



March 6, 2023

6:00 P.M.
H.S. 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

Work Session of the Board

The board may vote on any items that properly come before the board.

Opening

Call to Order

Silent Meditation & Pledge of Allegiance

Roll Call

Preliminary Comments on Agenda Items

Action Items

1. Employment
2. Overnight Field Trip Request – Attachment #1

Items for Discussion

1. Carnegie Learning Presentation
2. Second Step Curriculum Additions – Attachment #2
3. Update on Central Elementary School Renovations and Timeline – Attachment #3
 - A. Dr. Briggs Timeline Presentation
 - B. SiteLogiq Update
4. Letter of Agreement – Attachment #4
5. Demolition of House and Tree Removal – Attachment #5
6. Jr/Sr High School – Auditorium Upgrades
7. Penn Strategies Proposal – Attachment #6

Old Business

New Business

Courtesy to the Floor

Final Remarks by Board Members

EXECUTIVE SESSION

There will be an Executive Session after the work session regarding negotiations.

Adjournment

ACTION ITEMS

1. Employment

It is recommended the school board approve Ann Elyse Schopfer as the Long-Term Substitute for 2nd Grade beginning February 17, 2023 through end of 2022-2023 school year.

It is recommended the school board approve Erin Zollars as the Long-Term Substitute for 3rd Grade beginning mid-March through end of 2022-2023 school year.

Retirement:

Dr. Briggs accepted the resignation, for retirement purposes, from Lorri Amrom, Secretary at Rommelt Elementary. Resignation/retirement is effective June 14, 2023.

2. Overnight Field Trip Request – Attachment #1

It is recommended the school board approve Jessica Kaledas' overnight field trip request to take one student to Midd West High School/Susquehanna University on March 22-24, 2023 for the All-State Ensemble.

ITEMS FOR DISCUSSION

1. Carnegie Learning Presentation

Mrs. Hilarie German, High School Math Teacher, will update the board on the Carnegie Learning process.

2. Second Step Curriculum Additions – Attachment #2

Dr. Briggs will discuss the Second Step Curriculum Additions such as the Child Protection Unit for Early Learning and Learning for Justice Lesson.

3. Update on Central Elementary School Renovations and Timeline – Attachment #3

A. Dr. Briggs will present, to the Board, information regarding the Central Elementary Renovations and Timeline.

B. SiteLogiQ will update the board the Central Elementary Renovations and Timeline.

4. Letter of Agreement – Attachment #4

It is recommended the school board approve the Letter of Agreement with the Meadows Psychiatric Center. The school district does not refer kids to this center however the District is responsible for providing an educational service while at this facility.

5. Demolition of House and Tree Removal – Attachment #5

It is recommended the school board review the three demolition quotes for the house adjacent to Central Elementary and proceed with implementing the successful vendor for board approval at the March 20th board meeting.

6. Jr/Sr High School – Auditorium Upgrades

It is recommended the school board discuss upgrades to the Jr/Sr High School Auditorium.

7. Penn Strategies Proposal - Attachment #6

Dr. Briggs will discuss the Penn Strategies Proposal with the Board.

Field Trip Request

[Print Form](#)


South Williamsport Area
School District
515 West Central Ave.
South Williamsport, PA
17702
Phone: 570-327-1581
Fax: 570-326-0641
www.swasd.org

Teacher: **Jessica Kaledas**
Grade / Club **9-12 Band**
Building **Jr / Sr High School**
Date of Application **February 20, 2023**

General Information

Place to be Visited **Midd West HS/Susquehanna U.**
Date of Visitation **March 22-24, 2023**
Number of Students **1**
Number of Faculty **1**
Additional Chaperones

Transportation

Transportation Needs **None Required**
Departure Time **2:30PM, March 22**
Time Leaving Destination **9PM, March 24**

Explain how this trip is related to specific course objectives or will enhance other learning outcomes:

Lila auditioned and was accepted into this ensemble. She will have the opportunity to play with talented musicians from the Central Pennsylvania Region. She will audition for the All-State ensemble on Friday, March 22. She will be conducted by Dr. Eric Hinton from Susquehanna University.

Additional information if needed:

See attached schedule.

Fees

Admission Fees (\$) **160**
Funding Source for Admission **Budgeted**
Funding Source for Transportation **Budgeted**

Substitute Coverage

Number and duration of coverage needed:

2 days - 1 substitute

Is this an out of state trip? **NO**
Is this an overnight trip? **YES**

Approval / Signature Required

Principal:

Jessie Smith

Superintendent:

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



PMEA Region IV Band Festival
Mid-West High School/Susquehanna University
March 22-24, 2023
Dr. Eric Hinton, Guest Conductor
Miss Lexi Bixler & Mrs. Stacy Hostetter, Host Directors

Directors' Schedule

Wednesday, March 22, 2023

Location: **Mid-West High School (MWHS)**

Director Room-MWHS Library; Tally Room-MWHS Library Classroom

3:30pm-5:00pm	Arrival and registration at MWHS
5:00pm-6:00pm	Student and Director dinner in MWHS cafeteria
6:00pm-6:30pm	Audition In-Service Meeting for Directors in library
6:30pm-7:00pm	Directors select audition music and move to designated audition rooms
7:00pm-9:00pm	Auditions
9:15pm	Load buses
9:30pm-10:00pm	Students are bused to Susquehanna University (SU) for large instrument/uniform drop off and hotel
10:30pm-11:00pm	Room check/lights out

Thursday, March 23, 2023

Location: **Susquehanna University, Weber Chapel**

Director Room-Old Choir Rehearsal Room (located in downstairs of Weber Chapel)

Audition Room-Horn Chapel (located in upstairs of Weber Chapel)

6:30am-8:00am	Student breakfast at hotel
8:15am	Students board buses, depart hotel
8:30am	Students arrive at SU, Weber Chapel
8:30am-9:00am	Students seated on stage & meet guest conductor
9:00am-11:00am	All-State pool, tiebreakers, and at large instrument auditions OR Student rehearsal in Weber Chapel
11:15am-12:15pm	Student lunch in Evert Dining Hall
12:30pm-1:30pm	Policy and Procedures meeting
12:30pm-4:45pm	Student rehearsal in Weber Chapel
5:00pm-6:00pm	Student dinner in Evert Dining Hall
6:00pm-7:30pm	Student rehearsal in Weber Chapel
7:30pm-8:30pm	SU music performance in Cunningham Center for Music and the Arts (CCMA)
8:30pm-8:45pm	Load buses and depart for hotel
10:00pm	Room check/lights out

Friday, March 24, 2023

Location: **Susquehanna University, Weber Chapel**

6:30am-8:00am	Student breakfast at hotel
8:15am	Students board buses, depart hotel
8:30am	Students arrive at SU, Weber Chapel
8:45am-11:00am	Student rehearsal in Weber Chapel
9:30am-10:30am	Business Meeting for Directors
11:15am-12:15pm	Student lunch in Evert Dining Hall
12:30pm-4:15pm	Student rehearsal in Weber Chapel
4:15pm-4:45pm	Students move luggage to changing rooms (downstairs in Weber Chapel)
4:45pm-5:00pm	Move to Evert Dining Hall for banquet
5:00pm-6:00pm	Banquet in Evert Dining Hall
6:00pm-6:45pm	Move back to Weber Chapel, change into uniforms, get instrument, head to stage
6:45pm-7:00pm	Photo on stage
7:15pm-7:25pm	Students on stage-warm-up and tuning
7:25pm-7:30pm	Pre-Concert Ceremonies
7:30pm-8:30pm	CONCERT
8:30pm-9:00pm	Students meet families in Weber Chapel, departure



