



**Monday, April 27, 2026  
REGULAR BOARD MEETING**

**BOARD OF SCHOOL DIRECTORS**

**EAST PENN SCHOOL DISTRICT**

**7:30 PM**

**IN-PERSON BOARD MEETING**

**Livestream via School Board YouTube Channel-**

**[https://www.youtube.com/channel/UCyW4MncS\\_\\_VzwR5cTmP-gnw](https://www.youtube.com/channel/UCyW4MncS__VzwR5cTmP-gnw)**

**1. MEETING OPENING**

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<b>Subject</b>	<b>A. Call to Order; Pledge of Allegiance</b>
Meeting	Apr 27, 2026 - REGULAR BOARD MEETING
Category	1. MEETING OPENING
Type	Procedural
<b>Subject</b>	<b>B. EHS Student Government Association Report- School Board Student Representatives: Maitreyi Kukade &amp; Kyana Deabreu</b>
Meeting	Apr 27, 2026 - REGULAR BOARD MEETING
Category	1. MEETING OPENING
Type	Report
<b>Subject</b>	<b>C. Requests to Comment at Board Meeting</b>
Meeting	Apr 27, 2026 - REGULAR BOARD MEETING
Category	1. MEETING OPENING
Type	Procedural

The purpose of public comment at Board meetings is to allow the Board to learn the thoughts of the public prior to Board deliberation and official action. Although the public comment period of the meeting is not a question and answer session between the public and the Board, the Board may direct staff to follow up and address public inquiries in a reasonably prompt manner.

**Per Board Policy 903. Public Comment in Board Meetings**, all individuals wishing to comment during the Board meeting shall complete a document designated for requests to comment and submit the document to the Board Secretary prior to the start of the meeting. Individuals shall wait to be recognized by the presiding officer before commenting, must direct all comments to the presiding officer, and must preface their comments by an announcement of their name, and group affiliation, if applicable. Each statement made by an individual shall be limited to three (3) minutes. Commenters may not cede their

time to other individuals. No individual may speak more than once on the same topic, unless all others who wish to speak on that topic have been heard and there is time remaining in the public comment period.

For your convenience, forms are available in the Board Room.

## 2. MINUTES

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<b>Subject</b>	<b>A. Minutes of the April 13, 2026 Regular Board Meeting</b>
Meeting	Apr 27, 2026 - REGULAR BOARD MEETING
Category	2. MINUTES
Type	Action, Minutes
Recommended Action	Motion by _____, Seconded by _____ RESOLVED, That the Board of School Directors of East Penn SD approve the minutes of the April 13, 2026 Regular Board Meeting.

## 3. SUPERINTENDENT OF SCHOOLS

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<b>Subject</b>	<b>A. District Update - Dr. Kristen Campbell</b>
Meeting	Apr 27, 2026 - REGULAR BOARD MEETING
Category	3. SUPERINTENDENT OF SCHOOLS
Type	Reports

## 4. BUDGET

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<b>Subject</b>	<b>A. Resolution Calling for Increased State Funding</b>
Meeting	Apr 27, 2026 - REGULAR BOARD MEETING
Category	4. BUDGET
Type	Discussion

### File Attachments

[2026.Resolution Calling for Increased State Funding,4.27.26.pdf \(121 KB\)](#)

<b>Subject</b>	<b>B. Adoption of the 2026-2027 Proposed Final Budget and the Property Tax Rebate Program for the 2026-2027 School Year</b>
Meeting	Apr 27, 2026 - REGULAR BOARD MEETING
Category	4. BUDGET
Type	Action
Recommended Action	Motion by _____, Seconded by _____ RESOLVED, That the Board of School Directors of East Penn SD adopt the 2026-2027 Proposed Final Budget for East Penn School District in the amount of \$213,583,053

with the following tax levies:  
22.7354 mills on the assessed valuation of real estate  
0.5% (0.005) Act 511 Earned Income Tax  
0.5% (0.005) Act 511 Real Estate Transfer Tax  
BE IT FURTHER RESOLVED, That the Board of School Directors of East Penn SD continue the Property Tax Rebate Program for the 2026-2027 year with the income eligibility guidelines to be established at the final budget adoption.

**File Attachments**

[2026-2027 PDE2028 Budget Book.Exhibit.4.2726.pdf \(1,796 KB\)](#)

[2026-2027 Long Range Fiscal and Capital Plan.Exhibit.4.27.26.pdf \(1,477 KB\)](#)

## 5. CURRICULUM

<b>Subject</b>	<b>A. Educational Conferences</b>
Meeting	Apr 27, 2026 - REGULAR BOARD MEETING
Category	5. CURRICULUM
Type	Action
Recommended Action	Motion by _____, Seconded by _____ RESOLVED, That the Board of School Directors of East Penn SD approve the estimated expenses for the individual(s) attending educational conferences, as per Educational Conferences exhibit. Educational Conferences expensed through the general fund unless otherwise noted.

**File Attachments**

[Educational Conferences.Exhibit.4.27.26.pdf \(47 KB\)](#)

<b>Subject</b>	<b>B. 2026 Emmaus High School Graduates</b>
Meeting	Apr 27, 2026 - REGULAR BOARD MEETING
Category	5. CURRICULUM
Type	Action
Recommended Action	Motion by _____, Seconded by _____ RESOLVED, That the Board of School Directors of East Penn SD approve the 2026 list of Emmaus High School graduates*, as per Emmaus High School Class of 2026 exhibit. *This list includes names of all seniors. It does not necessarily indicate graduation in 2026.

**File Attachments**

[Emmaus High School Class of 2026.Exhibit.4.27.26.pdf \(95 KB\)](#)

<b>Subject</b>	<b>C. Emmaus High School Targeted Support Improvement Plan</b>
Meeting	Apr 27, 2026 - REGULAR BOARD MEETING
Category	5. CURRICULUM

Type Action

Recommended Action Motion by \_\_\_\_\_, Seconded by \_\_\_\_\_  
RESOLVED, That the Board of School Directors of East Penn SD approve the Targeted Support Improvement Plan for Emmaus High School, as per the EHS Targeted Support Improvement Plan exhibit.

File Attachments  
[EHS Targeted Support Improvement Plan.Exhibit.4.27.26.pdf \(4,193 KB\)](#)

**Subject D. Lehigh Career & Technical Institute Graduation Requirements for Emmaus High School Students**

Meeting Apr 27, 2026 - REGULAR BOARD MEETING

Category 5. CURRICULUM

Type Action

Recommended Action Motion by \_\_\_\_\_, Seconded by \_\_\_\_\_  
RESOLVED, That the Board of School Directors of East Penn SD approve the Lehigh Career & Technical Institute Graduation Requirements for Emmaus High School Students effective June 2027, as per LCTI Graduation Requirements for EHS Students and Schedule exhibit.

File Attachments  
[LCTI Graduation Requirements and Schedule for EHS Students.Exhibit.4.27.26.pdf \(334 KB\)](#)

## 6. BUSINESS OPERATIONS

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**Subject A. Contracts/Agreements**

Meeting Apr 27, 2026 - REGULAR BOARD MEETING

Category 6. BUSINESS OPERATIONS

Type Action

Recommended Action Motion by \_\_\_\_\_, Seconded by \_\_\_\_\_  
RESOLVED, That the Board of School Directors of East Penn SD approve the following contract(s)/ agreement(s), as per corresponding exhibits.

Vendor	Contract/Agreement	Amount
Comprehensive Neuropsychology Services	Independent Educational Evaluation (IEE) One Student 2025-2026 School Year	Interpretation, Translation, and Consultation- \$250/hour Evaluation- \$5,500
Lehigh Valley Center for Independent Living (LVCIL)	LIFE Consulting and Services Agreement Work Program 2025-2026 Extended School Year	\$3,500.00 - group direct services \$88.50/hr - individual indirect services

River Crossing YMCA,  
Allentown Branch

Before & After Child Care  
Program  
Shoemaker ES  
2026-2027 School Year

N/A

**File Attachments**

[Comprehensive Neuropsychology Services.IEE Agreement.2026.Exhibit.4.27.26.pdf \(215 KB\)](#)  
[LVCIL LIFE Services Agreement.Exhibit.4.13.26.pdf \(350 KB\)](#)  
[River Crossing YMCA.Before & After Child Care Program.2026-27.Exhibit.4.27.26.pdf \(83 KB\)](#)

**Subject**                    **B. Award of Contract - Safety Bollard Installations at Emmaus High School, Eyer Middle School, and Lower Macungie Middle School**

Meeting                    Apr 27, 2026 - REGULAR BOARD MEETING

Category                    6. BUSINESS OPERATIONS

Type                        Action

Recommended            Motion by \_\_\_\_\_, Seconded by \_\_\_\_\_  
 Action                      RESOLVED, That the Board of School Directors of East Penn SD approve the Safety Bollard Installations at Emmaus High School, Eyer Middle School, and Lower Macungie Middle School Contract between H&P Construction Inc of 10788 State Route 61, Kulpmont, Pennsylvania, 17834 and the East Penn School District. The total project fee for these bollard installations is \$38,124.00 (PCCD Grant 2024/2025) as per Safety Bollard Installations Contract exhibit. Award of contract is contingent upon submission and approval of all required bonds and certificates of insurance and the execution of a written contract, all to the satisfaction of the Solicitor.

**File Attachments**

[Safety Bollard Installations Contract.Exhibit.4.27.26.pdf \(18,956 KB\)](#)

**Subject**                    **C. Scholarship Fund**

Meeting                    Apr 27, 2026 - REGULAR BOARD MEETING

Category                    6. BUSINESS OPERATIONS

Type                        Action

Recommended            Motion by \_\_\_\_\_, Seconded by \_\_\_\_\_  
 Action                      RESOLVED, That the Board of School Directors of East Penn SD accept an initial contribution of \$16,065.55, as well as additional future contributions, to be deposited into the EPSD Memorial Fund to establish the Albert J. Neumeyer Memorial Scholarship Fund that will support an annual scholarship for (1) graduating Emmaus High School senior.

**7. PERSONNEL**

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**Subject**                    **A. Personnel Items**

Meeting                    Apr 27, 2026 - REGULAR BOARD MEETING

Category                    7. PERSONNEL

Type                        Action

Recommended  
Action

Motion by \_\_\_\_\_, Seconded by \_\_\_\_\_  
RESOLVED, That the Board of School Directors of East Penn SD approve the  
personnel items being recommended by the Superintendent, as per Personnel  
Agenda Items exhibit and corresponding exhibit(s).

**File Attachments**

[Personnel Agenda Items.Exhibit.4.27.26.pdf \(224 KB\)](#)

## **8. POLICY**

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**Subject**                    **A. Update of Current Policies: 140, 221, 236.1, 237, 325, 332, 619, 810 -  
First Reading**

Meeting                    Apr 27, 2026 - REGULAR BOARD MEETING

Category                    8. POLICY

Type                        Information

**File Attachments**

[Update of Current Policies. 140, 221, 236.1, 237, 325, 332, 619, 810.First Reading.Exhibit.4.27.26.pdf  
\(11,375 KB\)](#)

## **9. OTHER EDUCATIONAL ENTITIES**

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**Subject**                    **A. Carbon Lehigh Intermediate Unit Board Member Report - Dr. William  
Whitney**

Meeting                    Apr 27, 2026 - REGULAR BOARD MEETING

Category                    9. OTHER EDUCATIONAL ENTITIES

Type                        Information, Reports

**Subject**                    **B. Lehigh Career & Technical Institute JOC Member Report - Mr. Jeffrey  
Jankowski, Ms. Gabrielle Klotz, Dr. Joshua Levinson, and Dr. Rita Perez**

Meeting                    Apr 27, 2026 - REGULAR BOARD MEETING

Category                    9. OTHER EDUCATIONAL ENTITIES

Type                        Reports

## **10. ANNOUNCEMENTS**

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**Subject**                    **A. Executive Session - 6:45 PM**

Meeting                    Apr 27, 2026 - REGULAR BOARD MEETING

Category                    10. ANNOUNCEMENTS

Type                        Procedural

**Subject**                    **B. Regular Board Meeting: Monday, May 11, 2026; 7:30 PM**

Meeting Apr 27, 2026 - REGULAR BOARD MEETING  
Category 10. ANNOUNCEMENTS  
Type Information

## **11. ADJOURN**

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**Subject** A. Adjourn  
Meeting Apr 27, 2026 - REGULAR BOARD MEETING  
Category 11. ADJOURN  
Type Action, Procedural  
Recommended Motion to Adjourn  
Action

**RESOLUTION CALLING FOR INCREASED STATE FUNDING**  
**BY THE BOARD OF DIRECTORS OF THE**  
\_\_\_\_\_ **SCHOOL DISTRICT**

WHEREAS, the Constitution of the Commonwealth of Pennsylvania requires the General Assembly to maintain a “thorough and efficient system of public education,” which requires that all students have access to a comprehensive, effective and contemporary system of public education.

WHEREAS, Pennsylvania’s 1.7 million public school students deserve the highest quality education; and the state’s public schools work best when they have the resources to give all students the opportunities they need to succeed; and

WHEREAS, Pennsylvania ranks 6th among the 50 states in the percentage of local revenues allocated to support elementary and secondary education, among the highest in the nation, with local taxpayers’ share of funding public education at more than 52%; and

WHEREAS, since the 2009-10 school year, mandated special education costs have increased by \$3.6 billion, or 104%, while state and federal special education funding has only increased \$280 million, or 21%, in that same time, leading the state’s share of the cost to fall from 28% to 18.5%; and

WHEREAS, in the last decade, mandated costs for pensions, special education and charter school tuition alone have increased more than \$6.1 billion, while state revenue intended to help pay those costs has only increased by \$2 billion, leaving local schools responsible for the remaining \$4.1 billion; and, even if all of the \$2.3 billion increase in Basic Education Funding (BEF) were used to help cover those costs, local schools would still be left with a \$1.7 billion deficit to pay for entirely out of local funds; and

WHEREAS, despite the clear return on investment, the state has failed to keep pace with the costs of providing career and technical education (CTE) pathways to students, allowing its share of CTE funding to fall to 11%, leaving school districts with an 89% share of CTE expenses; and

WHEREAS, public schools face escalating instructional and operational costs, heightened student mental health and behavioral health needs, mandated special education requirements, and persistent educator and support staff shortages that cannot be adequately addressed without sustained state support; and

WHEREAS, inadequate state funding places an additional burden on local taxpayers to pick up a greater share of public schools’ costs to ensure that our students’ education is not jeopardized; and

WHEREAS, increases in mandated costs prevent public schools from making critical investments in classrooms, technology, infrastructure, curriculum and other areas aimed at improving student achievement and reducing the burden on local taxpayers; and

NOW, THEREFORE, BE IT RESOLVED that the \_\_\_\_\_ School District urges the General Assembly to take legislative action for public education by:

- Continuing the state’s commitment to adequacy funding;
- Continuing to provide significant and sustained increases to basic education funding (BEF) through the state’s fair funding formula;
- Providing substantial increases to the special education funding and communicating the urgent need for increased federal funding to Congress;
- Providing sustained state funding and support for school infrastructure improvements; and
- Ensuring sufficient state resources are provided for career and technical education.

BE IT FURTHER RESOLVED that a copy of this resolution be submitted to the elected senators and representatives of the \_\_\_\_\_ School District in the General Assembly, and to the Governor of Pennsylvania. Adopted this \_\_\_\_\_ day of \_\_\_\_\_, 2026.

Signed, \_\_\_\_\_

School Board President

Board Secretary



**2026-2027**

**PDE-2028 General Fund Budget**

**April 27, 2026**

# PROPOSED FINAL GENERAL FUND BUDGET

Fiscal Year 2026-2027

## General Fund Budget Approval

Date of Adoption of the General Fund Budget:

\_\_\_\_\_  
President of the Board - Original Signature Required

\_\_\_\_\_  
Date

\_\_\_\_\_  
Secretary of the Board - Original Signature Required

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief School Administrator - Original Signature Required

\_\_\_\_\_  
Date

\_\_\_\_\_  
Robert E Saul

(610)966-8300

Extn :

\_\_\_\_\_  
Contact Person

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Extension

\_\_\_\_\_  
rsaul@eastpennsd.org

\_\_\_\_\_  
Email Address

**CERTIFICATION OF ESTIMATED ENDING FUND BALANCE  
FROM 2026-2027 GENERAL FUND BUDGET**

24 PS 6-688

(10/2010)

SCHOOL DISTRICT : East Penn SD	COUNTY : Lehigh	AUN : 121392303
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No school district shall approve an increase in real property taxes unless it has adopted a budget that includes an estimated, ending unreserved undesignated fund balance (unassigned) less than the specified percentage of its total budgeted expenditures:

Total Budgeted Expenditures	Fund Balance % Limit (less than)
Less Than or Equal to \$11,999,999	12.0%
Between \$12,000,000 and \$12,999,999	11.5%
Between \$13,000,000 and \$13,999,999	11.0%
Between \$14,000,000 and \$14,999,999	10.5%
Between \$15,000,000 and \$15,999,999	10.0%
Between \$16,000,000 and \$16,999,999	9.5%
Between \$17,000,000 and \$17,999,999	9.0%
Between \$18,000,000 and \$18,999,999	8.5%
Greater Than or Equal to \$19,000,000	8.0%

Did you raise property taxes in SY 2026-2027 (compared to 2025-2026)?

Yes

No

If yes, see information below, taken from the 2026-2027 General Fund Budget.

Total Budgeted Expenditures	\$213583053
Ending Unassigned Fund Balance	\$1359074
Ending Unassigned Fund Balance as a percentage (%) of Total Budgeted Expenditures	0.63%

The Estimated Ending Unassigned Fund Balance is within the allowable limits.

Yes

No

**I hereby certify that the above information is accurate and complete.**

SIGNATURE OF SUPERINTENDENT	DATE
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DUE DATE: AUGUST 15, 2026

FOR PUBLIC INSPECTION OF 2026-2027 PROPOSED BUDGET

24 PS 6-687(a)(1)

(03/2006)

<b>School District Name :</b> East Penn SD	<b>County :</b> Lehigh	<b>AUN Number :</b> 121392303
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Section 687(a)(1) of the School Code requires the president of the board of school directors of each school district to certify to the Department of Education that the proposed budget was prepared, presented and will be made available for public inspection using the uniform form prepared and furnished by the Department of Education.

I hereby certify that the above information is accurate and complete.

<b>SIGNATURE OF SCHOOL BOARD PRESIDENT</b>	<b>DATE</b>
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**DUE DATE: IMMEDIATELY FOLLOWING  
ADOPTION OF PROPOSED  
FINAL GENERAL FUND BUDGET**

<u>Val Number</u>	<u>Description</u>	<u>Justification</u>
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<u>ITEM</u>	<u>AMOUNTS</u>
<b>Estimated Beginning Unreserved Fund Balance Available for Appropriation and Reserves Scheduled For Liquidation During The Fiscal Year</b>	
810 Nonspendable Fund Balance	
820 Restricted Fund Balance	193,137
830 Committed Fund Balance	1,022,000
840 Assigned Fund Balance	10,170,600
850 Unassigned Fund Balance	14,849,412
<b>Total Estimated Beginning Unreserved Fund Balance Available for Appropriation and Reserves Scheduled For Liquidation During The Fiscal Year</b>	<b><u>\$26,042,012</u></b>
<b>Estimated Revenues And Other Financing Sources</b>	
5000 Revenue from Local Sources	150,846,984
7000 Revenue from State Sources	51,035,251
3000 Revenue from Federal Sources	1,530,218
9000 Other Financing Sources	
<b>Total Estimated Revenues And Other Financing Sources</b>	<b><u>\$203,412,453</u></b>
<b>Total Estimated Fund Balance, Revenues, and Other Financing Sources Available for Appropriation</b>	<b><u>\$229,454,465</u></b>

	<u>Amount</u>
<b>REVENUE FROM LOCAL SOURCES</b>	
6111 Current Real Estate Taxes	128,034,144
6112 Interim Real Estate Taxes	993,092
6113 Public Utility Realty Taxes	120,605
6114 Payments in Lieu of Current Taxes - State / Local	11,256
6150 Current Act 511 Taxes - Proportional Assessments	15,425,761
6400 Delinquencies on Taxes Levied / Assessed by the LEA	1,698,569
6500 Earnings on Investments	2,216,832
6700 Revenues from LEA Activities	300,596
6800 Revenues from Intermediary Sources / Pass-Through Funds	1,636,186
6910 Rentals	54,678
6920 Contributions and Donations from Private Sources	100,000
6940 Tuition from Patrons	129,650
6990 Refunds and Other Miscellaneous Revenue	125,615
<b>REVENUE FROM LOCAL SOURCES</b>	<b>\$150,846,984</b>
<b>REVENUE FROM STATE SOURCES</b>	
7111 Basic Education Funding-Formula	18,293,216
7160 Tuition for Orphans Subsidy	115,953
7271 Special Education funds for School-Aged Pupils	5,125,381
7311 Pupil Transportation Subsidy	2,024,329
7312 Nonpublic and Charter School Pupil Transportation Subsidy	356,895
7320 Rental and Sinking Fund Payments / Building Reimbursement Subsidy	194,769
7330 Health Services (Medical, Dental, Nurse, Act 25)	151,609
7340 State Property Tax Reduction Allocation	3,155,330
7360 Safe Schools	255,839
7531 Ready to Learn-Foundation	2,895,143
7532 Ready to Learn-Adequacy Supplement	1,094,579
7810 State Share of Social Security and Medicare Taxes	3,244,359
7820 State Share of Retirement Contributions	14,127,849
<b>REVENUE FROM STATE SOURCES</b>	<b>\$51,035,251</b>
<b>REVENUE FROM FEDERAL SOURCES</b>	
8514 Title I - Improving the Academic Achievement of the Disadvantaged	962,405
8515 Title II - Preparing, Training, and Recruiting High Quality Teachers and Principals	170,548
8516 Title III - Language Instruction for English Learners and Immigrant Students	30,004

	<u>Amount</u>
<b>REVENUE FROM FEDERAL SOURCES</b>	
8517 Title IV - 21st Century Schools	72,583
8810 School-Based Access Medicaid Reimbursement Program (SBAP) Reimbursements (Access)	252,095
8820 Medical Assistance Reimbursement for Administrative Claiming (Quarterly) Program	42,583
<b>REVENUE FROM FEDERAL SOURCES</b>	<b>\$1,530,218</b>
<b>TOTAL ESTIMATED REVENUES AND OTHER SOURCES</b>	<b>203,412,453</b>

Index (current): 4.1%

Calculation Method:

Rate

Approx. Tax Revenue from RE Taxes:	\$128,034,144
Amount of Tax Relief for Homestead Exclusions	<u>\$3,155,330</u>
Total Approx. Tax Revenue:	\$131,189,474
Approx. Tax Levy for Tax Rate Calculation:	\$136,108,751

Lehigh

Total

2025-26 Data		
a. Assessed Value	\$5,950,024,900	\$5,950,024,900
b. Real Estate Mills	21.8400	
<b>I. 2026-27 Data</b>		
c. 2024 STEB Market Value	\$7,287,063,254	\$7,287,063,254
d. Assessed Value	\$5,986,644,200	\$5,986,644,200
e. Assessed Value of New Constr/ Renov	\$0	\$0
<b>2025-26 Calculations</b>		
f. 2025-26 Tax Levy (a * b)	\$129,948,544	\$129,948,544
<b>2026-27 Calculations</b>		
g. Percent of Total Market Value	100.00000%	100.00000%
h. Rebalanced 2025-26 Tax Levy (f Total * g)	\$129,948,544	\$129,948,544
i. Base Mills Subject to Index (h / a * 1000) if no reassessment (h / (d-e) * 1000) if reassessment	21.8400	
<b>Calculation of Tax Rates and Levies Generated</b>		
j. Weighted Avg. Collection Percentage	96.30000%	96.30000%
k. Tax Levy Needed (Approx. Tax Levy * g)	\$136,108,751	\$136,108,751
<b>l. 2026-27 Real Estate Tax Rate</b> (k / d * 1000)	<b>22.7354</b>	
iii. m. Tax Levy Generated by Mills (l / 1000 * d)	\$136,108,751	\$136,108,751
n. Tax Levy minus Tax Relief for Homestead Exclusions (m - Amount of Tax Relief for Homestead Exclusions)		\$132,953,421
o. Net Tax Revenue Generated By Mills (n * Est. Pct. Collection)		\$128,034,144

UN: 121392303 East Penn SD

Multi-County Rebalancing Based on Methodology of Section 672.1 of School Code

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Est 1 Index (current): 4.1%

Calculation Method:	Rate		
Approx. Tax Revenue from RE Taxes:		\$128,034,144	
Amount of Tax Relief for Homestead Exclusions		<u>\$3,155,330</u>	
Total Approx. Tax Revenue:		\$131,189,474	
Approx. Tax Levy for Tax Rate Calculation:		\$136,108,751	
	Lehigh		Total

<b>Index Maximums</b>			
p. Maximum Mills Based On Index	22.7354		
(i * (1 + Index))			
q. Mills In Excess of Index	0.0000		
(if (l > p), (l - p))			
r. Maximum Tax Levy Based On Index	\$136,108,751		\$136,108,751
(p / 1000 * d)			
IV. s. Millage Rate within Index?	Yes		
(If l > p Then No)			
t. Tax Levy In Excess of Index	\$0		\$0
(if (m > r), (m - r))			
u. Tax Revenue In Excess of Index	\$0		\$0
(t * Est. Pct. Collection)			

<b>Information Related to Property Tax Relief</b>			
V. Assessed Value Exclusion per Homestead	\$0.00		
Number of Homestead/Farmstead Properties			
Median Assessed Value of Homestead Properties			\$214,100

Act 1 Index (current): 4.1%

Calculation Method:	Rate
Approx. Tax Revenue from RE Taxes:	\$128,034,144
Amount of Tax Relief for Homestead Exclusions	<u>\$3,155,330</u>
Total Approx. Tax Revenue:	\$131,189,474
Approx. Tax Levy for Tax Rate Calculation:	\$136,108,751

Lehigh	Total
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State Property Tax Reduction Allocation used for: Homestead Exclusions	\$3,155,330	Lowering RE Tax Rate		\$3,155,330
Prior Year State Property Tax Reduction Allocation used for: Homestead Exclusions				
<b>Amount of Tax Relief from State/Local Sources</b>				<b>\$3,155,330</b>

CODE

0111 Current Real Estate Taxes

<u>County Name</u>	<u>Taxable Assessed Value</u>	<u>Real Estate Mills</u>	<u>Tax Levy Generated by Mills</u>	<u>Amount of Tax Relief for Homestead Exclusions</u>	<u>Tax Levy Minus Homestead Exclusions</u>	<u>Percent Collected</u>	<u>Net Tax Revenue Generated By Mills</u>
High	5,986,644,200	22.7354	136,108,751			96.30000%	
<b>Totals:</b>	<b>5,986,644,200</b>		<b>136,108,751</b>	<b>3,155,330</b>	<b>= 132,953,421</b>	<b>X 96.30000%</b>	<b>= 128,034,144</b>

	<u>Rate</u>		<u>Estimated Revenue</u>
6120 <u>Current Per Capita Taxes, Section 679</u>	\$0.00		0
6140 <u>Current Act 511 Taxes – Flat Rate Assessments</u>	<u>Rate</u>	<u>Add'l Rate (if appl.)</u>	<u>Tax Levy</u>
6141 Current Act 511 Per Capita Taxes	\$0.00	\$0.00	0
6142 Current Act 511 Occupation Taxes – Flat Rate	\$0.00	\$0.00	0
6143 Current Act 511 Local Services Taxes	\$0.00	\$0.00	0
6144 Current Act 511 Trailer Taxes	\$0.00	\$0.00	0
6145 Current Act 511 Business Privilege Taxes – Flat Rate	\$0.00	\$0.00	0
6146 Current Act 511 Mechanical Device Taxes – Flat Rate	\$0.00	\$0.00	0
6149 Current Act 511 Taxes, Other Flat Rate Assessments	\$0.00	\$0.00	0
<b>Total Current Act 511 Taxes – Flat Rate Assessments</b>			<b>0</b>
6150 <u>Current Act 511 Taxes – Proportional Assessments</u>	<u>Rate</u>	<u>Add'l Rate (if appl.)</u>	<u>Estimated Revenue</u>
6151 Current Act 511 Earned Income Taxes	0.500%	0.000%	13,179,841
6152 Current Act 511 Occupation Taxes	0.000	0.000	0
6153 Current Act 511 Real Estate Transfer Taxes	0.500%	0.000%	2,245,920
6154 Current Act 511 Amusement Taxes	0.000%	0.000%	0
6155 Current Act 511 Business Privilege Taxes	0.000	0.000	0
6156 Current Act 511 Mechanical Device Taxes – Percentage	0.000%	0.000%	0
6157 Current Act 511 Mercantile Taxes	0.000	0.000	0
6159 Current Act 511 Taxes, Other Proportional Assessments	0	0	0
<b>Total Current Act 511 Taxes – Proportional Assessments</b>			<b>15,425,761</b>
<b>Total Act 511, Current Taxes</b>			<b>15,425,761</b>
<b>Act 511 Tax Limit --&gt;</b>		<b>7,287,063,254</b>	<b>12</b>
		<b>Market Value</b>	<b>Mills</b>
			<b>(511 Limit)</b>

Tax Function	Description	Tax Rate Charged in:		Percent Change in Rate	Less than or equal to Index	Index	Additional Tax Rate Charged in:		Percent Change in Rate	Less than or equal to Index
		2025-26 (Rebalanced)	2026-27				2025-26 (Rebalanced)	2026-27		
6111	<u>Current Real Estate Taxes</u> Lehigh	21.8400	22.7354	4.10%	Yes	4.1%				
	<u>Current Act 511 Taxes – Proportional Assessments</u>									
6151	Current Act 511 Earned Income Taxes	0.500%	0.500%	0.00%	Yes	4.1%				
6153	Current Act 511 Real Estate Transfer Taxes	0.500%	0.500%	0.00%	Yes	4.1%				

<u>Description</u>	<u>Amount</u>
<b>000 Instruction</b>	
1100 Regular Programs - Elementary / Secondary	90,629,116
1200 Special Programs - Elementary / Secondary	35,134,390
1300 Vocational Education	4,105,842
1400 Other Instructional Programs - Elementary / Secondary	165,966
1500 Nonpublic School Programs	41,203
1600 Adult Education Programs	916,661
<b>Total Instruction</b>	<b>\$130,993,178</b>
<b>000 Support Services</b>	
2100 Support Services - Students	9,236,679
2200 Support Services - Instructional Staff	5,583,129
2300 Support Services - Administration	9,472,169
2400 Support Services - Pupil Health	2,771,460
2500 Support Services - Business	1,462,550
2600 Operation and Maintenance of Plant Services	17,591,964
2700 Student Transportation Services	13,522,718
2800 Support Services - Central	2,592,479
2900 Other Support Services	153,501
<b>Total Support Services</b>	<b>\$62,386,649</b>
<b>000 Operation of Non-Instructional Services</b>	
3200 Student Activities	2,494,862
3300 Community Services	90,524
<b>Total Operation of Non-Instructional Services</b>	<b>\$2,585,386</b>
<b>000 Facilities Acquisition, Construction and Improvement Services</b>	
4000 Facilities Acquisition, Construction and Improvement Services	86,746
<b>Total Facilities Acquisition, Construction and Improvement Services</b>	<b>\$86,746</b>
<b>000 Other Expenditures and Financing Uses</b>	
5100 Debt Service / Other Expenditures and Financing Uses	1,542,700
5200 Interfund Transfers - Out	5,817,794
5900 Budgetary Reserve	10,170,600
<b>Total Other Expenditures and Financing Uses</b>	<b>\$17,531,094</b>
<b>Total Estimated Expenditures and Other Financing Uses</b>	<b>\$213,583,053</b>

<u>Description</u>	<u>Amount</u>
<b>1000 Instruction</b>	
<b>1100 <u>Regular Programs - Elementary / Secondary</u></b>	
100 Personnel Services - Salaries	46,847,304
200 Personnel Services - Employee Benefits	33,114,588
300 Purchased Professional and Technical Services	546,500
400 Purchased Property Services	690,125
500 Other Purchased Services	6,793,950
600 Supplies	2,589,022
700 Property	26,627
800 Other Objects	21,000
<b>Total Regular Programs - Elementary / Secondary</b>	<b>\$90,629,116</b>
<b>1200 <u>Special Programs - Elementary / Secondary</u></b>	
100 Personnel Services - Salaries	14,482,405
200 Personnel Services - Employee Benefits	9,075,220
300 Purchased Professional and Technical Services	5,446,622
500 Other Purchased Services	5,965,585
600 Supplies	160,250
800 Other Objects	4,308
<b>Total Special Programs - Elementary / Secondary</b>	<b>\$35,134,390</b>
<b>1300 <u>Vocational Education</u></b>	
500 Other Purchased Services	4,105,842
<b>Total Vocational Education</b>	<b>\$4,105,842</b>
<b>1400 <u>Other Instructional Programs - Elementary / Secondary</u></b>	
100 Personnel Services - Salaries	108,550
200 Personnel Services - Employee Benefits	45,416
400 Purchased Property Services	1,000
500 Other Purchased Services	7,000
600 Supplies	4,000
<b>Total Other Instructional Programs - Elementary / Secondary</b>	<b>\$165,966</b>
<b>1500 <u>Nonpublic School Programs</u></b>	
300 Purchased Professional and Technical Services	41,003
600 Supplies	200
<b>Total Nonpublic School Programs</b>	<b>\$41,203</b>
<b>1600 <u>Adult Education Programs</u></b>	
100 Personnel Services - Salaries	4,000
200 Personnel Services - Employee Benefits	1,674
500 Other Purchased Services	909,487
600 Supplies	1,500
<b>Total Adult Education Programs</b>	<b>\$916,661</b>
<b>Total Instruction</b>	<b>\$130,993,178</b>
<b>2000 Support Services</b>	
<b>2100 <u>Support Services - Students</u></b>	
100 Personnel Services - Salaries	4,561,361

<u>Description</u>	<u>Amount</u>
200 Personnel Services - Employee Benefits	3,450,050
300 Purchased Professional and Technical Services	1,034,993
500 Other Purchased Services	18,300
600 Supplies	163,810
800 Other Objects	8,165
<b>Total Support Services - Students</b>	<b>\$9,236,679</b>
<b>2200 Support Services - Instructional Staff</b>	
100 Personnel Services - Salaries	2,567,863
200 Personnel Services - Employee Benefits	2,348,361
300 Purchased Professional and Technical Services	101,530
400 Purchased Property Services	6,000
500 Other Purchased Services	26,850
600 Supplies	300,025
700 Property	25,000
800 Other Objects	207,500
<b>Total Support Services - Instructional Staff</b>	<b>\$5,583,129</b>
<b>2300 Support Services - Administration</b>	
100 Personnel Services - Salaries	4,949,082
200 Personnel Services - Employee Benefits	3,821,560
300 Purchased Professional and Technical Services	329,567
400 Purchased Property Services	17,200
500 Other Purchased Services	107,940
600 Supplies	192,520
800 Other Objects	54,300
<b>Total Support Services - Administration</b>	<b>\$9,472,169</b>
<b>2400 Support Services - Pupil Health</b>	
100 Personnel Services - Salaries	1,583,737
200 Personnel Services - Employee Benefits	1,012,023
300 Purchased Professional and Technical Services	85,000
400 Purchased Property Services	5,000
500 Other Purchased Services	500
600 Supplies	85,200
<b>Total Support Services - Pupil Health</b>	<b>\$2,771,460</b>
<b>2500 Support Services - Business</b>	
100 Personnel Services - Salaries	744,972
200 Personnel Services - Employee Benefits	561,528
300 Purchased Professional and Technical Services	47,300
400 Purchased Property Services	4,500
500 Other Purchased Services	13,800
600 Supplies	82,400
800 Other Objects	8,050
<b>Total Support Services - Business</b>	<b>\$1,462,550</b>
<b>2600 Operation and Maintenance of Plant Services</b>	
100 Personnel Services - Salaries	6,760,721
200 Personnel Services - Employee Benefits	5,251,637

<u>Description</u>	<u>Amount</u>
300 Purchased Professional and Technical Services	347,884
400 Purchased Property Services	1,274,165
500 Other Purchased Services	657,612
600 Supplies	3,239,945
700 Property	50,000
800 Other Objects	10,000
<b>Total Operation and Maintenance of Plant Services</b>	<b>\$17,591,964</b>
<b>2700 Student Transportation Services</b>	
500 Other Purchased Services	13,522,718
<b>Total Student Transportation Services</b>	<b>\$13,522,718</b>
<b>2800 Support Services - Central</b>	
100 Personnel Services - Salaries	1,027,758
200 Personnel Services - Employee Benefits	895,450
300 Purchased Professional and Technical Services	329,240
400 Purchased Property Services	70,000
500 Other Purchased Services	64,902
600 Supplies	203,550
700 Property	1,020
800 Other Objects	559
<b>Total Support Services - Central</b>	<b>\$2,592,479</b>
<b>2900 Other Support Services</b>	
500 Other Purchased Services	153,501
<b>Total Other Support Services</b>	<b>\$153,501</b>
<b>Total Support Services</b>	<b>\$62,386,649</b>
<b>3000 Operation of Non-Instructional Services</b>	
<b>3200 Student Activities</b>	
100 Personnel Services - Salaries	1,146,134
200 Personnel Services - Employee Benefits	557,900
300 Purchased Professional and Technical Services	88,466
400 Purchased Property Services	37,790
500 Other Purchased Services	392,346
600 Supplies	217,466
800 Other Objects	54,760
<b>Total Student Activities</b>	<b>\$2,494,862</b>
<b>3300 Community Services</b>	
100 Personnel Services - Salaries	69,943
200 Personnel Services - Employee Benefits	5,781
400 Purchased Property Services	500
600 Supplies	14,300
<b>Total Community Services</b>	<b>\$90,524</b>
<b>Total Operation of Non-Instructional Services</b>	<b>\$2,585,386</b>
<b>4000 Facilities Acquisition, Construction and Improvement Services</b>	

<u>Description</u>	<u>Amount</u>
700 Property	86,746
<b>Total Facilities Acquisition, Construction and Improvement Services</b>	<b>\$86,746</b>
<b>Total Facilities Acquisition, Construction and Improvement Services</b>	<b>\$86,746</b>
<b>5000 Other Expenditures and Financing Uses</b>	
<b>5100 Debt Service / Other Expenditures and Financing Uses</b>	
800 Other Objects	147,700
900 Other Uses of Funds	1,395,000
<b>Total Debt Service / Other Expenditures and Financing Uses</b>	<b>\$1,542,700</b>
<b>5200 Interfund Transfers - Out</b>	
900 Other Uses of Funds	5,817,794
<b>Total Interfund Transfers - Out</b>	<b>\$5,817,794</b>
<b>5900 Budgetary Reserve</b>	
800 Other Objects	10,170,600
<b>Total Budgetary Reserve</b>	<b>\$10,170,600</b>
<b>Total Other Expenditures and Financing Uses</b>	<b>\$17,531,094</b>
<b>TOTAL EXPENDITURES</b>	<b>\$213,583,053</b>

Account Description	Amounts
0810 Nonspendable Fund Balance	
0820 Restricted Fund Balance	193,137
0830 Committed Fund Balance	1,272,000
0840 Assigned Fund Balance	13,240,338
0850 Unassigned Fund Balance	1,359,074
<b>Total Ending Fund Balance - Committed, Assigned, and Unassigned</b>	<b>\$15,871,412</b>
5900 Budgetary Reserve	10,170,600
<b>Total Estimated Ending Committed, Assigned, and Unassigned Fund Balance and Budgetary Reserve</b>	<b>\$26,235,149</b>

# Supplemental Documentation

	<u>2021-22 Actual</u>	<u>2022-23 Actual</u>	<u>2023-24 Actual</u>	<u>2024-25 Budget</u>	<u>2024-25 Actual</u>	<u>2025-26 Budget *</u>	<u>2025-26 Estimated</u>	<u>2026-27 Proposed *</u>	<u>Percent Change *</u>
0810 Nonspendable Fund Balance - Beginning	-	11,799	1,385,354	-	29,962	-	1,571,977	-	
0820 Restricted Fund Balance - Beginning	141,723	138,292	208,386	165,066	176,811	176,811	193,137	193,137	9.2%
0830 Committed Fund Balance - Beginning	-	6,068,784	3,407,605	3,289,759	3,289,759	1,691,000	1,219,000	1,022,000	-39.6%
0840 Assigned Fund Balance - Beginning	9,398,425	11,102,180	11,134,946	11,393,959	11,393,959	11,033,200	11,033,200	10,170,600	-7.8%
0850 Unassigned Fund Balance - Beginning	<u>7,670,070</u>	<u>6,225,272</u>	<u>9,709,613</u>	<u>12,764,918</u>	<u>11,388,346</u>	<u>13,180,674</u>	<u>13,234,310</u>	<u>14,849,412</u>	12.7%
Total Beginning Fund Balance	17,210,218	23,546,327	25,845,904	27,613,702	26,278,837	26,081,685	27,251,624	26,235,149	0.6%
<b>Revenues and Other Financing Sources</b>									
6000 Revenue from Local Sources	122,163,634	129,066,274	133,325,128	138,182,877	140,036,358	144,392,192	144,578,323	150,846,984	4.5%
7000 Revenue from State Sources	35,999,463	40,638,112	42,994,439	44,989,690	46,794,019	49,058,023	48,619,343	51,035,251	4.0%
8000 Revenue from Federal Sources	10,318,389	2,426,370	1,915,895	2,069,497	1,952,316	1,614,944	1,381,403	1,530,218	-5.2%
9000 Other Financing Sources	<u>1,946,193</u>	<u>601,129</u>	-	-	<u>34,544</u>	-	-	-	
Total Revenue and Other Financing Sources	<b>170,427,679</b>	<b>172,731,885</b>	<b>178,235,461</b>	<b>185,242,064</b>	<b>188,817,238</b>	<b>195,065,159</b>	<b>194,579,069</b>	<b>203,412,453</b>	<b>4.3%</b>
<b>Expenditures and Financing Uses</b>									
1000 Instruction	101,796,822	107,683,007	113,393,829	121,473,811	120,129,120	126,533,042	125,272,612	130,993,178	3.5%
2000 Support Services	43,907,616	47,680,894	50,919,489	54,677,032	56,691,320	58,024,415	58,509,965	62,386,649	7.5%
3000 Operation of Non-Instructional Services	1,957,530	2,183,209	2,276,613	2,404,431	2,419,602	2,563,360	2,732,625	2,585,386	0.9%
4000 Facilities Acquisition, Construction, Improve	-	-	255,440	-	186,544	56,242	156,242	86,746	54.2%
5000 Other Expenditures and Financing Uses	<u>16,429,601</u>	<u>12,885,198</u>	<u>10,957,157</u>	<u>18,080,749</u>	<u>8,417,865</u>	<u>18,921,300</u>	<u>8,924,100</u>	<u>17,531,094</u>	-7.3%
Total Expenditures and Other Financing Uses	<b>164,091,570</b>	<b>170,432,309</b>	<b>177,802,528</b>	<b>196,636,023</b>	<b>187,844,450</b>	<b>206,098,359</b>	<b>195,595,544</b>	<b>213,583,053</b>	<b>3.6%</b>
Prior Period Adjustments	-	-	-	-	-	-	-	-	
<b>ENDING FUND BALANCE (if Budgetary Res is spent)</b>	<b>23,546,327</b>	<b>25,845,903</b>	<b>26,278,837</b>	<b>16,219,743</b>	<b>27,251,624</b>	<b>15,048,485</b>	<b>26,235,149</b>	<b>16,064,549</b>	<b>6.8%</b>
Less: Budgetary Reserve	-	-	-	9,380,000	-	9,814,200	-	10,170,600	3.6%
<b>ENDING FUND BALANCE (if Budgetary Res is not spent)</b>	<b>23,546,327</b>	<b>25,845,903</b>	<b>26,278,837</b>	<b>25,599,743</b>	<b>27,251,624</b>	<b>24,862,685</b>	<b>26,235,149</b>	<b>26,235,149</b>	<b>5.5%</b>
0810 Nonspendable Fund Balance - Ending*	11,799	1,385,354	29,962	-	1,571,977	-	-	-	
0820 Restricted Fund Balance - Ending*	138,292	208,386	176,811	165,066	193,137	176,811	193,137	193,137	9.2%
0830 Committed Fund Balance - Ending*	6,068,784	3,407,605	3,289,759	1,825,800	1,219,000	1,022,000	1,022,000	1,272,000	24.5%
0840 Assigned Fund Balance - Ending*	11,102,180	11,134,946	11,393,959	12,788,928	11,033,200	5,939,040	10,170,600	13,240,338	122.9%
0850 Unassigned Fund Balance - Ending*	<u>6,225,272</u>	<u>9,709,613</u>	<u>11,388,346</u>	<u>10,819,949</u>	<u>13,234,310</u>	<u>17,724,834</u>	<u>14,849,412</u>	<u>11,529,674</u>	-35.0%
Total Ending Fund Balance	23,546,327	25,845,904	26,278,837	25,599,743	27,251,624	24,862,685	26,235,149	26,235,149	5.5%

\* Assuming Budgetary Reserve is not spent

Description	2021-22 <u>Actual</u>	2022-23 <u>Actual</u>	2023-24 <u>Actual</u>	2024-25 <u>Budget</u>	2024-25 <u>Actual</u>	2025-26 <u>Budget *</u>	2025-26 <u>Estimated</u>	2026-27 <u>Proposed *</u>	Percent <u>Change *</u>
<b>Current Real Estate Tax Calculation</b>									
Assessed Value	5,709,078,600	5,762,792,900	5,894,410,200	5,894,410,200	5,894,410,200	5,950,024,900	5,950,024,900	5,986,644,200	0.6%
Real Estate Tax Rate	19.1035	19.6766	21.0000	21.0000	21.0000	21.8400	21.8400	22.7354	4.1%
Preliminary Tax Levy	109,063,383	113,392,171	123,782,614	123,782,614	123,782,614	129,948,544	129,948,544	136,108,751	4.7%
State Property Tax Reduction Allocation	(1,825,885)	(2,289,194)	(2,749,862)	(2,749,862)	(2,749,862)	(3,155,330)	(3,155,330)	(3,155,330)	0.0%
Revised Tax Levy	107,237,498	111,102,977	121,032,753	121,032,752	121,032,753	126,793,214	126,793,214	132,953,421	4.9%
Collection Percentage	96.00%	96.35%	92.08%	96.20%	96.37%	96.20%	96.20%	96.30%	0.1%
Current Real Estate Tax Revenue	102,945,484	107,050,346	111,443,288	116,433,508	116,635,110	121,975,072	121,975,072	128,034,144	5.0%
<b>Revenue from Local Sources</b>									
6111 Current Real Estate Taxes	102,945,484	107,050,346	111,443,288	116,433,507	116,635,110	121,975,072	121,975,072	128,034,144	5.0%
6112 Interim Real Estate Taxes	1,077,691	1,454,998	711,329	1,194,711	812,949	1,081,340	993,092	993,092	-8.2%
6113 Public Utility Realty Taxes	109,974	110,211	106,940	106,403	117,880	110,448	118,823	120,605	9.2%
6114 Payments In Lieu of Current Taxes	21,125	10,586	11,749	10,765	12,821	10,927	10,927	11,256	3.0%
6151 Earned Income Taxes (Act 511)	10,817,409	11,536,542	12,004,841	12,239,117	12,423,264	12,735,937	12,795,962	13,179,841	3.5%
6153 Real Estate Transfer Taxes (Act 511)	2,566,448	2,103,560	1,907,868	2,038,471	2,567,757	2,140,062	2,140,062	2,245,920	4.9%
6411 Delinquent Real Estate Taxes	2,144,075	1,629,903	1,481,449	1,700,397	1,904,721	1,669,119	1,669,119	1,698,569	1.8%
6451 Delinquent Earned Income Taxes (Act 511)	-	-	-	-	-	-	-	-	-
6510 Earnings on Investments	30,757	2,056,536	2,982,657	1,974,275	2,955,777	2,155,856	2,236,305	2,216,832	2.8%
6710 Admissions	63,223	77,270	76,328	69,679	83,515	68,490	73,005	77,943	13.8%
6720 Bookstore Sales	37,183	34,582	25,346	31,183	17,579	-	8,556	8,984	-
6740 Fees	125,915	158,037	190,182	142,507	203,308	146,130	190,893	200,438	37.2%
6750 Special Events	965	1,591	2,854	1,435	2,200	1,675	3,000	2,153	28.5%
6790 Other Student Activity Income	5,672	17,610	12,933	15,878	15,148	21,740	6,578	11,078	-49.0%
6810 Revenue from Other Governments	-	32,625	26,000	45,400	842	19,300	10,000	14,500	-24.9%
6831 Federal Other Rev. From Other LEA's	58,671	28,606	58,926	25,745	22,400	58,926	22,400	22,400	-62.0%
6832 Federal IDEA Rev. From Other LEA's	1,738,431	1,595,104	1,725,442	1,725,442	1,702,153	1,702,153	1,599,286	1,599,286	-6.0%
6832 ESSER IDEA Rev. From Other LEA's	-	214,658	-	-	-	-	-	-	-
6910 Rentals	29,061	47,641	60,612	40,161	70,690	45,771	54,678	54,678	19.5%
6920 Contributions/Donations from Private Srcs..	157,087	290,785	254,490	200,000	241,574	200,000	200,062	100,000	-50.0%
6942 Tuition - Summer School	24,750	31,550	32,051	32,051	33,226	33,226	29,470	17,350	-47.8%
6943 Tuition - Adult Education	-	625	1,500	-	1,505	-	-	-	-
6944 Tuition - Other LEA's in PA	-	185,837	94,945	40,000	29,044	90,000	90,000	90,000	0.0%
6949 Tuition - Other	21,327	22,300	22,590	22,300	16,910	22,300	22,300	22,300	0.0%
6990 Miscellaneous Revenue	188,386	374,772	90,806	93,450	165,985	103,720	328,733	125,615	21.1%
<b>Total Revenue from Local Sources</b>	<b>122,163,634</b>	<b>129,066,274</b>	<b>133,325,128</b>	<b>138,182,877</b>	<b>140,036,358</b>	<b>144,392,192</b>	<b>144,578,323</b>	<b>150,846,984</b>	<b>4.5%</b>

Description	2021-22 <u>Actual</u>	2022-23 <u>Actual</u>	2023-24 <u>Actual</u>	2024-25 <u>Budget</u>	2024-25 <u>Actual</u>	2025-26 <u>Budget *</u>	2025-26 <u>Estimated</u>	2026-27 <u>Proposed *</u>	Percent <u>Change *</u>
<b>Revenue from State Sources</b>									
7111 Basic Education Funding	13,315,525	15,386,019	16,857,826	17,475,495	17,904,239	18,107,227	18,166,226	18,293,216	1.0%
7112 BEF - Social Security Reimbursement	2,230,739	2,566,657	-	-	-	-	-	-	-
7144 Charter Transition Funding	-	-	-	-	319,336	-	-	-	-
7160 Tuition from Orphans	138,147	93,760	136,124	115,953	163,870	115,953	115,953	115,953	0.0%
7250 Migratory Children	-	-	-	-	-	-	-	-	-
7271 Special Education Funding	3,943,713	4,334,036	4,565,053	4,571,325	4,946,892	4,783,582	4,768,161	5,125,381	7.1%
7299 Program Revenues	-	-	-	-	-	-	-	-	-
7310 Pupil Transportation Subsidy	1,278,438	1,863,033	2,064,552	2,174,230	2,024,425	2,496,242	2,186,332	2,381,224	-4.6%
7320 Rental & Sinking Fund Payments	890,935	840,814	620,808	544,584	542,418	193,774	193,774	194,769	0.5%
7330 Health Services	151,318	151,900	152,008	151,609	165,565	151,609	151,609	151,609	0.0%
7340 State Property Tax Reduction Allocation	1,835,313	2,314,377	2,289,194	2,749,862	2,749,862	3,155,330	3,155,330	3,155,330	0.0%
7360 Safe Schools	18,500	-	382,808	247,934	45,000	245,670	245,670	255,839	4.1%
7500 Extra Grants	706,674	705,924	705,924	705,924	1,975,564	2,895,741	2,895,143	3,989,722	37.8%
7810 State Share of Social Security & Medicare	-	-	2,708,282	3,013,939	2,862,887	3,127,250	3,096,529	3,244,359	3.7%
7820 State Share of Retirement Contributions	11,490,161	12,381,592	12,511,860	13,238,835	13,093,962	13,785,645	13,644,616	14,127,849	2.5%
<b>Total Revenue from State Sources</b>	<b>35,999,463</b>	<b>40,638,112</b>	<b>42,994,439</b>	<b>44,989,690</b>	<b>46,794,019</b>	<b>49,058,023</b>	<b>48,619,343</b>	<b>51,035,251</b>	<b>4.0%</b>
<b>Revenue from Federal Sources</b>									
8514 Title I Improving Academic Achievement	849,212	1,128,744	1,045,937	1,045,609	972,430	972,430	962,405	962,405	-1.0%
8515 Title II Prep., Training, and Recruiting High Quality Teachers	178,631	200,126	158,171	159,225	160,485	163,709	170,548	170,548	4.2%
8516 Title III Language Instruction For Limited English Proficient	31,448	20,536	31,221	29,876	27,835	28,423	30,004	30,004	5.6%
8517 Title IV 21st Century Schools	56,720	67,383	83,832	83,832	78,742	78,742	72,583	72,583	-7.8%
8690 Other Restricted Federal Grants	-	-	-	-	-	-	-	-	-
8740 ESSER Relief Funds	8,560,866	373,295	16,605	-	136,051	-	-	-	-
8810 ACCESS Medicaid Reimbursement	596,754	598,426	569,807	715,007	533,919	338,640	103,280	252,095	-25.6%
8820 ACCESS Administrative Claiming Prog.	44,759	37,860	10,322	35,948	42,853	33,000	42,583	42,583	29.0%
<b>Total Revenue from Federal Sources</b>	<b>10,318,389</b>	<b>2,426,370</b>	<b>1,915,895</b>	<b>2,069,497</b>	<b>1,952,316</b>	<b>1,614,944</b>	<b>1,381,403</b>	<b>1,530,218</b>	<b>-5.2%</b>
<b>Other Financing Sources</b>									
9200 Proceeds from Financing and Leases	1,946,193	446,629	-	-	-	-	-	-	-
9300 Interfund Transfers	-	-	-	-	-	-	-	-	-
9400 Sale of Fixed Assets	-	154,500	-	-	23,473	-	-	-	-
9900 Insurance Recoveries	-	-	-	-	11,071	-	-	-	-
<b>Total Other Financing Sources</b>	<b>1,946,193</b>	<b>601,129</b>	<b>-</b>	<b>-</b>	<b>34,544</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Revenue and Other Financing Sources</b>	<b>170,427,679</b>	<b>172,731,885</b>	<b>178,235,461</b>	<b>185,242,064</b>	<b>188,817,238</b>	<b>195,065,159</b>	<b>194,579,069</b>	<b>203,412,453</b>	<b>4.3%</b>

Description	2021-22 <u>Actual</u>	2022-23 <u>Actual</u>	2023-24 <u>Actual</u>	2024-25 <u>Budget</u>	2024-25 <u>Actual</u>	2025-26 <u>Budget *</u>	2025-26 <u>Estimated</u>	2026-27 <u>Proposed *</u>	Percent <u>Change *</u>
<b>1100 Regular Programs</b>									
100 Personnel Services - Salaries	39,530,153	40,974,621	42,201,555	43,829,854	44,188,119	45,176,465	44,910,112	46,847,304	3.7%
200 Personnel Services - Employee Benefits	24,323,578	26,283,315	27,362,433	28,747,552	28,479,038	30,277,807	29,878,102	33,114,588	9.4%
300 Purchased Professional Services	671,699	727,116	553,870	845,000	755,569	546,500	550,405	546,500	0.0%
400 Purchased Property Services	2,239,590	85,263	96,834	663,400	269,882	668,150	673,150	690,125	3.3%
500 Other Purchased Services	4,583,364	5,316,686	5,763,588	5,860,829	6,376,831	6,620,096	6,468,893	6,793,950	2.6%
600 Supplies	1,987,579	2,446,482	1,583,971	2,643,065	2,396,321	2,685,312	2,742,287	2,589,022	-3.6%
700 Property	4,837	9,301	903,657	941,700	424,758	1,192,177	1,192,177	26,627	-97.8%
800 Other Objects	10,666	13,315	19,218	22,295	34,197	27,634	27,634	21,000	-24.0%
<b>Total Regular Programs</b>	<b>73,351,465</b>	<b>75,856,098</b>	<b>78,485,126</b>	<b>83,553,695</b>	<b>82,924,715</b>	<b>87,194,141</b>	<b>86,442,760</b>	<b>90,629,116</b>	<b>3.9%</b>
<b>1200 Special Programs</b>									
100 Personnel Services - Salaries	10,103,673	11,655,476	12,377,702	13,170,414	13,293,568	14,003,294	13,780,784	14,482,405	3.4%
200 Personnel Services - Employee Benefits	5,933,838	6,931,901	7,397,093	7,931,931	7,902,862	8,397,882	8,440,700	9,075,220	8.1%
300 Purchased Professional Services	5,594,436	5,512,221	6,180,390	7,021,656	5,621,937	6,500,370	6,499,654	5,446,622	-16.2%
400 Purchased Property Services	-	-	-	-	-	-	-	-	-
500 Other Purchased Services	2,824,669	3,510,920	4,666,296	5,035,818	5,853,919	5,457,530	5,129,144	5,965,585	9.3%
600 Supplies	64,776	45,880	82,512	98,943	87,304	124,450	124,450	160,250	28.8%
700 Property	-	-	-	-	-	-	-	-	-
800 Other Objects	3,469	3,801	3,196	4,636	3,746	4,036	4,036	4,308	6.7%
<b>Total Special Programs</b>	<b>24,524,860</b>	<b>27,660,198</b>	<b>30,707,189</b>	<b>33,263,398</b>	<b>32,763,336</b>	<b>34,487,562</b>	<b>33,978,768</b>	<b>35,134,390</b>	<b>1.9%</b>
<b>1300 Vocational Education</b>									
100 Personnel Services - Salaries	-	-	-	-	-	-	-	-	-
200 Personnel Services - Employee Benefits	-	-	-	-	-	-	-	-	-
300 Purchased Professional Services	-	-	-	-	-	-	-	-	-
400 Purchased Property Services	-	-	-	-	-	-	-	-	-
500 Other Purchased Services	2,695,923	2,916,452	3,118,141	3,570,675	3,359,479	3,805,341	3,805,341	4,105,842	7.9%
600 Supplies	-	-	-	-	-	-	-	-	-
700 Property	-	-	-	-	-	-	-	-	-
800 Other Objects	-	-	-	-	-	-	-	-	-
<b>Total Vocational Education</b>	<b>2,695,923</b>	<b>2,916,452</b>	<b>3,118,141</b>	<b>3,570,675</b>	<b>3,359,479</b>	<b>3,805,341</b>	<b>3,805,341</b>	<b>4,105,842</b>	<b>7.9%</b>
<b>1400 Other Instructional Programs</b>									
100 Personnel Services - Salaries	166,838	185,528	81,845	60,643	94,458	56,424	56,424	108,550	92.4%
200 Personnel Services - Employee Benefits	70,294	77,824	34,190	25,501	38,760	23,844	15,573	45,416	90.5%
300 Purchased Professional Services	31,682	32,375	-	35,000	-	-	-	-	-
400 Purchased Property Services	4,728	-	4,824	5,000	-	2,000	2,000	1,000	-50.0%
500 Other Purchased Services	11,704	14,335	14,497	4,600	5,557	7,000	7,000	7,000	0.0%
600 Supplies	4,737	483	481	-	5,050	3,000	3,000	4,000	33.3%
700 Property	-	-	-	-	-	-	-	-	-
800 Other Objects	-	-	-	-	345	-	-	-	-
<b>Total Other Instructional Programs</b>	<b>289,983</b>	<b>310,545</b>	<b>135,836</b>	<b>130,744</b>	<b>144,170</b>	<b>92,268</b>	<b>83,997</b>	<b>165,966</b>	<b>79.9%</b>

Description	2021-22 <u>Actual</u>	2022-23 <u>Actual</u>	2023-24 <u>Actual</u>	2024-25 <u>Budget</u>	2024-25 <u>Actual</u>	2025-26 <u>Budget *</u>	2025-26 <u>Estimated</u>	2026-27 <u>Proposed *</u>	Percent <u>Change *</u>
<b>1500 Nonpublic School Programs</b>									
300 Purchased Professional Services	35,885	32,440	47,609	52,300	36,253	41,003	41,003	41,003	0.0%
500 Other Purchased Services	-	-	-	-	-	-	-	-	-
600 Supplies	450	14,687	562	500	164	166	166	200	20.5%
<b>Total Nonpublic School Programs</b>	<b>36,335</b>	<b>47,127</b>	<b>48,171</b>	<b>52,800</b>	<b>36,418</b>	<b>41,169</b>	<b>41,169</b>	<b>41,203</b>	<b>0.1%</b>
<b>1600 Adult Education Programs</b>									
100 Personnel Services - Salaries	-	2,015	3,803	3,200	4,086	3,200	-	4,000	25.0%
200 Personnel Services - Employee Benefits	-	166	314	1,346	337	1,353	9,590	1,674	23.7%
500 Other Purchased Services	898,256	890,405	895,249	894,953	895,898	906,508	909,487	909,487	0.3%
600 Supplies	-	-	-	3,000	681	1,500	1,500	1,500	0.0%
<b>Total Adult Education Programs</b>	<b>898,256</b>	<b>892,586</b>	<b>899,366</b>	<b>902,499</b>	<b>901,002</b>	<b>912,561</b>	<b>920,577</b>	<b>916,661</b>	<b>0.4%</b>
<b>2100 Support Services - Students</b>									
100 Personnel Services - Salaries	3,344,135	3,586,870	3,877,995	4,308,788	4,092,293	4,503,774	4,415,156	4,561,361	1.3%
200 Personnel Services - Employee Benefits	2,186,070	2,429,544	2,614,770	2,962,126	2,812,270	3,154,063	3,198,983	3,450,050	9.4%
300 Purchased Professional Services	275,365	233,767	507,163	216,007	930,220	752,696	702,496	1,034,993	37.5%
400 Purchased Services	-	-	-	-	-	-	-	-	-
500 Other Purchased Services	4,156	7,424	7,992	11,644	10,259	14,025	14,025	18,300	30.5%
600 Supplies	114,664	123,951	155,303	139,701	170,213	162,650	72,650	163,810	0.7%
700 Property	-	-	-	-	-	-	-	-	-
800 Other Objects	2,449	2,913	4,757	7,015	2,882	7,230	7,230	8,165	12.9%
<b>Total Support Services - Students</b>	<b>5,926,839</b>	<b>6,384,470</b>	<b>7,167,981</b>	<b>7,645,281</b>	<b>8,018,136</b>	<b>8,594,438</b>	<b>8,410,540</b>	<b>9,236,679</b>	<b>7.5%</b>
<b>2200 Support Services - Instructional Staff</b>									
100 Personnel Services - Salaries	2,069,661	2,341,518	2,288,002	2,426,247	2,421,985	2,487,849	2,530,489	2,567,863	3.2%
200 Personnel Services - Employee Benefits	1,614,109	1,752,053	1,893,052	1,972,876	2,005,779	2,064,186	2,211,638	2,348,361	13.8%
300 Purchased Professional Services	85,871	113,465	303,680	96,120	99,088	105,656	105,656	101,530	-3.9%
400 Purchased Services	3,155	3,050	2,361	2,525	1,250	3,300	3,300	6,000	81.8%
500 Other Purchased Services	17,366	18,218	15,915	41,215	26,379	28,276	28,276	26,850	-5.0%
600 Supplies	348,153	421,990	423,375	397,205	392,030	404,871	404,871	300,025	-25.9%
700 Property	-	-	-	-	-	-	-	25,000	-
800 Other Objects	37,217	72,342	411,990	76,600	520,166	169,425	169,425	207,500	22.5%
<b>Total Support Services - Instructional Staff</b>	<b>4,175,532</b>	<b>4,722,636</b>	<b>5,338,375</b>	<b>5,012,788</b>	<b>5,466,677</b>	<b>5,263,563</b>	<b>5,453,655</b>	<b>5,583,129</b>	<b>6.1%</b>
<b>2300 Support Services - Administration</b>									
100 Personnel Services - Salaries	3,880,103	4,172,825	4,295,877	4,522,972	4,503,555	4,713,793	4,836,593	4,949,082	5.0%
200 Personnel Services - Employee Benefits	2,592,651	2,871,628	3,077,864	3,186,180	3,223,768	3,531,221	3,553,144	3,821,560	8.2%
300 Purchased Professional Services	232,865	174,713	271,917	260,828	293,563	275,250	277,192	329,567	19.7%
400 Purchased Services	23,890	15,645	11,720	17,150	23,343	17,200	17,200	17,200	0.0%
500 Other Purchased Services	91,123	88,870	85,300	115,965	81,429	109,840	113,218	107,940	-1.7%
600 Supplies	131,533	113,053	133,242	175,188	143,157	190,087	193,587	192,520	1.3%
700 Property	-	149,346	-	-	-	-	-	-	-
800 Other Objects	49,003	51,647	45,076	27,855	42,100	51,000	52,436	54,300	6.5%
<b>Total Support Services - Administration</b>	<b>7,001,168</b>	<b>7,637,727</b>	<b>7,920,996</b>	<b>8,306,138</b>	<b>8,310,915</b>	<b>8,888,391</b>	<b>9,043,370</b>	<b>9,472,169</b>	<b>6.6%</b>

