Summary Board of Directors Meeting XVIII Minutes, April 7, 2026 2
Virtual Attendance 14
Trip - PJAS 15
KITCommunications Quote P58238-DTSD-HHS-Upgradetocurrentcabling 17
KITCommunicationsQuoteP58327L1-DTSD MS cabling 21
KITCommunicationsQuoteP58327L2-DTSD HS-cabling 25
Omega Ecycles - DTSD SOW 29
Raptor Technologies Quote - Derry Township - EM Only effective 7-1-2026 32
LinkIt-signed full agreement 35
SpecialEducationReport 50
SpecialEducation-FTE-Page-1 81
SpecialEducation-FTE-Page-2 107
SpecialEducation-Facilities-Page-1 122
SpecialEducation-Facilities-Page-2 138
Start letter here 151
CAIU - All-In March 2026 155

Derry Township School District
Board of Directors Meeting
April 7, 2026
Board of Directors Room 7:00 p.m.
Summary Minutes - XVIII

1. OPENING ITEMS

1.a. Call to Order

Minutes

The meeting was called to order by Ms. Drew at 7:00 p.m. The meeting was conducted both in-person and virtually.

1.b. Roll Call

Minutes

Members in Attendance: Lesa Brackbill, Joshua Cysyk, Lindsay Drew, Jennifer Renz, Honesta Romberger, Tracey Royo, Nicole Searfoss, and Christine Stickle

Members Absent: Stewart McCarver

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

Student Board Representatives in Attendance: Julia Aluquin, Anna Ardire, and Shaunak Dalal

Solicitor: David Walker

Staff/Public in Attendance In-Person: Jodie Dermo, Sarah Harmer, Jared Nicholson, Jesse Rawls, and Aaron Shuman

Staff/Public in Attendance Virtually: Lisa Balanda, Mark Balanda, Paige Dalto, and Melanie Heckel

1.c. Flag Salute

1.d. Approval of Board of Directors Agenda

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

Minutes

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

Vote Results

Yea:	8	Lesa Brackbill, Joshua Cysyk, Lindsay Drew, Jennifer Renz, Honesta Romberger, Tracey Royo, Nicole Searfoss, Christine Stickler
Nay:	0	

Abstain: 0
Not Cast: 1 Stewart McCarver

2. INFORMATIONAL AND PROPOSALS

2.a. President Communications

Minutes

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

- Informational Items
- Personnel

2.b. Recognition of Citizens (Agenda Items)

This is an opportunity for residents and taxpayers, attending either in person or virtually, to address the Board on matters related to the agenda. Those wishing to speak on matters not related to the agenda, an additional public comment period will be provided later in the meeting.

Each speaker is permitted up to 5-minutes of speaking time during each one of the public comment periods in order to provide other residents with an opportunity to speak. When necessary, the Board may set a maximum time for public comment. As a reminder, all public comments are part of the meeting's public record and minutes.

If attending in person, complete and turn in to the Board Secretary, Mrs. Agee, a registration form located on the sign-in table. When your name is announced, come to the microphone. If attending online, you must have registered individually with your full name and address. To be recognized, raise your virtual hand. For all speakers, once you are recognized, it is only necessary that you identify yourself by providing your full name.

Minutes

There were no citizens requesting recognition by the board.

2.c. Community Correspondence Report

Minutes

Ms. Harmer reported that there was a total of two submissions during the month of March.

2.d. Standing Committee Meeting Report

Minutes

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

- two textbook proposals - seeking a set of textbooks for each classroom and 6 year online access for students - approved for 30 day review
    - AP Human Geography
    - America Through the Lens 1877 to present
- AI in our district discussion - staff professional development opportunities for this over the summer

2.e. Student Representatives' Report

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

Minutes

Julia Aluquin, Anna Ardire, and Shaunak Dalal gave a report that included the following:

- Science Olympiad teams placed second in their divisions at the Regional Tournament
- four middle school students participated in the State MathCounts competition
- district electricians, carpenters, and utility staff offered a hands-on learning opportunity for students
- Mini-THON raised over $38,000
- National Librarians and Paraprofessional days
- held a voter drive
- Spanish Honor Society sold Pulsera Bracelets for struggling artists in Guatemala and other Latin American countries
- Regional Media and Design Competition - 6 first-place projects
- Link Crew will hold interviews for crew leaders
- Key Club's Walk for Clean Water event is Sunday

2.f. Anticipated Agenda Items for the Next Board of Directors Meeting

The following items will be on the Agenda for the next Public Board of Directors Meeting:

- Approval of April 7, 2026, Board of Directors Summary Minutes
- Students of the Month
- Staff Dev./Conferences:
    - Brian Buterbaugh - PMEA
    - Brandon Buterbaugh - PMEA
- Textbook Proposals:

- Pathways Listening, Speaking and Critical Thinking 1 - High School ELD
- Pathways Reading, Writing, and Critical Thinking 4 - High School ELD

- New Course Proposal:
  - Unified Music - High School Music
- Cartwheel Agreement
- Critical Response Group (CRGs) Proposal
- Sweger Bus Lines, Inc.
- Request for Proposal for Medical and Insurance Broker
- G.R. Sponaugle

3. UNFINISHED BUSINESS

3.a. Facility Projects Update

Minutes

Dr. Winslow shared the following:

- The stadium -
  - visitor side bleaches are up
  - today's track and field meet accommodated viewers
- The elementary project -
  - construction documents and bid release is on the agenda for approval
  - on target to break ground in mid to late June
  - video fly-through of the building available on the website

4. CONSENT AGENDA ITEMS

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

Minutes

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

Vote Results

Yea:	8	Lesa Brackbill, Joshua Cysyk, Lindsay Drew, Jennifer Renz, Honesta Romberger, Tracey Royo, Nicole Searfoss, Christine Stickler
Nay:	0	
Abstain:	0	
Not Cast:	1	Stewart McCarver

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

4.b. Approval of Field Trip/Excursion - PJAS

The Administration recommends the approval of the proposed overnight field trip/excursion as listed:

Group:	**Pennsylvania Junior Academy of Science (PJAS)**
Number of Participating Students:	9
Grade Level:	9-12
Destination:	State College, PA
Purpose:	2026 PJAS State Science Fair Competition
Departure:	5/17/26
Return:	5/19/26
Trip Leader:	Jason Sibbach, Jason Ambler, & Kimberly Haney

The District reserves the right to cancel the excursion based on events that could pose a heightened safety or security risk.

4.c. Request for the Use of School Facilities

The Administration recommends the approval of the following Requests for the Use of School Facilities:

Group:	**Ben and Tim Day Inc.**
Date/Time:	Wednesday, August 19, 2026, 3:30 p.m. - 9:00 p.m. (Set-up LGI, & Cafeteria) Thursday, August 20, 2026, 4:00 p.m. - 7:00 p.m. (Set-up LGI, & Cafeteria) Friday, August 21, 2026, 4:00 p.m. - 7:00 p.m. (Set-up LGI, & Cafeteria) Saturday, August 22, 2026, 6:30 a.m. - 1:00 p.m. (Cafeteria & Parking Lots)
Requested Facility:	High School LGI, Cafeteria, Restrooms, Access to Parking Lots (including Pebble Beach)
Event:	Set Up & Registration - Wednesday, Thursday, & Friday Registration, 5K, 1 Mile Fun Run - Saturday
Fee:	Custodian Fee: Saturday Only - $49.81 per hour - approx. $323.77

Group:	**Hershey Boys Basketball Booster Club**
Date/Time:	Saturday, February 13, 2027, 7:00 a.m. - 8:00 p.m. Sunday, February 14, 2027, 7:00 a.m. - 8:00 p.m.

Requested Facility:	High School, Middle School, & ECC Gym, Lobby Area & Restrooms
Event:	Chocolatetown Tournament
Fee:	Gym Rental Fee: $80 per hour, per gym (approximately $6,240) Custodian Fee: $46.03 per hour, per custodian (approximately $4,036.65) Total Fees: Per policy 707-AR-0, page 2, item 1. School-Related Organizations/Activities, paragraph 2. "Such organizations or groups shall be exempt from any facility use fee" Exempt Amount: $6,240.00 Total Custodian Fees: Approximately $4,036.65

Group:	**Hershey Soccer Club**
Date/Time:	Mondays April 1, 2026-May 29, 2026, 6:30 p.m. - 8:30 p.m.
Requested Facility:	HS Multi-Purpose Field A
Event:	Hershey Soccer Club Youth Program
Fee:	None

Group:	**Hershey Soccer Club**
Date/Time:	Saturday, May 23, 2026, 7:30 a.m. - 7:00 p.m. Sunday, May 24, 2026, 7:30 a.m. - 6:00 p.m.
Requested Facility:	322 Turf Field, HS Multi-Purpose Fields A & B, MS Upper Field A & MS Lower Field B, JV Baseball Outfield, Memorial Football Field/Track
Event:	Hershey Memorial Day Challenge Tournament
Fee:	322 Turf Field: $35.00 per hour (approximately $770.00) HS Multi-Purpose Fields A & B, MS Upper Field A & MS Lower Field B, JV Baseball Outfield, Memorial Football Field/Cinder Track:

$25 per hour/per field (approximately $3,300.00)
Custodian Fee: Per HESPA Contract & Policy
Total Field(s) Fee: $4,070.00 (approximately)
Total Custodian(s) Fee: $2,191.64 (approximately)
Total Fee(s) $6,261.64 (approximately)
FB Turf may not be available, price may adjust

4.d. Approval of Policy (New)
The Administration recommends the approval of the following new policy of the Derry Township School District Policy Manual which has been on public display for thirty-days in the Hershey Public Library, District Office, and the Derry Township School District Website:

- Policy 816 District Social Media

4.e. Approval of Policies
The Administration recommends the approval of the following policies of the Derry Township School District Policy Manual which have been on public display for thirty-days in the Hershey Public Library, District Office, and the Derry Township School District Website:

- Policy 218.1 Weapons
- Policy 105.2 Exemption from Instruction
- Policy 204 Attendance
- Policy 606 Tax Collection
- Policy 805.1 Relations with Law Enforcement Agencies
- Policy 805.2 School Security Personnel

4.f.KIT Communications Proposal - high school
The Administration recommends the approval of the KIT Communications Proposal for a cabling project at the high school.

4.g. KIT Communications Proposal - middle school
The Administration recommends the approval of the KIT Communications Proposal to update fiber infrastructure throughout the middle school.

4.h. KIT Communications Proposal - high school
The Administration recommends the approval of the KIT Communications Proposal to update fiber infrastructure throughout the high school.

4.i. Omega ECycles
The Administration recommends the approval of the Omega ECycles one year agreement for secure technology recycling services.

4.j. Raptor Technologies Agreement

The Administration recommends the approval of the Raptor Technologies Subscription Service Agreement for managing emergencies.

5. NEW BUSINESS

5.a. LinkIt

The Administration recommends the approval of LinkIt for an assessment platform offering a data warehouse and reporting dashboard.

Minutes

Following a motion by Dr. Cysyk and a second by Mrs. Renz, LinkIt was approved.

Vote Results

Yea:	8	Lesa Brackbill, Joshua Cysyk, Lindsay Drew, Jennifer Renz, Honesta Romberger, Tracey Royo, Nicole Searfoss, Christine Stickler
Nay:	0	
Abstain:	0	
Not Cast:	1	Stewart McCarver

5.b. Transportation - Sale of 4 Blue Bird Vision Diesel School Buses

The Administration recommends the board approve the sale of four (4) Blue Bird Vision Diesel School buses through the 422 Online Auction in May 2026.

Minutes

Following a motion by Dr. Cysyk and a second by Mrs. Renz the sale of 4 Blue Bird Vision Diesel School Buses was approved.

Vote Results

Yea:	8	Lesa Brackbill, Joshua Cysyk, Lindsay Drew, Jennifer Renz, Honesta Romberger, Tracey Royo, Nicole Searfoss, Christine Stickler
Nay:	0	
Abstain:	0	
Not Cast:	1	Stewart McCarver

5.c. Transportation - Purchase of New 2026 Model Ford Transit 10 Passenger School Van

The administration recommends the board approve the purchase of a new 2026 Model Ford Transit ten (10) passenger school van.

Minutes

Following a motion by Dr. Cysyk and a second by Mrs. Renz, the purchase of a new 2026 Model Ford Transit ten passenger school van was approved.

Vote Results

Yea:	8	Lesa Brackbill, Joshua Cysyk, Lindsay Drew, Jennifer Renz, Honesta Romberger, Tracey Royo, Nicole Searfoss, Christine Stickler
Nay:	0	

Abstain: 0
Not Cast: 1 Stewart McCarver

5.d. Approval of Derry Township School District Special Education Plan July 1, 2026 through June 30, 2029

The Administration recommends the approval of the Derry Township School District Special Education Plan July 1, 2026 through June 30, 2029. The proposed Comprehensive Plan has been on display on the Derry Township School District Website.

Minutes

Following a motion by Dr. Cysyk and a second by Mrs. Renz, the Derry Township School District Special Education Plan was approved.

Vote Results

Yea: 8 Lesa Brackbill, Joshua Cysyk, Lindsay Drew, Jennifer Renz, Honesta Romberger, Tracey Royo, Nicole Searfoss, Christine Stickler
Nay: 0
Abstain: 0
Not Cast: 1 Stewart McCarver

5.e. Construction Documents and Approval to Release for Bid

The Administration recommends the approval of authorization for Crabtree, Rohrbaugh & Associates to release bids of the Hershey Elementary School new construction project.

Minutes

Following a motion by Dr. Cysyk and a second by Mrs. Renz the authorization for Crabtree, Rohrbaugh & Associates to release bids of the Hershey Elementary School new construction project was approved.

Vote Results

Yea: 8 Lesa Brackbill, Joshua Cysyk, Lindsay Drew, Jennifer Renz, Honesta Romberger, Tracey Royo, Nicole Searfoss, Christine Stickler
Nay: 0
Abstain: 0
Not Cast: 1 Stewart McCarver

5.f. Personnel - Resignations

The Administration recommends the approval of the following resignations:

Professional Staff:

Reno, Eric
Social Studies Teacher
High School
Reason: Personal
Effective: 06/04/2026 (the end of the 2025-26 school year)

Minutes

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

Vote Results

Yea:	8	Lesa Brackbill, Joshua Cysyk, Lindsay Drew, Jennifer Renz, Honesta Romberger, Tracey Royo, Nicole Searfoss, Christine Stickler
Nay:	0	
Abstain:	0	
Not Cast:	1	Stewart McCarver

5.g. Personnel - General

1. The Administration recommends the approval of the following appointments and recognition of the following transfers:

Transfer of Classified Staff:

Brooks, Andre* (replacing Richard Holzman)
From: Custodian (2nd shift)
Middle School
To: Custodian
Early Childhood Center
Full-time, 8.0 hours per day
Salary: $21.53 per hour
Effective: 04/07/2026 (retroactive)

Holzman, Richard* (replacing Joseph Koons)
From: Custodian
Early Childhood Center
Full-time, 8.0 hours per day
Salary: $23.29 per hour
To: Utility Person/Custodian
District-wide
Full-time, 8.0 hours per day
Salary: $25.22 per hour
Effective: 03/24/2026 (retroactive)

Huang, Carly*
From: Food Service Worker
High School
Level A, 4.5 hours per day
Salary: $19.08 per hour
To: Substitute Food Service Worker
District-wide
Hours as needed

Salary: $15.60 per hour
Effective: 04/08/2026

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

Minutes

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

Vote Results

Yea:	8	Lesa Brackbill, Joshua Cysyk, Lindsay Drew, Jennifer Renz, Honesta Romberger, Tracey Royo, Nicole Searfoss, Christine Stickler
Nay:	0	
Abstain:	0	
Not Cast:	1	Stewart McCarver

6. DELEGATE REPORTS

6.a. CAIU

Minutes

The CAIU report is attached to the agenda. Dr. Cysyk shared that the IU had a presentation on an AI task force.

7. SPECIAL REPORTS

7.a. Board Members' Report

Minutes

There were no board members with a report to share.

7.b. Superintendent's Report

Minutes

Dr. Winslow gave a report that included the following:

- recognition of our librarians on National Librarian Day
- recognition of our paraprofessionals on National Paraprofessionals Day
- recognition of our assistant Principals during National Assistant Principals week
- district-wide testing season starts soon
- kindergarten registration starts tonight

7.c. Board President's Report

Minutes

Ms. Drew did not have a report to share.

8. RECOGNITION OF CITIZENS

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

Minutes

There were no citizens requesting recognition by the board.

9. ADJOURNMENT

Minutes

The meeting was adjourned at 7:27 p.m. following a motion by Dr. Cysyk and a second by Mrs. Renz.

Vote Results

Yea:	8	Lesa Brackbill, Joshua Cysyk, Lindsay Drew, Jennifer Renz, Honesta Romberger, Tracey Royo, Nicole Searfoss, Christine Stickler
Nay:	0	
Abstain:	0	
Not Cast:	1	Stewart McCarver

Respectfully submitted,

Michele Agee
Secretary to the Board
April 20, 2026

Lindsay Drew
Board President

April 7, 2026 Virtual Attendance
Lisa Balanda
Mark Balanda
Paige Dalto
Melanie Heckel

Derry Township School District

Request for Field Trip Form

Date Submitted: March 11, 2026

Name of Group, Class or Organization: Pennsylvania Junior Academy of Science (PJAS)

Teacher(s) or Advisor(s): Jason Sibbach, Jason Ambler, & Kimberly Haney

Destination: Penn State University, State College, PA

Transportation Provider: DTSD School Van

Date of Departure: May 17, 2026 Date of Return: May 19, 2026

Time of Departure: 1:30 PM Time of Return: 12:00 PM

Does this trip need board approval (overnight fieldtrip)? ☑ Yes ☐ No

Purpose of Trip: 2026 PJAS State Science Fair Competition

Number of Students Participating: 9 Grade level(s): 9-12

Curriculum Connections

1. PA STEELS Standards - Science as Inquiry
2. Creating and completing an experiment and analyzing results
3.

Names of All Staff Participating: (Check ☐ if a substitute teacher is required)

- ■ Jason Sibbach
- ■ Jason Ambler
- ■ Kimberly Haney
- ☐
- ☐
- ☐

Name of Volunteer Chaperones: (Check ☐ if clearances have been approved – Verify with Human Resources)

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Teacher(s) or Advisor(s) Signature: Jason Sibbach Date: 3/11/26

The Principal/Supervisor must have the emergency contact information and list of all participants prior to the date of the trip.

