("Force Majeure Event(s)"): (a) acts of God; (b) flood, fire, storm (including hurricane, tropical storm or tornado), earthquake or explosion; (c) war, invasion, hostilities (whether war is declared or not), terrorist threats or acts, riot or other civil unrest; (d) government order, law, or action (at any level of government), including, without limitation, work stoppage, business closure or similar orders; (e) embargoes or blockades in effect on or after the date of this Agreement; (f) national or regional emergency; (g) pandemic, epidemic or disease; and (h) other similar events beyond the control of the Impacted Party.

Upon the declaration of a Force Majeure Event in accordance herewith, neither party will have a claim for costs or damages hereunder. The parties shall, in good faith, use commercially reasonable efforts to negotiate a rescheduled performance date to happen within two (2) years of the cancelled event date.

The parties further acknowledge and agree that to the greatest extent permitted by law, a declaration of Force Majeure made in good faith shall not be deemed to be a repudiation of this Agreement and, in the event of any disagreement over whether a declaration of a Force Majeure Event is permissible hereunder, the parties shall first attempt to settle the matter through amicable discussions. The inclusion of this Force Majeure clause is a specific and material inducement to each party to enter into this Agreement.

31. LEGAL JURISDICTION – This Agreement shall be governed by and construed in accordance with the laws of the Commonwealth of Pennsylvania irrespective of the conflict of laws principles of Pennsylvania or any other jurisdiction. The Parties hereby submit to the jurisdiction of the courts of the Commonwealth of Pennsylvania in Northampton County and the Federal Court for the Eastern District of Pennsylvania for the resolution of any disputes relating to this Agreement.

32. ENTIRE AGREEMENT – This Agreement represents the final understanding between the Parties with respect to Licensee's use of the Licensed Premises, and shall not be modified except by a written instrument signed by duly authorized representatives of the Parties hereto. This Agreement is for the limited purpose set forth herein, and shall in no event be construed to establish a partnership, joint venture or any other relation between the Parties other than owner-licensee.

33. ESTIMATE OF EXPENSES – The estimate of expenses and costs appears on the following page, attached hereto as Exhibit "A":



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EXTERNAL EVENT ACCOUNTING FORM		***ESTIMATE***				
INDEX NUMBER:		Misc. Income Index				
EVENT NAME:		Saucon Valley High School Boy's Tennis Practices				
DATES:		Thurs. Feb. 12, Thurs. Feb. 19, Thurs. Feb. 26, 2026 (3pm - 4pm)				
SPONSOR:		Saucon Valley School District				
SUB	ITEM/SERVICE	EXTERNAL	ESTIMATED	ESTIMATED	ACTUAL	ACTUAL
CODE	DESCRIPTION	EVENT	EVENT	EVENT	EVENT	EVENT
		BUDGET	BUDGET	BUDGET	COSTS	COSTS
		SPONSOR	SPONSOR	SPONSOR	SPONSOR	SPONSOR
		RATE	HRS/DAYS	TOTAL	HRS/DAYS	TOTAL
		PER UNIT	UNITS	COSTS	UNITS	COSTS
FACILITY / FIELD RENTAL						
	Thurs. 2/12, 2/19, 2/26 3pm - 4pm (Indoor Courts)	\$ 160.00	3	\$ 480.00		\$ -
	Site attendant (no charge - volunteer coverage)	\$ 25.00		\$ -		\$ -
				\$ -		\$ -
0560	PAYMENT CREDITS = Discount	(CREDIT)				
0560	Sub-Total			\$ 480.00		\$ -
0912	ADMINISTRATIVE FEE -UNIVERSITY	15%		\$ -		\$ -
0912	TRANSFER IN					
	RENTAL TOTAL DUE			\$ 480.00		\$ -
All prices are subject to change without notice						
Contact Lehigh University Facilities and Events for items or prices not listed						



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IN WITNESS WHEREOF, the Parties, intending to be legally bound, have executed this Agreement by their duly authorized officers as of the date(s) indicated.

SAUCON VALLEY HIGH SCHOOL

By: _____

Signature: _____

Ryan Johnston
Athletics Director
Saucon Valley High School
2097 Polk Valley Road
Hellertown, PA 18055
610-838-7001 ext. 2720
Ryan.Johnston@svpanthers.org

Date: _____

LEHIGH UNIVERSITY

By: _____

Signature: _____

Sue Troyan
Deputy Director of Athletics
Lehigh University
Taylor Gymnasium
Bethlehem, PA 18015
610-758-4458
srb1@lehigh.edu

Date: _____

Book	Policy Manual
Section	600 Finances
Title	Tuition Income
Code	607 Vol V 2024
Status	Review
Last Reviewed	February 27, 2025

Authority

When the district receives students who are residents of another district, it shall assess tuition charges in accordance with School Code. Tuition shall be assessed for those students who **are residents of another school district but** whose attendance within this district has been approved by the Board, in accordance with **applicable law and Board policy.**[\[1\]](#)[\[2\]](#)[\[3\]](#)

Delegation of Responsibility

It shall be the responsibility of the Business Manager to invoice tuition for approved students.

Guidelines

It shall be the responsibility of the Business Manger to invoice tuition for approved students.

Tuition rates shall be determined annually.[\[1\]](#)[\[3\]](#)

Tuition billings will be made monthly in advance of the attendance period.

When payment is more than thirty (30) days overdue, services will be terminated, **and a student may be disenrolled in accordance with applicable law and Board policy.**[\[2\]](#)

When a student attends more than two (2) weeks, the sender will be charged for a full month of tuition.

PSBA Revision 9/24 © 2024 PSBA

Legal	1. 24 P.S. 1316
	2. Pol. 202
	3. 24 P.S. 2561
	24 P.S. 1301
	24 P.S. 1302
	24 P.S. 1306
	24 P.S. 1307
	24 P.S. 1308
	24 P.S. 1309
	24 P.S. 1310

[24 P.S. 1313](#)

[24 P.S. 2503](#)

Saucon Valley School District

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

607-AR-0. NONRESIDENT TUITION

The Business Manager will be responsible for annually determining the most recently approved tuition rates **for elementary and secondary grades** as calculated by the Pennsylvania Department of Education. The Business Manager will inform the Board, Superintendent and administrators of the approved tuition rates.

The Business Office will invoice the parent/guardian of the nonresident student in accordance [the terms and conditions set forth in with](#) Board policy [202-](#)

When tuition payments are not being submitted monthly, the Business Manager will send the parent/guardian a Notice of Tuition Past Due. The notice will inform the parent/guardian of the delinquency of the tuition payment, the amount currently due, and the consequences of nonpayment. The Superintendent will receive a copy of the Notice.

The Business Manager will inform the Superintendent of any nonpayment of tuition within the period specified in the Notice. **The parents/guardians will then be provided with the reasons for the district's decision to disenroll the student, the opportunity to appeal the decision and information regarding the rights of homeless students. If the appeal process is exhausted or if the parents/guardians decline to appeal the decision, the** Superintendent will take final action regarding the termination of a student's enrollment due to nonpayment of tuition.

When a **nonresident student's school district of residence is required to** pay the approved tuition rate, **in accordance with law and regulations**, the Business Manager will invoice the school district in accordance with Board policy.

Resource:

PA Department of Education Tuition Rate Calculation:

<https://www.education.pa.gov/Teachers%20-%20Administrators/School%20Finances/Office%20of%20Comptroller%20Operations/Pages/SDTuitionRates.aspx>

Saucon Valley School District

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

607-AR-1. NOTICE OF TUITION PAST DUE

☐ First Notice ☐ Second Notice

Date: _____

Dear _____,
(Name of Parent/Guardian)

This is to inform you that the tuition payment for _____ has been
(Name of Student)

past due since _____, and the payment amounting to _____
(Inclusive Dates) (Amount)

needs to be submitted to my office within ten (10) days of the date of this letter.

If you have any questions regarding this matter, please contact me at the following number:

_____.
(Phone Number)

If you have not contacted me or submitted the amount indicated in this correspondence within ten (10) days from the date of this notice, the student's enrollment in the school district will be terminated **in accordance with law and Board policy**.

Sincerely,

Business Manager

c: Superintendent

Book	Policy Manual
Section	600 Finances
Title	Copy of Purchases Subject to Bid/Quotation
Code	610
Status	
Adopted	February 27, 2007
Last Revised	February 25, 2025
Last Reviewed	December 11, 2025
Prior Revised Dates	08/13/2024

Authority

It is the policy of the Board to obtain competitive bids and price quotations for products and services where such bids or quotations are required by law or may result in monetary savings to the school district.[\[1\]](#)[\[2\]](#)

Guidelines

The amounts contained in this policy regarding competitive bid and price quotation requirements are subject to adjustments based on the Consumer Price Index.[\[1\]](#)[\[2\]](#)[\[3\]](#)

Competitive Bids

When seeking competitive bids, the Board shall advertise once a week for three (3) weeks in not less than two (2) newspapers of general circulation.[\[1\]](#)[\[2\]](#)

After due public notice advertising for competitive bids, the Board shall be authorized to:

1. Purchase furniture, equipment, school supplies, and appliances costing a base amount of ~~\$23,800~~\$24,500 or more, unless exempt by law.[\[2\]](#)
2. Contract for construction, reconstruction, repairs, maintenance or work on any school building or property having a total cost or value of more than, ~~\$23,800~~\$24,500 unless exempt by law.[\[1\]](#)

The Board prohibits the practice of splitting purchases to avoid advertising and bidding requirements.[\[1\]](#)[\[2\]](#)

With kind, quality and material being equal, the bid of the lowest responsible bidder meeting bid specifications shall be accepted upon resolution of the Board, unless the Board chooses to reject all bids.[\[1\]](#)[\[2\]](#)

The Board recognizes that emergencies may occur when imminent danger exists to persons or property or continuance of existing school classes is threatened, and time for bidding cannot be provided because of the need for immediate action. Bidding decisions in the event of such emergencies shall be made in accordance with existing legal requirements.[\[1\]](#)

Electronic Bidding

The Board shall receive bids electronically for competitive contracts, except for construction and design services, in compliance with applicable laws and Board policy.[4][5]

The district shall electronically maintain the confidentiality of the bid until the bid opening.[5]

Competitive Electronic Auction Bidding

The Board shall adopt a resolution approving the use of competitive electronic auction bidding for contracts for supplies or services, but not for construction or design services.[4][6]

An invitation for bids shall be issued and shall include:[6]

1. Procurement description.
2. All contractual terms, when practical.
3. Conditions applicable to procurement, including a notice that bids will be received in an electronic auction manner.

Public notice and advertisement of the invitation for bids shall be given in the manner required for non-electronic bidding.

Bids shall be accepted electronically at the time and in the manner designated in the invitation for bids.

During the auction, bidders shall be able to review their bid rank or the low bid price, and may reduce their bid prices during the auction.

At the conclusion of the auction, the record of the bid prices received and the name of each bidder shall be open to public inspection.

After the auction period has expired, the district shall grant in writing withdrawal of a bid when the bidder requests relief and presents credible evidence of a clerical mistake due to reasons permitted by law, within the time period established by the district.

The contract shall be awarded within sixty (60) days of the auction by written notice to the lowest responsible bidder, or all bids may be rejected. Extensions of the award date may be made by written, mutual consent of both parties.

Price Quotations

Unless exempt by law, at least three (3) written or telephonic price quotations shall be requested by the Board for:[1][2]

1. Furniture, equipment, school supplies and appliances costing a base amount of more than ~~\$12,900~~\$13,200 but less than ~~\$23,800~~\$24,500.[2]
2. All contracts for construction, reconstruction, repairs, maintenance or work on any school building or property, having a total cost or value of more than ~~\$12,900~~\$13,200 but less than ~~\$23,800~~\$24,500.[1]

If it is not possible to obtain three (3) quotations, a memorandum must be kept on file showing that fewer than three (3) qualified vendors exist in the market area. The written price quotations, written records of telephonic price quotations and memoranda shall be kept on file for three (3) years.

Work Performed by District Maintenance Personnel

The Board may authorize district maintenance personnel to perform construction, reconstruction, repairs or work having a total cost or value of less than ~~\$12,900~~ \$13,200. [\[1\]](#)

Delegation of Responsibility

The Board may grant the Board Secretary or Purchasing Agent the authority to execute contracts awarded by the Board as permitted by applicable law. [\[1\]](#)[\[2\]](#)

Legal

[1. 24 P.S. 751](#)

[2. 24 P.S. 807.1](#)

[3. 24 P.S. 120](#)

[4. 62 Pa. C.S.A. 4602](#)

[5. 62 Pa. C.S.A. 4603](#)

[6. 62 Pa. C.S.A. 4604](#)

Book	Policy Manual
Section	600 Finances
Title	Purchases Budgeted
Code	611
Status	
Adopted	September 13, 2022
Last Revised	February 25, 2025
Last Reviewed	December 11, 2025

Authority

It is the policy of the Board that when funds are available all purchases contemplated within the current budget and not subject to bid shall be made in a manner that ensures the best interests of the district. [\[1\]](#)[\[2\]](#)

Delegation of Responsibility

All purchases that are within budgetary limits may be made upon authorization of the Business Manager or Superintendent, unless the contemplated purchase is for more than ~~\$23,800~~ \$24,500, in which case prior approval by the Board is required. [\[1\]](#)[\[2\]](#)[\[3\]](#)

All purchase order requests must be referred to the building principal or supervising administrator, who shall check whether the proposed purchase is subject to bid; whether sufficient funds exist in the budget; and whether the material might be available elsewhere in the district. [\[1\]](#)[\[2\]](#)[\[3\]](#)

In the interest of economy, fairness and efficiency in its business dealings, the Board requires that:

1. Items commonly used in various school buildings be standardized whenever possible.
2. Opportunity to do business with the district shall be provided to as many responsible suppliers as possible. A list of potential suppliers for various types of supplies, equipment and services will be developed, and maintained.
3. No purchase request will be honored unless on a district requisition form that has the necessary approval.