Description	2021-22 <u>Actual</u>	2022-23 <u>Actual</u>	2023-24 <u>Actual</u>	2024-25 <u>Budget</u>	2024-25 <u>Actual</u>	2025-26 <u>Budget *</u>	2025-26 <u>Estimated</u>	2026-27 <u>Proposed *</u>	Percent <u>Change *</u>
<b>2400 Support Services - Pupil Health</b>									
100 Personnel Services - Salaries	923,460	999,943	1,229,595	1,403,862	1,341,287	1,510,215	1,337,992	1,583,737	4.9%
200 Personnel Services - Employee Benefits	609,174	688,347	827,384	914,150	861,375	944,490	951,815	1,012,023	7.2%
300 Purchased Professional Services	651,398	661,952	389,143	85,500	248,461	85,000	85,000	85,000	0.0%
400 Purchased Services	3,536	3,591	4,497	3,000	4,462	5,000	5,000	5,000	0.0%
500 Other Purchased Services	297	409	362	500	369	500	500	500	0.0%
600 Supplies	40,573	70,978	91,962	76,200	69,317	78,200	78,200	85,200	9.0%
700 Property	-	-	-	-	-	-	-	-	-
800 Other Objects	3,500	-	-	-	-	-	-	-	-
<b>Total Support Services - Pupil Health</b>	<b>2,231,937</b>	<b>2,425,221</b>	<b>2,542,942</b>	<b>2,483,212</b>	<b>2,525,271</b>	<b>2,623,405</b>	<b>2,458,507</b>	<b>2,771,460</b>	<b>5.6%</b>
<b>2500 Support Services - Business</b>									
100 Personnel Services - Salaries	540,460	639,563	616,910	690,517	701,288	713,974	714,179	744,972	4.3%
200 Personnel Services - Employee Benefits	406,696	481,994	489,368	539,849	559,529	552,731	540,587	561,528	1.6%
300 Purchased Professional Services	28,627	60,977	36,798	30,500	101,442	46,300	46,300	47,300	2.2%
400 Purchased Services	16,327	-	-	5,000	2,483	6,000	6,000	4,500	-25.0%
500 Other Purchased Services	14,084	8,017	11,851	14,100	8,226	14,100	14,100	13,800	-2.1%
600 Supplies	101,348	65,747	42,004	93,500	48,647	82,700	82,700	82,400	-0.4%
700 Property	-	-	-	-	-	-	-	-	-
800 Other Objects	6,821	7,135	6,898	6,950	7,368	6,950	6,950	8,050	15.8%
<b>Total Support Services - Business</b>	<b>1,114,363</b>	<b>1,263,432</b>	<b>1,203,828</b>	<b>1,380,416</b>	<b>1,428,984</b>	<b>1,422,755</b>	<b>1,410,816</b>	<b>1,462,550</b>	<b>2.8%</b>
<b>2600 Operation and Maintenance of Plant Services</b>									
100 Personnel Services - Salaries	5,140,130	5,434,145	5,778,310	6,288,733	6,132,621	6,433,987	6,257,918	6,760,721	5.1%
200 Personnel Services - Employee Benefits	3,454,903	3,821,078	3,970,305	4,368,257	4,244,014	4,594,807	4,596,230	5,251,637	14.3%
300 Purchased Professional Services	299,229	337,660	462,859	552,875	1,500,851	315,590	451,737	347,884	10.2%
400 Purchased Services	984,069	1,051,972	1,069,602	1,168,000	1,171,039	1,342,665	1,342,665	1,274,165	-5.1%
500 Other Purchased Services	464,049	490,841	522,035	556,560	532,859	616,169	616,169	657,612	6.7%
600 Supplies	2,318,097	2,416,790	3,067,914	3,095,050	2,900,373	3,102,269	3,102,269	3,239,945	4.4%
700 Property	43,119	27,108	137,872	69,100	169,643	59,100	59,100	50,000	-15.4%
800 Other Objects	4,776	4,429	2,245	14,000	10,783	12,000	12,000	10,000	-16.7%
<b>Total Operation and Maint. of Plant Services</b>	<b>12,708,372</b>	<b>13,584,024</b>	<b>15,011,142</b>	<b>16,112,575</b>	<b>16,662,182</b>	<b>16,476,587</b>	<b>16,438,088</b>	<b>17,591,964</b>	<b>6.8%</b>
<b>2700 Student Transportation Services</b>									
100 Personnel Services - Salaries	-	-	-	-	-	-	-	-	-
200 Personnel Services - Employee Benefits	348	-	-	-	-	-	-	-	-
500 Other Purchased Services	8,723,153	9,332,649	9,621,435	11,209,304	12,049,702	12,126,912	12,837,241	13,522,718	11.5%
700 Property	-	-	-	-	-	-	-	-	-
<b>Total Student Transportation Services</b>	<b>8,723,501</b>	<b>9,332,649</b>	<b>9,621,435</b>	<b>11,209,304</b>	<b>12,049,702</b>	<b>12,126,912</b>	<b>12,837,241</b>	<b>13,522,718</b>	<b>11.5%</b>

Description	2021-22 <u>Actual</u>	2022-23 <u>Actual</u>	2023-24 <u>Actual</u>	2024-25 <u>Budget</u>	2024-25 <u>Actual</u>	2025-26 <u>Budget *</u>	2025-26 <u>Estimated</u>	2026-27 <u>Proposed *</u>	Percent <u>Change *</u>
<b>2800 Support Services - Central</b>									
100 Personnel Services - Salaries	790,589	792,944	890,381	971,955	908,763	1,010,794	904,266	1,027,758	1.7%
200 Personnel Services - Employee Benefits	645,960	661,816	681,802	779,452	665,930	853,068	789,005	895,450	5.0%
300 Purchased Professional Services	171,192	211,492	139,148	360,272	217,162	350,397	350,397	329,240	-6.0%
400 Purchased Services	-	-	-	-	-	-	-	70,000	
500 Other Purchased Services	33,569	33,840	36,595	45,197	41,223	46,847	46,847	64,902	38.5%
600 Supplies	194,148	184,716	213,447	213,607	245,140	213,607	213,607	203,550	-4.7%
700 Property	46,687	297,284	-	-	-	-	-	1,020	
800 Other Objects	-	-	219	300	-	300	300	559	86.3%
<b>Total Support Services - Central</b>	<b>1,882,145</b>	<b>2,182,091</b>	<b>1,961,593</b>	<b>2,370,783</b>	<b>2,078,217</b>	<b>2,475,013</b>	<b>2,304,422</b>	<b>2,592,479</b>	<b>4.7%</b>
<b>2900 Other Support Services</b>									
500 Other Purchased Services	143,760	148,644	151,197	156,535	151,234	153,351	153,326	153,501	0.1%
<b>Total Other Support Services</b>	<b>143,760</b>	<b>148,644</b>	<b>151,197</b>	<b>156,535</b>	<b>151,234</b>	<b>153,351</b>	<b>153,326</b>	<b>153,501</b>	<b>0.1%</b>
<b>3200 Student Activities</b>									
100 Personnel Services - Salaries	881,123	958,359	1,006,763	1,044,765	1,060,131	1,070,901	1,106,811	1,146,134	7.0%
200 Personnel Services - Employee Benefits	346,997	401,873	413,087	499,818	438,673	519,052	514,822	557,900	7.5%
300 Purchased Professional Services	64,901	81,197	80,990	88,966	87,969	88,466	88,466	88,466	0.0%
400 Purchased Services	24,782	31,222	33,689	32,090	32,403	35,290	35,290	37,790	7.1%
500 Other Purchased Services	316,199	331,257	333,580	349,967	419,488	351,307	351,307	392,346	11.7%
600 Supplies	216,253	193,095	225,116	211,293	208,975	211,477	211,477	217,466	2.8%
700 Property	-	12,138	8,256	-	-	107,000	290,000	-	-100.0%
800 Other Objects	24,902	40,425	49,309	41,726	45,261	49,252	55,252	54,760	11.2%
<b>Total Student Activities</b>	<b>1,875,157</b>	<b>2,049,564</b>	<b>2,150,790</b>	<b>2,268,625</b>	<b>2,292,900</b>	<b>2,432,745</b>	<b>2,653,425</b>	<b>2,494,862</b>	<b>2.6%</b>
<b>3300 Community Services</b>									
100 Personnel Services - Salaries	4,701	60,349	62,117	102,978	67,253	107,088	55,980	69,943	-34.7%
200 Personnel Services - Employee Benefits	1,181	5,993	6,043	21,528	6,279	8,864	8,557	5,781	-34.8%
300 Purchased Professional Services	36,090	-	-	-	-	-	-	-	
400 Purchased Services	500	7,975	807	500	500	500	500	500	0.0%
600 Supplies	16,704	33,228	25,307	10,800	14,120	14,163	14,163	14,300	1.0%
<b>Total Community Services</b>	<b>59,175</b>	<b>107,545</b>	<b>94,273</b>	<b>135,806</b>	<b>88,152</b>	<b>130,615</b>	<b>79,200</b>	<b>90,524</b>	<b>-30.7%</b>
<b>3400 Scholarships and Awards</b>									
800 Other Objects	23,199	26,100	31,550	-	38,550	-	-	-	
<b>Total Scholarships and Awards</b>	<b>23,199</b>	<b>26,100</b>	<b>31,550</b>	<b>-</b>	<b>38,550</b>	<b>-</b>	<b>-</b>	<b>-</b>	

Description	2021-22 <u>Actual</u>	2022-23 <u>Actual</u>	2023-24 <u>Actual</u>	2024-25 <u>Budget</u>	2024-25 <u>Actual</u>	2025-26 <u>Budget *</u>	2025-26 <u>Estimated</u>	2026-27 <u>Proposed *</u>	Percent <u>Change *</u>
<b>4600 Existing Building Improvement</b>									
700 Property	-	-	255,440	-	186,544	56,242	156,242	86,746	54.2%
<b>Total Existing Building Improvement</b>	-	-	255,440	-	186,544	56,242	156,242	86,746	54.2%
<b>5100 Debt Service / Other Financing</b>									
800 Other Objects	824,625	591,414	404,709	1,068,649	292,526	202,100	202,100	147,700	-26.9%
900 Other Uses of Funds	7,404,977	7,435,827	6,088,248	5,337,000	5,830,239	1,325,000	1,325,000	1,395,000	5.3%
<b>Total Debt Service / Other Financing</b>	8,229,601	8,027,241	6,492,957	6,405,649	6,122,765	1,527,100	1,527,100	1,542,700	1.0%
<b>5200 Interfund Transfers - Out</b>									
900 Other Uses of Funds	8,200,000	4,857,957	4,464,200	2,295,100	2,295,100	7,580,000	7,397,000	5,817,794	-23.2%
<b>Total Interfund Transfers - Out</b>	8,200,000	4,857,957	4,464,200	2,295,100	2,295,100	7,580,000	7,397,000	5,817,794	-23.2%
<b>5900 Budgetary Reserve</b>									
800 Other Objects	-	-	-	9,380,000	-	9,814,200	-	10,170,600	3.6%
<b>Total Budgetary Reserve</b>	-	-	-	9,380,000	-	9,814,200	-	10,170,600	3.6%
<b>Total Expenditures and Other Financing Uses</b>	<u>164,091,570</u>	<u>170,432,309</u>	<u>177,802,528</u>	<u>196,636,023</u>	<u>187,844,450</u>	<u>206,098,359</u>	<u>195,595,544</u>	<u>213,583,053</u>	3.6%

**BEGINNING FUND BALANCE CHANGES**

02/09/26	Preliminary Budget Beginning Fund Balance		26,775,152
03/23/26	Local Revenue	59,434	
	State Revenue	(465,303)	
	Salaries	51,517	
	Benefits	(33,728)	
	District Wide Instructional Services	(300,831)	
	District Wide Non-Instructional Services	148,908	
	TOTAL 03/23/26 CHANGE		(540,003)
Current Total	Revised Beginning Fund Balance		<u>26,235,149</u>

**REVENUE CHANGES**

02/09/26	Preliminary Budget Revenues		202,349,006
03/23/26	Current Real Estate Taxes - Assessment	279,817	
	Current Real Estate Taxes - Collection Percentage	132,953	
	Admissions	(9,748)	
	Bookstore Sales	(9,475)	
	Fees	(13,037)	
	Special Events	(158)	
	Other Student Activity Income	(4,829)	
	Revenue from Other Governments	(7,222)	
	Refunds of Prior Year Expenditures	50,000	
	Basic Education Funding	(418,136)	
	Special Education Funding	357,220	
	Pupil Transportation Subsidy	(497,360)	
	PCCD School Safety & Mental Health Grant	255,839	
	Ready to Learn Block Grant	805,065	
	State Reimbursement - Social Security	(2,125)	
	State Reimbursement - Retirement	(4,172)	
	School Based ACCESS Program	148,815	
	TOTAL 03/23/26 CHANGE		1,063,447
Current Total	Revised Budget Revenues		<u>203,412,453</u>

**EXPENDITURE CHANGES**

02/23/26	Preliminary Budget Expenditures		214,715,307
03/23/26	Wages - Teachers	(75,900)	
	Wages - PCCD Grant -Student Supports Coordinator	61,922	
	Wages - Crossing Guards	(41,604)	
	Insurance - Medical	(231,364)	
	Insurance - Dental	1,400	
	Insurance - Life	(329)	
	Employer FICA Contribution	(4,252)	
	Employer Retirement Contribution	(8,345)	
	Unemployment Compensation	(4,000)	
	Workers Compensation Insurance	(332)	
	PCCD Grant Supplies and Services	141,082	
	Charter School Expenses	603,113	
	LCTI Tuition	(80,033)	
	Property, Liability, Auto, Cyber Insurance	(4,604)	
	Transportation	(20,877)	
	CLIU General Assessment	(25)	
	CLIU Transportation	168,000	
	Budgetary Reserve	25,200	
	TOTAL 03/23/26 CHANGE		529,052
04/13/26	Capital Reserve Fund Transfers	(1,582,206)	
	Budgetary Reserve	(79,100)	
	TOTAL 04/13/26 CHANGE		(1,661,306)
Current Total	Revised Expenditures		<u>213,583,053</u>

**FUND BALANCE RECONCILIATION**

Current Beginning Fund Balance		26,235,149
Current Revenues	+	<u>203,412,453</u>
Current Beginning Fund Balance + Revenues		229,647,602
Current Expenditures	-	<u>213,583,053</u>
Ending Fund Balance (if Budgetary Reserve is spent)		16,064,549
Unspent Budgetary Reserve	+	10,170,600
Ending Fund Balance (if Budgetary Reserve is unspent)		<u>26,235,149</u>
Amount of Fund Balance to be Used During the Fiscal Year (i.e. Budget Deficit)		-



# Long Range Fiscal and Capital Plan

## Revised April 27, 2026

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## Introduction

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This Long-Range Fiscal and Capital Plan serves as a foundational component of the East Penn School District's financial and operational planning process. It is intended to provide a structured framework for evaluating future budgetary and capital decisions while supporting the district's long-term financial sustainability and operational effectiveness. By drawing upon historical data, existing labor agreements, current economic conditions, and financial projections, the plan establishes a forward-looking view of the district's financial position.

Because many economic, legislative, and operational factors can change over time, this document should be viewed as a living plan rather than a fixed blueprint. Revenue levels, expenditure trends, state funding formulas, and healthcare costs are all subject to change. As such, long-range projections are inherently estimates based on the best information available at the time they are prepared.

This version of the Long-Range Fiscal and Capital Plan is being presented during the revision phase of the 2026–27 budget development process. It reflects current assumptions and preliminary projections prior to the refinement of the proposed budget. The projections shown here reflect the most current budget development assumptions as of this update, including recent revenue adjustments, expenditure refinements, and capital funding strategy changes.

As the district moves through the remainder of the 2026–27 budget cycle, revenue estimates will be updated, expenditure assumptions will be refined, and Board decisions may materially affect the financial outlook presented in this document. Updated versions of this plan will reflect those changes in order to maintain transparency and accuracy.

This document includes an Overview section outlining the district's guiding financial principles, detailed projections for the General Fund, Capital Reserve Fund, and Technology Stabilization Fund, and an evaluation of how these funds interact over time. The General Fund Summary is formatted to align with the district's audited financial statements, allowing for clear comparison between historical results and projected outcomes.

Through this structured and transparent approach, the East Penn School District seeks to provide the Board of School Directors and the community with a clear understanding of its current financial trajectory, while preserving flexibility to make thoughtful adjustments as the budget development process progresses.

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## Overview

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The East Penn School District is committed to ensuring its financial health and sustainability, a crucial step in fulfilling the district's mission to provide high-quality education while effectively meeting both present and future needs. This long-range fiscal and capital plan embodies the district's strategic approach to financial stewardship, underpinned by a steadfast commitment to educational excellence and prudent fiscal management.

This long-range fiscal plan is anchored by the following core criteria, designed to uphold the district's mission and values:

**Educational Program Excellence:** The district is dedicated to maintaining and enhancing the quality of educational programs. This includes supporting optimal class sizes, program quality, and compliance with state and federal guidelines. Achieving these standards may necessitate additional personnel and resources.

**Educational Opportunity Expansion:** Whenever feasible, educational opportunities for all students will be broadened, fostering an inclusive and enriching learning environment.

**Physical Plant Maintenance:** The upkeep of the district's facilities is a priority, ensuring a safe and conducive learning environment. This encompasses regular maintenance and upgrades to roofing, HVAC systems, exteriors, and athletic facilities, financed through the Capital Reserve Fund or strategic borrowing.

**Budgetary Reserve:** The District aims to maintain a budgetary reserve of approximately 3% to 5%, recognizing the challenges associated with sustaining the fund balance, especially during economic fluctuations.

This reserve represents unallocated funds set aside to provide flexibility and financial security, allowing the district to manage unexpected costs without the need to amend the budget significantly. The budgetary reserve can be seen as a contingency fund, ensuring that the district has immediate access to resources in case of emergencies, such as sudden infrastructure repairs, unexpected increases in enrollment, or other unplanned expenditures.

**Responsible Tax Management:** Proposed real estate tax increases will align with or fall below the state-mandated Act 1 Index, balancing fiscal responsibility with the need to fund district priorities.

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In addition to supporting strong educational programs, the district is committed to responsible financial management. This includes maintaining reasonable reserve levels, avoiding large swings in the tax rate, and working toward long-term budget stability.

The interplay between maintaining program quality, facility upkeep, budgetary health, and managing tax rates is complex. Some scenarios may require tax adjustments or program recalibrations to align with fiscal realities and community expectations. Prioritizing these guiding principles while maintaining a balanced approach is crucial for the district's success.

The financial projections in this plan are grounded in a thorough analysis of past and present fiscal data:

**Actual Figures:** Audited figures from the Single Audit Reports for fiscal years 2020-21 through 2024-25 provide a solid historical basis.

**Current Budget and Estimates:** The 2025-26 budget figures and management's year-end estimates offer a snapshot of the district's current financial standing.

**Future Budgets and Projections:** Budget figures for 2026-27 and projections for 2027-28 and beyond are based on detailed assumptions outlined in this document, ensuring planning remains forward-looking and grounded in reality.

This long-range fiscal and capital plan is a living document, integral to the East Penn School District's strategic financial management. It reflects a commitment to educational excellence, responsible stewardship of resources, and engagement with community expectations. By adhering to these guiding principles and continuously refining projections, the district remains well-positioned to fulfill its mission now and in the future.

East Penn School District  
Long Range Fiscal and Capital Plan

	A	B	C	D	E	F	G	H
	General Fund Summary - Historical							
		2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2025-26
	Description	Actual	Actual	Actual	Actual	Actual	Budget	Estimated
7	Local Revenue	\$ 115,646,975	\$ 122,163,634	\$ 129,066,274	\$ 133,325,128	\$ 140,036,358	\$ 144,392,192	\$ 144,578,323
8	State Revenue	35,437,401	35,999,463	40,638,112	42,994,439	46,794,019	49,058,023	48,619,343
9	Federal Revenue + Other Financing Sources	2,960,030	12,264,582	3,027,499	1,915,895	1,986,860	1,614,944	1,381,403
10	District Priorities (Revenue)	-	-	-	-	-	-	-
11								
12	<b>Total Revenue</b>	<b>\$ 154,044,406</b>	<b>\$ 170,427,679</b>	<b>\$ 172,731,885</b>	<b>\$ 178,235,461</b>	<b>\$ 188,817,238</b>	<b>\$ 195,065,159</b>	<b>\$ 194,579,069</b>
13								
14								
15	Salaries	\$ 62,981,812	\$ 67,375,027	\$ 71,804,154	\$ 74,710,854	\$ 78,809,407	\$ 81,791,758	\$ 80,906,704
16	Benefits	38,952,782	42,185,797	46,407,532	48,767,705	51,238,614	54,923,368	54,708,746
17	District-Wide Instructional Services	19,372,096	21,668,449	21,572,161	23,934,895	26,127,892	28,592,773	28,181,327
18	District-Wide Non-Instructional Services	13,295,420	16,518,029	17,940,776	19,643,357	23,460,578	31,683,360	22,874,667
19	District Priorities (Expense)	-	-	-	-	-	-	-
20	Capital Reserve Fund Transfer	11,240,000	8,200,000	4,857,957	4,464,200	2,295,100	7,580,000	7,397,000
21	Debt Service	\$ 8,814,612	\$ 8,144,268	\$ 7,849,728	\$ 6,281,517	\$ 5,912,859	\$ 1,527,100	\$ 1,527,100
22								
23	<b>Total Expenditures</b>	<b>\$ 154,656,723</b>	<b>\$ 164,091,570</b>	<b>\$ 170,432,309</b>	<b>\$ 177,802,528</b>	<b>\$ 187,844,450</b>	<b>\$ 206,098,359</b>	<b>\$ 195,595,544</b>
24								
25	Less: Budgetary Reserve	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (9,814,200)	\$ -
26								
27	<b>Anticipated Expenditures</b>	<b>\$ 154,656,723</b>	<b>\$ 164,091,570</b>	<b>\$ 170,432,309</b>	<b>\$ 177,802,528</b>	<b>\$ 187,844,450</b>	<b>\$ 196,284,159</b>	<b>\$ 195,595,544</b>
28								
29	<b>Surplus (Deficit)</b>	<b>(612,317)</b>	<b>6,336,109</b>	<b>2,299,576</b>	<b>432,933</b>	<b>972,787</b>	<b>(1,219,000)</b>	<b>(1,016,475)</b>
30								
31								
32	<b>Total Fund Balance - Beginning</b>	<b>\$ 17,719,387</b>	<b>\$ 17,210,218</b>	<b>\$ 23,546,327</b>	<b>\$ 25,845,904</b>	<b>\$ 26,278,837</b>	<b>\$ 26,081,685</b>	<b>\$ 27,251,624</b>
33								
34	Prior Period Adjustments	\$ 103,148	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
35								
36	Non-Spendable Fund Balance - Ending	\$ -	\$ 11,799	\$ 1,385,354	\$ 29,962	\$ 1,571,977	\$ -	\$ -
37	Restricted Fund Balance - Ending	141,723	138,292	208,386	176,811	193,137	176,811	193,137
38	Committed Fund Balance - Ending	-	6,068,784	3,407,605	3,289,759	1,219,000	1,022,000	1,022,000
39	Assigned Fund Balance - Ending	9,398,425	11,102,180	11,134,946	11,393,959	11,033,200	5,939,040	10,170,600
40	Unassigned Fund Balance - Ending	7,670,070	6,225,272	9,709,613	11,388,346	13,234,310	17,724,834	14,849,412
41	<b>Total Fund Balance - Ending</b>	<b>\$ 17,210,218</b>	<b>\$ 23,546,327</b>	<b>\$ 25,845,904</b>	<b>\$ 26,278,837</b>	<b>\$ 27,251,624</b>	<b>\$ 24,862,685</b>	<b>\$ 26,235,149</b>
42								
43								
44	<b>Total Fund Balance Percent of Anticipated Expenditures</b>	<b>11.13%</b>	<b>14.35%</b>	<b>15.16%</b>	<b>14.78%</b>	<b>14.51%</b>	<b>12.67%</b>	<b>13.41%</b>
45								
46	<b>Total Fund Balance Percent of Total Expenditures</b>	<b>11.13%</b>	<b>14.35%</b>	<b>15.16%</b>	<b>14.78%</b>	<b>14.51%</b>	<b>12.06%</b>	<b>13.41%</b>
47								
48	<b>Total Fund Balance as # Months Anticipated Expenditures</b>	<b>1.34</b>	<b>1.72</b>	<b>1.82</b>	<b>1.77</b>	<b>1.74</b>	<b>1.52</b>	<b>1.61</b>
49								
50								

East Penn School District  
Long Range Fiscal and Capital Plan

	A	G	H	I	J	K	L	M
	General Fund Summary - Projected							
		2025-26	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
	Description	Budget	Estimated	Proposed	Projected	Projected	Projected	Projected
7	Local Revenue	\$ 144,392,192	\$ 144,578,323	\$ 150,846,984	\$ 157,328,233	\$ 164,229,750	\$ 171,438,333	\$ 178,666,066
8	State Revenue	49,058,023	48,619,343	51,035,251	53,149,985	55,412,447	57,789,403	60,159,226
9	Federal Revenue + Other Financing Sources	1,614,944	1,381,403	1,530,218	1,559,686	1,592,100	1,627,756	1,666,978
10	District Priorities (Revenue)	-	-	-	-	-	-	-
12	<b>Total Revenue</b>	<b>\$ 195,065,159</b>	<b>\$ 194,579,069</b>	<b>\$ 203,412,453</b>	<b>\$ 212,037,904</b>	<b>\$ 221,234,297</b>	<b>\$ 230,865,492</b>	<b>\$ 240,492,271</b>
15	Salaries	\$ 81,791,758	\$ 80,906,704	\$ 84,853,830	\$ 87,991,830	\$ 90,823,297	\$ 93,746,162	\$ 96,604,534
16	Benefits	54,923,368	54,708,746	60,141,188	65,041,333	69,913,392	75,259,415	81,011,098
17	District-Wide Instructional Services	28,592,773	28,181,327	27,314,021	29,333,680	31,517,677	34,670,910	36,110,070
18	District-Wide Non-Instructional Services	31,683,360	22,874,667	33,913,520	35,555,899	37,308,078	39,121,674	41,010,895
19	District Priorities (Expense)	-	-	-	-	-	-	-
20	Capital Reserve Fund Transfer	7,580,000	7,397,000	5,817,794	5,800,000	5,800,000	5,800,000	5,800,000
21	Debt Service	1,527,100	1,527,100	1,542,700	1,555,500	1,560,600	-	-
23	<b>Total Expenditures</b>	<b>\$ 206,098,359</b>	<b>\$ 195,595,544</b>	<b>\$ 213,583,053</b>	<b>\$ 225,278,242</b>	<b>\$ 236,923,043</b>	<b>\$ 248,598,161</b>	<b>\$ 260,536,597</b>
25	Less: Budgetary Reserve	\$ (9,814,200)	\$ -	\$ (10,170,600)	\$ (10,727,535)	\$ (11,282,050)	\$ (11,838,008)	\$ (12,406,505)
27	<b>Anticipated Expenditures</b>	<b>\$ 196,284,159</b>	<b>\$ 195,595,544</b>	<b>\$ 203,412,453</b>	<b>\$ 214,550,706</b>	<b>\$ 225,640,994</b>	<b>\$ 236,760,154</b>	<b>\$ 248,130,092</b>
29	<b>Surplus (Deficit)</b>	<b>\$ (1,219,000)</b>	<b>\$ (1,016,475)</b>	<b>\$ -</b>	<b>\$ (2,512,802)</b>	<b>\$ (4,406,696)</b>	<b>\$ (5,894,661)</b>	<b>\$ (7,637,821)</b>
32	Total Fund Balance - Beginning	\$ 26,081,685	\$ 27,251,624	\$ 26,235,149	\$ 26,235,149	\$ 23,722,347	\$ 19,315,650	\$ 13,420,989
34	Prior Period Adjustment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
36	Non-Spendable Fund Balance - Ending	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
37	Restricted Fund Balance - Ending	176,811	193,137	193,137	193,137	193,137	193,137	193,137
38	Committed Fund Balance - Ending	1,022,000	1,022,000	1,272,000	1,727,800	2,095,800	1,594,500	2,144,500
39	Assigned Fund Balance - Ending	5,939,040	10,170,600	13,240,338	15,688,746	17,732,669	20,044,326	23,033,831
40	Unassigned Fund Balance - Ending	17,724,834	14,849,412	11,529,674	6,112,664	(705,956)	(8,410,974)	(19,588,301)
41	<b>Total Fund Balance - Ending</b>	<b>\$ 24,862,685</b>	<b>\$ 26,235,149</b>	<b>\$ 26,235,149</b>	<b>\$ 23,722,347</b>	<b>\$ 19,315,650</b>	<b>\$ 13,420,989</b>	<b>\$ 5,783,167</b>
44	Total Fund Balance Percent of Anticipated Expenditures	12.67%	13.41%	12.90%	11.06%	8.56%	5.67%	2.33%
46	Total Fund Balance Percent of Total Expenditures	12.06%	13.41%	12.28%	10.53%	8.15%	5.40%	2.22%
48	Total Fund Balance as # Months Anticipated Expenditures	1.52	1.61	1.55	1.33	1.03	0.68	0.28

### Assumptions

Preparing a long-range fiscal and capital plan requires making assumptions that significantly affect both revenue and expenditure projections. Even minor deviations in these assumptions can affect the projected fund balance in any given year and compound in future projections. Additionally, projections can be impacted by changes in state or federal mandates, labor contracts, and external factors, making accurate predictions challenging. The projections shown in this plan reflect the initial steps taken to address budget gaps through updated revenue estimates, expenditure refinements, and adjustments to capital reserve contributions.

To address these challenges, the administration has adopted a conservative stance in setting growth assumptions for revenues and expenditures. This approach leverages the administration's understanding of existing labor contracts, historical trends, and the district's anticipated future needs. Assumptions are applied either individually to each line item or collectively to groups with consistent trends.

It is important to understand that long-range projections are sensitive to changes in healthcare costs, state funding, enrollment, and local property values. Even small changes in these areas can significantly affect the district's financial outlook.

East Penn School District  
Long Range Fiscal and Capital Plan

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	<b>Growth &amp; Projection Assumptions</b>														
2	<b>Actual Percentage Increase / (Decrease)</b>								<b>Projected Percentage Increase / (Decrease)</b>						
3		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	Average	Projection	Projection	Projection	Projection	
4		to 2020-21	to 2021-22	to 2022-23	to 2023-24	to 2024-25	to 2025-26	to 2026-27			2027-28	2028-29	2029-30	2030-31	
5	Description														
6	Assessment Growth (1)	0.72%	1.98%	0.94%	1.41%	1.02%	0.79%	0.62%		1.07%	1.07%	1.07%	1.07%	1.07%	
7	<b>Revenue Growth Assumptions</b>														
8	Interim Real Estate (1)	54.12%	2.50%	35.01%	(51.11%)	14.29%	22.16%	0.00%		10.99%	0.00%	0.00%	0.00%	0.00%	
9	Real Estate Transfer Tax (2)	24.71%	23.15%	(18.04%)	(9.30%)	34.59%	(16.66%)	4.95%		6.20%	6.20%	6.20%	6.20%	6.20%	
10	Earned Income Tax (2,5)	6.14%	6.25%	6.65%	4.06%	3.49%	3.00%	3.00%		4.66%	4.70%	4.70%	4.70%	4.70%	
11	Delinquent Taxes (2)	(4.40%)	35.17%	(23.98%)	(9.11%)	28.57%	(12.37%)	1.76%		2.24%	2.20%	2.20%	2.20%	2.20%	
12	IDEA (2)	5.36%	13.15%	(8.24%)	8.17%	(1.35%)	(6.04%)	0.00%		1.58%	1.60%	1.60%	1.60%	1.60%	
13	Investment Income (1)	(91.44%)	(42.19%)	6586.46%	45.03%	(0.90%)	(24.34%)	(0.87%)		924.53%	0.00%	0.00%	0.00%	0.00%	
14	Basic Ed Subsidy (2)	(0.00%)	5.71%	15.55%	9.57%	6.21%	1.46%	0.70%		5.60%	5.60%	5.60%	5.60%	5.60%	
15	Special Ed Subsidy (2)	0.06%	6.31%	9.90%	5.33%	8.36%	(3.61%)	7.49%		4.83%	4.80%	4.80%	4.80%	4.80%	
16	Transportation Subsidy (3)	4.05%	(38.56%)	45.73%	10.82%	(1.94%)	8.00%	8.91%		5.29%	4.00%	4.00%	4.00%	4.00%	
17	Ready to Learn Grant (1)	0.00%	0.00%	0.00%	0.00%	155.06%	60.79%	37.81%		36.24%	0.00%	0.00%	0.00%	0.00%	
18	<b>Expense Growth Assumptions (excludes wages &amp; benefits)</b>														
19	District-Wide Instruction (2)	(2.79%)	73.63%	(28.48%)	(2.40%)	15.15%	34.26%	(23.55%)		9.40%	3.50%	3.50%	3.50%	3.50%	
20	Charter School Costs (2)	37.07%	(6.58%)	12.78%	17.12%	15.85%	(2.54%)	5.00%		11.24%	11.20%	11.20%	11.20%	11.20%	
21	LCTI Tuition (2)	1.52%	5.43%	8.18%	6.92%	7.74%	13.27%	7.90%		7.28%	7.30%	7.30%	7.30%	7.30%	
22	Community College Tuition (2)	0.66%	(0.18%)	(0.88%)	0.55%	(0.03%)	1.46%	0.00%		0.23%	0.00%	0.00%	0.00%	0.00%	
23	Special Ed Costs (2)	(3.12%)	9.42%	4.73%	15.16%	0.35%	5.84%	(4.60%)		3.97%	4.00%	4.00%	4.00%	4.00%	
24	Transportation Costs (3)	(14.70%)	37.67%	6.99%	3.09%	25.24%	6.54%	5.34%		10.02%	4.00%	4.00%	4.00%	4.00%	
25	District-Wide Non-Instruction (2)	(0.13%)	8.73%	9.85%	14.24%	15.98%	(13.11%)	5.58%		5.88%	5.90%	5.90%	5.90%	5.90%	
26	District Priorities (1)										5.00%	5.00%	5.00%	5.00%	
27	<b>Targeted Rate Assumptions</b>														
28	Budgetary Reserve (4)										5.00%	5.00%	5.00%	5.00%	
29	(1) Based on management's forecast considering current environmental factors.														
30	(2) Based on a six (6) year historical trend analysis (adjusted for any inconsistent variances identified by management).														
31	(3) Based on the increases set forth in the 2024-2029 STA pupil transportation contract.														
32	(4) Budgetary Reserve is expressed as a percentage of the anticipated expenses for each year.														

### Millage Impact and Revenues

The Act 1 Index, which determines the maximum property tax rate increases for school districts in Pennsylvania, is set annually by the Pennsylvania Department of Education (PDE). It factors in statewide economic indicators and may be adjusted based on local wealth metrics. For the 2026-27 fiscal year, East Penn School District qualifies for an adjustment, therefore, the District's Act 1 Index is 4.10%. The subsequent years' estimates in this plan are based on a study conducted annually by the Commonwealth of PA Independent Fiscal Office.

For context, a tax increase equal to the Act 1 Index would increase the annual property tax bill by approximately \$194 for the average assessed home in the District based on the current average assessed value of approximately \$216,367.

Real estate revenue projections hinge on millage rates determined by the school board and taxable assessments set by the Lehigh County Office of Assessment. Taxable assessments are assumed to grow at an average annual rate of 1.07%. Other revenue assumptions are derived from a mix of management forecasts, consideration of current trends, and historical trend analysis.

Recent updates to revenue projections include increases in local real estate tax collections driven by updated assessment and collection assumptions, as well as adjustments to state funding. Notably, the Ready to Learn Block Grant and Special Education funding increased, while the pupil transportation subsidy was revised downward based on updated state projections.

The District's Social Security and retirement contributions are based on wage growth and PDE-mandated rates, with the state covering approximately 50% of these costs, making them exceptions to the established subsidy growth projections.

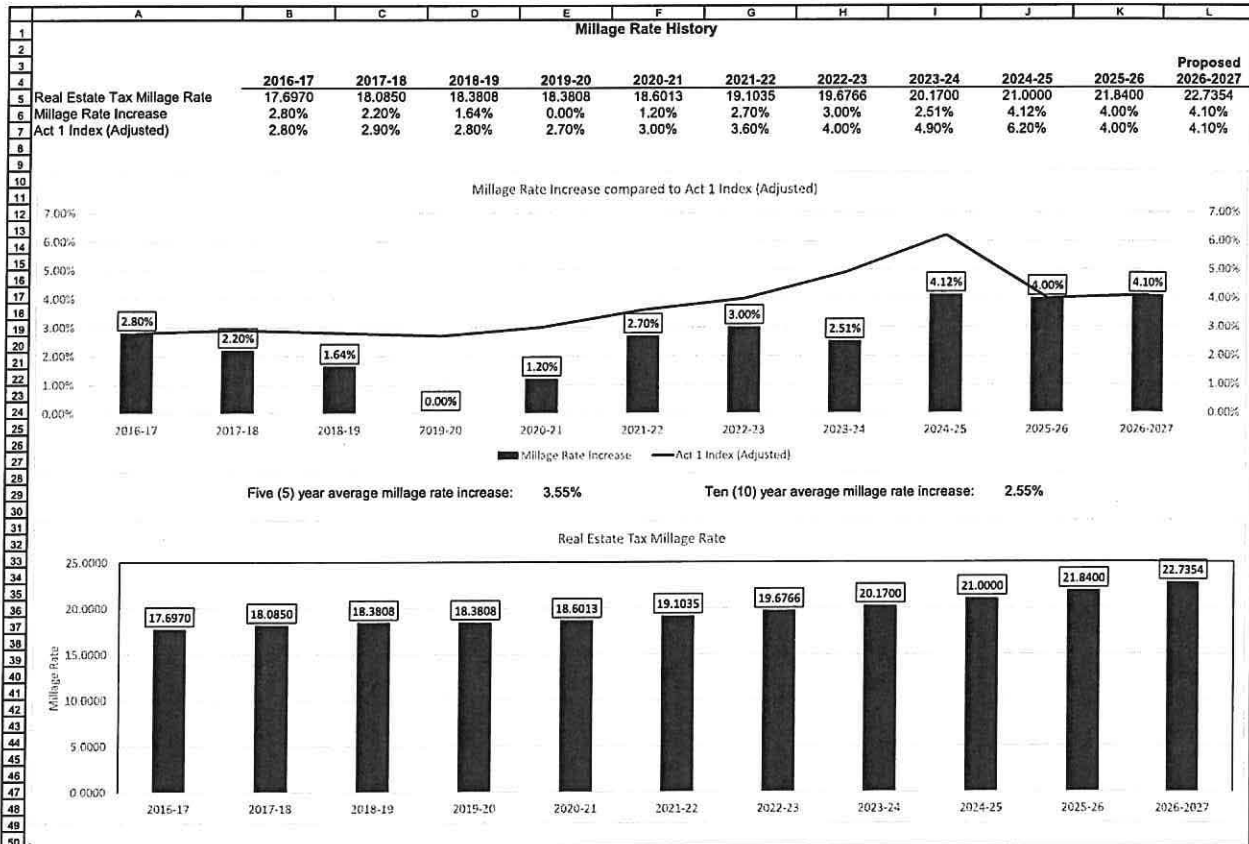
The "Revenue from 2026-2027 District Priorities" section outlines Social Security and Retirement Reimbursement from the Commonwealth of PA, specifically aligning the Long Range Fiscal and Capital Plan's total revenues with the PDE-2028 General Fund Budget.

**East Penn School District  
Long Range Fiscal and Capital Plan**

	A	B	C	D	E	F	G	H	I
	Real Estate Tax Calculation								
	2023-24	2024-25	2025-26	2027-27	2027-28	2028-29	2029-30	2030-31	
Description	Budget	Budget	Budget	Proposed	Projected	Projected	Projected	Projected	
Statewide Act 1 Index	4.10%	5.30%	4.00%	3.50%	3.20%	3.30%	3.30%	3.10%	3.10%
East Penn SD Adjusted Act 1 Index	4.90%	6.20%	4.00%	4.10%	3.20%	3.30%	3.30%	3.10%	3.10%
Real Estate Assessment	5,836,714,000	5,894,410,200	5,950,024,900	5,986,644,200	6,050,701,293	6,115,443,797	6,180,879,045	6,247,014,451	
Real Estate Assessment % Growth	1.32%	0.99%	0.94%	0.62%	1.07%	1.07%	1.07%	1.07%	
Value of One (1) Mill of Real Estate Tax	\$ 5,836,714	\$ 5,894,410	\$ 5,950,025	\$ 5,986,644	\$ 6,050,701	\$ 6,115,444	\$ 6,180,879	\$ 6,247,014	
<b>Application of Act 1 Index</b>									
Act 1 Index - Percentage Increase	2.51%	4.12%	4.00%	4.10%	3.20%	3.30%	3.30%	3.10%	
Act 1 Index - Millage Increase	0.4934	0.8300	0.8400	0.8954	0.7275	0.7742	0.7998	0.7761	
Act 1 Index - Additional Revenue	\$ 2,879,835	\$ 4,892,360	\$ 4,998,021	\$ 5,360,441	\$ 4,401,885	\$ 4,734,577	\$ 4,943,467	\$ 4,848,308	
<b>Application of Act 1 Exceptions</b>									
Act 1 Exceptions - Percentage Increase	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Act 1 Exceptions - Millage Increase	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	
Act 1 Exceptions - Additional Revenue	-	-	-	-	-	-	-	-	
<b>Calculation of Final Millage Rate</b>									
Prior Year Millage Rate	19.6766	20.1700	21.0000	21.8400	22.7354	23.4629	24.2371	25.0369	
Act 1 Index - Millage Increase	0.4934	0.8300	0.8400	0.8954	0.7275	0.7742	0.7998	0.7761	
Act 1 Exceptions - Millage Increase	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	
Final Millage Rate	20.1700	21.0000	21.8400	22.7354	23.4629	24.2371	25.0369	25.8130	
<b>Calculation of Final Millage Rate Increase %</b>									
Act 1 Index - Percentage Increase	2.51%	4.12%	4.00%	4.10%	3.20%	3.30%	3.30%	3.10%	
Act 1 Exceptions - Percentage Increase	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Real Estate Millage Percentage Increase	2.51%	4.12%	4.00%	4.10%	3.20%	3.30%	3.30%	3.10%	
<b>Calculation of Real Estate Tax Revenue</b>									
Real Estate Assessment	5,836,714,000	5,894,410,200	5,950,024,900	5,986,644,200	6,050,701,293	6,115,443,797	6,180,879,045	6,247,014,451	
Final Millage Rate	20.1700	21.0000	21.8400	22.7354	23.4629	24.2371	25.0369	25.8130	
Preliminary Tax Levy	\$ 117,726,521	\$ 123,782,614	\$ 129,948,544	\$ 136,108,751	\$ 141,966,999	\$ 148,220,623	\$ 154,750,051	\$ 161,254,184	
Property Tax Reduction Allocation	\$ (2,289,194)	\$ (2,749,862)	\$ (3,155,330)	\$ (3,155,330)	\$ (3,155,330)	\$ (3,155,330)	\$ (3,155,330)	\$ (3,155,330)	
Revised Tax Levy	\$ 115,437,328	\$ 121,032,753	\$ 126,793,214	\$ 132,953,421	\$ 138,811,669	\$ 145,065,293	\$ 151,594,721	\$ 158,098,854	
Collection Rate	96.20%	96.20%	96.20%	96.30%	96.30%	96.30%	96.30%	96.30%	
Final Tax Levy	\$ 111,050,709	\$ 116,433,508	\$ 121,975,072	\$ 128,034,144	\$ 133,675,638	\$ 139,697,877	\$ 145,985,716	\$ 152,249,196	

*The Act 1 Index utilized for 2027-28 to 2030-31 are Act 1 Base Index projections published in December 2025 by the Commonwealth of PA Independent Fiscal Office.*

**East Penn School District  
Long Range Fiscal and Capital Plan**



**East Penn School District  
Long Range Fiscal and Capital Plan**

Revenue - Historical									
Function	Description	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2025-26 Revised	
6111	Current Real Estate Taxes	\$ 98,475,601	\$ 102,945,484	\$ 107,050,346	\$ 111,443,288	\$ 116,635,110	\$ 121,975,072	\$ 121,975,072	
6112	Interim Real Estate Taxes	1,051,444	1,077,691	1,454,998	711,329	812,949	1,081,340	993,092	
6113	Public Utility Reality Tax	107,235	109,974	110,211	106,940	117,880	110,448	118,823	
6114	Payments in Lieu of Taxes	-	21,125	10,586	11,749	12,821	10,927	10,927	
6151	Current Earned Income Taxes	10,180,692	10,817,409	11,536,542	12,004,841	12,423,264	12,735,937	12,795,962	
6153	Real Estate Transfer Taxes	2,083,964	2,566,448	2,103,560	1,907,868	2,567,757	2,140,062	2,140,062	
6400	Delinquent Taxes	1,586,233	2,144,075	1,629,903	1,481,449	1,904,721	1,669,119	1,669,119	
6510	Earnings on Investments	53,208	30,757	2,056,536	2,982,657	2,955,777	2,155,856	2,236,305	
6810	Revenue from Local Governments	-	-	-	32,625	842	19,300	10,000	
6830	IDEA Revenue	1,536,341	1,738,431	1,809,762	1,725,442	1,702,153	1,702,153	1,599,286	
6940	Tuition from Patrons	48,950	46,077	240,312	151,086	80,685	145,526	141,770	
6990	Miscellaneous Income	523,306	666,162	1,030,894	772,478	822,399	646,452	887,905	
	<b>Total Local Revenue</b>	<b>\$ 115,646,975</b>	<b>\$ 122,163,634</b>	<b>\$ 129,066,274</b>	<b>\$ 133,325,128</b>	<b>\$ 140,036,358</b>	<b>\$ 144,392,192</b>	<b>\$ 144,578,323</b>	
7111	Basic Education Funding	\$ 12,596,174	\$ 13,315,525	\$ 15,386,019	\$ 16,857,826	\$ 17,904,239	\$ 18,107,227	\$ 18,166,226	
7112	BEF - Social Security	2,276,099	2,230,739	2,566,657	-	-	-	-	
7144	Cyber Charter Transition Funding	-	-	-	-	319,336	-	-	
7160	Tuition from Courts	241,579	138,147	93,760	136,124	163,870	115,953	115,953	
7270	Special Education Funding	3,562,186	3,793,713	4,184,038	4,415,053	4,813,050	4,783,582	4,618,161	
7270	Special Ed Contingency Funding	147,551	150,000	150,000	150,000	133,842	-	150,000	
7310	Pupil Transportation Subsidy	2,080,877	1,278,438	1,863,033	2,064,552	2,024,425	2,496,242	2,186,332	
7320	Rental & Sinking Fund Reimbursement.	1,003,654	890,935	840,814	620,808	542,418	193,774	193,774	
7330	Health Services Subsidy	159,358	151,318	151,900	152,008	165,565	151,609	151,609	
7340	Property Tax Reduction Allocation	1,834,327	1,835,313	2,314,377	2,289,194	2,749,862	3,155,330	3,155,330	
7360	School Safety and Security Grants	156,159	18,500	382,808	45,000	382,808	245,670	245,670	
7505	Ready to Learn Block Grant	705,924	705,924	705,924	705,924	1,800,564	2,895,741	2,895,143	
7599	Other State Revenue	-	750	-	-	175,000	-	-	
7810	Social Security Reimbursement	-	-	-	2,708,282	2,862,887	3,127,250	3,096,529	
7820	Retirement Reimbursement	10,673,512	11,490,161	12,381,592	12,511,860	13,093,962	13,785,645	13,644,616	
	<b>Total State Revenue</b>	<b>\$ 35,437,401</b>	<b>\$ 35,999,463</b>	<b>\$ 40,638,112</b>	<b>\$ 42,994,439</b>	<b>\$ 46,794,019</b>	<b>\$ 49,058,023</b>	<b>\$ 48,619,343</b>	
8514	Title I	\$ 721,818	\$ 849,212	\$ 1,128,744	\$ 1,045,937	\$ 972,430	\$ 972,430	\$ 962,405	
8510	Other Federal Programs	262,366	266,799	288,046	273,224	267,062	270,874	273,135	
8740	Elem and Sec School Emergency Relief Fund	1,376,200	8,560,866	373,295	16,605	16,605	-	-	
8800	Medical ACCESS Reimbursement	599,646	641,513	636,285	580,129	576,772	371,640	145,863	
9000	Other Financing Sources	-	1,946,193	601,129	-	34,544	-	-	
	<b>Total Federal and Other Financing Sources</b>	<b>\$ 2,960,030</b>	<b>\$ 12,264,582</b>	<b>\$ 3,027,499</b>	<b>\$ 1,915,895</b>	<b>\$ 1,986,860</b>	<b>\$ 1,614,944</b>	<b>\$ 1,381,403</b>	
	Revenue from 2026-27 Priorities	-	-	-	-	-	-	-	
	<b>Total Revenue</b>	<b>\$ 154,044,406</b>	<b>\$ 170,427,679</b>	<b>\$ 172,731,885</b>	<b>\$ 178,235,461</b>	<b>\$ 188,817,238</b>	<b>\$ 195,065,159</b>	<b>\$ 194,579,069</b>	

**East Penn School District  
Long Range Fiscal and Capital Plan**

Revenue - Projected									
Function	Description	2025-26 Budget	2025-26 Revised	2026-27 Proposed	2027-28 Projected	2028-29 Projected	2029-30 Projected	2030-31 Projected	
6111	Current Real Estate Taxes	\$ 121,975,072	\$ 121,975,072	\$ 128,034,144	\$ 133,675,638	\$ 139,697,877	\$ 145,985,716	\$ 152,249,196	
6112	Interim Real Estate Taxes	1,081,340	993,092	993,092	993,092	993,092	993,092	993,092	
6113	Public Utility Reality Tax	110,448	118,823	120,605	120,605	120,605	120,605	120,605	
6114	Payments in Lieu of Taxes	10,927	10,927	11,256	11,256	11,256	11,256	11,256	
6151	Current Earned Income Taxes	12,735,937	12,795,962	13,179,841	13,799,294	14,447,860	15,128,910	15,837,875	
6153	Real Estate Transfer Taxes	2,140,062	2,140,062	2,245,920	2,365,167	2,533,047	2,690,906	2,856,882	
6400	Delinquent Taxes	1,669,119	1,669,119	1,698,569	1,735,938	1,774,128	1,813,159	1,853,048	
6510	Earnings on Investments	2,155,856	2,236,305	2,216,832	2,216,832	2,216,832	2,216,832	2,216,832	
6810	Revenue from Local Governments	-	19,300	10,000	14,500	14,500	14,500	14,500	
6830	IDEA Revenue	1,702,153	1,599,286	1,599,286	1,624,875	1,650,873	1,677,287	1,704,123	
6940	Tuition from Patrons	145,526	141,770	129,650	129,650	129,650	129,650	129,650	
6990	Miscellaneous Income	646,452	887,905	603,289	621,388	640,029	659,230	679,007	
	<b>Total Local Revenue</b>	<b>\$ 144,392,192</b>	<b>\$ 144,578,323</b>	<b>\$ 150,846,984</b>	<b>\$ 157,328,233</b>	<b>\$ 164,229,750</b>	<b>\$ 171,438,333</b>	<b>\$ 178,666,066</b>	
7111	Basic Education Funding	\$ 18,107,227	\$ 18,166,226	\$ 18,293,216	\$ 19,317,636	\$ 20,399,424	\$ 21,541,791	\$ 22,748,132	
7112	BEF - Social Security	-	-	-	-	-	-	-	
7144	Cyber Charter Transition Funding	-	-	-	-	-	-	-	
7160	Tuition from Courts	115,953	115,953	115,953	115,953	115,953	115,953	115,953	
7270	Special Education Funding	4,783,582	4,618,161	5,125,381	5,371,399	5,629,226	5,899,429	6,182,602	
7270	Special Ed Contingency Funding	-	150,000	-	-	-	-	-	
7310	Pupil Transportation Subsidy	2,496,242	2,186,332	2,381,224	2,476,473	2,575,532	2,678,553	2,785,695	
7320	Rental & Sinking Fund Reimbursement.	193,774	193,774	194,769	195,606	194,769	195,962	95,981	
7330	Health Services Subsidy	151,609	151,609	151,609	151,609	151,609	151,609	151,609	
7340	Property Tax Reduction Allocation	3,155,330	3,155,330	3,155,330	3,155,330	3,155,330	3,155,330	3,155,330	
7360	School Safety and Security Grants	245,670	245,670	255,839	-	-	-	-	
7505	Ready to Learn Block Grant	2,895,741	2,895,143	3,989,722	3,989,722	3,989,722	3,989,722	3,989,722	
7599	Other State Revenue	-	-	-	-	-	-	-	
7810	Social Security Reimbursement	3,127,250	3,096,529	3,244,359	3,365,687	3,473,991	3,585,791	3,695,123	
7820	Retirement Reimbursement	\$ 13,785,645	\$ 13,644,616	\$ 14,127,849	\$ 15,011,406	\$ 15,726,054	\$ 16,485,263	\$ 17,239,079	
	<b>Total State Revenue</b>	<b>\$ 49,058,023</b>	<b>\$ 48,619,343</b>	<b>\$ 51,035,251</b>	<b>\$ 53,149,985</b>	<b>\$ 55,412,447</b>	<b>\$ 57,799,403</b>	<b>\$ 60,159,226</b>	
8514	Title I	\$ 972,430	\$ 962,405	\$ 962,405	\$ 962,405	\$ 962,405	\$ 962,405	\$ 962,405	
8510	Other Federal Programs	270,874	273,135	273,135	273,135	273,135	273,135	273,135	
8740	Elem and Sec School Emergency Relief Fund	-	-	-	-	-	-	-	
8800	Medical ACCESS Reimbursement	371,640	145,863	294,678	324,146	356,560	392,216	431,438	
9000	Other Financing Sources	-	-	-	-	-	-	-	
	<b>Total Federal and Other Financing Sources</b>	<b>\$ 1,614,944</b>	<b>\$ 1,381,403</b>	<b>\$ 1,530,218</b>	<b>\$ 1,559,686</b>	<b>\$ 1,592,100</b>	<b>\$ 1,627,756</b>	<b>\$ 1,666,978</b>	
	Revenue from 2026-27 Priorities	-	-	-	-	-	-	-	
	<b>Total Revenue</b>	<b>\$ 195,065,159</b>	<b>\$ 194,579,069</b>	<b>\$ 203,412,453</b>	<b>\$ 212,037,904</b>	<b>\$ 221,234,297</b>	<b>\$ 230,865,492</b>	<b>\$ 240,492,271</b>	

## Expenditures

While most expenditure growth assumptions are summarized in the Assumptions section, salaries, benefits, and debt service are presented on separate schedules to provide additional clarity regarding the District's major financial commitments.

Expenditure categories, referred to as "Functions," follow the Pennsylvania Department of Education (PDE) accounting structure. Instructional and non-instructional costs are presented separately to support clearer analysis of spending trends.

Salary projections reflect obligations under existing labor agreements and approved compensation plans, including the East Penn Education Association, Act 93 Administrators, Teamsters, and the East Penn Education Support Professionals.

Benefit costs include FICA, PSERS contributions, and group insurance programs. FICA and PSERS contributions are calculated using statutory rates, while insurance projections reflect rates established through the District's participation in a health benefits consortium with other Lehigh County schools. Healthcare represents the largest component of this category. For 2026–27, group insurance reflects a significant increase, followed by a projected medical trend of 11.79 percent in subsequent years.

Based on current assumptions, group insurance costs are projected to increase from approximately \$20 million in 2025–26 to \$38.3 million by 2030–31, making healthcare the largest contributor to projected expenditure growth.

Certain program areas are presented separately where spending trends may differ from overall district patterns, including special education and transportation.

Charter school tuition payments are projected to increase based on recent enrollment trends and changes in the statutory tuition calculation required under Pennsylvania law.

Debt service payments are presented separately due to their fixed repayment schedules.

When new programmatic needs are identified by the Superintendent, District Priorities may include either recurring or one-time expenditures, while recent updates reflect targeted refinements and capital funding adjustments to better align the 2026–27 budget with available revenues.

East Penn School District  
Long Range Fiscal and Capital Plan

Salaries - Historical									
A	B	C	D	E	F	G	H	I	J
1	2	3	4	5	6	7	8	9	10
Code	Description	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2025-26 Revised	
1	Administration	\$ 4,094,762	\$ 4,493,305	\$ 4,902,220	\$ 5,278,531	\$ 5,516,642	\$ 5,812,033	\$ 6,063,469	
2	Instruction	46,586,596	50,127,592	51,966,110	53,700,266	56,525,179	57,947,435	57,733,663	
3	Custodial/Maintenance	4,816,873	4,834,970	5,178,489	5,484,328	5,954,397	6,231,026	6,013,752	
4	Support Staff	7,428,897	7,860,175	9,696,599	10,190,215	10,757,740	11,743,264	11,037,820	
5	Tax Collectors	54,685	58,985	60,736	57,514	55,448	58,000	58,000	
	<b>Total Salaries</b>	<b>\$ 62,981,812</b>	<b>\$ 67,375,027</b>	<b>\$ 71,804,154</b>	<b>\$ 74,710,854</b>	<b>\$ 78,809,407</b>	<b>\$ 81,791,758</b>	<b>\$ 80,906,704</b>	

East Penn School District  
Long Range Fiscal and Capital Plan

Salaries - Projected									
Code	Description	2025-26	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	
		Budget	Revised	Proposed	Projected	Projected	Projected	Projected	Projected
1	Administration	\$ 5,812,033	\$ 6,063,469	\$ 6,176,941	\$ 6,374,603	\$ 6,584,965	\$ 6,802,269	\$ 7,013,139	
2	Instruction	57,947,435	57,733,663	60,024,086	62,425,049	64,485,076	66,613,084	68,678,089	
3	Custodial/Maintenance	6,231,026	6,013,752	6,510,707	6,687,798	6,875,725	7,068,933	7,255,553	
4	Support Staff	11,743,264	11,037,820	12,076,096	12,438,379	12,811,530	13,195,876	13,591,752	
5	Tax Collectors	58,000	58,000	66,000	66,000	66,000	66,000	66,000	
	<b>Total Salaries</b>	<b>\$ 81,791,758</b>	<b>\$ 80,906,704</b>	<b>\$ 84,853,830</b>	<b>\$ 87,991,830</b>	<b>\$ 90,823,297</b>	<b>\$ 93,746,162</b>	<b>\$ 96,604,534</b>	

Salaries - Growth & Projection Assumptions					
	2026-27	2027-28	2028-29	2029-30	2030-31
	Proposed	Projected	Projected	Projected	Projected
1 Act 93 Administrative Compensation Plan	3.50%	3.20%	3.30%	3.30%	3.10%
2 East Penn Education Association Contract	4.00%	4.00%	3.30%	3.30%	3.10%
3 Teamster's Contract	3.35%	2.72%	2.81%	2.81%	2.64%
4 East Penn Education Support Professionals Contract	3.00%	3.00%	3.00%	3.00%	3.00%
5 Tax Collector Compensation Rate Resolution	13.50%	0.00%	0.00%	0.00%	0.00%

Percentages surrounded by a box represent agreements/contracts currently in place.