SCOPE AND SEQUENCE

Child Protection Unit for Early Learning–Grade 5

Early Learning

	Concepts	Objectives—Children will be able to
Week 1 Ways to Stay Safe	<p>Grown-ups should take care of you and keep you safe</p> <p>There are Ways to Stay Safe: Stop and think, say words that mean no, and tell a grown-up</p> <p>There are rules you follow to stay safe</p> <p>Following the Always Ask First Rule helps you stay safe</p>	<p>Identify common safety rules for guns, fire, riding on wheels, crossing streets, riding in a car, water, sharp tools, and dogs</p> <p>Demonstrate using the Ways to Stay Safe</p>
Week 2 The Always Ask First Rule	<p>Always ask a parent or the bigger person in charge first</p> <p>Following the Always Ask First Rule helps you stay safe</p>	<p>Demonstrate following the Always Ask First Rule</p> <p>Identify the person they should ask first</p>
Week 3 Safe and Unsafe Touches	<p>When you haven't been able to get mean behaviors to stop, you should tell a caring adult</p> <p>If you practice reporting bullying, it's easier to report bullying when it really happens</p> <p>Reporting is an assertive behavior (Grade 3 only)</p>	<p>Identify caring adults to talk to about bullying or mean behaviors</p> <p>Differentiate between tattling and reporting</p> <p>Demonstrate how to report bullying</p>
Week 4 The Touching Rule	<p>A bigger person should never touch your private body parts except to keep you healthy (Touching Rule)</p> <p>Remembering the Touching Rule helps you stay safe</p> <p>It is never your fault if someone breaks the Touching Rule</p>	<p>Identify private body parts</p> <p>Identify the Touching Rule</p> <p>Apply the Ways to Stay Safe in response to scenarios where someone breaks the Touching Rule</p>

Early Learning (CONT.)

	Concepts	Objectives—Children will be able to
Week 5 Practicing Staying Safe	<p>Never keep secrets about touching</p> <p>It is never too late to tell a touching secret; keep telling until someone helps you</p>	<p>Identify the Touching Rule</p> <p>Apply the Ways to Stay Safe in response to scenarios where someone breaks the Touching Rule</p>
Week 6 Reviewing Safety Skills	<p>Remembering and using rules helps you stay safe</p>	<p>Apply the rules and skills learned to scenarios presented in a video</p>

Kindergarten

	Concepts	Objectives—Students will be able to
Lesson 1 Ways to Stay Safe	<p>Adults should take care of you and keep you safe</p> <p>The Ways to Stay Safe are: Recognize, Refuse, Report</p> <p>Following the Never-Never Rules helps you stay safe</p>	<p>Identify common safety rules (Never-Never Rules) for guns, fire, riding on wheels, crossing streets, riding in a car, water, sharp tools, and dogs</p> <p>Recognize safe and unsafe situations</p> <p>Demonstrate applying the Ways to Stay Safe</p> <p>Apply assertiveness skills in response to scenarios where they need to refuse to break a Never-Never Rule</p>
Lesson 2 The Always Ask First Rule	<p>Always ask a parent or the person in charge first (Always Ask First Rule)</p> <p>Following the Always Ask First Rule helps you stay safe</p>	<p>Demonstrate following the Always Ask First Rule</p> <p>Identify the person they should ask first</p> <p>Demonstrate assertively saying who they should ask first</p>
Lesson 3 Safe and Unsafe Touches	<p>Safe touches help you feel cared for and loved</p> <p>Unsafe touches hurt your body or feelings</p> <p>You can say words that mean no to any kind of touch you don't want</p>	<p>Identify safe and unsafe touches</p> <p>Refuse unsafe touches assertively</p> <p>Refuse unwanted touches assertively</p>
Lesson 4 The Touching Rule	<p>A bigger person should never touch your private body parts except to keep you healthy (Touching Rule)</p> <p>Private body parts are private because they're not to be seen or touched by others</p> <p>Remembering the Touching Rule helps you stay safe</p> <p>It is never your fault if someone breaks the Touching Rule</p>	<p>Identify private body parts</p> <p>Identify the Touching Rule</p> <p>Apply the Ways to Stay Safe in response to scenarios where someone has broken the Touching Rule</p>
Lesson 5 Practicing Staying Safe	<p>Never keep secrets about touching (Never Keep Secrets Rule)</p> <p>It is never too late to report a broken Touching Rule</p> <p>Keep reporting until someone helps you</p>	<p>Identify the Touching Rule</p> <p>Identify the Never Keep Secrets Rule</p> <p>Apply assertiveness skills to report in response to scenarios where someone has broken the Touching Rule and the Never Keeps Secrets Rule</p> <p>Apply the Ways to Stay Safe in response to scenarios where someone has broken the Touching Rule and the Never Keep Secrets Rule</p>
Lesson 6 Reviewing Safety Skills	<p>Remembering and using rules helps you stay safe</p>	<p>Apply the rules and skills learned to scenarios presented in a video</p>

Grade 1

	Concepts	Objectives—Students will be able to
Lesson 1 Ways to Stay Safe	<p>Adults should take care of you and keep you safe</p> <p>The Ways to Stay Safe are: Recognize, Refuse, Report</p> <p>Following the Never-Never Rules helps you stay safe</p>	<p>Identify common safety rules (Never-Never Rules) for guns, fire, riding on wheels, crossing streets, riding in a car, water, sharp tools, and dogs</p> <p>Recognize safe and unsafe situations Demonstrate applying the Ways to Stay Safe</p> <p>Apply assertiveness skills in response to scenarios where they need to refuse to break a Never-Never Rule</p>
Lesson 2 The Always Ask First Rule	<p>Always ask a parent or the person in charge first (Always Ask First Rule)</p> <p>Following the Always Ask First Rule helps you stay safe</p>	<p>Demonstrate following the Always Ask First Rule</p> <p>Identify the person they should ask first</p> <p>Demonstrate assertively saying who they should ask first</p>
Lesson 3 Safe and Unsafe Touches	<p>Safe touches help you feel cared for and loved</p> <p>Unsafe touches hurt your body or feelings</p> <p>You can say words that mean no to any kind of touch you don't want</p>	<p>Identify safe and unsafe touches</p> <p>Refuse unsafe touches assertively</p> <p>Refuse unwanted touches assertively</p>
Lesson 4 The Touching Rule	<p>A person should never touch your private body parts except to keep you healthy (Touching Rule)</p> <p>Private body parts are private because they're not to be seen or touched by others</p> <p>Remembering the Touching Rule helps you stay safe</p> <p>It is never your fault if someone breaks the Touching Rule</p>	<p>Identify private body parts</p> <p>Identify the Touching Rule</p> <p>Apply the Ways to Stay Safe in response to scenarios where someone has broken the Touching Rule</p>
Lesson 5 Practicing Staying Safe	<p>Never keep secrets about touching (Never Keep Secrets Rule)</p> <p>It is never too late to report a broken Touching Rule</p> <p>Keep reporting until someone helps you</p>	<p>Identify the Touching Rule</p> <p>Identify the Never Keep Secrets Rule</p> <p>Apply assertiveness skills to report in response to scenarios where someone has broken the Touching Rule and the Never Keeps Secrets Rule</p> <p>Apply the Ways to Stay Safe in response to scenarios where someone has broken the Touching Rule and the Never Keep Secrets Rule</p>
Lesson 6 Reviewing Safety Skills	<p>Remembering and using rules helps you stay safe</p>	<p>Apply the rules and skills learned to scenarios presented in a video</p>