Upon placement of a purchase order, the Business Manager shall encumber the expenditure against a specific budget line item to guard against creation of liabilities in excess of appropriations.

Legal

- [1. 24 P.S. 751](#)
- [2. 24 P.S. 807.1](#)
- [3. 24 P.S. 609](#)
- [4. 24 P.S. 120](#)

Book	Policy Manual
Section	600 Finances
Title	Copy of Federal Fiscal Compliance
Code	626 Vol III 2025
Status	Review
Adopted	September 13, 2016
Last Revised	February 25, 2025
Last Reviewed	August 5, 2025

Authority

The Board shall ensure federal funds received by the district are administered in accordance with federal requirements, including but not limited to the federal Uniform Grant Guidance. [1] 2 CFR Part 200]

The Board shall review and approve all applications for federal funds submitted by the district.

Delegation of Responsibility

The Board designates the Federal Programs Coordinator as the district contact for all federal programs and funding.

The Superintendent or designee, in collaboration with the Federal Programs Coordinator and Business Manager, shall establish and maintain a sound financial management system to include internal controls and federal grant management standards covering the receipt of both direct and state-administered federal grants, and to track costs and expenditures of funds associated with grant awards. [1] 2 CFR Part 200]

The Superintendent, to assist in the proper administration of federal funds and implementation of this policy, may approve additional procedures as attachments to this policy.

Guidelines

The district's financial management system shall be designed with strong internal controls, a high level of transparency and accountability, and documented procedures to ensure that all financial management system requirements are met.

The district's financial management system is subject to periodic internal audits. For any fiscal year in which the district expends \$1,000,000 or more in federal awards, the district is required to have a single or program-specific audit in compliance with federal requirements. [2 CFR 200.501]

District Financial management standards and procedures shall include requirements for the following assure that the following responsibilities are fulfilled:

1. Identification - The district must identify, in its accounts, all federal awards received and expended, and the federal programs under which they were received.

2. Financial Reporting - Accurate, current, and complete disclosure of the financial results of each federal award or program must be made in accordance with the financial reporting requirements of **federal regulations**~~the Education Department General Administrative Regulations (EDGAR).~~
3. Accounting Records - The district must maintain records which adequately identify the source and application of funds provided for federally-assisted activities.
4. Internal Controls - Effective control and accountability, **including segregation of duties,** must be maintained for all funds, real and personal property and other assets. The district must adequately safeguard all such property and **take steps to ensure**~~must assure~~ that it is used solely for authorized purposes. **Reasonable cybersecurity and other measures must be in place to protect personally identifiable information and other types of information.**
5. Budget Control - Actual expenditures or outlays must be compared with budgeted amounts for each federal award. Procedures shall be developed to establish determination for allowability of costs for federal funds.
6. Cash Management - The district shall maintain written procedures to implement the cash management requirements found in **federal regulations**~~EDGAR.~~
7. Allowability of Costs - The district shall ensure that allowability of all costs charged to each federal award is accurately determined and documented.

Standards of Conduct

The district shall maintain standards of conduct covering conflicts of interest and the actions of employees and school officials engaged in the selection, award and administration of contracts.

~~[2][3]~~ **[2CFR 200.318][Pol.827][Pol. 828]**

All employees shall be informed of conduct that is required for federal fiscal compliance and the disciplinary actions that may be applied for violation of Board policies, administrative regulations, rules and procedures.~~[4]~~ **[Pol. 317]**

Employees - Time and Effort Reporting

All district employees paid with federal funds shall document their time **they expend in working performed** in support of each federal program, in accordance with law, ~~and to the extent the employee is notified by the Administrator that he or she is receiving payment through a federal program that is in excess of her or her base salary.~~ Time and effort reporting requirements do not apply to contracted individuals.~~[5]~~ **[2 CFR 200.430]**

District employees shall be reimbursed for travel costs incurred in the course of performing services related to official business as a federal grant recipient.[Policy 626.1]

The district shall establish and maintain employee policies **and procedures** on hiring, benefits and leave and outside activities, as approved by the Board. **District procedures on payment of staff shall apply to employees paid the federal funds and shall include payment in extenuating or emergency conditions, in accordance with applicable law, regulations or emergency declarations by the state or federal authorities.**~~[6][7][8][9][10][11][12][13]~~ **[24 P.S. 1153][Pol. 304][Pol. 319][Pol. 336][Pol. 337][Pol. 624][Pol. 805][Pol.813]**

Record Keeping

The district shall develop and maintain a Records Management Plan and related Board policy and administrative regulations for the retention, retrieval and disposition of manual and electronic records, including emails.~~[14][15]~~ **[2 CFR 200.334-200.338][Policy 800]**

The district shall comply with federal record conversion and quality control review requirements to safeguard the integrity of electronic records.[2 CFR 200.336]

The district shall ensure the proper maintenance of federal fiscal records documenting: [15][16]
[17] Policy 800][2 CFR 200.334][34 CFR 75.730-75.732][34 CFR 76.730-76.732]

1. Amount of federal funds.
2. How funds are used.
3. Total cost of each project.
4. Share of total cost of each project provided from other sources.
5. Other records to facilitate an effective audit.
6. Other records to show compliance with federal program requirements.
7. Significant project experiences and results to:
 - a. Determine progress.
 - b. Inform periodic review and continuous improvement of project plan.
 - c. Revise project objectives, if necessary.

All records must be retrievable and available for programmatic or financial audit.

The district shall provide the federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives, the right of access to any documents, papers, or other district records which are pertinent to the federal award. The district shall also permit timely and reasonable access to the districts's personnel for the purpose of interview and discussion related to such documents. [18]2 CFR 200.337]

Records shall be retained for a minimum of ~~five (5)~~ three (3) years from the date of submission of on which the final Financial Status Report is submitted, or as otherwise specified in the requirements of the federal award, unless a written extension is provided by the awarding agency, cognizant agency for audit, oversight agency for audit or cognizant agency for indirect costs. [19]2 CFR 200.336]

If any litigation, claim or audit is started before the expiration of the standard record retention period, the records shall be retained until all litigation, claims or audits have been resolved and final action taken. [19]2 CFR 200.334]

As part of the Records Management Plan, the district shall develop and maintain a records retention schedule, which shall delineate the record retention format, retention period and method of disposal. [15][Pol. 800]

Records for property and equipment acquired with federal funds shall be retained for three (3) years after final disposition of the property or equipment. [2 CFR 200.334]

The Records Management Plan shall include identification of staff authorized to access records, appropriate training, and preservation measures to protect the integrity of records and data. [15][pol. 800][2 CFR 200.334]

The district shall ensure that all personally identifiable data protected by law or regulations is handled in accordance with the requirements of applicable law, regulations, Board policy and administrative regulations. [20][21][22][Pol.113.4][Pol. 216][Pol. 324][Pol. 830][Pol. 830.1]

Subrecipient Monitoring

In the event that the district awards subgrants, the district shall establish written procedures to: ~~23~~[2 CFR 200.331-200.332]

1. Assess the risk of fraud and noncompliance.
2. Monitor grants subrecipients to ensure compliance with federal, state, and local laws and Board policy and procedures.
3. Ensure the district's record retention schedule addresses document retention on assessment and monitoring. ~~15~~[Pol. 800]

Compliance Violations

Employees and contractors involved in federally funded programs and subrecipients shall be made aware that failure to comply with federal law, regulations or terms and conditions of a federal award may result in the federal awarding agency or pass-through entity imposing additional conditions or terminating the award in whole or in part. ~~24~~~~25~~[30 2 CFR 200.339][2 CFR 200.340]

Mandatory Reporting of Violations

An applicant, recipient or subrecipient of a federal award must promptly disclose whenever, in connection with the federal award (including any related activities or subawards) it has credible evidence of a violation of federal criminal law involving fraud, conflict of interest, bribery or gratuity violations under Title 18 of the United States Code or a violation of the federal civil False Claims Act. The written disclosure must be made to the federal agency, the agency's Office of Inspector General, and pass-through entity (if applicable). Recipients and subrecipients are also required to report issues related to a recipient integrity and performance in accordance with Appendix XII to 2 CFR Part 200. Failure to make required disclosures can result in compliance violations.[2 CFR 200.340]

Whistleblower Protections

District employees may not be discharged, demoted or otherwise discriminated against as a reprisal for making a protected disclosure of information that the employee reasonably believes to be: ~~33~~~~34~~ 2 CFR 200.21741 U.S.C. 4712

1. **Evidence of gross mismanagement of a federal contract or grant; or**
2. **Gross waste of federal funds; or**
3. **An abuse of authority relating to a federal contract or grant; or**
4. **A substantial and specific danger to public health or safety; or**
5. **A violation of law, rule or regulation related to a federal contract, including the competition for or negotiation of a contract or grant.**

District employees may disclose such information to any of the following:

1. **The Superintendent or designee authorized to investigate, discover or address such misconduct.**
2. **A federal employee responsible for contract or grant oversight or management of the relevant agency.**
3. **An authorized official of the United States Department of Justice or other law enforcement agency.**
4. **A member of Congress or a representative of a committee of Congress.**
5. **A federal Inspector General.**
6. **The federal Government Accountability Office.**
7. **A court or grand jury, including providing evidence of misconduct in any judicial or administrative proceeding relating to waste, fraud or abuse on a federal contract or grant.**

A district employee who believes that they have been subjected to a reprisal for making a protected disclosure may submit a complaint to the Inspector General of the federal executive agency that is responsible for the relevant federal funding or federal contract. The federal agency and the agency's Inspector General have the authority to investigate such complaints and provide appropriate remedies for substantiated complaints.

The district shall provide written notification to employees of their rights and protections under the Whistleblower Law by posting notices:

~~{ }~~ in the Employee Handbook.

~~{ }~~ on the district's website.

~~{ }~~ _____ Other.

Legal

[1. 2 CFR Part 200](#)

2. Pol. 827

3. Pol. 828

4. Pol. 317

[5. 2 CFR 200.430](#)

[6. 24 P.S. 1153](#)

7. Pol. 304

8. Pol. 319

9. Pol. 336

10. Pol. 337

11. Pol. 624

12. Pol. 805

13. Pol. 813

[14. 2 CFR 200.333-200.337](#)

15. Pol. 800

[16. 34 CFR 75.730-75.732](#)

[17. 34 CFR 76.730-76.731](#)

[18. 2 CFR 200.336](#)

[19. 2 CFR 200.333](#)

20. Pol. 113.4

21. Pol. 216

22. Pol. 324

[23. 2 CFR 200.330-200.331](#)

[24. 2 CFR 200.338](#)

[25. 2 CFR 200.339](#)

Pol. 610

Pol. 611

Pol. 612

Pol. 613

Pol. 625



626-Attach-CashManagement revised 8-5-2025.docx (22 KB)



626-Attach-AllowabilityofCosts revised 8-5-2025.doc (116 KB)



626-Attach-Costs_Obligations_Property 8-5-2025.doc (71 KB)



626-Attach-SubrecipientMonitoring 8-11-25.docx (39 KB)



626-Attach-Procurement 12-12-25.doc (141 KB)

Book	Policy Manual
Section	600 Finances
Title	Travel Reimbursement - Federal Programs
Code	626.1 Vol III 2025
Status	Review
Adopted	September 13, 2016
Last Reviewed	August 13, 2025

Authority

The Board shall reimburse administrative, professional and support employees, school officials, and participants in federal awards for travel costs incurred in the course of performing services related to official business as a federal grant recipient. Travel reimbursement under all other circumstances shall be governed by the applicable District policy, practice or contract. [1][2][3]

Definitions

A participant is generally an individual participating in or attending activities under a federal award such as training or conferences, but who is not responsible for implementation of the federal award. Participants can include, but are not limited to, community members, students and conference attendees. [4]

For purposes of this policy, **travel costs** shall mean the expenses for transportation, airfare, lodging, subsistence, and related items incurred by ~~employees and school officials~~ individuals who are traveling on approved travel status on official business as a federal grant recipient. [3]

Delegation of Responsibility

School officials, ~~and~~ district employees and participants shall comply with applicable Board policies and administrative regulations established for reimbursement of travel and other expenses. [5][6]

School officials and district employees shall acquire prior written approval to incur travel costs for official business related to a federal award. [3]

The validity of payments for travel costs ~~for all district employees and school officials~~ shall be determined by the Superintendent or designee.