East Penn School District  
Long Range Fiscal and Capital Plan

Benefits - Historical									
Code	Description	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2025-26	
		Actual	Actual	Actual	Actual	Actual	Budget	Revised	
1	Group Insurances	\$ 11,985,354	\$ 13,339,577	\$ 15,478,818	\$ 17,102,863	\$ 17,950,770	\$ 19,973,203	\$ 20,065,132	
2	Social Security Contributions	4,709,648	5,061,727	5,372,181	5,613,553	5,931,215	6,254,499	6,193,059	
3	Retirement Contributions	21,418,348	22,988,710	24,717,492	24,999,099	26,298,791	27,571,289	27,289,232	
4	Workers Compensation	351,173	365,326	384,058	436,952	506,423	499,977	512,956	
5	Tuition Reimbursement	440,434	368,806	371,502	446,726	471,418	530,000	530,000	
6	Other Benefits	47,825	61,651	83,482	168,512	78,997	94,400	118,367	
	<b>Total Benefits</b>	<b>\$ 38,952,782</b>	<b>\$ 42,185,797</b>	<b>\$ 46,407,532</b>	<b>\$ 48,787,705</b>	<b>\$ 51,238,614</b>	<b>\$ 54,923,368</b>	<b>\$ 54,708,746</b>	

**East Penn School District  
Long Range Fiscal and Capital Plan**

		A	B	H	I	J	K	L	M	N	
<b>Benefits - Projected</b>											
1											
2											
3											
4											
5	Code	Description	2025-26 Budget	2025-26 Revised	2026-27 Proposed	2027-28 Projected	2028-29 Projected	2029-30 Projected	2030-31 Projected		
6											
7	1	Group Insurances	\$ 19,973,203	\$ 20,065,132	\$ 24,266,656	\$ 27,127,695	\$ 30,326,050	\$ 33,901,491	\$ 37,898,477		
8	2	Social Security Contributions	6,254,499	6,193,059	6,488,717	6,731,375	6,947,982	7,171,581	7,390,247		
9	3	Retirement Contributions	27,571,289	27,289,232	28,255,697	30,022,812	31,452,108	32,970,525	34,478,158		
10	4	Worker's Compensation	499,977	512,956	509,218	527,951	544,940	562,477	579,627		
11	5	Tuition Reimbursement	530,000	530,000	530,000	540,600	551,412	562,440	573,689		
12	6	Other Benefits	94,400	118,367	90,900	90,900	90,900	90,900	90,900		
13											
14		<b>Total Benefits</b>	<b>\$ 54,923,368</b>	<b>\$ 54,708,746</b>	<b>\$ 60,141,188</b>	<b>\$ 65,041,333</b>	<b>\$ 69,913,392</b>	<b>\$ 75,259,415</b>	<b>\$ 81,011,098</b>		
15											
16											
17											
18											
19											
20											
21											
22	<b>Benefits - Growth &amp; Projection Assumptions</b>										
23											
24					2026-27 Proposed	2027-28 Projected	2028-29 Projected	2029-30 Projected	2030-31 Projected		
25											
26	1	Group Insurances		(1)	21.50%	11.79%	11.79%	11.79%	11.79%		
27	2	Social Security		(2)	7.65%	7.65%	7.65%	7.65%	7.65%		
28	3	*Retirement		(2)	33.59%	34.12%	34.63%	35.17%	35.69%		
29	4	Worker's Compensation		(2)	0.60%	0.60%	0.60%	0.60%	0.60%		
30	5	Tuition Reimbursement		(1)	0.00%	2.00%	2.00%	2.00%	2.00%		
31	6	Other Benefits		(1)	0.00%	0.00%	0.00%	0.00%	0.00%		
32											
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\*Actuarial projections from the Public School Employees Retirement System (PSERS) dated 12/12/2025  
 (1) Represents an annual percentage increase  
 (2) Represents a percent of total wages

**East Penn School District  
Long Range Fiscal and Capital Plan**

<b>District Wide Instructional - Historical</b>									
Function	Description	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2025-26 Revised	
1110	Regular Instruction	\$ 2,895,962	\$ 5,015,541	\$ 3,600,740	\$ 3,577,626	\$ 3,756,924	\$ 4,308,114	\$ 4,373,994	
1110	Charter School Tuition - Regular Ed	4,700,611	4,366,660	4,926,175	5,339,117	6,133,015	6,267,955	6,116,752	
1110	Technology Infrastructure Plan	-	-	-	-	364,994	1,163,800	1,163,800	
1190	Federally Funded Programs	59,172	115,533	69,247	4,395	2,625	-	-	
1191	Federally Funded Title I Reading	-	-	-	-	-	-	-	
1211	Life Skills Support	-	23,812	-	-	1,470	-	-	
1221	Hearing Impaired Support	73,725	77,395	3,278	5,828	1,348	-	-	
1224	Visually Impaired Support	70,600	38,447	49,581	30,899	57,108	49,581	49,581	
1225	Speech & Language Support	4,419	5,656	11,014	10,683	6,629	12,747	12,747	
1231	Emotional Support	93,719	202,518	672,026	907,568	1,500,749	1,246,818	1,246,818	
1233	Autistic Support	135,345	480,273	676,604	934,150	1,167,258	952,900	952,900	
1241	Learning Support	210,267	169,773	301,062	219,084	47,576	319,060	319,060	
1243	Gifted Support	1,413	1,000	2,058	1,035	3,310	2,850	2,850	
1260	Physical Support	-	-	-	-	-	-	-	
1270	Multi-Handicapped Support	82,680	372,878	446,698	488,609	391,569	570,764	570,764	
1281	Developmental Delay Support	60,075	22,523	42,092	25,263	18,845	58,190	57,474	
1290	Other Support	4,893,373	4,761,077	4,241,961	4,800,720	4,254,213	4,672,800	4,672,800	
1290	Charter School Tuition - Special Ed	2,470,228	2,331,998	2,626,450	3,508,555	4,116,831	4,200,676	3,872,290	
1360	Vocational Business Education	-	-	-	-	-	-	-	
1390	Other Vocational-Ed Programs	2,557,013	2,695,923	2,916,452	3,118,141	3,359,479	3,805,341	3,805,341	
1410	Driver's Education	45,665	9,849	2,483	7,349	5,876	7,000	7,000	
1420	Summer School	24,640	32,427	32,375	-	1,171	-	-	
1430	Homebound Instruction	1,949	2,785	5,859	2,816	3,429	5,000	5,000	
1441	Adjudicated Court Placed Programs	-	7,790	6,476	9,637	475	-	-	
1500	Non-Public School Programs	91,389	36,335	47,127	48,171	36,418	41,169	41,169	
1691	Adult Ed. Instructional Services	-	-	48	-	1,626	3,000	3,000	
1693	Community College Sponsorship	899,852	898,256	890,357	895,249	894,953	805,008	907,987	
	<b>Total</b>	<b>\$ 19,372,096</b>	<b>\$ 21,668,449</b>	<b>\$ 21,572,161</b>	<b>\$ 23,934,895</b>	<b>\$ 26,127,892</b>	<b>\$ 28,592,773</b>	<b>\$ 28,181,327</b>	
	Special Education Total (lines 12-24 above)	8,095,843	8,487,349	9,072,822	10,932,394	11,566,906	12,086,386	11,757,284	
	Charter Schools Total (lines 8 and 24 above)	7,170,839	6,698,659	7,554,624	8,847,672	10,249,846	10,468,631	9,989,042	
	Brick and Mortar Charter Tuition	3,701,795	3,492,584	4,123,809	4,958,656	6,013,358	6,080,548	6,328,766	
	Cyber Charter Tuition	3,469,044	3,206,075	3,431,015	3,889,016	4,236,488	4,388,083	3,660,276	

East Penn School District  
Long Range Fiscal and Capital Plan

District Wide Instructional - Projected									
Function	Description	2025-26 Budget	2025-26 Revised	2026-27 Proposed	2027-28 Projected	2028-29 Projected	2029-30 Projected	2030-31 Projected	
1110	Regular Instruction	\$ 4,308,114	\$ 4,373,994	\$ 4,233,424	\$ 4,381,594	\$ 4,534,950	\$ 4,693,673	\$ 4,857,951	
1110	Charter School Tuition - Regular Ed	6,267,955	6,116,752	6,433,800	7,154,386	7,955,677	8,846,713	9,837,544	
1110	Technology Infrastructure Plan	1,163,800	1,163,800	-	94,200	182,000	1,051,300	-	
1190	Federally Funded Programs	-	-	-	-	-	-	-	
1191	Federally Funded Title I Reading	-	-	-	-	-	-	-	
1211	Life Skills Support	-	-	-	-	-	-	-	
1221	Hearing Impaired Support	-	-	-	-	-	-	-	
1224	Visually Impaired Support	49,581	49,581	58,821	61,174	63,621	66,166	68,812	
1225	Speech & Language Support	12,747	12,747	6,919	7,196	7,484	7,783	8,094	
1231	Emotional Support	1,246,818	1,246,818	1,574,894	1,637,890	1,703,405	1,771,542	1,842,403	
1233	Autistic Support	952,900	952,900	1,368,760	1,423,510	1,480,451	1,539,669	1,601,256	
1241	Learning Support	319,060	319,060	86,200	89,648	93,234	96,963	100,842	
1243	Gifted Support	2,850	2,850	4,162	4,328	4,502	4,682	4,869	
1260	Physical Support	-	-	-	-	-	-	-	
1270	Multi-Handicapped Support	570,764	570,764	302,095	314,179	326,746	339,816	353,408	
1281	Developmental Delay Support	58,190	57,474	22,474	23,373	24,308	25,280	26,291	
1290	Other Support	4,672,800	4,672,800	4,097,727	4,261,636	4,432,102	4,609,386	4,793,761	
1290	Charter School Tuition - Special Ed	4,200,676	3,872,290	4,054,713	4,508,841	5,013,831	5,575,380	6,199,823	
1360	Vocational Business Education	-	-	-	-	-	-	-	
1390	Other Vocational-Ed Programs	3,805,341	3,805,341	4,105,842	4,405,568	4,727,175	5,072,259	5,442,534	
1410	Driver's Education	7,000	7,000	7,000	7,245	7,499	7,761	8,033	
1420	Summer School	-	-	-	-	-	-	-	
1430	Homebound Instruction	5,000	5,000	5,000	5,175	5,356	5,544	5,738	
1441	Adjudicated Court Placed Programs	-	-	-	-	-	-	-	
1500	Non-Public School Programs	41,169	41,169	41,203	42,645	44,138	45,683	47,281	
1691	Adult Ed. Instructional Services	3,000	3,000	3,000	3,105	3,214	3,326	3,443	
1693	Community College Sponsorship	905,008	907,987	907,987	907,987	907,987	907,987	907,987	
	<b>Total</b>	<b>\$ 28,592,773</b>	<b>\$ 28,181,327</b>	<b>\$ 27,314,021</b>	<b>\$ 29,333,680</b>	<b>\$ 31,517,677</b>	<b>\$ 34,670,910</b>	<b>\$ 36,110,070</b>	
	<b>Special Education Total (lines 12-24 above)</b>	<b>12,086,386</b>	<b>11,757,284</b>	<b>11,576,765</b>	<b>12,331,775</b>	<b>13,149,682</b>	<b>14,036,666</b>	<b>14,999,560</b>	
	<b>Charter Schools Total (lines 8 and 24 above)</b>	<b>10,468,631</b>	<b>9,989,042</b>	<b>10,488,513</b>	<b>11,663,226</b>	<b>12,969,508</b>	<b>14,422,093</b>	<b>16,037,367</b>	
	<b>Brick and Mortar Charter Tuition</b>	<b>6,080,548</b>	<b>6,328,766</b>	<b>6,328,766</b>	<b>7,037,588</b>	<b>7,825,798</b>	<b>8,702,287</b>	<b>9,676,943</b>	
	<b>Cyber Charter Tuition</b>	<b>4,388,083</b>	<b>3,660,276</b>	<b>4,159,747</b>	<b>4,625,638</b>	<b>5,143,710</b>	<b>5,719,806</b>	<b>6,360,424</b>	

East Penn School District  
Long Range Fiscal and Capital Plan

District Wide Non-Instructional - Historical									
Function	Description	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2025-26 Revised	
2111	Student Services - Supervision	\$ 1,248	\$ 1,304	\$ 1,614	\$ 3,209	\$ 1,519	\$ 2,600	\$ 2,600	
2119	Student Services - Other	9,970	4,307	4,827	6,880	20,182	10,000	10,000	
2120	Guidance Services	83,490	81,150	110,897	129,856	160,489	136,275	51,275	
2140	Psychological Services	25,187	125,780	55,690	366,632	753,909	424,626	369,426	
2144	Psychotherapy Services	-	-	-	-	-	-	-	
2160	Social Work Services	183,730	184,091	195,027	168,640	177,475	363,100	363,100	
2220	Technology Support Services	189,136	230,973	216,956	217,627	206,892	223,595	223,595	
2250	School Library Services	127,100	108,587	136,064	132,129	111,323	89,475	89,475	
2260	Curriculum & Instruction	22,825	55,055	149,234	550,518	594,918	263,026	263,026	
2271	Staff Development	85,743	96,684	126,752	257,047	125,734	135,432	135,432	
2290	Other Instructional Staff Develop	91	463	59	-	46	-	-	
2310	Board Services	43,785	61,170	35,630	38,419	41,133	48,230	49,372	
2320	Board Treasurer Services	-	2,008	1,987	1,737	2,000	2,000	2,000	
2330	Tax Collection Services	44,950	57,076	61,193	56,663	59,810	61,270	66,584	
2340	Staff Relations/Negotiations	91,051	50,954	176,999	21,194	18,567	56,200	56,200	
2350	Legal & Acct Services	120,414	205,997	147,793	251,968	272,469	249,200	250,000	
2360	Office of Superintendent	38,716	39,179	45,298	42,248	39,199	49,940	52,940	
2370	Community Relations	6,906	19,867	16,230	19,658	21,371	19,450	19,450	
2380	Office of Principal Services	93,681	92,162	108,145	115,367	129,306	157,087	157,087	
2410	Other Administrative Services	6,500	6,500	6,500	6,500	7,740	6,500	6,500	
2420	Medical Services	6,023	2,495	6,762	616	-	3,000	3,000	
2430	Dental Services	104	549	553	689	1,136	1,500	1,500	
2440	Nursing Services	276,214	689,760	723,115	478,158	313,734	157,700	157,700	
	<b>Total</b>	<b>\$ 1,456,864</b>	<b>\$ 2,116,113</b>	<b>\$ 2,327,325</b>	<b>\$ 2,865,756</b>	<b>\$ 3,058,688</b>	<b>\$ 2,460,206</b>	<b>\$ 2,330,262</b>	

East Penn School District  
Long Range Fiscal and Capital Plan

		District Wide Non-Instructional - Projected						
Function	Description	2025-26 Budget	2025-26 Revised	2026-27 Proposed	2027-28 Projected	2028-29 Projected	2029-30 Projected	2030-31 Projected
2111	Student Services - Supervision	\$ 2,600	\$ 2,600	\$ 2,600	\$ 2,753	\$ 2,916	\$ 3,088	\$ 3,270
2119	Student Services - Other	10,000	10,000	10,000	10,590	11,215	11,876	12,577
2120	Guidance Services	136,275	51,275	143,125	151,569	160,512	169,982	180,011
2140	Psychological Services	424,626	369,426	881,443	874,991	926,616	981,286	1,039,182
2144	Psychotherapy Services	-	-	-	-	-	-	-
2160	Social Work Services	363,100	363,100	188,100	199,198	210,951	223,397	236,577
2220	Technology Support Services	223,595	223,595	153,475	162,530	172,119	182,274	193,029
2250	School Library Services	89,475	89,475	85,050	90,068	95,382	101,009	106,969
2260	Curriculum & Instruction	263,026	263,026	297,000	314,523	333,080	352,732	373,543
2271	Staff Development	135,432	135,432	131,380	139,131	147,340	156,033	165,239
2290	Other Instructional Staff Develop	-	-	-	-	-	-	-
2310	Board Services	48,230	49,372	48,267	51,115	54,131	57,324	60,706
2320	Board Treasurer Services	2,000	2,000	2,000	2,118	2,243	2,375	2,515
2330	Tax Collection Services	61,270	66,584	67,170	71,133	75,330	79,774	84,481
2340	Staff Relations/Negotiations	56,200	56,200	57,700	61,104	64,709	68,527	72,570
2350	Legal & Acct Services	249,200	250,000	301,500	319,289	338,127	358,076	379,202
2360	Office of Superintendent	49,940	52,940	50,440	53,416	56,568	59,905	63,439
2370	Community Relations	19,450	19,450	20,000	21,180	22,430	23,753	25,154
2380	Office of Principal Services	157,087	157,087	154,450	163,563	173,213	183,432	194,255
2410	Other Administrative Services	6,500	6,500	6,500	6,884	7,290	7,720	8,175
2420	Medical Services	3,000	3,000	1,000	1,059	1,121	1,188	1,258
2430	Dental Services	1,500	1,500	1,500	1,589	1,682	1,781	1,887
2440	Nursing Services	157,700	157,700	166,700	176,535	186,951	197,981	209,662
<b>Total</b>		<b>\$ 2,460,206</b>	<b>\$ 2,330,262</b>	<b>\$ 2,769,400</b>	<b>\$ 2,874,338</b>	<b>\$ 3,043,924</b>	<b>\$ 3,223,515</b>	<b>\$ 3,413,703</b>

East Penn School District  
Long Range Fiscal and Capital Plan

		District Wide Non-Instructional - Historical						
Function	Description	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2025-26 Revised
2511	Fiscal Services	\$ 450	\$ 450	\$ 649	\$ 499	\$ 649	\$ 700	\$ 700
2514	Payroll Services	17,869	19,212	64	56	-	22,600	22,600
2515	Financial Acct. Services	93,332	147,545	141,163	96,996	167,518	132,750	132,750
2611	Supervision - Maintenance Services - Head	250	-	-	-	-	-	-
2619	Supv - Maint Services - Other	250	-	-	-	-	-	-
2620	Operation of Buildings	3,932,369	3,783,735	4,065,080	4,809,974	5,726,657	5,015,103	5,140,103
2630	Upkeep of Grounds Services	62,181	140,026	66,246	122,828	234,396	137,100	137,100
2640	Upkeep of Equipment Services	7,604	-	480	2,200	592	7,000	7,000
2650	Vehicle Operation & Maintenance	61,954	61,456	58,143	86,241	55,759	83,500	83,500
2660	Building Safety & Security	111,167	128,123	138,852	241,283	268,145	205,090	216,237
2720	Transportation Services	5,178,621	7,039,866	7,101,551	7,324,806	9,072,821	9,827,560	10,331,818
2750	Non-Public Transportation Services	1,157,618	1,683,287	2,231,098	2,296,629	2,976,881	2,299,352	2,505,423
2818	System-Wide Technology Services	16,523	6,101	65,571	15,705	17,667	31,621	31,621
2834	Staff Development - Non-Instruction	368	6,366	29,983	36,978	47,180	75,810	75,810
2836	Staff Development - Non-Instruction	6,654	22,334	18,692	11,688	26,035	34,750	34,750
2840	Data Processing Services	489,225	410,796	613,087	325,038	412,643	468,970	468,970
2910	IU Operating Assessment	147,897	143,760	148,644	151,197	151,234	153,351	153,326
3210	Student Activities	52,530	140,405	132,825	179,031	184,578	280,122	469,122
3250	School Sponsored Athletics	388,026	506,632	556,508	551,909	609,518	562,670	562,670
3300	Community Services	41,280	47,588	10,115	8,905	7,633	7,163	7,163
3350	Welfare Activities	-	-	17,925	10,832	-	-	-
3390	Other Community Services	3,025	5,706	13,163	6,377	6,987	7,500	7,500
3400	Scholarships & Awards	21,400	23,199	26,100	31,550	38,550	-	-
4600	Building Improvement Services	-	-	-	255,440	186,544	56,242	156,242
5130	Refund of Prior Year Revenues	27,964	-	-	-	-	-	-
5140	Lease Payments	-	85,333	177,513	211,440	209,906	-	-
5230	Capital Reserve Fund Transfers	11,240,000	8,200,000	4,857,957	4,464,200	2,295,100	7,580,000	7,397,000
5251	Food Service Fund Transfers	-	-	-	-	-	-	-
5900	Budgetary Reserve	-	-	-	-	-	9,814,200	-
<b>Page sub-total - less: Capital Reserve Fund Transfers</b>		<b>\$ 11,838,556</b>	<b>\$ 14,401,916</b>	<b>\$ 15,613,451</b>	<b>\$ 16,777,601</b>	<b>\$ 20,401,890</b>	<b>\$ 29,223,154</b>	<b>\$ 20,544,405</b>
<b>Total Non-Instruction - less: Capital Reserve Fund Transfer</b>		<b>\$ 13,295,420</b>	<b>\$ 16,518,029</b>	<b>\$ 17,940,776</b>	<b>\$ 19,643,357</b>	<b>\$ 23,460,578</b>	<b>\$ 31,683,360</b>	<b>\$ 22,874,667</b>

East Penn School District  
Long Range Fiscal and Capital Plan

		District Wide Non-Instructional - Projected						
Function	Description	2025-26 Budget	2025-26 Revised	2026-27 Proposed	2027-28 Projected	2028-29 Projected	2029-30 Projected	2030-31 Projected
2511	Fiscal Services	\$ 700	\$ 700	\$ 850	\$ 900	\$ 953	\$ 1,010	\$ 1,069
2514	Payroll Services	22,600	22,600	23,200	24,569	26,018	27,553	29,179
2515	Financial Acct. Services	132,750	132,750	132,000	139,788	148,035	156,770	166,019
2611	Supervision - Maintenance Services - Head	-	-	-	-	-	-	-
2619	Supv - Maint Services - Other	-	-	-	-	-	-	-
2620	Operation of Buildings	5,015,103	5,140,103	5,075,146	5,374,580	5,691,680	6,027,489	6,383,111
2630	Upkeep of Grounds Services	137,100	137,100	128,000	135,552	143,550	152,019	160,988
2640	Upkeep of Equipment Services	7,000	7,000	4,000	4,236	4,486	4,751	5,031
2650	Vehicle Operation & Maintenance	83,500	83,500	75,000	79,425	84,111	89,074	94,329
2660	Building Safety & Security	205,090	216,237	297,460	315,010	333,596	353,278	374,121
2720	Transportation Services	9,827,560	10,331,818	10,868,250	11,302,980	11,755,099	12,225,303	12,714,315
2750	Non-Public Transportation Services	2,299,352	2,505,423	2,654,468	2,760,647	2,871,073	2,985,915	3,105,352
2818	System-Wide Technology Services	31,621	31,621	103,421	109,523	115,985	122,828	130,075
2834	Staff Development - Non-Instruction	75,810	75,810	62,210	65,880	69,767	73,884	78,243
2836	Staff Development - Non-Instruction	34,750	34,750	33,650	35,635	37,738	39,964	42,322
2840	Data Processing Services	468,970	468,970	469,990	497,719	527,085	558,183	591,116
2910	IU Operating Assessment	153,351	153,326	153,501	162,558	172,148	182,305	193,061
3210	Student Activities	280,122	469,122	184,621	195,514	207,049	219,265	232,201
3250	School Sponsored Athletics	562,670	562,670	606,207	641,973	679,850	719,961	762,438
3300	Community Services	7,163	7,163	7,200	7,625	8,075	8,551	9,056
3350	Welfare Activities	-	-	-	-	-	-	-
3390	Other Community Services	7,500	7,500	7,600	8,048	8,523	9,026	9,559
3400	Scholarships & Awards	-	-	-	-	-	-	-
4600	Building Improvement Services	56,242	156,242	86,746	91,864	97,284	103,024	109,102
5130	Refund of Prior Year Revenues	-	-	-	-	-	-	-
5140	Lease Payments	-	-	-	-	-	-	-
5230	Capital Reserve Fund Transfers	7,580,000	7,397,000	5,817,794	5,800,000	5,800,000	5,800,000	5,800,000
5251	Food Service Fund Transfers	-	-	-	-	-	-	-
5900	Budgetary Reserve	9,814,200	-	10,170,600	10,727,535	11,282,050	11,838,008	12,406,505
Page sub-total - less: Capital Reserve Fund Transfers		\$ 29,223,154	\$ 20,544,405	\$ 31,144,120	\$ 32,681,561	\$ 34,264,154	\$ 35,898,159	\$ 37,597,192
Total Non-Instruction - less: Capital Reserve Fund Transfers		\$ 31,683,360	\$ 22,874,667	\$ 33,913,520	\$ 35,555,899	\$ 37,308,078	\$ 39,121,674	\$ 41,010,895

East Penn School District  
Long Range Fiscal and Capital Plan

		Debt Service - Historical						
Object	Description	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2025-26 Revised
800	Interest Expense	\$ 1,021,612	\$ 821,668	\$ 589,102	\$ 397,891	\$ 286,342	\$ 202,100	\$ 202,100
900	Principal Expense	7,793,000	7,322,600	7,260,626	5,883,626	5,626,517	1,325,000	1,325,000
Total		\$ 8,814,612	\$ 8,144,268	\$ 7,849,728	\$ 6,281,517	\$ 5,912,859	\$ 1,527,100	\$ 1,527,100



## Capital Projects Plan

The Capital Projects Plan provides a comprehensive overview of significant repairs, maintenance, and upgrades to the district's infrastructure and facilities. Updated annually by the Director of Facilities, with contributions from district staff and administration, this plan assesses the lifespan and current state of key building systems and equipment to project refurbishment or replacement timelines. To ensure accuracy and foresight in these estimations, management consults with external specialists, including architects, engineers, and technicians, leveraging their expertise to gauge end-of-life timelines and project costs accurately. Continuous monitoring of these conditions allows for the identification of either accelerated wear or unexpected durability, enabling adjustments to the project timelines accordingly, with some initiatives being expedited or postponed relative to initial projections.

In prior years, this section included specific projections related to potential school facilities projects. Because the direction and scope of facilities projects have not yet been determined, this version of the plan reflects a "business-as-usual" approach. It includes ongoing building maintenance, scheduled equipment replacement, and annual contributions to the Capital Reserve Fund.

In addition to the District's regular annual facility maintenance program, East Penn School District has undertaken a series of Guaranteed Energy Savings Act (GESAs) projects in recent years to modernize building systems in several elementary schools. Macungie Elementary was completed in 2023, Shoemaker Elementary in 2024, and Wescosville Elementary in 2025. Jefferson Elementary is currently scheduled for completion in the summer of 2026, and Lincoln Elementary is planned for completion in 2027. The projects at Macungie, Shoemaker, Wescosville, and Jefferson include comprehensive upgrades to HVAC systems, lighting, and building clock systems, while the Lincoln Elementary project will include HVAC, lighting, clock systems, security, and accessibility upgrades. Collectively, these investments support the District's long-term strategy of upgrading critical infrastructure and enhancing the learning environment for students and staff while improving energy performance.

As part of the 2026–27 budget development process, the District has reduced the planned transfer to the Capital Reserve Fund to support operating budget balance. While this approach provides short-term financial flexibility, it reduces available capacity for future capital projects and will require careful consideration in future planning cycles.

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An important part of long-range planning is monitoring the age and capacity of school buildings. East Penn School District currently operates seven (7) elementary schools, two (2) middle schools and one (1) high school. The following table summarizes the age, capacity, and current enrollment of each district school facility.

<u>Building</u>	<u>Original Construction Date</u>	<u>Renovations or Additions</u>	<u>Grades Housed</u>	<u>Student Capacity</u>	<u>Student Enrollment</u>
<b>ELEMENTARY SCHOOLS:</b>					
Alburtis Elementary School	2004		K-5	653	359
Jefferson Elementary School	1999		K-5	307	270
Lincoln Elementary School	1928	1960, 1994	K-5	629	347
Macungie Elementary School	1989		K-5	518	518
Shoemaker Elementary School	1970	2005	K-5	734	511
Wescosville Elementary School	1966	1997	K-5	662	482
Willow Lane Elementary School	2009		K-5	770	593
<b>MIDDLE SCHOOLS:</b>					
Lower Macungie Middle School	1999		6-8	1,060	1,043
Howard A. Eyer Middle School	1973	2007	6-8	1,028	762
<b>HIGH SCHOOL:</b>					
Emmaus High School	1954	1958, 1964, 1999, 2004	9-12	2,770	2,648
<b>DISTRICT TOTAL:</b>				9,131	7,533

**Notes:**

Student capacity is based on the East Penn School District Facilities Plan presented October 23, 2023. Student enrollment is the October 1, 2025 enrollment reported to the Pennsylvania Department of Education (PDE). A portion of the Emmaus High School student population attends Lehigh Career & Technical Institute (LCTI).

## Summary of General and Capital Reserve Funds

This section offers a streamlined overview of the General Fund and Capital Reserve Fund, highlighting their interplay as contributions to the Capital Reserve Fund are sourced from the General Fund. It details the evolution of fund balances across the plan's timeline, underscoring the significance of transfers of funds in maintaining fiscal health and supporting capital projects.

The alternative to these transfers would necessitate external financing through bonds or loans, burdening the district with additional interest and borrowing fees. Given the age of several district facilities, proactive capital planning is essential to avoid large, unplanned expenditures and to manage infrastructure renewal in a predictable manner. Significant transfers were made to bolster the Capital Reserve during fiscal years 2018-19 (\$3 million), 2020-21 (\$10 million), 2021-22 (\$6 million), and 2022-23 (\$1.8 million), under Pennsylvania law, earmarking substantial reserves for future capital projects and addressing potential cost surges in planned upgrades.

The district's long-term strategy, when feasible, has been to annually increase contributions to the Capital Reserve Fund, aligning with savings from diminishing debt service expenses. However, as part of the 2026-27 budget development process, this approach has been temporarily adjusted to support operating budget balance. Under that long-term approach, increasing contributions to the Capital Reserve Fund aims to:

- 1) Enhance the fund's capacity for forthcoming capital expenditures and the maintenance of infrastructure, and
- 2) Ensure funds previously designated for debt repayments continue to support infrastructure, avoiding their diversion to operational costs – a measure temporarily adopted in 2020-2021 due to the pandemic's financial impacts.

In prior years, the district initiated a millage phase-in plan associated with the K-8 Realignment concept. As the direction and scope of facilities projects remain under review, this version of the Long Range Fiscal and Capital Plan does not incorporate new project-specific financing assumptions.

East Penn School District  
Long Range Fiscal and Capital Plan

1	A	B	C	D	E	F	G	H
2	Capital Projects Plan 2025-26 through 2029-30							
3	Building	Proposed Project	2025-26	25-26 Actual	2026-27	2027-28	2028-29	2029-30
4	Alburtis, Jefferson, Lincoln,	Electronic Door Locks	750,063	826,267				
5	Shoemaker, and Willow Lane							
6	Lincoln, Macungie, Willow Lane,							
7	Alburtis, and Maintenance Building	Intrusion System Upgrades	81,650	62,771				
8	High School	Main Gym Roof Replacement/Restore	440,072	347,095				
9	Wescosville	Guaranteed Energy Savings Act (GESA) project: HVAC, Lighting, Clock Upgrades	6,683,207	6,683,207				
10	LMMS	Library Rooftop Unit RTU-C4		184,000				
11	High School	Planetarium HVAC Replacement		104,385				
12	High School	Natorium UV System		47,266				
13	Jefferson	GESA HVAC, Lighting, Clock Upgrades			4,515,996			
14	Administration	HVAC Board Room and Data Closet			126,800			
15	Administration	HVAC VAV #42, #66, and #60			61,500			
16	High School	HVAC Library and Library Data Closet, Science Rooms 2nd floor			468,850			
17	Lincoln	Guaranteed Energy Savings Act (GESA) project:						
18		HVAC, Lighting, Clock, Security, Accessibility Upgrades				7,049,200		
19	High School	Pavement Resurfacing Lots J & K					211,673	
20	LMMS	Administration Rooftop Unit RTU-C1					204,000	
21	High School	Masonry / Building Envelope Library and Sports Center					180,000	
22	High School	Classroom Univent Replacement Phase One and Two (C, G and L Wings 76 Classrooms)					6,280,000	
23	High School	Air Handling Units HRUF2 & HRUH1 Replacements (Science Rooms)					965,328	
24	High School	Roof Restore Area A7 (Hive Area)					243,000	
25	High School	Air Handling Unit RTUJ1 Replacement						341,083
26	High School	Roof Restore Areas (1996) 2, a2, a3, a4, a5, a6, e2 (Auditorium Areas)						637,000
27	High School	Classroom Univent Replacement Phase Three ( K Wing 38 Classrooms)						3,040,000
28	High School	Classroom Univent Replacement Phase Four ( F, H and J Wing 25 Classrooms)						2,000,000
29	Eyer	Replace Air Handler Units RTUs 4, 12, 19						1,557,404
30	LMMS	Roof Restore Area (1999) C1.D, E						570,000
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52	<b>Assumptions:</b>							
53	Future year increases are based upon current construction index inflation rates.							
54								
55	<b>Year Totals</b>		<b>\$7,954,992</b>	<b>\$8,254,991</b>	<b>\$5,173,146</b>	<b>\$7,049,200</b>	<b>\$8,084,201</b>	<b>\$8,145,487</b>

East Penn School District  
Long Range Fiscal and Capital Plan

A	B	C	D	E	F	G	H
Capital Projects Plan 2030-31 through 2035-36							
1							
2							
3	<b>Building</b>	<b>Proposed Project</b>	<b>2030-31</b>	<b>2031-32</b>	<b>2032-33</b>	<b>2033-34</b>	<b>2034-35</b>
4	Eyer	Replace Air Handlers Units RTUs 5,6,10,11,13,14,15 and DDC Controls	3,215,000				
5	LMMS	Roof Restore Areas A, C2,C3	830,000				
6	Eyer	Replace Air Handler Units RTUs 1,2,7,8,9	1,287,104				
7	EPSP Stadium	Replace EPSP Stadium Light Towers & Scoreboard	1,859,375				
8	LMMS	Roof Restore Areas G, O, P	865,000				
9	Eyer	Replace Air Handler Units Main Gym RTUs 16,17,18 Add Air Conditioning		2,392,300			
10	LMMS	Roof Restore Areas H, M		1,514,000			
11	LMMS	Roof Restore Areas I, K, L, N, R		770,000			
12	High School	Chiller Replacement #2		1,946,622			
13	High School	Pavement Resurfacing J Lot East and West		350,000			
14	Memorial Field	Turf Replacement Memorial Field		1,024,100			
15	LMMS	Classroom Univent Replacement Phase One (2nd and 3rd floor classrooms)			4,160,000		
16	LMMS	Classroom Univent Replacement Phase Two (1st floor classrooms and Misc Areas)			2,280,000		
17	High School	Chiller Replacement #1			1,634,622		
18	High School	Boiler Replacements 1&2				2,504,000	
19	LMMS	Chiller #1 & #2 Replacement				1,567,000	
20	LMMS	Pavement Resurfacing				390,000	
21	High School	Clocks and Public Announcement System				1,250,000	
22	Eyer	Restore Roof Areas H, I, K, L				542,000	
23	High School	Roof Restore Areas b1, b8				1,641,000	
24	LMMS	Boiler Replacement					486,720
25	High School	LED Lighting and Controls					2,432,760
26	Alburtis and Willow Lane	Replacement of Clock and Public Announcement Systems					506,852
27	LMMS	Clocks and Public Announcement System					540,000
28	Eyer	Clocks and Public Announcement System					490,000
29	Eyer	Roof Restore Areas A, B, C, G, Ga, J, M, N, O					1,400,000
30	High School	Roof Restore Areas c1-c3,c4, - c8, 2, 3, 5, 8, 9, 10					1,974,000
31	Wescosville	Roof Restore Areas I, J, L					898,000
32	High School	Roof Restore Areas 2,3,5,8,9,10, and D					791,000
33	LMMS	LED Lighting upgrades					1,412,840
34	Shoemaker	Pavement Resurfacing					990,080
35	Jefferson	Roof Restore Areas A- E, H,G, F					731,000
36	High School	Roof Restore Areas d					81,000
37	Eyer	Roof Restore Areas D, E, F					761,000
38	Macungie	Boiler Replacement					386,131
39	Alburtis	Roof Restore Areas A - F					1,196,000
40	Willow Lane	Pavement Resurfacing					283,163
41	Eyer and LMMS	Auditorium Projectors and Screens					77,598
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52	<b>Assumptions:</b>						
53	Future year increases are based upon current construction index inflation rates.						
54							
55	<b>Year Totals</b>		<b>\$8,056,479</b>	<b>\$7,997,022</b>	<b>\$8,074,622</b>	<b>\$7,894,000</b>	<b>\$7,830,332</b>
							<b>\$7,607,812</b>

East Penn School District  
Long Range Fiscal and Capital Plan

A	B	C	D	E	F	G	H
Capital Projects Plan 2036-37 through 2038-39							
1							
2							
3	<b>Building</b>	<b>Proposed Project</b>	<b>2036-37</b>	<b>2037-38</b>	<b>2038-39</b>		
4	High School	Roof Restore Areas L1 - L4, K-1	820,000				
5	High School	Roof Restore Area D, J, J6 (Administration and Cafeteria)	1,411,000				
6	High School	Roof Restore Area a7 and K	960,000				
7	LMMS	Domestic Water Softener	109,404				
8	LMMS	Masonry	128,710				
9	Alburtis and Willow Lane	Replacement of Existing Lighting to LED	757,625				
10	Macungie	Interior and ADA Upgrades	1,541,375				
11	Wescosville	Masonry	90,530				
12	High School	Pavement Resurfacing Student Lot and Lots A, B, and C	465,585				
13	Lincoln	Emergency Generator and Transfer Switches	323,323				
14	Wescosville	Roof Restore Areas A - H, K, M, P, Q	1,093,070				
15	Eyer	LED Lighting and Controls		1,554,124			
16	High School	Emergency Generator and Transfer Switches		452,852			
17	High School	Pavement Resurfacing Lots E, G and H		672,512			
18	Willow Lane and Wescosville	Playground Equipment and All Inclusive Design		594,914			
19	Alburtis, Jefferson, Lincoln, Shoemaker,	Generator		931,170			
20	Macungie	Generator		323,323			
21	High School	Auditorium Lighting		329,789			
22	High School	Replacement of Clock and Public Announcement Systems		1,254,000			
23	Jefferson	Generator		323,323			
24	Shoemaker	Generator		323,323			
25	EPSP Stadium	Maintenance Bldg Roof, Concession Stand, Bleachers, Track Resurface			6,212,500		
26	EPSP Stadium	Turf Replacement			1,024,100		
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52	<b>Assumptions:</b>						
53	Future year increases are based upon current construction index inflation rates.						
54							
55	<b>Year Totals</b>		<b>\$7,700,622</b>	<b>\$6,759,130</b>	<b>\$7,236,600</b>		

East Penn School District  
Long Range Fiscal and Capital Plan

		Summary of General Fund and Capital Funds - Historical							
		2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2025-26	
		Actual	Actual	Actual	Actual	Actual	Budget	Revised	
General Fund	Beginning Fund Balance	\$ 17,719,387	\$ 17,210,218	\$ 23,546,327	\$ 25,845,904	\$ 26,278,837	\$ 26,081,685	\$ 27,251,624	
	Revenue	154,044,406	170,427,679	172,731,885	178,235,461	188,817,238	195,065,159	194,579,069	
	Revenue and Fund Balance	171,763,793	187,637,897	196,278,212	204,081,365	215,096,075	221,146,844	221,830,693	
	Expenditures (Excluding Transfers)	143,416,723	155,891,570	165,574,352	173,338,328	185,549,350	198,518,359	186,198,544	
	Transfer to Capital Reserve Fund	11,240,000	8,200,000	4,857,957	4,464,200	2,295,100	7,580,000	7,397,000	
	Budgetary Reserve	-	-	-	-	-	(9,814,200)	-	
	Anticipated Expenditures	154,656,723	164,091,570	170,432,309	177,802,528	187,844,450	196,284,159	195,595,544	
	Prior Period Adjustment	103,148	-	-	-	-	-	-	
	Ending Fund Balance	\$ 17,210,218	\$ 23,546,327	\$ 25,845,903	\$ 26,278,837	\$ 27,251,624	\$ 24,862,685	\$ 26,235,149	
	Capital Reserve Fund	Beginning Fund Balance	\$ 3,722,480	\$ 13,070,664	\$ 18,768,286	\$ 18,724,596	\$ 17,003,479	\$ 11,107,483	\$ 9,936,869
Revenue	-	-	-	-	-	-	-	-	
GF Transfer	11,100,000	8,060,000	2,756,000	4,324,200	2,155,100	7,440,000	7,257,000		
GF Transfer - LVHN Trainer Savings	40,000	40,000	40,000	40,000	40,000	40,000	40,000		
GF Transfer - LVHN Contribution (until 2027-28)	100,000	100,000	100,000	100,000	100,000	100,000	100,000		
GF Transfer - Sale of Property	-	-	154,500	-	-	-	-		
GF Transfer - Other	-	-	1,807,457	-	-	-	-		
Interest (Estimated at 4.00% for future years)	1,505	18,607	628,068	818,690	615,802	444,299	397,475		
Total Revenue	11,241,505	8,218,607	5,486,025	5,282,890	2,910,902	8,024,299	7,794,475		
Expense	-	-	-	-	-	-	-		
Annual Capital Projects	1,893,321	2,520,985	5,529,715	7,004,007	9,977,512	7,954,992	8,254,991		
Total Expense	1,893,321	2,520,985	5,529,715	7,004,007	9,977,512	7,954,992	8,254,991		
Ending Balance	\$ 13,070,664	\$ 18,768,286	\$ 18,724,596	\$ 17,003,479	\$ 9,936,869	\$ 11,176,790	\$ 9,476,353		

East Penn School District  
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		Summary of General Fund and Capital Funds - Projected							
		2025-26	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	
		Budget	Revised	Proposed	Projected	Projected	Projected	Projected	
General Fund	Beginning Fund Balance	\$ 26,081,685	\$ 27,251,624	\$ 26,235,149	\$ 26,235,149	\$ 23,722,347	\$ 19,315,650	\$ 13,420,989	
	Revenue	195,065,159	194,579,069	203,412,453	212,037,904	221,234,297	230,865,492	240,492,271	
	Revenue and Fund Balance	221,146,844	221,830,693	229,647,602	238,273,053	244,956,644	250,181,143	253,913,260	
	Expenditures (Excluding Transfers)	198,518,359	188,198,544	207,765,259	219,478,242	231,123,043	242,798,161	254,736,597	
	Transfer to Capital Reserve Fund	7,580,000	7,397,000	5,817,794	5,800,000	5,800,000	5,800,000	5,800,000	
	Budgetary Reserve	(9,814,200)	-	(10,170,600)	(10,727,535)	(11,282,050)	(11,838,008)	(12,406,505)	
	Anticipated Expenditures	196,284,159	195,595,544	203,412,453	214,550,706	225,640,994	236,760,154	248,130,092	
	Prior Period Adjustment	-	-	-	-	-	-	-	
	Ending Fund Balance	\$ 24,862,685	\$ 26,235,149	\$ 26,235,149	\$ 23,722,347	\$ 19,315,650	\$ 13,420,989	\$ 5,783,167	
	Capital Reserve Fund	Beginning Fund Balance	\$ 11,107,483	\$ 9,936,869	\$ 9,476,353	\$ 10,500,055	\$ 9,670,857	\$ 7,773,490	\$ 5,738,943
Revenue	-	-	-	-	-	-	-	-	
GF Transfer	7,440,000	7,257,000	5,677,794	5,660,000	5,660,000	5,800,000	5,800,000		
GF Transfer - LVHN Trainer Savings	40,000	40,000	40,000	40,000	40,000	-	-		
GF Transfer - LVHN Contribution (until 2027-28)	100,000	100,000	100,000	100,000	100,000	-	-		
GF Transfer - Sale of Property	-	-	-	-	-	-	-		
GF Transfer - Other	-	-	-	-	-	-	-		
Interest (Estimated at 4.00% for future years)	444,299	397,475	379,054	420,002	386,834	310,940	229,558		
Total Revenue	8,024,299	7,794,475	6,196,848	6,220,002	6,186,834	6,110,940	6,029,558		
Expense	-	-	-	-	-	-	-		
Annual Capital Projects	7,954,992	8,254,991	5,173,146	7,049,200	8,084,201	8,145,487	8,056,479		
Total Expense	7,954,992	8,254,991	5,173,146	7,049,200	8,084,201	8,145,487	8,056,479		
Ending Balance	\$ 11,176,790	\$ 9,476,353	\$ 10,500,055	\$ 9,670,857	\$ 7,773,490	\$ 5,738,943	\$ 3,712,022		

**Evaluation of Combined Fund Balance and Capital Reserve Contribution Targets**

The "Evaluation of Combined Fund Balance Target" section calculates the Total Fund Balance Target as two months' worth of General Fund expenditures, a guideline recommended by the Government Finance Officers Association (GFOA) for general-purpose governments, including school districts. This target suggests maintaining a minimum fund balance equivalent to two months of operational expenses to ensure financial stability. By combining the ending balances of both the General Fund and Capital Reserve Fund, the sum can be compared to the Total Fund Balance Target, providing insight into whether the district's reserves are above or below the recommended level.

This comparison serves as a valuable tool for assessing the district's financial health over time, indicating whether reserves are strengthening or depleting. It's important to understand that a shortfall in the Total Fund Balance Target relative to the Total Ending Fund Balance is not inherently negative. Other significant environmental and economic factors must also be taken into account, acknowledging that the Total Fund Balance Target serves as a benchmark rather than a strict mandate.

Additionally, the "Evaluation of the Annual Capital Reserve Contribution Target" aims to guide the annual financial support from the General Fund to the Capital Reserve Fund. By committing to set aside annually two percent of the property insurance's appraisal value of the physical plant, a strategic approach to funding is employed. This methodology ensures that over a 50-year period, funds are accumulated corresponding to the total value of the physical plant, dedicated to addressing ongoing and future capital expenditure needs. This forward-thinking strategy underscores the commitment to maintaining and enhancing the district's infrastructure, safeguarding its future financial and operational integrity.

Maintaining adequate fund balance helps ensure sufficient cash flow throughout the fiscal year and provides a financial buffer for unexpected costs or economic changes. Fund balance levels are also a factor in the District's credit rating and directly affect borrowing capacity for future capital projects.

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	A	B	C	D	E	F	G	H
1	<b>Evaluation of Combined Fund Balance and Annual Capital Reserve Contribution Targets - Historical</b>							
2								
3								
4								
5	Description	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2025-26 Revised
6								
7	<b>Evaluation of the Combined Fund Balance Target</b>							
8								
9	Total Annual General Fund Expenditures	\$ 154,656,723	\$ 164,091,570	\$ 170,432,309	\$ 177,802,528	\$ 187,844,450	\$ 206,098,359	\$ 195,595,544
10								
11	Two (2) Months of General Fund Expenditures, i.e. "Total Fund Balance Target"	\$ 25,776,120	\$ 27,348,595	\$ 28,405,385	\$ 29,633,755	\$ 31,307,408	\$ 34,349,727	\$ 32,599,257
12								
13	General Fund - Ending Fund Balance	17,210,218	23,546,327	25,845,904	26,278,837	27,251,624	24,862,685	26,235,149
14								
15	Capital Reserve Fund - Ending Fund Balance	13,070,664	18,768,286	18,724,596	17,003,479	9,936,869	11,176,790	9,476,353
16								
17	Total Ending Fund Balance	\$ 30,280,882	\$ 42,314,613	\$ 44,570,500	\$ 43,282,316	\$ 37,188,493	\$ 36,039,475	\$ 35,711,502
18								
19								
20	Total Ending Fund Balance expressed as a number of months of General Fund Expenditures	2.35	3.09	3.14	2.92	2.38	2.10	2.19
21								
22	Excess (Deficit) of Total Fund Balance Target to Total Ending Fund Balance	\$ 4,504,762	\$ 14,966,018	\$ 16,165,115	\$ 13,648,561	\$ 5,881,085	\$ 1,689,749	\$ 3,112,244
23								
24								
25								
26								
27	<b>Evaluation of the Annual Capital Reserve Contribution Target</b>							
28								
29	Property Insurance Physical Plant Appraisal Value	\$ 324,348,948	\$ 333,698,085	\$ 360,074,153	\$ 388,537,965	\$ 407,964,863	\$ 428,363,106	\$ 428,363,103
30								
31	2% of Property Insurance Physical Plant Appraisal Value i.e. "Annual Contribution Target"	6,486,979	6,673,962	7,201,483	7,770,759	8,159,297	8,567,262	8,567,262
32								
33	Annual Contribution to Capital Reserve Fund	11,240,000	8,200,000	2,896,000	4,464,200	2,295,100	7,580,000	7,397,000
34								
35	Excess / (Deficit) of Annual Contribution to Capital Reserve Fund to Annual Contribution Target	\$ 4,753,021	\$ 1,526,038	\$ (4,305,483)	\$ (3,306,559)	\$ (5,864,197)	\$ (987,262)	\$ (1,170,262)
36								
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A	G	H	I	J	K	L	M
Evaluation of Combined Fund Balance and Annual Capital Reserve Contribution Targets - Projected							
Description	2025-26 Budget	2025-26 Revised	2026-27 Proposed	2027-28 Projected	2028-29 Projected	2029-30 Projected	2030-31 Projected
<b>Evaluation of Combined Fund Balance Target</b>							
Total Annual General Fund Expenditures	\$ 206,098,359	\$ 195,595,544	\$ 213,583,053	\$ 225,278,242	\$ 236,923,043	\$ 248,598,161	\$ 260,536,597
Two (2) Months of General Fund Expenditures, i.e. "Total Fund Balance Target"	\$ 34,349,727	\$ 32,599,257	\$ 35,597,176	\$ 37,546,374	\$ 39,487,174	\$ 41,433,027	\$ 43,422,766
General Fund - Ending Fund Balance	24,862,685	26,235,149	26,235,149	23,722,347	19,315,650	13,420,989	5,783,167
Capital Reserve Fund - Ending Fund Balance	11,176,790	9,476,353	10,500,055	9,670,857	7,773,490	5,738,943	3,712,022
Total Ending Fund Balance	\$ 36,039,475	\$ 35,711,502	\$ 36,735,204	\$ 33,393,204	\$ 27,089,141	\$ 19,159,932	\$ 9,495,189
Total Ending Fund Balance expressed as a number of months of General Fund Expenditures	2.10	2.19	2.06	1.78	1.37	0.92	0.44
Excess (Deficit) of Total Fund Balance Target to Total Ending Fund Balance	\$ 1,689,749	\$ 3,112,244	\$ 1,138,028	\$ (4,153,170)	\$ (12,398,033)	\$ (22,273,095)	\$ (33,927,577)
<b>Evaluation of the Annual Capital Reserve Contribution Target</b>							
Property Insurance Physical Plant Appraisal Value	\$ 428,363,106	\$ 428,363,103	\$ 449,781,258	\$ 467,616,645	\$ 486,159,266	\$ 505,437,167	\$ 525,479,503
2% of Property Insurance Physical Plant Appraisal Value i.e. "Annual Contribution Target"	8,567,262	8,567,262	8,995,625	9,352,333	9,723,185	10,108,743	10,509,590
Annual Contribution to Capital Reserve Fund	7,580,000	7,397,000	5,817,794	5,800,000	5,800,000	5,800,000	5,800,000
Excess / (Deficit) of Annual Contribution to Capital Reserve Fund to Annual Contribution Target	\$ (987,262)	\$ (1,170,262)	\$ (3,177,831)	\$ (3,552,333)	\$ (3,923,185)	\$ (4,308,743)	\$ (4,709,590)

### Technology Plan

The district has made significant investments in technology equipment and infrastructure, underscoring the critical role technology plays in enhancing educational outcomes and operational efficiency. Ongoing investments are essential to ensure that students and staff have access to modern educational tools and resources. This commitment not only supports the delivery of educational content, but also underpins the infrastructure necessary for effective communication, data management, facilities automation systems, and security.

The Technology Plan offers a detailed forecast of anticipated costs for student and staff devices, educational technology, and network infrastructure. Updated annually by the Director of Technology, the plan evaluates the lifecycle of the district's technology assets, adjusting for equipment age, end-of-life support, and evolving needs. It is a dynamic document, responsive to the changing landscape of technology in education.

Furthermore, the Technology Plan outlines a funding strategy for substantial infrastructure investments, utilizing a separate Technology Stabilization Fund. When available, General Fund operating surpluses may be transferred to the Technology Stabilization Fund at the end of each fiscal year to ensure funds are available when needed. This demonstrates a strategic approach to financial planning for technology investments.

East Penn School District  
Long Range Fiscal and Capital Plan

Long Range Technology Plan - Page 1			
Year	Equipment	Cost	Description
25-26	K-5 iPads	\$ 302,100	Lease payment (2022-2025)
25-26	Chromebooks for Grades 6 & 9	485,000	Estimate (one time payment)
25-26	Macbook Air lease (Staff)	177,158	Lease Payment (2025-2028)
	Student/Faculty devices	\$ 964,258	
25-26	Macbook Lab	\$ 70,000	Tech Ed EHS (31) (including 1 teacher device)
25-26	iPad cases	\$ 140,000	Cases for new Elementary 1:1 iPads
25-26	Chromebook cases Grades 6 & 9	50,000	Cases for Grades 6 & 9 1:1 Chromebooks
	Other Educational Technology	\$ 260,000	
25-26	Wired Infrastructure Refresh	\$ 1,163,800	District-wide Power-over-Ethernet (POE) switching, access switching and power infrastructure replacement
	Network Infrastructure	\$ 1,163,800	
26-27	K-5 iPads	\$ 308,850	Estimate Lease Payment (2026-2029) start of new lease
26-27	Chromebooks for Grades 6 & 9	500,000	Estimate (one time payment)
26-27	Macbook Air lease (Staff)	177,158	Lease Payment (2025-2028)
	Student/Faculty devices	\$ 986,008	
26-27	iPad keyboards	\$ 112,000	Keyboards for grades 3-5
26-27	Computer Science Labs	\$ 55,000	2 Labs EHS (64)
26-27	Music Department iPads	\$ 22,000	iPads and cases LMMS (60)
26-27	Chromebook cases Grades 6 & 9	\$ 55,000	Cases for Grades 6 & 9 1:1 Chromebooks
26-27	Windows Devices	\$ 78,000	Refresh for Windows users due to age of devices and safety/security
26-27	Docking Stations	\$ 25,000	Refresh for Windows users
26-27	Microsoft Office Licensing	10,000	Perpetual Microsoft Office Licensing for Windows Devices
	Other Educational Technology	\$ 357,000	
26-27	Server Infrastructure Refresh	\$ 300,000	Replace District server infrastructure and software licensing
	Network Infrastructure	\$ 300,000	
27-28	K-5 iPads	308,850	Estimate Lease Payment (2026-2029)
27-28	Chromebooks for Grades 6 & 9	515,000	Estimate (one time payment)
27-28	Macbook Air lease (Staff)	177,158	Lease Payment (2025-2028)
	Student/Faculty devices	1,001,008	
27-28	EHS PLTW Labs (2)	140,000	Upgrade 2 of the labs to meet PLTW requirements (including 4 teacher devices)
27-28	EHS Business Labs (3)	105,000	Upgrade 3 labs to meet software/security upgrades
27-28	Slinger Newspaper Lab Refresh (EH)	18,000	8 iMacs
27-28	MS Tech Ed Labs (Eyer)	62,000	2 labs
27-28	Tech Ed Production Lab	14,000	Update with 6 iMacs
27-28	Chromebook cases Grades 6 & 9	53,000	Cases for Grades 6 & 9 1:1 Chromebooks
	Other Educational Technology	392,000	

East Penn School District  
Long Range Fiscal and Capital Plan

Long Range Technology Plan - Page 2			
Year	Equipment	Cost	Description
27-28	Core Switch Refresh	\$ 47,100	Replace core switch
27-28	Backup Server Refresh	47,100	Replace backup server
	Network Infrastructure	\$ 94,200	
28-29	K-5 iPads	\$ 308,850	Estimate Lease Payment (2026-2029)
28-29	Chromebooks for Grades 6 & 9	530,450	Estimate (one time payment)
28-29	Macbook Air lease (Staff)	182,472	Estimate Lease Payment (2028-2031) start of new lease
	Student/Faculty devices	\$ 1,021,772	
28-29	Macbook Labs	\$ 144,200	Tech Ed EHS (62) (including 2 teacher devices)
28-29	EHS & MS Tech Ed Labs	\$ 56,650	Windows devices refresh (61)
28-29	Chromebook cases Grades 6 & 9	\$ 54,500	Cases for Grades 6 & 9 1:1 Chromebooks
28-29	K-12 Libraries	\$ 56,650	40 Desktops: Circulation, student circulation (secondary), AA desktop
28-29	Chromebooks (replacing 2023)	\$ 4,120	School Board Chromebooks
28-29	EHS Art Department	36,050	iPads, Cases, Apple Pencils (30), MacBooks (5)
	Other Educational Technology	\$ 352,170	
28-29	Firewall Refresh	\$ 182,000	Network edge device performing district-wide security services.
	Network Infrastructure	\$ 182,000	
29-30	K-5 iPads	\$ 308,850	Estimate Lease payment (2026-2029)
29-30	Chromebooks for Grades 6 & 9	546,364	Estimate (one time payment)
29-30	Macbook Air lease (Staff)	182,472	Estimate Lease Payment (2028-2031)
	Student/Faculty devices	\$ 1,235,400	
29-30	MS Art	\$ 36,050	iPads, Apple Pencils (60)
29-30	EHS TV Studio iMacs	7,000	4 iMacs
29-30	Microsoft Office Licensing	47,000	Perpetual Microsoft Office Licensing for MacBook Airs
29-30	Visitor Badge System Windows Devi	55,000	Replacement of Windows Kiosk Devices (11)
29-30	iPad cases	144,200	Cases for new Elementary 1:1 iPads
29-30	Chromebook cases Grades 6 & 9	56,000	Cases for Grades 6 & 9 1:1 Chromebooks
	Other Educational Technology	\$ 345,250	
29-30	Wireless Infrastructure Refresh	\$ 1,051,300	District-wide wireless network infrastructure replacement, Wireless controllers, access points, install, and licensing
	Network Infrastructure	\$ 1,051,300	

East Penn School District  
Long Range Fiscal and Capital Plan

Long Range Technology Plan - Page 3			
Year	Equipment	Cost	Description
30-31	K-5 iPads	318,116	Estimate Lease Payment (2030-2033) start of new lease
30-31	Chromebooks for Grades 6 & 9	562,755	Estimate (one time payment)
30-31	Macbook Air lease (Staff)	182,472	Estimate Lease Payment (2028-2031)
	<b>Student/Faculty devices</b>	<b>\$ 1,063,343</b>	
30-31	Macbook Lab	\$ 72,000	Tech Ed EHS (31) (including 1 teacher device)
30-31	Chromebook cases Grades 6 & 9	57,500	Cases for Grades 6 & 9 1:1 Chromebooks
	<b>Other Educational Technology</b>	<b>\$ 129,500</b>	
30-31	No Projects	-	
	<b>Network Infrastructure</b>	<b>\$ -</b>	
31-32	K-5 iPads	318,116	Estimate Lease Payment (2030-2033)
31-32	Chromebooks for Grades 6 & 9	\$ 579,638	Estimate (one time payment)
31-32	Macbook Air lease (Staff)	182,472	Estimate Lease Payment (2028-2031)
	<b>Student/Faculty devices</b>	<b>\$ 1,080,226</b>	
31-32	Computer Science Labs	\$ 56,650	2 Labs EHS (64)
31-32	Chromebook cases Grades 6 & 9	59,000	Cases for Grades 6 & 9 1:1 Chromebooks
	<b>Other Educational Technology</b>	<b>\$ 115,650</b>	
31-32	Server Infrastructure Refresh	310,000	Replace District server infrastructure and software licensing
	<b>Network Infrastructure</b>	<b>\$ 310,000</b>	
32-33	K-5 iPads	\$ 318,116	Estimate Lease Payment (2030-2033)
32-33	Chromebooks for Grades 6 & 9	597,027	Estimate (one time payment)
32-33	Macbook Air lease (Staff)	187,946	Estimate Lease Payment (2032-2036) start of new lease
	<b>Student/Faculty devices</b>	<b>\$ 1,103,089</b>	
32-33	EHS PLTW Labs (2)	140,000	Upgrade 2 of the labs to meet PLTW requirements (including 4 teacher devices)
32-33	EHS Business Labs (3)	\$ 108,150	Upgrade 3 labs to meet software/security upgrades
32-33	Slinger Newspaper Lab (EHS)	18,540	Refresh 8 iMacs
32-33	MS Tech Ed Labs (Eyer)	\$ 63,860	2 labs
32-33	Tech Ed Production Lab	14,420	Update with 6 iMacs
32-33	Chromebook cases Grades 6 & 9	60,500	Cases for Grades 6 & 9 1:1 Chromebooks
	<b>Other Educational Technology</b>	<b>\$ 405,470</b>	
32-33	Wired Infrastructure Refresh	1,463,300	District-wide Power-over-Ethernet (POE) switching, access switching and power infrastructure replacement
	<b>Network Infrastructure</b>	<b>\$ 1,463,300</b>	

East Penn School District  
Long Range Fiscal and Capital Plan

Technology Stabilization Fund 2025-26 through 2034-35											
Proposed Project	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	
Wired Infrastructure Refresh	1,163,800										
Server Infrastructure Refresh		300,000									
Core Switch and Backup Server Refresh			94,200								
Firewall Refresh				182,000							
Wireless Infrastructure Refresh					1,051,300						
No Projects											
Server Infrastructure Refresh							310,000				
Wired Infrastructure and Backup Server Refresh								1,463,300			
Firewall Refresh									209,306		
Projects have note been identified											
	\$ 1,163,800	\$ 300,000	\$ 94,200	\$ 182,000	\$ 1,051,300	\$ -	\$ 310,000	\$ 1,463,300	\$ 209,306	\$ -	
<b>Technology Stabilization Fund Budget:</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>	<b>2029-30</b>	<b>2030-31</b>	<b>2031-32</b>	<b>2032-33</b>	<b>2033-34</b>	<b>2034-35</b>	
Opening Balance	\$ 1,635,800	\$ 872,000	\$ 982,000	\$ 1,307,800	\$ 1,555,800	\$ 944,500	\$ 1,394,500	\$ 1,544,500	\$ 551,200	\$ 821,894	
Transfers from General Fund	400,000	410,000	420,000	430,000	440,000	450,000	460,000	470,000	480,000	490,000	
Technology Infrastructure Expenses	1,163,800	300,000	94,200	182,000	1,051,300	-	310,000	1,463,300	209,306	-	
Ending Balance	\$ 872,000	\$ 982,000	\$ 1,307,800	\$ 1,555,800	\$ 944,500	\$ 1,394,500	\$ 1,544,500	\$ 551,200	\$ 821,894	\$ 1,311,894	

**Scenario Analysis of Various Tax Rate Increases**

This section shows how different real estate tax rate decisions could affect the district's long-term financial outlook. These scenarios assume no changes to spending levels and are meant to illustrate how tax decisions influence future reserve levels.

**Scenario 1:** A 0% real estate tax rate increase for 2026-27.

**Scenario 2:** A 1.5% real estate tax rate increase for 2026-27.

**Scenario 3:** A 2.8% real estate tax rate increase for 2026-27.

Each scenario is further dissected into three iterations, labeled "a" through "c", creating a total of nine distinct outcomes:

**Iteration "a"** assesses the implications of maintaining a 0% real estate tax rate increase in all subsequent years.

**Iteration "b"** calculates the average tax rate increase percentage needed in subsequent years to achieve a 5% fund balance by the 2030-31 fiscal year.

**Iteration "c"** evaluates the effects of applying the projected Act 1 Index in future years.

In some scenarios, the projections show declining reserve levels over time. These results reflect the mechanical outcome of current assumptions and do not represent a recommended course of action. The purpose of showing these projections is to help the Board understand the long-term impact of different tax and spending decisions.

To understand the comprehensive impact of these scenarios and iterations, it's recommended to focus on the "Act 1 Index Utilized" and "Ending Fund Balance" rows within the detailed calculations. These key metrics provide insight into how each combination of scenario and iteration influences the district's financial stability and ability to maintain an adequate fund balance over time. These results help assess the sustainability of each tax approach and its alignment with fiscal targets. These scenarios are not recommendations, but tools to inform future Board discussion.

East Penn School District  
Long Range Fiscal and Capital Plan

	A	G	H	I	J	K	L	M	N	
1	<b>Scenario Analysis of Various Tax Rate Increases</b>									
2										
3	<b>Scenario 1a</b>	2025-26	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	Ending Fund Balance	
4		Budget	Revised	Proposed	Projected	Projected	Projected	Projected	2026-27 through 2030-31	
5										
6	Act 1 Index Utilized (Real Estate Tax Rate Increase)			0.00%	0.00%	0.00%	0.00%	0.00%	\$40,000,000	
7									\$20,000,000	
8	Beginning Fund Balance	\$ 26,081,685	\$ 27,251,624	\$ 26,235,149	\$ 21,073,044	\$ 9,103,887	\$ (9,419,745)	\$ (34,342,951)	\$	
9	Total Revenues	195,065,159	194,579,069	198,250,348	202,581,549	207,117,362	211,836,947	216,591,200	\$10,000,000	
10	Revenues + Fund Balance	221,146,844	221,830,693	224,485,497	223,654,593	216,221,249	202,417,203	182,248,249	\$10,000,000	
11	Total Expenditures	(206,098,359)	(195,595,544)	(213,583,053)	(225,278,242)	(236,923,043)	(248,598,161)	(280,536,597)	\$10,000,000	
12	Less: Budgetary Reserve	9,814,200	-	10,170,600	10,727,535	11,282,050	11,838,008	12,406,505	\$10,000,000	
13									\$10,000,000	
14	Ending Fund Balance	\$ 24,862,685	\$ 26,235,149	\$ 21,073,044	\$ 9,103,887	\$ (9,419,745)	\$ (34,342,951)	\$ (65,881,844)	\$	
15										
16	<i>Scenario 1a demonstrates the impact of a 0% tax increase for 2026-27 and a 0% tax increase in subsequent years.</i>									
17										
18	<b>Scenario 1b</b>	2025-26	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	Ending Fund Balance	
19		Budget	Revised	Proposed	Projected	Projected	Projected	Projected	2026-27 through 2030-31	
20										
21										
22	Act 1 Index Utilized (Real Estate Tax Rate Increase)			0.00%	5.67%	5.67%	5.67%	5.67%	\$20,000,000	
23									\$10,000,000	
24	Beginning Fund Balance	\$ 26,081,685	\$ 27,251,624	\$ 26,235,149	\$ 21,073,044	\$ 16,325,071	\$ 12,812,939	\$ 11,299,682	\$	
25	Total Revenues	195,065,159	194,579,069	198,250,348	209,802,733	222,128,862	235,246,896	249,049,853	\$10,000,000	
26	Revenues + Fund Balance	221,146,844	221,830,693	224,485,497	230,875,777	238,453,933	248,059,836	260,349,535	\$10,000,000	
27	Total Expenditures	(206,098,359)	(195,595,544)	(213,583,053)	(225,278,242)	(236,923,043)	(248,598,161)	(260,536,597)	\$10,000,000	
28	Less: Budgetary Reserve	9,814,200	-	10,170,600	10,727,535	11,282,050	11,838,008	12,406,505	\$10,000,000	
29									\$	
30	Ending Fund Balance	\$ 24,862,685	\$ 26,235,149	\$ 21,073,044	\$ 16,325,071	\$ 12,812,939	\$ 11,299,682	\$ 12,219,442	\$	
31										
32	<i>Scenario 1b demonstrates the impact of a 0% tax increase for 2026-27 and a 5.67% tax increase in subsequent years (to achieve a 5% fund balance in 2030-31).</i>									
33										
34										
35	<b>Scenario 1c</b>	2025-26	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	Ending Fund Balance	
36		Budget	Revised	Proposed	Projected	Projected	Projected	Projected	2026-27 through 2030-31	
37										
38	Act 1 Index Utilized (Real Estate Tax Rate Increase)			0.00%	3.20%	3.30%	3.30%	3.10%	\$10,000,000	
39									\$10,000,000	
40	Beginning Fund Balance	\$ 26,081,685	\$ 27,251,624	\$ 26,235,149	\$ 21,073,044	\$ 13,175,672	\$ 3,147,171	\$ (8,616,941)	\$	
41	Total Revenues	195,065,159	194,579,069	198,250,348	206,653,334	215,612,493	224,996,041	234,375,931	\$10,000,000	
42	Revenues + Fund Balance	221,146,844	221,830,693	224,485,497	227,726,378	228,788,165	228,143,213	225,758,990	\$	
43	Total Expenditures	(206,098,359)	(195,595,544)	(213,583,053)	(225,278,242)	(236,923,043)	(248,598,161)	(260,536,597)	\$10,000,000	
44	Less: Budgetary Reserve	9,814,200	-	10,170,600	10,727,535	11,282,050	11,838,008	12,406,505	\$10,000,000	
45									\$	
46	Ending Fund Balance	\$ 24,862,685	\$ 26,235,149	\$ 21,073,044	\$ 13,175,672	\$ 3,147,171	\$ (8,616,941)	\$ (22,371,103)	\$	
47										
48	<i>Scenario 1c demonstrates the impact of a 0% tax increase for 2026-27 and the maximum anticipated increase under Act 1 in subsequent years.</i>									
49										
50										

East Penn School District  
Long Range Fiscal and Capital Plan

	A	G	H	I	J	K	L	M	N
51	Scenario Analysis of Various Tax Rate Increases								
52									
53	<b>Scenario 2a</b>	2025-26	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	Ending Fund Balance
54		Budget	Revised	Proposed	Projected	Projected	Projected	Projected	2026-27 through 2030-31
55									
56	Act 1 Index Utilized (Real Estate Tax Rate Increase)			1.50%	0.00%	0.00%	0.00%	0.00%	
57									
58	Beginning Fund Balance	\$ 26,081,685	\$ 27,251,624	\$ 26,235,149	\$ 22,960,550	\$ 12,899,095	\$ (3,696,422)	\$ (26,670,882)	
59	Total Revenues	195,065,159	194,579,069	200,137,854	204,489,251	209,045,477	213,785,693	218,560,798	
60	Revenues + Fund Balance	221,146,844	221,830,693	226,373,003	227,449,801	221,944,572	210,089,272	191,889,916	
61	Total Expenditures	(206,098,359)	(195,595,544)	(213,583,053)	(225,278,242)	(236,923,043)	(248,598,161)	(260,536,597)	
62	Less: Budgetary Reserve	9,814,200	-	10,170,600	10,727,535	11,282,050	11,838,008	12,406,505	
63									
64	Ending Fund Balance	\$ 24,862,685	\$ 26,235,149	\$ 22,960,550	\$ 12,899,095	\$ (3,696,422)	\$ (26,670,882)	\$ (56,240,177)	
65									
66	Scenario 2a demonstrates the impact of a 1.5% tax increase for 2026-27 and a 0% tax increase in subsequent years.								
67									
68									
69	<b>Scenario 2b</b>	2025-26	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	Ending Fund Balance
70		Budget	Revised	Proposed	Projected	Projected	Projected	Projected	2026-27 through 2030-31
71									
72	Act 1 Index Utilized (Real Estate Tax Rate Increase)			1.50%	4.94%	4.94%	4.94%	4.94%	
73									
74	Beginning Fund Balance	\$ 26,081,685	\$ 27,251,624	\$ 26,235,149	\$ 22,960,550	\$ 19,282,383	\$ 15,908,647	\$ 13,478,754	
75	Total Revenues	195,065,159	194,579,069	200,137,854	210,872,539	222,267,258	234,330,260	246,941,891	
76	Revenues + Fund Balance	221,146,844	221,830,693	226,373,003	233,833,089	241,549,641	250,238,908	260,420,645	
77	Total Expenditures	(206,098,359)	(195,595,544)	(213,583,053)	(225,278,242)	(236,923,043)	(248,598,161)	(260,536,597)	
78	Less: Budgetary Reserve	9,814,200	-	10,170,600	10,727,535	11,282,050	11,838,008	12,406,505	
79									
80	Ending Fund Balance	\$ 24,862,685	\$ 26,235,149	\$ 22,960,550	\$ 19,282,383	\$ 15,908,647	\$ 13,478,754	\$ 12,290,552	
81									
82	Scenario 2b demonstrates the impact of a 1.5% tax increase for 2026-27 and a 4.94% tax increase in subsequent years (to achieve a 5% fund balance in 2030-31).								
83									
84									
85	<b>Scenario 2c</b>	2025-26	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	Ending Fund Balance
86		Budget	Revised	Proposed	Projected	Projected	Projected	Projected	2026-27 through 2030-31
87									
88	Act 1 Index Utilized (Real Estate Tax Rate Increase)			1.50%	3.20%	3.30%	3.30%	3.10%	
89									
90	Beginning Fund Balance	\$ 26,081,685	\$ 27,251,624	\$ 26,235,149	\$ 22,960,550	\$ 17,032,063	\$ 9,059,472	\$ (558,282)	
91	Total Revenues	195,065,159	194,579,069	200,137,854	208,622,219	217,668,403	227,142,399	236,612,634	
92	Revenues + Fund Balance	221,146,844	221,830,693	226,373,003	231,582,769	234,700,466	236,201,872	236,054,352	
93	Total Expenditures	(206,098,359)	(195,595,544)	(213,583,053)	(225,278,242)	(236,923,043)	(248,598,161)	(260,536,597)	
94	Less: Budgetary Reserve	9,814,200	-	10,170,600	10,727,535	11,282,050	11,838,008	12,406,505	
95									
96	Ending Fund Balance	\$ 24,862,685	\$ 26,235,149	\$ 22,960,550	\$ 17,032,063	\$ 9,059,472	\$ (558,282)	\$ (12,075,741)	
97									
98	Scenario 2c demonstrates the impact of a 1.5% tax increase for 2026-27 and the maximum anticipated increase under Act 1 in subsequent years.								
99									
100									

East Penn School District  
Long Range Fiscal and Capital Plan

	A	G	H	I	J	K	L	M	N
101	Scenario Analysis of Various Tax Rate Increases								
102									
103	<b>Scenario 3a</b>	2025-26	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	Ending Fund Balance
104		Budget	Revised	Proposed	Projected	Projected	Projected	Projected	2026-27 through 2030-31
105									
106	Act 1 Index Utilized (Real Estate Tax Rate Increase)			2.80%	0.00%	0.00%	0.00%	0.00%	
107									
108	Beginning Fund Balance	\$ 26,081,685	\$ 27,251,624	\$ 26,235,149	\$ 24,590,355	\$ 16,176,144	\$ 1,245,496	\$ (20,046,281)	
109	Total Revenues	195,065,159	194,579,069	201,767,859	206,136,495	210,710,346	215,468,376	220,261,486	
110	Revenues + Fund Balance	221,146,844	221,830,693	228,002,808	230,726,850	226,886,490	216,713,873	200,215,205	
111	Total Expenditures	(206,098,359)	(195,595,544)	(213,583,053)	(225,278,242)	(236,923,043)	(248,598,161)	(260,536,597)	
112	Less: Budgetary Reserve	9,814,200	-	10,170,600	10,727,535	11,282,050	11,838,008	12,406,505	
113									
114	Ending Fund Balance	\$ 24,862,685	\$ 26,235,149	\$ 24,590,355	\$ 16,176,144	\$ 1,245,496	\$ (20,046,281)	\$ (47,914,888)	
115									
116	Scenario 3a demonstrates the impact of a 2.8% tax increase for 2026-27 and a 0% tax increase in subsequent years.								
117									
118									
119	<b>Scenario 3b</b>	2025-26	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	Ending Fund Balance
120		Budget	Revised	Proposed	Projected	Projected	Projected	Projected	2026-27 through 2030-31
121									
122	Act 1 Index Utilized (Real Estate Tax Rate Increase)			2.80%	4.32%	4.32%	4.32%	4.32%	
123									
124	Beginning Fund Balance	\$ 26,081,685	\$ 27,251,624	\$ 26,235,149	\$ 24,590,355	\$ 21,823,503	\$ 18,554,594	\$ 15,327,108	
125	Total Revenues	195,065,159	194,579,069	201,767,859	211,783,854	222,372,085	233,532,667	245,137,730	
126	Revenues + Fund Balance	221,146,844	221,830,693	228,002,808	236,374,209	244,195,588	252,087,262	260,464,838	
127	Total Expenditures	(206,098,359)	(195,595,544)	(213,583,053)	(225,278,242)	(236,923,043)	(248,598,161)	(260,536,597)	
128	Less: Budgetary Reserve	9,814,200	-	10,170,600	10,727,535	11,282,050	11,838,008	12,406,505	
129									
130	Ending Fund Balance	\$ 24,862,685	\$ 26,235,149	\$ 24,590,355	\$ 21,823,503	\$ 18,554,594	\$ 15,327,108	\$ 12,334,745	
131									
132	Scenario 3b demonstrates the impact of a 2.8% tax increase for 2026-27 and a 4.32% tax increase in subsequent years (to achieve a 5% fund balance in 2030-31).								
133									
134									
135	<b>Scenario 3c</b>	2025-26	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	Ending Fund Balance
136		Budget	Revised	Proposed	Projected	Projected	Projected	Projected	2026-27 through 2030-31
137									
138	Act 1 Index Utilized (Real Estate Tax Rate Increase)			2.80%	3.20%	3.30%	3.30%	3.10%	
139									
140	Beginning Fund Balance	\$ 26,081,685	\$ 27,251,624	\$ 26,235,149	\$ 24,590,355	\$ 20,362,135	\$ 14,164,541	\$ 6,399,703	
141	Total Revenues	195,065,159	194,579,069	201,767,859	210,322,486	219,443,400	228,995,315	238,543,730	
142	Revenues + Fund Balance	221,146,844	221,830,693	228,002,808	234,912,841	239,805,535	243,159,857	244,943,433	
143	Total Expenditures	(206,098,359)	(195,595,544)	(213,583,053)	(225,278,242)	(236,923,043)	(248,598,161)	(260,536,597)	
144	Less: Budgetary Reserve	9,814,200	-	10,170,600	10,727,535	11,282,050	11,838,008	12,406,505	
145									
146	Ending Fund Balance	\$ 24,862,685	\$ 26,235,149	\$ 24,590,355	\$ 20,362,135	\$ 14,164,541	\$ 6,399,703	\$ (3,186,660)	
147									
148	Scenario 3c demonstrates the impact of a 2.8% tax increase for 2026-27 and the maximum anticipated increase under Act 1 in subsequent years.								
149									
150									

**Supplemental Information**

The following supplemental tables are included to provide additional financial data:

- **Real Estate Tax Impact of Various Percentage Tax Increases and Assessed Values for 2026-27 Budget**  
 This spreadsheet shows the tax impact at millage increases ranging from 2.00% to 4.10% and at real estate assessed values from \$100,000 to \$660,000 including the average residential assessment of \$216,367.
- **Real Estate Tax Impact of Long-Range Fiscal and Capital Plan**  
 This spreadsheet shows the real estate tax impact of the long-range plan at millage increases (see the annual rates on the Fund Balance and Millage Impact Calculations sheet) on homes assessed at values ranging from \$100,000 to \$660,000 for each of the years in the plan.
- **Current and Proposed Budget Analysis**  
 This spreadsheet compares the 2025-26 budget and estimates with the proposed 2026-27 budget.