Field Trip Costs		Cost Per Student	Qty.	Student Subtotal	Cost Per Staff or Chaperone	Qty.	Staff / Chaperone Subtotal	Amount
A	Transportation	$ 14.14	8.00	$ 113.12	$ 11.01	2.00	$ 22.02	$ 135.14
B	Lodging	$ 0.00	0.00	$ 0.00	$ 0.00	0.00	$ 0.00	$ 0.00
C	Meals	$ 0.00	0.00	$ 0.00	$ 0.00	0.00	$ 0.00	$ 0.00
D	Registration/Entrance Fees	$ 190.00	8.00	$ 1,520.00	$ 210.00	3.00	$ 630.00	$ 2,150.00
E	Staff Substitutes	$170.00						$ 1,020.00
F	Other Expenses (List):	1 Student Day Package						$ 115.00
							Total Trip Expense (Add Amounts for Lines A - F)	$ 3,420.14

Field Trip Funding Sources		Fee	Qty.	Amount
G	Fees paid by Student/Family	$ 0.00	0.00	$ 0.00
H	Fees paid by Chaperone	$ 0.00	0.00	$ 0.00
I	PTO/Booster Club (specify) N/A			$ 0.00
J	Activity Account (specify) N/A			$ 0.00
K	Department Budget (specify) 10-1490-000-30-80-516-810			$ 3,285.00
L	Other (specify) 10-1490-000-30-80-516-580			$ 135.14
	Total Trip Funding (Add Amounts for Lines G - L)			$ 3,420.14

Total Trip Funding Must equal Total Trip Expense

Plan to cover costs for students with an economic hardship: N/A

Explanation if Funding Sources are less than Field Trip Costs: N/A

Approval/Disapproval

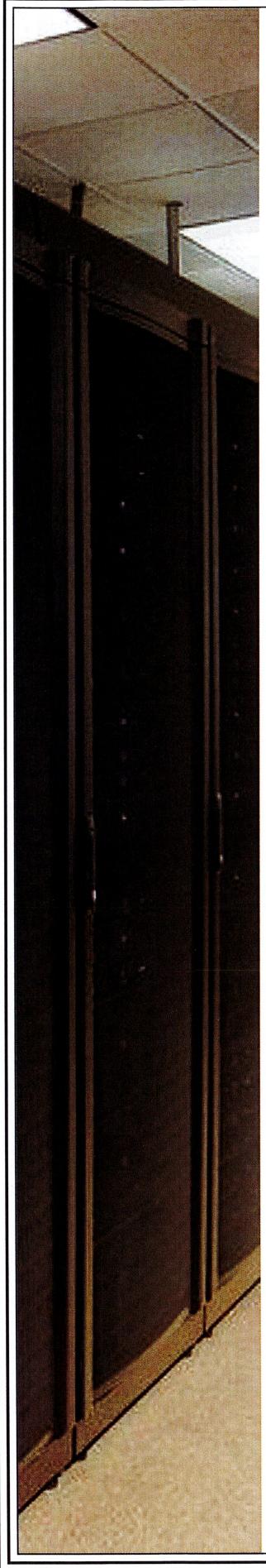
Building/Supervisor's Principal:	**Approved** Y	**Disapproved**
Assistant Superintendent for Curriculum & Instruction:	**Approved** X	**Disapproved**

Reason for Disapproval: _____

Principal's/Supervisor's Signature: [signature] Date Processed: 3/12/26

Superintendent's Signature: [signature] Date Processed: 3-16-26

Board Approval Date (if required): April 7, 2026



KIT COMMUNICATIONS
870 Tuck St. Lebanon, PA 17042
(PH) 717-685-8100 (FX) 717-427-1712
Sales@KIT-Communications.com

SDVOSB Service Disabled Veteran Owned Small Business CVE

Proposal

Derry Township School District

Proposal for:

Prepared by: **Jeffrey Sigle**

Proposal Date: **11/24/2025**
Valid for 30 days from proposal date

Summary

Cabling Project at High School

Proposal #: **P58238**

870 Tuck St. Lebanon, PA 17042 Sales@KIT-Communications.com Phone: 717-685-8100 Fax: 717-427-1712

Scope of Work

KIT COMMUNICATIONS proposes the following

KIT Communications will:

1. *Install 12 Strand Fiber, MM, 50/125 10 Gig OM4, Distribution, Plenum OFNP*
2. *Install 2 (one on each end) High Density Slide-Out Fiber Patch Panel with 3 Splice Trays.*
3. *Supply two Fiber Optic Patch Cable, LC to LC, 10 Gig Multimode 50/125 OM4*
4. *Terminate Fiber with LC connections as per clients request.*
5. *Test all wires and connections*

Notes:
***Client stated they wanted LC to LC for Fiber termination*
***Due to ongoing global supply chain fluctuations and government-imposed tariffs, manufacturer product prices are subject to change without prior notice. In the event of significant increases in material or import costs, adjustments may impact the quoted price. When you are ready to approve this quote, please contact me and I can update the quote or let you know the quote is still valid. We appreciate your understanding and continued partnership.*

Confidential and Proprietary Information of KIT Communications
and Derry Township School District.

870 Tuck St. Lebanon, PA 17042 Sales@KIT-Communications.com Phone: 717-685-8100 Fax: 717-427-1712

GENERAL CONDITIONS
KIT Network Cabling (the "Contractor")

1. LIMITED WARRANTY.
A. The Contractor warrants that the work shall be free from any defects in workmanship for a period of three hundred and sixty-five (365) days from the Completion Date. If the Customer fails to make payment when due under this Contract, then the warranty set forth in this paragraph will terminate and become null and void. All parts and materials furnished shall bear only the warranty, if any, of the manufacturer. The Contractor does not make any warranties, express or implied, with respect to the parts and materials.
B. THIS WARRANTY IS EXPRESSLY IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING THE WARRANTY OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. NO ORAL AGREEMENT, GUARANTEE, PROMISE, REPRESENTATION OR WARRANTY SHALL BE BINDING. IN NO EVENT WILL THE CONTRACTOR BE LIABLE FOR ANY SPECIAL, INDIRECT, INCIDENTAL OR CONSEQUENTIAL DAMAGES EVEN IF THE CONTRACTOR HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES AND EVEN IF THE CONTRACTOR HAS KNOWLEDGE THAT FAILURE TO PERFORM COULD CAUSE CONSEQUENTIAL ECONOMIC LOSSES. IN ANY EVENT CUMULATIVE DAMAGES FOR BREACH OF THIS CONTRACT WILL BE LIMITED TO THE AMOUNT ACTUALLY PAID TO THE CONTRACTOR UNDER THIS CONTRACT. THIS PARAGRAPH SHALL APPLY TO ALL ACTIONS RELATED TO THE GOODS AND SERVICES PROVIDED HEREUNDER, WHETHER BASED ON NEGLIGENCE, TORT, CONTRACT OR OTHER THEORIES. CUSTOMER ACKNOWLEDGES THAT THIS PARAGRAPH ALLOCATES THE RISK OF PRODUCT FAILURE BETWEEN THE CONTRACTOR AND CUSTOMER AND THAT THIS ALLOCATION IS REFLECTED IN THE PRICE PAID. NO ACTION ARISING OUT OF THIS AGREEMENT MAY BE BROUGHT BY CUSTOMER MORE THAN ONE (1) YEAR AFTER THE CAUSE OF ACTION HAS ACCRUED.

2. CHANGES IN THE WORK. All changes in the Work shall be authorized by a written Change Order signed by the Customer. All additional charges resulting from Change Orders shall be paid by the Customer in accord with the standard billing procedure.

3. CUSTOMER'S RESPONSIBILITIES. The Customer shall secure and pay for all necessary approvals, easements, assessments and charges required for the Work. The Customer will furnish all information required regarding the physical characteristics, legal limitations and utility locations for the site of the Work. The Customer is responsible for the security and protection of all completed Work and all equipment and materials which have been delivered to the site. The Customer shall secure and pay for all building permits and for all other permits and governmental fees, licenses and inspections necessary for the proper execution and completion of the Work.

4. INSURANCE. The Contractor shall purchase and maintain (a) worker's compensation insurance, and (b) insurance for claims for damages, other than to the Work itself, because of bodily injury or destruction of tangible property resulting from Contractor's negligence. The Customer shall be responsible for purchasing and maintaining the Customer's own liability insurance and at the Customer's option, may purchase and maintain such insurance as will protect the Customer against claims which may arise from operations under this Contract. The Customer shall purchase and maintain property insurance upon the entire Work at the site at the full insurable value thereof.

5. CONCEALED CONDITIONS. Should concealed conditions encountered in the performance of the Work below the surface of the ground or should concealed or unknown conditions in an existing structure be at variance with the conditions indicated by the Contract, or should unknown physical conditions below the surface of the ground or should concealed or unknown conditions in and existing structure of an unusual nature, differing materially from those ordinarily encountered and generally recognized as inherent in work of the character provided for in this Contract be encountered, the Contract Price Shall be equitably adjusted by Change Order upon claim by either party made within twenty (20) days after the first observance of the conditions. I the Contractor wishes to make a claim for an increase in the Contract Price, he shall give the Customer written notice thereof within twenty (20) days after the occurrence of the event giving rise to such claim. The notice shall be given by the Contractor before proceeding to execute the Work. No such claim shall be valid unless so made. If the Customer and the Contractor cannot agree on the amount of the adjustment in the Contract Price, it shall be determined by arbitration as provided hereafter. Any change in the Contract Price resulting from such claim shall be authorized by Change Order. The Customer shall indemnify the Contractor from any costs or liabilities arising out of damage to concealed utilities if the Customer has failed to inform the Contractor of the location of the concealed utilities.

6. COMMENCEMENT OF THE WORK AND DELAYS IN EXTENSION OF TIME. The contractor shall carry the Work forward expeditiously with adequate forces. If the Contractor is delayed at any time in the progress of the Work by any act or neglect of the Customer or any employee or separate contractor employed by the Customer, or by changes ordered in the Work, or by labor disputes, fire, unusual delay in transportation, adverse weather conditions not reasonably anticipatable, unavoidable casualties, or any causes beyond the Contractor's control, or by delay authorized by the Customer, then the Contractor shall not be responsible for any substantial delay in completion of the Work. Estimates, if any, of Completion Dates set forth in this Contract are estimates only, it being understood that time is not of the essence.

7. FINAL COMPLETION AND FINAL PAYMENT. Upon notice by the Contractor, the Customer will promptly make an inspection of the Work and prepare a list of items, if any, to be completed or corrected. The Contractor shall diligently proceed to complete or correct such items as are required under this Contract. Upon final completion, the Customer will pay the Contractor the final payment of the Contract. The making of a final payment shall constitute a waiver of all claims by the Customer except those arising from: (a) unsettled liens; or (b) faulty or defective work which is subject to the warranty contained in this Contract.

8. ACCESS TO THE SITE OF THE WORK. The Customer shall provide the Contractor with access to the Work area including ingress and egress. It will be the responsibility of the Customer to provide Contractor with adequate access for heavy trucks and construction materials. The Contractor is hereby released from all claims and damages which may occur to any curbs, sidewalks, driveways, shrubs, trees and lawns, it being the responsibility of the Customer to provide the Contractor with adequate access.

9. COST OF COLLECTION – ATTORNEY FEES. In the event that Customer fails to make payment when due, interest at the rate of one and one – half percent (1-1/2%) per month shall be added to all invoices. In the event that Customer defaults under this Agreement by failure to make payment when due, the Customer agrees to indemnify and pay contractor's reasonable attorney fees and costs of collection.

10. MISCELLANEOUS. All of the terms of this Agreement shall be binding upon, and inure to the benefit of, and be enforceable by, the parties hereto and their successors and assigns. This Agreement shall be construed and enforced in accordance with Pennsylvania law. The Customer agrees to submit to the jurisdiction of the Court of Common Pleas in and for Lebanon County and the United States District Court for the Middle District of Pennsylvania as to any matter not covered by the arbitration provisions of paragraph 6 of this Agreement. This Agreement represents the entire understanding of the parties hereto, supersedes all other and prior discussions and agreements between the parties hereto and may not be modified or amended, except by a written document designating specifically the terms and provisions so modified and amended and signed by the parties hereto.

Confidential and Proprietary Information of KIT Communications
and Derry Township School District.

870 Tuck St. Lebanon, PA 17042 Sales@KIT-Communications.com Phone: 717-685-8100 Fax: 717-427-1712

Authorization to Proceed

Payment Terms: Net 30 upon completion of scope above.
(Financing options available. Please contact your KIT Communications Estimator or call 717-685-8100)

Cabling Project at High School

Total Contract Price for Quote# P58238: $4,021.00 *(Plus sales tax as applicable)*

Having reviewed and understood the detailed Scope of Work as provided above, I do hereby authorize KIT Communications to proceed with providing the materials and equipment, and performing the scope of work as outlined. I certify that I am duly authorized to sign this agreement on behalf of Derry Township School District, and I understand that this authorization is binding and commits Derry Township School District to paying the Total Contract Price as per the Payment Terms above for these services rendered.

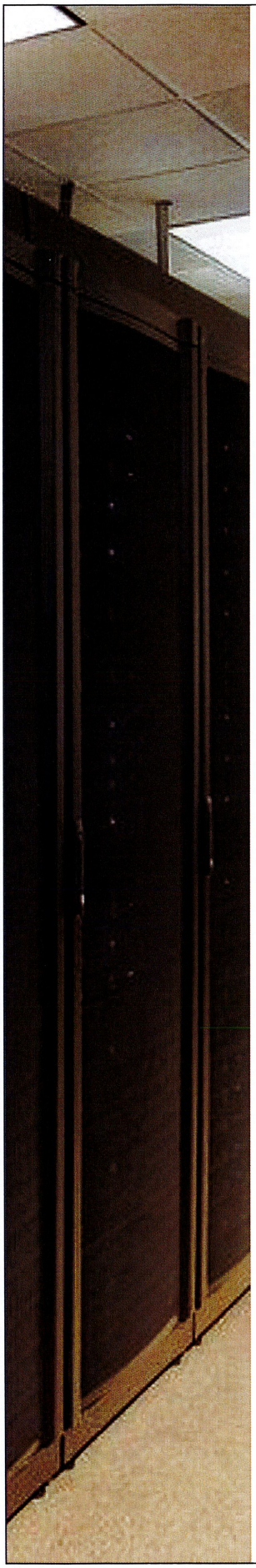
Signature: _____ Date: April 7, 2026

Name (print): Lindsay K. Drew Title: School Board President

For acceptance of this proposal please forward a signed and dated copy of this form to:

Jeffrey Sigle
KIT Communications
Desk: 717-306-8730
Cell: 717 725-9170
Email: JSigle@kit-communications.com

Confidential and Proprietary Information of KIT Communications and Derry Township School District.



KIT COMMUNICATIONS
870 Tuck St. Lebanon, PA 17042
(PH) 717-685-8100 (FX) 717-427-1712
Sales@KIT-Communications.com

SDVOSB Service Disabled Veteran Owned Small Business CVE

Proposal

Derry Township School District

Proposal for: Jared Nicholson

Prepared by: Matthew Bender

Proposal Date: 1/9/2026
Valid for 30 days from proposal date

Summary

P58327L1 -Derry Twp Middle school cabling

Proposal #: P58327L1

870 Tuck St. Lebanon, PA 17042 Sales@KIT-Communications.com Phone: 717-685-8100 Fax: 717-427-1712

Scope of Work

KIT COMMUNICATIONS proposes the following

KIT Communications will:

1. *Install 12 Strand Fiber, MM, 50/125 10 Gig OM4, Distribution, Plenum OFNP*
2. *Install 2 (one on each end) Rack Mount Fiber Distribution Patch Panel with Splice Trays, Slide-Out, FDU, 1U*
3. *Install 1Wall Mount Fiber Patch Panel, Double Door, 4 Adapter Capacity.*
4. *Install 3 FB24 Panel OM4 12 LC Aqua*
4. *Terminate Fiber with LC connections as per clients request. (see patch panels)*
5. *Test all wires and connections*

Notes:
***Client stated they wanted LC to LC for Fiber termination*
***Client stated to terminate and test, they will do the rest*

***Due to ongoing global supply chain fluctuations and government-imposed tariffs, manufacturer product prices are subject to change without prior notice. In the event of significant increases in material or import costs, adjustments may impact the quoted price. When you are ready to approve this quote, please contact me and I can update the quote or let you know the quote is still valid. We appreciate your understanding and continued partnership.*

Confidential and Proprietary Information of KIT Communications
and Derry Township School District.

870 Tuck St. Lebanon, PA 17042 Sales@KIT-Communications.com Phone: 717-685-8100 Fax: 717-427-1712

GENERAL CONDITIONS
KIT Network Cabling (the "Contractor")

1. LIMITED WARRANTY.
A. The Contractor warrants that the work shall be free from any defects in workmanship for a period of three hundred and sixty-five (365) days from the Completion Date. If the Customer fails to make payment when due under this Contract, then the warranty set forth in this paragraph will terminate and become null and void. All parts and materials furnished shall bear only the warranty, if any, of the manufacturer. The Contractor does not make any warranties, express or implied, with respect to the parts and materials.
B. THIS WARRANTY IS EXPRESSLY IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING THE WARRANTY OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. NO ORAL AGREEMENT, GUARANTEE, PROMISE, REPRESENTATION OR WARRANTY SHALL BE BINDING. IN NO EVENT WILL THE CONTRACTOR BE LIABLE FOR ANY SPECIAL, INDIRECT, INCIDENTAL OR CONSEQUENTIAL DAMAGES EVEN IF THE CONTRACTOR HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES AND EVEN IF THE CONTRACTOR HAS KNOWLEDGE THAT FAILURE TO PERFORM COULD CAUSE CONSEQUENTIAL ECONOMIC LOSSES. IN ANY EVENT CUMULATIVE DAMAGES FOR BREACH OF THIS CONTRACT WILL BE LIMITED TO THE AMOUNT ACTUALLY PAID TO THE CONTRACTOR UNDER THIS CONTRACT. THIS PARAGRAPH SHALL APPLY TO ALL ACTIONS RELATED TO THE GOODS AND SERVICES PROVIDED HEREUNDER, WHETHER BASED ON NEGLIGENCE, TORT, CONTRACT OR OTHER THEORIES. CUSTOMER ACKNOWLEDGES THAT THIS PARAGRAPH ALLOCATES THE RISK OF PRODUCT FAILURE BETWEEN THE CONTRACTOR AND CUSTOMER AND THAT THIS ALLOCATION IS REFLECTED IN THE PRICE PAID. NO ACTION ARISING OUT OF THIS AGREEMENT MAY BE BROUGHT BY CUSTOMER MORE THAN ONE (1) YEAR AFTER THE CAUSE OF ACTION HAS ACCRUED.

2. CHANGES IN THE WORK. All changes in the Work shall be authorized by a written Change Order signed by the Customer. All additional charges resulting from Change Orders shall be paid by the Customer in accord with the standard billing procedure.

3. CUSTOMER'S RESPONSIBILITIES. The Customer shall secure and pay for all necessary approvals, easements, assessments and charges required for the Work. The Customer will furnish all information required regarding the physical characteristics, legal limitations and utility locations for the site of the Work. The Customer is responsible for the security and protection of all completed Work and all equipment and materials which have been delivered to the site. The Customer shall secure and pay for all building permits and for all other permits and governmental fees, licenses and inspections necessary for the proper execution and completion of the Work.

4. INSURANCE. The Contractor shall purchase and maintain (a) worker's compensation insurance, and (b) insurance for claims for damages, other than to the Work itself, because of bodily injury or destruction of tangible property resulting from Contractor's negligence. The Customer shall be responsible for purchasing and maintaining the Customer's own liability insurance and at the Customer's option, may purchase and maintain such insurance as will protect the Customer against claims which may arise from operations under this Contract. The Customer shall purchase and maintain property insurance upon the entire Work at the site at the full insurable value thereof.

