



EAST LYCOMING
SCHOOL DISTRICT

SCHOOL BOARD AGENDA



EVERY STUDENT: INSPIRED, ENGAGED, and LEARNING *Today, For Tomorrow*

EAST LYCOMING SCHOOL DISTRICT BOARD OF EDUCATION
COMMITTEE OF THE WHOLE MEETING
HHS LIBRARY
JANUARY 13, 2026 @7:00 PM
FINANCE COMMITTEE @6:00 PM

For the purpose of school building safety and maintaining Board minutes, all visitors attending Board meetings are required to register their attendance on a sign-in sheet that shall be provided for that purpose.

I.	ANNOUNCEMENT OF EXECUTIVE SESSION	Mr. Dudek
II.	CALL TO ORDER	Mr. Dudek
III.	FLAG SALUTE	Mr. Dudek
IV.	VISITORS PRESENTATIONS/PUBLIC COMMENTS	Mr. Dudek
	A. The Chair will entertain any requests for listed agenda item changes.	Mr. Dudek
V.	COMMITTEE OF THE WHOLE	
	A. Business / Financial Discussion	
	1. 2026/2027 Preliminary Budget	
	2. Interim Financing LycoCTC Expansion Project	
	3. CSIU E-rate Funding Contract Review (BF-1)	
	4. LearnWell Contract Review (BF-2)	
	5. IDEA-Section 619 Pass through funds Use of Funds Agreement 2025/2026 (BF-3)	
	6. Franklin and Jordan Township Tax Collectors/New appointments	
	7. LycoCTC Construction Management Services (BF-4)	
	8. Solicitor Contract RFP (BF-5)	
	9. PCCD School Safety Grant (BF-6)	
	10. Support Staffing Vacancy Review (BF-7)	
	11. Director of Technology Interview Update (BF-8)	
	12. Other Business / Financial Items for Future Board Consideration	
	B. Academic Discussion	
	1. Academic Overview	
	2. 2026-2027 High School Program of Studies (AC-1)	
	3. 2026-2027 Draft School Calendar (AC-2)	
	4. Field Trips:	
	a) 1/22-1/23/26 PMEA Commonwealth University	District Orchestra Students
	b) 2/3,2/24,2/26 Jr. County Band Festival S. Williamsport	Jr. High Band Members
	c) 2/4-2/6/26 PMEA Towanda School District	District Band Students
	d) 2/18-2/20/26 Northwest High School	High School Chorus
	e) 2/28/26 Central Columbia High School	Theatre Club
	f) 3/12/26 High School	Renn & Ferrell Grades 3-6
	5. Ashley Gardner from part-time to full-time (AC-3)	
	6. Other Academic Items for Future Board Consideration	

C. Athletic Discussion

1. Winter Sports Update
2. Other Athletic Items for Future Board Consideration

D. Facilities Discussion

1. Asphalt Repair and Tar/Chip Bid (**FA-1**)
2. Wrestling / Football Locker Room HVAC upgrades (**FA-2**)
3. Ferrell Playground Discussion (**FA-3**)
4. Stadium Lights (Football / Soccer) (**FA-4**)
5. Other Facility Items for Future Board Consideration

E. Policy Discussion (**BP-1**)

1. Review of Policies to Consider for First Reading
2. Board Policy 002 (Authority and Powers)
3. Board Policy 011 (Principles for Governance and Leadership) Repeal
4. Board Policy 309.1 (Remote Work)
5. Other Policy Items for Future Board Consideration

Mr. Dudek
Mr. Dudek
Mr. Dudek

VI. NEW BUSINESS **Mr. Dudek**

1. New Business is for Board Members to make a motion to have a Board discussion on a proposal that they have for the School District which is not listed on this agenda. The motion must be seconded and recognized by the Chair to move forward for discussion. A vote may be taken to place the proposal on a future meeting agenda. Motions under New Business shall be entered in the meeting minutes.

VII. EXECUTIVE SESSION AFTER ADJOURNMENT - School Safety **Mr. Dudek**

VIII. ADJOURNMENT **Mr. Dudek**

May I have a motion to adjourn this meeting?

Motion:

Second:

Discussion:

Vote: Yes _____ No _____

Time: _____ P.M.



Finance Committee Agenda January 13, 2026

HHS Library Conference Room
6:00 PM

- I. 2026/2027 Budget
- II. Interim Financing Lyco CTC Expansion Project
- III. Tax Collector Appointments



Adam Creasy
Director of Technology
Dec 17, 2025

Vendor: CSIU
Service: Yearly E-Rate Program Management
Amount: \$6,000

Description:

Each year, the IT department utilizes federal E-Rate funds to upgrade and maintain our essential network infrastructure services at a reduced cost.

E-Rate funding provides federal discounts (20-90%) for schools and libraries to get affordable broadband/telecommunications by subsidizing internet access (Category 1) and internal network gear like Wi-Fi (Category 2), based on student poverty levels and location (urban/rural). Schools apply through the Universal Service Administrative Company (USAC), use a competitive bidding process (Form 470) to find the best provider, and pay a portion of costs, making high-speed internet accessible for learning.

Federal E-Rate funds come from the Universal Service Fund (USF), which isn't taxpayer money but rather a fee charged to companies providing interstate and international telecom services; these telecom providers pay into the fund, and the money is then used by the FCC's E-Rate program (administered by Universal Service Administrative Company (USAC) to give discounts on internet and telecom services to eligible schools and libraries.

For East Lycoming, these services include our internet connection, fiber connections to Renn and Ferrell, and network infrastructure hardware in each building. The discount rate on these services for the District is 70% as determined by our Free / Reduced lunch rate. Securing this equipment and getting approval to purchase at this discount comes with a significant amount of time, complexity, and accountability. Because of this, I have partnered with CSIU for the past several years to manage the program on our behalf.

In 2024-25 we were reimbursed a total of \$58,000 between phone, internet, and equipment purchases from E-Rate funds.

Thank you, as always, for your continued support of our department and district.

All the best,
Adam



Letter of Agency E-Rate Funding Year 2026 (07/01/2026- 06/30/2027)

**The CSIU will provide the following E-Rate Services for
East Lycoming School District, 349 Cemetery Street, Hughesville, PA 17737-1028
at the rate of \$6,000.00 for funding year 2026-2027.**

- Review current telecommunications bills and services, communicate with the district to determine eligible services desired for the next funding year, and prepare and submit a Form 470 application.
- Verify that the district's technology plan has been approved for E-Rate for auditing purposes.
- Submit Form 471 application using current PDE Free and Reduced Lunch data.
- Answer any questions from Program Integrity Assurance (PIA) staff about district applications, secure additional information if required from the district and forward it to PIA staff for processing.
- Upon receipt of funding commitment letter, we file the Form 486 and determine method of payment based upon the school district's wishes.
- File Form 472 (BEAR) every six months with service provider (if district selects payments from the provider.)
- Maintain file copies at the CSIU for 10 years as required for auditing purposes.
- Requests for information from (ex: organizations other than SLD, district, solicitor or auditors) will be billed.

Additional services (no additional charge)

In the event of a funding request denial, the CSIU will research the reason, advise the district, and file all appeals with the SLD and FCC using the CSIU's solicitor, if required.

In the event of service provider change or mergers, the CSIU will file all appropriate forms and paperwork with the SLD to ensure that districts will continue to receive discounts.

Timeframe

The CSIU Technology Group will provide services through completion of the application process.

The CSIU files all applications at the request of the school district. The School District makes all final decisions and is responsible for signature of forms.

Authorized Signature

Date

School District

Please Print Name

Title of Authorized Person



Date: 10/28/2025

To: Michael Pawlik

Fax Number/Email: mpawlik@elsd.org

From: Jillian Cartwright, jcartwright@learnwelleducation.com

File Number: Ref-

A student from your district has been admitted to a medical facility we partner with to provide educational services. Following this cover page is a one page agreement that must be signed and returned.

At the bottom of this page is additional information you may find helpful.

If you have any questions, please contact our office and someone will gladly assist you.

We look forward to working with both your school district and students.

Sincerely,

A handwritten signature in black ink that reads "Kathleen Egger".

Kathleen Egger
VP Teaching Operations
ph: 508-732-9101

PROCEDURE: Students assigned to LearnWell receive direct instruction and continuous administrative support. Instructors are assigned within 24 hours of our company's notification of the requirement for services. For each student served, LearnWell makes its best effort to obtain the student's individual course work from his or her school, complete the assignments with the student in a classroom setting, and return the course work to the student's school system to ensure the student remains up to date with their academics. A session report for each class session with the student is completed to document the details of the session and can be provided to the district at any point in time, upon request.

BILLING: LearnWell submits an invoice to the school system, on a weekly or monthly basis (depending on preference), and payment is expected within 30 days of receipt of invoice.

COMMITMENT: *THERE IS NO REQUIRED MINIMUM COMMITMENT FROM YOUR SCHOOL SYSTEM.* LearnWell will work with one student or one hundred students. We work in conjunction with any existing instructors and only provide services to those students assigned to our program. We will accept any preexisting assignments, or handle all issues, for which schools feel our support would be beneficial to the students.



TO: Michael Pawlik

INSTRUCTION FOR:

ADMISSION DATE: 10/18/2025

SERVICES TO BEGIN: 10/20/2025

LOCATION: Friends Hospital -

INSTRUCTION (hrs/wk): 10

File Number: Ref-4

Additional Notes:

LearnWell will perform the following specific actions to support your student:

1. 10 hours of educational services per week, delivered individually or in a classroom setting, by a certified teacher who is a direct employee of LearnWell
2. Ongoing communication via phone, fax, or e mail, with the applicable school officer to receive, complete and return the student's school work.
3. A Session Report that documents details of each teaching session (i.e. length of session, goals, student's attitude, etc.) will accompany all invoices, upon request.

Absence Policy: Our policy is to ensure all students that are cleared and capable of being seen in class sessions, are seen with 95% accountability.

Your signature below authorizes instruction to the student named above at the rate of **\$52.00** per hour of instruction. Each hour of instruction delivered in any setting requires administrative and preparation time, and LearnWell bills an additional 33% for those services (i.e., each 3 hours of teaching generates one (1) hour of admin/prep time cost).

APPROVAL SIGNATURE: _____

PRINT NAME: _____

AFTER SIGNING, PLEASE RETURN THIS PAGE VIA FAX (508-732-9998) or EMAIL
(intel@learnwellducation.com).



33 Springbrook Drive
Canton, PA 17724
Phone 570-673-6001
Fax 570-673-6007

**IDEA-Section 619
Pass Through Funds
Use of Funds Agreement
2025-2026**

Sub-grant agreement for Implementation of Individuals with Disabilities Act – Section 619, State EI by and between **BLaST IU 17** (hereinafter called “IU”) and **East Lycoming SD** (hereinafter called “LEA”) enter into for the project period July 1, 2025 through June 30, 2026.

The LEA hereby agrees and assures that:

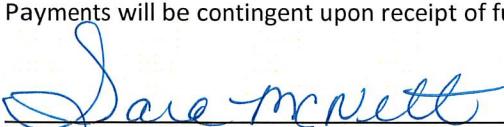
- A. The development and execution of this agreement shall be in accordance with IDEA Section 619; program guides issued by USDE; guidelines and directives issued by the Pennsylvania Departments of Education and Public Welfare, Office of Child Development and Early Learning (OCDEL); the terms of this agreement; and the provisions of the State IDEA Plan applicable to the period of this agreement. This agreement shall be subject to the provisions of all pertinent Federal and Pennsylvania laws, regulations, and standards, as outlined in the IDEA Section 619 Contract and Contract between BLaST Intermediate Unit # 17 and the Pennsylvania Departments of Education and Public Welfare, OCDEL.
- B. Funds must be used to provide special education and related services to five-year-old children with disabilities enrolled in kindergarten.
- C. The LEA will maintain complete cost records of all expenditures made in association with this agreement, as well as employee, programmatic, statistical records, and supporting documents. Allowable costs as outlined in **attachment A**. Those records are to be available for inspection by a representative and/or auditor of the IU or Pennsylvania Departments of Education and Public Welfare, OCDEL, if needed.

D. **Project Number:** 131-25-0017 **CFDA Number:** 84.173

a. **Allocation:** \$6,300 Project Name: IDEA 619 Pass Through

The IU agrees to cooperate with the LEA in resolving any proposed disallowances the auditors of the LEA recommend as a result of audits, or any final audit disallowances imposed by the appropriate authorities. The Intermediate Unit shall not be held liable by the LEA for such disallowed costs.

Payments will be contingent upon receipt of funds from the Pennsylvania Departments of Education and Public Welfare, OCDEL.



BLaST IU 17 Representative

Date: 12/17/2025

Date: _____

School District Representative Signature



January 13, 2026

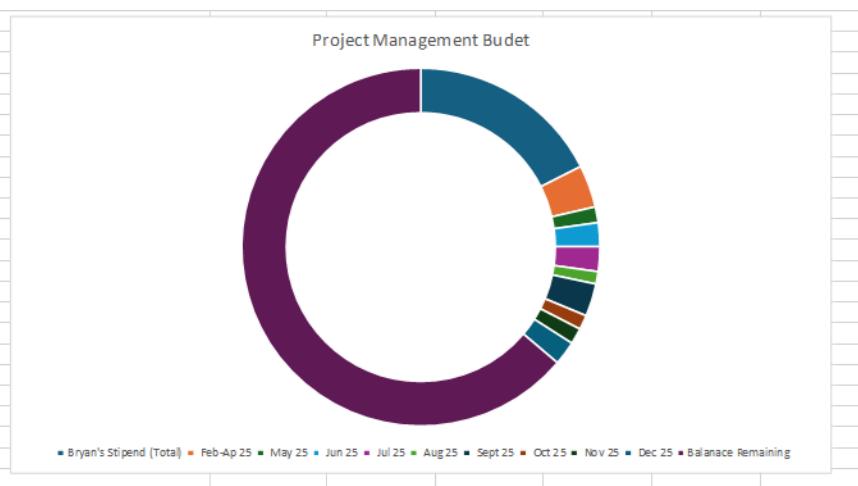
Re: Construction Management Services / Lyco CTC Expansion

Members of the Board,

Mr. Dudek requested information on the services provided by Fidevia, the construction management firm, hired by the East Lycoming School District for the Lyco CTC Expansion project. Fidevia's role on this project is restricted to construction administration, owner's representative, and RACP grant compliance. Lyco CTC received a \$5,000,000 RACP Grant with specific and detailed reporting requirements. Fidevia's services here are critically important for grant compliance and to avoid any reimbursement delays. Given the size of the project, \$10,000,000, this is minimal as designed.