Guidelines

Reimbursement for travel costs related to official business as a federal grant recipient must be consistent with standard methods established in general travel reimbursement policies and administrative regulations. [3][5][6]

Travel costs shall be reimbursed on a mileage basis for travel ~~using and employee's~~ a personal vehicle and on an actual cost basis for meals, lodging and other allowable expenses, consistent with those normally allowed in like circumstances in the district's nonfederally funded activities,

and in accordance with the district's travel reimbursement policies and administrative regulations. [\[3\]](#)[\[5\]](#)[\[6\]](#)

Mileage reimbursements shall be at the rate approved by the Board for other district travel reimbursements. Actual costs for meals, lodging and other allowable expenses shall be reimbursed only to the extent they are reasonable and do not exceed the per diem limits established by the Board.

All travel costs must be presented with an itemized, verified statement prior to reimbursement. [\[1\]](#)[\[2\]](#)

In addition, if these costs are charged directly to the federal award, documentation must be maintained that justifies that: [\[3\]](#)[\[5\]](#)[\[6\]](#)

1. Participation of the individual is necessary to the federal award.
2. The costs are reasonable and consistent with the district's established policy.

PSBA Revision 6/25 © 2025 PSBA

Legal

[1. 24 P.S. 516.1](#)

[2. 24 P.S. 517](#)

[3. 2 CFR 200.475](#)

[4. 2 CFR 200.1](#)

5. Pol. 004

6. Pol. 331

Allowability of Costs – Federal Programs

Expenditures must be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval from the state recipient or subrecipient.

Delegation of Responsibility

When determining how the school district will spend its grant funds, the Federal Programs Coordinator will review the proposed cost to determine whether it is an allowable use of federal grant funds *before* obligating and spending those funds on the proposed good or service. The decision for such determination shall be in writing and provide justification for the allowability determination.

Allowability Determinations

All costs supported by federal education funds must meet the standards outlined in applicable laws and regulations, including but not limited to, the OMB Uniform Guidance for Federal Financial Assistance, 2 CFR Part 3474 and 2 CFR Part 200, Subpart E, which are listed below. The Federal Programs Coordinator must consider these factors when making an allowability determination. A section entitled, *Helpful Questions for Determining Whether Costs are Allowable*, is located at the end of this document.

Part 200 sets forth general cost guidelines that must be considered, as well as rules for specific types of items, both of which must be considered when determining whether a cost is an allowable expenditure of federal funds. The expenditure must also be allowable under the applicable program statute (e.g., Title I of the Elementary and Secondary Education Act (ESEA), or the Carl D. Perkins Career and Technical Education Act (Perkins), along with accompanying program regulations, nonregulatory guidance and grant award notifications.

Restrictions in state and local rules or policy also must be considered. For example, travel and other job-related expenses incurred by employees are not allowable unless they also are in compliance with Board Policy 331 (Job Related Expenses) and related administrative regulations.

Whichever allowability requirements are stricter will govern whether a cost is allowable.

Except where otherwise authorized by law, General allowability determination factors for allowability costs include the following:

1. **Be Necessary and Reasonable for the performance of the federal award.** A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost was made. For example, **reasonable** means that sound business practices were followed, and purchases were comparable to market prices.

When determining reasonableness of a cost, consideration must be given to (2 CFR Sec. 200.404):

- Whether the cost is a type generally recognized as ordinary and necessary for the operation of the district or the proper and efficient performance of the federal award.
- The restraints or requirements imposed by factors, such as: sound business practices; arm's-length bargaining; federal, state and other laws and regulations; and terms and conditions of the federal award.
- Market prices for comparable goods or services for the geographic area.
- Whether the individual incurring the cost acted with prudence in the circumstances considering responsibilities to the district, its employees, its students, the public at large, and the federal government.
- Whether the district significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the federal award's cost. [\(2 CFR 200.404\)](#)

Whether a cost is **necessary** will be determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the district can demonstrate that the cost addresses an existing need, and can prove it. For example, the school entity may deem a language skills software program necessary for a Language Instruction Education Program.

When determining whether a cost is necessary, consideration may be given to:

- Whether the cost is needed for the proper and efficient performance of the federal award program.
- Whether the cost is identified in the approved budget or application.
- Whether there is an educational benefit associated with the cost.
- Whether the cost aligns with identified needs based on results and findings from a needs assessment.
- Whether the cost addresses program goals and objectives and is based on program data.

2. **Allocable to the federal award.** A cost is allocable to the federal award [or other cost objective](#) if the ~~cost is~~ [goods or services involved are chargeable or assignable](#) to the federal award [or other cost objective](#) in accordance with the relative benefit received. This means that the federal grant program derived a benefit in proportion to the funds charged to the program. (2 CFR Sec. 200.405)

For example, if fifty percent (50%) of a teacher's salary is paid with grant funds, then that teacher must spend at least fifty percent (50%) of his/her time on the grant program.

3. Consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the school entity.
4. Conform to any limitations or exclusions set forth as cost principles in 2 CFR Part 200 or in the terms and conditions of the federal award.
5. Consistent treatment. A cost cannot be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.

6. Adequately documented. All expenditures must be properly documented. (2 CFR §200.300 through 200.309)

6. Direct cost allocation principles: If a cost benefits two (2) or more projects or activities in proportions that can be determined without undue effort or cost, the cost must be allocated to the projects based on the proportional benefit. If a cost benefits two (2) or more projects or activities in proportions that cannot be determined because of the interrelationship of the work involved, then the costs may be allocated or transferred to benefitted projects on any reasonable documented basis. (2 CFR 200.405)

7. Be calculated in accordance with generally accepted accounting principles (GAAP), unless provided otherwise in 2 CFR Part 200.
8. Not included as a cost or used to meet match or cost-sharing in either the current or a prior period, unless the specific federal program authorizes federal costs to be treated as such. Some federal program statutes require the nonfederal entity to contribute a certain amount of nonfederal resources to be eligible for the federal program. (2 CFR 200.306)

- 8.9. Administrative closeout costs may be incurred until the due date of the final report(s). If incurred, closeout costs must be liquidated prior to the due date of the final report(s) and charged to the final budget period of the award unless otherwise specified by the federal agency. All other costs must be incurred during the approved budget period. (2 CFR 200.308, 200.344)**

- 9.10.** Be the net of all applicable credits. The term “**applicable credits**” refers to those receipts or reduction of expenditures that operate to offset or reduce direct or indirect costs ~~expense items~~ allocable to the federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the recipient or subrecipient state relate to the federal award, they shall be credited to the

federal award, either as a cost reduction or a cash refund, as appropriate. (2 CFR Sec. 200.406)

Selected Items of Cost

Subpart E of Part 200 sets forth principles to be applied in establishing the allowability of ~~fifty-five (55)~~ specific cost items (commonly referred to as Selected Items of Cost), at 2 CFR ~~200.420-200.476~~ Sec. 200.420-200.475. These specific cost items are listed in the chart below along with the citation to the section of Subpart E addressing the allowability of that item. These principles are in addition to the other general allowability standards and apply whether or not a particular item of cost is properly treated as direct cost or indirect (F&A) cost. Meeting the specific criteria for a listed item does not by itself mean the cost is allowable, as it may be unallowable under other standards or for other reasons, such as restrictions contained in the terms and conditions of a particular grant or restrictions established by the recipient or subrecipient ~~state~~ or in Board policy. If an item is unallowable for any of these reasons, federal funds cannot be used to purchase it.

The fact that a particular item of cost is not listed is not intended to imply that it is either allowable or unallowable; rather, determination as to allowability in each case should be based on the treatment provided for similar or related items of cost and based on the principles described in applicable law and regulations. In case of discrepancy between the provisions of a specific federal award and the provisions below, the federal award governs. (2 CFR 200.102, 200.409, 200.420)

School district personnel responsible for spending federal grant funds and for determining allowability must be familiar with and refer to the Part 200 selected items of cost section. These rules must be followed when charging these specific expenditures to a federal grant. When applicable, employees must check costs against the selected items of cost requirements to ensure the cost is allowable, and also check recipient, subrecipient ~~state~~, district and program-specific rules.

The selected item of cost addressed in Part 200 includes the following (in alphabetical order):

Item of Cost	Citation of Allowability Rule
Advertising and public relations costs	2 CFR § 200.421
Advisory councils	2 CFR § 200.422
Alcoholic beverages	2 CFR § 200.423
Alumni/ae activities	2 CFR § 200.424
Audit services	2 CFR § 200.425
Bad debts	2 CFR § 200.426
Bonding costs	2 CFR § 200.427

Collection of improper payments	2 CFR § 200.428
Commencement and convocation costs	2 CFR § 200.429
Compensation – personal services	2 CFR § 200.430
Compensation – fringe benefits	2 CFR § 200.431
Conferences	2 CFR § 200.432
Contingency provisions	2 CFR § 200.433
Contributions and donations	2 CFR § 200.434
Defense and prosecution of criminal and civil proceedings, claims, appeals and patent infringements	2 CFR § 200.435
Depreciation	2 CFR § 200.436
Employee health and welfare costs	2 CFR § 200.437
Entertainment and prizes costs	2 CFR § 200.438
Equipment and other capital expenditures	2 CFR § 200.439
Exchange rates	2 CFR § 200.440
Fines, penalties, damages and other settlements	2 CFR § 200.441
Fund raising and investment management costs	2 CFR § 200.442
Gains and losses on disposition of depreciable assets	2 CFR § 200.443
General costs of government	2 CFR § 200.444
Goods and services for personal use	2 CFR § 200.445
Idle facilities and idle capacity	2 CFR § 200.446
Insurance and indemnification	2 CFR § 200.447
Intellectual property	2 CFR § 200.448
Interest	2 CFR § 200.449
Lobbying	2 CFR § 200.450
Losses on other awards or contracts	2 CFR § 200.451

Maintenance and repair costs	2 CFR § 200.452
Materials and supplies costs, including costs of computing devices	2 CFR § 200.453
Memberships, subscriptions, and professional activity costs	2 CFR § 200.454
Organization costs	2 CFR § 200.455
Participant support costs	2 CFR § 200.456
Plant and security costs	2 CFR § 200.457
Pre-award costs	2 CFR § 200.458
Professional services costs	2 CFR § 200.459
Proposal costs	2 CFR § 200.460
Publication and printing costs	2 CFR § 200.461
Rearrangement and reconversion costs	2 CFR § 200.462
Recruiting costs	2 CFR § 200.463
Relocation costs of employees	2 CFR § 200.464
Rental costs of real property and equipment	2 CFR § 200.465
Scholarships and student aid costs	2 CFR § 200.466
Selling and marketing costs	2 CFR § 200.467
Specialized service facilities	2 CFR § 200.468
Student activity costs	2 CFR § 200.469
Taxes (including Value Added Tax)	2 CFR § 200.470
Telecommunication and video surveillance costs	2 CFR § 200.471
Termination costs	2 CFR § 200.472
Training and education costs	2 CFR § 200.473
Transportation costs	2 CFR § 200.474
Travel costs	2 CFR § 200.475
Trustees	2 CFR § 200.476

Prior Written Approval

A request for prior written approval to ensure reasonableness and allocability of any expense related to a federal award before incurring the cost is permissible. The elements listed below require prior written approval:

<u>Reason Requiring Prior Written Approval</u>	<u>Citation</u>
<u>Cost sharing</u>	<u>2 CFR § 200.306</u>
<u>Program income</u>	<u>2 CFR § 200.307</u>
<u>Revision of budget and program plans</u>	<u>2 CFR § 200.308</u>
<u>Fixed amount subawards</u>	<u>2 CFR § 200.333</u>
<u>Compensation – personal services</u>	<u>2 CFR § 200.430</u>
<u>Compensation – fringe benefits</u>	<u>2 CFR § 200.431</u>
<u>Equipment and other capital expenditures</u>	<u>2 CFR § 200.439</u>
<u>Exchange rates</u>	<u>2 CFR § 200.440</u>
<u>Fines, penalties, damages and other settlements</u>	<u>2 CFR § 200.441</u>
<u>Fund raising and investment management costs</u>	<u>2 CFR § 200.442</u>
<u>Goods or services for personal use</u>	<u>2 CFR § 200.445</u>
<u>Insurance and indemnification</u>	<u>2 CFR § 200.447</u>
<u>Organization costs</u>	<u>2 CFR § 200.455</u>
<u>Pre-award costs</u>	<u>2 CFR § 200.458</u>
<u>Rearrangement and reconversion costs</u>	<u>2 CFR § 200.462</u>
<u>Travel costs</u>	<u>2 CFR § 200.475</u>

Helpful Questions for Determining Whether Costs are Allowable -

In addition to applying the cost principles and standards described above, district staff involved in expending federal funds should ask the following questions when assessing the allowability of a particular cost:

1. Is the proposed cost allowable under the relevant program?
2. Is the proposed cost consistent with an approved program plan and budget?
3. Is the proposed cost consistent with program specific fiscal rules? For example, the school entity may be required to use federal funds only to supplement the amount of funds available from nonfederal (and possibly other federal) sources, or only as a match for funds from nonfederal sources.
4. Is the proposed cost consistent with applicable laws and regulations ~~the Uniform Guidance~~?
5. Is the proposed cost consistent with specific conditions imposed on the grant (if applicable)?