5. CONCEALED CONDITIONS. Should concealed conditions encountered in the performance of the Work below the surface of the ground or should concealed or unknown conditions in an existing structure be at variance with the conditions indicated by the Contract, or should unknown physical conditions below the surface of the ground or should concealed or unknown conditions in and existing structure of an unusual nature, differing materially from those ordinarily encountered and generally recognized as inherent in work of the character provided for in this Contract be encountered, the Contract Price Shall be equitably adjusted by Change Order upon claim by either party made within twenty (20) days after the first observance of the conditions. I the Contractor wishes to make a claim for an increase in the Contract Price, he shall give the Customer written notice thereof within twenty (20) days after the occurrence of the event giving rise to such claim. The notice shall be given by the Contractor before proceeding to execute the Work. No such claim shall be valid unless so made. If the Customer and the Contractor cannot agree on the amount of the adjustment in the Contract Price, it shall be determined by arbitration as provided hereafter. Any change in the Contract Price resulting from such claim shall be authorized by Change Order. The Customer shall indemnify the Contractor from any costs or liabilities arising out of damage to concealed utilities if the Customer has failed to inform the Contractor of the location of the concealed utilities.

6. COMMENCEMENT OF THE WORK AND DELAYS IN EXTENSION OF TIME. The contractor shall carry the Work forward expeditiously with adequate forces. If the Contractor is delayed at any time in the progress of the Work by any act or neglect of the Customer or any employee or separate contractor employed by the Customer, or by changes ordered in the Work, or by labor disputes, fire, unusual delay in transportation, adverse weather conditions not reasonably anticipatable, unavoidable casualties, or any causes beyond the Contractor's control, or by delay authorized by the Customer, then the Contractor shall not be responsible for any substantial delay in completion of the Work. Estimates, if any, of Completion Dates set forth in this Contract are estimates only, it being understood that time is not of the essence.

7. FINAL COMPLETION AND FINAL PAYMENT. Upon notice by the Contractor, the Customer will promptly make an inspection of the Work and prepare a list of items, if any, to be completed or corrected. The Contractor shall diligently proceed to complete or correct such items as are required under this Contract. Upon final completion, the Customer will pay the Contractor the final payment of the Contract. The making of a final payment shall constitute a waiver of all claims by the Customer except those arising from: (a) unsettled liens; or (b) faulty or defective work which is subject to the warranty contained in this Contract.

8. ACCESS TO THE SITE OF THE WORK. The Customer shall provide the Contractor with access to the Work area including ingress and egress. It will be the responsibility of the Customer to provide Contractor with adequate access for heavy trucks and construction materials. The Contractor is hereby released from all claims and damages which may occur to any curbs, sidewalks, driveways, shrubs, trees and lawns, it being the responsibility of the Customer to provide the Contractor with adequate access.

9. COST OF COLLECTION – ATTORNEY FEES. In the event that Customer fails to make payment when due, interest at the rate of one and one – half percent (1-1/2%) per month shall be added to all invoices. In the event that Customer defaults under this Agreement by failure to make payment when due, the Customer agrees to indemnify and pay contractor's reasonable attorney fees and costs of collection.

10. MISCELLANEOUS. All of the terms of this Agreement shall be binding upon, and inure to the benefit of, and be enforceable by, the parties hereto and their successors and assigns. This Agreement shall be construed and enforced in accordance with Pennsylvania law. The Customer agrees to submit to the jurisdiction of the Court of Common Pleas in and for Lebanon County and the United States District Court for the Middle District of Pennsylvania as to any matter not covered by the arbitration provisions of paragraph 6 of this Agreement. This Agreement represents the entire understanding of the parties hereto, supersedes all other and prior discussions and agreements between the parties hereto and may not be modified or amended, except by a written document designating specifically the terms and provisions so modified and amended and signed by the parties hereto.

Confidential and Proprietary Information of KIT Communications
and Derry Township School District.

870 Tuck St. Lebanon, PA 17042 Sales@KIT-Communications.com Phone: 717-685-8100 Fax: 717-427-1712

Authorization to Proceed

Payment Terms: Net 30 upon completion of scope above.
(Financing options available. Please contact your KIT Communications Estimator or call 717-685-8100)

P58327L1 -Derry Twp Middle school cabling

Total Contract Price for Quote# P58327L1: $12,547.00 *(Plus sales tax as applicable)*

Having reviewed and understood the detailed Scope of Work as provided above, I do hereby authorize KIT Communications to proceed with providing the materials and equipment, and performing the scope of work as outlined. I certify that I am duly authorized to sign this agreement on behalf of Derry Township School District, and I understand that this authorization is binding and commits Derry Township School District to paying the Total Contract Price as per the Payment Terms above for these services rendered.

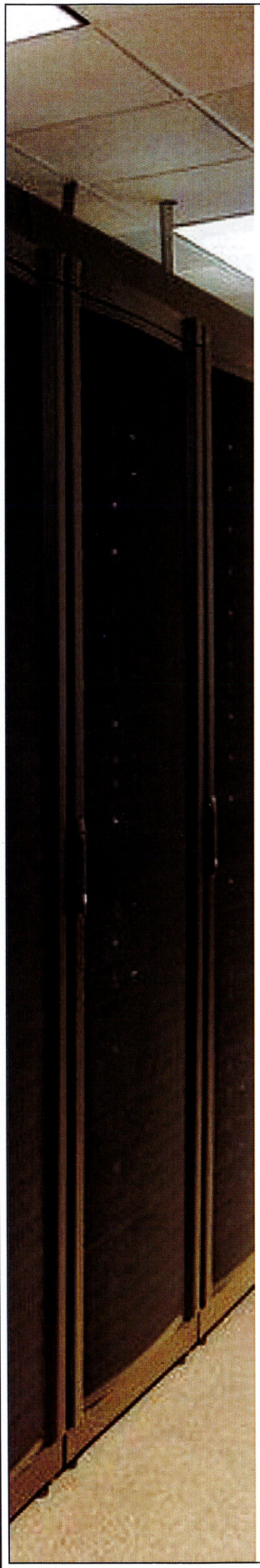
Signature: _____ Date: April 7, 2026

Name (print): Lindsay K. Drew Title: School Board President

For acceptance of this proposal please forward a signed and dated copy of this form to:

Matthew Bender
KIT Communications
Desk: 717-685-4826
Cell: 610-804-4205
Email: MBender@kit-communications.com

Confidential and Proprietary Information of KIT Communications and Derry Township School District.



KIT COMMUNICATIONS
870 Tuck St. Lebanon, PA 17042
(PH) 717-685-8100 (FX) 717-427-1712
Sales@KIT-Communications.com

Service Disabled Veteran Owned Small Business
SDVOSB
CVE

Proposal

Derry Township School District

Proposal for: Jared Nicholson

Prepared by: Matthew Bender

Proposal Date: 1/9/2026
Valid for 30 days from proposal date

Summary

P58327L2 - Derry Twp. High School - Cabling

Proposal #: P58327L2

870 Tuck St. Lebanon, PA 17042 Sales@KIT-Communications.com Phone: 717-685-8100 Fax: 717-427-1712

Scope of Work

1. *Install 12 Strand Fiber, MM, 50/125 10 Gig OM4, Distribution, Plenum OFNP*
2. *Install 6 Rack Mount Fiber Distribution Patch Panel with Splice Trays, Slide-Out, FDU, 1U*
3. *Install 10 FB24 Panel OM4 12 LC Aqua43.*
4. *Terminate Fiber with LC connections as per clients request (see patch panels)*
5. *Test all wires and connections*

Notes:
***Client stated they wanted LC to LC for Fiber termination*
***Client stated to terminate and test, they will do the rest*

***Due to ongoing global supply chain fluctuations and government-imposed tariffs, manufacturer product prices are subject to change without prior notice. In the event of significant increases in material or import costs, adjustments may impact the quoted price. When you are ready to approve this quote, please contact me and I can update the quote or let you know the quote is still valid. We appreciate your understanding and continued partnership.*

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and Derry Township School District.

870 Tuck St. Lebanon, PA 17042 Sales@KIT-Communications.com Phone: 717-685-8100 Fax: 717-427-1712

GENERAL CONDITIONS
KIT Network Cabling (the "Contractor")

1. LIMITED WARRANTY.
A. The Contractor warrants that the work shall be free from any defects in workmanship for a period of three hundred and sixty-five (365) days from the Completion Date. If the Customer fails to make payment when due under this Contract, then the warranty set forth in this paragraph will terminate and become null and void. All parts and materials furnished shall bear only the warranty, if any, of the manufacturer. The Contractor does not make any warranties, express or implied, with respect to the parts and materials.
B. THIS WARRANTY IS EXPRESSLY IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING THE WARRANTY OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. NO ORAL AGREEMENT, GUARANTEE, PROMISE, REPRESENTATION OR WARRANTY SHALL BE BINDING. IN NO EVENT WILL THE CONTRACTOR BE LIABLE FOR ANY SPECIAL, INDIRECT, INCIDENTAL OR CONSEQUENTIAL DAMAGES EVEN IF THE CONTRACTOR HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES AND EVEN IF THE CONTRACTOR HAS KNOWLEDGE THAT FAILURE TO PERFORM COULD CAUSE CONSEQUENTIAL ECONOMIC LOSSES. IN ANY EVENT CUMULATIVE DAMAGES FOR BREACH OF THIS CONTRACT WILL BE LIMITED TO THE AMOUNT ACTUALLY PAID TO THE CONTRACTOR UNDER THIS CONTRACT. THIS PARAGRAPH SHALL APPLY TO ALL ACTIONS RELATED TO THE GOODS AND SERVICES PROVIDED HEREUNDER, WHETHER BASED ON NEGLIGENCE, TORT, CONTRACT OR OTHER THEORIES. CUSTOMER ACKNOWLEDGES THAT THIS PARAGRAPH ALLOCATES THE RISK OF PRODUCT FAILURE BETWEEN THE CONTRACTOR AND CUSTOMER AND THAT THIS ALLOCATION IS REFLECTED IN THE PRICE PAID. NO ACTION ARISING OUT OF THIS AGREEMENT MAY BE BROUGHT BY CUSTOMER MORE THAN ONE (1) YEAR AFTER THE CAUSE OF ACTION HAS ACCRUED.

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4. INSURANCE. The Contractor shall purchase and maintain (a) worker's compensation insurance, and (b) insurance for claims for damages, other than to the Work itself, because of bodily injury or destruction of tangible property resulting from Contractor's negligence. The Customer shall be responsible for purchasing and maintaining the Customer's own liability insurance and at the Customer's option, may purchase and maintain such insurance as will protect the Customer against claims which may arise from operations under this Contract. The Customer shall purchase and maintain property insurance upon the entire Work at the site at the full insurable value thereof.

5. CONCEALED CONDITIONS. Should concealed conditions encountered in the performance of the Work below the surface of the ground or should concealed or unknown conditions in an existing structure be at variance with the conditions indicated by the Contract, or should unknown physical conditions below the surface of the ground or should concealed or unknown conditions in and existing structure of an unusual nature, differing materially from those ordinarily encountered and generally recognized as inherent in work of the character provided for in this Contract be encountered, the Contract Price Shall be equitably adjusted by Change Order upon claim by either party made within twenty (20) days after the first observance of the conditions. I the Contractor wishes to make a claim for an increase in the Contract Price, he shall give the Customer written notice thereof within twenty (20) days after the occurrence of the event giving rise to such claim. The notice shall be given by the Contractor before proceeding to execute the Work. No such claim shall be valid unless so made. If the Customer and the Contractor cannot agree on the amount of the adjustment in the Contract Price, it shall be determined by arbitration as provided hereafter. Any change in the Contract Price resulting from such claim shall be authorized by Change Order. The Customer shall indemnify the Contractor from any costs or liabilities arising out of damage to concealed utilities if the Customer has failed to inform the Contractor of the location of the concealed utilities.

6. COMMENCEMENT OF THE WORK AND DELAYS IN EXTENSION OF TIME. The contractor shall carry the Work forward expeditiously with adequate forces. If the Contractor is delayed at any time in the progress of the Work by any act or neglect of the Customer or any employee or separate contractor employed by the Customer, or by changes ordered in the Work, or by labor disputes, fire, unusual delay in transportation, adverse weather conditions not reasonably anticipatable, unavoidable casualties, or any causes beyond the Contractor's control, or by delay authorized by the Customer, then the Contractor shall not be responsible for any substantial delay in completion of the Work. Estimates, if any, of Completion Dates set forth in this Contract are estimates only, it being understood that time is not of the essence.

7. FINAL COMPLETION AND FINAL PAYMENT. Upon notice by the Contractor, the Customer will promptly make an inspection of the Work and prepare a list of items, if any, to be completed or corrected. The Contractor shall diligently proceed to complete or correct such items as are required under this Contract. Upon final completion, the Customer will pay the Contractor the final payment of the Contract. The making of a final payment shall constitute a waiver of all claims by the Customer except those arising from: (a) unsettled liens; or (b) faulty or defective work which is subject to the warranty contained in this Contract.

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10. MISCELLANEOUS. All of the terms of this Agreement shall be binding upon, and inure to the benefit of, and be enforceable by, the parties hereto and their successors and assigns. This Agreement shall be construed and enforced in accordance with Pennsylvania law. The Customer agrees to submit to the jurisdiction of the Court of Common Pleas in and for Lebanon County and the United States District Court for the Middle District of Pennsylvania as to any matter not covered by the arbitration provisions of paragraph 6 of this Agreement. This Agreement represents the entire understanding of the parties hereto, supersedes all other and prior discussions and agreements between the parties hereto and may not be modified or amended, except by a written document designating specifically the terms and provisions so modified and amended and signed by the parties hereto.

Confidential and Proprietary Information of KIT Communications
and Derry Township School District.

870 Tuck St. Lebanon, PA 17042 Sales@KIT-Communications.com Phone: 717-685-8100 Fax: 717-427-1712

Authorization to Proceed

Payment Terms: Net 30 upon completion of scope above.
(Financing options available. Please contact your KIT Communications Estimator or call 717-685-8100)

P58327L2 - Derry Twp. High School - Cabling

Total Contract Price for Quote# P58327L2: $15,671.00 *(Plus sales tax as applicable)*

Having reviewed and understood the detailed Scope of Work as provided above, I do hereby authorize KIT Communications to proceed with providing the materials and equipment, and performing the scope of work as outlined. I certify that I am duly authorized to sign this agreement on behalf of Derry Township School District, and I understand that this authorization is binding and commits Derry Township School District to paying the Total Contract Price as per the Payment Terms above for these services rendered.

Signature: _____ Date: April 7, 2026

Name (print): Lindsay K. Drew Title: School Board President

For acceptance of this proposal please forward a signed and dated copy of this form to:

Matthew Bender
KIT Communications
Desk: 717-685-4826
Cell: 610-804-4205
Email: MBender@kit-communications.com

Confidential and Proprietary Information of KIT Communications
and Derry Township School District.

STATEMENT OF WORK #1

This Statement of Work ("SOW") is entered into as of _____, 2026 ("Effective Date"), by and between Omega Data Security, LLC d/b/a Omega Ecycles ("Omega") and Derry Township School District ("District").

1. Term

This SOW shall commence on the Effective Date and remain in effect for one (1) year unless earlier terminated.
Either party may terminate with thirty (30) days written notice.

2. Scope of Services

Omega will:
- Pick up designated end-of-life electronics from District facilities.
- Provide chain-of-custody documentation at pickup.
- Remove and destroy HDDs/SSDs in compliance with applicable regulations.
- Record serial numbers of destroyed media.
- Provide Certificate of Destruction within fourteen (14) business days.
- Recycle/repurpose electronics in accordance with EPA regulations.

The District will:
- Coordinate scheduling through Omega's website "Schedule a Pickup" form.
- Consolidate equipment at designated pickup location.

3. Deliverables

- Transfer of Responsibility documentation at pickup.

• Certificate(s) of Destruction listing serial numbers.
• Certificate of Recycling.

4. Fees

Omega will not charge the District for standard electronic recycling services.
Specialty items or on-site shredding, if requested, may be quoted separately.

5. Changes in Scope

Any changes to the scope of services must be documented in a written amendment signed by both parties.

6. Point of Contact

Omega Contact:
Reesy Neff
CEO / Founder
717-814-4611
reesy@omegaecycles.com

District Contact:
_____
_____
_____

7. Other Terms

Except as modified herein, all other terms remain in full force and effect.

IN WITNESS WHEREOF

For Omega Data Security, LLC d/b/a Omega Ecycles:

Signature: _____

Name: Reesy Neff

Title: CEO / Founder

For Derry Township School District:

Signature: _____

Name: Lindsay K. Drew

Title: School Board President

RAPTOR TECHNOLOGIES
THE GOLD STANDARD IN SCHOOL SAFETY

PURCHASE AND SUBSCRIPTION SERVICES AGREEMENT
EFFECTIVE DATE: 7/1/2026
INITIAL TERM: 12 months

This Purchase and Subscription Services Agreement (the "Subscription Agreement") is made effective as of the Effective Date set forth above and is by and between Raptor Technologies, LLC, its subsidiaries, or affiliated entities (collectively referred to as "Raptor"), having offices at 2900 North Loop W, Suite 900, Houston, Texas 77092, and Derry Township School District ("Customer") having offices at 30A E Garanada Ave, Hershey, PA 17033. Each of Raptor and Customer are referred to as a "Party" and collectively as the "Parties.".
Capitalized terms used in this Subscription Agreement but not otherwise defined in this Subscription Agreement have the meanings set forth in the General Terms (defined below).
In consideration of the mutual covenants and conditions set forth below, Raptor and Customer agree as follows:
"Terms" means the subscription Agreement General Terms and Conditions, a copy of which can be found at
https://raptortech.com/Raptor_Technologies_General_Terms_and_Conditions.pdf
(the "General Terms") and the Subscription Agreement Service-Specific Terms and Conditions, a copy of which can be found at
https://raptortech.com/Raptor_Technologies_Service_Specific_Terms.pdf
Access Grant to Raptor Technology. Subject to Customer's compliance with the Agreement, Raptor grants to Customer a non-exclusive, non-transferable, non-sublicenseable, revocable right to access the Raptor Platform for the purpose of using the Raptor Technology purchased during the applicable Term purchased under this Subscription Agreement.
Fees. Customer will pay to Raptor the fees which may include the Annual Software Access Fee and Annual Subscription Services Fees ("Annual Subscription Fees ") and one-time purchases of equipment, supplies and services as set forth in the attached Quote and on an invoice during the Term. For an annual subscription billing during the Term, the Annual Subscription Fee may be increased from the previous annual period by the higher of the change in the CPI Index for the preceding 12 months or five percent (5%).
This transaction is not a GSA Schedule sale unless otherwise specified in the Quote or on the Invoice.
Payment Terms.