The Lyco CTC budget for construction management is \$133,250.00. Because of the cost focus of the project, Fidevia suggested using Mr. McCaffery as onsite construction manager. He is compensated \$1500 a month September, 2025 - August, 2026. Including the total cost of Mr. McCaffery as CM, and Fidevia services through December, 2026, we are trending below budget. Given the past several months bills of \$2300.00 which I anticipate will remain consistent given this point in the project, we should finish approximately \$50 - \$60,000 under budget. That's savings directly back to Lyco CTC.

Sincerely,
Dr. Mark Stamm
Superintendent





349 Cemetery Street | Hughesville, PA 17737

570-584-2131 | www.elsd.org

January 13, 2026

Re: Discussion on School Solicitor RFP

Members of Board,

Mr. Dudek is requesting a board discussion on new RFPs from firms for School District Solicitor services. This was done in January 2025. Proposals received are listed below.

Proposals were received from:

- McCormick - \$155 per hour / \$375 flat fee for board meetings
- Levin Legal Group - \$200 - \$220 per hour
- Sweet, Stevens, Katz and Williams - \$200 per hour
- Lepley, Engleman, Yaw, and Wilk - No Proposal Submitted
- Angela Evans - No Proposal Submitted
- McNerney, Page, Vanderline, and Hall - No Proposal Submitted

Respectfully submitted,

Dr. Mark Stamm
Superintendent of Schools

January 13, 2026

Re: PCCD Grants Updates

Members of the Board,

Annually, Pennsylvania awards money to schools for safety and security enhancements. Over the past several years these funds have been divided between Safety and Mental Health. Beginning in FY 25-26, they were combined into one grant serving both areas. Beyond the block grants (non-competitive) have been competitive grant opportunities. In 2024, I was able to secure a \$203,000 competitive grant for emergency communication equipment. Details of all those grants are below along with my current plans for the 25-26 PCCD grant.

PCCD School Safety - Emergency Communications Grant (Competitive)

\$203,000. \$2,504 remaining. Closes 04/30/2026

This grant is used to install phones in all district classrooms, offices, and common areas for 911 direct calling (Kari's Law) and room specific location calling (Ray Baum Act) meeting enhanced FCC requirements.

PCCD Mental Health Grant (Block)

\$120,060. \$10,060 remaining. Closes 06/30/2026

This grant is used for a second school social services position staffed by Lycoming County Children and Youth. These two positions provide social services outreach and support for students and their families. Grant revision will be submitted for remaining funds to pay for Vector Solutions, an online staff training program currently used by all district employees.

PCCD School Safety Grant (Block)

\$129,922. \$3,058 remaining. Closes 12/31/2026

This grant is used for SRO Ryan Travelpiece to provide coverage to Renn and Ferrell Elementary Schools. The district contracts with Hughesville Borough Police for two fulltime SROs. Officer Boyer covers HHS and Ashkar Elementary.

NEW PCCD School Safety and Wellness Grant (Block)

\$130,457. Closes 06/30/2027

Due to the overlapping grant timelines above, these funds will be used to cover both positions through the duration of this grant. This will leave approximately \$30,000 to allocate. In reviewing the school safety audits completed in Fall 2025, this will be used for building exterior lighting (Renn / Ferrell) and installation of bollards purchased under a previous grant.

Respectfully submitted,
Dr. Mark Stamm

January 13, 2026

Re: Support Staff Vacancies

Members of the Board,

As requested by Mr. Dudek, the following support staff positions are currently vacant:

- Instructional Aide (HHS) 6.0 Hours
 - Interviews 01/12/2026
- Instructional Aide (RENN) 6.0 Hours
 - Candidate for Recommendation 01/20/26 pending clearances
- Food Service (HHS) 4.75 Hours
- Custodian (HHS) 4.0 Hours
- Maintenance (DIST) Full-Time / 2 positions
 - Interviews 01/15/2026

For context, support staffing positions, such as aides and custodial services, experience high turnover rates compared with other occupations. Although the Bureau of Labor Statistics does not keep specific data on these sectors, industry figures range from 75% - 400% annually.

Generally, the 75% figure is mostly cited. Separations from employment occur for a number of reasons but are generally for other job opportunities, higher pay, location, illness, and retirement.

Although I have not tracked our annual turn-over rate, typically we have 4-6 positions vacant at any time during the year mainly in part-time custodial and part-time aide positions. As with national trends, I attribute this to the hourly rate for these positions (\$15 - \$17 / hour), limited hours (4-6 hours daily), shift work, and/or lack of benefits.

Respectfully submitted,

Dr. Mark Stamm
Superintendent

January 13, 2026

Re: Director of Technology Replacement and Support Update

Members of the Board,

Over Winter Break, one of the two remaining applicants for the vacant Director of Technology position accepted a position elsewhere and withdrew. With only one applicant remaining, I made the decision to restart the application process and move the remaining applicant forward.

We are currently advertising in local newspapers, on social media, and on Indeed.com. The application window closes at 12PM, January 26. Initial screening interviews planned for the following week. This will place final interviews the week of February 9 - 13. That date has yet to be selected. My goal is to have a candidate for recommendation on February 17.

In the interim, district technology maintenance staff, Mr. Kyle Erdly and Mr. Ahness Carter, are maintaining district systems. They meet with me throughout the week and their direct report is Mr. Tom Coburn. The Support Personnel Agreement provides them additional compensation for filling the supervisory role which they rotate on a bi-weekly basis.

For administration support I have connected with BLAST IU17. BLAST IU17 has technology staff capable of fulfilling this role on an interim basis for the district until the position is filled. The IU is still finalizing that proposal. Once I review and am comfortable with it, I will bring it to the board for discussion. Hopefully for the work session Tuesday.

Sincerely,
Dr. Mark Stamm
Superintendent



Hughesville High School

Program of Studies 2026 – 2027

Grades 9 – 12

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MISSION

The mission of the Hughesville Junior-Senior High School is to inspire and empower all students to reach academic success and live with integrity. Our vision is to provide high-quality learning experiences for all students. In short, Every Student: Inspired, Engaged and Learning Today for Tomorrow.

In order to achieve this mission, our curriculum is divided into three areas of concentration: honors, college prep, and careers. These areas are not exclusive of each other, i.e., a student in one preparatory area may take courses from any other preparatory area. Students receive a basic foundation in English, history, math, science, and physical education/health in the core subjects. The electives are to allow students to work in specific areas to broaden experience and knowledge over a shorter period of time.

ELSD CORE VALUES

The East Lycoming School District has five core values that serve as a cornerstone in helping us achieve our mission.

We believe...

Wellness before academics and **Community** before consequences.

Every students' **Learning** is my responsibility.

Effectiveness is determined by my character, relationships, and competence.

Positive transparent **Communication** builds trust and determines the outcome.

Passion drives learning; find yours and share it.

PENNSYLVANIA ACT 158 GRADUATION REQUIREMENTS

Beginning with the Class 2023, Act 158 of 2018 (Act 158 requires students to take the Keystone Exams for federal accountability purposes, but may meet state graduation requirements through any one of the options below.

Option 1: Keystone Proficiency Pathway

Student must earn a Proficient or Advanced score on all three Keystone Exams: Algebra I, Literature, and Biology.

Option 2: Keystone Composite Pathway

Student must earn a composite score of 4452 on the Algebra I, Literature, and Biology Keystone Exams. Students must also earn a Proficient or Advanced score on at least one of the three exams. The student may not earn a Below Basic score on either of the other two exams.

Option 3: CTE Pathway

Students, who are Career and Technical Education (CTE) Concentrators, must earn a passing grade in the course(s) associated with each Keystone Exam on which a Proficient or Advanced

score was not earned. These courses include: Algebra I, Grade 10 English, and Biology I. Student must also attain an industry-based competency certification related to the CTE Concentrator's program of study or demonstration of a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study. For further explanation of the CTE Pathway, please see PDE's Act 6 Guidance.

Option 4: Alternate Assessment Pathway

Student must earn a passing grade in the course(s) associated with each Keystone Exam on which the student did not earn a Proficient or Advanced score. These courses include: Algebra I, Grade 10 English, and Biology I. Student must also achieve one of the following:

- Attainment of an established score on an approved alternate assessment (SAT, PSAT, ACT, ASVAB):
 - SAT: 1010
 - PSAT: 970
 - ACT: 12
 - ASVAB: 31 (the minimum score required for admittance to the armed services branch during the year the student graduates)
- Gold Level on the ACT WorkKeys Assessment;
- Attainment of at least a '3' score on an Advanced Placement Program exam in an academic content area associated with each Keystone Exam on which the student did not achieve a Proficient or Advanced score;
- Successful completion of a concurrent enrollment course (ex. College-in-high school course) in an academic content area associated with each Keystone Exam in which the student did not achieve at least a Proficient score;
- Successful completion of a pre-apprenticeship program; or
- Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework.

Option 5: Evidence Based Pathway

Student must earn a passing grade in the course(s) associated with each Keystone Exam that a Proficient or Advanced score was not earned. These courses include: Algebra I, Grade 10 English, and Biology I. Student must also demonstrate three pieces of evidence consistent with the student's goals and career plans, including:

- One of the following:
 - Attainment of an established score on the ACT WorkKeys assessment (Silver Level), a SAT subject test (score of at least 630), an Advanced Placement Program Exam (score of 3):
 - Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college-level coursework;
 - Attainment of an industry-recognized credential; or
 - Successful completion of a concurrent enrollment or postsecondary course; and
- Two additional pieces of evidence, including one or more of the options listed above, or: satisfactory completion of a service-learning project, attainment of a score of proficient or advanced on a Keystone Exam; a letter guaranteeing full-time employment; a certificate

of successful completion of an internship or cooperative education program; or satisfactory compliance with the NCAA's core courses for college-bound student athletes with a minimum grade point average (GPA) of 2.0.

In addition to Pennsylvania's Act 158 requirements, to be eligible for graduation, by the end of their senior year, a student must have successfully completed a minimum of **25 credits** consisting of:

- English - 4 credits, at least one each year grades 9-12
- Math - 4 credits, at least 1 each year grades 9-12
- Science - 4 credits, at least 1 each year grades 9-12
- Social Studies - 4 credits, at least 1 each year grades 9-12
- Health and Physical Education - 1.5 credits
- Elective courses

Every senior must schedule at least one of each of the core courses during his/her senior year.

SCHEDULING INFORMATION

Students will receive a course schedule in the summer. This schedule should be considered final. Sometimes a student's requested courses cannot be honored, nor are they appropriate. In these circumstances, changes may be made to the schedule to better meet the needs of the student. If a student chooses to request a schedule change, he or she will follow these guidelines:

- All schedule changes are handled through the Counseling Office.
- Not all requests will be granted due to certain variables with the schedule.
- All requests to change a course must be made within the first six days of the course. Any student requests after the first six days, which result in a course being dropped, could be noted on the student's report card and final transcript as a W (Withdrew).
- After the first six days of the course, no changes to courses will be permitted unless deemed necessary by the administration.
- There will be no dropping of courses between the end of the fourth marking period and finals.
- All course changes, regardless of the time when they take place, are subject to review by the counselor, faculty member, parent and administration.
- No high school student will be permitted more than eight (8) class periods per day.

To assist the student during this period of planning, this booklet of course offerings has been prepared. It contains a listing and brief description of all course offerings for students in grades 9 through 12. Students will note if the course is mandatory or an elective by looking at the sample course selection sheet for each grade. Attention must further be given to planning an adequate schedule, which will satisfy graduation requirements.

***Please Note:** A minimum number of students in a section may need to be established. For example; class sizes under 15 may be subject to administrative approval.

Core Course Sequence (by Grade Level) and Educational Requirements

Grade 9	Grade 10	Grade 11	Grade 12
English (1.0 Credit)	English (1.0 Credit)	English (1.0 Credit)	English (1.0 Credit)
<ul style="list-style-type: none"> • English 9 OR • English 9 Honors 	<ul style="list-style-type: none"> • English 10 OR • English 10 Honors • <i>Keystone Exam Required</i> 	<ul style="list-style-type: none"> • English 11 OR • English 11 Honors OR • Literature and Film 	<ul style="list-style-type: none"> • English 12 OR • English 12 Honors OR • Literature and Film OR • AP English Literature & Composition
Mathematics (1.0 Credit)	Mathematics (1.0 Credit)	Mathematics (1.0 Credit)	Mathematics (1.0 Credit)
<ul style="list-style-type: none"> • Algebra I (<i>Keystone Exam Required</i>) OR • Geometry Honors 	<ul style="list-style-type: none"> • Algebra 2 Honors OR • Mathematics for Health Careers OR • Applied Mathematics 	<ul style="list-style-type: none"> • Applied Math OR • Algebra 2 OR • Trigonometry / Elementary Function OR • Mathematics for Health Careers OR • AP Statistics OR • Intro to Basic Statistics 	<ul style="list-style-type: none"> • Mathematics for Health Careers OR • Applied Mathematics OR • Trigonometry / Elementary Functions OR • Intro to Basic Statistics • Statistics OR • AP Statistics OR • AP Calculus AB
Social Studies (1.0 Credit)	Social Studies (1.0 Credit)	Social Studies (1.0 Credit)	Social Studies (1.0 Credit)
<ul style="list-style-type: none"> • Civics and Government OR • Civics and Government Honors 	<ul style="list-style-type: none"> • American History OR • American History Honors 	<ul style="list-style-type: none"> • Local History / Sociology OR • Economics OR • Economics Honors OR • Psychology OR • Early World History OR • AP US History (Odd Years Only) OR • AP Government and Politics 	<ul style="list-style-type: none"> • Local History / Sociology OR • Economics OR • Economics Honors OR • Psychology OR • OR Early World History OR • AP US History (Odd Years Only) OR • AP Government and Politics

		(Even Years Only) OR • AP Psychology	(Even Years Only) OR • AP Psychology
Science (1.0 Credit)	Science (1.0 Credit)	Science (1.0 Credit)	Science (1.0 Credit)
<ul style="list-style-type: none"> • Foundations of Biology OR • Biology Honors • Keystone Exam Required 	<ul style="list-style-type: none"> • Biology OR • Biology Honors OR • Intro to Earth / Space Science OR • Chemistry Honors OR • Physics OR • Chemistry OR 	<ul style="list-style-type: none"> • Intro to Earth Science / Space Science OR • Anatomy and Physiology OR • Chemistry Honors OR • Physics OR • Physics 1 Honors OR • Physics 2 Honors OR • Chemistry OR • Organic Chemistry OR • AP Biology OR • AP Chemistry OR • AP Environmental Science OR Wave and Fluid Science 	<ul style="list-style-type: none"> • Intro to Earth / Space Science OR • Anatomy and Physiology OR • Chemistry Honors OR • Physics OR • Physics 1 Honors OR • Physics 2 Honors OR Chemistry OR • Wave and Fluid Science • Organic Chemistry OR • AP Biology OR • AP Chemistry OR • AP Environmental Science OR • AP Physics C

Physical Education & Health – (1.5 Credits for Graduation; CTC Students are exempt and must only take .5 credits) – Physical Education & Health is .5 credits. Weight Training (.5 credit) can be substituted for any Physical Education & Health class. Personal Finance will be added to all 9th grade schedules.