Grade 2

	Concepts	Objectives—Students will be able to
Lesson 1 Ways to Stay Safe	<p>Adults should take care of you and keep you safe</p> <p>The Ways to Stay Safe are: Recognize, Refuse, Report</p> <p>Following the Never-Never Rules helps you stay safe</p>	<p>Identify common safety rules (Never-Never Rules) for guns, fire, riding on wheels, crossing streets, riding in a car, water, sharp tools, and dogs</p> <p>Recognize safe and unsafe situations</p> <p>Demonstrate applying the Ways to Stay Safe</p> <p>Apply assertiveness skills in response to scenarios where they need to refuse to break a Never-Never Rule</p>
Lesson 2 The Always Ask First Rule	<p>Always ask a parent or the person in charge first (Always Ask First Rule)</p> <p>Following the Always Ask First Rule helps you stay safe</p>	<p>Demonstrate following the Always Ask First Rule</p> <p>Identify the person they should ask first</p> <p>Demonstrate assertively saying who they should ask first</p>
Lesson 3 Safe and Unsafe Touches	<p>Safe touches help you feel cared for and loved</p> <p>Unsafe touches hurt your body or feelings</p> <p>You can say words that mean no to any kind of touch you don't want</p>	<p>Identify safe and unsafe touches</p> <p>Refuse unsafe touches assertively</p> <p>Refuse unwanted touches assertively</p>
Lesson 4 The Touching Rule	<p>A person should never touch your private body parts except to keep you healthy (Touching Rule)</p> <p>Remembering the Touching Rule helps you stay safe</p> <p>Paying attention to uncomfortable feelings in your body can help you recognize when someone is breaking the Touching Rule</p> <p>It is never your fault if someone breaks the Touching Rule</p>	<p>Identify private body parts</p> <p>Identify the Touching Rule</p> <p>Apply reporting skills in response to scenarios where someone has broken the Touching Rule</p>
Lesson 5 Practicing Staying Safe	<p>Never keep secrets about touching (Never Keep Secrets Rule)</p> <p>It is never too late to report a broken Touching Rule</p> <p>Keep reporting until someone helps you</p>	<p>Identify the Touching Rule</p> <p>Identify the Never Keep Secrets Rule</p> <p>Apply the Ways to Stay Safe in response to scenarios where someone has broken the Touching Rule and the Never Keep Secrets Rule</p>
Lesson 6 Reviewing Safety Skills	<p>Remembering and using rules helps you stay safe</p>	<p>Apply the rules and skills learned to scenarios presented in a video</p>

Grade 3

	Concepts	Objectives—Students will be able to
Lesson 1 Ways to Stay Safe	<p>Adults should take care of you and keep you safe</p> <p>The Ways to Stay Safe are: Recognize, Refuse, Report</p> <p>Following the Never-Never Rules helps you stay safe</p>	<p>Identify common safety rules (Never-Never Rules) for guns, fire, riding on wheels, crossing streets, riding in a car, water, sharp tools, and dogs</p> <p>Recognize safe and unsafe situations Demonstrate applying the Ways to Stay Safe</p> <p>Apply assertiveness skills in response to scenarios where they need to refuse to break a Never-Never Rule</p>
Lesson 2 The Always Ask First Rule	<p>Always ask a parent or the person in charge first (Always Ask First Rule)</p> <p>Following the Always Ask First Rule helps you stay safe</p>	<p>Demonstrate following the Always Ask First Rule</p> <p>Identify the person they should ask first</p> <p>Demonstrate assertively saying who they should ask first</p>
Lesson 3 Safe and Unsafe Touches	<p>Safe touches help you feel cared for and loved</p> <p>Unsafe touches hurt your body or feelings</p> <p>You can say words that mean no to any kind of touch you don't want</p>	<p>Identify safe and unsafe touches</p> <p>Refuse unsafe touches assertively</p> <p>Refuse unwanted touches assertively</p>
Lesson 4 The Touching Rule	<p>A person should never touch your private body parts except to keep you healthy (Touching Rule)</p> <p>Remembering the Touching Rule helps you stay safe</p> <p>Paying attention to uncomfortable feelings in your body can help you recognize when someone is breaking the Touching Rule</p> <p>It is never your fault if someone breaks the Touching Rule</p>	<p>Identify private body parts</p> <p>Identify the Touching Rule</p> <p>Apply reporting skills in response to scenarios where someone has broken the Touching Rule</p>
Lesson 5 Practicing Staying Safe	<p>Never keep secrets about touching (Never Keep Secrets Rule)</p> <p>It is never too late to report a broken Touching Rule</p> <p>Keep reporting until someone helps you</p>	<p>Identify the Touching Rule</p> <p>Identify the Never Keep Secrets Rule</p> <p>Apply the Ways to Stay Safe in response to scenarios where someone has broken the Touching Rule and the Never Keep Secrets Rule</p>
Lesson 6 Reviewing Safety Skills	<p>Remembering and using rules helps you stay safe</p>	<p>Apply the rules and skills learned to scenarios presented in a video</p>

Grade 4

	Concepts	Objectives—Students will be able to
Lesson 1 Keeping Yourself Safe	<p>When you're on your own or just with friends, you are responsible for your own safety</p> <p>It's important to know what to do and who to contact in case of emergency</p> <p>The Ways to Stay Safe are: Recognize, Refuse, Report</p>	<p>Apply the Ways to Stay Safe in response to scenarios</p>
Lesson 2 Always Ask First	<p>Always ask a parent or the person in charge first before going somewhere, doing something, or accepting something from someone</p> <p>Following the Always Ask First Rule helps you stay safe</p> <p>If you are on your own, waiting until you can ask first will help you keep yourself safe</p>	<p>Identify how to apply the Always Ask First Rule in response to scenarios</p> <p>Identify how to use the Ways to Stay Safe in response to scenarios</p>
Lesson 3 Unsafe and Unwanted Touches	<p>Your body belongs to you</p> <p>Unsafe touches are never okay</p> <p>Paying attention to uncomfortable feelings in your body can help you recognize unwanted touches</p> <p>You can refuse any unwanted touch, even if it's safe</p>	<p>Understand the difference between unsafe and unwanted touches</p> <p>Identify and refuse unsafe and unwanted touches in response to scenarios</p>
Lesson 4 The Private Body Parts Rule	<p>Using the Ways to Stay Safe helps you stay safe if someone breaks the Private Body Parts Rule</p> <p>Private body parts are private. No one should ever touch or ask to see yours, except a doctor or nurse. No one should ever make you look at his or hers, or anyone else's. Never touch anyone else's.</p>	<p>Understand all parts of the Private Body Parts Rule</p> <p>Recognize when someone is breaking the Private Body Parts Rule</p> <p>Report the broken Private Body Parts Rule in response to scenarios</p>
Lesson 5 Practicing the Ways to Stay Safe	<p>Never keep secrets about someone breaking the Private Body Parts Rule</p> <p>It's never your fault if someone else breaks the Private Body Parts Rule</p> <p>Breaking the Private Body Parts Rule is wrong. People who break it may do things to keep it secret.</p>	<p>Identify what people who break the Private Body Parts Rule do to keep it secret</p> <p>Report a broken Private Body Parts Rule in response to scenarios</p>
Lesson 6 Reviewing Safety Skills	<p>Using the Ways to Stay Safe and following the Always Ask First Rule will help keep you safe</p> <p>Private body parts are private. They belong to you.</p> <p>Never keep secrets about broken rules</p>	<p>Recognize when a person has broken the Private Body Parts Rule</p> <p>Apply the Ways to Stay Safe and the Always Ask First Rule to scenarios from <i>Hannah Keeps Herself Safe</i></p>