**East Penn School District  
Long Range Fiscal and Capital Plan**

Real Estate Tax Impact of Various Percentage Tax Increases and Assessed Values for 2026-27 Budget													
		Assessed Value											
		Mills	100,000	120,000	140,000	160,000	180,000	200,000	216,367	220,000	240,000	260,000	
6	Current Tax Bill		21.8400	\$ 2,184.00	\$ 2,620.80	\$ 3,057.60	\$ 3,494.40	\$ 3,931.20	\$ 4,368.00	\$ 4,725.46	\$ 4,804.80	\$ 5,241.60	\$ 5,678.40
7	2026-27 Tax Bill	4.10%	22.7354	\$ 2,273.54	\$ 2,728.25	\$ 3,182.96	\$ 3,637.66	\$ 4,092.37	\$ 4,547.08	\$ 4,919.19	\$ 5,001.79	\$ 5,456.50	\$ 5,911.20
8	Increase			\$ 90	\$ 107	\$ 125	\$ 143	\$ 161	\$ 179	\$ 193.74	\$ 197	\$ 215	\$ 233
10	Current Tax Bill		21.8400	\$ 2,184.00	\$ 2,620.80	\$ 3,057.60	\$ 3,494.40	\$ 3,931.20	\$ 4,368.00	\$ 4,725.46	\$ 4,804.80	\$ 5,241.60	\$ 5,678.40
11	2026-27 Tax Bill	3.00%	22.4952	\$ 2,249.52	\$ 2,699.42	\$ 3,149.33	\$ 3,599.23	\$ 4,049.14	\$ 4,499.04	\$ 4,867.22	\$ 4,948.94	\$ 5,398.85	\$ 5,848.75
12	Increase			\$ 66	\$ 79	\$ 92	\$ 105	\$ 118	\$ 131	\$ 141.76	\$ 144	\$ 157	\$ 170
14	Current Tax Bill		21.8400	\$ 2,184.00	\$ 2,620.80	\$ 3,057.60	\$ 3,494.40	\$ 3,931.20	\$ 4,368.00	\$ 4,725.46	\$ 4,804.80	\$ 5,241.60	\$ 5,678.40
15	2026-27 Tax Bill	2.00%	22.2768	\$ 2,227.68	\$ 2,673.22	\$ 3,118.75	\$ 3,564.29	\$ 4,009.82	\$ 4,455.36	\$ 4,819.96	\$ 4,900.90	\$ 5,346.43	\$ 5,791.97
16	Increase			\$ 44	\$ 52	\$ 61	\$ 70	\$ 79	\$ 87	\$ 94.51	\$ 96	\$ 105	\$ 114
18	Note: Based on the Lehigh County Property Classification Totals Report Dated 01/27/2026, the average assessed value of a residential property is 216,367.												
19	The increase in the average homeowner's tax bill would be approximately \$194 at the adjusted Act 1 Index of 4.1%.												
		Assessed Value											
		Mills	280,000	300,000	320,000	340,000	360,000	380,000	400,000	420,000	440,000	460,000	
24	Current Tax Bill		21.8400	\$ 6,115.20	\$ 6,552.00	\$ 6,988.80	\$ 7,425.60	\$ 7,862.40	\$ 8,299.20	\$ 8,736.00	\$ 9,172.80	\$ 9,609.60	\$ 10,046.40
25	2026-27 Tax Bill	4.10%	22.7354	\$ 6,365.91	\$ 6,820.62	\$ 7,275.33	\$ 7,730.04	\$ 8,184.74	\$ 8,639.45	\$ 9,094.16	\$ 9,548.87	\$ 10,003.58	\$ 10,458.28
26	Increase			\$ 251	\$ 269	\$ 287	\$ 304	\$ 322	\$ 340	\$ 358	\$ 376	\$ 394	\$ 412
28	Current Tax Bill		21.8400	\$ 6,115.20	\$ 6,552.00	\$ 6,988.80	\$ 7,425.60	\$ 7,862.40	\$ 8,299.20	\$ 8,736.00	\$ 9,172.80	\$ 9,609.60	\$ 10,046.40
29	2026-27 Tax Bill	3.00%	22.4952	\$ 6,298.66	\$ 6,748.56	\$ 7,198.46	\$ 7,648.37	\$ 8,098.27	\$ 8,548.18	\$ 8,998.08	\$ 9,447.98	\$ 9,897.89	\$ 10,347.79
30	Increase			\$ 183	\$ 197	\$ 210	\$ 223	\$ 236	\$ 249	\$ 262	\$ 275	\$ 288	\$ 301
32	Current Tax Bill		21.8400	\$ 6,115.20	\$ 6,552.00	\$ 6,988.80	\$ 7,425.60	\$ 7,862.40	\$ 8,299.20	\$ 8,736.00	\$ 9,172.80	\$ 9,609.60	\$ 10,046.40
33	2026-27 Tax Bill	2.00%	22.2768	\$ 6,237.50	\$ 6,683.04	\$ 7,128.58	\$ 7,574.11	\$ 8,019.65	\$ 8,465.18	\$ 8,910.72	\$ 9,356.26	\$ 9,801.79	\$ 10,247.33
34	Increase			\$ 122	\$ 131	\$ 140	\$ 149	\$ 157	\$ 166	\$ 175	\$ 183	\$ 192	\$ 201
		Assessed Value											
		Mills	480,000	500,000	520,000	540,000	560,000	580,000	600,000	620,000	640,000	660,000	
40	Current Tax Bill		21.8400	\$ 10,483.20	\$ 10,920.00	\$ 11,356.80	\$ 11,793.60	\$ 12,230.40	\$ 12,667.20	\$ 13,104.00	\$ 13,540.80	\$ 13,977.60	\$ 14,414.40
41	2026-27 Tax Bill	4.10%	22.7354	\$ 10,912.99	\$ 11,367.70	\$ 11,822.41	\$ 12,277.12	\$ 12,731.82	\$ 13,186.53	\$ 13,641.24	\$ 14,095.95	\$ 14,550.66	\$ 15,005.36
42	Increase			\$ 430	\$ 448	\$ 466	\$ 484	\$ 501	\$ 519	\$ 537	\$ 555	\$ 573	\$ 591
44	Current Tax Bill		21.8400	\$ 10,483.20	\$ 10,920.00	\$ 11,356.80	\$ 11,793.60	\$ 12,230.40	\$ 12,667.20	\$ 13,104.00	\$ 13,540.80	\$ 13,977.60	\$ 14,414.40
45	2026-27 Tax Bill	3.00%	22.4952	\$ 10,797.70	\$ 11,247.60	\$ 11,697.50	\$ 12,147.41	\$ 12,597.31	\$ 13,047.22	\$ 13,497.12	\$ 13,947.02	\$ 14,396.93	\$ 14,846.83
46	Increase			\$ 314	\$ 328	\$ 341	\$ 354	\$ 367	\$ 380	\$ 393	\$ 406	\$ 419	\$ 432
48	Current Tax Bill		21.8400	\$ 10,483.20	\$ 10,920.00	\$ 11,356.80	\$ 11,793.60	\$ 12,230.40	\$ 12,667.20	\$ 13,104.00	\$ 13,540.80	\$ 13,977.60	\$ 14,414.40
49	2026-27 Tax Bill	2.00%	22.2768	\$ 10,692.86	\$ 11,138.40	\$ 11,583.94	\$ 12,029.47	\$ 12,475.01	\$ 12,920.54	\$ 13,366.08	\$ 13,811.62	\$ 14,257.15	\$ 14,702.69
50	Increase			\$ 210	\$ 218	\$ 227	\$ 236	\$ 245	\$ 253	\$ 262	\$ 271	\$ 280	\$ 288

East Penn School District  
Long Range Fiscal and Capital Plan

	A	B	C	D	E	F	G	H	I	J	K	L	
	<b>Real Estate Tax Impact of Long-Range Budget Plan</b>												
			Assessed Value										
	Tax Year	Projected Mills	100,000	120,000	140,000	160,000	180,000	200,000	216,367	220,000	240,000	260,000	
7	Current Tax Bill	21.8400	\$ 2,184.00	\$ 2,620.80	\$ 3,057.60	\$ 3,494.40	\$ 3,931.20	\$ 4,368.00	\$ 4,725.46	\$ 4,804.80	\$ 5,241.60	\$ 5,678.40	
8	2026-27	22.7354	\$ 2,273.54	\$ 2,728.25	\$ 3,182.96	\$ 3,637.66	\$ 4,092.37	\$ 4,547.08	\$ 4,919.19	\$ 5,001.79	\$ 5,456.50	\$ 5,911.20	
9	2027-28	23.4629	\$ 2,346.29	\$ 2,815.55	\$ 3,284.81	\$ 3,754.06	\$ 4,223.32	\$ 4,692.58	\$ 5,076.60	\$ 5,161.84	\$ 5,631.10	\$ 6,100.35	
10	2028-29	24.2371	\$ 2,423.71	\$ 2,908.45	\$ 3,393.19	\$ 3,877.94	\$ 4,362.68	\$ 4,847.42	\$ 5,244.11	\$ 5,332.16	\$ 5,816.90	\$ 6,301.65	
11	2029-30	25.0369	\$ 2,503.69	\$ 3,004.43	\$ 3,505.17	\$ 4,005.90	\$ 4,506.64	\$ 5,007.38	\$ 5,417.16	\$ 5,508.12	\$ 6,008.86	\$ 6,509.59	
12	2030-31	25.8130	\$ 2,581.30	\$ 3,097.56	\$ 3,613.82	\$ 4,130.08	\$ 4,646.34	\$ 5,162.60	\$ 5,585.08	\$ 5,678.86	\$ 6,195.12	\$ 6,711.38	
15	Note: Based on the Lehigh County Property Classification Totals Report Dated 01/27/2026, the average assessed value of a residential property is 216,367.												
			Assessed Value										
	Tax Year	Projected Mills	280,000	300,000	320,000	340,000	360,000	380,000	400,000	420,000	440,000	460,000	
23	Current Tax Bill	21.8400	\$ 6,115.20	\$ 6,552.00	\$ 6,988.80	\$ 7,425.60	\$ 7,862.40	\$ 8,299.20	\$ 8,736.00	\$ 9,172.80	\$ 9,609.60	\$ 10,046.40	
24	2026-27	22.7354	\$ 6,365.91	\$ 6,820.62	\$ 7,275.33	\$ 7,730.04	\$ 8,184.74	\$ 8,639.45	\$ 9,094.16	\$ 9,548.87	\$ 10,003.58	\$ 10,458.28	
25	2027-28	23.4629	\$ 6,569.61	\$ 7,038.87	\$ 7,508.13	\$ 7,977.39	\$ 8,446.64	\$ 8,915.90	\$ 9,385.16	\$ 9,854.42	\$ 10,323.68	\$ 10,792.93	
26	2028-29	24.2371	\$ 6,786.39	\$ 7,271.13	\$ 7,755.87	\$ 8,240.61	\$ 8,725.36	\$ 9,210.10	\$ 9,694.84	\$ 10,179.58	\$ 10,664.32	\$ 11,149.07	
27	2029-30	25.0369	\$ 7,010.33	\$ 7,511.07	\$ 8,011.81	\$ 8,512.55	\$ 9,013.28	\$ 9,514.02	\$ 10,014.76	\$ 10,515.50	\$ 11,016.24	\$ 11,516.97	
28	2030-31	25.8130	\$ 7,227.64	\$ 7,743.90	\$ 8,260.16	\$ 8,776.42	\$ 9,292.68	\$ 9,808.94	\$ 10,325.20	\$ 10,841.46	\$ 11,357.72	\$ 11,873.98	
			Assessed Value										
	Tax Year	Projected Mills	480,000	500,000	520,000	540,000	560,000	580,000	600,000	620,000	640,000	660,000	
37	Current Tax Bill	21.8400	\$ 6,115.20	\$ 6,552.00	\$ 6,988.80	\$ 7,425.60	\$ 7,862.40	\$ 8,299.20	\$ 8,736.00	\$ 9,172.80	\$ 9,609.60	\$ 10,046.40	
38	2026-27	22.7354	\$ 6,365.91	\$ 6,820.62	\$ 7,275.33	\$ 7,730.04	\$ 8,184.74	\$ 8,639.45	\$ 9,094.16	\$ 9,548.87	\$ 10,003.58	\$ 10,458.28	
39	2027-28	23.4629	\$ 6,569.61	\$ 7,038.87	\$ 7,508.13	\$ 7,977.39	\$ 8,446.64	\$ 8,915.90	\$ 9,385.16	\$ 9,854.42	\$ 10,323.68	\$ 10,792.93	
40	2028-29	24.2371	\$ 6,786.39	\$ 7,271.13	\$ 7,755.87	\$ 8,240.61	\$ 8,725.36	\$ 9,210.10	\$ 9,694.84	\$ 10,179.58	\$ 10,664.32	\$ 11,149.07	
41	2029-30	25.0369	\$ 7,010.33	\$ 7,511.07	\$ 8,011.81	\$ 8,512.55	\$ 9,013.28	\$ 9,514.02	\$ 10,014.76	\$ 10,515.50	\$ 11,016.24	\$ 11,516.97	
42	2030-31	25.8130	\$ 7,227.64	\$ 7,743.90	\$ 8,260.16	\$ 8,776.42	\$ 9,292.68	\$ 9,808.94	\$ 10,325.20	\$ 10,841.46	\$ 11,357.72	\$ 11,873.98	

East Penn School District  
Long Range Fiscal and Capital Plan

	A	B	C	D	E	F	G	H	I	J	K
	<b>Current and Proposed Budget Analysis</b>										
			2025-26 Budget vs. 2025-26 Estimated				2025-26 Budget vs. 2026-27 Budget				
	Description	Budget 2025-26	Estimated 2025-26	Variance Budget vs. Est	Percentage Variance	Budget 2025-26	Budget 2026-27	Variance Budget vs. Budget	Percentage Variance		
9	Local Revenue	\$ 144,392,192	\$ 144,578,323	\$ 186,131	0.13%	\$ 144,392,192	\$ 150,846,984	\$ 6,454,792	4.47%		
10	State Revenue	49,058,023	48,619,343	(438,680)	(0.89%)	49,058,023	51,035,251	1,977,228	4.03%		
11	Federal Revenue/Other Sources	1,614,944	1,381,403	(233,541)	(14.46%)	1,614,944	1,530,218	(84,726)	(5.25%)		
12	District Priorities (Revenue)	-	-	-	0.00%	-	-	-	0.00%		
14	<b>Total Fund Balance and Revenue</b>	<b>\$ 195,065,159</b>	<b>\$ 194,579,069</b>	<b>\$ (486,090)</b>	<b>(0.25%)</b>	<b>\$ 195,065,159</b>	<b>\$ 203,412,453</b>	<b>\$ 8,347,294</b>	<b>4.28%</b>		
18	Salaries	\$ 81,791,758	\$ 80,906,704	\$ (885,054)	(1.08%)	\$ 81,791,758	\$ 84,853,830	\$ 3,062,072	3.74%		
19	Benefits	54,923,368	54,708,746	(214,622)	(0.39%)	54,923,368	60,141,188	5,217,820	9.50%		
20	D/W Instructional Services	28,592,773	28,181,327	(411,446)	(1.44%)	28,592,773	27,314,021	(1,278,752)	(4.47%)		
21	D/W Non-Instructional Services	31,683,360	22,874,667	(8,808,693)	(27.80%)	31,683,360	33,913,520	2,230,160	7.04%		
22	District Priorities (Expense)	-	-	-	0.00%	-	-	-	0.00%		
23	Fund Transfers	7,580,000	7,397,000	(183,000)	(2.41%)	7,580,000	5,817,794	(1,762,206)	(23.25%)		
24	Debt Service	1,527,100	1,527,100	-	0.00%	1,527,100	1,542,700	15,600	1.02%		
26	<b>Total Expenditures</b>	<b>\$ 206,098,359</b>	<b>\$ 195,595,544</b>	<b>\$ (10,502,815)</b>	<b>(5.10%)</b>	<b>\$ 206,098,359</b>	<b>\$ 213,583,053</b>	<b>\$ 7,484,694</b>	<b>3.63%</b>		

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## Glossary

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### LOCAL REVENUE

**Current Real Estate Taxes** – taxes assessed and levied upon real property, which includes land and land improvements.

**Interim Real Estate Taxes** – taxes levied on new construction not appearing on the annual tax duplicate.

**Public Utility Realty Tax** (often referred to as "PURTA") – payments from the Commonwealth of PA to offset tax exempt properties owned by public utilities.

**Payments in Lieu of Taxes** – payments that are either voluntarily or through stand-alone agreements for tax exempt properties.

**Current Earned Income Taxes** (often referred to as "Local Taxes") – taxes levied upon wages, salaries, commissions, net profits, or other compensation of district residents who earn income. The rate levied by East Penn School District is one-half of one percent (0.5%).

**Real Estate Transfer Taxes** – taxes assessed on the transfer price of real estate exchange transactions for real estate located within the district's boundaries. The rate levied by East Penn School District is one-half of one percent (0.5%) of the transfer price.

**Delinquent Taxes** – payments received for taxes that have become delinquent. Specifically, real estate taxes become delinquent when real estate tax collectors close their books – ordinarily December 31 – and make final settlement of the tax duplicate.

**Earnings on Investments** – payments received on temporary or long-term interest-bearing investments and interest-bearing checking accounts.

**Revenue from Local Governments** – payments received from the appropriation of another local government unit, such as funding for crossing guards.

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**IDEA Revenue** – payments received for the Individuals with Disabilities Education Act ("IDEA") coming from Carbon Lehigh Intermediate Unit ("CLIU") as an agent of the federal government.

**Tuition from Patrons** – payments received for educational services provided by the district, such as summer school tuition, adult education, driver training, hosting intermediate unit classrooms, and other tuition-based programming.

**Miscellaneous Income** – local revenues not included in other categories, such as gate receipts, athletic fees, donations, EPSD Foundation grants, facility rentals, etc.

### STATE REVENUE

**Basic Education Funding** – subsidy payments from the Commonwealth of PA for basic instruction and operations.

**Cyber Charter Transition Funding** – subsidy payments from the Commonwealth of PA to reimburse school district for the cost of tuition paid to cyber charter school pursuant to section 2591.1 of the PA Public School Code.

**Tuition from Courts** – subsidy payments from the Commonwealth of PA for children who are orphans and/or placed in private homes by the courts.

**Special Education Funding** – subsidy payments from the Commonwealth of PA for special education programs and services.

**Pupil Transportation Subsidy** – subsidy payments from the Commonwealth of PA for pupil transportation expenditures.

**Rental & Sinking Fund Reimbursement** – subsidy payments from the Commonwealth of PA for approved lease rentals, sinking fund obligations or other debt obligations approved for reimbursement by the Pennsylvania Department of Education ("PDE").

**Health Services Subsidy** – subsidy payments from the Commonwealth of PA for health service expenditures, including medical, dental, and nurse services.

**Property Tax Reduction Allocation** – payments from the Commonwealth of PA designated for school property tax reduction in accordance with Act 1 of 2006.

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**School Safety and Security Grants** – subsidy payments from the Commonwealth of PA for safe school programs.

**Ready to Learn Block Grant** – subsidy payments from the Commonwealth of PA for resources that focus on student achievement, academic success, full-day kindergarten, and other proven educational programs.

**Social Security and Medicare Tax Reimbursement** – subsidy payments from the Commonwealth of PA for the Social Security and Medicare tax contributions paid on behalf of employees, which are approximately 50% of District's Social Security and Medicare tax obligations.

**Retirement Reimbursement** – subsidy payments from the Commonwealth of PA for a matching share of the district's retirement contributions for active members of the Public School Employees Retirement System ("PSERS").

#### **FEDERAL REVENUE**

**Title I** – funding originating from the federal government for improving the academic achievement of disadvantaged children under the Elementary and Secondary Education Act.

**Title II** – funding originating from the federal government for preparing, training, and recruiting high quality teachers under the Elementary and Secondary Education Act.

**Title III** – funding originating from the federal government for language instruction for English learners and immigrant students.

**Title IV** – funding originating from the federal government for 21st century schools that offer student support and academic enrichment.

**Elementary and Secondary School Emergency Relief Fund ("ESSER")** – emergency relief funding authorized by a variety of Federal Acts to address the impact of the Novel Coronavirus Disease 2019 ("COVID-19") on elementary and secondary schools.

**Medical ACCESS Reimbursement** – reimbursement from the Medicaid program for services provided to Medicaid enrolled special needs students including, but not limited to, occupational therapy, physical therapy, psychological counseling, and transportation. Reimbursements also include administrative claiming expenses.

#### **FUND BALANCE**

**Non-Spendable Fund Balances** – Funds that cannot be spent because they are either (1) not in a spendable form or (2) legally or contractually required to remain intact. Examples are prepaid expenses, inventories and the principal of a permanent fund.

**Restricted Fund Balances** – Funds that are restricted for a specific purpose. The constraints on these amounts must be externally imposed by creditors, grantors, contributors, or laws or regulations of other governments; or by enabling legislation. Enabling legislation authorizes the government to assess, levy, charge or mandate payment and includes a legally enforceable requirement on the use of these funds. Examples are monies specifically set aside for capital improvements or memorial funds being held as a trust agent.

**Committed Fund Balances** – Funds that can only be used for specific purposes as a result of formal action by the school's highest level of authority (in most cases this would be the school board). Once the item is committed, it cannot be used for any other purpose unless changed by the same procedures used to initially constrain the money. Examples are monies set aside by resolution of the board to mitigate future cost increases in retirement fund contributions, healthcare costs, or other future expenditures.

**Assigned Fund Balances** – Funds intended to be used for a specific purpose as determined and authorized by a committee of the governing board or by an individual authorized by the LEA's governing board, such as the superintendent or chief financial officer. Unlike committed fund balances, assigned fund balances can be changed without formal action and do not need to be designated by the governing board. Examples are monies set aside that were generated in one fiscal year for use in the subsequent fiscal year for activities such as field trips.

**Unassigned Fund Balances** – Funds that have not been designated for a specific use or purpose and have not been categorized as restricted, committed or assigned. This portion of the fund balance is commonly used to meet cash flow needs or to finance monthly operating expenditures. While the unassigned fund balance is technically spendable, a significant portion as of June 30 is reflected in accounts receivable from federal, state and local sources that is not available to be spent until received in the following months. Generally, school districts have little income during June, July and August, but they have a lot of expenditures associated with the close of one year and the start of another. For this reason, many school districts require fund balance to cover current obligations or unexpected increases in expenditures.

## Educational Conferences

Expensed through the general fund unless otherwise noted.

Conference Title & Sponsor: ESL Networking Meetings/ Carbon Lehigh Intermediate Unit #21  
Location: CLIU #21; Schnecksville, PA  
Date(s): May 5, 2026  
Attending: Ann Breidenbach  
Position/Building: ESL Teacher/Eyer Middle School  
Cost: \$-0-

Conference Title & Sponsor: AP Table Leader for AP Calculus AB Training/ College Board  
Location: Virtual  
Date(s): June 10-18, 2026  
Attending: Kimberly Adams  
Position/Building: Math Teacher/EHS  
Cost: \$-0-

## **EHS Graduating Class of 2026**

Sama Mourad Abdelaziz	Nicolas P. Balsamo
Rhianne Chloe Faburada Abellera	Danisha Enid Banchs Torres
Leia J. Abruzzese	Jack Thomas Bannon
Elena M. Adrienne	Robert Tyson Barnes
Harley Dee Ahner	Brendon Barthelemy
Nesly Daniela Alarcon Alarcon	Matthew Carlos Batista
Ez Raine Alexander	Cameron Robert Bauer
Ardris M. Almonte Araujo	Nicholas Bautista Then
Salama Abdulrazak Alshamsi	Aiden Scott Bayard
Amy Julieth Alvarez Centeno	Arianna Alexis Bayard
Thomas J. Amdur	Ariel Valentina Bayard
Ethan T. Amy	Judyth Ashlyn Beazer
Kason Edward Anderson	Skyler C. Bell
Leif R. Anderson	Isabel M. Beltran
Alexis Violet Andreas	Olivia Nichole Benedict
Amelia Andrews	Aniya Kings Benitez Arce
Jonovan Elijah Andujar	Logan William Benner
Grayson Alexander Answini	Vlera Berisha
John Haidar Anthony	Eben Alexander Berutti
Ashton F. Antonini	Jaden Lee Betz
Gabriella Maria Antunes	Chloe Renee Biddle
Isis Nevae Aponte	Jackson H. Bieber
Daniel Corey Araujo	Aiden D. Bloom
Matthew Arce	Andrew J. Bodnari
Logan M. Armstrong	Atlanta Skye Bogert
Seth Christopher Arndt	Jaci Andrea Borboa
Mariam Asghar	Evan Borkowski
Emily Rose Ash	Andersen W. Borst
Quinn Casey Ashbrook	Caleb J. Bortz
Alexandre M. Augustin	Aesun Scott Bowers
Tyler Nicholas Ayr	Nara Braadt
Elle R. Bagley	Madison Bratlie
Eden L. Bailey	Austen M. Breisch
Chloe M. Baker	Zachary M. Brenner
Ethen Urijah Baker	Robert Junior Brensinger
Sophia Rose Baker	Layla Ashley Breslin

Eleanor Rix Bresnan  
Samuel Timothy Brion  
Joseph Anthony Brigone  
Brian Gail Brown Jr.  
Christopher Jaydan Brown  
Daniel N. Brown  
Josiah R. Brown  
Aiden J. Bullard  
Maycen G. Bunner  
Elizabeth Rose Burkhart  
Avery E. Burnett  
Christian J. Burns  
Elijah Cq Burrell  
Jadys V. Burton  
Nida Butt  
Dominic Z. Caban  
Janiah Y. Calhoun  
Christina Joelle Caltabiano  
Augustine Camacho  
Ian A. Cameron  
Jonathan Cameron Jr.  
Corinne Anne Campbell  
Mackenzie Eve Campbell  
Madison M. Candio  
Cecilia Ann Candy  
Avyrian A. Caraballo  
Beau Lee Cardaci  
Jaynier Omar Carrasquillo Tirado  
Kaitlyn Paige Carter  
Logan Castiello  
Thiffany Ceolin Reimao  
Kyle Chan  
Diego Humberto Chavolla Ramirez  
Genesis Yamilet Checo  
Joyce Chen  
Jaclyn Michelle Chiego  
Flor M. Chouloupe  
Fortress Masada-Arielle Chryst  
Anthony John Cicconetti  
Madelyn Cintado  
Adriano R. Clements  
Frank Colosimo IV  
Albianny Conce Paulino  
Edward R. Conover  
Nathaniel Lawrence Conrad  
Adrian Contreras  
Jerek John Cooper  
Jaden Le Cordero  
Douglas Cornish  
Samantha Nicole Corrado  
Isaiah K. Cortijo  
Logan Michael Coster  
D Anthony Cotito  
Jacob Christopher Cowitch  
Emily Cramsey  
Thomas N. Creskoff  
Antonio Manuel Cuevas  
Cirrae Vinel Magdalene Cuffy  
Lydia C. Cumello  
Jacob James Curran  
Jillian Iris Currie  
Gavin T. D'Abbene  
Mackenzie Margaret D'Ottavio  
Colton Lee Da Silva  
Rayna Dadey  
David Asher Darville  
Dylan P. Daugherty-Kressler  
Brooke Sienna Davidson  
Murod Davronov  
Elianny De La Rosa Rosario  
Gabrielle N. De Vita  
Kyana Annette Deabreu  
Ellie-Kay Faith Dean  
Kayla Serwaa Debrah

Abigail Victoria DeFuso  
Kyra E. Delgado  
Daniel F. Deliotte  
Kyan D. DeLong  
Colton B. Dencler  
Clara Deneen  
Avery Willow Denenberg  
Abigail Derr  
Logan Derr  
Skylyr Lynn Derr  
Liany Mailliw Diaz  
Orlando Diaz  
Lacey Marie Dickinson  
Chloe Margot Dobson  
Aiden Arthur Dodson  
Alexandra Rose Doemling  
Andrea N. Dolcemascolo  
Ethan Joseph Donati  
Oscar Donovan  
Asher Michael Dougherty  
Madison Joy Downing  
Emma Lucille Draves  
Cameron J. Dries  
Dylan Veronica Dueh  
Mary Baran Dulina  
Christopher Alejandro Duque  
Madalyn Danielle Durette  
Maksim Mason Dworski  
Alexa Lynn Ebeling  
Noah P. Edge  
Mia K. Edmonston  
Robert Monroe Edwards  
Zachary Mundy Ehrhitz  
Anthony B. Elias  
Hailey A. Erdman  
Alexander M. Ervin  
Abimael Raul Escudero

Sara Rose Essig  
Jazmine Christina Eure  
Ryan William Fach  
Rebekah Lynn Farber  
Tonah B. Farley  
Zeeshan Farooq  
Anna Montserrat Faura  
Jathniel Frantz Fequiere  
Sarahline Milien Fequiere  
Eva Ines Fernandez  
Adrian Joseph Ferrer  
Adriana Pilar Ferrer  
Joel Figueroa  
Rylie Elizabeth Finck  
Aiden Cole Fiore  
Olivia R. Fleck  
Brooke Filomena Floczak  
Tila Leanne Flok  
Jaxen M. Flowerdew  
D'Angelo Naceem Flowers-Santiago  
Ian Michael Foerst  
Riley Patrick Ford  
Olivia N. Francis-Motzer  
Juvell Florr Francisco  
Yorlly Francisco Grullon  
Tiernan Aoife Frantz  
Sophia Noelle Freemont  
Kayden Frey  
Zachary Joseph Froshour  
Christopher J. Fullenwider  
Cameron Quinn Furniss  
Ryenne Shell Gable  
Lillian Grace Gallagher  
Parker Andrew Gamler  
Aarav Ganshani  
Brian Gao  
Jaden Michael Garcia

Samantha Grace Garcia  
A ziyah Garland  
Colin Michael Garrett  
Brandon M. Gasper  
Coulson Gates  
Zoe E. Gaumer  
Annabelle Lily Gavin  
Anthony Burt Gbur  
Joseph Burt Gbur  
Cole Michael George  
Rien A. George  
Emma Jean Gerhart  
Reese Nichole Gerhart  
Matthew Scott Geschel  
Abbygail Julyee Gherasim  
William J. Giambatista  
Olivia Lee Gischel  
Brianna Lynn Gitski  
Emma Sunshine Givler  
Joseph A. Glover  
Aubrie Nicolle Godshall  
Jayde Elizabeth Gonzales  
Alan Gonzalez Sanchez  
Maxwell D. Gorant  
Lucy Evelyn Gosnell  
Nicholas K. Gouck  
George Gougoustamos  
Joseph Porter Porter Gradin  
Cole M. L. Graffam  
Octoba Jaqueline Octavia Grant  
Tyler M. Green  
Levi S. Grim  
Matthew Dustin Grim  
Kaitlyn Elizabeth Grochowski  
Cailyn Marie Grom  
Sarah M. Gross  
Hailey Guerrero

Shawn James Guidicelli  
Amanda Faith Gulliver  
Taylor Aleese Haberle  
Levi Hadinger  
Jayson S. Hafer  
Jessi Quinn Hahn  
Taniah Melissa Jean Hall  
Nevaeh Kendall Hallowell  
James Hamershock III  
Jordan Omar Hanna  
Anisha Anya Hansen  
Vivienne Michelle Hansen  
Peyton Grace Harbison  
Kylel Jeremiah Hardmon  
Sophia Diana Yen Harmon  
Alex M. Harris  
Tylar S. Harris  
Ridley William Hartman  
Kemajl Hasani  
Xhemajl Hasani  
Jessica R. Haus  
Brooklyn Saje Hause  
Taylor Jane Hauver  
Holly Hayes  
Ryan Alexander Hayes  
Brady Michael Hazlett  
Alyssa Leigh Heffner  
Kylie Marie Heffner  
Philip G. Heineman  
Damian M. Heinze  
Lindsey Rae Heiserman  
Cael Braden Held  
Taylor Laura Henninger  
Aubree Faith Henry  
Kiara Hope Henry  
Mia Lauren Hensley  
Roman L. Herman

Christian H. Hernandez	Bailey Madison Johnson
Sapphira Marie Hernandez	Hunter M. Johnson
Tealson L. Herrlin	Miles W. Johnson
Aiden D. Herstich	Rio Johnson
Leela Elizabeth Himes	Theo James Johnson
Maleya Rae Hinds	Cheyenne Rachel Jones
Zamyah Marie Hines	Aja Jordan
Sadye Simone Hoey	Kristina Indira Joseph-Catwell
Lily Ann Hoffman	Laura Ann Justesen
Norah K. Hoffman	Gabriella Rose Kachurak
Noah Thomas Holschwander	Christoforos Kalahanis
Arden Rainey Hook	Anshi Anish Kanani
Natalie Anna Hoppes	Othello Oney Toakerseh Karto
Robert Michael Horvath	Sophia Lily Kaufman
Connor Bryce Horwath	Ryan Thomas Keenan
Sander L. Houtz	Grace Olivia Kehm
Noah J. Hover	Sara Rose Kelly
Alexandra Robin Howard	Caleb Matthew Kennedy
Alexandria Rose Hrusovsky	Isabell Tekla Donna Kennet
Chloe Theresa Hubbs	Charles T. Kenney
Riley Marie Huber	Aaron James Kenny
Emily Frances Hughes	Alyssa Grace Kepley
Ryan William Hummell	Bilal I. Kerim
Ryan Paul Hunter	Ethan M. Kerkusz
Clara Susan Isom	Steven Ronald Kester
Yarah Leigh Issa	Hamza Y. Khalil
Aiden D. Issler	Mohammad Aadil Khan
Kaylee Iwans	Peyton Ashley Kilka
Gabriel Andrew Izurieta	Ayanna S. King
Kai Jefferson-Rushing	Bryce Garrett King
Shyquan A. Jenkins	Ja-Nia C. King
Harold Charles Jennett	Limear Jerald King
Abigail Yian Jeter	Bryce Jon Kleinle
Kyleigh Ann Jezick	Maxwell Thomas Klich
Sophia Jiang	Cameron T. Knight
Nathaniel Shawn Jodubar	Jackson T. Kraft
Steven David Johns	Dylan Michael Kramer

Haley Kratzer	Jack Kameron Lloyd
Logan D. Krebs	Guillermo De Jesus Lockward Lopez
Zachary E. Kreisel	Sarah Nicole Longbons
Olivya Louise Kroope	Gabriel Enrique Lopez
Alexandra M. Kuebler	Peyton R. LoPresti
Skyla Elizabeth Kuhn	Brooke Ivy Lorincz
Maitreyi Kukade	Kayleen Megan Louis
Anisha Kundu	Emely Lanis Loveras Ramirez
Gabriel Brian Kurtz	Reid Xavier Lovett
Locke Robert Kvacky	Emma J. Lozowsky
Jonah L. Labeda	Solaris Elizabeth Lundberg
Bella Rose Lake	Nicholas Luquin
Dallas Lambertus	Zaharah Christine Luther
Karol Landeo Landeo Cerna	Joseph Richard Lyons
Jayla Victoria Kathryn Lanning-Minett	Abraham Machado
Mia Rosalynne Laporte	Diego Machado
Jackson L. LaRussa	Thomas M. Machado
Austin L. Lauer	Prince Mah
Brandon K. Laurico	Alayna Michele Male
Amyna Lawrence	Alivia Lin Malischewski
Christopher Marcus Laws	Grace Katherine Malitz
Dat H. Le	Ryan Michael Maloney
Aubree Shea Lebron	Giuseppe Luigi Mannino
Joshua Lees	Andrew A. Manz
Mackenzie Nichole Leister	Arabella Catherine Marsh
Rowan A. Lenner	Nicholi Marsh
Corinne Elizabeth Lentoski	Aidajanise Martinez
Sofia Leanne Lerch	Elijah C. Martinez
Zachary J. Leshner	Olivia Rose Marie Matthews
Aya Madison Lewis	Jackson Wilde Max
Kylie Elizabeth Lewis	Madelyn Brooke McCartney
Abigail M. Lichtenwalner	Jacob McCollum
Kimberly Ann Lichtenwalner	Allison M. McDonald
Olivia Rose Lindahl	Thomas J. McDonnell
Jared R. Lindenmuth	Lea Emily McEllroy
Benjamin Robert Litzenberger	Qawi McFadden
Marleigh Grace Llewellyn	Brody Joseph McHugh

Michael K. McLaine  
Ethan G. Meitzler  
Dorian M. Melendez  
Javien Otto Mercado  
Sophia Mercado  
Averi B. Metzger  
Jayden Maximus Joseph Meyer  
Naveyah Shikina Middleton  
Byun Miller  
Connor A. Miller  
Nate Matthew Miller  
Nathan Micah Miller  
Sebastian Cole Miller  
Ezra P. Mindler  
Ashlee Minninger  
Mason Robert Minnix  
Christopher Michael Mitchell  
Daisha Chanellys Monroig Santiago  
Rowan Attley Montalbano  
Victoria Ivellese Montas  
Kyla Marie Moore  
Cole Joseph Moreau  
Brayden F. Morelli  
Drew P. Morgenstern  
Evan Frederick Morris  
Solomon Alexander Motolese  
Finnian H. Mulholland  
Persia Simone Mullay  
Rowan Michael Muller  
Kyra Kathryn Murphy  
Madeline Iona Murray  
Khadija Ellen N'Diaye  
Gianna Negron  
Joshua Thomas Nesfeder  
Kathryn E. Newhard  
Coyden Van Nguyen  
Madison Li Nguyen

Aidan C. Nichols  
Emma Marie Nichols  
Atalinah Nieves  
Gavin Rio Nieves  
Briana Lynn Nonnemacher  
Colin James Nonnemacher  
Zoey Belle Nott  
Nevaeh Nuber Laubach  
Kayla Andreea Nutas  
David Addison Nyemscek  
Levi Enock Obiero  
Thianela Nandy Olibrice  
Jamol Oluoch Omondi  
Morgann Aubrey Orobono  
Emani Marie Ortega  
Delilah Lisa Ortiz  
Richard Kareem Ortiz Jr.  
Jeanaliz N. Ortiz Baez  
Nathan Oswald  
Yulana N. Otero  
Jesse K. Owusu-Frimpong  
Niyshalie Pacheco  
Terrence Peter Charles Pacheco III  
Eliel Angelo Pagan  
Nathan Samuel Paine  
Christopher Palacio  
Sarah A. Palazzo  
Emma Paradise  
Liam Robert Paradise  
Caleb Edward Parker  
Aidan Tyler Pascoe  
Zackery Ysmael Patino  
Elizabeth S. Patterson  
Luke William Patterson  
Emelia Clare Pechulis  
Quinn Robert Peck  
William K. Peck

Aidarelyz Nicole Perez	Benjamin Rimmel
Jayden Kevin Perez	Naiya Darlene Requena
Quentin Perry	Stheisy Chanel Reyes
Madison Anne Peters	Shairimar Reyes Ramos
Nathaniel Clayton Whitney Peters	Andrew Michael Riccardi
Josiah Nathaniel Peterson	Quawi Omega Richardson
Allison D. Petroski	John William Rishel
Jace J. Pilarski	Kendell Ritz
Mitchell Matthew Pisarcik	Dabnes Lee Rivera
James Pleasant	Amanda Joan Rivera Ayala
Michaela Hope Plesh-Gill	Madilynn Hope Roach
Rylie C. Poll	Aulani Eva Roberson
Abigail Deanna Portz	Autumn R. Roberts
Brynn Nicole Posch	Ava M. Roberts
Brooke L. Pospischil	Amaya Rose Robinson
Addison A. Povilaitis	Damian Alexander Rodriguez
Brandon J. Powell	Jayden Jose Rodriguez
Conner Jacob Powell	Lorena Arlette Rodriguez Coyotl
Aiko Kathleen Price	Lauren Hope Rohrbach
Mia Nicole Procaccino	Willow Rain Romanuski
Dylan James Prosser	Isaiah R. Romero
Amy Lynn Pruet	Carter A. Roth
Lily Veronica Pursel	Logan Roth
Ashlyn Nicole Quattrini	Isabella Andrea Rowe
Liam J. Queenan	Cullen J. Rowley
Christian Matthew Quigley	Makenzie Nicole Rubin
Olivia Marie Quinn	Benjamin Shawn Ruschman
Dylan David Raguckas	Ryan J. Sabo
Boden Charles Rainford	Noah C. Saboe
Alana Jo Ramirez	Parker Louise Sadtler
Vincent S. Randazzo	Marius J. Safadi
Druthi A. Reddy	Vincent T. Salabsky
Christiante Reed	Paige Renae Salley
William James Reichart	Xayden C. Sallit
Eric Jacob Reichenbach	Phoenix Amanda Salsbury
Delaney Ann Reilly	Lankesh Narada Samarajiva
Canyon T. Reinhardt	Charles Joseph Samer IV

Henry James Samer  
Hayden C. Sampson  
Lia Bles Sampson  
Amanda Krystall Santana Torres  
Isaac E. Santiago  
Jayla Anamariie Santiago  
Justice B. Santiago  
Tristan Antonio Santiago  
Liliana Santos  
Angelo Xavier Savacool  
Sydney N. Schaadt  
Logan C. Schissler  
Emma Marie Schmaldinst  
Jacob Alan Schmaldinst  
Austin David Schmidt  
Drayce Edmund Walter Schmidt  
Troy Kevin Schneider  
Breanne Lee Schoonover  
Ethan R. Schoonover  
Noah Kalos Schreiner  
Morgan Elizabeth Schuler  
Alyssia Rose Sciacca  
Simone Leonia Sealy  
Haley L. Seidel  
Caitlin Nicole Seyfried  
Diya Bharat Shah  
Genevieve Elizabeth Sharrar  
Brady Spencer Vick Shaw  
Peter F. Sherman  
Evelyn Mae Shetler  
Paige K. Shickel  
Brady J. Shotwell  
Wyatt S. Silfies  
Kiara Liz Silva  
Reid Andrew Siminski  
Chase M. Simmons  
Eleanore D. Skaggs  
Benjamin M. Skekel  
Corrine E. Slivka  
Brianna Isabelle Small  
Connor W. Smith  
Eric James Du-Bois Smith Jr.  
Joshua D. Smith  
Molly Cahill Smith  
Trulyaaron Smith  
Ethan James Smith-Foyt  
Antonio Snyder  
Hailey Jean Snyder  
Sharlise Sabrina C. Solano  
Jacob G. Sollenberger  
Luke Hak Jae Song  
Leonardo R. Soto  
Daylan Paul Soto-Kline  
Pharaoh Paul Soto-Kline  
Jack P. Sparango  
Remy Leah Spedalieri  
Gabriel Matthew Spitko  
Parker Scott Stauffer  
James V. Steiff  
Stacy Lee Stell  
Sierra Joan Stevens  
Madelyn Summer Stiavelli  
Benjamin Strauss  
Alexia Striano  
Kevin J. Strobl  
Cole A. Stuchko  
Dominic Damone Suida  
Adam A. Suleiman  
Ryan Lawrence Sullivan  
Essany M. Surinach Garcia  
Jayden A. Swan  
Leona Lyn Tadj  
Christopher S. Tedesco  
Alexis Lauren Teichman

Het Alok Thakkar	Sadie Elizabeth Wallace
Abbey G. Thomas	Claudia Shirley Walls
Francis Charles Thomas	Ava Rose Walsh
Thure Thompson	Gabriella Lorraine Walter
Israel-Josiah E. Thoroughgood	Ja'cier L. Ward
Tirth Tilva	Joshua Robert Warmkessel
Katelin Isabelle Tineo-Almonte	Giana Elizabeth Warner
Gavin Robert Tittermary	Madeline M. Warrenfeltz
Trinity Rain Todd-Rafferty	Kayla A. Wassel
Gabriel Manuel Torres	El Dorothy Watkins
Noah Michael Toth	Sam J. Watkins
Na'Sere Townes	Anthony Kamear Watkins-Battle
Kaleb Robert Tran	Logan Reese Webster
Vincent Gia Tran	Noelle Elizabeth Weiner
Devarsh B. Trivedi	Katrina Jean Welch
Kayla Aneka Trotman	Olive Julia Whitney
Adelynn A. Truckenmiller	Mackenzie Summer Wilcox
Robert W. Tumblin	Chase Walter Will
Amos Vaidian	Chloe Lynn Williams
Mia Valdez	Jayla Grace Williams
Cristalie Enid Valencia	Nyla Elizabeth Williams
Alexander D. Valera	Jayson Alec Wilson
Jordan J. Vandine	Maqhil T. Wimberly
Jocelyn Maria Vargas	Madison Taylor Winkle
Anias Collin Vasquez	Sophia Marie Witt
Ximari Vasquez	Benjamin Michael Woodruff
Anamelis Vega	Logan Andrew Zachary Yandersits
Isaiah T. Vega	Gavin D. Yartymyk
Jovan Vega	Taylor Grace Younker
Victor Eric Velazquez	Maria F. Yseer
Noelia Alexa Veras Perez	Jayden Zheng
Javian Michael Villanueva	
Mara Eileen Walker	

\*This list contains names of all Seniors

It does not necessarily indicate graduation in June 2026

## School Plan – Template

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### I. Ready- Prepare for Planning

#### ***A. Profile and Plan Essentials***

School	East Penn School District	School/Branch	Emmaus High School
Address 1	500 Macungie Ave		
Address 2			
City	Emmaus	State	PA
		Zip Code	18049
Principal Name	Beth Guarriello		
Principal Email	bguarriello@eastpennsd.org		
Principal Phone Number	610-965-1650	Ext	
Superintendent/Chief Executive Officer Name	Kristen Campbell		
Superintendent/Chief Executive Officer Email	kcampbell@eastpennsd.org		
School Improvement Facilitator Name	Beth Guarriello		
School Improvement Facilitator Email	bguarriello@eastpennsd.org		

#### ***B. Steering Committee***

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/ Organization	Email
Beth Guarriello	Principal	Emmaus HS	<a href="mailto:bguarriello@eastpennsd.org">bguarriello@eastpennsd.org</a>
Lorie Gamble	Asst. Principal	Emmaus HS	<a href="mailto:lgamble@eastpennsd.org">lgamble@eastpennsd.org</a>
Marc Zimmerman	Asst. Principal	Emmaus HS	<a href="mailto:mzimmerman@eastpennsd.org">mzimmerman@eastpennsd.org</a>
Wendi Myers	Asst. Principal	Emmaus HS	<a href="mailto:wmyers@eastpennsd.org">wmyers@eastpennsd.org</a>
Rodd Luckenbill	Asst. Principal	Emmaus HS	<a href="mailto:rluckenbill@eastpennsd.org">rluckenbill@eastpennsd.org</a>
Nicole D'Emilio	Asst. Principal	Emmaus HS	<a href="mailto:ndemilio@eastpennsd.org">ndemilio@eastpennsd.org</a>
Mike Mihalik	STEM Supervisor	EPSD	<a href="mailto:mmihalik@eastpennsd.org">mmihalik@eastpennsd.org</a>
Jess Thacher	Humanities Supervisor	EPSD	<a href="mailto:jthacher@eastpennsd.org">jthacher@eastpennsd.org</a>
Sarah Raber	ELA Supervisor	EPSD	<a href="mailto:sraber@eastpennsd.org">sraber@eastpennsd.org</a>
Doug Povilaitis	Asst. Superintendent	EPSD	<a href="mailto:dpovilaitis@eastpennsd.org">dpovilaitis@eastpennsd.org</a>
Laura Witman	Asst. Superintendent	EPSD	<a href="mailto:lwitman@eastpennsd.org">lwitman@eastpennsd.org</a>

Kristen Campbell	Superintendent	EPSD	<a href="mailto:kcampbell@eastpennsd.org">kcampbell@eastpennsd.org</a>
Larissa Mascari	Parent	Community Member	<a href="mailto:lmascari@eastpennsd.org">lmascari@eastpennsd.org</a>
Justine Frantzen	Parent	Community Member	<a href="mailto:jfrantzen@eastpennsd.org">jfrantzen@eastpennsd.org</a>
Jonathan Borden	Parent	Community Member	<a href="mailto:jborden@eastpennsd.org">jborden@eastpennsd.org</a>
Molly Magro	Parent	Community Member	<a href="mailto:mmagro@eastpennsd.org">mmagro@eastpennsd.org</a>
Rachel Kramer	Teacher - Science	Emmaus HS	<a href="mailto:rkramer@eastpennsd.org">rkramer@eastpennsd.org</a>
Melissa Moxley	Teacher- Social Studies	Emmaus HS	<a href="mailto:mmoxley@eastpennsd.org">mmoxley@eastpennsd.org</a>
Jamie Snellman	Teacher - Reading	Emmaus HS	<a href="mailto:jsnellman@eastpennsd.org">jsnellman@eastpennsd.org</a>
Kevin Remaly	Teacher- Special education	Emmaus HS	<a href="mailto:kremaly@eastpennsd.org">kremaly@eastpennsd.org</a>
Rachel Melliron	Teacher - Science	Emmaus HS	<a href="mailto:rmelliron@eastpennsd.org">rmelliron@eastpennsd.org</a>
Aleshea Maurer	Teacher- Special Education	Emmaus HS	<a href="mailto:amaurer@eastpennsd.org">amaurer@eastpennsd.org</a>
Kristen Grim	Counselor	Emmaus HS	<a href="mailto:kgrim@eastpennsd.org">kgrim@eastpennsd.org</a>
Jess LaBar	Counselor	Emmaus HS	<a href="mailto:jlabar@eastpennsd.org">jlabar@eastpennsd.org</a>
Amy Williams	Community In Schools Site Manager	Community in Schools	<a href="mailto:abwilliams@eastpennsd.org">abwilliams@eastpennsd.org</a>
Colleen Klepeis	Teacher- Special education	Emmaus HS	<a href="mailto:cklepeis@eastpennsd.org">cklepeis@eastpennsd.org</a>
Christina Simpkins	Teacher - English	Emmaus HS	<a href="mailto:csimpkins@eastpennsd.org">csimpkins@eastpennsd.org</a>
Andrew Carducci	Teacher - Social Studies	Emmaus HS	<a href="mailto:acarducci@eastpennsd.org">acarducci@eastpennsd.org</a>
Melissa Montero	Teacher- Social Studies	Emmaus HS	<a href="mailto:mmontero@eastpennsd.org">mmontero@eastpennsd.org</a>
Jonathan Borden	Teacher- Special Education	Emmaus HS	<a href="mailto:jborden@eastpennsd.org">jborden@eastpennsd.org</a>
Kelly Musselman	Teacher - Science	Emmaus HS	<a href="mailto:kmusselman@eastpennsd.org">kmusselman@eastpennsd.org</a>
Brett Snellman	Teacher- Special Education	Emmaus HS	<a href="mailto:bsnellman@eastpennsd.org">bsnellman@eastpennsd.org</a>
Alon Hogan	Teacher - FCS	Emmaus HS	<a href="mailto:ahogan@eastpennsd.org">ahogan@eastpennsd.org</a>
Kevin Bisignani	Teacher - World Language	Emmaus HS	<a href="mailto:kbisignani@eastpennsd.org">kbisignani@eastpennsd.org</a>
Lori Miller	Teacher - PE	Emmaus HS	<a href="mailto:lmiller@eastpennsd.org">lmiller@eastpennsd.org</a>

Kim Adams	Teacher - Math	Emmaus HS	<a href="mailto:kadams@eastpennsd.org">kadams@eastpennsd.org</a>
Steve Braglio	Teacher - Tech Ed	Emmaus HS	<a href="mailto:sbraglio@eastpennsd.org">sbraglio@eastpennsd.org</a>
John Dietrick	Teacher - Business	Emmaus HS	<a href="mailto:jdietrick@eastpennsd.org">jdietrick@eastpennsd.org</a>
Saddie Wallace	Student	Emmaus HS	<a href="mailto:swallace26@eastpennsd.org">swallace26@eastpennsd.org</a>
Bodie Rainford	Student	Emmaus HS	<a href="mailto:brainford26@eastpennsd.org">brainford26@eastpennsd.org</a>
Jocelyn Spengler	Student	Emmaus HS	<a href="mailto:jspengler27@eastpennsd.org">jspengler27@eastpennsd.org</a>

### ***C. Vision for Learning***

**Vision-** What is your School's vision (i.e., a picture of the "preferred future"; a statement that describes how the future will look if the district fulfills its mission.)

In East Penn and Emmaus HS, it is our mission to foster a community in which students become effective problem solvers, collaborators, critical thinkers and communicators. Our students will grow into confident, adaptable, compassionate individuals who will become lifelong learners and contributors to a global society. Our Portrait of a Graduate illustrates the skills and attributes we wish to develop in our learners. The portrait provides a vision for teaching and learning in our schools in an effort to develop engaging learning experiences and prepare our students to be members of a global community.

<https://www.eastpennsd.org/portrait-of-a-graduate/>

## **II. Set- Complete a Needs Assessment**


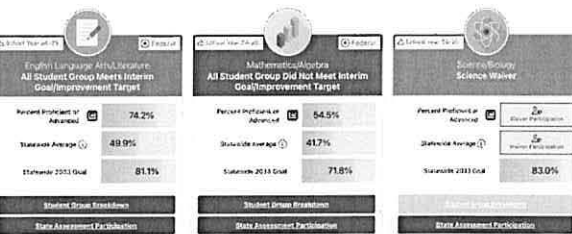
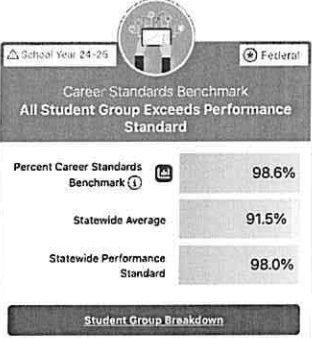
### ***A. Future Ready PA Index:***

#### **Review of the School Level Performance**

#### **Strengths**

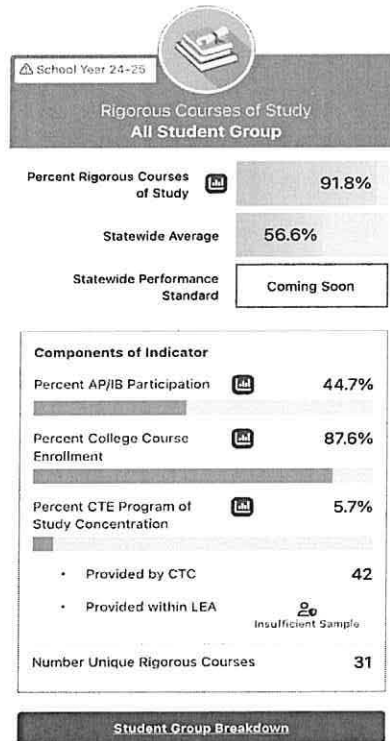
Based on the overall school level performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicator	Comments/Notable Observations
PVAAS Growth in Algebra, Biology and ELA/Literature exceeded state predictions at 99% or 100% on keystones	EHS Algebra Growth: 99 EHS Biology Growth: 100 EHS Literature Growth: 100

	 <p><b>Meeting Annual Academic Growth Expectations (PVAAS)</b></p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Academic Growth Score</th> <th>Statewide Average Growth Score</th> <th>Meeting Statewide Growth Standard</th> </tr> </thead> <tbody> <tr> <td>English Language Arts/Literature</td> <td>100.0</td> <td>75.4</td> <td>70.0</td> </tr> <tr> <td>Mathematics</td> <td>99.0</td> <td>74.0</td> <td>70.0</td> </tr> <tr> <td>Science</td> <td>99.0</td> <td>74.0</td> <td>70.0</td> </tr> </tbody> </table>	Subject	Academic Growth Score	Statewide Average Growth Score	Meeting Statewide Growth Standard	English Language Arts/Literature	100.0	75.4	70.0	Mathematics	99.0	74.0	70.0	Science	99.0	74.0	70.0
Subject	Academic Growth Score	Statewide Average Growth Score	Meeting Statewide Growth Standard														
English Language Arts/Literature	100.0	75.4	70.0														
Mathematics	99.0	74.0	70.0														
Science	99.0	74.0	70.0														
<p>Building Score of 84.5 according to the Act 13 Index - Significant Improvement over the last 3 years</p>	<p>22/23: 74.1 23/24: 80.9 24/25: 84.5</p>																
<p>Algebra, Biology, and Literature achievement exceeded state averages.</p>	<p><b>State Averages:</b> <a href="https://www.pa.gov/agencies/education/data-and-reporting/assessment-reporting">https://www.pa.gov/agencies/education/data-and-reporting/assessment-reporting</a></p> <p>State Alg: 44.3%      EHS Alg: 54.5% State Bio: 49.4%      EHS Bio: 60.7% State Lit: 62.1%      EHS Lit: 74.2%</p>  <p><b>Proficient or Advanced on Pennsylvania State Assessments</b></p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Percent Proficient or Advanced</th> <th>Statewide Average</th> <th>Statewide 2023 Goal</th> </tr> </thead> <tbody> <tr> <td>English Language Arts/Literature</td> <td>74.2%</td> <td>49.9%</td> <td>81.1%</td> </tr> <tr> <td>Mathematics</td> <td>54.5%</td> <td>41.7%</td> <td>71.8%</td> </tr> <tr> <td>Science</td> <td>74.2%</td> <td>49.9%</td> <td>83.0%</td> </tr> </tbody> </table>	Subject	Percent Proficient or Advanced	Statewide Average	Statewide 2023 Goal	English Language Arts/Literature	74.2%	49.9%	81.1%	Mathematics	54.5%	41.7%	71.8%	Science	74.2%	49.9%	83.0%
Subject	Percent Proficient or Advanced	Statewide Average	Statewide 2023 Goal														
English Language Arts/Literature	74.2%	49.9%	81.1%														
Mathematics	54.5%	41.7%	71.8%														
Science	74.2%	49.9%	83.0%														
<p>Career Standards Benchmarks</p>	<p>State: 91.5%      EHS: 98.6%</p> <p><b>Career Standards Benchmark</b></p>  <p><b>Career Standards Benchmark</b></p> <table border="1"> <thead> <tr> <th>Metric</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Percent Career Standards Benchmark</td> <td>98.6%</td> </tr> <tr> <td>Statewide Average</td> <td>91.5%</td> </tr> <tr> <td>Statewide Performance Standard</td> <td>98.0%</td> </tr> </tbody> </table>	Metric	Value	Percent Career Standards Benchmark	98.6%	Statewide Average	91.5%	Statewide Performance Standard	98.0%								
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Percent Career Standards Benchmark	98.6%																
Statewide Average	91.5%																
Statewide Performance Standard	98.0%																
<p>4 Year Graduation Cohort</p>	<p>State: 88.0%      EHS: 93.8%</p>																

	<p style="text-align: center;"><b>High School Graduation Rate</b></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid gray; padding: 5px; width: 45%;"> <p style="text-align: center;">School Year 23-24</p> <p style="text-align: center;">Four-Year Cohort All Student Group Meets 2033 Statewide Goal</p> <p>Percent Graduation 4-Year Cohort <b>93.8%</b></p> <p>Statewide Average <b>88.0%</b></p> <p>Statewide 2033 Goal <b>92.4%</b></p> <p style="text-align: center; background-color: #333; color: white; padding: 2px;">Student Group Breakdown</p> </div> <div style="border: 1px solid gray; padding: 5px; width: 45%;"> <p style="text-align: center;">School Year 23-24</p> <p style="text-align: center;">Five-Year Cohort All Student Group</p> <p>Percent Graduation 5-Year Cohort <b>94.8%</b></p> <p>Statewide Average <b>90.5%</b></p> <p style="text-align: center; background-color: #333; color: white; padding: 2px;">Student Group Breakdown</p> </div> </div>
<p><b>5 Year Graduation Cohort</b></p>	<p style="text-align: center;"><b>State: 90.5%      EHS: 94.8%</b></p> <p style="text-align: center;"><b>High School Graduation Rate</b></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid gray; padding: 5px; width: 45%;"> <p style="text-align: center;">School Year 23-24</p> <p style="text-align: center;">Four-Year Cohort All Student Group Meets 2033 Statewide Goal</p> <p>Percent Graduation 4-Year Cohort <b>93.8%</b></p> <p>Statewide Average <b>88.0%</b></p> <p>Statewide 2033 Goal <b>92.4%</b></p> <p style="text-align: center; background-color: #333; color: white; padding: 2px;">Student Group Breakdown</p> </div> <div style="border: 1px solid gray; padding: 5px; width: 45%;"> <p style="text-align: center;">School Year 23-24</p> <p style="text-align: center;">Five-Year Cohort All Student Group</p> <p>Percent Graduation 5-Year Cohort <b>94.8%</b></p> <p>Statewide Average <b>90.5%</b></p> <p style="text-align: center; background-color: #333; color: white; padding: 2px;">Student Group Breakdown</p> </div> </div>
<p><b>Rigorous Courses of Study</b></p>	<p style="text-align: center;"><b>State: 56.6%      EHS: 91.8%</b></p>

**Rigorous Courses of Study**

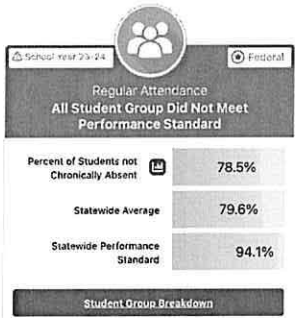




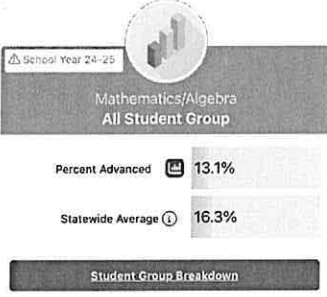
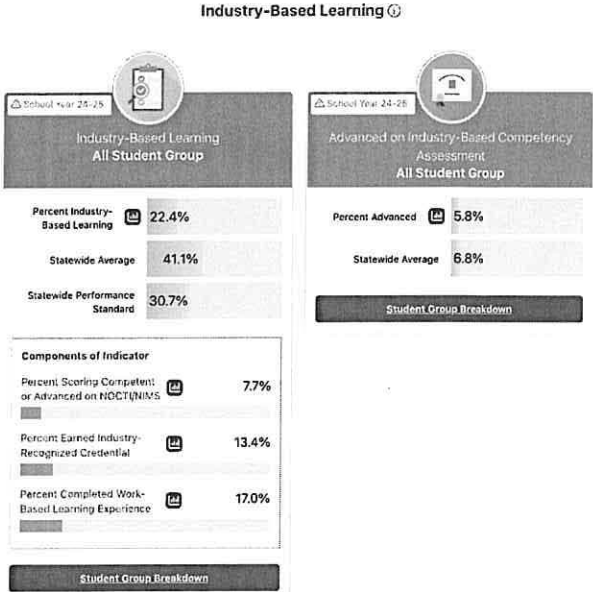
**Students with Disabilities** Far Exceeded all other subgroups for Industry-Based Learning with 39.4% proficiency nearly achieving the state average (41.1%) for all students



**Challenges**

Based on the overall school level performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicator	Comments/Notable Observations
<p>Regular Attendance below State Average (lagging indicator from 23/24 school year)</p>	<p>State: 79.6%                      EHS: 78.5%</p> <p>Regular Attendance ⓘ</p> 
<p>Algebra Proficiency Rate Increased and above state average but still low</p>	<p>State: 41.7%                      EHS: 54.5%</p> 
<p>Literature Proficiency Rate Decreased</p>	<p>23/24: 76.3%                      24/25: 74.2%</p> 
<p>Algebra Advanced Did Not Exceed State Ave.</p>	<p>State: 16.3%                      EHS: 13.1%</p>

	
<p>Industry-Based Learning Did Not Exceed State Ave</p>	<p>State: 41.1%      EHS: 22.4%</p> 

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

**Strengths**

Based on the individual student group's or grade level's performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
Attendance Improvement	Asian, Hispanic, Black, White, 2 or More Races, Economically Disadvantaged, and Combined Ethnicity Groups	All of these listed groups showed improvements in their attendance rates

Algebra Growth Improvement	Black, Hispanic, White, Economically Disadvantaged, and Combined Ethnicity	All of these listed groups showed improvements in their Algebra Growth rates
Algebra Achievement Improvement	Asian, White, Hispanic, 2 or More Races, Economically Disadvantaged, and Combined Ethnicity	All of these listed groups showed improvements in their Algebra Achievement rates
4 Year Cohort Graduation Rate	Asian, Hispanic, White, 2 or More Races, Economically Disadvantaged, and <b>Students with Disabilities</b>	All of these listed groups showed improvements in their 4-year graduation rates
Literature Growth Improvement	<b>Students With Disabilities</b> , Asian, and 2 or More Races	All of these listed groups showed improvement in their Literature Growth rates.