Fees are due and payable within Net 60 days of Customer's receipt of the applicable Invoice. All amounts payable by Customer to Raptor hereunder are exclusive of any sales, use and other taxes or duties, however designated (collectively "Taxes"). Customer will be solely responsible for payment of any Taxes, except for those taxes based on the income of Raptor. Customer will provide Raptor its state-issued Direct Pay Exemption Certificate (or equivalent certificate), if applicable, upon execution of this Agreement. In the event an applicable taxing authority, as a result of an audit or otherwise, assesses additional Taxes at any time, Customer and not Raptor will be solely responsible for payment of such additional Taxes and all costs associated with such assessment, including without limitation, interest, penalties, and attorney's fees. Customer will not withhold any Taxes from any amounts due Raptor. Should Customer be required under any applicable law or regulation, to withhold or deduct any portion of the payments due to Raptor hereunder, then the sum due to Raptor will be increased by the amount necessary to yield to Raptor an amount equal to the sum Raptor would have received had no withholdings or deductions been made.

Customer acknowledges and agrees that it has reviewed the Subscription Agreement, the Terms and all documents comprising the Agreement, prior to the execution of this subscription Agreement.

BY SIGNING BELOW, EACH PARTY REPRESENTS IT HAS READ AND AGREES TO BE BOUND BY THESE TERMS AND CONDITIONS.

RAPTOR TECHNOLOGIES, LLC	Derry Township School District
Signed: _____	Signed: Stacy L. Winslow
Name: _____	Name: Stacy L. Winslow
Title: _____	Title: Superintendent
Date: _____	Date: May 12, 2026

RAPTOR TECHNOLOGIES
THE GOLD STANDARD IN SCHOOL SAFETY

Quote #:	Q-117588-1
Effective Date:	7/1/2026
Date:	1/8/2026 9:08 AM
Expires On:	5/29/2026
Payment Terms:	Net 60
Federal Tax ID #:	45-4914152

To:
Derry Township School District
PO Box 898
Hershey, PA 17033
United States

From:
Dillon Howland
dhowland@raptortech.com
2818960788

Subscription Term: 12 Months **Billing Frequency:** Annual

One-time Costs

PRODUCT	DESCRIPTION	UNIT PRICE	QTY	TOTAL YEAR-1 PRICE
Raptor Connect	Allows configuration for external systems to connect to Raptor Alert through a bi-directional API.	USD 0.00	1	USD 0.00
Emergency Management Implementation	One-time implementation fee (per site license).	USD 370.00	4	USD 1,480.00
Emergency Management Basic Training	Remote Training for Emergency Management.	USD 2,625.00	1	USD 2,625.00
			One-time Costs SUBTOTAL:	USD 4,105.00
			One-time Costs TOTAL:	USD 4,105.00

Raptor Recurring Costs

PRODUCT	DESCRIPTION	UNIT PRICE	QTY	TOTAL YEAR-1 PRICE
Raptor Emergency Management	Raptor Emergency Management Suite Annual Access Fee (per site license). Includes Raptor Alert, Raptor Link, Drill Manager, Accountability and Reunification. Renewal Fee is due on the anniversary month of purchase. Raptor technical support is included.	USD 2,310.00	4	USD 9,240.00
			Raptor Recurring Costs SUBTOTAL:	USD 9,240.00
			Raptor Recurring Costs TOTAL:	USD 9,240.00

SUBTOTAL:	USD 13,345.00
TOTAL:	USD 13,345.00

RECURRING COSTS IN THIS QUOTE: USD 9,240.00

Quote Notes:
Raptor Emergency Management for 4 Derry Township schools. Net60 Terms.
Subscription Term: 12 months
Promo Term: months
Total Initial Term: 12 months

TERMS AND CONDITIONS FOR NEW AND EXISTING CUSTOMERS:

By making a payment based on this Quote and/or submitting a Purchase Order for any products or services provided by Raptor Technologies, LLC (or any affiliate), the general terms available at **https://raptortech.com/Raptor_Technologies_General_Terms_and_Conditions.pdf**, including applicable additional terms linked or referenced therein (collectively, the "Terms"), shall apply to such products or services, unless: (a) the parties have otherwise entered into a separate agreement with terms applicable to the use of such products or services or (b) the parties are subject to a purchasing cooperative which includes terms applicable to the use and provision of such products and services. In the event of any doubt, the Terms shall govern. The Terms may be updated from time to time by Raptor.

You may sign electronically; or you may print, sign and scan all pages of the document and email to **dhowland@raptortech.com** or fax to 713-880-2577.

Issuing a purchase order for payment? Please email to **dhowland@raptortech.com**.

Remit check payments to: Dept. 141, P.O. Box 4458, Houston, TX 77210-4458.

For any other questions, email **dhowland@raptortech.com**.

To order additional or replacement equipment and supplies with a credit card, visit **www.shop.raptortech.com**.

LinkIt!

Software License Agreement

This Software License Agreement (this "Agreement") is made and entered into as of the 1st day of July 1, 2026 (the "Effective Date") by and between Advanced Assessment Systems, Inc. (d/b/a LinkIt), having an address of 150 W. 22nd St, 4th Floor, NY, NY 10011 ("Licensor"), and Derry Township School District ("Licensee").

WHEREAS, Licensor is the publisher of the *Linkit!*™ Assessment Management and Analytics Platform (the "Software"), which enables the following core functions:

1. Development and management of K-12 assessments in all subject areas;
2. Assignment and delivery of assessments to students either online or via plain paper bubble sheets;
3. Generation of detailed diagnostic reports at all levels, including individual student, classroom, school, and district-wide information;
4. Linking of individual assessment items to standards, skills, difficulty and other analysis categories used for progress monitoring and performance evaluation;
5. Delivery of assessment content from a variety of sources, including content from Licensor, 3rd party publishers and user-generated content;
6. Direct connections from assessment data to instructional resource library;
7. Authoring and delivery of a variety of assessment item types, including technology-enhanced item types (TEIs);
8. Customization of the test-taking environment with preferences such as highlighting and drawing tools, various tool and symbol palettes and onscreen manipulatives;
9. Automatic scoring of most assessment item formats;
10. Comprehensive report generation and customization for the purpose of data disaggregation.

WHEREAS, Licensee desires to license the Software from Licensor for use in the Licensee's school(s); and

WHEREAS, Licensor is willing to grant such license and to perform duties with respect to the Software, and Licensee is willing to accept such license, subject to the terms and conditions of this Agreement.

1. *LINKIT!*™ PRODUCT DESCRIPTION

A. Linkit!™ is a web-based data capture and analytics platform that may only be accessed by authorized users within the Licensee's organization, subject to the terms of this Agreement. Student performance data is stored on a secure remote server (a Microsoft SQL Server Database or its equivalent). Students, teachers and administrators can access the Software from any computer with an Internet connection, subject to the minimum technology requirements (available upon written request).

2. GRANT OF LICENSE/TERM

A. Licensor hereby grants Licensee a non-exclusive, non-transferable, non-sublicensable, limited license to utilize the Software, including all future upgrades provided by Licensor, subject to earlier termination or renewal pursuant to the terms hereof.

The term of this Agreement shall be for a period of one (1) year commencing on the Effective Date (the "Initial Term").

B. Ownership of the Software shall remain vested in Licensor. Nothing in this Agreement shall be construed as transferring ownership of any intellectual property rights of Licensor in the Software to Licensee. Licensee will not copy, reverse engineer or decompile the Software, access the source or object code, other than as specifically permitted under this Agreement. Licensee will not create any copyrightable derivative works of the Software and waives all rights it may acquire in any such works and assigns to Licensor any such rights Licensee may acquire in any such works.

C. This Agreement may be terminated prior to the end of the Term as follows:

(1) At any time by mutual written agreement of the parties;

(2) By either party if the other party commits any material breach of its obligations hereunder and fails within fifteen (15) days of written notice to cure the same. Any such termination shall be without prejudice to any other rights that may have accrued to it hereunder; or

(3) By either party immediately by written notice if the other party files a petition in bankruptcy, goes into liquidation, admits that it is insolvent, makes an assignment for the benefit of creditors, or has a petition in bankruptcy or receivership filed against it and such petition is not dismissed within thirty (30) days following filing.

D. In addition to this Section 2, the obligations set forth in Sections 5, 6, 7, 9, 10 and 11 shall survive termination of this Agreement and shall bind the parties and their legal representatives, successors, heirs and assigns.

3. SUPPORT SERVICES

Licensor agrees to provide the software maintenance and support services set forth on Appendix A attached hereto.

4. PAYMENT/COST PROPOSAL

Please refer to per annual licensing fees as well as training/start up data integration costs in appendix B. Licensee will pay Licensor within 60 days following execution of this Agreement or any extension thereof (whether automatic extension or otherwise), or in accordance with a validly issued purchaser order, whichever is first. Prior to expiration of the Term, Licensor will provide a renewal quote to Licensee for the annual licensing fees as well as any other costs due under any Renewal Term.

5. CONFIDENTIALITY

A. Licensee hereby acknowledges and agrees all or a portion of the Software materials are subject to copyright protection of the Licensor and/or other intellectual property rights of Licensor. The Licensee agrees that it will not share in any way the Software materials, including, but not limited to, test items, proposals and training materials, provided under this Agreement with any party that is not privy to this Agreement.

B. Each party acknowledges that during the Term the other party may disclose confidential and proprietary business or technical information concerning the subject matter hereof to the other party. The receiving party agrees to hold such information in confidence and employ reasonable precautions (at least as protective as the precautions it uses to protect its own confidential information) to protect the disclosing party's confidential information from unauthorized duplication, use or disclosure. "Confidential information" subject to these provisions shall not include information that the receiving party can establish (i) was known to the receiving party prior to disclosure hereunder without an obligation of confidentiality; (ii) was obtained by the receiving party from a third party having the right to disclose it; (iii) was or became generally available to the public without violation of this Agreement; (iv) was disclosed with the written authorization of the disclosing party; or (v) was developed by the receiving party independent of any reference to the information and independent of the participation of any person who had access to the information. Licensor will only disclose Confidential Information to its authorized subcontractors, agents, consultants and auditors (collectively "Third Parties") on a "need to know" basis and only provided that all such subcontractors, agents, consultants and auditors have executed written confidentiality obligations requiring them to abide by commitments similar in scope to which Licensor is committing itself under this Section 5B.

6. REPRESENTATIONS AND WARRANTIES

A. The Licensor represents and warrants to the Licensee that:

(1) It controls or has rights to all texts, art and photographs contained in the *Linkit!*™ Software Program; and

(2) It has the authority to license such rights to the Licensee on a non-exclusive basis.

B. Each party hereby represents and warrants to the other that:

(1) It has all requisite corporate power and authority (or if a party is not a corporation, such party represents and warrants that it has sufficient power and authority under its organizational documents or agreements) to enter into this Agreement and to carry out the transactions contemplated hereby;

(2) The execution, delivery, and performance of this Agreement and the consummation of the transactions contemplated hereby have been duly authorized by all requisite corporate (or, as applicable, other entity) action on the part of such party;

(3) This Agreement has been duly executed and delivered by such party and (assuming the due authorization, execution, and delivery hereof by the other party) is a valid and binding obligation of such party and enforceable against it in accordance with its provisions; and

(4) Its entry into this Agreement does not violate or constitute a breach of any agreement to which it is a party or otherwise bound.

7. DATA SECURITY & RETENTION

A. The Licensor represents and warrants to the Licensee that it will not sell, share, distribute or otherwise grant access to any confidential and personally identifiable student information to any third party without the explicit written consent of the Licensee, unless such third party is a contractor or subcontractor of Licensor, and Licensor will be responsible for such third party's maintaining the confidentiality requirements and privacy statement obligations as Licensor with respect to such confidential and personally identifiable student information.

B. Licensor's security policy prohibits unsecure transfer of student data. Licensee agrees to convey student data to Licensor only via authorized templates and secure, authenticated, transfer methods, including, but not limited to the LinkIt! API (documentation available at api.linkit.com) and secure FTP (SFTP) transfer.

C. The parties acknowledge that (a) the student data may include personally identifiable information ("PII data") from education records that are subject to FERPA ("FERPA Records"); and (b) to the extent that student data includes FERPA RecordsLicensor will be considered a "School Official" (as that term is used in FERPA and its implementing regulations) and will comply with FERPA as required.

D. Upon receipt of a duly authorized written request by Licensee, Licensor shall purge all PII data from its database pertaining to the Licensee's account within ten (10) business days. Upon written request by Licensee, an export of such data may be provided for an additional fee.

E. In the event that this Agreement is i) terminated prior to the expiration of the Initial Term or any extension thereof, or ii) not renewed upon expiration of the initial Term or any Renewal Term thereof, Licensor shall purge all PII data pertaining to the Licensee's account within sixty (60) days of termination.

F. Both parties acknowledge that once such PII data is purged pursuant to 7D or 7E above, such data shall be considered permanently deleted. Licensee further acknowledges that termination or failure to renew this Agreement may result in the irrecoverable deletion of its data by Licensor and that Licensor shall bear no responsibility for such data loss. Notwithstanding the foregoing, student data that obscures any PII data therefrom in a way that removes or minimizes the risk of disclosure of the PII data may be used by Licensor for the purposes of development, research, marketing and improvement of educational sites, services, or applications, as any other member of the public or party would be able to use de-identified data pursuant to 34 CFR 99.31(b).

8. COPYRIGHTED MATERIALS

A. Licensee explicitly acknowledges that it will secure permission from any applicable 3rd parties prior to uploading copyrighted materials to Licensor's Software.

B. Licensee acknowledges that it may elect to participate in optional Licensor service offerings such as LinkIt! *Prime,* either as part of this Agreement or extensions thereof, in which Licensor staff members may upload materials provided by Licensee directly to the Licensor's Software for use by authorized users in Licensee's organization. Licensee agrees to secure and represents and warrants that it has received written permission from copyright holders *prior* to conveying such materials to Licensor for uploading.

C. Whether uploaded directly by Licensee or by Licensor as part of a service offering, in no case will Licensor offer copyrighted materials to any 3rd party that is not a party to this Agreement without the explicit written consent of Licensee, nor will Licensor seek to monetize these materials by charging Licensee's users (or any other users) for access to the uploaded content.

D. In the event that Licensee receives notification that copyrighted material has been posted to Licensor's platform without proper permission, Licensee agrees to a) provide Licensor with written evidence of permission, or B) promptly remove all such materials and hold Licensor harmless against any 3rd party claims resulting from the unauthorized posting of content. Licensee further agrees not to seek remuneration or reimbursement of any fees in the event that such content is removed from the Software.

9. LICENSEE CREATED CONTENT

A. As between Licensor and Licensee, all content uploaded or otherwise placed on or entered into the Software by or on behalf of Licensee ("Licensee Content") belongs solely to Licensee (or those parties who licensed Licensee to use it).

B. Licensor agrees that it shall not make any use of Licensee Content except for the limited purpose of assisting Licensee with Licensee's use of the Software, nor shall it provide access to Licensee Content to anyone who is not either (a) an employee or authorized user of Licensee or (b) an employee, consultant or agent of Licensor who is assisting Licensee with the use of the LINKIT platform.

C. Upon the expiration or termination of this Agreement, Licensor will remove all of Licensee Content from the Software.

10. DISCLAIMER OF WARRANTIES

Except as specifically provided herein, each party disclaims all warranties, whether express, implied or statutory, including all implied warranties of merchantability, non-infringement and fitness for a particular purpose. In addition, Licensor does not warrant that the Software shall operate in combinations other than as specifically specified in writing by Licensor or that the operation of the Software shall be uninterrupted or error-free.

11. LIMITATION OF LIABILITY

In no event shall either party or its suppliers be liable for any special, indirect or consequential loss or damage arising out of or in any way relating to this Agreement, including, but not limited to, economic loss, loss of profits, loss of opportunity, even if such party has been advised of the possibility of such damages. The limitation of liability provided in this Section 11 shall apply even if the warranties provided in Section 6 fail of their essential purpose. Notwithstanding the foregoing, nothing in this Agreement shall operate to exclude or restrict either party's liability for: (i) death or personal injury resulting solely from the negligence of the defaulting party; (ii) breach of any applicable legislation; (iii) the fraud or willful default of the defaulting party; or (iv) the indemnification and third party consent obligations.

12. ASSIGNMENT

This Agreement may be assigned to a third party by the Licensor under the same terms and conditions contained herein. Licensee may not assign this Agreement to any third party without the prior written consent of Licensor. This Agreement shall be binding up and inure to the benefit of the parties hereto and their respective heirs, legal representatives, successors and assigns.

13. NOTICES

All notices, consents and other communications required or permitted under this Agreement shall be in writing and sent by electronic mail, registered or certified mail, postage prepaid, transmitted by facsimile transmission confirmed by mail as set forth above or sent by overnight courier (if delivery is confirmed by the courier) to the addresses indicated on the first page of

this Agreement, or such other address as either party may indicate by at least ten (10) days prior notice to the other party.

14. ENTIRE AGREEMENT AND AMENDMENT

This Agreement sets forth the entire agreement and understanding between the parties relating to the subject matter hereof, and supersedes any prior agreement entered into between such parties relating to the subject matter hereof. This Agreement shall be binding on the parties and their respective successors and assigns. No modification of any of the terms of this Agreement will be valid unless in writing and signed by both parties.

15. WAIVER AND SEVERABILITY

The failure of a party to require performance by the other party of any provision hereof shall not affect the right to require performance at any time thereafter, nor shall the waiver by either party of a breach of any provision hereof be taken or held to be a waiver of the provision itself. If any provision of this Agreement is held to be invalid or unenforceable, the remaining provisions of this Agreement shall remain in full force and the invalid or unenforceable provision shall be changed and interpreted to best accomplish the provision within the limits of the law.

16. GOVERNING LAW AND JURISDICTION

This Agreement shall be deemed to have been entered into in the State of Pennsylvania and subject to the laws applicable to agreements executed and/or performed therein. Each party hereby agrees to submit to the exclusive *in personam* jurisdiction of the courts of the State of Pennsylvania for the resolution of all disputes between them, or, if jurisdictional prerequisites exist at the time, to the sole and exclusive *in personam* jurisdiction of the Superior Courts of the State of Pennsylvania.

17. COUNTERPARTS

This Agreement may be executed simultaneously in two or more counterparts, each of which shall be considered an original, but all of which together shall constitute one and the same instrument.

18. RELATIONSHIP OF THE PARTIES

This Agreement does not constitute a partnership, joint venture or any other agency relationship or employment relationship between the Licensor and the Licensee.

*****

[SIGNATURES ON NEXT PAGE]

IN WITNESS WHEREOF, the parties hereto have caused this Software License Agreement to be duly executed on the date and year first above written.

LICENSOR:
LinkIt!

