

Saucon Valley School District

Regular Meeting of the Board of Education

January 9, 2024

High School Audion

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

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

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

Agenda

6:45 pm – Personnel

- I. **Call to the Order** – *Dr. Shamim Pakzad, President, presiding*
- II. **Motion to Approve Agenda**
- III. **Announcement of Executive Session** - Personnel
- IV. **Approval of Minutes** – December 12, 2023
- V. **Recognition** – None
- VI. **Presentation** – None
- VII. **Superintendent's Report** – *Jaime Vlasaty, Superintendent*
- VIII. **Courtesy of the Floor to Visitors – Agenda Items Only** – *Visitors should state their name and address.*
- IX. **Presentation of Bills** – *David Bonenberger*
 - A. General Expenditures – \$1,029,872.36
 - B. Cafeteria Expenditures – \$31,706.35
 - C. Health Benefits – None
 - D. Capital Projects – None

Recommendations for Approval

Presentation of Bills

1. Approve the above Presentation of Bills.

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

X. Treasurer's Report – Cedric Dettmar/David Bonenberger

- A. Cash Investment and Bond Activity
- B. Condensed Board Summary Report
- C. Budget Transfers – None
- D. Middle School Activity Report – None
- E. High School Activity Report – November 30, 2023

Recommendations for Approval**Treasurer's Report**

1. Approve the above Treasurer's Report.

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

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

- A. None

Recommendations for Approval**Second & Final Reading Policies**

1. Approve the second & final reading of the following policies:

Policy 006 – Local Board Procedures

Policy 216.1 – Supplemental Discipline Records

Policy 251 – Students Experiencing Homelessness, Foster Care,
and Other Educational Instability

High School Program of Studies*

2. Approve the 2024-2025 High School Program of Studies.

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

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

- A. None

Recommendations for Approval**School Nurse**

1. Approve Dianna Shotwell as the Elementary School Nurse at a salary of Bachelors, Step 8, \$66,819.00, with benefits per the current Saucon Valley Education Association contract, pending completion of employment paperwork and release from current employment.

Support Staff Transfer

2. Approve the transfer of Lisa Klotz from Part Time Bus Driver to Full Time Driver, with benefits per the current S.V. Educational Support Professionals contract, effective January 5, 2024.

Part-Time Non-Instructional Paraprofessional

3. Approve James Chisesi as a Part-Time Non-Instructional Paraprofessional at an hourly rate of \$19.78, per the Educational Support Staff Compensation & Benefits Plan, effective upon completion of employment paperwork.

Part-Time Food Service

4. Approve Sherrie Fye-Kelly and Karen Buss as part-time food service workers at an hourly rate of \$15.00, per the Food Service Compensation and Benefits Plan, effective upon completion of employment paperwork.

Long Term Substitute

5. Approve John Davis as a middle school gifted teacher for the second semester of the 2023-2024 school year. The base salary is \$57,182.00, prorated. Effective January 17, 2024, with completion of employment paperwork.

2023-2024 Spring Athletic Coach

6. Approve Zachary Petiet as the Boys Lacrosse Head Coach for the 2023-2024 Spring athletic season at a stipend of \$5,226.00, effective upon completion of employment paperwork.

Substitute Custodians

7. Approve Drew Earley and Blaise McGonagle as substitute custodians at an hourly rate of \$18.00, no benefits, effective upon completion of employment paperwork.

Maternity Leave

8. Approve a maternity leave for Julie Bechtold, Elementary School Teacher, beginning approximately March 11, 2024; she will be returning at the beginning of the 2024-2025 school year. She will use 5 sick days, and the remaining time will be unpaid, which will run concurrently with FMLA.

Marching Band Instructors

9. Approve the following Marching Band Instructors for the 2023-2024 school year:
Stephen Roman – Front Ensemble Instructor - \$1,400.00
Frank DiSimoni – Drill Instructor - \$2,200.00

Marching Band Drill Writer

10. Approve Ken Zimmerman as the Marching Band Drill Writer/Consultant for the 2023-2024 school year with a stipend of \$2,000.00.

2023-2024 Substitute Teachers

11. Approve the following list of substitute teachers for the 2023-2024 school year:
- | | |
|---------------------|-----------------|
| Robert Stine | Ravi Sajnani |
| Francine Bianco Tax | Sharron Caminos |

Unpaid FMLA Medical Leave

12. Approve Arianna Schnalzer for unpaid FMLA medical leave from December 3, 2023 to December 22, 2023.

Unpaid Medical Leave

13. Approve Suzanne Becker for unpaid medical leave from December 18, 2023 - January 15, 2024.

Theatre Stipends

14. Approve the following theatre stipends for the grade 3-5 and 6-8 Theater Productions:
- | | |
|----------------------------|------------|
| Kendra Schessler | \$7,500.00 |
| Calista Cavanaugh | \$3,500.00 |
| Emanuel Fantauzzi Quinones | \$800.00 |

High School Theatre Staff - Oklahoma

15. Approve the following individuals & stipends for the High School production of Oklahoma:
- | | |
|---------------------------------------|--------------|
| Lex Donatelli – Director | - \$6,100.00 |
| Kendra Schessler – Asst. Director | - \$1,773.00 |
| Kendra Schessler – Choreographer | - \$1,500.00 |
| Jonathan Girtton - Set Designer | - \$2,000.00 |
| Vicki Marie Van Hise - Vocal Director | - Volunteer |

Dedicated Substitute Resignation

16. Approve the resignations of:
- | | |
|-------------------------------------|------------------------------|
| Tyler Marino, Dedicated Substitute, | effective October 2, 2023. |
| Jay Zingley, Dedicated Substitute, | effective December 20, 2023. |

Paraprofessional Resignation

17. Approve the resignation of Brian Israel, Instructional Paraprofessional; his last day was January 2, 2024.

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

C. Facilities

Items/Projects for Discussion

A. Facilities Committee Summary – 12/13/2023

Recommendations for Approval

No Agenda Items for Approval

Recommendation: No recommendations for approval.

D. Finance

Items/Projects for Discussion

A. None

2023-2024 Budget Timeline for the 2024-2025 School Year

January 9, 2024 (5 days after Resolution adoption) – *District Deadline* to submit adopted Resolution and proposed tax rate increases to the Department of Education.

January 14, 2024 (10 days prior to Preliminary Budget adoption deadline) – *District Deadline* to give public notice of intent to adopt the 2024-2025 Preliminary Budget unless a Resolution was adopted indicating that it will not raise the rate of any tax by more than its index.

January 24, 2024 (90 days prior to primary election) – *District Deadline* to adopt the 2024-2025 Preliminary Budget unless a Resolution was adopted.

January 29, 2024 (85 days prior to primary election) – *District Deadline* to submit the 2024-2025 preliminary Budget containing proposed tax rate increases to the Department of Education.

May 31, 2024 - *District Deadline* to adopt the 2024-2025 proposed final budget and upload the signed Certification of Use of PDE-2028 into the Consolidated Financial Reporting System application.

June 10, 2024 (20 days prior to final budget adoption deadline) – *District Deadline* to make the 2024-2025 Proposed Final Budget available for public inspection on PDE-2028.

June 20, 2024 (10 days prior to final budget adoption deadline) – *District Deadline* to offer public notice of its intent to adopt the 2024-2025 final budget.

IDEA-B

1. Approve IDEA - Part B Use of Funds Agreement with Colonial Intermediate Unit 20 for 7/1/23 – 9/30/24.

Concord Theatrical Musical Agreement

2. Approve the attached agreement with Concord Theatricals for the Licensing and Script Fees for “Rodgers & Hammerstein’s Oklahoma” in the amount of \$5,753.37.

PowerSchool

3. Approve the attached PowerSchool Quote for Special Programs Digital Signature License and Subscription Fees of \$ 2,181.60 from March 21, 2024 – March 20, 2025.

Joint Purchasing Vendors

4. Motion to accept and approve the vendor(s) for fuel purchases for the 2024-2025 school year as to be recommended by the Northampton/Monroe/Pike County Joint Purchasing Board and to be approved by the Colonial Intermediate Unit 20 Board of Directors at the February 2024 regularly scheduled meeting.

Business Mileage Rate

5. Approve the federal standard business mileage rate from 65.5 cents per mile to 67 cents per mile beginning January 1, 2024, in accordance with the S. V. Education Association Professional Contract and the Administrative Employment Agreement.

Marching Monk Agreement

6. Approve the Agreement with Marching Monk for music arrangement and performance license for the 2024 Saucon Valley High School Marching Band Show in the amount of \$2,250.00.

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

E. Community Updates

- **Hellertown/Lower Saucon Chamber of Commerce** – *John Conte*
- **Saucon Valley Foundation for Educational Innovation** – *Tracy Magnotta*

F. Bethlehem Area Vo-Tech School – *Vivian Demko & Cedric Dettmar*
(Meetings are on the first Tuesday of every month)**G. Colonial Intermediate Unit** – *Dr. Shamim Pakzad*
(Meetings are on the fourth Wednesday of every month)**H. New Business****I. Old Business****XII. Citizens' Inquiries and Comments** – *Visitors should state their name and address.***XIII. Announcements****Future Meetings ~**

January 23, 2024 – 7 pm – Business Meeting – High School Audion

February 13, 2024 – 7 pm – Business Meeting – High School Audion

XIV. Motion to Adjourn Meeting

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

The Business Meeting of the Board of Directors of the Saucon Valley School District was held on Tuesday, December 12, 2023, in the High School Audion. Present were Directors William Broun, Donald Carpenter, John Conte, Vivian Demko, Cedric Dettmar, Dr. Laurel Erickson-Parsons, Tracy Magnotta-online, Dr. Shamim Pakzad, and Jay Santos. Also present were Judith Riegel, Board Secretary, Mark Fitzgerald, District Solicitor, and Jaime Vlasaty, Superintendent.

- I. **Call to the Order** – 7:08 p.m. - *Dr. Shamim Pakzad, President, presiding*
- II. **Pledge of Allegiance**
- III. **Recording of Attendance** – *Judith Riegel, Secretary*
8-present, 1-absent (Carpenter)
- IV. **Motion to Approve Agenda** – Director Conte, seconded by Director Dettmar, moved to approve the agenda. Vote: 8-yes, 0-no, 1-absent (Carpenter)
- V. **Announcement of Executive Session** - Personnel
- VI. **Approval of Minutes** – Director Conte, seconded by Director Dettmar, moved to approve the minutes of November 28, 2023 and December 5, 2023. Vote: 8-yes, 0-no, 1-absent (Carpenter)
- VII. **Recognition** – None
- VIII. **Presentation** – None
- IX. **Superintendent's Report** – *Jaime Vlasaty, Superintendent*
Superintendent Vlasaty reported about the recent Winter Wonderland event at the District on December 8th & 9th. She also reported that as of December 15th, Parent Square is ready to be implemented. Superintendent Vlasaty recognized James Gill, a S.V. High School Junior, for developing new software for Beeper Cloud, a universal Chat app.

Director Carpenter arrived at 7:15 p.m.

- X. **Courtesy of the Floor to Visitors – Agenda Items Only** – None
- XI. **Presentation of Bills** – *David Bonenberger*
 - A. General Expenditures – \$1,988,088.09
 - B. Cafeteria Expenditures – \$51,891.83
 - C. Health Benefits – \$ 141,047.95
 - D. Capital Projects – None

1. Approve the above Presentation of Bills.

Director Dettmar, seconded by Director Conte, moved to approve the Presentation of the Bills. Vote: 9-yes, 0-no

XII. Treasurer's Report – Cedric Dettmar/David Bonenberger

- A. Cash Investment and Bond Activity
- B. Condensed Board Summary Report
- C. Budget Transfers – None
- D. Middle School Activity Report – June-October 2023
- E. High School Activity Report – July-October 2023

1. Approve the above Treasurer's Report.

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

XIII. AGENDA ITEMS**A. Education**

- A. Academic & Personnel Committee Meeting Summary – 12/6/2023
- B. K-12 Curriculum Process Overview- Ms. Pamela Dobson

1. Approve the Competitive Cheerleading Team's participation in the National High School Cheerleading Championship on February 8-13 in Orlando, FL. The cost of the trip will be funded by fundraising and individual students.

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

B. Personnel

1. Approve a maternity leave beginning approximately January 3, 2024, for Paige Histan, elementary school teacher. She plans on returning to her teaching duties on May 1, 2024.

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

2. Motion to approve the resolution and statement of charges for Jennifer Stinner.

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

C. Facilities

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

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

D. Finance

2023-2024 Budget Timeline for the 2024-2025 School Year

January 4, 2024 (110 days prior to primary election) - *District Deadline* to have 2024- 2025 Proposed Preliminary Budget available for public inspection or adopt a Resolution not to raise the rate of any tax by more than its index.

January 9, 2024 (5 days after Resolution adoption) – *District Deadline* to submit adopted Resolution and proposed tax rate increases to the Department of Education.

January 14, 2024 (10 days prior to Preliminary Budget adoption deadline) – *District Deadline* to give public notice of intent to adopt the 2024-2025 Preliminary Budget unless a Resolution was adopted indicating that it will not raise the rate of any tax by more than its index.

January 24, 2024 (90 days prior to primary election) – *District Deadline* to adopt the 2024-2025 Preliminary Budget unless a Resolution was adopted.

January 29, 2024 (85 days prior to primary election) – *District Deadline* to submit the 2024-2025 preliminary Budget containing proposed tax rate increases to the Department of Education.

May 31, 2024 - *District Deadline* to adopt the 2024-2025 proposed final budget and upload the signed Certification of Use of PDE-2028 into the Consolidated Financial Reporting System application.

June 10, 2024 (20 days prior to final budget adoption deadline) – *District Deadline* to make the 2024-2025 Proposed Final Budget available for public inspection on PDE-2028.

June 20, 2024 (10 days prior to final budget adoption deadline) – *District Deadline* to offer public notice of its intent to adopt the 2024-2025 final budget.

1. Approve Resolution 2024-25, which states that the Saucon Valley School District will not increase any school district tax for the 2024-25 school year at a rate that exceeds the Index published by the Department of Education and the Pennsylvania Bulletin.

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

2. Approve the agreement with TheatreWorld Backdrops for the rental of backdrops for the Elementary School, grades 3-5, Production of Frozen Kids in the amount of \$1,351.01.

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

3. Approve the restructuring of the Middle School JV/Varsity Athletic Program.

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

4. Approve the contract with Posh DJ for DJ services at the SVHS Prom on May 3, 2024.

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

E. Community Updates

- **Hellertown/Lower Saucon Chamber of Commerce** – *John Conte*
- **Saucon Valley Foundation for Educational Innovation** – *Tracy Magnotta*

F. Northampton Community College – *Susan Baxter*

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

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

I. New Business – Discussion of Committee Meetings

J. Old Business

XIV. Citizens' Inquiries and Comments – None

XV. Announcements

Future Meetings ~

January 9, 2024 – 7 pm – Business Meeting – High School Audion

January 23, 2024 – 7 pm – Business Meeting – High School Audion

XVI. Motion to Adjourn Meeting

Director Conte, seconded by Director Erickson-Parsons moved to adjourn.

Vote: 9-yes, 0-no

8:26 p.m.

ATTEST _____

Secretary

President

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: PGCK - PLGIT GENERAL CHECKING **Payment Dates:** 12/14/2023 - 01/10/2024

Payment Categories: Regular Checks
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000001302	12/22/2023	Achievement House Cyber Charter School	TUITION - CHARTER SCHOOLS		2,793.27
0000001303	12/22/2023	AERC RECYCLING SOLUTIONS	REPAIRS & MAINTENANCE		1,101.78
0000001304	12/22/2023	AHOLD FINANCIAL SERVICES	Blanket PO for Giant		722.32
0000001305	12/22/2023	APR SUPPLY	Supplies		77.12
0000001306	12/22/2023	ARANYOS DOROTHY M.	SENIOR CITIZENS TAX REBATE		500.00
0000001307	12/22/2023	BEHAVIORIAL HEALTH ASSOCIATES	PROF ED SERV - OTHER ED AGENCY		121.00
0000001308	12/22/2023	BRIGHTBILL BODY WORKS	Supplies		63.78
0000001309	12/22/2023	BUXMONT ACADEMY	SPEC ED NON-PUBLIC TUITION		8,020.00
0000001310	12/22/2023	Christopher Casciotti	SUPPLIES BASKETBALL BOYS VAR		33.15
0000001311	12/22/2023	COMMERICAL LIGHTING COMPANY	SUPPLIES - PLANT OPERATIONS		580.49
0000001312	12/22/2023	COMMONWEALTH OF PA - USTIF	DUES & FEES PLANT OPERATIONS		1,650.00
0000001313	12/22/2023	CREST/GOOD MFG. CO	Supplies		106.68
0000001314	12/22/2023	CURTIS POWER SOLUTIONS LLC	Repair/Maintenance Equipment		2,545.36
0000001315	12/22/2023	DEBORAH MATOSEK	SENIOR CITIZENS TAX REBATE		250.00
0000001316	12/22/2023	DICK BLICK ART MATERIALS	Art Supplies		1,571.38
0000001317	12/22/2023	DIDOMENICO LOUIS J.	SENIOR CITIZENS TAX REBATE		250.00
0000001318	12/22/2023	EDWARDS WILMA LEE & ROBERT	SENIOR CITIZENS TAX REBATE		250.00
0000001319	12/22/2023	FOLLETT CONTENT SOLUTIONS LLC	7/20/2023 - Blanket PO, Follett Books	Library books and periodicals	2,115.44
0000001320	12/22/2023	GRAINGER	Supplies	SUPPLIES - PLANT OPERATIONS	143.74
0000001321	12/22/2023	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO.	SUPPLIES REGULAR K-4 CURR		64.44
0000001322	12/22/2023	HYDRA-NUMATIC SALES CO.	REPAIRS & MAINTENANCE		269.50

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

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: PGCK - PLGIT GENERAL CHECKING **Payment Dates:** 12/14/2023 - 01/10/2024

Payment Categories: Regular Checks
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000001323	12/22/2023	INSIGHT PA CYBER CHARTER SCHOOL	TUITION - CHARTER SCHOOLS		2,793.27
0000001324	12/22/2023	J & J / MAIN STREET LEASING	STUDENT TRANS (CONTRACTED)		7,036.70
0000001325	12/22/2023	J.C. EHRLICH	Maintenance Agreement Renewal		560.87
0000001326	12/22/2023	KDA ELEVATOR CONSULTANTS, LLC	Repair/Maintenance Equipment		310.00
0000001327	12/22/2023	LOGAN KIRIPOSKI INC.	Rental		475.00
0000001328	12/22/2023	MORNING CALL	ADVERTISING		122.45
0000001329	12/22/2023	MOTIVATE ME APPAREL & CUSTOM PRINTING	11/13/2023 - Archery Shirts/New Vendor		325.00
0000001330	12/22/2023	NAZARETH FORD	SUPPLIES - TRANSPORTATION		300.00
0000001331	12/22/2023	PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL	SPEC ED TUITION CHARTER SCHOOL		3,249.64
0000001332	12/22/2023	PMEA DISTRICT 10	DUES & FEES ACTIVITIES 5-8		320.00
0000001333	12/22/2023	REV ROBOTICS	SUPPLIES		364.21
0000001334	12/22/2023	RIDDELL ALL AMERICAN SPORTS CORP	Athletic Equipment Reconditioning and Recert	Equipment Reconditioning	6,861.42
0000001335	12/22/2023	SAFETY-KLEEN SYSTEMS INC.	Supplies		239.96
0000001336	12/22/2023	SALISBURY HIGH SCHOOL ATHLETIC DEPARTMENT	ATHLETICS DUES BASKETBL B VAR	ATHLETICS DUES BASKETBL B JV	275.00
0000001337	12/22/2023	SALISBURY TOWNSHIP SCHOOL DIST	TUITION-OTHER LEAs K-4		3,177.36
0000001338	12/22/2023	SAUCON VALLEY BOOSTER CLUB	MISCELLANEOUS		15.00
0000001339	12/22/2023	SAUCON VALLEY CAFETERIA	SUPERINTENDENT MEAL/REF		210.16
0000001340	12/22/2023	SAUCON VALLEY SENIOR HIGH	MISCELLANEOUS		1,031.00
0000001341	12/22/2023	SAUCON VALLEY SPORTING GOODS	SUPPLIES FOOTBALL VARSITY		1,274.00
0000001342	12/22/2023	SERVICE ELECTRIC TELEPHONE CO.	TELEPHONE		1,141.86

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

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: PGCK - PLGIT GENERAL CHECKING **Payment Dates:** 12/14/2023 - 01/10/2024

Payment Categories: Regular Checks

Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000001343	12/22/2023	ST. LUKE'S HOSPITAL	Health Resources		303.00
0000001344	12/22/2023	STEM LAWN CARE	Lawn Maintenance		4,100.00
0000001345	12/22/2023	SUBURBAN TRAILS, INC	Cavalcade Championship - Marching Band		5,860.40
0000001346	12/22/2023	SUN LIFE ASSURANCE COMPANY OF CANADA	ASSURANT VOL LIFE INS W/H		1,139.42
0000001347	12/22/2023	THE BRENNEMAN COMPANY	REPAIRS & MAINTENANCE		9,800.00
0000001348	12/22/2023	THE COLLEGE BOARD APAC	7/20/2023 - GR8 Springboard		3,341.20
0000001349	12/22/2023	THE VIRTUAL HIGH SCHOOL	PROF ED SERVICES -OTH ED AGCY		1,000.00
0000001350	12/22/2023	THE WARKO GROUP	REPAIRS & MAINTENANCE		4,397.00
0000001351	12/22/2023	UGI SOUTH	NATURAL GAS - PLANT OPERATIONS		11,411.41
0000001352	12/22/2023	UNITED ART & EDUCATION	7/5/2023 - Art Supplies, Replenish Supply		6,777.42
0000001353	12/22/2023	WARD'S NATURAL SCIENCE	7/20/2023 - Ward Science, Lab Supplies		269.65
0000001354	12/22/2023	XEROX FINANCIAL SERVICES	LEASE PRINCIPAL EXPENDITURES		11,316.04
0000001355	01/04/2024	THE ESTATE OF SOPHIA KUTZERA	SENIOR CITIZENS TAX REBATE		300.00
0000001356	01/10/2024	AHOLD FINANCIAL SERVICES	10/3/2023 - FCS Blanket PO Giant Food Stores		243.63
0000001357	01/10/2024	BAYADA HOME HEALTH CARE	PURCH PROF & TECH SVCS		503.75
0000001358	01/10/2024	BERKS ARTS COUNCIL	DUES & FEES ACTIVITIES 9-12		300.00
0000001359	01/10/2024	COUNTY OF NORTHAMPTON	REPAIRS/MAINTENANCE	CONTRACTED MAINTENANCE	350.00
0000001360	01/10/2024	CREST/GOOD MFG. CO	SUPPLIES - PLANT OPERATIONS	Supplies	1,756.25
0000001361	01/10/2024	CYNTHIA ANN DITZEL GEHO	7/5/2023 - Accompanist for All Concerts		300.00
0000001362	01/10/2024	F.W. WEBB COMPANY	Supplies		173.97
0000001363	01/10/2024	FOLLETT CONTENT SOLUTIONS LLC	7/20/2023 - Blanket PO, Follett Books	Library books and periodicals	268.35

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

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: PGCK - PLGIT GENERAL CHECKING **Payment Dates:** 12/14/2023 - 01/10/2024

Payment Categories: Regular Checks

Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000001364	01/10/2024	HOME DEPOT CREDIT SERVICES	Blanket PO for Home Depot		275.38
0000001365	01/10/2024	J & J / MAIN STREET LEASING	STUDENT TRANS (CONTRACTED)		178.75
0000001366	01/10/2024	JOSHUA TREE INC.	LAWN CARE SVCS		2,400.00
0000001367	01/10/2024	KellyAnn Spradlin	LEARN SUPPT - PROF SVC - MS - COMP ED		5,760.00
0000001368	01/10/2024	KENNETH R. ZIMMERMAN	PURCHASED PRO&TECH SVCS		2,000.00
0000001369	01/10/2024	LVCNFF - LEHIGH VALLEY CHAPTER	OTHER LIABILITIES		315.00
0000001370	01/10/2024	MORNING CALL	M-F School year subscription		104.34
0000001371	01/10/2024	PA TURNPIKE TOLL BY PLATE	TRAVEL - TRANSPORTATION		24.40
0000001372	01/10/2024	PEDIATRIC THERAPEUTIC SERVICES INC.	PROF SVCS		54,183.48
0000001373	01/10/2024	SCHULMERICH BELLS	7/3/2023 - Music Repair, Maintenance		105.00
0000001374	01/10/2024	SMART SOURCE, LLC	SUPPLIES - BUSINESS OFFICE		49.51
0000001375	01/10/2024	STATE THEATRE	FINE ARTS DUES & FEES		50.00
0000001376	01/10/2024	UGI SOUTH	NATURAL GAS - PLANT OPERATIONS		97.58
0000001377	01/10/2024	UNITED PARCEL SERVICE	SUPPLIES - ARTS AND THEATRE		62.24
0000001378	01/10/2024	VERIZON WIRELESS	TELEPHONE	COMMUNICATION - ATHLETICS	1,457.99
0000001379	01/10/2024	WILLIAMSPORT AREA HIGH SCHOOL	ATHLETICS DUES WRESTLING B VAR		300.00

* - Non-Negotiable Disbursement

+ - Procurement Card Non-Negotiable

- Payable within Payment

P - Prenote

D - Direct Deposit

C - Credit Card

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SAUCON VALLEY SCHOOL DISTRICT

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FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: PGCK - PLGIT GENERAL CHECKING Payment Dates: 12/14/2023 - 01/10/2024

Payment Categories: Regular Checks
Sort: Payment Number

10 - GENERAL FUND	184,587.51
Grand Total All Funds	184,587.51
Grand Total Credit Cards	0.00
Grand Total Direct Deposits	0.00
Grand Total Manual Checks	0.00
Grand Total Other Disbursement Non-negotiables	0.00
Grand Total Procurement Card Other Disbursement Non-negotiables	0.00
Grand Total Regular Checks	184,587.51
Grand Total All Payments	184,587.51

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - FULTON BANK **Payment Dates:** 12/14/2023 - 01/10/2024

Payment Categories: Direct Deposits
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
D000001002	12/14/2023	HILLENDALE ASSOCIATES, INC.	HEALTH INSURANCE EXPENSE PAYAB		2,520.00 <i>D</i>
D000001003	12/14/2023	SEVEN GENERATIONS CHARTER SCHOOL	TUITION - CHARTER SCHOOLS		94,668.34 <i>D</i>
D000001004	12/22/2023	21ST CENTURY CYBER CHARTER SCHOOL	SPEC ED TUITION CHARTER SCHOOL		63,074.76 <i>D</i>
D000001005	12/22/2023	ALL PHASE ELECTRIC SUPPLY	Supplies		2,271.00 <i>D</i>
D000001006	12/22/2023	Allison E Mercovich	TRAVEL-CONFERENCES/SEMINARS		34.19 <i>D</i>
D000001007	12/22/2023	AMAZON CAPITAL SERVICES	Supplies for 1st grade	Blanket PO for Tech Ed Supplies	11,874.42 <i>D</i>
D000001008	12/22/2023	ARTS ACADEMY CHARTER SCHOOL	TUITION - CHARTER SCHOOLS		4,189.90 <i>D</i>
D000001009	12/22/2023	ARTS ACADEMY ELEMENTARY CHARTER SCHOOL	SPEC ED TUITION CHARTER SCHOOL		571.62 <i>D</i>
D000001010	12/22/2023	BACKUPIFY	TECHNOLOGY ADMIN LIC & FEES		400.50 <i>D</i>
D000001011	12/22/2023	BAVTS	VO-TECH TUITION 9-12		53,462.00 <i>D</i>
D000001012	12/22/2023	CAMPBELL, RAPPOLD & YURASITS LLP	AUDITING SERVICES		20,250.00 <i>D</i>
D000001013	12/22/2023	CHRIN HAULING INC	Trash and Recycling		4,700.00 <i>D</i>
D000001014	12/22/2023	COMMONWEALTH CHARTER ACADEMY	SPEC ED TUITION CHARTER SCHOOL	TUITION - CHARTER SCHOOLS	83,203.99 <i>D</i>
D000001015	12/22/2023	CONSTELLATION ENERGY GAS SERVICES LLC	NATURAL GAS - PLANT OPERATIONS		6,334.43 <i>D</i>
D000001016	12/22/2023	CRITICAL RESPONSE PROTECTION GROUP LLC	SECURITY SERVICES - DISTRICT		5,832.75 <i>D</i>
D000001017	12/22/2023	DEBORAH KIMBALL	SUPPLIES - CONSUMER ED 9-12		322.54 <i>D</i>
D000001018	12/22/2023	DECKER EQUIPMENT/SCHOOL FIX	Supplies	SUPPLIES - PLANT OPERATIONS	15,309.79 <i>D</i>
D000001019	12/22/2023	E T & T	BLDGS - OTHER PROF SERVICES		110.00 <i>D</i>
D000001020	12/22/2023	EAS WATER COFFEE PAPER	MAINT SUPPLIES - HS	SUPPLIES - TRANSPORTATION	342.23 <i>D</i>

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

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - FULTON BANK Payment Dates: 12/14/2023 - 01/10/2024

