

January 23, 2023

6:00 P.M. High School Library

Mr. Todd Engel
President
Region III

Mr. Steve Rupert Vice President Region II

Mrs. Cathy Bachman Treasurer Region III

Mrs. Sue Bowman Region I

Mr. Ben Brigandi Region I

Mrs. Summer Bukeavich Region II

Mrs. Diane Cramer Region II

Mr. John Hitesman Region III

Mr. Nathan Miller Region I

Dr. Eric Briggs Superintendent

Mrs. Jamie Mowrey
Board Secretary

Mr. Fred Holland Solicitor

Agenda

Opening

Call to Order

Silent Meditation & Pledge of Allegiance

Roll Call

Preliminary Comments on Agenda Items

Action Items

Treasurer's Reports

Approval of Bills

- General Fund \$2,689,339.48
- Food Service \$96,843.47
- GO-NOTE \$4,050.00

Approval of Minutes

Board Committee Reports

Superintendent's Report & Recommendations

- 1. Child Bearing/Child Rearing Leave
- 2. Overnight/Out-of-State Field Trip
- 3. Memorandum of Understanding Between Education Association and SWASD
- 4. Implementation of 5th Grade CKLA Curriculum
- 5. Employment
- 6. Approve Updated Policies First Reading
- 7. Approve Updated Policies Second Reading
- 8. 2023-2024 School District Calendar First Reading
- 9. 2023-2024 Preliminary Budget

Old Business New Business Courtesy to the Floor Final Remarks by Board Members

EXECUTIVE SESSION

There will be an Executive Session AFTER the board meeting regarding contract negotiations/personnel.

Adjournment

SUPERINTENDENT'S REPORT AND RECOMMENDATIONS January 23, 2023

1. Child-Bearing/Child Rearing Leave

It is recommended the school board approve EE #1350 child-bearing/child leave request. Employee is requesting leave from May 1, 2023 through June 2, 2023. Employee will return at the beginning of the 2023-2024 school year.

2. Overnight/Out-of-State Field Trip Request - Attachment #1

It is recommended the school board approve Jessica Kaledas' overnight field trip request to take two High School Band students to Berwick High School on January 26-27, 2023 for PMEA District Orchestra.

It is recommended the school board approve Jessica Kaledas' overnight/out-of-state field trip request to take the High School Band to Orlando, FL, on December 10-15, 2023.

3. Memorandum of Understanding Between Education Association and SWASD – Attachment #2

It is recommended that the board approve the Memorandum of Understanding between the South Williamsport Education Association and the South Williamsport Area School District regarding Professional Development.

4. Implementation of 5th Grade CKLA Curriculum – Attachment #3

It is recommended the school board approve the implementation of 5th grade CKLA curriculum beginning in the 2023-2024 school year.

5. Employment

Resignation

The superintendent accepted the letter of resignation from the following employee:

- Amanda White from her Food Service Manager position at Rommelt Elementary School effective December 22, 2022.
- Jessica Bauer from her Full-Time 2nd Shift Custodial position at Central Elementary effective January 15, 2023.

Event Security Staff

It is recommended the school board approve James Moser as South Williamsport Area School District Event Security Staff during the 2022-2023 school year.

Drama Staff

Jared Whitford, Drama Director, is recommending the school board approve the employment of the following drama staff and their stipends for the Spring Musical:

Jared Whitford, Director, Designer and Choreographer - \$3,500 Miki Rebeck, Vocal Coach and Music Director - \$1,750 Stefanie Welty, Assistant Director/Technical Coordinator - \$2,450

Winter Coaches

The Athletic Director is recommending school board approval of the following Coaches for the 2022-2023 winter season:

- Elementary Basketball Volunteer Coaches: Alix Fils-Aime, Alex Holbrook, Dustin Isenberg, Robert Petrosky, Jessica Tagliaferri, and Nick Tagliaferri
- Elementary Wrestling Volunteer Coaches: Bob Gardner and Shane Gephart

Game Workers & Managers

Scott Hill, Athletic Director, is recommending school board approval of the employment of the following game workers/managers for the 2022-2023 school year. Game Workers are paid \$25 per game.

Brad Brewer, Aaron Green and Chad Quimby

Guest Teacher List 2022-2023

It is recommended the school board approve Craig Shoff as a Guest Teacher as submitted by BLaST IU 17 for the 2022-2023 school year.

6. <u>Updated Policies - First Reading</u> - Attachment #4

It is recommended the school board approve the first reading of Policy No. 200 - Enrollment of Students, Policy No. 202 - Eligibility of Nonresident Students, Policy No. 217 -Graduation, Policy No. 221 - Dress and Grooming, Policy No. 233 - Suspension and Expulsion, Policy No. 251 - Students Experiencing Homelessness, Foster Care, and other Educational Instability, and Policy No. 810 - Transportation.

7. Approve Updated Policies - Second Reading

It is recommended that board approve the second reading of policies 236.1, 805, and 805.2.

8. 2023-2024 School District Calendar - First Reading - Attachment #5

It is recommended the school board approve the district's proposed 2023-2024 school calendar, as submitted, for first reading.

9. 2023-2024 Preliminary Budget

Jamie Mowrey, Business Manager, will discuss the Preliminary Budget with the board.

BOARD INFORMATION January 23, 2023

ADDITIONAL DATES

January 23, 2023 – Regular Board Meeting – 6:00 p.m. February 6, 2023 – Regular Board Meeting – 6:00 p.m. March 6, 2023 – Work Session Meeting – 6:00 p.m. March 20, 2023 – Regular Board Meeting – 6:00 p.m.

ADDITIONAL INFORMATION

Principal Spotlights, Special Education Spotlight, and Technology Spotlight are attached for your information.

SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT TREASURER'S REPORT AS OF NOVEMBER 30, 2022

	PORT AS OF NOVEMBER 30), 2022	
GENERAL FUND - Checking Account			
Book Balance October 31, 2022			8,236,620.
Receipts			0,230,020.
Real Estate Taxes, Face	6111	200 050	
Real Estate Taxes, Penalty	6311	388,958.75	
Earned Income Tax, less Commission	6151	30.06	
Real Estate Transfer Tax, less Commission	6153	148,832.01	
Interest Income	6510	9,616.56	
Girls Basketball Ticket Sales	6713	22,323.89	
IDEA	6832	796.00	
Sale of Old Technology Equipment	6990	1,077.61	
Attendance Fines	6990	2,300.00	
Energy Incentive	6992	147.42	
Social Security Subsidy	7112	1,495.29	
Special Education Subsidy	7271	85,945.15	
ARP ESSER 7% Learning Loss	8751	143,530.00	
ARP ESSER 7% Summer Programs	8752	5,240.00	
ARP ESSER 7% Afterschool	8753	1,048.00	
Transportation Reimbursements	Offset Expenses	1,048.00	
Records Request	Offset Expenses	3,265.31	
Clothing Sale Commissions	Offset Expenses	95.82	
COBRA Payments	Offset Expenses	82.45	
Refund for PCT Dual Enrollment	Offset Expenses	1,673.49	
Cyber School Refund	Offset Expenses	500.00	
School Nutrition Program (Oct)	Transfer to Café Fund	990.93 60,062.65	
Name and a			879,059.39
Payments Leading to the second			
Payments Issued in November 2022		<u></u>	(1,670,489.61)
ook Balance November 30, 2022			7,445,190.58
NERAL FUND - PLGIT Investment Account		-	
ok Balance October 31, 2022			
erest Income			63,954.67
ok Balance November 30, 2022			185.39
			64,140.06
NERAL FUND - TECHNOLOGY INSURANCE FUND			
ok Balance October 31, 2022			
eipts			28,418.61
erest Income			130.00
cks Issued in November 2022			81.11
k Balance November 30, 2022		N====	
			28.629.72

28,629.72

CAFETERIA FUND		
Book Balance October 31, 2022		270
Receipts		378,779.98
Cafeteria Deposits		
School Nutrition Program Funds	23,029.57	
Interest Income	60,062.65	
Payments	1,055.62	84,147.84
Checks Issued in November 2022		
	9	(64,937.59)
Book Balance November 30, 2022		397,990.23
DEBT SVC FUND - GO NOTE 2022		
Book Balance October 31, 2022		
Interest Income		9,513,081.83
Checks Issued in November 2022		27,110.07
Book Balance November 30, 2022	<u>=</u>	
	:d	9,540,191.90
CAPITAL RESERVE FUND		
Book Balance October 31, 2022		
Interest Income		1,243,129.08
Checks Issued in November 2022		3,548.37
Book Balance November 30, 2022	_	#:
	_	1,246,677.45
STUDENT ACTIVITIES - CLUBS		
Book Balance October 31, 2022		
Receipts		63,977.35

10,710.75

(2,127.83) 72,761.26

43,277.55

11,279.50

142.72

(4,545.51) 50,154.26

200.99

Interest Income

Receipts

Interest Income

Checks Issued in November 2022

Book Balance November 30, 2022

Book Balance October 31, 2022

Checks Issued in November 2022

Book Balance November 30, 2022

STUDENT ACTIVITIES - ATHLETIC BOOSTERS

SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT TREASURER'S REPORT AS OF DECEMBER 31, 2022

GENERAL FUND - Checking Account Book Balance November 30, 2022			7,445,190.58
Receipts			
Real Estate Taxes, Face	6111	171,479.29	
Real Estate Taxes, Penalty	6311	7,212.82	
Earned Income Tax, less Commission	6151	190,852.72	
Real Estate Transfer Tax, less Commission	6153	13,954.22	
Delinquent Tax Collection, less Commission	6411	13,312.05	
Interest Income	6510	22,896.29	
Boys Basketball Ticket Sales	6712	1,256.00	
Girls Basketball Ticket Sales	6713	2,404.00	
Foundation Grant	6920	15,838.75	
Attendance Fines	6990	65.21	
Basic Education Subsidy	7111	998,810.00	
Health Services Subsidy	7330	21,529.93	
Retirement Subsidy	7820	432,275.48	
Title I	8514	45,230.94	
Title II	8515	6,230.80	
Title IV	8517	3,427.34	
ESSER II	8743	29,842.98	
ARP ESSER	8744	47,193.45	
ARP ESSER 7% Learning Loss	8751	2,620.00	
ARP ESSER 7% Summer Programs	8752	524.00	
ARP ESSER 7% Afterschool	8753	524.00	
Refund	Offset Expenses	206.92	
Records Request	Offset Expenses	63.88	
COBRA Payments	Offset Expenses	2,638.60	
Wellness Incentives	Offset Expenses	1,200.00	
Supply Chain Assistance	Transfer to Café Fund	40,373.31	
		(2,071,962.98
Payments			
Payments Issued in December 2022			(1,958,930.38)
Book Balance December 31, 2022			7,558,223.18
GENERAL FUND - PLGIT Investment Account			
			64,140.06
Book Balance November 30, 2022 Interest Income			217.32
Book Balance December 31, 2022		3	64,357.38
BOOK Balance December 31, 2022			04,337.30
GENERAL FUND - TECHNOLOGY INSURANCE FUND			
Book Balance November 30, 2022			28,629.72
Receipts			20.00
Interest Income			91.45
Checks Issued in December 2022			(1,093.00)
Book Balance December 31, 2022		â	27,648.17
555. Balance Becelliber 51, 2522			,

CAFETERIA FUND		
Book Balance November 30, 2022		397,990.23
Receipts		
Cafeteria Deposits	19,481.41	
School Nutrition Program Funds	40,373.31	
Interest Income	1,213.77	61,068.49
Payments		
Checks Issued in December 2022		(63,086.11)
Book Balance December 31, 2022		395,972.61
DEBT SVC FUND - GO NOTE 2022		
Book Balance November 30, 2022		9,540,191.90
Interest Income		30,579.11
Checks Issued in December 2022		(4,050.00)
Book Balance December 31, 2022		9,566,721.01
CAPITAL RESERVE FUND		
Book Balance November 30, 2022		1,246,677.45
Interest Income		3,996.20
Checks Issued in December 2022		
Book Balance December 31, 2022		1,250,673.65
STUDENT ACTIVITIES - CLUBS		
Book Balance November 30, 2022		72,761.26
Receipts		13,044.83
Interest Income		254.05
Checks Issued in December 2022		(9,016.91)
Book Balance December 31, 2022		77,043.23
STUDENT ACTIVITIES - ATHLETIC BOOSTERS		
Book Balance November 30, 2022		50,154.26
		44 400 00

Receipts

Interest Income

Checks Issued in December 2022

Book Balance December 31, 2022

11,198.00

(12,695.38)

48,830.02

173.14

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BOARD SUMMARY

Fund: 10 - GENERAL FUND

As of: 06/30/2023

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
1100 REGULAR PROGRAMS						
100 SALARIES	4,569,180.00	4,569,180.00	00.00	1,723,647.22	2,845,532.78	37.72
200 EMPLOYEE BENEFITS	3,084,221.00	3,084,221.00	0.00	1,348,535.69	1,735,685.31	43.72
300 PURCH PROF & TECH SVCS	16,160.00	16,160.00	00.00	10,884.23	5,275.77	67.35
400 PURCHASED PROPERTY SVCS	34,105.00	34,105.00	0.00	15,246.71	18,858.29	44.71
500 OTHER PURCHASED SVCS	958,447.00	958,447.00	0.00	506,469.41	451,977.59	52.84
600 SUPPLIES	175,172.00	175,172.00	0.00	202,112.53	(26,940.53)	115.38
700 PROPERTY	3,058.00	3,058.00	0.00	1,929.99	1,128.01	63.11
800 OTHER OBJECTS	10,705.00	10,705.00	0.00	20,639.22	(9,934.22)	192.80
Totals for 1100s	8,851,048.00	8,851,048.00	0.00	3,829,465.00	5,021,583.00	43.27
1200 SPECIAL PROGRAMS						
100 SALARIES	1,232,608.00	1,232,608.00	0.00	510,604.03	722,003.97	41.42
200 EMPLOYEE BENEFITS	835,835.00	835,835.00	0.00	370,400.18	465,434.82	44.31
300 PURCH PROF & TECH SVCS	422,900.00	422,900.00	0.00	192,454.66	230,445.34	45.51
400 PURCHASED PROPERTY SVCS	270.00	270.00	0.00	00.00	270.00	0.00
500 OTHER PURCHASED SVCS	7,487.00	7,487.00	0.00	1,111.19	6,375.81	14.84
600 SUPPLIES	16,916.00	16,916.00	0.00	7,916.63	8,999.37	46.80
700 PROPERTY	5,000.00	5,000.00	0.00	0.00	5,000.00	0.00
Totals for 1200s	2,521,016.00	2,521,016.00	0.00	1,082,486.69	1,438,529.31	42.94
1300 VOCATIONAL EDUCATION						
100 SALARIES	271,460.00	271,460.00	0.00	100,655.50	170,804.50	37.08
200 EMPLOYEE BENEFITS	188,851.00	188,851.00	0.00	84,449.22	104,401.78	44.72
300 PURCH PROF & TECH SVCS	5,000.00	5,000.00	0.00	0.00	5,000.00	0.00
500 OTHER PURCHASED SVCS	246,495.00	246,495.00	0.00	198.00	246,297.00	0.08
600 SUPPLIES	7,691.00	7,691.00	0.00	6,038.28	1,652.72	78.51
Totals for 1300s	719,497.00	719,497.00	0.00	191,341.00	528,156.00	26.59
1400 OTHER INSTRUCTION						

BOARD SUMMARY Fund: As of: 06/30/2023

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Account Description	Original Budget	Current Budget	Outstanding Enc	EXD/Kec	Dalance	% Osed
100 SALARIES	203,607.00	203,607.00	0.00	88,031.75	115,575.25	43.24
200 EMPLOYEE BENEFITS	116,213.00	116,213.00	0.00	46,749.37	69,463.63	40.23
300 PURCH PROF & TECH SVCS	34,817.00	34,817.00	0.00	13,266.64	21,550.36	38.10
500 OTHER PURCHASED SVCS	136,500.00	136,500.00	0.00	4,585.25	131,914.75	3.36
600 SUPPLIES	4,078.00	4,078.00	0.00	1,950.69	2,127.31	47.83
800 OTHER OBJECTS	2,750.00	2,750.00	0.00	00:00	2,750.00	0.00
Totals for 1400s	497,965.00	497,965.00	0.00	154,583.70	343,381.30	31.04
2100 SUPPORT FOR STUDENTS						
100 SALARIES	302,034.00	302,034.00	0.00	138,686.09	163,347.91	45.92
200 EMPLOYEE BENEFITS	183,011.00	183,011.00	0.00	88,154.39	94,856.61	48.17
300 PURCH PROF & TECH SVCS	26,000.00	26,000.00	0.00	26,000.00	0.00	100.00
500 OTHER PURCHASED SVCS	1,000.00	1,000.00	0.00	198.00	802.00	19.80
600 SUPPLIES	9,313.00	9,313.00	0.00	17,455.46	(8,142.46)	187.43
800 OTHER OBJECTS	325.00	325.00	0.00	220.00	105.00	62.69
Totals for 2100s	521,683.00	521,683.00	0.00	270,713.94	250,969.06	51.89
2200 SUPPORT FOR INSTRUCTION						
100 SALARIES	243,847.00	243,847.00	0.00	88,003.62	155,843.38	36.09
200 EMPLOYEE BENEFITS	245,559.00	245,559.00	0.00	101,071.53	144,487.47	41.16
300 PURCH PROF & TECH SVCS	203,425.00	203,425.00	0.00	123,176.37	80,248.63	60.55
400 PURCHASED PROPERTY SVCS	5,000.00	5,000.00	0.00	0.00	5,000.00	0.00
500 OTHER PURCHASED SVCS	28,879.00	28,879.00	0.00	15,792.88	13,086.12	54.69
600 SUPPLIES	42,196.00	42,196.00	0.00	23,743.95	18,452.05	56.27
700 PROPERTY	25,000.00	25,000.00	0.00	20,995.39	4,004.61	83.98
Totals for 2200s	793,906.00	793,906.00	00'0	372,783.74	421,122.26	46.96
2300 ADMINISTRATION						
100 SALARIES	605,970.00	605,970.00	0.00	292,923.91	313,046.09	48.34
200 EMPLOYEE BENEFITS	568,149.00	568,149.00	0.00	313,253.26	254,895.74	55.14
300 PURCH PROF & TECH SVCS	97,000.00	00'000'26	00:00	72,045.12	24,954.88	74.27
01/18/2023 06:52:53 AM	SOUT	SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT	SCHOOL DISTRICT		ш.	Page 2 of 6

BOARD SUMMARY Fund: As of: 06/30/2023

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
500 OTHER PURCHASED SVCS	19,460.00	19,460.00	0.00	10,586.28	8,873.72	54.40
600 SUPPLIES	24,813.00	24,813.00	0.00	9,187.21	15,625.79	37.03
700 PROPERTY	2,000.00	2,000.00	0.00	00:00	2,000.00	00.00
800 OTHER OBJECTS	17,060.00	17,060.00	00:00	12,894.54	4,165.46	75.58
Totals for 2300s	1,334,452.00	1,334,452.00	0.00	710,890.32	623,561.68	53.27
2400 PUPIL HEALTH						
100 SALARIES	118,891.00	118,891.00	00.00	48,324.25	70,566.75	40.65
200 EMPLOYEE BENEFITS	56,232.00	56,232.00	0.00	21,443.96	34,788.04	38.13
300 PURCH PROF & TECH SVCS	5,100.00	5,100.00	0.00	0.00	5,100.00	0.00
400 PURCHASED PROPERTY SVCS	303.00	303.00	0.00	0.00	303.00	00.00
500 OTHER PURCHASED SVCS	275.00	275.00	0.00	0.00	275.00	0.00
600 SUPPLIES	6,184.00	6,184.00	0.00	4,884.33	1,299.67	78.98
Totals for 2400s	186,985.00	186,985.00	0.00	74,652.54	112,332.46	39.92
2500 BUSINESS OFFICE						
100 SALARIES	164,350.00	164,350.00	0.00	62,282.55	102,067.45	37.90
200 EMPLOYEE BENEFITS	149,046.00	149,046.00	0.00	80,929.93	68,116.07	54.30
300 PURCH PROF & TECH SVCS	20,259.00	20,259.00	0.00	20,349.96	(96.06)	100.45
400 PURCHASED PROPERTY SVCS	2,482.00	2,482.00	0.00	1,760.96	721.04	70.95
500 OTHER PURCHASED SVCS	15,500.00	15,500.00	00.0	646.88	14,853.12	4.17
600 SUPPLIES	3,266.00	3,266.00	0.00	1,671.73	1,594.27	51.19
Totals for 2500s	354,903.00	354,903.00	0.00	167,642.01	187,260.99	47.24
2600 PLANT SERVICES						
100 SALARIES	709,386.00	709,386.00	0.00	368,738.04	340,647.96	51.98
200 EMPLOYEE BENEFITS	623,197.00	623,197.00	0.00	344,377.83	278,819.17	55.26
400 PURCHASED PROPERTY SVCS	256,115.00	256,115.00	0.00	187,333.11	68,781.89	73.14
500 OTHER PURCHASED SVCS	115,820.00	115,820.00	00'0	98,152.42	17,667.58	84.75
600 SUPPLIES	419,005.00	419,005.00	0.00	205,119.05	213,885.95	48.95
700 PROPERTY	1,500.00	1,500.00	0.00	0.00	1,500.00	0.00
01/18/2023 06:52:53 AM	SOUT	SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT	SCHOOL DISTRICT		ii.	Page 3 of 6

BOARD SUMMARY Fund: As of: 06/30/2023

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
800 OTHER OBJECTS	200.00	200.00	00:00	200.00	00.00	100.00
Totals for 2600s	2,125,223.00	2,125,223.00	00:00	1,203,920.45	921,302.55	56.65
2700 STUDENT TRANSPORTATION						
100 SALARIES	19,116.00	19,116.00	00.00	1,903.25	17,212.75	96.6
200 EMPLOYEE BENEFITS	8,203.00	8,203.00	0.00	145.60	8,057.40	1.77
300 PURCH PROF & TECH SVCS	3,250.00	3,250.00	0.00	3,250.00	00:00	100.00
500 OTHER PURCHASED SVCS	363,000.00	363,000.00	0.00	160,945.50	202,054.50	44.34
600 SUPPLIES	58,500.00	58,500.00	0.00	36,609.14	21,890.86	62.58
Totals for 2700s	452,069.00	452,069.00	00.00	202,853.49	249,215.51	44.87
3100 FOOD SERVICE						
200 EMPLOYEE BENEFITS	0.00	0.00	00.00	32,857.76	(32,857.76)	0.00
Totals for 3100s	0.00	00:00	00.00	32,857.76	(32,857.76)	0.00
3200 STUDENT ACTIVITIES						
100 SALARIES	284,673.00	284,673.00	0.00	109,597.47	175,075.53	38.50
200 EMPLOYEE BENEFITS	133,121.00	133,121.00	0.00	51,367.92	81,753.08	38.59
300 PURCH PROF & TECH SVCS	74,066.00	74,066.00	00:00	41,705.72	32,360.28	56.31
400 PURCHASED PROPERTY SVCS	5,000.00	5,000.00	00:00	00.0	5,000.00	00:00
500 OTHER PURCHASED SVCS	58,453.00	58,453.00	00:00	33,875.94	24,577.06	52.95
600 SUPPLIES	50,638.00	50,638.00	00:00	40,220.55	10,417.45	79.43
800 OTHER OBJECTS	28,870.00	28,870.00	00:00	13,219.88	15,650.12	45.79
Totals for 3200s	634,821.00	634,821.00	0.00	289,987.48	344,833.52	45.68
3300 COMMUNITY SERVICES						
100 SALARIES	1,000.00	1,000.00	00.00	0.00	1,000.00	0.00
200 EMPLOYEE BENEFITS	430.00	430.00	00.00	0.00	430.00	0.00
500 OTHER PURCHASED SVCS	15,100.00	15,100.00	00.00	00.00	15,100.00	0.00
Totals for 3300s	16,530.00	16,530.00	0.00	0.00	16,530.00	0.00
5100 DEBT SERVICE						
800 OTHER OBJECTS	2,000.00	2,000.00	00'0	429.80	1,570.20	21.49
01/18/2023 06:52:53 AM	SOUTH	SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT	SCHOOL DISTRICT		<u>. </u>	Page 4 of 6