GPA / AP COURSES / DUAL ENROLLMENT COURSES

Grade Point Average

Grade point average is computed on a 100% weighted scale. All courses starting in grade 9 are computed to determine GPA and Class Rank. Grades are calculated according to the following scale:

A	95 to 100+
B	85 to 94
C	75 to 84
D	70 to 74

F 0 to 69

Coursework is ranked and weighted by the level of difficulty according to the following multipliers:

AP Coursework	1.2 weight
Honors/Dual Enrollment Coursework	1.2 weight
Core College Prep Coursework	1.1 weight

To allow for the wide variance of semester grades/credits' effect on GPA and class ranking, a student's GPA and class ranking will be printed on the report card according to the following schedule:

Grade 9	At the end of the year
Grade 10	At the end of each semester
Grade 11	At the end of each quarter
Grade 12	At the end of each quarter

Advanced Placement Courses

Advanced Placement courses are challenging, and the workload is demanding. Students are expected to read and write extensively and independently. All students are expected to work seriously toward the preparation of the AP Exams in May.

Dual Enrollment/Concurrent Enrollment Courses

Hughesville High School partners with several institutions of higher learning to provide students the opportunity to receive both college and high school credit. Listed below are guidelines for participation in the various programs.

***Please Note: College affiliations are subject to change.**

Luzerne County Community College (LCCC), Lackawanna College

The following high school classes are offered as dual enrollment courses through LCCC and Lackawanna College. These courses are taught at the high school by HHS teachers and are part of the student's daily schedule. Upon successful completion of the course, students will receive credit from HHS and the College (if all requirements listed below are met). To receive College credit a student must do the following:

1. Be enrolled and successfully complete the course at the High School
2. Be enrolled in the College and obtain a grade of C or better
3. Pay all fees associated with the course to the College (note: cost per credit hour is offered at a reduced rate)

Grades in these courses are counted toward class rank.

Grade 12 English – Honors (LCCC)
AP US History (Lackawanna CC)
AP Psychology (Lackawanna CC)
AP Environmental Science (Lackawanna CC)
AP English Literature and Composition (Lackawanna CC)
AP Government and Politics (Lackawanna CC)
AP Biology (Lackawanna CC)
AP Calculus AB (Lackawanna CC)
AP Chemistry (Lackawanna CC)
AP Physics C (Lackawanna CC)
AP Statistics (Lackawanna CC)
Accounting 2(Lackawanna CC)
Trigonometry and Elementary functions (Lackawanna CC)

**Commonwealth University of Pennsylvania Early College and online programs are available.
Details are available through the school counseling office.**

Online Courses

The University and college listed above offer several online courses for HHS students. Students take these courses during their senior and/or junior year and are given time throughout the school day as part of their schedule to complete. Students are limited to 1 period of online study per school term.

1. Students must contact the Counseling Office prior to scheduling independent study courses and must be in good academic standing to participate.
2. The Counseling Office will help coordinate registration
3. It is the responsibility of the student to communicate with the Professor of the course with any subject related questions
4. All fees associated with the course are paid directly to the University/College.
5. Grades must be reported to the Counseling Office at the end of each semester.
6. Dual enrollment online courses in English, Math, Science or Social studies may count toward HHS academic requirements in these courses.
7. Each semester course will receive 0.5 credits towards graduation

On Campus Courses

The University and College listed above offer on campus face to face instruction for HHS students. Students must seek approval from the Administration for participation in this program and must be in good academic standing. Guidelines are listed below:

1. Only seniors are eligible to participate in on campus courses
2. The district is not responsible for transportation
3. Students must meet all HHS academic requirements
4. Students are required to meet with their School Counselor to coordinate HHS schedules
5. Courses are coordinated with the University and HHS
6. Dual enrollment online courses in English, Math, Science or Social studies may count toward HHS academic requirements in these courses.
7. Each semester course will receive credits towards graduation

8. Grades must be reported to the Counseling Office at the end of each semester.
9. Students are encouraged to discuss with the Athletic Director any eligibility requirements for participation in athletics.

ACADEMIC DEPARTMENTS / COURSE DESCRIPTIONS

English

Course Title	Weight	Open to Grades	Credits
English 9	1.1	9	1
English 9 – Honors	1.2	9	1
English 10	1.1	10	1
English 10 – Honors	1.2	10	1
English 11	1.1	11	1
English 11 – Honors	1.2	11	1
English 12 – Honors	1.2	12	1
English 12	1.1	12	1
Literature and Film	1.1	11,12	1
AP English Literature and Composition	1.2	12	1

Grade 9 English #120

Credit = 1 Weighted = 1.1 Grade 9

The ninth grade academic English course is designed to develop reading, writing, thinking and speaking skills. The students will experience a wide variety of literature including fiction, non-fiction, poetic and dramatic selections, speaking/ writing fundamentals and strategies will be emphasized for future education. Traditional grammar, mechanics, usage skills, vocabulary and reading comprehension strategies will be continued as part of the writing process in collaboration with research skills that will be explored and developed.

Grade 9 English – Honors #125

Credit = 1 Weighted = 1.2 Grade 9

The ninth-grade honors English course is designed for the student who has excelled in English and reading. The emphasis of the course is placed on preparation for the Advanced Placement (AP) Program. The course is designed to cover English grammar and mechanics with an intense practice in various writing forms and assignments. The following literary genres, with intense literary analysis, such as the novel, the short story, poetry and drama will be considered, analyzed and compared. The course will demand a great deal of reading, writing, working independently and meeting deadlines. The students will be expected to work at an accelerated pace.

Grade 10 English (Keystone Literature Exam required) #130

Credit = 1 Weighted = 1.1 Grade 10

Semester one of 10th grade English will be divided into two nine-week segments. The first nine-week segment will focus exclusively on preparation for formal assessments such as the PSAT, the SAT and the ACT. Vocabulary, grammar, sentence completion, and reading comprehension strategies will be employed. The second nine weeks of semester one will emphasize the fundamentals of writing. Students will practice forms and styles of writings that will include; problem/solution, literature interpretation, persuasion, research essay, and profiles.

In semester two this course will provide an overview of the literary genres such as: short story, drama, poetry, and the novel. Composition, (creative writing, expository, personal essays, and journal writing), literature based, vocabulary, and literary analysis will be emphasized. Literature will be approached through a thematic structure. The purpose of the class is to introduce the students to different themes often encountered in literature.

Grade 10 English – Honors (Keystone Literature Exam required) #135

Credit = 1 Weighted = 1.2 Grade 10

This course is a continuation of the Honors curriculum. The first nine-week segment will focus on preparation for formal assessments. such as the PSAT, the SAT, and the ACT. During the second nine weeks, writing forms and styles such as problem/solution, literature interpretation, persuasion, research, and profiles will be explored and expanded. During the second semester, this accelerated course will provide an overview of literary genres such as the short story, drama poetry, and the novel. Composition, literature-based vocabulary, and literary analysis will be emphasized. Literature will be approached through a thematic structure. Independent reading and writing will be required. The purpose of this course is to introduce students to different themes often encountered in literature.

Grade 11 English #138

Credit = 1 Weighted = 1.1 Grade 11

Students will apply a wide range of reading strategies to comprehend, interpret, evaluate, and analyze reading passages and develop successful writing strategies. Materials for the course will include both fiction and non-fiction. Juniors will develop reading and writing skills, namely critical analysis and research writing, and independent reading skills needed in post high school education.

Grade 11 English – Honors #140

Credit = 1 Weighted = 1.2 Grade 11

This accelerated course is designed for juniors with emphasis placed on preparation for the Advanced Placement Exam in English Literature and the 12th grade AP English course. Extensive writing, especially literary analysis, is required. Emphasis is placed on developing literary analysis skills, grammar skills, writing skills, SAT practice, and vocabulary building. Much independent reading is required.

Grade 12 English – Honors #148

Dual Credit Option Available

Credit = 1 Weighted = 1.2 Grade 12

The students in this class will practice close reading techniques and textual analysis. They will learn to identify and evaluate themes and literary devices as well as to gather multiple interpretations from a single text. The students will read and analyze different literary genres: novels, short stories, poetry, plays, mythology, autobiographies and memoir. In addition, students will learn proper note-taking techniques and will be capable of annotating any text as well as identify main ideas and pertinent information. The note-taking abilities will be strong enough to enrich the students' understanding of a piece of literature, prepare them for upcoming writing assignments and be able to organize and prioritize information. The students will be able to produce well-developed high school essays and college-level writing. Students will be able to plan and outline a text before writing and discern between, and compose, expository, analytical, personal narrative and argumentative essays. Students will be able to peer edit one another's papers and incorporate feedback to improve work. Furthermore, the students will be able to conduct research for an essay, evaluate the research material and properly incorporate and cite the research using MLA and APA.

Grade 12 English #149

Credit = 1 Weighted = 1.1 Grade 12

The students in 12th grade Academic English will practice close reading techniques, textual analysis and the identification of theme and literary devices. The reading portion of the class will place emphasis on the sophistication of what students read and the skill with which they read. The writing portion of the course will practice skills such as the ability to plan, revise, edit and publish. The students will focus on the importance of the writing-reading connection by drawing upon and writing about evidence from literary and informational texts. The language/speaking portion of the class will focus on the rules of standard written and spoken English.

Literature and Film #153

Credit = 1 Weighted = 1.1 Grades 11, 12

The course is designed to show students how film is a form of literature and to explore major contributions to the development of motion pictures. This will be accomplished by studying a wide range of film and literary texts. Students will learn that good film, like good literature, has certain elements in common. Students will use their knowledge of the various elements to analyze and critique films studied in class. This will be accomplished through discussions, compositions, and projects. Students will use a variety of writing forms that include: note taking, paragraph analysis, and formal essays. Students will also read literature that corresponds with selected films.

Advanced Placement English Literature and Composition #160

Dual Credit Option Available

Credit = 1 Weighted = 1.2 Grade 12

This college-level literature course is designed to challenge students and prepare them for the AP Literature and Composition Exam in May or for credit through an approved dual-enrollment program. Students will engage in in-depth analysis of a wide range of literary genres and forms—including poetry, short fiction, drama, and novels—through discussion, activities, assignments, exams, timed essays, and projects. The daily workload and expectations reflect those of a college literature course.

Social Studies

Course Title	Weight	Open to Grades	Credits
Civics and Government	1.1	9	1
Civics and Government – Honors	1.2	9	1
American History	1.1	10	1
American History – Honors	1.2	10	1
Local History/ Sociology	1.1	11,12	1
Economics	1.1	11,12	1
Economics – Honors	1.2	11,12	1
Psychology	1.1	11,12	1
AP US History	1.2	11,12	1
AP Government and Politics	1.2	11,12	1
AP Psychology	1.2	11,12	1
Early World History	1.1	11,12	1

Civics and Government #220

Credit = 1 Weighted = 1.1 Grade 9

This course covers US history from 1763 to 1877. Topics include the American Revolution (1776–1783) and nation building (1783–1812) through the conflict of the Civil War and Reconstruction (1860 to 1877). Further units of study will explore the foundations of our federal, state, and local governments. This course aspires to instill patriotism and respect for law while making it relevant to today's current affairs.

Civics and Government – Honors #221

Credit = 1 Weighted = 1.2 Grade 9

Research and writing, as well as independent reading assignments will be given to students. This course is designed for those students who would like to excel in their class work. This course covers US history from 1763 to 1877. Topics include the American Revolution (1776–1783) and nation building (1783–1812) through the conflict of the Civil War and Reconstruction (1860 to 1877). Further units of study will explore the foundations of our federal, state, and local governments. This course aspires to instill patriotism and respect for law while making it relevant to today's current affairs.

American History #230

Credit = 1 Weighted = 1.1 Grade 10

This course continues a student's path through US history, from the Gilded Age to the modern era. Among the topics included are: the Gilded Age, industrialization and unionism, World War I, the Roaring Twenties, the Great Depression, World War II, the Cold War, the 50's and 60's, the Vietnam War, and the post-Cold War world. Requirements of the course include written explanations, class participation, and topical classroom projects.

American History – Honors #235

Credit = 1 Weighted = 1.2 Grade 10

This course continues a student's path through US history, from the Gilded Age to the modern era. Among the topics included are: the Gilded Age, industrialization and unionism, World War I, the Roaring Twenties, the Great Depression, World War II, the Cold War, the 50's and 60's, the Vietnam War, and the post-Cold War world. Students at this level will be responsible for independent reading and assignments including written explanations, class participation, and topical classroom projects.

Local History/Sociology #246

Credit = 1 Weighted = 1.1 Grades 11, 12

This course explores a variety of topics related to the sociology of diverse cultures combined with studies in the local history of Lycoming County and the East Lycoming School District. In Local History studies, students will learn the history of our area through oral histories, guest speakers, and field trips. Areas of study in Sociology include the nature of culture, conformity and deviance, role-relationships, and group interaction within society. Students will examine our social institutions such as family, education, marriage, and our changing communities in America. Specific topics will include Native Americans, Women's Rights, World Religions, Immigration, and the Holocaust. Students will discuss stereotypes and multicultural issues in our society, achieving a better understanding, appreciation and tolerance of people from various backgrounds.