By:_____
Name: Ryan Winter
Title: CEO & President

LICENSEE:

By:_____
District: Derry Township School District
Name: Lindsay K. Drew
Title: School Board President

APPENDIX A

Support Services

Licensor will: (i) provide maintenance and support for the Software ("Maintenance Services"), (ii) provide data and data support relating to the Software ("Data Services") and (iii) provide operations to effect the Maintenance Services and the Data Services, as follows:

1. MAINTENANCE SERVICES

1.1 SCOPE OF SERVICES

(a) The following are the Maintenance Services that will be provided by Licensor in connection with the Software:

Licensor shall:

(i) develop and provide corrections, changes, or workarounds ("Corrections") for any defects, errors, or malfunctions in the Software, (collectively, "Defects"), discovered by Licensee or Licensor, on a timely basis, given the nature and scope of the Defect;

(ii) provide to Licensee all improvements, modifications enhancements ("Improvements", which term will not include improvements, modifications or enhancements (A) that contain significant new or improved functionalities available only through an upgrade to a paid version of LinkIt! Software or (B) that are developed by Licensor specifically for its other customers that are specific to the systems, content or software of such other customers and which Licensor does not have the right to license to its licensees) to the Software that Licensor shall make or acquire from time to time and which Licensor makes available to its licensees generally; and

(iii) provide Licensee any upgrade releases ("Upgrade Releases") to the Software and all new Versions and Releases of the Software that Licensor makes available to its licensees generally; provided, however, that if any such Version or Release contains significant new or improved functionalities, Licensor shall have the right to make such Version or Release available to Licensee only upon the payment of additional license fees, or upon such other terms as the Licensor requires of its licensees generally therefore. "Versions" shall be designated by a change in the digits to the left of the decimal point, and "Releases" shall be designated by a change in the digits to the right of the decimal point.

(b) All computer programs delivered pursuant to the Maintenance Services shall be considered "Software" and subject to all the terms and conditions of the License Agreement.

(c) Licensor shall provide Maintenance Services directly to approved representatives of Licensee ("Power Users") but not to individual End Users such as teachers. Power Users will be the primary point of contact from the Licensee and will receive at minimum two (2) hours of additional training on various aspects of the Software.

(d) Licensor shall at all times provide Maintenance Services for at least the current Release of the Software; provided that such Release is available via auto-update upon launching the Software. In the event that such release is not available via auto-update upon launching the Software, Licensor shall be obligated to maintain a previous Release for a minimum sixty (60) days after the current Release was made available to Licensee.

1.2 BASIC MAINTENANCE

The Licensor shall maintain a technical support entry point via toll-free telephone and email address, which will be staffed by knowledgeable persons capable of providing technical assistance regarding the Software, its functionality, databases, operations, utilities and supporting documentation. Such telephone or email assistance will be available to the Licensee on a daily basis during regular working hours (8:00 a.m. to 6:00 p.m. Eastern time Monday through Friday). This technical support entry point will also coordinate problem resolution and keep the Licensee informed of efforts to remedy any problem situation until complete restoration of the service. Notwithstanding the foregoing, the first line of support will be the Licensee's Power Users who will contact and escalate the problem to Licensor when necessary.

1.3 CHANGE MANAGEMENT

The LinkIt! Software platform is updated on a regular basis in an effort to add new features, improve existing features and general system performance. Licensor reserves the right to post updates in its sole discretion, but shall provide Licensee with notice of any material changes to the services provided hereunder or any changes that could materially affect Licensee's use of the Software as contemplated in this Agreement. Descriptions of such changes will be provided via the LinkIt! Insight quarterly newsletter and/or posted to the login page of the LinkIt! portal.

2. DATA SERVICES

2.1 SCOPE OF SERVICES

(a) Licensor maintains its data center in the Amazon.com EC2 (Elastic Compute Cloud) hosting facility (the "Hosting Facility", which shall include any other location to which Licensor may move its data center in the future), from which Licensor manages data on student assessment and provides such data to Licensee for use with the Software.

(b) Licensee maintains its data center(s) (the "Licensee Facility") including media labs/computers/scanners/LAN/servers/SIS/LMS, and all other hardware and software on its own premises.

(c) The operation of the Hosting Facility (including all software running in such facilities) are the sole responsibility of Licensor and the operation of the Licensee Facility is the sole responsibility of Licensee.

(d) As part of the data management services provided hereunder, Licensor will:

(i) Receive and manage student information uploads to the Software, including class rosters and assessment data, provided that these downloads are submitted in electronic format via FTP transfer or other secure method, in accordance with formatting templates provided by the Licensor, and consistent with guidelines established by FERPA and COPPA. Student information uploads received in formats other than those provided in Licensor's formatting templates or via unsecured methods may not be accepted.

(ii) Process such data such that it is in a form suitable for use with the Software within seven (7) working days of receipt of said data.

(iii) Conduct training for authorized Power Users designated by the Licensee to upload class roster data, make changes to student data, and perform other routine data management functions directly.

3. OPERATIONS SERVICES

3.1 HOSTING FACILITY

Licensor will operate and maintain the Hosting facility via Web-based controlled panels provided by Amazon. Such operation and maintenance will include, without limitation, the acquisition, installation, maintenance, upgrading, monitoring and all aspects of the operation of all servers, databases and software instances and all services related thereto. Any problem with the Hosting Facility itself may fall out of the control of Licensor. In such cases, Licensor will work directly with representatives from the Hosting Facility to ensure a prompt resolution of the problem in accordance with the terms of a separate service agreement between Licensor and Hosting Facility.

3.2 COMMUNICATIONS

(a) The Licensor will receive data at the Hosting Facility and transmit data from said facility via the Internet. Licensor shall at all times maintain agreements for high-speed connections for the receipt and transmission of such data (except that Licensee acknowledges that Licensor does not have direct control of Licensees Internet access, connection speed, network configuration or other local factors which may affect use of the Software).

(b) Licensee expressly acknowledges that the flow of data to or from the Hosting Facility will depend in large part on the performance of hardware, software and services provided or controlled by third party communications providers, including providers previously contracted by the Licensee. Licensor disclaims any and all liability resulting from or related to Licensee's inability to

communicate with the Hosting Facility (via the Software), to the extent such inability is the result of the failure of hardware, software or services provided by such third party communications provider.

Quote

LinkIt! (Advanced Assessment Systems, Inc.)

Company Address 150 West 22nd Street, 4th Floor
New York, New York 10011
United States

Quote Expiration 7/1/2026

Bill To Name Derry Township School District

Bill To PO Box 898
Hershey, Pennsylvania 17033
United States

Account Name Derry Township School District

Prepared By Mike Zwanch

Title Pennsylvania Account Director

Phone (267) 252-5536

Email mike@linkit.com

Product	Category	Sales Price	Quantity	Total Price
Data & Assessment Dashboard	Software	$3.95	3,200.00	$12,640.00
Intervention Manager Bundle	Software	$3.35	1,477.00	$4,947.95
College and Career Readiness Assessment Bundle	Navigator	$3,000.00	1.00	$3,000.00
Longitudinal State Assessment Navigator Analytics	Navigator	$0.00	1.00	$0.00
Longitudinal State Assessment Navigator Analytics	Navigator	$0.00	1.00	$0.00
State Assessment Public Data Peer Comparison District Navigator Analytics	Navigator	$0.00	1.00	$0.00
State Assessment Public Data Percentile and District Ranking Navigator Analytics	Navigator	$0.00	1.00	$0.00
3rd Party Data Teacher Associations	Support	$0.00	1.00	$0.00
Data and Assessment Platform - Implementation Planning, Product Training, Configuration Support, and Professional Development	Support	$2,350.00	2.00	$4,700.00
Data Processing	Support	$250.00	16.00	$4,000.00
Intervention Manager - Implementation Planning, Product Training and Configuration Support	Support	$2,350.00	2.50	$5,875.00
Phone, Email, and Web-Based Tech Support	Support	$600.00	5.00	$3,000.00
Roster Integration	Support	$1,000.00	1.00	$1,000.00

Total Price $39,162.95

Data Processing Specifications

ACCESS for ELLs; AP; Acadience; Attendance; Behavior; CDT; DIBELS Next; FastBridge - Screening; Firefly; Grades; IXL Flex; Keystone Exams; PSAT; PSSA; SAT; Star Benchmarks;

Special Terms

Discounted Data Processing

LinkIt! (Advanced Assessment Systems, Inc.)

Created Date 4/8/2026

Quote Number 00005751

Linkit Product & Services Catalog | Privacy & Data Security Policy

LinkIt!

Quote

LinkIt! (Advanced Assessment Systems, Inc.)

Created Date 4/8/2026

Quote Number 00005751

Linkit Product & Services Catalog | Privacy & Data Security Policy

APPENDIX B

Annual licensing fees and Data Integration Costs

LinkIt! **Derry Township School District** LinkIt!

July 1, 2026 - June 30, 2027

Data Warehousing - Online Reporting - Intervention Manager			Annual Cost
LinkIt! Assessment and Data Dashboard - @ $3.95 / student - (annual software license)	GK-G12	3,200 students	$12,640.00
- Warehouse all assessment data from any platform *- Create and administer assessments across all grades and subject* *- Collect results in Data Locker* *- Analyze results and generate reports*			
Intervention Manager Bundle - @ $3.35 / student	GK-G5	1,477 students	$4,947.95
Leverage your warehoused multiple-measures and custom performance criteria to auto-tier students for MTSS/RTI. Set measurable goals, collect data to monitor progress, quantify outcomes, automate workflows (forms, scheduling)			
Data Processing @ $500 / data point		8 tests	$4,000.00
PSSA, Keystone, Acadience, STAR, Access for ELLs, DIBELS, Fastbridge, CDT, Firefly, IXL, CCR (SAT, AP, ACT), attendance, Behavior, Grades, teacher associations			
		Subtotal	$21,587.95

Navigator Analytics (Custom Offline Reports + Consultative Services)		Annual Cost
College and Career Readiness Assessment Bundle @ $3,000 / high school	1 school(s)	$3,000.00
- PSAT, SAT, and ACT Report - year-over-year and cohort analysis of overall achievement, subscore performance, and correlations *- AP Exam - analysis enrollment/demographic trends, subjects/courses, scores and compare all metrics to national averages* *- AP Course - longitudinal course participation by demographic, course grades vs. exam scores, comparison to state and national norms*		
District and School - PSSA/Keystone Annual Trends Analysis	Complimentary	
Achievement and growth by grade, cohort, subscore, and subgroup		
PSSA/Keystone Public Data - Longitudinal Performance Report Comparison Report	Complimentary	
State, County, IU, and similar Percentages of Free/Reduced Lunch comparisons based on PDE publically released data		
	Subtotal	$3,000.00

Support		Annual Cost
Core Application PD and Training @ $2,350 / day (Onsite/Virtual)	2.0 day(s)	$4,700.00
Intervention Manager Application PD, Training, and Configuration @ $2,350 / day (Onsite/Virtual)	2.5 day(s)	$5,875.00
Specialized Programs Consultation Services	Notify if interested	
Phone, Email, and Web-Based Tech Support (Required) @ $600 / School	5 school(s)	$3,000.00
Student Information System Integration @ $1,000 configuration (Synergy)		$1,000.00
	Subtotal	$14,575.00
	Total Cost	$39,162.95

Profile and Plan Essentials

LEA Name		AUN
Derry Township SD		115221753
Address 1		
30 East Granada Ave		
Address 2		
PO Box 898		
City	**State**	**Zip**
Hershey	PA	17033
Director of Special Education Name		
Kirsten Scheurich		
Director of Special Education Email		
kscheurich@hershey.k12.pa.us		
Director of Special Education Phone Number		**Director of Special Education Ext**
717-534-2501		3235
Chief Administrator Name		
Dr Stacy L Winslow		
Chief Administrator Email		
swinslow@hershey.k12.pa.us		

Special Education Students

Total Number of Students Receiving Special Education 312
School District Total Student Enrollment 3160
Percent of Students Receiving Special Education 9.9

Steering Committee

Name	Position/Role	Building	Email
Kirsten Scheurich	Director of Special Education	Derry Township SD	kscheurich@hershey.k12.pa.us
Angie Persing	Other	Derry Township SD	apersing@hershey.k12.pa.us
Stacy Winslow	Superintendent	Derry Township SD	swinslow@hershey.k12.pa.us
Aaron Shuman	Director of Curriculum	Derry Township SD	ashuman@hershey.k12.pa.us
Lindsey Schmidt	Building Principal	Hershey HS	lschmidt@hershey.k12.pa.us
Erick Valentin	Building Principal	Hershey MS	evalentin@hershey.k12.pa.us
Jena Funck	Building Principal	Hershey Primary El Sch	jfunck@hershey.k12.pa.us
Amanda Valentine	Other	Hershey MS	avalentine@hershey.k12.pa.us
David Lillenstein	Other	Hershey HS	dlillenstein@hershey.k12.pa.us
Cara Garner	Other	Hershey Early Childhood Ctr	cgarner@hershey.k12.pa.us
Erin Rosensteel	Other	Hershey HS	erosensteel@hershey.k12.pa.us
Brianna Brugger	Special Education Teacher	Hershey Intrmd El Sch	bbrugger@hershey.k12.pa.us
Erica Roberts	Other	Hershey Intrmd El Sch	eroberts@hershey.k12.pa.us
Margaret Taylor	Other	Hershey HS	mtaylor@hershey.k12.pa.us
Alys Stets	Special Education Teacher	Hershey HS	astets@hershey.k12.pa.us
Carolyn Merrill	Other	Hershey MS	cmerrill@hershey.k12.pa.us
Lindsay Drew	Board Member	Derry Township SD	ldrew@hershey.k12.pa.us
Tracey Royo	Board Member	Derry Township SD	troyo@hershey.k12.pa.us
Jennifer Renz	Board Member	Derry Township SD	jrenz@hershey.k12.pa.us
Lyndsey Levan	Parent	Derry Township SD	llevan28@gmail.com
Aimee Radel	Parent	Derry Township SD	aradel5@gmail.com
Manar Abdelhafez	Parent	Derry Township SD	manarz1021@gmail.com <manarz1021@gmail.com
Lesa Brackbill	Board Member	Derry Township SD	lbrackbill@hershey.k12.pa.us
Julie Buterbaugh	General Education Teacher	Hershey Early Childhood Ctr	jbuterbaugh@hershey.k12.pa.us
Melody Sullivan	General Education Teacher	Hershey Primary El Sch	msullivan@hershey.k12.pa.us
Andrea Morrison	General Education Teacher	Hershey Primary El Sch	AMorrison@hershey.k12.pa.us
Victoria Dagen	General Education Teacher	Hershey Early Childhood	vdagen@hershey.k12.pa.us

		Ctr	
Jennifer Smith	General Education Teacher	Hershey Intrmd El Sch	jennsmith@hershey.k12.pa.us
Elizabeth Mark	General Education Teacher	Hershey Intrmd El Sch	emark@hershey.k12.pa.us
Jessica Intrieri	General Education Teacher	Hershey HS	jintrieri@hershey.k12.pa.us
Sean Mulroy	Parent	Derry Township SD	sean.k.mulroy@gmail.com

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Improvement and Planning Activity
Annual review of student specific data of students with disabilities by race/ethnicity/disability.
Review of math and reading RTII and MTSS programs and procedures for equitable access for all students.
Ongoing SEL implementation for all staff and students
Development of a PLC guiding coalition to continue to refine analysis of student data, including disproportionate subgroups

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Improvement and Planning Activity
District has increased to three job trainer positions for students to engage in meaningful transition services and activities.
The district has expanded use of the PAES lab to provide more options for students to participate in a data-driven approach to job exploration, interests, and skills. The PAES lab will be expanded further during the 2026-2027 school year to provide pre-PAES instruction.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity
Outlined in district TSI plan.

Education Environments (Indicator 5)

Improvement and Planning Activity
Special education coaching positions are in place to support inclusive practices in the LRE.
The district continues to consider the LRE and program in district for students. An additional autistic support classroom at the k-1 level was added for the 2025-2026 school year.
SE in other settings data from our previous Comprehensive Plan indicated the state average was at 4.4% and the district was at 4.7% which was slightly above. According to the December 2024 Child Count data, the district decreased this number to 3.5% which is below the state average of 4.4%.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

Identify the School District's method for identifying students with specific learning disabilities.

Both Models (only if state approved)

Building Name	AUN	Branch Number	RTI	Approved RTI Use
Hershey Early Childhood Ctr	115221753	7731	Math, Reading	x
Hershey Primary El Sch	115221753	1749	Reading, Math	x
Hershey Intrmd El Sch	115221753	7186	Reading, Math	x

Non-Resident Students Oversight

1. **Is your School District currently a host district for a 1306 facility?**

   Yes

24 P.S. §1306 facilities

Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Merakey	Group Home		District	0

1. **Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)**
   As part of Child find obligations, the district maintains a relationship with the group home within its borders. Maintaining a point of contact allows the district to work cooperatively with the group home as well as the family to ensure a Free Appropriate Public Education in the Least Restrictive Environment with IEPs in accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 et seq.) and for qualified handicapped students with Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 701 et seq.) and 22 PA Code Chapter 15. The resident school district (where the student's parent(s) resides) has a financial obligation, a duty to cooperate regarding transfer of records, and a role in student monitoring and educational planning. Under 22 PA Code § 11.11(b), the resident school district must cooperate with the host school district to ensure that education records are transferred with 10 (ten) business days of a request from the host school district, if the resident school district is the last school of record. These records must include the name and contact information for the child's parent as defined by state law and the IDEA. All special education services are provided by appropriately certified special education teachers. The host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in accordance with state regulations.
2. **Describe the School District's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school.**
   When transition is known, the district participates in any meetings offered by the facility to receive up to date information about discharge, transition, and needs. The special education teacher is included to have necessary information for programming and services and the school works with the family to identify an appropriate start date at school. The school considers the family's input prior to

determining a start date to give consideration of settling into the home before starting school or engaging community agency services. The goal is to minimize the stressors on all stakeholders to set efficiently and effectively prepare the student for a successful transfer back to their previous services. Counselors, building administrators, psychologists, and the school social worker as applicable to the student are included in meetings and discussions. To facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host school district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least two weeks prior to the student's planned discharge from the residential program, if possible.

Incarcerated Students Oversight

1. **Does the School District have an adult correctional facility that houses juveniles within its geographical boundaries?**
   No

1. **Describe the system of oversight the School District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when deemed eligible, are offered a free, appropriate public education (FAPE).**

Least Restrictive Environment

1. **Review the School District's most recent data for Least Restrictive Environment. Highlight areas of improvement.**
   The 2021-2022 school year indicated improvement in the number of students receiving services in the regular classroom 80% or more of the time, with an increase from 55.8% to 57.3%. The 2022-2023 school year indicated further improvement with an increase to 64.6%. The 2023-2024 school indicated 59.9% of students were in this category and while still below the state average, the district continues to trend in a positive direction. The December 2024 Child Count information indicates the district had 60.6% of students in this category which is just below the state average of 61.7%. While still below the state average, the district plans to maintain these efforts to continue to improve LRE through careful analysis of LRE data and ongoing discussions with IEP team members about consideration of the least restrictive environment in all conversations regarding student needs and IEP development. The district has shown a consistent trend below the state average for students inside the regular class <40% with the exception of the recent December 2024 Child Count data which indicates the district is slightly above the state average in this category. SE in other settings data from our previous Comprehensive Plan indicated the state average was at 4.4% and the district was at 4.7% which was slightly above. According to the December 2024 Child Count data, the district decreased this number to 3.5% which is below the state average of 4.4%. This can be attributed to the district's commitment to expanding special education programs and supports within the district and is likely the reason for the increase in students in the category of 'SE Inside Regular Class <40%'.
2. **What universal practices does the School District utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**
   The school district has several robust systems in place to address academic and social/emotional needs for all students, which includes students with disabilities. The district's comprehensive plan outlines the use of the Professional Learning Community (PLC) and Multi-Tiered System of Support (MTSS) processes to analyze needs of all students and use targeted instructional strategies in order to meet these needs. The What I Need (WIN) model has been in place at the elementary level for reading and mathematics, and has been implemented during the 2025-2026 school year at the middle school level as well. This model uses a data driven approach to determine what students require instructionally and then provides enrichment, remediation, or on-level instruction. This process is repeated throughout the school year on a consistent basis in order to meet the needs of all learners. Professional staff use the PLC model to analyze data and make recommendations for instructional adjustments. The district has had a social emotional learning team in place both at the district level and building levels for the past several years. Staff have received ongoing professional development to support and strengthen their understanding of their own as well as students' social emotional needs and a social emotional curriculum is in place, as well as tiered intervention at the elementary level to address individual needs. All levels have SEL coaching positions to continue to provide support to staff and students. The elementary level is approves for SEL tier 1 and tier 2 supports through the CAIU.