BOARD SUMMARY

Fund: As of: 06/30/2023

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
900 OTHER USES OF FUNDS	1,286,143.00	1,286,143.00	0.00	548,934.10	737,208.90	42.68
Totals for 5100s	1,288,143.00	1,288,143.00	0.00	549,363.90	738,779.10	42.65
5900 BUDGETARY RESERVE						
800 OTHER OBJECTS	101,575.00	101,575.00	0.00	00.00	101,575.00	0.00
Totals for 5900s	101,575.00	101,575.00	0.00	0.00	101,575.00	0.00
Expenditure Totals	20,399,816.00	20,399,816.00	0.00	9,133,542.02	11,266,273.98	44.77
Fund 10 Totals						
Total Expenditure	19,010,098.00	19,010,098.00	0.00	8,584,178.12	10,425,919.88	45.16
Total Other Expenditure	1,389,718.00	1,389,718.00	0.00	549,363.90	840,354.10	39.53
Total Revenue	0.00	0.00	0000	0.00	0.00	0.00
Total Other Revenue	00.00	0.00	0.00	00.00	0.00	0.00

BOARD SUMMARY

Fund:

As of: 06/30/2023

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
Total Expenditure	19,010,098.00	19,010,098.00	00'0	8,584,178.12	10,425,919.88	45.16
Total Other Expenditure	1,389,718.00	1,389,718.00	0.00	549,363.90	840,354.10	39.53
Total Revenue	0.00	00'0	0.00	0.00	00.00	0.00
Total Other Revenue	0.00	00'0	0.00	0.00	0.00	0.00

Condensed Board Summary Report

Fund: 10 From 07/01/2022 To 06/30/2023 Summarization Level: FULL FUND/FULL FUNCTION

6111 GENERAL FU 6113 GENERAL FU 6114 GENERAL FU 6151 GENERAL FU	CENEDAL CIND DEAL COTATE TAX				000	F 241 18	100 09
		(6 112 208 00)	/R 117 5/0 1X)	(R 117 549 1X)	75111	21.11.77	>>:>>
	ND - REAL ESTATE TAX	(6,112,306.00)	(0,117,349.10)	(0,117,049.10)	0000	0,:17	
	GENERAL FUND - PUBLIC UTILITY REALTY	(7,500.00)	(8,416.89)	(8,416.89)	00.00	916.89	112.23
	GENERAL FUND - PMTS IN LIEU OF TAXES	(22,095.00)	(7,095.02)	(7,095.02)	00.00	(14,999.98)	32.11
	GENERAL FUND - EARNED INCOME TAX	(2,217,552.00)	(1,167,185.73)	(1,167,185.73)	00.00	(1,050,366.27)	52.63
6153 GENERAL FU	GENERAL FUND - REAL ESTATE TRANSFER	(150,000.00)	(110,034.12)	(110,034.12)	0.00	(39,965.88)	73.36
6211 GENERAL FU	GENERAL FUND - DISCOUNTS REAL ESTATE	102,750.00	102,100.27	102,100.27	00.00	649.73	99.37
6311 GENERAL FU	GENERAL FUND - PENALTIES REAL ESTATE	(18,592.00)	(22,441.64)	(22,441.64)	00.00	3,849.64	120.71
6411 GENERAL FL	GENERAL FUND - DELINQUENT REAL ESTATE	(375,000.00)	(114,063.48)	(114,063.48)	00:00	(260,936.52)	30.42
6510 GENERAL FL	GENERAL FUND - INTEREST ON INVESTMENTS	(15,000.00)	(95,240.11)	(95,240.11)	00.00	80,240.11	634.93
6711 GENERAL FL	GENERAL FUND - FOOTBALL SALES	(17,900.00)	(13,846.00)	(13,846.00)	00.00	(4,054.00)	77.35
6712 GENERAL FL	GENERAL FUND - BOYS BB SALES	(7,000.00)	(3,705.00)	(3,705.00)	00:00	(3,295.00)	52.93
6713 GENERAL FL	GENERAL FUND - GIRLS BB SALES	(5,000.00)	(3,514.00)	(3,514.00)	00:00	(1,486.00)	70.28
6714 GENERAL FL	GENERAL FUND - WRESTLING SALES	(2,000.00)	0.00	0.00	00:00	(2,000.00)	0.00
6724 GENERAL FL	GENERAL FUND - GIRLS VOLLEYBALL SALES	(2,000.00)	(2,174.00)	(2,174.00)	00.00	174.00	108.70
6830 GENERAL FL	GENERAL FUND - IU REV FEDERAL FUNDS	0.00	0.00	00.0	00.00	0.00	0.00
6832 GENERAL FL	GENERAL FUND - FEDERAL IDEA PASS THRU	(196,153.00)	(118,769.44)	(118,769.44)	00:00	(77,383.56)	60.55
6833 GENERAL FUND PASSTHROIIGH	GENERAL FUND - FEDERAL ARP ACT IDEA PASSTHROIIGH	00.00	28,980.00	28,980.00	0.00	(28,980.00)	0.00
6910 GENERAL FL	GENERAL FUND - RENTALS	(3,000.00)	0.00	00.00	0.00	(3,000.00)	0.00
6920 GENERAL FL	GENERAL FUND - PRIVATE SOURCE DONATION	(10,000.00)	(18,835.65)	(18,835.65)	0.00	8,835.65	188.36
6941 GENERAL FI	GENERAL FUND - TUITION	0.00	(506.70)	(506.70)	0.00	506.70	0.00
6944 GENERAL FL	GENERAL FUND - TUITION FROM OTHER LEAS	(10,000.00)	00.00	00.00	0.00	(10,000.00)	0.00
6990 GENERAL FI	GENERAL FUND - MISC REVENUE	(1,000.00)	35,460.54	35,460.54	00:00	(36,460.54)	(3,546.05)
6992 GENERAL FI	GENERAL FUND - ENERGY INCENTIVE REBATE	(3,000.00)	(3,614.27)	(3,614.27)	00:0	614.27	120.48
7111 GENERAL FI	GENERAL FUND - BEF FORMULA	(6,350,088.00)	(2,997,606.63)	(2,997,606.63)	0.00	(3,352,481.37)	47.21
	GENERAL FUND - BEF SOCIAL SECURITY	(393,352.00)	(44,807.15)	(44,807.15)	00.00	(348,544.85)	11.39

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Condensed Board Summary Report

Fund: 10 From 07/01/2022 To 06/30/2023 Summarization Level: FULL FUND/FULL FUNCTION

		Current Budget	DTD Evn/Bay	VTD Exp/Rev	VTD Outstanding Enc	Balance	YTD% Used
Account	Account Description	Today III					
7160	GENERAL FUND - SECTION 1305/1306	0.00	00.00	0.00	0.00	00:00	0.00
7270	GENERAL FUND - SPECIAL ED SUBSIDY	0.00	00.00	0.00	0.00	00.00	0.00
7271	GENERAL FUND - SPECIAL EDUCATION SUBSIDY	(901,863.00)	(430,590.00)	(430,590.00)	0.00	(471,273.00)	47.74
7310	GENERAL FUND - TRANSPORTATION	0.00	00.00	0.00	0.00	00.00	0.00
7311	GENERAL FUND - S D Transportation	(182,168.00)	(52,422.00)	(52,422.00)	0.00	(129,746.00)	28.78
7312	GENERAL FUND - N P Transportation	0.00	00.00	00.00	0.00	00:00	00.00
7320	GENERAL FUND - RENTALS	0.00	0.00	0.00	0.00	00:00	00.00
7330	GENERAL FUND - HEALTH SERVICES	(20,000.00)	(21,529.93)	(21,529.93)	0.00	1,529.93	107.65
7340	GENERAL FUND - PROPERTY TAX REDUCTION	(707,126.00)	(707,126.29)	(707,126.29)	0.00	0.29	100.00
7361	GENERAL FUND - SCHOOL SAFETY SECURITY	0.00	0.00	0.00	0.00	0.00	0.00
7369	GENERAL FUND - OTHER SAFESCHOOLS GRANT	0.00	0.00	0.00	0.00	0.00	00.0
7505	GENERAL FUND - READY TO LEARN GRANT	(228,011.00)	(228,011.00)	(228,011.00)	0.00	0.00	100.00
7599	GENERAL FUND - OTHER STATE REVENUE	0.00	0.00	0.00	0.00	00.00	0.00
7820	GENERAL FUND - RETIREMENT INCOME	(1,845,654.00)	(236,435.41)	(236,435.41)	0.00	(1,609,218.59)	12.81
8512	GENERAL FUND - IDEA, PART B	0.00	00:00	0.00	0.00	0.00	0.00
8514	GENERAL FUND - TITLE I	(339,232.00)	(48,996.94)	(48,996.94)	0.00	(290,235.06)	14.44
8515	GENERAL FUND - TITLE II	(46,731.00)	(6,230.80)	(6,230.80)	0.00	(40,500.20)	13.33
8517	GENERAL FUND - TITLE IV	(25,705.00)	(9,039.42)	(9,039.42)	0.00	(16,665.58)	35.17
8741	GENERAL FUND - CARES ESSER	00.00	0.00	0.00	0.00	0.00	0.00
8742	GENERAL FUND - GOV EMER ED RELIEF GEER	00.00	0.00	0.00	0.00	0.00	0.00
8743	GENERAL FUND - ESSER II	0.00	(61,687.64)	(61,687.64)	0.00	61,687.64	0.00
8744	GENERAL FUND - ARP ESSER	(287,536.00)	(188,022.70)	(188,022.70)	0.00	(99,513.30)	65.39
8747	GENERAL FUND - ARP ECF - EMERG CONNECTIVITY	00.00	0.00	0.00	0.00	0.00	0.00
8749	FUND GENERAL FUND - OTHER CARES ACT FUNDS	00:00	0.00	0.00	0.00	0.00	0.00
8751	GENERAL FUND - ARP ESSER LEARNING LOSS	0.00	(79,520.07)	(79,520.07)	0.00	79,520.07	0.00

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SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT

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Condensed Board Summary Report

Fund: 10 From 07/01/2022 To 06/30/2023 Summarization Level: FULL FUND/FULL FUNCTION

Account	Account Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
8752	GENERAL FUND - ARP ESSER SUMMER PROGRAMS	0.00	(18,864.00)	(18,864.00)	0.00	18,864.00	0.00
8753	GENERAL FUND - ARP ESSER AFTERSCHOOL PROGRAMS	0.00	(8,718.55)	(8,718.55)	00.00	8,718.55	0.00
8810	GENERAL FUND - MEDICAL ASSISTANCE	0.00	0.00	0.00	0.00	00:00	0.00
9120	GENERAL FUND - PROCEEDS REFUNDING LTD	0.00	0.00	00.00	0.00	0.00	0.00
Fund 10 Totals	Totals						
	Total Expenditure	0.00	0.00	0.00	0.00	0.00	0.00
	Total Other Expenditure	0.00	0.00	0.00	0.00	0.00	0.00
	Total Revenue	(20,399,816.00)	(12,780,058.95)	(12,780,058.95)	0.00	(7,619,757.05)	62.65
	Total Other Revenue	0.00	0.00	0.00	0.00	0.00	0.00
		(20,399,816.00)	(12,780,058.95)	(12,780,058.95)	0.00	(7,619,757.05)	

Condensed Board Summary Report

Grand Totals All Funds		Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Exp/Rev YTD Outstanding Enc	Balance	YTD% Used
	Total Expenditure	0.00	0.00	0.00	0.00	0.00	00.0
	Total Other Expenditure	0.00	0.00	0.00	0.00	0.00	0.00
	Total Revenue	(20,399,816.00)	(12,780,058.95)	(12,780,058.95)	00.0	(7,619,757.05)	62.65
	Total Other Revenue	0.00	0.00	0.00	0.00	0.00	0.00
		(20,399,816.00)	(12,780,058.95)	(12,780,058.95)	0.00	(7,619,757.05)	

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

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000021657	12/01/2022	BLAST INTERMEDIATE UNIT 17	Professional Development		80.00
0000021658	12/01/2022	ERIC BRIGGS	Mileage		1,042.50
0000021659	12/01/2022	CARDMEMBER SERVICES	Foundation Exp - EITC Grant	GENERAL SUPPLIES	6,268.59
0000021660	12/01/2022	CREST/GOOD MANUFACTURING CO	GENERAL SUPPLIES		193.21
0000021661	12/01/2022	GBM	Repairs & Maintenance		991.32
0000021662	12/01/2022	GRAND RENTAL STATION	Repairs & Maintenance		98.00
0000021663	12/01/2022	SCOTT HILL	Mileage		198.75
0000021664	12/01/2022	Hobart Service	Repairs & Maintenance		903.68
0000021665	12/01/2022	LEIGH JONES	GENERAL SUPPLIES		39.70
0000021666	12/01/2022	JUNIOR LIBRARY GUILD	BOOKS		39.10
0000021667	12/01/2022	NITTANY OIL	Diesel	Gasoline	9,337.95
0000021668	12/01/2022	NORTH CENTRAL SIGHT SERVICES	Disposal Service		92.00
0000021669	12/01/2022	MELISSA OGDEN	CLASS SUPPLIES		285.19
0000021670	12/01/2022	1000BULBS.COM	GENERAL SUPPLIES		46.99
0000021671	12/01/2022	SHI INTERNATIONAL CORP	Printer Replacements - Guidance & Maintenance	Printers for HS Cafe & Scott Hill	3,144.38
0000021672	12/01/2022	ROBERT M. SIDES INC.	Band Repair		17.25
0000021673	12/01/2022	SPHERO Inc.	EITC Grant Funds		1,714.52
0000021674	12/01/2022	VERIZON	Telephone Service		172.80
0000021675	12/01/2022	PAYROLL FUND	GROSS 12-2-22	ER RETIRE 12-2-22	512,910.88
0000021676	12/12/2022	ATHLETIC ACCOUNT IMPREST FUND	GAME OFFICIALS		2,614.00
0000021677	12/12/2022	BARR'S HARDWARE	GENERAL SUPPLIES		495.48

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

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000021678	12/12/2022	BAYADA HOME HEALTH CARE	Therapy Services		1,395.00
0000021679	12/12/2022	BLAST INTERMEDIATE UNIT 17	Support Engineer	Internet	2,043.57
0000021680	12/12/2022	CAFETERIA FUND	South Tickets		47.65
0000021681	12/12/2022	CANON FINANCIAL SERVICES	Repairs & Maintenance		1,408.41
0000021682	12/12/2022	CINTAS	GENERAL SUPPLIES		67.45
0000021683	12/12/2022	COMMONWEALTH CHARTER ACADEMY	CHARTER SCHOOL		56,917.72
0000021684	12/12/2022	FOLLETT CONTENT SOLUTIONS INC	BOOKS		181.75
0000021685	12/12/2022	GRAINGER	GENERAL SUPPLIES		79.36
0000021686	12/12/2022	HERITAGE PRINTING & DESIGN	GENERAL SUPPLIES		300.00
0000021687	12/12/2022	HURWITZ BATTERIES	GENERAL SUPPLIES		146.50
0000021688	12/12/2022	JOHNSON CONTROLS FIRE PROTECTION LP	Repairs & Maintenance		4,534.51
0000021689	12/12/2022	LCWSA	Sewer Service		1,775.00
0000021690	12/12/2022	LOWE'S COMPANIES INC	GENERAL SUPPLIES		95.00
0000021691	12/12/2022	PA VIRTUAL CHARTER SCHOOL	CHARTER SCHOOL		990.93
0000021692	12/12/2022	PENNSYLVANIA TRUST	TECH SERVICE		5,625.00
0000021693	12/12/2022	MARIA PIERCE	Staff Incentives		100.35
0000021694	12/12/2022	PITNEY BOWES GLOBAL FIN SERVICES	Repairs & Maintenance		209.73
0000021695	12/12/2022	SCHAEDLER YESCO DISTRIBUTION	GENERAL SUPPLIES		729.72
0000021696	12/12/2022	LAURA SCHRECKENGAST	Music Lessons		1,062.50
0000021697	12/12/2022	ROBERT M. SIDES INC.	Band Repair		100.20
0000021698	12/12/2022	STEVE SHANNON TIRE & AUTO CENTERS	Repairs & Maintenance		104.85

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

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000021699	12/12/2022	SUN GAZETTE CO	Advertising		1,255.44
0000021700	12/12/2022	THERAPY SHOPPE INC	GENERAL SUPPLIES		124.91
0000021701	12/12/2022	UGI UTILITIES INC.	Gas		6,414.92
0000021702	12/12/2022	EMILY WAGNER	CLASS SUPPLIES		272,54
0000021703	12/12/2022	WEAVER'S AUTO UPHOLSTERY	Repairs & Maintenance		125.00
0000021704	12/12/2022	DWIGHT WOODLEY	Mileage		37.50
0000021705	12/12/2022	SUSAN M WOOD	INTREPRETER		106.67
0000021706	12/13/2022	DELTA DENTAL OF PA	Nov 22 Dental Insurance Premiums	Dental	11,660.47
0000021707	12/14/2022	BAYADA HOME HEALTH CARE	Therapy Services		562.50
0000021708	12/14/2022	J C EHRLICH	Repairs & Maintenance		175.00
0000021709	12/14/2022	HERITAGE PRINTING & DESIGN	GENERAL SUPPLIES		202.50
0000021710	12/14/2022	JUSTICEWORKS YOUTHCARE INC	Title II Behavioral Support	Title I Behavioral Support	8,072.76
0000021711	12/14/2022	KEYSTONE SCALE INC	GENERAL SUPPLIES		194.00
0000021712	12/14/2022	DOTTIE WHITE MERTZ	Tax Collector Bills Payment		800.00
0000021713	12/14/2022	PA DISTANCE LEARNING CHARTER SCHOOL	CHARTER SCHOOL		2,926.45
0000021714	12/14/2022	PA CYBER CHARTER SCHOOL	CHARTER SCHOOL		5,852.87
0000021715	12/14/2022	PAYROLL FUND	GROSS 12-16-22	ER RETIRE 12-16-22	476,387.68
0000021716	12/14/2022	REACH CYBER CHARTER SCHOOL	CHARTER SCHOOL		990.94
0000021717	12/14/2022	SUSQUEHANNA TRANSIT CO	CONTRACTED CARRIERS		37,563.83
0000021718	12/14/2022	UGI ENERGY SERVICES	Natural Gas		4,194.85
0000021719	12/14/2022	UPMC	School Physician Services		4,070.00
0000021720	12/14/2022	VERIZON WIRELESS	Wireless		198.84
* - Non-Neg	* - Non-Negotiable Disbursement	sement + - Procurement Card Non-Negotiable	Negotiable # - Payable within Payment	nt P - Prenote D - Direct Deposit	oosit C - Credit Card

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

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000021721	12/14/2022	WAGNERS TROPHIES &	GENERAL SUPPLIES		85.45
0000021722	12/16/2022	CENTRAL MOUNTAIN WRESTLING Wrestling Tournment BOOSTER CLUB	Wrestling Tournment		100.00
0000021723	12/21/2022	AGORA CYBER CHARTER SCHOOL	CHARTER SCHOOL		3,871.01
0000021724	12/21/2022	LORRI AMROM	South Ticket Prizes		88.65
0000021725	12/21/2022	AMTRUST FINANCIAL SERVICES VINC	WORKERS COMP		4,310.00
0000021726	12/21/2022	BAKER TILLY US LLP	Annual Audit		24,588.14
0000021727	12/21/2022	BAYADA HOME HEALTH CARE	Therapy Services		596.25
0000021728	12/21/2022	CARDMEMBER SERVICES	GENERAL SUPPLIES		4,145.64
0000021729	12/21/2022	CARLOW UNIVERSITY	Tuition - K Snyder Tilliotson		5,400.00
0000021730	12/21/2022	21st CENTURY CYBER CHARTER OSCHOOL	CHARTER SCHOOL		990.93
0000021731	12/21/2022	CENTRAL ELEM. ACCOUNT	Imprest Account		615.37
0000021732	12/21/2022	COLLINS SPORTS MEDICINE	GENERAL SUPPLIES		3,563.11
0000021733	12/21/2022	COLUMN SOFTWARE PBC	Advertising		96.80
0000021734	12/21/2022	DEMANS SPORTS CENTER	Shipping Charge		1,265.00
0000021735	12/21/2022	GUARDIAN CSC	Repairs & Maintenance		733.00
0000021736	12/21/2022	GBM	Repairs & Maintenance		20.05
0000021737	12/21/2022	JESSICA KALEDAS	Tuition - J Kaledas		1,050.00
0000021738	12/21/2022	J. W. PEPPER & SON INC	GENERAL SUPPLIES		583.93
0000021739	12/21/2022	PPL ELECTRIC UTILITIES	Electricity		11,466.19
0000021740	12/21/2022	QBS	Recertification		1,050.00
0000021741	12/21/2022	SHI INTERNATIONAL CORP	HP Toner		6,527.11

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

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000021742	12/21/2022	ROBERT M. SIDES INC.	Band Repair		78.50
0000021743	12/21/2022	W R SIMS AGENCY INC	Property/Liability Insurance		10,546.00
0000021744	12/21/2022	SVASBO	Membership		50.00
0000021745	12/21/2022	SW Social Fund	Social Fund		00.099
0000021746	12/21/2022	TRANSFINDER CORPORATION	Routing Program		3,250.00
0000021747	12/21/2022	UNIVERSITY OF SOUTHERN MISSISSIPPI	Tuition - M Furst		1,539.00
0000021748	12/21/2022	UPMC	Support Services		4,621.00
0000021749	12/21/2022	W. F. WELLIEVER & SONS	GENERAL SUPPLIES		391.70
0000021750	12/21/2022	WMWA	Water		1,197.99
0000021751	12/22/2022	PAYROLL FUND	GROSS 12-30-22	ER REITRE 12-30-22	470,275.82
0000021752	12/22/2022	CM REGENT LLC	Jan 23 Life Insurance Premiums		764.76
0000021753	12/22/2022	DELTA DENTAL OF PA	Jan 23 Dental Premiums		7,600.00
0000021754	12/28/2022	MADISON NATIONAL LIFE INSURANCE CO INC	LT DIS INS CLEARING ACCOUNT		0.00
0000021755	12/28/2022	MADISON NATIONAL LIFE INSURANCE CO INC	LT DIS INS CLEARING ACCOUNT		955.45
0000021756	01/05/2023	APR SUPPLY CO	GENERAL SUPPLIES		295.43
0000021757	01/05/2023	BAYADA HOME HEALTH CARE	Therapy Services		843.75
0000021758	01/05/2023	KEN BERGREN INC.	GENERAL SUPPLIES		150.02
0000021759	01/05/2023	BLAST INTERMEDIATE UNIT 17	Autistic Support - Elementary	Early Intervention	34,315.28
0000021760	01/05/2023	ERIC BRIGGS	Cell Phone Reimbursement		124.20
0000021761	01/05/2023	COMMERCIAL TECHNICAL SERVICES INC	Repairs & Maintenance		228.00
0000021762	01/05/2023	ВВМ	Repairs & Maintenance		741.12

D - Direct Deposit P - Prenote SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT # - Payable within Payment + - Procurement Card Non-Negotiable * - Non-Negotiable Disbursement 01/17/2023 02:25:28 PM

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C - Credit Card

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

Payment #	Paymut Dt	Vendor Name	Description Of Purchase	Description Of Purchase	hase	Amount
0000021763	01/05/2023	GRAND RENTAL STATION	Repairs & Maintenance			98.00
0000021764	01/05/2023	HERITAGE PRINTING & DESIGN	GENERAL SUPPLIES			150.00
0000021765	01/05/2023	HURWITZ BATTERIES	GENERAL SUPPLIES			75.20
0000021766	01/05/2023	LCWSA	Sewer Service			8,420.00
0000021767	01/05/2023	MICHELE LOOMIS	Cell Phone Reimbursement			124.20
0000021768	01/05/2023	LOWE'S COMPANIES INC	GENERAL SUPPLIES			137.50
0000021769	01/05/2023	JAMIE MOWREY	Cell Phone Reimbursement			46.59
0000021770	01/05/2023	MCNERNEY PAGE VANDERLIN & HALL	Retainer Services	Professional Services		3,330.00
0000021771	01/05/2023	NITTANY OIL	Diesel	Gasoline		9,217.42
0000021772	01/05/2023	PA VIRTUAL CHARTER SCHOOL	CHARTER SCHOOL			990.94
0000021773	01/05/2023	PETTY CASH	TRAVEL	GENERAL SUPPLIES	S	162.23
0000021774	01/05/2023	MARIA PIERCE	Cell Phone Reimbursement			124.20
0000021775	01/05/2023	PITNEY BOWES GLOBAL FIN SERVICES	Repairs & Maintenance			410.34
0000021776	01/05/2023	ROMMELT ELEM IMPREST FUND	Rommelt Imprest			260.00
0000021777	01/05/2023	SANICO INC	GENERAL SUPPLIES			2,332.91
0000021778	01/05/2023	SBH AWARDS	GENERAL SUPPLIES			441.50
0000021779	01/05/2023	SCHAEDLER YESCO DISTRIBUTION	GENERAL SUPPLIES			139.82
0000021780	01/05/2023	SHI INTERNATIONAL CORP	Duo Security Renewal - 1 Year			3,370.00
0000021781	01/05/2023	ROBERT M. SIDES INC.	GENERAL SUPPLIES			80.00
0000021782	01/05/2023	UPMC	Athletic Trainer			2,894.18
0000021783	01/05/2023	VERIZON	Telephone Service			171.32
0000021784	01/05/2023	WARDS SCIENCE	GENERAL SUPPLIES			87.20
°- Non-Ne	* - Non-Negotiable Disbursement	sement + - Procurement Card Non-Negotiable	Vegotiable # - Payable within Payment	t P - Prenote	D - Direct Deposit	C - Credit Card