6. Is the proposed cost consistent with the underlying needs of the program? For example, program funds must benefit the appropriate population of students for which they are allocated. This means that, for instance, funds allocated under Title III of the Elementary and Secondary Education Act (ESEA) governing language instruction programs for English Learner (EL) students must only be spent on EL students and cannot be used to benefit non-EL students.
7. Will the cost be targeted at addressing specific areas of weakness that are the focus of the program, as indicated by available data?
8. **Has this expenditure been reviewed by legal for compliance if there is any uncertainty?**

7.

Any questions related to specific costs should be forwarded to the Federal Programs Coordinator who shall consult with the school solicitor for clarification as appropriate.

Refunds

Payments made for costs determined to be unallowable by either the federal awarding agency, cognizant agency for indirect costs, or pass-through entity, must be refunded with interest to the federal government in accordance with instructions from the federal awarding agency that determined the costs are unallowable unless applicable statute or regulation directs otherwise. (2 CFR 200.410)

Failure to adequately follow this policy and related procedures could result in questioned costs, audit findings, potential repayment of disallowed costs and discontinuance of funding. School personnel and any other individuals responsible for expending grant funds are held responsible for compliance with federal guidelines and must understand that severe penalties and funding disallowances could result from instances of noncompliance.

Cash Management – Federal Programs

Generally, the school district receives payment from the Pennsylvania Department of Education (PDE) in advance, provided the district maintains both written procedures that minimize the time elapsing between the transfer of funds and disbursement, and financial management systems that meet the standards for fund control and accountability. ~~on a reimbursement basis.~~ In some circumstances, where the requirements for advance payment cannot be met, the district may use the reimbursement method. ~~receive an advance of federal grant funds.~~

This attachment addresses the responsibilities of the district and district staff under those alternative payment methods. In accordance with 2 CFR §200.305(b)(1), advance payments are the preferred method of payment. Reimbursement is used only when the requirements for advance payment cannot be met, as outlined in 2 CFR §200.305(b)(3). In either case, the district shall maintain accounting methods and internal controls and procedures that assure those responsibilities are met.

When available, the district shall use existing resources within a program before requesting additional cash payments. Such resources include program income (including repayments to a revolving fund), rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds. (2 CFR 200.305(b)(5)).

Payment Methods

Advances -

When the district receives advance payments of federal grant funds, it must minimize the time elapsing between the transfer of funds to the district and the expenditure of those funds on allowable costs of the applicable federal program. (2 CFR Sec. 200.305(b)) The district shall attempt to expend all advances of federal funds within seventy-two (72) hours of receipt.

Whenever possible, advance payments requests must be consolidated to cover anticipated cash needed for all federal awards received by the district.(CFR 200.305(b)(2)).

The district shall submit payment requests as often as necessary when electronic fund transfers are used or at least monthly when electronic transfers are not used. (2 CFR 200.305(b)(2)(ii)).

When applicable, the District shall use existing resources available within a program before requesting additional advances. Such resources include program income (including repayments to a revolving fund), rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds. (2 CFR Sec. 305(b)(5))

Reimbursements -

~~The school district will initially charge federal grant expenditures to nonfederal funds.~~

The Business Manager or designee will request reimbursement for actual expenditures incurred under the federal grants quarterly.

Such requests shall be submitted with appropriate documentation and signed by the requestor.

Requests for reimbursements will be approved by the Business Manager or designee.

Reimbursement will be submitted on the appropriate form to the PDE portal. All reimbursements are based on actual disbursements, not on obligations. PDE will process reimbursement requests within the timeframes required for disbursement.

Consistent with state and federal requirements, the school district will maintain source documentation supporting the federal expenditures (invoices and receipts, time and sheets, payroll records, grant award letters, budget justifications ~~stubs~~, etc.) and will make such documentation available for PDE to review upon request.

Reimbursements of actual expenditures do not involve interest calculations.

~~Advances~~

~~When the district receives advance payments of federal grant funds, it must minimize the time elapsing between the transfer of funds to the district and the expenditure of those funds on allowable costs of the applicable federal program. (2 CFR Sec. 200.305(b)) The district shall attempt to expend all advances of federal funds within seventy-two (72) hours of receipt.~~

~~When applicable, the district shall use existing resources available within a program before requesting additional advances. Such resources include program income (including repayments to a revolving fund), rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds. (2 CFR Sec. 305(b)(5))~~

Accounting Methods/Internal Controls

The district shall hold federal advance payments in insured, interest-bearing accounts.

The school district is permitted to retain for administrative expense up to \$500 per year of interest earned on federal grant cash balances. Regardless of the federal awarding agency, interest earnings exceeding \$500 per year shall be remitted annually to the Department of Health and Human Services Payment Management System (PMS) through an electronic medium using either Automated Clearing House (ACH) network or a Fedwire Funds Service payment. (2 CFR Sec. 200.305(b)(129))

Pursuant to federal guidelines, interest earnings shall be calculated from the date that the federal funds are drawn down from the G5 system until the date on which those funds are disbursed by the district. Consistent with state guidelines, interest accruing on total federal grant cash balances shall be calculated on cash balances per grant and applying the actual or average interest rate earned.

Remittance of interest shall be responsibility of the Business Manager or designee.

Administration of Federal Funds

Type of Costs, Obligations and Property Management

The district establishes and maintains Board policies, administrative regulations and procedures on administration of federal funds in federal programs as required by the Uniform Guidance and other federal, state and local laws, regulations and requirements. The district's financial management system includes internal controls and grant management standards in the following areas.

Direct and Indirect Costs

Direct costs – costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy. (2 CFR 200.1, 200.413)

Examples of direct costs may include, but are not limited to, salaries and benefits of staff working directly on the federal program, travel costs for program-related training and equipment purchased specifically for the program.

Indirect costs – costs incurred for a common or joint purpose benefiting more than one (1) cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results achieved. (2 CFR 200.1, 200.414)

Examples of indirect costs may include, but are not limited to, salaries and benefits of Human Resource staff, network infrastructure and building maintenance and repairs.

Costs incurred for the same purpose in like circumstances must be treated consistently as either direct or indirect costs. (2 CFR Sec. 200.405, 200.413)

Identification with the federal award rather than the nature of the goods and services involved is the determining factor in distinguishing direct from indirect costs.

Direct and indirect costs shall be determined in accordance with law, regulations, the terms and conditions of the federal award, and the district's negotiated indirect cost rate.

The district shall develop an indirect cost rate proposal and cost allocation plan in accordance with law, regulations and the terms and conditions of the federal award.

Timely Financial Obligation of Funds

Obligations – orders placed for property and services, contracts and subawards made, and similar transactions that require payment be a recipient or subrecipient under a federal award that will result in expenditures by a recipient or subrecipient under a federal award. ~~during a given period that require payment by the district during the same or a future period.~~

The following table illustrates when funds must be obligated under federal regulations:

<u>Financial</u> Obligation is for:	<u>Financial</u> Obligation is made:
Acquisition of <u>real or personal</u> property	On the date on which the district makes a binding written commitment to acquire the property
Personal services by a district employee	When the services are performed
Personal services by a contractor who is not a district employee	On the date on which the district makes a binding written commitment to obtain the services
<u>Work other than personal services</u>	<u>On the date on which the district makes a binding written commitment to obtain the services</u>
Public utility services	When the district receives the services
Travel	When the travel occurs
Rental of <u>real or personal</u> property	When the district uses the property
A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 CFR Part 200, Subpart E - Cost Principles	On the first day of the project period

34 CFR §75.707; ~~34 CFR §76.707~~

All financial obligations must occur between the beginning and planned ending dates of the federal award project, which is known as the period of performance. The period of performance is dictated by law and regulations and will be indicated in the federal award. Specific requirements for carryover funds may be specified in the federal award and must be adhered to by the district. (~~2 CFR Sec. 200.77, 200.309~~) (2 CFR 200.309)

The district will handle financial obligations and carry-over of state-administered and direct grants in accordance with state and federal law and regulations, and the terms and conditions of the federal award. Carryover will be calculated and documented by the Federal Programs Coordinator.

The district may exercise an extension of the period of performance under a direct grant in accordance with law, regulations and the terms and conditions of the federal award ~~without prior approval~~ when written notice is provided to the federal awarding agency at least ten (10) calendar days prior to the end of the period of performance. (~~2 CFR Sec. 200.308(f)(10)~~) (2 CFR 200.308(d)(2))

The Federal Programs Coordinator will decide when an extension of the period of performance is necessary and will recommend that the Superintendent approve this process.

The Federal Programs Coordinator will develop the required written notice, including the reasons for the extension and revised period of performance; the notice will be issued no later than ten (10) calendar days prior to the end of the currently documented period of performance in the federal award.

The district must seek prior approval from the federal awarding agency for an extension of the period of performance when the extension is not contrary to federal law or regulations, and the following conditions apply (2 CFR Sec. 200.308(g)(2): **(2 CFR 200.308(d)(2))**

1. The terms and conditions of the federal award prohibit the extension;
2. The extension requires additional federal funds; or
3. The extension involves any change in the approved objectives or scope of the project.

The Federal Programs Coordinator will determine when an extension must be requested for approval by the federal awarding agency, draft the written request and notify the Superintendent of the requested extension.

When an extension to a federal award is approved, the period of performance will be amended to end at the completion of the extension. If termination occurs, the period of performance will be amended to end upon the effective date of termination. The start date of a renewal award begins a new and distinct period of performance. (2 CFR 200.309)~~The Federal Programs Coordinator will determine when an extension must be requested for approval by the federal awarding agency, draft the written request and notify the Superintendent of the requested extension.~~

~~The Federal Programs Coordinator will decide when an extension of the period of performance is necessary and will recommend that the Superintendent approve this process.~~

~~The Federal Programs Coordinator will develop the required written notice, including the reasons for the extension and revised period of performance; the notice will be issued no later than ten (10) calendar days prior to the end of the currently documented period of performance in the federal award.~~

Management of Property Acquired With Federal Funds

Definitions -

Equipment – tangible personal property, including information technology systems, having a useful life of more than one (1) year and a per unit acquisition cost that equals or exceeds the lesser of the capitalization level established by the recipient or subrecipient for financial statement purposes, or \$10,000.

Real Property – land, including land improvements, structures, and appurtenances, and legal interest in land, including fee interest, licenses, rights of way and easements. Real property excludes moveable machinery and equipment.

Personal Property – tangible or intangible property other than real property.

Supply – all tangible personal property other than those defined as equipment. Computing devices costing less than \$10,000 per unit qualify as supplies.

Insurance Coverage -

The recipient or subrecipient must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as it provides to property and equipment owned by the recipient or subrecipient.

Contract and Purchasing Administration -

The district maintains internal controls, administrative regulations and procedures to ensure that contractors deliver goods and services in accordance with the terms, conditions and specifications of the designated contract, purchase order or requisition.

Property Classifications -

Property shall be classified as equipment, supplies, computing devices and capital assets as defined and specified in accordance with law, regulations and Board policy. (Pol. 622)

Inventory Control/Management -

All property purchased with federal funds, regardless of cost, will be inventoried as a safeguard.

Inventory will be received by the department or program requesting the item; designated staff will inspect the property, compare it to the applicable purchase order or requisition, and ensure it is appropriately logged and tagged in the district's property management system.

Items acquired will be physically labeled by source of funding and acquisition date.

Inventory records of ~~equipment and computing devices~~ property must be current and available for review and audit, and include the following information:

1. Description of the item, ~~including any manufacturer's model number.~~

2. Manufacturer's serial number or other identification number.

3. Identification of funding source.

3.4. Who holds title of the property.

4.5. Acquisition date and unit cost.

5.6. Source of items, such as company name.

6.7. Percentage of federal ~~contribution funds~~ used in the purchase and identification of the federal award.

7.8. Present location, use, condition of item, and date information was reported.

8.9. Pertinent information on the ultimate transfer, replacement or disposition of the item and sale price of the property.

Inventory will be updated as items are sold, lost or stolen, or cannot be repaired, and new items are purchased.

Equipment must be used in the program or project for which it was acquired for as long as needed, whether or not the project or program continues to be supported by a federal award. (2 CFR 200.313)

During the time that equipment is used on the project or program for which it was acquired, the recipient or subrecipient must also make the equipment available for use on other programs or projects supported by the federal government, provided that such use will not interfere with the purpose for which it was originally acquired. First preference for other use of the equipment must be given to other programs or projects supported by the federal agency that financed the equipment. Second preference must be given to programs or projects under federal awards from other federal agencies. Use for nonfederally-funded projects is also permissible, provided such use will not interfere with the purpose for which it was originally acquired. The recipient or subrecipient should consider charging user fees as appropriate. (2 CFR 200.313)

Physical Inventory -

Physical inventory of property will be completed by designated district staff in accordance with applicable federal and state law and regulation and Board policy. (Pol. 622, 706)

The physical inventory of items will be conducted at least every two (2) years or more often if required by law or Board policy annually, and the results will be reconciled with the inventory records and reported to the federal awarding agency. (2 CFR 200.313)

Maintenance -

The district establishes ~~adequate~~ regular maintenance procedures to ensure that property is maintained in good condition in accordance with law, regulation and Board policy. (Pol. 704, 708, 710)

Safeguards -

The district ensures that adequate safeguards are in place to prevent loss, damage or theft of property:

1. Any loss, damage or theft must be investigated, fully documented and reported to the federal agency or pass-through entity of any loss, damage or theft that will have an impact on the program. ~~will be reported to t~~The Federal Programs Coordinator, ~~and investigated and fully documented,~~ and may also be reported the loss, damage or theft to local law enforcement.