### Challenges

Based on the individual student group's or grade level's performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations														
Algebra Proficiency Rate Decrease	Students with Disabilities	<table border="1"> <thead> <tr> <th>Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>15.7%</td> </tr> <tr> <td>2019-20</td> <td>19.6%</td> </tr> <tr> <td>2020-21</td> <td>10.2%</td> </tr> <tr> <td>2021-22</td> <td>4.4%</td> </tr> <tr> <td>2022-23</td> <td>18.6%</td> </tr> <tr> <td>2023-24</td> <td>12.8%</td> </tr> </tbody> </table>	Reporting Year	Percent	2018-19	15.7%	2019-20	19.6%	2020-21	10.2%	2021-22	4.4%	2022-23	18.6%	2023-24	12.8%
Reporting Year	Percent															
2018-19	15.7%															
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Literature Proficiency Rate Decrease	Students with Disabilities	<table border="1"> <thead> <tr> <th>Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2019-20</td> <td>23.8%</td> </tr> <tr> <td>2020-21</td> <td>Insufficient Sample</td> </tr> <tr> <td>2021-22</td> <td>16.5%</td> </tr> <tr> <td>2022-23</td> <td>22.8%</td> </tr> <tr> <td>2023-24</td> <td>30.2%</td> </tr> <tr> <td>2024-25</td> <td>24.8%</td> </tr> </tbody> </table>	Reporting Year	Percent	2019-20	23.8%	2020-21	Insufficient Sample	2021-22	16.5%	2022-23	22.8%	2023-24	30.2%	2024-25	24.8%
Reporting Year	Percent															
2019-20	23.8%															
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2023-24	30.2%															
2024-25	24.8%															
Algebra Growth Rate Decrease	Students with Disabilities	<table border="1"> <thead> <tr> <th>Reporting Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2019-20</td> <td>78.0</td> </tr> <tr> <td>2020-21</td> <td>70.0</td> </tr> <tr> <td>2021-22</td> <td>81.0</td> </tr> <tr> <td>2022-23</td> <td>59.0</td> </tr> <tr> <td>2023-24</td> <td>78.0</td> </tr> <tr> <td>2024-25</td> <td>75.0</td> </tr> </tbody> </table>	Reporting Year	Score	2019-20	78.0	2020-21	70.0	2021-22	81.0	2022-23	59.0	2023-24	78.0	2024-25	75.0
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Attendance Stagnant	Students with Disabilities	Reporting Year	Percent
		2018-19	81.9%
		2019-20	75.2%
		2020-21	90.0%
		2021-22	74.2%
		2022-23	69.9%
		2023-24	70.3%
Industry-Based Learning Decrease	Students with Disabilities	Reporting Year	Percent
		2018-19	40.9%
		2019-20	34.5%
		2020-21	45.4%
		2021-22	45.3%
		2022-23	41.6%
		2023-24	39.4%

## Summary

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

### Literature Growth

- Keys to Literacy PD - ELA & SS introduced in 2023; All other departments now rolling in 2025-2026
- Reading interventions at EHS including Orton Gillingham, Leveled Literacy Intervention, Rewards, and Lexia
- Common assessments
- Updated curricula
- Common planning for departmental teachers
- In-school support period during HR with Instructional Aids and peer tutoring,
- Albert.io resources and practice tests
- Detracking in all 4 grades phased in and completed in the 26-27 school year
- SLO requirement for schoolwide Keystone Skill practice in all classes (23/24 SY and 23/25 SY)

### Biology Growth

- reinforcement of reading skills,
- consistent and stable pairs of regular education and special education teachers,
- common planning for the department as well as co-teaching pairs,
- in-school support period during HR and peer tutoring,
- (New) Albert.io Keystone practice test,
- common assessments
- SLO requirement for schoolwide Keystone Skill practice in all classes (23/24 SY and 23/25 SY)

### Algebra Growth

- Math Foundations Grade 9 and solidified Algebra 1 with Lab structure
- Math interventions at EHS including IXL, Sums, and Moving with Math
- Revised scheduling approach with consistent paired teachers and co-teachers for Algebra 1 related courses
- iXL use consistently with data reviews and instructional adjustments to differentiate instruction, form small groups, reteach effectively, and provide targeted support.
- SLO requirement for schoolwide Keystone Skill practice in all classes (23/24 SY and 23/25 SY)

**AP Scores** - College Board professional development, AP curriculum updates, AP community peer collaboration, in-school support period during HR, peer tutoring, Albert.io usage

**Attendance Adjustments** - Revised attendance and SAIC timelines - expediting the process internally and with the judge/truancy court

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

#### **Algebra Achievement**

- Certified, consistent, and experienced teachers scheduled to teach Algebra 1 at the high school, ensuring foundational math skills and conceptual understandings prior to arriving at HS
- Continued and consistent use of IXL, which provides detailed, real-time educational data through its analytics platform, offering insights into student performance, skill proficiency, usage patterns, and learning gaps for teachers and administrators. This includes data on specific questions answered, mastery levels, trouble spots for reteaching, and overall progress toward grade-level standards, helping to inform differentiated instruction and track growth.

#### **Mastery and Understanding of Content**

- Support periods for student tutoring specific to subjects need to be utilized by students when assigned through the MTSS process
- Regular use and attendance at after-school support for students identified as in need of additional instruction is needed

#### **Reading and writing are critical skills needed for success in all subjects**

- Many of our students are in need of reading interventions and support in order to be successful in school and in college or careers after high school.

- Strong writing skills are valuable for effective communication and cognitive growth, enabling clear expression and fostering critical thinking, problem-solving, and self-reflection, making them essential for academic, professional, and personal success in all subject areas.

**Attendance and Graduation Improvements**

- High school attendance is crucial for academic success, directly impacting grades, skill development, and graduation rates by ensuring students receive instruction, build essential life skills (discipline, responsibility, time management), foster social connections, and stay on track with coursework
- Poor attendance strongly predicts dropout and future challenges like economic hardship. Missing even a few days creates significant learning loss, making consistent presence a key indicator for overall achievement and future opportunities.
- Academic Performance: Regular attendance ensures students don't miss critical lessons, participate in discussions, and keep up with complex material, leading to better grades and GPAs.
- Learning Gaps: Each missed day creates learning loss
- Skill Development: Consistent presence builds vital life skills, including discipline, responsibility, time management, and perseverance, which are crucial for career readiness.
- Social & Emotional Growth: Attending school fosters peer relationships, a sense of belonging, and engagement, contributing to a positive school culture.
- Graduation & Future Success: Poor attendance in high school is a strong predictor of dropping out, leading to significant hurdles in adulthood, including economic hardship.

***B. Future Ready PA Academics***

**English Language Arts (Please enter one Data source per line)**

Data	Comments/Notable Observations
All subgroups except students with disabilities met or exceeded ELA/Literature achievement averages based on Keystone Data	There is room for additional achievement improvement by all subgroups so that even more of our students achieve higher scores however, this is particularly needed and noticeable in the students with disabilities subgroup.
PVAAS Growth in ELA/Literature exceeded state predictions at 100% on keystones	Our students met or outperformed their predicted growth targets for the Literature Keystone, except for students with disabilities
Growth is strong at 100% on the ELA Keystone, but only 74.2% of the students are proficient or advanced.	There is room for improvement in our students' achievement on the ELA Keystone Exam. Students with disabilities scored only 24.8% proficient

**Strengths-** Identify the strengths that are most positively contributing to achievement of your vision for learning and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.

- [Keys to Literacy PD](#) - ELA & SS introduced in 2023; All other departments now rolling in 2025-2026
- Reading interventions at EHS include Orton Gillingham, Leveled Literacy Intervention, Rewards, and Lexia
- Common assessments
- Updated curricula
- Common planning for departmental teachers
- In-school support period during HR with Instructional Aids and peer tutoring,
- [Albert.io](#) resources and practice tests
- Detracking in all 4 grades phased in and completed in the 26-27 school year
- SLO requirement for schoolwide Keystone Skill practice in all classes (23/24 SY and 23/25 SY)

**Challenges** - Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your vision for learning and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures.

The ELA challenges that, if improved, would most greatly impact progress in achieving your vision for learning and Future Ready PA Index interim targets fall into two primary, interconnected categories: foundational literacy skills and effective instructional practices/interventions.

#### Foundational Literacy Skills

Improving students' core ELA skills directly addresses key Future Ready PA Index indicators within the State Assessment Measures and On-Track Measures categories, particularly:

- **Keystone Exam Proficiency:** Lower Literacy/Literature proficiency is a persistent challenge. Significant improvement in foundational skills (reading comprehension, decoding multisyllabic words, vocabulary development, and writing skills) is crucial for increasing the percentage of students scoring proficient or advanced.
- **Meeting Annual Growth Expectations (PVAAS):** Addressing specific literacy gaps through targeted interventions helps ensure all student groups meet or exceed growth expectations, which is a key measure of progress.
- **Grade 3 Reading:** This is a crucial on-track indicator. Addressing early reading gaps would have a substantial long-term impact on a student's entire academic trajectory and future success.

#### Effective Instructional Practices & Interventions

Challenges related to the consistency and quality of ELA/English/Literacy instruction and support systems have a broad impact across all three Future Ready PA Index categories:

- **Individualized Instruction and Interventions:** The need to individualize instruction and provide targeted, evidence-based interventions for students not meeting academic standards is a major challenge.
- **Data-Driven Decision Making:** Consistently using frequent formative assessment data to inform and adjust instruction and interventions is a noted area for growth. Improving the consistency and follow-through on data-driven actions ensures resources are directed effectively to close achievement gaps for all student groups (e.g., students with disabilities, English learners, economically disadvantaged students).
- **Career Standards Benchmark:** Strong ELA skills, particularly in communication, critical thinking, and using evidence to support arguments, are foundational to the "employability skills" required for the Career Standards Benchmark indicator within the College and Career Measures. Students struggle with complex writing tasks, which can hinder their ability to demonstrate career readiness.
- **Access to Advanced Coursework:** Strong ELA skills are a prerequisite for success in advanced coursework, an indicator of college and career readiness.

Ideally, focusing on systematic, evidence-based improvements in core reading, writing, and language skills, supported by consistent data analysis and targeted interventions, would yield the most significant progress across all Future Ready PA Index targets.

### Mathematics (Please enter one Data source per line)

Data	Comments/Notable Observations
Keystone Algebra Achievement Data	Students with Disabilities performed at 12.8% proficient
Keystone Algebra PVAAS Growth Data	Students with Disabilities decreased their growth performance from 78% growing in 23/24 SY to 75% growing in 24/25 SY
Keystone Algebra Achievement	Although exceeding the state average of 41.7%, EHS students were only 54.5% percent proficient or advanced.
<b>Strengths-</b> Identify the strengths that are most positively contributing to achievement of your vision for learning and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.	
<ul style="list-style-type: none"> <li>• Math Foundations Grade 9 and solidified Algebra 1 with Lab structure</li> <li>• Math interventions at EHS including IXL, Sums, and Moving with Math</li> <li>• Revised scheduling approach with consistent paired teachers and co-teachers for Algebra 1 related courses</li> <li>• iXL use consistently with data reviews and instructional adjustments to differentiate instruction, form small groups, reteach effectively, and provide targeted support.</li> <li>• SLO requirement for schoolwide Keystone Skill practice in all classes (23/24 SY and 23/25 SY)</li> </ul>	
<b>Challenges-</b> Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your vision for learning and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures.	
Improving challenges in Foundational Math Concepts, Problem-Solving/Abstract Reasoning, Algebraic Fluency (manipulating expressions/equations), and Test-Taking Skills (applying knowledge under pressure)	

significantly boosts Algebra Keystone scores, directly impacting Future Ready PA's Academic Performance (State Assessment) and Student Progress (growth), while strengthening the College & Career Readiness measure by building essential skills for post-secondary success. Addressing areas such as data analysis and Functions, which are often key components, unlocks readiness for higher math and careers.

#### Key Algebra Keystone Challenge Areas & Their Impact

1. Conceptual Understanding & Foundational Skills (Number Sense, Operations, Properties):
  - Weakness here undermines everything else. Strong foundations are crucial for all Future Ready PA targets.
2. Algebraic Fluency (Manipulating Expressions, Solving Equations/Inequalities):
  - Direct impact on state assessment scores; essential for all higher math.
3. Problem-Solving & Critical Thinking (Word Problems, Abstract Reasoning):
  - Algebra is a key gateway to critical thinking; improves the application of skills.
4. Data Analysis & Probability (Interpreting Graphs, Statistical Measures):
  - Increasingly vital for all careers; a core Keystone domain.
5. Functions (Linear, Quadratic, Exponential Relationships):
  - Core high school math; determines readiness for advanced math/STEM

By targeting these areas, you address core academic skills (Performance/Progress) and build the analytical skills required for future success (CCR), aligning efforts directly with the Future Ready PA Index goals.

### Science, Technology, and Engineering Education (Please enter one Data source per line)

Data	Comments/Notable Observations
Biology Keystone achievement exceeded state averages. Biology Proficient or Advanced = 60.7%	EHS has hovered around 55%-60% for the last 3 years. This exceeds PA state averages. With the new STEELS curriculum and Keystone exam focusing on STEELS skills, this average score may significantly change.
Biology Growth PVAAS scores for 24/25 school year = 100%	We are very proud of the 100% growth score which indicates we are far exceeding our predictions.

**Strengths-** Identify the strengths that are most positively contributing to achievement of your vision for learning and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.

- Reinforcement of reading skills in biology and all science courses
- Consistent and stable pairs of regular education and special education teachers,
- Common planning for the department as well as co-teaching pairs,
- In-school support period during HR and peer tutoring,
- New Keystone Albert.io Keystone practice test,
- Common assessments and data analysis
- SLO requirement for schoolwide Keystone Skill practice in all classes (23/24 SY and 23/25 SY)

**Challenges-** Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your vision for learning and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures.

Improving Biology Keystone scores requires focus on core conceptual understanding (Cellular Biology, Genetics, Ecology), scientific inquiry skills (data analysis, experimental design), and critical thinking, which strengthens readiness for higher education and STEM careers, ultimately lifting school-wide measures.

Key Biology Concepts to Target for Improvement:

- Cellular Biology & Genetics: Understanding DNA, protein synthesis, cell division, and inheritance are foundational and often challenging areas impacting broader life science comprehension.
- Ecology & Environmental Science: Concepts like ecosystems, energy flow, and biodiversity are crucial for understanding real-world applications and environmental literacy.
- Scientific Inquiry & Data Analysis: Skills in designing experiments, interpreting graphs, and making evidence-based conclusions are vital for both test success and scientific careers.

Strategies to Drive Improvement:

1. Diagnostic Assessment: Identify specific conceptual gaps through formative assessments (quizzes, exit tickets, CDTs, Firefly).
2. Targeted Instruction: Use hands-on labs, real-world case studies (e.g., antibiotic resistance, climate change), and varied teaching methods.
3. Data-Driven Decisions: Use student performance data to adjust instruction and provide timely interventions (like tutoring or small group support).
4. Connect to Real-World Relevance: Show how Biology concepts relate to careers (healthcare, conservation, research) to boost engagement and motivation.

### ***C. Related Academics***

#### **Career Readiness (Please enter one Data source per line)**

<b>Data</b>	<b>Comments/Notable Observations</b>
98% of graduating seniors completed at least the minimum CCR artifact uploads	The school counselors of EHS maintain the tracking system of the CCR artifacts. All teachers are required to create and have the students upload at least one career artifact in every course.

#### **Career and Technical Education Programs (Required if School offers PDE approved CTE programs)**

**(Please enter one Data source per line)**

<b>Data</b>	<b>Comments/Notable Observations</b>
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<b>EHS does not offer PDE approved CTI programs on site.</b>	Our CTE is Lehigh County Technical Institute (LCTI). East Penn SD does not house our own program
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**Arts and Humanities (Optional)**  
(Please enter one Data source per line)

Data	Comments/Notable Observations
Omit	

**Environment and Ecology (Optional)**  
(Please enter one Data source per line)

Data	Comments/Notable Observations
Omit	

**Family and Consumer Sciences (Optional)**  
(Please enter one Data source per line)

Data	Comments/Notable Observations
Omit	

**Health, Safety and Physical Education (Optional)**  
(Please enter one Data source per line)

Data	Comments/Notable Observations
Omit	

**Social Studies (Civics and Government, Economics, Geography, History) - (Optional)**  
(Please enter one Data source per line)

Data	Comments/Notable Observations
Omit	

**Summary**

<p><b>Strengths-</b> Identify the strengths that are most positively contributing to achievement of your vision for learning and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.</p>
<p>Every class is required to identify the connection of the content and skills of that class to careers and the application of those skills and content in real life. This is demonstrated by the high percentage of students completing their CCR artifacts (98%) overall by the end of junior year.</p>
<p>Teachers in ALL subjects (not just Keystone tested subjects) were required to incorporate Keystone skills and/or concepts into their classes through their SLOs for the 23/24 and 24/25 school years.</p>

Teachers in ALL subjects (not just Keystone tested subjects) are required to incorporate writing skills and practice into their classes through their SLOs for the 25/26 school years.
Keys To Literacy training for all teachers
Math Foundations Grade 9 and solidified Algebra 1 with Lab structure
Math interventions at EHS, including IXL, Sums, and Moving with Math
Revised attendance and SAIC timelines - expediting the process internally and with the judge / truancy court
<b>Challenges-</b> Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your vision for learning and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures.
Embedding reading comprehension, writing skills, and vocabulary acquisition into all subject areas will improve academic performance on Keystone exams.
Working with families to engage them in the school should help to improve student attendance and participation in learning.
Improving students' core ELA skills directly addresses key Future Ready PA Index indicators within the State Assessment Measures and On-Track Measures categories.
Improving challenges in Foundational Math Concepts, Problem-Solving/Abstract Reasoning, Algebraic Fluency (manipulating expressions/equations), and Test-Taking Skills (applying knowledge under pressure) significantly boosts Algebra Keystone scores.

### D. Equity Considerations

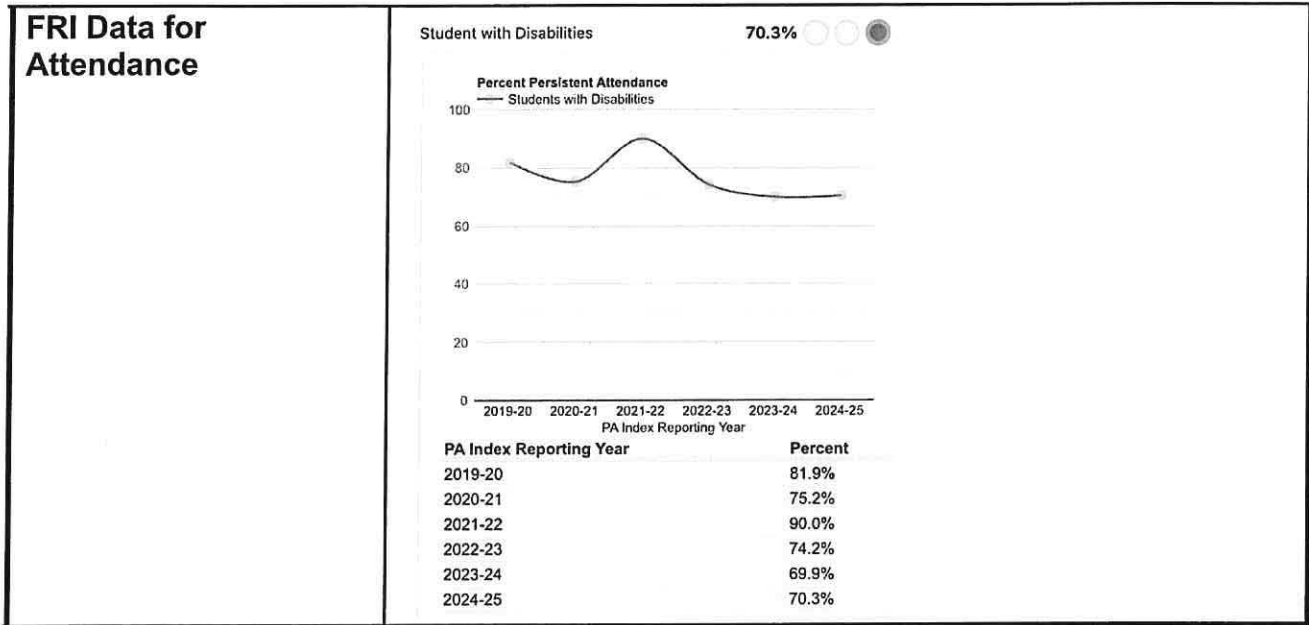
#### English Learners (Please enter one Data source per line)

Data	Comments/Notable Observations																																																												
Keystone Achievement and PVAAS Growth Data	IS = Insufficient Sample Size for Algebra and Literature Achievement and Growth on the Keystone Exams using Future Ready Index. Biology has a waiver for this year.																																																												
On the PVAAS website (not FRI), our ELL students are meeting and exceeding their growth predictions	<p>English Learner</p> <p>▼ Collapse</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Growth Measure</th> <th>Standard Error</th> <th>Growth Index</th> <th>Growth Color Indicator</th> </tr> </thead> <tbody> <tr> <td>▼ Math</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>▼ Keystone</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Algebra I</td> <td>7.8</td> <td>6.0</td> <td>1.29</td> <td>Above</td> </tr> <tr> <td>▼ English Language Arts</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>▼ Keystone</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Literature</td> <td>9.4</td> <td>6.8</td> <td>1.4</td> <td>Above</td> </tr> <tr> <td>▼ Science</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>▼ Keystone</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Biology</td> <td>12.9</td> <td>5.4</td> <td>2.4</td> <td>Well Above</td> </tr> <tr> <td>▼ CDT</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Biology</td> <td>12.1</td> <td>22.7</td> <td>0.54</td> <td>Meets</td> </tr> </tbody> </table>	Subject	Growth Measure	Standard Error	Growth Index	Growth Color Indicator	▼ Math					▼ Keystone					Algebra I	7.8	6.0	1.29	Above	▼ English Language Arts					▼ Keystone					Literature	9.4	6.8	1.4	Above	▼ Science					▼ Keystone					Biology	12.9	5.4	2.4	Well Above	▼ CDT					Biology	12.1	22.7	0.54	Meets
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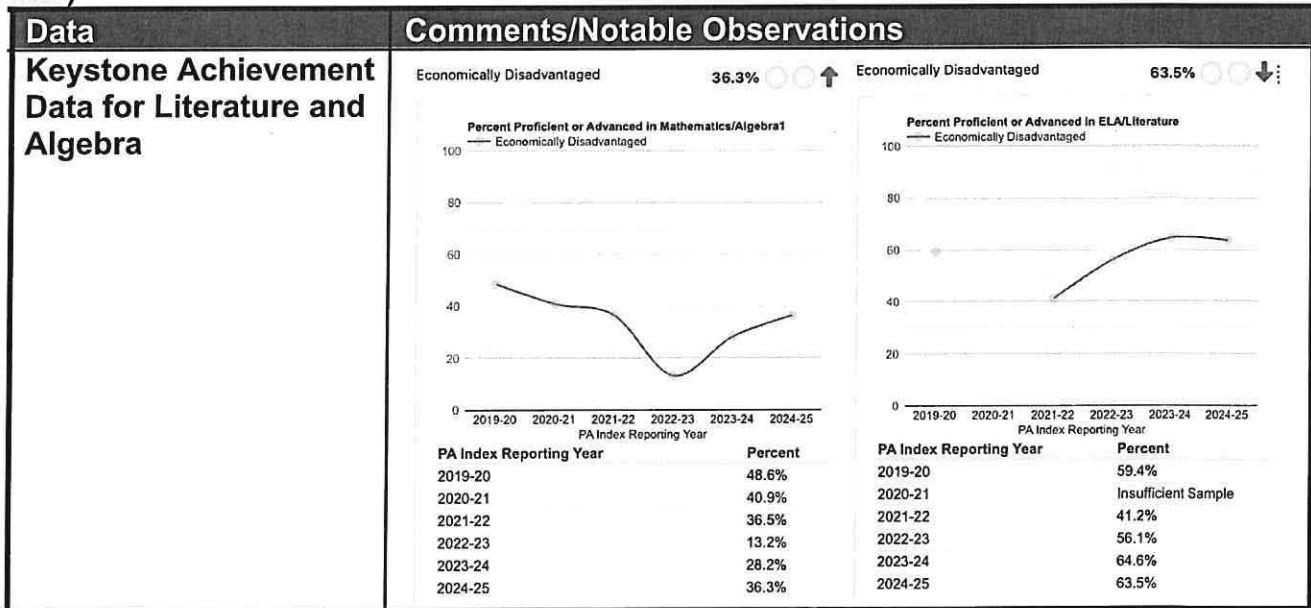
<b>Attendance on FRI</b>	EL attendance was at 76.9%, which, although decreased, nearly matches the all student group attendance rate for EHS of 78.5%.
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**Students with Disabilities (Please enter one Data source per line)**

Data	Comments/Notable Observations																																																																																					
<p><b>Keystone Achievement Data for Literature and Algebra</b></p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>Student with Disabilities <span style="float: right;">24.8%</span></p> <table border="1"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr><td>2019-20</td><td>23.8%</td></tr> <tr><td>2020-21</td><td>Insufficient Sample</td></tr> <tr><td>2021-22</td><td>16.5%</td></tr> <tr><td>2022-23</td><td>22.8%</td></tr> <tr><td>2023-24</td><td>30.2%</td></tr> <tr><td>2024-25</td><td>24.8%</td></tr> </tbody> </table> </div> <div style="width: 48%;"> <p>Student with Disabilities <span style="float: right;">12.8%</span></p> <table border="1"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr><td>2019-20</td><td>15.7%</td></tr> <tr><td>2020-21</td><td>19.6%</td></tr> <tr><td>2021-22</td><td>10.2%</td></tr> <tr><td>2022-23</td><td>4.4%</td></tr> <tr><td>2023-24</td><td>18.6%</td></tr> <tr><td>2024-25</td><td>12.8%</td></tr> </tbody> </table> </div> </div>	PA Index Reporting Year	Percent	2019-20	23.8%	2020-21	Insufficient Sample	2021-22	16.5%	2022-23	22.8%	2023-24	30.2%	2024-25	24.8%	PA Index Reporting Year	Percent	2019-20	15.7%	2020-21	19.6%	2021-22	10.2%	2022-23	4.4%	2023-24	18.6%	2024-25	12.8%																																																									
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**Students Considered Economically Disadvantaged (Please enter one Data source per line)**



**PVAAS Growth Data  
for Literature and  
Algebra**

**Economically Disadvantaged**

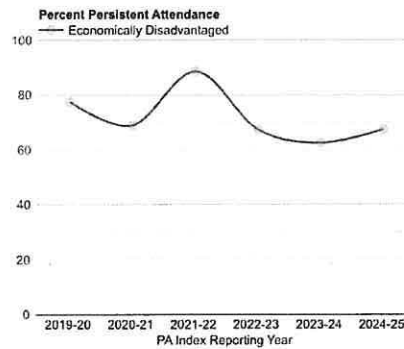
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Subject	Growth Measure	Standard Error	Growth Index	Growth Color Indicator
▼ Math				
▼ Keystone				
Algebra I	1.9	1.9	1.0	Above
▼ CDT				
Algebra I	13.2	12.6	1.05	Above
▼ English Language Arts				
▼ Keystone				
Literature	0.8	2.1	0.39	Meets
▼ CDT				
9th Grade	4.3	18.2	0.23	Meets
10th Grade	11.7	13.0	0.9	Meets
▼ Science				
▼ Keystone				
Biology	4.5	1.9	2.36	Well Above
▼ CDT				
Biology	16.3	10.0	1.64	Above

**FRI Data for  
Attendance**

**Economically Disadvantaged**

67.4%



PA Index Reporting Year	Percent
2019-20	77.5%
2020-21	68.9%
2021-22	88.5%
2022-23	67.4%
2023-24	62.5%
2024-25	67.4%

**Student Groups by Race/Ethnicity (Please enter one Data source per line)**

Student Groups	Comments/Notable Observations																																																																																					
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	▼ Keystone				
	Literature	4.0	5.1	0.79	Meets
	▼ Science				
	▼ Keystone				
	Biology	12.2	4.8	2.55	Well Above
	▼ CDT				
	Biology	19.5	22.7	0.86	Meets

### Summary

**Strengths-** Identify the strengths that are most positively contributing to achievement of your vision for learning and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.

All students considered in this equity section met or exceeded growth expectations, except for students with disabilities for Literature.

Black, Asian, White, Hispanic, EL, and Economically Disadvantaged all met or exceeded growth predictions in ALL Keystone tested subjects.

All subgroups maintained or improved attendance except for the EL subgroup.

**Challenges-** Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your vision for learning and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures.

Students with disabilities decreased in their achievement scores in both Algebra and Literature.

Students with disabilities grew at least a year's worth of growth in a year's worth of time in all subjects except for Literature.

The attendance for students with disabilities did not significantly improve.

### *E. Conditions for Leadership, Teaching and Learning*

#### **PA Essential Practices for Schools**

<b>Focus on Continuous Improvement of Instruction</b>				
	Not Yet Evident	Emerging	Operational	Exemplary
Align curricular materials and lesson plans to the PA Standards			X	
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based			X	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices			X	
Identify and address individual student learning needs		X		
Provide frequent, timely, and systematic feedback and support on instructional practices			X	
<b>Empower Leadership</b>				
	Not Yet Evident	Emerging	Operational	Exemplary
Foster a culture of high expectations for success for all students, educators, families, and community members		X		
Collectively shape the vision for continuous improvement of teaching and learning		X		
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school			X	
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community			X	
Continuously monitor implementation of the school improvement plan and adjust as needed			X	
<b>Provide Student-Centered Support Systems</b>				

	Not Yet Evident	Emerging	Operational	Exemplary
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically			X	
Implement an evidence-based system of schoolwide positive behavior interventions and supports		X		
Implement a multi-tiered system of supports for academics and behavior			X	
Implement evidence-based strategies to engage families to support learning			X	
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA			X	
<b>Foster Quality Professional Learning</b>				
	Not Yet Evident	Emerging	Operational	Exemplary
Identify professional learning needs through analysis of a variety of data			X	
Use multiple professional learning designs to support the learning needs of staff			X	
Monitor and evaluate the impact of professional learning on staff practices and student learning			X	

### Summary

**Strengths-** Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges? Please enter one strength statement in each line.

Partnering with local businesses and organizations- Community outreach.

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.

Aligned curricular materials and lesson plans to the PA Standards. Admin provides frequent, timely, and systematic feedback and support on instructional practices. Attends common planning and PLC time to support teacher work. Common Assessment and Pacing Guide development and refinement.

MTSS coordinates multiple services after identifying at-risk students for academics, behavioral, mental health, drug and alcohol abuse, etc. This includes tier 2 and tier 3 interventions and supports available through SAP, MARS, CIS groups, CARON, VYH, OVR, K&S, MST, LVHN, BCBAs, Student Advisors, STEP, and Counselor Groups, etc.

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

Implement evidence-based strategies to engage families to support learning and attendance for all students.

Implement a school-wide positive behavior support plan and reinforcement program in addition to the current climate and culture work. PBIS for a large high school is complicated, expensive, and will take 3-4 years to document accurate data.

Raise expectations for success for all students, educators, families, and community members, especially for students with disabilities.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based. Use data for more targeted instructional focus within departments- using even more common assessments and Keystone Data along with the newly created pacing guides for every course.

Collectively shape the vision for continuous improvement of teaching and learning through additional data reviews, professional development to address the needs identified in the data, time for support and interventions for our students. Continue the deliberate pairing of regular education and special education teachers to maximize instructional strengths. Improve behaviors through focused and positive relationships.

## ***F. Summary of Strengths and Challenges from the Needs Assessments***

**Strengths-** Which of the identified strengths are most positively contributing to the achievement of your vision for learning and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges? Please enter one strength statement in each line.

Aligned curricular materials and lesson plans to the PA Standards

Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA- Field study, career readiness, LCTI opportunities, dual credit, attendance competitions via Communities in School, mental health supports, drug and alcohol supports, etc.

MTSS Process for at risk students - teams of educators look at attendance, academics, SEL targets, behavior, etc.

Keys To Literacy training for all teachers and writing implementation in all classes
Common curricular documents and common assessments along with pacing guides for each subject or course through the common planning and PLC structure built into the teacher schedules.
Access to detailed data regarding survey results, screener results, attendance, grades, discipline issues, etc. all through Panorama
Highly qualified and certified teachers specifically focusing on the Keystone courses and those courses leading into the Keystone courses in order to build needed foundational skills and content knowledge.
Math support courses for foundational math development
Reading interventions at EHS including Orton Gillingham, Leveled Literacy Intervention, Rewards, and Lexia
<b>Challenges-</b> Thinking about all of the most pressing challenges identified in the previous sections, which of the identified concerns, if improved, would greatly impact your progress in achieving your vision for learning and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
Continue and improve our ELA/Reading interventions.
Continue and improve our Math support courses for foundational math.
Continue and improve the pacing guide, common assessment, and tier 1 instructional focus.
Continue and improve the writing focus and Keys To Literacy training and implementation for all teachers and courses.
Continue and improve our scheduling priorities of pairing co-teachers and highly qualified teachers in all Keystone courses. Staff / Student ratios should be kept small to allow for more individualized instruction, support, and differentiation
Continue and improve the MTSS process to identify struggling students.
Improve our community outreach and expedite the SAIC/SAIP process to emphasize the importance of regular attendance. Attendance seriously impacts learning. Students not attending school can not learn. Support from community members and families is critical in achieving improved attendance.
Continue K-12 ELA curricular alignment for resources and assessments.
Continue after-school tutoring, in-school tutoring, IA-supported tier 2 ELA and math support. Support for all students is not available - especially our LCTI students. Additionally there is no required time for teachers to stay after school prior to the late bus to help students.
During the school day, there are physical space limitations which reduces possibilities for most efficient and productive learning. EHS facilities do not allow for collaborative work spaces between students or between staff. There is little room for pulling out groups of students for support and remediation. Meeting space is extremely limited which limits the possible collaboration between staff, students and families.

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

- Foundational Math and Reading are necessities to ensure all students can access all subsequent courses. Students need to strengthen foundational skills- specifically in math, writing, and reading.
- All students do not have the same access to support and/or interventions (i.e. students who attend LCTI).
- Regular and consistent attendance at school is critical for student success.
- Parent engagement and involvement to support student achievement and regular school attendance is critical.
- Students with disabilities show particular weakness in achievement and attendance.

### III. Go

#### A. Analyzing (Strengths and Concerns)

Challenges (Please enter one challenge per line.)		
Challenges	Discussion Points	Priority (Y/N)
Foundational Math and Reading are necessities to ensure all students can access all subsequent courses. Students need to strengthen foundational skills- specifically in math, writing, and reading.	In order for students to be proficient on the Algebra Keystone exam, students must have the conceptual math understandings and foundational knowledge and skills to understand the Algebra needed on the Keystone.	YES
Regular and consistent attendance at school is critical for student success. Parent engagement and involvement to support student achievement and regular school attendance is critical. Students with disabilities show particular weakness in achievement and attendance.	Students must attend school, complete their work, make up missed work and remediate when necessary in order to be successful throughout high school. Out of school suspension days impact attendance and learning. Students with disabilities seem particularly impacted by absences for a variety of reasons.	YES
All students do not have the same access to support and/or interventions (i.e. students who attend LCTI).	Due to scheduling constraints, students who attend LCTI, our CTE school, may not be able to access interventions within the school day. Current graduation requirements are constraining the options and flexibility for our LCTI students.	YES
Student feedback for instructional improvements is important and currently nonexistent at EHS.	Student feedback is crucial for high school teachers as it provides direct insight into teaching effectiveness, informs instructional adjustments, builds stronger teacher-student relationships, and fosters a culture of continuous improvement by highlighting areas of success and growth from the learners' perspective, ultimately leading to enhanced engagement and better learning outcomes.	YES

<b>Strengths (Please enter one strength statement in each line.)</b>	
<b>Strengths</b>	<b>Discussion Points</b>
Qualified and experienced teachers are now scheduled to teach Keystone content prior to exams	<ul style="list-style-type: none"> <li>The EHS administration has deliberately hired and scheduled some of our strongest, qualified, and certified teachers in the classes leading into the Keystone exam. Last year we had multiple maternity leaves, resignations, and emergency certified teachers teaching Alg 1.</li> </ul>
Common curricular documents are aligned to PA State Standards	<ul style="list-style-type: none"> <li>Common Grading Expectations - weighted categories, min and max number of grades, make-up and late work expectations</li> <li>Second Chance Learning Implementation with a focus on learning course content and skills including study skills to be eligible for SCL</li> <li>Common Assessments and pacing guides in all courses in progress.</li> </ul>
Access to detailed data regarding survey results, screener results, attendance, grades, discipline issues, etc. are available through Panorama	<ul style="list-style-type: none"> <li>Twice monthly common planning time for every department during Hornet HR time</li> <li>Twice monthly PLC departmental time for the 3 core Keystone departments</li> <li>Change to reading and math screener procedures improved the screener participation and therefore the data analysis and scheduling process resulting from the data</li> <li>Teachers have been given training and time to access reading and math screener data for their students to help guide instruction</li> <li>AI tool training for differentiation for all staff to help with differentiation needs based on screener results.</li> </ul>
Partner with local businesses, community organizations, and other agencies to meet the needs of EHS- Field study, career readiness, LCTI opportunities, dual credit, attendance competitions via Communities in School, mental health supports through LVHN, CIS, Valley	<p>Strategic Community Partnerships to Support the Whole Student</p> <ol style="list-style-type: none"> <li>Broad Network of Support <ul style="list-style-type: none"> <li>EHS/EPD has built meaningful partnerships with local businesses, community organizations, and service agencies to support students academically, socially, emotionally, and in their postsecondary readiness.</li> <li>These partnerships extend the reach of the school well beyond the classroom.</li> </ul> </li> <li>Career Readiness and Workforce Exposure</li> </ol>

<p>Youth Hose, drug and alcohol supports through the Caron Foundation and MARS, etc.</p>	<ul style="list-style-type: none"> <li>• Through field studies, career exploration, LCTI programs, and dual credit opportunities, students gain real-world exposure to careers, technical skills, and college pathways.</li> <li>• These experiences help students connect learning to future goals, increasing motivation, engagement, and relevance.</li> </ul> <p>3. Access to Postsecondary Opportunities</p> <ul style="list-style-type: none"> <li>• Dual enrollment and LCTI partnerships provide students with opportunities to earn college credit or industry credentials while still in high school.</li> <li>• This reduces both time and cost for families and increases college and career readiness.</li> </ul> <p>4. Attendance and Engagement Supports</p> <ul style="list-style-type: none"> <li>• Partnerships with Communities in Schools allow for creative, relationship-based strategies such as attendance competitions, mentoring, and incentive programs that encourage students to stay engaged and connected to school.</li> </ul> <p>5. Expanded Mental Health Supports</p> <ul style="list-style-type: none"> <li>• EHS/EPD's collaboration with Lehigh Valley Health Network, Valley Youth House and Communities in Schools, increases student access to counseling, crisis intervention, and mental health services, removing barriers to learning and improving overall student well-being.</li> </ul> <p>6. Substance Abuse Prevention and Intervention</p> <ul style="list-style-type: none"> <li>• Partnerships with the Caron Foundation, Valley Youth House, and MARS provide education, prevention, and intervention supports related to drug and alcohol use.</li> <li>• These services promote student safety and help families access expert resources when concerns arise.</li> </ul> <p>7. Seamless Coordination of Services</p> <ul style="list-style-type: none"> <li>• School teams coordinate with outside agencies to ensure supports are aligned, timely, and individualized, reducing duplication and maximizing impact.</li> </ul> <p>8. Equity Through Access</p> <ul style="list-style-type: none"> <li>• These partnerships ensure that all students — especially those facing barriers — have access to high-quality supports and opportunities they might not otherwise receive.</li> </ul> <p>9. Strong Community Investment in Student Success</p>
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	<ul style="list-style-type: none"> <li>Local organizations and agencies are invested in the success of the LEA's students, creating a shared responsibility for student growth, wellness, and postsecondary success.</li> </ul>
<p>MTSS Process for at risk students - teams of educators look at attendance, academics, SEL targets, behavior, etc.</p>	<p>Collaborative, Data-Driven MTSS Teams</p> <ol style="list-style-type: none"> <li>Whole-Child Approach <ul style="list-style-type: none"> <li>MTSS teams review multiple data points for each student — including attendance, academic performance, behavior, and social-emotional learning (SEL).</li> <li>This ensures that students are not viewed through just one lens (e.g., grades or discipline), but as whole individuals with interconnected needs.</li> </ul> </li> <li>Early Identification of Risk <ul style="list-style-type: none"> <li>Regular review of attendance, grades, behavior trends, and SEL indicators allows teams to identify students early before concerns escalate.</li> <li>This proactive approach helps prevent small issues from becoming barriers to learning.</li> </ul> </li> <li>Targeted and Individualized Supports <ul style="list-style-type: none"> <li>By analyzing data across domains, MTSS teams can match students with the right type of support — academic intervention, counseling, attendance supports, behavior plans, or family outreach.</li> <li>Supports are tailored to root causes, not just symptoms.</li> </ul> </li> <li>Data-Driven Decision Making <ul style="list-style-type: none"> <li>Decisions are based on evidence, not assumptions.</li> <li>Progress monitoring allows teams to adjust supports when needed, ensuring interventions remain effective and responsive.</li> </ul> </li> <li>Alignment Between Academics and Student Wellness <ul style="list-style-type: none"> <li>The integration of SEL and behavioral data alongside academic performance recognizes that emotional well-being and engagement directly impact learning.</li> <li>This alignment strengthens both student achievement and school climate.</li> </ul> </li> <li>Accountability and Follow-Through <ul style="list-style-type: none"> <li>Teams track interventions and outcomes, ensuring that students do not fall through the cracks.</li> <li>Clear ownership of action steps promotes consistency and timely follow-up.</li> </ul> </li> <li>Equity and Access <ul style="list-style-type: none"> <li>MTSS structures help ensure that all students, especially those at risk, receive the support they need, regardless of background or circumstance.</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>Data helps identify gaps and disparities, guiding more equitable support systems.</li> </ul>
<p>Keys To Literacy training for all teachers and writing implementation in all classes</p>	<p><b>District Led Keys to Literacy Training and Schoolwide Writing Implementation</b></p> <ol style="list-style-type: none"> <li>Shared Instructional Language <ul style="list-style-type: none"> <li>With Keys to Literacy training for all teachers, the LEA has created a common language and approach to reading, writing, and comprehension across all content areas.</li> <li>This consistency helps students apply the same strategies in English, science, social studies, math, and electives.</li> </ul> </li> <li>Strong Focus on Literacy Across the Curriculum <ul style="list-style-type: none"> <li>Writing is no longer limited to ELA classrooms; it is embedded in every subject area.</li> <li>This supports students in developing the critical thinking, organization, and communication skills needed for college and careers.</li> </ul> </li> <li>Improved Student Comprehension <ul style="list-style-type: none"> <li>Keys to Literacy strategies help students break down complex texts, identify main ideas, and make meaning from what they read.</li> <li>This directly supports success in content-heavy courses such as science, social studies, and technical subjects.</li> </ul> </li> <li>Increased Student Independence <ul style="list-style-type: none"> <li>Students learn repeatable strategies for note-taking, summarizing, organizing ideas, and responding to text.</li> <li>These skills allow students to become more independent learners.</li> </ul> </li> <li>Stronger Writing Skills Schoolwide <ul style="list-style-type: none"> <li>Regular writing in all classes increases students' ability to explain thinking, analyze information, and support ideas with evidence.</li> <li>This improves performance on assessments and prepares students for postsecondary expectations.</li> </ul> </li> <li>Equity and Access to Grade-Level Content <ul style="list-style-type: none"> <li>Literacy strategies provide scaffolds that allow all learners — including struggling readers, English learners, and students with IEPs — to access rigorous content.</li> </ul> </li> <li>Teacher Collaboration and Alignment</li> </ol>

- Teachers across departments are aligned in how they teach and assess writing and comprehension.
- This creates a coherent instructional experience for students.

8. Long-Term Impact on Achievement

- Strong literacy skills support all academic areas, making this investment one of the highest-impact strategies for improving student outcomes.

**Building Led: SLO Writing Expectations in ALL classes**

**Purpose (the why):** In alignment with district-wide literacy goals, Keys to Literacy training, and the PDE's Keystone Standards for Writing, all Emmaus High School teachers are expected to incorporate **writing as the focus of their annual Student Learning Objective (SLO)**—regardless of the content area.

Writing is a fundamental skill that supports deep understanding, critical thinking, and effective communication. Embedding writing into instruction across all subject areas ensures that students develop the capacity to articulate content knowledge clearly and effectively.

**Expectation:**

- Every teacher in every department will write their annual SLO centered on student growth and improvement in writing. These can be short, well-constructed paragraphs that are scored using the provided rubric(s) and should be embedded into an already existing common assessment.
- You may already have open-ended or constructed response questions in your common assessments or unit assessments to use for this SLO.
- The focus of these writing assessments should be on developing the student's ability to clearly defend an argument with evidence or explain an idea using cited information.
- Use Go Guardian for the digital ON DEMAND writing in class, or have students **handwrite** their ON DEMAND responses.
- There are three writing assessments: one baseline (MP1/2), one practice (MP2/3), and one final assessment (MP3/4). Marking period classes must be completed for a total of 6 classes.
- **Feedback must be provided** - not just a score or grade. A system of tracking feedback and suggestions will help teachers and students focus on identified needs and improvements. ONE targeted area of improvement should be documented and shared with each student.
- These writing assessments and practice must be completed in every class, but only one section's data must be uploaded into PA-EETEP (as has been required in the past).

**Timeline:**

- **August 18th-** Introduce the SLO expectations for the 25-26 SY at the whole school faculty meeting.
- **September 24th (Act 80)-** SLO Task Development (depth of knowledge for prompt) and Plan in department meetings- Decide which common assessments will be used as the authentic task and review SLO Rubrics and scoring guidelines agreed upon per course.
- **September 30th-** Upload three prompts being used and the names of the assessments in which they will be included in PA-EETEP; Use the preset percentages in PA-EETEP. Distinguished - 90%-100% Proficient - 70-89% Needs Improvement - 60-69% Failing - 59% and below
- One baseline writing (MP1/2), one writing practice (MP2/3), and one final writing assessment (MP3/4).
- **May 1, 2026-**SLO must be submitted by May 1, 2026, in PA-EETEP.

**Alignment to Keystone Writing Standards:** All SLOs must align to the **PA Keystone Anchor Standards for Writing**, specifically: **CC.1.4 Writing** (Grades 9–10 or 11–12, depending on course level)

- **Focus Areas:**
  - Write arguments to support claims with clear reasoning and evidence. (see RACE below)
  - Write informative/explanatory short texts to examine and convey complex ideas.
  - Produce clear and coherent writing appropriate to the task, purpose, and audience.
  - Develop and strengthen writing as needed by planning, revising, editing, and rewriting.

**RACES Writing Approach - Short Summary:** The RACES writing strategy is a structured approach to answering open-ended or short response questions across content areas. It helps students develop clear, complete, and well-supported answers. Feel free to use this approach.

**R – Restate the question:**

- Turn the question into a statement to begin the answer.
- Use part of the question stem in your first sentence.

**A – Answer the question:**

- Clearly respond to the question being asked.
- Be direct and specific with a statement or conclusion that answers a question or problem.

**C – Cite evidence:**

- Use specific examples or quotes from the text to support your answer.
- Use Scientific data, textual support, or factual information that supports the claim.
- Introduce evidence with phrases like "According to the text..." or "The author states..."

**E – Explain**

- Explain how the evidence supports your answer.
- Add your thinking or reasoning to connect ideas and show understanding.
- Include an explanation that connects the evidence to the claim, showing how or why the evidence supports the conclusion using appropriate content knowledge or concepts.

**S - Summarize**

- Concisely restate the main points.
- Provide a concluding thought or summary to reinforce your main argument and leave a lasting impression on the reader.

**Examples by Department:**

Reminder- Should be embedded in an already existing common assessment

Department	Writing Focus Examples for SLO
<b>Math</b>	Students can write clear, justified explanations for problem-solving strategies using mathematical vocabulary.
<b>Science</b>	Students may write lab reports or paragraphs that include hypothesis formulation, data interpretation, and evidence-based conclusions.
<b>Social Studies</b>	Students may write document-based short constructed responses about historical events with cited evidence. Also, paragraphs summarizing current event topics would be appropriate.
<b>English</b>	Students can strengthen analytical writing using textual evidence and revision strategies. Students can respond to unit reading comprehension passages to demonstrate analysis of the text.
<b>World Language</b>	Students may write short paragraphs or constructed responses in the target language, demonstrating grammar, vocabulary, and understanding with evidence.
<b>Business</b>	Students can write formal business proposals or marketing plans incorporating industry-specific language. Short constructed responses

	analyzing business theory or topics learned in class citing evid texts, notes, or online resources, would be appropriate.
<b>Health Well Fit</b>	Students may write reflective or research-based responses on topics or fitness plans.
<b>Music/Art</b>	Students can write critiques or artist statements evaluating tec interpretations.
<b>Tech Ed</b>	Students can write reflective or research-based responses on topics.

**For questions or guidance on developing a writing-based SLO, please contact your department chair or the admin team.**

**Rubric:**

**☰ 2025-2026 SLO Short Constructed Response Rubric - FINA**

- This rubric mimics the Keystone Scoring Guidelines and contains generalized components of good writing for short, constructed responses. ***The goal of this rubric is to assess students' abilities to think in writing- to provide evidence of their understanding of a topic, problem, or passage/primary document.***
- While conventions/grammar are important... focus on the thinking, justification, evidence, claim/assertion, and reasoning. Only a small portion of the grade should be based on conventions.
- Your department/course can change the language from "subject-specific concepts and procedures" to an applicable title (e.g., *Mathematical concepts and procedures; Algebra 1 concepts and procedures; Scientific concepts and procedures; Biology concepts and procedures*).
- Your department/course should determine the point totals/ranges of the assignment and edit accordingly.
- This rubric should be our school-wide baseline rubric; if your department/subject has a more applicable rubric for short-constructed responses (e.g., *AP courses*), please submit that rubric in the SLO for approval by your Supervisor. Just make sure that teachers of the same course are using the same rubric!

**Reminders:**

- Embed the writing assessment into a quality task (like a unit assessment/common assessment). Use a primary source in your subject area.
- The writing should be **on-demand and in class (not homework)**.

	<ul style="list-style-type: none"> <li>• Attach a grade to the assessment to encourage a real effort and some “skin in the game”.</li> </ul>
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**Priority Challenges (Please enter one challenge per line.)**

Analyzing Priority Challenges	Priority Statements
<p>Foundational Math and Reading are necessities to ensure all students can access all subsequent courses. Students need to strengthen foundational skills- specifically in math, writing, and reading.</p>	<ul style="list-style-type: none"> <li>• District Math Steering team - goal to increase advanced achievement 3-12; achievement overall. Focus areas include:               <ul style="list-style-type: none"> <li>○ Math enrichment K-8</li> <li>○ Effective interventions that close the achievement gap for regular education</li> <li>○ Interventions and replacement curriculum to provide SDI for special education</li> <li>○ Options specifically to address limitations of the core math minutes at the middle school level.</li> </ul> </li> <li>• District ELA Review               <ul style="list-style-type: none"> <li>○ ELA curricular alignment 6-12 - rigor and engagement with resource and assessment review</li> <li>○ ELA Resource review K-5 with significant investment in core materials</li> <li>○ Pacing guides and common assessments</li> <li>○ Collaboration with Reading Seminar and Special Education teachers to increase teacher capacity in the delivery of interventions and understanding/application of data</li> <li>○ SLO Writing Expectations for all courses and teachers</li> </ul> </li> </ul>
<p>Regular and consistent attendance at school is critical for student success. Parent engagement and involvement to support student achievement and regular school attendance is critical. Students with disabilities show particular weakness in achievement and attendance.</p>	<ul style="list-style-type: none"> <li>• Improve and increase communication with parents in their primary language and involve them throughout the school year.</li> <li>• Create an OSS Program pilot for the 2026-2027 school year with the goal of positively impacting the attendance and academic success of at-risk students while holding them accountable and implementing strategies to proactively address their behavior</li> <li>• Revise attendance and SAIC timelines to expedite the process internally and with the judge for truancy court</li> </ul>
<p>Student feedback for instructional improvements is important.</p>	<p>Student feedback is crucial for high school teachers and administrators as it provides direct insight into teaching effectiveness, informs instructional adjustments, builds stronger teacher-student relationships, and fosters a</p>

	<p>culture of continuous improvement by highlighting areas of success and growth from the learners' perspective, ultimately leading to enhanced engagement and better learning outcomes.</p> <p>Key Benefits of Student Feedback:</p> <ul style="list-style-type: none"> <li>• <b>Informs Instruction:</b> Helps teachers understand if lessons are clear, identify student misconceptions, gauge activity engagement, and adjust difficulty levels.</li> <li>• <b>Drives Professional Growth:</b> Encourages self-reflection, identifies strengths, highlights areas needing refinement, and supports professional development goals.</li> <li>• <b>Builds Relationships &amp; Trust:</b> Shows students their opinions are valued, creates a more collaborative environment, and can prevent discipline issues.</li> <li>• <b>Enhances Learning Environment:</b> Can uncover issues like bullying, promote democratic participation, and allow teachers to address problems proactively.</li> <li>• <b>Increases Accountability:</b> Creates a reciprocal dynamic where teachers are accountable to students and vice-versa, fostering a high-performance learning team.</li> </ul> <p>How Teachers Use It:</p> <ul style="list-style-type: none"> <li>• <b>Actionable Changes:</b> Modifying teaching practices, planning future lessons, and differentiating support.</li> <li>• <b>Reflection:</b> Using both positive and negative comments to spur deeper thinking about teaching methods.</li> <li>• <b>Closing the Loop:</b> Sharing feedback with students and showing them how their input influences future teaching, as seen in examples where student input shaped next year's curriculum.</li> </ul>
<p>All students do not have the same access to support and/or interventions (i.e. students who attend LCTI).</p>	<ul style="list-style-type: none"> <li>• LCTI Grad requirements review and adjustment to provide more flexibility for intervention courses</li> <li>• Intervention block adjustments for special education students at EHS</li> <li>• Revised tier protocol for EHS students</li> </ul>

## ***B. Goal Setting***

**Measurable Goals:** Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

**Priority: ELA and Math Improvements** - Foundational Math and Reading are necessities to ensure all students can access all subsequent courses. Students need to strengthen foundational skills- specifically in math, writing, and reading.

### **Outcome Category**

ELA and Math Curriculum and Instruction
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### **Measurable Goal Statement (Smart Goal)**

<p>By June 2027, the district will improve foundational math, reading, and writing skills across grades K–12 by implementing aligned, rigorous curriculum, targeted enrichment and interventions, and consistent writing expectations, resulting in an increased 5% in Keystone Literature achievement and a 5% math performance increase on state assessments (grades 3–12) and reduced achievement gaps as measured by district and state assessments (Keystone Exams).</p>
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**Specifically, the district will:**

- Implement math enrichment opportunities in grades K–8, along with effective interventions that close achievement gaps for general education students and provide SDI-aligned interventions and replacement curriculum for special education students.
- Develop and pilot additional instructional options at the middle school level to address limitations in core math instructional minutes.
- Complete an ELA curriculum review and alignment (grades 6–12) focused on rigor, engagement, and assessment quality, and conduct a K–5 ELA resource review with targeted investment in high-quality core materials.
- Establish and implement pacing guides and common assessments in math and ELA to ensure consistency and monitor progress.
- Increase teacher capacity through ongoing collaboration with Reading Seminar and Special Education teachers, emphasizing effective intervention delivery and the use of data to inform instruction.
- Implement SLO-aligned writing expectations across all courses and grade levels, ensuring consistent instruction and assessment of writing skills.

**Measurable Goal Nickname (35 Character Max)**

**ELA and Math Curriculum and Instruction**

Target 1 <sup>st</sup> Quarter	Target 2 <sup>nd</sup> Quarter	Target 3 <sup>rd</sup> Quarter	Target 4 <sup>th</sup> Quarter
In Math, students will average 2 skills proficient per week throughout the 1st quarter.	In Math, students will average 2 skills proficient per week throughout the 2nd quarter. Students will also show a minimum of 40 points of growth on the iXL LevelUp diagnostic compared to their baseline.	In Math, students will average 2 skills proficient per week throughout the 3rd quarter. Students will also show a minimum of 80 points of growth on the iXL LevelUp diagnostic compared to their baseline.	In Math, students will average 2 skills proficient per week throughout the 4th quarter. Students will also show a minimum of 120 points of growth on the iXL LevelUp diagnostic compared to their baseline.

Target 1 <sup>st</sup> Quarter	Target 2 <sup>nd</sup> Quarter	Target 3 <sup>rd</sup> Quarter	Target 4 <sup>th</sup> Quarter
In ELA, students will show growth on aReading within risk categories by percentile increases indicated by progress toward annual growth measures as compared to their baseline.	In ELA, students will show growth on aReading within risk categories by percentile increases indicated by progress toward annual growth measures as compared to their 1st quarter target and baseline.	In ELA, students will show growth on aReading within risk categories by percentile increases indicated by progress toward annual growth measures as compared to their 2nd quarter target and baseline.	In ELA, students will show growth on aReading within risk categories by percentile increases indicated by progress toward annual growth measures as compared to their 3rd quarter target and baseline.

**Priority: Attendance-** Regular and consistent attendance at school is critical for student success. Parent engagement and involvement to support student achievement and regular school attendance is critical. Students with disabilities show particular weakness in attendance and achievement.

**Outcome Category:** Attendance

**Measurable Goal Statement (Smart Goal)**

By June 2027, Emmaus High School will increase regular student attendance by 2% for students with disabilities and economically disadvantaged students. This will be achieved by strengthening parent engagement, piloting an Out-of-School Suspension (OSS) program promoting academic accountability, and streamlining Student Attendance Improvement Conference (SAIC) timelines, with progress measured by annual Emmaus High School attendance data.

**Measurable Goal Nickname (35 Character Max)**

**Attendance Improvement**

Target 1 <sup>st</sup> Quarter Summer 26/MP1 26	Target 2 <sup>nd</sup> Quarter Through MP2	Target 3 <sup>rd</sup> Quarter Through MP3	Target 4 <sup>th</sup> Quarter Through MP4
Parent Engagement <ul style="list-style-type: none"> <li>• Review list of incoming freshman who had K&amp;S service/truancy in past year</li> <li>• Hold individual family meetings (in-person, zoom, phone call) to discuss attendance policies and supports with target group before the school year begins</li> <li>• Meet with individual students from target group from above after 3 unexcused absences to discuss concerns and barriers contributing to attendance infractions.</li> <li>• Refer to K&amp;S if needed; refer to CIS Attendance Group if needed</li> <li>• Set up support groups for students with goal</li> </ul>	Parent Engagement <ul style="list-style-type: none"> <li>• Check in with student and family concerning progress</li> <li>• Meet with individual students from target group from above after 3 unexcused absences</li> <li>• Refer to K&amp;S if needed; refer to CIS Attendance Group if needed</li> <li>• Assign and continue with groups</li> <li>• Continue to communicate with families in their primary language</li> </ul>	Parent Engagement <ul style="list-style-type: none"> <li>• Academic showcase for students and families with workshops on topics such as academic supports and school-related technology and opportunity to attend the school Career Fair</li> <li>• Face to Face Progress Meetings at Academic Showcase</li> <li>• Meet with individual students from target group from above after 3 unexcused absences</li> <li>• Refer to K&amp;S if needed; refer to CIS Attendance Group if needed</li> <li>• Assign and continue with groups</li> <li>• Continue to communicate with</li> </ul>	Parent Engagement <ul style="list-style-type: none"> <li>• End of Year Progress Meeting with Student and Family</li> <li>• Meet with individual students from target group from above after 3 unexcused absences</li> <li>• Refer to K&amp;S if needed; refer to CIS Attendance Group if needed</li> <li>• Assign and continue with groups</li> <li>• Continue to communicate with families in their primary language</li> </ul>

<p>setting/ self-monitoring including parents (Student Advisors/CIS)</p> <ul style="list-style-type: none"> <li>• Draft information for annual communications in family primary languages</li> </ul> <p>OSS Pilot</p> <ul style="list-style-type: none"> <li>• Set up space and staffing</li> <li>• Define the incidents for attendees</li> <li>• Identify the specific resources and materials required for students to complete</li> <li>• Assign OSS pilot for students with identified criteria</li> </ul> <p>Expedite Attendance</p> <ul style="list-style-type: none"> <li>• Send attendance/ truancy letters in intervals</li> <li>• Schedule a SAIC after 10 unexcused absences</li> <li>• Issue Truancy Citations at the next unexcused absence after SAIC</li> </ul> <p>Overall Attendance Improvement Monitoring</p> <ul style="list-style-type: none"> <li>• Monitor data of student attendance - particularly for students with disabilities and students who are economically disadvantaged to target improvement and make</li> </ul>	<p>families in their primary language</p> <p>OSS Pilot</p> <ul style="list-style-type: none"> <li>• Continue assigning OSS pilot for students with identified criteria</li> </ul> <p>Expedite Attendance</p> <ul style="list-style-type: none"> <li>• Send attendance/ truancy letters in intervals</li> <li>• Schedule a SAIC after 10 unexcused absences</li> <li>• Issue Truancy Citations at the next unexcused absence after SAIC</li> </ul> <p>Overall Attendance Improvement Monitoring</p> <ul style="list-style-type: none"> <li>• Monitor data of student attendance - particularly for students with disabilities and students who are economically disadvantaged to target improvement</li> </ul>	<p>families in their primary language</p> <p>OSS Pilot</p> <ul style="list-style-type: none"> <li>• Continue assigning OSS pilot for students with identified criteria</li> </ul> <p>Expedite Attendance</p> <ul style="list-style-type: none"> <li>• Send attendance/ truancy letters in intervals</li> <li>• Schedule a SAIC after 10 unexcused absences</li> <li>• Issue Truancy Citations at the next unexcused absence after SAIC</li> </ul> <p>Overall Attendance Improvement Monitoring</p> <ul style="list-style-type: none"> <li>• Monitor data of student attendance - particularly for students with disabilities and students who are economically disadvantaged to target improvement and make</li> </ul>	<p>OSS Pilot</p> <ul style="list-style-type: none"> <li>• Continue assigning OSS pilot for students with identified criteria</li> </ul> <p>Expedite Attendance</p> <ul style="list-style-type: none"> <li>• Send attendance/ truancy letters in intervals</li> <li>• Schedule a SAIC after 10 unexcused absences</li> <li>• Issue Truancy Citations at the next unexcused absence after SAIC</li> </ul> <p>Overall Attendance Improvement Monitoring</p> <ul style="list-style-type: none"> <li>• Monitor data of student attendance - particularly for students with disabilities and students who are economically disadvantaged to target improvement</li> </ul>
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<p>programmatic adjustments</p>	<p>and make programmatic adjustments</p>	<p>programmatic adjustments</p>	<p>and make programmatic adjustments</p> <ul style="list-style-type: none"> <li>• Compare target student population attendance data from 2025-2026 to 2026-2027</li> </ul>
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**Priority: Student Feedback for Instructional Improvement-** Student feedback is crucial for high school teachers as it provides direct insight into teaching effectiveness, informs instructional adjustments, builds stronger teacher-student relationships, and fosters a culture of continuous improvement by highlighting areas of success and growth from the learners' perspective, ultimately leading to enhanced engagement and better learning outcomes.