Payment Categories: Direct Deposits
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
D000001021	12/22/2023	EASTON ARTS ACADEMY ELEMENTARY CHARTER SCHOOL	TUITION - CHARTER SCHOOLS		2,793.27 <i>D</i>
D000001022	12/22/2023	EVERDRIVEN TECHNOLOGIES LLC	Transportation Cont Carriers		3,399.65 <i>D</i>
D000001023	12/22/2023	EXECUTIVE EDUCATION ACADEMY CHARTER SCHOOL	TUITION - CHARTER SCHOOLS		6,301.11 <i>D</i>
D000001024	12/22/2023	GENERAL HEALTHCARE RESOURCES LLC	SPEC ED - OTHER PROF SERVICE		1,005.72 <i>D</i>
D000001025	12/22/2023	INTERSTATE BATTERY OF ALLENTOWN	Supplies		551.80 <i>D</i>
D000001026	12/22/2023	Jacquelyn Febbo	DUES & FEES ACTIVITIES 9-12	SPECIAL ACTIVITIES MEALS / REF	340.00 <i>D</i>
D000001027	12/22/2023	JESSICA JOHNSTON	speech dues		253.00 <i>D</i>
D000001028	12/22/2023	KELLEY BROS.	SUPPLIES - PLANT OPERATIONS		425.00 <i>D</i>
D000001029	12/22/2023	LEHIGH VALLEY DUAL LANGUAGE CHARTER SCHOOL	SPEC ED TUITION CHARTER SCHOOL	TUITION - CHARTER SCHOOLS	4,646.28 <i>D</i>
D000001030	12/22/2023	LINDE GAS & EQUIPMENT INC.	Supplies		106.05 <i>D</i>
D000001031	12/22/2023	LVCIL	SPEC ED - OTHR PROF SVC - HS - COMP ED	L SUPPORT OTHER PROF SERVICES	637.00 <i>D</i>
D000001032	12/22/2023	Meier Supply Co Inc.	SUPPLIES - PLANT OPERATIONS		649.48 <i>D</i>
D000001033	12/22/2023	MESSINGER STACY	11/2/2023 - GIMKIT Reimbursement		59.88 <i>D</i>
D000001034	12/22/2023	MICROBAC LABORATORIES INC.	Repair/Maintenance Equipment		74.99 <i>D</i>
D000001035	12/22/2023	MUSIC & ARTS	7/10/2023 - Blanket PO, Supplies 5/6 Band	REPAIR/MAINT OF EQUIPMENT 9- 12	2,332.12 <i>D</i>
D000001036	12/22/2023	NORTH EAST PARTS GROUP LLC.	Supplies		875.62 <i>D</i>
D000001037	12/22/2023	REACH CYBER CHARTER SCHOOL	TUITION - CHARTER SCHOOLS	SPEC ED TUITION CHARTER SCHOOL	11,629.45 <i>D</i>
D000001038	12/22/2023	ROBERT FREY	TRAVEL-CONFERENCES/SEMINARS	SUPERINTENDENT MEAL/REF	442.81 <i>D</i>
D000001039	12/22/2023	ROBERTO CLEMENTE CHARTER SCHOOL	TUITION - CHARTER SCHOOLS		2,793.27 <i>D</i>

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

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - FULTON BANK **Payment Dates:** 12/14/2023 - 01/10/2024

Payment Categories: Direct Deposits
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
D000001040	12/22/2023	RUBERY JENNIFER	11/2/2023 - GIMKIT Reimbursement		59.98 <i>D</i>
D000001041	12/22/2023	Saucon True Value	Supplies		1,016.14 <i>D</i>
D000001042	12/22/2023	SCHOOL SPECIALTY, LLC.	Science experiment supplies		111.55 <i>D</i>
D000001043	12/22/2023	SEVEN GENERATIONS CHARTER SCHOOL	SPEC ED TUITION CHARTER SCHOOL	TUITION - CHARTER SCHOOLS	30,670.87 <i>D</i>
D000001044	12/22/2023	THE SHERWIN WILLIAMS CO.	SUPPLIES - ATHLETICS		54.81 <i>D</i>
D000001045	12/22/2023	TRANE U.S. INC.	REPAIRS & MAINTENANCE	Repair/Maintenance Equipment	16,107.42 <i>D</i>
D000001046	12/22/2023	TuWay Communications	SUPPLIES - PRINCIPAL K-4	CURRICULUM SUPPLIES	2,043.68 <i>D</i>
D000001047	12/22/2023	WEATHERPROOFING TECHNOLOGIES INC.	REPAIRS & MAINTENANCE		3,384.00 <i>D</i>
D000001048	12/22/2023	WEX HEALTH INC	PURCHASED PRO&TECH SVCS		252.80 <i>D</i>
D000001049	12/22/2023	WILSON LANGUAGE TRAINING CORP.	student books supplies		797.04 <i>D</i>
D000001050	12/22/2023	ALL PHASE ELECTRIC SUPPLY	Supplies		561.45 <i>D</i>
D000001051	12/22/2023	AMAZON CAPITAL SERVICES	7/21/2023 - GR6 Social Studies Supplies	supplies for winter wonderland	2,343.29 <i>D</i>
D000001052	12/22/2023	BANCROFT	SPEC ED NON-PUBLIC TUITION		4,180.00 <i>D</i>
D000001053	12/22/2023	Deborah A Kelahan	reimbursement for damage to clothes		25.95 <i>D</i>
D000001054	12/22/2023	FOX ROTHSCHILD LLP	SOLICITOR RETAINER		3,860.00 <i>D</i>
D000001055	12/22/2023	HILLENDALE ASSOCIATES, INC.	HEALTH INSURANCE EXPENSE PAYAB		1,260.00 <i>D</i>
D000001056	12/22/2023	KAITLIN E. SAUERZOPF	ASHA dues		253.00 <i>D</i>
D000001057	12/22/2023	LAKESIDE EDUCATIONAL NETWORK	PROF SVCS		504.80 <i>D</i>
D000001058	12/22/2023	LARA McCARTHY	INSTR PRG OUTSIDE - OTR PROF SVC - MS - COMP		150.00 <i>D</i>
D000001059	12/22/2023	LINCOLN LEADERSHIP ACADEMY CHARTER SCHOOL	SPEC ED TUITION CHARTER SCHOOL	TUITION - CHARTER SCHOOLS	6,042.90 <i>D</i>

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

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - FULTON BANK **Payment Dates:** 12/14/2023 - 01/10/2024

Payment Categories: Direct Deposits
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
D000001060	12/22/2023	Michael Koehler	DUES & FEES TRANSPORTATION		123.50 <i>D</i>
D000001061	12/22/2023	MICROBAC LABORATORIES INC.	Repair/Maintenance Equipment		74.99 <i>D</i>
D000001062	12/22/2023	NORTH EAST PARTS GROUP LLC.	Supplies		348.58 <i>D</i>
D000001063	12/22/2023	PENNSYLVANIA VIRTUAL CHARTER	SPEC ED TUITION CHARTER SCHOOL	TUITION - CHARTER SCHOOLS	6,042.91 <i>D</i>
D000001064	12/22/2023	PPL ELECTRIC UTILITIES	ELECTRIC - PLANT OPERATIONS		34,440.23 <i>D</i>
D000001065	12/22/2023	PTS PROVIDERS, INC.	PLANT OP COMMUNICATIONS - MS	PLANT OP COMMUNICATIONS - HS	297.00 <i>D</i>
D000001066	12/22/2023	WORLD FUEL SERVICES INC	GASOLINE - TRANSPORTATION		22,454.06 <i>D</i>
D000001067	01/10/2024	AMAZON CAPITAL SERVICES	Phys Ed Equipment/Grant money	Tech Supplies	3,801.58 <i>D</i>
D000001068	01/10/2024	AMERICHEM	Supplies		334.46 <i>D</i>
D000001069	01/10/2024	APPLE INC. c/o APPLE FINANCIAL SERVICES	Replacement Custodial Office Computer		998.00 <i>D</i>
D000001070	01/10/2024	ASCENDANCE TRUCKS PENNSYLVANIA LLC	Supplies		2,243.13 <i>D</i>
D000001071	01/10/2024	BAVTS	VO-TECH TUITION 9-12		26,731.00 <i>D</i>
D000001072	01/10/2024	BITTING, KAELA	SUPPLIES - ACTIVITIES 9-12	SUPPLIES REGULAR 9-12	450.11 <i>D</i>
D000001073	01/10/2024	CHAD SHIRK	TRAVEL WRESTLING BOYS VARSITY		2,507.76 <i>D</i>
D000001074	01/10/2024	CIRCLE OF SEASONS CHARTER SCHOOL	TUITION - CHARTER SCHOOLS		4,189.91 <i>D</i>
D000001075	01/10/2024	COLONIAL INTERMEDIATE UNIT #20	SPECIAL ED IU CONTRACTED SVCS		82,350.50 <i>D</i>
D000001076	01/10/2024	Complete Document Solutions, PA, LLC	PRINTING & BINDING		1,050.50 <i>D</i>
D000001077	01/10/2024	CRITICAL RESPONSE PROTECTION GROUP LLC	SECURITY SERVICES - DISTRICT		5,486.25 <i>D</i>
D000001078	01/10/2024	DONOVAN GROUP II	OTHER PROF SERV - SUP OFC		15,000.00 <i>D</i>
D000001079	01/10/2024	EVERDRIVEN TECHNOLOGIES LLC	Transportation Cont Carriers		3,049.45 <i>D</i>

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

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - FULTON BANK **Payment Dates:** 12/14/2023 - 01/10/2024

Payment Categories: Direct Deposits
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
D000001080	01/10/2024	EXECUTIVE EDUCATION ACADEMY CHARTER SCHOOL	TUITION - CHARTER SCHOOLS		6,301.11 <i>D</i>
D000001081	01/10/2024	GENERAL HEALTHCARE RESOURCES LLC	SPEC ED - OTHER PROF SERVICE		2,768.63 <i>D</i>
D000001082	01/10/2024	GLENN R. BROWN	SALARY	MILEAGE	113.76 <i>D</i>
D000001083	01/10/2024	INTEGRITEC INC.	REPAIRS & MAINTENANCE		465.00 <i>D</i>
D000001084	01/10/2024	INTERSTATE BATTERY OF ALLENTOWN	Supplies		285.90 <i>D</i>
D000001085	01/10/2024	J.W. PEPPER & SON INC.	Winter/Pops/Spring Chamber Open PO		35.90 <i>D</i>
D000001086	01/10/2024	JOHNSON CONTROLS	Repair/Maintenance Equipment		14,409.80 <i>D</i>
D000001087	01/10/2024	KELLEY BROS.	SUPPLIES - PLANT OPERATIONS		615.00 <i>D</i>
D000001088	01/10/2024	LEHIGH VALLEY ACADEMY REGIONAL CHARTER SCHOOL	TUITION - CHARTER SCHOOLS	SPEC ED TUITION CHARTER SCHOOL	61,853.33 <i>D</i>
D000001089	01/10/2024	LISA MICHELLE BASARA	TRANSP - CONTRACT CARRIERS - COMP ED		2,200.00 <i>D</i>
D000001090	01/10/2024	MICROBAC LABORATORIES INC.	Repair/Maintenance Equipment		74.99 <i>D</i>
D000001091	01/10/2024	NORTHAMPTON COUNTY AREA COMMUNITY COLLEGE	NCC COMTY COLLEGE PAYMENT		23,301.75 <i>D</i>
D000001092	01/10/2024	PP & L ELECTRIC UTILITIES	ELECTRIC - PLANT OPERATIONS		5,873.91 <i>D</i>
D000001093	01/10/2024	SYSCO OF CENTRAL PA	SUPPLIES - CONSUMER ED 5-8		132.83 <i>D</i>
D000001094	01/10/2024	THE STEPPING STONES GROUP LLC	LEARN SUPPT - PROF SVC - PCCD - MS - MTHL		11,364.38 <i>D</i>
D000001095	01/10/2024	TOMLINSON BOMBERGER	Seeding & Aeration all Fields		21,046.00 <i>D</i>

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

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - FULTON BANK Payment Dates: 12/14/2023 - 01/10/2024

Payment Categories: Direct Deposits
Sort: Payment Number

10 - GENERAL FUND	845,284.85
Grand Total All Funds	845,284.85
Grand Total Credit Cards	0.00
Grand Total Direct Deposits	845,284.85
Grand Total Manual Checks	0.00
Grand Total Other Disbursement Non-negotiables	0.00
Grand Total Procurement Card Other Disbursement Non-negotiables	0.00
Grand Total Regular Checks	0.00
Grand Total All Payments	845,284.85

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: CP - CAFE - PLGIT **Payment Dates:** 12/14/2023 - 01/10/2024

Payment Categories: Regular Checks
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000003759	12/22/2023	AMAZON CAPITAL SERVICES	SUPPLIES		123.49
0000003760	12/22/2023	DEMI GRIDA	PREPAID LUNCHES		26.90
0000003761	12/22/2023	GOLD CREEK FOODS LLC	FOOD		320.64
0000003762	12/22/2023	GOLD STAR FOODS, INC.	FOOD		630.24
0000003763	12/22/2023	HERSHEY'S CREAMERY COMPANY	FOOD		1,452.56
0000003764	12/22/2023	J.T.M. Provisions Co. Inc.	FOOD		1,381.95
0000003765	12/22/2023	PENN JERSEY PAPER CO. LLC	SUPPLIES		1,568.47
0000003766	12/22/2023	POCONO MOUNTAIN DAIRIES	MILK		2,423.07
0000003767	12/22/2023	ROCKLAND BAKERY INC.	FOOD		437.40
0000003768	12/22/2023	SINGER EQUIPMENT COMPANY	SUPPLIES		1,577.01
0000003769	12/22/2023	SYSCO OF CENTRAL PA	FOOD		15,142.61
0000003770	12/22/2023	THE AMERICAN BOTTLING COMPANY	FOOD		937.50
0000003771	01/10/2024	AMAZON CAPITAL SERVICES	SUPPLIES		48.02
0000003772	01/10/2024	POCONO MOUNTAIN DAIRIES	MILK		3,103.28
0000003773	01/10/2024	ROCKLAND BAKERY INC.	FOOD		44.85
0000003774	01/10/2024	SYSCO OF CENTRAL PA	FOOD		2,488.36

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

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: CP - CAFE - PLGIT Payment Dates: 12/14/2023 - 01/10/2024

Payment Categories: Regular Checks
Sort: Payment Number

50 - CAFETERIA	31,706.35
Grand Total All Funds	31,706.35
Grand Total Credit Cards	0.00
Grand Total Direct Deposits	0.00
Grand Total Manual Checks	0.00
Grand Total Other Disbursement Non-negotiables	0.00
Grand Total Procurement Card Other Disbursement Non-negotiables	0.00
Grand Total Regular Checks	31,706.35
Grand Total All Payments	31,706.35

Cash, Investment and Bond Activity November 30, 2023CASH ACCOUNTS

	11/1/2023	Earnings/Deposits	Disbursements	Balance 11/30/23
PLGIT General - New	\$ 29,315.51	\$ 694,677.44	\$ 210,294.98	\$ 513,697.97
PLGIT/ICLASS	\$ 27,584,210.05	\$ 109,140.80	4,000,000.00	\$ 23,693,350.85
PLGIT General	\$ 898,014.89	\$ 2,027,588.31	\$ 2,444,371.77	\$ 481,231.43
PLGIT Salary	\$ 612,374.99	\$ 1,251,845.80	\$ 1,846,998.53	\$ 17,222.26
PLGIT Health Benefits	\$ 17,819.17	\$ 263,232.05	\$ 262,979.25	\$ 18,071.97
PLGIT Cafeteria	\$ 159,824.83	\$ 20,994.36	\$ 66,124.96	\$ 114,694.23
Lafayette General	\$ 1,125,856.77	\$ 2,983,634.96	\$ 2,708,922.56	\$ 1,400,569.17
Lafayette Tax Collection	\$ -	\$ -	\$ -	\$ -
Lafayette Prepaid Tax	\$ -	\$ -	\$ -	\$ -
Lafayette Flexible Spending	\$ 30,672.95	\$ 17,383.29	\$ 8,522.14	\$ 39,534.10
Lafayette Cafeteria	\$ 128,163.17	\$ 50,237.86	\$ 36.30	\$ 178,364.73
Total Cash Accounts	\$ 30,586,252.33	\$ 7,418,734.87	\$ 11,548,250.49	\$ 26,456,736.71

*Earnings/Deposits includes transfers of \$5,515,078.07 between accounts

**Disbursements includes transfers of \$5,515,078.07 between accounts

INVESTMENT ACCOUNTS

	Balance 11/1/23	Earnings/Deposits	Disbursements	Balance 11/30/23
Cafeteria Certificate of Deposit (Closed Feb 06)	\$ -	\$ -	\$ -	\$ -
PSDLAF	\$ 8,337,074.85	\$ 27,466.97	\$ -	\$ 8,364,541.82
PLGIT / PLUS (61)	\$ -	\$ -	\$ -	\$ -
Total Investment Accounts	\$ 8,337,074.85	\$ 27,466.97	\$ -	\$ 8,364,541.82

	Balance 11/1/23	Earnings/Deposits	Disbursements	Balance 11/30/23
1998 Construction Fund (195-04)	\$ -	\$ -	\$ -	\$ -
G.O. Bonds, Series of 2017 (195-14)	\$ -	\$ -	\$ -	\$ -
2003 Emmaus Bond Const Fund (195-08)	\$ -	\$ -	\$ -	\$ -
Land Purchase GOB Series 2005 (195-10)	\$ -	\$ -	\$ -	\$ -
GESF Phase II GOB Series 2013A (195-12)	\$ -	\$ -	\$ -	\$ -
Total Bond Issue	\$ -	\$ -	\$ -	\$ -

CAPITAL RESERVE FUND

	Balance 11/1/23	Earnings/Deposits	Disbursements	Balance 11/30/23
Capital Reserve Fund	\$ 70.70	\$ 0.30	\$ -	\$ 71.00

(UNADJUSTED)
Condensed Board Summary Report
 From 11/01/2023 To 11/30/2023

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

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
10	GENERAL FUND						
1000							
1100							
1110	REG PROG ELEM/SECONDARY	22,065,669.00	2,318,418.15	6,591,669.87	134,293.58	15,339,705.55	30.48
	Total	22,065,669.00	2,318,418.15	6,591,669.87	134,293.58	15,339,705.55	30.48
1200							
1225	SPEECH	427,681.00	47,089.43	138,987.20	0.08	288,693.72	32.50
1231	EMOTIONAL SUPPORT	376,502.00	48,408.97	124,389.51	0.00	252,112.49	33.04
1241	LEARNING SUPPORT	7,610,681.00	794,132.95	2,666,132.92	1,772.00	4,942,776.08	35.05
1243	GIFTED SUPPORT	277,909.00	14,874.42	41,174.87	409.55	236,324.58	14.96
1270	MULTI-HANDICAPPED SUPPT	0.00	0.00	0.00	0.00	0.00	0.00
1290	OTHER SUPPORT	124,000.00	0.00	0.00	0.00	124,000.00	0.00
	Total	8,816,773.00	904,505.77	2,970,684.50	2,181.63	5,843,906.87	33.72
1300	VOCATIONAL EDUCATION						
1390	VOCATIONAL EDUCATION	1,015,792.00	80,193.00	347,503.00	0.00	668,289.00	34.21
	Total	1,015,792.00	80,193.00	347,503.00	0.00	668,289.00	34.21
1400	OTHER INSTR. PROGRAMS						
1410	DRIVERS' EDUCATION	0.00	0.00	0.00	0.00	0.00	0.00
1420	SUMMER SCHOOL	22,664.00	121.00	13,549.19	0.00	9,114.81	59.78
1430	HOMEBOUND INSTRUCTION	13,457.00	2,549.03	2,740.26	0.00	10,716.74	20.36
1441	ADJ / COURT PLACED PROG	0.00	0.00	0.00	0.00	0.00	0.00
1442	ALTERNATIVE EDUCATION	0.00	0.00	0.00	0.00	0.00	0.00
1450	INSTRUCTIONAL PROGRAMS OUTSIDE EST'D SCHOOL DAY	0.00	300.00	300.00	0.00	(300.00)	0.00
1480	TITLE I	0.00	0.00	0.00	0.00	0.00	0.00

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Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
1490	ACCOUNTABILITY	0.00	0.00	0.00	0.00	0.00	0.00
	Total	36,121.00	2,970.03	16,589.45	0.00	19,531.55	45.93
1500	NONPUBLIC SCHOOL PGMS						
1500	NONPUBLIC SCHOOL PGMS	0.00	0.00	(41.76)	0.00	41.76	0.00
	Total	0.00	0.00	(41.76)	0.00	41.76	0.00
1600							
1693	COMMUNITY COLLEGE	291,232.00	23,301.75	163,032.50	0.00	128,199.50	55.98
	SPSHP						
	Total	291,232.00	23,301.75	163,032.50	0.00	128,199.50	55.98
2000							
2100	SUPPORT SERVICES PUPIL						
2120	GUIDANCE SERVICES	1,138,991.00	105,357.76	338,064.73	0.00	800,926.27	29.68
2130	ATTENDANCE SERVICES	6,100.00	173.73	590.33	0.00	5,509.67	9.68
2140	PSYCHOLOGICAL SERVICES	327,381.00	35,028.63	100,484.76	1,156.62	225,739.62	31.05
2150	SPEECH PATH/AUDIOLOGY	0.00	0.00	0.00	0.00	0.00	0.00
	Total	1,472,472.00	140,560.12	439,139.82	1,156.62	1,032,175.56	29.90
2200	SUPPORT SERVICES-INSTRU						
2200	SUPPORT SERVICES-INSTRU	0.00	0.00	0.00	0.00	0.00	0.00
2220	TECH SUPPORT SERVICES	843,605.00	175,207.10	381,068.99	3,481.00	459,055.01	45.58
2230	EDU TELEVISION SERVICES	4,500.00	0.00	0.00	0.00	4,500.00	0.00
2250	SCHOOL LIBRARY SERVICES	643,157.00	53,668.71	181,759.67	9,261.19	452,136.14	29.70
2260	INSTRUCTION & CURR DEV	301,197.00	69,590.11	164,339.36	266.47	136,591.17	54.65
2271	INSTRUC STAFF DEVEL SVC	324,433.00	5,570.09	56,802.79	9,905.03	257,725.18	20.56
2272	NON CERTIFIED PROF DEV	0.00	0.00	0.00	0.00	0.00	0.00
2280	NONPUBLIC SUPPORT SVC	0.00	0.00	0.00	0.00	0.00	0.00

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Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
2290	OTHER INSTRUC STAFF SVC	221,311.00	36,160.78	87,709.85	0.00	133,601.15	39.63
	Total	2,338,203.00	340,196.79	871,680.66	22,913.69	1,443,608.65	38.26
2300	SUPPORT SERVICES-ADMIN						
2310	BOARD SERVICES	62,785.00	3,541.25	43,247.14	0.00	19,537.86	68.88
2320	BOARD TREASURER SERVICE	250.00	0.00	250.00	0.00	0.00	100.00
2330	TAX ASSESS & COLLECTION	162,500.00	2,616.29	75,186.16	0.00	87,313.84	46.27
2340	STAFF RELATIONS/NEGO	0.00	0.00	0.00	0.00	0.00	0.00
2350	LEGAL SERVICES	150,000.00	18,100.00	45,210.00	0.00	104,790.00	30.14
2360	OFFICE SUPERINTENDENT	489,246.00	47,786.53	224,120.30	0.00	265,125.70	45.81
2380	OFFICE OF PRINCIPAL SVC	1,610,620.00	172,636.81	639,575.75	1,555.71	969,488.54	39.81
	Total	2,475,401.00	244,680.88	1,027,589.35	1,555.71	1,446,255.94	41.57
2400	SUPP SVC-PUBLIC HEALTH						
2420	MEDICAL SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
2430	DENTAL SERVICES	600.00	0.00	0.00	0.00	600.00	0.00
2440	NURSING SERVICES	489,838.00	59,711.94	163,652.64	24.00	326,161.36	33.41
	Total	490,438.00	59,711.94	163,652.64	24.00	326,761.36	33.37
2500	SUPP SERVICES-BUSINESS						
2511	SUPP SERVICES-BUSINESS	903,474.00	93,091.32	379,038.97	0.00	524,435.03	41.95
	Total	903,474.00	93,091.32	379,038.97	0.00	524,435.03	41.95
2600							
2660	SECURITY SERVICES	179,000.00	5,567.71	33,264.02	108,903.40	36,832.58	79.42
2690	OPER OF BLDG SERVICES	5,200,179.00	353,802.28	1,863,180.07	273,350.77	3,063,648.16	41.09
	Total	5,379,179.00	359,369.99	1,896,444.09	382,254.17	3,100,480.74	42.36
2700							

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Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
2790	STUDENT TRANSP SERVICES	2,999,555.00	341,354.25	1,155,365.88	77,371.89	1,766,817.23	41.10
	Total	2,999,555.00	341,354.25	1,155,365.88	77,371.89	1,766,817.23	41.10
2800	SUPPORT SVCS-CENTRAL						
2820	INFORMATION SERVICES	0.00	0.00	0.00	12,456.00	(12,456.00)	0.00
2823	PUBLIC INFORMATION SVC	0.00	0.00	0.00	0.00	0.00	0.00
2830	STAFF SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
2832	RECRUITMENT & PLACEMENT	0.00	0.00	0.00	0.00	0.00	0.00
2834	STAFF DEV - NON-CERT	2,000.00	0.00	299.00	0.00	1,701.00	14.95
2836	STAFF DEVELOPMENT SVCS	1,100.00	0.00	315.00	0.00	785.00	28.64
	Total	3,100.00	0.00	614.00	12,456.00	(9,970.00)	421.61
2900	OTHER SUPPORT SERVICES						
2910	OTHER SUPPORT SERVICES	24,354.00	0.00	0.00	0.00	24,354.00	0.00
	Total	24,354.00	0.00	0.00	0.00	24,354.00	0.00
3000	OP OF NONINSTRUCT SVC						
3000	OP OF NONINSTRUCT SVC						
3000	OP OF NONINSTRUCT SVC	0.00	0.00	0.00	0.00	0.00	0.00
	Total	0.00	0.00	0.00	0.00	0.00	0.00
3100	FOOD SERVICES						
3100	FOOD SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
	Total	0.00	0.00	0.00	0.00	0.00	0.00
3200	STUDENT ACTIVITIES						
3200	STUDENT ACTIVITIES	240,495.00	22,788.19	36,681.52	4,663.34	199,150.14	17.19
3250	SCHOOL ATHLETICS	1,100,673.00	198,191.18	334,580.75	10,159.77	755,932.48	31.32
	Total	1,341,168.00	220,979.37	371,262.27	14,823.11	955,082.62	28.79
3300	COMMUNITY SERVICES						

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Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
3300	COMMUNITY SERVICES	12,181.00	2,499.41	101.19	0.00	12,079.81	0.83
	Total	12,181.00	2,499.41	101.19	0.00	12,079.81	0.83
4000	FACILITIES ACQUISITION						
4600	EXISTING BLDG IMPROVE						
4600	EXISTING BLDG IMPROVE	7,461,129.00	1,454,559.43	2,883,177.76	4,577,951.13	0.11	100.00
	Total	7,461,129.00	1,454,559.43	2,883,177.76	4,577,951.13	0.11	100.00
5000	OTHER EXPEND & FINANCE						
5100	OTHER EXPEND & FINANCE						
5100	OTHER EXPEND & FINANCE	0.00	0.00	0.00	0.00	0.00	0.00
5110	DEBT SERVICE	1,930,052.00	0.00	1,886,144.48	0.00	43,907.52	97.73
5130	REFUND PRIOR YR REV	0.00	0.00	0.00	0.00	0.00	0.00
5140	LEASE EXPENDITURES	133,152.00	0.00	45,290.28	0.00	87,861.72	34.01
	Total	2,063,204.00	0.00	1,931,434.76	0.00	131,769.24	93.61
5200	FUND TRANSFERS						
5230	CAPITAL PROJ TRANSFERS	0.00	0.00	0.00	0.00	0.00	0.00
5251	FOOD SVC FUND TRANSFER	100,000.00	0.00	0.00	0.00	100,000.00	0.00
5280	ACTIVITY FUND TRANSFERS	0.00	0.00	0.00	0.00	0.00	0.00
	Total	100,000.00	0.00	0.00	0.00	100,000.00	0.00
5800	SUSPENSE ACCOUNT						
5800	SUSPENSE ACCOUNT	0.00	0.00	0.00	0.00	0.00	0.00
	Total	0.00	0.00	0.00	0.00	0.00	0.00
5900	BUDGETARY RESERVE						
5900	BUDGETARY RESERVE	0.00	0.00	0.00	0.00	0.00	0.00
	Total	0.00	0.00	0.00	0.00	0.00	0.00
6000	REVENUE LOCAL SOURCES						

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6000	REVENUE LOCAL SOURCES						
6001	FUND BALANCE	(7,663,739.00)	0.00	0.00	0.00	(7,663,739.00)	0.00
	Total	(7,663,739.00)	0.00	0.00	0.00	(7,663,739.00)	0.00
6100	TAXES LEVIED						
6111	REAL ESTATE TAXES	(32,487,172.00)	(793,176.60)	(27,395,245.60)	0.00	(5,091,926.40)	84.33
6112	INTERIM REAL ESTATE TAX	(220,156.00)	(1,205.19)	(21,817.87)	0.00	(198,338.13)	9.91
6113	PUBLIC UTILITY REALTY	(35,000.00)	0.00	(33,133.71)	0.00	(1,866.29)	94.67
6120	PER CAPITA TAX	0.00	0.00	0.00	0.00	0.00	0.00
6141	ACT 511 PC FLAT	0.00	0.00	0.00	0.00	0.00	0.00
6143	EMER MUNIC SVC TAX	(26,000.00)	(22,348.74)	(31,726.37)	0.00	5,726.37	122.02
6151	EARNED INCOME TAX	(4,100,000.00)	(412,400.00)	(1,578,808.76)	0.00	(2,521,191.24)	38.51
6153	REALTY TRANSFER TAX	(500,000.00)	(60,540.55)	(287,542.16)	0.00	(212,457.84)	57.51
	Total	(37,368,328.00)	(1,289,671.08)	(29,348,274.47)	0.00	(8,020,053.53)	78.54
6400	DELINQUENCY TAXES						
6411	DELINQUENT RE TAX	(880,000.00)	(42,688.66)	(542,923.52)	0.00	(337,076.48)	61.70
6420	DELINQUENT PC SECT 679	0.00	(86.80)	(308.60)	0.00	308.60	0.00
6441	DELINQUENT PC 511	0.00	(82.50)	(306.00)	0.00	306.00	0.00
	Total	(880,000.00)	(42,857.96)	(543,538.12)	0.00	(336,461.88)	61.77
6500	EARNINGS ON INVESTMENTS						
6510	INTEREST ON INVESTMENTS	(600,000.00)	(142,265.46)	(537,809.55)	0.00	(62,190.45)	89.63
6530	GAIN/LOSS ON INVESTMTS	0.00	0.00	0.00	0.00	0.00	0.00
	Total	(600,000.00)	(142,265.46)	(537,809.55)	0.00	(62,190.45)	89.63
6700							
6710	ADMISSIONS	(71,300.00)	(258.69)	(17,838.21)	0.00	(53,461.79)	25.02