2. If stolen items are not recovered, the district will submit copies of the investigative report and insurance claim to the federal awarding agency.
3. The district may be responsible for replacing or repairing lost, damaged, destroyed or stolen items.
4. Replaced equipment is property of the originally funded program and should be inventoried accordingly.
5. District property may only be loaned in accordance with Board policy and administrative regulations. (Pol. 707, 708, 710)

Disposition of Property Acquired with Federal Funds –

When the district determines that real property, including land, improvements structures and accessories thereto, acquired under a federal award is no longer needed for the originally authorized purpose, the district must obtain disposition instructions from the federal awarding agency or pass-through entity administering the program, in accordance with applicable law and regulations. (2 CFR Sec. 200.311)

When the district determines that equipment or supplies acquired under a federal award are no longer needed for the original project or program or for other activities currently or previously supported by a federal awarding agency, the Federal Programs Coordinator will follow the terms and conditions of the federal award, the disposition instructions in the Department of Federal Programs Administrative Manual on PA Department of Education's website, and may contact the federal awarding agency or pass-through entity administering the program to obtain disposition instructions, ~~based on the fair market value of the equipment or supplies.~~

Generally, items Equipment with a current fair market value of \$10,000 or less per unit ~~that are no longer effective~~ may be retained, sold, ~~or otherwise disposed of with no further responsibility to the federal agency or pass-through entity.~~ purged, or transferred to the district. For items with a fair market value greater than \$10,000 per unit, the federal awarding agency or pass-through entity is entitled to the federal share of the current market value or sales proceeds, ~~in accordance with applicable law and regulations.~~ (2 CFR 200.313, 200.314, 200.453)

Supplies acquired under a federal award will vest upon acquisition in the recipient or subrecipient. After the period of performance, if there is a residual inventory of supplies exceeding \$10,000 in total aggregate value, and the supplies are not needed for any other federal award the recipient or subrecipient may retain or sell the unused supplies which are new, have never been used or opened. The aggregate value of supplies consists of all supply types, not just like-item supplies. (2 CFR 200.314)

The federal agency or pass-through entity is entitled to compensation in an amount calculated by multiplying the percentage of the federal agency's or pass-through entity's contribution towards the cost of the original purchase(s) by the current market value or proceeds from the sale. (2 CFR 200.314)

The district may retain \$1,000 to cover expenses associated with the selling and handling of the equipment or supplies. (2 CFR 200.313, 200.314)

If the district will be replacing the equipment or supplies, the district may use the existing equipment or supplies as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property.

The Federal Programs Coordinator will be responsible for contacting the federal awarding agency and determining the process for disposition of equipment or supplies.

The district may use the following methods in disposing of unnecessary equipment or supplies acquired with federal funds:

1. _____ Public auction and/or online sale – generally conducted by a licensed auctioneer.
- ~~1.2.~~ Salvage – scrap sold to local dealers.
- ~~2.3.~~ Negotiated sale – normally used when disposing of items of substantial value.
- ~~3.4.~~ Sealed bid – normally used for items of substantial value or unique qualities.
- ~~4.5.~~ Pre-priced sale – large quantities of obsolete or surplus equipment or supplies may be sold by this method.
- ~~5.6.~~ Donation to charitable organizations, for equipment or supplies with little to no value.
- ~~6.7.~~ Disposition to trash for equipment or supplies with no value.

The Federal Programs Coordinator will be responsible for maintaining records of obsolete and surplus property disposed of and will report to the federal awarding agency when required.

Monitoring Program Performance

The district will monitor activities of federally-funded programs to assure compliance with applicable laws, regulations, and federal requirements, and to ensure that performance expectations and cost-effective practices are being achieved.

Data on compliance and program performance shall be provided in the form, and at the time intervals required by the state and federal law or the federal awarding agency.

Procurement – Federal Programs

This document is intended to integrate standard district purchasing procedures with additional requirements applicable to procurements that are subject to the federal Uniform Guidance regulations, federal guidance of the Office of Management and Budget and/or U.S. Department of Agriculture (USDA) regulations governing school food service programs. The district maintains the following purchasing procedures, in accordance with federal and state laws, regulations and Board policy. ([2 CFR 200.1, 200.102; 2 CFR Part 200; 7 CFR 210.16, 210.19, 210.21, 215.14a, 220.16; 24 P.S. §§ 120, 504, 508, 521, 607, 609, 751, 751.1, 807.1; 62 Pa. C.S.A. 4601 et seq.; Pol. 610, 611, 612, 613, 808, 827](#)).

The terms “micro-purchase threshold” and “simplified acquisition threshold” are terms in federal law and apply when the Intermediate Unit is purchasing any goods or services using federal funds. The federal micro-purchase threshold is \$15,000 and the simplified acquisition threshold is \$350,000.

State law, however, has more restrictive purchasing thresholds for goods, supplies, and equipment (hereinafter, “Goods”) and construction, reconstruction, repairs, maintenance, or work of any nature (hereinafter, “Construction Services”) on a school building or property owned or leased by the school entity, as described in the table below.

State law does not require any special procurement procedures for services other than Construction Services (e.g., OT, PT, speech, counseling, architects, etc., hereinafter, “Services”), so only federal requirements apply to the purchase of Services.

2025 Procurement Thresholds		
PA State Quotation Threshold	\$12,900	Adjusted based on Consumer Price Index published in PA Bulletin (24 P.S. Sec. 120)
PA State Bid Threshold	\$23,800	Adjusted based on Consumer Price Index published in PA Bulletin (24 P.S. Sec. 120)
Federal Micro-Purchase Threshold	\$10,000	Adjusted periodically and published in Federal Register (48 CFR Subpart 2.1) or through guidance of the federal Office of Management and Budget
Federal Simplified Acquisition Threshold	\$250,000	Adjusted periodically and published in Federal Register (48 CFR Subpart 2.1) or through guidance of the federal Office of Management and Budget

*Please review this Procurement attachment annually and update amounts accordingly

<u>Procurement</u>	<u>Goods/Supplies</u>	<u>Services</u>	<u>Requirements</u>
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<u>Method</u> <u>~~§200.320~~</u>			
<u>Micro-purchase</u> <u>(No quotes</u> <u>required)</u>	<u>Less than \$10,000</u> <u>Note: Must use more</u> <u>restrictive \$0 Federal</u> <u>threshold instead of no</u> <u>state requirements under</u> <u>\$12,600</u>	<u>Less than \$10,000</u> <u>Note: Must use more</u> <u>restrictive \$10,000</u> <u>Federal threshold</u> <u>instead of state</u> <u>exemption for services</u>	<u>Consider price to be</u> <u>reasonable</u> <u>Distribute equitably among</u> <u>suppliers to the extent</u> <u>practical</u>
<u>Simplified</u> <u>Acquisition</u> <u>Procedures</u> <u>(Small Purchases –</u> <u>relatively simple</u> <u>and informal)</u>	<u>\$10,000 –</u> <u>\$23,800\$24,500</u> <u>Note: Must use more</u> <u>restrictive \$10,000</u> <u>Federal threshold</u> <u>instead of \$23,200 state</u> <u>threshold</u>	<u>\$10,000 – \$249,999</u> <u>Note: Must use more</u> <u>restrictive \$10,000</u> <u>Federal threshold</u> <u>instead of state</u> <u>exemption for services</u>	<u>Obtain/document price or</u> <u>rate quotations from a</u> <u>reasonable number of</u> <u>qualified sources (at least</u> <u>three per 24 PS 8.807.1)</u> <u>Written or documented</u> <u>quotes</u>
<u>Sealed Bids</u> <u>(Formal</u> <u>advertising)</u>	<u>\$23,800\$24,500 or more</u> <u>Note: Must use more</u> <u>restrictive \$23,200 state</u> <u>threshold instead of</u> <u>\$250,000 Federal</u> <u>threshold</u>	<u>N/A</u>	<u>Bids are publicly solicited</u> <u>Firm fixed price contract</u> <u>awarded to the responsible</u> <u>bidder lowest in price</u> <u>Cost or price analysis for</u> <u>purchases in excess of the</u> <u>Simplified Acquisition</u> <u>Threshold (\$250,000)</u>
<u>Competitive</u> <u>Proposals</u> <u>(Formal RFPs)</u>	<u>N/A</u>	<u>\$250,000 or more</u> <u>Note: Must use more</u> <u>restrictive \$250,000</u> <u>Federal threshold</u> <u>instead of state</u> <u>exemption for services</u>	<u>Conducted with more than</u> <u>one source submitting an</u> <u>offer</u> <u>Price is not used as sole</u> <u>selection factor</u> <u>Fixed price or cost-</u> <u>reimbursement type</u> <u>contract is awarded</u> <u>Cost or price analysis for</u> <u>purchases in excess of the</u> <u>Simplified Acquisition</u> <u>Threshold (\$250,000)</u>

<u>Non-competitive proposals</u>	<u>Appropriate only when these circumstances apply:</u> — <u>Available only from a single source (sole source)</u> — <u>Public emergency</u> — <u>After soliciting from several sources, competition is deemed inadequate</u> — <u>Consult with your school solicitor</u>		<u>Solicitation from only one source</u> <u>Used only when qualifying circumstances apply</u> <u>Fixed price or cost-reimbursement type contract is awarded</u>
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*Please review this Procurement attachment annually and update amounts accordingly

<u>Procurement Method §200.320</u>	<u>Goods</u>	<u>Construction Services</u>	<u>All Services Other Than Construction Services</u>	<u>Requirements</u>
<u>Micro-purchase (No quotes required)</u>	<u>Up to \$13,200</u> <u>Note: Must use more restrictive state threshold instead of federal threshold</u>	<u>Up to \$13,200</u> <u>Note: Must use more restrictive state threshold instead of federal threshold</u>	<u>Up to \$15,000</u> <u>Note: federal threshold applies because there is no state bidding requirement for non-construction-related services</u>	<u>Consider price to be reasonable</u> <u>Distribute equitably among suppliers to the extent practical</u>
<u>Simplified Acquisition Procedures (Small Purchases - relatively simple and informal)</u>	<u>\$13,200 up to \$24,500</u> <u>Note: Must use more restrictive state threshold instead of federal threshold</u>	<u>\$13,200 up to \$24,500</u> <u>Note: Must use more restrictive state threshold instead of federal threshold</u>	<u>\$15,000 up to \$350,000</u> <u>Note: Must use federal threshold</u>	<u>Obtain/document price or rate quotations from a reasonable number of qualified sources (at least three per 24 PS 8.807.1)</u> <u>Written or documented quotes</u>

<u>Sealed Bids (Formal advertising)</u>	<u>\$24,500 or more</u> <u>Note: Must use more restrictive \$24,500 state threshold instead of Federal threshold</u>	<u>\$24,500 or more</u> <u>Note: Must use more restrictive \$24,500 state threshold instead of Federal threshold</u>	<u>\$350,000 or more</u> <u>Note: Must use federal threshold</u>	<u>Bids are publicly solicited</u> <u>Firm fixed price contract awarded to the responsible bidder lowest in price</u> <u>Cost or price analysis for purchases in excess of the Simplified Acquisition Threshold (\$350,000)</u>
<u>Competitive Proposals (Formal RFPs)</u>	<u>– RFPs typically not appropriate for such purchase</u>	<u>RFPs typically not appropriate for such purchase</u>	<u>\$350,000 or more</u> <u>Note: Must use federal threshold</u>	<u>Conducted with more than one source submitting an offer</u> <u>Price is not used as sole selection factor</u> <u>Fixed price or cost- reimbursement type contract is awarded</u> <u>Cost or price analysis for purchases in excess of the Simplified Acquisition Threshold (\$250,000)</u>
<u>Non- competitive proposals</u>	<u>Appropriate only when these circumstances apply:</u>			<u>Solicitation from only one source</u> <u>Used only when</u>

	- <u>Available only from a single source (sole source)</u> - <u>Public emergency</u> - <u>After soliciting from several sources, competition is deemed inadequate</u> - <u>Consult with your school solicitor</u>			<u>qualifying circumstances apply</u> <u>Fixed price or cost-reimbursement type contract is awarded</u>
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The district implements exceptions to the Micro-Purchase and Simplified Acquisition Threshold amounts announced by the federal Office of Management and Budget as part of its procurement procedures. **The state threshold of \$12,900\$13,200 is not applicable to federal procurement thresholds.**

Responsibility for Purchasing

The Board has outlined standard district purchasing responsibility, methods of purchasing, price quotations and bid requirements in the following Board policies and their accompanying administrative regulations or procedures:

- Policy 610. Purchases Subject to Bid/Quotation
- Policy 611. Purchases Budgeted
- Policy 612. Purchases Not Budgeted
- Policy 613. Cooperative Purchasing

Purchase Methods

When a request for purchase of equipment, supplies or services has been submitted and approved as outlined below, the procurement method to be used will be determined based on the type of purchase and the total cost of the purchase as further outlined below. This procedure outlines how the cost thresholds for determining when the quote or formal bidding procedures that are required by state law as reflected in Policy 610 must be modified when making purchases for federally funded purposes to which the Uniform Guidance or USDA regulations apply, so as to comply with both state and federal requirements. At each point where requirements for food service-related procurement under USDA regulations differ, a note will refer to the Food Service

Program Notes at the end of this procedure. Final determination of which purchasing procedures are to be applied is delegated to the Business Manager under the authority of the Board.