Economics #248

Credit = 1 Weighted = 1.1 Grades 11, 12

This course is the study of microeconomics and macroeconomics. Microeconomics focuses upon how firms operate in various market structures. Macroeconomics is the study of economy wide problems such as growth, unemployment, and inflation. It includes the study of fiscal and monetary tools the government uses to stabilize the economy.

Economics – Honors #249

Credit = 1 Weighted = 1.2 Grades 11, 12

This course is intended for students looking to challenge themselves at the collegiate level in developing their theoretical understanding of both microeconomics and macroeconomics. Microeconomics focuses upon how firms operate in various market structures. Macroeconomics is the study of economy wide problems such as growth, unemployment, and inflation. It includes the study of fiscal and monetary tools the government uses to stabilize the economy.

Psychology #254

Credit = 1 Weighted = 1.1 Grades 11, 12

Psychology introduces and discusses all aspects of human behavior including physiological, developmental, emotional and pathological behaviors. Topics discussed throughout the year are

the history of psychology, altered states of consciousness, personality development, stress, conflict, disturbance and breakdown, treatment, motivation and emotion, testing and intelligence, and the life cycle.

Advanced Placement US History #260

Offered in the Odd Years Only – Dual Credit Option Available

Credit = 1 Weighted = 1.2 Grades 11, 12

The AP History course is designed to prepare students to take the College Board Advanced Placement U.S. History examination. Topics discussed are: political institutions, public policy and behavior, social and economic change, diplomacy, and international relations. Historical periods range from Colonial Times to present. The development of analytical thinking, reading, and writing skills is stressed throughout the year. Students are encouraged to take the advanced placement test in US History at the end of the year.

Advanced Placement Government and Politics #261

Offered in the Even Years Only – Dual Credit Option Available

Credit = 1 Weighted = 1.2 Grades 11, 12

AP US Government and Politics is an intensive study of the formal and informal structures of government and the process of the American political system, with an emphasis on policy-making and implementation. This course is designed to prepare students for the Advanced Placement exam.

Advanced Placement Psychology #262

Dual Credit Option Available

Credit = 1 Weighted = 1.2 Grades 11, 12

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice.

Early World History #263

Credit =1 Weighted = 1.1 Grade 11, 12

Early World History concentrates on the study of world history beginning with the Stone Age and ending with 1500 C.E. The course will progress through the various eras of Europe, Asia, and Africa focusing on global connections. By studying the history and geography of major world civilizations and nations, students will develop a better understanding of the ideals, conflicts, and complexities that constitute today's global society.

Science

Course Title	Weight	Open to Grades	Credits
Foundations of Biology	1.1	9	1

Biology	1.1	10	1
Biology – Honors	1.2	9,10	1
Anatomy and Physiology – Honors	1.2	11,12	1
Chemistry – Honors	1.2	10,11,12	1
Physics 1 – Honors	1.2	11,12	1
Physics 2 – Honors	1.2	11,12	1
Physics	1.1	10,11,12	1
Chemistry	1.1	10,11,12	1
Organic Chemistry	1.2	11,12	1
Introduction to Earth and Space Science	1.1	10,11,12	1
Wave and Fluid Science	1.1	11,12	1
AP Biology	1.2	11,12	1
AP Chemistry	1.2	11,12	1
AP Physics C	1.2	12	1
AP Environmental Science	1.2	10,11,12	1

Foundations of Biology #324

Credit = 1 Weighted = 1.1 Grade 9

This academic course for 9th grade students covers life science standards as part of a 2-course sequence to prepare students for the Keystone Biology Exam taken at the end of 10th grade. This course includes the following topics: Energy flow, Matter cycling, Ecosystem dynamics, Natural selection, and Biodiversity.

Biology (Keystone Biology Exam required) #325

Credit = 1 Weighted = 1.1 Grade 10

This course introduces students to the basic concepts of biology. The objective of this course is to provide students with the basic principles of biology, which include: cell structure, macromolecules, photosynthesis and cellular respiration, evolution, and genetics. This course is designed to complete the Keystone Biology exam in May of sophomore year. **This course is required for all sophomores who have not taken Biology Honors in either 9th or 10th grade.**

Biology – Honors (Keystone Biology Exam required) #331

Credit = 1 Weighted = 1.2 Grade 9, 10

The objective of this course is to provide students with the basic principles of biology, which include: ecology, cell structure, macromolecules, photosynthesis and cellular respiration,

evolution, and genetics. Honors Biology is a course designed for students who have a sincere interest in, and anticipate further study of, the sciences. The course is designed to complete the Keystone Biology exam in May of freshman year.

Honors Anatomy and Physiology #337

Credit = 1 Weighted = 1.2 Grades 11, 12

This is a course of intensive study of the anatomy and physiology of the human body. Emphasis is placed on lab work, and complete dissection of a pig is an integral part of the program. It is highly recommended that students successively complete a chemistry course, prior to taking anatomy.

Chemistry – Honors #338

Credit = 1 Weighted = 1.2 Grades 10, 11, 12

The objective of this course is to provide students with both a breadth and depth of knowledge in chemistry topics, which include, but are not limited to: periodicity, unit analysis, calorimetry, atomic structures, molecular formulas, stoichiometry, nomenclature, gas laws, acids and bases, and oxidation-reduction reactions. This is an accelerated chemistry course meant to prepare students for the Advanced Placement Chemistry course.

Physics 1 – Honors #339

Credit = 1 Weighted = 1.2 Grades 11, 12

This course will give students a thorough understanding of algebra-based physics concepts. This course will investigate the motion of objects through an analytical lens and compare observed motions to mathematical prediction. Students will study motion in multiple dimensions both linear and rotational, movement as a result of work and energy. Students will also be introduced to energy movement through waves and thermodynamics. As a lab scientist, students will participate in several hands-on experiments where they will practice setting up and running lab equipment, validating hypotheses, evaluating the experiments and communicating their results. It is highly recommended that students have successfully completed geometry before taking Honors Physics.

Physics 2 – Honors #339B

Credit = 1 Weighted = 1.2 Grades 11, 12

Matter and Energy is a continuation of Honors Physics - Principles of Motion. This course will focus on fundamental properties of matter and energy. Students will investigate topics such as electricity, magnetism, optics and be introduced to modern physics and special theory of relative motion. As a lab science, students will participate in several hands-on experiments where they will practice setting up and running lab equipment, validating hypotheses, evaluating the experiments and communicating their results. Students should complete Honors Physics - Principles of Motion before taking this course.

Physics #340C

Credit = 1 Weighted = 1.1 Grades 10, 11, 12

This course is designed for students who want to learn how physics applies to everyday life. This class is designed for students who would like to learn how the world moves around them without a large emphasis on math. Included topics will be speed & acceleration, Newton's laws, force, work, power, energy, impulse, momentum, and simple harmonic motion. Students will learn by

using probes, building devices and experimenting to make observations about the way things move. Students will need to know basic algebra skills to solve problems.

Chemistry #341

Credit = 1 Weighted = 1.1 Grades 10,11, 12

This course will give students a basic overview of the concepts of chemistry. Students will be given an introduction to matter and energy, including topics such as atomic structure, matter classification, chemical naming rules, formulas, as well as practical applications for everyday life. This course is a good introduction for all students to learn and apply chemical knowledge to other sciences.

Organic Chemistry #348

Credit = 1 Weighted = 1.2 Grades 11, 12

This course is an elective after successful completion of either Chemistry or AP Chemistry courses. Organic chemistry includes the study of aromatics, conformations, synthesis, and reaction mechanisms. In addition, large biomolecules, such as proteins, lipids, carbohydrates, and vitamins are discussed in the nutritional section of the course. Laboratory work focuses on an introduction to advanced techniques found in STEM-related careers.

Introduction to Earth and Space Science #356

Credit = 1 Weighted = 1.1 Grades 10, 11, 12

This course will focus on the planetary systems of Earth. General topics of astronomy will cover galaxies, stars, and the solar system. Topics regarding earth science will include general concepts such as volcanoes, earthquakes, tectonic activity, climatology, and oceanic systems. Regional and local topics relevant to Pennsylvania will be covered as well, including weather, climate, groundwater, topography, rocks and mineralogy, mountain formations, and basic soil science. Certain topics of interest including surface water systems, agricultural impacts, polar ice cores, and petroleum science may also be explored.

Wave and Fluid Science #357

Credit = 1 Weighted = 1.1 Grades 11, 12

This course is designed for students who want to learn about the science of materials (solid, liquid & gas) and the way sound and light interact with our universe. This class is designed for students who would like to learn how matter interacts with our universe without a large emphasis on math. The topics covered include: Nature of Atoms, Phases of Matter, Heat, Waves, Sound and Light. Students will learn by using probes, completing experiments and watching demonstrations to make observations about matter in our universe. Students will need to know basic algebra skills to solve problems.

Advanced Placement Biology #360

Dual Credit Option Available

Credit = 1 Weighted = 1.2 Grades 11, 12

This course follows the AP Biology curriculum and is designed to prepare students for college level biology. Students are encouraged to take the advanced placement test in Biology at the end of the year. It is recommended that students successfully complete chemistry, or are

concurrently enrolled.

Advanced Placement Chemistry #361

Dual Credit Option Available

Credit = 1 Weighted = 1.2 Grades 11, 12

This course is a second-year chemistry class to meet the requirements of the national curriculum. As it mirrors first-year collegiate chemistry, a more in-depth analysis of topics covered in introductory chemistry are done. Extensive work in kinetics, equilibrium, electrochemistry, and reaction mechanisms are included in this course. Lab work for this course is more technical and rigorous as well. Students are strongly encouraged to take the AP Chemistry test in May. It is recommended that students successfully complete Chemistry and Trigonometry prior to taking this course.

Advanced Placement Physics C #362

Dual Credit Option Available

Credit = 1 Weighted = 1.2 Grade 12

This is a calculus-based physics course that is designed for the student interested in pursuing a degree in engineering and furthering their education as an engineering student at the college level. There is a strong emphasis on mechanics including the use of calculus to derive and evaluate some expressions. Students are encouraged to take the advanced placement test in Physics C at the end of the year. Concurrently taking AP Calculus AB is highly recommended.

Advanced Placement Environmental Science #363

Dual Credit Option Available

Credit = 1 Weighted = 1.2 Grades 10, 11, 12

This course is designed to be the equivalent of a one-semester, introductory college course in environmental science. It is intended to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. A rigorous multidisciplinary study of chemistry, biology, geology and geography as it relates to the environment will also include labs and field studies.

Mathematics

Course Title	Weight	Open to Grades	Credits
Algebra I	1.1	9	1
Algebra 2 – Honors	1.2	10,11	1
Algebra 2	1.1	11	1
Geometry – Honors	1.2	9	1
Geometry	1.1	10	1

Applied Math	1.1	11,12	1
Introduction to Basic Statistics	1.1	12	1
Mathematics for Health Careers	1.1	10,11,12	1
Trigonometry / Elementary Functions	1.2	11,12	1
Statistics	1.1	12	1
AP Calculus AB	1.2	12	1
AP Statistics	1.2	11,12	1
Mathematics in Sports	1.1	11,12	1

Algebra 1 (Keystone Algebra I Exam required) #420

Credit = 1 Weighted = 1.1 Grade 9

The Keystone Algebra 1 course will focus on building on the skills learned in Fundamentals of Algebra 1 and extend these concepts into more advanced Algebraic standards. The Algebra 1 course will include the following units: Patterns and Sequences, Linear Equations and Inequalities, describing data, describing functions, Systems of Linear Equations and Inequalities, Exponents and Exponential Functions, Quadratic Functions, and Quadratic Equations. Students will gain a solid foundation in algebraic concepts that will prepare them to be successful in other high school mathematics courses. At the end of this course, students will be required to take the Algebra 1 Keystone exam.

Algebra 2 – Honors #432

Credit = 1 Weighted = 1.2 Grade 10, 11

Prerequisite: successful completion of Algebra 1 and Geometry; can take Geometry concurrently.
This course will be an extension of the material learned in the Algebra 1 course. Some of the topics included in this course are operations with complex numbers, non-linear expressions, non-linear equations, patterns, relations, and functions, applications of functions, and data analysis. The functions in this course include quadratic, polynomial, rational, logarithmic, and exponential.

Algebra 2 #434

Credit = 1 Weighted = 1.1 Grade 11

Prerequisite: Successful completion of Algebra 1 and Geometry

This course will be an extension of the material learned in the Algebra 1 course. Some of the topics included in this course are operations with complex numbers, non-linear expressions, non-linear equations, patterns, relations, and functions, applications of functions, and data analysis. The functions in this course include quadratic, polynomial, rational, logarithmic, and exponential.

Geometry – Honors #442

Credit = 1 Weighted = 1.2 Grade 9

Prerequisite: Successful completion of Algebra 1

In this course topics from algebra, geometry, and trigonometry are interwoven. Topics covered in this course may include angles, geometric proofs, coordinate geometry, properties of lines, properties of triangles, congruency, similarity, properties of polygons, trigonometry, area, perimeter, surface area and volume, and properties of circles. Emphasis will be placed on student writing, critical thinking, and individual projects.

Geometry #444

Credit = 1 Weighted = 1.1 Grade 10

Prerequisite: Successful completion of Algebra 1

In this course topics from algebra, geometry, and trigonometry are interwoven. Topics covered in this course may include angles, geometric proofs, coordinate geometry, properties of lines, properties of triangles, congruency, similarity, properties of polygons, trigonometry, area, perimeter, surface area and volume, and properties of circles.

Applied Math #445

Credit = 1 Weighted = 1.1 Grade 11, 12

This teacher recommended course is designed to provide students with basic math skills such as percentages, fractions, proportions, measurements, conversions, budgeting, and loan calculations that can be applied to real-life situations. Emphasis will be on project-based learning and applications where students use mathematical methods to model and solve problems.

Trigonometry / Elementary Functions #450

Dual Credit Option Available

Credit = 1 Weighted = 1.2 Grades 11, 12

Prerequisite: successful completion of Algebra 2

This course is intended for the student who is interested in pursuing a career in Mathematics or Engineering. This course begins with a review of the mathematical skills and concepts required for AP Calculus. Emphasis is placed on intuitive thinking, mastery of the graphing calculator, and problem solving. Topics covered in this course include graphs, polynomial and rational functions, trigonometric functions, exponential and logarithmic functions, limits, and basic derivatives.