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6740	FEES	0.00	0.00	0.00	0.00	0.00	0.00
6750	STUDENT EVT- SPEC EVENT	0.00	0.00	0.00	0.00	0.00	0.00
6790	OTHR STUDENT ACT INCOME	(15,000.00)	(850.00)	(907.00)	0.00	(14,093.00)	6.05
	Total	(86,300.00)	(1,108.69)	(18,745.21)	0.00	(67,554.79)	21.72
6800							
6821	STATE REV REC OTHER PA	0.00	0.00	0.00	0.00	0.00	0.00
6831	FUNDS OTHER PA SCH DST	0.00	0.00	0.00	0.00	0.00	0.00
6832	FEDERAL IDEA REVENUE	(238,450.00)	0.00	0.00	0.00	(238,450.00)	0.00
6833	AARP IDEA	0.00	0.00	0.00	0.00	0.00	0.00
6837	FED REV CARES ACT-CNTY	0.00	0.00	0.00	0.00	0.00	0.00
6839	FEDERAL REVENUE - OTHER	0.00	0.00	0.00	0.00	0.00	0.00
	Total	(238,450.00)	0.00	0.00	0.00	(238,450.00)	0.00
6900	REVENUE LOCAL SOURCES						
6910	USE OF FACILITIES	(3,500.00)	(437.12)	(437.12)	0.00	(3,062.88)	12.49
6920	CONTRIBUTION & DONATION	0.00	0.00	0.00	0.00	0.00	0.00
6941	REGULAR SCH TUITION	0.00	(305.48)	(1,705.48)	0.00	1,705.48	0.00
6942	SUMMER SCHOOL TUITION	(4,000.00)	0.00	0.00	0.00	(4,000.00)	0.00
6944	Tuition other LEA's	(4,000.00)	0.00	0.00	0.00	(4,000.00)	0.00
6980	COMMUNITY ACTIVITY REV	(5,000.00)	(1,315.00)	(1,315.00)	0.00	(3,685.00)	26.30
6990	MISCELLANEOUS REVENUE	0.00	5,378.33	23,121.26	0.00	(23,121.26)	0.00
6991	REFUND OF P/Y EXPEND	0.00	0.00	0.00	0.00	0.00	0.00
6992	ENERGY EFF REV & INCENT	0.00	0.00	0.00	0.00	0.00	0.00
6999	Miscellaneous	(30,000.00)	(21,386.05)	(28,113.78)	0.00	(1,886.22)	93.71
	Total	(46,500.00)	(18,065.32)	(8,450.12)	0.00	(38,049.88)	18.17

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7000							
7100	BASIC INS. OPR. SUBSIDIES						
7110	BASIC EDUCATION	0.00	0.00	0.00	0.00	0.00	0.00
7111	BASIC EDUCATION SUBSIDY	(4,365,246.00)	0.00	(1,265,638.00)	0.00	(3,099,608.00)	28.99
7112	SOCIAL SECURITY SUBSIDY	(836,084.00)	(154,063.36)	(154,063.36)	0.00	(682,020.64)	18.43
7140	CHARTER SCHOOLS	0.00	0.00	0.00	0.00	0.00	0.00
7160	Tuition for 1305 & 1306	0.00	0.00	0.00	0.00	0.00	0.00
	Total	(5,201,330.00)	(154,063.36)	(1,419,701.36)	0.00	(3,781,628.64)	27.29
7200	REVENUE EDU. PROGRAMS						
7210	HOMEBOUND INSTRUCTION	0.00	0.00	0.00	0.00	0.00	0.00
7220	VOCATIONAL EDUCATION	0.00	0.00	0.00	0.00	0.00	0.00
7230	ALTERNATIVE EDUCATION	0.00	0.00	0.00	0.00	0.00	0.00
7250	MIGRATORY CHILDREN	0.00	0.00	0.00	0.00	0.00	0.00
7271	SPECIAL EDUCATION	(1,130,678.00)	(132,020.68)	(449,410.68)	0.00	(681,267.32)	39.75
7299	DIRECT PMT - PRRS & APS	0.00	0.00	0.00	0.00	0.00	0.00
	Total	(1,130,678.00)	(132,020.68)	(449,410.68)	0.00	(681,267.32)	39.75
7300	REVENUE NON-ED. PROGRAMS						
7310	TRANSPORTATION	0.00	0.00	0.00	0.00	0.00	0.00
7311	SD TRANSPORTATION	(285,000.00)	0.00	(78,988.13)	0.00	(206,011.87)	27.72
7312	NP TRANSPORTATION	(115,000.00)	0.00	0.00	0.00	(115,000.00)	0.00
7320	RENT & SINK FUND PYMT	0.00	0.00	0.00	0.00	0.00	0.00
7330	MEDICAL/DENTAL SVCS	(42,000.00)	(32,762.16)	(32,762.16)	0.00	(9,237.84)	78.01
7340	SUPPLEMENTAL REIMBURSE	(1,166,618.00)	0.00	(1,166,617.95)	0.00	(0.05)	100.00
7360	SAFE SCHOOLS	0.00	0.00	0.00	0.00	0.00	0.00

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7361	PCCD Grant	0.00	0.00	0.00	0.00	0.00	0.00
7362	School Mental Health & Safety and Security Grant	0.00	0.00	0.00	0.00	0.00	0.00
Total		(1,608,618.00)	(32,762.16)	(1,278,368.24)	0.00	(330,249.76)	79.47
7500	ACCOUNTABILITY GRANT						
7500	ACCOUNTABILITY GRANT	0.00	0.00	0.00	0.00	0.00	0.00
7501	Accountability Grant	0.00	0.00	0.00	0.00	0.00	0.00
7505	READY TO LEARN BLK GRNT	(142,538.00)	0.00	0.00	0.00	(142,538.00)	0.00
7506	PA SMART GRANTS	0.00	0.00	0.00	0.00	0.00	0.00
7510	EXTRA GRANTS	0.00	0.00	0.00	0.00	0.00	0.00
7599	EXTRA GRANTS	0.00	0.00	0.00	0.00	0.00	0.00
Total		(142,538.00)	0.00	0.00	0.00	(142,538.00)	0.00
7800	REVENUE PA SHARE BEN.						
7810	FICA - STATE	0.00	0.00	0.00	0.00	0.00	0.00
7820	RETIREMENT - STATE	(3,719,126.00)	0.00	(1,079,133.84)	0.00	(2,639,992.16)	29.02
Total		(3,719,126.00)	0.00	(1,079,133.84)	0.00	(2,639,992.16)	29.02
7900	REVENUE TECHNOLOGY						
7920	CLASSROOMS FOR FUTURE	0.00	0.00	0.00	0.00	0.00	0.00
7990	OTHER TECHNOLOGY GRANT	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	0.00	0.00	0.00	0.00
8000							
8500	FEDERAL GRANTS-IN-AID						
8512	IDEA Part B	0.00	0.00	0.00	0.00	0.00	0.00
8513	TITLE I GRANT IMPROV	0.00	0.00	0.00	0.00	0.00	0.00
8514	Title I	(262,154.00)	0.00	(85,743.20)	0.00	(176,410.80)	32.71

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8515	TITLE II	(55,578.00)	(8,853.16)	(21,832.82)	0.00	(33,745.18)	39.28
8516	TITLE III ESL	(6,420.00)	0.00	(580.44)	0.00	(5,839.56)	9.04
8517	DRUG FREE SCHOOLS	(14,686.00)	0.00	(2,622.28)	0.00	(12,063.72)	17.86
8518	TITLE V	0.00	0.00	0.00	0.00	0.00	0.00
8519	TITLE II/TITLE V GRANT	0.00	0.00	0.00	0.00	0.00	0.00
8570	TITLE II EESE GRANT	0.00	0.00	0.00	0.00	0.00	0.00
	Total	(338,838.00)	(8,853.16)	(110,778.74)	0.00	(228,059.26)	32.69
8600	OTHER FED.GRANTS-IN-AID						
8670	DRUG FREE SCHOOLS	0.00	0.00	0.00	0.00	0.00	0.00
8680	TITLE III	0.00	0.00	0.00	0.00	0.00	0.00
8690	OTHER FEDERAL GRANTS	0.00	0.00	0.00	0.00	0.00	0.00
	Total	0.00	0.00	0.00	0.00	0.00	0.00
8700							
8701	IDEA PART B - ARRA	0.00	0.00	0.00	0.00	0.00	0.00
8708	ARRA FISCAL STAB - BE	0.00	0.00	0.00	0.00	0.00	0.00
8709	Basic Ed - Ed Jobs	0.00	0.00	0.00	0.00	0.00	0.00
8741	CARE ACT - ESSER FUNDNG	0.00	0.00	0.00	0.00	0.00	0.00
8742	GOV EMER ED RELIEF FUND	0.00	0.00	0.00	0.00	0.00	0.00
8743	ESSER II - CRRSA ACT	0.00	0.00	0.00	0.00	0.00	0.00
8744	ARP ESSER III	0.00	0.00	(212,833.74)	0.00	212,833.74	0.00
8747	EMERGENCY CONNECTIVITY	0.00	0.00	0.00	0.00	0.00	0.00
FUND							
8749	CARES ACT - PCCD FUNDNG	0.00	0.00	0.00	0.00	0.00	0.00
8751	ARP ESSER 7% LEARNING	0.00	0.00	(7,877.08)	0.00	7,877.08	0.00
LOSS							

(UNADJUSTED)
Condensed Board Summary Report
 From 11/01/2023 To 11/30/2023

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

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
8752	ARP ESSER 7% SUMMER PROGRAMS	0.00	0.00	(1,575.40)	0.00	1,575.40	0.00
8753	ARP ESSER 7% AFTERSCHOOL PROGRAMS	0.00	0.00	(1,575.44)	0.00	1,575.44	0.00
	Total	0.00	0.00	(223,861.66)	0.00	223,861.66	0.00
8800	ACCESS REIMBURSEMENTS						
8810	MEDICAL ASSISTANCE	(265,000.00)	0.00	0.00	0.00	(265,000.00)	0.00
8820	MED ASSIS - TRANS & AD	0.00	0.00	(3,089.76)	0.00	3,089.76	0.00
	Total	(265,000.00)	0.00	(3,089.76)	0.00	(261,910.24)	1.17
9000							
9200							
9220	LEASE PROCEEDS	0.00	0.00	0.00	0.00	0.00	0.00
	Total	0.00	0.00	0.00	0.00	0.00	0.00
9300							
9330	Trans from Cap Reserve	0.00	0.00	0.00	0.00	0.00	0.00
	Total	0.00	0.00	0.00	0.00	0.00	0.00
9400	SALE OF ASSETS						
9400	SALE OF ASSETS	0.00	0.00	0.00	0.00	0.00	0.00
	Total	0.00	0.00	0.00	0.00	0.00	0.00
MAJOR FUND 10 TOTALS							
	Total Expenditure	57,126,241.00	6,586,392.20	19,277,504.19	5,226,981.53	32,621,755.28	42.90
	Total Other Expenditure	2,163,204.00	0.00	1,931,434.76	0.00	231,769.24	89.29
	Total Revenue	(59,289,445.00)	0.00	(35,021,161.75)	0.00	(24,268,283.25)	59.07
	Total Other Revenue	0.00	(1,821,667.87)	0.00	0.00	0.00	0.00
		0.00	4,764,724.33	(13,812,222.80)	5,226,981.53	8,585,241.27	

(UNADJUSTED)
Condensed Board Summary Report
 From 11/01/2023 To 11/30/2023

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

Grand Totals All Funds	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
Total Expenditure	57,126,241.00	6,586,392.20	19,277,504.19 ✓	5,226,981.53	32,621,755.28	42.90
Total Other Expenditure	2,163,204.00	0.00	1,931,434.76 ✓	0.00	231,769.24	89.29
Total Revenue	(59,289,445.00)	(1,821,667.87)	(35,021,161.75) ✓	0.00	(24,268,283.25)	59.07
Total Other Revenue	0.00	0.00	0.00	0.00	0.00	0.00
	0.00	4,764,724.33	(13,812,222.80)	5,226,981.53	8,585,241.27	

**SAUCON VALLEY HIGH SCHOOL
FINANCIAL REPORTS
NOVEMBER 30, 2023
CLUB ACCOUNT FUND**

BEGINNING BALANCE	\$	53,975.61
INCOME		3,615.78
EXPENSES		1,413.57
ENDING BALANCE	\$	56,177.82

<u>CLUB ACCOUNT</u>	<u>ENDING BALANCE</u>
AEVIDUM	374.80
BAND	2,251.05
BIG PANTHERS / LITTLE PANTHERS	-
CALCULUS CLUB	604.43
CHORUS	657.00
CLASS OF 2022	585.01
CLASS OF 2023	44.83
CLASS OF 2024	3,216.40
CLASS OF 2025	3,465.76
CLASS OF 2026	682.28
COMPETITION CHEERLEADING	942.66
DANCE TEAM	2,224.79
DRAMA CLUB	1,142.10
ENVIRONMENTAL CLUB	437.66
FBLA	6,594.93
FCCLA	-
FOREIGN LANGUAGE	538.80
GLOBAL SCHOLARS	174.50
GSA	47.97
NAT'L HONOR SOCIETY	4,040.98
LEO CLUB	770.11
MINI-THON	2,913.20
MODEL UN	321.72
NEWSPAPER	158.75
PAINTBALL	50.55
PHOTOGRAPHY CLUB	537.81
READING TEAM	5.85
ROBOTICS CLUB	12,532.38
RUGBY CLUB	689.68
SADD	136.50
SGA - STUDENT STORE	5,224.82
SKI CLUB	1,132.91
SMASH-VIDEO CLUB	24.08
SPIRIT COUNCIL	98.00
STEM	585.69
UNICEF	429.82
YEARBOOK	2,380.64
INTEREST	159.36
TOTALS	\$ 56,177.82

Teresa Casimire
Principal

Saucon Valley School District

Policy

Title – 006 Meetings

Section – Local Board Procedures

Adopted – August 22, 2005

Revised – April 12, 2022

Content

Purpose

Section 1. Parliamentary Authority

All Board meetings will be conducted in an orderly and business-like manner. Robert's Rules of Order, Newly Revised, including group rules, shall govern the Board in its deliberations in all cases in which it is consistent with law and/or Board procedures.

Section 2. Quorum

A quorum shall consist of a majority ~~be five (5) of the Board members~~ of the Board present ~~at a meeting~~. No business shall be transacted at a meeting without a quorum, but the ~~Board members~~ school directors present at such a meeting may adjourn to another time.

Section 3. Presiding Officer

The President shall preside at all Board meetings. In the absence, disability, or disqualification of the President, the Vice-President shall act instead. If neither person is present, a ~~Board member~~ school director shall be elected President pro tempore by a

~~plurality~~majority -of those present and voting to preside at that meeting only. Where no such majority is achieved on the first vote, a second vote shall be cast for the two (2) candidates who received the greatest number of votes. ~~The act of any person so designated shall be legal and binding.~~ [4][5][6][7]

Section 4. ~~Notice~~ Meeting Notifications

Notice of all open Board meetings, including committee meetings and ~~discussion~~work sessions, shall be given by publication of the date, place, and time of such meetings in the newspaper(s) of general circulation designated by the Board and the posting of such notice at the administrative offices of the Board.[8][9] The Board, at its discretion, may also give notice through other sources such as email notifications, websites, and phone calls

1. Notice of regular meetings shall be given by publication and posting of a schedule showing the date, place, and time of all regular meetings for the calendar year at least three (3) days prior to the time of the first regular meeting.[8][9]
2. Notice of all special meetings shall be given by publication and posting of notice at least twenty-four (24) hours prior to the time of the meeting, except that such notice shall be waived when a special meeting is called to deal with an actual emergency involving a clear and present danger to life or property.[8][9]
3. Notice of all rescheduled meetings shall be given by publication and posting of notice at least twenty-four (24) hours prior to the time of the meeting.[8][9]
4. Notice of all recessed or reconvened meetings shall be given by posting a notice of the place, date and time of meeting and sending copies of such notice to interested parties.[8]
5. Notice of all open meetings shall be given to any newspaper(s) circulating in Northampton County and any radio or television station which so requests. Notice of all open meetings shall be given to any individual who so requests and provides a stamped, addressed envelope for such notification.[9]

Notice of all special meetings and rescheduled meetings shall be given to each school director~~Board members~~ by e-mail at least no later than twenty-four (24) hours prior to the time of the meeting.[9][10]

All Board members, when unable to attend a meeting, shall, if possible, notify the Board Secretary a reasonable amount of time in advance of the meeting.

Agenda Notifications

The agenda and all relevant reports shall be provided to each school director at least three (3) days before the meeting.

If the agenda includes an item of business related to removing an officer of the Board, the agenda shall be provided to each school director at least seven (7) days before the meeting.

The district shall publicly post the agenda for all open meetings of the Board or Board committees at which deliberation or official action may take place no later than twenty-four (24) hours prior to the time of the meeting, as follows:[9]

1. On the district's website.
2. At the location of the meeting.
3. At the district's administrative office.

The posted agenda shall list each matter of agency business that will or may be the subject of deliberation or official action at the meeting.[9]

Section 5. Regular Meetings

~~Regular Board meetings shall be public and shall be held at specified places at least once every two (2) months.~~

Agenda Preparation

- a. It shall be the responsibility of the Superintendent, in cooperation with the Board President and Vice President, to prepare an agenda of the items of business to come before the Board at each regular open meeting. ~~The agenda, together with all relevant reports, shall be provided to each Board member at least three (3) days before the meeting.~~
- b. ~~The district shall post the agenda for all open Board meetings and committee meetings at which deliberation or official action may take place no later than twenty-four (24) hours before the meeting. Posting shall be made on the district's website, at the meeting location, and at the district's administrative office.~~

- c. The agenda shall include a listing of each matter the Superintendent, in collaboration with the President and Vice President, is bringing forth that will or may be a subject of deliberation or official action before the Board at the meeting.
- d. The District shall make available to individuals copies of the agenda to those in attendance at the meeting ~~copies of the agenda~~.
- e. If (3) three Board Members wish to add an item to the agenda, they should contact the Superintendent in writing (7) days ~~prior to~~ before the meeting. If the item does not have the administrative recommendation, it will be added under the agenda's new/ old business portion of the agenda.

Order of Business

The order of business for regular meetings and special meetings called for general purposes shall be as follows, unless altered by the President or a majority of those present and voting:

1. Call to Order
2. Pledge of Allegiance
3. Recording of Attendance
4. Motion to Approve Agenda
5. Announcement of Executive Session
6. Approval of Minutes
7. Recognition
8. Presentation
9. Superintendent's Report
10. Courtesy of the Floor to Visitors – Agenda Items Only
11. Presentation of Bills
12. Treasurer's Report
13. Education
14. Personnel
15. Facilities
16. Finance
17. Updates
18. New Business
19. Old Business
20. Citizens' Inquiries and Comments
21. Announcements
22. Adjournment

Changes-Additions to the Agenda

~~The agenda may only be modified by majority vote of the Board members present, and in accordance with law.~~

The Board may deliberate or take official action on matters not included in a posted agenda only under the following circumstances:[11]

- *Emergencies* – The matter of business relates to a real or potential emergency involving a clear and present danger to life or property.[8][11]

- *Business Arising Within Twenty-Four (24) Hours Prior to the Meeting* – The matter of business has arisen within twenty-four (24) hours prior to the meeting, is de minimis (minor) in nature, and does not involve the expenditure of funds or entering into a contract or agreement.[11]

- *Business Raised by Residents or Taxpayers During the Meeting* – When a matter of Board business is raised by a resident or taxpayer during a meeting:[11][12]

-

1. The Board may take official action to refer the matter to staff, if applicable, to conduct research and include on a future Board meeting agenda; or

2. If the matter is de minimis (minor) in nature and does not involve the expenditure of funds or entering into a contract or agreement, the Board may take official action on the matter.

- *Majority Vote* – During a meeting, the Board may add a matter of business to the posted agenda by a majority vote of the school directors present and voting. The reason for adding an item to the posted agenda must be announced at the meeting before conducting the vote. Once announced and approved by majority vote, the Board may take official action on the item of business. The agenda shall be amended to reflect the new item of business and the amended agenda shall be posted to the district's website and at the administrative office no later than the first business day following the meeting at which the agenda was amended. The unanimous consent procedure may not be used in place of majority vote for this purpose.[11]

- The public posting of agenda requirements and rules for adding items to a posted agenda apply to both regular and special open meetings of the Board. These requirements and rules do not apply to:[9][11][13]

-

1. Conference sessions.

2. Executive sessions.

Regular Meetings

Regular Board meetings shall be public and shall be held at specified places at least once every two (2) months.

Section 6. Special Meetings

Special meetings shall be public and may be called for special or general purposes and shall be open except when conducted as an executive session for purposes authorized by law.~~[2][5][10][15]~~ No business shall be transacted at any special meeting except that named in the call sent to school directors for such special meeting.

The President may call a special meeting at any time and shall call a special meeting upon presentation of the written requests of three (3) ~~Board members~~ school directors. Upon the President's failure or refusal to call a special meeting, such meeting may be called at any time by a majority of the ~~Board members~~ school directors.

Section 7. ~~Hearing Of The Public~~ Public Participation

A member of the public present at a Board meeting may address the Board in accordance with law and Board policy and procedures for a maximum of five (5) minutes or a time limit at the discretion of the presiding officer.

Section 8. Voting

All motions shall require for adoption a majority vote of those ~~Board members~~ school directors present and voting, except as provided by statute or Board procedures.

~~Special Voting Requirements -~~

~~*Indicates actions for which the minutes must reflect how each school director voted.~~

All votes on motions and resolutions shall be by voice vote unless an oral roll call vote is requested by the President or another school director.

1. The following Actions requiring the unanimous affirmative vote of all members of the Board remaining in office:

- a) Appointing as Board Secretary a former school director who has resigned before the expiration of the term from which the director was elected.*[16][17]
 - b) Appointing as Solicitor a former school director who has resigned before the expiration of the term from which the director was elected.*[16][17]
2. ~~The following actions require the recorded affirmative votes of two-thirds of the full membership of the Board:~~
- a) Transferring, during the first three (3) months of the fiscal year, budgeted funds set apart or appropriated to a particular item of expenditure.
*[17][18][19]
 - b) Adding or increasing appropriations to meet an emergency or catastrophe.
*[17][19]
 - ~~a) —~~
 - ~~b) — Transferring any unencumbered balance, or portion thereof, from one appropriation to another, or from one spending agency to another.~~
 - c) Incurring a temporary debt or borrowing money upon such obligation.
*[17][19][22]
 - d) ~~To hire~~ Hire as a teacher a former school director who resigned before the expiration of the term for which the director was elected.*[16][17]
 - e) ~~To convey~~ Conveying land or buildings to certain charities or other public agencies, as permitted by law, without following prescribed valuation procedures or with more favorable financing.*[17][20]
 - f) To dismiss, after a hearing, a tenured professional employee.*[17][23]
 - g) To borrow in anticipation of current revenue.*[17][24]
 - ~~g)h) Adopting or changing textbooks without the recommendation of the Superintendent.*[17][25]~~
3. ~~The following actions require the recorded affirmative votes of two-thirds of those voting in the presence of a quorum:~~
- ~~a) Incurring temporary debt to meet an emergency or catastrophe.~~
 - ~~b) Adopting or changing textbooks without the recommendation of the Superintendent.~~
4. The following actions require the recorded affirmative votes of a majority of the full number of Board members:
- a) Fixing the length of school term.*[17]
 - b) Adopting textbooks recommended by the Superintendent.*[17][26]
 - c) Appointing the district Superintendent and Assistant Superintendent(s).
*[17][27][28]
 - d) Appointing teachers and principals.*[17]

- e) Adopting the annual budget.*[17][29]
- f) Appointing tax collectors and other appointees.*[17][30][31]
- g) Levying and assessing taxes.*[17][32]
- h) Purchasing, selling, or condemning land.*[17]
- i) Locating new buildings or changing the location of existing ones.*[17]
- j) Creating or increasing any indebtedness.*[17]
- k) Adopting planned instruction.[17][33]
- l) Establishing additional schools or departments.*[17]
- m) Designating depositories for school funds.*[17][34][35]
- n) Authorizing the transfer of any unencumbered balance, or portion thereof, from one appropriation to another, or from one spending agency to another during the last nine (9) months of the fiscal year. *[17][19]
- o) Entering into contracts of any kind, including contracts for the purchase of fuel or any supplies where the amount involved exceeds \$100 (including items subject to bid requirements). *[17][36]
- p) Fixing salaries or compensation of officers, teachers, or other appointees of the Board.*[17]
- ~~q) Combining or reorganizing into a larger school district.~~
- ~~r)g) Entering into contracts with and making appropriations to the intermediate unit for the district's proportionate share of the cost of services provided or to be provided by the intermediate unit.*[17]~~
- ~~s)r) Dismissing, after a hearing, the Superintendent, an Assistant Superintendent, or a non-tenured employee teacher.*[17][37][38];~~
- ~~t)s) Adopting a corporate seal for the district.~~ Calling a special meeting when the President has failed to do so after written request of three (3) members of the Board.[5]
- ~~u)t) Determining the location and amount of any real estate required by the school district for school purposes.*[17][39]~~
- ~~v)u) Vacating and abandoning property to which the Board has title.*[17][40]~~
- ~~w) Determining the holidays, other than those provided by statute, to be observed by special exercises and those on which the schools shall be closed for the whole day.~~
- ~~x)v) Removing a school director.~~ Approving or denying a charter school application.*[44]
- ~~y)w) Declaring that a vacancy exists on the Board by reason of the failure or neglect of a school director to qualify.[42]~~
- ~~z)x) Removing an officer of the Board.~~ Approving or denying a multiple charter school organization application.*[45]
- ~~aa)y) Removing an appointee of the Board.~~ Establishing joint schools or departments.*[46]

- ~~bb)z)~~ Adopting, amending, or repealing Board policies or procedures.[43]
~~ee)aa)~~ Appointing a school director to fill a vacancy on the Board.*[17][41]

Abstention from Voting

~~A Board member shall abstain from voting when required to pursuant to the Public Official and Employee Ethics Act and/or when a relative, as defined in the School Code, is recommended for appointment to or dismissal from a teaching position. A Board member abstaining from voting shall, prior to the vote being taken, publicly announce and disclose the nature of her/his interest and shall submit to the Board Secretary a written memorandum describing the nature of the conflict. Such memorandum shall be a public record attached to the Board minutes.~~

A school director shall be required to abstain from voting when the issue involves either one of the following:

-

1. Conflict of interest under the Ethics Act.[47][48][49]

Prior to the vote being taken, the school director shall verbally disclose the nature of the conflict in public, and shall also provide the Board Secretary with a written memorandum stating the nature of the conflict, which shall be attached to the Board minutes as a public record.

Conflict of interest - use by a public official of the authority of their office or any confidential information received through holding public office for the private pecuniary benefit of the public official, a member of their immediate family or a business with which the public official or a member of their immediate family is associated. The term does not include an action having a de minimis economic impact or which affects to the same degree a class consisting of the general public or a subclass consisting of an industry, occupation or other group which includes the public official, a member of their immediate family or a business with which the public official or a member of their immediate family is associated.[47]

De minimis economic impact – an economic consequence which has an insignificant effect.[47]

Immediate family – parent, spouse, child, brother or sister.[47]

Business with which associated – any business in which the person or a member of the person's immediate family is a director, officer, owner, employee or has a financial interest.[47]

2. Relative recommended for appointment to or dismissal from a teaching position.[23][50]

Relative – father, mother, brother, sister, husband, wife, son, daughter, stepson, stepdaughter, grandchild, nephew, niece, first cousin, sister-in-law, brother-in-law,

uncle, or aunt.

-

The Board is encouraged to seek the guidance of the district solicitor or the State Ethics Commission for questions related to conflict of interest.^[48]^[49]

Section 9. Minutes

The Board shall cause to be made and shall retain as a permanent record of the district, minutes of all open Board meetings. Said minutes shall be comprehensible and complete and shall show: ^[51]^[52]

1. The date, place, and time of the meeting;
2. The names of Board members present;
3. The presiding officer;
4. The substance of all official actions;
5. Actions taken;
6. Recorded votes and a record by individual members of all roll call votes taken; ^[53]
7. The names of all residents who appeared officially and the subject of their subject or comment;
8. Matters added to the posted agenda upon a majority vote of the Board, including the substance of the matter, the reason for the addition to the agenda, and the recorded vote, where applicable. ^[9]^[11]

The Board Secretary shall provide each Board member with a copy of the minutes of the last meeting no later than three (3) days prior to the next regular meeting. ^[1]

The minutes of Board meetings shall be approved at the next succeeding meeting and signed by the Board Secretary. ^[54]

Notations and any tape or audiovisual recordings shall not be the official record of an open Board meeting but may be available for public access, upon request, in accordance with Board policy. Any notations and/or audiovisual recordings of a Board meeting shall be retained and disposed of in accordance with the district's records retention schedule. [\[1\]](#)[\[55\]](#)[\[56\]](#)

Section 10. ~~Adjournment~~ Recess/Reconvene

The Board may at any time recess or ~~adjourn~~[reconvene](#) to a reconvened meeting at a specified date and place, upon the majority vote of those present. The reconvened meeting shall [immediately](#) take up its business at the point in the agenda where the motion to adjourn was acted upon. Notice of the ~~rescheduled~~ [reconvened](#) meeting shall be given as provided in Board policy. [\[8\]](#)[\[9\]](#)[\[57\]](#)

Section 11. Executive Session

The Board may hold an executive session, which is not an open meeting, before, during, at the conclusion of an open meeting, or at some other time. The presiding officer shall announce the reason for holding the executive session; the announcement can be made at the open meeting prior to or after the executive session. [\[13\]](#)[\[15\]](#)[\[58\]](#)

The Board may discuss the following matters in executive session:

1. Employment issues;
2. Labor relations;
3. Purchase or lease of real estate;
4. Consultation with an attorney or other professional advisor regarding potential litigation or identifiable complaints that may lead to litigation;
5. Matters that must be conducted in private to protect a lawful privilege or confidentiality; and
6. [School safety and security](#), of a nature that if conducted in public, would:[\[15\]](#)
 - a) ~~B~~[Be](#) reasonably likely to impair the effectiveness of school safety measures. or
 - ~~6-b)~~ [c](#) Create a reasonable likelihood of jeopardizing the safety or security of an individual or a school building, public utility, resource, infrastructure, or information storage system.

Official actions based on discussions held in executive session shall be taken at a open meeting.

Section 12. Work Sessions

The Board may meet as a Committee of the Whole in an open meeting to vote on or to discuss issues. Public notice of such meetings shall be made in accordance with Board policy. ~~.[2][57]~~

A meeting of the Committee of the Whole, not regularly scheduled, may be called at any time by the President; the President shall call such a meeting when requested to do so by ~~Board members~~ school directors. Public notice of the meeting shall be made by the Board Secretary in accordance with law and Board ~~Board Policy~~ procedures.

~~The Board Secretary shall provide notice of a meeting of the Committee of the Whole as per the notice provisions of in accordance with Board Pprocedures. [8][9][57]~~

Section 13. Committee Meetings

Standing cCommittee meetings may be called at any time by the committee chairperson, with proper public notice, or when requested to do so by majority of the members of the committee. ~~.[8][9][57]~~

A majority of the total membership of a committee shall constitute a quorum.