Standard Procurement Documents and Purchase Request Process

The district shall use requisitions and purchase orders for purchase requests in accordance with the applicable purchase method.

The district shall use electronic purchasing records, which are pre-numbered and are accessible to designated purchasing staff in all Administrative offices.

Purchase requests by an employee must be submitted to the building administrator or immediate supervisor. Purchase of all budgeted items or items approved by an administrator or supervisor must be initiated by use of a purchase order or requisition submitted to the Business Manager.

Purchase orders and requisitions shall contain information including, but not limited to:

1. Description of the services to be performed or goods to be delivered.
2. Location of where services will be performed, or goods will be delivered.
3. Appropriate dates of service or delivery.
4. Account where the purchase will be charged.

Documentation on purchase orders and requisitions shall be maintained in accordance with the district's Records Management Policy and records retention schedule. (Pol. 800)

Contracts shall be reviewed by the Business Manager and school solicitor prior to submission to the Board for approval.

Contracts to which the Uniform Guidance apply shall contain the clauses specified in Appendix II to 2 CFR Part 200 (Contract Provisions for Non-Federal Entity Contracts Under Federal Awards), when applicable.

[See Food Service Program Notes below for specific clauses required by USDA regulations to be included in cost reimbursable procurement contracts.]

Micro-Purchases Not Requiring Quotes or Bidding

For purposes of this procedure, micro-purchase means a purchase of ~~equipment, supplies or services~~Goods, Services, or Construction Services for use in federally funded programs using simplified acquisition procedures, the aggregate amount of which does not exceed a base amount of \$105,000. The micro-purchase dollar threshold is adjusted periodically by the federal government, and the threshold most recently established and published in the Federal Register or

announced as an exception by the federal Office of Management and Budget shall apply if other than \$150,000.(48 CFR Subpart 2.1)

Note: The micro-purchase maximum for federal purposes is ~~lower~~ higher than the amount below which the School Code allows purchase for ~~nonfederal purposes to be made without obtaining at least three (3) written or telephonic quotes or using formal competitive bidding.~~ Goods and Construction Services.

The micro-purchase method is used in order to expedite the completion of its lowest dollar small purchase transactions and minimize the associated administrative burden and reduce cost. Procurement by micro-purchase is the acquisition of equipment, supplies or services Goods, Services, or Construction Services, the aggregate dollar amount of which does not exceed the micro-purchase threshold.

To the extent practicable, the district distributes micro-purchases equitably among qualified suppliers when the same or materially interchangeable products are identified and such suppliers offer effectively equivalent rates, prices and other terms. The Business Manager or designee will be responsible to determine the equitable distribution of micro-purchases.

Micro-purchases may be awarded without soliciting competitive quotations if the district considers the price to be reasonable. The district will maintain evidence of this reasonableness in the records of all micro-purchases. Reasonable ~~means that~~ can be demonstrated through sound business practices documenting research, experience, purchasing history, or other information. ~~were followed and the purchase is comparable to market prices for the geographic area.~~ Such determinations of reasonableness may include comparison of the price to previous purchases of the same item or comparison of the price of items similar to the item being purchased. (2 CFR 200.320)

Even if the cost of a purchase qualifies it as a micro-purchase, bidding or small purchase procedures may be used optionally when those procedures may result in cost savings.

Small Purchase Procedures Simplified Acquisition Procedures

~~For purposes of this procedure, small purchase~~ Simplified acquisition procedures can be used when the total cost for the purchase of Goods or Construction services is between \$13,200 and \$24,500, or for Services between \$15,000 and \$350,000. Acquisitions within these thresholds are those relatively simple and informal procurement methods for securing equipment or, supplies; ~~or services~~ that cost more than the amount qualifying as a micro-purchase and do not cost \$23,800 \$24,500 or more, or in the case of services other than construction, maintenance or repair on school facilities Services, where the total cost does not exceed the \$250,000 \$350,000 federal simplified Acquisition Threshold at which a formal competitive bidding or competitive proposals are required. \$10,000, and cost less than the federal Simplified Acquisition Threshold, the amount at which sealed bids or competitive proposals must be sought, which is currently \$250,000. Simplified acquisition Small purchase procedures cannot be used for purchases of equipment; or supplies, or for the procurement of services for construction, reconstruction, repairs; or maintenance services or work of any nature on any school property (collectively

hereinafter, “construction services”) costing \$23,800~~\$24,500~~ or more because the School Code requires formal sealed bidding at that level of cost. However, when federal funds are used, if appropriate and in accordance with applicable state and federal law, cooperative purchasing agreements that do not award contracts pursuant to sealed competitive bidding procedures and are in compliance with legal requirements may be used for procurement between \$24,500 and \$350,000.

The base amount at which bidding is required under state law for purchases of ~~equipment, supplies and construction, maintenance or repair services on school facilities~~ Goods and Construction Services is adjusted for inflation annually, and the adjusted amount most recently determined and published in the Pennsylvania Bulletin shall apply, ~~if other than \$23,800-\$24,500 as indicated in the chart above.~~ (24 P.S. § 1-120)

The federal Simplified Acquisition Threshold at which competitive bidding or competitive proposals are required is adjusted periodically by the federal government, and the threshold most recently established and published in the Federal Register or announced as an exception by the federal Office of Management and Budget shall apply if other than ~~\$250,000~~ \$350,000. (48 CFR Subpart 2.1, 2 CFR 200.102)

Because state law does not require competitive bidding for the purchase of ~~services other than construction, maintenance or repairs on school facilities~~ services, regardless of total cost, ~~small purchase~~ simplified acquisition procedures, may be used for procurement of such other services except when the estimated total cost will be at or over the federal threshold at which formal sealed bidding or competitive proposals are required (~~\$250,000~~ \$350,000).

A request for proposal (RFP) may be made for small purchases; however, the procurement process must comply with formal RFP procedures as set forth in the RFP, including public notice regardless of purchase cost.

[See **Additional Provisions for Food Service Program** ~~Notes~~ below for exemption from bidding for purchases of perishable food items costing less than ~~\$23~~ \$350,000.]

If simplified acquisition ~~small purchase~~ procedures are used, ~~the district must obtain written or telephonic price or rate quotations are obtained from at least three (3) from an adequate number of qualified sources and (usually at least three (3)). Records of quotes solicited and quotes received shall be~~ are maintained as provided in Policy 610. (Pol. 610)

Formal ~~Competitive Bidding~~ Procurement Procedures

Formal procurement methods are required when the value of the procurement transaction under a federal award exceeds the simplified acquisition. Formal procurement methods are competitive and require public notice. Formal procurement methods include competitive sealed bidding and competitive proposals. Competitive sealed bidding is considered feasible and appropriate when:

1. A complete, adequate, and realistic specification or purchase description is available;

2. Two (2) or more responsible bidders are willing and able to compete effectively for the business; and
3. The procurement lends itself to a firm fixed-price contract and the selection of the successful bidder can be made principally on the basis of price.

Publicly Solicited Sealed Competitive Bids

For purchases of ~~equipment, or supplies, or of services for construction, maintenance or repairs of school facilities~~ Goods or Construction Services, services with an estimated cost of \$23,800 or greater, sealed competitive bids are publicly solicited and awarded to the lowest responsive and responsible bidder as provided in Policy 610 when the total cost is estimated to be \$23,800\$24,500 or more. (Pol. 610)

Note: The amount at which formal ~~procurement methods~~ (competitive bidding or competitive proposals) are required by federal regulations is much higher than the base amount at which the School Code requires competitive bidding. ~~for equipment, supplies, or construction services.~~ Therefore, the lower base amount specified by the School Code, as annually adjusted, is used to determine when bidding will be used for purchases of equipment, or supplies, or for obtaining services for construction, maintenance or repairs on school facilities services Goods or Construction Services. (24 P.S. §§ 1-120, 7-751, 8-807.1) (24 P.S. Sec. 120)

State law does not require bidding for the purchase of S ~~services other than construction, maintenance or repairs on school facilities~~, regardless of total cost. Therefore, when For procurement of such other services for are federally funded purposes to which and governed by the Uniform Guidance applies, formal competitive bidding or competitive proposals ~~will~~ will be used when the estimated total cost will be at or over the federal threshold of ~~exceed the~~ Simplified Acquisition Threshold (~~\$250,000~~ 350,000).

The federal Simplified Acquisition Threshold at which competitive bidding or competitive proposals are required is adjusted periodically by the federal government, and the threshold most recently established and published in the Federal Register or announced as an exception by the federal Office of Management and Budget shall apply if other than \$250,000 350,000. (48 CFR Subpart 2.1, 2 CFR 200.102)

~~For procurement of services[†] costing at or over the \$250,000 federal threshold, the use of competitive sealed bidding is considered feasible and appropriate when:~~

- ~~1. A complete, adequate, and realistic specification or purchase description is available;~~

[†] ~~As discussed above, competitive sealed bidding is always required for construction services where the cost equals or exceeds the School Code threshold, currently \$23,800~~ \$24,500.

2. Two (2) or more responsible bidders have been identified as willing and able to compete effectively for the business; and

3.4. The procurement lends itself to a firm fixed price contract, and the selection of the successful bidder can be made principally on the basis of price.

Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of. Any or all bids may be rejected if there is a justified and sound, documented reason. [AG1]

[See **Additional Provisions for Food Service Program Notes** below for reference to state requirements regarding contracts with food service management companies and contractors of pre-plated meals.]

Competitive Proposals

State law does not require public school entities to solicit competitive bids for services other than construction, repairs or maintenance of school facilities Construction Services, for which competitive bidding is required if the cost will be a base amount of \$23,800 \$24,500 or more. services.

State law allows competitive proposals relating to work on facilities Construction Services in lieu of bidding only in the context of guaranteed energy savings contracts.

Federal regulations allow the use of competitive proposals as an alternative to **formal** competitive bidding (for all services except construction services) when conditions are not appropriate for the use of sealed bids when the cost would meet or exceed the federal threshold for competitive bidding (\$250,000 \$350,000).

In the case of services other than for construction, repairs or maintenance of school facilities costing less than that threshold, the district may use **simplified acquisition** procedures or micro-purchase procedures as applicable based on total cost. A request for proposal (RFP) process can also meet or exceed the small purchase competition requirements under state law and Policy 610 for the acquisition of services other than for construction, repairs or maintenance of school facilities, and can be used if the total cost will be less than \$250,000.

Under the competitive proposal procurement method, contracts must be awarded to the responsible offeror whose proposal is most advantageous to the District, considering price and other factors. When permitted, the technique of competitive proposals is normally conducted with more than one (1) source submitting an offer, and either a fixed price or cost reimbursement type contract is awarded. Competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The district shall comply with other applicable state and federal law and regulations, Board policy and administrative regulations regarding purchasing; the district may consult with the school solicitor or other

qualified counsel in determining the required process for purchasing through competitive proposals when necessary.

~~When seeking competitive proposals, the district shall solicit proposals from qualified vendors, and, should the Board decided to award a contract, it will be either a fixed price or cost-reimbursement contract.~~

~~If this method is used~~When competitive proposals are sought, the following requirements apply:

1. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals ~~submitted~~ must be considered to the maximum extent practical.
2. Proposals must be solicited from an adequate number of qualified sources.
3. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

An alternative form of competitive proposal is permitted only for qualifications-based procurement of architectural and engineering services, in which price is not a selection factor and reasonable compensation is negotiated after source selection. This alternative is not permitted for procurement of other types of services.

Competitive proposals shall be evaluated by the Business Manager based on factors including but not limited to:

1. Cost.
2. Experience of contractor.
3. Availability.
4. Personnel qualifications.

5. Financial stability.

~~5.6.~~Minority business, small business, women's business enterprise, veteran-owned business or labor surplus area firm status, to the extent permissible under applicable law.

~~6.7.~~Project management expertise.

~~7.8.~~Understanding of district needs.

~~8.9.~~Any other criteria permitted or required by law.

Requests for proposal shall identify all factors on which a proposal will be evaluated and will specify the relative weight of each factor to the overall decision.

Evaluations shall be completed in a timely manner, documented and shall be reviewed by the Business Manager, Federal Programs Coordinator and school solicitor.

The district may procure architectural and engineering services through a qualifications-based proposal process, whereby the proposers' qualifications are evaluated, and the most qualified offeror is selected, subject to negotiation of fair and reasonable compensation. This method, where the price is not used as a selection factor, can only be used to procure architectural/engineering (A/E) professional services and cannot be used to purchase other services provided by A/E firms that are a potential source to perform the proposed effort.

The district shall comply with other applicable state and federal law and regulations, Board policy and administrative regulations regarding purchasing; the district may consult with the school solicitor or other qualified counsel in determining the required process for purchasing through competitive proposals when necessary.

Contract/Price Analysis

The district performs a cost or price analysis in connection with every procurement action in excess of ~~\$250,000~~ \$350,000, including contract modifications. (2 CFR Sec. 200.~~323~~4(a)).~~324~~).