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SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT

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

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000021785	01/05/2023	WM CORPORATE SERVICES INC	Disposal Service		3,026,90
0000021786	01/05/2023	SUSAN ZAYDELL	Cell Phone Reimbursement		124.20
0000021787	01/06/2023	CAFETERIA FUND	DUE TO OTHER FUNDS		276.69
0000021788	01/06/2023	PAYROLL FUND	INTERFUND PAYABLE		22,875.83
0000021789	01/12/2023	ATHLETIC ACCOUNT IMPREST FUND	GAME OFFICIALS		2,637.00
0000021790	01/12/2023	BAYADA HOME HEALTH CARE	Therapy Services		765.00
0000021791	01/12/2023	BLAST INTERMEDIATE UNIT 17	Website Hosting	Internet	3,260.57
0000021792	01/12/2023	CANON FINANCIAL SERVICES	Repairs & Maintenance		1,408.41
0000021793	01/12/2023	COMMONWEALTH CHARTER ACADEMY	CHARTER SCHOOL		53,944.93
0000021794	01/12/2023	J C EHRLICH	Repairs & Maintenance		175.00
0000021795	01/12/2023	FRY'S FIRE	Repairs & Maintenance		484.20
0000021796	01/12/2023	HOPE ENTERPRISES INC	Teen Link		300.00
0000021797	01/12/2023	JOSTENS INC	GENERAL SUPPLIES		12.40
0000021798	01/12/2023	KEYSTONE ADVERTISING SPECIALTIES	GENERAL SUPPLIES		1,165.00
0000021799	01/12/2023	Labels By Pulizzi	PBIS Supplies		318.50
0000021800	01/12/2023	LCBDA	Honors Band		90.00
0000021801	01/12/2023	LEVIN LEGAL GROUP PC	Professional Services		75.00
0000021802	01/12/2023	PA DISTANCE LEARNING CHARTER SCHOOL	CHARTER SCHOOL		2,926.43
0000021803	01/12/2023	PA CYBER CHARTER SCHOOL	CHARTER SCHOOL		5,852.88
0000021804	01/12/2023	PMEA DISTRICT 8	District Band Festival	District Orchestra	826.00
0000021805	01/12/2023	REACH CYBER CHARTER SCHOOL	CHARTER SCHOOL		990.93

D - Direct Deposit P - Prenote SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT # - Payable within Payment + - Procurement Card Non-Negotiable * - Non-Negotiable Disbursement 01/17/2023 02:25:28 PM

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C - Credit Card

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

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000021806	01/12/2023	LAURA SCHRECKENGAST	Music Lessons		1,137.50
0000021807	01/12/2023	STANDARD PENNANT CO INC	GENERAL SUPPLIES		463.60
0000021808	01/12/2023	SUSQUEHANNA TRANSIT CO	CONTRACTED CARRIERS		35,261.13
0000021809	01/12/2023	UGI UTILITIES INC.	Gas		8,947.11
0000021810	01/12/2023	AMY VANCE	Club Supplies		162.00
0000021811	01/12/2023	WILLIAMSPORT-LYCOMING	Education Celebration		196.00
0000021812	01/12/2023	PAYROLL FUND	GROSS 1-13-23	ER RETIRE 1-13-23	453,007.55
* 000E232289	12/02/2022	WOODLANDS BANK	Direct Deposit Fee		10.00
* 000E232290	12/16/2022	WOODLANDS BANK	Direct Deposit Fee		10.00
* 000E232291	12/30/2022	WOODLANDS BANK	Direct Deposit Fee		10.00
* 000E232294	12/24/2022	WEX HEALTH INC	HSA Fee for Nov 2022		220.00
* 000E232295	12/29/2022	CAFETERIA FUND	Supply Chain Assistance		40,373.31
* 000E232296	12/28/2022	WOODLANDS BANK	Wire Transfer Fee		25.00
* 000E232297	12/28/2022	LYCOMING COUNTY INSURANCE CONSORTIUM	Dec 22 Health Insurance Premiums		176,044.53
* 000E232298	12/12/2022	WOODLANDS BANK	Stop Payment Fee		30.00
* 000E232299	01/13/2023	WOODLANDS BANK	Direct Deposit Fee		10.00
* 000E232301	01/15/2023	WEX HEALTH INC	HSA Fee for Dec 2022		220.00
* 000E232302	01/13/2023	PSERS	Employer POS		265.72
* 000E232303	01/12/2023	CAFETERIA FUND	NSLP Nov 22 Claims		47,780.80

C - Credit Card

D - Direct Deposit

P - Prenote

SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT # - Payable within Payment + - Procurement Card Non-Negotiable * - Non-Negotiable Disbursement 01/17/2023 02:25:28 PM

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

10 - GENERAL FUND	2,689,339.48
Grand Total All Funds	2,689,339.48
Grand Total Credit Cards	0.00
Grand Total Direct Deposits	0.00
Grand Total Manual Checks	(955.45)
Grand Total Other Disbursement Non-negotiables	264,999.36
Grand Total Procurement Card Other Disbursement Non-negotiables	0.00
Grand Total Regular Checks	2,425,295.57
Grand Total All Payments	2,689,339.48

FUND ACCOUNTING PAYMENT SUMMARY
Bank Account: CF - CAFETERIA FUND Payment Dates: 12/01/2022 - 01/18/2023

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

			SOIL. Fayillent Nambel		
Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
00000006275	12/02/2022	PAYROLL FUND	GROSS 12-2-22	ER RETIRE 12-2-22	13,506.42
0000006276	12/14/2022	NUTRITION INC	Nutrition Sales		32,034.37
0000006277	12/14/2022	PAYROLL FUND	GROSS 12-16-22	ER RETIRE 12-16-22	5,340.02
0000006278	12/22/2022	PAYROLL FUND	GROSS 12-30-22	ER RETIRE 12-30-22	12,205.30
0000006279	01/06/2023	GENERAL FUND			261.94
0000006280	01/06/2023	NUTRITION INC	Nutrition Sales		27,781.83
0000006281	01/06/2023	PAYROLL FUND			146.01
0000006282	01/12/2023	PAYROLL FUND	GROSS 1-13-23	ER RETIRE 1-13-23	5,567.58
			- 09	50 - FOOD SERVICE FUND	96,843.47
				Grand Total All Funds	96,843.47
			Ď	Grand Total Credit Cards	0.00
			Gran	Grand Total Direct Deposits	0.00
			Gran	Grand Total Manual Checks	0.00
			Grand Total Other Disbursement Non-negotiables	ment Non-negotiables	0.00
		Gran	nd Total Procurement Card Other Disbursement Non-negotiables	ment Non-negotiables	0.00
			Granc	Grand Total Regular Checks	96,843.47
			ก	Grand Total All Payments	96,843.47

P - Prenote

C - Credit Card

D - Direct Deposit

^{* -} Non-Negotiable Disbursement 01/17/2023 02:26:18 PM

FUND ACCOUNTING PAYMENT SUMMARY
Bank Account: GO22 - GO NOTE 2022 Payment Dates: 12/01/2022 - 01/18/2023

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

Amount	4,050.00
Description Of Purchase	
Description Of Purchase	School 2020 Survey
t Vendor Name	LARSON DESIGN GROUP
Paymnt Dt	12/21/2022
Payment #	0000001005

41 - DEBT SERVICE FUND	4,050.00	
Grand Total All Funds	4,050.00	
Grand Total Credit Cards	00'0	
Grand Total Direct Deposits	0.00	
Grand Total Manual Checks	4,050.00	
Grand Total Other Disbursement Non-negotiables	0.00	
Grand Total Procurement Card Other Disbursement Non-negotiables	0.00	
Grand Total Regular Checks	0.00	
Grand Total All Payments	4,050.00	

C - Credit Card

December 5, 2022

The regular meeting of the South Williamsport Area School Board was called to order at 6:00 PM in the High School Library by the President, Todd Engel.

The meeting opened with a Moment of Silence and Pledge to the Flag.

Board Members Present: Bachman, Brigandi, Bukeavich, Cramer, Engel, Hitesman, Miller, and Rupert.

Others Present: Jesse Smith – High School Principal, Maria Pierce – Rommelt Principal/Director of Student Services, Kristin Bastian – Director of Special Education/School Psychologist, Dwight Woodley – Director of Innovative Learning/IT, Bill Reifsnyder – Director of Buildings & Grounds, Eric Briggs – Superintendent, Fred Holland – Solicitor, and Jamie Mowrey – Business Manager.

Visitors: Elyse Schopfer, Matthew Krach, Lauren Reynolds, and Mike Reuther - Williamsport SunGazette.

ELECTION OF TEMPORARY BOARD PRESIDENT

Mr. Rupert nominated Mr. Engel to be the Temporary President for the purpose of reorganization. A motion to close nominations and approve Mr. Engel as Temporary President was moved by Mr. Brigandi, seconded by Mrs. Bachman. All members present voting yes, Mr. Engel took over as Temporary President.

ELECTION OF PRESIDENT

Mr. Engel requested nominations for the office of President. Mr. Brigandi nominated Mr. Engel. Being no further nominations, Mr. Engel closed nominations. All members present voting yes, Mr. Engel was elected President for the ensuing year.

ELECTION OF VICE PRESIDENT

Mr. Engel requested nominations for the office of Vice President. Mrs. Cramer nominated Mr. Rupert. Being no further nominations, Mr. Engel closed nominations. All members present voting yes, Mr. Rupert was elected Vice President for the ensuing year.

ADOPTION OF SCHOOL BOARD MEETING DATES FOR 2023

A motion to adopt the school board meeting dates for 2023 was moved by Bachman, seconded by Rupert. Work session dates are January 9, March 6, April 3, May 1, June 5, October 2, and November 6. Regular meeting dates are January 23, February 6, March 20, April 17, May 22, June 19, July 17, August 21, September 11, October 16, and November 20. Reorganization meeting is December 4. Meetings will be held at the High School Library at 6PM. Roll call: Bachman-yes, Brigandi-yes, Bukeavich-yes, Cramer-yes, Engel-yes, Hitesman-yes, Miller-yes, and Rupert-yes; motion carried.

APPROVE BILLS

A motion to approve the payment of bills from the General Fund in the amount of \$672,203.28 and Food Service Fund in the amount of \$51,791.87 as funds become available was moved by Cramer, seconded by Miller. Roll call: Bachman-yes, Brigandi-yes, Bukeavich-yes, Cramer-yes, Engel-yes, Hitesman-yes, Miller-yes, and Rupert-yes; motion carried.

APPROVE MINUTES

A motion to approve the minutes of November 21, 2022 as written was moved by Bachman, seconded by Hitesman. Roll call: Bachman-yes, Brigandi-yes, Bukeavich-yes, Cramer-yes, Engel-yes, Hitesman-yes, Miller-yes, and Rupert-yes; motion carried.

SUPERINTENDENT RECOMMENDATIONS

DEBT PRESENTATION

Audrey Bear, Managing Director at Piper Sandler & Company, presented the School Board with interest rate trends and a hypothetical scenario of 2 additional \$9,995,000 borrowings.

APPROVE POLICIES - FIRST READING

A motion to approve the first reading of Policy No. 236.1 – Threat Assessment, Policy No. 805 – Emergency Preparedness and Response, and Policy No. 805.2 – School Security Personnel was moved by Cramer, seconded by Bachman. Roll call: Bachman-yes, Brigandi-yes, Bukeavich-yes, Cramer-yes, Engel-yes, Hitesman-yes, Miller-yes, and Rupert-yes; motion carried.

CHILD BEARING/CHILD REARING LEAVE REQUESTS

A motion to approve the following child bearing/child rearing leave requests was moved by Miller, seconded by Bukeavich.

- EE# 1309 from January 2, 2023 through March 16, 2023
- EE# 1007 from February 5, 2023 through February 4, 2023
- EE# 1001 from February 1, 2023 through March 17, 2023

Roll call: Bachman-yes, Brigandi-yes, Bukeavich-yes, Cramer-yes, Engel-yes, Hitesman-yes, Miller-yes, and Rupert-yes; motion carried.

UNPAID LEAVE REQUEST

A motion to approve the unpaid leave request for EE# 1351 for November 17-18, 2022 was moved by Bachman, seconded by Cramer. Roll call: Bachman-yes, Brigandi-yes, Bukeavich-yes, Cramer-yes, Engel-yes, Hitesman-yes, Miller-yes, and Rupert-yes; motion carried.

EMPLOYMENT – RESIGNATIONS

Dr. Eric Briggs, Superintendent, accepted the letter of resignation from the following employee:

 Tambra Isenberg from her Reading Interventionist position at Central Elementary effective November 30, 2022, with the understanding that the District can hold her in her current position for up to 60 days

EMPLOYMENT - INSTRUCTIONAL PARAPROFESSIONAL

A motion to approve Stacy Barr as a 1st Grade instructional Paraprofessional at Central Elementary School effective December 6, 2022 with a starting rate of \$13.49 per hour in accordance with the South Williamsport Area Education Support Professionals Association was moved by Miller, seconded by Cramer. Roll call: Bachman-yes, Brigandi-yes, Bukeavich-yes, Cramer-yes, Engel-yes, Hitesman-yes, Miller-yes, and Rupert-yes; motion carried.

EMPLOYMENT – WINTER COACHES/VOLUNTEERS

A motion to approve Brian McLaughlin and Jodi Woleslagle as Elementary Girls' Basketball volunteers was moved by Bachman, seconded by Brigandi. Roll call: Bachman-yes, Brigandi-yes, Bukeavich-yes, Cramer-yes, Engel-yes, Hitesman-yes, Miller-yes, and Rupert-yes; motion carried.

MEMORANDUM OF UNDERSTANDING WITH BLAST IU 17

A motion to approve the MOU for Sheltering and Mass Care Facilities with Blast IU 17 from 2023-2028 was moved by Bukeavich, seconded by Bachman. Roll call: Bachman-yes, Brigandi-yes, Bukeavich-yes, Cramer-yes, Engel-yes, Hitesman-yes, Miller-yes, and Rupert-yes; motion carried.

BASEBALL/SOFTBALL FIELD SCOREBOARD UPDATE

Dr. Briggs informed the School Board that Phase I of the scoreboard project will begin the week of December 12, 2022, with Jamie Wacker beginning his work as early as December 9, 2022. Phase II will need to be approved at a future meeting. Both scoreboards have arrived and are being appropriately stored.

BUDGET TIMELINE DISCUSSION

Mrs. Jamie Mowrey, Business Manager, provided the School Board with a list of anticipated dates for the 2023-2023 Budget process.

A motion to adjourn the meeting was made by Brigandi, seconded by Rupert. All members present voting yes, the meeting was adjourned at 6:40 PM.

Attest

Jamie Mowrey Board Secretary

Work Session SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT Official Record

January 9, 2023

The work session of the South Williamsport Area School Board was called to order at 6:00 PM in the High School Library by the President, Todd Engel.

The meeting opened with a Moment of Silence and Pledge to the Flag.

Board Members Present: Bachman, Bowman, Brigandi, Bukeavich, Engel, Hitesman, Miller, and Rupert.

Others Present: Maria Pierce – Director of Student Services/Rommelt Elementary, Michele Loomis – Central Elementary, Dwight Woodley – Director of Innovative Learning/IT, Bill Reifsnyder – Director of Buildings & Grounds, Eric Briggs – Superintendent, Fred Holland – Solicitor, and Jamie Mowrey – Business Manager.

Visitors: Hilarie German, Tara Battaglia, Elyse Schopfer, and Richard Knecht.

ACTION ITEMS

EMPLOYMENT

A motion to approve employment was moved by Bachman, seconded by Miller.

- Transfer Luci Steinbacher from Food Service Worker at Central Elementary to Food Service Manager at Rommelt Elementary effective January 3, 2023 at a rate of \$18.30 per hour per South Williamsport Education Support Professionals Association agreement.
- Certified Substitute Alicia Rossitto
- Classroom Monitor Rebecca Baker

Roll Call: Bachman-yes, Bowman-yes, Brigandi-yes, Bukeavich-yes, Engel-yes, Hitesman-yes, Miller-yes, and Rupert-yes; motion carried.

DISCUSSION ITEMS

SCHOOL DIRECTOR SEATS FOR THE 2023 MUNICIPAL ELECTION

Mrs. Jamie Mowrey, Board Secretary, updated the School Board about the 6 School Director seats that are up for election during the 2023 Municipal Election. In region 1, there is a 4-year term currently filled by Mrs. Susan Bowman, and a 2-year term currently filled by Mr. Benjamin Brigandi. In region 2, there are 2 4-year terms, currently filled by Mrs. Summer Bukeavich and Mrs. Diane Cramer. In region 3, there are 2 4-year terms, currently filled by Mr. Todd Engel and Mr. John Hitesman. The dates for circulating Nomination Petitions to appear on the primary ballot are February 14 — March 7, 2023. The Primary Municipal Election is May 16, 2023. The General Municipal Election is November 7, 2023.

CKLA DATA REVIEW

Dr. Michele Loomis, Central Elementary Principal, provided an update on student scores from the beginning of the 2022-2023 school year to the middle of the 2022-2023 school year for Kindergarten through grade 4.

PURCHASED PROPERTY DISCUSSION - STORAGE AND DEMOLITION

Dr. Briggs met with the property owner of 421 W Mountain Avenue. The owner has given us permission to store our advanced purchased equipment related to the Central Elementary renovation project while he is still residing at the property. He is hoping to be moved out by mid-Spring. Mr. Bill Reifsnyder, Director of Buildings and Grounds, is currently looking for storage containers to place on the property and obtaining quotes to demolish the house.

TO GO BUCKETS

The District is putting together To-Go Buckets to store in classrooms in case of emergencies. Lowes has donated 30 buckets. Employees have also donated buckets. The Amazon warehouse in Montgomery, PA has committed to donating the remaining buckets and contents.

RIVERWALK PARTNERSHIP - COMMUNITY SERVICE CLUBS

The District has partnered with STEP Riverwalk Center to provide free lessons to senior citizens on how to use their iPhone. Various district clubs are working on the lessons and will go to the Center to teach the senior citizens.

SCOREBOARD UPDATE

The trench for Phase 1 of the electricity to the ballfields has been completed. PPL did not show up to perform their work. Due to bad weather, the trench collapsed. The District is still waiting on PPL to schedule a date; however, PPL has assured the District that the District will not incur any additional cost.

SCHOOL CALENDAR FOR 2023-2024

Dr. Eric Briggs, Superintendent, presented 3 versions of a calendar for the 2023-2024 school year. After much discussion, Dr. Briggs will tweak the calendar and bring it for first reading at the January 23, 2023 school board meeting.

CONSTRUCTION MANAGEMENT PRESENTATIONS

The building committee will be interviewing various Construction Management companies to determine whether a Construction Management company or a Clerk of the Works should be used for the upcoming renovation project at Central Elementary.

MEMORANDUM OF UNDERSTANDING WITH SWAEA

A memorandum of understanding with the South Williamsport Area Education Association regarding payment of graduate credits for employees working towards a teaching certification was presented by Dr. Eric Briggs. After discussion, Dr. Eric Briggs will bring a final version to the January 23, 2023 school board meeting for approval

OLD BUSINESS - GYM PROJECT DISCUSSION

Mr. Todd Engel spoke to the board about options for a full-sized gymnasium. The issue with the gymnasium has been a topic of discussions for both the Central Elementary and the Junior Senior High School renovation projects. McKissick Architects have been able to show options which would involve removing walls of the current gymnasium to allow more space. While no decisions have been made, this will be considered as the District moves forward with discussions.

COURTESY TO THE FLOOR

The following visitors spoke about the following topics:

• Elyse Schopfer - To Go Buckets, decision about location of grade 6

A motion to adjourn the meeting was made by Miller, seconded by Brigandi. All members present voting yes, the meeting was adjourned at 7:28 PM.

Attest

Jamie Mowrey Board Secretary

Field Trip Request

Print Form



South Williamsport Area **School District**

Teacher:	Jessica Kaledas		515 West Central Ave.
Grade / Club	9-12 Band		South Williamsport, PA
Building	Jr / Sr High School		17702 Phone: 570-327-1581
Date of Application	January 17, 2023		Fax: 570-326-0641 www.swasd.org
General Inform	ation	Fees	
Place to be Visited	Berwick High School	Admission Fees (\$)	\$143/student
Date of Visitation	January 26-January 27	Funding Source for	Budgeted
Number of Students	2	Admission	W.
Number of Faculty	1	Funding Source for	Budgeted
Additional Chaperor	nes None	Transportation	
Transportation	⊕	Colonia Con	
Transportation Need	S None Required	Substitute Cov	erage
Departure Time	7:30AM	Number and duration o	of coverage needed:
Time Leaving Destin	ation See attached itinerary	1 substitute	
	2"	-	
Explain how this trip is enhance other learning	related to specific course objectives or will goutcomes:		
	d Cici Pulizzi (Violin II) were accepted by		
opportunity to play with	District Orchestra. Both will have the advanced musicians from neighboring	Is this an out of state	trip? NO
counties under the direc	tion of guest conductor, Dr. Jenny Neff.	Is this an overnight t	rip? YES

Additiona	tional information if needed:			

Approval / Signature Required

Principal:

Superintendent:

School board approval is required for all overnight and/or out of state trips.

	Thursday January 26, 2022	
8:30am-9:30am	Registration	Cafeteria
9:30-9:45am	Welcome/Introduction	Auditorium
9:45am-11:00am	String Sectional + Wind Auditions	Auditorium, Music Wing
11:00-11:15am	Snack Break	Auditorium
11:15am-1:15pm	15am-1:15pm Wind Seating + Fuil Orchestra Rehears: Auditorium	
1:15-2:00pm	Lunch	Cafeteria
2:00-3:00pm	Full Rehearsal	Auditorium
3:00-4:30pm	String Auditions + Wind Sectional	Aud, Music Wing, Classrooms
IF aud	itions finish early, resume full orchestra rehe	arsal
4:30-6:00jm	Full Orchestra Rehearsal	Auditorium
6:00-7:00pm	Dinner	Cafeteria
7:00- ⁹ .00pm	Rehearsal (and string searing)	Auditorium
9:00-9.15pm		Bus
9:45 PM	Arrive at Holiday Inn Express	Hotel
11:00 PM	Lights Out	Hotel

	Friday January 27, 2022	
7:00 AM	Breakfast	Hotel
8:00-8:15am	Load Luggage on Trailer + Load buses	Bus
8:45-9:00am	Unload Luggage to Auditorium	Auditorium
9:00am-1:15pm	Rehearsal (and seating if not done) (breaks at conductor's disgression)	Auditorium
1:15-2:00pm	Lunch	Cafeteria
2:00-4:15pm	Rehearsal	Auditorium
4:15-4:30pm	Move bags and cases to changing room	Music Wire
4:30-5:30pm	Positive C D to make	Cafeteria
5:30-6:00pm	Change to Concert Attire	Music Wilig, Classrooms
6:00-6:15pm	Ensemble Photo (Doors open (a. 6:15pm)	Auditorium
7:00 PM	Connection	Auditorium

^{*}Schedule subject to change. Your director will be notified!