Unless held as an executive session, standing committee meetings shall be open to the public, other school directors ~~Board members~~, and the Superintendent. ~~.[2]~~

A majority of the committee or the chairperson may invite Board, employees, consultants or other persons who have special knowledge of the are under investigation discussion.

Legal References

~~65 Pa. C.S.A. §§ 701, 703, 705, 706, 707, 708, 709 65~~

~~Pa. C.S.A. §§ 701, et seq.~~

~~24 P.S. 2-212, 2-224, 3-324, 4-405, 4-408, 4-421, 4-422, 4-423, 4-426, 4-427, 4-428, 4-433, 5-508, 5-514, 5-518, 6-609, 6-621, 6-634, 6-671, 6-687, 7-702, 7-707, 7-708, 8-803, 10-1071, 10-1075, 10-1076, 10-1077, 10-1080, 11-1111, 11-1129, 15-1503~~

~~Board Policy~~

~~003, 004, 005, 006, 107, 108, 604, 605, 606, 610, 903~~

1. 24 P.S. 407

[2. 65 Pa. C.S.A. 701 et seq](#)
[3. 24 P.S. 422](#)
[4. 24 P.S. 405](#)
[5. 24 P.S. 426](#)
[6. 24 P.S. 427](#)
[7. 24 P.S. 428](#)
[8. 65 Pa. C.S.A. 703](#)
[9. 65 Pa. C.S.A. 709](#)
[10. 24 P.S. 423](#)
[11. 65 Pa. C.S.A. 712.1](#)
[12. Pol. 903](#)
[13. 65 Pa. C.S.A. 707](#)
[14. 24 P.S. 421](#)
[15. 24 P.S. 425](#)
[16. 24 P.S. 324](#)
[17. 24 P.S. 508](#)
[18. 24 P.S. 609](#)
[19. 24 P.S. 687](#)
[20. 24 P.S. 707](#)
[21. 24 P.S. 671](#)
[22. 24 P.S. 634](#)
[23. 24 P.S. 1129](#)
[24. 24 P.S. 640](#)
[25. 24 P.S. 803](#)
[26. Pol. 108](#)
[27. 24 P.S. 1071](#)
[28. 24 P.S. 1076](#)
[29. Pol. 604](#)
[30. Pol. 005](#)
[31. Pol. 606](#)
[32. Pol. 605](#)
[33. Pol. 107](#)

[34. 24 P.S. 621](#)
[35. Pol. 608](#)
[36. Pol. 610](#)
[37. 24 P.S. 1080](#)
[38. 24 P.S. 514](#)
[39. 24 P.S. 702](#)
[40. 24 P.S. 708](#)
[41. 24 P.S. 315](#)
[42. Pol. 004](#)
[43. Pol. 003](#)
[44. 24 P.S. 1717-A](#)
[45. 24 P.S. 1729.1-A](#)
[46. 24 P.S. 1701](#)
[47. 65 Pa. C.S.A. 1102](#)
[48. 65 Pa. C.S.A. 1103](#)
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[50. 24 P.S. 1111](#)
[51. 24 P.S. 518](#)
[52. 65 Pa. C.S.A. 706](#)
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[54. 24 P.S. 433](#)
[55. Pol. 800](#)
[56. Pol. 801](#)
[57. Pol. 006](#)
[58. 65 Pa. C.S.A. 708](#)
[24 P.S. 224](#)
[24 P.S. 408](#)
[24 P.S. 1075](#)
[24 P.S. 1077](#)
[65 Pa. C.S.A. 1101 et seq](#)
[Pol. 612](#)

Saucon Valley School District

Policy

Title – 216.1 Supplemental Discipline Records

Section – 200 Pupils

Adopted – October 27, 2009

Revised –

Content

Authority

The school district shall maintain required records concerning **students** adjudicated **delinquent** and transfer students disciplined for offenses involving weapons, alcohol, drugs and violence on, **or within 1,500 feet of**, school property. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

Guidelines

Records/Information Regarding Students Who Have Been Adjudicated Delinquent

The building principal or designee shall receive from the court, through the juvenile probation department ~~office~~, information concerning the adjudication of an enrolled student. **The information may** ~~Such report shall include,~~ **but not be limited to, the name and address of the student**, a description of ~~the~~ delinquent acts committed by the student **and the** disposition of the case. **If the student is adjudicated delinquent of a felony offense, the building principal or designee may receive additional information, including but not limited to juvenile** probation or treatment reports **pertaining to the adjudication**, prior delinquent history **and** the supervision plan. **Other information may be provided as** deemed necessary **by the juvenile probation office unless restricted by a court order or other applicable law or regulation.** [\[4\]](#)[\[5\]](#)

Upon receipt, the building principal or designee shall send a written acknowledgement to the juvenile probation office of the receipt of the information, including acknowledgement of the requirements and restrictions of the district regarding such information. [\[5\]](#)

The building principal ~~must~~ **or designee shall** share this information with the student's teacher and the principal of another school to which the student may transfer. **The**

information shall be used for the limited purposes of protecting school personnel and students, and arranging for appropriate counseling and education for the student.[\[4\]](#)[\[5\]](#)

The information may be used for school disciplinary decisions only if: the student was under the supervision of the Board at the time of the incident; the act(s) took place within 1,500 feet of school property; and the school has complied with all other statutory, regulatory and constitutional provisions relative to the imposition of school discipline.[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)

The information received from the juvenile probation office ~~Required reports~~ concerning an adjudicated student shall be maintained separately from the student's official school record.[\[4\]](#)[\[5\]](#)

Records Regarding Student Enrollment - Sworn Statement or Affirmation Related to Disciplinary Exclusions

Upon registration and prior to admission to the school district, the parent/guardian or person having charge of the student shall provide a **signed** sworn statement or affirmation stating whether the student previously was or presently is suspended or expelled from any public or private school for an offense involving weapons, alcohol or drugs; willful infliction of injury to another person; **sexual assault**; or any act of violence committed on school property. The statement shall include the dates of suspension or expulsion and the name of the school from which the student was suspended or expelled for these reasons.[\[1\]](#)[\[8\]](#)[\[10\]](#)[\[11\]](#)

The sworn statement or affirmation shall include the signature of the parent/guardian or person having charge of the student and ~~they~~ ~~Parents/Guardians~~ shall be informed that any willful false statements concerning this registration shall be a misdemeanor of the third degree.[\[1\]](#)

This registration statement shall be maintained as part of the student's disciplinary record.

Transfer of Disciplinary Records

Transfer Into the District -

When a student transfers to a district school from another school district, a nonpublic school, or other school within this district, the district shall ~~obtain~~ **request** a certified copy of the student's disciplinary record from the school from which the student is transferring. The sending school shall have ten (10) days from receipt of the request to provide the disciplinary record. This record shall be maintained as part of the student's disciplinary record and shall be available for inspection as required by law **and Board policy**.[\[2\]](#)[\[12\]](#)

Transfer From the District -

When a student transfers from a district school to another school district, a nonpublic school or other school within the district, the district shall transmit a certified copy of the student's disciplinary record within ten (10) days of receiving the request from the school to which the student has transferred. **A copy of the notice initially provided by the juvenile probation office to the district shall also be provided to the school to which the student has transferred.**[\[5\]](#)

The building principal or designee shall maintain a log of all individuals from other school districts to whom this information is subsequently provided, and shall inform the juvenile probation office upon providing this information to officials from other schools outside the district.[\[5\]](#)

PSBA Revision 7/23 © 2023 PSBA

Legal References

1. 24 P.S. 1304-A

2. 24 P.S. 1305-A

3. 24 P.S. 1307-A

4. 42 Pa. C.S.A. 6341

5. 237 PA Code Rule 163

6. Pol. 113.1

7. Pol. 218

8. Pol. 218.3

9. Pol. 233

10. 24 P.S. 1318.1

11. Pol. 200

12. Pol. 216

20 U.S.C. 1232g

20 U.S.C. 7118

Pol. 113.4

Saucon Valley School District

Policy

Title – 251 Students Experiencing Homelessness, Foster Care, and Other Educational Instability

Section – 200 Pupils

Adopted – October 11, 2022

Revised – July 25, 2023

Content

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 attendance, education and graduation; and providing additional supports in compliance with federal and state law, 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:[\[4\]](#)

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;
2. 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;
3. 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 above; and
5. School-aged parents living in houses for school-aged parents if they have no other available living accommodations.

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

- 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 placement.[\[8\]](#)

- 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 or designee to serve as the district's point of contact for students experiencing educational instability.[\[4\]\[5\]\[27\]](#)

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 educational instability.
3. Other school districts on issues of prompt identification, transfer of records, transportation and other inter-district activities.
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 applicable.
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.[\[4\]](#)

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 education record. [\[29\]\[30\]](#)

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 the school.[\[36\]](#)

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 resolution of the dispute.[\[2\]](#)[\[38\]](#)

Students Discharged From Foster Care

A student who has been discharged from foster care may be permitted to finish the school year in this district, if appropriate, without payment of tuition.

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 disclosure is:[\[29\]](#)[\[30\]](#)[\[39\]](#)

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 dependency matter.
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]

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.[\[6\]](#)

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 higher-level 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.

2. 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 –

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 in accordance with applicable law, regulations, Board policy, administrative regulations and state guidance.. [\[11\]\[19\]](#)

~~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 remain in school. [\[19\]](#)~~

Legal References

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
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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

Saucon Valley High School

Program of Studies

2024-2025 School Year



SAUCON VALLEY SCHOOL DISTRICT
2100 Polk Valley Road, Hellertown, PA 18055
Phone: 610-838-5594

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Katie Fisher, Collegiate and Career Counselor
Rachel Alderfer (Last named A-L)
Joanna Suriel (Last names M-Z)

POLICY ON EQUAL RIGHTS OPPORTUNITY

The Saucon Valley School District, an equal opportunity employer, will not discriminate in employment, educational programs or activities, based on race, sex, handicap, or because a person is a disabled veteran. This policy of nondiscrimination extends to all other classifications as may be required by law. Publication of this policy is in accordance with State and Federal laws including the Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and Title VI and VII of the Civil Rights Act of 1964. We further affirm that all curriculum offerings and student enrollment practices will be handled without discrimination based on sex, race, religion, national origin, or non-job related handicaps or disabilities.

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[VISUAL ARTS DEPARTMENT](#)

Saucon Valley High School Program of Studies 2023-2024

The Program of Studies is a School Board approved document that represents the policies and procedures involved in scheduling students at Saucon Valley High School. The ultimate goal of the Saucon Valley High School curriculum is to provide challenging educational opportunities for all students as they prepare for a future in college and the workplace. While different career aspirations will result in different course pathways during the high school years, SVHS remains steadfast in its commitment to educate a future workforce capable of successfully competing in the global economy for the 21st century. Student enrollment in courses will be based upon the appropriateness of the coursework to future career goals, whether those goals include post-secondary education at a two or four year college or technical school, entrance into the military service, or gainful employment in a vocational setting.

GRADUATION REQUIREMENTS

Students must complete the following requirements to graduate from Saucon Valley High School:

1. Students must complete a minimum of 21 credits.
2. A student must complete one of the five Keystone Pathways to Graduation.
3. A student must meet the Career Indicator requirements, including the Industry-based learning requirement.

COURSE REQUIREMENTS

Graduation Requirements	
Credits	Course
4	English
3	Mathematics
2	Social Studies (4 courses)
2.5	Science (4 courses)
1	Health/PE (2 courses)
8.5	Electives
21	Credits

Course Advancement Will follow current [School Board Policy 215.1](#)

Credit Recovery Will follow School Board Policy

- When a student is at least one semester behind their peers in credits obtained for graduation, they may request permission to take courses outside of the institution in order to recover credits to qualify for graduation.
- Approval of the credit recovery courses shall be within the District guidelines at approved institutions and at the expense of the parent and/or student.
- Approval of credit recovery will occur on a case by case basis in specific circumstances. Permission must be granted before a student may take a course for credit recovery.

Students Repeating a Course [School Board Policy 217](#)

If a student fails a course, the course can be repeated. If a student passes a course, the course cannot be taken again without an appeal to the principal. Credit will only be given once for a course. If a course is repeated, the student may, upon request in a letter to the principal, have the original grade excluded in the calculation of the GPA. However, both courses will be recorded on the transcript.

Independent Study [School Board Policy 118](#)

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

- Students who wish to undertake Independent Study should first contact their Guidance Counselor at least one quarter before the proposed project would take place.
- The Independent Study cannot replace a required course and must be beyond the scope and sequence of the regular curriculum.
- The student is responsible for engaging a faculty member as their sponsor and creating a proposal that includes: credit value, methods of assessment, timelines and milestones, and a department chairperson review.
- The Guidance Counselor will provide the student with specific details and feedback. All proposals must be approved by the Building Principal, Superintendent and School Board.

Dual Enrollment

- College courses taken while a student is in SVHS will count for credit but will not be calculated in the GPA

Requests to graduate early

- The fourth year of high school shall not be required for graduation if the student has completed all other requirements for graduation.
- A student may qualify for graduation by attending a district school part-time when officially enrolled part-time in a postsecondary institution or when lawfully employed part-time, provided that all graduation requirements have been met.

Grading System

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

Students who receive a letter grade of "A", "B", "C" or "D" in a weighted course will be awarded additional grade points. The table below represents the weighted and non-weighted point values for full credit courses. Dual Enrollment courses do not count towards GPA or class rank, but do count towards credits.

GRADE	NUMERIC RANGE	STANDARD GRADE POINTS	HONORS GRADE POINTS	AP GRADE POINTS
A+	97-100	4.33	4.83	5.33
A	93-96	4.00	4.50	5.00
A-	90-92	3.67	4.17	4.67
B+	87-89	3.33	3.83	4.33
B	83-86	3.00	3.50	4.00
B-	80-82	2.67	3.17	3.67
C+	77-79	2.33	2.83	3.33
C	73-76	2.00	2.50	3.00
C-	70-72	1.67	2.17	2.67
D+	67-69	1.34	1.84	2.34
D	65-66	1.00	1.50	2.00
F	55-64	0.00	0.00	0.00
F-	54 or less	Not eligible to attend Summer Learning Academy		

KEYSTONE PATHWAYS TO GRADUATION

*****PDE GRADUATION REQUIREMENT BEGINNING WITH CLASS OF 2023***

In addition to the above listed Graduation Requirements, students must demonstrate mastery of the PA Core Standards. Keystone Exams are taken as an end of course exam when the student is enrolled in Algebra 1, Literature, and Biology. If a student does not receive an “Advanced” or “Proficient” on an Exam, the student is permitted to re-test during designated windows established by PDE until the end of their Junior year of school.

	Below Basic	Basic	Proficient	Advanced
Algebra 1	1200-1438	1439-1499	1500-1545	1546-1800
Biology	1200-1459	1460- 1499	1500-1548	1549-1800
Literature	1200-1443	1444-1499	1500-1583	1584-1800

Senate Bill 1095, which was signed into law by Governor Tom Wolf in 2018, shifts Pennsylvania’s reliance on high stakes testing as a graduation requirement to provide alternatives for high school students to demonstrate readiness for postsecondary success. Students will follow the progression of the five Keystone Pathways to Graduation until they successfully meet the criteria identified.

KEYSTONE PATHWAYS TO GRADUATION

1. Pathway 1- Keystone Proficiency Pathway

Scoring Proficient or Advanced on each Keystone Exam- Algebra 1, Literature, and Biology

2. Pathway 2- Keystone Composite Pathway

Students must score a minimum combined score on all three exams of a 4452, with at least one score of Proficient and no scores of Below Basic

3. Pathway 3- Career and Technical Pathway

Students must earn a passing grade on the courses associated with each Keystone Exam, and pass the National Occupational Competency Testing Institute (NOCTI) or the National Institute of Metalworking Skills (NIMS) assessment in an approved Career and Technical Education concentration.

4. Pathway 4- Alternate Assessment Pathway

Students must earn a passing grade on the courses associated with each Keystone Exam, and satisfactorily complete one of the following alternative assessments: SAT, PSAT, ACT, ASVAB, Gold Level ACT WorkKeys; advanced coursework in AP or concurrent enrollment courses; or acceptance in a 4 year nonprofit institution of higher education for college-level coursework.

5. Pathway 5- Evidence Based Pathway

Students must earn a passing grade on the courses associated with each Keystone Exam, and demonstrate readiness for postsecondary engagement through three pieces of evidence from the student's career portfolio aligned to the student goals and career plans. Examples of evidence will include ACT WorkKeys, SAT subject tests, AP and concurrent coursework, higher education acceptance, community learning project, completion of an internship, externship or co-op or full-time employment.

To keep students on-track to meeting the statewide graduation requirements, Administration and the Guidance Counselors will follow this timeline for student progress:

11th Grade:

1. Administration will review Keystone Exam student scores to determine which students have met requirements for Keystone Proficiency Pathway and Keystone Composite Pathway
2. Students who have not met requirements for Pathways 1 and 2 will be offered Optional Supplemental Instruction to retake Keystone Exams
3. Guidance Counselors will meet students who do not opt to retake to determine which Pathway 3, 4 or 5 will be met for graduation requirement
4. Student Guidance Counselor meets to review requirements and set a timeline.

12th Grade:

Guidance Counselors will review data and determine if students are on track to meet graduation requirements. If not, the student and parent will meet with Administration to determine steps needed to be completed. *Graduation Requirements must be met no later than October.*

CAREER READINESS REQUIREMENT

****GRADUATION REQUIREMENT BEGINNING WITH CLASS OF 2023**

To help ensure that all students in Pennsylvania are on track for meaningful postsecondary engagement and success, the Pennsylvania Department of Education has included a measure of students' career exploration, preparation, and readiness as part of Pennsylvania's state and federal accountability system through the Future Ready PA Index and under the Every Student Succeeds Act (ESSA). The Career Readiness Indicator recognizes efforts to ensure that all students have access to career exploration and preparation activities that are standards-aligned and evidence-based, including the development of career plans and portfolios that help students identify pathways and opportunities for postsecondary success.

By the end of 11th grade, the student will have a career portfolio containing both the K-5 and 6- 8 grade band evidence, and a minimum of eight pieces of evidence, or at least two pieces of evidence each year, collected in the 9-11 grade band that validates all four strands of the CEW standards have been meaningfully addressed. At least two of these pieces of evidence for the 9-11 grade band must demonstrate implementation of the student's individualized career plan. By the end of their senior year, students should have completed personalized experiences that are connected to local, regional, and state workforce needs. These efforts should also be informed by an analysis of regional and statewide workforce data, including current and future projected openings and skills needs.

Beginning with the Class of 2023, students will meet the College and Career Readiness Graduation Requirement by:

1. Completion of College and Career Indicators as identified and assigned in coursework.
2. Yearly completion of the College and Career Portfolio activities.
3. Completion of the Industry Based Work Indicators: All Industry-Based Work experiences will be coordinated and reviewed through the Guidance Department prior to students beginning the process. Students will be responsible for completing all paperwork and experience requirements.

In order to navigate the career indicators required in each grade level, students will upload their College and Career Artifacts to an online portfolio. Each student will be responsible for completing the components and upload all evidence to their portfolio. If the work is not completed by the last day of classes, the student will be required to attend work sessions during final exams.

- Grade 9- will be completed in conjunction with the English Course and other core subject areas
- Grade 10- will be completed in conjunction with English course and other core subject areas
- Grade 11- will be completed through check in check-in needs a hyphen meetings with Counselors and the College and Career Readiness course
- Grade 12- will be completed through check-in meetings with Counselors, Senior Meetings and Career Readiness course

Future Ready PA Index Requirements for College and Career Readiness

The Future Ready PA Index is a collection of school progress measures related to school and student success. The Index includes a range of assessment, on-track, and readiness indicators, to more accurately report student learning, growth, and success in the classroom and beyond. In addition to assessment scores, students are now scored on completion of College and Career Readiness Indicators including:

- o Career Readiness Standards
- o Rigorous Course of Studies- including: AP courses and Dual Enrollment
- o Industry-Based Learning- including: left blank
- o Industry Standards-Based Competency Assessment (NOCTI/NIMS)
- o Industry Recognized Credential
- o Work-based Learning Experience
 - Job Shadowing, Internship, Cooperative Education, Career Mentoring, Community-based Work Programs, and Service Learning

Education and Career Plan (ECP)

An education and career plan (ECP) is a document that a student will use to map and track their journey toward college and career readiness. It integrates college and career planning and preparation into a single document. The process of becoming both college and career ready can be complex; students will work with their teachers and guidance counselors to identify future steps and document their progress. The ECP:

- Identifies a student's career interests and goals and incorporates the qualifications, education, and training requirements for the identified careers.
- Connects a student's career goals with the specific qualifications, education, and training required for entry into those careers.
- Outlines a student's four-year course plan for high school that aligns with graduation requirements as well as the student's postsecondary education and career goals.
- Provides an integrated record of progress in college and career planning that shows activities and accomplishments in both areas.

The ECP is a living document that is updated at the end of each year before completing scheduling. Students will revise their goals, interests, and courses as they explore potential careers in greater depth.

Students will complete a reflection each year to focus on their journey in achieving their post-secondary goals.

Career Pathways and Clusters





Career Pathways provide students with a direction for making informed career decisions. Each pathway is a flexible career grouping that focuses students on elective courses that prepare them for specific career goals and career exploration. Utilizing Naviance, students identify career pathways based upon their interests, experiences, and abilities. Pathways are divided into a number of focus areas, which allow students to investigate career options within specific industries. Each pathway provides students and parents with information regarding specific careers within a focus area and the level of training or education needed to attain those careers.

Career clusters are a way of grouping careers with common features and skills. Careers grouped into the same cluster typically require similar education and training. Exploring clusters can be a useful way for students to find a good career match, especially if they have general areas of interest but are not sure what specific careers match those interests. Career clusters can also help them better understand how their coursework in school can prepare them for certain types of careers.





HOW TO USE CAREER PATHWAYS

The following Career Pathways pages outline the four Career Pathways at Saucon Valley High School. Recommended electives for each pathway are included so that students and parents can make informed decisions regarding courses that may begin to prepare students for their identified career field. To ensure graduation requirements are met, students should refer to the program of studies to determine required core and elective courses for grades 9-12. This document should be used as a general guide when scheduling courses, but consultation with teachers and counselors is highly recommended. Students do not need to follow one pathway but these pathways provide some guidance when choosing courses for future courses of study.

Career Pathways Overview The four pathways are described below. Once you have found a pathway that interests you, review for suggested courses, and career opportunities.

Health & Social Services 	Science, Technology, Engineering, & Math 	Arts, Humanities & Communications 	Business, Finance & Law 
<p>This is a pathway that includes a large and diverse group of careers. Human services involves careers that help people and families meet their needs, including education, social services, and mental health needs.</p> <p>The health and medicine career pathway includes careers that promote health, wellness, and diagnosis as well as treat injuries and diseases. Some of the careers involve working directly with people, while others involve research into diseases or collecting and formatting data and information. Work locations are varied and may be in hospitals, medical or dental offices or laboratories, cruise ships, medevac units, sports arenas, space centers, or within the community.</p>	<p>Engineers and technicians design and build things. They are critical in all kinds of manufacturing, especially at the earliest stages when products and processes are being created and refined.</p> <p>A career in science is exciting, challenging, and ever-changing. Learners who pursue one of these career fields will be involved in planning, managing, and providing scientific research and professional and technical services including laboratory and testing services, and research and development services.</p> <p>The agriculture pathway prepares learners for careers in the planning, implementation, production, management, processing, and/or marketing of agricultural commodities and services.</p>	<p>Careers in the Performing Arts, Visual Arts or certain aspects of Journalism, Broadcasting and Film are careers that tap students' creative talents.</p> <p>Audio-Video Communications Technology, Telecommunications or Printing Technology require strong backgrounds in computer and electronic-based technology and a solid foundation in math and science. All pathways require the ability to communicate effectively in both oral and written form.</p> <p>Information technology careers involve the design, development, support and management of hardware, software, multimedia and systems integration services. The IT industry is a dynamic and entrepreneurial working environment that has a revolutionary impact on the economy and society</p>	<p>The Business, Finance, and Law pathway includes careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.</p> <p>The finance portion of this pathway involves careers in financial and investment planning, banking, insurance and business financial management. The legal system impacts us in many ways, from buying a home to safely driving a car.</p> <p>Careers in law keep the legal system running smoothly and include public services, jobs that serve and protect people, including law enforcement, firefighting, legal services, and the military.</p>

Example Career Opportunities for Specific Career Pathways:

	Health & Social Services 	Science, Technology, Engineering, & Math 	Arts, Humanities & Communications 	Business, Finance & Law 
Advanced Coursework	<ul style="list-style-type: none"> • Physician • Pharmacist • Dentist • Physical / Occupational Therapist or Counselor 	<ul style="list-style-type: none"> • Engineer • Architect • Security Analyst • Computer Scientist • Research Scientist • Research Professor 	<ul style="list-style-type: none"> • Post-Secondary Professors • Political Scientist • Systems Engineer 	<ul style="list-style-type: none"> • Financial Analyst • Auditor • Certified Public Accountants • Chief Executives • International Businessperson • Lawyer
College Course Work	<ul style="list-style-type: none"> • Registered Nurse • Physician's Assistant • Medical Lab Tech • Social Worker • Medical Assistant • Teacher 	<ul style="list-style-type: none"> • Construction Manager • Statistician • Meteorologist • Chemist • Teacher 	<ul style="list-style-type: none"> • Teacher • Musician • Journalist / Editor • Technical Writer • Information Technology Specialist 	<ul style="list-style-type: none"> • Actuary • Insurance • Underwriter • Financial Advisor • Teacher
College and / or Career Course Work	<ul style="list-style-type: none"> • Dental Assistant • Licensed Practical Nurse • Medical Records Technician • Emergency Medical Technician • Dental Hygienist • Vet Technician • Nurses Aide 	<ul style="list-style-type: none"> • Drafter • Engineering Technician • Master Electrician • Automotive Technician • Cost Estimator • Lab Technician • Welder • Precision Machinist • Armed Services 	<ul style="list-style-type: none"> • Preschool Teacher • Fashion Design • Web Designer • Cosmetologist • Horticulturist • Commercial Artist • Photographer • A/V Tech • IT Support 	<ul style="list-style-type: none"> • Loan Officer • Paralegal • Real Estate Agent • Billing Clerk • Administrative Assistant • Bank Teller • Bookkeeper • Police Officer • Firefighter
Career Course Work	<ul style="list-style-type: none"> • Home Health Aide • Nursing Aide • Pharmacy Technician 	<ul style="list-style-type: none"> • Carpenter • Mason • Electrician • Manufacturer • Plumber • HVAC Tech 	<ul style="list-style-type: none"> • Cook • Receptionist • Advertising Sales • Agent 	<ul style="list-style-type: none"> • Claims Adjuster • Retail Sales Clerk • Office Clerk • Janitor & Cleaner • Secretary

SVHS Career Related Courses and Programs:

BETHLEHEM AREA VOCATIONAL TECHNICAL SCHOOL

The goal of BAVTS is to enhance curricular choices for all students. Saucon Valley High School proudly partners with Bethlehem Area Vocational Technical School (BAVTS) to offer hands-on experience and application based specialized skills in a variety of career clusters. First year students attend AM and second and third year students attend PM. For more information about the BAVTS Program of Study please visit:

<https://www.bethlehemavts.org/programs>

PROJECT LEAD THE WAY

PLtW is the nation's leading provider of rigorous and innovative Science, Technology, Engineering and Mathematics (STEM) curricula for schools. PLtW's hands-on, Activities-, Project-, Problem-Based (APPB) comprehensive curriculum is aligned with relevant national standards and is collaboratively developed and updated by subject matter experts including teachers, university educators, engineering and biomedical professionals and school administrators. PLtW's programs emphasize critical thinking, creativity, innovation and real-world problem solving. The hands-on learning engages students on multiple levels, exposes them to areas of study that they may not otherwise pursue and provides them with a foundation and proven path to post-secondary training and career success in STEM-related fields.

The START: Students Taking Advantage to be Ready for Technology

A partnership between SVHS and Northampton Community College, START creates a pathway for careers in Technology. By taking a combination of courses between SVHS and Dual Enrollment courses at NCC, a student can be on their way to completing an Associates Degree at NCC or transfer credits to Bachelor of Science degree in Computer Science program at Kutztown University and East Stroudsburg University.

GENERAL ACADEMIC INFORMATION CURRICULUM

Saucon Valley High School offers a variety of levels of coursework to meet the diverse needs of our students. Placement into course levels is based on a combination of test score histories, prerequisite grades, and teacher recommendations. All students are strongly encouraged to work at their appropriate academic levels. Taking a “lower” level course for “ease” of schedule is not allowed.

Any courses outside these levels require the recommendation of the Special Education Department.

ACADEMIC: Academic courses are designed to prepare students to meet their goals after high school. Courses will prepare students for college or additional career education. Curriculum is based on the standards and the content is organized to stimulate learning and develop skills in the areas of study. Students are expected to complete work with self-direction. The pacing of Academic courses is maintained at a level to prepare students to succeed at a college or university. All assessments are designed to guide instruction and measure student learning. Students receive an unweighted grade in an Academic class.

HONORS: Honors courses are accelerated versions of Academic courses. These courses are organized to challenge the advanced students by means of a faster pace and more complex curriculum. Students should demonstrate an active willingness and self-directedness to participate in course discussions, activities, and production. Background information and skills must be fairly advanced and candidates for these courses must meet the prerequisites required for the courses. The pacing of the honors courses is rigorous. All assessments are designed to guide instruction and to measure student learning. Students receive a weighted grade in an Honors course.

ADVANCED PLACEMENT: Advanced Placement courses are designed for the highly motivated students and are organized in accordance with the guidelines published by the College Board. These courses are designed to replicate the work characteristics of an introductory college course. Advanced Placement courses challenge a student in the breadth and depth of the curriculum, accelerated pacing, and the need to be an independent learner. Much of the work required is outside of the classroom, often beginning with summer assignments prior to the start of class. Student knowledge in background information and intellectual skills must be strong.

Students enrolled in Advanced Placement classes are strongly encouraged to sit for the corresponding Advanced Placement exam. The cost of the exam is the responsibility of the student/family. The teachers will explain the new pricing policy at the beginning of the course. Students are responsible for registration and all fees incurred with the registration process. Satisfactory performance on the exam may result in favored admission, advanced credit, or advanced standing at participating colleges and universities. Students are encouraged to explore individual college or university policies in accordance with scores and credits. Students receive a weighted grade in Advanced Placement courses.

Although students are encouraged to take a rigorous course load, students should carefully consider the workload and expectations of taking multiple Advanced Placement courses. These courses are rigorous and demanding. Students who take multiple Advanced Placement courses are expected to meet all of the course requirements, including summer assignments.