**Outcome Category:** Student Feedback

**Measurable Goal Statement (Smart Goal)**

By June 2027, Emmaus High School will implement a voluntary pilot student feedback system for Tier 1 instruction in which participating teachers administer confidential student surveys to gather feedback on instructional practices. At least 5% of the staff will participate with at least 90% student survey completion rate in participating classes. 100% of participating teachers submit at least one reflection artifact documenting how student feedback informed Tier 1 instructional adjustments.

**Measurable Goal Nickname (35 Character Max)**

**Student Feedback**

Target 1 <sup>st</sup> Quarter - Winter of 2026	Target 2 <sup>nd</sup> Quarter - Spring 2026	Target 3 <sup>rd</sup> Quarter - Summer of 2026	Target 4 <sup>th</sup> Quarter 26-27 School Year
<p>Survey Analysis</p> <ul style="list-style-type: none"> <li>Analyze available surveys that have been vetted and nationally normed.</li> <li>SILT and DC teachers will review the survey questions for both teacher and administrator surveys</li> </ul> <p>Faculty Feedback</p> <ul style="list-style-type: none"> <li>Share out options for multiple choice and open-ended questions in a survey form to prioritize what will be included in both staff and student feedback</li> </ul> <p>Student Feedback</p> <ul style="list-style-type: none"> <li>Administration will survey the teaching staff to identify a team of teachers to pilot</li> </ul>	<p>Faculty Feedback</p> <ul style="list-style-type: none"> <li>May - Administer the agreed upon survey questions to the teachers of EHS.</li> <li>The teachers would respond about the administrator who supervises them.</li> </ul> <p>Student Feedback</p> <ul style="list-style-type: none"> <li>May - Administer the agreed upon survey questions to the students of the teachers who have volunteered for the pilot program.</li> </ul>	<p>Staff Feedback</p> <ul style="list-style-type: none"> <li>June - Admin team will analyze the feedback given by staff to model goal setting</li> <li>August- Admin goal setting will be shared with staff in order to model the process</li> </ul> <p>Student Feedback</p> <ul style="list-style-type: none"> <li>June - Teachers in the pilot group will analyze the feedback provided by students and set one or more goals based on the feedback</li> <li>July/August - Teachers in the pilot group will meet with their administrator to discuss the goal they developed based on feedback.</li> </ul>	<p>Staff Feedback</p> <ul style="list-style-type: none"> <li>August - May - Admin team will implement their individual and communicated goals to their specific departments and entire faculty</li> <li>May 2027 - Admin team will re-administer the same survey to their teachers and analyze data specifically focusing on the data related to the set goal</li> <li>Summer 2027 - Admin team will re-evaluate current goal or create a new goal for the 27-28 School year</li> </ul> <p>Student Feedback</p> <ul style="list-style-type: none"> <li>August - May- Pilot teachers will implement their individual and agreed upon goal throughout the 26-27 school year.</li> <li>May 2027 - Teachers will readminister the</li> </ul>

<p>the student feedback</p> <ul style="list-style-type: none"> <li>• A meeting will be conducted with the pilot team to share the student feedback survey and explain the goal and process</li> </ul>			<p>same end-of-year survey to their 26-27 students to compare results and gather feedback on the focus area of the goal.</p> <ul style="list-style-type: none"> <li>• Pilot teachers will explain their experience and thoughts to the entire faculty for discussion.</li> <li>• June 2027- Teachers and their administrators will review the data and discuss the results</li> </ul>
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**Priority: Scheduling Flexibility for LCTI and Students with Disabilities-** All students do not have the same access to support and/or interventions. Graduation requirements may need to be adjusted to create a more flexible schedule for specific students.

**Outcome Category:** Scheduling Options

**Measurable Goal Statement (Smart Goal)**

By June 2027, Emmaus High School will ensure equitable access to academic supports and interventions for all students—including those attending LCTI—by revising graduation requirements to allow greater flexibility for intervention courses, adjusting intervention blocks for special education students, and implementing a revised tiered intervention protocol, resulting in increased participation in interventions and improved academic outcomes as measured by course completion, progress monitoring data, and graduation indicators.

**Measurable Goal Nickname (35 Character Max)**

**Scheduling Flexibility**

Target 1- Winter/Spring 2026	Target 2- Summer 2026	Target 3- Fall2026	Target 4- Spring/Summer 2027
<ul style="list-style-type: none"> <li>• Meet with counselors and admin team to discuss and determine minimum grad credit requirements for LCTI students</li> <li>• Seek board approval of credit requirements and add to our Program of Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Create tracking methods and begin scheduling students using new and board approved minimum grad credits required for LCTI students</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor student progress and plans for meeting LCTI grad requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Assess and reflect on the success rate of new credit minimum for LCTI students</li> <li>• Continue to monitor grad requirements throughout the scheduling process for 27-28 school year</li> </ul>

**C. Action Plan**

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your school. The same Evidence based strategy may be used for more than one goal. (Add more rows if needed)

Evidence-Based Strategy	Measurable Goals
<p><b>ELA and Math Curriculum and Instruction - OTL</b></p> <p>IXL can be implemented as an evidence-based instructional strategy because it is grounded in established learning science principles, including adaptive assessment, immediate feedback, scaffolding of cognitive tasks, active learning, and growth mindset research. The LevelUp Diagnostic provides efficient, research-supported interim assessment data, while SmartScore and personalized guidance adjust to individual student performance and promoting proficiency and mastery. Teachers can use IXL Analytics to identify skill gaps, monitor progress in real time, and deliver targeted small-group instruction aligned to both grade-level standards, and unmastered foundational skills from previous grade levels. The design principles and supporting research are outlined in IXL's report, IXL Design Principles: Core Features Grounded in Learning Science Research (March 2021), available here: <a href="https://www.ixl.com/research/IXL_Design_Principles.pdf">https://www.ixl.com/research/IXL_Design_Principles.pdf</a></p>	<p>By June 2027, the district will improve foundational math, reading, and writing skills across grades K–12 by implementing aligned, rigorous curriculum, targeted enrichment and interventions, and consistent writing expectations, resulting in an increased 5% in Keystone Literature achievement and a 5% math performance increase on state assessments (grades 3–12) and reduced achievement gaps as measured by district and state assessments (PSSA and Keystone Exams).</p>
<p><b>Attendance</b></p> <p>Recent peer-reviewed research and scholarly reports from 2022–2026 highlight that while chronic absenteeism rates are beginning to decline from pandemic-era peaks, they remain significantly higher than pre-pandemic levels, profoundly impacting high school academic success and graduation rates.</p> <p>Impact on Academic Achievement &amp; Graduation</p> <p>Economic and Social Costs: A 2025 report from Penn GSE estimates that chronically absent students represent an <u>economic burden of approximately \$5,630 per student</u> annually due to lost productivity and future earning potential.</p>	<p>By June 2027, Emmaus High School will increase regular student attendance by 2% for students with disabilities and economically disadvantaged students. This will be achieved by strengthening parent engagement, piloting an Out-of-School Suspension (OSS) program promoting academic accountability, and streamlining Student Attendance Improvement Conference (SAIC) timelines, with progress measured by annual Emmaus High School attendance data.</p>

**Current Trends in Chronic Absenteeism (2022–2026)**

**Post-Pandemic Recovery:** National chronic absenteeism peaked at roughly 28–30% during the 2021–2022 school year. According to RAND and AEI data, it fell to 23.5% in 2024 and is estimated at roughly 21.8% for the 2024–2025 year, still well above the 15% pre-pandemic average.

**Urban vs. Rural Disparities:** Urban high schools are five to six times more likely to experience "extreme" chronic absenteeism compared to their rural and suburban counterparts.

**Root Causes and Motivational Factors**

**Key Barriers:** The most commonly cited reason for absence is sickness (67%), followed by mental health challenges like anxiety (10%), oversleeping (9%), and lack of interest (7%).

**Motivation to Attend:** Qualitative research (2025) suggests that the primary drivers for high school attendance are peer and teacher interactions, teacher support, and a positive, engaging school climate.

**Recommended Strategies & Frameworks**

**Public Health Framework:** Johns Hopkins and Attendance Works (2025) released a new framework suggesting that school attendance data be used as a "vital sign" of student well-being, advocating for cross-sector partnerships between schools and healthcare providers.

**Strengthening parent engagement**

Research consistently shows that when communication shifts from "reporting a problem" to "building a partnership," attendance improves.

- **Prevention and Engagement:** Effective interventions focus on strengthening school climate, increasing family engagement, and providing flexible schedules for students who may have work or caregiving responsibilities.
- **Communication Style:** A 2015 study (Hurwitz et al.) found that well-designed, positive communication (including text messages) significantly increased engagement, particularly among fathers and harder-to-reach families.

- The "Social Network" Effect: Curry and Hotler (2019) found that engaging parents in activities that build their own social networks at the school lessens the "disconnect" families feel, leading to more consistent attendance.

**Actions to Strengthen Parent Engagement:**

- Identify incoming freshman from our targeted subgroups through communication with Eyer Middle School and Lower Macungie Middle Schools
- Hold individual family meetings (in-person, zoom, phone call) to discuss attendance policies and supports with targeted sub group before the school year begins
- Meet with individual students from targeted subgroups from above after three unexcused absences to discuss concerns and barriers contributing to attendance infractions.
- Refer to truancy support services, if needed
- Set up support groups for students and parents with goal setting/self- monitoring
- Draft information for annual communications in family primary languages

**Piloting an Out-of-School Suspension (OSS) program promoting academic accountability**

Research shows traditional out-of-school suspensions (OSS) are counterproductive for attendance goals.

- Test Scores and Performance: Research from the University of Chicago (2026) indicates that high schoolers with fewer absences consistently achieve higher test scores. Conversely, absenteeism—even before it becomes "chronic"—is a strong predictor of below-grade-level performance, particularly in sequentially building subjects like math.
- The "Torch" Metaphor: Research from The GRAD Partnership (2024) describes suspending students for attendance issues as "attempting to put out a fire with a torch." There is no evidence that OSS increases attendance; instead, it guarantees more missed instruction and higher dropout risk.
- Relational Support: Studies on School-Wide Positive Behavior Interventions and Supports (SWPBIS) (Gage et al., 2018) show that shifting from punitive to

"growth-oriented" discipline models results in significantly fewer disciplinary issues and improved school climate.

- Disability Advocacy: Students with disabilities are historically twice as likely to receive OSS. Research shows that replacing OSS with Social-Emotional Learning (SEL) and restorative practices helps these students build the resilience needed to stay in school (CASEL, 2018).

**Actions to Pilot an Out-of-School Suspension (OSS) program**

- Secure dedicated space and allocate staffing
- Define the qualifying incidents for attendees: first incident of certain offenses, including assault/ fighting, drugs, vandalism, advanced technology infraction, and pornography would result in participation in OSS Pilot Program
- Identify the specific resources and materials required for students to complete
- Assign OSS pilot for students with identified criteria

**Streamlining Student Attendance Improvement Conference (SAIC) timelines**

Expediting timelines is critical because attendance habits often set in long before they are labeled "chronic."

- The "10% Threshold" Myth: Recent research (Education Week, 2026) suggests that academic performance begins to drop when students miss only 3% to 7% of school—well before the traditional 10% "chronic" label.
- Socioeconomic Nuance: A 2024 study by Yusuf Canbolat found that while EWS is highly effective for many, it often fails socioeconomically disadvantaged students unless paired with direct family-focused interventions.

**Actions to Streamlining Student Attendance Improvement Conference (SAIC) timelines**

- Send attendance/ truancy letters in intervals
- Schedule a SAIC after 10 unexcused absences
- Issue Truancy Citations at the next unexcused absence after SAIC

### Scheduling Flexibility

Current graduation credit requirements fill their schedules with required courses, leaving no room for interventions. This creates a paradox: students who need the most help have the least flexibility to get it

LCTI students:

1. Spend half their day at the technical school fulfilling their career program
2. Return to Emmaus with limited periods to complete all graduation requirements
3. Have zero schedule flexibility for interventions, tutoring, or academic support
4. Must choose between their career training and academic support—a choice other students don't face

Special Ed Students

- May need intervention blocks for reading, math, executive functioning, or study skills
- Current requirements force them to choose between interventions and courses needed for graduation
- This directly conflicts with IEP goals and specially designed instruction
- Creates barriers to FAPE (Free Appropriate Public Education)

Current system creates a harmful cycle:

1. Student struggles in core course (English, Math, etc.)
2. Student needs intervention but schedule is full with required courses
3. Without intervention, there is high risk of students failing the course
4. Student must take credit recovery, further filling their schedule
5. Still no room for preventive intervention
6. Pattern repeats, student falls further behind
7. Graduation is delayed or at risk

Students with resources (tutoring, supportive home environments, no external commitments) can succeed despite this system. Students without these advantages cannot—and the system treats this as a student failure rather than a structural barrier.

Specific change we are proposing

By June 2027, Emmaus High School will ensure equitable access to academic supports and interventions for all students—including those attending LCTI—by revising graduation requirements to allow greater flexibility for intervention courses, adjusting intervention blocks for special education students, and implementing a revised tiered intervention protocol, resulting in increased participation in interventions and improved academic outcomes as measured by course completion, progress monitoring data, and graduation indicators.

- Reducing total credits required for graduation
- Allowing intervention/support courses to count toward graduation credits
- Creating alternative pathways to meet requirements
- Adjusting specific subject area requirements (math, English, electives)

Core problem you're trying to solve

- Students failing courses because they can't access interventions due to schedule conflicts
- LCTI students unable to fit both their technical program and needed academic support
- Special education students needing more flexible schedules for intervention blocks
- Students on track academically but unable to graduate due to rigid credit requirements

HOW THIS CHANGE WILL IMPROVE OUTCOMES

1. Increased Course Completion Rates

- Students receive intervention support *before* they fail courses
- Preventive support is more effective than reactive credit recovery
- Students stay on track in their courses rather than falling behind

Expected Evidence:

- Reduction in drop and failure rates in core subjects
- Fewer students needing credit recovery
- Improved grades in courses where students receive concurrent intervention support

2. Improved Graduation Rates

- Students who currently can't fit interventions into their schedule either:
  - Struggle through without support and fail courses (delaying graduation)
  - Drop out due to falling too far behind
  - Take 5 years instead of 4 to graduate
- Making intervention courses count toward graduation removes this barrier

Expected Evidence:

- Increase in 4-year graduation rate, especially for:
  - LCTI students
  - Special education students
  - Students from low-income families
- Reduction in students needing 5th year or summer school to graduate
- Decrease in dropout rate for students with early academic struggles

3. Stronger Academic Achievement

- Research on Response to Intervention (RTI) shows tiered supports improve outcomes when students can actually access them
- Students who receive timely interventions build foundational skills they need for success
- Intervention courses teach study skills, organization, and learning strategies that benefit all coursework

Expected Evidence:

- Improvement on progress monitoring data (iReady, IXL,, etc.)
- Better performance on Keystone Exams
- Higher grades in core academic courses
- Increased confidence and engagement (can be measured through surveys or attendance)

4. More Equitable Outcomes

- When all students can access interventions regardless of their schedule constraints, opportunity gaps narrow
- LCTI students achieve at same rates as fulltime EHS students
- Special education students meet IEP goals more effectively
- Achievement gaps by race, income, or disability status decrease

Expected Evidence:

- Disaggregated data showing reduced gaps in:

<ul style="list-style-type: none"> <li>○ Course passage rates</li> <li>○ GPA</li> <li>○ Graduation rates</li> <li>○ Keystone proficiency</li> <li>● LCTI students' academic outcomes match those of peers in comprehensive program</li> </ul> <p>We are not lowering standards with this change, we are removing barriers to support. This change is backed by educational research.</p> <ul style="list-style-type: none"> <li>● Tiered intervention models (MTSS/RTI) require students can actually access interventions</li> <li>● Early intervention prevents failure better than credit recovery after failure</li> <li>● Flexibility in scheduling supports improves outcomes</li> </ul> <p>We have a specific equity concern with LCTI students</p> <ul style="list-style-type: none"> <li>● These students chose career training—a valid and valuable path</li> <li>● They shouldn't have to sacrifice academic support to pursue technical education</li> <li>● Current system creates two-tiered access: comprehensive students can get help, LCTI students cannot</li> </ul> <p>This will improve graduation rates without lowering expectations</p> <ul style="list-style-type: none"> <li>● Students receiving interventions will be better prepared for their courses</li> <li>● We'll see fewer failures, not more easy passes</li> <li>● Graduation requirements still include all core academics</li> </ul> <p>Potential Concerns</p> <p>Won't this water down graduation requirements?"</p> <p>No. Students will still complete the same rigorous core courses in English, Math, Science, and Social Studies. We're simply allowing intervention and academic support courses to count toward the total credit requirement, rather than forcing students to take additional electives they may not need while missing support they desperately do need.</p>	
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Will colleges accept this?"

Colleges evaluate students based on their core academic coursework and rigor. Students will still complete all college-preparatory courses. In fact, colleges would rather see a student who accessed support and succeeded in challenging courses than one who struggled without help. Additionally, many students are pursuing technical careers where college entrance isn't the primary goal.

Why can't students just work harder?

This assumes all students have equal access to support, which isn't true. Some students have tutors, engaged parents with time to help, stable home situations, and no work obligations. Others don't. School-based interventions should be available to all students, but our current structure prevents access based on schedule—not based on need or effort.

#### RESEARCH

Rigid scheduling creates structural inequities that disproportionately impact students from disadvantaged backgrounds, CTE students, and special education students.

1. When RTI is implemented on a consistent, ongoing basis, students with disabilities thrive, as do other students [who] have no label but who may hit some bumps in the roads along the way. RTI puts into place a system that is sensitive to the learning needs, growth and progress of all students.
  - Source: University of Kansas School of Education, "Understanding Response to Intervention (RTI) and Multi-Tiered System of Support (MTSS)"
2. Studies of multitiered intervention models yield rates of inadequate responders for early reading as low as 2%–5% when proper interventions are provided.
  - Source: "Response to Intervention: Preventing and Remediating Academic Difficulties," PMC (PubMed Central), referencing studies by Berninger et al., 2003; Mathes et al., 2005; McMaster, Fuchs, Fuchs, & Compton, 2005; Torgesen, 2000
3. Flexible scheduling puts all students first. Flexible schedules provide personalization and equitable opportunities for post-secondary success, whether students plan to attend college, enter the military, or go directly into the workforce after high school.

<ul style="list-style-type: none"> <li>• <u>Stamford Public Schools, Connecticut</u>, "Flexible HS Schedule" implementation documentation</li> </ul> <p>4. Scheduling conflicts" are identified as a major barrier to CTE student success, particularly for "students [who] can study career and technical education courses at their comprehensive high schools, but some also receive supplemental CTE programs at separate Career and Technology Centers."</p> <ul style="list-style-type: none"> <li>• <u>Source</u>: "Best Practice in Youth Work-based Learning: Address Common Barriers," ASA (Afterschool Alliance), February 2023</li> </ul> <p>5. Many students miss out on CTE courses due to lack of awareness, scheduling challenges, or systemic barriers... The truth about equitable access to CTE programs and courses is that the students who end up being excluded are often the ones who might benefit from them the most."</p> <ul style="list-style-type: none"> <li>• <u>Source</u>: MaiaLearning, "Equitable Access to Career and Technical Education Courses", November 2024</li> </ul> <p>Application to Emmaus: LCTI students spend half their day off-campus pursuing career training. Current graduation requirements prevent them from accessing academic support that comprehensive high school students can easily fit into their schedules</p> <p>6. <u>Source</u>- Raw data collection of Northampton/Lehigh County School tech school graduation credits</p>	
<p><b>Student Feedback</b></p> <p><b>1. Meta-analytic evidence that student feedback can improve teaching quality</b></p> <p><b>Student feedback interventions yield positive effects on teaching quality in primary and secondary schools.</b></p> <p>A hierarchical meta-analysis of 23 empirical studies on student feedback interventions (primary/secondary) found a <i>significant positive effect</i> (mean effect size <math>d = 0.27</math>) on measures of teaching quality, indicating that student feedback is <i>associated with meaningful instructional improvements</i>. Importantly, effectiveness increased in studies where teachers received support interpreting feedback and when feedback was discussed collaboratively with students. <a href="#">Springer Link</a></p>	<p>By June 2027, Emmaus High School will implement a voluntary pilot student feedback system for Tier 1 instruction in which participating teachers administer confidential student surveys to gather feedback on instructional practices. At least 5% of the staff will participate with at least 90% student survey completion rate in participating classes. 100% of participating teachers submit at least one reflection artifact documenting how student feedback informed Tier 1 instructional adjustments.</p>

**Key takeaway:** Even small positive effect sizes are meaningful in educational research, especially when feedback processes are implemented systematically and paired with teacher reflection and support.

## 2. Student feedback fosters reflection and instructional change

**Teachers report that student feedback promotes reflection and adjustments to instruction.**

Qualitative research with high school teachers found that *negative as well as positive student feedback* encouraged teachers to reflect on their practices and make changes. Teachers perceived student feedback as *valid and helpful* and indicated it influenced their classroom decisions. [EdCaI](#)

**Key takeaway:** Structured opportunities for student feedback can lead teachers to critically reflect on their instructional practices, a key step in improving Tier 1 instruction.

## 3. Student voice and its positive correlates

**Seeking student input is linked with higher student engagement and agency.**

Research on “student voice practices” (including feedback) shows that when teachers regularly *seek and respond to student input*:

- student engagement increases,
- students experience greater agency,
- attendance may improve, and
- academic outcomes such as ELA grades showed positive associations. Importantly, students' *perceptions that teachers are receptive to their feedback* were consistently related to these outcomes. [PMC](#)

**Key takeaway:** The act of seeking and using student feedback not only supports teacher development but also helps create a more engaging classroom environment — an essential foundation for strong Tier 1 instruction.

**4. Practitioner guidance and research-aligned recommendations**

**Student feedback is valued when it informs real-time instructional adjustments.**

Practitioner-oriented research (e.g., PERTS) emphasizes that *regular student feedback surveys* help teachers:

- identify what is and isn't working,
- understand students' classroom experiences,
- make *data-informed adjustments* during the instructional cycle,
- and build trust and engagement when students see their feedback being acted upon. [perts.net](http://perts.net)

**Key takeaway:** Beyond end-of-course evaluations, frequent and structured student feedback *during the learning process* offers the most actionable insights for improving instruction.

**Summary of key research-supported benefits**

Benefit	Research Support
Improves overall teaching quality	Meta-analysis showing significant positive effects <a href="#">Springer Link</a>
Encourages teacher reflection and change	Teacher reports that feedback is valid and influences practice <a href="#">EdCal</a>
Enhances student engagement, agency, academic outcomes	SVP studies showing links to engagement and grades <a href="#">PMC</a>
Supports data-driven instructional improvement	Practitioner resources advocating structured student feedback surveys <a href="http://perts.net">perts.net</a>

**Best practices for implementation (informed by research)** To maximize benefits, research suggests including the following elements when using confidential student feedback:

**1. Regular, structured feedback cycles**

Administer surveys multiple times during a term, not just at the end. [perts.net](https://perts.net)

**2. Teacher support for interpretation**

Provide coaching or PLC time for teachers to interpret feedback and plan improvements — this increases impact. [Springer Link](#)

**3. Collaborative discussion of feedback**

Encourage teachers and students to discuss feedback results, building mutual understanding and clarifying needs. [Springer Link](#)

**4. Focus on actionable items**

Design survey items that target specific instructional behaviors (e.g., clarity of explanations, pacing, accessibility of material), which yields more actionable information. [Springer Link](#)

### D. Action Plan

#### Create an Action Plan for each Evidenced-based Strategy

(If you need more than the number of tables provided please copy and paste more into the document)

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Evidence-based Strategy Name	Measurable Goals
<b>ELA and Math Curriculum and Instruction</b>	By June 2027, the district will improve foundational math, reading, and writing skills across grades K–12 by implementing aligned, rigorous curriculum, targeted enrichment and interventions, and consistent writing expectations, resulting in an increased 5% in Keystone Literature achievement and a 5% math performance increase on state assessments (grades 3–12) and reduced achievement gaps as measured by district and state assessments (PSSA and Keystone Exams).

Action Step	Anticipated Start	Completion Date
Set and communicate a clear expectation that each student will demonstrate proficiency in at least two iXL skills per week, using a combination of teacher-assigned skills and skills aligned to their individual learning path.	February 2026	June 2027
Lead Person/Position	Material/Resources/Supports Needed	
Mike Mihalik, Office of Teaching and Learning	iXL licenses	
Prof Development Step	Professional development	
Choose an item.	Regular monitoring of student data	



Anticipated Output	Monitoring/Evaluation
Emmaus High School students with disabilities will grow in both iXL and aReading measures from quarter to quarter.	Administrators and teachers will review iXL and aReading data for students with disabilities from the 25-26 school year and compare it to the 26-27 school year.

Evidence-based Strategy Name	Measurable Goals
<b>Attendance</b>	By June 2027, Emmaus High School will increase regular student attendance by 2% for students with disabilities and economically disadvantaged students. This will be achieved by strengthening parent engagement, piloting an Out-of-School Suspension (OSS) program promoting academic accountability, and streamlining Student Attendance Improvement Conference (SAIC) timelines, with progress measured by annual district attendance data.

Action Step	Anticipated Start	Completion Date
Parent Engagement- Meet with Student Advisors and Director of Educational Alternatives to Plan Summer Family Engagement, Student Focus Group Identification and Group Planning for the Year	February 2026	May 2026
Lead Person/Position	Material/Resources/Supports Needed	
Nicole D'Emilio, Wendi Myers, Rodd Luckenbill	Truancy Lists from Middle Schools Family Contacts; Letters/ Communications Home Budget for any Expenses/Items Student Advisors; CIS Coordinator	
Prof Development Step	Choose an item.	

Action Step	Anticipated Start	Completion Date
Parent Engagement - Implement Attendance Subgroup Check-Ins and Groups; Include Families in Communications and Meetings	July 2026	June 2027
Lead Person/Position	Material/Resources/Supports Needed	
Nicole D'Emilio, Wendi Myers, Rodd Luckenbill	Attendance Subgroup Lesson Plans Family Communications	
<b>Prof Development Step</b> Choose an item.		

Action Step	Anticipated Start	Completion Date
Parent Engagement- Adapt Attendance Communications to Primary Language of Families	February 2026	June 2027
Lead Person/Position	Material/Resources/Supports Needed	
Nicole D'Emilio, Wendi Myers, Rodd Luckenbill	Translation Services	
<b>Prof Development Step</b> Choose an item.		

Action Step	Anticipated Start	Completion Date
OSS Pilot- Setup Space and Staffing; Outline Parameters, Rules, and Communications; PD on Communications to Families and Students, Deescalation Techniques, and SEL	February 2026	August 2027
Lead Person/Position	Material/Resources/Supports Needed	
Nicole D'Emilio, Wendi Myers, Rodd Luckenbill	Room/Space In Building Staffing Communications to Families and Students Budget any Costs PD for Supportive Communications to Families PD for Deescalation Techniques in OSS Pilot Setting PD for SEL Implementation in OSS Pilot Setting	
<b>Prof Development Step</b> Choose an item.		

Action Step	Anticipated Start	Completion Date
OSS Pilot- Implementation and Evaluation	August 2026	June 2027
Lead Person/Position	Material/Resources/Supports Needed	
Nicole D'Emilio, Wendi Myers, Rodd Luckenbill	Room/Space and Staffing	
<b>Prof Development Step</b> Choose an item.	Data Sets of Student Suspensions and Attendance 25-26	

Action Step	Anticipated Start	Completion Date
Expedite Attendance Monitoring and Truancy Procedures	January 2026	June 2027
Lead Person/Position	Material/Resources/Supports Needed	
Nicole D'Emilio, Wendi Myers, Rodd Luckenbill	Modified Attendance and Truancy Letters to New Thresholds	
<b>Prof Development Step</b> Choose an item.	Approval from local Magistrate and Cental Adminmistration Collaboartion with Feeder Schools Translations of Documents into Spanish and Primary Language as Needed	

Action Step	Anticipated Start	Completion Date
Overall Attendance Improvement Monitoring for Subgroup	June 2026	June 2027
Lead Person/Position	Material/Resources/Supports Needed	
Nicole D'Emilio, Wendi Myers, Rodd Luckenbill	Data Pulls of Subgroup Attendance Comparative of Years 25-26 and 25-27	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation</b>
<p>Emmaus High School will increase regular student attendance by 2% for students with disabilities and economically disadvantaged students.</p>	<p>Administrators will review attendance data for students with disabilities and economically disadvantaged students from the 25-26 school year and compare it to the 26-27 school year.</p>

Evidence-based Strategy Name	Measurable Goals
<b>Scheduling Flexibility</b>	By June 2027, Emmaus High School will ensure equitable access to academic supports and interventions for all students—including those attending LCTI—by revising graduation requirements to allow greater flexibility for intervention courses, adjusting intervention blocks for special education students, and implementing a revised tiered intervention protocol, resulting in increased participation in interventions and improved academic outcomes as measured by course completion, progress monitoring data, and graduation indicators.

Action Step	Anticipated Start	Completion Date
Meet with Counselors and Admin to discuss minimum graduation requirements for LCTI students	January 2026	January 2026
Lead Person/Position	Material/Resources/Supports Needed	
Lorie Gamble	<ul style="list-style-type: none"> <li>• <u>Source</u>- Raw data collection of Northampton/Lehigh County School tech school graduation credits.</li> <li>• <u>Source</u>: University of Kansas School of Education, "Understanding Response to Intervention (RTI) and Multi-Tiered System of Support (MTSS)"</li> <li>• <u>Source</u>: "Response to Intervention: Preventing and Remediating Academic Difficulties," PMC (PubMed Central), referencing studies by Berninger et al., 2003; Mathes et al., 2005; McMaster, Fuchs, Fuchs, &amp; Compton, 2005; Torgesen, 2000</li> <li>• <u>Source</u>: "Best Practice in Youth Work-based Learning: Address Common Barriers," ASA (Afterschool Alliance), February 2023</li> </ul>	
<b>Prof Development Step</b> Choose an item.		

Action Step	Anticipated Start	Completion Date
Share new requirements with Department Teams & SILT team and prep document for board approval	January 2026	February 2026
Lead Person/Position	Material/Resources/Supports Needed	

Lorie Gamble	<ul style="list-style-type: none"> <li>• New grad requirement grid comparison for discussion</li> <li>• Board doc for Program of Studies approval</li> </ul>
<b>Prof Development Step</b> Choose an item.	

Action Step	Anticipated Start	Completion Date
Obtain School Board Approval and post in Program of Studies for start of 2026-2027 school year	February 2026	March 2026
Lead Person/Position	Material/Resources/Supports Needed	
Lorie Gamble	Board doc for Program of Studies approval	
<b>Prof Development Step</b> Choose an item.	<u>EHS Program of Studies</u>	

Action Step	Anticipated Start	Completion Date
Track student graduation credits for LCTI student using new graduation credit minimum	Summer 2026	June 2027
Lead Person/Position	Material/Resources/Supports Needed	
Counselors	Tracking sheet for all LCTI students that reflects changes	

Anticipated Output	Monitoring/Evaluation
<b>Graduation Requirements Now Updated / Graduation Requirements for students attending LCTI</b>  Current Requirements	

Credits must be completed in the following areas:


# OF CREDITS	SUBJECT AREA
4	English
4	Social Studies
3	Science
3	Mathematics
2	Arts/Humanities
1	Wellness/Fitness
0.5	Health
.25	Driver Education
0.5	Family and Consumer Science
0.5	STEM*
0.5	Personal Finance *Beginning with the class of 2030**
2.25	Elective Credits

Class of 2030 LCTI Grad Requirements	
English	4
Social Studies	3
Math	3
Science	2.5
Well/Fit (includes Aquatics)	1
Drivers Ed	0.25
Health	0.5
STEM or FCS met through LCTI lab)	0.5
PFM	0.5
Arts & Humanities	0
LCTI lab	11
<b>Total credits</b>	<b>26.25</b>

Updated Graduation Requirements for students attending LCTI & who have an IEP

NEW 2030 Grad Requirements LCTI w/ IEP	
English	4
Social Studies	2
Math	3
Science	2.5
Well/Fit (includes Aquatics)	0.5
Drivers Ed	0.25
Health 10	0.25
STEM or FCS met through LCTI lab)	0
PFM	0.5
Arts & Humanities	0
LCTI lab	11
<b>Total credits</b>	<b>24</b>
Intervention credits	4
<b>Total credits w/intervention</b>	<b>28</b>

Evidence-based Strategy Name	Measurable Goals
<b>Student Feedback</b>	By June 2027, Emmaus High School will implement a voluntary pilot student feedback system for Tier 1 instruction in which participating teachers administer confidential student surveys to gather feedback on instructional practices. At least 5% of the staff will participate with at least 90% student survey completion rate in participating classes. 100% of participating teachers submit at least one reflection artifact documenting how student feedback informed Tier 1 instructional adjustments.

Action Step	Anticipated Start	Completion Date
Meet with SILT Team to Discuss and Review Survey	January 2026	February 2026
Lead Person/Position	Material/Resources/Supports Needed	
Beth Guarriello and Marc Zimmerman	Nationally normed surveys, Panorama, with input from faculty and students	
<b>Prof Development Step</b> Choose an item.	 Student Survey User Guide.pdf Panorama	

Action Step	Anticipated Start	Completion Date
Explain to Faculty and Solicit Volunteers	Feb 1, 2026	Mar 30, 2026
Lead Person/Position	Material/Resources/Supports Needed	
Beth Guarriello and Marc Zimmerman	Agreed Upon Admin and Faculty surveys and information shared and explained at faculty meetings.	
<b>Prof Development Step</b> Choose an item.		

Action Step	Anticipated Start	Completion Date
Administer Survey To Students	May 1, 2026	May 15, 2026
Lead Person/Position	Material/Resources/Supports Needed	
Beth Guarriello and Marc Zimmerman	Agreed upon nationally normed survey questions.	
<b>Prof Development Step</b> Choose an item.		

Anticipated Output	Monitoring/Evaluation
<p>At least 5% of the staff will participate with at least 80% student survey completion rate in participating classes. 100% of participating teachers submit at least one reflection artifact documenting how student feedback informed Tier 1 instructional adjustments.</p>	<p>Administrators and teachers review feedback and collaboratively create the reflection documents listing at least 2 action steps to address the areas for improvements for each participating teacher. The action steps will be implemented and monitored during the 26-27 school year.</p>

### ***E. Professional Development Steps***

**(If you need more than the number of tables provided please copy and paste more into the document)**

Professional Development Activity Name: ELA AND MATH CURRICULUM AND INSTRUCTION	
Action Step	Set and communicate a clear expectation that each student will demonstrate proficiency in at least two iXL skills per week, using a combination of teacher-assigned skills and skills aligned to their individual learning path.
Audience	High school teachers (math and special education)
Topics to be Included	Skill assignment, various reports, instructional tools
Evidence of Learning	Teachers demonstrate the ability to assign specific skills to students, analyze skill proficiency and usage reports, and utilize group jams within iXL
Material/Resources/Supports Needed	iXL licenses
Lead Person/Position	Mike Mihalik, Office of Teaching & Learning
Anticipated Timeline	Start: February 2026      Completion: June 2027

**Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)**

Types of Activities	In-person training with iXL	Frequency	Beginning of school year PD, check-ins throughout the school year
Danielson Framework Component Met in this Plan	1D - Demonstrating Knowledge of Resources 3D - Using Assessment in Instruction		

Professional Development Activity Name: ATTENDANCE	
Action Step	Increase regular student attendance by 2% for students with disabilities and economically disadvantaged students by strengthening parent engagement, piloting an Out-of-School Suspension (OSS) program promoting academic accountability, and streamlining Student Attendance Improvement Conference (SAIC) timelines.
Audience	Staff assistants, Student Advisors
Topics to be Included	Communication approaches to improve parent engagement, academic and social/emotional learning approaches to improve student accountability, and timelines for attendance communication and conferences
Evidence of Learning	Increase in student attendance in targeted subgroups
Material/Resources/Supports Needed	Parent communications in primary languages of parents Materials and programs to support academic and social/emotional learning Dedicated space for OSS Pilot Program Staffing for OSS Pilot Program Attendance communications that correlate to updated timelines Tracking system for updated attendance communication and conference
Lead Person/Position	Nicole D'Emilio, Rodd Luckenbill, Wendi Myers
Anticipated Timeline	Start: February 2026 Completion: June 2027

**Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)**

Types of Activities	Family and Student Communications Approaches De-Escalation Techniques PD SEL Techniques PD	Frequency	Summer 2026 and On-Going During PD Days
Danielson Framework Component Met in this Plan	No Applicable		

Professional Development Activity Name: SCHEDULING FLEXIBILITY	
Action Step	Research, development, preparation and implementation of new graduation requirements for LCTI students
Audience	Counselors
Topics to be Included	New minimum graduation credit requirement for students attending LCTI, how to track credits and plan to monitor tracking of transfer students (in/out of LCTI)
Evidence of Learning	Students receiving minimum credits and graduating based on credits earned
Material/Resources/Supports Needed	Graduation Credit tracking sheet specific to LCTI students Master Scheduling
Lead Person/Position	Lorie Gamble
Anticipated Timeline	January 2026 <span style="float: right;">Completion: June 2027</span>

**Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)**

Types of Activities		Frequency	
Danielson Framework Component Met in this Plan	Choose an item. Choose an item.	Once the Comprehensive Portal Opens you will be able to select more than 2.	

Professional Development Activity Name: STUDENT FEEDBACK	
Action Step	Creation, Implementation, Analysis and Goal Development of the student survey for feedback and instructional improvements.
Audience	Teachers who volunteer to participate in the survey, their students, and their building administrator
Topics to be Included	Growing professionally, Reflecting on Teaching, Using Data to Improve Instruction and Learning, Using Data to improve Climate and Culture
Evidence of Learning	Improved survey results annually
Material/Resources/Supports Needed	<ol style="list-style-type: none"> <li>1. Nationally normed student / teacher feedback survey with anonymous data collection and analysis</li> <li>2. Time in class to administer the survey in May 2026</li> <li>3. Time by teacher to review and analyze the survey results</li> <li>4. Time with teacher and administrator to develop the reflection document and 2 action steps</li> <li>5. Work during summer 2026 (6 hours) to lesson plan and create needed documents to achieve the action steps</li> <li>6. Time in class to administer the survey in May 2027</li> </ol>

	7. Time by teacher to review, analyze, and compare the survey results May 2027 8. Time with teacher and administrator to analyze the success of the action steps June 2027	
Lead Person/Position	Beth Guarriello and Marc Zimmerman	
Anticipated Timeline	Start: February 2026	Completion: May 30, 2027

**Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)**

Types of Activities	Student and Teacher Feedback, Reflection and Goal Setting	Frequency	Survey Administration - once Goal Setting - ongoing
Danielson Framework Component Met in this Plan	2a Creating an Environment of Respect and Rapport 3e Demonstrating Flexibility and Responsiveness 4a Reflecting on Teaching 4d Participating in a Professional Community 4e Growing and Developing Professionally		

## Plan Communications

The success of a plan is how you communicate it to your staff, community, parents, and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

Communication Step	Mode
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<ul style="list-style-type: none"> <li>• Inform Community of TSI Designation</li> </ul>	<ul style="list-style-type: none"> <li>• Via Email, Community Newsletters, Parent Advisory Meetings, Board Meeting presentations</li> </ul>
	<b>Audience</b>
<p>Topics of Message</p>	<ul style="list-style-type: none"> <li>• Entire East Penn / Emmaus HS Community</li> </ul>
<ul style="list-style-type: none"> <li>• Notification of TSI Designation</li> </ul>	<p><b>Anticipated Timeline</b></p> <ul style="list-style-type: none"> <li>• January / February 2026</li> </ul>

Communication Step	Mode
<ul style="list-style-type: none"> <li>• Presentation and Explanation of TSI Plan Goals and Action Steps</li> </ul>	<ul style="list-style-type: none"> <li>• Board Meeting Presentation</li> <li>• Completion of TSI Plan</li> <li>• Submission of TSI Plan for Board Approval</li> </ul>
	<b>Audience</b>
<p>Topics of Message</p>	<ul style="list-style-type: none"> <li>• Entire East Penn Community and School Board</li> </ul>
<ul style="list-style-type: none"> <li>• Powerpoint presentation including basic data, goals, and action steps</li> <li>• TSI Plan template completed by TSI committee</li> </ul>	<p><b>Anticipated Timeline</b></p> <ul style="list-style-type: none"> <li>• February 9, 2026</li> </ul>

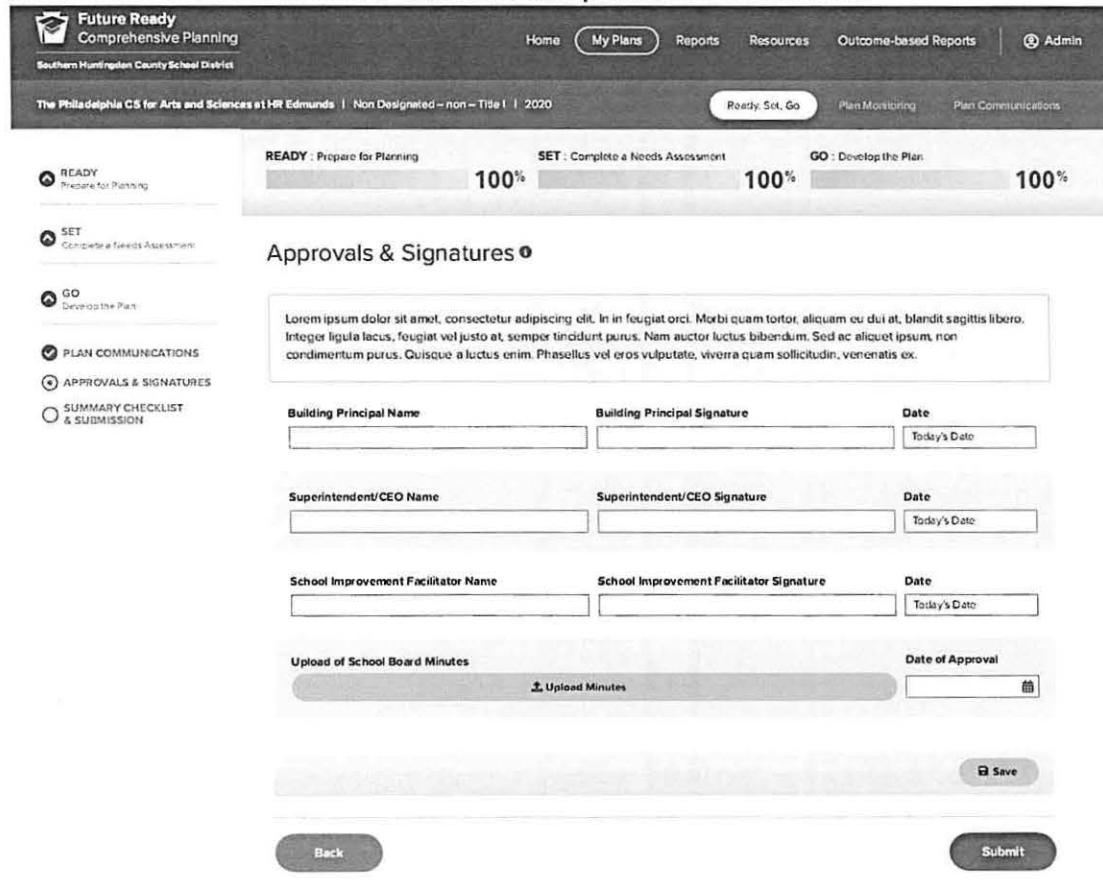
Communication Step	Mode
<ul style="list-style-type: none"> <li>Implementation of Plan during Spring 2026, Fall 2026, and Spring 2027</li> </ul>	<ul style="list-style-type: none"> <li>Work initiated and acted upon during the school day</li> <li>Update students, staff, and the community periodically regarding the progress of the implementation</li> </ul>
Topics of Message	Audience
	<ul style="list-style-type: none"> <li>Emmaus HS Community, East Penn Community, EPSD School Board</li> </ul>
<ul style="list-style-type: none"> <li>Update regarding implementation via board reports, board presentations, parent meeting updates, student meeting updates</li> </ul>	Anticipated Timeline
	<ul style="list-style-type: none"> <li>Spring 2026 - June 2027</li> </ul>

Communication Step	Mode
<ul style="list-style-type: none"> <li>Data analysis and communication of results to evaluate quantitative and qualitative results of action steps</li> </ul>	<ul style="list-style-type: none"> <li>Reports, Presentations, Community Updates, Meetings to discuss results</li> </ul>
Topics of Message	Audience
	<ul style="list-style-type: none"> <li>EHS Faculty and Staff, EHS Community, EPSD Community, EPSD School Board</li> </ul>

<ul style="list-style-type: none"><li>• Impact of TSI plan on data, student success, and school improvement goals</li></ul>	<b>Anticipated Timeline</b>
	<ul style="list-style-type: none"><li>• Summer 2027 and Fall 2027</li></ul>

## Plan Submission

(The Plan will be submitted in the new Comprehensive Planning Portal. The screenshot below is provided to show you what information is needed and how the plan will be affirmed.)



**Future Ready**  
Comprehensive Planning

Southern Huntingdon County School District

The Philadelphia CS for Arts and Sciences at HR Edmunds | Non Designated – non – Title I | 2020

Home | My Plans | Reports | Resources | Outcome-based Reports | Admin

Ready, Set, Go | Plan Monitoring | Plan Communications

**READY** : Prepare for Planning **100%** | **SET** : Complete a Needs Assessment **100%** | **GO** : Develop the Plan **100%**

**Approvals & Signatures**

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Building Principal Name	Building Principal Signature	Date
<input type="text"/>	<input type="text"/>	Today's Date
Superintendent/CEO Name	Superintendent/CEO Signature	Date
<input type="text"/>	<input type="text"/>	Today's Date
School Improvement Facilitator Name	School Improvement Facilitator Signature	Date
<input type="text"/>	<input type="text"/>	Today's Date
Upload of School Board Minutes	Date of Approval	
<input type="text"/>	<input type="text"/>	

**EHS TARGETED SUPPORT IMPROVEMENT PLAN**  
**GOAL #3: LCTI GRADUATION REQUIREMENTS AND SCHEDULE**

**All students do not have the same access to support and/or interventions**

**GOAL:**

By June 2027, Emmaus High School will work toward equitable access to academic supports and interventions for all students—including those attending LCTI—by revising graduation requirements to allow greater flexibility for intervention courses, adjusting intervention blocks for special education students, and implementing a revised tiered intervention protocol, resulting in increased participation in interventions and improved academic outcomes as measured by course completion, progress monitoring data, and graduation indicators.

- LCTI Grad requirements review and adjustment to provide more flexibility for intervention courses
  
- Intervention block adjustments for special education students at EHS

## EHS TARGETED SUPPORT IMPROVEMENT PLAN

### GOAL #3: LCTI GRADUATION REQUIREMENTS AND SCHEDULE


Normal Graduation Credit Requirement = 21.5

Current LCTI Credits Earned (for 4 years) = 29.75 Proposed is 28 credits with interventions; 26.25 without interventions

Class of 2026-2029 Current Grad Requirements		Class of 2030 and beyond Grad Requirements	
English	4	English	4
Social studies	4	Social studies	4
Math	3	Math	3
Science	3	Science	3
W/F	1	W/F	1
DE	0.25	DE	0.25
Health	0.5	Health	0.5
Arts & Humanities	2	Arts & Humanities	2
STEM	0.5	STEM	0.5
FCS	0.5	FCS	0.5
Electives	2.25	Electives	2.25
		PFM	0.5
<b>Total Credits</b>	<b>21</b>	<b>Total Credits</b>	<b>21.5</b>

NEW 2030 Grad Requirements LCTI w/ IEP	
English	4
Social Studies	2
Math	3
Science	2.5
Well/Fit (includes Aquatics)	0.5
Drivers Ed	0.25
Health 10	0.25
STEM or FCS met through LCTI lab)	0
PFM	0.5
Arts & Humanities	0
LCTI lab	11
<b>Total credits</b>	<b>24</b>
Intervention credits	4
<b>Total credits w/intervention</b>	<b>28</b>

Class of 2030 LCTI Grad Requirements	
English	4
Social Studies	3. (*2 if credit recovery is needed)
Math	3
Science	2.5
Well/Fit (includes Aquatics)	1 (*If needed, next tier would be waiving .5 W/F)
Drivers Ed	0.25
Health	0.5
STEM or FCS met through LCTI lab)	0.5
PFM	0.5
Arts & Humanities	0
LCTI lab	11
<b>Total credits</b>	<b>26.25</b>

 <p><b>C</b>omprehensive <b>N</b>europsychology <b>S</b>ervices, PLLC</p>	<p><i>Katherine Baum, PhD, ABPP</i> <i>Licensed Psychologist</i> <i>Board Certified Clinical Neuropsychologist</i></p> <p><i>Julia Guerin, PhD</i> <i>Licensed Psychologist</i></p>
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2026

**Independent Educational Evaluation (IEE) Agreement Between:**

**Comprehensive Neuropsychology Services (CNS), PLLC**  
Katherine Baum, PhD, ABPP and Neha Dixit, PhD (“Providers”)

And

**East Penn School District**  
Karen Fairclough (“Client”)

**Scope of Services**

Providers agrees to complete an IEE for students whose parents elect Providers with agreement from the Client. Services include:

- Interpretation, Translation & Consultation Services (Dr. Dixit; certified in Gujarati)
- Record Review of student’s developmental, medical, and academic histories.
- Initial Consultation or interview with parent(s) to better understand concerns, goals, and expectations.
- School Observation\* to observe them in their learning environment.
- Student Testing and Interview directly with child in the Providers’ office, ensuring their perspective is incorporated into the evaluation.
- Scoring and Interpretation of the evaluation results, translating them into meaningful insights and a holistic ‘big picture’ perspective of the student.
- Collaboration with Others including educators, physicians, therapists or others.
- Feedback Session\* involving one 60-minute session with Client and parent(s). Providers shares findings and recommendations, fostering collaboration.
- Comprehensive Report that captures the summary of the evaluation, along with actionable recommendations for the student’s educational journey.

**Payment & Reporting**

Fee for interpretation, translation, and consultation: \$250/hour

- 11-14 hours for intake, testing, feedback and report consultation
- Payable by check sent to Providers’ office at completion of evaluation

Fee for evaluation: \$5500

- Payable by check sent to Providers’ office at completion of evaluation

940 E. Haverford Road Suite 202  
Bryn Mawr, PA 19010  
Phone: (484) 321-3958

[baum@drkbaum.com](mailto:baum@drkbaum.com)  
[www.comprehensiveneuropsychologyservices.com](http://www.comprehensiveneuropsychologyservices.com)

- Payment due within 30 days after final feedback meeting/report distribution and subject to a late fee of 5% of total bill for every month payment is delayed.
- \*Observations and in-person feedbacks may incur additional charges if travel time is > 30 minutes from the office (charged at 50% of \$300/hour rate). Additional feedback sessions/meetings are also subject to \$300/hour rate.
- Parent(s) must sign a Release of Information (ROI) allowing communication between Providers and Client.
- Reports will be released to Client and parent(s) simultaneously via email with the parent additionally sent the report through the Patient Portal.

**Policies & Cancellations**

- All patient policies of CNS apply, including no-shows or late cancellations (within 24 hours) are charged the full appointment cost.

**Signatures:**

**Comprehensive Neuropsychology Services**

**East Penn School District**

\_\_\_\_\_

\_\_\_\_\_

Provider Name

Shonta E. Ford, President  
Board of School Directors

Provider Title

Date: \_\_\_\_\_

Date: \_\_\_\_\_



713 N. 13th Street  
Allentown, PA 18102  
(V): 610-770-9781  
(F): 610-770-9801  
www.lvcil.org

## LVCIL Consulting and Services Agreement

This Consulting and Services Agreement (“Agreement”) is entered into as of April 8, 2026 (“Effective Date”) by and between LVCIL, a nonprofit agency serving people with disabilities, having an office at 713 North 13<sup>th</sup> Street, Allentown, PA 18102 (“LVCIL”) and East Penn School District (“Vendor”). LVCIL and Vendor are sometimes referred to herein individually as a “Party” and together as “the Parties.”

### Services

This Agreement between LVCIL and Vendor is for the provision of LIFE program services to [REDACTED] (“Consumer”) for the 2025 - 2026 extended school year (“Service Period”). Services (direct or indirect) will be provided based upon an individualized service plan (“Service Plan”), as developed by the consumer and their stakeholders, including LVCIL and the Vendor, and as approved by the Vendor. The Consumer’s Service Plan is customized, and *may include, but is not limited to, the following services:*

- **Group Direct Services**, such as:
  - Essential skills development (e.g. professional communication, self-advocacy, conflict management, teamwork, time management and scheduling, assertiveness, social skills, relationships, personal boundaries, maintaining physical and mental health and wellness, managing emotions, etc.);
  - Career exploration, job shadowing, general and/or specific application completion, resume and cover letter development, interview skill development, related independent living skills, etc.;
  - Hands-on work experiences as provided at the host site.
- **Individual Indirect Services**, such as:
  - Individualized Education Plan (IEP) or other team meeting support (i.e., attendance and participation in Consumer’s IEP meetings as requested).

### Schedule and Service Hours

During the Service Period, Consumer is expected to attend LVCIL group services 5.0 hours per day, three day(s) per week for six weeks, for a total of 15 hours **group direct service** hour(s) per week. Group activities occur in a setting with three or more students. A Service Schedule (“Service Schedule”), i.e. specific days/times of direct participation, will be developed as part of the Service Plan.

In addition, during the Service Period, LVCIL is expected to provide additional billable **individual indirect services** as needed, as applicable and required, to attend IEP meetings or other meetings, or to develop expected community-based experiences on behalf of the consumer as indicated in the Service Plan. Direct or indirect individual services will increase the billable service time provided by LVCIL accordingly.

LVCIL will not provide **group direct services**, as outlined in the Service Schedule, on weekdays designated as holidays, as determined by Vendor’s current academic calendar and transportation options. If Vendor cancels school or shortens the school day, Consumer’s participation at LVCIL on that day will be cancelled or shortened accordingly.

If additional or reduced hours of service are necessary, the Parties must agree in writing.

## Transportation

During the Service Period, Vendor will arrange and/or provide transportation for Consumer to and from LVCIL offices or alternate programming sites in accordance with the Consumer's Service Schedule, unless programming will necessitate alternate times and/or locations, or if mutually agreed upon by the Parties, in which case LVCIL may assist with coordination and/or provision of transportation, which will be billed as a individual direct service.

Transportation to and from community-based events and activities during programming, as determined by the Service Schedule, will be provided by LVCIL as a group direct service. LVCIL certifies that all drivers shall have necessary licensure for transporting consumer and that all vehicles used to transport Consumer will be fully insured. LVCIL indemnifies and holds harmless Vendor, its officers and employees, agents, and attorneys, from all liabilities, claims, and obligations whatsoever arising from its transportation of Consumer to/from community sites.

LVCIL shall secure and maintain comprehensive general liability Insurance and automobile liability insurance with limits of not less than \$1,000,000.00 combined single limit per occurrence for bodily injury and property damage liability. LVCIL shall secure and maintain professional liability insurance with limits of not less than \$1,000,000 per occurrence and \$2,000,000 in aggregate. When permitted under the provisions of the insurance, Vendor shall be named as an additional insured. All liability policies shall be primary and without contribution from any policy of insurance of Vendor.

## Record Keeping and Progress Reporting

LVCIL Staff will document all information related to services provided and will maintain an electronic record in Consumer's file. Staff will also record the date of each activity and the duration of each billable unit in CILSuite, a web-based time management program. The Transition and Employment Administrative Team will review all billable hours, and LVCIL's Fiscal Staff will process all billing.

Evaluations will be conducted by LVCIL staff to evaluate Consumer's progress within the program. These evaluations and supplemental documents will be shared with the Vendor to evaluate Consumer's progress. Progress reporting will be submitted to Vendor within ten days of conclusion of each reporting period, as determined by the Parties. All the Consumer's progress testing and reporting shall be the responsibility of Vendor, unless otherwise agreed in writing and approved by LVCIL.

LVCIL will provide Vendor with copies of all clearances required by the Pennsylvania Department of Education, the Public School Code and the Child Protective Services Law for all staff involved in providing direct services to Consumer while under LVCIL's supervision.

## Compensation and Payment

Vendor agrees to pay LVCIL for services rendered monthly, at a rate of **\$3,500.00** per the six-week session for applicable group direct services, and at a rate of **\$88.50** per hour for applicable individual indirect services, in accordance with the Consumer's Service Plan.

Vendor will only be billed for applicable direct and indirect billable services provided on each respective day. Time will be billed in quarter-hour increments. LVCIL will submit an invoice to Vendor for the month's services within twenty (20) days of the end of the month. Vendor agrees to pay invoices within thirty (30) days of receipt.

## Termination of Services

This contract will remain in effect until the end of the Service Period.

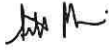
Either party may terminate this agreement, as applicable, in the event of a material breach of the other Party's obligations if the breaching Party fails to cure the breach within thirty (30) days after receiving written specific notice of the breach being asserted. In addition, LVCIL may terminate this Agreement at any time without cause by providing Vendor with thirty (30) days prior written notice.

## FAPE Responsibility

The Parties of this Agreement understand and agree that this Agreement in no way limits or shifts Vendor's responsibility to provide a Free Appropriate Public Education to Consumer.

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**IN WITNESS WHEREOF**, the Parties hereto have agreed to and executed this Agreement, or caused it to be executed in their names and on their behalf by their respective representatives thereunto duly authorized, as of the Effective Date set forth above.



4/9/26

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Signature

---

Date

By Seth Hoderewski, in his capacity as Executive Director of LVCIL

---

Signature

---

Date

By Jody Freed, in their capacity for Director of Special Education for East Penn

## AGREEMENT

This Agreement, made this 27th day of April 2026 between East Penn School District, maintaining its principal office in Emmaus, Pennsylvania (hereinafter referred to as the "District") and the River Crossing YMCA, Allentown Branch, maintaining their principal offices in Allentown, PA (hereinafter referred to as the "Y") is as follows:

WHEREAS, the "Y" operates a before and after child care program for the benefit of parents and their school age children attending grades kindergarten through fifth grade; and,

WHEREAS, the "Y" operates a before and after child care program at the District's schools for the school year 2026-2027.

Now, therefore, in consideration of the mutual promises contained in this Agreement, and intending to be legally bound, the parties agree as follows:

1. The District grants to the "Y" the right to use rooms, as designated by the District, in Shoemaker Elementary School for the purpose of conducting a before and after child care program during the school year of 2026-2027.
2. The "Y" program shall be licensed by the Department of Human Services of the Commonwealth of Pennsylvania and it shall meet all of the requirements of said Department.
3. The before and after child care program shall be operated and conducted for the sole and exclusive benefit of the parents and their children who reside in the District's schools and attend the District's schools. The "Y" use of the school(s) shall be limited to the operation of the before and after child care program only and for no other use.
4. The "Y" shall have the right to use the school(s) for the before and after child care program from 7:00 a.m. to 8:45 a.m. and from 3:15 p.m. to 6:00 p.m. on all days that students are in regular attendance at the said school(s) and early dismissal days from 12:30 p.m. to 6:00 p.m. In addition, the right to use the school(s) for before and after child care programs, as well as the designated hours of such programs, shall be subject to adjustment due to restrictions arising from COVID-19 that may be imposed, established, necessitated and/or required by any federal or state agency and/or the District. The District shall retain the right to use the rooms designated for use to the "Y" at any time when necessary for the operation of said school(s). In the event the District requests to use said rooms, the "Y" shall limit or cease its use of the rooms pursuant to the needs of the District as set forth in its request. The District, however, agrees to discuss any conflict with respect to the use of the rooms and shall attempt to resolve the same. In the event that such conflict cannot be resolved, the District's use of said rooms shall prevail.
5. The "Y" shall pay to the District the sum of One Dollar (\$1.00) for the use of the District's schools for the before and after child care program for the entire term of this Agreement.
6. The "Y" shall be solely and exclusively responsible for the operation of the before and after child care program and under no circumstances shall the "Y" act as an agent of the District or on behalf of the District in any capacity. The "Y" agrees that it shall not hold itself out as being an agent of the District or advertise the before and after child care program as being sponsored by the District. The "Y" acknowledges that the use of the rooms designated for use to the "Y" shall not entitle the "Y" to the use of any of the

District's services, equipment and/or supplies except for the use of furnishings contained in said rooms, janitorial staff and supplies, and use of the phone. Routine custodial/maintenance shall be provided by the School District for no additional charge, except when a custodian is not normally on duty. In that latter event, the "Y" shall pay the District at the hourly overtime rate prescribed in School Board Policy 707.

7. The "Y" shall comply with all requirements of any and all notices issued by the District during the term of this Agreement relating to the operation of the District's schools. The "Y" shall, upon notice from the District, cease any practice, including but not limited to, the cessation of the entire program, which, in the opinion of the District, may subject the District to any liability, claims, and litigation or grievance proceedings.
8. The "Y" shall reimburse the District for any damage or loss to the District's real and/or personal property arising directly or indirectly from the said use.
9. The "Y" shall provide certificates of coverage for the following insurance requirements: liability insurance coverage in the amount of no less than \$1,000,000 bodily injury, and property damage limit in the amount of no less than \$1,000,000 or, alternatively, no less than \$2,000,000 of bodily injury and property damage if liability is combined under a single limit. In addition, the East Penn School District shall be named as "an additional insured" and the Certificate of Insurance shall stipulate no less than a thirty (30) day notice of cancellation.
10. "Y" shall be in, and remain in, compliance with all state and federal laws pertaining to child abuse reporting and providing clearances, including but not limited to Acts 153 and Act 168. By signing below, "Y" certifies and confirms that any of its employees who will work at the District's schools have, and will have, all current Pennsylvania child abuse criminal history clearances, a current Pennsylvania State Criminal History Record Check and a current FBI Criminal Record Check, all as required by law.
11. "Y" and EPSD shall remain in compliance with all relevant state and federal laws.
12. The maximum number of students to be served per school is forty.
13. When the school building is closed, the before and after child care program will not be scheduled.

ATTEST:

**EAST PENN SCHOOL DISTRICT**

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Janine L. Allen, Board Secretary

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Shonta E. Ford, Board President

ATTEST:

**RIVER CROSSING YMCA  
ALLENTOWN BRANCH**

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Virginia Doyle, CFO

# INVITATION TO BID

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PROJECT: Safety Bollard Installations at:  
Emmaus High School  
500 Macungie Avenue  
Emmaus PA 18049

Lower Macungie Middle School  
6299 Lower Macungie Road  
Macungie, PA 18062

Eyer Middle School  
5616 Buckeye Road  
Macungie, PA 18062

OWNER: East Penn School District

PROJECT NO: PCCD 2024

BID DUE DATE: Tuesday, April 07, 2026 @ 2:00 PM Local Time

DELIVER (2) COPIES  
OF BIDS TO: East Penn School District  
800 Pine Street  
Emmaus, Pennsylvania 18049  
ATTN: Mr. Robert Saul - Business Administrator

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Project Description: Installation of concrete filled, 6"x 60" (36" above finished concrete) steel bollard posts (schedule #40) with wet set dome cap, primed (epoxy) and painted (urethane diamond bond 2K) high visibility safety yellow.

Bidding Documents may be obtained at the Facilities Office at the above address or by contacting Steven Onushco at [sonushco@eastpennsd.org](mailto:sonushco@eastpennsd.org). Bidders are responsible for ensuring receipt of all addenda. Documents may be obtained from any source; however, only bidders registered with the Owner will receive official addenda.

A single lump sum bid is requested for General Construction. Performance, Labor and Materials Payment Bonds are required as stated in the Instructions to Bidders. Bid Security in the amount of 10 percent of the bid must accompany each bid in accordance with the Instruction to Bidders. Bidders are encouraged to notify Steven Onushco of intent to bid. Please provide this office with your Company Name, Project Manager's Name, your correct street mailing address in addition to your P.O. Box number, if applicable, your telephone and e-mail address.

Note: Contractor shall demonstrate the ability to adequately staff and respond to the project within the required schedule.

A mandatory bidder's pre-bid conference and tour of the work areas (including major subcontractors) will be conducted, beginning at the front entrance of the Lower Macungie Middle School, 6299 Lower Macungie Road, Macungie, PA. 18062, at 1:00 PM on Wednesday, April 1st, 2026. Failure to attend walk-through will result in the bid being deemed non-responsive and ineligible for award.

The Owner reserves the right to reject any or all bids and to waive any informalities or irregularities in the bidding process in the best interest of the District.

Bids must be submitted in hard copy form. Electronic or facsimile submissions will not be accepted. The official time of receipt shall be determined by the Owner's timekeeping system at the location designated for bid receipt. No bids will be accepted after the time specified for receipt of bids.

## INSTRUCTIONS TO BIDDERS

1. BIDS:
  - a. Bids to be entitled for consideration shall be made in accordance with the following instructions.
  
2. BID FORMS:
  - a. A single lump bid covering all project locations on the Bid Form issued with Bidding Documents with blank spaces shall be fully filled in. (Only one copy of the bid bond is required) Owner reserves the right to waive an informality in the bids received. If there is any discrepancy between the words and numbers on the bid form, the written words shall be considered as being the bid price.
  - b. A properly executed Non-Collusion Affidavit is required to be submitted with the bid. Failure to include this affidavit will result in the bid being deemed non-responsive.
  