**Grade 5**

	Concepts	Objectives—Students will be able to
Lesson 1 Keeping Yourself Safe	<p>When you're on your own or just with friends, you are responsible for your own safety</p> <p>It's important to know what to do and who to contact in case of emergency</p> <p>The Ways to Stay Safe are: Recognize, Refuse, Report</p>	<p>Apply the Ways to Stay Safe in response to scenarios</p>
Lesson 2 Always Ask First	<p>Always ask a parent or the person in charge first before going somewhere, doing something, or accepting something from someone</p> <p>Following the Always Ask First Rule helps you stay safe</p> <p>If you are on your own, waiting until you can ask first will help you keep yourself safe</p>	<p>Identify how to apply the Always Ask First Rule in response to scenarios</p> <p>Identify how to use the Ways to Stay Safe in response to scenarios</p>
Lesson 3 Unsafe and Unwanted Touches	<p>Your body belongs to you</p> <p>Unsafe touches are never okay</p> <p>Paying attention to uncomfortable feelings in your body can help you recognize unwanted touches</p> <p>You can refuse any unwanted touch, even if it's safe</p>	<p>Understand the difference between unsafe and unwanted touches</p> <p>Identify and refuse unsafe and unwanted touches in response to scenarios</p>
Lesson 4 The Private Body Parts Rule	<p>Using the Ways to Stay Safe helps you stay safe if someone breaks the Private Body Parts Rule</p> <p>Private body parts are private. No one should ever touch or ask to see yours, except a doctor or nurse. No one should ever make you look at his or hers, or anyone else's. Never touch anyone else's.</p>	<p>Understand all parts of the Private Body Parts Rule</p> <p>Recognize when someone is breaking the Private Body Parts Rule</p> <p>Report the broken Private Body Parts Rule in response to scenarios</p>
Lesson 5 Practicing the Ways to Stay Safe	<p>Never keep secrets about someone breaking the Private Body Parts Rule</p> <p>It's never your fault if someone else breaks the Private Body Parts Rule</p> <p>Breaking the Private Body Parts Rule is wrong. People who break it may do things to keep it secret.</p>	<p>Identify what people who break the Private Body Parts Rule do to keep it secret</p> <p>Report a broken Private Body Parts Rule in response to scenarios</p>
Lesson 6 Reviewing Safety Skills	<p>Using the Ways to Stay Safe and following the Always Ask First Rule will help keep you safe</p> <p>Private body parts are private. They belong to you.</p> <p>Never keep secrets about broken rules</p>	<p>Explain why it is important to use the Ways to Stay Safe</p> <p>Recognize when a person has broken the Private Body Parts Rule</p> <p>Apply the Ways to Stay Safe and the Always Ask First Rule to scenarios from <i>Lee Keeps Himself Safe</i></p>



ALIGNMENT CHART LEARNING FOR JUSTICE LESSONS

Second Step® Elementary and Second Step® Middle School

SECOND STEP® ELEMENTARY CLASSROOM KITS

Learning for Justice (formerly known as Teaching Tolerance) has designed a robust set of lessons with direct instruction on identity, diversity, justice, and action that complement and enhance social-emotional skills. Committee for Children has curated a set of Learning for Justice lessons that are aligned to Second Step Elementary and Second Step Middle School, as well as the CASEL core social-emotional learning (SEL) competencies. We recommend teaching these lessons in tandem with your Second Step® implementation to incorporate diversity, equity, and social justice work into your classroom's SEL plan.

What Is Second Step?

Second Step programs are universal, classroom-based, and designed to increase students' school success and decrease problem behaviors by promoting social-emotional competence. Second Step programs also include foundational skills essential for combating racism and promoting social justice, such as perspective-taking, empathy, and social connectedness. Second Step programs are recognized as CASEL "SElect," and Second Step lessons are closely aligned with CASEL's core competencies.

What Is CASEL?

Collaborative for Academic, Social, and Emotional Learning (CASEL) is the nation's leading organization advancing the development of academic, social, and

emotional competence for all students. CASEL has identified five interrelated SEL core competencies: self-management, self-awareness, social awareness, relationship skills, and responsible decision-making.

What Is Learning for Justice?

A respected leader in the field of anti-racism and anti-bias, Learning for Justice provides resources to educators who work with children from kindergarten through high school. These resources include classroom lessons, webinars, grants, podcasts, policy guides, and more. The lessons outlined in this chart enhance and support Learning for Justice's SEL work and align with Second Step programs. We encourage you to visit learningforjustice.org to explore the organization's full offerings.



Alignment of Second Step® Programs with Learning for Justice Lessons

	Learning for Justice Lesson	Grade Level	CASEL Domain	Equity Domain	In this lesson, students will ...	Second Step Grade					
						K	1	2	3	4	5
Grades K-5	It's Okay to Feel Different	K-5	Social Awareness	Identity, Diversity	Develop an understanding of the importance of diversity in a community.						
	Me and We: We Are All Similar and Different	K-5	Social Awareness	Diversity	Explore and appreciate the various similarities we all share, as well as our differences.	L5	L8	L8	L6, L8	L4, L6	L5, L6
	My Family Rocks!	K-5	Social Awareness	Diversity	Explore the definition of family, learn about different kinds of family structures, and explore what makes their own family unique.	L5	L8	L8	L6, L8	L4, L6	L5, L6
	Every Family Is the Same. Every Family Is Different.	K-5	Social Awareness	Diversity	Learn the concepts of "same" and "different," and create a graphic organizer that reflects similarities and differences between their family and a classmate's family.	L5	L8	L8	L6, L8	L4, L6	L5, L6
	Stitching It Together	K-5	Social Awareness	Diversity	Synthesize everything they've learned throughout the series to create a quilt that tells the story of their families and how they contribute to the classroom community.	L5	L8	L8	L6, L8	L4, L6	L5, L6
	Who Is an Immigrant?	K-5	Self-Awareness, Social Awareness	Identity	Examine themselves within various contexts—including family, culture, and community—as a means to better understand who they are as individuals and in relation to people around them.						
	Different Colors of Beauty	K-5	Self-Awareness, Social Awareness	Identity, Diversity, Justice, Action	Develop their racial or ethnic identities in a safe and open classroom environment.						
	Sharing Our Colors: Writing Poetry	K-5	Self-Awareness	Identity	Explore their own sense of racial identity by reading and writing poetry.						
	Family Colors: Interviewing Our Families	K-5	Self-Awareness	Diversity	Interview their families and develop a historical understanding of racial bias.						

Not all Learning for Justice lessons on this chart have an alignment with a specific Second Step lesson. Please teach these lessons in an order that makes sense for your classroom, in tandem with your SEL implementation.

Alignment of Second Step® Programs with Learning for Justice Lessons (continued)

	Learning for Justice Lesson	Grade Level	CASEL Domain	Equity Domain	In this lesson, students will ...	Second Step Grade					
						K	1	2	3	4	5
Grades K-5	Art and Activism	K-5	Self-Awareness, Social Awareness, Responsible Decision-Making	Action	Examine the ways art relates to community leadership and activism.						
	Cultural Relevancy in the Cafeteria	3-5	Social Awareness	Justice	Learn about the dietary guidelines of various ethnic and religious groups and then analyze their cafeteria's food offerings.				L6, L8	L4, L6	L5, L6
	Communication – The Total Impact of Your Message	3-5	Social Awareness	Diversity	Learn to embrace the concept of being culturally responsive and culturally sensitive.						
	In Our Own Words: A Storybook with a Purpose	3-5	Relationship Skills, Responsible Decision-Making	Action	Create and develop a culminating project to empower others in their community to stand up and make a difference.				L9	L9	L8
	Looking Closely at Ourselves	3-5	Self-Awareness	Identity	Explore race and self-identity by creating self-portraits to help develop detailed observational skills and use these skills in relation to themselves and others.						
	What's So Bad About "That's So Gay"?	3-5	Social Awareness	Justice	Examine how inappropriate language can hurt, and think of ways to end this kind of name-calling.						