SCHEDULING

Course Availability Statement

This booklet describes all of the courses currently offered at Saucon Valley Senior High School. The school reserves the right to cancel or postpone courses due to insufficient enrollment, lack of physical facilities, or unavailability of teaching personnel. After the computer generates a schedule for each student the counselors check it for accuracy. On occasion a student's request will not be fulfilled because the class is full, it does not fit into his/her schedule, or it is not running. When this happens, the counselor will give the student a course that is available at that time.

It is imperative that students thoughtfully consider their course selections at the time of course registration so that their original selections are the courses to which they will be committed in the next school year. The administration and counselors must have accurate counts in course sections prior to the start of the year because it is the number of students signing up for each course during the registration process that will determine how many sections of the course are placed into the master schedule. The number of course sections directly determine teacher instructional assignments at the high school for the coming school year.

Curriculum Review for Parent (School Board Policy 105.1)

Curriculum materials and courses of study are available to all parents or guardians during normal school hours and/or teachers/parent conferences. Such curriculum materials, where practical, shall be made available by the school district for home instruction used by the parents or guardians of any student excused from a district program of instruction.

Exemption from Instruction (School Board Policy 105.2)

The Saucon Valley School District will excuse students from specific instructional units or lessons when this instruction conflicts with religious beliefs and/or moral principles of the parent(s), guardian(s), and/or the pupil.

- All requests must be made in writing and detail the specific instruction from which the student is to be excused
-The written excuse must be sent to the building principal
- It is the responsibility of the student to request permission to leave class when the specific instruction objected to is presented
- The parent/guardian may request suggested replacement educational activities but must be consistent with the goals of the class and achieve the academic standards necessary for graduation

Program Planning for an Academic Pathway

Planning for one's four-year High School course sequence is an exciting and serious undertaking. Within this document, students will find many selections designed to challenge thinking and develop interests.

Course selection decisions are a partnership between home and school. The Counseling Staff of Saucon Valley High School is eager and able to provide students and their parents with detailed information regarding academic programs, graduation requirements, college admissions, technical programs and scheduling options. Teachers can also help students decide whether a particular course is suited to his/her needs and abilities and will recommend specific programs for consideration. Parents can provide guidance regarding college and career plans and they must approve the final course request.

Counselors and administrators work during the summer to provide schedules that accommodate the needs of all students. The Counseling Department will do its best to schedule students into requested courses. If course selection conflicts arise during the scheduling process, alternate course requests will be used. Once a student's schedule has been established, it may be difficult to honor a change request as class sections have been set and teachers have been assigned.

Schedule Change Process

There will be fewer options available to the student if changes are requested once the master schedule is set. Not all change requests can or will be honored due to lack of course availability, student/class ratios, teacher assignments or if the request is not being made for a sound educational reason. However, if circumstances change after the time of course selection, students must contact his/her counselor to request a change. The school counselor will discuss the availability of classes and decisions will be made in the best interest of the student.

- Once the school year begins, the expectation is that students will honor their schedules.
- Only changes that are educationally based will be considered.
- Students should discuss any schedule change with their teacher BEFORE contacting their Counselor.
- A schedule change request will be evaluated based on the appropriateness of the change.
- If approved, students may withdraw from a course and add an alternate credit course during the first eight days of a course.
- Students may withdraw from a course with approval during the first five days of the course.
- A course may not be dropped after the fifth meeting of the course.
- Students in a year-long course need to meet with their teacher, parent, and Counselor to discuss any change in schedule due to the length of the course and impact on credits.

SVHS offers 2 options for students who request to withdraw from a course after it is underway past the eighth day of the course. The student must schedule an alternate course available in that same time slot; and the change must have approval. No credit will be awarded for a changed class.

- A "WP" (withdrawal/passing) will be recorded on the student's transcript if the student is permitted to drop the course per the decision of the schedule change committee (including the teacher's input). The student's average at the time of withdrawal is passing and no greater than a 75% after completing multiple tutoring sessions with the teacher. No credit is awarded for a WP.
- A "WF" (withdrawal/failing) will be recorded on the student's transcript if the student is permitted to drop a course per the decision of the schedule change committee (including teacher's input) with a failing average at the time of withdrawal after completing all assignments and attending multiple tutoring sessions. No credit is awarded for a WF.

Placement into the appropriate level of a course is very important. Our faculty has found that students who meet the published prerequisites are most likely to be successful in the course. Students are expected to be challenged yet not frustrated. If a student does not meet a prerequisite the student and parent are asked to explain in a letter to the principal the desire to have the prerequisite waived. Having the prerequisite waived will be based upon the principal's review of previous classroom performance, test scores and other standardized data.

SPECIAL PROGRAMS AND SCHEDULING OPPORTUNITIES

Dual Enrollment (Concurrent Enrollment)

Dual Enrollment is defined as the participation of high school students in college-level courses whereupon the completion of the course earns the student college credit while simultaneously earning high school credit towards graduation. Students are responsible for completing applications, payment of all tuition, books, and fees, and for providing their own transportation to and from the college. Courses are not included in GPA or class rank.

Saucon Valley High School offers two opportunities for students to earn high school and college credits at the same time, Dual Enrollment at [Northampton Community College](#), [DeSales University](#) and [Penn State Lehigh Valley](#), and the High School Scholars Program with [Lehigh University](#), [Moravian University](#), and [DeSales University](#). Students who are interested in participating in any of these programs should meet with their Guidance Counselor to review program qualifications, timelines, and to plan credits.

The [Pennsylvania Transfer and Articulation Center \(PA TRAC\)](#) is an interactive website that helps students plan their postsecondary education. As a high school student, PA TRAC can help you:

- Learn about ways you to earn college credit while enrolled in high school
- Find out how college courses you've taken – or plan to take – transfer to PA TRAC college *Explore your postsecondary options

English as a Second Language (School Board Policy 138)

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

Gifted Education (School Board Policy 114)

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

Special Education (School Board Policy 113)

Each student with a disability who is a resident of the district shall be provided quality education programs and services that meet the student's needs for educational instructional, transitional and related services. The special education program is designed to integrate the programs of special education with the regular instructional program of the school, consistent with the interests of the student with the disability. Students with disabilities shall be identified, evaluated, and provided with appropriate educational services, in accordance with federal and state laws and regulations.

Academic Coaching and Intervention (Credit - 0.5 per Semester)

This course is designed for students with individualized plans of studies. The purpose of this course is to continue to improve reading, writing, mathematics, and executive functioning skills based on the student's needs. Instruction will

be provided in a small group setting in the Learning Support classroom. Students are then given the opportunity to apply these intervention strategies and executive skills to their core academic courses. Students can earn up to 1 credit per school year in Academic Coaching and Intervention class.

PREREQUISITE: Approval of Special Education Department

Job credit (Credit - 0.5 per Semester)

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

PREREQUISITE: Approval of Guidance Counselor and verification of employment

Experiential Learning (Credit - 0.5 per Semester)

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

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

Functional Transitions (Credit - 0.5 per Semester) This course is designed for students with individualized plans of studies. It will provide students the opportunity to learn how to problem solve in the context of the real-world environment. This class will focus on citizenship, community and the daily issues that affect the individual. Classroom activities will focus on real world applications, vocational skills, personal care skills and functional academics that will allow students to reach their maximum independence. This class will allow for exploration of employment options such as volunteerism, independent and / or support work settings. *PREREQUISITE: Approval of the Special Education Department*

Saucon Valley Global Scholars Program

The Saucon Valley Global Scholars Program is inclusive for all high school students and provides the opportunity to:

- Meaningfully select interdisciplinary studies and activities
- Develop global awareness/competency
- Prepare themselves for personal and professional success in an increasingly global society. During grades 9-12, the following 4 components, each of which has a global focus, must be achieved and approved:
 1. Academic courses - successful completion of the following (average grade of B or better):
 - a. 4 credits (or equivalent) of the same world language and
 - b. 4 additional credits toward graduation that are already part of the school's course of study and for which a primary component is global in nature
 2. Active participation in extracurricular activities (minimum of 4)
 3. Service hours (minimum of 20 hours)
 4. Literature/media reviews (minimum of 8, at least 4 of which are books) After completing all of the criteria, students qualify for a:
- Global Scholars Certificate
- Global Scholars Honor Cord to wear at graduation
- The SV Global Scholars Program will enhance a student's: left blank
- College application profile to a university or other post-secondary program
- Professional and personal experiences in the global community and marketplace

Summer Learning Academy (School Board Policy 124)

Students who fail an English, Social Studies, Science or Mathematics course should make up the credit during Summer Learning Academy. This is particularly important for students who attend Bethlehem Area

Vocational-Technical School as there is insufficient room to repeat courses in a vocational-technical schedule. Some elective courses may be available for Summer Learning Academy based on enrollment. A student must have earned a 55% to be eligible for Summer Learning Academy. Summer Learning Academy is currently offered as a cyber-school option only; please see the Counseling Office for more details. *NOTE: A fee is charged for each course taken during the Summer Learning Academy session.*

ONLINE LEARNING

VIRTUAL HIGH SCHOOL LEARNING (VHS)

Virtual High School (VHS, Inc.) is a non-profit organization providing supplemental online classes and blended learning opportunities to high school students. Saucon Valley has an established partnership with VHS to work with parents and students who want to enroll in individual classes. Through VHS' unique network of schools and educators, students gain access to student-centered online education within a high quality, collaborative learning environment.

Qualifying students may choose a class from a wide selection of courses that are not part of the regular SVHS curriculum and will ~~not~~ count towards the core credit requirement. School Board Policy 215.1 Students must have the approval of their School Counselor for all VHS courses. Once classes begin, students will not be allowed to drop a VHS course. VHS instructors run all courses and assign all grades. The course will count towards the student's grade point average. Interested students and their parents are urged to investigate the program further by logging on to the website: www.vhslearning.org. To determine eligibility for participating in this online learning option, please see the counseling office for further details.

E BRIDGE ACADEMY

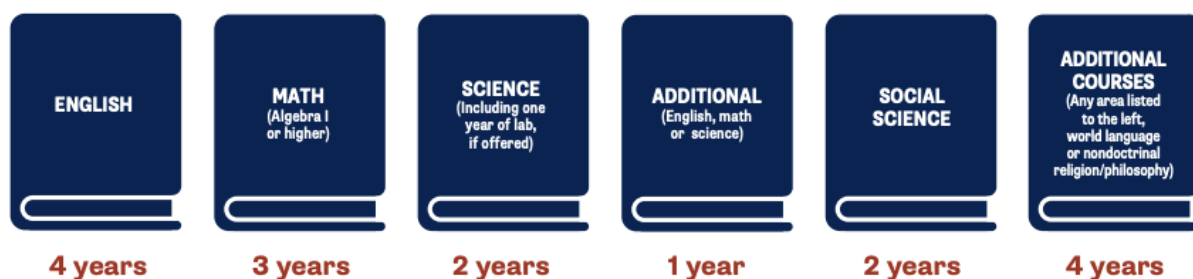
eBridge Academy is Saucon Valley's online educational option for qualifying students. eBridge is not a cyber charter school. In partnership with the school, students' classes are selected based on fulfilling the Saucon Valley graduation requirements.

For qualifying students, the administration and counseling department use the graduation requirements to assist students with the selection of courses within the eBridge framework. Licensed through the Pennsylvania Department of Education, all eBridge courses are developed and instructed by Pennsylvania certified teachers following the PA Academic and Core Standards. The home district administers the Keystone Exams. Students enrolled in eBridge Academy participate in their schooling at home and graduate from their home schools. Please see the counseling office for further details.

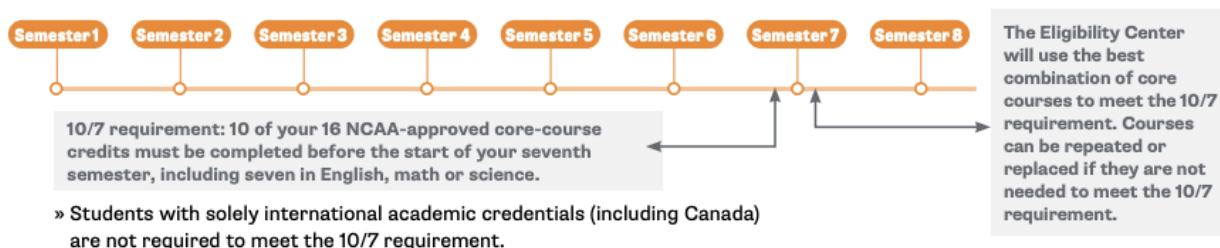
DIVISION I ACADEMIC STANDARDS

Division I schools require college-bound student-athletes to meet academic standards for NCAA-approved core courses and **core-course GPA**. To be eligible to practice, compete and receive an athletics scholarship in your first full-time year at a Division I school, you must meet all of the following requirements:

1. Earn 16 NCAA-approved core-course credits in the following areas:



2. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of the seventh semester. Once you begin your seventh semester, any course that is needed to meet the 10/7 requirement cannot be replaced or repeated.



3. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
4. Earn a minimum 2.3 core-course GPA.
5. Submit your final transcript with proof of graduation to the Eligibility Center.

How to plan your high school courses to meet the 16 core-course requirement:

$$4 \times 4 = 16$$

9th GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or additional

4 CORE COURSES

10th GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or additional

4 CORE COURSES

11th GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or additional

4 CORE COURSES

12th GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or additional

4 CORE COURSES

BEING TEST-READY FOR COLLEGE

ACT- The ACT measures a student's ability in the subject areas of English, Mathematics, Reading, Science Reasoning, and an optional Writing section. ACT scores are reported on a standard scale that ranges from 1 to 36. The arithmetic average of the scores on the first four tests is the ACT composite score, which is often used as a measure of overall academic ability. High School seniors who take the ACT for admission purposes should take the test early in their senior year. Juniors are encouraged to take the test. Students who choose to take the ACT must register online and assume the related costs. Registration materials and dates are available at www.act.org.

Advanced Placement - All Advanced Placement courses have end-of-course exams composed of free responses that require essay writing and multiple choice questions. **AP exams are given every year during the first two weeks of May.** Every exam receives an overall grade on a five point scale: 5 (extremely well qualified), 4 (well qualified), 3 (qualified), 2 (possibly qualified), 1 (no recommendation). Upon student request, grade reports are sent in early July to each student's home address, school, and college. Students who choose to take the AP exam must register in school with their Guidance Counselor, and assume the related costs.

ASVAB CEP - Armed Services Vocational Aptitude Battery- Career Education Program The ASVAB CEP is a complete career planning program. Students are given the opportunity to take the ASVAB at no cost and no commitment to military service. It provides an interest assessment and planning tools to help students explore career field entry requirements and various career paths, both military and civilian. High school students in grades 10, 11 and 12 participate. Students in 11th grade and beyond receive valid scores for enlistment. Test results are sent to schools so students can explore career options with counselors. Participants receive three composite scores in verbal, math and science/technical skills used for career exploration, and the AFQT score is also reported. The test is usually given in October or November during the school day.

Keystone Exams - see the description on page 4. Keystone Exams are given at the end of the course for Algebra 1, Literature, and Biology. Students may also retake an exam if they did not score a proficient score of 1500. Supplementary instruction is not required to retake an exam. Exams are taken during the school day. Dates for Keystone Exams are **December 4 - 18, 2024** for first semester classes and **May 12 - 23, 2025** for full year courses.

PSAT - The Preliminary SAT/National Merit Scholarship Qualifying Test is a standardized test administered by the College Board and cosponsored by the National Merit Scholarship Corporation in the United States. Its benefits include free, personalized practice; college application fee waivers; scholarship opportunities; increased access to AP courses. Students in 9th, 10th and 11th grade will take the PSAT during school. There is no fee to take the test. Scores are released to the students through their self-created College Board accounts.

SAT - the SAT is an exam used by most colleges and universities as part of an entrance requirement. The SAT includes four parts: Reading, Writing and Language, and Math. The exam is scored on a scale from 400-1600. It is typically taken by juniors in the spring and seniors in the fall. Students who choose to take the exam must register online at www.collegeboard.com and assume the related costs.

BUSINESS DEPARTMENT

The Business Department offers a wide variety of courses, which provide valuable life skills in an ever-changing global marketplace. It is highly recommended that students increase their knowledge and skills in electives offered in Accounting, Entrepreneurship, Finance, and Technology.

ACCOUNTING



Credit - 0.5

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

BUSINESS COMMUNICATIONS & APPLICATIONS



Credit - 0.5

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

ENTREPRENEURSHIP



Credit - 0.5

This course will introduce students to the basic principles of business, with a specific focus on owning and managing one's own business. Students will examine the major steps involved in starting a new business, including the marketing, financing, budgeting, managing, purchasing, staffing and legal aspects. Students will be provided with real-world examples of entrepreneurs who have changed the business world. In addition, students will extend their understanding of concepts through a comprehensive computer simulation in which they will be responsible for operating a convenience store.

FINANCIAL MANAGEMENT & INVESTING



Credit - 0.5

This course is a life skills and financial planning course designed to alert, inform and educate high school students in the financial skills needed for today's world. Concepts covered include: Time Management and Health, Finding a Job, Budgeting and Saving, Finding an Apartment, Buying a Car, Shopping, Choosing and Balancing a Checking Account, Getting a Credit Card, Fixing Your Credit, Education and Advancement, Using Online Banking, Paying Your Taxes, Intro to Investing, Buying a Home, Insurance. Current articles, vocabulary, lecture, discussions and a comprehensive computer simulation will be the instructional tools. Students will review various investment choices with a focus on financial markets and real estate. Leverage, OPM, Risk vs Return, Diversification, Investing for Retirement, short term goals and long term goals will be some of the topics discussed when looking at an investment. The course will consist of researching for opportunities, evaluating those opportunities, creating a plan, monitoring the plan and a final determination of the investment. **RECOMMENDATION:** This course is most appropriate for Juniors and Seniors.

ENGLISH DEPARTMENT

ENGLISH			
<i>Grade Level</i>	<i>Pathway 1</i>	<i>Pathway 2</i>	<i>Pathway 3</i>
9	English 9	Academic English 9	Honors English 9
10	English 10	Academic English Literature	Honors English Literature
11	English 11	Academic Essential Literature	Honors Analytical Writing OR
			AP Language and Composition
12	English 12	Heroes Through Tragedy and Sitcom	Honors American Literature OR
			AP Literature and Composition
<i>Four Courses of English are Required for Graduation.</i>			
<i>Additional Electives include Creative Writing, Analytical Writing, Public Speaking, Journalism I & II, Yearbook</i>			

****Courses listed below are in order by grade level.**

ENGLISH A, B, C, D



Credit - 1.0

English A, English B, English C, and English D courses are designed specifically for English learners who do not have the English proficiency levels to be in the mainstream English courses. Each course is a semester in length, so that an English learner can have the flexibility to be mainstreamed into the English courses. The courses are run on a cycle. Differentiation is practiced according to the student's English proficiency levels. The four domains of language (reading, writing, listening, and speaking) are the core of instruction utilizing the English Language Proficiency Standards and the PA Core Standards. Students read a variety of genres of literature with a focus on key vocabulary and literary concepts. Students will also explore writing for a variety of purposes. There is an emphasis on breaking down the elements of our English language system, as well as practice of oral literacy skills in a small group setting.

ENGLISH / STRATEGIC LITERACY LEVEL 1 & 2



Credit - 1.0

This course will provide targeted, systematic instruction of reading strategies and skills for developing reading independence. Targeted literacy skills including phonemic awareness, decoding, comprehension and vocabulary will be addressed through the use of technology and/or direct instruction. A variety of instructional strategies including multisensory explicit instruction techniques will provide the opportunity to develop independent readers. Students in Strategic Literacy Level 1 and Level 2 may be combined in the same classroom since the program will be differentiated to meet the varied needs of learners.

PREREQUISITE: Approval from Special Education Department

FUNCTIONAL SKILLS OF ENGLISH



Credit - 1.0

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

PREREQUISITE: Approval from Special Education Department

ENGLISH 9

Credit - 1.0

This course is for students with an individualized plan of studies. Emphasis will be placed in vocabulary building, spelling, grammar, and punctuation. Students will study the many genres of verbal communication; short stories, newspapers, drama and non-fiction.

PREREQUISITE: *Approval from Special Education Department*

BRIDGES TO LITERATURE AND COMPOSITION

Credit - 0.5

Bridges to Literature and Composition is a foundational semester-long course. This course guides ninth grade students through learning experiences designed to enhance their understanding of complex text and writing. Emphasis on literal comprehension, inferential thinking and the role that prior knowledge plays in understanding texts. Students will be immersed in content area vocabulary and high interest reading materials. Students will be encouraged to view reading as a means to develop higher-level thinking skills. Emphasis is also on writing in various styles for a variety of purposes. Learning will include use of standard English grammar, increased vocabulary and practical research methods. Students will be encouraged to view writing as a practical and necessary skill for any future profession and also as a personal skill that can help them discover themselves. The course will be graded Pass/Fail. **PREREQUISITE:** *Recommendation from Middle School*

ACADEMIC ENGLISH 9

Credit - 1.0

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

HONORS ENGLISH 9

Credit - 1.0

In this course, students will be challenged to integrate higher-level thinking into their written expression to produce narrative, informative, and argumentative pieces. In addition, students will read a variety of fiction and nonfiction texts to develop their analytical reading skills and use this analysis to strengthen their writing in preparation for the AP English pathway. Additionally, vocabulary and grammar lessons will be integrated throughout the year to improve student literacy.

PREREQUISITE: *Teacher Recommendation*

ENGLISH 10

Credit - 1.0

For students with an individualized plan of studies, this course will continue to emphasize the skills learned in English 9 by working on their individual reading levels, building everyday vocabulary, spelling, grammar and punctuation. Reading short stories, newspapers, dramas, nonfiction and a novel will help build verbal communication and career readiness.

PREREQUISITE: *Approval from Special Education Department*

ACADEMIC ENGLISH LITERATURE

Credit - 1.0

English Literature is the second required course in the SVHS Program of Studies. After the successful completion of Academic English 9, students will enroll in English Literature. This year-long course examines both fiction and nonfiction in order to develop, practice, and demonstrate mastery of skills in reading, writing, speaking and listening skills as outlined in the PA Core Standards for grades 9-10. To complete this, students will examine both fiction and nonfiction through a variety of short stories, novels, drama, and both current and historic nonfictional documents.

Additionally, students will utilize various skills to compose original writing where they are required to both form and defend arguments surrounding given topics. At the conclusion of the course, students are required to take the Literature Keystone Examination, a state-mandated assessment.

PREREQUISITE: Successful completion of Academic English 9

HONORS ENGLISH LITERATURE



Credit - 1.0

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

NOTE: Students must see their English teacher for a prerequisite reading assignment to be completed before the start of the course.

PREREQUISITE: Teacher Recommendation

ENGLISH 11



Credit - 1.0

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

PREREQUISITE: Approval from Special Education Department

ACADEMIC ESSENTIAL LITERATURE



Credit - 1.0

Essential Literature is a course that students will take as juniors or seniors in order to meet their required English graduation credits. In this course, students will study American, British, World, and nonfiction literature, which will allow them to make connections across cultures and time periods. Students will participate in a wide range of learning experiences including literary analysis, an introduction to literary theory, research projects, oral presentations, and group work.

HONORS ANALYTICAL WRITING



Credit - 1.0

This course is a year-long study designed as the foundation for AP Literature and Composition during senior year. Students will build the writing skills necessary for success on the AP Literature and Composition test. Honors Analytical Writing focuses on composition as a response to literature. Students will practice using college-level, analytical writing skills to develop strong expository and persuasive compositions as a response to major works of literature in the Western tradition. Students will have the opportunity to practice both timed essays and longer, more extensive responses using multi-level, college essay questions. AP rubrics, models and “target papers” will be used to guide the development of these academic writing skills. Because of the rigorous and challenging nature of the reading and writing, this course is intended only for those students who plan to take AP Literature and Composition.

PREREQUISITE: Teacher recommendation

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION



Credit - 1.0

This is a year-long course that cultivates the reading and writing skills that students need for college success and for intellectually responsible social engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course will deepen and expand their understanding of how written language functions rhetorically; to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of the written language by directing the students' study of professional non-fiction examples with the goal of applying to their own writing the features

and strategies studied in class. At the conclusion of the course, students are prepared to take the AP Language and Composition exam.

PREREQUISITE: *Teacher recommendation*

ENGLISH 12



Credit - 1.0

For students with an individualized plan of studies, this course will further refine the skills learned in previous Foundations classes by focusing on improving reading proficiency, practical vocabulary, grammar and punctuation usage. A variety of reading and writing experiences will continue to build their verbal communication skills: short stories, newspapers, magazine articles, drama, nonfiction and novels.

PREREQUISITE: *Approval from Special Education Department*

HEROES THROUGH TRAGEDY AND SITCOM



Credit - 1.0

This year-long English course is designed for juniors and seniors. It encompasses the evolution of plays through time. Students will analyze scripts created by diverse writers including ancient Greek tragedians, Elizabethan bards, 19th Century Eastern Europeans, modern Americans, and contemporary comedians. The exploration of dramatic structures, characters, plots, and themes in works ranging from classical to contemporary will produce media-based presentations and creative writing components that reveal an understanding of how art reflects zeitgeist and influences society. In the second half of the year students will explore the world of literary and real-life heroes and their conflicts. Study traces the definition, development, and evolution of the role of hero throughout history as a reflection of culture and society. Students will examine epic, tragic, Byronic, and antiheroes through the study of epic poems, Greek tragedies, Shakespearean plays, short stories, novels, articles, and films. A close analysis of these works will help students to understand the evolution of society's definition of "hero" and cultivate a personal definition of their own.

HONORS AMERICAN LITERATURE



Credit - 1.0

This year-long course will provide Honors students with a challenging examination of American literature. The focus will trace American thought from the early settlements through the 20th century, reflecting challenging and complex American works of literature. Active reading strategies, process writing, and critical thinking skills will be utilized to establish and evaluate abstract thinking. Students will examine the historical, cultural, and literary development as reflected in the changing American landscape. Works to be read may include: *The Scarlet Letter* by Nathaniel Hawthorne, *The Crucible* by Arthur Miller, *Daisy Miller* by Henry James, *Their Eyes Were Watching God* by Zora Neale Hurston, *The Great Gatsby* by F. Scott Fitzgerald and various short stories, poems, and nonfiction pieces.

PREREQUISITE: *Recommendation by Teacher*

NOTE: *Students must see their English teacher for the required summer assignment which is to be completed before the class begins.*

ADVANCED PLACEMENT LITERATURE AND COMPOSITION



Credit - 1.0

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

PREREQUISITE: *Recommendation by Teacher*

ENGLISH DEPARTMENT ELECTIVES

CREATIVE WRITING



Credit - 0.5

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

JOURNALISM I



Credit - 0.5

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

JOURNALISM II



Credit - 0.5

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

PUBLIC SPEAKING



Credit - 0.5

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

YEARBOOK: PUBLICATIONS AND TECHNOLOGY



Credit - 0.5

Yearbook: Publications & Technology is an elective offered for students who desire an in-depth learning experience in the publication field. Although the course uses yearbook production as a setting, the skills attained through this curriculum also benefit those who are interested in the school newspaper or in publication as a possible future career. Through the creation of page layouts online, and the utilization of a wealth of tools provided by a national publishing company, students learn the power of technology in written media. Students study and apply elements of design, page production, text writing, photography, and marketing. The class is run as a business where students apply for positions and have specific tasks correlating with their positions; the business-like atmosphere enables students to develop, manufacture, and market a product ever mindful of their roles in the successful outcome of the publication.

NOTE: *This class may be taken multiple times*

FAMILY AND CONSUMER SCIENCES DEPARTMENT

FASHION & CREATIVE CONSTRUCTIONS



Credit - 0.5

This course is designed for the student that has interests in either a hobby or a career in textiles, fashion and the garment Industry. Units of study include students learning about a variety of textiles and their typical uses; a variety of fasteners and their best uses; the theory of basic garment construction; basic hand-sewing techniques; basic machine-sewing techniques; the evolution of various fashion styles; the differences between classic design and trends and the recent history of textile manufacturing. Students will also learn recycling, repurposing, sewing, embellishing and hand crafting techniques. Units of study include an in-depth look at the *Rise of the Throw-away Society*; a general assessment of quality between older/vintage items and items produced today; The Art of Recycling and where to find the most interesting "Treasures"; Real-World Examples of Repurposing; Hand Construction Skills; Up-cycling of Clothing; and turning Shabby to Chic.

NOTE: Students will be required to purchase supplies for this course.

FUNDAMENTALS OF COOKING & NUTRITION

Credit - 0.5

This introductory course is designed for the culinary enthusiast who wishes to gain confidence in the kitchen and develop basic food preparation and cooking skills. Throughout the course, students will learn the fundamentals and essentials that intuitive home cooks rely upon without cracking open a cookbook. Objectives will center on identifying, using and caring for kitchen equipment; safety and sanitation practices; selecting, reading and preparing recipes; selection and storage of foods; functions of ingredients; methods of preparation and techniques; food science; and basic nutrition. Lab experiences are aligned with course content to strengthen students' comprehension of concepts and standards. Units of study include an introduction to Basic Nutrition; Sustainability and how it applies to each individual; an introduction to Community Support of resources such as local farmers and farmers' markets; supermarket food selection and how to see through the empty promises of marketed products; dieting and lifestyle trends; differences in nutritional strategies between America and the world; shopping options for food and groceries; meal preparations and cooking at home vs. eating out.

INDEPENDENT LIVING



Credit - 0.5

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

NOTE: Students will be required to purchase supplies for this course. Recommended for Juniors & Seniors

YOUNG CHILD



Credit - 0.5

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

FINE ARTS DEPARTMENT

BAND

Credit - 0.5 / 1.0

This course is designed to profile students with the technical skills needed for competent ensemble performance. Through an interdisciplinary approach, students will study and perform music from the realm of western wind literature, as well as music from various historical periods in music history. The course is designed to heighten musical, cultural and historical awareness through an analytical approach. The growth and development of this ensemble will be highlighted through public performance during the enrolled semesters.

PREREQUISITE: *Students must have prior enrollment in the Middle School Band program or speak with the course instructor.*

NOTE: *This class may be taken multiple times.*

HONORS BAND

Credits - 1.0

The Honors Band is open to any member of the high school band. This course option is designed for the advanced instrumentalist desiring a more intense program of study. Students must take a proficiency audition prior to enrolling for honors credit. In addition to meeting all regular Band course requirements, students will be required to prepare and perform two jury recitals, one at the end of each semester. The jury recital will consist of a 15-20 minute performance of solo literature. The honors portion of the grade during the first and third marking period is based on progress toward the jury, whereas the grade in the second and fourth marking period is based on the jury performance. Applied study with a private teacher on the student's instrument is highly recommended for any student enrolled in this course. This is a full year course.