To: Mr. Jesse Smith, High School Principal

Dr. Eric Briggs, Superintendent

South Williamsport Area Board of School Directors

From: Jessica Kaledas, Band Director

Date: November 14, 2022

Re: Request to take the high school band to Florida in December 2023

The Band Parent Association wishes to send the band to Florida during the 2023-2024 school year. Due to the magnitude of this trip, we are seeking your approval so that we can secure performance contracts, lodging, etc... in preparation for the trip.

Details of the trip:

1. The trip is funded entirely by the Band Parent Association. Students will be provided ample fundraising opportunities to assist them in raising necessary funds for the trip.

2. Proposed dates: Depart SW on Sunday, December 10, 2023

Arrive in Florida on Monday, December 11, 2023

Perform/Be Adjudicated/Visit Disney 12/11-12/14, 2023

Arrive home on Friday, December 15, 2023

- 3. No student will be required to take the trip and all students will be responsible for missed assignments and schoolwork.
- 4. The package to students includes charter coach, lodging, admission fees, adjudication fees, breakfast daily, and some meals. Students will be responsible for some meals.
- 5. Students will be supervised and all applicable school rules will be strictly enforced.

These trips have been invaluable to our program by motivating students and providing them with exposure to professional performance requirements and feedback from high quality adjudicators. These dates have been chosen because they do not interfere with PMEA Band/Orchestra auditions on Sunday, November 19 or with LCBDA Senior County Band on Thursday, November 30, 2023 and Friday, December 1, 2023.

Please contact me if you require additional information! Your support is greatly appreciated!

Attachment: Trip itinerary

				COVET				
ENT:	South Williamsport Area HS Bi	and	DESTINATION:	:Orlando, FL		All times are prevai	ling local time!	
11/14/22	Disney Imagination Campus -	Parade	PAX: 90	(60 + 30) HOTEL:	1	TBD		
		Monday	Tuesday	Wednesday	Thursday 12/14/23	Friday	Miles:	106
Day Date	Sunday 12/10/23	12/11/23	12/12/23	12/13/23	12/14/23	12/15/23	Hrs Non-Stop: 6:00 AM	18
6:00 AM		4			1 1	(;	1 1	
	1	L				B-fast - en route	7:00 AM	
7:00 AM		B-fast & Showeri	B-fast - at Hotel	B-fast - at Hotel	B-fast - at Hotel	S15 Meal Credit	7.00 7.00	
		The HUB					8:00 AM	
8:00 AM					Check-Out / Load Coaches	1 1	5.00 Am	
Market Section 1997	1						9:00 AM	
9:00 AM		Disney Park of Choice	Disney Park of Choice	Disney Park of Choice	Disney Park of Choice		5,00 AM	
		4-Day Starter	Performance Day!				10:00 AM	
10:00 AM	Load Coaches	200000000000000000000000000000000000000	(actual time and location				Id:00 AM	
	Depart School		TBD by DIC)			-1		
11:00 AM					1		11:00 AM	
	1 1			1 1			1	
12:00 PM	Lunch - en route - NO STOP	Lunch - in Park	Lunch - in Park	Lunch - in Park	Lunch - in Park		12:00 PM	
1100 1100	(brown bag - on own)	\$20 Disney Dining Card	\$20 Disney Dining Card	\$20 Disney Dining Card	\$20 Disney Dining Card	1		
1:00 PM			The state of the s	Taxaaa Aaraa A		Lunch - en route	1:00 PM	
LVV FM		- 1	1	1		\$15 Meal Credit		
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2:00 PM	r						1	
	1						3:00 PM	
3:00 PM		-		- :				
	3						4:00 PM	
4:00 PM				1 :	1	1	1	
	1					1	5:00 PM	
5:00 PM			-					
			Dinner - in Park	Dinner - in Park	Dinner - in Park		6:00 PM	
6:00 PM	Dinner - en route	Dinner - in Park		Disney Meal Coupon	Daney Meal Coupon	Anne School	1	
	\$15 Meal Credit	Disney Meal Coupon	Disney Meal Coupon	Distrey Mean Coupon	Didney mean contract	United No.	7:00 PM	
7:00 PM				1 .			1 1	
							8:00 PM	
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	1 i	1	1 1		Depart for Home		9:00 PM	
9:00 PM			1		Depart for Home	4 3	1 1	
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10:00 PM		Hotel Check-in				-1 1		_
	1	1 1	I I			Arrive School	Overnight	-
Overnight	* Tenual	at Hotel	at Hotel	at Hotel	Travel	ATING SCHOOL	Ottiligit	

Property of CCIS, Inc.

South Williamsport Area School District

District Office

515 West Central Avenue South Williamsport, PA 17702 P: (570) 327-1581 • F: (570) 326-0641 www.swasd.org

Attachment 2

MEMORANDUM OF UNDERSTANDING

The parties to this agreement, the South Williamsport Area Education Association (hereby referred to as Association) and the South Williamsport Area School District (hereby referred to as District) agree to the following:

The Collective Bargaining Agreement between the parties at the time this agreement is signed shall be understood to be amended to include:

Section 5.16 Professional Development, IV District Investment in Professional Learning, a. **Graduate Courses**

Tuition Reimbursement for Professional Learning

The current contract between the Association and the District states, under Section 5.16 Professional Development, that the district will annually reimburse up to 6 graduate credits per employee holding Level II certification and 9 credits graduate credits for employees holding a Level I certificate up to Penn State University graduate tuition rate.

The school district currently employs members of the Association that have not met the graduation requirements for teacher certification and therefore need to complete their education in a timely fashion to attain proper certification.

Currently, two staff members are completing teacher preparation courses and the district has agreed to pay for credits that may exceed the contract language state above to expedite certification. Those employees are required to pay the District back for such credits if they do not continue in the employment of the District for three (3) school years, rather than the two (2) school years otherwise required under section 5.16.VI of the Collective Bargaining Agreement

The terms and conditions above, unless otherwise expressed, refer only to staff members who have not completed their teaching certification program prior to being hired by the district. This agreement does not establish a practice or precedent between the parties nor does it represent a waiver of any rights of either party. The MOU will expire on June 30, 2024.



South Williamsport Area School District District Office

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Association	Date
 District	Date

School Board Meeting Notes

Central Elementary and Elementary Curriculum

- Benchmark testing with Acadience/DIBELS for reading took place from December 12 until January 6, 2023, from which the results were shared at the January 9, 2023 work session. Our 5/6 Acadience benchmark will take place during the week of January 23 – 27.
- Working with IU 17 in a program called Accelerate Learning, a group of volunteer teachers at Central Elementary will be meeting beginning in January to work on improving school culture to improve student learning and to provide feedback on implementation of programs.
- At Central Elementary, our PBIS teams, both Tier I (for all students) and Tiers II and III continue to work together to improve our offerings for students related to behavioral expectations.
- On January 12th, teachers from Selinsgrove School District visited our K 2 classrooms at Central to observe Amplify CKLA. The principal and some teachers were impressed with our use of structure literacy. Wyalusing School District will be visiting next to watch CKLA.
- We have some trainings coming up in February with Amplify for our K-2 teachers related to their journeys in CKLA so far.



Core Knowledge Language Arts®
Scope and Sequence
Grade 5

Each unit is comprised of:

- Lessons, including Reading, Writing, Grammar, Morphology, and Spelling activities.
- A Unit Assessment that evaluates students' reading comprehension, understanding and retention of academic
 and domain-specific vocabulary words, as well as the grammar and morphology skills targeted in the unit. A
 writing prompt is included, as is an optional fluency evaluation. The core content targeted in the domain is
 assessed in a separate Content Assessment. The results should guide review and enrichment offered during the
 end of unit Pausing Point.
- Pausing Points present opportunities to review, reinforce, or extend the content and skills taught.

Contents

Unit 1: Personal Narratives (19 days)	1
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Unit 1: Personal Narratives (19 Days)

Reader: Personal Narratives

This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Students read five personal narratives, identifying and using the elements of the genre throughout the unit in writing a variety of their own personal narratives. These elements include a logical sequence of events, dialogue, vivid descriptive language, sensory details, figurative language, and images that accompany a written text. Examining the genre in this way will help students build their knowledge of descriptive writing.

Some of the genre features are elements students may have studied in fiction-based units in earlier grades. This unit is unique, however, in that the authors of the narratives that students will read describe real events or experiences. Students make meaning from these texts by learning to read them critically and closely, improving their facility in literal comprehension and making text-based inferences. Moreover, examining and utilizing the features of the genre in composing works about their own lives should help students write with increased focus and clarity, and reflect on, as well as make meaning from, their own experiences.

NOTE: This unit also includes a Beginning-of-Year (BOY) assessment to help determine whether students have adequate preparation for Grade 5 CKLA instruction.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1		Introducing a Personal Narrative Students will work independently and collaboratively to compare personal narrative to other forms of writing. [SL.5.1b; ELD.PI.5.1]		Writing a Personal Narrative Students will write a one-paragraph narrative about a first-time experience. [W.5.3; ELD.PI.5.10]
		Think as You Read After hearing the text read aloud, students will engage in collaborative discussions about conflict in "The First Real San Giving Day." [SL.5.1b; ELD.PI.5.1]		
Lesson 2	Close Read Students will quote from the text in describing plot and making inferences. [RI.5.1; ELD.PI.5.6]	Sharing and Commenting Students will comment on their classmates' narratives with feedback that is positive and specific to the language in the writing. [SL.5.1b; ELD.PI.5.5]	Strong Verbs/Adjectives Students will write sentences using strong (specific and descriptive) verbs and adjectives. [L.5.5c; ELD.Pl.5.12]	
Lesson 3	Personification in the Reading Students will quote accurately from the text when identifying and describing personification. [RI.5.1; ELD.PI.5.6]		Introduction to Personification Students will write using personification. [L.5.5; ELD.PI.5.7]	Showing Not Telling (Actions) Students will write a narrative about a moment that includes "showing, not telling" details. [W.5.3; ELD.PI.5.10]
Lesson 4	Introduction and Review Students will use dialogue in a text to analyze characters and their relationships with one another. [RI.5.3; ELD.PI.5.6]		Guidelines for Writing Dialogue Students will use correct punctuation and capitalization when writing dialogue. [L.5.2; ELD.Pl.5.10]	Variety in Speaking Verbs Students will write a narrative that includes "showing, not telling" through dialogue. [W.5.3; ELD.PI.5.10]
Lesson 5	Introduction to Theme Students will analyze and describe a theme in the text. [RI.5.3; ELD.PI.5.6]			Interviewing the Author Students free write a paragraph about their own names and generate ideas for a more formal narrative. [W.5.4; W.5.5; ELD.PI.5.10]

	Introduction and Read-	Introduction and		Writing the Narrative
Lesson 6	Introduction and Read- Aloud	Independent Work		Students will draft the
	Students will quote	Students will describe		first part of a narrative
	accurately from the text	how graphics from		about their name.
	when stating facts and	"Hello, My Name Is"		[W.5.3; W.PI.5.10]
	making inferences.	enhance the text.		
	[RI.5.1; ELD.PI.5.6a]	[SL.5.1b; ELD.Pl.5.1]		
Lesson 7	Jennifer's Changing			Writing with a Point of
	Point of View Students will compare			View Students will describe
	and contrast the author's			events from specific
	different points of view at			points of view and
	different ages. [RI.5.1;			complete drafting their
	ELD.PI.5.6]			name narratives. [W.5.4
				ELD.PI.5.4; W.5.3;
				ELD.PI.5.10]
Lesson 8	Supporting with	Sharing Name		Modeling Supporting
	Evidence	Narratives		with Evidence Students will write
	Students will identify the evidence Rosa Parks	Students will present (read out loud) their		narratives containing
	brings to support her	Name Narrative and		evidence that supports
	point that segregation	display their graphic.		points of view. [W.5.3;
	was unjust. [RI.5.8;	Classmates will respond		ELD, PI.5.10]
	ELD.PI.5.7]	with positive and specific		
		feedback. [SL,5.5; ELD.PI,5.9]		
Lesson 9	Whole-Class Reading	Sharing Name		Defining and Identifying
	Students will compare	Narratives		Tone
	and contrast the tones of	Students will present		Students will define tone and write in multiple
	two texts. [RI.5.6; ELD.PI.5.6]	(read aloud) Name Narratives with images.		tones. [W.5.4;
	EED.1 1.3.0j	Classmates will respond		ELD.PI.4.5]
		with positive and specific		
		feedback. [SL.5.5;		
		ELD.PI.5.9]		
Lesson 10			Introduction to Similes	Sequencing Stories
_5555011 10			and Metaphors	Students plan personal
			Students identify similes	narratives by outlining a
			and metaphors in a text	sequence of events.
			and write using similes and metaphors. [L.5.5;	[W.5.5; ELD.PII.5.1]
			ELD.PI.5.8]	Describing Music
			2230 10.01	Students describe
				pieces of music using
				similes and metaphors.
				[W.5.4; ELD.PI.5.10]
Lesson 11	Whole-Class Reading	Presenting Details		Rosa Parks's Surprise
	Students will quote the	Students will deliver brief		Paragraph
	text when inferring and	oral reports based on a		Working from their

	explaining why the author included certain details in her narrative. [RI.5.1; ELD.PI.5.6]	close reading of <i>My</i> Story. [SL.5.1b; ELD.Pl.5.9]		Lesson 10 outline, students will begin writing their Surprise Narratives (to be completed during Lesson 12). [W.5.3; ELD.PI.5.10]
Lesson 12	Read-Aloud and Context Clues Based on context, students determine the meaning of unknown domain-specific words and phrases in a text.			Sensory Field Trip Students write a paragraph with multiple sensory descriptions. [W.5.3d; ELD.PI.5.10] Writing Surprise
	[RI.5.4; L.5.4a; ELD.PI.5.5]			Narrative Students will continue writing their Surprise Narratives. [W.5.3; ELD.PI.5.10]
Lesson 13	Think-Pair-Share Students will quote from the text in explaining the author's point of view. [RI.5.1; ELD.PI.5.6]			Revising the Surprise Narrative Students will revise narratives based on teacher feedback. [W.5.5; ELD.PI.5.12]
Lesson 14	Tracking the Author's Emotions Quoting accurately from the text, students track the author's emotions. [RI.5.1; ELD.PI.5.6]	Surprise Narrative Presentations Students listen to classmates' narratives and provide positive and specific feedback. [SL.5.1; ELD.PI.5.1]		Showing (Not Telling) Emotions Students describe emotions by showing behavior rather than telling the reader what emotions are being described. [W.5.4; ELD.PI.5.12]
Lesson 15		Surprise Narrative Presentations Students will listen to classmates' narratives and provide positive and specific feedback. [SL.5.1; ELD.PI.5.1]	Modeling Close Reading Students will describe how language in texts creates a strong mental image for readers. [L.5.5; ELD.PI.5.8]	Showing, Not Telling Students will add showing details to classmates' telling sentences. [W.5.4; ELD.PI.5.4]
Lesson 16 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 17 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 18 Pausing	Opportunity for enrichment	Opportunity for enrichment	Opportunity for enrichment	Opportunity for enrichment

Point	and/or remediation in reading comprehension	and/or remediation in speaking and listening	and/or remediation in language/vocabulary	and/or remediation in writing
Lesson 19 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Unit 2: Early American Civilizations (19 Days)

Reader: Maya, Aztec, and Inca

The Big Idea of this unit is that large complex civilizations, including those of the Maya, Aztec, and Inca, developed in the Americas before the arrival of Europeans. This unit orients students to the geography, climate, flora, and fauna of the Americas. It also presents an overall history and timeline highlighting the rise and fall of the Maya, Aztec, and Inca civilizations. In addition, the unit describes innovations and discoveries of the Maya, Aztec, and Inca and features myths from these ancient civilizations.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	Read-Aloud: Chapter 1 "The Rise of Early American Civilizations" Students will describe, compare, and contrast the key geographical features of the regions in which Maya, Aztec, and Inca civilizations developed. [RI.5.1; RI.5.2; RI.5.3; ELD.PI.5.6a]	Review Prior Knowledge Students will describe key components of a civilization and identify present-day regions in the Americas as the location of three ancient civilizations. [SL.5.3; ELD.PI.5.9]		
Lesson 2	Small Group: Chapter 2 "Golden Age of the Maya" Students will describe organizational structures of the Maya civilization and explain ways the Maya adapted to the diverse region in which their city-states thrived. [RI.5.1,2; SL.5.1d,2; ELD.PI.5.7]		Grammar: Introduce Subject and Predicate Students will identify subjects and predicates in sentences and differentiate between action verbs and linking verbs. [L.5.1; ELD.PII.5.3] Morphology: Introduce Prefixes ir— and il— Students will be able to distinguish between root words and words with the prefixes il— and ir— and apply these skills in sentence composition. [RF.5.3; L.5.4b; ELD.PI.5.12b]	Paraphrase from a Text Students will gather relevant facts about the geographical features of Mesoamerica and paraphrase sentences into note format for planning and drafting a paragraph. [W.5.8; ELD.PI.5.10b]
Lesson 3	Close Reading: Chapter		Word Work: Symbolize	Plan and Draft a

	2 "Golden Age of the Maya" Students will describe the organizational structures of the Maya and explain ways in which they adapted to the diverse landscape in Mesoamerica. [RI.5.1,2; SL.5.1d,2; ELD.PI.5.10a]		Paragraph Students will compose sentences from notes and construct a logical paragraph describing the geographical features of Maya civilization. [W.5.2a; ELD.PI.5.10b]
Lesson 4	Whole Group: Chapter 3 "Hidden Secrets in the Rainforest" Students will describe the importance of the Maya writing and mathematical systems and summarize some possible reasons for the decline of the Maya civilization. [RI.5.2; SL.5.2; ELD.PI.5.1]	Grammar: Practice Subject and Predicate Students will identify subjects and predicates in sentences and identify run-on sentences, rewriting them into complete sentences. [L.5.3; W.5.5; ELD.Pl.5.12a] Morphology: Practice Prefixes il— and ir— Students will distinguish between root words and words with the prefixes il— and ir— and use those words correctly in sentences. [L.5.4b; ELD.Pl.5.12b]	Introduce the Codex Project and Rubric Students will revise, edit and rewrite a paragraph using the criteria outlined in a provided rubric. [W.5.5; ELD.PI.5.7]
Lesson 5	Read-Aloud: Chapter 4 "Myths of the Maya" Students will explain the purpose of ancient Maya myths and summarize the successful creation of the world and its people according to this Maya myth. [RL.5.2; ELD.PI.5.6a]	Word Work: <i>Distinct</i> Word Work: <i>Vast</i>	Taking Notes Students will identify and paraphrase key information relevant to their selected cultural aspect for the Codex Project. [W.5.8; ELD.PI.5.10a]
Lesson 6	Partner Reading: Chapter 4 "Myths of the Maya" Students will determine that the theme of this Maya myth is an explanation of earth's creation and its people. [RL.5.2; ELD.Pl.5.6a]	Morphology: Introduce Prefix inter— Students will explain how adding the prefix inter— changes a root word and how to correctly use words with the prefix inter— in sentences. [L.5.4b; ELD.PI.5.12a]	Grammar: Words that Compare and Contrast Students will identify words and phrases in sentences, and develop sentences, that compare and contrast ideas. [W.5.2c; ELD.PII.5.6]
		Spelling: Introduce	

Lesson 10	Small Group: Chapter 7	Spelling: Spelling	Plan and Draft a
		Word Work: Resentment	
	of the Aztec Empire. [RI.5.1,2; ELD.PI.5.6a]	Spelling: Practice Spelling Words Students will apply grade level phonics and word analysis skills to decode and encode targeted spelling words. [RF.5.3a; ELD.PIII.5]	
Lesson 9	Chapter 6 "Emperors, Gods and Foreign Invaders" Students will identify factors that contributed to the decline of the Aztec civilization and summarize the role of Hernán Cortés in the fall	Prefix inter— Students will distinguish between root words and words with the prefix inter— and use those words correctly in sentences and to define unknown words. [L.5.4b; ELD.PI.5.12b]	Phrases That Compare or Contrast Students will use words and phrases to write statements that compare and contrast the Maya and the Aztec [W.5.9; ELD.PI.5.10a]
Lesson 8	Close Reading: Chapter 5 "Aztec City on the Water's Edge" Students will summarize how the city of Tenochtitlán was organized and identify factors that led to the success of the Aztec capital. [RI.5.1.2; ELD.PI.5.8] Partner Reading:	Word Work: Trade Morphology: Practice	Model/Practice Incorporating an Image Students will compose their reference list for the image they select and write a caption explaining how their image relates to their topic. [W.5.8; W.5.2a; ELD.PI.5.10b] Grammar: Words and
Lesson 7	Small Group: Chapter 5 "Aztec City on the Water's Edge" Students will determine the main ideas and key details about the Aztec capital city of Tenochtitlán and use information to compare and contrast the Maya and Aztec civilizations. [RI.5.2; RI.5.3; ELD.PI.5.6a]	Word Work: Nurture Word Work: Peaked	Plan and Draft a Paragraph Students will develop paraphrased information into a logical explanatory paragraph for their Codex Projects. [W.5.2a; ELD.PI.5.10a]
		Spelling Words Students will apply grade level phonics and word analysis skills to decode and encode targeted spelling words. [RF.5.3; ELD.PIII.5]	

"Birth of the Inca
Empire"
Students will identify key
details about the Inca
Empire and summarize
how the Inca Empire
grew to become the
largest pre-Columbian
empire. [RI.5.2;
ELD.PI.5.6a]

Assessment Students will apply grade-level phonics and word analysis skills during an assessment of targeted words. [RF.5.3; ELD.PIII.5]

Word Work: Litter

Paragraph
Students will select
specific words that
reflect the relationship
between two different
cultures and apply these
word choices to their
paragraph writing within
the Codex Project.
[W.5.2c; ELD.PI.5.10a]

Lesson 11

Close Reading: Chapter 7 "Birth of the Inca Empire"
Students will determine the meaning of words and phrases as they are used in the text and explain how they are used to support main ideas about the Inca Empire. [RL.5.4; RI.5.2; L.5.5a; ELD.PI.5.11a]

Grammar: Introduce
Action Verbs and
Linking Verbs
Students will
differentiate between
action verbs and linking
verbs and use these
verbs to write
sentences. [L.5.1;
ELD.PII.5.3,4]

Morphology: Introduce Root tract Students will use the root tract to determine the meaning of words and apply this knowledge to sentence composition. [L.5.4b; ELD.PI.5.6a]

Spelling: Introduce Spelling Words Students will correctly spell and determine the meaning and part of speech of targeted spelling words. [L.5.2e; RF.5.3; ELD.PIII.5]

Word Work: Primitive

Lesson 12

Small Group: "All Roads Lead to Cuzco" Students will summarize the reasons for the decline of the Inca Empire and explain the role of Francisco Pizarro in the fall of this powerful civilization. [RI.5.1,2; ELD.PI.5.11a] Word Work: Quarrel

Plan and Draft a
Paragraph
Students will synthesize
the skills they have
developed throughout
the unit as they
compose paragraphs
about how their codex
topic relates to the Inca.
[W.5.2; ELD.Pl.5.10a]

Lesson 13

Read-Aloud: Chapter 9 "Myths of the Aztec and the Inca" Word Work: Suitable

Model/Practice Editing a Paragraph Students will have

	Students will identify and explain the similarities and differences between the Aztec and Inca creation myths. [RL.5.9; ELD.PI.5.11a]			edited a paragraph for their Codex Project, using the editing checklist criteria. [W.5.5 ELD.PI.5.10a]
Lesson 14	Read: "Myths of the Aztec and the Inca" Students will identify and explain the similarities and differences between particular Maya, Aztec, and Inca creation myths. [RL.5.9; ELD.PI.5.6a]		Grammar: Practice Action Verbs and Linking Verbs Students will differentiate between action verbs and linking verbs and identify them in sentences. [L.5.1; ELD.PII.5.3]	
			Morphology: Practice Root tract Students will complete sentences by selecting the correct word with the root tract. [L.5.4b; ELD.PI.5.6a]	
			Practice Spelling Words Students will apply grade level phonics and word analysis skills in decoding and encoding targeted words. [RF.5.3; ELD.PI.5.6b]	
			Word Work: Emerge	
Lesson 15	Unit Assessment		Spelling Assessment	
Lesson 16 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 17 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 18 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 19 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Unit 3: Poetry (15 Days)

Reader: Poet's Journal

For many readers—adults and children alike—poetry can be challenging. Readers often find poems inaccessible and suspect that they contain secret meanings they cannot decode. In fact, poetry's reliance on symbolic and figurative language opens up rather than closes off meaning, giving readers the power of personal interpretation. This unit teaches students tools and strategies for approaching poetry, training them in the methods and devices poets use and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned.