Alignment of Second Step® Programs with Learning for Justice Lessons (continued)

	Learning for Justice Lesson	Grade Level	CASEL Domain	Equity Domain	In this lesson, students will ...	Second Step Grade		
						6	7	8
★ ★ ★	<u>Looking Closely at Ourselves</u>	6–8, 9–12	Self-Awareness	Identity	Explore race and self-identity by creating self-portraits to help develop detailed observational skills and use these skills in relation to themselves and others.		L8	L2
	<u>Using Photographs to Teach Social Justice Exploring Identity</u>	6–8, 9–12	Self-Awareness, Social Awareness	Diversity	Analyze two photographs, each dealing with a different element of identity.		L8	L2
	<u>The Shape of Home</u>	6–8, 9–12	Self-Awareness, Social Awareness	Diversity, Justice	Explore diverse concepts of “home” and find ways to deal with loss and make fellow students feel welcome at school.		L1	L15
	<u>Dealing with Dilemmas: Upstanders, Bystanders, and Whistle-Blowers</u>	6–8	Relationship Skills, Responsible Decision-Making	Action	Think about how to resolve difficult ethical decisions related to injustice by role-playing, researching people who have made ethical decisions, and writing about their own role models.	L12	L12	L11
	<u>Accepting Size Differences</u>	6–8	Social Awareness	Diversity	Evaluate their own biases related to size differences.	L8		L9
	<u>Analyzing How Words Communicate Bias</u>	6–8	Social Awareness, Self-Awareness, Responsible Decision-Making	Justice, Action	Identify how writers can reveal their biases through their word choice and tone.	L23	L23	
	<u>Beauty Is Skin Deep</u>	6–8, 9–12	Self-Awareness, Social Awareness	Diversity, Justice	Reflect on the ways they have experienced or participated in bias based on physical size and appearance, and discuss how society's expectations about body image and appearance affect people.			L9
	<u>Challenging Gender Stereotyping and Homophobia in Sports</u>	6–8, 9–12	Social Awareness, Responsible Decision-Making	Action	Discuss common characteristics and stereotypes that are associated with athletes.			L8
	<u>Debunking Stereotypes About Muslims and Islam</u>	6–8, 9–12	Social Awareness	Justice	Identify similarities and differences between the US Muslim population and the entire US population, as well as dispel common stereotypes about Islam.		L8	
	<u>Defusing School Violence</u>	6–8, 9–12	Social Awareness, Responsible Decision-Making	Identity, Diversity, Action, Justice	Explore the complexities of a situation in which immigrant students attend a school that is plagued with racially motivated violence.			L12

Alignment of Second Step® Programs with Learning for Justice Lessons (continued)

	Learning for Justice Lesson	Grade Level	CASEL Domain	Equity Domain	In this lesson, students will ...	Second Step Grade		
						6	7	8
★ ★ ★ Grades 6-12	<u>Exploring Bias and Discrimination in Hiring Practices</u>	6-8	Social Awareness, Responsible Decision-Making	Justice	Reflect on themes of fairness, perception, discrimination, and legality with regard to employment and examine their own biases and related experiences.		L8	L8
	<u>Female Identity and Gender Expectations</u>	6-8, 9-12	Self-Awareness, Social Awareness	Justice	Explore different aspects of gender for today's girls and women.		L8-13	L8-13
	<u>Fighting Prejudice and Discrimination of Differently Abled People</u>	6-8, 9-12	Social Awareness, Responsible Decision-Making	Justice, Action	Work toward understanding what it means to have a learning disability.	L8	L8	
	<u>One Survivor Remembers: Bullies and Bystanders</u>	6-8, 9-12	Social Awareness, Self-Awareness, Responsible Decision-Making	Action	Be reminded that they have the power to stand up when someone else is being maligned, bullied, or harassed.	L11, L12	L12	L11
	<u>Recognizing Discrimination</u>	6-8	Social Awareness	Action	Reflect on real-world examples to help them identify peaceful ways to respond to discrimination.		L12	
	<u>Sounds of Change</u>	6-8, 9-12	Social Awareness, Self-Awareness, Responsible Decision-Making	Identity, Diversity, Action, Justice	Analyze and reflect on messages presented in songs, and express their own views about important issues addressed in some songs.	L9		
	<u>The New Mad Men</u>	6-8, 9-12	Social Awareness, Responsible Decision-Making	Identity, Diversity, Action, Justice	Explore how changing demographics in the United States have changed the face of advertising.			L9
	<u>Understanding Disabilities</u>	6-8, 9-12	Social Awareness	Diversity	Increase knowledge about people with disabilities and explore ways to sensitively communicate with those individuals.			L8
	<u>What's So Bad About "That's So Gay"?</u>	6-8	Social Awareness	Justice	Examine how inappropriate language can hurt, and think of ways to end this kind of name-calling.		L11	
	<u>Cliques in Schools</u>	6-8, 9-12	Social Awareness, Relationship Skills	Action	Examine the cliques within their school community and ways to integrate the student body and form relationships across, and in spite of, controlling cliques.	L20		

Alignment of Second Step® Programs with Learning for Justice Lessons (continued)

	Learning for Justice Lesson	Grade Level	CASEL Domain	Equity Domain	In this lesson, students will ...	SECOND Step Grade		
						6	7	8
★ Grades 6-12	<u>Communication—The Total Impact of Your Message</u>	6-8, 9-12	Social Awareness	Diversity	Learn to embrace the concept of being culturally responsive and culturally sensitive.	L22	L22	L22
	<u>Cultural Relevancy in the Cafeteria</u>	6-8, 9-12	Social Awareness, Relationship Skills	Justice	Learn about the dietary guidelines of various ethnic and religious groups and then analyze their cafeteria's food offerings.			L12
	<u>Me and We: We Are All Similar and Different</u>	6-8, 9-12	Social Awareness	Diversity	Explore and appreciate the various similarities we all share, as well as our differences.			L20



South Williamsport Area School District: Building Construction Update

March 6, 2023

Dr. Eric Briggs



Construction Timeline – 8/10/2022 (Base Bid)

- Project Bid Release – 2/7/2023
- Bid Receipt – 3/7/2023
- Material Procurement – April – June 2023
- Construction Starts – 6/5/2023
- Renovations Complete – August 2024
- *Authorization to move forward with 8/26/2022*



Construction Timeline – Base Bid (January 25, 2023)

- Advance Material Procurement Project Bid Receipt – 2/1/2023
- House Demolition – 3/6/2023
- Advance Material Procurement – April – June 2023
- Act 34 Hearing – 4/3/2023
- Board Approve Final Plans – 4/17/2023
- Board Approval of Bid Award – 6/5/2023
- Notice to Proceed with Base Project – 6/19/2023
- Advance Material Deliveries – July – August 2023
- Construction Starts - 7/10/2023

Construction Timeline – 2/24/2023(Base Bid w Alternates)



- Advanced Procurement of Material Bid Review – 2/1/2023
- House Demolition Board Approved – 3/20/2023
- Advance Material Procurement Period - April 2023- August 2023
- Act 34 Hearing – 5/1/2023
- Board approve Final Plans – June 19, 2023
- Project Bid Release – June 20, 2023
- Big Receipt – July 18, 2023
- Board Approve Bid Receipt – July 25, 2023
- Notice to proceed with Base project and Selected Alternates – July 31, 2023
- Construction Starts – August 21, 2023

What has Impacted Schedule Change?