3. DELIVERY OF BID:
  - a. Deliver bids to location designated in Invitation to Bids at or before time specified therein. Submit bids in opaque sealed envelope marked BID and bearing title of specific project and name of bidder.
  
4. BID SECURITY:
  - a. A Certified Check, Cashier's Check or Bid Bond issued by a bonding company authorized to operate in the Commonwealth of Pennsylvania, in an amount equal to 10% of the total base bid, and made payable to the Owner must accompany each bid. This shall serve as security to guarantee execution of the contract, and not a penalty, which the Owner will sustain by the failure or refusal of the bidder to execute and deliver the Contract and Performance and Payment Bonds, should the contract be awarded him.
  - b. If the bidder defaults in executing and delivering the contract and the Performance and Payment bonds within ten (10) days after written notification from the Owner of the award of the Contract to him, then the Check or Bid Bond shall become the property of the Owner.
  - c. Bids shall remain in effect for a period of one-hundred and twenty (120) days after the time established for receipt thereof, and during this time the Owner may accept or reject the bids as he so elects. If the bid is not accepted within the one-hundred and twenty days (120) days after the time set for submission of bids, or if the successful bidder executes and delivers said Contract and the Performance and Payment Bonds, then the Check or Bid Bond will be returned.

5. PERFORMANCE BOND, LABOR AND MATERIALS PAYMENT BOND AND INSURANCE:

- a. Bid shall include cost of Bonds and Insurance, and the Bonds and Insurance shall be furnished as stated herein. The Performance Bond and a Labor and Material Payment Bond of the successful bidders shall be executed by a surety company, authorized to conduct business in the Commonwealth of Pennsylvania and acceptable to the Owner. Each bond shall be in an amount equal to one hundred percent (100%) of the Contract Price. The Performance Bond and the Labor and Material Payment Bond may be in one or in separate instruments in accordance with local laws and are to be delivered to the Owner. Failure or neglecting to deliver said bonds, as specified, shall be considered as having abandoned the Contract and the Bid Security will be retained as liquidated damages.

6. MODIFICATION AND WITHDRAWAL:

- a. No bid may be changed, amended or modified by telegram or otherwise after submittal. Bidders may withdraw bids at any time before bid opening, but may not resubmit them.
- b. Negligence by the Bidder in preparing his proposal confers no right of withdrawal or modification of his proposal after such proposal has been opened. No claims on account of mistakes or omissions of any proposal will be considered. Notwithstanding the above, a Bidder may withdraw his proposal within two (2) business days after the Bid opening time in accordance with the Public Contracts - Withdrawal of Bids Law, Act of January 23, 1974, P.L.9, No. 4, 73 P.S. 1601 et seq., as amended. A Bid which has been opened may be withdrawn only in accordance with the causes set forth in said Act and for no other reasons. Strict compliance with said Act is required to withdraw a Bid after opening.

7. BIDDERS QUALIFICATIONS:

- a. In the submission of his bid, the bidder warrants to the Owner that both he and all trades to be employed by him in the prosecution of the work have been regularly engaged in work of a character similar to that covered by the Drawings and Specifications for at least five (5) years prior to the date of the proposed work.
- b. Bidders shall submit a completed Qualifications Questionnaire and all other information requested after the Bid only when requested. A completed Qualifications Questionnaire completed in a manner that demonstrates bad faith and is substantially incomplete shall be rejected. Owner will scrutinize the bidder's information for full disclosure before a bid is awarded. The bidder must demonstrate competency and provide information requested by Owner, or other representative within 5 days of request. If the Bidder does not submit all of the information requested and or in the format requested within 5 days, the bid may be determined to be nonresponsive and may be rejected.
- c. The Owner may make such investigation as is deemed necessary to determine the responsibility of the Bidder, including the ability of the Bidder to perform the work according to the requirements of the Contract Documents. The Bidder shall furnish to the Owner all such information and data for this purpose as the Owner may request. Award shall be made to the lowest responsible bidder in accordance with section 751 of the Pennsylvania Public School Code, based on objective criteria including experience, financial capacity, and past performance.
- d. This project has a critical project schedule. The Owner reserves the right to review Bidder's ability to meet, staff and manage the entire project including project schedules and their performance on other projects in making claims for additional compensation regarding project schedules and delay

in project completion. Any bidder determined to have a history of failing to properly manage or staff projects, or a pattern of submitting claims related to project scheduling, delays, or staffing deficiencies, may be determined not responsible and may be rejected.

8. BIDDERS RESPONSIBILITY:

- a. Each bidder shall be held to have examined Contract Documents and existing conditions at the project site and to have fully informed himself as to conditions and limitations, and shall include to cover cost of all items in Contract in the Bid Sum(s). Bidder may not at any time after the execution of the contract set up any claims based upon insufficient data or incorrect assumptions on its part.
- b. Complete sets of Bidding Documents must be used in preparing Bids; Owner does not assume any responsibility for errors or misinterpretations resulting from the use of incomplete sets of Bidding Documents. Bid Documents consist of one volume of Contract Documents (and all reference standards) and Drawings.
- c. Owner, in making copies of the Bidding Documents available on the above terms, does so only for the purpose of obtaining Bids on the Work and do not confer a license or grant for any other use.

9. BIDDER'S WAIVER TO CLAIMS

- a. In the submission of his bid, the bidder agrees to waive any claim they might have against the Owner arising out of their evaluation or recommendation of any bid.

10. INTERPRETATIONS:

- a. Should Bidder find discrepancies in or omissions from Contract Documents, prior to the submission of the bid, or should he be in doubt as to meaning, he shall notify the Owner, who will send written instructions to all Bidders. Owner will not be responsible for any oral instructions.

11. SUBSTITUTE MATERIALS AND EQUIPMENT:

- a. Bid shall include furnishing and installing material in strict accordance with Contract Documents. Product substitutions will not be allowed during the bidding period.

12. ADDENDA:

- a. Addendum may be issued to modify the Bidding Documents as deemed advisable by Owner.
- b. Addenda issued during time of bidding shall be listed by the bidder on the Bid Form, and will be indicated in the Contract that they will become part thereof.

13. ALTERNATES

- a. The Bidder agrees to modify the base bid by the amounts stated for alternates as requested on the Bid Form and specified in the Bidding Documents.
- b. The Owner may accept any or all of the alternates in any order.

- C. Alternate work shall be completed within the same time frame as indicated on the Contract Documents for associated work. No alternate shall modify the project material allowances unless stated within the allowance description.
- d. If there is no change in the contract amount for any alternate write NO CHANGE or zero (0) in the blank. If there is no bid for the Alternate write NO BID in the blank. If Owner selects alternate not bid, the bidder may not receive the award.
- f. Enter the amount for each alternate on the line pre-marked as "ADD" or "DEDUCT". Where both the words "ADD" and "DEDUCT" are provided for an alternate, strike through one of the words so that the appropriate work remains.
- g. The failure to enter an amount in the blanks for an alternate shall be treated conclusively as a Bid of zero dollars for the work described in the alternate.

14. REJECTION OF BIDS:

- a. The Owner reserves the right to reject all bids or parts thereof or items therein and to waive any defects, errors, omissions, mistakes, irregularities or informalities in therein, as it may deem best to protect the interest of the Owner.

15. SUBCONTRACTORS:

- a. Successful Bidder will not be permitted to substitute other subcontractors for those named without written consent of Owner.

16. PRE-BID WALK THROUGH CONFERENCE

- a. A mandatory bidder's tour/conference of the work area (including major sub-contractors) will be conducted at the project job site as indicated on the Request for Bids. Failure to attend the mandatory pre-bid conference will result in the bid being deemed non-responsive and ineligible for award. Attendance is mandatory due to site-specific conditions, safety considerations, and coordination requirements across multiple occupied school facilities.

17. AWARD OF CONTRACT:

- a. If any award is made by the Owner, it will be to the party declared by the Owner to be the lowest responsible bidder by notice of intent to award. Award of Contract will be based upon the base bid and any of the accepted alternates prices. If an award is made, it will be made to the lowest responsible bidder in accordance with Section 751 of the Pennsylvania Public School Code. In determining responsibility, relevant project experience, satisfactory past performance, and the ability to complete the work within the required schedule. The Owner will scrutinize the bidder's information for full disclosure before a bid is awarded. The bidder must demonstrate competency and provide any or all of the above information requested within 5 days of request. If the bidder does not submit all of the information requested and or in the format requested, the bid will be determined to be non-responsive and invalid.

18. EXECUTION OF CONTRACT AND BONDS:

- a. The Owner will notify the lowest responsible bidder notice of intent to award. Upon receipt of the notice, the Contractor shall furnish the Performance Bond and Labor and Material Payment Bond as specified herein, a Certificate of Insurance as outlined in the Supplemental Conditions, a complete list of subcontractors, and the name and qualification statement of the job superintendent who the Contractor intends to use for the duration of this project. Two (2) copies of the Bonds, Certificates of Insurance and the superintendents' qualifications shall be submitted to the Facilities office within ten calendar days following the receipt of the notice of intent to award. All insurance shall be issued by companies authorized to transact business in the Commonwealth of Pennsylvania. In the event the successful bidder shall fail to procure the necessary bonds, insurance and superintendent's qualifications within the required time, the Owner has the option of declaring bidder in default in which case the amount of the bid guarantee shall be forfeited to the Owner (not as a penalty, but as liquidated damages) or, in the alternative, of allowing the successful bidder additional time in which to secure required bonds and insurance. After approval of bonds, insurance, superintendents and other data submitted, the Owner will make an Award of Contract and notify the Contractor of the time and place for contract signing. In the event the bidder fails to provide a properly executed contract to the Owner within 14 days of notice, the Owner has the option of declaring bidder in default in which case the amount of the bid guarantee shall be forfeited to the Owner (not as a penalty, but as liquidated damages).
- b. Bonding shall be provided by Companies listed on the current Federal Register and be 'A' rated or better. Insurance Companies must be rated 'A' or better in A.M. Best Ratings.

19. SUBLETTING OR ASSIGNING OF CONTRACT:

- a. The Contractor shall not sublet, sell, transfer or assign or otherwise dispose of the Contract, or any portion thereof, or of his right, title or interest therein, without the written consent of the Owner.

20. START OF WORK:

- a. The time of completion of this Contract has been established on the basis that the Contractor shall start work thereon the day following receipt of a Notice to Proceed, and it is agreed that the work shall accordingly be commenced on that day.

21. QUESTIONS DURING BIDDING PERIOD:

- a. All bidders shall refer all questions during the bidding period to the Facilities office at 610-966-8328 and ask for Steven Onushco.

22. OPENING OF BIDS:

- a. Bids will be opened and read aloud publicly.

23. PENNSYLVANIA PREVAILING WAGE ACT:

- a. The bidder further agrees that should he enter into a contract to perform all or any portion of the work included herein, he will comply with all provisions of the "Pennsylvania Prevailing Wage Act", Act 442 of August 15, 1961, P.L. 987, as amended, including all rules and regulations therein under. Contractor shall submit certified payroll records weekly in accordance with Pennsylvania Department of Labor and Industry requirements and shall comply with all posting and recordkeeping requirements.

24. PUBLIC WORKS EMPLOYMENT VERIFICATION ACT

- a. The Contractor and all subcontractors shall comply with the Pennsylvania Public Works Employment Verification Act (43 P.S. §167.1 et seq.), including verification of employment eligibility through the federal E-Verify system.

# PENNSYLVANIA MINIMUM WAGE DETERMINATION DOCUMENTS

The following documents are the current Pennsylvania Prevailing Wage Rate Schedule for this project, 6 pages. Use the appropriate forms for inspections and certifications as required and issued by the Pennsylvania Prevailing Wage Division.

END OF DOCUMENT

**BUREAU OF LABOR LAW COMPLIANCE  
PREVAILING WAGES PROJECT RATES**

Project Name:	East Penn SD Bollards
General Description:	Safety bollard installations at Emmaus High School, Lower Macungie Middle School, and Eyer Middle school
Project Locality	Borough of Emmaus
Awarding Agency:	East Penn School District
Contract Award Date:	4/27/2026
Serial Number:	26-02808
Project Classification:	Highway
Determination Date:	3/20/2026
Assigned Field Office:	Scranton
Field Office Phone Number:	(570)963-4577
Toll Free Phone Number:	(877)214-3962
Project County:	Lehigh County

**BUREAU OF LABOR LAW COMPLIANCE  
PREVAILING WAGES PROJECT RATES**

Project: 26-02808 - Building	Effective Date	Expiration Date	Hourly Rate	Fringe Benefits	Total
Asbestos & Insulation Workers	6/30/2025		\$41.50	\$29.86	\$71.36
Boilermaker (Commercial, Institutional, and Minor Repair Work)	3/1/2024		\$36.71	\$19.13	\$55.84
Boilermakers	1/1/2024		\$52.10	\$35.72	\$87.82
Bricklayers, Stone Masons, Pointers, Caulkers, Cleaners	5/4/2025		\$39.04	\$23.17	\$62.21
Bricklayers, Stone Masons, Pointers, Caulkers, Cleaners	5/3/2026		\$40.89	\$23.17	\$64.06
Carpenter - Chief of Party (Surveying & Layout)	5/1/2025		\$43.71	\$28.09	\$71.80
Carpenter - Chief of Party (Surveying & Layout)	5/1/2026		\$45.01	\$28.44	\$73.45
Carpenter - Chief of Party (Surveying & Layout)	5/1/2027		\$46.51	\$28.79	\$75.30
Carpenter - Chief of Party (Surveying & Layout)	5/1/2028		\$48.16	\$29.14	\$77.30
Carpenter - Instrument Person (Surveying & Layout)	5/1/2025		\$39.74	\$28.09	\$67.83
Carpenter - Instrument Person (Surveying & Layout)	5/1/2026		\$41.04	\$28.44	\$69.48
Carpenter - Instrument Person (Surveying & Layout)	5/1/2027		\$42.54	\$28.79	\$71.33
Carpenter - Instrument Person (Surveying & Layout)	5/1/2028		\$44.19	\$29.14	\$73.33
Carpenter - Rodman (Surveying & Layout)	5/1/2025		\$23.84	\$22.20	\$46.04
Carpenter - Rodman (Surveying & Layout)	5/1/2026		\$24.62	\$22.55	\$47.17
Carpenter - Rodman (Surveying & Layout)	5/1/2027		\$25.52	\$22.90	\$48.42
Carpenter - Rodman (Surveying & Layout)	5/1/2028		\$26.51	\$23.25	\$49.76
Carpenters	5/1/2025		\$39.74	\$28.09	\$67.83
Carpenters	5/1/2026		\$41.04	\$28.44	\$69.48
Carpenters	5/1/2027		\$42.54	\$28.79	\$71.33
Carpenters	5/1/2028		\$44.19	\$29.14	\$73.33
Cement Finishers & Plasterers	5/4/2025		\$33.66	\$22.42	\$56.08
Cement Finishers & Plasterers	5/3/2026		\$35.66	\$22.42	\$58.08
Cement Finishers & Plasterers	5/3/2027		\$34.92	\$25.16	\$60.08
Cement Masons	5/1/2024		\$36.18	\$25.20	\$61.38
Cement Masons	5/1/2025		\$37.78	\$25.40	\$63.18
Dockbuilder, Pile Drivers	5/1/2025		\$55.23	\$37.99	\$93.22
Dockbuilder, Pile Drivers	5/1/2026		\$56.98	\$37.99	\$94.97
Dockbuilder/Pile Driver Diver	5/1/2025		\$64.35	\$41.74	\$106.09
Dockbuilder/Pile Driver Diver	5/1/2026		\$66.54	\$41.74	\$108.28
Dockbuilder/pile driver tender	5/1/2025		\$55.23	\$37.99	\$93.22
Dockbuilder/pile driver tender	5/1/2026		\$56.98	\$37.99	\$94.97
Drywall Finisher	5/1/2024		\$30.33	\$22.79	\$53.12
Drywall Finisher	5/1/2025		\$31.83	\$23.26	\$55.09
Electricians	6/1/2025		\$50.00	\$26.36	\$76.36
Electricians	6/1/2026		\$53.75	\$26.36	\$80.11
Elevator Constructor	1/1/2025		\$61.41	\$44.95	\$106.36
Elevator Constructor	1/1/2026		\$64.06	\$46.01	\$110.07
Floor Coverer	5/1/2025		\$41.23	\$29.79	\$71.02
Floor Coverer	5/1/2026		\$42.23	\$30.79	\$73.02
Glazier	5/1/2024		\$39.48	\$23.81	\$63.29
Iron Workers (Bridge, Structural Steel, Ornamental, Precast, Reinforcing)	7/1/2025		\$38.76	\$33.38	\$72.14

**BUREAU OF LABOR LAW COMPLIANCE  
PREVAILING WAGES PROJECT RATES**

Project: 26-02808 - Building	Effective Date	Expiration Date	Hourly Rate	Fringe Benefits	Total
Laborers (Class 01 - See notes)	5/1/2025		\$32.09	\$20.14	\$52.23
Laborers (Class 01 - See notes)	5/1/2026		\$33.09	\$20.79	\$53.88
Laborers (Class 02 - See notes)	5/1/2025		\$33.12	\$20.14	\$53.26
Laborers (Class 02 - See notes)	5/1/2026		\$34.12	\$20.79	\$54.91
Laborers (Class 03 - See notes)	4/27/2025		\$32.74	\$20.14	\$52.88
Laborers (Class 03 - See notes)	5/1/2026		\$33.74	\$20.79	\$54.53
Laborers (Class 04 - See notes)	4/27/2025		\$34.24	\$20.14	\$54.38
Laborers (Class 04 - See notes)	5/1/2026		\$35.24	\$20.79	\$56.03
Laborers (Class 05 - See notes)	5/1/2025		\$34.09	\$20.14	\$54.23
Laborers (Class 05 - See notes)	5/1/2026		\$35.09	\$20.79	\$55.88
Laborers (Class 06 - See notes)	5/1/2025		\$33.44	\$20.14	\$53.58
Laborers (Class 06 - See notes)	5/1/2026		\$34.44	\$20.79	\$55.23
Marble Mason	5/1/2025		\$35.47	\$22.79	\$58.26
Marble Mason	5/1/2026		\$37.42	\$22.79	\$60.21
Millwright	5/1/2025		\$53.87	\$33.95	\$87.82
Millwright	5/1/2026		\$56.51	\$33.95	\$90.46
Operators (Building, Class 01 - See Notes)	5/1/2025		\$44.89	\$30.92	\$75.81
Operators (Building, Class 01 - See Notes)	5/1/2026		\$46.05	\$31.76	\$77.81
Operators (Building, Class 01A - See Notes)	5/1/2025		\$47.14	\$31.58	\$78.72
Operators (Building, Class 01A - See Notes)	5/1/2026		\$48.30	\$32.42	\$80.72
Operators (Building, Class 02 - See Notes)	5/1/2025		\$44.61	\$30.83	\$75.44
Operators (Building, Class 02 - See Notes)	5/1/2026		\$45.77	\$31.67	\$77.44
Operators (Building, Class 02A - See Notes)	5/1/2025		\$46.86	\$31.50	\$78.36
Operators (Building, Class 02A - See Notes)	5/1/2026		\$48.02	\$32.34	\$80.36
Operators (Building, Class 03 - See Notes)	5/1/2025		\$41.88	\$30.03	\$71.91
Operators (Building, Class 03 - See Notes)	5/1/2026		\$43.04	\$30.87	\$73.91
Operators (Building, Class 04 - See Notes)	5/1/2025		\$40.74	\$29.70	\$70.44
Operators (Building, Class 04 - See Notes)	5/1/2026		\$41.90	\$30.54	\$72.44
Operators (Building, Class 05 - See Notes)	5/1/2025		\$40.30	\$29.56	\$69.86
Operators (Building, Class 05 - See Notes)	5/1/2026		\$41.45	\$30.41	\$71.86
Operators (Building, Class 06 - See Notes)	5/1/2025		\$39.42	\$29.30	\$68.72
Operators (Building, Class 06 - See Notes)	5/1/2026		\$40.58	\$30.14	\$70.72
Operators (Building, Class 07A- See Notes)	5/1/2025		\$54.56	\$35.21	\$89.77
Operators (Building, Class 07A- See Notes)	5/1/2026		\$56.03	\$36.14	\$92.17
Operators (Building, Class 07B- See Notes)	5/1/2025		\$54.22	\$35.10	\$89.32
Operators (Building, Class 07B- See Notes)	5/1/2026		\$55.69	\$36.03	\$91.72
Painters Class 1 (see notes)	5/1/2024		\$31.81	\$23.77	\$55.58
Painters Class 1 (see notes)	5/1/2025		\$32.71	\$24.17	\$56.88
Painters - Line Stripping	12/1/2024		\$44.12	\$27.91	\$72.03
Painters - Line Stripping	12/1/2025		\$45.12	\$29.41	\$74.53
Painters Class 2 (see notes)	5/1/2023		\$30.09	\$23.19	\$53.28
Painters Class 2 (see notes)	5/1/2025		\$35.61	\$24.18	\$59.79
Painters Class 3 (see notes)	5/1/2025		\$41.71	\$24.18	\$65.89
Piledrivers	5/1/2021		\$43.73	\$37.99	\$81.72

**BUREAU OF LABOR LAW COMPLIANCE  
PREVAILING WAGES PROJECT RATES**

Project: 26-02808 - Building	Effective Date	Expiration Date	Hourly Rate	Fringe Benefits	Total
Plasterers	5/1/2024		\$37.13	\$24.51	\$61.64
Plasterers	5/1/2025		\$38.43	\$24.71	\$63.14
plumber	5/1/2024		\$54.28	\$35.26	\$89.54
plumber	5/1/2025		\$56.28	\$36.01	\$92.29
Roofers (Composition)	5/1/2024		\$44.13	\$34.77	\$78.90
Roofers (Composition)	5/1/2025		\$46.03	\$34.77	\$80.80
Roofers (Shingle)	5/1/2024		\$34.35	\$22.20	\$56.55
Roofers (Slate & Tile)	5/1/2023		\$35.85	\$22.10	\$57.95
Roofers (Slate & Tile)	5/1/2024		\$37.35	\$22.20	\$59.55
Sheet Metal Workers	6/1/2024		\$43.09	\$43.14	\$86.23
Sheet Metal Workers	6/1/2025		\$45.02	\$44.71	\$89.73
Sign Makers and Hangars	7/15/2024		\$32.32	\$25.82	\$58.14
Sign Makers and Hangars	7/15/2025		\$33.48	\$26.41	\$59.89
Sprinklerfitters	4/1/2024		\$46.45	\$28.62	\$75.07
Sprinklerfitters	4/1/2025		\$49.75	\$29.21	\$78.96
Steamfitters	5/1/2024		\$59.65	\$43.09	\$102.74
Steamfitters	5/1/2025		\$61.47	\$44.89	\$106.36
Terrazzo Finisher	5/1/2024		\$35.66	\$20.76	\$56.42
Terrazzo Finisher	5/1/2025		\$36.32	\$21.68	\$58.00
Terrazzo Grinder	5/1/2024		\$36.42	\$20.76	\$57.18
Terrazzo Grinder	5/1/2025		\$37.10	\$21.68	\$58.78
Terrazzo Mechanics	5/1/2024		\$36.44	\$22.51	\$58.95
Terrazzo Mechanics	5/1/2025		\$37.17	\$23.43	\$60.60
Tile & Marble Finisher	5/1/2025		\$34.55	\$18.09	\$52.64
Tile & Marble Finisher	5/1/2026		\$36.50	\$18.09	\$54.59
Tile Setter	5/1/2025		\$35.47	\$22.79	\$58.26
Tile Setter	5/1/2026		\$37.42	\$22.79	\$60.21
Truckdriver class 1(see notes)	5/1/2025		\$41.87	\$0.00	\$41.87
Truckdriver class 2 (see notes)	5/1/2025		\$41.94	\$0.00	\$41.94
Truckdriver class 3 (see notes)	5/1/2025		\$42.43	\$0.00	\$42.43
Window Film / Tint Installer	6/1/2019		\$24.52	\$12.08	\$36.60
Window Film / Tint Installer	6/1/2024		\$26.37	\$14.83	\$41.20
Window Film / Tint Installer	6/1/2025		\$27.42	\$15.13	\$42.55

**BUREAU OF LABOR LAW COMPLIANCE  
PREVAILING WAGES PROJECT RATES**

Project: 26-02808 - Heavy/Highway	Effective Date	Expiration Date	Hourly Rate	Fringe Benefits	Total
Carpenter - Chief of Party (Surveying & Layout)	5/1/2025		\$46.05	\$28.09	\$74.14
Carpenter - Chief of Party (Surveying & Layout)	5/1/2026		\$47.31	\$28.44	\$75.75
Carpenter - Instrument Person (Surveying & Layout)	5/1/2025		\$40.04	\$28.09	\$68.13
Carpenter - Instrument Person (Surveying & Layout)	5/1/2026		\$41.14	\$28.44	\$69.58
Carpenter - Rodman (Surveying & Layout)	5/1/2025		\$32.03	\$22.20	\$54.23
Carpenter - Rodman (Surveying & Layout)	5/1/2026		\$32.91	\$22.55	\$55.46
Carpenters	5/1/2025		\$40.04	\$28.09	\$68.13
Carpenters	5/1/2026		\$41.14	\$28.44	\$69.58
Dockbuilder, Pile Drivers	5/1/2025		\$55.23	\$37.99	\$93.22
Dockbuilder, Pile Drivers	5/1/2026		\$56.98	\$37.99	\$94.97
Dockbuilder/Pile Driver Diver	5/1/2025		\$60.31	\$44.97	\$105.28
Dockbuilder/Pile Driver Diver	5/1/2026		\$61.88	\$45.47	\$107.35
Dockbuilder/pile driver tender	5/1/2025		\$55.23	\$37.99	\$93.22
Dockbuilder/pile driver tender	5/1/2026		\$56.98	\$37.99	\$94.97
Electric Lineman	6/3/2024		\$52.80	\$30.61	\$83.41
Electric Lineman	6/2/2025		\$55.42	\$31.04	\$86.46
Iron Workers (Bridge, Structural Steel, Ornamental, Precast, Reinforcing)	7/1/2024		\$37.26	\$32.63	\$69.89
Laborers (Class 01 - See notes)	5/1/2025		\$26.61	\$19.99	\$46.60
Laborers (Class 01 - See notes)	5/1/2026		\$27.61	\$20.44	\$48.05
Laborers (Class 02 - See notes)	5/1/2025		\$33.23	\$19.99	\$53.22
Laborers (Class 02 - See notes)	5/1/2026		\$34.23	\$20.44	\$54.67
Laborers (Class 03 - See notes)	5/1/2025		\$30.22	\$19.99	\$50.21
Laborers (Class 03 - See notes)	5/1/2026		\$31.22	\$20.44	\$51.66
Laborers (Class 04 - See notes)	5/1/2025		\$30.57	\$19.99	\$50.56
Laborers (Class 04 - See notes)	5/1/2026		\$31.57	\$20.44	\$52.01
Laborers (Class 05 - See notes)	5/1/2025		\$31.24	\$19.99	\$51.23
Laborers (Class 05 - See notes)	5/1/2026		\$32.24	\$20.44	\$52.68
Laborers (Class 06 - See notes)	5/1/2025		\$30.66	\$19.99	\$50.65
Laborers (Class 06 - See notes)	5/1/2026		\$31.66	\$20.44	\$52.10
Laborers (Class 07 - See notes)	5/1/2025		\$30.95	\$19.99	\$50.94
Laborers (Class 07 - See notes)	5/1/2026		\$31.95	\$20.44	\$52.39
Laborers (Class 08 - See notes)	5/1/2025		\$31.43	\$19.99	\$51.42
Laborers (Class 08 - See notes)	5/1/2026		\$32.43	\$20.44	\$52.87
Operators (Heavy, Class 01 - See Notes)	5/1/2025		\$43.46	\$30.50	\$73.96
Operators (Heavy, Class 01 - See Notes)	5/1/2026		\$44.61	\$31.35	\$75.96
Operators (Heavy, Class 01A - See Notes)	5/1/2025		\$45.71	\$31.16	\$76.87
Operators (Heavy, Class 01A - See Notes)	5/1/2026		\$46.86	\$32.01	\$78.87
Operators (Heavy, Class 02 - See Notes)	5/1/2025		\$43.18	\$30.41	\$73.59
Operators (Heavy, Class 02 - See Notes)	5/1/2026		\$44.34	\$31.25	\$75.59
Operators (Heavy, Class 02A - See Notes)	5/1/2025		\$45.43	\$31.08	\$76.51
Operators (Heavy, Class 02A - See Notes)	5/1/2026		\$46.59	\$31.92	\$78.51
Operators (Heavy, Class 03 - See Notes)	5/1/2025		\$40.26	\$29.55	\$69.81
Operators (Heavy, Class 03 - See Notes)	5/1/2026		\$41.43	\$30.38	\$71.81
Operators (Heavy, Class 04 - See Notes)	5/1/2025		\$39.12	\$29.22	\$68.34

**BUREAU OF LABOR LAW COMPLIANCE  
PREVAILING WAGES PROJECT RATES**

Project: 26-02808 - Heavy/Highway	Effective Date	Expiration Date	Hourly Rate	Fringe Benefits	Total
Operators (Heavy, Class 04 - See Notes)	5/1/2026		\$40.28	\$30.06	\$70.34
Operators (Heavy, Class 05 - See Notes)	5/1/2025		\$38.67	\$29.09	\$67.76
Operators (Heavy, Class 05 - See Notes)	5/1/2026		\$39.83	\$29.93	\$69.76
Operators (Heavy, Class 06 - See Notes)	5/1/2025		\$37.80	\$28.82	\$66.62
Operators (Heavy, Class 06 - See Notes)	5/1/2026		\$38.96	\$29.66	\$68.62
Operators (Heavy, Class 07A - See Notes)	5/1/2025		\$52.85	\$34.71	\$87.56
Operators (Heavy, Class 07A - See Notes)	5/1/2026		\$54.32	\$35.64	\$89.96
Operators (Heavy, Class 07B - See Notes)	5/1/2025		\$52.51	\$34.60	\$87.11
Operators (Heavy, Class 07B - See Notes)	5/1/2026		\$53.97	\$35.54	\$89.51
Operators (Highway, Class 01 - See Notes)	5/1/2025		\$42.56	\$30.24	\$72.80
Operators (Highway, Class 01 - See Notes)	5/1/2026		\$43.72	\$31.08	\$74.80
Operators (Highway, Class 01a - See Notes)	5/1/2025		\$44.81	\$30.92	\$75.73
Operators (Highway, Class 01a - See Notes)	5/1/2026		\$45.97	\$31.76	\$77.73
Operators (Highway, Class 02 - See Notes)	5/1/2025		\$41.39	\$29.89	\$71.28
Operators (Highway, Class 02 - See Notes)	5/1/2026		\$42.55	\$30.73	\$73.28
Operators (Highway, Class 03 - See Notes)	5/1/2025		\$40.70	\$29.68	\$70.38
Operators (Highway, Class 03 - See Notes)	5/1/2026		\$41.87	\$30.51	\$72.38
Operators (Highway, Class 04 - See Notes)	5/1/2025		\$40.26	\$29.54	\$69.80
Operators (Highway, Class 04 - See Notes)	5/1/2026		\$41.41	\$30.39	\$71.80
Operators (Highway, Class 05 - See Notes)	5/1/2025		\$39.73	\$29.41	\$69.14
Operators (Highway, Class 05 - See Notes)	5/1/2026		\$40.89	\$30.25	\$71.14
Operators (Highway, Class 06 - See Notes)	5/1/2025		\$42.80	\$30.30	\$73.10
Operators (Highway, Class 06 - See Notes)	5/1/2026		\$43.95	\$31.15	\$75.10
Operators (Highway, Class 06/A - See Notes)	5/1/2025		\$45.05	\$30.96	\$76.01
Operators (Highway, Class 06/A - See Notes)	5/1/2026		\$46.21	\$31.80	\$78.01
Operators (Highway, Class 07/A - See Notes)	5/1/2025		\$51.79	\$34.38	\$86.17
Operators (Highway, Class 07/A - See Notes)	5/1/2026		\$53.25	\$35.32	\$88.57
Operators (Highway, Class 07/B - See Notes)	5/1/2025		\$50.37	\$33.97	\$84.34
Operators (Highway, Class 07/B - See Notes)	5/1/2026		\$51.84	\$34.90	\$86.74
Painters - Line Stripping	12/1/2024		\$44.12	\$27.91	\$72.03
Painters - Line Stripping	12/1/2025		\$45.12	\$29.41	\$74.53
Painters Class 2 (see notes)	5/1/2024		\$34.71	\$23.78	\$58.49
Painters Class 2 (see notes)	5/1/2025		\$35.61	\$24.18	\$59.79
Painters Class 3 (see notes)	5/1/2024		\$40.81	\$23.78	\$64.59
Painters Class 3 (see notes)	5/1/2025		\$41.71	\$24.18	\$65.89
Piledrivers	5/1/2021		\$43.73	\$37.99	\$81.72
Steamfitters (Heavy and Highway - Gas Distribution)	5/1/2024		\$52.74	\$42.93	\$95.67
Steamfitters (Heavy and Highway - Gas Distribution)	5/1/2025		\$54.39	\$44.73	\$99.12
Truckdriver class 1(see notes)	5/1/2025		\$41.87	\$0.00	\$41.87
Truckdriver class 2 (see notes)	5/1/2025		\$41.94	\$0.00	\$41.94
Truckdriver class 3 (see notes)	5/1/2025		\$42.43	\$0.00	\$42.43

## SECTION 01.1000 - SUMMARY

### PART I - GENERAL

#### 1.1 SCOPE OF WORK

- A. The Projects consists of the installation of safety bollards at Emmaus High School, Lower Macungie Middle School, and Eyer Middle School for the East Penn School District.
1. Work shall consist of as indicated on the Bidding Documents, but not limited to the following:
    - A. Underground utility location prior to core drilling.
    - B. Core drilling thirty-five (35) 12" diameter holes.
    - C. Purchase and installation of thirty-five (35) 6" x 60" heavy duty schedule 40 carbon steel blasted, primed 2 mil (epoxy), and painted 2 mil (urethane) Diamond Bond 2K high visibility safety yellow , with wet set concrete dome cap.
    - D. Bollards are to be installed vertically plumb with a tolerance of 1/16 inch over exposed height, concrete filled, with a finished height of 36" (excluding concrete wet set cap) above finished concrete.
    - E. Concrete used for bollard installation shall be minimum 3,000 PSI compressive strength.
    - F. Contractor shall restore all disturbed surfaces, including concrete, asphalt, and landscaping, to match existing conditions.
  2. The work shall be performed under a single General Construction Contract.

#### 1.2 WORK SEQUENCE

- A. All work shall be conducted in multiple phases as indicated on the Project Phasing Drawings and elsewhere in the contract documents. The following Phases are included:
1. Intent to Award: April 27, 2026
  2. Notice to Proceed: April 28, 2026
  3. Work Begins On Site: June 11, 2026
  4. Substantial Completion: June 25, 2026
  5. Final Completion: June 30, 2026.
- B. The Owner will review the bids and intends on awarding the Contract and giving the Notice To Proceed By April 28, 2026. The Notice to Proceed and the Award of the Contract is dependent upon the approval of the School Board.

- C. During the contract construction period the facility will be available to the contractor from 7:00 AM to 3:30 PM, Monday through Friday. Should the contractor feel it necessary to work additional hours on Mondays through Fridays or on Saturday to complete the project by the substantial completion date, they must notify the Owner at least five days in advance of the day and time they wish to be on site and receive the Owner's authorization. The Owner will not accept any requests for change orders for additional cost due to overtime, shift differential or weekend rates, etc.
- D. The entire work of all the contracts shall be substantially complete no later than the date indicated herein, based on a Notice to Proceed issued as indicated herein. If the notice to proceed is delayed by the Owner, all subsequent dates, substantial and final completion dates will be extended by the exact same number of days of the delay. No additional time other than the extension noted above and no costs will be considered for such approved delay.
- E. Contractor is to clean and turn over construction areas in a manner deemed appropriate by Owner.

### 1.3 WORK UNDER OTHER CONTRACTS

- A. General: Cooperate fully with separate contractors so work on those contracts may be carried out smoothly, without interfering with or delaying work under this Contract. Coordinate the Work of this Contract with work performed under separate contracts.
- B. Concurrent Work: The Owner will be cleaning the interior of the building during the construction operations. Those operations will be conducted simultaneously with work under this Contract. The Contractor shall cooperate and coordinate their work with the Owner.

### 1.4 USE OF PREMISES

- A. General: Each Contractor shall have full use of premises for construction operations, including use of Project site, during construction period as per the phasing plan. Each Contractor's use of premises is limited only by Owner's right to perform work or to retain other contractors on portions of Project.
  - 1. Confine operations to areas within Contract limits indicated. Portions of the site beyond areas in which construction operations are indicated are not to be disturbed.
  - 2. Burial of Waste Materials is not permitted.
  - 3. Owner Occupancy: Allow for Owner occupancy of site.
  - 4. Driveways and Entrances: Keep driveways and entrances serving premises clear and available to Owner, Owner's employees, and emergency vehicles at all times. Do not use these areas for parking or storage of materials.
    - a. Schedule deliveries to space and time requirements for storage of materials and equipment on site.
- B. Use of Existing Building: Repair damage caused by construction operations. Protect building and its occupants during construction period.
- C. Emergency Egress: Contractor shall maintain required emergency egress exits and access corridors from all occupied spaces in the existing building throughout the construction period.

### 1.5 WORK RESTRICTIONS

- A. On-Site Work Hours: Work shall be generally performed inside the existing building during normal business working hours of 7:00 a.m. to 3:30 p.m., Monday through Friday.
  - 1. Weekend Hours: Not permitted.

- B. Nonsmoking Building: Smoking is not permitted on the entire premises of the East Penn School District.
- C. Parking: The Contractor shall use and restrict his staging operations to the parking lot assigned by Owner.

#### 1.6 MISCELLANEOUS PROVISIONS

- A. Existing Utilities: The Contractor shall contact PA One Call by dialing 811 as indicated prior to performing any excavation work.
  - 1. Do not interrupt existing utilities serving facilities occupied by Owner or others, during occupied hours, except when permitted in writing by Owner and then only after acceptable temporary utility services have been provided.
  - 2. Provide minimum 48-hour notice to Owner and receive written notice to proceed before interrupting any utility.
  - 3. Contractor shall be responsible for locating and protecting all existing utilities and shall be liable for any damage caused. Contractor shall perform verification or potholing as necessary prior to drilling.
- B. Prevailing Wage Rate Act 442: This regulation and the general Pennsylvania prevailing minimum wage rates (Act 442 of 1961 P.L. 987, amended), as determined by the Secretary of Labor and Industry, which shall be paid for each craft or classification of all workers needed to perform the contract during the anticipated term therefor in the locality in which public work is performed, are made part of this specification.
- C. Pennsylvania Statutes and Regulations Act 247: Each Contractor shall comply with the requirements set forth in the "Pennsylvania Statutes and Regulations Act 247, Notice to Bidders - Recent Anti-Pollution Legislation". The Contractor shall agree to comply with the provisions of this Act as amended and that it is made part of the Contract Documents.
- D. Compliance with Pennsylvania Acts 287 and 222: Contractors shall contact PA One Call by dialing 811 to verify the exact location of underground facilities within not less than three (3) nor more than ten (10) working days prior to beginning any excavation or demolition work as required by General Assembly of the Commonwealth of Pennsylvania Act 172 (HB 1735).
- E. Right to Know Act: All Contractors shall comply with and require their sub-contractors and suppliers etc., to comply with the requirements of the Pennsylvania Act 194 "Right to Know Act". Contractor acknowledges that this contract and records related thereto may be subject to the Pennsylvania Right-To-Know Law (65 P.S. §67.101 et seq.), and Contractor agrees to cooperate with the Owner in responding to such requests.
- F. Pennsylvania Human Relations Act 222: The provisions of the Pennsylvania Human Relations Act, Act 222 of October 27, 1955 (P.L. 744) (43 P.S. Section 951, et seq.) of the Commonwealth of Pennsylvania prohibit discrimination because of race, color, religious creed, ancestry, age, sex, national, origin, handicap or disability, by employers, employment agencies, labor organizations, contractors and others. The contractor shall agree to comply with the provisions of this Act as amended that is made part of this specification. Your attention is directed to the language of the Commonwealth's non-discrimination clause in 16 PA. Code 49.101.
- G. Discrimination Prohibited: Each contract entered into by a government agency for the construction, alteration or repair of any public building or public work shall contain the following provisions:
  - 1. According to 62 Pa. C.S.A. 3701, the contractor agrees that:
    - a. In the hiring of employees for the performance of work under the contract or any subcontract, no contractor, subcontractor or any person acting on behalf of the contractor or subcontractor shall be reason of gender, race, creed, or color discriminate against any citizen of this Commonwealth who is qualified and available to perform the work to which the employment relates.

- b. No contractor or subcontractor or any person on their behalf shall in any manner discriminate against or intimidate any employee hired for the performance of work under the contract on account of gender, race, creed or color.
    - c. The contract may be canceled or terminated by the government agency, and all money due or to become due under the contract may be forfeited for a violation of the terms or conditions of that portion of the contract.
  - H. Provision for the use of Steel and Steel Products made in the United States: In accordance with Steel Products Procurement Act (73 P.S. §1881 et seq.) of the Commonwealth of Pennsylvania, if any steel or steel products are to be used or supplied in the performance of the contract, only those produced in the United States as defined therein shall be used or supplied in the performance of the contract or any subcontracts thereunder.
    - i. In accordance with Act 161 of 1982, cast iron products shall also be included and produced in the United States. Act 141 of 1984 further defines "steel products" to include machinery and equipment. The act also provides clarifications and penalties.
  - I. Workmen:
    - 1. Citizen Workmen: Only citizens of the United States of America shall be employed, in any capacity in the performance of any work under the Contract; provided, however, that apprentices to a trade or profession who may be under twenty-one (21) years of age shall not be subject to the foregoing restriction.
    - 2. Competent Workmen: No workmen shall be regarded as competent first class, within the meaning of this Act, except those who are duly skilled in their respective branches of labor, and who shall be paid not less than such rates of wages and for such hours work as shall be established and current rates of wages paid for such hours by employers of organized labor in doing of similar work in the district where work is being done.
  - J. Asbestos: Whether indicated or not, all products on this project shall be asbestos-free. If any suspected asbestos-containing material are installed, the Owner has the right to have the material in question tested and if proven to contain asbestos, the Contractor shall remove all material in question and replace it with acceptable material at no additional cost to the Owner. Additionally, Contractor shall not disturb any suspected hazardous materials and shall immediately notify the Owner upon discovery. Handling of hazardous materials shall be performed in accordance with applicable laws and regulations.
  - K. Protection of Employees, and Public: Take necessary precautions and provide adequate employees and the public against damage or injury which may result from operations under Contract. Particular attention should be given to the playground areas.
  - L. Schedule of Values and Cost Breakdowns: Within 15 days after award of contract, each prime Contractor shall provide a breakdown of the contract sum in sufficient detail to facilitate continued evaluation of payment requests. Break down principal sub-contract amounts into several line items. The Owner reserves the right to required additional further breakdowns upon notification at no additional cost to the Owner.
  - M. Surveys: The General Construction Contractor shall retain a competent registered engineer to lay out building on site, establish grade lines and levels for his own work and that of all trades, do other usual engineering work required. Any discrepancies between established lines, existing conditions and drawings shall be immediately reported to Owner for correction and adjustment. Engineer shall establish a permanent bench mark in the field, as well as other suitable reference points for use of those 18 concerned in erection and checking of lines and levels. The engineer shall profile rock before and after excavation.

- N. Criminal History Information: Pursuant to Section 111 of the Public School Code of 1949, Act of March 10, 1959, P.L. 30, No. 14, as amended, H.B. 1139, Session of 1985, 24 P.S. #111, prospective employees of public and private schools, intermediate units and area vocational technical schools, including independent contractors and their employees, except employees and independent contractors and their 25 employees who have no direct contact with children, are required, prior to employment, to furnish certain information, as set forth on this form.
1. The successful vendor must submit, on prescribed form, a report of criminal history information from the Pennsylvania State Police or a statement from the State Police that the State Police central repository contains no such information relation to him/her and any employee working on the school district's site. The report or statement must be no more than one year old. To obtain this document, contact the State Police Barracks nearest to your home. You must submit the original of the required document if awarded the bid before commencing the project(s).
  2. For the Prime Contractors, or any of their employees, whether residents of Pennsylvania or not, reports on the Federal Criminal History from the Federal Bureau of Investigation must be submitted. The report must be not more than one year old. To obtain such a report, contact the FBI Field Office nearest you.
  3. If the decision not to award this bid to you is based in whole or in part on your criminal history record information you will be so notified in writing.
  4. Criminal History Record Information sheets must be submitted with Performance and Payment bonds.
- O. Use of Tobacco Products: In accord with the Board of School Directors' Policies, smoking and other use of tobacco is prohibited in buildings and property owned by or under the control of the School District....Contractors and their employees working on school property are similarly prohibited from 46 smoking in school buildings.
- Safety: Contractor is responsible for initiating, maintaining, and supervising all safety precautions and programs in connection with the Work.
1. Contractor shall take all reasonable precautions for the safety of, and shall provide all reasonable protection to prevent damage, injury, or loss to all employees on the Work and all other persons who may be affected thereby.
  2. Contractor shall give all notices and comply with all applicable laws, ordinances, rules, regulations, codes and standards bearing on the safety of persons or property or their protection from damage, injury or loss, including without limitation, compliance with the requirements of the Occupational Safety and Health Act (OSHA) as amended from time to time. Nothing in this agreement or any other company directive or document relieves the Contractor from fully understanding and complying with the foregoing. Contractor shall develop and implement a safety program responsive to the standards of OSHA, communicate such safety program to its employees, and Contractor will strictly enforce the safety rules under such safety program.
  3. Barricades and Guard Lights - Provide and maintain barricades, railings, and guard lights at obstructions, trenches, excavations, newly laid concrete, etc., wherever necessary to safeguard public and in accordance with applicable codes and ordinances
- P. Americans with Disabilities ACT (ADA): Whether indicated or not, the Contactor must comply with Americans with Disabilities Act Guidelines (ADAG) and ANSI 117.1-1986, including but not limited to mounting heights of all equipment, fixtures, accessories, clearances, hardware, railings, signage, etc.
- Q. Sales and Use Taxes: The Owner is not exempt from the Pennsylvania State Sales Tax. Contractors shall pay any and all applicable taxes in accordance with the Pennsylvania State Sales Tax.
- R. Protection Requirements:

1. **Bracing, Shoring, and Sheeting:** Provide shoring, bracing, and sheeting required to safely execute work under contract and remove it after it has served its purpose.
2. **Loss by Theft, or other Causes:** Contractor shall protect against loss of material, work, or equipment by theft, vandalism or other causes and take such precautions as he sees fit to protect himself against loss therefrom. To safeguard building and contents, stored materials, and equipment may necessitate watchman's service and Contractor shall bear the cost for such service.
3. **Weather Protection:** Provide adequate protection of work and materials against damage by elements, rain, snow, wind, storms, frost, or heat. At end of day's work, protect new work liable to damage with temporary covering
4. **Fire Protection:** Take reasonable precaution to guard against damage by fire and provide suitable fire protection equipment as deemed necessary. Do not build fire on premises.
5. **Site Protection:** Protect roads, curbs, sidewalks, and landscape work from damage, providing guards and covering, whether on site, on adjacent properties, or on public Repair or 36 replace damaged work at Contractor's expense.
6. **Adjoining Property:** Take adequate precautions and provide safeguards to protect adjoining property, buildings, fences. etc., against damage from blasting, excavating, moving equipment or other operations under this control.

## SUPPLEMENTARY CONDITIONS

### 1. GENERAL

The following supplements modify, change, delete from or add to the General Conditions of this Contract.

### 2. DISPUTE RESOLUTION

The method of binding dispute resolution shall be "Litigation in a court of competent jurisdiction".

### 3. GENERAL PROVISIONS

"Where "approved", "accepted", "as directed", or words of similar import are used in the specifications or the drawings, it shall be understood that approval, acceptance, direction, requirement, or permission of Owner is intended except where specifically stated otherwise."

### 4. CONTRACTOR

Contractor shall not place any order for materials which are not in accordance with the Contract Documents, unless he has informed the Owner of such additional changes and charges and has received written authorization by either a Construction Change Directive or a Change Order.

Contractor's supervision of work shall include expediting and coordination of work of trades. Contractor shall be responsible for supervising and procuring required equipment, tools, services, and other necessary items to ensure delivery of materials to maintain work schedules of subcontractors and progress schedule of project to ensure full completion of work, and to supply equipment or instruments necessary to complete specified tests, checks, balancing of systems, and to furnish operating instructions, etc."

Prior to substantial completion of the Work, the Contractor shall do the cleaning of the surfaces of all his installations and existing surfaces in the construction spaces, and the sub-contractors installations, as may be required by the various Specifications to the satisfaction of the Owner."

The Contractor shall be responsible for coordinating all of the Work as required to meet the Construction Schedule include ordering, storage, delivery and installation.

### 5. CHANGES IN THE WORK

To the extent that for changes in the Work, the Contractor's Fee shall be adjusted as stated below:

Subcontractors: 10 percent fee for overhead plus 10 percent fee for profit on combined total of net cost plus overhead.

Contractors: 10 percent fee for overhead and profit on cost of subcontract work; 15 percent fee for overhead and profit on net cost of work performed by Contractor's own forces.

6. PAYMENTS AND COMPLETION

Until the Work is 50 percent complete, the Owner will pay 90 percent of the amount due the Contractor on account of progress payments. At the time the Work is 50 percent complete and thereafter, if the manner of completion of the Work and its progress are and remain satisfactory to the Owner, and in the absence of other good and sufficient reasons, the Owner will, unless directed otherwise by the Surety Company, and upon request by the Contractor, authorize any remaining partial payments to be paid in full without reduction of previous retainage.

The full Contract retainage may be reinstated if the manner of completion of the Work and its progress do not remain satisfactory to the Owner, or if Surety requests reinstatement, or for other good and sufficient reasons.

Unless otherwise provided in the Contract Documents, payments will be made on account of materials or equipment only incorporated in the Work, and if approved in advance by the Owner, payments may similarly be made for materials or equipment suitably stored at some other location agreed upon in writing, and properly covered by insurance.

Contractor's applications for payment will become due after receipt from the Owner, 21 days, to allow time for administrative processing.

7. PROTECTION OF PERSONS AND PROPERTY

To protect persons and property, the Contractor shall take all necessary precautions during demolition and renovation operations to locate and discontinue or otherwise identify and protect existing utilities; to maintain the structural integrity of the building, and to protect the interior contents of the building during construction operations.

All demolition work shall be done by qualified tradesmen from each respective trade, especially in the areas of structural, mechanical and electrical demolition.

The Contractor is advised that in accordance with generally accepted construction practices, he will be solely and completely responsible for conditions on the job site, including the safety of all persons and property during performance of the work. This requirement shall apply continuously and not be limited to normal working hours."

8. INSURANCE

Before any work is begun at the project site by a Contractor or Subcontractor, the Owner must receive and approve a certificate of insurance. Approval of insurance does not indicate acceptance of a contractor or provide authorization to begin work. "

The Contractor, at its own cost and expense, during the term of this Agreement and for any required additional period(s), shall purchase from and maintain in a company or companies with an A. M. Best rating of "A" or better and lawfully authorized to do business in the jurisdiction in which the Project is located such insurance as will protect the Contractor, and Owner from claims set forth below which may arise out of or result from the Contractor's operations and completed operations under the Contract and for which the Contractor may be legally liable, whether such operations be by the contractor by a Subcontractor or by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable. Contractor is responsible to pay any and all deductibles and/or self-insured retentions that may apply to the required insurance.

The Owner, its appointed boards, directors, officers, employees, agents and subagents, individually and collectively, shall be named additional insureds on the policies as noted below. The Contractor's coverage naming the Owner as additional insured shall include an endorsement specifying that the Contractor's coverage is primary and non-contributory to any other coverage available to the Owner, including, without limitation, coverage maintained by the Owner wherein the Owner is the named insured, and that no act or omission shall invalidate the coverage.

Claims under workers' compensation, disability benefit and other similar employee benefit acts that are applicable to the Work to be performed;

Claims for damages because of bodily injury, occupational sickness or disease, or death of the Contractor's employees;

Claims for damages because of bodily injury, sickness or disease, or death of any person other than the Contractor's employees;

Claims for damages insured by usual personal injury liability insurance;

Claims for damages, other than to the Work itself, because of injury to or destruction of tangible property, including loss of use resulting therefrom;

Claims for damages because of bodily injury, death or a person or property damage arising out of ownership, maintenance or use of a motor vehicle or mobile equipment;

Claims for bodily injury or property damage arising out of products or completed operations.

Claims involving contractual liability insurance applicable to the Contractor's obligations.

The insurance required shall be written for not less than limits of liability specified in the Contract Documents or required by law, whichever coverage is greater. Coverages, must be written on an occurrence basis (exception — professional and environmental /pollution liability may be written on a "claims made" basis) and shall be maintained without interruption from date of commencement of the Work until date of final payment and termination of any coverage required to be maintained after final payment, and, with respect to the Contractor's products and completed operations, and any coverage written on a claims made basis, until the expiration of the period for correction of Work or for such other period for maintenance of completed operations coverage as specified in the Contract Documents.

Commercial General Liability Insurance with a minimum acceptable limit of coverage of \$1,000,000 per occurrence, \$2,000,000 aggregate. The general aggregate must be per project. Coverage must be written on a Standard ISO General Liability form (CG0001) and should not contain any specific exclusions relating to contractual, products / completed operations liability, contractor's protective liability, and explosion, collapse, and underground property damage hazard. Owner must be named as additional insured.

Business Auto Liability Insurance with a minimum acceptable limit of coverage of \$1,000,000 combined single limit for bodily injury and property damage. Coverage must include owned, hired, and non-owned vehicles. Owner must be named as additional insured.

Workers' Compensation Insurance must provide benefits as mandated by the state workers' compensation statute. Minimum acceptable Employer's Liability limit is \$500,000 each accident,

bodily injury by accident and \$500,000 for each employee, bodily injury by disease, \$500,000 policy limit, bodily injury by disease.

Excess Liability Insurance with a minimum acceptable limit of coverage of \$3,000,000 (or the final limit decided to be appropriate) per occurrence and aggregate. Such coverage shall be excess of the general liability insurance, business auto liability insurance, and employers liability as required by this contract. Owner must be named as additional insured. 17.1.3.5. If professional services are involved - Professional (E&O) Liability Insurance with minimum acceptable limits of \$1,000,000 per claim, \$3,000,000 aggregate.

If any work involves or includes handling, transporting, disposing or performing work or operations with hazardous substances or constituents, contaminants, waste, toxic materials, or any potential pollutants — Environmental/Pollution Liability Insurance with minimum acceptable limits of \$5,000,000 per occurrence. Owner must be named as additional insured.

Certificates of insurance acceptable to the Owner shall be filed with the Owner prior to commencement of the Work and thereafter upon renewal or replacement of each required policy of insurance. These certificates and the insurance policies required shall contain a provision that coverages afforded under the policies will not be canceled or allowed to expire until at least 30 days prior written notice (10 days for non-payment of premium) has been given to the Owner. An additional certificate evidencing continuation of liability coverage, including coverage for completed operations, shall be submitted with the final Application for Payment as required and thereafter upon renewal or replacement of such coverage until the expiration of the time required. Information concerning reduction of coverage on account of revised limits or claims paid under the General Aggregate, or both, shall be furnished by the Contractor with reasonable promptness.

Failure of Contractor to obtain and maintain the required insurance shall constitute a breach of contract and Contractor will be liable to Owner for any and all cost, liabilities, damages, and penalties (including attorney's fees, court, and settlement expenses) resulting from such breach, unless Owner provides Contractor with a written waiver of the specific insurance requirement.

None of the requirements contained herein as to the types, limits, or Owner's approval of insurance coverage to be maintained by Contractor are intended to and shall not in any manner, limit, qualify, or quantify the liabilities and obligations assumed by Contractor under the Contract Documents, any other agreement with the Owner, or otherwise provided by law.

The Contractor shall require all subcontractors (of every tier) to meet the same insurance criteria as required of the Contractor. The subcontractor's insurance must name the Owner as additional insured. The Contractor shall maintain each subcontract's certificate of insurance on file and provide such information to the owner for review upon request.

Failure of Contractor to provide insurance as herein required or failure of Owner to require evidence of insurance or to notify Contractor of any breach by Contractor of the requirements of this Section shall not be deemed to be a waiver of any of the terms of the Contract Documents, nor shall they be deemed to be a waiver of the obligation of the Contractor to defend, indemnify, and hold harmless the indemnified parties as required herein. The obligation to procure and maintain any insurance required is a separate responsibility of Contractor and independent of the duty to furnish a copy or certificate of such insurance policies.

9. INDEMNIFICATION

To the fullest extent permitted by law, the Contractor shall indemnify, defend, and hold harmless the Owner, its board members, employees, and agents from and against all claims, damages, losses, and expenses, including attorneys' fees arising out of or resulting from the performance of the Work, provided that such claim is attributable to bodily injury, sickness, disease, death, or injury to or destruction of tangible property caused in whole or in part by negligent acts or omissions of the Contractor or anyone directly or indirectly employed by the Contractor.

10. ARTICLE 19, MISCELLANEOUS PROVISIONS

Notify Owner at least two working days in advance when inspection is required per specifications.

GENERAL CONSTRUCTION BID FORM

SUBMITTED BY: H&P Construction, Inc  
MAILING ADDRESS: 10788 State Route 61, Kulpmont PA 17834  
PHONE NUMBER: (570) 373-1605

PROJECT: Safety Bollard Installations at:  
Emmaus High School  
500 Macungie Avenue  
Emmaus PA 18049

Lower Macungie Middle School  
6299 Lower Macungie Road  
Macungie, PA 18062

Eyer Middle School  
5616 Buckeye Road  
Macungie, PA 18062

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TO: East Penn School District  
800 Pine Street  
Emmaus, Pennsylvania, 18049  
ATTN: Mr. Robert Saul - Business Administrator

- I. Having carefully examined Contract Documents listed in Table of Contents, and consisting of Bidding Requirements, Conditions of Contract, drawings, specifications and the following Addenda numbered and dated as follows:

Addendum No.	Dated
_____	_____
_____	_____

And having examined the site and being familiar with conditions affecting the Work; Undersigned proposes to furnish materials and labor, to perform the General Construction work to complete the Safety Bollard Installations at Emmaus High School, Lower Macungie Middle School, and Eyer Middle School as called for by Bidding Documents for Stipulated Sum of:

Thirty Eight Thousand One Hundred Twenty Four  
Dollars zero cents DOLLARS (\$ 38,124.00 )

Undersigned agrees that the above Stipulated Sum is firm price bid including applicable taxes and is not subject to extras or escalator clauses

2. Undersigned agrees to execute Contract for above work for the above Stipulated Sum provided that he be notified of acceptance of bid within one hundred and twenty (120) days after time set for the receipt of bids. Undersigned agrees to execute contract and deliver it to Owner.
3. Undersigned agrees by submission of this bid, the bidder is the only interested party submitting this bid, that the contract Documents are incorporated herein, that there is no collusion and the bid will not be assigned without written consent of the Owner.
4. Undersigned agrees that the Bid Security form is properly executed and is attached herein.
5. Bids will be evaluated as a combination of the base bid, and alternates selected by the Owner.

6. ATTACHMENTS

a. Bid Security:

Bid Bond, all payable to the Owner  
Certified Check  
Cashier's Check

Is firm an individual, partnership or corporation? Corporation

Name state under which incorporated Pennsylvania

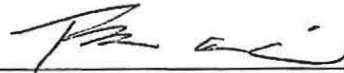
Full name of each individual partner \_\_\_\_\_

Has Firm been in-business for 5 years or more? YES  NO

Date: April 7, 2026

H&P Construction, Inc

Firm Name



By President (or Vice President if incorporated)



If Incorporated By Secretary or Treasurer



\*\*\*\*\*  
\*\*\*\*\*

Execution of Corporate Principal:

ATTEST: H&P Construction, Inc.  
Corporate Principal

*[Signature]* (Secretary)      *[Signature]* (Vice) President (Seal)

10788 State Route 61, Kulpmont, PA 17834  
Business Address

\*\*\*\*\*  
\*\*\*\*\*

Execution by Surety:

ATTEST: United Fire & Casualty Company  
Corporate Surety

*[Signature]* Title      *[Signature]* Emily S. Wicker, Attorney-in-Fact

Business Address PO Box 73909, Cedar Rapids, IA 52407



NOTE: The Power of Attorney to be attached must be certified and dated on the same date as the bond, and must show that the Attorney-in-Fact is a Pennsylvania resident or endorsement.

### INSTRUCTIONS FOR NON-COLLUSION AFFIDAVIT

1. This non-collusion affidavit is material to any contract awarded pursuant to this bid. According to the Pennsylvania Anti-bid Rigging Act, 73 p.s. §1611 et seq., governmental agencies may require Non-Collusion Affidavits to be submitted together with bids.
2. This Non- Collusion Affidavit must be executed by the member, officer or employee of the vendor who makes the final decision on prices and the amount quoted in the bid.
3. Bid rigging and other efforts to restrain competition and the making of false sworn statements in connection with the submission of bids are unlawful and may be subject to criminal prosecution. The person who signs the "Affidavit" should examine it carefully before signing and assure himself or herself that each statement is true and accurate. Making diligent inquiry, as necessary, of all other persons employed by or associated with the vendor with responsibilities for the preparation, approval or submission of the bid.
4. In the case of a bid submitted by a joint venture, each party to the venture must be identified in the bid documents, and an Affidavit must be submitted separately on behalf of each party.
5. The term "complimentary bid" as used in the Affidavit has the meaning commonly associated with that term in the bidding process, and includes the knowing submission of bids higher than the bid of another firm. Any intentionally high or noncompetitive bid and any other form of bid submitted for the purpose of giving a false appearance of competition.
6. Failure to file an Affidavit in compliance with these instructions will result in disqualification of the bid.

NON-COLLUSION AFFIDAVIT OF CONTRACTOR

State of  Pennsylvania

County of  Northumberland

(Name)  Thomas G Wise  being first duly sworn, states that:

I am  Vice President  owner, partner, officer, representative, or agent)

of  H&P Construction, Inc  (Company),

The bidder that has submitted that attached Bid.

I state that:

1. The price(s) and amount of this bid have been arrived at independently and without consultation, communication or agreement with any other contractor, bidder or potential bidder.
2. Neither the price(s) nor the amount of this bid, and neither the approximate price(s) nor approximate amount of this bid, have been disclosed to any other firm or person who is a bidder or potential bidder, and they will not be disclosed before bid opening.
3. No attempt has been made or will be made to induce any firm or person to refrain from bidding on this contract, or to submit a bid higher than this bid, or to submit any intentionally high or noncompetitive bid or other form of complementary bid.
4. The bid of my firm is made in good faith and not pursuant to any agreement or discussion with, or inducement from, any firm or person to submit a complementary or other noncompetitive bid.
5.  H&P Construction, Inc  (name of firm), its affiliates, subsidiaries, officers, directors and employees are not under investigation by any governmental agency, and have not in the last three years been convicted or found liable for any act prohibited by State or Federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding on any public contract, except as follows (explain any exceptions)



UNITED FIRE & CASUALTY COMPANY, CEDAR RAPIDS, IA  
 UNITED FIRE & INDEMNITY COMPANY, WEBSTER, TX  
 FINANCIAL PACIFIC INSURANCE COMPANY, LOS ANGELES, CA  
 CERTIFIED COPY OF POWER OF ATTORNEY  
 (original on file at Home Office of Company – See Certification)

Inquiries: Surety Department  
 118 Second Ave SE  
 Cedar Rapids, IA 52401

KNOW ALL PERSONS BY THESE PRESENTS, That United Fire & Casualty Company, a corporation duly organized and existing under the laws of the State of Iowa; United Fire & Indemnity Company, a corporation duly organized and existing under the laws of the State of Texas; and Financial Pacific Insurance Company, a corporation duly organized and existing under the laws of the State of California (herein collectively called the Companies), and having their corporate headquarters in Cedar Rapids, State of Iowa, does make, constitute and appoint

MEGAN S. BARTMAN, EMILY S. WICKER, PHILLIP KNOWER, TURNER A. ESTEP, RONDA W. BUSH, M. KATHRYN MCCARTHA-POWERS, JAMES HOLDEN KEEN, CHRISTOPHER AARON LYDICK, MICHAEL MCCREADIE, JOSEPH P. ZOLLER, EACH INDIVIDUALLY

their true and lawful Attorney(s)-in-Fact with power and authority hereby conferred to sign, seal and execute in its behalf all lawful bonds, undertakings and other obligatory instruments of similar nature provided that no single obligation shall exceed \$20,000,000.00 and to bind the Companies thereby as fully and to the same extent as if such instruments were signed by the duly authorized officers of the Companies and all of the acts of said Attorney, pursuant to the authority hereby given and hereby ratified and confirmed.

The Authority hereby granted shall expire the 19th day of March, 2027 unless sooner revoked by United Fire & Casualty Company, United Fire & Indemnity Company, and Financial Pacific Insurance Company.

This Power of Attorney is made and executed pursuant to and by authority of the following bylaw duly adopted by the Boards of Directors of United Fire & Casualty Company, United Fire & Indemnity Company, and Financial Pacific Insurance Company.

**"Article VI – Surety Bonds and Undertakings"**

Section 2. Appointment of Attorney-in-Fact. "The President or any Vice President, or any other officer of the Companies may, from time to time, appoint by written certificates attorneys-in-fact to act in behalf of the Companies in the execution of policies of insurance, bonds, undertakings and other obligatory instruments of like nature. The signature of any officer authorized hereby, and the Corporate seal, may be affixed by facsimile to any power of attorney or special power of attorney or certification of either authorized hereby; such signature and seal, when so used, being adopted by the Companies as the original signature of such officer and the original seal of the Companies, to be valid and binding upon the Companies with the same force and effect as though manually affixed. Such attorneys-in-fact, subject to the limitations set forth in their respective certificates of authority shall have full power to bind the Companies by their signature and execution of any such instruments and to attach the seal the Companies thereto. The President or any Vice President, the Board of Directors or any other officer of the Companies may at any time revoke all power and authority previously given to any attorney-in-fact.