CHORUS

Credit - 0.5 / 1.0

Mixed choir is the culmination of vocal technique and aural skills. Beyond producing sound, the choir emphasizes the act of listening and blending with all of the vibrations being created within and around the student as the singer. The essence of this ensemble is to turn many into one. All individual characteristics are set aside to create moments of unity. Students will study various choral selections that will develop technique. This group will present their hard work in the form of three concerts scheduled throughout the year. This class is open to all who want to sing.

NOTE: *This class may be taken multiple times.*

HONORS CHORUS

Credits - 1.0

Honors Chorus is open to any High School Chorus member in grades 10th-12th via a short audition consisting of a performance of a piece and an eight measure sight reading example. In addition to meeting all High School Chorus course requirements, students will be required to perform a jury/recital of select vocal literature at the end of the year. A repertoire list will be provided of varying levels of difficulty based on experience. The Choral Director will meet with all Honors members to discuss what repertoire he or she should prepare. Outside lessons will be provided and scheduled between the Choral Director and each student. Each Honors Chorus member will also have to prepare 5 to 10 sight reading examples every month for the duration of the school year. These will be recorded performances and will be submitted through Schoology. Honors High School Chorus is a full-year class that meets at the same time as Chorus. It is not open to Semester only Choral students.

BAND/CHORUS

Credit - 0.5 / 1.0

This course allows students to alternate between band and chorus with teacher direction throughout the semester. It is designed for students that would like to complete band and chorus while keeping other elective credits available for coursework outside of the Fine Arts Department.

NOTE: *This class may be taken multiple times.*

INTRODUCTION TO MUSICAL THEATER

Credit - 0.5

The purpose of this course is to expose students to the art of improvisation, writing, blocking, the development of characters, and vocalizing all within the spectrum of theater. This course will push students beyond their comfort zone and develop their skills of listening and seeing what is happening on stage. It will also develop awareness of their physical presence on stage and how it conveys meaning to the audience. This course is open to anyone interested in starting or expanding his or her knowledge of theater.

GUITAR CLASS

Credit - 0.5

Guitar class is designed for all students who are interested in learning or growing their skill-level on the instrument. This class will focus on reading music, reading tablature, understanding the instrument and its variations, history and chordal theory. The guitar will be used as both an accompanying instrument and a solo instrument. This class will feature a great deal of independent practice as students develop skills within varying genres of interest. It will be a mix of classical, blues, rock, pop and jazz dependent upon a student's interest in the instrument. Theory will be taught to support the growing knowledge of the player. A student taking this class is required to have a guitar available to him/her at home for practice. Classical, steel-string, or electric are all acceptable instruments.

MUSIC FUNDAMENTALS

Credit - 0.5

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

PIANO CLASS

Credit - 0.5

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

VOICE CLASS

Credit - 0.5

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

ADVANCED PLACEMENT MUSIC THEORY

Credits – 1.0

AP Music Theory is an advanced-level course designed to engage students in learning activities that will help them to achieve the outcomes assessed by the College Board's Advanced Placement Music Theory Examination. This year-long AP Music Theory course is designed to develop a student's ability to recognize, understand and describe the basic materials and processes of music that are heard or presented in a score. These abilities will be developed through various aural, written, performance, creative and analytical exercises. Although this course focuses on music of the Common Practice Period (1600-1900), materials and processes found in other styles and genres are also studied.

PREREQUISITE: Teacher Recommendation

MATH DEPARTMENT

MATH			
Grade	Pathway 1	Pathway 2	Pathway 3
9	Academic Algebra 1	(8th grade Algebra 1) Honors Algebra 2	(7th-Algebra 1, 8th- Algebra 2) Honors Geometry OR
			Honors Accelerated Geometry & Pre-Calc.
10	Academic Algebra 2	Honors Geometry OR	Honors Precalculus with Trigonometry OR
		Honors Accelerated Geometry & Pre-Calc.	Honors Calculus
11	Academic Geometry	Honors Precalculus w/Trig OR	Honors Calculus OR
		Honors Calculus	AP Calculus AB
12	Academic Algebra 3 OR	Honors Calculus OR	AP Calculus BC OR
	Math Problem Solving	AP Calculus OR AP Statistics	AP Statistics OR Probability and Statistics
Three Courses of Math are Required for Graduation.			
All Math Classes are year long other than Algebra 1 Math Lab.			

The courses offered by the Mathematics Department are designed to develop mathematical competencies along with the ability to think logically. These courses were developed to meet the needs of students as they prepare for a variety of careers. Courses should be selected wisely since mathematics is a progressive and often sequential discipline. Mathematics teachers are available to advise students as to which course is needed for each career pathway. Students should follow the sequence of courses: Algebra I, Algebra 2 and Geometry (Algebra II and Geometry may be taken concurrently) at the Honors level or the Academic level. Following the successful completion of these courses, the student may select from several elective options designed to meet their academic goals and needs. Be sure to note the prerequisites, recommendations and notes following some of the course descriptions to ensure enrollment in the most appropriate course.

FUNCTIONAL SKILLS OF MATH

Credits - 1.0

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

PREREQUISITE: Approval of Special Education Department

MATH 9

Credits - 1.0

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

PREREQUISITE: Approval from the Special Education Department

MATH 10

Credits - 1.0

Intended only for students with an individualized plan of studies, this course is the 2nd level course of a four-year continuum. Students with identified needs in math are placed in this required course for academic support in order to reach grade level benchmarks and achieve individualized goals. The courses in this continuum focus on the following mathematical concepts and skills: number and operations, pre-algebra, algebra, geometry, measurement, data analysis and probability, problem solving and reasoning and proof. Mathematical concepts introduced are applied to real world situations and extend student understanding of the learned mathematical skills and strategies.

PREREQUISITE: Approval from the Special Education Department

MATH 11

Credits - 1.0

Intended only for students with an individualized plan of studies, this course is the 3rd level course of a four-year continuum. Students with identified needs in math are placed in this required course for academic support in order to reach grade level benchmarks and achieve individualized goals. The courses in this continuum focus on the following mathematical concepts and skills: number and operations, pre-algebra, algebra, geometry, measurement, data analysis and probability, problem solving and reasoning and proof. Mathematical concepts introduced are applied to real world situations and extend student understanding of the learned mathematical skills and strategies.

PREREQUISITE: Approval from the Special Education Department

MATH 12

Credits - 1.0

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

PREREQUISITE: Approval from the Special Education Department

ALGEBRA 1 - MATH LAB

Credit – 0.5

This course is established to provide additional support and practice for students in Algebra 1. This is a pass/fail course for students to meet grade level standards. The goal is to strengthen students' algebraic skills for standardized test administration. This class is taken concurrently with course Algebra 1. The course is diagnostic and prescriptive in nature to prepare the student for standardized testing. Individualized remediation may be planned for each student to optimize retention and performance on standardized tests. **PREREQUISITE:** Middle School Recommendation

ACADEMIC ALGEBRA I

Credits - 1.0

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

ACADEMIC ALGEBRA II

Credits - 1.0

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

PREREQUISITE: Successful completion of Academic Algebra I.

HONORS ALGEBRA II

Credits - 1.0

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

PREREQUISITE: Teacher Recommendation

ACADEMIC GEOMETRY

Credits - 1.0

This course is intended for students who have completed Academic Algebra 1. It uses a formal approach to the structure of geometry as it explores the concepts of proofs and problem solving. Problem solving strategies will frequently use algebraic rather than numerical methods. Students will be encouraged to explore the relationships among geometry, algebra and probability as they learn about points and lines, parallelism, similarity, congruence, polygons, special right triangles and circles.

PREREQUISITE: Successful completion of Academic Algebra I

HONORS GEOMETRY

Credits - 1.0

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

PREREQUISITE: Teacher recommendation

ACADEMIC ALGEBRA III W/ TRIGONOMETRY

Credit - 1.0

This course reinforces and extends the ideas presented in CP Algebra II. Additional areas of study include a study of polynomial and algebraic functions, exponential and logarithmic expressions and equations, conic sections, complex numbers, graphing techniques and trigonometry.

PREREQUISITE: Teacher recommendation

MATH PROBLEM SOLVING

Credit - 1.0

This course combines the ideas mastered in Algebra and Geometry and then integrates new concepts of Probability and Statistics, to solve financial applications that occur in everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics. Extensive use of project based applications will be explored to utilize critical thinking skills required in everyday life to help the student to become a financially responsible adult.

PREREQUISITE: *Teacher Recommendation*

HONORS PRECALCULUS WITH TRIGONOMETRY

Credit - 1.0

This course is designed to prepare students for the study of Calculus, and serves any student looking for a mature investigation of sophisticated algebraic techniques and trigonometric facility for use in Calculus. This course reinforces and extends the concepts and ideas presented in Honors Algebra II. The student is encouraged and expected to apply and generalize previously learned concepts. This course covers the topics of algebra of functions, a study of the nature of graphs, characteristics of polynomial and rational functions, conic sections, trigonometric functions, graphs and inverses of trigonometric functions, trigonometric identities and equations, exponential and logarithmic functions, and (optional if time permits) parametric equations, and polar curves. The essential study of Pre-calculus links the learner to the enduring mathematics applied to real life problem solving.

Graphing calculator use is required for this course.

PREREQUISITE: *Teacher recommendation*

HONORS ACCELERATED GEOMETRY WITH PRECALCULUS

Credit - 1.0

This is an accelerated course where students will complete Geometry in the first semester and Precalculus with Trigonometry in the second semester. This course is only available to students who demonstrate an advanced aptitude for mathematics through prior coursework and assessments.

PREREQUISITE: *Teacher recommendation*

HONORS CALCULUS

Credit - 1.0

This course is designed for the student who intends to take advanced mathematics work in college or Advanced Placement AB or BC while in high school. This course includes review topics in Pre-calculus including analytical geometry as it relates to Calculus, and a conceptual look at differential and integral calculus taught using a functional model approach.

PREREQUISITE: *Teacher Recommendation*

PROBABILITY AND STATISTICS

Credit - 1.0

This course is designed for students who will be continuing their education after high school. It will focus on the concepts of descriptive statistics. These concepts include Data Collection and Classification, Frequency Distributions; Measures of Central Tendency, Measures of Variation, Probability, Probability Distributions, Normal Distributions and The Standard Normal Distribution. Students will also be introduced to the concepts of inferential statistics through hypothesis testing, confidence intervals and correlation and regression. Technology will be incorporated into each unit through the use of the TI-83/84 graphing calculator. Case Studies will also be examined within each unit to pull together the concepts and apply them to real life situations.

PREREQUISITE: *Successful completion of Academic Algebra II*

ADVANCED PLACEMENT STATISTICS

Credits - 1.0

AP Statistics is an introductory course to statistics meant to prepare students for the Advanced Placement Statistics exam. The AP Statistics year-long course will cover the two branches of statistics: Descriptive and Inferential. In the

first half of the course Descriptive topics covered will include Data Collection and Classification, Frequency Distributions; Measures of Central Tendency, Measures of Variation, Probability, Probability Distributions, Normal Distributions and The Standard Normal Distribution. The second half of the course will focus on the inferential branch of statistics. Students will be generalizing from samples to populations, Hypothesis Testing, determining relationships among variables and making predictions, through the use of Confidence Intervals, T-tests, Z-tests, Correlation and Regression and Chi-square tests. A graphing calculator will be required for use in this course.

PREREQUISITE: *Teacher recommendation*

ADVANCED PLACEMENT CALCULUS A/B



Credits - 1.0

This course, for the accelerated pathway, gives high school students an opportunity to experience the expectations and requirements of a college level mathematics course. Areas of study include limits, differentiation and integration of polynomial, rational, algebraic, exponential, logarithmic and trigonometric functions, an introduction to integration, area, volumes of rotation, separable differential equations, slope fields and the Fundamental Theorem of Calculus. Applications use Algebra, Geometry, Trigonometry and some principles of Physics and Economics. A scientific calculator is needed for this course. Students enrolled in this course are encouraged to take the AP Calculus (AB) exam.

PREREQUISITE: *Teacher recommendation*

ADVANCED PLACEMENT CALCULUS B/C



Credits - 1.0

This course, for the enriched pathway, reinforces and extends the combined topics from AP Calculus AB and AP Calculus BC. The areas of study include limits, differentiation and integration of polynomial, rational, algebraic, exponential, logarithmic and trigonometric functions, an introduction to integration, area, volumes of rotation, separable differential equations, slope fields and the Fundamental Theorem of Calculus. The additional "BC" areas of study include integration methods of integrating, infinite series, hyperbolic trigonometric functions, differentiation and integration of inverse trigonometric functions, indeterminate expressions, improper integrals and Taylor polynomials. Applications include area, volume, arc length of curves, growth and decay situations and principles of physics. A scientific calculator is needed for this course. Students enrolled in this course will be encouraged to take the AP Calculus (BC) exam.

PREREQUISITE: *Teacher Recommendation*

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES



Credits - 1.0

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

PREREQUISITE: *Completion of Algebra I*

NOTE: **This course may be used as a Math or Science credit for students who have completed Algebra 1 and Geometry.*

AP COMPUTER SCIENCE A



Credits – 1.0

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

PREREQUISITE: *Successful completion of Algebra I, successful completion of AP CSP*

NOTE: *This course may be used as a Math or Science credit for students who have completed Algebra 1 and Geometry

COLLEGE MATHEMATICS (NCC) #1 Elementary Algebra



Credit - 1.0

This course reviews basic algebra topics. These topics include operations and properties of real numbers, solving linear equations, and inequalities, modeling and graphing linear functions, slope, systems of equations and operations on polynomials.

PREREQUISITE: The enrolled student is a senior and has successfully completed Algebra 1, Algebra 2 and Geometry. Successful completion of this course and a score of 73% on the final exam will grant the student 1 credit for the College Success course at Northampton Area Community College (NCC). This is not a Dual Enrollment course and does not count for NCC credit but as a prerequisite for admissions into College Algebra.

PHYSICAL EDUCATION DEPARTMENT

The Health and Physical education program is designed to have the students understand the interaction between mental, physical, emotional and social health. A complete knowledge of total wellness will be emphasized. The Physical Education curriculum emphasizes the continued development of fundamental sport skills in both individual and team sports. In addition, major emphasis will be placed on developing lifetime sport skills and activities. One additional Physical Education class is to be taken as an elective credit.

HEALTH & WELLNESS with GENERAL PHYSICAL EDUCATION



Credit - 0.5

All 9th grade students are required to take Health & Wellness for a quarter and General Physical Education for a quarter. The Health / Wellness program consists of lectures, discussions, hands-on activities, reports and projects that deal with health issues affecting the youth of today. Topics that are taught include: wellness, human sexuality, drug and alcohol education, relationships, diseases and first aid / CPR education. The course will provide the students with the knowledge and skills necessary to make healthy life choices.

The General Physical Education program is designed to promote health and overall fitness. The students will discover personal strengths and weaknesses through cognitive knowledge, skill execution and active participation in a variety of games and activities. Through nine weeks of activity, the students will be introduced to multiple levels of exercise, classroom assessments, skill evaluations and small group competitions. The history of sports, individual and team sport strategies and fitness terminology will be discussed. A major emphasis will be placed on the development of a personal fitness program to promote positive behaviors for lifelong wellness. The students should expect to be active, develop and improve their level of fitness and promote positive, cooperative and fair competition. Everyone should learn that being active is fun.

NOTE: Required Course for 9th Grade Students.

FITNESS AND LIFETIME ACTIVITIES



Credit - 0.5

This is an elective course to improve the personal level of wellness with concentration on the 5 components of fitness and health. The students will graph and chart their personal goals, engage in physical activity and develop skills in the three areas of complete wellness. The students will demonstrate ways to maintain their health and wellness and plan for a physically active life as young adults. The program will include various aerobic activities, weight training and lifetime activities. The course is designed to promote a comprehensive active workout each day, so that the student can smile and sweat at the same time.

STRENGTH AND CONDITIONING

Credit - 0.5

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

NOTE: This class may be taken multiple times.

TEAM SPORTS

Credit - 0.5

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

COMPREHENSIVE PHYSICAL EDUCATION

Credit - 0.5

Comprehensive Physical Education is a test-out option for students in 10th-12th grade. Successful completion (85% or better) of the Comprehensive Physical Education Final Exam is required. Successful completion of the exam will allow students to earn their additional Physical Education credit for graduation without completing an additional physical education course. **PREREQUISITE:** Successful completion of Health/Wellness and General Physical Education.

SCIENCE DEPARTMENT

SCIENCE		
Grade	Pathway 1	Pathway 2
9	Academic Environmental Science	Honors Environmental Science
	Academic Physics 1st	Honors Physics 1st
10	Academic Biology	Honors Biology
11 / 12	Academic Chemistry OR	Honors Chemistry OR
	Conceptual Chemistry OR	Science Elective OR
	Science Elective	AP Science Elective
Students are Required to take 4 Science Courses: Environmental Science, Physics 1st, Biology are required. Chemistry is recommended for all students planning to attend college.		
Electives include: Astrophysics, Human Anatomy and Physiology, Ecology, Bioethics, Intro to Microbiology, Robotics, AP Physics C, AP Computer Science Principles, AP Computer Science A, AP Chemistry and AP Biology. Students meeting prerequisite requirements may take more than one science class in a given year to allow for enrollment in AP courses.		

The science department's courses are designed to develop conceptual understandings of scientific laws, theories and principles in order for students to be knowledgeable about the natural world. There are four required science courses needed for graduation. The courses included in the department fall into one of the three basic scientific disciplines: Physics, Chemistry and Biology. The sequence of required courses begins with Environmental Science followed by, or concurrently with Physics First, followed by Biology, and finally Chemistry and/or a Science Elective. Upon completion of the required courses, students will find a multitude of diverse and challenging elective courses to prepare them for further education beyond high school. The upper level courses selected could potentially prepare students for careers in healthcare, engineering, ecology and chemistry.

FUNCTIONAL SKILLS OF SCIENCE



Credit - 0.5

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

RECOMMENDATION: *Approval of Special Education Department*

ACADEMIC ENVIRONMENTAL / EARTH SPACE SCIENCE



Credit - 0.5

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

HONORS ENVIRONMENTAL / EARTH SPACE SCIENCE



Credit - 0.5

This course is meant to explore the complex interactions between geologic landforms and life, abiotic factors and their effects on biotic factors, nutrient cycles in the environment, interactions between living things, integrated pest management and the use and management of our natural resources.

PREREQUISITE: *Teacher Recommendation*

CONCEPTUAL PHYSICS FIRST



Credit – 0.5

This course can be taken concurrently with Algebra 1 and provides greater development in math expectations. This course will focus on the concepts of physics and their everyday applications. Students will learn the nature of science while exploring the physical concepts of motion and forces, energy, and electricity and magnetism, using a combination of laboratory work, traditional instruction and problem-solving. Projects will develop independent thinking, research, engineering and communication skills.

ACADEMIC PHYSICS FIRST



Credit - 0.5

This course is intended for college-bound students who have completed Algebra 1 or are taking the math course concurrently. The course will help develop mathematical problem-solving skills. Students will learn the nature of science while exploring the physical concepts of motion and forces, energy, and electricity and magnetism, using a combination of laboratory work, traditional instruction and problem-solving.

HONORS PHYSICS FIRST



Credit - 0.5

All physics concepts will be taught in greater depth and with significantly more rigorous problem-solving than in CP. Students will learn the nature of science while exploring the physical concepts of motion and forces, energy, and electricity and magnetism, using a combination of laboratory work, traditional instruction and problem-solving. Projects will develop independent thinking, research, engineering and communication skills.

PREREQUISITE: *Teacher Recommendation*

ACADEMIC BIOLOGY



Credits - 1.0

During this year-long course, the student will progress through the fundamental concepts of Biology to modern concepts in biological theory. Principles of Cell Biology, Genetics, Evolution, and Ecology will be major topics in the students' investigation of concepts in this course. The course aligns with the PA Keystone Biology standards.

The Biology Keystone exam will be administered at the conclusion of this course.

PREREQUISITE: *Successful completion of Academic Environmental Science*

HONORS BIOLOGY



Credits - 1.0

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

PREREQUISITE: *Teacher recommendation.*

CONCEPTUAL CHEMISTRY



Credit – 0.5

This introductory course will expose students to the fundamentals of chemistry. Concepts covered include atomic theory, states and properties of matter, chemical reactions and gas laws. This chemistry course focuses on the development of hands-on laboratory skills and less with mathematical theory.

ACADEMIC CHEMISTRY



Credit - 0.5

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

Students will need a calculator.

PREREQUISITE: *Successful completion of Academic or Honors Physics First, Algebra I and Biology.*

HONORS CHEMISTRY



Credit - 0.5

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

PREREQUISITE: *Teacher Recommendation*

SCIENCE ELECTIVES

ADVANCED PLACEMENT BIOLOGY



Credits - 1.0

The Advanced Placement Biology course seeks to meet the objectives of a Biology course at the college freshman level. The aim of the year-long course is to achieve the knowledge of the facts, principles and processes of Biology with the understanding that science is a human endeavor with social consequences. The course is organized to conform to the Advanced Placement suggested syllabus. It includes research papers, experiments and independent study projects. Students are encouraged to take the Advanced Placement Examination in May. **PREREQUISITE:** *Teacher Recommendation*

ADVANCED PLACEMENT CHEMISTRY



Credits - 1.0

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

PREREQUISITE: *Teacher Recommendation*

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES



Credits - 1.0

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

PREREQUISITE: *Completion of Algebra I*

NOTE: **This course may be used as a Math or Science credit for students who have completed Algebra 1 and Geometry.*

AP COMPUTER SCIENCE A



Credits - 1.0

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

PREREQUISITE: *Successful completion of Algebra I, successful completion of AP CSP*

NOTE: **This course may be used as a Math or Science credit for students who have completed Algebra 1 and Geometry.*

ADVANCED PLACEMENT PHYSICS C MECHANICS



Credits - 1.0

This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on solving a variety of challenging problems,

some requiring calculus. The subject matter of the C course Part 1 is classical mechanics. This course prepares the student for a second Physics course at the college level, typically a calculus based study including some combination of Electricity and Magnetism, Light and Waves or Thermodynamics. Each student is encouraged to participate in the Advanced Placement Physics C Part 1 Examination. **PREREQUISITE:** *Successful completion of or concurrent enrollment in AP Calculus A/B.*

ASTROPHYSICS



Credit - 0.5

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

HUMAN ANATOMY AND PHYSIOLOGY



Credit - 0.5

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

ECOLOGY



Credit - 0.5

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

BIOETHICS



Credit - 0.5

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

INTRO TO MICROBIOLOGY



Credit - 0.5

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

ROBOTICS



Credit - 0.5

STEM (Science, Technology, Engineering, and Math) education is an integrated, interdisciplinary, and student-centered approach to learning that encourages curiosity, creativity, artistic expression, collaboration, computational thinking, communication, problem-solving, critical thinking, and design thinking. In this course, the student will design and create physical devices, then integrate microcontrollers or microcomputers, utilize sensor input to feed parameter values in student created code determining the appropriate response of the device. Units of instruction include: Inquiry, Research and Design; Force and Motion; Light and Sound; Programming; Mechanical, Structural, and Electrical Engineering; and a culminating project. **PREREQUISITE:** *Successful completion of Algebra I*

SOCIAL STUDIES DEPARTMENT

SOCIAL STUDIES		
Grade	Pathway 1	Pathway 2
9	Academic United States History II	Honors United States History II
10	Academic World Cultures	Honors World Cultures OR AP World History
11	Academic 20th Century Studies	Honors 20th Century Studies
12	Academic American Government and Economics	Honors American Government and Economics
<p>Students are required to take four Social Studies courses: US History II, World Cultures, 20th Century Studies, and American Government and Economics</p> <p>Electives include AP Psychology, Introduction to Psychology, AP US History, AP World History, Law and Justice, Introduction to Sociology, Contemporary World Issues, Introduction to Anthropology</p>		

The Social Studies Department of Saucon Valley High School offers a number of diversified courses in addition to courses that are required for graduation at each of the four grade levels. Besides taking the required social studies courses, students are encouraged to take a selection of elective courses. The diverse nature of the electives will appeal to a variety of student interests. The elective courses in the Social Studies Department do not satisfy the four required credits needed for graduation (as listed above).

FUNCTIONAL SKILLS OF SOCIAL STUDIES



Credit - 0.5

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

RECOMMENDATION: Approval of Special Education Department

ACADEMIC UNITED STATES HISTORY II



Credit - 0.5

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

HONORS UNITED STATES HISTORY II



Credit - 0.5

This intensive study of American history is designed for those high achieving students who have demonstrated disciplined work habits and strong writing skills in their 8th grade U.S. History I class. The course will emphasize analytical thinking in order to evaluate the political, social and cultural trends existent in the United States between the Civil War and the Great Depression. An introduction to the historical essay will be provided, comprising thesis writing, development through supporting evidence and primary source analysis. Significant out of class inquiries will be required, including simulation preparation, DBQ essays and a summer reading assignment. Honors U.S. History II is intended for the intellectually curious and hard-working student who seeks an in-depth examination of the forces that shaped modern America. This is an alternative to the required course for freshmen.

PREREQUISITE: Teacher recommendation

ACADEMIC WORLD CULTURES



Credit - 0.5

Academic World Cultures is a course designed to inform the student about the many diverse and unique cultures that differ from, yet interact with, the more familiar American traditions. Elements of anthropology, history, geography, political science and economics will be combined to provide the student with knowledge of the world's major cultural areas. The central theme of World Cultures will be the exploration of each major cultural area emphasizing language, societal structure, the humanities, traditions and customs of Africa, Southwest and Central Asia, Europe, East Asia, South Asia, Southeast Asia, Australia, Oceania and Latin America. Projects will be developed to show the uniqueness of individuals and events as forces for human progress.

HONORS WORLD CULTURES



Credit - 0.5

Honors World Cultures is a reading and writing intensive course for students who have demonstrated disciplined work habits and strong writing skills in their 9th grade U.S. History II class or U.S. History II class. This course is designed to inform the student about the many diverse and unique cultures that differ from, and interact with, the more familiar American traditions. Elements of anthropology, history, geography, political science, and economics will be combined to provide students with knowledge of the world's major cultural regions. Analysis of primary source documents will be utilized to examine the peoples and cultures of the world. Students will spend time out of class preparing for simulations, seminars, collaborative projects, and a summer reading assignment. Honors World Cultures is designed for inquisitive and diligent students interested in discovering the forces shaping global society. *This is an alternative to the required class for sophomores.*

PREREQUISITE: Teacher Recommendation

ACADEMIC 20TH CENTURY STUDIES



Credit - 0.5

This course continues from the point where United States History II concludes, exposing students to the rapidly changing currents of the last seven decades of the 20th Century. Major themes of the 20th Century of which students will be required to write knowledgeably include genocidal events, U.S. involvement in war and conflicts, changes in social issues and policy and the evolution of American foreign policy. These themes will be explored through the study of topics comprising the rise of totalitarian regimes, World War II, the Cold War and 1950s, the Civil Rights Movement and the 1960s and the Vietnam War. In addition, students will receive exposure to the Watergate scandal, the energy crises of the 1970s, the rising Conservative tide of the 1980s, the collapse of communism in the Soviet Union and Eastern Europe and recent geographical and political changes in Europe, as well as U.S. involvement in the Middle East and regional hot spots, U.S. reaction to genocidal events of the second half of the 20th century and reaction to the increased use of domestic and international terrorism. Through their exploration, students will develop the ability to organize information around central historical, political, cultural, civic, technological and social concepts in order to better understand, critically think and empathize with an ever-changing society and will have the necessary skills and historical knowledge to be valuable citizens.

HONORS 20TH CENTURY STUDIES



Credit - 0.5

This course continues from the point where ninth grade United States History II concludes, exposing students to the rapidly changing currents of the last seven decades of the 20th century. A global perspective is utilized, with emphasis placed on the role of America in world events. Major themes of the 20th Century of which students will be required to write knowledgeably include genocidal events, U.S. involvement in war and conflicts, changes in social issues and policy and the evolution of American foreign policy. These themes will be explored through the study of topics comprising the rise of totalitarian regimes, World War II, the Cold War and 1950s, the Civil Rights Movement and the 1960s and the Vietnam War. In addition, students will receive exposure to the Watergate scandal, the energy crises of the 1970s, the rising Conservative tide of the 1980s, the collapse of communism in the Soviet Union and Eastern Europe and recent geographical and political changes in Europe, as well as U.S. involvement in the Middle East and regional hot spots, U.S. reaction to genocidal events of the second half of the 20th century and reaction to the increased use of domestic and international terrorism. Through their exploration, students will develop the ability to organize information around central historical, political, cultural, civic, technological and social

concepts in order to better understand, critically think and empathize with an ever-changing society and will have the necessary skills and historical knowledge to be valuable citizens.

NOTE: *In addition to demonstrating disciplined work habits and strong writing, reading and note-taking skills in their 9th and 10th grade honors or academic history courses, students will need to possess an awareness of current world events to be able to apply to the topics being discussed. The goal of the course is to help students place their experiences, their interests and other history courses in context. Students will have summer reading assignments. This is an alternative to the required history course for juniors.*

PREREQUISITE: *Teacher Recommendation*

ACADEMIC AMERICAN GOVERNMENT AND ECONOMICS



Credit - 0.5

Academic American Government and Economics offers a survey course on the basics of American government and economics. It is a one semester course, which involves equal time devoted to each topic. Through the study of American government students will develop an understanding of the Constitution, federal and state governments and political theory and behavior. Economics will provide the student with a foundation of economic concepts, institutions and policies and their impact on our global society.

HONORS AMERICAN GOVERNMENT AND ECONOMICS



Credit - 0.5

Honors American Government and Economics is a reading and writing intensive course for students who have demonstrated excellent academic work in their 11th grade Honors 20th Century Studies class or Academic 20th Century Studies class. This course comprises an in-depth analysis of theoretical and practical application of the American-style democracy and capitalist system. Students will not only explore the foundations of our democratic and free market system, but they will analyze the impact of globalization on American political and economic policies. Extensive, independent reading and research will allow students to expand their understanding of the challenges that face the global economy in the 21st Century. Honors American Government and Economics is designed for inquisitive and diligent students. Included in the requirements for this course will be individual and group research projects, including an individual MLA research paper. Students will have summer reading assignments. *This is an alternative to the required class for seniors.*

PREREQUISITE: *Teacher Recommendation*

NOTE: *Students will be required to complete a summer reading and research assignment.*

SOCIAL STUDIES ELECTIVES

ADVANCED PLACEMENT PSYCHOLOGY



Credits - 1.0

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. Students will be encouraged to take the AP Psychology exam in the Spring.

PREREQUISITE: *Teacher Recommendation.* **NOTE:** *There is a summer reading and writing assignment.*

ADVANCED PLACEMENT UNITED STATES HISTORY



Credits - 1.0

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

PREREQUISITE: Teacher Recommendation **NOTE:** There is a summer reading and writing assignment.