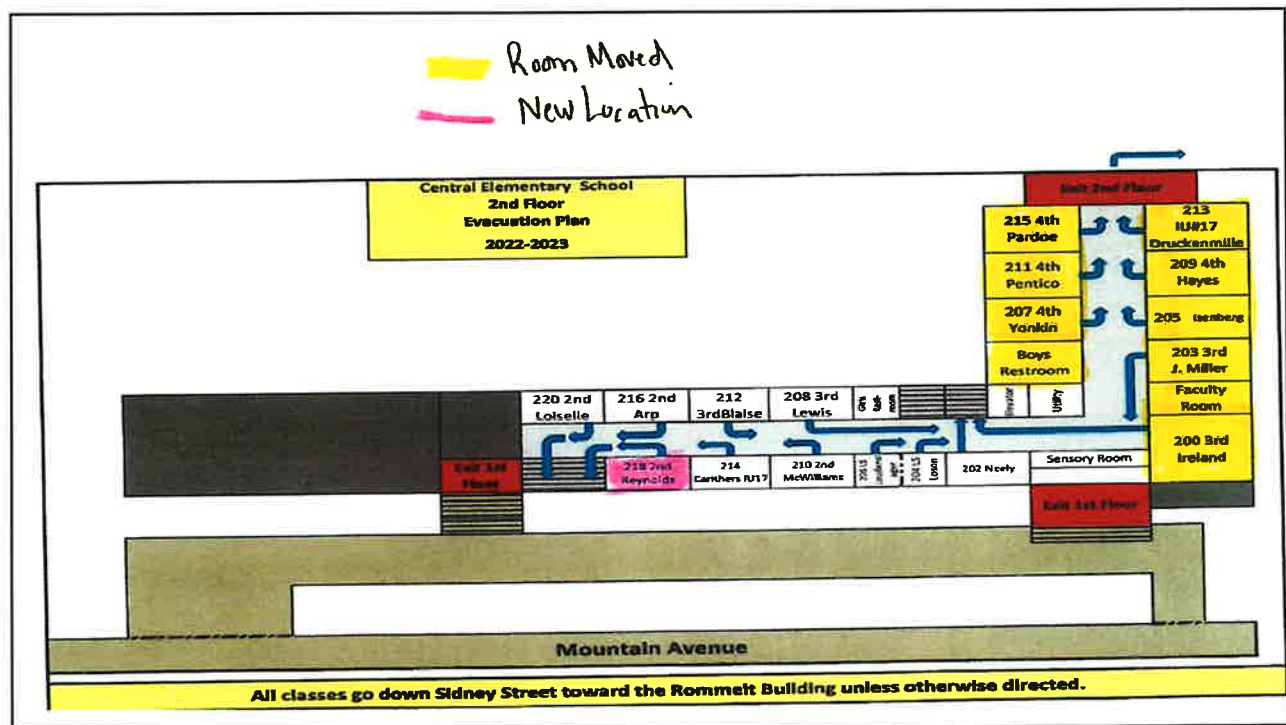
Construction Management Company Support to District – Reviewing documentation including timelines with district and McKissick

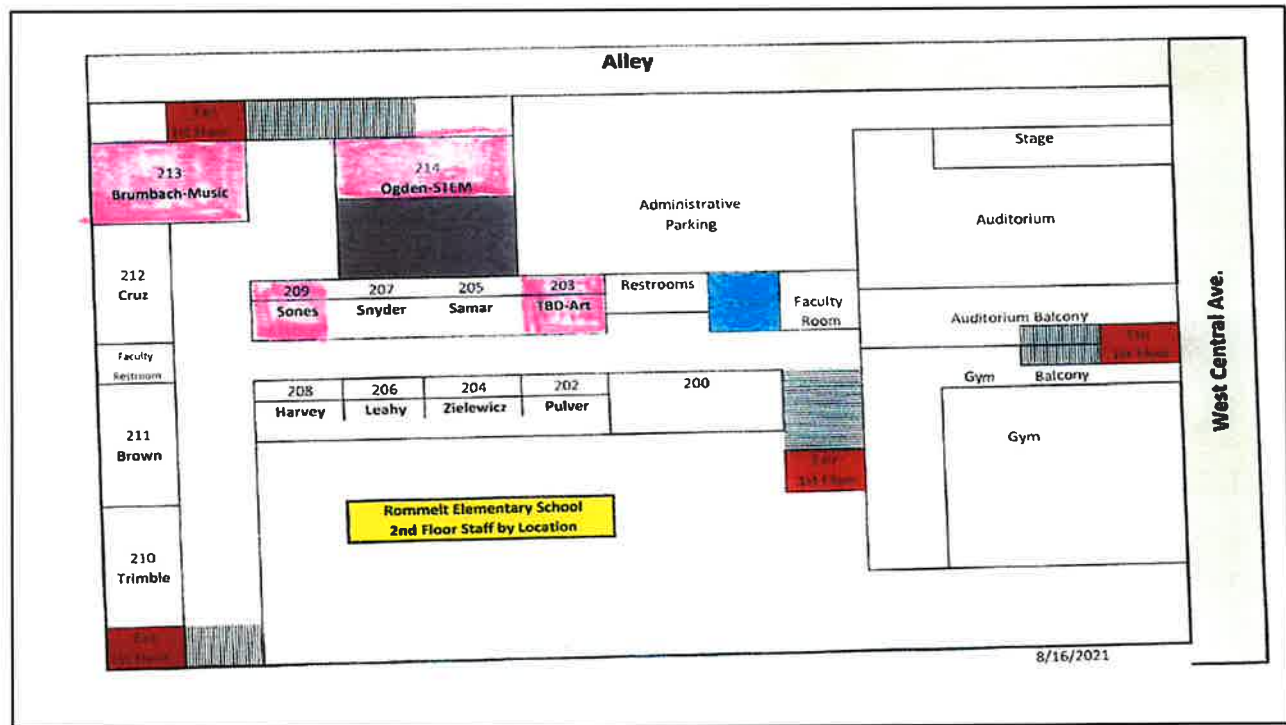
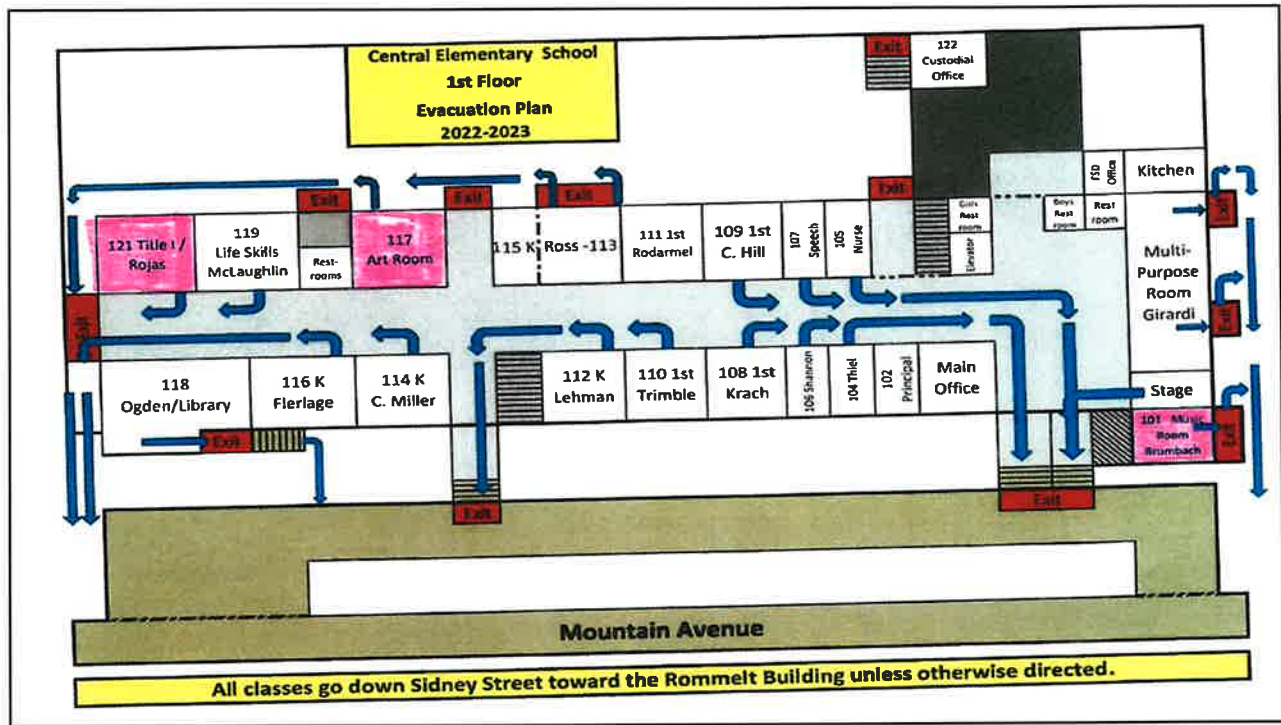
"The Bidding Market"- Spring 2023