3. **Describe the academic programming and training efforts the School District utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**
   In 2022-2023 school year, the district added a position of Instructional Coach - Special Education focus. The purpose of this role is to provide direct, targeted support to secondary staff on meaningful inclusion, data collection and analysis, best practice instructional strategies, and when needed, individual student consultation. In 2023-2024, the district added an elementary level coach. The primary function of these roles is to monitor and promote the least restrictive environment for all students receiving special education. The district offers a differentiated supervision track that allows for staff to participate in a book study/discussion group throughout the year that focuses on inclusive practices.
4. **Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.**
   Special education teachers make sure to be aware of extracurricular participation by the students on their caseloads. When this occurs, the special education teacher reaches out to Coaches and advisors and ensures they have access to IEPs and are familiar with the impact of the IEP in their particular area. We have had special education teachers and paraprofessionals who have participated or attended student activities as an additional support and to observe the student and identify any additional accommodations or modifications that may be necessary for successful inclusion. Several students have been given time during their day to work on targeted skills that will also promote successful inclusion.
5. **Describe the School District procedures that ensure, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district-led extracurricular activities.**
   The district ensures that parents are informed members of the IEP team so that they can contribute meaningfully to any discussion where the team is considering an alternative placement. This includes training videos available on the district website along with educational resources posted on the district website. These resources are shared with families via email as well. Derry Township shares regular updates with parents and offers a survey for the submission of question related to special education. If a student is placed in an alternative program and wishes to participate in extra-curricular activities, the district provides transportation and any necessary supplementary aids and services to promote that participation. Utilizing the continuum of least restrictive environment, the district also works to include students in classroom-based programs within public schools before utilizing a separate facility. Data regarding progress and educational benefit is considered prior to a recommendation of an alternative placement. This data is shared with the family, and they are offered the opportunity to visit/tour proposed placements in conjunction with the recommendation. Criteria for transition to return to district is shared with the parents and facility to ensure all are knowledgeable about, and in support of, the data needed to show a transition plan is ready to be developed.

6. **Discuss the School District's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out-of-district placement chart).**
   The district is currently being directly supported by Pattan's Comprehensive Autism supports to continue to build capacity within autistic support programming. Additionally, the district has a contract with Laurel Life, an agency that provides trauma informed staff to support children with dysregulation and behaviors of concern. This service provides direct support to students and collaboration with both general and special education teachers. To support families with the need for services outside the school, the district also contracts with Care Solace, an independent agency that supports families in accessing mental health supports outside of school. School Based Outpatient Therapy is also offered within the school. The special education department has created committees dedicated to improvement of autistic support and emotional support programming. These committees meet regularly to analyze data, review practices, and collaborate for students at risk of placement. The department holds routinely scheduled IEP data reviews, collaboration meetings between BCBA and school psychologists, and monthly as well as quarterly meetings with various department leaders to ensure collaboration and shared knowledge are provided. The special education instructional coach positions provide training and consultation to IEP teams to promote and improve inclusive opportunities for all students.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Hilltop Academy	Other	IU class in public school	IU15	Emotional Support	1
Cumberland Valley High School	Other	IU class in public school	IU15	Emotional Support	1
Lincoln Elementary	Other	IU class in public school	IU15	Multiple Disabilities Support	1
Vista	Approved Private School (APS)		Vista	Autistic Support	3

Yellow Breeches	Licensed Private Academic		Yellow Breeches	Emotional Support	2
New Story	Licensed Private Academic		New Story Schools	Autistic Support	3
Annville Cleona Middle/High School	Other	Special education classroom	Annville Cleona School District	Autistic Support	1
New Cumberland MS	Other	IU class in public school	IU 15	Emotional Support	1
PaTTAN Central - Future Ready Work Immersion	Other	IU program	IU 15	Life Skills Support	2
Middletown High School	Other	IU class in public school	IU 15	Autistic Support	1
Northern Educational Center	Other	IU center-based	IU 13	Autistic Support	1
Hershey Medical Center - Project Search	Other	IU program in hospital setting	IU 15	Life Skills Support	1

Positive Behavior Support

Date of Approval

2025-01-13

Uploaded Files

Behavior Support Policy 113.2.pdf

1. **How does the School District support the emotional, social needs of students with disabilities?**
   District policy 113.2 on Behavior Supports has been uploaded to this site. This policy outlines the district's commitment to providing appropriate behavioral supports to students, FBAs for PBSP, teaching replacement behaviors and positive consequences in the plans for all staff, teaching de-escalation strategies to staff. Students can access psychological counseling as a related service as deemed appropriate through the IEP process. Data review meetings on a 6 week basis have been implemented during the 2025-2026 school year in order to ensure teams are reviewing data and adjusting Positive Behavior Support Plans as necessary on a regular basis. Additionally, there are intervention planning meetings where behavioral needs are discussed for any student of concern. The district is working with a platform called Behavior Advantage which is a training site for professional development topics as well as development of behavior plans.
2. **Describe training provided to staff in the use of positive behavior supports, de-escalation techniques, and responses to behavior that may require immediate intervention.**
   Special education teachers are strongly encouraged to attend Safe Crisis Management Training each school year. The Administrative Team participates in Safe Crisis Management Training. Paraprofessionals and other professional staff are required to participate in Safe Crisis Management Training each school year. This program focuses on de-escalation and crisis prevention as well as providing safe techniques should the restraint of students be necessary if they are a danger to self and/or others. Additional professional development opportunities have occurred on the topics of positive behavioral supports and how to respond to behaviors of concern.
3. **Describe the School District's positive school wide support programs.**
   The district implements school wide Positive Behavior Intervention Support (PBIS) through school wide lessons and systems at each level. The current district comprehensive plan identifies "The district will maintain and refine a K-12 social emotional learning curriculum with ongoing cycles of improvement through June of 2027."

4. **Describe the School District's school-based behavior health services.**
   The district has a Student Assistance Program for intervention and referrals and has also contracted with a local agency to provide school based mental health services at all levels. The district has a contract with Care Solace which is a mental health care coordination service available to school districts. The district has a program at the elementary level through Laurel Life which is a school-based program that addresses the mental health needs of students receiving special education services through a trauma-informed care approach.
5. **Describe the School District's restraint procedure.**
   The use of physical restraints is outlined in Board Policy 113.2 attached above. Restraints may only be used "when a student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective." Title 22 Sec. 14.133. Derry Township staff are trained in Safe Crisis Management and utilize the Emergency Safety Physical Interventions when a restraint is deemed necessary following the guidelines outlined above. If a restraint occurs, the parents/guardians are notified, and an IEP meeting is scheduled within 10 days of the use of restraint unless the parent signs a waiver agreeing to waive the IEP meeting. At the meeting, the IEP team determines if the IEP needs revised in any way to reflect additional supports or services needed, if a Functional Behavioral Assessment is warranted, if the Positive Behavior Support Plan needs revised, or if any program or placement changes need to occur. All restraints are reported quarterly in the RISC system.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

The district has and will continue to utilize the Intensive Interagency system to access support for finding appropriate placements for students who are unable to make progress using current and available resources. The district reports student placed on Instruction Conducted in the Home using the SES Reporting System and has worked with the Interagency team to assist with an appropriate placement.

Special Education Support Services

1Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	2	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	44	District Wide	District
School Psychologist	4	District Wide	District
Occupational Therapist	3	District Wide	District
Physical Therapist	.5	District Wide	Contractor
Social Worker	1	District Wide	District
Behavior Specialist	1	District Wide	District
Other	2	District Wide	Contractor
Other	1	Secondary	District
Behavior Specialist	1	Elementary	Contractor

Special Education Personnel Development

Autism

Description of Training			
Autism Comprehensive Supports - The District will engage in personnel development to increase the understanding of the needs of students with autism and engage in best instructional practices.			
Lead Person/Position		**Year of Training**	
Special Education Instructional Coaches		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	4	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Expand development of Autism Scope and Sequence and social cognition training from elementary through middle school			
Lead Person/Position		**Year of Training**	
Special Education Instructional Coaches and MS Psychologist		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	4	District	Special Education Teachers

Positive Behavior Support

Description of Training			
Continue to build knowledge of design, implementation, and monitoring of PBSPs and BIPs			
Lead Person/Position		**Year of Training**	
Behavior Specialists, Psychologists, Special Education Instructional Coaches		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	6	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training	
Data Collection Methods - Provide supports to paraprofessional for how to collect data through determination of type of data and use of data collection tools in order to avoid overprompting and supporting and increasing student independence.	
Lead Person/Position	**Year of Training**
School Psychologists, Special Education Instructional Coaches, Paraprofessional Coach, Behavior Specialists	2026 2027 2028 2029

Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	10	District Intermediate Unit PaTTAN	Paraprofessionals

Transition

Description of Training			
Expansion of on site vocational training program - Practical Assessment Exploration System (PAES) - to include Pre-PAES instruction			
Lead Person/Position		**Year of Training**	
Transition Coordinator, Special Education Teachers		2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	2	District	Paraprofessionals Special Education Teachers

Description of Training			
Indicator 13 Training - Refresher Training on a yearly basis for all secondary special education teachers			
Lead Person/Position		**Year of Training**	
Transition Coordinator		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	3	District	Special Education Teachers

Science of Literacy

Description of Training			
Professional Development of research-based literacy programs			
Lead Person/Position		**Year of Training**	
Instructional Coaches		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	4	District Intermediate Unit PaTTAN Other	Special Education Teachers

Description of Training			
Continued review and refresher training on reading assessment tools available and purpose of each - IRI, Spelling inventory, PAST, CORE Phonics, Really Great Reading, etc., in addition to support on interpretation and application of assessment results.			
Lead Person/Position		**Year of Training**	
Instructional Coaches, Special Education Coaches		2026 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	6	District	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Parent Training Opportunities - Ongoing parent trainings in response to parent surveys indicating topics of interest			
Lead Person/Position		**Year of Training**	
Director of Special Education, Assistant Director of Special Education		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	10	District	Parents

IEP Development

Description of Training			
Overview of the IEP - Veteran and novice special education teachers will receive professional development in the areas of IEP writing and IEP team roles.			
Lead Person/Position		**Year of Training**	
Director of Special Education, Assistant Director of Special Education, Special Education Coaches		2027 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	3	District	Building Administrators General Education Teachers Special Education Teachers Other

Description of Training			
IEP Goal Development, Progress Monitoring, and when to complete an IEP revision - Teacher will receive professional development on how to develop a goal following the CBNC method, progress monitoring tools and usage, and how to interpret data and revise IEP goals if needed.			
Lead Person/Position		**Year of Training**	
Director of Special Education, Assistant Director of Special Education, Special Education Coaches		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	6	District	Special Education Teachers Other

Description of Training			
Understanding the Evaluation process within an MTSS Framework and how to align recommendations from the ER/RR with the IEP programming design			
Lead Person/Position		**Year of Training**	
School Psychologists and Special Education Coaches		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	3	District	Building Administrators General Education Teachers Special Education Teachers Other

Signatures & Affirmations

Approval Date

Uploaded Files

- There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
- The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Date

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K1 AS	Elementary	Full-time (1.0)	01/27/2026 11:41 AM

Building Name		
Hershey Early Childhood Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS/HS SLP	Multiple	Full-time (1.0)	01/27/2026 11:15 AM

Building Name
Hershey MS
Support Type

Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.15

Building Name		
Hershey HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Support provided to students receiving LSS and MDS - age range justification in IEP documents		0.15

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
MS 6-8	Secondary	Full-time (1.0)	01/27/2026 10:50 AM

Building Name
Hershey MS

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		1

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
HS LS/AS	Secondary	Full-time (1.0)	01/27/2026 10:33 AM

Building Name		
Hershey HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 18
Age Range Justification		**FTE %**
na		0.5

Building Name

Hershey HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 18
Age Range Justification		**FTE %**
na		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS 10-12 LS/AS	Secondary	Full-time (1.0)	01/27/2026 10:35 AM

Building Name		
Hershey HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
na		0.04

Building Name		
Hershey HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
na		0.4

Building Name		
Hershey HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
na		0.5

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
HS 9-12 LS/ES	Secondary	Full-time (1.0)	01/27/2026 10:36 AM

Building Name		
Hershey HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
na		0.14

Building Name		
Hershey HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
na		0.15

Building Name
Hershey HS
Support Type
Emotional Support

Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
na		0.04

Building Name		
Hershey HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
na		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS 10-12 LS	Secondary	Full-time (1.0)	01/27/2026 10:38 AM

Building Name
Hershey HS
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 18
Age Range Justification		**FTE %**
na		0.12

Building Name		
Hershey HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 18
Age Range Justification		**FTE %**
na		0.15

Building Name		
Hershey HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	16 to 18
Age Range Justification		**FTE %**
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS 9-10 LS/AS	Secondary	Full-time (1.0)	01/27/2026 10:39 AM

Building Name		
Hershey HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 16
Age Range Justification		**FTE %**
na		0.12

Building Name	
Hershey HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	4

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		**FTE %**
na		0.2

Building Name		
Hershey HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 16
Age Range Justification		**FTE %**
		0.25

Building Name		
Hershey HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 16
Age Range Justification		**FTE %**
		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS MDS	Secondary	Full-time (1.0)	01/27/2026 10:42 AM

Building Name		
Hershey HS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		**Case Load**
Full-Time (80% or More)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 21
Age Range Justification		**FTE %**
Students require this type and level of support to receive to FAPE. The team agrees the placement is appropriate and an age waiver is provided to the parents.		0.38

Building Name		
Hershey HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age**

		Range
School District	Secondary	15 to 21
Age Range Justification		**FTE %**
Students require this type and level of support to receive to FAPE. The team agrees the placement is appropriate and an age waiver is provided to the parents.		0.07

Building Name		
Hershey HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 21
Age Range Justification		**FTE %**
Students require this type and level of support to receive to FAPE. The team agrees the placement is appropriate and an age waiver is provided to the parents.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LSS	Secondary	Full-time (1.0)	01/27/2026 10:44 AM

Building Name
Hershey HS
Support Type

Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 21
Age Range Justification		**FTE %**
Students require this type and level of support to receive to FAPE. The team agrees the placement is appropriate and an age waiver is provided to the parents.		0.2

Building Name		
Hershey HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 21
Age Range Justification		**FTE %**
Students require this type and level of support to receive to FAPE. The team agrees the placement is appropriate and an age waiver is provided to the parents.		0.25

Building Name
Hershey HS
Support Type

Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 21
Age Range Justification		**FTE %**
Students require this type and level of support to receive to FAPE. The team agrees the placement is appropriate and an age waiver is provided to the parents.		0.13

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LSS	Secondary	Full-time (1.0)	01/27/2026 10:49 AM

Building Name		
Hershey MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
na		0.15

Building Name		
Hershey MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.2

Building Name		
Hershey MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
		0.33

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
MS 8	Secondary	Full-time (1.0)	01/27/2026 10:52 AM

Building Name		
Hershey MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
na		0.1

Building Name		
Hershey MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
na		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised

MS 7	Secondary	Full-time (1.0)	01/27/2026 10:53 AM

Building Name		
Hershey MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
na		0.1

Building Name		
Hershey MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
na		0.25

Building Name

Hershey MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS 6	Secondary	Full-time (1.0)	01/27/2026 10:53 AM

Building Name		
Hershey MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
na		0.3

Building Name		
Hershey MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
na		0.2

Building Name		
Hershey MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
na		0.25

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
MS AS	Secondary	Full-time (1.0)	01/27/2026 10:58 AM

Building Name		
Hershey MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
na		0.88

Building Name		
Hershey MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
na		0.1

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
MS ES	Secondary	Full-time (1.0)	01/27/2026 11:00 AM

Building Name		
Hershey MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
na		0.16

Building Name		
Hershey MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
na		0.2

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**

3 SL	Multiple	Full-time (1.0)	01/27/2026 11:16 AM

Building Name		
Hershey Primary El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
na		0.15

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
2 SL	Elementary	Full-time (1.0)	01/27/2026 11:13 AM

Building Name	
Hershey Primary El Sch	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 8
Age Range Justification		**FTE %**
na		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3-5 AS	Elementary	Full-time (1.0)	01/27/2026 11:28 AM

Building Name		
Hershey Intrmd El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
na		0.25

Building Name
Hershey Intrmd El Sch
Support Type
Autistic Support
Support Sub-Type
Autistic Support

Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
na		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3-5 LSS	Elementary	Full-time (1.0)	01/27/2026 11:30 AM

Building Name		
Hershey Primary El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
na		0.15

Building Name
Hershey Primary El Sch
Support Type
Learning Support
Support Sub-Type

Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
na		0.1

Building Name		
Hershey Intrmd El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.12

Building Name		
Hershey Intrmd El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**

	0.38

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2-3	Elementary	Full-time (1.0)	01/27/2026 11:32 AM

Building Name		
Hershey Intrmd El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 11
Age Range Justification		**FTE %**
na		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K-5	Elementary	Full-time (1.0)	01/27/2026 11:32 AM

Building Name
Hershey Primary El Sch
Support Type

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 11
Age Range Justification		**FTE %**
Students are itinerant level support and are not grouped for instruction with students beyond a 2 year age range. The team agrees the placement is appropriate and an age waiver is provided to the parents.		0.2

Building Name		
Hershey Primary El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 11
Age Range Justification		**FTE %**
na		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4-5 AS	Elementary	Full-time (1.0)	01/27/2026 11:33 AM

Building Name		
Hershey Intrmd El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 11
Age Range Justification		**FTE %**
na		0.75

Building Name		
Hershey Intrmd El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 11
Age Range Justification		**FTE %**
na		0.25

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
5th Grade	Elementary	Full-time (1.0)	01/27/2026 11:33 AM

Building Name		
Hershey Intrmd El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 11
Age Range Justification		**FTE %**
na		0.5

Building Name		
Hershey Intrmd El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 11
Age Range Justification		**FTE %**
na		0.25

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**

4th Grade	Elementary	Full-time (1.0)	01/27/2026 11:36 AM

Building Name		
Hershey Intrmd El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
na		0.1

Building Name		
Hershey Intrmd El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
na		0.25

Building Name

Hershey Intrmd El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
na		0.5

Building Name		
Hershey Intrmd El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3rd Grade	Elementary	Full-time (1.0)	01/27/2026 11:36 AM

Building Name		
Hershey Primary El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
na		0.2

Building Name		
Hershey Primary El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
na		0.25

Building Name
Derry Township SD
Support Type
Autistic Support
Support Sub-Type
Autistic Support

Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
na		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2nd Grade	Elementary	Full-time (1.0)	01/27/2026 11:37 AM

Building Name		
Hershey Primary El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 8
Age Range Justification		**FTE %**
na		0.14

Building Name
Hershey Primary El Sch
Support Type
Learning Support
Support Sub-Type

Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 7
Age Range Justification		**FTE %**
na		0.35

Building Name		
Hershey Primary El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 7
Age Range Justification		**FTE %**
na		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1 SL	Elementary	Part-time (0.5)	01/27/2026 11:11 AM

Building Name
Hershey Early Childhood Ctr
Support Type
Speech And Language Support

Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
na		0.31

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
K SL	Elementary	Full-time (1.0)	01/27/2026 11:11 AM

Building Name		
Hershey Early Childhood Ctr		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
na		0.31

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**

1st grade	Elementary	Full-time (1.0)	01/27/2026 11:38 AM

Building Name		
Hershey Early Childhood Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 7
Age Range Justification		**FTE %**
na		0.1

Building Name		
Hershey Early Childhood Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 7
Age Range Justification		**FTE %**
na		0.25

Building Name

Hershey Early Childhood Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 7
Age Range Justification		**FTE %**
na		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Kindergarten	Elementary	Full-time (1.0)	01/27/2026 11:40 AM

Building Name		
Hershey Early Childhood Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 6
Age Range Justification		**FTE %**
na		0.12

Building Name		
Hershey Early Childhood Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 6
Age Range Justification		**FTE %**
na		0.2

Building Name		
Hershey Early Childhood Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 6
Age Range Justification		**FTE %**
na		0.17

Building Name
Hershey Early Childhood Ctr
Support Type
Autistic Support
Support Sub-Type
Autistic Support

Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 6
Age Range Justification		**FTE %**
na		0.42

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
K and 1 AS	Elementary	Full-time (1.0)	01/27/2026 11:41 AM

Building Name		
Hershey Early Childhood Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
na		1

Special Education Facilities

Building Name		**Room #**
Hershey Early Childhood Ctr		29
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
36 feet, 3 inches x 28 feet, 10 inches	1045sqft	37
Implementation Date		
2023-01-11		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Hershey Early Childhood Ctr		26
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**

26 feet, 3 inches x 16 feet, 7 inches	435sqft	15
Implementation Date		
2023-01-17		
Uploaded Files		

2Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Hershey Early Childhood Ctr		23
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
37 feet, 10 inches x 25 feet, 9 inches	974sqft	34
Implementation Date		
2023-01-17		
Uploaded Files		

3Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Hershey Early Childhood Ctr		5
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
18 feet, 0 inches x 14 feet, 1 inches	253sqft	9
Implementation Date		
2023-01-17		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Hershey Early Childhood Ctr		3
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
18 feet, 0 inches x 14 feet, 1 inches	253sqft	9
Implementation Date		
2023-01-17		
Uploaded Files		

5Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	**Room #**
Hershey Primary El Sch	21
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 10 inches x 23 feet, 11 inches	785sqft	28
Implementation Date		
2023-01-17		
Uploaded Files		

6Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Hershey Primary El Sch		33
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
35 feet, 5 inches x 22 feet, 8 inches	802sqft	28
Implementation Date		
2023-01-17		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Hershey Primary El Sch		7
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
34 feet, 9 inches x 23 feet, 0 inches	799sqft	28
Implementation Date		
2023-01-17		
Uploaded Files		

8Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Hershey Primary El Sch		35
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
47 feet, 4 inches x 17 feet, 5 inches	824sqft	29
Implementation Date		
2023-01-17		
Uploaded Files		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	**Room #**
Hershey Primary El Sch	36A
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 10 inches x 28 feet, 3 inches	503sqft	17
Implementation Date		
2023-01-17		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Hershey Intrmd El Sch		10
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
34 feet, 4 inches x 23 feet, 3 inches	798sqft	28
Implementation Date		
2023-01-17		
Uploaded Files		

11Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Hershey Intrmd El Sch		8
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
34 feet, 10 inches x 23 feet, 2 inches	806sqft	28
Implementation Date		
2023-01-17		
Uploaded Files		

12Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Hershey Intrmd El Sch		9
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
35 feet, 0 inches x 23 feet, 2 inches	810sqft	28
Implementation Date		
2023-01-17		
Uploaded Files		

13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	**Room #**
Hershey Intrmd El Sch	68
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
44 feet, 5 inches x 26 feet, 8 inches	1184sqft	42
Implementation Date		
2023-01-17		
Uploaded Files		

14Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Hershey Intrmd El Sch		36B
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
17 feet, 2 inches x 28 feet, 3 inches	484sqft	17
Implementation Date		
2023-01-17		
Uploaded Files		

15Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Hershey Intrmd El Sch		next to 28
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
13 feet, 0 inches x 22 feet, 8 inches	294sqft	10
Implementation Date		
2023-01-17		
Uploaded Files		

16Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Hershey Intrmd El Sch		44
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 1 inches x 23 feet, 0 inches	622sqft	22
Implementation Date		
2023-01-17		
Uploaded Files		

17Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	**Room #**
Hershey MS	A138
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 5 inches x 24 feet, 9 inches	579sqft	20
Implementation Date		
2023-01-17		
Uploaded Files		

18Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Hershey MS		C165
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
28 feet, 7 inches x 29 feet, 5 inches	840sqft	30
Implementation Date		
2023-01-17		
Uploaded Files		

19Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Hershey MS		G15
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 4 inches x 27 feet, 8 inches	728sqft	26
Implementation Date		
2023-01-17		
Uploaded Files		

20Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Special Education Facilities

Building Name		**Room #**
Hershey MS		G07
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 8 inches x 24 feet, 9 inches	660sqft	23
Implementation Date		
2023-01-17		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Hershey MS		A133
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**

24 feet, 10 inches x 28 feet, 2 inches	699sqft	24
Implementation Date		
2023-01-17		
Uploaded Files		

2Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Hershey MS		G09
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
24 feet, 9 inches x 23 feet, 4 inches	577sqft	20
Implementation Date		
2023-01-17		
Uploaded Files		

3Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Hershey MS		C167
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
29 feet, 3 inches x 28 feet, 7 inches	836sqft	29
Implementation Date		
2023-01-17		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Hershey MS		G59
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
12 feet, 8 inches x 22 feet, 11 inches	290sqft	10
Implementation Date		
2023-01-17		
Uploaded Files		

5Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	**Room #**
Hershey HS	G141
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 8 inches x 27 feet, 8 inches	793sqft	28
Implementation Date		
2023-01-17		
Uploaded Files		

6Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Hershey HS		G143
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 11 inches x 27 feet, 8 inches	744sqft	26
Implementation Date		
2023-01-17		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Hershey HS		G149
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
28 feet, 3 inches x 25 feet, 5 inches	718sqft	25
Implementation Date		
2023-01-17		
Uploaded Files		

8Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Hershey HS		G147
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
16 feet, 7 inches x 27 feet, 8 inches	458sqft	16
Implementation Date		
2023-01-17		
Uploaded Files		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	**Room #**
Hershey HS	E120
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 6 inches x 27 feet, 4 inches	806sqft	28
Implementation Date		
2023-01-17		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Hershey HS		F131
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 2 inches x 26 feet, 4 inches	715sqft	25
Implementation Date		
2023-01-17		
Uploaded Files		

11Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Hershey HS		F229
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 4 inches x 13 feet, 5 inches	353sqft	12
Implementation Date		
2023-01-17		
Uploaded Files		

12Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Hershey HS		F231
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 4 inches x 13 feet, 5 inches	353sqft	12
Implementation Date		
2023-01-17		
Uploaded Files		

13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	**Room #**
Hershey Early Childhood Ctr	9
School Building	**Building Description**
Elementary	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 27 feet, 8 inches	913sqft	32
Implementation Date		
2025-08-25		
Uploaded Files		

14Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Hershey Intrmd El Sch		39
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
23 feet, 0 inches x 35 feet, 0 inches	805sqft	28
Implementation Date		
2024-08-26		
Uploaded Files		

15Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		**Room #**
Hershey HS		F133
School Building		**Building Description**
JR/SR High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
13 feet, 6 inches x 27 feet, 4 inches	369sqft	13
Implementation Date		
2025-08-25		
Uploaded Files		

16Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

CAIU BOARD HIGHLIGHTS

*The following actions were taken at the **March 26, 2026** meeting, held in the Board Room of the Capital Area Intermediate Unit.*

Click *HERE* for the 3/26/26 Board Meeting agenda & Attachments

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

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

EXECUTIVE SESSION

- The Board held an Executive Session to discuss personnel and legal matters.

WORK SESSION ITEMS

- **Board Presentation** - **Designing the Future: Roadmap to AI Implementation** - Dr. Andria Saia. Click HERE for the full presentation.
- **Proposed 25-26 Revised CAIU Board Committee Assignments** were available for review.
- **Announcement of CAIU March 2026 Retiree -** The CAIU Board of Directors and administration recognized the retirement of **Lynn Barrick**, Program Assistant, retirement with 9 years of dedicated service to the CAIU.
- **CAIU Information Item** – **Bid for a Better Childhood, online auction for Champions for Children -** Auction runs from **Sunday, March 22** through **March 27**.

APPROVED ACTION ITEMS

- **Approval of Board Meeting Minutes** – 3/26/26
- **Treasurer's Report for February 2026** – a total of $7,610,019.25 in receipts and $8,660,701.91 in expenses.

- Payment of Bills – February 2026
- Summary of Operations for February 2026 showing revenues of $75,156,724.26 and $70,770,931.91 in expenses.

- **Budget Administration Items**
  - Proposed 25-26 Original Budget - Feminine Hygiene Products Grant
- **Other Fiscal Matters- none**
- **Other Business Items**
  - Appointment of the following new Board Members:
    - **Morgan Strehlow,** Mechanicsburg SD, to fill an unexpired term until the CAIU annual election from March 26, 2026 - June 30, 2026. Morgan is filling the vacancy of Richard Bradley (term ends 6/30/26).
    - **Thomas Garlic,** Central Dauphin SD, to fill an unexpired term until the CAIU annual election from March 26, 2026 - June 30, 2026. Thomas is filling the vacancy of Lauren Silver (term ends 6/30/27).
  - Contracts - March 2026
  - Ratification of Comcast RWAN Service Agreement
- **Policies & Programs**
  - Proposed 26-27 CAIU 12-Month Employee Calendar
  - Second Reading, Revised Policy #626 - Federal Fiscal Compliance - Procurement (Attachment Only)
  - Second Reading, Revised Policy #115 - Career and Technical Education
  - Second Reading, Revised Policy #117 - Homebound Instruction
  - Second Reading, Revised Policy #118 - Independent Study
  - First Reading, Revised Policy #124 - Alternative Instruction
  - Retire Policy #125 - Adult Education
  - Retire Policy # 126 - Class Size
- **Job Descriptions**
  - First Reading, New Position Description - Registered Behavior Technician (RBT)
- **Personnel Items**
  - See attached Personnel report.
  - Approval of MOU Between CAEA & CAIU - Registered Behavior Technician (RBT)

EXECUTIVE DIRECTOR'S REPORT

Click to view the March 2026 All-In Newsletter

UPCOMING MEETINGS:

Next CAIU Board Meeting: Thursday, April 23, 2026, 8:00 a.m., Board Room, CAIU Enola Office, 55 Miller Street, Enola, PA, 17025 and posted on our website, at www.caiu.org.Time of Meetings: 8:00 a.m.

MARCH 26, 2026, APPROVED PERSONNEL ITEMS:

RESIGNATIONS

- **NATALIE BORNE,** Long Term Substitute Educational Paraprofessional, Early Intervention Program, effective March 18, 2026. Reason: Employee was a seasonal employee and will not be returning.
- **KIMBERLY CICERO,** Personal Care Assistant/LPN, Multiple Disabilities Support Program, effective March 20, 2026. Reason: Personal.
- **DEBORAH GENET,** Teacher, Deaf and Hard of Hearing Program, effective June 3, 2026. Reason: Retirement after more than 28 years of continuous CAIU service.
- **SHANNA HYMON,** Head Cook, Food Services Program, effective February 27, 2026. Reason: Personal.
- **RANDALL JOHNSON,** Mental Health Worker, Emotional Support Program, effective March 4, 2026. Reason: Personal.
- **CHERYL PARK,** Teacher, Physical Education Program, effective August 14, 2026. Reason: Retirement after 36 years of continuous CAIU service.
- **THERESA SMITH,** Program Assistant, Student Services Team, effective June 30, 2026. Reason: Retirement after 19 years of continuous CAIU service.
- **PAMELA TOPPER,** Teacher, Early Intervention Program, effective June 5, 2026. Reason: Retirement after 29 years of continuous CAIU service.

RECOMMENDED FOR EMPLOYMENT OR CONTRACT:

- **LAURA EICHHAMMER,** Temporary Professional, effective April 13, 2026. Assignment: Service Coordinator, Early Intervention Program with base salary of Masters, Step 14, $77,752 for 190 days of service and will be prorated based on the number of days worked with additional new hire days as required. This is a replacement position funded through the Early Intervention budgets.

- **SARAH FULLEM,** Temporary Professional, effective date to be determined. Assignment: Part-time Speech and Language Pathologist, Early Intervention Program with base salary of Masters+30, Step 5, $64,347 for 190 days of service and will be prorated based on the number of days/hours worked with additional new hire days as required. This is a replacement position funded through the Early Intervention budgets.
- **RACHEL HAAS,** Temporary Professional, effective July 1, 2026. Assignment: Speech and Language Pathologist, Early Intervention Program with base salary of Masters+30, Step 1, $64,277 for 190 days of service with additional new hire days as required. This is a new position funded through the Early Intervention budgets.
- **BOBBIE HOOVER,** Temporary Professional, effective date to be determined. Assignment: Teachers, Early Intervention Program with base salary of Masters, Step 13, $75,585 for 190 days of service and will be prorated based on the number of days worked with additional new hire days as required. This is a replacement position funded through the Early Intervention budgets.
- **DEVANN O'CONNELL,** Professional, effective August 12, 2026. Assignment: Behavior Consultant, Autism and Multiple Disabilities Support Programs with base salary of Masters+15, Step 8, $69,868 for 190 days of service with additional new hire days as required. This is a replacement position funded through the Autism and Multiple Disabilities Support budgets.
- **DEANA RAYMER,** Director of Educational Services, effective April 20, 2026. Base salary of Act 93, Grade 20, $150,049.58 for 260 days of service will be prorated for a total of 74 days through June 30, 2026. This is a replacement position funded through the General Operating budget.
- **TAYLOR SWEENEY,** Program Assistant, Student Services Team, effective April 14, 2026. Base salary of $44,307.50 for 260 days of service will be prorated based on the number of days worked through June 30, 2026. This is a replacement position funded through the Student Services – Core budget. Experience: About 3 years of similar or related experience.

CHANGE OF STATUS:

- **RYA SMIGEL,** Inclusion Consultant, change in leave of absence return to work date from March 12, 2026 to May 1, 2026.

All-in!

NEWSLETTER



caiu
Capital Area Intermediate Unit

Executive Director's Report
March 2026

CAIU Board of Directors

Dr. Joshua Cysyk, *President, Derry Twp.*
John Kaschak, *Vice President, Lower Dauphin*
Brian Allen, *Cumberland Valley*
Michael Alsher, *East Pennsboro Area*
Sue Bower, *Carlisle Area*
Gabrielle Brandt, *West Perry*
Thomas Garlic, *Central Dauphin*
Sidney Gray, *Millersburg Area*
Tameka Hatcher, *Susquehanna Twp.*
Emily Hoffman, *Halifax Area*
Jaime Johnsen, *Harrisburg*
Christopher Kambic, *West Shore*
Alison Mellot, *Big Spring*
Marianne Moore, *Middletown Area*
Rick Rovegno, *South Middleton*
Gerald Schwille, *Northern York County*
Patrick Shull, *Newport*
Morgan Strehlow, *Mechanicsburg*
Marci Walborn, *Susquenita*

CAIU Executive Team

Dr. Andria Saia
Executive Director

Dr. Kevin Roberts
Assistant Executive Director

VACANT
Director of Educational Services

Dr. Andrew McCrea
Director of Student Services

Daren Moran
Director of Business and Operations

David Martin
Chief Information Officer

Blake Wise
Director of Human Resources

Our Mission

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

Our Vision

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

Inside this issue

3 **From the Executive Director's Desk:** Something is Growing Around Here

4 Celebrating School Social Workers: A Bridge Between Home, School, and Community

5 Behind the Scenes at PETE&C: The CAIU Supports the Pennsylvania Educational Technology Expo and Conference in Hershey February 1-4, 2026

6-7 **Noteworthy:** Recognizing Excellence: The CAIU Star Awards

8 Situational Awareness Spotlight: Tornado Safety

9 Mission Moments: KSCA Cadets; Mulitlingual Collective; Poetry Out Loud State Competition

Additional Updates for CAIU Staff

10 Trainings & Events; Service Projects; Refer a Friend

11 New Hires; Farewell Retirees; Compliment Corner



On the Cover: *2026 PA Poetry Out Loud State Champion, Xariel Banton (right), and Runner-Up, Christabelle Kirkham (left). Read more on pg. 9.*

CAIU's Organizational Goals

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

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

Deadline for April All-In: Friday, March 27

All-in! NEWSLETTER

Executive Director Report
All-In! Newsletter
March 2026
2025-2026, Issue 9

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

Please like us on social media!

Something is Growing Around Here

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

During the week of March 9 — you all remember it, false spring like only Pennsylvania can deliver — I spent some time outside looking at my gardens and started thinking about how they would look in the coming months and the work I had to do to help that process along. Standing there, I started mentally cataloguing everything that needed attention before summer could arrive in full. The dried-up stems from last year's blooms — still standing like little monuments to what was — needed to be cut back to make room for what's coming. There were beds to edge, weeds to pull, and new plantings I had been promising to get to. And then there was the wasp's nest, stubbornly anchored high up in the eaves of the house — a problem I had noted in the fall and quietly hoped winter would solve for me. It had not.

None of this work is glamorous. Most of it won't be visible to anyone who visits in July when the gardens are at their best. But it is the work that makes July possible. And standing there in that surprisingly warm March air, I kept coming back to one idea: growth will happen no matter what. But growth with purpose — growth with a vision in mind — takes deliberate attention.

The Work Before the Bloom

In our offices, classrooms, and service areas, this kind of deliberate, pre-season work is already happening — and I want to name it, because it deserves to be seen. Teams of all disciplines are reviewing what is working and, just as importantly, what needs to be cleared away. Staff at all levels are building the kinds of trusting relationships that will bear fruit long after the year ends. Colleagues are asking hard questions about which structures truly serve students and which ones simply persist out of habit.

This is the unglamorous, essential work of spring. It won't make headlines. But it is precisely this kind of intentional tending — the pruning, the replanting, the tackling of long-avoided problems — that sets us up for a summer and fall we can be proud of.

Growing Toward Each Other

Intentional growth is not only about programs and outcomes — it is also about people and the conditions we create for them. One of the questions I am sitting with this season is: are the people in our communities growing toward each other, or apart?