The poems in this unit are drawn from various literary traditions over the last several centuries, and they range from William Blake's 18th-century verse to the work of such contemporary writers as Virgil Suárez and Marie Howe. We have not chosen poems written specifically for children; instead, we have selected poems both younger and older readers will enjoy. The poets come from many backgrounds and nations: the poets included are of European, Middle Eastern, African American, Native American, and Hispanic descent. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse and experimentation. Uniting them all is their engagement with language and its potential.

This unit, which focuses on poetry, like others in this curriculum is built to the CCSS-ELA, and routinely encourages and enables students to read texts closely and carefully. To accomplish that, and in recognition of the differences between poetry and other genres of writing, this unit's structure, materials, and activities differ at times from those of other CKLA units. Throughout the unit, students practice close reading and writing. They learn about many of the formal elements of poetry as they identify those elements arising organically from the text. They also pair that work with writing poetry themselves. This allows them to demonstrate their understanding and analysis of the poems through creative application and to become detailed writers. In turn, this bolsters their ability to analyze others' writing. These activities offer students a number of tools with which to approach poetry, building their confidence to interpret poems and their engagement in the task.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	Building Blocks of Poetry and Denise Levertov's "To the Snake" Students will identify and define the basic elements of a poem's structure and discuss specific poetic devices used in Denise Levertov's poem, "To the Snake." [RL.5.2; ELD.PI.5.6a]			Apostrophe Overview/Brainstorm and Writing Original Poems Students will compose their own apostrophe poem. [W.5.3b; ELD.PI.5.10a]
Lesson 2	Read-Aloud: "This Is Just to Say" and Evaluating Tone Students will identify the tone of a poem and discuss its effect on the poem's overall message. [RL.5.2; ELD.PI.5.6a]			Writing Poetry Students will compose their own poems with emphasis on presenting two different tones in their work. [W.5.3b; ELD.PI.5.10a]

Lesson 3	Close Reading Students will identify the poetic device anaphora and explain how its use affects a poem's meaning, while also using textual evidence to discuss a poem. [RL.5.1-2; ELD.Pl.5.6a, ELD.Pl.5.11a]		Writing Poems with Anaphora Students will use the poetic device anaphora to create their personal poem. [W.5.3b; ELD.PI.5.10a]
Lesson 4	Figurative Language and Close Reading Students will identify and make inferences about figurative language used in two nature poems. [RL.5.1, RL.5.4; ELD.Pl.5.6a]		Comparing and Contrasting Students will use a graphic organizer to compare and contrast two characters in a poem. [W.5.9a; ELD.PI.5.10b]
Lesson 5	Close Reading and Poetic Device: Rhyme Students will identify and label different rhyme schemes in poetry while analyzing a poem. [RF.5.3a, RL.5.2; ELD.PI.5.6a]		Writing Poems with Rhyme Students will write and share original rhyming poems. [W.5.3b, SL.5.1c; ELD.PI.5.10a, ELD.PI.5.1]
Lesson 6	Review Poetic Devices and Terms; Group Collaboration Students will summarize a poem's overall message and analyze how the use of figurative language affects a poem's meaning. [RL.5.4; ELD.PI.5.8]		Figurative Language Students will create similes and metaphors describing the movements of animals. [W.5.3b; ELD.PI.5.10a,]
Lesson 7	Poetic Device: Implied Metaphor Students will define and identify implied metaphors in a specific poem. [RL.5.4; ELD.PI.5.8]		Revising Lesson 6 Metaphors and Writing Original Advice Poems Students will revise previously written metaphors and incorporate them in an originally crafted poem [W.5.3b, d, W.5.5; ELD.Pl.5.10a, b]
Lesson 8	Locating Places Referenced and Reading for	Reading Poems with Partners Students will read their	Composing List Poems Students will create original list poems and

Lesson 13	Unit Assessment Students are assessed		Unit Assessment Students are assessed	Unit Assessment Students are assessed
Lesson 12	Reading and Interpreting Students will analyze a poem and identify poetic devices such as personification and extended simile. [RL.5.1-2; ELD.Pl.5.6a, ELD.Pl.5.11a]			Writing Poems about Poetry Students will apply learned poetry skills to compose a final, original, ars poetica. [W.5.3b; ELD.PI.5.10a]
Lesson 11	Reading for Understanding Students will use textual evidence to compare and contrast characters' reactions in a poem. [RL.5.1,3; ELD.PI.5.6a]			Planning and Drafting Students will compose and original poem in which two characters respond differently to the same circumstance. [W.5.3b, 9a; ELD.PI.5.10a]
Lesson 10	Parallel Structure. Contrast, and Meaning Students will identify parallel structure in poetry and analyze its use to compare and contrast scenes. [RL.5.3; ELD.PI.5.6a]	Sharing Poems Aloud Students will read their poem aloud to a partner and offer positive feedback about their writing. [SL.5.1c; ELD.P.I.5.1]		Planning and Drafting Students will create and share an original poem utilizing parallel structure to contrast scenes. [W.5.3b, 9a; SL.5.1c; ELD.PI.5.10a, b; ELD.PI.5.5, 9]
Lesson 9	Villanelle Form and Reading for Understanding Students will identify and define characteristics of the villanelle poetry form while also using textual evidence to make inferences about the poem's meaning. [RL.5.2, RL.5.1; ELD.PI.5.6a]			Planning and Drafting Students will compose their own original villanelles incorporating their personally created motto/slogan. [W.5.3b, d; ELD.PI.5.10a]
	Understanding Students will identify allusions and discuss their effect on a poem while also analyzing a character's actions and poem's setting to make inferences. [RL.5.4, RL.5.2; ELD.PI.5.8, ELD.PI.5.6a]	poem aloud to a partner and offer positive feedback about their writing. [SL.5.1c; ELD.P.I.5.1]		peer-edit their partner's poems. [W.5.3b, d, W.5.5; ELD.PI.5.10a, b]

	on their understanding of the concepts and facts taught in the unit. [RL.5.1, RL.5.4, RL.5.5, RF.5.4]		on their understanding of the concepts and facts taught in the unit. [L.5.2, L.5.3,:.5.5, L.5.6]	on their understanding of the concepts and facts taught in the unit. [W.5.1, W.5.3, W.5.4, W.5.9]
Lesson 14 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 15 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Unit 4: Don Quixote (21 Days)

Reader: Adventures of Don Quixote

This unit examines the fiction genre through a classic novel. Don Quixote. Students will focus on character and plot, as well as on literary elements such as characterization, while reading a full-length adapted version of Don Quixote. It is important for students in the upper-elementary grades to be able to read longer works of fiction and be able to trace the development of plot, characters, and literary elements over the course of a novel; this unit will provide students that opportunity. In addition, this adapted version of Don Quixote, written by Miguel de Cervantes during the Renaissance, a period in European history that students will study in the next unit, will expose students to the culturally relevant aspects of the classic novel such as the quixotic nature of the primary character, the relationship between Don Quixote and his sidekick, Sancho Panza, and episodes such as the one involving windmills. Students will also read extended excerpts from another adapted version of Adventures of Don Quixote that contains richer, more complex vocabulary and syntax. Students will be able to compare and contrast this more challenging adaptation with the primary text used in this unit.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	Review Prior Knowledge Students will identify and explain important aspects of a knight's life during the Middle Ages and how they influenced Cervantes's Adventures of Don Quixote. [RI.5.8, RI.5.10; ELD.PI.5.6, 7]		Word Work: Honorable	
	Teacher Read-Aloud and Lesson Wrap-Up Students will identify the beginning stages of the story's plot structure (e.g., setting, main character) in the story and make inferences regarding a character's personality. [RL.5.5, RL.5.1; ELD.PI.5.6]			

Teacher Read-Aloud. Word Work: Meddle Distinguish Between Lesson 2 Chapter Discussion, and Fact and Opinion Grammar: Introduce Students will distinguish Lesson Wrap-up Students will compare **Aareement** fact from opinion. Students will identify [W.5.1a, b; and contrast Don and form sentences in ELD.PI.5.11a] Quixote's process for the present tense that becoming a knight with contain noun subjects the process described in and action verbs. "Gloomy Castles and Jousting Knights" from [L.5.1d; ELD.PII.5.3,4] Lesson 1. [RL.5.3; Morphology: Introduce ELD.PI.5.6a] Suffix -ness Students will distinguish between root words and words with the suffix -ness, and use them correctly in sentences. [L.54b; ELD.PI.5.6b] Word Work: Quixotic Parts of a Persuasive Close Reading, Chapter Lesson 3 Essav Discussion, and Lesson Students will identify the Wrap-Up structure and parts of a Students will identify persuasive essay. and explain how the [W.5.1a-b, d; author's word choice **ELD.PII.5.6**] and use of figurative language affect the text of The Adventures of Don Quixote. [RL.5.5: SL.5.1a, L.5.5b; ELD.PI.5.7; ELD.PI.5.1, ELD.PI.5.12a] Opinions and Word Work: Tilting at Teacher Read-Aloud Lesson 4 Windmills Supporting Evidence and Lesson Wrap-Up Students will respond to Students will continue to Grammar: Pronouna prompt based on an make inferences about excerpt from Adventures a character's personality Verb Aareement of Don Quixote and Students will identify and will summarize key write opinion statements events that add to the and form present-tense sentences containing using supporting textual plot's development. evidence. [W.5.1a, b; pronoun subjects and [RL.5.5, RL.5.1; action verbs. [L.5.1d; ELD.Pi.5.11al ELD.PI.5.6] ELD.PII.5.3,4] Morphology: -ness Students will continue to identify the meanings of words with the suffix

Lesson 5

Teacher Read-Aloud:

Practice Writing a Claim

-ness and use them correctly in sentences. [L.54b; ELD.PI.5.6b]

Word Work: Deceive

Chapters 6–8
Students will continue identifying plot details and the obstacles Don Quixote and Sancho encounter. [RL.5.3; ELD.PI.5.6]

Students will be able to write a claim and identify the importance of supporting evidence. [W.5.1a, b; ELD.PI.5.11a]

Lesson 6

Student Read-Aloud and Lesson Wrap-Up Students will use textual evidence to describe Don Quixote and Sancho Panza's various character traits. [RL.5.1; ELD.PI.5.6] Word Work: Fortune

Grammar: Subject-Verb Agreement Practice Students will write present-tense sentences in which the subject and the linking verb agree. [L.5.3; ELD.PII.5.3]

Morphology: Introduce Root vac
Students will identify the meaning of words using the Latin root vac and use them correctly when completing sentences.
[L.5.4b; ELD.Pl.5.6b]

Spelling: Introduce Spelling Words Students will practice targeted spelling words. [RF.5.3b, c, f; ELD.PIII.5]

Lesson 7

Teacher Read-Aloud and Lesson Wrap-Up Students will identify the types of irony—verbal, situational, and dramatic— Sancho and Don Quixote encounter. [L.5.5a; ELD.PI.5.7]

Word Work: Bold

Draft the Introductory Paragraph Students will draft the introductory paragraph of their persuasive essay. [W.5.4; ELD.PI.5.11]

Lesson 8

Close Reading and Chapter Discussion Students will examine the author's word choice and writing style during a close reading of the text. [RL.5.6; ELD.P.I.6a]

Word Work: Dumbfounded

Plan Body Paragraphs Students will provide textual evidence to support their opinions in the body paragraphs of their persuasive essays. [W.5.9b; ELD.PI.5.11a]

Lesson 9

Small Group Reading and Chapter Discussion Students will use textual

Word Work: Monumental

evidence to compare and contrast character traits of the principal characters. [RL.5.3; ELD.PI.5.6a] Grammar: Sentence Parts Students will form complete present-tense sentences with proper subject-verb agreement. [L.5.3a; ELD.PII.3]

Morphology: Practice Root vac Students will correctly form complete sentences using words with the root vac. [L.5.4b; ELD.PI.5.6b]

Spelling: Practice Spelling Words Students will gain additional practice using targeted spelling words. [L.5.2e; ELD.PIII.5]

Lesson 10

Chapters 13 and 14 and Lesson Wrap-Up
Students will continue to provide textual evidence about Don Quixote and Sancho's various character traits. [RL.5.3; ELD.PI.5.6a]

Word Work: Worth

Spelling Assessment
Students will be
assessed on the correct
spelling of targeted
words. [L.5.2e;
ELD.PIII.5]

Practice Drafting Body Paragraphs Students will be able to draft two body paragraphs of their persuasive essays.

Lesson 11

Teacher Read-Aloud, Chapter Discussion, and Lesson Wrap-Up Students will explain and describe Sancho's experiences as governor. [RL.5.2; ELD.PI.5.6a]

Word Work: Ingenuity

Grammar:
Compare/Contrast
Words and Phrases
Students will create
sentences using words
and phrases that
compare and contrast.
[L.5.6; ELD.PI.5.6a]

Morphology: Review Prefixes and Suffixes Students will create words using the prefixes il—, ir—, and inter—; the suffix —ness; and the root tract. [L.5.4b; ELD.PI.5.12b]

Spelling: Introduce

		Spelling Words Students will practice spelling targeted words. [L.5.2e; ELD.PIII.5]	
Lesson 12	Partner Reading: Chapters 14-16 Students will be able to explain and describe Sancho's experiences as governor. [RL.5.2; ELD.Pl.5.6a]	Word Work: <i>Reason</i>	Practice: Concluding Paragraph Students will be able to draft the concluding paragraph for their persuasive essay. [W.5.9b; ELD.PI.5.11a]
Lesson 13	Teacher Read-Aloud, Discussion, and Lesson Wrap-Up Students will identify and discuss the author's use of figurative language, specifically the use of metaphors. [RL.5.4; ELD.PI.8]	Word Work: Resolve	Share Persuasive Essays Students will peer-edit their persuasive essays and use feedback to self-reflect and set personal writing and revision goals. [W.5.5; ELD.PI.5.11b]
Lesson 14	Partner Reading, Discussion, and Lesson Wrap-Up Students will use textual evidence to support the final characterization of Don Quixote. [RL.5.1, W.5.9a; ELD.PI.5.6; ELD.PII.5.11a]	Word Work: Instrumental Grammar: Commas in a Series Students will correctly use commas to separate items in a series in a series in a sentence. [L.5.2a; ELD.PII.5.2b] Morphology: Review Prefixes and Suffixes Students will correctly use the prefixes il—, ir—, and inter—; the suffix—ness; and the root tract. [L.5.4b; ELD.PI.5.6b] Spelling: Practice Spelling Words Students will gain additional practice with spelling targeted words. [L.5.2e; ELD.PIII.5]	
Lesson 15	Unit Assessment Students are assessed on their understanding of the concepts and	Unit Assessment Students are assessed on their understanding of the concepts and	Unit Assessment Students are assessed on their understanding of the concepts and

-0.4512	facts taught in the unit.		facts taught in the unit.	facts taught in the unit.
Lesson 16 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 17 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 18 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 19 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Unit 5: The Renaissance (21 Days)

Reader: The Renaissance: Patrons, Artists and Scholars

The Big Idea of this unit is that the Renaissance was a cultural movement that began in Italy and swept through Europe. During the Renaissance, increased trade between European countries led to increased wealth, power, and influence of the middle class. This increased wealth allowed merchants and businessmen to support artists as their patrons. Scholars, philosophers, and artists turned to the works of the ancient Greeks and Romans for inspiration. This unit provides students with a broad exposure to the art and literature of this time period, through the works of renowned masters such as Leonardo da Vinci, Michelangelo. Raphael, Donatello, Brunelleschi, Botticelli, Bruegel, Dürer, Van Eyck, Machiavelli, Castiglione, Cervantes, and Shakespeare.

Note: This unit provides a valuable opportunity for cross-curricular collaboration with an art teacher or department. Throughout this unit, such opportunities will be highlighted, but it is suggested you consult with the art teacher before beginning the unit.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	Activating Knowledge Students make inferences about the civilizations and time periods that led to the Renaissance based on details from the text. [RI.5.1; ELD.PI.5.6]			
	Read for Gist; Reread to Explain Students explain the relationship between factors that inspired the Renaissance movement using evidence from the			

	text, "An Italian Rebirth." [RI.5.1; RI.5.3; ELD.PI.5.6]		
Lesson 2	Read Chapter 2 for Details Students describe the techniques and features of Renaissance art and architecture by quoting accurately from the text, "The Early Renaissance." [RI.5.1, ELD.PI.5.6]	Grammar Students use the past tense to convey various times, sequences, states, and conditions. [L.5.1c, ELD.PII.5.3] Morphology Students accurately read multisyllabic words with the prefixes im—and in—out of context. [RF.5.3a, ELD.PIII]	Paraphrasing Information Students gather information about the techniques and features of Renaissance art and architecture by paraphrasing information in notes. [W.5.8, ELD.PI.5.10]
Lesson 3	Reread to Make Inferences Students make inferences about Leonardo da Vinci's ideas and accomplishments using evidence from the text, "The Spirit of the Renaissance." [RI.5.1, ELD.PI.5.6]		Plan an Informational Paragraph Students plan an informational paragraph about da Vinci's ideas and accomplishments by identifying a topic, reasons, and evidence related to the topic. [W.5.2a, b, ELD.PI.5.10]
Lesson 4	Rereading Closely Students make inferences about how da Vinci's ideas and accomplishments represented the spirit of the Renaissance using evidence from the text. [RI.5.3, ELD.PI.5.6]	Grammar Students recognize and correct inappropriate shifts in verb tense. [L.5.1c, d, ELD.PII.5.3] Morphology Students use the prefixes im— and in— as clues to determine the meaning of words. [L.5.4b, ELD.PIII]	Write an Informational Paragraph Students write an informational paragraph about da Vinci's ideas and accomplishments by using reasons and evidence related to the topic. [W.5.2a, b, ELD.PI.5.10]
Lesson 5	Reread to Make Inferences Students make inferences about the artistic achievements of Michelangelo and Raphael using evidence from the text. [RI.5.1; W.5.8; SL.5.2; ELD.PI.5.6]		Write an Informational Paragraph Students draft an informational paragraph about Raphael's artistic achievements by identifying a topic and using related reasons and evidence. [W.5.2a, b; ELD.PI.5.10]
Lesson 6	Rereading Closely Students make inferences about how Michelangelo's and Raphael's works of art	Grammar: Introduce Prepositions and Prepositional Phrases Students identify and explain the function of	

prepositions and represent the spirit of prepositional phrases in the Renaissance using evidence from the text. sentences. [L.5.1a; ELD.PII.5.5] [RI.5.3; ELD.PI.5.6] Morphology Students accurately read multisyllabic words with the prefix ex- out of context. [RF.5.3a; ELD.PIII] Spelling Students spell grade-appropriate words correctly. [L.5.2e; ELD.PIII] Practice Presenting Reread for Main Ideas Lesson 7 Students identify the and Details points a classmate Students identify the makes and explain how main ideas in "The Bankers Who Loved Art* his or her point is and explain how they supported by reasons and evidence. are supported by key W.5.8, SL.5.3; details. ELD.PI.5.9] [RI.5.2; ELD.PI.5.6] Take Notes for a Read "Morals, Modesty, Lesson 8 Biography and Manners" for Gist Students plan an Students identify the informational piece main ideas in "Morals, about a person from the Modesty, and Manners" Renaissance by and explain how they identifying a topic and are supported by key gathering evidence details. related to the topic. [RI.5.2; ELD.PI.5.6] [W.5.2a, b; W.5.7; ELD.PI.5.10] Grammar: Prepositions, Reread to Analyze Lesson 9 Prepositional Phrases Words and Phrases Students use and Students analyze the explain the function of relationship between prepositions and particular words and phrases in "Morals, prepositional phrases in Modesty, and Manners* sentences. to better understand the [L.5.1a; ELD.PII.5.5] words and phrases and draw inferences from Morphology: Practice Prefix exthe text. [RI.5.4; L.5.5c; Students use the prefix ex- as a clue to ELD.PI.5.6; determine the meaning ELD.PI.5.12] of words. [L.5.4b; ELD.PIII] Spelling: Practice

Spelling Words Students spell grade-appropriate words correctly. [L.5.2e; ELD.PIII] Spelling Assessment Practice Taking Reread to Make Lesson 10 Biography Notes Students spell Inferences grade-appropriate words Students continue to Students make plan an informational inferences about the correctly. piece about a person opportunities women [L.5.2e; ELD.PIII] had during the from the Renaissance Renaissance using by gathering evidence related to the topic. evidence from the text. [RI.5.9; W.5.2a, b, "Women in the W.5.7; ELD.PI.5.10] Renaissance." [RI.5.1; ELD.PI.5.6] Reread "Women in the Grammar Lesson 11 Renaissance" Students use correlative Students describe the conjunctions when relationship between the writing or speaking. cultural norms set for [L.5.1e; ELD.PII.5.5] women in the Renaissance and the Morphology Students use the root ways women challenged serv as a clue to those norms. determine the meaning [RI.5.3; ELD.PI.5.6] of words. [L.5.4b; ELD.PIII] Spelling Students spell grade-appropriate words correctly. [L.5.2e; ELD.PIII] Practice Drafting a Reread "The Northern Lesson 12 Biography Renaissance" Students draft an Students describe the informational piece relationship between the about a person from the artists of northern Renaissance by using Europe and the reasons and gathered Renaissance movement evidence related to the in Italy. topic. [RI.5.3; ELD.PI.5.6] [W.5.2a, b; W.5.8; RI.5.9; ELD.PI.5.10] Reread Chapter 9 Model Revising for Lesson 13 Linking Ideas Students explain how Students revise an reasons they identify informational piece by support points an author linking ideas within and makes in a text. across categories of [RI.5.8; ELD.PI.5.6] information. [W.5.2a, c;

18 50			ELD.PII.5.2b]
Lesson 14		"Popular Prose on Page and Stage" Students interpret and explain the meaning of unknown words and of common idioms and adages. [L.5.5b; ELD.PI.5.8]	
		Grammar Students use correlative conjunctions when writing sentences. [L.5.1e; ELD.PII.5.5]	
		Morphology Students use and spell words with the root serv in sentences. [L.5.2e; ELD.PIII]	
		Spelling Students spell grade-appropriate words correctly. [L.5.2e; ELD.PIII]	
Lesson 15	Unit Assessment Students identify main ideas and make inferences in informational texts.	Unit Assessment Students identify main ideas and make inferences in informational texts.	Unit Assessment Students identify main ideas and make inferences in informational texts.
Lesson 16			Practice Taking Notes and Drafting Students plan and draft a historical fiction narrative by introducing a narrator and/or characters and using concrete words and phrases and sensory details to convey experiences and events precisely. [W.5.3a, d; ELD.PI.5.10a]
Lesson 17			Revise to Expand Texts Students revise an informational piece to develop the topic with information and examples related to the topic. [W.5.2b, d; ELD.PI.5.10a]
Lesson 18			Edit a Biography Students edit an

Lesson 19		Present a Biography		follows the conventions of standard English capitalization, punctuation, and spelling. [W.5.5, L.5.2; ELD.PI.5.10a]
Lesson 13		Students speak clearly at an understandable pace as they report on an artist from the Renaissance, sequencing ideas logically and using appropriate facts and relevant, descriptive details. [SL.5.4; ELD.PI.5.9]		
Lesson 20 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension
Lesson 21 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension

Unit 6: The Reformation (14 Days)

Reader: The Reformation: Shifts in Power

The Big Idea of this unit is that the Reformation was a movement involving religious and political upheaval that shifted the power in Europe from the Catholic Church to the state and led to the creation of Protestantism. Gutenberg's invention of an efficient printing press helped fuel the Reformation movement and allowed Martin Luther's and others' ideas to spread quickly. Great advances in science were also made during this time, some of which challenged religious doctrine and contributed to the undermining of the power of the Catholic Church.