ADVANCED PLACEMENT WORLD HISTORY



Credits - 1.0

In Advanced Placement World History, a year-long course, students will investigate significant events, individuals, developments and processes from approximately 1200 CE to the present. Students will employ historical methodology to develop analytical skills including chronological reasoning and argumentation in this college-level course. Through independent research, seminars, oral presentations, simulations and debate, students will make connections among historical developments in different times and places. Prior to the beginning of the course, students will complete summer reading and pre-requisite assignments. Students will be encouraged to take the Advanced Placement test in the spring. This course can be an alternative to World Cultures or an elective.

PREREQUISITE: Teacher Recommendation **NOTE:** There is a summer reading and writing assignment.

LAW AND JUSTICE



Credit - 0.5

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

INTRODUCTION TO PSYCHOLOGY



Credit - 0.5

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

INTRODUCTION TO SOCIOLOGY



Credit - 0.5

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

CONTEMPORARY WORLD ISSUES



Credit - 0.5

As an elective course, this class will examine contemporary issues of national and international significance. Students will systematically investigate historical, geo-political and socio-economic context and contemporary perspectives on the issues under examination. Through civil discourse and reflective writing, students will identify their own position on each issue. In this course, students will practice a wide range of skills including reading, writing, research, analysis, critical thinking and civil discourse. Students will complete a culminating project in lieu of a final exam.

INTRODUCTION TO ANTHROPOLOGY



Credit - 0.5

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

TECHNOLOGY EDUCATION DEPARTMENT



PROJECT LEAD THE WAY

PLTW is the nation's leading provider of rigorous and innovative Science, Technology, Engineering and Mathematics (STEM) curricula for schools. PLTW's hands-on, Activities, Projects, Problem-Based (APPB) comprehensive curriculum is aligned with relevant national standards and is collaboratively developed and updated by subject matter experts including teachers, university educators, engineering and biomedical professionals and school administrators. PLTW's programs emphasize critical thinking, creativity, innovation and real-world problem solving. The hands-on learning engages students on multiple levels, exposes them to areas of study that they may not otherwise pursue and provides them with a foundation and proven path to post secondary training and career success in STEM-related fields.

PATHWAY TO ENGINEERING (PTE)



Credit - 0.5

Intended for grades nine through twelve, this course explores the design process and links STEM principles to relevant problem-solving activities. PTE courses complement traditional mathematics and science courses and can serve as the foundation for STEM-centered or specialized academies. PTE is designed to prepare students to pursue a post-secondary education and careers in STEM-related fields. The following courses are part of the PTE Program.

INTRODUCTION TO ENGINEERING DESIGN (IED)



Credit - 0.5

Designed as a beginning course in the PTE program, the major focus of the PTE program is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook and communicate solutions to peers and members of the professional community.

HONORS PRINCIPLES OF ENGINEERING (POE)

Credit - 0.5

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

PLtW SPECIALIZATION COURSES

HONORS DIGITAL ELECTRONICS (DE)

Credit - 0.5

Digital electronics is the foundation of all modern electronic devices such as mobile phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation. This course is weighted as an Honors course.

PREREQUISITE: *Successful completion of Introduction to Engineering Design.*

HONORS CIVIL ENGINEERING AND ARCHITECTURE (CEA)

Credit - 0.5

Students learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential and commercial properties and structures. In addition, students use 3D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects. This course is weighted as an Honors course.

PREREQUISITE: *Successful completion of Introduction to Engineering Design.*

PLtW CAPSTONE COURSE

HONORS ENGINEERING DESIGN AND DEVELOPMENT (EDD)

Credit - 0.5

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

PREREQUISITE: *Successful completion of Introduction to Engineering Design and one other PLtW course.*

Technology Courses Across All Curriculum Areas

CADD I



Credit - 0.5

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

CADD II



Credit - 0.5

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

PREREQUISITE COURSE: CADD 1

HOME MAINTENANCE AND MATERIAL TECHNOLOGY



Credit - 0.5

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

BIT BY BIT



Credit - 0.5

This introductory technology course prepares students for their college and career future by creating a foundation of Digital Citizenship, Media Literacy, and Computational Thinking. Students will acquire knowledge by engaging in a variety of technology tools including computer programming, 3D printing, Raspberry Pi, little bits, and VEX robots. Students will be exposed to experiential learning with real-world applications and have the opportunity to grow in problem-solving and creativity.

CODING AND WEB DESIGN



Credit - 0.5

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

GRAPHIC COMMUNICATIONS

Credit - 0.5

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

VIDEO PRODUCTION

Credit - 0.5

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

WORLD LANGUAGE DEPARTMENT

FRENCH I

Credit - 0.5

French I is an introduction to the French speaking world. French speaking countries are explored, the fundamentals of grammar are introduced and listening, speaking, reading & writing skills are focused upon. A total immersion approach is taken in order to exemplify an authentic accent and fluency. Audiovisual materials are used to hone speaking and listening skills and all these aspects are fused throughout the course so that a true understanding may be attained.

FRENCH II

Credit - 0.5

French II is a continuation of the first-year program. Listening, speaking, reading and writing skills are further developed. The cultural emphasis is on the geography of France. The total immersion approach is continued. Audio-visual materials are used throughout the course.

PREREQUISITE: Successful completion of French I or teacher recommendation.

FRENCH III

Credit - 0.5

French III builds upon previously studied skills (listening, speaking, reading and writing). The cultural focus is on French holidays and celebrations. French speaking countries of Africa are also explored. The total immersion approach is continued. Audio-visual materials are used to supplement the course. **PREREQUISITE:** Successful completion of French II or teacher recommendation.

HONORS FRENCH IV

Credit - 0.5

In French IV, reinforcement and refining of the skills (listening, speaking, reading and writing) from the previous levels occurs. The cultural focus is on French art. A visit to an art museum to see some of the works studied will take place, if possible. Audio-visual materials are used throughout the course.

PREREQUISITE: Successful completion of French III or teacher recommendation.

ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE



Credits - 1.0

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

PREREQUISITE: Successful completion of Honors French IV or teacher recommendation.

SPANISH I



Credit - 0.5

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

SPANISH II



Credit - 0.5

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

PREREQUISITE: Successful completion of Spanish I or teacher recommendation.

SPANISH III



Credit - 0.5

Spanish III refines and further develops the four skills of listening, speaking, reading and writing. The total immersion approach with emphasis on proficiency is continued with special attention given to speaking and reading skills. The cultural emphasis is on Latin American geography and culture **PREREQUISITE:** Successful completion of Spanish II or teacher recommendation.

HONORS SPANISH IV



Credit - 0.5

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

PREREQUISITE: Successful completion of Spanish III or teacher recommendation.

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE



Credits – 1.0

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

PREREQUISITE: Successful completion of Honors Spanish IV or teacher recommendation.

VISUAL ARTS DEPARTMENT

The Visual Arts department offers a variety of courses designed to meet the needs and interests of the students at Saucon Valley High School. Each course is available to students at Level I (first enrollment in that course), Level II (second enrollment in that course, with advancing skills and concepts). Level III (independent study) may be available to the advanced student, based upon enrollment in a specific course and mutual agreement of student and instructor.

Fees are based upon the cost of materials, which become the exclusive property of students in a particular course, or experiences that are offered to students in a particular course as distinct from the general student population. Although each art student is provided with basic materials, some specific materials are necessary for each course and are covered by these fees.

ART CONCEPTS I

Credit - 0.5

This is a foundation course each semester. In it, students will experiment with a variety of materials and processes. Students learn basic visual arts concepts and vocabulary in both two and three-dimensional design. Students will draw, paint, sculpt and work with printmaking. They will work with the elements and principles of design that constitute a language common to all the visual arts. In this course, homework is assigned on a continuing basis. This includes weekly sketches and project specific readings. The course is open to all students.

ART CONCEPTS II

Credit - 0.5

Building on the Art Concepts I foundation, Concepts II will provide a greater range of personal expression, with opportunities for more in-depth art experiences using a range of two and three-dimensional media. The course emphasizes the learning of strong drawing skills using observation, perspective and spatial illusion. Art experiences include observational drawing, imaginative problem solving, aesthetic understanding and creativity. In all their work, students will implement the sequential steps for project development. Homework is assigned on a more intense basis.

PREREQUISITE: Successful completion of Art Concepts I

DRAWING I

Credit - 0.5

The student will be instructed in a variety of drawing techniques and drawing media (pencil, pen and ink, charcoal, pastel, scratchboard, etc.). Drawing techniques will explore line, value, proportion, texture, depth and perspective, as well as such subjects as portraiture, figure drawing and various historical and contemporary styles.

DRAWING II

Credit - 0.5

This is a continuation of Drawing 1. The course includes individual focus for advanced student learning. Portfolio Building is the basis of the course.

PREREQUISITE: Successful completion of Drawing I

PAINTING I

Credit - 0.5

Students will be instructed in the proper use and techniques of painting in the following media: tempera, acrylics, oils and mixed media. Students will experiment with various techniques and styles and will be introduced to various subject matters (landscape, still life, portrait, figure, etc.) in historical and contemporary artworks.

PAINTING II

Credit - 0.5

This is a continuation of Painting 1. Emphasis will be placed on historical painting styles, further development of skills and personal style, and Portfolio Building. **PREREQUISITE:** Successful completion of Painting I

Saucon Valley School District

Consultant Services Agreement

The Saucon Valley School District, located in Hellertown, PA, agrees to retain the professional services of

NAME : Ken Zimmerman

TELEPHONE : 610-297-5879

ADDRESS: 4904 Glenview Street, Schnecksville, PA 18078

in the capacity of a consultant under the terms described below. Description of services to be performed and products to be delivered:

Drill Writer for the Saucon Valley High School Marching Band. Ken will have the responsibility of writing and arranging the 2023-2024 competition show for the Marching Band. This responsibility includes approximately 40+ pages of drill and movement for approximately 50-60 marchers and all revisions throughout the season.

Any materials, products, and reports that are produced by the consultant under the terms of this agreement are the sole property of the Saucon Valley School District. The consultant hereby assigns his entire right, title and interest in, to and under any copyrights to the materials, products and reports created pursuant to this Agreement, and the consultant agrees to sign any further documentation necessary to effectuate this assignment. The consultant agrees to assume all responsibility for gaining and delivering to Saucon Valley School District any necessary permissions to use materials produced by other individuals, agencies, and institutions which the consultant uses in carrying out the terms of this agreement. Further, any materials, products and reports of the Saucon Valley School District (including those materials, products, reports created pursuant to this Agreement), as well as any internal operations and activities of the school district, made known to the consultant through contact with the school district are privileged and confidential, and no use shall be made of them by the consultant without the expressed written consent of the school district. The consultant shall particularly refrain from publishing same without consent of the school district.

The consultant is an independent contractor and not an employee of Saucon Valley School District and, subject to the School District's satisfaction with the results of the consultant's services, the consultant shall determine his or her own method of operation in accomplishing the services to be performed and products to be delivered under this Agreement. The consultant will not be entitled to receive any other compensation or benefits other than those expressly provided in this Agreement. As an independent contractor, the consultant is not authorized to act for or on behalf of Saucon Valley School District.

Anticipated period of performance from July 2023 through June 2024.

TERMS OF PAYMENT

1. Consultant will be compensated at the rate of \$2,000.00 for the 2023-2024 season.
2. Reimbursement for travel and other expenses will be made by the Saucon Valley School District as follows: as required and approved by the Superintendent; mileage at state rates; meals and lodging as per district policy.
3. Estimated total fees and expenses not to exceed \$2,000.00 .

Saucon Valley School District's obligation to compensate the consultant, and to reimburse him or her for incurred expenses, shall be conditioned upon the consultant's complete performance of the services described in this Agreement, and delivery of any and all products specified herein. Payment for services performed and expenses incurred will be made upon submission of consultant's invoice and appropriate supporting documents.

The consultant agrees to indemnify and save harmless Saucon Valley School District, its Board of School Directors and its employees from and against any and all claims, demands, losses, damages, liabilities, costs and expenses (including reasonable attorneys fees, expenses, and court costs) arising out of or resulting from any actions or inactions of the consultant.

I have reviewed the Saucon Valley School District's Consultant Services Agreement. I agree to provide the services described as per the stated conditions. I also understand that the Saucon Valley School District has the right to terminate these services for any reason, or no reason at all, at any time upon written notice to the consultant. In the event that the consultant should be terminated prior to the complete performance of the contract, consultant shall only be entitled to receive compensation for the services performed and expenses incurred prior to notice of termination, provided that the consultant has complied with the other terms and conditions of this Agreement.

Saucon Valley School District

Consultant

By _____
Board President

By _____

By _____
Superintendent

Date _____

Date _____

Facility Committee – December 13, 2023

The Facility Committee of the Saucon Valley School Board met on December 13, 2023, in the District Office Conference Room at 5:00 p.m.

The following items were on the Facility Committee agenda:

- Update: SVHS Gym & Pool Windows and Transite
- Update: Campus Roof
- Update: SVSD Campus, High School & Stadium HVAC
- Update: High School Stage Lighting
- Update: Security Window Film
- Discussion & Action: Trane Chiller
- Discussion & Action: Air Compressor
- Discussion & Action: Transportation

The Facilities Committee recommended sending the Chiller, Air Compressor, and Transportation items to the Finance Committee.



6 Danforth Drive
 Easton PA 18045-7899
 p 610-252-5550
 f 610-252-5740
 www.ciu20.org

IDEA – Part B Use of Funds Agreement

This sub-grant agreement entered into this 13th day of December 2023 by and between Colonial Intermediate Unit 20 (hereinafter called “IU”) and **Saucon Valley School District** (hereinafter called “School District”) for the following:

Grant Name:	Individuals with Disabilities Education Act of 2004-Part B
Award Number:	H027A230093
CFDA Title and Number:	Special Education-Grants to States – 84.027
Federal Agency:	U.S. Department of Education
Project Number:	RA 062-24-0020
Project Year:	7/1/23 – 9/30/24

Parties to this agreement hereby agree as assure that:

- A. As the primary recipient for the project, the IU is responsible to administer the funds in accordance with IDEA guidelines issued by the USDE; guidelines and directives issued by the PDE; provisions of the State IDEA Plan applicable to the period of this agreement; terms of this agreement; the Governmental Accounting Standards Board; Office of Management and Budget Circular A-133.
- B. As the sub-recipient for the project, the School District is responsible to administer the funds in accordance with IDEA guidelines issued by the USDE; guidelines and directives issued by the PDE; provisions of the State IDEA Plan applicable to the period of this agreement; terms of this agreement; the Governmental Accounting Standards Board; Office of Management and Budget Circular A-133; and to ensure that maintenance of effort requirements in accordance with Code of Federal Regulations Title 34 Section 300.203 (34 CFR §300.203 are met).
- C. **PDE Rights Pursuant to 20 U.S.C. §1413(g)**; the Department may at any time, and within its sole discretion, withhold or redirect any of the funding awarded hereunder in order for the Department to fund any actual or anticipated special education or related services the department determines are appropriate for any students of any grantee or subgrantee, including, without limitation any entitlement to compensatory education ordered by a tribunal of competent jurisdiction or agreed to in any settlement agreement enter into by any subgrantee.
- D. Funds will be used to support appropriate services to school age children eligible for services through these funds. The use of IDEA funds is governed by principles outlined in **Attachment A** and must be accounted for in accordance with the PDE Accounting Bulletin #1998-01, as most recently revised.
- E. School District must submit to the IU a preliminary budget **Attachments B-1, B-2 and B-3** detailing the School District’s planned use of IDEA direct pass-thru funds. Any changes in use of IDEA funds must be submitted to the IU by May 1, 2024.
- F. IDEA Funds must be obligated by September 30, 2024.

Relationships, Responsiveness, Results

Saucon Valley School District
2023-2024 Use of Funds Agreement
Page 2

- G. The School District is required to provide supporting documentation for expenditures of IDEA direct pass-thru funds. Requests for reimbursement may be submitted monthly or periodically for payment.
- H. The School District will maintain complete cost records of all expenditures made in association with this agreement, as well as employee, programmatic, statistical records, and supporting documents, those records to be available for inspection by a representative and/or auditor of the IU or the PDE.

Payments will be contingent upon receipt of funds from the PDE.

The IDEA allocation for your school district is listed below.

\$ 286,862.97

Total Funds (Attachments A & B-1, B-2 & B-3)

District

Superintendent Signature

Date

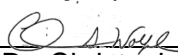
Special Education Administrator

Date

Business Administrator

Date

DocuSigned by:



Dr. Christopher S. Wolfel

Colonial Intermediate Unit 20, Executive Director

12/13/2023

Date

Please return this agreement and Attachments B-1, B-2 and B-3 to Jon Wallitsch by February 29, 2024.

CONCORD THEATRICALS

MUSICAL AGREEMENT

CT Rep: K12 Licensing
Request #: 543655
Acct #: 101-009-424347

12/08/2023

Dear Robert,

Thank you for your interest in producing a Concord Theatricals musical!

Please note, this agreement is *not* a license to perform until Concord Theatricals receives the signed agreement and payment as specified herein. This agreement must be signed and fees due on signing must be paid, processed, and acknowledged in accordance with the terms of this agreement before you may audition, cast, rehearse, advertise, publicize, or perform. If a signed copy of this agreement along with payment of twenty-five percent (25%) of the Performance Fee total shown on the accompanying invoice has not been received **within 90 days** of the date of this agreement, this agreement will expire and shall be cancelled. If you have any questions, please contact our licensing department at (866) 979-0447.

Please read the following document carefully as it explains the necessary procedures for production of this Concord Theatricals musical. The document includes:

1. Performance Agreement & Fees
2. Rental Material Information
3. Additional Material Order Form
4. Terms and Conditions
5. Concord Theatricals Licensing Checklist

If you decide that you do not want to go forward with your production, please notify your Licensing Representative immediately.

Once your payment is received, your production will be listed on the Concord Theatricals NOW PLAYING map. This online production locator is a popular tool for theatre lovers across the world and can be found at www.concordtheatricals.com/now-playing.

Best wishes for a successful production!

K12 Licensing
Concord Theatricals Licensing Department
k12@concordtheatricals.com

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theatricals

Toll Free: (866) 979-0447
concordtheatricals.com

260 West 67th Street
6th Floor
New York, NY 10107-0102

CONCORD THEATRICALS

MUSICAL AGREEMENT

CT Rep: K12 Licensing
Request #: 543655
Acct #: 101-009-424347

PERFORMANCE AGREEMENT & FEES (AMATEUR MUSICAL)

In order to protect both our authors' rights and our producers' interests Concord Theatricals has adopted a policy to void performance licenses where twenty-five percent (25%) of the Performance Fee has not been paid within ninety (90) days from the date this Performance Agreement was issued. If the twenty-five percent (25%) of the Performance Fee, as set forth in the agreement below, or any other unpaid invoice for performance licenses or materials has not been received within ninety (90) days from the date this Performance Agreement was issued (or sixty (60) days prior to your first performance date, if earlier), this agreement will expire and shall be cancelled. On behalf of our authors, we thank you for your cooperation. If you have any questions, please contact our licensing department at (866) 979-0447.

Your Performance Agreement was drawn up based on the information from the application that you submitted. If there is a discrepancy, or if a change is required, we must be notified in writing, via email, as soon as possible. Failure to inform us of any change may constitute a violation of your Agreement. If you have any questions, please contact our licensing department at (866) 979-0447.

PERFORMANCE AGREEMENT

Dated as of **12/08/2023** (the "Effective Date")

This Performance Agreement ("Agreement") is entered into as of the Effective Date by and between Concord Theatricals Corp., 250 W. 57th Street, 6th Floor, New York, NY 10107-0102 ("Concord Theatricals") and **Saucon Valley High School** ("Licensee" or "you"):

Producing Organization Details:

[Customer #] **101-009-424347**
[Address] **2100 Polk Valley Road**
[City] **Hellertown**
[State] **PA**
[ZIP] **18055**
[Country] **United States**
[Website]

Applicant / Contact:

[Contact] **Robert Frey**
[Email] **Robert.Frey@svpanthers.org**
[Phone] **484-239-0262**

regarding Licensee's amateur production of the following Musical (the "Property"):

"Rodgers & Hammerstein's Oklahoma!"

By ("Author(s)"):

Lynn Riggs, Oscar Hammerstein II, Richard Rodgers, Agnes de Mille

Licensee shall present the Property in accordance with the following details :

Venue: **Saucon Valley HS Auditorium**
2100 Polk Valley Rd.,
Hellertown, PA, 18055

Total Number of Seats Per Performance: **750**

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New York, NY 10107-0102

CONCORD THEATRICALS

MUSICAL AGREEMENT

CT Rep: K12 Licensing
Request #: 543655
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Expected Attendance Per Performance: 500

Ticket Prices from: \$ 8 to \$ 12.

Performance Dates: 04/18/2024 – 04/21/2024 for a total of 4 performances.

Restrictions:

Please note: You may not advertise, market, promote, or otherwise bill your production as any type of “premiere” version of the Play (including as a regional, state, or local premiere) unless you have received written approval from Concord Theatricals

The total period during which Licensee is authorized to present its production, including the Performance Dates given above and any additional performances that may be available under the Option set forth above (if applicable), is referred to as the “Production Dates.”

CONCORD THEATRICALS MUSICAL AGREEMENT

CT Rep: K12 Licensing
Request #: 543655
Acct #: 101-009-424347

QUOTE

The following fees will be charged for this production, and formal quotes have been emailed to you separately:

Licensing Fees

Type	Category	Description	Fee
Amateur	Performance Fee - 1st Payment	1st Payment	USD 825.00
Amateur	Performance Fee - 2nd Payment	2nd Payment	USD 2,475.00
Rental	Rental Fee		USD 814.27
Shipping and Handling Fee	Shipping Fee		USD 125.00
Audio Tracks - Rehearsal	Samphony - Show Ready (ROCS)		USD 300.00
Audio Tracks - Performance	Samphony - Stage Tracks (ROCS)		USD 990.00
You have selected the Full Package of rental materials.			

TOTAL	USD 5,529.27
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25% of the Performance Fee above shall be due upon the signing of this Agreement.

The remaining 75% of the Performance Fee along with any other payments due hereunder shall be due no later than sixty (60) days before the first Performance Date scheduled under this Agreement.

You have selected to receive the **Full Package** of rental materials. The rental fees, including shipping and taxes (if applicable), as outlined above correspond to your selection.

CONCORD THEATRICALS

MUSICAL AGREEMENT

CT Rep: K12 Licensing
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Rental Fee: Licensee agrees to pay Concord Theatricals the rental fee listed above for the use of material(s) as described in Section 4 of this Agreement ("Rental Materials") by Licensee in connection with the production of the Property under this Agreement, as well as any shipping fees or taxes outlined above.

Rental fees, shipping, and taxes shall be due no later than sixty (60) days prior to the first scheduled Performance Date. **No Rental Materials will be shipped to Licensee until the fees above are paid in full.**

A Purchase Order does not constitute payment for licensing fees. Until check, credit card, or ACH payment is received you do not have license to perform or advertise the show.

Script Fees

If the table below is empty, then scripts/librettos are included in your rental package.

This is only an estimate, a copy of the invoice, **10946428**, has been emailed to you separately.

Description	Script Fees
3 Stage Manager, 15 Acting Edition	USD 224.10
Tax (if applicable)	USD 0

TOTAL ON INVOICE: 10946428	USD 224.10
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Your Requested Delivery Date: 12/06/2023

- If payment is received for script fees on or before 2 weeks from the above date, scripts will be shipped to arrive as requested.
- If payment is received later than 2 weeks from the above date, delivery cannot be guaranteed earlier than 2 weeks from date of full payment.
- If you have fully paid and would like to receive your scripts earlier than the above date, email info@concordtheatricals.com.

Please see "Methods of Payment" section below on how to proceed with this payment. Authorized purchase orders are accepted from domestic educational institutions only and will only release shipment(s) of all materials found on the script invoice only. When using a Purchase Order, the PO number must be valid to your organization, and you must select the appropriate Billing Organization in the My Organization section above. A Purchase Order does not constitute payment for licensing fees. Until check, credit card, or ACH payment is received you do not have license to perform or advertise the show.

CONCORD THEATRICALS

MUSICAL AGREEMENT

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METHODS OF PAYMENT

The first step in accepting your agreement is to sign it. To sign your agreement, you must log on to the Concord Theatricals website and sign the agreement through your customer dashboard. Twenty-five percent (25%) of the Performance Fee must be paid, processed, and acknowledged in accordance with the terms of your agreement before you may audition, cast, rehearse, advertise, publicize, or perform. Your agreement is not a license to perform until Concord Theatricals receives the signed agreement and payment as specified in your agreement.

ACH (e-Check) or Wire Transfer:

Concord Theatricals is happy to offer US Domestic customers a faster and safer payment method alternative to sending us a paper check: ACH (e-Check). Unlike a paper check, which may have to go through the mail, an ACH payment is paid online, cutting down on processing time. Once your bank account has been verified through micro-deposits, it's good to use on any future payment with Concord Theatricals. This type of payment can be made directly through your customer dashboard on www.concordtheatricals.com. Please note failed ACH (e-Check) transactions are subject to a \$15 USD fee. For more information on this payment method please visit: <https://help.concordtheatricals.com/knowledgebase/what-is-the-ach-e-check-payment-option/>.

For Wire Transfers (For Customers Outside the US): Please note that wire transfers are subject to a \$35 USD fee, please include this fee in your initial transfer. Licensing Fees must be in USD.

Please make sure to include your Quote number when sending your Wire transfer.

Bank Routing Number: 021000021

SWIFT Code: CHASUS33

General Bank Reference Address: JPMorgan Chase New York, NY 10017

Account Number: 520510360

Account Name: Concord Theatricals Corp

Credit Card: We also accept Visa, MasterCard, American Express, and Discover. Credit Card Payments can be made directly through your customer dashboard on www.concordtheatricals.com.

Check or Money Order:

A copy of the invoice(s) have been emailed to you separately and *must* accompany all check payments. Checks sent by standard mail take three (3) weeks to be received and processed; to ensure your payment is received on time, please send well in advance of the noted due date.

To pay with a check or money order, make payable to Concord Theatricals Corp. in USD and mail it with a copy of your quote to:

Concord Theatricals Corp.
c/o JPM-Chase
P.O. Box 22824
New York, NY 10087-2824

Checks sent by standard mail take 3 weeks to be received and processed; to ensure your payment is received on time, please send it well in advance of the noted due date. If you are sending your check to us via an expedited shipping method, please mail it with a copy of your quote to this address:

Overnight Mailing Address:
JPMorgan Chase – Lockbox Processing

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Attn: Concord Theatricals Corp. & 22824
4 Chase Metrotech Center 7th floor East Brooklyn, NY 11245

Checks sent to the Overnight Mailing Address may take up to 7 business days to be received and processed.

For a copy of our W-9, please visit <https://help.concordtheatricals.com/knowledgebase/w-9/>

RENTAL MATERIAL INFORMATION

RECEIVING YOUR RENTAL MATERIALS

No Rental Materials will be shipped until payment is received in full (including performance license fees, rental fees, and any shipping fees and taxes). Rental Materials will not be shipped on partial payment.

Your Requested Delivery Date:
12/06/2023

- If payment is received on or before 2 weeks from the above date, Rental Materials will be shipped to arrive as requested.
- If payment is received later than 2 weeks from the above date, delivery cannot be guaranteed earlier than 2 weeks from date of full payment.
- If you have fully paid and would like to receive your Rental Materials earlier than the above date, email your Licensing Representative.

Your Rental Package:

Full Orchestration:

20 Vocal Book

1 Piano-Conductor (rehearsal & stick conductor)

1 Flute – doubling Piccolo

1 Oboe – doubling English Horn, Bass Oboe & Oboe d'amore. Bass Oboe and Oboe d'amore are double lined for English Horn

1 Bassoon – optional part

1 Clarinet 1

1 Clarinet 2 – doubling Bass Clarinet

1 Horn 1

1 Horn 2

1 Trumpet 1

1 Trumpet 2

1 Trumpet 3 – optional part

1 Trombone 1

1 Trombone 2 – optional part

1 Guitar – doubling Banjo

1 Harp

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1 Percussion – Trap Set (Snare, Tom Toms, Bass, Hi-Hat & Sus. Cym.), Oriental Drum (deep), 3 Timpani (25-26, 28-29, 32), Orchestra Bells, Xylophone, Vibraphone, Chimes (B Flat, E Flat), Wood Block, Temple Blocks, Pop Cork Gun (or similar), Slapstick (Whip), Cowbell and (optional) Tambourine

2 Violin 1

2 Violin 2

2 Viola

2 Cello

1 Bass

1 String Synthesizer – intended to supplement a small string section (optional)

Delivered Digitally:

Logo

Additional Material:

A Full Score is available for this title for an additional fee. Please contact your licensing representative for additional information.

Your materials will automatically ship to the following address:

Robert Frey

2097 Polk Valley Rd.

Hellertown, Pennsylvania, 18055

United States

484-239-0262

If you would like your materials to be sent to a different address, email your Licensing Representative. Please make sure that materials are shipping to a valid street address. Rental materials will be shipped out via FedEx or UPS and cannot be delivered to a P.O. Box.

USING YOUR RENTAL MATERIALS

You may write in, highlight, and mark up your Concord Theatricals Rental Materials. All Rental Materials must be returned but markings do not need to be erased.

NOTE: any copying (including physical copying, scanning and/or uploading) of the Rental Materials and script/libretto is not allowed and is a violation of international copyright law.

ORDERING ADDITIONAL MATERIALS

You may only order additional copies of materials in your selected Rental Package. We do not provide custom packages. If you would like to order additional materials, email your Licensing Representative. Pricing rates for additional materials are available on <https://concordtheatricals.com/resources/ordering-additional-rental-materials>.

(NOTE: If the Rental Materials description doesn't include vocal/chorus books or a specific orchestra part, then those books/parts are not available for the Property.)

RETURNING YOUR RENTAL MATERIALS

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CONCORD THEATRICALS MUSICAL AGREEMENT

CT Rep: **K12 Licensing**
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Acct #: 101-009-424347

Once your production has ended, please return your Rental Materials to:

**Concord Theatricals
c/o Midwest Fiber
422 South White Oak Road
Normal, IL 61761**

Please note: Purchased scripts (i.e. Acting Edition, Large Print, Stage Manager Edition) do not need to be returned. Only items listed in the Rental Package section above need to be returned. Items listed in the Script Fees section of this agreement do not need to be returned.

You will receive an email on or before your final performance date with additional information about returning your Rental Materials.

All Rental Materials must be returned within thirty (30) days of your final performance date. Additional charges will be incurred for Rental Materials returned to the wrong address.