Additional time for district to receive construction materials

Time to accommodate the new additional for the future (E1, E3, U1, U3) and confirming final district desires for interior layout

Additional time provides more time to review and ensure the plan in place limits change orders.





District Administration Work

- Reconfiguring the Classrooms
- Three lunches at Rommelt
- 4th grade recess?
- Special Areas: "On the cart"



What's Next? Moving Forward.....

Additional discussions with Engineering as we "zone in" on the drawing specifics for the Central Elementary renovation

"The Alternates"

High School Auditorium

High School Gymnasium

Additional High School and Rommelt Renovations

High School Auditorium

- Met with drama, music, band, BOC members, and administration on a plan for the project
- Looking at lights, sounds, seating, and new stage floor
- Begin in the fall of 2023 (August/September) and be done by November/December
- Potential interference with fall play; drama director aware



The Meadows

— PSYCHIATRIC CENTER —SM

February 2, 2023

To Whom It May Concern,

In the event a student from your district is hospitalized at The Meadows Psychiatric Center during the 2023-2024 and/or 2024-2025 school year, a letter of agreement is enclosed for educational services provided by The Meadows School.

Please review the agreement, sign and return back using the self-addressed envelope provided for your convenience. Once a fully executed original is completed, a copy will be returned for your records.

Please contact me if you have additional questions or concerns.

Thank you,



Dr. Kristi L. Godin-Snyder, D.Ed
Director of Education
The Meadows Psychiatric Center
kristi.godin@uhsinc.com
Office: 814-364-2161, ext. 267
Cell: 814-592-9383

The Meadows

— PSYCHIATRIC CENTER —SM

Letter of Agreement

In order to ensure cooperative efforts and to facilitate continuity of care when serving individuals enrolled in the South Williamsport Area School District and The Meadows Psychiatric Center ("The Meadows") agree to the following for the 2023-2024 and 2024-2025 school year:

1. To respond to requests for clinical information in a timely manner and in accordance with applicable law. In accordance with appropriate Releases of Information or as otherwise permitted by applicable law, when requested, The Meadows will send South Williamsport Area School District psychiatric information, relevant to each individual to whom they mutually provide services.
2. A designated professional from South Williamsport Area School District agrees to collaborate with The Meadows for students who are receiving mental health and educational services.
3. All employees who have direct contact with children will maintain background clearances (Act 114, Act 151, and Act 34) current within 36 months, and be trained in child abuse recognition and reporting through an approved program every five years. Before hiring a new employee, The Meadows Psychiatric Center will verify employment history for Sexual Misconduct/Abuse Disclose through Act 168. The Meadows will notify the chief school administrator within 72 hours of an employee's arrest or conviction of an offense listed in Section 111(e). All records will be made available to South Williamsport Area School District within 48 hours of the request.
4. This agreement assures that both agencies will abide by Federal and State standards regarding confidentiality of individual's information, as well as maintain the client's protected health information as required by law.
5. South Williamsport Area School District agrees to pay The Meadows Psychiatric Center \$70 per day for educational services offered by a Pennsylvania Certified teacher, Monday through Friday, while their student is at The Meadows.
6. This letter will remain in effect until either party requests termination by a written 30-day notice.

Kristi L. Godin-Snyder, D.Ed
Director of Education
The Meadows Psychiatric Center

Kevin McGee
CEO/Managing Director
The Meadows Psychiatric Center

School District Representative

Title

Date

Date

Date

**LYCOMING SUPPLY, INC.
801 BEEBER STREET
WILLIAMSPORT, PA 17701
(570) 322-6054 – (570) 322-5675 FAX**

Attachment 5

PROPOSAL

**TO: South Williamsport School District
515 W Central Avenue
South Williamsport, PA 17701**

**RE: DEMOLITION
421 E. Mountain Avenue
S. Wmspt., PA 17702**

ATTN: Bill Reifsnyder

E-Mail: breifsnyder@swasd.org

Fax:

LET DATE: 2/8/23

**LYCOMING SUPPLY, INC. (LSI) HEREWITH QUOTES A FIRM PRICE OF:
for the demolition with the following notes: Eighteen Thousand Two Hundred Thirty-
Eight Dollars and no cents. (\$18,238.00)**

NOTES:

1. All salvage belongs to Lycoming Supply, Inc. (LSI).
2. Disconnections, Utility Protection and Capping included in quote.
3. Foundations to be removed.
4. Basement Backfilling by LSI.
5. Site restoration will be machine graded.
6. Trees & stumps will be removed from site.

If you have questions regarding this quote, please call me at 570-974-8097.

Submitted by:

Accepted by:

LYCOMING SUPPLY, INC.

Leo M. Williams, Jr.

**Leo M. "Bud" Williams, Jr.
President**

Millard Excavation and Demolition

Timothy Millard (570) 721-2541

30 Field Lane Sugar Run Pa, 18846

Demolition for South Williamsport School District

Estimate includes:

- Demolition of House and Shed
- Remove debris
- Bring water and septic up to ground level and cap
- Fill in basement with on-site material
- Level lot for trailers
- Put in stone as needed
- Permits

ESTIMATE: \$23,500 - Without tree removal

\$25,500- With trees cut and removed

Half down to start: \$12,000

Remainder due upon completion.

Fully Insured- Proof provided upon request

Timothy Millard-Millard Excavation and Demolition

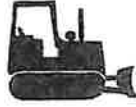
Date: _____

Property Owner- Bill Reifsnnyder

Date: _____

PROPOSAL

Page No. _____ of _____ Pages



R. L. STEINBACHER

44 Steinbacher Lane
WILLIAMSPORT, PA 17702
(570) 326-0921 • FAX (570) 326-0733

PROPOSAL SUBMITTED TO <u>SWASD Bill Reifsnyder</u>		PHONE <u>570-320-4443</u>	DATE <u>1/6/23</u>
STREET <u>515 W. Central Ave</u>		JOB NAME	
CITY, STATE and ZIP CODE <u>S. Williamsport PA 17702</u>		JOB LOCATION	
ARCHITECT	DATE OF PLANS	JOB PHONE	

We hereby submit specifications and estimates for:

* Demolition of house and outbuilding with backfilling

* Remove All tree on property

* Construct 50 x 100 parking lot with 6" minus and 2Bs

Demolition	\$12,800.00
Tree Removal	\$2,200.00
Parking lot	\$5,900.00

We Propose hereby to furnish material and labor — complete in accordance with above specifications, for the sum of:

dollars (\$ \$20,900.00).