NOTE: In this unit a Middle-of-Year (MOY) Assessment is provided and should be administered at the end of the unit.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing	
Lesson 1	Introducing the Reformation; Whole Group: Excerpt "The Power of the Church" Students identify the setting and chronology of the Middle Ages, Renaissance, and Reformation, and read informational text to				

	explain the significance of the Church during these times. [RI.5.2; RI.5.3; SL.5.4; ELD.PI.5.9]		
	Read-Aloud: Chapter 1 "The Power of the Printed Word" Students listen to informational text to describe the Reformation as compared with the earlier time periods, and explain how the Gutenberg press influenced this period's shifts. [RI.5.1; RI.5.2; RI.5.3; ELD.PI.5.6a]		
Lesson 2	Small Group: Chapter 2 "Letters Come Alive!" Students read historical fiction to describe the printing process from the fictional characters' points of view, and explain how the printing press changed everyday lives. [RL.5.1; RL.5.2; RL.5.3; RL.5.6; ELD.PI.5.7] Introduce a Friendly Letter Students identify the structure and purpose of a friendly letter. [RL.5.4; RL.5.5; RL.5.6;	Grammar Students identify interjections, describe their types, and use them correctly in sentences. [L.5.1.a; ELD.PII.5.1] Morphology: Introduce Prefix en— Students distinguish between root words and words with the prefix en- and use those words correctly in sentences. [L.5.4.b; ELD.PI.5.6b]	
Lesson 3	Whole Group: Chapter 3 "Setting the Stage for Reform" Students read informational text to describe the Church's influence and practices during the 1400s and 1500s and why Martin Luther and others wanted reform. [RI.5.1; RI.5.2; RI.5.3; SL.5.2; ELD.PI.5.6a]		Plan a Friendly Letter Students plan a friendly letter with a clear purpose from Jacques's point of view. [RL.5.2; RL.5.3; RL.5.6; W.5.4; W.5.5; W.5.10; ELD.PI.5.7; ELD.PI.5.10a]
Lesson 4	Close Reading: Chapter 3 "Setting the Stage for	Grammar Students review how to	Strong Verbs Students replace weak

verbs with strong verbs make subjects and Reform" linking verbs agree in in sample sentences. Students reread [W.5.2.d; L.5.3.a; L.5.5; the present and past portions of informational ELD.Pl.12a] text to examine the tenses. [L.5.1.c; L.5.1.d; author's words, phrases ELD.PII.5.3] and devices used to describe the Church's Morphology: Prefix eninfluence and the Students practice practices challenged by reformers. distinguishing between root words and words [RI.5.8; SL.5.4; L.5.5; with the prefix en- and ELD.PI.5.9] correctly use those words in sentences. [L.5.4.b; ELD.Pl.5.6b] Draft a Friendly Letter Whole Group: Chapter 4 Lesson 5 Students draft a friendly "The Reformation letter with a clear Movement" purpose from Jacques's Students read an point of view. informational text to [RL.5.2; RL.5.3; RL.5.6; identify and describe W.5.4; W.5.5; W.5.10; key events and people of the Reformation. ELD.Pl.5.10a] [RI.5.1; RI.5.2; RI.5.3; ELD.PI.5.6al Partner Reading: Grammar Lesson 6 Students review the Chapter 4 "The Reformation function of prepositions Movement"; Act it Out and prepositional phrases and use them Students reread correctly in sentences. informational text to [L.5.1a; ELD.PII.5.5] review key events of the Reformation and to summarize the motives Morphology Students distinguish of key figures. between root words and [RI.5.1; RI.5.2; RI.5.3; words with the suffix -ist SL.5.2; ELD.PI.5.6a] and use those words correctly in sentences. [L.5.4b; Pl.5.6b] Spelling Students practice spelling targeted words and review definitions and parts of speech. [L.5.2e; L.5.4; ELD.Pl.5.12a] Plan a Slide Small Group: Chapter 5 Lesson 7 Presentation "What is at the Center of Students reference the Universe?" informational text to plan Students read a slide presentation informational text to about key events and describe and summarize figures of the the new scientific Reformation. theories proposed by

	Copernicus, Kepler, and Galileo, as well as and the Church's response to those theories. [RI.5.1; RI.5.2; RI.5.3; ELD.PI.5.6a]		[W.5.2; W.5.4; W.5.5; ELD.PI.5.10a]
Lesson 8	Close Reading: Chapter 5 "What is at the Center of the Universe?" Students reread portions of informational text to examine the details the author used to describe the relationships among Copernicus, Kepler, Galileo, and the Church. [RI.5.8; SL.5.4; L.5.5; ELD.PI.5.9]		Create a Slide Presentation Students reference informational text and images to create a slide presentation about key events and figures of the Reformation. [SL.5.5; W.5.2; W.5.4; W.5.5; ELD.PI.5.10a]
Lesson 9	Small Group: Chapter 6 "The Catholic Church Responds" Students read and summarize informational text to explain how the Catholic Church responded to the Protestant Reformation movement. [RI.5.1; RI.5.2; RI.5.3; ELD.PI.5.6a]	Grammar Students review how correlative conjunctions work together, and correctly use correlative conjunctions in sentences to describe partners whom they have interviewed. [L.5.1.e; SL.5.1c; ELD.PI.5.1; ELD.PII.5.6] Morphology Students gain additional practice distinguishing between root words and words with the suffix —ist, and correctly use those words in sentences. [L.5.4b; PI.5.6b] Spelling Students gain additional practice spelling targeted words. [L.5.2e; L.5.4;	
Lesson 10	Unit Assessment Students identify main ideas and make inferences in informational texts.	Spelling Assessment Students spell grade-appropriate words correctly Unit Assessment Students answer grammar and	Unit Assessment Students identify main ideas and make inferences in informational texts.

			morphology questions evaluating the skills they have practiced in this unit.	
Lesson 11	Middle-of-Year Assessment Day 1	Middle-of-Year Assessment Day 1	Middle-of-Year Assessment Day 1	Middle-of-Year Assessment Day 1
Lesson 12	Middle-of-Year Assessment Day 2	Middle-of-Year Assessment Day 2	Middle-of-Year Assessment Day 2	Middle-of-Year Assessment Day 2
Lesson 13 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension
Lesson 14 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension

Unit 7: A Midsummer Night's Dream (15 Days)

Reader: Shakespeare's A Midsummer Night's Dream

Welcome to the world of A Midsummer Night's Dream. Through the lessons in this unit, you and your students will experience the joy of reading, speaking, performing, and listening to beautiful language that has thrilled people for more than 400 years. And you will have the satisfaction of seeing your students understand and fall in love with Shakespeare and his characters.

"I would wish you, or I would request you, or I would entreat you, not to fear, not to tremble."

This play, written around 1595, and perhaps performed as entertainment at a specific wedding, is delightful to see and delightful to teach. Many Grade 4, Grade 5, and Grade 6 students across the country have a fine time with A Midsummer Night's Dream. And you will, too. You and your students will enter the language first, getting familiar with the sound and feel of Shakespeare's words. Then you will meet some amazing characters: the stern rulers and the four mixed-up lovers from the court in Athens; the six local workmen, or "rude mechanicals," who are seeking their 15 minutes of fame by performing a play at the wedding of the Duke and Duchess of Athens; and the fairy world, led by King Oberon and Queen Titania and inhabited by that mischievous rascal Puck.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	Shakespeare's Life and Times Students demonstrate their understanding of the Renaissance period by identifying key facts from the text. [RI.5.1; ELD.PI.5.6]	"Hurly-Burly Shakespeare" Game Students exchange key information about Shakespeare's life using evidence from the text. [SL.5.1a; ELD.PI.5.1]		

Lesson 2	Summary: Act 1, Scene 1; Character Organizer Students compare characters in A Midsummer Night's Dream using evidence from Act 1, Scene 1. [RL.5.3; ELD.PI.5.6]	Summary: Act 1. Scene 1; Writing: Dear Course Smoother Students describe the relationships between characters and identify the characters' primary motivation. [SL.5.1; ELD.PI.5.1]	
Lesson 3	Reading Excerpt Students analyze the text and make statements about challenges the characters face and support with details from the Act 1, Scene 1. [RL.5.2; ELD.PI.5.6]	Reading Excerpt Students examine Shakespeare's work, discussing segments of the passage and answering key questions. [SL.5.1; ELD.PI.5.5]	
Lesson 4	Reading Excerpt: Act 1, Scene 2 Students compare characters in A Midsummer Night's Dream using evidence from Act 1, Scene 1. [RL 5.3; ELD.PI.5.6]	Reading Excerpt: Act 1, Scene 2 Students describe the relationships between characters and identify the characters' primary motivation. [SL.5.1; ELD.PI.5.1]	
Lesson 5	Shakespeare's Language Students examine Act 1, Scene 2 and demonstrate their understanding of the text by answering key questions and making inferences about the characters in the play. [RL 5.10; ELD PI.5.6]		
Lesson 6	Summary: Act 2, Scene 1a; Character Organizer Students compare characters in A Midsummer Night's Dream using evidence from Act 2, Scene 1 [RL.5.3; ELD.PI.5.6]		Writing Students use descriptive details to write about a character. [W 5.3; ELD.PI.5.10]
Lesson 7	Reading Excerpt: Act 2, Scene 1a Students identify the main ideas of Act 2, Scene 1. [RL.5.10; ELD.PI.5.6]	Reading Excerpt: Act 2, Scene 1a Students present their project from Lesson 6, using evidence from Act 2, Scene 1. [SL 5.4; ELD.Pl.5.9]	
Lesson 8	Reading Excerpt: Act 2, Scene 1b Students compare characters in A		Writing: Twenty-First- Century Puck Students make inferences to describe a

	Midsummer Night's Dream using evidence from Act 2, Scene 1.	Э	character in modern-da
	[RL.5.3; ELD.Pl.5.6]		[W.5.3; ELD.PI.5.10]
Lesson	Character Map Students examine Act Scene 2 and demonstrate their understanding of the text by answering key questions and making inferences about the characters in the play. [RL.5.10; ELD.PI.5.6]		
Lesson 1			
	Students compare characters in A Midsummer Night's Dream using evidence from Act 2, Scene 1. [RL.5.3; ELD.PI.5.6]		Writing: The Woods outside Athens Students use descriptive detail to write about the setting of the woods using evidence from Act 3, Scene 1.
Lesson 11		Performance	[W.5.3; ELD.PI.5.10]
	Language	Students perform	STATE OF THE STATE OF
	Students identify the	scenes from Act 3.	
	main ideas of Act 3, Scene 1.	Scene 1, using	
	[RL.5.10; ELD.Pl.5.6]	appropriate gestures.	
Lesson 12	[12.0.10, LLD.F1.3.0]	[SL.5.4b; ELD.PI.5.9]	
		Learning a Speech by Heart Students memorize Puck's speech in Act 5, Scene 1 and develop gestures to physicalize key words in the speech. [SL.5.4b; ELD.PI.5.9]	Writing: Tragedy or Comedy? Students write a journal entry from the perspective of a character using evidence from Act 3, Scene 2.
Lesson 13	Reading Excerpt: Act 3,	Warm-Up: Puck's	[W.5.3; ELD.PI.5.10]
	Scene 2	Speech	
	Students identify the main ideas of Act 3,	Students recite Puck's	
	Scene 2.	speech from Act 5, Scene 1 in varying	
	[RL.5.10; ELD.Pl.5.6]	tones.	
	Meiting Oak	[SL.5.4b; ELD.Pl.5.9]	
esson 14	Writing: Bottom's Ballad Students respond to	Puck's Speech, Practice	
	interview questions from	Students recite Puck's	
	the perspective of the	speech from Act 5. Scene 1 with speed and	
	character Bottom.	accuracy.	
	[RL.5.2; ELD.PI.5.6]	[SL.5.4b; ELD.PI.5.9]	
esson 15		Group Performance	
		Students perform	
		Shakespeare's work	

independently and in small groups. [SL.5.4b; ELD.PI.5.9]

Unit 8: Native Americans (19 Days)

Reader: A Changing Landscape

The Big Idea of this unit is that Native Americans were intricately and intimately connected to their landscape, and that the policies of the American government in the 1800s and contact with settlers, missionaries, traders, and explorers affected Native American cultures and their relationship with the land.

Text Analysis/ Comprehension	Speaking and	Language and	Writing
Review Prior Knowledge Students determine the meaning of words, phrases and maps to infer the regions in which Native American tribes lived. [RI.5.4; ELD.PI.5.6]	Eisterning	Vocabulary	
Read Aloud Students will use details from the text to			
and to draw inferences about the impact			
explorers had on the lives of Native			
Americans. [RI.5.1; ELD.PI.5.6]			
Small Group Reading Students will describe the relationships or interactions between Native American tribes and European settlers based on information in		Verb Tenses Students will recognize and correct inappropriate shifts in verb tense. [L.5.1d; ELD.PII.5.3]	Introduction to the Persuasive Essay Students will identify the structure and purpose of a persuasive essay. [W.5.4; ELD.PII.5.1]
tne text. [RI.5.3; ELD.PI.5.6]		The Suffixes –tion and –sion Students will distinguish between root words and words with the suffix –tion or –sion correctly in sentences. [L.5.4b; ELD.PI.5.8]	•
Vative American Stories Students will compare	HI THE		Identifying an Argument
and contrast characters the two Native American tories using details om the text. [RL.5.3; LD.Pl.5.6]			and Evidence Students will use a graphic organizer to identify the argument and supporting evidence
	Review Prior Knowledge Students determine the meaning of words, phrases and maps to infer the regions in which Native American tribes lived. [RI.5.4; ELD.PI.5.6] Read Aloud Students will use details from the text to comprehend it explicitly, and to draw inferences about the impact European settlers and explorers had on the lives of Native Americans. [RI.5.1; ELD.PI.5.6] Small Group Reading Students will describe the relationships or interactions between Native American tribes and European settlers based on information in the text. [RI.5.3; ELD.PI.5.6]	Review Prior Knowledge Students determine the meaning of words, phrases and maps to infer the regions in which Native American tribes lived. [RI.5.4; ELD.PI.5.6] Read Aloud Students will use details from the text to comprehend it explicitly, and to draw inferences about the impact European settlers and explorers had on the lives of Native Americans. [RI.5.1; ELD.PI.5.6] Small Group Reading Students will describe the relationships or interactions between Native American tribes and European settlers based on information in the text. [RI.5.3; ELD.PI.5.6]	Comprehension Review Prior Knowledge Students determine the meaning of words, phrases and maps to infer the regions in which Native American tribes lived. [RI.5.4; ELD.PI.5.6] Read Aloud Students will use details from the text to comprehend it explicitly, and to draw inferences about the impact European settlers and explorers had on the lives of Native Americans. [RI.5.1; ELD.PI.5.6] Small Group Reading Students will describe Native American tribes and European settlers based on information in the text. [RI.5.3; ELD.PI.5.6] The Suffixes—tion and —sion Students will distinguish between root words and words with the suffix —tion or—sion correctly in sentences. [L.5.4b; ELD.PI.5.8] Verb Tenses Students will recognize and correct inappropriate shifts in verb tense. [L.5.1d; ELD.PII.5.3]

explaining the relationship between Native Americans and the land. [W.5.1a; ELD.PI.5.11]

Lesson 4

Small Group Reading Students use the text to explain details of Native American life explicitly and inferentially. [RI.5.1; ELD.PI.5.6]

Verb Tense
Students recognize and correct inappropriate shifts in verb tense.
[L.5.1d; ELD.PII.5.3]

Evaluating a Persuasive
Essay
Students will use a
rubric to evaluate a
model persuasive
essay. [W.5.6;
ELD.PI.5.2]

The Suffixes –tion and –sion
Students will correctly distinguish between root words and words with the suffixes –tion or

-sion in sentences. [L.5.4b; ELD.Pl.5.6b]

Lesson 5

Close Reading
Students examine how
the author uses text to
make particular points
about Native American
life before and after the
arrival of explorers,
miners, missionaries,
and settlers. [RI.5.8;
ELD.PI.5.7]

Vocabulary Word Work: Nimble

Organizing and
Research a Persuasive
Essay
Students choose an image to serve as the foundation for a persuasive essay and will find and use relevant information to summarize or paraphrase information in notes. [W.5.8; ELD.PI.5.10b]

Lesson 6

Close Reading
Students will use details
from the text to
understand how habitat
influenced the daily life
and culture of Native
Americans. [RI.5.1;
ELD.PI.5.6]

Transition Words
Students will identify
and use transitional
words or phrases to
convey times and
events. [L.5.1c;
ELD.PII.5.3]

The Root mem Students will identify the root mem and its meaning in words and sentences. [L.5.4b; ELD.PI.5.8]

Spelling
Students will apply word
analysis skills to spell
words with the suffix
es -tion and -sion and
the root mem. [RF.5.3;

		ELD.PIII.5.1]	
Lesson 7	Interpreting Native American Myths Students compare myths and explain how Native Americans' stories reflect their values. [RL.5.9; ELD.Pl.5.6]	Vocabulary Word Work Meek	Planning and Drafting Persuasive Essay Students plan a persuasive essay and draft an introduction. [W.5.1a; ELD.PI.5.11]
Lesson 8	Reading for Cause and Effect Students explain the relationships between Native Americans, European settlers, and the US government based on specific information from the text. [RI.5.3; ELD.PI.5.6]	Vocabulary Word Work: Encroach	Drafting a Persuasive Essay Students will draft the first body paragraph of a persuasive essay to describe an image using details from the text. [W.5.1b; ELD.PI.5.10]
Lesson 9	Reading for Points of View Students analyze the text to note the differing perspectives of land ownership by Native Americans and pioneers. [RI.5.6; ELD.PI.5.7]	Transition Words, Clauses and Phrases Students identify and use transitional words, phrases, and clauses to manage a set of events. [L.5.1c; ELD.PII.5.3] The Root Mem Students identify words with root mem in sentences. [L.5.4b; ELD.PI.5.8]	
		Spelling Students apply word analysis skills to spell suffixes –tion and –sion and the root mem. [RF.5.3; ELD.PIII.5.1] Vocabulary Word Work:	
St an be Pr. Sta	eading for Points of iew students will analyze and note the differences etween Richard Henry att and Luther anding Bear's points view regarding	Spelling Students will apply their word analysis skills to correctly spell targeted words. [RF.5.3; ELD.PIII.5.1]	Drafting a Persuasive Essay Students will draft the econd and third body aragraphs of a ersuasive essay with ear, supporting vidence from the text.

	"assimilation through education." [RI.5.6; ELD.PI.5.6]	Experimental	[W.5.1b; ELD.PI.5.10]
Lesson 11	Close Reading Students explain the importance of the Battle	The Prefix fore-	
	of the Little Bighorn in the conflict between the US government and Native Americans. [RI.5.3; ELD.PI.5.6]	Students identify root words and words with the prefix fore—correct in sentences. [L.5.4b; ELD.PI.5.6]	ly
		Spelling Students apply word analysis skills to spell targeted words. [RF.5.3 ELD.PIII.5.1]	
		Word Work: Chaos	
i h A g s tr	Close Reading Students explain the mportance of the Battle of the Little Bighorn in distory between Native Americans and the US overnment based on pecific information from the text. [RI.5.3;	Word Work: Reckless	Writing a Persuasive Essay Students draft the third body paragraph and conclusion of a persuasive essay. [W.5.1d; ELD.PI.5.10]
Lesson 13 R Vi St dif lar Na [RI	eading for Point of ew udents will explain the ferent perspectives of od ownership affecting tive Americans5.6; ELD.PI.5.6]	Vocabulary Word Work: Revive	Editing and Revision Students will develop and strengthen persuasive essays by revising and editing with guidance and support. [W.5.5; ELD.PII.5.5]
Stu rela US Lak info	dents explain the dents explain the ationship between the government and the ota people based on rmation from the [RI.5.3; ELD.PI.5.6]	Titles of Works Students demonstrate the use of underlining, quotation marks, and italics to indicate titles of works. [L.5.2d; ELD.PI.5.11] The Prefix fore— Students identify root words and words with the prefix fore— correctly in sentences. [L.5.4b;	
110	ducation, Inc. All rights reserved.	ELD.PI.5.6] Spelling	

			Students will apply wanalysis skills to spel targeted words. RF.5 ELD.PIII.5]	1
Lesson 1	Ponding		Vocabulary Word Wo Reunite	rk:
EC35011 [;	5 Reading Comprehension Assessment		Spelling Assessment Grammar Assessment	
Lesson 16			Morphology Assessment	
Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in	Opportunity for enrichment and/or
Lesson 17 Pausing Point -esson 18	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in	Opportunity for enrichment and/or remediation in writing
Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in	Opportunity for enrichment and/or remediation in writing
Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Unit 9: Chemical Matter (19 Days)

Reader: The Badlands Sleuth

The Big Idea of this unit is that matter can be transformed by physical and chemical changes, which result in the extraordinary diversity of our physical world. This unit introduces students to the concept of matter, physical and chemical changes, and elements and compounds. It is not presented as a standard informational text but written as a detective constant examples of the practical interest of these ideas.

The structure of the Reader is also important. This is a unit that combines literary and informational characteristics into a single text. It also asks students to look beyond the reader to additional sources to understand and explain the concepts introduced. This unit therefore asks students to integrate the skills they have learned in the rest of Grade 5: how to read and analyze informational and literary texts, how to use information to explain concepts and ideas, and how to write for skills expected in Grade 6 and beyond. It is also, as a detective story, designed to be a fun end to the year!

NOTE: In this unit a End-of-Year (EOY) Assessment is provided and should be administered at the end of the unit.

	Text Analysis/ Comprehension	Speaking and	Language and	VAINTAL
Lesson 1	Read-Aloud Students quote accurately from the text to explain its setting and scientific content. [RI.5.1; RL.5.1; ELD.PI.5.6a]	Analyzing and Discussing Texts Students discuss the presentation of content in three different texts. [SL.5.1; ELD.PI.5.3]	Vocabulary Vocabulary Word Work Scientific Terms	Writing Describing Physical Properties Students will write detailed descriptions of the physical properties of objects. [W.5.2; ELD.PI.5.10]
Lesson 2	Comparing and Contrasting Texts Students will compare and contrast the presentation of scientific content in two different texts. [RI.5.5; ELD.PII.5.1] Partner Reading Students apply their understanding of literary and informational details to analyze a new text. [RI.5.1; ELD.PI.5.6a]		Expanding Sentences Students will expand sentences. [L.5.3; ELD.PII.5.4, ELD.PII.5.5] The Suffix -ment Students will understand how to use the suffix -ment. [RF.3.3; L.5.4; ELD.PI.6.b]	Creating Narratives for Scientific Content Students will present factual information in narrative form. [W.5.4, W.5.3; ELD.PII.5.1]
esson 3	Integrating Information Students integrate multiple sources to explain the concept of chemical states. [RI.5.7; Amplify Education, Inc. All rights reserved.		Vocabulary Word Work: Achy Breaky	Creating Character Maps Students organize information to track character development.