CONTACTING YOUR LICENSING REPRESENTATIVE

K12 Licensing
k12@concordtheatricals.com

CONCORD THEATRICALS MUSICAL AGREEMENT

CT Rep: K12 Licensing
Request #: 543655
Acct #: 101-009-424347

TERMS AND CONDITIONS

1. **Grant.** Concord Theatricals grants Licensee the non-exclusive and non-transferable right to present a live stage production with living actors appearing in the immediate presence of an in-person audience of the Property at the Venue and during the Production Dates stipulated above and on the other terms and conditions set forth in this Agreement. Said rights are valid only through the final performance date as indicated above. No change by Licensee in the production dates, the number of performances, the number of seats per performance, the ticket prices, and/or any other particulars of this Agreement shall be made without the prior written consent of Concord Theatricals, which may be withheld in Concord Theatricals' sole and absolute discretion. Concord Theatricals has the right to revoke this Agreement if Licensee fails to secure such consent and/or if Licensee is in breach or default of any other term or condition of this Agreement. No other rights are herein granted, and Concord Theatricals (on behalf of the Author(s) and the owner(s) of the Property) reserves any and all other rights in the Property, whether such rights are now known or shall hereafter come into existence. The reserved rights shall include, without limiting the generality of the foregoing, all motion picture rights, television and cable rights, radio rights, stage rights other than those licensed hereunder, electronic and digital rights, mechanical rights, recording rights and publication rights of all kinds.

2. **Licensee Warranties.** Licensee represents, warrants and covenants that the Property will be presented in its entirety as it appears in published form authorized by the Author(s) and that the Author(s)'s intent will be respected in the Licensee's production. No changes, interpolations, additions, or deletions will be made in the Property for the purpose of Licensee's production or otherwise. Licensee represents, warrants and covenants that Licensees shall comply with the following:

2.1 **Concord Theatricals Credit.** All programs, web pages, publicity, and advertising in connection with performances of the Property, in all media (including print and electronic), shall carry a program note as follows (unless an additional or different notice is specified in writing by Concord Theatricals) in not less than 10-point type:

OKLAHOMA! is presented by arrangement with Concord Theatricals on behalf of The Rodgers & Hammerstein Organization.
www.concordtheatricals.com

2.2 **Author(s) Credit.** The Author(s)'s name (including, as applicable, composer(s), lyricist(s) and/or translator/adaptor's name) will appear in all instances in which the title of the Property appears, including all programs, web pages, house boards, and publicity and advertising in all media (including all print and electronic media) within the control of Licensee. Except as otherwise specified below, the name of the Author(s) will appear on a separate line on which no other name appears as set forth below immediately following the title of the Property and will appear in size of type not less than fifty percent (50%) of the size of the title type, as follows:

You agree to set forth the following credits on the title page in all programs and souvenir books and on all house boards, displays, heralds, posters, fliers, theater website and on all other advertising and promotion in connection with your production of the Play:

Rodgers & Hammerstein's 75%

OKLAHOMA! 100%

Music by RICHARD RODGERS 75%*

Book and Lyrics by OSCAR HAMMERSTEIN II 75%*

Based on the play "Green Grow the Lilacs" by Lynn Riggs 50%

Original Choreography by Agnes de Mille 50% recommended but not to be smaller than the size accorded to designers

***Immediately following the title and in no event less than that of the largest, most prominent credit given any other person.**

2.3 **Additional Production Credit.** The following credits will be included on the title page of all programs and playbills distributed in connection with performances of the Property. If supplied, the following bio will also be included in the program.

2.4 **Production Date Changes/Cancellation.** Licensee will PROMPTLY notify Concord Theatricals in writing of any and all proposed changes in Production Dates whatsoever, including, but not limited to, additional performances, rescheduled performances, cancellations, postponements, etc., all of which are subject to the prior written approval of Concord Theatricals. Please note that additional fees may be applied for any changes made.

The following additional guidelines will apply in cancelling a licensed production:

2.4.1 You must notify your Licensing Representative in writing (email acceptable) within 24 hours of the first cancelled performance, stating the reason or reasons for the cancellation.

2.4.2 If you are presenting only one performance and you timely notify your Licensing Representative of cancellation, a

CONCORD THEATRICALS

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full refund or transfer of the licensing fees for the cancelled performance is granted less a cancellation processing fee of \$50.

2.4.3 If you are presenting more than one performance and you timely notify your Licensing Representative of cancellation of the full run of performances, a full refund or transfer of the licensing fees for your production is granted less a cancellation processing fee of \$50.

2.4.4 If you are presenting more than one performance and you timely notify your Licensing Representative of cancellation of an individual performance, a full refund or transfer of the licensing fees for the cancelled performance is granted and there is no cancellation fee.

2.4.5 If you notify your Licensing Representative of cancellation more than 24 hours after the first cancelled performance, no refund of the licensing fees shall be granted.

2.4.6 If Rental Materials have been processed for shipment to Licensee at the time you notify your Licensing Representative of cancellation, the rental fee and shipping fee/taxes (if any) will not be refunded. If Rental Materials have not yet been processed for shipment at the time you notify your Licensing Representative of cancellation, the rental fee and shipping fee/taxes (if any) will be refunded in full.

3. **Execution of Agreement.** This Agreement shall be effective upon receipt by Concord Theatricals of (a) this Agreement signed by the Licensee and (b) payment of twenty-five percent (25%) of the Performance Fee set forth in the "Fees" section above. Due to demand and area restrictions, Performance Agreements are time sensitive. Therefore, this Agreement shall be null and void if it is not executed as described above within ninety (90) days of the Effective Date of this Agreement. Licensee may electronically execute this Agreement by selecting "Licenses" from the dropdown menu under the "My Account" page on www.concordtheatricals.com.

4. **Rental Materials.**
4.1a Arrangements:

Full Package *see below*

4.1b Description of Rental materials:

Full Orchestration:

20 Vocal Book

1 Piano-Conductor (rehearsal & stick conductor)

1 Flute – doubling Piccolo

1 Oboe – doubling English Horn, Bass Oboe & Oboe d'amore. Bass Oboe and Oboe d'amore are double lined for English Horn

1 Bassoon – optional part

1 Clarinet 1

1 Clarinet 2 – doubling Bass Clarinet

1 Horn 1

1 Horn 2

1 Trumpet 1

1 Trumpet 2

1 Trumpet 3 – optional part

1 Trombone 1

1 Trombone 2 – optional part

1 Guitar – doubling Banjo

1 Harp

1 Percussion – Trap Set (Snare, Tom Toms, Bass, Hi-Hat & Sus. Cym.), Oriental Drum (deep), 3 Timpani (25-26, 28-29, 32), Orchestra Bells, Xylophone, Vibraphone, Chimes (B Flat, E Flat), Wood Block, Temple Blocks, Pop Cork Gun (or similar), Slapstick (Whip), Cowbell and (optional) Tambourine

2 Violin 1

2 Violin 2

2 Viola

2 Cello

1 Bass

1 String Synthesizer – intended to supplement a small string section (optional)

Delivered Digitally:

Logo

Additional Material:

A Full Score is available for this title for an additional fee. Please contact your licensing representative for additional information.

CONCORD THEATRICALS

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Please review the script fees and the rental package sections below to determine whether scripts (i.e. Acting Edition/libretto-vocal book) are included. If scripts are not included in either section, and you have not ordered scripts for this title previously, they must be purchased separately from www.concordtheatricals.com

4.2. The latest date by which all outstanding licensing fees, rental fees and shipping fees/taxes (if any) are due is sixty (60) days prior to the first scheduled Performance Date under this Agreement. Payment for all performances must be received in full. Payment may be made by check, credit card or echeck/ACH payment. Please refer to attached invoice for fee details.. Conditioned on the execution of this Agreement, and provided that all payments have been received by Concord Theatricals as set forth in this Agreement, Concord Theatricals agrees to ship the Rental Materials to Licensee to arrive no later than **12/06/2023** (unless a shorter period remains between the date of execution and the first performance date). Rental Materials will not be shipped until full payment has been received.

4.3. Upon completion of Licensee's production, Licensee shall return the Rental Materials to: **Concord Theatricals c/o Midwest Fiber, 422 South White Oak Road, Normal, IL, 61761**. All rental materials must be received within **thirty (30) days** of the final performance date.

4.4. Any and all Rental Materials provided to Licensee in connection with the Property may be used **ONLY** for the rehearsal and performance of the Property on the dates and at the venue specified in this Agreement and may not be used for any other production, presentation or performance. Concord Theatricals makes no representations regarding the condition or adequacy of the Rental Materials. The rights granted to Licensee are conditioned on the execution of this Agreement and the receipt by Concord Theatricals of all payments as set forth this Agreement.

5. General Terms and Conditions

5.1 No auditions, casting, rehearsals, advertising, publicity or performance of the Property may commence unless and until this Agreement is executed and all monies owing to Concord Theatricals as set forth in this Agreement are paid in accordance with the payment schedule in the Agreement.

5.2 Licensee may not create merchandise of any kind based on the Property, whether for sale, promotional use, or free distribution, without prior written permission from Concord Theatricals.

5.3 Licensed productions of the Property are to be performed in front of a live audience only. Auditions, rehearsals, and/or performances may not be recorded, streamed, broadcast or posted at any time, in any manner or for any purpose. These restrictions apply to both audio-only and audio-visual recordings, broadcasts and postings. By way of example only, no posting or streaming of audio or audio-visual recordings to YouTube or any other social networking sites is permitted. Any such recording, broadcasting, posting or other use of a performance of the Property is a copyright infringement and will expose Licensee to serious legal consequences.

5.4 Any announcements, advertisements, publicity, promotional materials, and marketing materials, whether on the Internet or in any other media, must be in strict compliance with the terms of this Agreement, including the number and dates of performances, the number of seats, and the ticket prices. No advertising, marketing or promotion of Licensee's production may bill such production as any type of "premiere" of the Property (e.g., regional, state, local) without prior written approval from Concord Theatricals. Please contact your Licensing Representative to request approval.

5.5 This Agreement does not include the right to any choreography, staging, direction, costume design, scenic design, lighting design or sound design of the Property as previously presented. Licensee agrees that its production of the Property shall be a non-replica production. Neither Concord Theatricals nor the Author(s) or owners of the Property shall be obliged at any time to make any payment or offer rights participation to any person(s) whom Licensee may hire to direct, choreograph, stage, design or otherwise participate creatively in Licensee's production.

5.6 Licenses are available only for complete performances of the Property. Performances of various scenes and/or songs apart from the Property in its entirety (e.g., in connection with recitals, contests, festivals, etc., or for promotional purposes) require special permission, which must be submitted in writing in advance of any such performances. Unless permission is granted in writing by Concord Theatricals, no such performances may take place.

5.7 Licensee will present the Property using the Rental Materials and, if applicable, the Approved Production Script (as defined in Section 5.17 below). No abridgement or enlargement of the Property, no changes in music, lyrics, dialogue, period, setting, characters (including their gender), and/or characterizations in the Property, and no changes in running time, placement of intermission, number or order of scenes, etc., may be made without prior written permission from Concord Theatricals. In the event that any changes to the Property are approved in writing, such changes shall, upon creation, become the sole and exclusive property of Concord Theatricals, the Author(s) and the owners of the Property, as their interests may appear, and may be used by such parties free and clear of any obligation whatsoever to Licensee or any third party.

5.8 An approved logo and other promotional and marketing materials for the Property may be available from Concord Theatricals. Please contact your Licensing Representative for further information. Please review the Riders and Exhibits in Section 12 below, as well as (if applicable) any additional Rider you may have signed in connection with your production of the Property, for further requirements regarding logos, promotion and marketing of your production.

CONCORD THEATRICALS

MUSICAL AGREEMENT

CT Rep: K12 Licensing
Request #: 543655
Acct #: 101-009-424347

5.9 This Agreement is not transferable to any other production other than the one licensed. The rights licensed under this Agreement may not be sublicensed and/or otherwise conveyed by Licensee to any other person.

5.10 The Property is licensed for live stage performances by living actors in front of a live audience only, and may not be recorded, broadcast or distributed at any time, in any manner, or for any purpose. In no event may any audio or audio-visual recordings of readings, rehearsals or performances of the Property be posted to the internet or distributed through any digital means, including by way of streaming, downloading or copying, including without limitation, in video or audio recordings posted to YouTube, Facebook or any similar or other social networking site, or posted to the website of the theater or any personal or public website of whatsoever kind. No audio or audio-visual footage may be used in connection with any online, mobile or digital advertising or promotion of the Property.

5.11 You must include in prominent fashion in every program for your production of the Property the following warning in text no smaller than 12-point type, and the warning must also be posted in the lobby of the Venue:

THE VIDEOTAPING OR MAKING OF ELECTRONIC OR OTHER AUDIO AND/OR VISUAL RECORDINGS OF THIS PRODUCTION AND DISTRIBUTING RECORDINGS OR STREAMS IN ANY MEDIUM, INCLUDING THE INTERNET, IS STRICTLY PROHIBITED, A VIOLATION OF THE AUTHOR(S)'S RIGHTS AND ACTIONABLE UNDER UNITED STATES COPYRIGHT LAW. FOR MORE INFORMATION, PLEASE VISIT:

<https://concordtheatricals.com/resources/protecting-artists>

5.12 The grant of rights hereunder does not include any rights to use any artwork (except to the extent otherwise expressly set forth in Section 12 below), advertising, names of actors or actresses or other personnel associated with any other production of the Property in any artwork, advertising or promotional materials for Licensee's production hereunder.

5.13 Licensee is solely responsible for obtaining formal written permission from third-party copyright owners to use copyrighted music, images, brands, or other material in Licensee's production of the Property and is strongly cautioned to do so. If no such permission is obtained by Licensee, then Licensee must use only original music and other materials that Licensee owns and controls. Licensee is solely responsible and liable for all third-party clearances (including without limitation music clearances). To the extent permitted by law, and without waiving Licensee's preexisting state sovereign immunity, Licensee shall pay any award made by a court of competent jurisdiction in connection with any claim arising from the use of music and other third-party material by Licensee. For the avoidance of doubt, this Section 5.13: (a) shall not be deemed to constitute permission to add third-party materials to the Property, and changes to the Property shall be governed by Section 5.7 above; and (b) shall not apply to use of the music by the Author(s) that is included in the Property and for which Rental Materials are provided by Licensor.

5.14 Licensee may not present the Property with pre-recorded or sequenced accompaniment, except to the extent that such accompaniment is provided or licensed to you by Concord Theatricals or its official affiliates. Please contact your Licensing Representative if you have questions about whether a third-party provider is an official affiliate of Concord Theatricals. Note: pre-recorded accompaniment is not available for all titles and may not be available for use by all licensee types. Please contact your Licensing Representative to discuss.

5.15 In the event that the program for Licensee's production of the Property includes advertising, Licensee agrees to reserve program space no smaller than one-half (1/2) page for Concord Theatricals. Concord Theatricals shall notify Licensee in writing no later than thirty (30) days before the first performance hereunder if Concord Theatricals elects to use such program space, and shall provide Licensee with applicable files at the time of such notification. If Concord Theatricals does not provide Licensee with timely notice, Licensee shall have no obligation to reserve such program space.

5.16 Licensee agrees to reserve two (2) complimentary tickets for each performance of the Property hereunder for the use of Concord Theatricals, the Author(s) and the owners of the Property. Concord Theatricals shall notify Licensee a minimum of three (3) days prior to the applicable performance whether it requires such tickets, and agrees not to resell such tickets. Licensee shall provide Concord Theatricals with two (2) copies of the program for its production of the Property upon request by Concord Theatricals.

5.17 If scripts/librettos are not included as part of the Rental Materials, the "Approved Production Script" is defined as the version or draft of the script/libretto of the Property to be used in connection with Licensee's production. It is understood that the Approved Production Script will be made available for purchase via the licensing dashboard or www.concordtheatricals.com as the "Acting Edition." No earlier manuscript or any other versions of the Property are permitted for production without prior approval. In the event that a published Acting Edition is not available for public purchase, Licensee should contact its Licensing Representative for the most up-to-date version of the script/libretto prior to the start of pre-production and rehearsals.

6. Representations and Warranties. Licensee represents and warrants that (a) all of the information provided to Concord Theatricals, both orally and in writing, in connection with the production of the Property and/or otherwise is accurate and correct, (b) Licensee will present the Property in accordance with the terms and conditions set forth in this Agreement, and (c) Licensee will be fully responsible for the manner in which Licensee's production of the Property is performed. Licensee takes sole and complete responsibility for its actions under this Agreement. To the extent permitted by law, and without waiving Licensee's preexisting state sovereign immunity, Licensee shall pay any award made by a court of competent jurisdiction in connection with any claim arising out of (a) the breach or alleged breach by Licensee of any of Licensee's representations, warranties, obligations, or agreements under this Agreement and/or (b) Licensee's production of the Property including the performance, preparations, advertising and marketing thereof.

CONCORD THEATRICALS

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Acct #: 101-009-424347

7. **Termination.** Failure to strictly comply with any of the terms and conditions of this Agreement, including but not limited to the provisions of Sections 2 and 5 and any Exhibits or Riders hereto, may result in the immediate termination of this Agreement and/or any such other agreements by Concord Theatricals in its sole and absolute discretion. In the event of termination, all amounts owing under this Agreement remain payable in full and shall be retained by Concord Theatricals in addition to any other rights or remedies that Concord Theatricals may be entitled to assert for breach of contract.

8. **Default.** If Licensee defaults in the performance of any of the representations, warranties, obligations, terms and/or conditions of this Agreement, then in addition to any and all other remedies which Concord Theatricals, the Author(s) and/or the other copyright-owner(s) of the Property might have at law or equity, Licensee agrees that Concord Theatricals shall have the right to seek a temporary restraining order and a preliminary injunction to enjoin any performances of the Property.

9. **Revocation.** Concord Theatricals reserves the right to revoke any and all licenses for any reason upon written notice to Licensee. In the event that Licensee has paid for the license, either partially or in full, prior to such revocation, a full refund of such sums paid will be given to Licensee within forty-five (45) business days of written notice of license termination.

10. **Miscellaneous.** This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof and shall be binding upon the parties hereto, their respective heirs, executors, administrators, legal representatives, successors and assigns and may not be altered, modified or cancelled (except as herein specifically provided), except by written instrument signed by both parties hereto. This Agreement supersedes all prior or contemporaneous agreements, undertakings, warranties, representations and negotiations between the parties with respect to the subject matter hereof, except in the event that Licensee has previously executed a Rider specifically relating to its production of the Property under this Agreement, such Rider shall remain in full force and effect and shall be a part of this Agreement. No waiver shall be deemed a continuing waiver or deemed a waiver of any assignment or similar breach. In entering into this Agreement, Licensee and Concord Theatricals will each have the status of an independent contractor and nothing contained herein will constitute the parties as partners, fiduciaries, agents or employees of each other.

11. **Riders and Exhibits.** In addition to all provisions set forth above, this Agreement includes any Riders previously executed by Licensee specifically relating to its production of the Property hereunder, as well as the following additional Exhibits and Riders (if any):

Additional Riders

In this show, the race of the characters is not pivotal to the plot. We encourage you to consider diversity and inclusion in your casting choices.

Please notify your Licensing Representative if you intend to post or otherwise circulate any content advisories or trigger warnings related to the Property (other than standard warnings regarding strobe lights, smoke, gunshots, etc.). Concord Theatricals reserves the right to require minor changes to the wording of such advisories or warnings.

ACCEPTED AND AGREED TO:

This Agreement and all conditions and terms contained herein are wholly binding upon the execution by Licensee hereof and the remittance of payment in accordance with the terms contained herein.

Sales Quote - This is Not An Invoice

Prepared By: Priyanshi Srivastava - Inactive
Customer Name: Saucon Valley School District
Contract Term: 12 Months

Start Date: 21-MAR-2024
End Date: 20-MAR-2025
Billing Frequency: Annually

Customer Contact: Carl Atkinson
Title: Assistant Superintendent
Address: Carbon Lehigh Intermediate Unit 21
4210 Independence Drive
City: Schnecksville
State/Province: Pennsylvania
Zip Code: 18078
Phone #: (610) 838-7001 x 1101

Product Description	Quantity	Unit	Unit Price	Extended Price
Initial Term 21-MAR-2024 - 20-MAR-2025				
License and Subscription Fees				
PowerSchool Special Programs Digital Signature Hosted	2,020.00	Students		USD 2,181.60

License and Subscription Totals: USD 2,181.60

Quote Total

Initial Term	21-MAR-2024 - 20-MAR-2025
Amount To Be Invoiced	USD 2,181.60

Fees charged in subsequent periods after the duration of this quote will be subject to an annual uplift. On-Going PowerSchool Subscription/Maintenance and Support Fees are invoiced at the then current rates and enrollment per existing terms of the executed agreement between the parties. Any applicable state sales tax has not been added to this quote. Subscription Start and expiration Dates shall be as set forth above, which may be delayed based upon the date that PowerSchool receives your purchase order. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote.

All invoices shall be paid before or on the due date set forth on invoice. All purchase orders must contain the exact quote number stated within. Customer agrees that purchase orders are for administrative purposes only and do not impact the terms or conditions reflected in this quote and the applicable agreement. Any credit provided by PowerSchool is nonrefundable and must be used within 12 months of issuance. Unused credits will be expired after 12 months.

This renewal quote will continue to be subject to and incorporate the terms and conditions of the main services agreement executed between PowerSchool and Customer that is in effect at the time of this quote, or if no such agreement is in effect, then the terms and conditions found at https://www.powerschool.com/MSA_Feb2022/, as may be amended.

"By either (i) executing this Quote or (ii) accessing the services described herein, you agree that such services will automatically renew for succeeding periods on the same terms and conditions as set forth herein (subject to a standard annual price uplift) unless otherwise terminated in accordance with such terms and conditions."

THE PARTIES BELOW ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS.

POWERSCHOOL GROUP LLC

Saucon Valley School District

Signature:

Signature:



Printed Name: Eric Shander

Printed Name:

Title: Chief Financial Officer

Job Title:

Date: 13-OCT-2023

Date:

PO Number: _____

MARCHING MONK

MUSIC ARRANGEMENT AND OTHER SERVICES AGREEMENT

THIS MUSIC ARRANGEMENT AND OTHER SERVICES AGREEMENT (the "Agreement") is made and entered into by and between Marching Monk, whose address is PO Box 1842, Fort Mill, SC 29716 (the "Contractor") and Saucon Valley High School whose address is 2100 Polk Valley Rd, Hellertown, PA 18055 (the "Buyer"). The Contractor and Buyer are referred to collectively as the "Parties" or individually as "Party".

A. Effective Date. The Effective Date of the Agreement is the later of the dates on which Contractor and the Buyer signs this Agreement.

B. Musical Arrangement. The selection of music (the "Music") to be arranged by the Contractor for the Buyer pursuant to this Agreement shall be:

MIRAGE, wind and percussion arrangements, sound design file

C. Arrangement and Performance License. Buyer acknowledges and agrees that prior to the Contractor having any obligations whatsoever under this Agreement, the Buyer will obtain permission from the music publisher of the Music (the "Publisher") for (i) the Buyer to perform the Music (i.e., a performance license); and (ii) for Contractor to arrange the Music for the Buyer (i.e., an arrangement license). The Buyer agrees to provide a copy of said performance and arrangement licenses to Contractor no later than February 1, 2024.

D. Other Services. The Contractor agrees to arrange and/or perform the following services for the Buyer:

NONE

E. Term. The term of this Agreement commences on the Effective Date and terminates on December 31, 2024 (the "Term").

F. Territory. The territory covered by this Agreement is the United States of America (the "Territory").

G. Contractor's Fee. In consideration of the Contractor's services hereunder, the Buyer agrees to pay Contractor a fee of \$2250 (the "Contractor's Fee"). The Contractor's Fee will be paid to Contractor no later than February 1, 2024. Any overdue payment of the Contractor's Fee will accrue interest at the lesser of one and one-half percent (1.5%) per month or the maximum allowable interest permitted under applicable law, and the Buyer will pay Contractor's associated cost of collection including, but not limited to, reasonable attorneys' fees and court costs, in the event that the Contractor's Fee is not paid to the Contractor.

Overdue payment of the Contractor's Fee will accrue interest at the lesser of one and one-half percent (1.5%) per month or the maximum allowable interest permitted under applicable law, and the Buyer will pay Contractor's associated cost of collection including, but not limited to, reasonable attorneys' fees and court costs, in the event that the Contractor's Fee is not paid to the Contractor as provided herein. In addition, in the event that the Buyer fails to pay the Contractor the Contractor's Fee as provided herein, the Contractor will provide the Buyer with ten (10) days prior written notice of its default in such payment. In the event the Buyer fails to cure said default and pay Contractor the full amount of the Contractor's Fee prior to the performance of its services as provided herein, the Contractor is under no obligation to perform such services.

H. Entire Agreement. This Agreement, together with the terms and conditions attached hereto as Exhibit A, constitutes the entire agreement between the Parties and supersedes all prior oral or written negotiations and agreements between the Parties with respect to the subject matter hereof. No modification, variation or amendment of this Agreement will be effective unless made in writing and signed by the Parties hereto.

ARRANGEMENT AGREEMENT EXHIBIT A - TERMS AND CONDITIONS

1. License. Conditioned upon full payment of the Contractor's Fee, and the Buyer obtaining all required arrangement and performance licenses from the Publisher, Contractor hereby grants to the Buyer a non-exclusive license during the Term of the Agreement to duplicate its arrangement of the Music and to perform said arrangement in the Territory. The Buyer agrees that duplicates of the arrangement will only be provided to students and staff members of the Buyer during the Term of the Agreement and that said duplicates will not be sold, leased, distributed or displayed to anyone other than said students and staff members.

2. Credit. The Buyer will accord to Contractor the appropriate credit in liner notes, on back covers, and on the inner sleeves of any recordings it produces of the Music, and on any and all marketing material concerning the performance of the Music (i.e., concert programs). Said credit will be in substantially the following form: "Music arranged by Marching Monk."

3. Client List. The Buyer hereby grants Contractor permission to identify the Buyer by name as a client on Contractor's or any of its affiliate's websites and in any other of its marketing materials.

4. Warranty.

4.1 Warranty. The Buyer hereby warrants, represents, covenants and agrees that it is free to enter into and perform this Agreement, and that it is not, and will not be under any disability, restriction or prohibition, contractual or otherwise, with respect to its right to (i) execute this Agreement; (ii) grant all of the rights hereunder; and (iii) to fully perform each term hereof.

4.2 Indemnity. The Buyer agrees to defend, indemnify and hold harmless Contractor, from and against any and all claims, controversies, of any kind whatsoever and all loss, liability, expenses, costs or damages, including reasonable attorneys' fees and court costs, arising from a breach by the Buyer of any of the representations, warranties, and agreements of the Buyer under this Agreement.

5. Miscellaneous.

5.1 No Agency. The Parties hereto are independent contractors and this Agreement will not be construed as creating any joint venture, partnership or other like relationship. There is no employment relationship between the Parties. No Party has the authority to make any representations or warranties or incur any obligations or liabilities on behalf of the other Party. No Party will make any representation to a Third-Party inconsistent with this Subsection 5.1. No Party has the power to bind or obligate the other Party in any manner. Each Party will be solely responsible for the payment of any and all Federal, state or local taxes, worker's compensation and the like that may arise out of the services that such Party performs.

5.2 Assignment. The Buyer will not assign, sell, hypothecate or otherwise pledge any or all of its rights under this Agreement, in whole or in part, without the prior written consent of the Contractor.

5.3 Construction. All matters arising in connection with this Agreement or the enforcement or construction thereof will be governed by and resolved in accordance with the laws of the State of South Carolina, as such laws are applied to a transaction between residents of South Carolina under the internal laws (and not the law of conflict of laws). The Parties hereby agree that jurisdiction and venue for any and all legal actions will be in York County, South Carolina.

5.4 Paragraph Headings. Paragraph headings are for the convenience of reference only and will not constitute a part of this Agreement.

5.5 Waiver. A waiver of any default or breach of any provision, term, covenant, or condition of this Agreement will not be a waiver of any subsequent breach of the same or any other provision, term, covenant, or condition. Any waiver of any provision of this Agreement must be set forth in writing and signed by the Party granting the waiver. Any waiver Contractor grants will not prejudice any other rights Contractor may have, and will be subject to Contractor's continuing review. Contractor may revoke any waiver, in its sole discretion, at any time and for any reason, effective upon delivery to the Buyer of ten (10) days' prior written notice of revocation. By written notice, Contractor unilaterally may waive any obligation of the Buyer or their principals. The Contractor's consent, whenever required, may be arbitrarily withheld if the Buyer is in default under the terms of this Agreement.

5.6 Severability. If any provision of this Agreement is unenforceable or illegal, such provision will be changed and interpreted to accomplish the objectives of such provision to the greatest extent possible under applicable law and the remaining provisions will continue in full force and effect.

5.7 Force Majeure. Neither Party hereto will be liable to the other under this Agreement for any delay or lack of performance (other than nonpayment) resulting in a Force Majeure event. As used herein, "Force Majeure" event means any act of God, war, fire, typhoon, flood, earthquake, natural disasters, governmental action, labor disruptions, materials shortages, or any other event beyond the reasonable control of the prevented Party.

5.8 Authority. The individual signing this agreement on behalf of the Buyer (the "Representative") has the power, authority and authorization to execute, deliver, and perform this Agreement and has taken all requisite action necessary to authorize the execution, delivery and performance of this Agreement. In the event that the Representative is determined to not have the power, authority, or authorization to enter into this Agreement, then the Representative shall pay to the Contractor liquidated damages in an amount equal to the Contractor's Fees. The Buyer's determination or statement, provided either orally or in writing, that the Representative lacked the power, authority or authorization to execute this Agreement shall be conclusive evidence that the Representative indeed lacked the necessary power, authority and authorization to execute this Agreement. Upon the date of such determination, the Representative shall owe liquidated damages to the Contractor in an amount equal to the Contractor's fees. Any liquidated damages owed to the Contractor by the Representative will accrue interest at the lesser of one and one-half percent (1.5%) per month or the maximum allowable interest permitted under applicable law, and the Representative will pay the Contractor's associated cost of collection including, but not limited to, reasonable attorneys' fees and court costs, in the event that the liquidated damages are not paid to the Contractor.

SAUCON VALLEY HIGH SCHOOL

BY: _____

TITLE: _____

SIGNATURE: _____

DATE: _____

SIGNATURE: _____

Kaela Bitting, INDIVIDUALLY AND AS REPRESENTATIVE OF Saucon Valley High School

MARCHING MONK

NAME: William J. Register

TITLE: Owner

SIGNATURE: _____

DATE: _____