Introduction to Basic Statistics #454

Credit = 1 Weighted = 1.1 Grade 11, 12

An introductory course in statistics beginning with descriptive statistics, probability, inferential statistics, and making predictions. Binomial distributions, normal distributions, linear regression and correlation are applied to real life situations. A graphing calculator will be used in this course.

Statistics #455

Credit = 1 Weighted = 1.1 Grade 12

This course is the study of descriptive and inferential statistics. Students will learn how to describe current or past situations by displaying data using frequency distributions including tables and graphs; measures of central tendency including mean, median and mode; measures of dispersion including variance and standard deviation. Students will learn to predict future outcomes using sampling, estimation, hypothesis testing, and correlation and regression analysis. This course will extensively use the graphing calculator.

Mathematics for Health Careers #456

Credit = 1 Weighted = 1.1 Grade 10, 11, 12

This course will introduce the students to the logic of mathematics and measurement, the role of mathematics in the health professions, and the application of mathematics to problems encountered by the health care professional. Emphasis will be placed on topics such as basic computations, fractions, decimals, percentages, ratios, proportions, and dimensional analysis. The metric system with specific applications to dosages, reading and interpreting medication labels, determining medication orders, filling syringes, and other areas of health care will be stressed. Students will be assessed on classwork practice, group activities, quizzes, and projects.

Mathematics in Sports #458

Credit = 1 Weighted = 1.1 Grade 10, 11, 12

This course is intended for the student who is interested in sports and mathematics. Students will explore and analyze mathematical concepts that are seen in various athletic areas. Students will complete classwork and projects based on athletic contests. Emphasis is placed on statistical analysis, performance mechanics, and communication of mathematical connections. This course will include topics from basic statistics, algebra, Euclidean geometry, and trigonometry. Students must have successfully completed Algebra 1 to take this course.

Advanced Placement Calculus AB #460

Dual Credit Option Available

Credit = 1 Weighted = 1.2 Grade 12

Prerequisite: successful completion of Trigonometry/Elementary Functions

This class is a College Board accredited AP course. Topics include functions, graphs, limits, derivatives, and integrals. The course examines several applications of differentiation and integration such as slope, motion, area, and volume. A college-level textbook and graphing calculators are used extensively. Teachers will relate the concepts to the *AP Calculus Curriculum Guide* and will review previously released AP Exam material as preparation for the exam. Students are encouraged to take the advanced placement test in Calculus at the end of the year.

Advanced Placement Statistics #461

Dual Credit Option Available

Credit = 1 Weighted = 1.2 Grades 11, 12

This teacher recommended course is designed for the highly motivated and competent math student who truly enjoys mathematics. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Planning a Study, Anticipating Patterns, and Statistical Inference. Students are encouraged to take the advanced placement test in Statistics at the end of the year.

Physical, Health, and Safety Education

Course Title	Weight	Open to Grades	Credits
Physical Education		9,10,11,12	.5

Weight Training		9,10,11,12	.5
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Physical Education 9-12 #519

Credit = .5 Grades 9,10,11,12

Students will be required to change their clothes to participate in a variety of activities. The activities will involve team sports focusing on skill development, drills and game play. An appreciation of teamwork and an understanding that every student has different skill levels and talents will be gained. Individual sports will also be covered along with lifetime fitness lessons. **Students in 9th Grade** will receive health topic lessons and Drivers Education in the classroom during the semester.

Students in 10th Grade will receive Drivers Education in the classroom during the semester.

Students in 11th Grade will receive Health topic lessons and will also be trained in first aid and CPR training during the semester. This First Aid and CPR training will result in an American Red Cross Certification that will last for 2 years. A fee of \$31.00 will be required to receive certification.

Students in 12th Grade will receive Health topic lessons and will also be trained in first aid and CPR training during the semester. The 12th grade students will attain First Aid and CPR Certification.

Weight Training 9-12 #530

Credit = .5 Grades 9,10,11,12

Personal Wellness class is for the student that wants to find and design workouts that will be tailored to their needs. The students will establish physical goals that they wish to meet by the end of the semester. The instructor and the student will plan workouts in order to meet those goals. Nutrition will also be a topic that will be covered in order to reach those goals. Personal Wellness will count as a .5 Physical Education credit. 10th Grade students will **not** receive Driver's Education during this semester course.

Foreign Language

Course Title	Weight	Open to Grades	Credits
Spanish 1	1.1	9,10,11,12	1
Spanish 2	1.2	10,11,12	1
Spanish 3	1.2	11,12	1
Spanish 4	1.2	12	1
French 1	1.1	9,10,11,12	1
French 2	1.2	10,11,12	1

Spanish 1 #621

Credit = 1 Weighted = 1.1 Grades 9, 10, 11, 12

The main objective of this course is communication within the target language of Spanish. Throughout the course students use all four communicative skills: reading, writing, listening, and speaking. Students will be taught the foundations of the language, including grammar structures, thematic vocabulary and sentence structure. They will develop an awareness of the various differences in culture among the Spanish-speaking countries including Spain, Central America, South America, Caribbean Islands, United States and Mexico. Throughout the year, the students will work individually and cooperatively while they make cross-cultural connections.

Spanish 2 #622

Credit = 1 Weighted = 1.2 Grades 10, 11, 12

Spanish II is a continuation of Spanish I. Students will begin to learn more complex grammar structures and continue to build vocabulary. Students will continue to build their reading, writing, listening, and speaking skills. We will make connections between vocabulary and real-life scenarios. This course is beneficial for students planning to attend college.

Spanish 3 #623

Credit = 1 Weighted = 1.2 Grades 11, 12

Spanish III further continues the study of Spanish grammar, vocabulary and culture. This course builds on the fundamentals established in Spanish II and I. A greater emphasis will be placed on the development of speaking, reading, writing, and listening skills. Students will be expected to occasionally read short stories in Spanish as well as produce written compositions in Spanish. We will also focus on speaking skills, by creating videos and skits for various units throughout the year.

Spanish 4 #625

Credit = 1 Weighted = 1.2 Grade 12

Spanish IV is the final level Spanish at the high school level. This course builds on the fundamentals established in Spanish I, II, and III. Students will be taught the remaining grammatical concepts as well as building on the former vocabulary units. The focus of this class is primarily on students' communication skills. As a result, the majority of class discussion will be in Spanish. Students will be required to read, write and speak in Spanish during this class.

French 1 #626

Credit = 1 Weighted = 1.1 Grade 9-12

This is an introductory course to learn the basics fundamentals of the French language.

French 2 #627

Credit = 1 Weighted = 1.2 Grade 10-12

French 2 is a continuation of French 1. Students will learn more complex grammar mechanics, build vocabulary, and continue to speak the language using real life scenarios.

Computers / Technology

Course Title	Weight	Open to Grades	Credits
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Computer Graphic Design		9,10,11,12	.5
Multimedia		9,10,11,12	.5
Video Production		9,10,11,12	.5
Web Page Design		10,11,12	.5
Python Programming		9,10,11,12	.5
Animation		9,10,11,12	.5
AP Computer Science	1.2	10,11,12	1
Technology and Social Media		9,10,11,12	.5
Introduction to Computers and Programming Concepts		9,10,11,12	.5

Computer Graphic Design #671

Offered in the Even Years Only

Credit = .5 Grades 9, 10, 11, 12

Graphic Design introduces and emphasizes the development of professional design skills in visual communication, graphic design and layout in Adobe Creative Suite (InDesign, Illustrator and Photoshop) on a computer. Designers will use sophisticated layouts, design and graphic creation processes in the production of a wide variety of real-world print, web, and digital/print media applications. Other Apps will be considered for remote learning, such as Pixlr, Paint, Jamboard, etc. The class has assisted with graphics for media posts for the Athletic Department and the Video Production as well as numerous clubs and school events. The course may also assist in putting together the Yearbook for HHS. This course is offered for one (1) semester only.

Information Technology and Social Media #672

Offered in the Even Years Only

Credit = .5 Grades 9, 10, 11, 12

This course offers an introduction to the basic concepts of computer and software applications and Internet-related information technology and its impact on individual users, businesses, groups, organizations and society. Students will explore Microsoft Office and Google Suite applications to understand the importance of file management stills with Windows O/S and Chrome, web browser. Students will learn how to protect PII (Personable Identifiable Information) to keep them safe, while they learn basics of networking, using social media responsibly and cybersecurity, computer ethics. A goal is to understand communications, promote life-long learning with professional employment skills and understanding of soft skills for etiquette and proper netiquette.

Multimedia #674

Offered in the Odd Years Only

Credit = .5 Grades 9, 10, 11, 12

The goal of this class is making movies or short videos and understanding the production process of video editing and filming. We will learn the basics of lighting, script writing, storyboarding and

video-editing. Students will use camcorders to record their videos to create a story. The basics of film editing will be covered. We will use Adobe Premiere Pro and After Effects and possibly other video editing applications. The work may be used in conjunction with entering the PA Media and Communication Fair and or the Spartan news.

Animation #676

Offered in the Even Years Only

Credit = .5 Grades 9, 10, 11, 12

The programs used for Animation include Adobe Creative Suites: Animate, Character Animate and Fuse. The basics of design and steps involved in creating and publishing their own designs. Students will learn how to design their own animations, including the walk cycle, classic tweens, motion tweens and nested animations. The students will learn to work with layers, action script, buttons, symbols, music for creating their own authentic work. This course is typically offered for one (1) semester.

Video Production #677

Credit = .5 Grades 9, 10, 11, 12

The basic goal of this class is to make, record and edit and publish the announcements. We will be responsible for live-streaming school events (after-school hours), setting up the equipment to broadcast LIVE in the gym, football or soccer fields, auditorium, etc... Students that are not on-air will be responsible for producing videos to be viewed during the news by the student body, administrators, parents, faculty and the community. This course is offered for one (1) period each semester. A knowledge of recording and editing videos will be very helpful.

Web Page Design #682

Credit = .5 Grades 10, 11, 12

Students will learn the basics of HTML and CSS through a web page development program with code-writing applications, such as Visual Studio Code. Web design is a process of conceptualizing, planning and building a collection of electronic files that determine the layout, colors, text styles, structure, graphics, images and use interactive features that deliver pages to any visitors to the web site. We may also use Adobe Dreamweaver, Code Academy, Google Sites or other applications and course materials.

Python Programming #683

Offered in the Odd Years Only

Credit = .5 Grades 9, 10, 11, 12

Python is a general-purpose programming language that can be used on any modern computer operating system. It can be used for processing text, numbers, images, scientific data and just about anything else you might save on a computer. It is used daily in the operations of the Google search engine, the video-sharing website YouTube, NASA and the New York Stock Exchange, etc. The class will work toward understanding Python to develop games, apps, web pages, databases, etc.

AP Computer Science #685

Credit = 1 Weighted = 1.2 Grades 10, 11, 12

AP Computer Science Principles is an introductory college-level computing course. Computers use program coding as an integral part of their function. Students will become familiar with the many different ways that computers lead the drive to find new innovations. Students will discover the benefits and harmful effects of computing as well as the influence of innovative computer usage for economic, social and cultural landscapes. There will be an overview of various computing languages but the focus is more about theory and computer principles. Students will gain a better understanding of how computers think and how programmers look to solve problems of end-users of computers.

Introduction to Computers and Programming Concepts #690

Offered in the Odd Years Only

Credit = .5 Grades 9, 10, 11, 12

This course is designed to introduce students to the principles of computers and how they communicate via programming languages and protocols. We will explore the nuts and bolts of hardware the computer uses to process, store, interpret and calculate all the data humans input. We will explore data communications, Internet, networking concepts, software applications, database, file management in addition to computer ethics, security protecting personal identifiable information (PII). We all are familiar with using computing devices from mobile phones to iPads/tablets, this course will assist with making you more familiar with planning and managing your comfort level to become a more efficient end-user as well as beginning programmer.

Business and Technology Education

Course Title	Weight	Open to Grades	Credits
Personal Finance		9	.5
Foundations of Business and Entrepreneurship		9,10,11,12	.5
Management and Marketing		9,10,11,12	.5
Business communication		9,10,11,12	.5
Accounting 1	1.1	9,10,11,12	1
Accounting 2	1.2	10,11,12	1
Business Law		9,10,11,12	.5
Business Leadership and Skills		9,10,11,12	.5
AP Business with Personal Finance	1.2	10,11,12	1
Robotics Programming		9,10,11,12	.5

Personal Finance #721

Credit = .5 Grades 9, 10, 11, 12

This course covers in depth topics about personal finance. This course is intended to teach students skills and knowledge that they will certainly use throughout their lifetime. The important topics include but are not limited to: mortgages, student loans, college and major choice, career options, mutual funds, stocks, IRA's, 401Ks, 403Bs, company benefits, different types of debt, and more.

Management and Marketing #722

Offered in the Odd Years Only

Credit = .5 Grades 9, 10, 11, 12

This course is designed to teach students about business management responsibilities pertaining to financial management, human resource management, and production management. Students will explore marketing topics such as planning, pricing, distribution, advertising and selling of goods and services. This course will be facilitated through projects, individual and group presentations, guest speakers, and simulations.

Foundations of Business and Entrepreneurship #726

Credit = .5 Grades 9, 10, 11, 12

This course introduces students to business and entrepreneurship by exploring how businesses are created, developed, and sustained. Through hands-on, project-based learning and design thinking, students will develop an idea into a complete business plan and business model. Key topics include marketing, pricing, distribution, advertising, sales, and introductory accounting concepts such as balance sheets, cash flow, and income statements. The course emphasizes creativity, problem-solving, teamwork, communication, and technology, and culminates in a comprehensive business plan.

Accounting 1 #730

Credit = 1 Weighted = 1.1 Grades 9, 10, 11, 12

This course includes the basic principles of financial accounting for business and non-business students so they can learn to make rational, reasoned, and intelligent decisions in a business environment. Accounting is the backbone of any business structure and highly recommended for any student considering a career in the business field. Accounting is one of the fastest growing business fields today.

Accounting 2 #737

Dual Credit Option Available for students in grades 11, and 12

Credit = .5 Weighted = 1.2 Grades 10, 11, 12

This course is recommended for students with a strong background in accounting. Students will be trained in preparing financial statements for merchandising businesses organized as a corporation as well as learning about depreciation, financing, and company valuation. This course is strongly recommended for any student considering a career in the business field or accounting field.