F 2001 11	RI.5.9; ELD.PI.5.6a]			
Lesso		ce		[W.5.2, 5.4; ELD.PII.5.
	information from different sources to classify objects as		Vocabulary Word Wo "Elementary, My Deal Watson"	Information Using a graphic
	metals or nonmetals. [RI.5.7; ELD.PI.5.6a]		Reducing and Combining Sentences Students will understar how to reduce and combine sentences. [L.5.3; ELD.PII.5.6, ELD.PII.5.7]	organizer, students will summarize information from the Reader. [RI.5.1, W.5.8; ELD.PI.5.6a, ELD.PI.5.10b]
Lesson	5	Evidence-Based Debate		
		Debate whether the sheriff should investigate the missing fossil, using evidence from multiple sources. [SL.5.4; ELD.PI.5.11a]		Organization and Revision Organize and create a police report, which they then revise in response to peer feedback. [W.5.4; W.5.5; W.5.8;
Lesson 6	Character Maps	Section - Company in the Section Secti		ELD.PI.5.10b]
	Students will track character development. [RL.5.3; ELD.PI.5.6a]		Commas Students will understand how to use commas in a range of contexts.	
	Integrating Information from Multiple Sources Students will integrate multiple sources to explain compounds and elements. [RI.5.7, RI.5.9; ELD.PI.5.6a]		[L.5.2b] The Roots mit and mis Students will understand how to use the root mit/mis. [L.5.4b; ELD.PI.6b]	
			Vocabulary Word Work: Eureka	1
esson 7	Using Textual Evidence Students use textual evidence to distinguish between mixtures, solutions, and compounds. [RI.5.1; ELD.PI.5.10]	Presenting on Fossil Creation After synthesizing information from multiple sources, students report on fossil creation.[SL.5.2; SL.5.4; SL.5.5; ELD.PI.5.9]		Organizing Writing Students organize their writing to allow readers to distinguish between mixtures, solutions and compounds. [W.5.2; W.5.4; ELD.PI.5.10]
sson 8	Close Reading to Track			
t t	Characters Students will use explicit evidence from the text to track character development. [RL.5.1, RL.5.3, ELD.PI.5.6a]		h ir d o	Writing Opinions Students will analyze ow Amy's point of view offluences character escription, offering pinions on how this
nplify. _{© Am}	plify Education, Inc. All rights reserved.		aı	fects evidence of the naracter. [RL.5.6,

Lesson	9 Interpreting Textual Evidence	Discussing and		W.5.1, W.5.9]
	Students use textual evidence to distinguish between physical and chemical reactions. and organize writing to allow others to make the same distinctions. [RI.5.1; ELD.PI.5.10]	Presenting Opinions Students will summar the evidence on a character and offer		Organizing Textual Evidence Students organize writing to allow readers to distinguish between physical and chemical reactions. [W.5.2; W.5.4 ELD.PI.5.10]
Lesson 1	O Identifying Textual Evidence Students will identify textual evidence used by the characters to support their claims. [RI.5.1; RI.5.8; ELD.PI.5.7]		Commas Students use commas a range of contexts. [L.5.2b; ELD.Pl.6b] The Roots Mit and Mis Students use the roots mit/mis. [L.5.4b, ELD.Pl.6b]	Writing with Supporting Evidence Students will use their understanding of chemical changes to explain Amy's plan to the Sheriff. [W.5.2; W.5.4; ELD.PI.5.10a]
Lesson 11		Delivering a	aaan nooj	95. Y/13 1
Lesson 12	Understanding	Presentation Students will use the evidence they have collected to make an accusation. [SL.5.4, ELD.PI.5.11a]		Organizing Evidence Students will organize evidence boards to track evidence on characters, distinguishing between fact and opinion. [W.5.4, RL.5.6, ELD.PII.5.1]
	Resolution Students explain how plot lines are resolved by tracking characters desires and resolution.		The Perfect Verb Tense Students form and use the perfect verb tense. [L.5.1; ELD.PII.5.3]	
	[RL.5.5; ELD.PII.5.2b]		Affixes and Roots Students use words with a range of affixes and roots as clues for word meaning. [L.5.4; ELD.Pl.5.6b]	
ir s re pi	Students integrate information from multiple cources to explain ecycling as a chemical rocess. [RI.5.7; RI.5.9; LD.PI.5.6a]	t		Describing Plot Resolution Students describe the plot resolution for two characters. [W.5.1; W.5.4; ELD.PII.5.2b]
				Writing a Detective

Lesson 15				informational textual elements, students create a narrative and then revise it in response to peer feedback. [W.5.3, W.5.5; ELD.PII.5.5]
Lesson 16	Comprehension Assessment		Grammar Assessment Morphology Assessment	
Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in	Opportunity for enrichment and/or remediation in writing
Lesson 17 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in	Opportunity for enrichment and/or remediation in writing
esson 18 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
esson 19 lausing loint	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing



Book

Policy Manual

Section

200 Pupils

Title

Enrollment of Students

Code

200 Vol IV 2022

Status

From PSBA

Authority

The Board shall enroll school age students eligible to attend district schools, in accordance with applicable laws and regulations, Board policy and administrative regulations. [1][2][3][4][5]

Definitions

School age shall be defined as the period from the earliest admission age for the district's kindergarten program until graduation from high school or the end of the school term in which a student reaches the age of twenty-one (21) years, whichever occurs first.[1][6]

District of residence shall be defined as the school district in which a student's parents/guardians reside. [2][3]

Guidelines

School age resident students and eligible nonresident students shall be entitled to attend district schools. [1][2][3][7]

The district shall not enroll a student until the parent/guardian has submitted proof of the student's age, residence, and immunizations and a completed Parental Registration Statement, as required by law and regulations. [1][2][3][8][9][10][11]

The district shall administer a home language survey to all students enrolling in district schools for the first time. [3][12]

The district shall normally enroll a school age, eligible student the next business day, but no later than five (5) business days after application.[3]

The district shall immediately enroll students **experiencing homelessness**, **foster care and other forms of educational instability**, even if the student or parent/guardian is unable to produce the required documents, in accordance with Board policy, law and regulation.[5][13]

The district shall not inquire about the immigration status of a student as part of the enrollment process.[3]

Enrollment requirements and administrative regulations shall apply to nonresident students approved to attend district schools, in accordance with Board policy.[14]

Delegation of Responsibility

The Superintendent or designee shall annually notify students, parents/guardians and staff about the district's **enrollment** policy by publishing such policy in the student handbook, parent newsletters, district website and other efficient methods.[4]

The Superintendent or designee shall develop and disseminate administrative regulations for the enrollment of eligible students in district schools.

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Legal

- 1. 24 P.S. 1301
- 2. 24 P.S. 1302
- 3. 22 PA Code 11.11
- 4. 22 PA Code 11.41
- 5. 24 P.S. 1331.1
- 6. 22 PA Code 11.12
- 7. 22 PA Code 12.1
- 8, 24 P.S. 1303a
- 9, 24 P.S. 1304-A
- 10. Pol. 203
- 11. Pol. 216.1
- 12. Pol. 138
- 13. Pol. 251
- 14. Pol. 202
- Pol. 201



Book

Policy Manual

Section

200 Pupils

Title

Eligibility of Nonresident Students

Code

202 Vol IV 2022

Status

From PSBA

Purpose

The Board shall operate district schools for the benefit of students residing in this district who are eligible for attendance. [1][2][3]

<u>Authority</u>

{ } It shall be the policy of the Board not to permit the admission of nonresident students.[4]

 $\mbox{\em \colored}$ The Board may permit the admission of nonresident students in accordance with Board policy.[4][5] [6]

The Board shall require that appropriate legal documentation showing dependency or guardianship or a sworn statement of full residential support be filed with the Board Secretary before an eligible nonresident student may be accepted as a student in district schools. The Board may require a resident to submit additional, reasonable information to substantiate a sworn statement, in accordance with guidelines issued by the PA Department of Education.[7][8]

The Board reserves the right to verify claims of residency, dependency and guardianship and to remove from school attendance a nonresident student whose claim is invalid. [7]

If information contained in the sworn statement of residential support is found to be false, the student shall be removed from school after notice is given of an opportunity to appeal the student's removal, in accordance with Board policy.[7][9]

\times \text{The Board shall not be responsible for transportation to or from school for any nonresident student residing outside school district boundaries.

Tuition rates shall be determined annually in accordance with law. Tuition shall be charged monthly, in advance of attendance. [5][10][11]

Guidelines

Nonresident Children Placed in Resident's Home

Any child placed in the home of a district resident by a court or government agency shall be admitted to district schools and shall receive the same benefits and be subject to the same responsibilities as resident students.[12][13]

Residents of Institutions

A child who is living in or assigned to a facility or institution for the care or training of children that is located within this district is not a legal resident of the district by such placement; but **the student** shall be admitted to district schools, and a charge shall be made for tuition in accordance with law.[10] [13][14][15][16][17][18][19][20]

Students Experiencing Educational Instability

The district shall immediately admit students experiencing homelessness, foster care and other forms of educational instability, even if the required documents are unavailable, in accordance with Board policy, law and regulation.[13][21]

accordance with Board policy, law and regulation.[15][21]
{\(\infty \) Prospective Residents
A student eligible for attendance whose parent/guardian has executed a contract to buy, build or rent a residence in this district for occupancy by may be enrolled[5]
() with payment of tuition
☆) without payment of tuition
() for previous to the anticipated date of residency.
(x) at the beginning of the school year, provided that the anticipated date of residency is not later than $November 1$ of the same school year.
If the student does not become a resident of the district by the end of the period for which
\nearrow free attendance is given,
() reduced rate tuition is charged,
tuition shall be required until residency is established.
Parents/Guardians of students who claim admission on the basis of future residency shall be required to demonstrate proof of the anticipated residency.
Former Residents
Regularly enrolled students whose parents/guardians have moved out of the school district may be permitted to finish the $[5]$
⟨X⟩ school year
() semester
() marking period
() with payment of tuition.
💢 without payment of tuition.
() when the parents/guardians move from the district during theimmediately previous to the end of the school year.

(x) when the student is completing the senior year and will graduate.

Other Nonresident Students

A nonresident student may be admitted to district schools without payment of tuition where attendance is justified on the grounds that the student lives full-time and not just for the school year with district residents who have assumed legal dependency or guardianship or full residential support of the student. [7][8]

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations for the enrollment of nonresident students.

The Superintendent shall

- recommend to the Board for its approval the admission of qualified nonresident students.
- { } report to the Board for its information the enrollment of nonresident students.

NOTES:

Incarcerated Juveniles Convicted – SC 1306.2, 1318 Charged – SC 1306.2

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Legal

- 1. 24 P.S. 501
- 2, 24 P.S. 502
- 3. 24 P.S. 503
- 4, 24 P.S. 1301
- 5. 24 P.S. 1316
- 6. Pol. 200
- 7. 24 P.S. 1302
- 8, 22 PA Code 11.19
- 9. Pol. 906
- 10. 24 P.S. 2561
- 11. Pol. 607
- 12. 24 P.S. 1305
- 13. 24 P.S. 1331.1
- 14. 24 P.S. 1306
- 15. 24 P.S. 1307
- 16. 24 P.S. 1308
- 17. 24 P.S. 1309
- 18. 24 P.S. 1310
- 19. 24 P.S. 2562
- 20. 22 PA Code 11.18
- 21. Pol. 251
- 24 P.S. 1306.2
- 24 P.S. 2503
- 22 PA Code 11.41
- Pol. 103
- Pol. 103.1



Book Policy Manual

Section 200 Pupils

Title Graduation

Code 217 Vol IV 2022

Status From PSBA

Purpose

The Board shall establish graduation requirements and acknowledge each student's successful completion of the instructional program by awarding diplomas and certificates at graduation ceremonies.

<u>Authority</u>

The Board shall adopt the graduation requirements students must achieve in accordance with state **law** and regulations.[1][2][3][4]

The Board requires graduation requirements to be published and distributed to students and parents/guardians, and made available in each school building **and posted** on the district's **publicly accessible** website. All changes to graduation requirements shall be published and distributed to students and parents/guardians, and made available in each school building **and posted** on the district's **publicly accessible** website immediately following approval by the Board. [2][5]

Diplomas

The Board shall award a high school diploma to every student enrolled in this district who meets the requirements for graduation established by this Board. [2][6][7][8][9][10]

A student who has completed the requirements for graduation shall not be denied a diploma as a disciplinary measure

⇔, but the student may be denied participation in the graduation ceremony when personal conduct so warrants. Such exclusion shall be regarded as a school suspension.[11]

Students Experiencing Educational Instability -

The district shall provide supports to ensure that students experiencing educational instability graduate in a timely manner, in accordance with law and Board policy. A graduation plan shall be developed to facilitate this process for students in grades nine (9) through twelve (12) who are experiencing educational instability.[12][13]

Students With Disabilities -

The Board shall permit a student with a disability, whose Individualized Education Program (IEP) prescribes continued educational services, to participate in commencement ceremonies with **their**

graduating class and receive a certificate of attendance, provided that the student has attended four (4) years of high school. The Board shall issue a high school diploma to each student with a disability who completes the graduation requirements established by the Board or the goals established in the student's IEP, as determined by the student's IEP team. [1][2][14][15][16][17][18][19]

Part-Time Students -

A student may qualify for graduation by attending a district school part-time when lawfully employed part-time or when officially enrolled part-time in a postsecondary institution.[20][21]

Full-Time Postsecondary Students -

The fourth year of high school shall not be required for graduation if a student has completed all requirements for graduation and attends a postsecondary institution as a full-time student. [21][22]

- ⟨у⟩ Eligible Veterans -
- Upon proper application, the Board may award a diploma posthumously to a veteran who meets the stated requirements.
- The Superintendent shall submit to the Board for its approval the names of veterans of World War II, the Korean War, and the Vietnam War who are eligible for a high school diploma.

Delegation of Responsibility

The Superintendent or designee shall be responsible for ensuring the following:

- 1. Publication and distribution of graduation requirements to students and parents/guardians.[2][5]
- 2. Counseling of students regarding expectations of graduation requirements. $[2][3][4][8][9][10][\underline{16}]$
- 3. Assessment of individual student attainment of academic standards to ensure the student's progress toward achievement of graduation requirements. [2][3][4][8][9][10][16]
- 4. Accurate recording and reporting of each student's progress and accumulation of graduation requirements.[10][23]
- 5. Provision of assistance to those students having difficulty attaining the academic standards. [1][2]
- 6. Development of a list of individuals who qualify for the award of a diploma.
- 7. Planning and executing graduation ceremonies that appropriately recognize this important achievement.

The Superintendent or designee shall annually, no later than December 1, report to the PA Department of Education (PDE) graduation information and data, as required by law. [1]

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- L'egal

- 1. 24 P.S. 121
- 2. 22 PA Code 4.24
- 3. 22 PA Code 4.51
- 4. 22 PA Code 4.52
- 5. 24 P.S. 510.2
- 6. 24 P.S. 1611
- 7. 24 P.S. 1613
- 8. Pol. 102
- 9. Pol. 127
- 10. Pol. 212
- 11. Pol. 233
- 12. 24 P.S. 1331.1
- 13. Pol. 251
- 14. 24 P.S. 1614
- 15. 22 PA Code 11.27
- 16. 22 PA Code 4.12
- 17. 34 CFR 300.102
- 18. 34 CFR 300.305
- 19. Pol. 113
- 20. 22 PA Code 11.5
- 21. 22 PA Code 11.8
- 22. 22 PA Code 11.4
- 23. Pol. 216
- 34 CFR Part 300



Book

Policy Manual

Section

200 Pupils

Title

Dress and Grooming

Code

221 Vol IV 2022

Status

From PSBA

<u>Purpose</u>

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference.

<u>Authority</u>

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]

 \fivereskip The Board may require students to wear standard dress or uniforms, which may be required district-wide or by individual schools. [1][2]

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. [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.[3]

Delegation of Responsibility

The building principal or designee shall be responsible to monitor student dress and grooming, and to enforce Board policy and school rules governing student dress and grooming.

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.[4]

NOTE:

If district has three (3) employee sections, remember to change the policy cites in the policy and references.

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\ Legal

- 1. 24 P.S. 1317.3
- 2. 22 PA Code 12.11
- 3. Pol. 251
- 4. Pol. 325



Book Policy Manual

Section 200 Pupils

Title Suspension and Expulsion

Code 233 Vol IV 2022

Status From PSBA

Purpose

The Board recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process. The Board shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting students with disabilities shall be governed by applicable state and federal law and regulations. [1][2][3][4][5]

Authority

The Board may, after a proper hearing, suspend or expel a student for such time as it deems necessary, or may permanently expel a student. [1][6][7]

Guidelines

Exclusion From School - Suspension

The principal or person in charge of the school may suspend any student for disobedience or misconduct for a period of one (1) to ten (10) consecutive school days and shall immediately notify the parent/guardian and the Superintendent in writing when the student is suspended. [1][7]

No student may be suspended without notice of the reasons for which **the student** is suspended and an opportunity to be heard on **their** own behalf before the school official who holds the authority to reinstate the student. Prior notice is not required where it is clear that the health, safety or welfare of the school population is threatened. Suspensions may not be made to run consecutively beyond the tenschool day period.[1]

When a suspension exceeds three (3) school days, the student and parent/guardian shall be given the opportunity for an informal hearing with the designated school official. Such hearing shall take place as soon as possible after the suspension, and the district shall offer to hold it within the first five (5) days of the suspension. [1][6]

Informal hearings under this provision shall be conducted by the

- ⟨x⟩ building principal.
- { } Superintendent.
- $\{\ \}$ person in charge of the school.

Purpose of Informal Hearing

The purpose of the informal hearing is to permit the student to explain the circumstances surrounding the event leading to the suspension, to show why the student should not be suspended, and to discuss ways to avoid future offenses.[6]

Due Process Requirements for Informal Hearing[6]

- 1. The student and parent/guardian shall be given written notice of the reasons for the suspension.
- 2. The student and parent/guardian shall receive sufficient notice of the time and place of the informal hearing.
- 3. The student may question any witnesses present at the informal hearing.
- 4. The student may speak and produce witnesses who may speak at the informal hearing.
- 5. The district shall offer to hold the informal hearing within five (5) days of the suspension.

Exclusion From Class - In-School Suspension

No student may receive an in-school suspension without notice of the reasons for which **the student** is suspended and an opportunity to be heard prior to the time the suspension becomes effective. The parent/guardian shall be informed of the suspension action taken by the school.[2]

Should the in-school suspension exceed ten (10) consecutive school days, the student and parent/guardian shall be offered an informal hearing with the building principal. Such hearing shall take place prior to the eleventh day of the in-school suspension. The procedure shall be the same as the procedure for informal hearings held in connection with out-of-school suspensions. [2][6]

The district shall provide for the student's education during the period of in-school suspension. $[\underline{2}]$

Expulsion

Expulsion is exclusion from school by the Board for a period exceeding ten (10) consecutive school days. The Board may permanently expel from the district rolls any student whose misconduct or disobedience warrants this sanction. No student shall be expelled without an opportunity for a formal hearing before [1][6][7]

★ the Board,
{ } a duly authorized committee of the Board,
$\{\ \}$ a qualified hearing examiner appointed by the Board
and upon action taken by the Board after the hearing.

Expulsion Hearings

A formal hearing shall be required in all expulsion actions. [1][6][7][8]

The formal hearing shall observe the due process requirements of: [6]

1. Notification of the charges in writing by certified mail to the student's parent/guardian.

2. At least three (3) days' notice of the time and place of the hearing, which shall include a copy of this policy, hearing procedures and notice of the right to representation by legal counsel. A student may request the rescheduling of the hearing when **the student** demonstrates good cause for an extension.

- 3. The hearing shall be private unless the student or parent/guardian requests a public hearing.
- 4. Representation by counsel at the parent's/guardian's expense and parent/guardian may attend the hearing.
- 5. Disclosure of the names of witnesses against the student and copies of their written statements or affidavits.
- 6. The right to request that witnesses against the student appear in person and answer questions or be cross-examined.
- 7. The right to testify and present witnesses on the student's behalf.
- 8. A written or audio record shall be kept of the hearing and a copy made available to the student at the student's expense, or at no charge if the student is indigent.
- 9. The hearing shall be held within fifteen (15) school days of the notice of charges, unless a delay is mutually agreed to by both parties or is delayed by:
 - a. The need for laboratory reports from law enforcement agencies.
 - b. Evaluations or other court or administrative proceedings are pending due to a student's invoking **their** rights under the Individuals with Disabilities Education Act (IDEA).
 - c. Delay is necessary due to the condition or best interests of the victim in cases of juvenile or criminal court involving sexual assault or serious bodily injury.
- 10. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

<u>Adjudication</u>

A written adjudication shall be issued after the Board has acted to expel a student. The adjudication may include additional conditions or sanctions.[9]

Attendance/School Work During Suspension and Prior to Expulsion

Students serving an out-of-school suspension must make up missed exams and work, and shall be permitted to complete assignments pursuant to established guidelines. [1][10]

Students who are facing an expulsion hearing must be placed in their normal classes if the formal hearing is not held within the ten-school day suspension.

If it is not possible to hold the formal hearing within the first ten (10) school days, the school district may exclude such a student from class for up to five (5) additional – fifteen (15) total – school days if, after an informal hearing, it is determined that the student's presence in **their** normal class would constitute a threat to the health, safety or welfare of others.

Any further exclusion prior to a formal hearing may be only by mutual agreement. Such students shall be given alternative education, which may include home study.

Attendance/School Work After Expulsion

Students who are under **eighteen (18)** years of age are still subject to compulsory school attendance even though expelled and shall be provided an education.[1][10][11]

The parent/guardian has the initial responsibility of providing the required education and shall, within thirty (30) days, submit written evidence to the school that the required education is being provided or that they are unable to do so. If the parent/guardian is unable to provide for the required education, the school district shall, within ten (10) days of receipt of the parent's/guardian's notification, make provision for the student's education.

The Board may provide an educational program to the student immediately upon expulsion and may waive the 30-day period, at its discretion.

Students With Disabilities

A student with a disability shall be provided educational services as required by state and federal laws and regulations and Board policies.[12][13]

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations to implement this policy which include:

- 1. Publication of a Code of Student Conduct, in accordance with Board policy on student discipline. [14]
- 2. Procedures that ensure due process when a student is being deprived of the right to attend school.
- 3. Regulations regarding student records which require that records of disciplinary suspension be maintained in accordance with Board policy on student records.[15][16]
- 4. The name of a student who has been disciplined shall not become part of the agenda or minutes of a public meeting, nor part of any public record of the Board. Such students may be designated by code.
- 5. Any student who has been expelled may apply for readmission to school upon such conditions as may be imposed by the Board.

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Legal

- 1. 22 PA Code 12.6
- 2. 22 PA Code 12.7
- 3, 22 PA Code 14.143
- 4. 20 U.S.C. 1400 et seq
- 5. 34 CFR Part 300
- 6. 22 PA Code 12.8
- 7. 24 P.S. 1318
- 8. 2 Pa. C.S.A. 101 et seq
- 9. 2 Pa. C.S.A. 101
- 10. Pol. 204
- 11. 24 P.S. 1326
- 12. Pol. 113
- 13. Pol. 113.1
- 14. Pol. 218
- 15. Pol. 216
- 16. Pol. 113.4
- 22 PA Code 12.3



Book

Policy Manual

Section

200 Pupils

Title

Students Experiencing Homelessness, Foster Care and Other Educational Instability

Code

251 Vol IV 2022

Status

From PSBA

Purpose

The Board recognizes the challenges encountered by students experiencing homelessness, foster care and other educational instability. The Board is committed to facilitating the immediate enrollment; eliminating barriers to the attendance, education and graduation; and providing additional supports in compliance with federal and state laws, regulations and Board policy, for such students.[1][2][3][4][5][6][7][8]

Authority

The Board directs the district to collaborate with school staff, other school districts, local agencies and other entities in supporting the needs of students experiencing educational instability.

The Board shall ensure that **students experiencing educational instability** have equal access to the same educational programs, **activities** and services provided to other district students.[1][2][3][4][5][6][7]

The Board authorizes the Superintendent to waive **specific requirements in Board** policies, procedures and administrative regulations **to the extent** that **they** create barriers **for** the enrollment **and** attendance of **students experiencing educational instability. Such waivers include, but are not limited to, requirements regarding: [1][2][3][4][5][6][7]**

- 1. Dress code.[9]
- 2. Transportation.[10]
- 3. School-sponsored or extracurricular activities for which students meet placement and qualification requirements, including, but not limited to, clubs, athletics, performing arts, class trips, social events, career and technical education, internships and specialized classes.[11][12][13][14][15][16][17]
- 4. Fees related to school-sponsored or extracurricular activity participation fees, and other fees including, but not limited to, school identification (badges, cards, etc.), uniforms, materials, lost or damaged items, athletic physical exams, parking or driving, food services, library, locker or padlock rental or replacement, summer school or credit recovery, technology and graduation regalia.[9][13][14][15][18][19][20][21][22]
- 5. Graduation.[19]
- 6. Registration deadlines.

It is the policy of the Board that no student shall be discriminated against, segregated or stigmatized based on **their** status **as a student experiencing educational instability.**

Definitions

Student Experiencing Educational Instability means a student who has experienced one (1) or more changes in school enrollment during a single school year due to any of the following:

- 1. Homelessness.[1][3][7]
- 2. An adjudication of:[23][24]
 - a. Dependency relating to child protective services and juvenile matters;
 - b. Delinquency, if disclosed by the student's parent/guardian; or
 - c. As part of court-ordered services under a voluntary placement or custody agreement.

A student experiencing foster care may also qualify as a student experiencing educational instability as defined above, if such circumstances apply. [25]

Enroll or Enrollment means attending classes and participating fully in school activities.[26]

Additional costs means the difference between what the district spends to transport a resident student to the student's assigned school and the cost to transport a child in foster care to the child's school of origin.

Foster care means twenty-four (24) hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption or whether there is federal matching of any payments that are made. [25]

Homeless children and youths means individuals who lack a fixed, regular and adequate nighttime residence, and includes: [26]

- 1. Children and youths who are:
 - a. Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
 - b. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations:
 - c. Living in emergency, transitional or domestic violence shelters; or
 - d. Abandoned in hospitals;
- Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings;

4. Migratory children who qualify as homeless because they are living in circumstances described

5. School-aged parents living in houses for school-aged parents if they have no other available living

School of origin is the school in which the student experiencing educational instability was last

- The school of origin for a homeless child or youth the last school in which the homeless child or youth was enrolled when permanently housed or the school in which the homeless child or youth was last enrolled, including preschool.[27]
- The school of origin for a child in foster care the school in which a child is enrolled at the time of placement in foster care. If a child's foster care placement changes, the school of origin is the school the child is attending immediately prior to each change in
- When the homeless child or youth, or child in foster care, completes the final grade level served by the school of origin, the school of origin shall become the designated receiving school at the next grade level for all feeder schools.