IN WITNESS WHEREOF, the COMPANIES have each caused these presents to be signed by its vice president and its corporate seal to be hereto affixed this 19th day of March, 2025

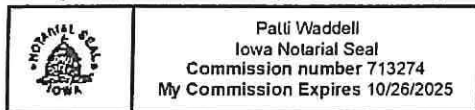
UNITED FIRE & CASUALTY COMPANY  
 UNITED FIRE & INDEMNITY COMPANY  
 FINANCIAL PACIFIC INSURANCE COMPANY

By: *Kyanna M. Saylor*  
 Vice President



State of Iowa, County of Linn, ss:

On 19th day of March, 2025, before me personally came Kyanna M. Saylor to me known, who being by me duly sworn, did depose and say; that she resides in Cedar Rapids, State of Iowa; that she is a Vice President of United Fire & Casualty Company, a Vice President of United Fire & Indemnity Company, and a Vice President of Financial Pacific Insurance Company the corporations described in and which executed the above instrument; that she knows the seal of said corporations; that the seal affixed to the said instrument is such corporate seal; that it was so affixed pursuant to authority given by the Board of Directors of said corporations and that she signed her name thereto pursuant to like authority, and acknowledges same to be the act and deed of said corporations.



*Patti Waddell*  
 Notary Public  
 My commission expires: 10/26/2025

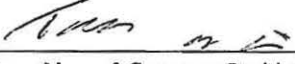
I, Mary A. Bertsch, Assistant Secretary of United Fire & Casualty Company and Assistant Secretary of United Fire & Indemnity Company, and Assistant Secretary of Financial Pacific Insurance Company, do hereby certify that I have compared the foregoing copy of the Power of Attorney and affidavit, and the copy of the Section of the bylaws and resolutions of said Corporations as set forth in said Power of Attorney, with the ORIGINALS ON FILE IN THE HOME OFFICE OF SAID CORPORATIONS, and that the same are correct transcripts thereof, and of the whole of the said originals, and that the said Power of Attorney has not been revoked and is now in full force and effect.

In testimony whereof I have hereunto subscribed my name and affixed the corporate seal of the said Corporations this 7th day of April, 2026.



By: *Mary A. Bertsch*  
 Assistant Secretary,  
 UF&C & UF&I & FPIC

I state that H&P Construction, Inc (name of firm) understands and acknowledges that the above representations are material and important, and will be relied on by East Penn School District in awarding the contract(s) for which this bid is submitted. I understand and my firm understands that any misstatement in this affidavit is and shall be treated as fraudulent concealment from East Penn School District of the true facts relating to the submission of bids for this contract.

 Thomas G Wise, Vice President  
(Signature, Name & Company Position)

Subscribed and sworn to before me this 7 day of April, 2026

BY: 

TITLE: Notary Public

Commonwealth of Pennsylvania - Notary Seal  
Lyza E. Klein, Notary Public  
Northumberland County  
My commission expires January 16, 2027  
Commission number 1432053  
Member, Pennsylvania Association of Notaries

**PERFORMANCE and PAYMENT BOND**

Bond No.: \_\_\_\_\_ Amount: \$ \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_, as  
principal ( the "Contractor"), and  
\_\_\_\_\_, as surety (the  
"Surety"), are firmly bound to

EAST PENN SCHOOL DISTRICT

As obligee (hereinafter called the "Owner"), in the sum of \_\_\_\_\_ Dollars (\$ \_\_\_\_\_) for the payment in which we bind ourselves, our heirs, executors, legal representatives, successors and assigns, jointly and severally, by this Bond.

WITNESSETH THAT:

WHEREAS, The Principal has executed and concurrently with the delivery of this Bond to the Owner will deliver to the Owner the Agreement dated \_\_\_\_\_, 20\_\_ (the "Contract") for performance of the \_\_\_\_\_ Work in accordance with a certain proposal dated \_\_\_\_\_, 20\_\_ made by the Principal to the Owner, which proposal has been accepted by the Owner pursuant to Plans, Specifications, and other documents constituting the contract documents which are incorporated into said Proposal by reference (the "Contract Documents"), and

WHEREAS, It is one of the conditions of the award by the Owner and of the Contract Documents that this Bond shall be executed and delivered to the Owner with respect to the performance of such work.

NOW, THEREFORE, the condition of this Bond shall be such that:

A. If the Principal shall well, truly and faithfully comply with and perform the Contract in accordance with the Contract Documents, at the time and in the manner provided in the Contract and in the Contract Documents, and if the Principal shall satisfy all claims and demands incurred in or related to the performance of the Contract by the Principal or growing out of the performance of the Contract by the Principal, and if the Principal shall indemnify completely and shall save harmless the Owner from any and all costs and damages which the Owner may sustain or suffer by reason of the failure of the Principal to do so, and all costs and expenses which the Owner may incur by reason of any such default or failure of the Principal, then this Paragraph A of this Bond shall be void, otherwise, this Paragraph A of this Bond shall be and shall remain in force and effect.

B. If the Principal and all sub-contractors employed by the Principal and to whom any portion of the work under the Contract shall be sublet, and if all assignees of the Principal and of such sub-contractors, promptly shall pay or shall cause to be paid all monies which may be due any person, association, partnership and/or corporation for all labor

performed, services rendered, equipment rented and materials furnished in the performance of the work in accordance with the Contract, including any amendment, extension or addition thereto, whether such labor, service, material and/or equipment shall have entered into and become component parts of the work and improvements contemplated to be performed under the Contract, in accordance with the Contract Documents, or in any amendment, extension or addition to the Contract and/or to the Contract Documents, then Paragraph B of this Bond shall be void, otherwise, this Paragraph B of this Bond shall be and shall remain in force and effect.

C. If the Principal shall remedy, without cost to the Owner, all defects which may develop during a period of two (2) years from the date of completion by the Principal and acceptance by the Owner of the work to be performed under the Contract in accordance with the Contract Documents, which defects, in the sole judgment of the Owner, shall be caused by or shall result from defective or inferior materials or workmanship, then this paragraph C of this Bond shall be void; otherwise, this Paragraph C of this Bond shall be and shall remain in force and effect.

D. The Principal and Surety agree that any person, association, partnership and/or corporation who shall have performed labor, rendered services, furnished materials or rented equipment required in the performance of the work under the Contract in accordance with the Contract Documents, who shall not have been paid, as provided in Section 756 of the Pennsylvania Public School Code of 1949, approved March 10, 1949, P.L. 30, Article VII, as amended and supplemented may sue in assumpsit on this Bond in the name of the School District for his, their, or its use, and prosecute the same to final judgment for such sum or sums as may be justly due him, them, or it, and have execution thereon. The School District shall not be liable for the payment of any costs or expenses of any suit.

E. The Surety shall not be liable upon this Bond for any damages and/or compensation recoverable under any workmen's compensation or employer's liability statute.

F. The Principal and Surety Agree that any alterations, changes or additions to the Contract Documents, and/or any alterations, changes or additions to the work to be performed under this Contract in accordance with the Contract Documents, and/or any alterations, changes or additions to the Contract, and/or any giving by the Owner of any extensions of time for the performance of the Contract in accordance with the Contract Documents, and/or any act of forbearance of either the Principal or the Owner toward the other with respect to the Contract Documents and the Contract, and/or the reduction of any percentage to be retained by the Owner as permitted by the Contract Documents and by the Contract, shall not release, in any manner whatsoever, the Principal and the Surety or either of them, or their heirs, executors, administrators, successors and assigns, from liability under this Bond; and the Surety, for value received, does waive notice of any such alterations, changes, additions, extensions of time, acts of forbearance and/or reduction of retained percentage.

G. The Principal and Surety agree that in case of default in and/or any action arising out of this Bond, the Owner or any person, association, partnership, and/or corporation who shall be entitled to institute and maintain an action upon this Bond, as above provided, may use, for the purpose of the establishment of the claim, a copy of this Bond, duly certified by the Owner to be true and correct; and the principal and the Surety agree that any action instituted upon any part of this Bond shall not be a bar to any subsequent action upon the same part or any other part of this Bond.

F. This Bond is executed and delivered under the subject to the Act.



\*Attach appropriate proof, dated as of the same date as the Bond, evidencing authority to execute in behalf of the corporation.

(CORPORATION SURETY)

\_\_\_\_\_  
Name of Corporation

\_\_\_\_\_  
Witness

\*\*By: \_\_\_\_\_  
Attorney-in-Fact

(CORPORATE SEAL)

\*\*Attach appropriate Power-of-Attorney, dated as of the same date as the Bond, evidencing the authority of the Attorney-in-Fact to act in behalf of the corporation.

**AGREEMENT**

THIS AGREEMENT, entered into this \_\_\_\_\_ day of \_\_\_\_\_, 2026, by and between East Penn School District, Lehigh County, PA hereafter called the "Owner", and \_\_\_\_\_ an individual of \_\_\_\_\_

OR

\_\_\_\_\_, a partnership, consisting of \_\_\_\_\_ and \_\_\_\_\_ as all the partners, having its principal office at \_\_\_\_\_

OR

\_\_\_\_\_ a Corporation of the State of Pennsylvania having its principal office at \_\_\_\_\_, \_\_\_\_\_ County, Pennsylvania, hereinafter called the "Contractor",

WITNESSETH THAT

WHEREAS, the Owner heretofore has advertised for bids for the **Bollard Installations at Emmaus High School, Lower Macungie Middle School, And Eyer Middle School** and has received proposals therefore; and

WHEREAS, the Owner has made an award to the Contractor based upon the proposal so received from the Contractor, and

WHEREAS, the Contractor has delivered to the Owner a Performance and Payment Bond, with corporate surety satisfactory to the Owner; and Insurance Certificates as required by the Contract Documents,

NOW, therefore, in consideration of the mutual promises, covenants and agreements herein contained, the Owner and the Contractor promise, covenant and agree, as follows:

1. **CONTRACT DOCUMENTS** - The phrase Contract Documents, when and as used herein, shall consist of and shall include the following, all of which are incorporated herein by reference and shall be construed to be part hereof with the same effect as if such were repeated at length herein or physically were attached hereto:

Invitation to Bid, Instructions to Bidders, Bid Form, This Agreement, Specifications, Bonds, any addenda and/or bulletins and other information given to bidders

2. **SCOPE OF WORK** - The Contractor shall furnish all materials not provided by manufacture, shall perform all labor, shall furnish all equipment and otherwise shall do all things necessary to complete, in a competent and workmanlike manner to the complete satisfaction and acceptance of the Owner, in strict conformity with the Contract Documents, the Bollard Installation at Emmaus

High School, Lower Macungie Middle School, and Eyer Middle School work as described in the Contract Documents as opened and publicly read on April 7, 2026.

3. PAYMENTS - The Owner shall pay the contractor for the satisfactory performance of this contract the sum of (\$ ) Dollars.

#### Terms of Payment

3.1 The Owner shall pay the Contractor the contract sum in current funds for the Contractor's performance of the contract. The contract sum shall be (\$ ), subject to additions and deductions as provided in the contract documents.

3.2 The period covered by each Application for Payment shall be one calendar month ending on the last day of the month, or as follows:

3.2.1 Application for Payment shall show the percentage of completion of each portion of the Work as of the end of the period covered by the Application for Payment.

3.2.2 Provided that an Application for Payment is received by the Owner not later than one week before a scheduled Board meeting, the Owner shall make payment of the certified amount to the Contractor not later than 15 days following the Board Meeting. If an Application of Payment is received less than seven days before a scheduled Board Meeting the Owner shall make payment of the certified amount no later than Thirty (30) days after the Owner receives the Application for Payment.

- A. Take that portion of the contract sum properly allocable to completed work as determined by multiplying the percentage completion of each portion of the work by the share of the contract sum allocated to that portion of the work, less retainage of Ten percent (10%). Pending final determination of cost to the Owner of changes in the work, amounts not in dispute shall be included.
- B. Add that portion of the contract sum properly allocable to materials and equipment delivered and suitably stored at the site for subsequent incorporation in the completed construction (or if approved in advance by the Owner, suitably stored off the site at a location agreed upon in writing), less retainage of Ten percent (10%) .
- C. Subtract the aggregate of previous payments made by the Owner; and
- D. Subtract amounts, if any, for which the Owner has withheld or nullified an Application for Payment.

3.3 Except with the Owner's prior approval, the Contractor shall not make advanced payments to suppliers for materials or equipment which have not been delivered and stored at the site.

#### Final Payment

3.4. Final payment constituting the entire unpaid balance of the Contract Sum, shall be made by the Owner to the Contractor when

The Contractor has fully performed the contract including the Contractor's responsibility to correct work as provided and to satisfy other requirements, if any, which extend beyond final payment.

3.4.1. The Owner's final payment to the Contractor shall be made no later than Thirty (30) days after issuance of the Contractor's final Application for Payment or upon resolution of any dispute regarding the fulfillment of this contract.

4. COMPLETION DATE - The Contractor shall begin and complete the work by June 30, 2026 in accordance with applicable provisions of the Contract Documents.

6. CONTRACTOR REPRESENTATION - The Contractor represents and warrants:

- A. The Contractor is solvent financially and is experienced in and is competent to perform the Work; and
- B. The Contractor is familiar with all Federal, State, Municipal or other regulatory laws, ordinances and/or regulations, which, in any manner whatsoever, may affect the Work; and
- C. That such temporary and permanent construction which shall be necessary in performance of the Work can be satisfactorily constructed and used for the purposes for which it is intended and that such construction will not injure any person or damage any property; and
- D. The Contractor has examined carefully the plans, specifications and site of the Work and has become familiar with any conditions which may affect performance of the work.

5. HEIRS, ETC. - This Agreement shall bind and inure to the benefit of the heirs, legal representatives and successors and assigns of both parties hereto, except that this sentence shall not be interpreted to grant any right of assignment of any nature whatsoever to the Contractor.

6. The Owner and the Contractor each intend to be legally bound by this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement the day and year first above written.

ATTEST:

EAST PENN SCHOOL DISTRICT

\_\_\_\_\_  
Secretary

BY: \_\_\_\_\_ (Seal)  
President

(INDIVIDUAL PRINCIPAL)

\_\_\_\_\_  
WITNESS

\_\_\_\_\_  
Signature of Individual (Seal)

\_\_\_\_\_  
Trading and doing business as

\*\*\*\*\*  
\*\*\*\*\*

(PARTNERSHIP PRINCIPAL)

WITNESS:

_____	_____
	Name of Partnership
_____	By: _____ (Seal)
	Partner
_____	By: _____ (Seal)
	Partner
_____	By: _____ (Seal)
	Partner

\*\*\*\*\*  
\*\*\*\*\*

(CORPORATION PRINCIPAL)

	_____
	Name of Corporation
ATTEST:	
_____	By: _____
(Secretary)	(Vice) President

(CORPORATE SEAL)

Or (If Appropriate)

	_____
	Name of Corporation
_____	*By: _____
Witness	Authorized Representative

\*Attach appropriate proof, dated as of the same date as the Bond, evidencing authority to execute in behalf of the corporation.

\*\*\*\*\*  
\*\*\*\*\*

(CORPORATION SURETY)

\_\_\_\_\_  
Name of Corporation

Witness:

\_\_\_\_\_

\*\*By: \_\_\_\_\_

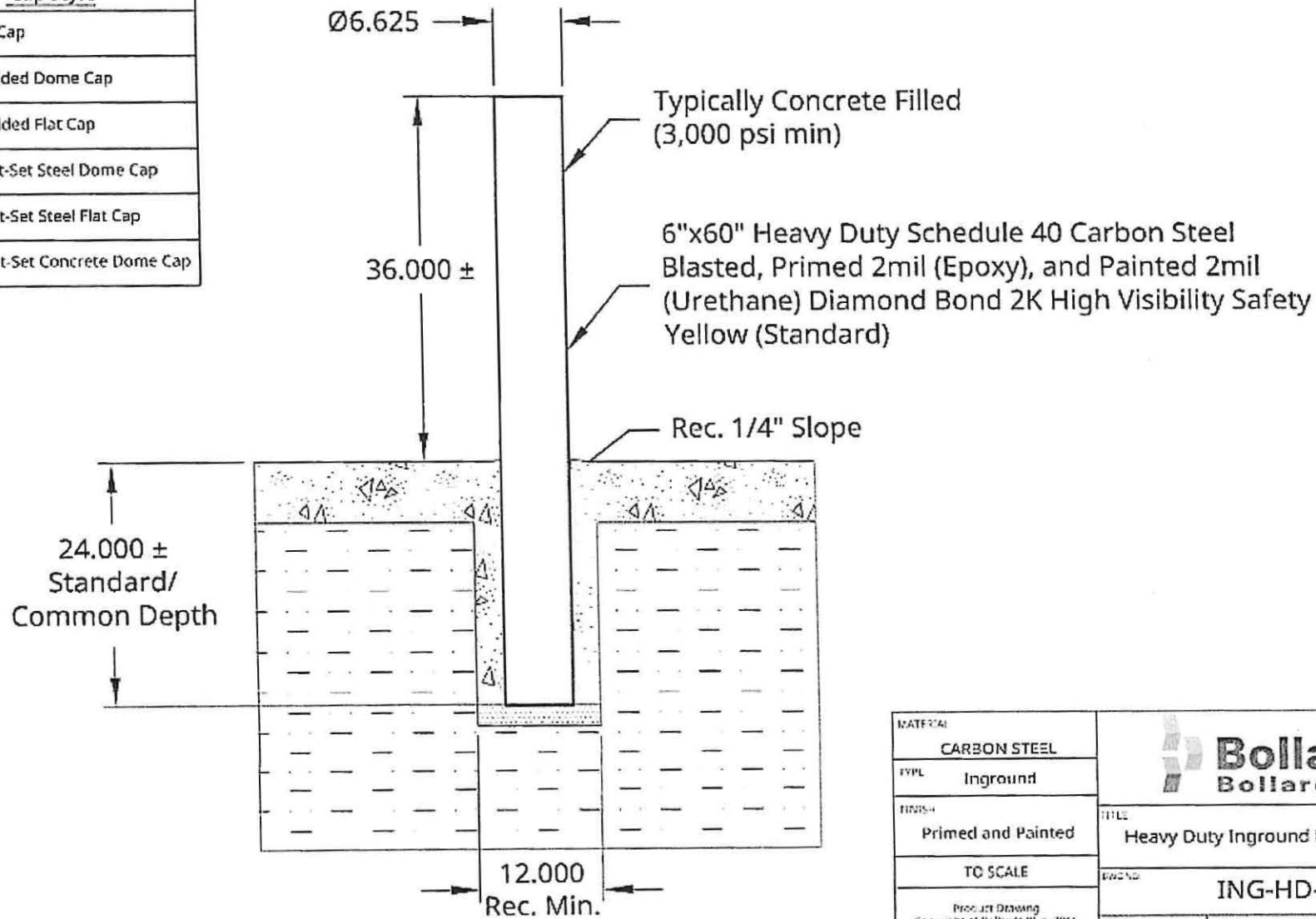
Attorney-in-Fact


(CORPORATE SEAL)

\*\* Attach appropriate Power-of-Attorney, dated as of the same date as the Bond, evidencing the authority of the Attorney-in-Fact to act in behalf of the corporation.

Finish	
	Bare
	Primed 2mil (epoxy)
X	Primed 2mil (epoxy) & Painted 2mil (urethane)
	Powder Coated
	Galvanized

Cap Style	
	No Cap
	Welded Dome Cap
	Welded Flat Cap
	Wet-Set Steel Dome Cap
	Wet-Set Steel Flat Cap
X	Wet-Set Concrete Dome Cap



MATERIAL	CARBON STEEL		
TYPE	Inground		
FINISH	Primed and Painted		
TO SCALE	TO SCALE		
PRODUCT DRAWING	Copyright © Bollards Plus, 2016		
 <b>Bollards Plus</b> BollardBarrier.com		TITLE	
		Heavy Duty Inground Bollard - 6"x60", Safety Yellow	
SCALE:    WEIGHT: 94.972 LB    SHEET: 1 of 1		REVISED	
		ING-HD-6x60-PP-SY	
		REV 1	

Google Maps

EAS



Google Maps

Imagery ©2026 Google, Map data ©2026, Map data ©2026 10 ft

Google Maps

Lmms



Google Maps

EYER



Google Maps

PERSONNEL AGENDA ITEMS EXHIBIT

RESOLVED, That the Board of School Directors of East Penn SD approve the following personnel items, as recommended by the Superintendent:

I. Resignation(s)

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective Date</u>
Alexis Lauer	Grade 4 Teacher	Macungie ES	6/10/2026
Andrew McCartney, Jr.	Custodian, Part-Time	Eyer MS	4/24/2026
Shauna Nicholson	Instructional Assistant	Shoemaker ES	4/30/2026
Miranda Ortiz	Student Services Specialist	Administration	5/31/2026

II. Retirement(s)

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective Date</u>
Rosemarie Manley	Instructional Assistant	Lincoln ES	4/21/2026
Brian Moll	Custodian - Night Foreman	LMMS	6/12/2026
Ray Schoch	Custodian – 3 <sup>rd</sup> Shift	EHS	5/14/2026

III. General Leave of Absence(s) Per Board Policy 339 – Uncompensated Leave

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective Date</u>
Elizabeth Mendenhall	Instructional Assistant	Wescosville ES	4/27/2026 – 4/29/2026
Julie Shook	Instructional Assistant	EHS	4/7/2026 – 4/10/2026
Gretchen Wulzer-McClain	Staff Assistant	Wescosville ES	4/27/2026 – 5/4/2026

IV. General Leave of Absence(s) Per Board Policy 339 – Uncompensated Leave - \*Updated

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective Date</u>
Rosemarie Manley	Instructional Assistant	Lincoln ES	3/18/2026 – <del>4/21/2026</del> *4/20/2026
Susan Pierog	Instructional Assistant	EHS	3/12/2026 – 3/18/2026* <del>3/31/2026</del>
Danielle Urbanowicz	Instructional Assistant	Alburtis ES	3/27/2026 PM – 6/10/2026* <del>4/17/2026</del>

V. Compensated Professional Development Leave as per Board Policy 338.1

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective Date</u>
Laura Atwater	Special Education Teacher	Eyer MS	Fall - 2026

VI. Teacher Transfer of Assignment(s)

<u>Name</u>	<u>Current Position 2025-2026</u>	<u>Transfer Position 2026-2027</u>
Colleen Klepeis	Special Education Teacher – EHS	Reading Interventionist - EHS (Leave of J. Snellman)

VII. Administrative Appointment(s)

Name: Amanda Deutsch  
Education Level: B. S. Degree; M. Ed Degree  
Graduate School: Averett University  
Undergraduate School: Bloomsburg University  
Assignment: Principal – Macungie ES  
(Retirement of S. Vincent)  
Certification: Administrative II: Principal PK-12  
Instructional I: Elementary K-6  
Experience: Assistant Principal: Scranton SD; 7/2021 – Current  
Interventionist: Newport News Public Schools; 6/2019 – 6/2021  
Instructional Coach: Norfolk Public Schools; 6/2018 – 6/2019  
Elementary Teacher: Hampton City Schools; 2012 - 2018  
Salary: \$120,648  
Effective: July 1, 2026 or sooner  
*(pending the receipt & approval of all necessary documentation)*

VIII. Professional Employee Appointment(s)

Name: Megan Maybray  
Education Level: B. A. Degree; M. S. Degree; Administrative  
Undergraduate School: Hawaii Pacific University, West Chester University  
Graduate School: St. Joseph’s University, West Chester University, Wilmington University  
Assignment: ELD Teacher – EHS  
(Retirement of T. Kita)  
Certification: Program Specialist: ESL PK-12  
Instructional II: Elementary K-6, Mid-Level English 6-9,  
Mid-Level Math 6-9  
Administrative I: Principal PK-12  
Experience: Multilingual Language Teacher/Instructional Coach: Caesar Rodney SD;  
8/2024 – Current  
ELD Teacher: Kennett Consolidated SD; 10/2014 – 6/2024  
ELD Teacher: Universal Creighton Charter School; 8/2012 – 10/2014  
Salary: \$101,875; Year 15; M +24  
Effective: 8/13/2026  
*(pending the receipt & approval of all necessary documentation)*

\*\*\*\*\*

Name: Robert McFetridge  
Education Level: B. A. Degree; M. S. Degree  
Undergraduate School: Kutztown University  
Graduate School: Wilkes University  
Assignment: Art Teacher – EHS  
(Retirement of T. Maley)  
Certification: Instructional II: Art PK-12  
Experience: Art Teacher: Allentown SD; 2007 - Current  
Salary: \$99,000; Year 16; M  
Effective: 8/13/2026  
*(pending the receipt & approval of all necessary documentation)*

IX. Temporary Professional Employee Appointment(s)

Name: Michelle Velez  
Education Level: B. A. Degree; M. Ed Degree  
Undergraduate School: University of Puerto Rico  
Graduate School: NUC University  
Assignment: Spanish Teacher – EHS  
(Retirement of J. Hess)  
Certification: Instructional I: Spanish PK-12  
Experience: Spanish Teacher: Innovative Arts Academy Charter School; 8/2025 – Current  
Spanish Teacher: Dept. of Ed. of Puerto Rico; 9/2018 – 8/2023  
Salary: \$71,000; Year 2; M  
Effective: 8/13/2026  
*(pending the receipt & approval of all necessary documentation)*

\*\*\*\*\*

Name: Catherine Yahr  
Education Level: B. S. Degree  
Undergraduate School: Ohio University  
Assignment: English Teacher – EHS  
(Retirement of D. Reaman)  
Certification: Instructional I: English 7-12  
Experience: Grade 7 English Teacher: Hamilton City SD; 8/2024 - Current  
Salary: \$67,000; Year 2; B  
Effective: 8/13/2026  
*(pending the receipt & approval of all necessary documentation)*

X. Temporary Professional Employee Appointment(s) \* Update

Name: Kristen Reitano  
Assignment: School Psychologist – ~~TBD~~ \*LMMS  
(\*Resignation of P. Slay)  
Effective: 7/1/2026 *(pending the receipt & approval of all necessary documentation)*

XI. Full-Time Substitute Appointment(s)

Name: Edward Middlecamp  
Education Level: B. S. Degree  
Undergraduate School: Kutztown University  
Assignment: Biology Teacher – EHS (2<sup>nd</sup> Semester)  
(Leave of T. Ford)  
Certification: Instructional I: Biology 7-12, General Science 7-12  
Experience: Full-time Substitute: East Penn SD; 1/2026 – Current  
Per-diem Substitute: East Penn SD; 1/2024 – 1/2026  
Full-time Substitute: East Penn SD; 8/2022 – 1/2024  
Per-diem Substitute: East Penn SD; 1/2022 – 6/2022  
Full-time Substitute: East Penn SD; 8/2021 – 1/2022  
Salary: \$66,500; Year 5; B  
Effective: 1/25/2027 (2<sup>nd</sup> Semester)

XII. Support Staff Appointment(s)

<u>Name</u>	<u>Position</u>	<u>Salary/Hours</u>	<u>Effective Date</u>
Megan Kern	Administrative Assistant Administration - OTL	\$21.29/hr 35 hrs/wk (Resignation of N. Bradshaw)	TBD <i>(Pending the receipt &amp; approval of all necessary documentation)</i>

XIII. Additions to the 2025-2026 Per Diem Substitute List

Albert Dommel	Instructional Assistant
Bonnie Dommel	Instructional Assistant
Brandi Geiger	Health Room Nurse <i>(pending the receipt &amp; approval of all necessary documentation)</i>

XIV. 2025-2026 Schedule B Co-Curricular Appointments – Schedule B

<u>School</u>	<u>Name</u>	<u>Position</u>	<u>Contract/Volunteer</u>	<u>Amount</u>	<u>Notes</u>
Eyer	Jessica Santaniello	Chaperone	Contract	\$80/event	
EHS	Emily Terrero	Cheerleading Volunteer Assistant Coach	Volunteer	\$0.00	Non-Employee
EHS	Briana Luancing	Jasper Club Advisor	Club C	\$1,568.00	Board approved as Volunteer Club on 10/13/2025

XV. Board Approved Personnel – Update to Pending Documentation Start Date

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Start Date</u>	<u>Board Approved</u>
Makirra Aquino	Per-diem substitute	n/a	Rescind	9/22/2025
Kristen Brobst	Medical Professional	n/a	4/17/2026	2/23/2026
Julia Carson	Per-diem substitute	n/a	Rescind	4/28/2025
Sean Deiley	Per-diem substitute	n/a	Rescind	8/25/2025
Hayley Huber	Per-diem substitute	n/a	Rescind	8/25/2025
Linda Pfeifley	Per-diem substitute	n/a	Rescind	9/9/2024
Allyson Mosley	Per-diem substitute	n/a	Rescind	2/24/2025
Christopher Pizolato	Guest Teacher	n/a	Rescind	12/8/2025
Natalie Protyniak	Per-diem substitute	n/a	Rescind	10/13/2025
Devra Rafeld	Per-diem substitute	n/a	Rescind	2/9/2026
Kendra Rooney	Per-diem substitute	n/a	3/2/2026	2/9/2026
Mirna Sagastume	Per-diem substitute	n/a	3/19/2026	2/23/2026
Anyah Saylor	Per-diem substitute	n/a	Rescind	1/12/2026
Adria Soto-DeLillo	Per-diem substitute	n/a	Rescind	9/22/2025
Olivia Theisen	Per-diem substitute	n/a	Rescind	8/25/2025
Alyson Sweeney	Per-diem substitute	n/a	Rescind	9/9/2024

Board Policy Updates		First Reading						
Policy #	Existing Title	Title	Status	Original Adoption	Reviewers	1st Reading	2nd Reading	3rd Reading & Adoption
140	Charter Schools	Charter Schools	Existing	4/11/16	AI, AS, S	4/27/2026		
221	Dress and Grooming	Dress and Grooming	Existing	8/8/16	AI, AS, S	4/27/2026		
236.1	Threat Assessment	Threat Assessment	Existing	10/24/22	AI, AS, S	4/27/2026		
237	Electronic Devices	Electronic Devices	Existing	8/8/16	AI, AS, BS, S	4/27/2026		
325	Dress and Grooming	Dress and Grooming	Existing	11/14/16	AI, AS, S	4/27/2026		
332	Working Periods	Working Periods	Existing	11/14/16	AI, AS, S	4/27/2026		
619	District Audit	District Audit	Existing	4/10/2017	AI, AS, S	4/27/2026		
810	Transportation	Transportation	Existing	8/27/2018	AI, AS, S	4/27/2026		
<p>Key: S= Superintendent  AS= Assistant Superintendent  BS= Board Solicitor  AI= Administrative Input</p>								



Book	Policy Manual
Section	100 Programs
Title	Charter Schools
Code	140 DRAFT
Status	From PSBA
Legal	<u>1. 24 P.S. 1702-A</u> <u>2. 24 P.S. 1703-A</u> <u>3. 24 P.S. 1715-A</u> <u>4. 24 P.S. 1717-A</u> <u>5. 24 P.S. 1718-A</u> <u>6. 65 Pa. C.S.A. 701 et seq</u> <u>7. 24 P.S. 1720-A</u> <u>8. 24 P.S. 1723-A</u> <u>9. 24 P.S. 1724-A</u> <u>10. 24 P.S. 1728-A</u> <u>11. 24 P.S. 1729-A</u> <u>12. 24 P.S. 1727-A</u> <u>13. 24 P.S. 1726-A</u> 14. Bell v. Wilkinsburg Sch. Dist., No. 23 WAP 2024, 2026 WL 152043 (Pa. Jan. 21, 2026) <u>15. 24 P.S. 1719-A</u> <u>24 P.S. 1701-A et seq</u>
Adopted	April 11, 2016

### **Purpose**

In order to provide students, ~~parents/guardians and community members~~ an opportunity to ~~establish and maintain~~ **attend** schools that operate independently from ~~this the~~ school district, the Board shall evaluate applications submitted for charter schools located within the district, in accordance with the requirements of law and in the form and manner required by this policy **work cooperatively with individuals and groups submitting proposals and applications for charter schools.**[1]

### **Definitions**

**Appeal Board** - means the State Charter School Appeal Board established by the Charter School Law.[2]

**Board of Trustees of a charter school shall be classified as public officials.**[3]

**Charter School** - means an independent, nonsectarian public school established and operated under a charter from the local Board in which students are enrolled or attend. A charter school must be organized as a public, nonprofit corporation; and charters may not be granted to any for-profit entity nor to support home education programs.[2][3][4]

**Local Board of Directors (Board)** - means the Board of Directors of the school district in which a proposed or approved charter school is located.[2]

**Regional Charter School** - means an independent public school established and operated under a charter from more than one (1) local Board and approved by an affirmative vote of a majority of all Board members of each of the school districts involved.[2][5]

### **Authority**

The Board shall evaluate submitted applications for charter schools based on the criteria established by law, regulations and any additional criteria required by the Board.[4]

A charter school application shall be approved or denied by a majority vote of all Board members at a ~~public~~ **an open** meeting, in accordance with the provisions of law. Written notice of the Board's decision shall be sent to the applicant, Department of Education and the Appeal Board, including reasons for denial and a clear description of application deficiencies if the application is denied. The Board shall evaluate denied applications that are revised and resubmitted.[4][6]

Upon approval of a charter application, the Board and the charter school's Board of Trustees shall sign the written charter, which shall be binding on both **parties**. The charter shall be for a period of three (3) to five (5) years and may be renewed for five-year periods by the Board.[7]

The Board shall not cap nor limit the number of district students enrolling in a charter school, unless agreed to by the charter school as part of the written charter.[8]

The Board may approve a leave of absence for up to five (5) years for a district employee to work in a charter school located in the district of employment or in a regional charter school in which the employing district is a participant, and the employee shall have the right to return to a comparable position in the district. The Board at its discretion may grant tenure to a temporary professional employee on leave from this district to teach in a charter school located in the district, upon completion of the appropriate probation period.[9]

The Board shall annually assess whether each charter school is meeting the goals of its charter and shall require each charter school to submit an annual report no later than August 1 of each year.[10]

The Board shall conduct a comprehensive review prior to granting a five-year renewal of the charter.[10]

The Board shall have ongoing access to the records and facilities of the charter school to ensure that the charter school is in compliance with its charter, Board policy and applicable laws.[10]

In cases where the health or safety of the charter school's students, staff or both is at serious risk, the Board may take immediate action to revoke a charter.[11]

The Board affirms that the charter school's Board of Trustees and the charter school shall be solely liable for any and all damages and costs of any kind resulting from any legal challenges involving the operation of a charter school. The local Board shall not be held liable for any activity or operation related to the program of a charter school.[12]

A charter school shall execute a "hold harmless" agreement indemnifying and insuring/agreeing to defend the school district in any and all kinds of liability areas so that the school district and Board are protected in any litigation related to the operation of a charter school.

### **Delegation of Responsibility**

Applications for charter schools shall be submitted to the Superintendent or designee, who shall be responsible for communicating and cooperating with all applicants.

The Superintendent or designee shall be responsible to assist applicants with plans for technical assistance and contracted services that may be provided by the district.

### **Guidelines**

A charter school shall be subject to all federal and state laws and regulations prohibiting discrimination in admissions, employment and operation on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry or need for special education services.[3]

A charter school shall submit monthly enrollment figures and financial reports to the district as stated in the charter in a format determined by the administration.

### **Transportation**

The district shall provide **free** transportation to resident students attending a charter school located in the district, a regional charter school of which the district is a member, and a charter school located within ten (10) miles outside district boundaries, in accordance with distance requirements established for district students. **Transportation provided to charter school students need not be identical to transportation provided to traditional public school students.**[13][14]

Transportation shall be provided to charter school students on the dates and periods that the charter school is in ~~regular~~ session, regardless of whether transportation is provided to district students on those days.[13]

### **Applications**

Applications for charter schools must contain all the information specified in the Charter Schools Law and any additional information required by the Board.[4][15]

Applications for charter schools shall be submitted to the Board by November 15 of the **preceding** school year ~~preceding the school year~~ in which the school will be established.[4]

An original and twelve (12) complete copies of the application (including a table of contents and appendices) and a similarly complete PDF version ~~on disk or sent electronically~~ **electronic version** are to be submitted to the Superintendent. The date of submission will be documented and receipt of the proposal will be acknowledged by letter addressed to the applicant. The date of submission will initiate the time period in which the review must be completed. The Superintendent shall forward copies of the application to the members of the Board. Announcement of the receipt of the application shall occur at the next scheduled Board meeting and be documented as a matter of record. Upon receipt of the application, the Board shall pass a

resolution setting the first hearing date and authorizing an administrative review of the application. The Superintendent will appoint a technical review team to review specific areas of the application as follows:

1. The Solicitor will review the application to determine compliance with the provisions of Act 22 and all other applicable statutory and/or regulatory requirements.
2. The Business Manager shall direct a review of the application to determine the adequacy of provisions for budget, finance and insurance. In addition, the adequacy of the facilities identified in the application will be reviewed as well as compliance with any municipal procedures.
3. The Superintendent or his/her designee shall direct a review of the application and an analysis of the support services that the district will be obligated to commit to the charter school. This analysis shall include provisions for transportation, health, psychological, special education, and other services, and shall include an estimated projection of the cost or value of the services.
4. The Superintendent or his/her designee shall direct a review of the educational program described in the application which shall consider matters including, but not limited to, the school calendar, length of the instructional day, provisions for student assessment and the educational mission, goals, and objectives of the proposed program of instruction.
5. The Superintendent may request additional information from the applicant if ~~s/he~~ **the Superintendent** finds the application is incomplete or if additional information will assist in ~~his/her~~ **their** determination.

At the public hearing, the applicant shall make a formal presentation to provide an overview and general orientation of the major elements of the proposed charter school as well as review all major requirements of Act 22. Members of the Board and the Superintendent shall be provided the opportunity to question the applicant about issues of interest and concern and about the operation of the proposed charter school. The hearing will afford members of the general public the opportunity to offer testimony and comment on the charter school application. All public hearings shall be stenographically transcribed by a court stenographer at the expense of the Board.

Within forty-five (45) days of receipt, the Board shall hold at least one (1) public hearing on the charter application, in accordance with law. At least forty-five (45) days must pass between the first public hearing and the final decision of the Board. No later than seventy-five (75) days after the first public hearing, the Board shall grant or deny the application.[4].

#### Insurance/Risk Management

The charter school shall adequately protect against liability and risk through an active risk management program approved by the Board. The program shall include proof of purchase of insurance coverages as required by the Board.[15][12].

Minimum coverages and levels of appropriate coverages shall be established in the charter.

A charter school shall operate in a manner that minimizes the risk of injury and harm to students, employees and others.



Book	Policy Manual
Section	200 Pupils
Title	Dress and Grooming
Code	221 DRAFT
Status	From PSBA
Legal	<u>1. 24 P.S. 1317.3</u> <u>2. 22 PA Code 12.11</u> <u>3. 43 P.S. 951 et seq</u> 4. Pol. 103 5. Pol. 251 6. Pol. 325
Adopted	August 8, 2016
Last Revised	February 27, 2023

### **Purpose**

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference.

### **Authority**

The Board has the authority to impose limitations on students' dress in school. The Board will not interfere with the right of students and their parents/guardians to make decisions regarding their appearance, except when their choices disrupt the educational program of the schools or constitute a health or safety hazard.[1][2]

**The Board directs compliance with Board policy and law prohibiting discrimination, including but not limited to protections addressing:[3][4]**

- 1. Protective hairstyles, including but not limited to hairstyles such as locs, braids, twists, coils, Bantu knots, afros and extensions.**
- 2. Religious creed including head covering and hairstyles historically associated with religious creeds.**

Students may be required to wear certain types of clothing while participating in physical education classes, technical education, extracurricular activities, or other situations where special attire may be required to ensure the health or safety of the student or where attire is required for special school-affiliated performances.[2]

The Board directs district staff to support students experiencing educational instability by waiving penalties related to a delay in compliance with Board policy or school rules related to dress and grooming.[5]

### **Delegation of Responsibility**

The administration shall develop building level student dress codes.

The Superintendent or designee shall ensure that all school rules implementing this policy impose only the minimum necessary restrictions on the exercise of the student's taste and individuality.[2]

Staff members shall be instructed to demonstrate, by example, positive attitudes and compliance with Board policy and school rules related to dress and grooming.[6]



Book	Policy Manual
Section	200 Pupils
Title	Threat Assessment
Code	236.1 DRAFT
Status	From PSBA
Legal	<u>1. 24 P.S. 1302-E</u> <u>2. 20 U.S.C. 1232g</u> <u>3. 34 CFR Part 99</u> <u>4. 24 P.S. 1301-E</u> 5. Pol. 832 6. Pol. 103 7. Pol. 103.1 8. Pol. 236 9. Pol. 805 10. Pol. 113.4 11. Pol. 207 12. Pol. 216 <u>13. 24 P.S. 1205.2</u> <u>14. 24 P.S. 1205.5</u> <u>15. 24 P.S. 1310-B</u> 16. Pol. 333 17. Pol. 819 18. Pol. 104 19. Pol. 105.1 20. Pol. 249 21. Pol. 805.1 22. Pol. 805.2 <u>23. 23 Pa. C.S.A. 6311</u> 24. Pol. 806 25. Pol. 247 26. Pol. 252

27. Pol. 226
28. Pol. 113
29. Pol. 113.1
30. Pol. 113.2
31. Pol. 113.3
32. Pol. 146
33. Pol. 218
34. Pol. 218.1
35. Pol. 218.2
36. Pol. 233
37. Pol. 709
38. 22 PA Code 10.2
39. 35 P.S. 780-102
40. 24 P.S. 1319-B
41. 24 P.S. 1306.2-B
42. 22 PA Code 10.21
43. 22 PA Code 10.22
44. 22 PA Code 10.25
45. 20 U.S.C. 1415
46. 34 CFR Part 300
47. 24 P.S. 1409
48. Pol. 209
49. Pol. 216.1
50. 24 P.S. 1304-A
51. 24 P.S. 1305-A
52. 24 P.S. 1307-A
53. 42 Pa. C.S.A. 6341
54. Pol. 218.3
55. 24 P.S. 1304-D
56. 22 PA Code 12.12
57. 42 Pa. C.S.A. 5945
58. 42 Pa. C.S.A. 8337
59. 42 CFR Part 2
60. 24 P.S. 1309-B
- 20 U.S.C. 1400 et seq
- 35 P.S. 7601 et seq
- Pol. 203.1



The threat assessment team shall include the School Safety and Security Coordinator and individuals with expertise in school health; counseling, school psychology or social work; special education and school administration.[1]

The Superintendent or designee may assign additional staff members or designated community resources to the threat assessment team for assessment and response support.

The Superintendent or designee shall develop and implement administrative regulations to support the threat assessment process.

## **Guidelines**

### Training

The School Safety and Security Coordinator shall ensure that threat assessment team members are provided individual and/or group training annually on:[1]

1. Responsibilities of threat assessment team members.
2. Process of identifying, reporting, assessing, responding to and intervening with threats.
3. Identifying and avoiding racial, cultural or disability bias.[5][6][7]
4. Confidentiality requirements under state and federal laws and regulations, and Board policies.[8][9][10][11][12]

Threat assessment team training shall be credited toward professional education requirements and school safety and security training requirements for staff, in accordance with applicable law and Board policy.[1][9][13][14][15][16]

### Information for Students, Parents/Guardians and Staff

The district shall annually notify students, staff and parents/guardians about the existence and purpose of the threat assessment team through posting information on the district website, publishing in handbooks and through other appropriate methods.[1]

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Informational materials shall be available for review by parents/guardians. [1][6][17][18][19][20]

The threat assessment team shall make available informational materials for school employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Information for school employees shall include a list of the staff members who have been appointed to the threat assessment team.[1][6][17][18][20]

The district shall annually provide mandatory training for school staff on identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community, in accordance

with law, Board policy and the standards specified by the state's School Safety and Security Committee.[9][15]

### Reporting and Identification

The threat assessment team shall document, assess and respond to reports received regarding students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.[1]

The threat assessment team shall assist in assessing and responding to reports that are received through the Safe2Say Something Program identifying students who may be a threat to themselves or others.[1][9]

The threat assessment team shall assist in assessing and responding to reports of students exhibiting self-harm or suicide risk factors or warning signs, as identified in accordance with applicable law and Board policy.[1][17]

When the threat assessment team has made a preliminary determination that a student's reported behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others, the team shall immediately take the following steps:[1]

1. Notify the Superintendent or designee and School Safety and Security Coordinator of the reported threat.
2. Notify the building principal or designee of the school the student attends of the reported threat, who shall notify the student's parent/guardian of the reported threat.

When a reported student's behavior indicates that there may be an imminent threat to the safety of the student or others, or an emergency situation, a threat assessment team member shall take immediate action, which may include promptly reporting to the appropriate law enforcement authority and school administration.[1][9][21][22]

Where a threat assessment team member has reasonable cause to suspect that a reported situation indicates that a student may be a victim of child abuse, the member shall make a report of suspected child abuse in accordance with law and Board policy.[1][23][24]

### Inquiry and Assessment

In investigating, assessing and responding to threat reports, the threat assessment team shall make a determination if the report should be addressed under one or more specific Board policies or administrative regulations, based on the subject matter of the report and the requirements of law, regulations and Board policy, including, but not limited to, reports involving:

1. Discrimination/Title IX Sexual Harassment.[6][18]
2. Bullying/Cyberbullying.[20]
3. Suicide Awareness, Prevention and Response.[17]
4. Hazing.[25]
5. Dating Violence.[26]

Members of the threat assessment team shall engage in an assessment of the reported student behavior that may indicate a threat, in accordance with training and established procedures. This process may include, but is not limited to:

1. Interviewing the student, other students, staff, parents/guardians or others regarding the subject(s) of the reported threat.
2. Reviewing existing academic, health and disciplinary records and assignments, as appropriate, regarding the subject(s) of the report.
3. Conducting searches of lockers, storage spaces, and other possessions on school property as applicable, in accordance with applicable law, regulations and Board policy.[27]
4. Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Student Assistance Program team, or others.[6][7][28][29][30][31]

The threat assessment team shall establish and implement procedures, in accordance with the district's Memorandum of Understanding with law enforcement authorities having jurisdiction over school property, to address situations where the investigation of a reported threat shall be transferred to law enforcement authorities.[21]

The threat assessment team may request that the county agency or juvenile probation department consult and cooperate with the team in assessing the student who is the subject of a preliminary determination regarding a threat.[1]

When assessment of a student's behavior determines that it is not a threat to the student, other students, school employees, school facilities, the community or others, the threat assessment team shall document the assessment and may refer the student to other appropriate resources such as a child study team, the Student Assistance Program team, an IEP or Section 504 Team or other district supports and services.

### Response and Intervention

The threat assessment team shall develop an Individualized Management Plan for each student identified and assessed as posing a threat to the student, other students, school employees, school facilities, the community or others. The plan should document the team's evaluation of the threat and recommendations for disposition of the threat, including the information gathered during the assessment and recommendations for response and intervention.

Following notification to the student's parent/guardian, the threat assessment team may refer the student to an appropriate program or take action to address the reported situation in accordance with applicable Board policy, which may include, but is not limited to:[1]

1. A referral to the Student Assistance Program.[8]
2. A referral to the appropriate law enforcement authority.[9][21][22]
3. An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service Agreement or in need of special education services through an Individualized Education Program (IEP), in accordance with applicable law and Board policy.[7][28][31]

4. A referral to the student's IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This could include, but is not limited to, a manifestation determination or functional behavioral assessment in accordance with applicable law, regulations and Board policy.[28][29][30][31]
5. A referral to the student's Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan.[7]
6. With prior parent/guardian consent, a referral to a behavioral service provider, health care provider or county agency.[32]
7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct.[33][34][35][36]
8. Ongoing monitoring of the student by the threat assessment team, a child study team, Student Assistance Program team or other appropriate school personnel.
9. Taking steps to address the safety of any potential targets identified by the reported threat. [9][37]

#### *School Safety and Security Incident Reporting –*

For reporting purposes, the term **incident** means an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco products; or conduct that constitutes an offense listed in the school safety and security provisions of School Code.[21][38][39][40]

When a reported threat also meets the definition of an incident, in accordance with reporting requirements, the Superintendent or designee shall immediately report required incidents, if not previously reported by district staff, and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the law enforcement authority that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the Memorandum of Understanding with law enforcement authorities and Board policies.[21][33][38][40][41][42][43]

The Superintendent or designee shall notify the parent/guardian, if not previously notified by district staff, of any student directly involved in an incident on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the law enforcement authority that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian.[21][38][44]

#### *Students With Disabilities –*

When reporting an incident committed by a student with a disability or referring a student with a disability to a law enforcement authority, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records.[10][12][2][45][3][46]

### Monitoring and Management

If a student has an Individualized Management Plan, the threat assessment team shall monitor the Individualized Management Plan and coordinate with the designated team or resource to provide support and follow-up assessment as necessary. Follow-up assessments, referrals, re-entry plans and other supports shall be documented as part of the student's Individualized Management Plan.

The threat assessment team, in coordination with other appropriate teams and supports, shall determine when the student's Individualized Management Plan is no longer needed for disposition of the threat(s), and may transfer appropriate information in accordance with applicable law, regulations and Board policy.[7][8][10][12][17][28]

### Records Access and Confidentiality

In order to carry out their duties and facilitate the timely assessment of and intervention with students whose behavior may indicate a threat, the threat assessment team shall have access to the following student information to the extent permitted under applicable law and regulations: [1]

1. Student health records.[47][48]
2. Prior school disciplinary records.[10][12][49]
3. Records related to adjudication under applicable law and regulations.[49][50][51][52][53][54]
4. Records of prior behavioral or mental health or psychological evaluations or screenings maintained by the district.
5. Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the district.

The threat assessment team shall use all information or records obtained in fulfilling the team's duty in accordance with law to evaluate a threat or to recommend disposition of a threat. Team members shall not redisclose any record or information obtained or otherwise use any record of a student beyond the purpose for which the disclosure was made to the team, in accordance with law.[1]

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan and the district's legal and investigative obligations.[8][10][11][12][17][20][2][3][49][55]

Threat assessment members whose other assignments and roles require confidentiality of specific student communications, in accordance with law, shall ensure that all confidential communications and information are addressed in accordance with applicable law, regulations, Board policy and administrative regulations.[11][56][57][58][59]

### Annual Board Report

The threat assessment team shall provide the required information to the Superintendent, in consultation with the School Safety and Security Coordinator, to annually develop and present to the Board, at an executive session, a report outlining the district's approach to threat assessment, which shall include:[1]

1. Verification that the district's threat assessment team and process complies with applicable law and regulations.
2. The number of threat assessment teams assigned in the district, and their composition.
3. The total number of threats assessed that year.
4. A summary of interactions with outside law enforcement authorities, juvenile probation and behavioral service providers.
5. An assessment of the district's threat assessment team(s) operation.
6. Recommendations for improvement of the district's threat assessment processes.
7. Any additional information required by the Superintendent or designee.

The threat assessment team's information addressing verification of compliance with law and regulations, the number of threat assessment teams assigned in the district and their composition, the total number of threats assessed that year, and additional information required by the Superintendent or designee shall be included in the School Safety and Security Coordinator's annual report on district safety and security practices that is submitted to the state's School Safety and Security Committee.[1][22][60]



Book	Policy Manual
Section	200 Pupils
Title	Electronic Devices
Code	237 DRAFT
Status	
Legal	1. Pol. 103.1 2. Pol. 113 3. Pol. 218 4. Pol. 226 5. Pol. 233 <u>24 P.S. 510</u> Pol. 235 Pol. 815 <u>6. 18 Pa. C.S.A. 5703</u>
Adopted	August 8, 2016
Last Revised	September 12, 2022

### **Purpose**

The Board adopts this policy in order to support an educational environment that is orderly, safe and secure for district students and employees, while also recognizing that electronic devices may provide a positive contribution when used for educational purposes.

### **Definition**

**Electronic devices** - all devices that can take photographs; record, play or edit audio or video data; store, transmit or receive calls, messages, text, data or images; operate online applications; or provide a wireless, unfiltered connection to the Internet.

### **Authority**

#### **Authorized Use of Electronic Devices**

The Board directs that electronic devices may be used in authorized areas or as determined by the building principal as follows:

1. For educational or instructional purposes, as determined and supervised by the classroom teacher.

2. Before and after school, in the cafeteria at lunchtime, in the hallways during the passing of classes, on the bus or other vehicles if authorized by the driver, and in the library and study hall if authorized by the classroom teacher.
3. When the educational, safety, emergency, medical or security use of the electronic device is approved by the building principal or designee, or the student's Individualized Education Program (IEP) or Section 504 team. In such cases, the student's use must be supervised by a classroom teacher or district staff.[1][2]

The Board prohibits use of electronic devices in locker rooms, bathrooms, health suites and other changing areas at any time.

**The Board prohibits the use of electronic devices to take, store, disseminate, transfer, view or share photographs or images, or to record or livestream audio or video at any time during the school day or at any school-sponsored event that is not open to the general public, unless the building principal has authorized the photograph/video/livestream or recording by giving written consent, and unless the use is authorized for educational purposes as outlined in this policy. During the school day includes the time while students are engaged in remote instruction, even if students are not physically in a school district building. If obscene, pornographic, lewd, or other illegal images or photographs are taken, stored, disseminated, transferred, viewed or shared on electronic devices, the district may report such conduct to state and/or federal law enforcement authorities.[6]**

The district shall not be liable for the loss, damage or misuse of any electronic device.

#### Electronic Images and Photographs

~~The Board prohibits the taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.~~

~~Because such violations may constitute a crime under state and/or federal law, the district may report such conduct to state and/or federal law enforcement authorities.~~

#### Delegation of Responsibility

The Superintendent or designee shall annually notify students, parents/guardians and employees about the Board's electronic device policy.

The Superintendent or designee shall develop administrative regulations to implement this policy.

#### Guidelines

Violations of this policy by a student shall result in disciplinary action and confiscation of the electronic device.[3][4][5]

The confiscated item shall be returned to the student's parent/guardian.



Book	Policy Manual
Section	300 Employees
Title	Dress and Grooming
Code	325 DRAFT
Status	From PSBA
Legal	<u>1. 24 P.S. 510</u> <u>2. 43 P.S. 951 et seq</u> 3. Pol. 104
Adopted	November 14, 2016

### **Authority**

Administrative, professional and support employees set an example in dress and grooming for students and the school community. Employees' dress should reflect their professional status and encourage respect for authority in order to have a positive influence on the district's programs and operations.

The Board has the authority to specify reasonable dress and grooming requirements, within law, for all district employees to prevent an adverse impact on the educational programs and district operations.[1]

**The Board directs compliance with Board policy and law prohibiting discrimination, including but not limited to protections addressing:[2][3]**

- 1. Protective hairstyles, including but not limited to hairstyles such as locs, braids, twists, coils, Bantu knots, afros and extensions.**
- 2. Religious creed including head coverings and hairstyles historically associated with religious creeds.**

When assigned to district duties, employees shall be physically clean, neat, and dressed in a manner consistent with assigned job responsibilities.

Designated employees shall be required to wear work uniforms and safety gear when performing assigned duties.

### **Delegation of Responsibility**

If an employee feels that an exception to this policy would enable ~~him/her~~ **the employee** to carry out **their** assigned duties more effectively, a request should be made to ~~his/her~~ **the** immediate supervisor.

**Guidelines**

1. Attire choices: dress shirts, polo shirts, sweaters, suits, sport coats, blazers, dresses, skirts, dress slacks, casual slacks and dress jeans.
2. No shorts or ripped, torn, or worn jeans shall be permitted.
3. Professional attire shall be of proper fit.
4. Staff are expected to be physically neat and clean.
5. Clothing should be neat and clean.
6. Shoes must be worn and must be professional.
7. All staff members shall wear their district identification badges at all times during the work day.

**Exceptions Permitted**

Administration may allow exceptions based on special circumstances such as: teacher in-service days, field trips, weather conditions, holidays, dress down days, school spirit days, special athletic events and summer work.



Book	Policy Manual
Section	300 Employees
Title	Working Periods
Code	332 DRAFT
Status	From PSBA
Legal	<u>1. 24 P.S. 510</u> <u>2. 24 P.S. 1504</u> 3. Pol. 803 4. Pol. 804 <u>5. 24 P.S. 520.1</u> 6. Pol. 805 <u>7. 24 P.S. 133</u>
Adopted	November 14, 2016

### **Authority**

Work schedules required for administrative, professional and support employees shall be clearly specified to ensure regular attendance by employees and consistent operation of the district.

The Board has the authority and responsibility to determine the hours **and days** during which district programs and services shall be available to students and the community, consistent with the administrative compensation plan, individual contracts, applicable collective bargaining agreements, and Board resolutions, **and state law.**[1][2][3][4][7]

**The Board has the authority to make modifications to the school calendar and the school schedule as necessary to meet the instructional and health and safety needs of students and staff. Modifications to staff working periods shall be addressed in accordance with the administrative compensation plan, individual contracts, applicable collective bargaining agreements, Board resolutions and/or Board-approved health and safety or other emergency preparedness and response plans.**[3][5][6]

### **Delegation of Responsibility**

The Superintendent or designee shall develop administrative regulations to ensure district employees **are informed of and** adhere to their assigned work schedules.

Professional personnel who are full-time shall have a duty-free lunch period of not less than thirty (30) minutes whenever school is in session for a full day.[2]

~~During the times students are in attendance, professional s~~Staff may be assigned extra or alternative duties, distributed equitably when possible, at the discretion of the building principal **or immediate supervisor.**

All professional staff members are expected to attend each faculty meeting unless specifically excused by the responsible administrator.



Book	Policy Manual
Section	600 Finances
Title	District Audit
Code	619 DRAFT
Status	From PSBA
Legal	<u>1. 24 P.S. 408</u> <u>2. 24 P.S. 2401</u> <u>3. 65 P.S. 67.701</u> 4. Pol. 801 <u>5. 24 P.S. 437</u> <u>6. 24 P.S. 2408</u> <u>7. 24 P.S. 2441</u> <u>8. 24 P.S. 218</u> 9. Pol. 601 <u>24 P.S. 504</u> <u>24 P.S. 511</u> <u>24 P.S. 1337</u> <u>24 P.S. 2432</u> <u>65 P.S. 67.101 et seq</u>
Adopted	April 10, 2017

### **Purpose**

**In order to ensure accurate, transparent and legally compliant financial reporting for the school district, the district's financial accounts must be fully documented within the annual district audit and applicable state audits.**

~~The Board recognizes the importance of the public's right to have access to the public records of the district, including public financial records. The public has the right under law to inspect and procure copies of the annual audit conducted by the district's accountants and the audit conducted by the Auditor General's office. [1][2][3][4]~~

### **Authority**

The Board shall employ an independent, certified public accountant to conduct an annual district audit in conformance with prescribed and legal standards. The completed audit shall be presented to the Board for its examination **and approval**, and shall be entered by the Board Secretary in the minutes of the Board.[2][5][6][7]

The Board recognizes the importance of the public's right to ~~have access to~~ the public records of the district, including public financial records. The public has the right under law to inspect and procure copies of the annual **financial** audit conducted by the district's accountants and ~~the any~~ **state-level financial** audit ~~conducted by the Auditor General's office~~. [1][2][3][4]

The Board recognizes its obligation as an elected body to represent the best interests of all its constituents. Therefore, the Board shall make the results of both the district's accountant's audit and the ~~Auditor General's~~ **state-level financial** audit available to the public at the business office of the district.

The Board believes that the two (2) available audits provide adequate safeguards for the public interest; therefore, special audits by special interest groups are not permitted.

### Delegation of Responsibility

**The district must submit an annual financial report to the Pennsylvania Department of Education by October 31 each year.**[8][9]

The Superintendent and Board Secretary shall annually, by December 31, submit a signed statement to the Pennsylvania Department of Education certifying that the financial statements of the school district have been properly audited pursuant to law and that in the independent auditor's opinion, the financial information submitted in the annual financial report is materially consistent with the audited financial statements.

If the financial information **submitted in the annual financial report was** not deemed materially consistent **with the audited financial statements**, the district shall submit a revised annual financial report no later than December 31.[8][9]



Book	Policy Manual
Section	800 Operations
Title	Transportation
Code	810 DRAFT
Status	From PSBA
Legal	<u>1. 75 Pa. C.S.A. 102</u> <u>2. 24 P.S. 1361</u> <u>3. 24 P.S. 1362</u> <u>4. 24 P.S. 1726-A</u> <u>5. 22 PA Code 23.1</u> <u>6. 22 PA Code 23.2</u> <u>7. 22 PA Code 23.4</u> 8. Pol. 610 9. Pol. 611 10. Pol. 818 <u>11. 75 Pa. C.S.A. 3345.1</u> <u>12. 67 PA Code 447.1 et seq</u> <u>13. 22 PA Code 23.3</u> <u>14. 24 P.S. 1374</u> 15. Pol. 103 16. Pol. 103.1 17. Pol. 113 18. Pol. 140 <u>19. 20 U.S.C. 6312</u> 20. Pol. 251 <u>21. 42 U.S.C. 11432</u> <u>22. 35 P.S. 4601 et seq</u> <u>23. 35 P.S. 4608</u> <u>24. 67 PA Code 212.101</u> 25. Pol. 209.1 26. Pol. 209.2 27. Pol. 210 28. Pol. 210.1

29. Pol. 113.4

30. Pol. 216

31. 24 P.S. 1517

32. 75 Pa. C.S.A. 4552

33. Pol. 805

34. Bell v. Wilkinsburg Sch. Dist., No. 23 WAP 2024, 2026 WL 152043 (Pa. Jan. 21, 2026)

24 P.S. 1331

24 P.S. 1365

24 P.S. 1366

24 P.S. 2541

24 P.S. 2542

22 PA Code 15.1 et seq

22 PA Code 23.6

75 Pa. C.S.A. 4551-4553

20 U.S.C. 6301 et seq

42 U.S.C. 11431 et seq

49 CFR Part 37

49 CFR Part 38

Pol. 810

Pol. 810.1

Adopted

August 27, 2018

Last Revised

February 27, 2023

### **Purpose**

Transportation for students shall be provided in accordance with law and Board policy.

### **Definitions**

**School bus** - a motor vehicle that is designed to carry eleven (11) passengers or more, including the driver, and is used for the transportation of preprimary, primary or secondary school students to or from public, private or parochial schools or events related to such schools or school-related activities.[1]

**School vehicle** - a motor vehicle, except a motorcycle, designed for carrying no more than ten (10) passengers, including the driver, and used for the transportation of preprimary, primary or secondary school students while registered by or under contract to the school district. The term includes vehicles having chartered, group and party rights under the Pennsylvania Public Utility Commission and used for the transportation of school children.[1]

### **Authority**

The Board shall provide transportation for resident students in grades kindergarten through 12 to the district's public schools and charter, regional charter and nonpublic schools located in the district or within the district's transportation boundary or other placements as required by law or agreements. The district's transportation boundary is a distance not exceeding ten (10) miles by the nearest public highway outside the school district's border.[2][3][4]

The Board shall purchase, lease, equip, and maintain school buses/vehicles and/or contract for school bus/vehicle services for transportation of students to and from school at regularly scheduled hours and for field trips and extracurricular activities.[2][3][5][6][7][8][9][10][11]

The Board shall provide transportation for students living within the prescribed limits when walking conditions to the school are found to be hazardous by the Department of Transportation. [3][12]

The Board shall provide transportation for students with disabilities, without regard to distance or hazardous walking conditions, when required by the student's individualized education program (IEP) or Section 504 Service Agreement.[13][14][15][16][17]

The Board shall provide **free** transportation for eligible resident students who are enrolled in nonpublic schools or charter schools as required by law. **Transportation provided to charter school students need not be identical to transportation provided to traditional public school students.**[2][4][18][34]

The Board shall provide transportation for children in foster care in accordance with federal and state laws and regulations, and the local transportation plan.[19][20]

The Board shall provide transportation for homeless children and youths in accordance with federal and state laws and regulations.[20][21]

The Board prohibits any diesel-powered motor vehicle weighing 10,001 pounds or more to idle for more than five (5) minutes in any continuous sixty-minute period while parked, loading or unloading, except as allowed by law.[22]

The Board shall ensure that permanent signs, notifying drivers of the idling restrictions, are maintained on district property at locations where diesel-powered motor vehicles weighing 10,001 pounds or more load or unload. Signs shall also be posted at locations that provide fifteen (15) or more parking spaces for such diesel-powered motor vehicles.[23][24]

### **Delegation of Responsibility**

The school bus/vehicle driver shall be responsible to maintain order while students are being transported.

The school bus/vehicle driver shall report all incidents, including, but not limited to, discipline problems, medical problems, bullying/harassment, safety issues, accidents or injuries, and violations of Pennsylvania's School Bus Stopping Law to the Superintendent or designee as soon as practicable.

The building principal may suspend a student from bus transportation for disciplinary reasons, and the parents/guardians shall be responsible for the student's transportation.[7]

The Superintendent or designee shall be responsible to:

1. Maintain records and make required reports regarding school transportation.[5][7]
2. Distribute rules governing student conduct during transport; such rules shall be binding on all students transported by the district.[7]

3. Provide each school bus/school vehicle driver with:
  - a. The Pennsylvania School Bus Driver's Manual;
  - b. The written rules for student conduct on buses/vehicles;
  - c. The procedures for evacuation drills; and
  - d. Any additional laws and applicable Board policies and administrative regulations which apply to school bus/vehicle drivers.
4. Prepare a district map or schedule indicating each bus stop and bus route.[7]

### **Guidelines**

#### Student Health Information

When necessary for student safety, or when required by a student's IEP or Section 504 Service Agreement, a school bus/vehicle driver shall be provided with relevant student health and medical information.[16][17][25][26][27][28]

School bus/vehicle drivers shall maintain the confidentiality of student health/medical information in accordance with district policies and procedures and applicable law.[29][30]

#### Evacuation Drills

Bus evacuation drills shall be conducted twice a year and reported to the Pennsylvania Department of Education, in accordance with law and Board policy.[31][32][33]