Business Communication #739

Credit = .5 Grades 9, 10, 11, 12

Business Communication will provide students with communication principles, concepts, and techniques which are essential components for effective organizational behavior in oral and

written communication situations. Emphasis is placed on the planning, organizing, composing, and revising of business documents such as letters, memos, reports, and emails. Presentation skills, professional behavior in the workplace, and current communication technologies are included with an emphasis on real world problem solving. Digital communication topics include presentation software, emails, business-relevant social media, and mobile technologies.

Business Law #740

Credit = .5 Grades 9, 10, 11, 12

This course is designed to offer an introductory view of how the legal system and its laws apply to business practices and business ethics. It examines topics such as: Constitutional Law for Business and E-Commerce, Intellectual Property and Cyber Privacy, Internet Law, Domestic and International Sales, Business Ethics, Personal and Real Property, as well as International and World Trade Law.

Business Leadership and Skills (BLAST) #742

Credit = .5 Grades 9, 10, 11, 12

This course is designed to develop foundational business knowledge and leadership abilities in students through a combination of group instruction and self-directed learning. The course integrates practical business concepts and project-based learning. In addition, students who are also in F.B.L.A. will be able to use the practical business concepts and project-based learning to prepare for F.B.L.A. competitive events. Students will gain experience in areas such as communication, entrepreneurship, networking, and professional presentation skills while fostering leadership and teamwork abilities. The course emphasizes both collaborative work and independent study to prepare students for success in academic and professional settings.

AP Business with Personal Finance #746

Credit = 1 Weighted = 1.2 Grades 10, 11, 12

AP Business with Personal Finance is an introductory, college-level business and personal finance course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business applications, case studies, and project-based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the Jumpstart Coalition for Personal Financial Literacy. This is a year-long course.

Robotics Programming #912

Credit = .5 Grades 9, 10, 11, 12

This course teaches students robotic technology from a beginning level to advanced level. The class is designed to provide a framework for learning anything from math and computer science to life skills such as teamwork, project management, problem solving, and critical thinking. Students will have the opportunity to build and program a variety of robots and possibly compete in competitions.

Fine Arts

Course Title	Weight	Open to Grades	Credits
Spartan Concert Band / Spartan Chorus		9,10,11,12	.5
Spartan Concert Band		9,10,11,12	.5
Senior High Spartan Chorus / Contemporary Chorus		9,10,11,12	.5
Music Theory 1	1.1	9,10,11,12	1
Music Appreciation		9,10,11,12	.5
Music Media Arts		9,10,11,12	.5
Modern Band		9,10,11,12	.5
Fine Art Drawing		9,10,11,12	.5
Fine Art Painting		9,10,11,12	.5
Sculpture and Mosaic		9,10,11,12	.5
Photography		9,10,11,12	.5
Jewelry Making		9,10,11,12	.5
Pottery		9,10,11,12	.5
Advanced Studio Art	1.2	11,12	1

Spartan Concert Band/Spartan Chorus A and B #808

Credit = .5 Grades 9, 10, 11, 12

This course is designated for students who participate in both band and chorus for the entire year.

Spartan Concert Band A and B #811

Credit = .5 Grades 9, 10, 11, 12

The Spartan Concert Band is the most advanced instrumental group offered at Hughesville High School. Students will perform repertoire ranging from pop tunes, to classic band literature to Broadway show tunes in order to develop technique, musicianship and listening skills. As an instrumentalist, you will learn to perform advanced skills, maintain stage presence, critique performances and much more. The Concert Band typically performs two concerts with the potential to perform on field trips and provide membership in other “audition only” bands around the country. Anyone who plays a band instrument is welcome

Senior High Spartan Chorus/Contemporary Chorus A and B #812

Credit = .5 Grades 9, 10, 11, 12

Students are encouraged to take both semesters of chorus.

Sr. High Spartan Chorus offers a fun and dynamic approach to singing a wide variety of music,

including current musical selections. This course offers a contemporary and upbeat approach to choral singing utilizing the most up-to-date choral arrangements. Students will gain confidence through a better understanding of their vocal range and vocal technique. Sr. High Chorus also offers the opportunity for students to create memorable experiences. These experiences may include special performances and traveling to exciting destinations to perform.

Music Theory 1 #820

Credit = 1 Weighted = 1.1 Grades 9,10, 11, 12

This course will provide students with an understanding of basic music theory. It introduces students to the fundamentals of music, including notation, scales, chords, and rhythm. Some key topics that are covered in this course include: fundamentals of notation: staff, notes, rests, clefs, accidentals, and key signatures, scales and keys: major and minor scales, modes, and the relationships between them, Harmony and chords: Intervals, triads, seventh chords, inversions, and basic chord progressions, rhythm and meter: Simple and compound time signatures, note and rest values, form: understanding the structure and organization of musical pieces. Ear training: Developing skills to identify and transcribe pitches and rhythms by ear through dictation, sight-singing, and listening exercises. Being in the Spartan Concert Band and/or Spartan Chorus is recommended.

Music Appreciation #825

Credit = .5 Grades 9, 10, 11, 12

This course will provide a high school level appreciation of music by exploring music in two main phases. The first half of the semester focuses on how music is structured, written and performed. The second half focuses on using this new found understanding to interpret music, explore different genres and study music history. Students will learn to read music, listen to musical examples, critique performances, study famous artists and develop a critical understanding of music's role in society.

Music Media Arts #826

Credit = .5 Grades 9, 10, 11, 12

The Music Media Arts course will introduce students to many forms of music media. This includes music production, digital tools, and methodology. This program will be project based. Students will create and produce a finished music project. Students will master and record music tracks for production to apps such as Spotify. No prior music training is needed to take this course.

Modern Band A and B #827

Credit = .5 Grades 9, 10, 11, 12

Modern Rock Band will introduce the skills necessary to perform on guitar, electric bass, keyboard, drums, vocals, in a modern band ensemble. Students do not need formal training to take this course, this course is intended for all students regardless of music experience. Students will form modern bands / rock bands. School equipment will be provided for performances. Students will perform rock band performances as scheduled.

Fine Art Drawing #831

Credit = .5 Grades 9, 10, 11, 12

A course in drawing and design focusing on drawing techniques, methods, materials, conceptual

development, and the use of the elements of design for creative expression.

Fine Art Painting #832

Credit = .5 Grades 9, 10, 11, 12

A course in painting and printmaking focusing on painting and printmaking techniques, methods, materials, conceptual development, and the use of the elements of design for creative expression.

Sculpture/Mosaic #834

Offered in the Odd Years Only

Credit = .5 Grades 9, 10, 11, 12

By viewing the work of traditional and modern sculptors, students will begin to see the broad range of work done in three dimensions. During the first quarter, our studies will focus on representational and abstract three-dimensional art, most likely in the mediums of soap, clay, plaster, and even repurposed items. During the quarter, students will experiment with contextual sculpture. In contextual works of sculpture, the artist (or artists) addresses social issues and creates a work of art (often composed of found objects) that communicates aspects of the issue that go beyond traditional discourse. During the second quarter, students will explore the art of mosaic, gaining an overview of the historical and social contexts of this ancient art. They will produce several works of mosaic art, using primarily glass. However, other materials like broken dinnerware or tile, and even recycled items are available for enrichment activities.

Photography #840

Credit = .5 Grades 9, 10, 11, 12

Dealing solely with digital photography, students will study photography as it exists in the realm of fine art, photojournalism, and commercial advertising. Students will survey a variety of modern and historical photographers whose impact on the field has been significant and critically analyze their work, while considering the impact on their own work in photography. Students will learn the basic mechanics of photography, including using adjustments in the manual mode of their phone (through apps if needed) or a DSLR camera. Additionally, students will understand how the basic elements of art and principles of design work together to create exceptional photography, and students will use Adobe Photoshop software to edit and enhance their photos. A final portfolio of student work is required, and all students are expected to utilize their phone or a classroom camera for work in this course.

Jewelry Making #850

Offered in the Even Years Only

Credit = .5 Grades 9, 10, 11, 12

This studio course will allow students to create a wide variety of jewelry using beads, rivets, brass, copper, silver plated nickel, and bare or craft wire. At the end of the semester, students will transfer their skills into a work of art that exemplifies their notions of beauty through balance, motion, and suspension by studying the work of Alexander Calder and creating a mobile.

Pottery #859

Credit = .5 Grades 9, 10, 11, 12

This is a course in pottery and ceramics focusing on methods of construction and glazing

techniques, materials, and creativity. Conceptual development, craftsmanship and creative expression will be emphasized.

Advanced Studio Art #862

Dual Credit Option Available

Credit = 1 Weighted = 1.2 Grades 11, 12

This challenging studio course offers the potential to earn dual enrollment credit. Students in this yearlong course will survey relevant historical art movements, experiment with a variety of art techniques, explore contemporary artists, practice a variety of approaches to art analysis, and respond to art prompts. Student sketchbooks will become a powerful resource for idea development, progress monitoring, and experimentation. The sketchbook will be used as a “final exam”. In the second half of the year, students will pursue a self-directed series of 5 artworks around a theme (3D ceramic artists may adjust this total to accommodate schedules). Students will participate in formal and informal critiques. Instructor permission is required to select this course.



Program Offerings

Automotive Technology
Construction Technology
Culinary Arts
Computer Systems Technology
Criminal Justice (Law Enforcement)

Diesel Technology
Early Childhood Education
Pre-Nursing & Health Sciences
Welding Technology

Special Programs

Capstone Cooperative Education

College Credit Options

Course Descriptions 2026-2027

Automotive Technology – (2.0 hours/day)

If you are interested in cars and want to repair high tech vehicles, take a closer look at the Auto Tech program. This program, designed for students who would like to work in the automotive service industry, is certified by Automotive Service Excellence (ASE.) The LycoCTC Automotive Technology Program follows the National Automotive Technicians Education Foundation (NATEF) guidelines. When you enroll in the program, you will learn about performance, computer electronics, engine and chassis diagnoses and repair. Through this program students may acquire a Pennsylvania Automotive State Inspection License, prepare for the Automotive Service Excellence (ASE) Certification, and complete SNAP-ON DVOM Training.

9 College Credits currently available through Luzerne County Community College

Articulation Agreement

*See page 43 for more information about all the ways to earn college credits at Lyco CTC.

Computer Systems Technology – (2.0 hours/day)

As a CST student you'll dive deep into the fascinating realms of computer hardware, network technology, cybersecurity, and programming. You'll get your hands dirty building and repairing computers, setting up and securing networks, writing code, and protecting digital landscapes. But that's not all! We're not just teaching tech; we're empowering you for the future. This program offers you the opportunity to earn valuable CompTIA certifications like A+, Network+, Security+, and IT Fundamentals. These certifications will open doors to a wide range of career opportunities in IT. So, let's embark on this incredible learning adventure together, where we'll equip you with the skills and knowledge needed to thrive in the dynamic tech world. Get ready to shape your future in technology with us!

7 College credits are currently available through Penn College Dual Enrollment

*See page 43 for more information about all the ways to earn college credits at Lyco CTC

Construction Technology – (2.0 hours/day)

This program provides students the opportunity to learn skills in the construction field such as: carpentry, masonry, electricity, plumbing, heating, and air conditioning. Students learn safety practices as they relate to using hand tools, power tools and performing tasks in the construction industry.

9 College credits currently available through Thaddeus Stevens College of Technology Articulation Agreement

3 College credits are currently available through Penn College Dual Enrollment

*See page 43 for more information about all the ways to earn college credits at Lyco CTC

Criminal Justice – (2.0 hours/day)

The Criminal Justice program is available to high school students who are interested in law enforcement, corrections or the military. Through a combination of academic-based instruction and “hands-on” experience, students will acquire the basic skills needed to succeed in a related career field. Some of the areas studied include the criminal justice system, use of force, communication and report writing, patrol functions, crimes code and vehicle code, crime scene investigation, and physical education. The Criminal Justice program helps to prepare you for a career in private security, law enforcement, corrections, military, or to continue your post-high school education.

15 College credits currently available through Commonwealth University Articulation Agreement

12 College credits currently available through Penn College Articulation Agreement

*See page 43 for more information about all the ways to earn college credits at Lyco

Culinary Arts – (2.0 hours/day)

Did you ever wonder what it would be like being a chef working in a 5-star restaurant? What about being an executive chef working for a Food Service Corporation? Our program prepares you for higher education and gets you ready to attain your goals you have set for yourself. Our instructor will give you a jump-start on your career goals and help you receive your ServSafe certification.

10 College credits currently available through Luzerne County Community College Articulation Agreement

*See page 43 for more information about all the ways to earn college credits at Lyco CTC

Diesel Technology – (2.0 hours/day)

If you are interested in diesel engines and want to work on powerful, high-torque vehicles, explore the Diesel Technology program. This program is designed for students who want to pursue careers in the diesel service and repair industry and is aligned with industry standards to ensure quality training. The Diesel Technology program follows guidelines set by the National Institute for Automotive Service Excellence (ASE). When you join this program, you will gain hands-on experience with diesel engine performance, fuel systems, electronic controls, diagnostics, and heavy-duty vehicle repair.

Early Childhood Education – (2.0 hours/day)

This program prepares students for careers and further study in early childhood education by teaching child development from conception to adolescence. Students will also learn the practical skills needed to work in licensed child-care settings. Coursework covers planning and guiding developmentally appropriate activities, guidance and discipline practices, basic health and safety, management and operation of childcare facilities, employability skills, and child behavior. Students will gain hands-on experience through observation and participation in an actual on-site preschool. This course provides a solid base for students planning to enter the fields of Occupational Child Care, Para-educator, or Elementary Education. *This program is located at the Ashkar Elementary School in Hughesville.*

6 College credits currently available through Commonwealth University Articulation Agreement

9 College credits currently available through Luzerne County Community College Articulation Agreement

*See page 43 for more information about all the ways to earn college credits at Lyco CTC

Pre-Nursing & Health Sciences – (2.0 hours/day)

Pre-Nursing & Health Sciences introduces students to the scientific principles and practical skills that form the basis of healthcare and nursing practice. Students will explore human anatomy and physiology, medical terminology, and basic health assessments through hands-on labs and clinical simulations. Emphasis is placed on developing critical thinking, communication, and teamwork skills essential for success in healthcare professions.