Unaccompanied youth means a homeless child or youth not in the physical custody of a parent or guardian. This includes youth who have run away from home; been abandoned or forced out of home by a parent, guardian or other caretaker; or separated from a parent or guardian for any other reason.[26]

Delegation of Responsibility

The Board designates the
{ } Superintendent
{ } Assistant Superintendent
{ } Federal Programs Coordinator
{ } Home and School Visitor
Director of Student Services
{ } Homeless Child or Youth Liaison
{ } (Other)
to serve as the district's point of contact for students experiencing educational instability.[4][5

[27] ility.[<u>4][5]</u>

The name and contact information of the district's point of contact shall be included in the student's education records and provided to the student's education decision maker. [4]

The district's point of contact shall ensure outreach and coordination with the following, as appropriate to each individual student's needs: [4][5][27]

- 1. Local children and youth agency to:
 - a. Establish formal mechanisms to ensure that the district is promptly notified when a child enters foster care or changes foster care placements;
 - b. Develop a protocol on how to make best interest determinations; and

c. Develop and coordinate transportation procedures.

- 2. Other local service agencies and entities that provide services to students experiencing
- 3. Other school districts on issues of prompt identification, transfer of records, transportation and
- 4. District staff responsible for the provision of services under Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act.[11][28]
- 5. State and local housing agencies responsible for comprehensive housing affordability strategies.

The district's point of contact, in consultation with the school counselor, school social worker, home and school visitor or school psychologist and the student's Individualized Education Program (IEP) team or Section 504 Team, shall:[4]

- 1. Facilitate the student's expedited consultation with the school counselor or other mental health professionals, as appropriate.
- 2. Facilitate the prompt placement of the student in appropriate courses.
- 3. Connect the student with educational services that meet the student's specific needs.
- 4. Immediately request the prior school entity, county agency and the student's education decision maker to provide the complete student information and records, including an IEP or Section 504 service agreement, if applicable. Within ten (10) business days, the prior school entity located within Pennsylvania, including schools with residential placements, shall provide the requested information and records to ensure proper transfer of course credits, grades and an IEP or Section 504 service agreement, if
- 5. Develop and execute a graduation plan in collaboration with the student in grades nine (9) through twelve (12). The graduation plan shall be customized to meet the specific needs of the student and shall detail the courses necessary for on-time graduation and transition to postsecondary education or the workforce. The graduation plan shall be included in the student's education records.

Additional Responsibilities to Support Homeless Students -

The district's point of contact shall ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents/guardians of homeless children and youths, and unaccompanied youths, including schools, shelters, public libraries and soup kitchens. Such notice shall be provided in a manner and form understandable to the parents/guardians of homeless children and youths, and unaccompanied youths.[27]

The district's point of contact shall provide reliable, valid and comprehensive data to the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program in accordance with federal and state laws and regulations.[27]

Training

The district's point of contact shall provide professional development and training to school staff on the education needs of students experiencing educational instability.

Additional Training to Support Homeless Students -

The district's point of contact shall participate in professional development programs and other technical assistance activities offered by the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program.[27]

The district's **point of contact** shall arrange professional development programs for school staff, including office staff.[27]

School personnel providing services to homeless children and youths, including school enrollment staff, shall receive professional development and support to:[27]

- 1. Improve identification of homeless children and youths and unaccompanied youths;
- 2. Understand the rights of such children, including requirements for immediate enrollment and transportation; and
- 3. Heighten the awareness of, and capacity to respond to, the educational needs of such children.

Guidelines

Students enrolled in this district experiencing educational instability shall be provided support and services, as appropriate to each individual student's needs, in accordance with Board policy. $[\underline{4}]$

Minimal documentation shall be required for a student experiencing educational instability to qualify for supports and services. Information used to determine that a student is experiencing educational instability may be confirmed verbally, in writing or by another manner by shelter providers, outreach workers, case managers, juvenile probation officers and others.

Parents/Guardians and students have the authority to determine what information shall be shared with the district.

Information related to the student's educational instability status shall be confidential and disclosed by the point of contact or other administrators only to other school staff who have a legitimate need to know unless authorized by the student or parent/guardian.[29][30]

Enrollment

Except when an unaccompanied youth or the parents/guardians of a homeless youth request otherwise, it shall be presumed that a student experiencing educational instability shall continue to be enrolled in their school of origin unless it is determined that it is not in the student's best interest to remain in the school of origin.[5][27]

In accordance with the **homeless** child's or youth's best interest, the district shall continue to enroll a homeless student in **the student's** school of origin **within the district** while **the student** remains homeless and through the end of the academic year in which **the student** obtains permanent housing.

[27]

An unaccompanied youth or the parents/guardians of a homeless student may request enrollment in any grade-appropriate school within the district regardless of the district attendance area where the student is actually living or a school of origin in another district.[27]

The district's **point of contact** shall assist an unaccompanied youth in placement or enrollment decisions, giving priority to the views of the student in determining where **the student** will be enrolled.

[27]

Best Interest Determination -

The best interest determination shall be made in accordance with federal and state laws and regulations, court orders and established local procedures.

In making a best interest determination, the district shall: [5][27]

- 1. In the case of a homeless child or unaccompanied youth, give priority to the request of the parent/guardian or unaccompanied youth.
- 2. Consider student-centered factors related to impact of mobility on achievement, education, appropriateness of the current educational setting, health and safety, and proximity to living arrangements including foster care placement.

The cost of transportation shall not be used as a factor in the best interest determination.

Documentation related to the best interest determination shall be maintained in the student's

Timeliness of Enrollment -

When a school receives a student experiencing educational instability, the school shall immediately enroll the student and begin instruction, even if: [4][5][7][29][30][31][32][33][34][35]

- 1. The student is unable to produce records normally required for enrollment. [27][31]
- 2. The application or enrollment deadline has passed. [27][31][32]

The district's **point of contact** shall immediately contact the school last attended by the **student** to obtain relevant academic or other records.[27]

The district may require a parent/guardian to submit contact information.

Grade Level Assignment -

If the district is unable to determine the student's grade level due to missing or incomplete records, the district may administer tests or utilize appropriate means to determine the student's assignment within

Dispute Resolution

If a dispute involving a student experiencing educational instability arises, the concern shall be addressed and/or resolved at the lowest appropriate level in accordance with Board policy, unless otherwise stated below.[37]

Dispute Resolution for Homeless Students -

If the district determines that it is not in the student's best interest to attend the school of origin or the school requested by the unaccompanied youth or parent/guardian, the district shall provide the unaccompanied youth or parent/guardian with a written explanation of the reasons for its determination. The explanation shall be in a manner and form understandable to the unaccompanied youth or parent/guardian and shall include information regarding the right to appeal.[27]

If a dispute arises over eligibility, enrollment or school selection: [27]

- 1. The parent/guardian or unaccompanied youth shall be referred to the district's point of contact, who shall assist in the dispute resolution process.
- 2. The student shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals.
- 3. The district's **point of contact** shall issue a written decision of the dispute within twenty (20) business days of being notified of the dispute.

A parent/guardian or unaccompanied youth may file a complaint with the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program.

Dispute Resolution for Students in Foster Care -

If a dispute arises over the appropriate school placement for a child in foster care, to the extent feasible and appropriate, the child shall remain in their school of origin, pending

{ } Students Discharged From Foster Care

A student who has been discharged from foster care may be permitted to fir	_
() school year	ish the
() semester	
in this district, if appropriate,	
() with payment of tuition.	
() without payment of tuition.	
Education Desart	

Education Records

Information about a student's educational instability shall be treated as a student education record subject to the protections of the Family Educational Rights and Privacy Act (FERPA), and shall not be deemed to be directory information.[29][30][39]

The district may disclose personally identifiable information from the education records of a student without written consent of the parent/guardian or the eligible student if the

- 1. To comply with a court order authorizing the disclosure of education records in a case where a parent is a party to a proceeding involving child abuse or neglect or a
- 2. To an agency caseworker or other representative of a state or local child welfare agency, or tribal organization, who has the right to access a student's case plan, as defined and determined by the state or tribal organization, when such agency or organization is legally responsible, in accordance with state or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the state or tribal laws applicable to protecting the confidentiality of a student's education records.

Comparable Services

Students experiencing educational instability shall be provided services comparable to those offered to other district students including, but not limited to:[3][27][40]

- 1. Transportation services.[10]
- 2. School nutrition programs.[21]
- 3. Career and technical education.[12]

4. Educational programs for which the student meets the eligibility criteria, such as:

- a. Services provided under Title I or similar state or local programs.[41]
- b. Programs for English **Learners.**[42]
- c. Programs for students with disabilities.[11]
- d. Programs for gifted and talented students.[16]
- 5. **{ }** Preschool programs.

Transportation for Homeless Students -

The district shall provide transportation for homeless students to their school of origin or the school they choose to attend within the district. [3][10][27]

If the school of origin is outside district boundaries or homeless students live in another district but will attend their school of origin in this district, the school districts shall agree upon a method to apportion the responsibility and costs of the transportation.[27]

Transportation for Students in Foster Care -

The district shall ensure that children in foster care needing transportation to their school of origin promptly receive transportation in a cost-effective manner.[6][10]

To ensure that transportation for children in foster care to their school of origin is provided, arranged, and funded, the district shall collaborate with the local children and youth agency to develop a local transportation plan. $[\underline{6}]$

The transportation plan shall address the following: [6]

- 1. The procedure the district and local children and youth agency will follow to provide transportation for children in foster care in a cost-effective manner and in accordance with applicable law. [8]
- 2. How transportation costs will be covered if additional costs are incurred. Options include:
 - a. The local children and youth agency agrees to reimburse the district;
 - b. The district agrees to pay for the cost;[6]
 - c. The district and the local children and youth agency agree to share the costs; or
 - d. The district of origin, the district of foster residence, and the placing children and youth agency agree to share the costs.
- 3. Dispute resolution procedures to ensure that any disagreements regarding the cost of transportation are resolved promptly and fairly, and do not impact a student's ability to remain in the school of origin during the dispute resolution process.

The district shall submit the local transportation plan, including any updates or revisions, to the Pennsylvania Department of Education.

Transportation shall be provided to children in foster care in accordance with the local transportation plan regardless of whether transportation is provided to district students.

Course Credit and Graduation

The district shall ensure that each student experiencing educational instability in grades nine (9) through twelve (12) is provided with a graduation plan to facilitate the student's timely graduation. The graduation plan shall specify the courses and other requirements necessary for the student to graduate. The district's efforts to ensure that the student experiencing educational instability graduates in a timely manner may include:[4][5][6]

- 1. Waiving a specific course required for graduation if similar coursework has been satisfactorily completed in another school entity or the student has demonstrated competency in that content area. Evidence as to whether coursework has been satisfactorily completed and the amount of full or partial credit assigned, may be determined through any of the following:[4][19]
 - a. Competency demonstration, which could include, but is not limited to:
 - i. Submission of an essay, presentation or project.
 - ii. Recognition that the student has already successfully completed a higherlevel course, an experiential learning opportunity or internship that demonstrates competence in the content area.
 - b. Performance on an examination.
 - c. Successful completion of a career and technical education course.
 - d. Other evidence or method determined appropriate by the district.
- If a specific course requirement cannot be waived, the district shall provide an alternative or modified course of study that is currently offered to students and that will assist the student with acquiring the required work or competency requirements by the anticipated graduation date.
- 3. If, after considering full and partial course credits, waiving courses or providing alternative courses of study, the district determines that the student meets the established graduation requirements, the student shall be allowed to participate in the graduation ceremony and graduate with their peers.

If the student is determined not eligible for graduation, the district may request a high school diploma from the prior school entity. The prior school entity may issue a diploma if the student meets the prior school entity's graduation requirements.

Keystone Diploma -

In any school year for which demonstration of proficiency on a Keystone exam is required for graduation, a student who has successfully satisfied the graduation requirements may obtain a secondary school diploma known as the Keystone Diploma from the PA Department of Education, if both of the following provisions apply:[4][43]

- 1. All other graduation options have been exhausted.
- 2. The student is unable to obtain a diploma from the student's prior or receiving school entity.

The district's point of contact shall assist the student in determining the student's eligibility for a Keystone Diploma and, if eligible, obtaining the Keystone Diploma from the PA Department of Education. [4][43]

Students with Disabilities -

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Students experiencing educational instability who have an IEP shall maintain the right to special education and the right to graduate either through attainment of credits or through the completion of the goals established in their IEP.[11][19]

Students with an IEP may elect to remain in school until age twenty-one (21) even if the district determines there is an earlier pathway to graduation. Such students may participate in the graduation ceremony with their current graduating class, even if the student elected to

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Legal

- 1. 22 PA Code 11.18
- 2. 24 P.S. 1305
- 3. 24 P.S. 1306
- 4. 24 P.S. 1331.1
- 5. 20 U.S.C. 6311
- 6. 20 U.S.C. 6312
- 7. 42 U.S.C. 11431 et seq
- 8. 42 U.S.C. 675
- 9. Pol. 221
- 10. Pol. 810
- 11. Pol. 113
- 12. Pol. 115
- 13. Pol. 121
- 14. Pol. 122
- 15. Pol. 123
- 16. Pol. 114
- 17. Pol. 231
- 18. Pol. 124
- 19. Pol. 217
- 20. Pol. 223
- 21. Pol. 808
- 22. Pol. 110
- 23. 23 Pa. C.S.A. 6301 et seq
- 24. 42 Pa. C.S.A. 6301 et seq
- 25. 45 CFR 1355.20
- 26. 42 U.S.C. 11434a
- 27. 42 U.S.C. 11432
- 28. Pol. 103.1
- 29. Pol. 113.4
- 30. Pol. 216
- 31. Pol. 200

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- 33. Pol. 203
- 34. Pol. 204
- 35. Pol. 209
- 36. Pol. 206
- 37. Pol. 906
- 38. Pol. 202
- 39. 20 U.S.C. 1232g
- 40. Pol. 146
- 41. Pol. 918
- 42. Pol. 138
- 43. 24 P.S. 121
- 20 U.S.C. 6301 et seq
- 22 PA Code 403.1
- 34 CFR Part 99
- 67 Fed. Reg. 10698
- PA Education for Homeless Children and Youth State Plan

Basic Education Circular, August 1, 2022: Act 1 of 2022 - Assisting Students Experiencing Education Instability

Ensuring Educational Stability for Foster Care Youth - Transportation Plan Guide



Book

Policy Manual

Section

800 Operations

Title

Transportation

Code

810 Vol IV 2022

Status

First Reading

Adopted

February 3, 2003

Last Revised

June 1, 2009

<u>Purpose</u>

Transportation for students shall be provided in accordance with law and Board policy.

Definitions

School bus means 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 means 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 contract for school bus 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]

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][11]

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. [12][13][14][15][16]

The Board shall provide transportation for eligible resident students who are enrolled in nonpublic schools or charter schools as required by law.[2][4][17]

1/19/23, 1:48 PM BoardDocs® PL

The Board shall provide transportation for children in foster care in accordance with federal and state laws and regulations, and the local transportation plan. [18][19]

The Board shall provide transportation for homeless children and youths in accordance with federal and state laws and regulations. [19][20]

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. [21]

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. [22][23]

Delegation of Responsibility

The school bus 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. { } Establish administrative regulations that specify the number of chaperones to accompany students in connection with school-related activities and field trips. [7][24]
- 5. $\{X\}$ Prepare a district map or schedule indicating each bus stop and bus route. [Z]

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. [15][16][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]

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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]

NOTES:

Title 22, Sec. 23.4 - discipline, field trips, contracted negotiations, records

Title 22, Sec. 23.6 - authorized passengers

Computation of distance - 1366

Field Trips - 24 P.S. Sec. 517 (farm show), 1361 (nonpublic); Title 22, Sec. 23.4

Ten-mile boundaries - 1361

Other boundaries - 1 1/2 miles - 1362

Payments/reimbursements - 2541, 2542, Title 22 Sec. 23.31-23.40

Transportation - Title 22, Chapter 23

School Buses/Vehicles - Title 67, Chapter 171

Bus Drivers Minor Children - Title 22 Sec. 23.6

Definitions of motor vehicle - Vehicle Code - 75 Pa. C.S.A. Sec. 102

If the district has existing language in policy on transportation routes and stops, which addresses students being limited to a single bus stop or single residence, recommend reviewing the language with the solicitor based on recent court cases regarding student transportation and residency (*Watts v Manheim Township SD, Wyland v West Shore SD*). Consult Legal with questions.

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Legal

- 1. 75 Pa. C.S.A. 102
- 2. 24 P.S. 1361
- 3. 24 P.S. 1362
- 4. 24 P.S. 1726-A
- 5. 22 PA Code 23.1
- 6. 22 PA Code 23.2
- 7. 22 PA Code 23.4
- 8. Pol. 610
- 9. Pol. 611
- 10. Pol. 818
- 11. 67 PA Code 447.1 et seq
- 12. 22 PA Code 23.3
- 13. 24 P.S. 1374
- 14. Pol. 103
- 15. Pol. 103.1
- 16. Pol. 113
- 17. Pol. 140
- 18. 20 U.S.C. 6312
- 19. Pol. 251
- 20. 42 U.S.C. 11432
- 21. 35 P.S. 4601 et seq
- 22, 35 P.S. 4608
- 23. 67 PA Code 212.101
- 24. Pol. 121
- 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
- 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

20 U.S.C. 6301 et seq

42 U.S.C. 11431 et seq

49 CFR Part 37

49 CFR Part 38

Pol. 810.1

SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT | 2023-2024 CALENDAR

Jul 4: Independence Day

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Jan 1: New Year's Day Jan 15: Weather Day (1)

22/22 98/100

Aug 31: Professional Day

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Feb 19 Weather Day (2)

20/20 118/120

Sept 1: Act 80 Day Sept 4: Schools Closed-**Labor Day** Sept 5: Student First Day

20/20
20/21

22/22 42/43

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Mar 29: Schools Closed

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Apr 1: Weather Day (4) Apr 2: Weather Day (3)

20/20 158/160

Nov 20-21: Act 80 Days Nov 22: Professional Day Nov 23: Thanksgiving Day Nov 24: Schools Closed Nov 27: Schools Closed

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May 24: Weather Day (2) May 27: Schools Closed-Memorial Day May 31: Student Last Day May 31: Commencement

21/21 179/181

Dec 25: Christmas Day Dec 26-29: Schools Closed

> 16/16 76/78

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Board Approval: 1st Reading: (DATE)

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Board Approval: 2nd Reading: (DATE)

Jun	3:	Act	80 Day

Total Days

1/1 180/182

180 Student Days Teacher Days K-12 Act 80 Full Day Professional Days Weather Days

Rev:01-10-2023



District Office 515 West Central Avenue

South Williamsport, PA 17702 P: (570) 327-1581 • F: (570) 326-0641 www.swasd.org

Principal Spotlight Central Elementary January Board Meeting

- Benchmark testing with Acadience/DIBELS for reading took place from December 12 until January 6, 2023, from which the results were shared at the January 9, 2023 work session. Our 5/6 Acadience benchmark will take place during the week of January 23 27.
- Working with IU 17 in a program called Accelerate Learning, a group of volunteer teachers at Central Elementary will be meeting beginning in January to work on improving school culture to improve student learning and to provide feedback on implementation of programs.
- At Central Elementary, our PBIS teams, both Tier I (for all students) and Tiers II and III continue to work together to improve our offerings for students related to behavioral expectations.
- On January 12th, teachers from Selinsgrove School District visited our K − 2 classrooms at Central to observe Amplify CKLA. The principal and some teachers were impressed with our use of structure literacy. Wyalusing School District will be visiting next to watch CKLA.
- We have some trainings coming up in February with Amplify for our K-2 teachers related to their journeys in CKLA so far.

South Williamsport Area School District District Office



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Principal Spotlight Rommelt Elementary January Board Meeting

- The week of 1/11/23-1/15/23, all students in Grades 3-8 completed the NWEA MAP Assessments in Math and ELA. Students in Grades 5-8 completed Science Assessments as well. On 2/17/22, NWEA is scheduled to provide Professional Development regarding student growth and goal-setting for teachers in Grades 3-8.
- Teachers in Grades 7 & 8 recently participated in Study Island Professional Development to learn how our MAP assessment data can be used to develop individualized learning pathways for students to improve their Math and ELA skills and prepare for them for the PSSAs. Teachers in Social Studies and Science will be able to use Study Island to supplement their instruction and/or assign practice for eligible content.
- Rommelt benchmark testing with Acadience/DIBELS is scheduled 1/23/23 1/27/23. This assessment will give 5th and 6th grade teachers information regarding their students' reading fluency and comprehension skills.
- Students in grades 3-12 will take the second Panorama Mental Health Survey on 1/25/23, and guidance counselors will use that information to support students as needed. The K-2 teachers will complete the surveys in regard to their current students.
- All families in the district received a December Student Services Newsletter, and it was posted to Facebook. This newsletter contained important information regarding our Second Step Program, the School Bullying Policy, the Safe-2-Say app, the Panorama Survey, and available mental health community supports for families in need.
- In an attempt to beat the winter blahs and boost student attendance, Rommelt teachers created a Themed Attendance Spirit week for 1/9/23-1/13/23. For students who participated, there were drawings for daily prizes including JV/Varsity game tickets.



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Principal Spotlight Junior/Senior High School January Board Meeting

- Mini-THON kick-off assembly was Friday, January 13th. This event gets students ready for the Mini-THON event in March (3rd and 4th).
- Ben Manning was selected to represent South Williamsport at the Education Celebration. This event recognizes a student from each area high school for their academic and extra-curricular achievements. All students receive a scholarship with one student winning the grand prize. Ben will be honored in March.
- The musical Grease will be performed on February 2nd, 4th, and 5th.



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Special Education Spotlight January Board Meeting

- Paraprofessionals hired this year requiring highly qualified training received that training by the IU on January 10, 2023. All who participated passed the HQ exam.
- Currently advertising for a special education teacher to fill position at Central upon recent resignation and reassignment of an internal staff member
- The ninth graders have completed a career essay for their language arts class. They looked into job descriptions, education and training requirements, salary, job outlook (how many jobs will be available in the future), and job responsibilities. Overall, students learned more about a career they were interested in and improved their writing skills.
- \bullet Dr. Bollinger (Learning Support Teacher for $9^{th}/10^{th}$ grade) will have a student teacher starting with her on January 24^{th}



Keep Looking.

Keep Learning.

LEARN · CREATE · DISCOVER · EXPLORE · INNOVATE

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Technology Spotlight January Board Meeting

- **E911 Phone System Upgrade:** Currently working with the IU on the Federally mandated e911 phone system upgrade. This involves programming changes in the system, a new phone switch, and replacement of almost all District phones. This expense will be coming in the 2023-24 budget and will be completed over the summer.
- River Valley Back-up Internet Connection: All the local Districts are working with the IU and River Valley Internet to provide a back-up Internet connection for all local Districts if the RWAN goes down. This will be an immediate cut-over to River Valley, so there will be no internet down time. This is important with all the current technologies and classroom needs for internet access. Proposal is on the next IU Board Agenda for approval. Once approved by IU, contracts and costs will be present to each school board for approval. Probably at February or March meeting.
- Website Changes:
 - The following changes have been done:
 - Events Calendar Updated to include all Board meetings, school events and Winter Sports (Spring Sports will be added by end of February)
 - Students, Shortcuts, Staff buttons on left side of webpage have been relocated to top Blue Bar (Events button was eliminated)
 - Schools Drop down menu Cleaned-up to just list schools
 - Core Beliefs section removed (Old Content) and replaced with District Foundation Link
 - District News at bottom with Facebook posts has been eliminated (current plugin is very buggy). This may return at a later date with different plugin and layout
 - Updated Policies and important policies page will be updated soon
- **Door Security:** Working with CompuGen on an updated Door Security System that will replace our current system. The new system will provide:
 - o Door sensors on all doors that will notify Administration if a door is ajar.
 - Will tie system to video cameras and will automatically send images to Admin if door is ajar.
 - Updated system monitoring in all offices and also Officer Samar's
 - More details and board approval coming once quote is complete.