A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the Business Manager and Federal Programs Coordinator must come to an independent estimate prior to receiving bids or proposals. (2 CFR Sec. 200.32~~3~~4(a)). As part of the analysis, the Business Manager will enact established business practices which may include evaluation of similar prior procurements and a review process.

Negotiated Profit

~~In any procurement in which there has been no price competition, or in which a cost analysis is performed, profit must be negotiated separately as an element of price. Accordingly, solicitations of bids, proposals or quotes shall require that bids, proposals or quotes be limited to costs other than profit, and exclude profit.~~

~~To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work. (2 CFR 200.323(b)).~~

When profit must be negotiated as a separate element of the total price, it shall be negotiated by the Business Manager. [AG2]

Noncompetitive Proposals (Sole Sourcing)

Procurement by noncompetitive proposals means procurement through solicitation of a proposal from only one (1) source and may be used only when one (1) or more of the following circumstances apply: (2 CFR 200.320)

1. The aggregate amount of the procurement transaction does not exceed the micropurchasing provisions.

1.2. The procurement transaction can only be fulfilled by ~~is available only from~~ a single source.

2.3. The public exigency or emergency for the requirement will not permit a delay resulting from ~~providing public notice of a competitive solicitation.~~ An emergency exists whenever the time required for the Board to act in accordance with regular procedures would endanger life or property or threaten continuance of existing school classes. For construction services, the District must also adhere to state law requirements for emergency procurement. [24 P.S. 7-751].

3.4. The federal awarding agency or pass-through entity provides written approval for ~~expressly authorizes~~ noncompetitive procurement proposals in response to a written request from the recipient or subrecipient ~~district.~~

4.5. After solicitation of a number of sources, the recipient or subrecipient ~~district~~ determines the competition is inadequate.

In addition to standard procurement policy and procedures, the district will ~~document~~ provide the grounds, including analysis and documentation, for using the noncompetitive method in lieu of an otherwise required competitive method of procurement, ~~which may include A~~ written confirmation from the contractor as the sole source of the item may be included as a supplement to the district's record analysis, but shall not be the only grounds relied upon by the District to justify the sole source procurement. Documentation must be submitted to and maintained by the Business Office.

All noncompetitive proposals will ultimately be approved by the Board. The district may utilize legal advice from the solicitor regarding noncompetitive proposals.

Purchase Cards

The district approves the use of procurement cards, if issued, for permissible purchases by designated employees to improve the efficiency of purchasing activities, reduce processing expenses, improve controls for small-dollar purchases, and streamline contractor payment.

If issued, Procurement cards may be used for purchases under federal programs. The use of procurement cards is governed by Board policy 625 Procurement Cards and established administrative regulations. (Pol. 625)[DB3][AG4]

Full and Open Competition

All procurement transactions must be conducted in a manner providing full and open competition consistent with 2 CFR Sec. 200.319. In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, or invitations for bids or requests for proposals must be excluded from competing for such procurements. Some of the situations considered to be restrictive of competition include but are not limited to:

1. Placing unreasonable requirements on firms in order for them to qualify to do business.
2. Requiring unnecessary experience and excessive bonding.
3. Noncompetitive pricing practices between firms or between affiliated companies.
4. Noncompetitive contracts to consultants that are on retainer contracts.
5. Organizational conflicts of interest.
6. Specifying only a “brand name” product instead of allowing “an equal” product to be offered and describing the performance or other relevant requirements of the procurement.
7. Any arbitrary action in the procurement process.

~~7. — Scoring mechanisms that reward bidders that commit to specific numbers and types of U.S. jobs, minimum compensation, benefits, on-the-job training for employees making work products or providing services on a contract, and other worker protections, may be assigned when consistent with established practices and legal requirements. (2 CFR 300.319)[AG5]~~

Small Businesses, Minority Businesses, Women’s Business Enterprises, Veteran-Owned Businesses, Labor Surplus Area Firms

To the extent permitted by law, ~~T~~the district ~~must~~should ensure ~~take necessary affirmative steps to assure~~ that small businesses, minority businesses, women’s business enterprises, **veteran-owned businesses** and labor surplus area firms are **considered** when possible. **Such consideration means:** (2 CFR 200.321)

1. Placing **such** businesses on solicitation lists.

2. AssuringEnsuring that **such businesses** are solicited whenever they are **deemed eligible as potential sources**.
3. Dividing total purchasing requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by **such businesses**.
4. Establishing delivery schedules, where the requirement permits, which encourage participation **such businesses**.
5. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
6. Requiring the prime contractor, if subcontracts are let, to **apply these conditions to subcontracts**.

Geographical Preferences Prohibited

The district must conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state, local, or tribal geographical preferences in the evaluation of bids or proposals, except in those cases where applicable federal statutes expressly mandate or encourage geographic preference. When contracting for architectural and engineering (A/E) services, geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

[See **Additional Provisions for Food Service Program Notes** below for permissibility of geographic preferences and “Buy American” practices in purchasing certain food products]

Prequalified Lists

The district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the district must not preclude potential bidders from qualifying during the solicitation period.

[See **Additional Provisions for Food Service Program Notes** below for reference to state requirements regarding contracts with food service management companies and contractors of pre-plated meals.]

Solicitation Language

The district must ensure that all solicitations incorporate a clear and accurate description of the technical requirements for the ~~material, product, or service~~Goods, Services, or Construction Services to be procured. Such description must not, in competitive procurements, contain

features which unduly restrict competition. The description may include a statement of the qualitative nature of the ~~material, product or service~~Goods, Services, or Construction Services to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

Avoiding Acquisition of Unnecessary or Duplicative Items

The district must avoid the acquisition of unnecessary or duplicative items. Additionally, consideration must be given to consolidating or breaking out procurements to obtain a more economical purchase; and, where appropriate, an analysis must be made of leases versus purchase alternatives, and any other appropriate analysis to determine the most economical approach.

These considerations are given as part of the process to determine the allowability of each purchase made with federal funds. Such considerations are accessible in the procedure attached to Policy 626: Allowability of Costs – Federal Programs.

Use of Intergovernmental Agreements and Cooperative Purchasing

To foster greater economy and efficiency, the district enters into state and local intergovernmental agreements where appropriate for cooperative purchasing or use of common or shared ~~goods and services~~Goods, Construction Services, and Services, as permitted by the Intergovernmental Cooperation Act, the School Code, and the Commonwealth Procurement Code. (~~Pol. 613; 53 Pa. C.S. Ch. 23; 24 P.S. § 5-521; 62 Pa. C.S. Ch. 19~~) (Pol. 613; 53 Pa. C.S. Ch. 23; 24 P.S. 521; 62 Pa. C.S. Ch. 19, 2 CFR 200.318 (e))

When procuring supplies or services for federally funded purposes to which the Uniform Guidance applies, the district shall verify and document that the organization conducting the procurement ~~cooperative purchasing~~ pursuant to such agreements complies with the applicable procurement methods, requirements, and standards of the Uniform Guidance as outlined in the procedure. ~~in question was procured in accordance with (1) the state laws governing the procurement of the sponsoring local agency, (2) the Uniform Guidance, and (3) all other applicable Pennsylvania and federal law.~~

Use of Federal Excess and Surplus Property

The district considers the use of federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.

Recovered Materials

The recipient or subrecipient should, to the greatest extent practicable and consistent with law, purchase, acquire or use products and services that can be reused, refurbished or recycled; contain recycled content, are biobased, or are energy and water efficient; and are sustainable. This may include purchasing compostable items and other products and services that reduce the use of single-use plastic products. (2 CFR 200.323)

Debarment and Suspension

The district awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, [proper classification of employees](#), record of past performance, and financial and technical resources.

[See **Additional Provisions for Food Service Program** ~~Notes~~ below for reference to state requirements regarding contracts with food service management companies and contractors of pre-plated meals.]

The district may not ~~sub~~contract with or award subgrants to any person or company who is debarred or suspended. **For all contracts over \$25,000** ~~The~~ the district verifies that the contractor with whom the district intends to do business is not excluded or disqualified. (2 CFR Part 200, Appendix II, and 2 CFR ~~See~~ 180.220 and 180.300).

All successful contractors must provide written certification that they have not been suspended or debarred from federal projects. The Business Manager and Federal Programs Coordinator will be responsible for verification. Such verification **to determine whether a potential subrecipient is subject to any suspension or debarment restrictions must include one of the following**. ~~may include accessing the online federal System for Award Management (SAM) to determine whether any relevant party is subject to any suspension or debarment restrictions.~~

- 1. Accessing the online federal System for Award Management (SAM); or**
- 2. Collecting a certification from the person; or**
- 3. Adding a clause or condition to the covered transaction with that person. (2 CFR 180.300)**

Maintenance of Procurement Records

The district must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, any public notice issued, the bid or proposal solicitation, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

Maintenance of records of procurement will be governed by Board policy 800 Records Management and the district's established records retention schedule. (Pol. 800)

Time and Materials Contracts

The district may use a time and materials type contract only: (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. **Time and materials type contract** means a contract whose cost to the district is the sum of: the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, each contract must set a ceiling price that the contractor exceeds at its own risk. Further, the district must assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

Settlements of Issues Arising Out of Procurements

The district alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the district of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

Protest Procedures to Resolve Dispute

The district maintains protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency. Protest procedures will be acted on in accordance with current state law and regulations, established district administrative regulations and the advice of the solicitor. (Pol. 610)

Additional Provisions For Food Service Programs Notes:

Exemption from Bidding for Perishable Food Items -

The School Code exempts purchases of perishable food items from bidding requirements. Bidding for perishable food items is required only if the cost would be at or over the federal threshold at which formal competitive bidding is required (~~\$250,000~~350,000). **Simplified acquisition** ~~Small purchase~~ procedures may be used for purchases below ~~\$250,000~~350,000, or micro-purchase procedures for purchases below \$10,000. Use of bidding should be considered as an option if it is feasible and likely to result in cost savings.(24 P.S. Sec. 504(d))

Geographic Preferences -

The district is permitted to apply a geographic preference when procuring unprocessed locally grown or locally raised agricultural products. When a geographic preference is applied, the

district has discretion to determine the local area to which the geographic preference option will be applied.

Unprocessed locally grown or locally raised agricultural products means only those agricultural products that retain their inherent character. The effects of the following food handling and preservation techniques shall not be considered as changing an agricultural product into a product of a different kind or character: cooling; refrigerating; freezing; size adjustment made by peeling, slicing, dicing, cutting, chopping, shucking, and grinding; forming ground products into patties without any additives or fillers; drying/dehydration; washing; packaging (such as placing eggs in cartons), vacuum packing and bagging (such as placing vegetables in bags or combining two (2) or more types of vegetables or fruits in a single package); the addition of ascorbic acid or other preservatives to prevent oxidation of produce; butchering livestock and poultry; cleaning fish; and the pasteurization of milk. (7 CFR Sec. 210.21, 215.14a, 220.16)

Buy American -

The district shall purchase, to the maximum extent practicable, domestic commodities or products for food service purposes. The term domestic commodity or product means: (7 CFR Sec. 210.21, 220.16)

1. An agricultural commodity that is produced in the United States; and
2. A food product that is processed in the United States substantially using agricultural commodities that are produced in the United States. ~~Substantially using agriculture commodities that are produced in the United States~~ means over 51 percent of a food product must consist of agricultural commodities that were grown domestically.

All procurement procedures, solicitations and contracts related to food service programs must include language regarding the Buy American requirements for food purchases.

The two main exceptions to the Buy American requirements are:

- 1. The product is not produced or manufactured in the United States in sufficient and reasonably available quantities of a satisfactory quality; or**
- 2. Competitive bids reveal the costs of a United States product are significantly higher than the non-domestic product.**

Non-domestic food purchases must not exceed 10 percent of total annual commercial food costs that the Intermediate Unit purchases per school year. (7CFR 210.21(d)(5)(ii)(A)).

Mandatory Contract Clauses -

The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts: (7 CFR Sec. 210.21, 215.14a, 220.16)

1. Allowable costs will be paid from the nonprofit school food service account to the contractor net of all discounts, rebates and other applicable credits accruing to or received by the contractor or any assignee under the contract, to the extent those credits are allocable to the allowable portion of the costs billed to the school food authority;
2. (a) The contractor must separately identify for each cost submitted for payment to the school food authority the amount of that cost that is allowable (can be paid from the nonprofit school food service account) and the amount that is unallowable (cannot be paid from the nonprofit school food service account); or
2. (b) The contractor must exclude all unallowable costs from its billing documents and certify that only allowable costs are submitted for payment and records have been established that maintain the visibility of unallowable costs, including directly associated costs in a manner suitable for contract cost determination and verification;
3. The contractor's determination of its allowable costs must be made in compliance with the applicable departmental and program regulations and Office of Management and Budget cost circulars;
4. The contractor must identify the amount of each discount, rebate and other applicable credit on bills and invoices presented to the school food authority for payment and individually identify the amount as a discount, rebate, or in the case of other applicable credits, the nature of the credit. If approved by the state agency, the school food authority may permit the contractor to report this information on a less frequent basis than monthly, but no less frequently than annually;
5. The contractor must identify the method by which it will report discounts, rebates and other applicable credits allocable to the contract that are not reported prior to conclusion of the contract; and
6. The contractor must maintain documentation of costs and discounts, rebates and other applicable credits, and must furnish such documentation upon request to the school food authority, the state agency, or the department.