Payment to be made as follows:

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

Authorized Signature R.L. Steinbacher

Note: This proposal may be withdrawn by us if not accepted within 30 days

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

Signature [Signature]



This contract would formalize an agreement between **South Williamsport Area School District (client)** and **JDM Consultants, LLC (contractor)** for grant writing and advocacy services.

Term: This agreement shall be effective from April 1, 2023, thru April 1, 2024. This agreement may be terminated by either party with a 30-day notice.

Services: The **contractor** shall provide the professional services listed in Exhibit A.

Fees: The **contractor** shall invoice the **client** for \$5,000 monthly.

Assumptions and Restrictions: The following is a list of assumptions and restrictions that apply to this proposal:

- The client will provide the Penn Strategies Team with access to all relevant background information.
- The client will assist in assuring that their representatives attend relevant and necessary meetings in Pennsylvania.
- The client will respond with timely delivery of reports, data, meeting coordination, and other project assistance that will allow Penn Strategies to meet any deadlines set forth during the performance of this contract.
- Additional compensation for the specified scope of work will be allowed if justified and approved by the client.

Compliance with Laws: Both parties shall comply with all applicable federal, state, and local statutes, rules, regulations or ordinances regarding the performance of its activities under this agreement.

Confidential Nature of this Relationship: This relationship will create and exchange of information, written and oral, between the parties, including but not limited to data, documents, surveys, concepts, drafts, other relationships, strategies and tactics; no disclosure of any such information by either party, without express consent of the other, shall be permitted, except as required by the Pennsylvania Right-To-Know Law. The relationship between the **client** and the **contractor** outlined in this agreement is confidential between the parties and will not be disclosed by either party, either presently or in the future, except as required by the Pennsylvania Right-To-Know Law. This provision, in particular, shall survive the term of this agreement.

Independent Contractor: During the term of this agreement, the **contractor** shall be an independent contractor and not an agent of the **client**.

Governing Law: This agreement shall be governed by and construed in accordance with the laws of the Commonwealth of Pennsylvania.

Entire Agreement: This is the entire agreement of the parties. There are no other representations, understandings, or agreements, oral or written or implied, which are not contained herein.

ADDITIONAL SERVICES

Services not included in the scope and fee described herein may be provided by the Penn Strategies Team upon your request. Proper written authorization must be given prior to initiating any additional services. Additional services would be considered anything not directly mentioned in the scope.

DURATION OF CONTRACT

Penn Strategies is prepared to provide these on-going services to the client as part of a 6-month agreement.

BILLING SCHEDULE

Penn Strategies will invoice you monthly. Invoices are payable within thirty (30) days.

PAYMENT SCHEDULE

Payment is due upon presentation of invoice and is past due thirty (30) calendar days from the invoice date. Unpaid invoices in excess of thirty (30) calendar days will be cause to discontinue services until all outstanding invoices are paid. Work stoppages may result in missed deadlines and/or increased project fees including remobilization.

If these terms are acceptable, please print and sign two copies of this document. We will sign both and return one to you for your files. This agreement will then be appropriately executed.

We look forward to serving you. Please feel free to contact Jason Fitzgerald at 570-337-2028 if you have any questions.

Jason M. Fitzgerald
President; JDM Consultants, LLC

DATE

AGREED TO

DATE



Exhibit A

SCOPE OF SERVICES

- Identifying state and federal grant and loan opportunities for the South Williamsport Area School District. Some of these grants are outlined in Exhibit B. Our focus will be on the new building project.
- Working as part of the “project team”.
- Monitoring new grant opportunities which will become available because of the federal stimulus packages.
- Writing all grant applications.
- Managing the post-award grant administration process on all awarded grants.
- Advocating for approval of all grant and loan applications.
- Providing strategic government affairs consulting services.



Exhibit B

POSSIBLE FUNDING SOURCES

Eligible Federal Grant Programs

Economic Development Administration (EDA) United States Department of Commerce (DOC) Public Works Grant Program

Project Description: EDA provides strategic investments to support economic development, foster job creation, and attract private investment in economically distressed areas of the United States.

Typical Award Range: \$500,000 – \$3,000,000

Submission Deadline: Open throughout the year.

United States Department of Agriculture (USDA) Rural Development Loan and Grant Assistance Program

Program Description: USDA Rural Development forges partnerships with rural communities, funding projects that bring housing, community facilities, business guarantees, utilities and other services to rural America. USDA provides technical assistance and financial backing for rural businesses and cooperatives to create quality jobs in rural areas. Rural Development promotes the President's National Energy Policy and ultimately the nation's energy security by engaging the entrepreneurial spirit of rural America in the development of renewable energy and energy efficiency improvements.

Typical Award Range: Grants are generally less than \$500,000, loans vary widely.

Potential Use of Funds: water and wastewater, decentralized water systems, building or supporting a business incubator, provide worker training.

Submission Deadline: Most programs are open throughout the year.

Eligible Commonwealth of Pennsylvania Grant Programs

DCED Multimodal Transportation Fund

Program Description: This grant program, administered by the Commonwealth Financing Authority, may be used for the development, rehabilitation and enhancement of transportation assets to existing communities, streetscape, lighting, sidewalk enhancement, pedestrian safety, connectivity of transportation assets and transit-oriented development.

Typical Award Range: \$500,000 - \$3,000,000

Submission Deadline: July 31, 2023

Penn DOT Multimodal Transportation Fund

Program Description: This grant program, administered by Penn DOT, provides funding for ports and rail freight, increases aviation investments, establishes dedicated funding for bicycle and pedestrian improvements, and allows targeted funding for priority investments in any mode.

Typical Award Range: \$1,000,000 – \$3,000,000

Submission Deadline: November 4, 2023

DCED Small Water and Sewer Grant Program

Program Description: This grant program, administered by the Commonwealth Financing Authority, can be used for activities to assist with the construction, improvement, expansion, or rehabilitation or repair of a water supply system, sanitary sewer system, storm sewer system, or flood control projects.

Typical Award Range: \$30,000 - \$500,000

Submission Deadline: December 21, 2023

DCED Flood Mitigation Program

Program Description: This grant program, administered by the Commonwealth Financing Authority, can be used to assist with the construction and related expenses associated with flood mitigation projects.

Typical Award Range: \$350,000 – \$500,000

Submission Deadline: May 30, 2023

DCED Greenways, Trails and Recreation Program

Program Description: This grant program, administered by the Commonwealth Financing Authority for planning, acquisition, development, rehabilitation and repair of greenways, recreational trails, open space, parks, and beautification projects.

Typical Award Range: \$100,000 - \$250,000

Submission Deadline: May 30, 2023

DCED H2O PA Water/Sewer Grant Program

Program Description: This grant program, administered by the Commonwealth Financing Authority, can be used to assist with the construction of drinking water, sanitary sewer and

storm sewer projects. This application would have to be submitted by a municipality or authority.

Typical Award Range: \$100,000 – \$5,000,000

Submission Deadline: December 21, 2023

DCED Redevelopment Assistance Capital Program (RACP)

Program Description: This grant program, administered by the Office of the Budget, can be used for acquisition and construction of regional economic, cultural, civic, recreational, and historical improvement projects.

Typical Award Range: \$500,000 – \$2,500,000

Submission Deadline: Spring 2023

DCED Business in our Sites Grant/Loan Program

Program Description: All site development activities that are required to make a site shovel-ready. Funds cannot be used for projects that are primarily residential or recreational. Sites must be previously utilized property or undeveloped property that is planned and zoned for development. The amount of the grant may not exceed \$4,000,000 or 40% of the total combined award, whichever is less.

Typical Award Range: \$1,000,000 – \$5,000,000

Submission Deadline: TBA