Students gain exposure to real-world healthcare environments through classroom experiences and optional cooperative education placements during the senior year. This course prepares students for postsecondary study in nursing and allied health fields and offers dual enrollment credit and articulation credits through partner colleges.

7 College credits currently available through Commonwealth University Articulation Agreement

3 College credits currently available through Penn College Articulation Agreement

3 College credits currently available through Penn College Dual Enrollment

*See page 43 for more information about all the ways to earn college credits at Lyco CTC

Welding Technology – (2.0 hours/day)

If you are interested in working with metal and creating strong, precise welds, consider the Welding Technology program. This program is designed for students who want to build careers in welding, fabrication, and metalworking industries. It follows industry standards to provide comprehensive, hands-on training. When you enroll in the program, you will learn various welding processes, blueprint reading, metallurgy, and safety practices. Students will gain experience with advanced welding equipment and techniques, preparing them for industry certifications such as those offered by the American Welding Society (AWS).

Special Programs

Capstone Cooperative Education

This opportunity allows eligible seniors to get on the job training at a co-op or internship placement directly related to their program of study at Lycoming CTC. Students must have their program instructor's recommendation to participate in this program.

Earning College Credit in High School

Career and Technical Education (CTE) students have several ways to get a head start on a college certificate or degree while still in high school. They can earn credit for the courses and skills they complete in their LycoCTC programs, which saves both time and money. These opportunities are listed with our programs and more general information is below.

Dual Enrollment means taking a real college class while you're at LycoCTC. You earn both a high school and college credit at the same time, at no cost to you. LycoCTC partners with Pennsylvania College of Technology for dual enrollment. Students earn credits on a Penn College transcript, and these credits sometimes transfer to other colleges.

Articulation means that LycoCTC and a particular college have an agreement, so that the college gives you credit when you complete a particular program of study at LycoCTC. Articulation is noted under each program description and is only between the listed college and LycoCTC (not transferrable to another college).

SOAR (Students Occupationally and Academically Ready) is a statewide program in Pennsylvania that connects LycoCTC programs to partner colleges who opt in. SOAR credits recognize the skills you learn at LycoCTC and translate them into credits at participating colleges in PA, which gives you a head start toward your degree or certificate.

NON-DISCRIMINATION POLICY

The East Lycoming School District does not discriminate on the basis of age, sex, handicap, race, religion, creed, national origin, veteran status or political affiliation. Inquiries concerning Title VI, IX Section 504, American Disabilities Act compliance should be directed to: Mrs. Cori Cotner, Director of Curriculum and Instruction, 349 Cemetery Street, Hughesville, Pennsylvania 17737-1009, (570-584-2131).

	<p>July 2026</p> <table border="1"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<p>January 2027</p> <table border="1"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td></td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S					1	2		3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<p>Jan 4-8: Firefly Jan 4-15: Acadience Jan 1: Schools Closed Jan 15: MP2 Jan 18: Professional Day 8 Student 19/99 Teacher 20/107</p>
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<p>Nov 23: Professional Day 6 (11:45AM - 7:15PM) Nov 24: Professional Day 7 (7:45AM - 3:15PM) Nov 25-30: Schools Closed Student 15/66 Teacher 17/73</p>	<p>November 2026</p> <table border="1"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S				1	2	3	4	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						<p>May 2027</p> <table border="1"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td></td><td></td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S					1			2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p>May 1-15: Acadience May 27: Weather Day (1) May 28: Weather Day (2) May 31: Schools Closed Student 18/176 Teacher 18/185</p>
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<p>Dec 21-31: Schools Closed Student 14/80 Teacher 14/87</p>	<p>December 2026</p> <table border="1"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S				1	2	3	4	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<p>June 2027</p> <table border="1"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S				1	2	3	4	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				<p>Jun 4: Student Half Day Jun 4: MP4 Jun 4: Commencement Class of 2027 (Rain Date - June 5) Student 4/180 Teacher 4/189</p>							
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<p>Student Day</p>	<p>Board Approval: 1st Reading January 20, 2026</p>	<p>Board Approval: 2nd Reading February 25, 2026</p>	<p>Total Days</p>																																																																																											
<p>Professional Day - No Students</p>			<p>180 Student Days</p>																																																																																											
<p>Student Half-Day - 11 AM</p>			<p>189 Teacher Days</p>																																																																																											
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January 13, 2026

Re: Mrs. Ashley Gardner / Full-time

Members of the Board,

It is my recommendation that Mrs. Ashley Gardner be hired as a full-time Interventionist at an annual salary of \$67,300 (Step 7) of the Education Association Agreement. Mrs. Gardner is currently employed as a half-time teacher in this same position. The funding for this position will be split between Federal, Title IA and the Pennsylvania Ready to Learn block grant. Increasing this interventionist position from part-time to full-time will allow us to provide support to 165 students for 30 minutes, daily. Staffing needs will be reassessed following mid-year assessment results, with the potential discussion for an additional part-time interventionist if student needs increase. Currently, two full-time interventionists will provide support at Ashkar and one full-time interventionist will split support between Ferrell and Renn.

The change from part-time to full-time will allow consistent intervention time for students receiving Tier III interventions across all three elementary schools. Current staffing of 2.5 teachers does not allow this to occur as intended in the MTSS (Multi-Tiered System of Support) model.

The MTSS model organizes academic support so that every student receives the academic support needed in a timely and equitable manner. Tier 1 is Core Instruction for all students. This is where the instruction of our core programs occurs and is delivered by classroom teachers. Tier 1 should work for most students. Tier 2 is Targeted Support for some students. Tier 2 supports are provided during intervention time and small group time within the classroom and are delivered by the classroom teacher. Classroom teachers use intervention resources through the core programs and additional evidence-based interventions in which they have been trained. Tier 3 is Intensive Support for a few students. Tier 3 supports are intensive, evidence-based interventions and they are delivered by the Interventionists (Title I Reading Specialists).

Tier placement and specific supports are determined through ongoing data collection using: (1) Acadience benchmark assessments data (administered three times a year) and, (2) progress monitoring data (collected bi-weekly or once a month depending on which tier of support a student receives). Students needing support receive either targeted (Tier 2) or intensive (Tier 3) support in addition to the core instruction (Tier 1). Tier 3 interventions are delivered in small



349 Cemetery Street | Hughesville, PA 17737

570-584-2131 | www.elsd.org

group settings, typically outside of the classroom. These intervention groups are re-organized following every administration of Acadience.

Following the next round (occurring now) of Acadience data collection, the number of students needing Tier 3 interventions could increase. If this occurs, revisiting the staffing for intervention support at this time would be most appropriate.

Sincerely,
Dr. Mark Stamm
Superintendent



349 Cemetery Street | Hughesville, PA 17737

570-584-2131 | www.elsd.org

January 13, 2025

Re: HHS Parking Lot Tar/Chip Bids

Members of the Board,

One bid for the tar / chip of the HHS and DO parking lots was received on December 11. Although disappointing, feedback from the other intended bidders is that the parking lot condition has deteriorated to the point it needs milled and paved. Mr. McCaffery also shares this concern.

My recommendation is that Mr. McCaffery narrows the scope of the project to focus exclusively on the high school parking lot and begin to solicit bids for the milling, paving, and add alternatives for drainage improvements where needed.

For your consideration,
Dr. Mark Stamm
Superintendent

Hughesville Jr/Sr High School Asphalt Repairs
East Lycoming School District

SECTION 004116 - BID FORM

December 11, 2025

BID TO: East Lycoming School District
349 Cemetery Street
Hughesville, PA 17737

BID FROM: Martin Paving, Inc.
531 E. 28th Division Hwy.
Lititz, PA 17543

EAST LYCOMING SCHOOL DISTRICT:

This Bid Form is submitted in accordance with the Instructions to Bidders to bid on Hughesville Jr/Sr High School Asphalt Repairs, located at 349 Cemetery Street, Hughesville, PA 17737.

Having carefully examined the Contract Documents, comprising the Plans, Specifications and all Documents bound therewith, together with all Addenda and Bulletins thereto, and being familiar with the various conditions affecting the Work, the undersigned herein agrees to furnish all material, perform all labor and do all else necessary to complete the Contract Work, in accordance with said Contract Documents.

In submitting this Bid, the Bidder represents, as more fully set forth in the Agreement, that:

1. This Bid will remain subject to acceptance for sixty (60) days after the day of Bid Opening;
2. The Owner has the right to reject this Bid;
3. The Bidder accepts the provisions of the Instructions to Bidders regarding disposition of Bid Security;
4. The Bidder will sign and submit the Agreement with the Bonds and other documents required by the Bidding Requirements within ten (10) days after the date of Owner's notice of award;
5. The Bidder has examined copies of all of the Bidding Documents;
6. The Bidder has visited the site and become familiar with the general, local and site conditions;
7. The Bidder is familiar with federal, state and local laws and regulations;
8. The Bidder has correlated the information known to the Bidder, information and observations obtained from visits to the site, reports and drawings identified in the Bidding Documents and additional examinations, investigations, explorations, tests, studies and data with the Bidding Documents;
9. This Bid is genuine and not made in the interest of or on behalf of an undisclosed person, firm, organization or corporation and is not submitted in conformity with an agreement or rules of a group, association, organization or corporation; the Bidder has not directly or indirectly induced or solicited another Bidder to submit a false Bid; the Bidder has not solicited or induced a person, firm or corporation to refrain from bidding; and the Bidder has not sought by collusion to obtain for the Bidder an advantage over another Bidder or over the Owner.

Hughesville Jr/Sr High School Asphalt Repairs
East Lycoming School District

10. The Bidder hereby acknowledges receipt of the following Addenda and has prepared this Bid accordingly:

Addendum No. 1 Date Received 12/8/2025

Addendum No. _____ Date Received _____

BASE BIDS: I agree to execute the Work under the Base Bid indicated for the lump sum amount given therein.

Base Bid A – General Construction Work

one hundred fifty-nine thousand four hundred ninety-nine Dollars

(\$ 159,499.00)

BID CHECK OR BOND

Accompanying this Bid is Bid Bond in the amount of
10 % of the amount bid, Dollars (\$ 159,499.00)

as Bid guaranty in accordance with the Contract Documents.

SIGNED:

Martin Paving, Inc.
corporation under the laws of Pennsylvania

a partnership consisting of

an individual trading as

OFFICIAL ADDRESS:
(Required of all Bidders)

Martin Paving, Inc.

531 E. 28th Division Hwy.

Lititz, PA 17543

Date Signed 12/10/25

Attest:

Travis Martin
Travis Martin, Vice President
Dated 12/10/25

By: Jordan Martin
Title: President

(Strike out inapplicable words in the above)

January 13, 2026

Re: Wrestling / Football Locker Room HVAC Upgrades

Members of the Board,

Mr. McCaffery and I have explored two options for upgrading the HVAC system in the HHS D-Wing basement area used for wrestling practices and a football locker room that I am presenting for your consideration.

First, to summarize the project, the lower level of the Unit D Wing encompasses approximately 6,200 square feet (SF) and currently includes two wrestling rooms, an auxiliary space, boys' and girls' locker rooms, and a training/coaches' room. This area is mostly below grade and experiences high humidity and stagnant air.

The goal is to improve ventilation and humidity control, as well as replace ceilings and lighting throughout the space.

The tentative HVAC solution involves installing a Dedicated Outdoor Air System (DOAS) unit on grade adjacent to the project area. The DOAS unit will include energy recovery, packaged cooling, and gas heating. Ductwork will be routed through existing window openings. This system will provide the code-required air exchange (both exhaust and make-up air) for the spaces. Existing space heating units will be replaced with recirculation-only fan coil units, utilizing the existing hot water piping distribution. All new HVAC equipment will be integrated into the District's existing Automated Logic Building Automation System.

New lighting will consist primarily of flat-panel LED fixtures. Code-required occupancy sensors will be installed to automatically turn off lights when spaces are unoccupied. The existing acoustic tile ceiling system will be replaced throughout the project area.

Option one is to utilize an amendment to the existing GESA Contract (Guaranteed Energy Savings Act) as a vehicle for design / build / management. GESA seeks to maximize equipment, design, and energy savings guarantees through a single entity. Estimates for this are approximately \$600,000.

Option two is to contract an engineering firm to complete the design / build / management process and use a traditional sealed bid process with multiple prime contractors. Estimates for this are \$65,000 - \$75,000 engineering / project fees and approximately \$900-950,000 construction.

Dr. Mark Stamm / Superintendent



349 Cemetery Street | Hughesville, PA 17737

570-584-2131 | www.elsd.org

January 13, 2026

Re: Ferrell Playground Discussion

Members of the Board,

As previously discussed with the Facility Committee and the board, I met with the Picture Rocks Borough regarding the expansion of the playground at Ferrell Elementary School. The facility committee provided initial support for the attached design with the main play unit (Funderstorm) and swing set. The spring rockers were removed and a climbing structure (Jumble Gym) was added. For accessibility of students with disabilities, the playground also includes an Unity Spinner and accessible swing seat. The total size of the playground will be 70 feet square and accommodate 97 students ages 2-12.

Total cost of equipment is \$171,500.00. Installation cost is \$86,005.00. Total project cost is \$257,505.00. These prices were provided on December 9, 2025. I discussed the timeline for board final approval with Playworks and was assured the price was stable through February.

Picture Rocks will consider using the existing tennis courts as the site of the new playground. This is a Picture Rocks borough discussion and decision that they will consider at their February meeting.

Images and costs of the current layout are included for your discussion. I will attend the February meeting with Picture Rocks to discuss this new location.