Contracts with Food Service Management Companies -

Procedures for selecting and contracting with a food service management company (FSMC) shall comply with guidance provided by the Pennsylvania Department of Education, Division of Food and Nutrition, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts. (7 CFR See-210.16, 210.19, 210.21, 215.14a, 220.16)

Pre-Plated Meals -

Procedures for selecting and contracting with contractors of pre-plated meals shall comply with guidance provided by the Pennsylvania Department of Education, Division of Food and

Nutrition, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts. (7 CFR ~~See~~ 210.16, 210.19, 210.21, 220.16)

Standards of Conduct -

The district will comply with the written standards of conduct in Policy 827. Conflict of Interest which governs the actions of employees and Board members regarding the selection, award and administration of contracts.

No employee or Board member may participate in the selection, award or administration of a contract supported by a federal award if s/he has a real or apparent conflict of interest as well as any other circumstance in which the employee, Board member, any member of his/her immediate family, his/her business partner, or an organization which employs or is about to employ any of them, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. (2 CFR 200.318)

Violations of the standards of conduct by employees may result in disciplinary action up to and including discharge, fines and possible imprisonment. Disciplinary actions shall be consistent with Board policies, procedures, applicable collective bargaining agreements and state and federal law.

Grant Subrecipient Monitoring Procedures – Federal Programs

In the event the district disperses federal funds received through a federal award to other entities and assigns responsibilities to the outside entity to conduct a portion of the work, the district shall be responsible for determining, on a case-by-case basis, whether the agreement with such entity places the outside entity in the role of a subrecipient receiving a subaward of federal funding, or the role of a contractor.

If the district grants subawards of federal funding to other entities as subrecipients, the district shall be responsible for:

1. Evaluating the entity for risk of noncompliance to determine appropriate monitoring practices.
2. Monitoring the subrecipient entity's implementation to ensure compliance with federal, state and local laws, conditions of the federal funding award, and Board policy and procedures.
3. Notifying the subrecipient entity of identified deficiencies found during the monitoring process and ensuring that identified deficiencies are corrected.
4. Documenting and retaining records on subrecipient identification, notification, evaluation, monitoring and corrective actions taken.

Definitions

For purposes of policies and procedures related to federal programs, the following definitions shall apply:

Contract – for the purpose of federal financial assistance, a legal instrument by which a recipient or subrecipient conducts procurement transactions under a federal award.

Contractor – an entity that receives a contract.

Participant – generally an individual participating in or attending program activities under a federal award, such as trainings or conferences, but who is not responsible for implementation of the federal award. Examples include community members participating in a community outreach program, students, conference attendees or a member of the public whose input is sought.

Pass-through entity – a **recipient or subrecipient** that provides a subaward to a subrecipient to carry out part of a federal program. The district serves as the pass-through entity in cases where it awards federal funding to a subrecipient as defined in this procedure. ([2 CFR 200.1](#))

Subaward – an award provided by a pass-through entity to a subrecipient in order to carry out part of a federal award received by the pass-through entity. It does not include payments to a contractor, **participant** or payments to an individual that is a beneficiary of a federal program. A

subaward may be provided through any form of legal agreement, including an agreement that the pass-through entity considers a contract. [\(2 CFR 200.1\)](#)

Subrecipient – an entity that receives a subaward **from a pass-through entity** to carry out part of a federal program; but does not include **a participant or** an individual that is a beneficiary of such program. A subrecipient may also be a recipient of other federal awards directly from a federal awarding agency. [\(2 CFR 200.1\)](#)

Subrecipient Versus Contractor

The district must determine, on a case-by-case basis, whether an entity receiving funds from the district as part of a federal funding program serves in a role of subrecipient or contractor. (2 CFR 200.331)

The

☐ ~~Superintendent~~

☐ Federal Programs Coordinator

☐ ~~Business Manager~~

☐ other _____

shall be responsible for analyzing the criteria listed in the chart below and evaluating the relationship with the entity based on the substance of the **relationship**, rather than the form of the agreement. The Federal Programs Coordinator may consult with the school solicitor or other qualified counsel in making such determination.

Subrecipient	Contractor
Purpose: To carry out a portion of the federal award and create a federal financial assistance relationship	Purpose: To obtain goods and services for the recipient's or subrecipient's own use and create a procurement relationship
Subrecipient Characteristics <i>Include but are not limited to when the entity -</i>	Contractor Characteristics <i>Include but are not limited to when the contractor -</i>
Determines who is eligible to receive what federal assistance	Provides the goods and services within normal business operations
Has its performance measured in relation to whether objectives of a federal program were met	Provides similar goods or services to many different purchasers
Has responsibility for programmatic decision making	Normally operates in a competitive environment
Is responsible for adherence to applicable federal program requirements specified in the federal award; and	Provides goods or services that are ancillary to the operation of the federal program; and

In accordance with its agreement, uses the federal funds to carry out a program for a public purpose specified in authorizing statute, as opposed to providing goods or services for the benefit of the pass-through entity	Is not subject to compliance requirements of the federal program as a result of the agreement, although similar requirements may apply for other reasons
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Qualification Verification

The district must verify that the subrecipient is not excluded or disqualified by: (2 CFR 180.300)

- **Checking SAM.gov;**
- **Collecting a certification from subrecipient; or**
- **Adding a clause or condition to the subaward.**

Subaward Notification and Information

After verification, the district shall notify subrecipients that they have been identified as a subrecipient and that the funding qualifies as a subaward. The district shall provide the subrecipient with the following information as specified at 2 CFR **200.332** regarding the federal funding award, and any subsequent changes:

1. Federal Award Identification information, including:
 - a. Subrecipient name (which must match the name associated with its unique entity identifier);
 - b. Subrecipient's unique entity identifier;
 - c. Federal Award Identification Number (FAIN);
 - d. Federal Award Date – **the date the federal agency officially signed the federal award or when an authorized alternative is reached with the recipient;**
 - e. Subaward Period of Performance Start and End Date;
 - f. **Subaward Budget Period Start and End Date;**
 - g. Amount of Federal Funds Obligated **in the subaward;**
 - h. Total Amount of Federal Funds Obligated to the subrecipient by the pass-through entity including the current **financial** obligation;

- i. Total Amount of the Federal Award committed to the subrecipient by the pass-through entity;
 - j. Federal award project description, as required **by** the Federal Funding Accountability and Transparency Act (FFATA);
 - k. Name of federal awarding agency, pass-through entity, and contact information for awarding official of the pass-through entity;
 - l. **Assistance Listing Title and Number**; the pass-through entity must identify the dollar amount made available under each federal award and the **Assistance Listing** Number at time of disbursement;
 - m. Identification of whether the award is **for research and development**; and
 - n. Indirect cost rate for the federal award (including if the de minimis rate is charged per **2 CFR 200.414** Indirect (F&A) costs).
2. All requirements **of the subaward including requirements imposed by** federal statutes, regulations and the terms and conditions of the federal award;
 3. Any additional requirements that the pass-through entity imposes on the subrecipient for the pass-through entity to meet its own responsibility to the federal awarding agency including **information and certifications** required **for submitting** financial and performance reports; (**2 CFR 200.415**)
 4. An approved indirect cost rate negotiated between the subrecipient and the federal government or, if no **approved** rate exists, either a rate negotiated between the pass-through entity and the subrecipient (**2 CFR 200.332**), or a de minimis indirect cost rate as defined in §200.414 Indirect (F&A) costs, paragraph (f). **The pass-through entity must not require the use of the de minimis indirect cost rate if the subrecipient has an approved indirect cost rate negotiated with the federal government. Subrecipients may elect to use the cost allocation method to account for indirect costs; (2 CFR 200.405)**
 5. A requirement that the subrecipient permit the pass-through entity and auditors to access the subrecipient's records and financial statements as necessary for the pass-through entity to **fulfill its monitoring requirements**; and
 6. Appropriate terms and conditions concerning closeout of the subaward.

Evaluation of Risk

The district shall evaluate each subrecipient's **fraud risk and** risk of noncompliance with law, regulations and the terms and conditions of the subaward to determine appropriate monitoring practices. (**2 CFR 200.332**)

The

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or designee shall be responsible for evaluating risk based on the following factors:

1. The subrecipient's prior experience with the same or similar subawards;
2. The results of previous audits, including whether the subrecipient receives a single audit and the extent to which the same or similar subaward has been audited **as a major program**;
3. Whether the subrecipient has new personnel, or new or substantially changed systems and processes;
4. The extent and results of any federal award agency's monitoring of the subrecipient.

The Federal Programs Coordinator or designee shall request adequate documentation from the subrecipient to conduct the evaluation of risk; such documentation may include, but shall not be limited to,

☐ audit reports

☐ financial reports

☐ policies and procedures

☐ detailed descriptions or users' guides of current systems and processes.

The district shall evaluate subrecipients for risk of noncompliance

☐ ~~annually.~~

☐ as specified in the legal agreement or contract.

Based on the results of the risk evaluation, the district may consider imposing specific conditions on implementation of the subaward and **shall notify the federal agency of the specific conditions**, in accordance with applicable law and regulations. (2 CFR 200.207, **200.332**)

Monitoring

The district shall monitor the **overall performance, including** implementation and activities of each subrecipient as necessary to ensure that the subaward is used for authorized purposes **and**

that the performance goals are achieved, in accordance with law, regulations and the terms and conditions of the subaward. The district shall notify subrecipients of monitoring requirements and may provide technical assistance to subrecipients in complying with monitoring requirements.

As part of the monitoring process, the district shall: (2 CFR 200.332)

1. Review financial and performance reports.
2. **Ensure that the subrecipient takes corrective action on all significant developments that negatively affect the subaward. Significant developments include Single Audit findings related to the subaward, other audit findings, site visits, and written notifications from a subrecipient of adverse conditions which will impact their ability to meet the milestones or the objectives of a subaward. When significant developments negatively impact the subaward, a subrecipient must provide the pass-through entity with information on their plan for corrective action and any assistance needed to resolve the situation.**
3. Issue a management decision for audit findings pertaining to the subaward provided to the subrecipient, in accordance with applicable law and regulations. (2 CFR 200.521)
4. **Resolve audit findings specifically related to the subaward. However, the pass-through entity is not responsible for resolving cross-cutting audit findings that apply to the subaward and other federal awards or subawards. If the subrecipient has a current Single Audit report and has not been excluded from receiving federal funding, the pass-through entity may rely on the subrecipient's cognizant agency findings. (2 CFR 200.513)**

Monitoring – Delegation of Responsibility

The

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or designee shall be responsible for the monitoring of subrecipients. Monitoring activities may include, but shall not be limited to:

1. **Providing training and technical assistance.**
2. Review of progress reports, financial reports and data quality.

3. On-site visits.
4. Review of federal or state debarment lists.
5. Review of other agreed-upon procedures specified in the legal agreement or contract. (2 CFR 200.425)

The district shall verify that subrecipients are audited as required by applicable law and regulations. (2 CFR **200.332**, 2 CFR 200.500-200.521, Pol. 619)

Follow-Up Actions –

The Federal Programs Coordinator or designee shall provide subrecipients with written documentation detailing their monitoring results and listing any identified deficiencies. The district shall consider whether the results of monitoring indicate the need to revise existing district policy and procedures **or the need to take other enforcement action. (2 CFR 200.332)**

The district may impose specific conditions on the subrecipient, in accordance with applicable law and regulations. (2 CFR 200.208)

The district shall require subrecipients to take immediate action on issues involving ineligible or illegal use of federal funding and notify the district of corrective action taken.

The district shall require subrecipients to develop a corrective action plan to address other identified deficiencies or noncompliance issues; such plan shall be submitted to the district

~~{ } within sixty (60) days,~~

~~{ } as soon as possible,~~

~~{ } as specified in the agreed-upon procedures,~~

and the district shall evaluate and monitor the activities taken by the subrecipient under the corrective action plan. The district may provide technical assistance and/or training to subrecipients in complying with corrective action requirements.

The Federal Programs Coordinator or designee shall maintain all documentation on monitoring of subrecipients, and corrective action taken during the monitoring process.

The district shall report issues of noncompliance to the appropriate federal agency where required by law, regulations, or requirements of the federal funding program.

Remedies for Noncompliance –

When monitoring activities identify issues of noncompliance that are not addressed through corrective action, the district may take the following actions: (**2 CFR 200.332, 200.339**)

1. Temporarily withhold payments, **until the recipient or subrecipient takes corrective action.**
2. Disallow or deny use of funds for all or part of the cost of the activity or action **associated with noncompliance of the recipient or subrecipient.**
3. Suspend or terminate the federal award in whole or in part.
4. Recommend that the federal agency initiate suspension and debarment proceedings.
5. Withhold further **federal funds (new awards or continuation of funding)** for the project or program.
6. Take other remedies legally available, in consultation with the school solicitor or other qualified counsel.

Record Retention

The

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☐ Federal Programs Coordinator

☐ ~~Business Manager~~

☐ other _____

shall ensure that all documentation regarding subrecipient identification, notification, evaluation, monitoring activities and corrective action is maintained in accordance with Board policy and procedures. (Pol. 800)

Records shall be retained in accordance with applicable law, regulations, specific requirements of the federal program and the district's records retention schedule. (**2 CFR 200.334-200.338**, Pol. 800)