There is a meaningful difference between simply being in the same space and truly belonging to a community. Belonging is not passive — it is built through small, repeated acts of inclusion: the invitation extended, the voice amplified, the door held open. For our students, it is felt in every classroom interaction. For our educators and staff, it shows up in whether they feel seen, trusted, and valued — not just evaluated.

My charge to each of us this spring is simple: tend to those relationships with the same intention you would bring to any garden. Ask who in your orbit needs more light right now. Ask what you might need to clear away to make more room for connection. And ask whether the spaces you help lead feel like places where people can show up fully as themselves.

The season is asking something of us — not just to enjoy the warmth, but to do the early work. I am energized by what I see across our region: educators showing up with intention, teams leaning into hard conversations, and communities choosing connection. The blooms are coming. Let's tend to them together.



Andria S Saia

Dr. Andria Saia,
Executive Director

Celebrating School Social Workers

A *Bridge* Between Home, School, and Community

By **Julie Mestemaker, LCSW, CJSOTS,** *School Social Worker/Social Work Lead*

National School Social Work Week, sponsored by the School Social Work Association of America, is celebrated each year during the first full week of March. This annual recognition shines a light on the vital role school social workers play in education and student well-being.

School social workers serve as a bridge between home, school, and community. Their work and impact extend far beyond what is often visible. They provide individual and group counseling, crisis response, risk and safety assessments, consultation, staff training, family engagement, program development, attendance support, and coordination with community providers. They help educational teams understand how trauma, mental health needs, and systemic barriers affect learning, behavior, and relationships. They advocate for equitable access to services and work to ensure students' social, emotional, and behavioral needs are addressed so they can fully engage in their education. School social workers are truly foundational to safe, supportive learning environments.

At CAIU's Hill Top Academy, this mission is carried forward by an extraordinary team of social workers: Maya, Myisha, Bridget, Ashley, Averi, Natasha, Michelle, Becca, and Sean, who provide daily therapeutic support to students.

Social workers Kathleen, Tamara, Laura, and Tara at our CAMhP location, deliver embedded, intensive mental health services directly in classrooms, ensuring students receive consistent, relationship-based care throughout the school day.

At the systems level our district social workers - Michaella and Beth, coordinate services, facilitate student groups, and partner with host districts to strengthen access to community-based mental health supports. Beth also leads the revitalized Capital Area Adventure Team, expanding experiential, engagement-focused opportunities for students.

Our itinerant team, Tracy and her furry partner Calypso, alongside mental health specialist Andrea, provide school-based therapy across multiple locations, increasing access to care for students who might otherwise face barriers.

Rebecca leads family engagement initiatives, while Jamie, with her fluffy partner Maple, supports partnership-building and problem-solving as part of the English Language Development team. Together, they also extend services into non-public schools.

Melissa, our ELECT (Education Leading to Employment and Career Training) program social worker, supports pregnant and parenting teens as they balance academics and parenthood.

In the Future Ready program, Kelly empowers graduates as they transition into young adulthood, employment, and community life. Two miles up a mountain at our shared wilderness campus, Diakon Center Point, Corinne and Kayla serve within a highly structured therapeutic setting that blends education, therapeutic programming, and experiential learning.

In CAIU's Early Intervention program, Judi and Beth-Ann guide families through developmental concerns and connect caregivers to essential services. Beth-Ann also provides training, consultation, and interagency coordination.

When you see it all laid out, it truly highlights the tremendous impact that school social workers have in supporting students, families, and schools every single day.

National School Social Work Week is an opportunity to recognize the dedication, flexibility, and heart that school social workers bring to their roles. So, this week, if you see a school social worker, give them a high five — they've definitely earned it.

Behind the Scenes at PETE&C

The CAIU Supports the Pennsylvania Educational Technology Expo and Conference in Hershey February 1-4, 2026

By **Dr. Jill Neuhard,** *Educational Services Supervisor*

The Pennsylvania Educational Technology Expo and Conference (PETE&C) is a statewide event that provides quality programs focused on technology in the educational field. Each year, hundreds of exhibitors showcase their latest technology products and services to the vast audience of teachers, administrators, technology directors, school board members and more. Monday and Tuesday mornings kick off with keynote speakers that will both educate and inspire you. Throughout the three days, attendees were able to attend concurrent sessions, the AI Summit, the STEELS Summit, the PA Invention Convention, and student showcases.

The CAIU's Dave Nichols, Casey Cappello, Rebecca Dixon, Karen Ditzler, and Mary Coleman provided technical and equipment support to over 2,300 attendees, vendors, & presenters throughout the conference. Dr. Jill Neuhard, Educational Services Supervisor and Board Committee member, coordinates this outstanding team.

Regional Student Technology Team

Students from Cedar Cliff High School supported the conference in Hershey this year by providing technical support between concurrent sessions, testing equipment, and meeting with partners in education in the vendor hall.

Pictured below are students from Cedar Cliff High School (with advisor, Mr. Matt Uibel).



The Capital Area Intermediate Unit also had a presence in the breakout sessions. David Martin, Chief Information Officer from the CAIU, along with Bryan Ruzenski from the CCIU, presented a session titled "PAIU Whole-of-State Approach to Cybersecurity." In addition, Jennifer Sciacca, Educational Consultant for STEM at the CAIU, presented a session called "Strengthening STEELS Instruction." Save the date for next year's conference held at Kalahari Resorts and Conference Center, February 6-10, 2027!

PETE&C
Pennsylvania Educational Technology Expo & Conference

Recognizing Excellence

The CAIU Star Awards

At the Capital Area Intermediate Unit (CAIU), excellence isn't just something we strive for, it's something we celebrate. Every day, our staff members pour their hearts into serving students, families, schools, and communities across the Capital Area. Their passion, creativity, and commitment truly are the driving forces behind life-changing outcomes.

In 2018, as we continued our tradition of celebrating our staff for their long-term service, retirement, and outstanding programs, we introduced something new and extraordinary—the CAIU Star Awards. These awards were created to shine a well-deserved spotlight on the individuals whose work truly lights the way for others. What began as a special recognition has grown into a cherished tradition that captures the very spirit of who we are.

Where It All Began

The inaugural Star Awards featured three unforgettable categories: Curiosity, Inspiration, and Epic Awesomeness.

- Curiosity honored those who never stop learning—individuals who explore new ideas and boldly apply fresh knowledge in ways that transform practice.
- Inspiration celebrated the encouragers—the ones whose positivity, empathy, and enthusiasm lift others higher.
- Epic Awesomeness recognized the remarkable staff that consistently amaze us with their communication, attitude, and wholehearted dedication to meaningful work.

From the very start, these awards captured something powerful: the everyday heroism happening throughout the CAIU.

Growing with Purpose

In 2020, the Star Awards evolved, aligning directly with the CAIU's Mission, Vision, and Values. Six new categories were introduced—Dedication, Expertise, Innovation, Leadership, Partnership, and Service—each one reflecting the core principles that guide our work and define our culture.

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

Our Mission: The CAIU provides innovative support and services in partnership with schools, families, and communities to build capacity and model courageous leadership to help them be great.

Living Our Values

Each award category represents the heartbeat of our organization:

- ***Dedication:*** Honoring those whose unwavering commitment fuels our purpose and strengthens the well-being of others.
- ***Expertise:*** Celebrating individuals who continually seek knowledge and generously share it to build collective capacity.
- ***Innovation:*** Recognizing bold thinkers who embrace curiosity and pursue creative solutions to improve outcomes.
- ***Leadership:*** Applauding those who take ownership, empower others, and lead with courage and integrity.
- ***Partnership:*** Highlighting relationship-builders who cultivate trust, value diverse perspectives, and foster meaningful collaboration.
- ***Service:*** Commending those whose servant hearts create lasting, positive impact in the lives of others.

A Tradition That Shines

The CAIU Star Awards do more than recognize achievement; they remind us of who we are. They illuminate the extraordinary talent within our organization and celebrate the individuals who bring our mission and vision to life every single day. Their work makes the CAIU not just a workplace, but a community where excellence thrives and possibilities expand.

This year, colleagues nominated outstanding peers who exemplify these values in action. Each of these outstanding individuals reflects the very best of the CAIU. Their commitment, passion, and heart for service inspire us all.

To our award winners and nominees—thank you for the difference you make. You are the stars who help us achieve life-changing outcomes and move boldly toward a future filled with possibility. Congratulations to all!

2026 Winners



DEDICATION

Richard Davis, Job Coach, has gone above and beyond the expectations of his role as a job coach, demonstrating not only professional excellence but a deep personal commitment to the interns he supports. He is a passionate advocate, a reliable collaborator, and a champion for student success.



EXPERTISE

Jenifer Letsas, Job Coach, is truly remarkable! She goes out of her way to learn all the services available to our students and best practices for working with them in various situations. She has an inquisitive mind and cares so much about the students. She asks questions and is eager to grow in her role.



INNOVATION

Amanda Christ, Program Assistant, is truly innovative. She took the initiative to learn and build complex workflows and then thoughtfully designed them, so each stakeholder has access to what they need. Amanda has worked tirelessly to build, refine, and support these systems, and the impact is immeasurable.



LEADERSHIP

Lisa Klingler, Program Supervisor, epitomizes exceptional leadership at the CAIU, marked by her deep commitment to children and families, staff development, and ethical guidance. She exemplifies shared leadership, empowering others while fostering trust and a supportive culture.



PARTNERSHIP

Nicole Nokovich, CAOLA Program Assistant, consistently exemplifies what true partnership looks like in action. She is always responsive, approachable, and willing to help—no matter how big or small the question may be. What truly sets her apart is her willingness to engage thoughtfully and proactively. She doesn't just provide answers; she ensures understanding.



SERVICE

Michaella Fickes, Social Worker, consistently goes above and beyond in her dedication to serving students and families. She is deeply committed to meeting the needs of her school community and ensures that families receive meaningful support. Her unwavering service, advocacy, and student-centered support has had a lasting impact.

2026 Nominees

Greer Aukstakalnis
Kylie Bender
Martina Bloser
Rashell Bowman
Lisa Brittingham
Colleen Bushman
Ashley Capozzi
Amanda Christ
Kimmy Dauksha
Richard Davis
Lauren DeLellis
Abbie Dellanoce
Jason Derr
Rebecca Diehl
Brittany Ensign
Michaella Fickes
Jeremy Freeland
Tamara Hade
Wendy Hershey
Jill Johnson
Jenifer Kielbasa
Lisa Klingler
Whitney Kortz
Kate Lacoco
Jenifer Letsas
Ryan Lower
Cassie McCabe
Daren Moran
Danielle Morra
Nicole Nokovich
Rebecca Nydes
Cheryl Park
Kim Porr
David Rouner
Dawn Scott
Leigh Shannon
Aiyana Smith
Pamela Wilson
Todd Witters

Situational Awareness

How situationally aware am I when it comes to severe weather…especially tornadoes? The National Weather Service reports that "peak tornado season is during the months of March through June, with nearly 70% of all tornadoes occurring during this time period."

For more helpful information, see the National Weather Service tornado safety website. Keep you and your loved ones safe in a tornado. Be informed. Make a plan. Be situationally aware!

Points2Ponder

When it comes to tornado safety…

- Do I know the difference between a tornado watch and a tornado warning?
  - ***Tornado Watch:*** *Be Prepared! Conditions are favorable for the development of a tornado.*
  - ***Tornado Warning:*** *Take Action! A tornado (funnel cloud) has been sighted or indicated by radar.*
- Do I know the various weather indicators of a tornado?
  - *A rotating, horizontally oriented cloud base*
  - *A dark, greenish or yellowish sky*
  - *Hail or heavy rain followed by sudden calmness or a shift in wind direction*
  - *A loud, continuous roar or a "freight train" sound*
- Do I have a tornado safety plan for my home?
  - *Do I have a safe place to shelter?*
    - Know the safest area in your home: If you're inside during a tornado, the safest place is a basement or storm cellar. If that's not available, go to a small, windowless interior room on the lowest floor of the building, such as a bathroom, closet, or hallway.
    - Avoid large buildings: Large buildings, like shopping malls or gyms, are not safe during a tornado. Avoid wide-open areas like gymnasiums or auditoriums.
    - Crouch and protect your head: If you are in a basement or storm cellar, cover your head with something sturdy. If in an interior room, crouch low and cover your head with your arms.
  - *Do my family members know what our home tornado plan is and practice it to ensure readiness to respond?*
- Do I have an emergency kit, and what should be in it?
  - *Non-perishable food and water for at least three days*
  - *Flashlights and extra batteries*
  - *First aid supplies*
  - *Medications and important documents*
  - *Portable phone charger*
  - *Clothing and personal hygiene items*
  - *A battery-operated NOAA weather radio*
- Do I know what to do if I'm outside or in a vehicle?
  - ***Get to shelter:*** *If you are outside and cannot get to a building, lie down in a ditch or low-lying area, cover your head, and stay as low as possible. Avoid trees or large structures.*
  - ***Do not try to outrun a tornado:*** *If you're in a vehicle, don't try to drive through the storm. If there's no nearby shelter, stop, lower your head, and cover yourself with a blanket or jacket, if possible.*
- Do I know what to do after a tornado?
  - *Wait for the all-clear: Tornadoes can sometimes come in multiple waves. Don't leave your shelter until the National Weather Service has issued an "all-clear" signal.*
  - *Check for injuries: Be cautious when checking for injuries in yourself or others, and avoid moving people with severe injuries unless absolutely necessary.*
  - *Watch out for hazards: Stay clear of downed power lines, broken glass, and other debris.*



Mission Moments

CAIU Mission Moments *are inspirational examples of how our staff are making an impact and defining our mission to provide innovative support and services in partnership with schools, families, and communities to build capacity and model courageous leadership.*

Keystone State Challenge Academy (KSCA) cadets recently had the opportunity to learn about the Unit Training Equipment Site (UTES) at Fort Indiantown Gap. UTES plays a critical role in supporting the maintenance and storage of vehicles for the PA National Guard. Understanding how equipment is maintained, secured, and mission-ready gives our cadets valuable insight into the logistics and responsibilities behind the operations. The cadets are gaining hands-on knowledge and are able to help work on equipment with the UTES staff!









On February 26, nearly 100 educators, school-based mental health professionals, administrators, and cultural navigators gathered for the Multilingual Collective focused on family engagement. Through a powerful keynote, panel discussion, and breakout sessions, attendees reflected on how schools can be the bridge for families navigating new languages and systems.

As the keynote speaker, Baktash Ahadi, shared through his own story of arriving in Carlisle, PA, the way educators see, listen, and honor families can shape a student's sense of belonging and possibility. Thank you to all who continue this important work!



Congrats to Xariel Banton of Lancaster Catholic High School, the 2026 Pennsylvania Poetry Out Loud State Champion! Xariel will continue on to represent Pennsylvania at the Poetry Out Loud national finals in Washington, D.C., April 27-29, 2026.

Runner-up: Christabelle Kirkham of Carlisle Area High School.

Pictured from left to right: Christabelle Kirkham, Jackie Ford (Poetry Out Loud State Coordinator & CAIU Educational Services Coordinator), and Xariel Banton.

Training and events



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

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

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

Here are some of our upcoming trainings:

3/27-5/15/2026 - Know Better, Do Better: Developing Learning Through Practice
Audience: All Educators

Join the CAIU for a 3-session virtual series devoted to exploring ways to use strategic practice to develop fluency at the sub-word, word, phrase, sentence, and connected text levels. Sessions will occur on Mar 27, Apr 17, and May 15 from 8:00-8:30 AM on Zoom.

3/27/2026 - Youth Mental Health First Aid
Audience: Anyone

Youth Mental Health First Aid teaches you how to identify, understand and respond to signs of mental illnesses and substance use disorders. This training gives adults who work with youth the skills they need to reach out and provide initial support to adolescents (ages 12-18) who may be developing a mental health or substance use problem and help connect them to the appropriate care.

4/1/2026 - Literacy Assessment to Progress
Audience: Special Education Teachers, Coaches, Administrators

Aligning student needs, goals, instruction, and progress monitoring. Through three focused sessions across the school year, we'll explore how to identify student needs, align instruction to those needs, and monitor progress effectively. Participants are asked to select a current student as a case study. You must register for each of the (3) dates, 10/23/2025, 1/21/2026, and 4/01/2026.



CAIU staff are encouraged to give back to the community by participating in a **CAIU Service Project**. These service projects must be completed between January 17, 2026, and Friday January 15, 2027, to count towards hours off on January 15, 2027. Click **HERE** for CAIU Service Project Process and Forms.

CAIU SERVICE PROJECT
WITF/Pennon Education:
Be My Neighbor Day (April 11, 2026)
Audience: CAIU Staff

SIGN UP HERE

Pennsylvania Math Summit

When: April 10, 2026 from 8:00am - 3:00pm

Join Amplify and the Capital Area Intermediate Unit for professional learning, conversations, and insights from math instruction and learning specialist Fawn Nguyen and several other math educators.

Register

CAIU Employees!
REFER A FRIEND

AND WE'LL PAY YOU $250*

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

CLICK HERE FOR DETAILS

Welcome New Hires!

ibelong @caiu



Ikike Akpe is a Floater Teacher and loves to sing.



Christine Albright is an ANPS Remedial Specialist and ran her first half marathon at the age of 40.



Erin Hankey is a PT S/L Pathologist at the Enola office and can tap dance.



Melanie Johns is an Occupational Therapist at the Enola office. Her first job was decorating cakes.



Thomas Samuel is a Floater Teacher at Hill Top Academy and was born and raised in Pittsburgh.

YOU'RE *one of* US NOW

Farewell Retirees!

Vania Jaroch is retiring after more than 5 years of service!



YOU WILL BE *missed*

Compliment Corner!

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

SERVICE

Sally Fike, *Administrative Services Representative*

Sally has provided outstanding service throughout our access control transition. She has personally overseen the reprogramming and distribution of staff key fobs, ensuring a smooth and efficient process. In alignment with our emergency response protocols, Sally also coordinated the reprogramming of access fobs for our municipal police departments. Her cooperation, responsiveness, and attention to detail have earned high praise from our law enforcement partners. Thank you, Sally, for your exceptional work and dedication!

- Jeremy Freeland, Supervisor of Safety, Security, & Operations

PARTNERSHIP

Melissa Wabrick, *ANPS School Counselor*

Melissa brings her wealth of counseling experience into nonpublic schools and truly makes a difference. She reminds students that she works for them, not the adults in their lives. Her supportive and welcoming presence conveys that each day to help kids feel safe and supported!

- Megan Snyder, ANPS Remedial Specialist

caiu
Capital Area Intermediate Unit

EDUCATORS & RELATED SERVICES CAREER FAIR

Thursday, April 23 | 4:00 - 6:00PM
55 Miller Street, Enola, PA 17025



This event will allow participants to meet representatives from local school districts in our region and learn about employment opportunities. Positions include all roles within a school setting, from student-facing educators to support and operational staff.

Participating Districts:

Big Spring SD
Camp Hill SD
Carlisle Area SD
Central Dauphin SD
Cumberland Valley SD
Dauphin County Technical School
East Pennsboro Area SD
Lower Dauphin SD
Mechanicsburg Area SD
Middletown Area SD
Northern York County SD
Susquehanna Township SD
West Shore SD

If interested in attending, please scan the QR code or visit https://forms.gle/Qq32XvxZrJkS3vtj7 to complete registration.