Sincerely,
Dr. Mark Stamm
Superintendent







800.262.8448
717.243.0439 Fax
ely@pa.net

PO Box 396
Carlisle, PA 17013

GeorgeElyAssociates.com

December 9, 2025

East Lycoming School District
Mark Stamm, Superintendent
349 Cemetery Street
Hughesville, PA 17737

Playground Equipment & Installation

George A. Ferrell Elementary School
Bryan McCaffery, Director of Buildings
and Grounds
570-932-1358
bmccaffery@elsd.org

COSTARS-014-E23-299

Playworld, Lewisburg, PA

1 ea. ZZZX039	Unity SpinR w/ 2 Accessible Seats	\$18,307.00
1 ea. 350-ARCH	3.5" Arch Swings 2 seats	\$3,196.00
2 ea. 350-ARCH-ADD	3.5" Arch Swings Add-A-Bay Unit	\$2068 ea.
1 ea. ZZZX0892	Accessible Swing Seat	\$4,136.00
1 ea. 500-2305	FUNderstorm	\$1,680.00
1 ea. ZZZX0430	Jumble Gym	\$169,500.00
		\$8,497.00
		<u>\$205,316.00</u>
	Freight (\$4,980 value)	FREE
		<u>\$205,316.00</u>
	Discount	(\$39,010.00)
		<u>\$166,304.00</u>

Action Play Systems

76 ea. APS-Border12"	12" APS Playground Borders with 1 spike	\$34 ea.	\$2,584.00
4 ea. APS-ADAHalfRA	APS Half Ramp for use with APS Borders	\$513 ea.	\$2,052.00
			<u>\$4,636.00</u>
		Freight	\$560.00
			<u>\$5,196.00</u>
	TOTAL For Playground Equipment		\$171,500.00

Willow Playworks, Mifflinburg, PA

1 lot	Installation of above equipment, prevailing wage	\$65,880.00
1 lot	Site Work – remove top soil and dispose of offsite	<u>\$20,125.00</u>
	Supply/Install 6" of #57 Stone, ADA Walking Path 185' X 5'	
	Prevailing Wages	
	Total for Installation and Site Work	\$86,005.00
	TOTAL for Equipment and Installation and Site Work	\$257,505.00

Color: Green and Grey

Prices include delivery and installation of equipment from Playworld

Prices do NOT include permits or bonds

Please allow 4-7 weeks for delivery

Payment Terms: 50% deposit, Balance due 20 days after installation completed

Prices are effective until January 10, 2025

To place an order, please verify the above information, colors, indicate shipping & billing addresses, contact name & phone number, sign below & return...

TO PURCHASE: Please sign and return one copy of this quotation or confirm by email that you accept this proposal.

X
Signature

X
Print Name

Thank you, Eric Grimes

ADDITIONAL TERMS:

- Any hidden rock, concrete, or other debris requiring additional time and equipment will be billed at a time and material basis
- Installation includes excavation and concrete necessary for footers and piers only unless otherwise specified
- Site to be level or +/- 1% grade – or equipment designed for current grade
- Site must be free of geofabric, stone base, drainage systems, or any other digging impediments
- Site must have open access for equipment and machinery of a direct unimproved pathway at least 8' wide from equipment staging area
- Pour In Place Repairs – colors will not match due to wear/fading/aging of existing surfacing
- Assembly as per manufactures specifications
- Concrete footers as per manufactures specifications
- Clean area of debris from construction **Qualifications:**
- Priced per area as per owner and/or information provided at time of quote
- Prevailing Wages **Exclusions:**
- Permits, fees, bonds
- Sono Tube
- Multiple mobilizations, special access, night and holiday work **ASTM 3313 Impact Attenuation Testing, available for an additional charge ASTM-F1487-21 Site Inspection, available for an additional charge**

Terms and Conditions

1. Customer acknowledges that prices, once under contract, for labor and materials supplied by Willow Playworks are valid for six (6) months after Customer's purchase order date and may be subject to escalation after said period. 2. Customer acknowledges that start and completion dates are only estimates and do not represent exact times for performance. Willow Playworks shall not be held liable for delays resulting from acts or omissions by owner, other trades, general contractor or any other person or entity or delays resulting from weather or any other uncontrollable situation or act of God. 3. Any deviations from the work or materials described in this Quotation may result in a revised Quotation or Change Order. 4. Customer acknowledges, represents, and warrants that any surface or substrate to which Customer has contracted Willow Playworks to install or apply materials or perform work have been properly constructed and prepared for the performance of Willow Playworks scope of work.

5. Customer acknowledges that, unless specifically stated in the Quotation details, Willow Playworks is not responsible for items including, but not limited to, flashing, caulking, sealers and admixes, prevailing wages

and union related dues, bonds, permits and special fees and trash removal. These items are the responsibility of Customer and/or other parties other than Willow Playworks. 6. All extensions of credit and terms shall be at the complete discretion of Willow Playworks. Willow Playworks reserves the right to refuse to extend credit or terms at any time.

7. Customer acknowledges and agrees that all purchases by Customer shall be paid for in accordance with the terms as stated in the Quotation specific terms. Any invoice not paid in full within the stated terms from invoice date will be subject to a finance charge of one and one-half percent (1 1/2%) per month. 8. Willow Playworks warrants that all goods sold shall, at the time of delivery, be free of defects. Customer agrees to notify Willow Playworks of any defect at the time of delivery, and further agrees that any claim for breach of warranty not made at that time shall be waived. Provided that timely notice of a defect is given, Willow Playworks will, at its discretion repair or replace any defective goods or, at its option, refund the purchase price of such goods. Willow Playworks makes no warranty in connection with goods subject to a manufacturer's warranty and any claim relating to such goods shall lie exclusively against that manufacturer. In no event shall Willow Playworks liability for defective goods exceed the cost of replacement thereof. Willow Playworks shall not, under any circumstances, be held liable to Customers or any other entities or persons for lost profits, additional expenses incurred in replacing defective goods, or any other special, incidental, indirect, or consequential losses or damages of any kind whatsoever. Except for the foregoing express warranty, NO WARRANTY OF MERCHANTABILITY OR WARRANTY OF FITNESS FOR A PARTICULAR PURPOSE, or any other warranty, express, statutory, or implied shall apply to any goods sold by Willow Playworks.

9. Customer shall indemnify, defend and hold harmless Willow Playworks , its workmen, agents, servants and employees, from any and all claims, fines, liabilities, penalties and damages, suits, actions, administrative proceedings, costs, losses, including, without limitation, reasonable attorney's fees, arising out of or resulting from any and all incidents involving projects for which Willow Playworks provided labor or materials where such incidents were not caused by the acts or omissions of Willow Playworks.

10. If that the Customer's account is referred to an attorney, or collection agency for collection, Customer agrees that Willow Playworks shall be entitled to collect, in addition to the principal and accrued finance charges, a fee of fifteen percent (15%) for collection plus out-of-pocket costs and expenses. 11. This agreement shall be governed by and construed in accordance with the laws of the Commonwealth of Pennsylvania. The parties agree that any claim or controversy arising from or relating to this agreement, directly or indirectly, may be litigated only in the state and federal courts located in the Commonwealth of Pennsylvania and the parties hereto consent to be subject to the jurisdiction of such courts.

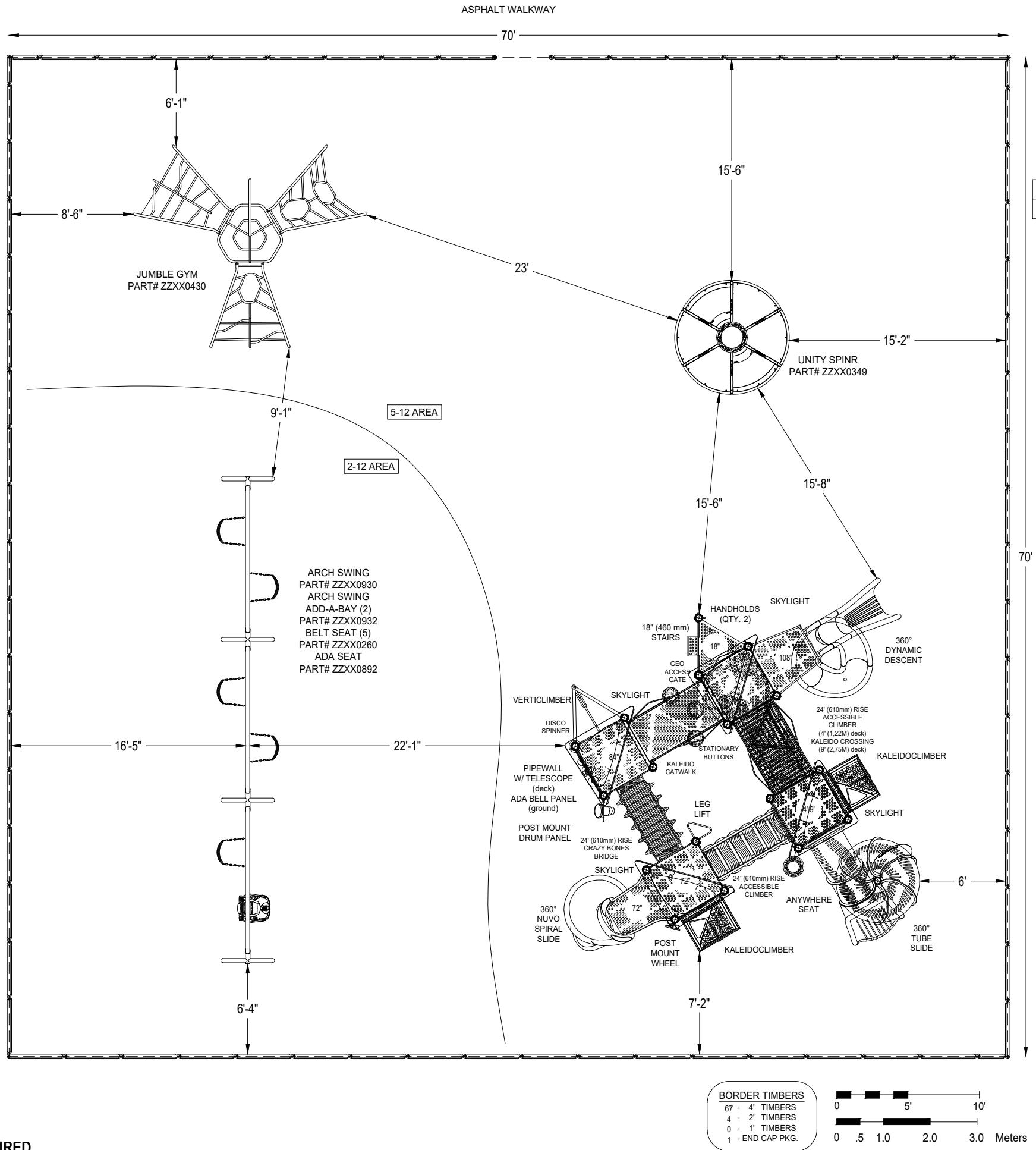


GEORGE ELY ASSOCIATES
P.O. Box 396
Carlisle, PA 17013

GEORGE FERRELL ELEMENTARY SCHOOL

HUGHESVILLE, PA

ADA SCHEDULE		
Total Elevated Play Activities: 0		
Total Ground-Level Play Activities: 6		
Accessible Elevated Activities	Accessible Ground-Level Activities	Accessible Ground-Level Play Types
Required	0	0
Provided	0	1



ADA SCHEDULE		
Total Elevated Play Activities: 16		
Total Ground-Level Play Activities: 8		
Accessible Elevated Activities	Accessible Ground-Level Activities	Accessible Ground-Level Play Types
Required	8	3
Provided	13	7

EQUIPMENT SIZE:
24'11" x 26'2" x 18'1"

USE ZONE:
70' X 70'

AREA: **4,900 SqFt.** PERIMETER: **280 Ft.**

FALL HEIGHT:
9 Ft.

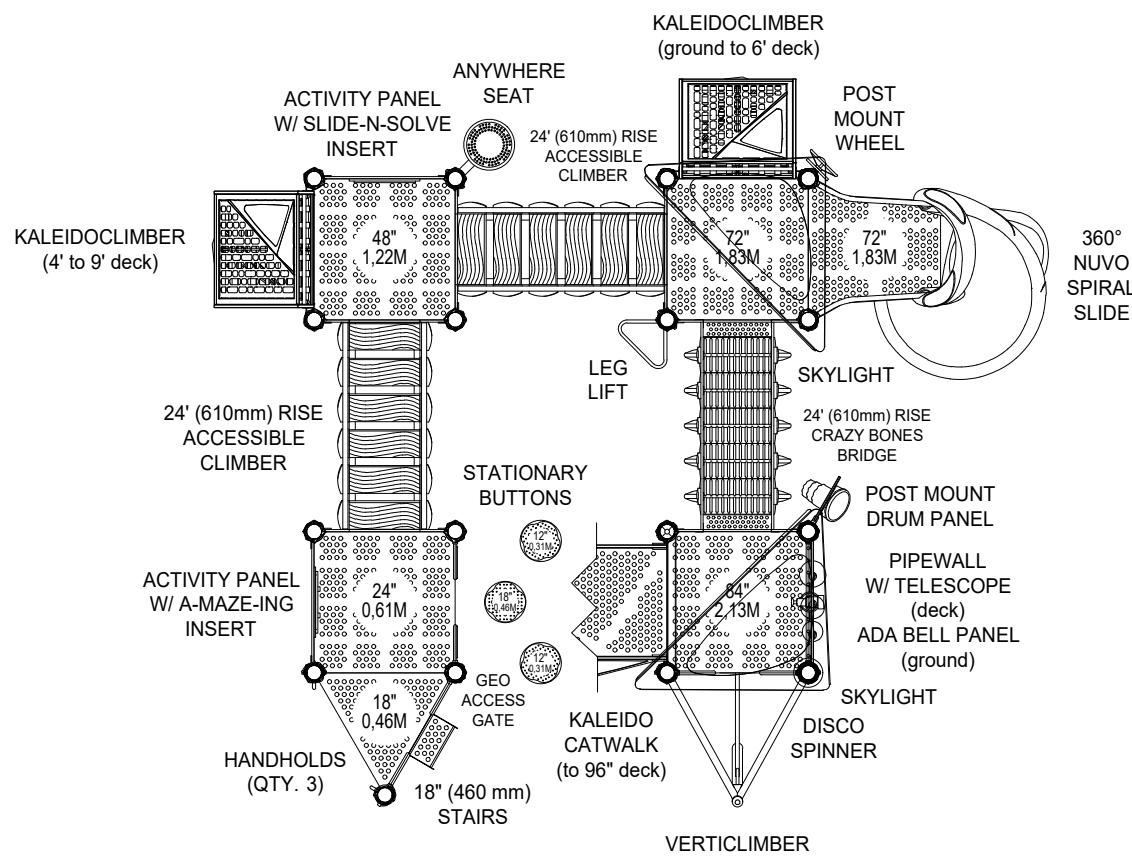
USER CAPACITY: **97** AGE GROUP: **2-12**

ASTM F1487-21
 CPSC #325

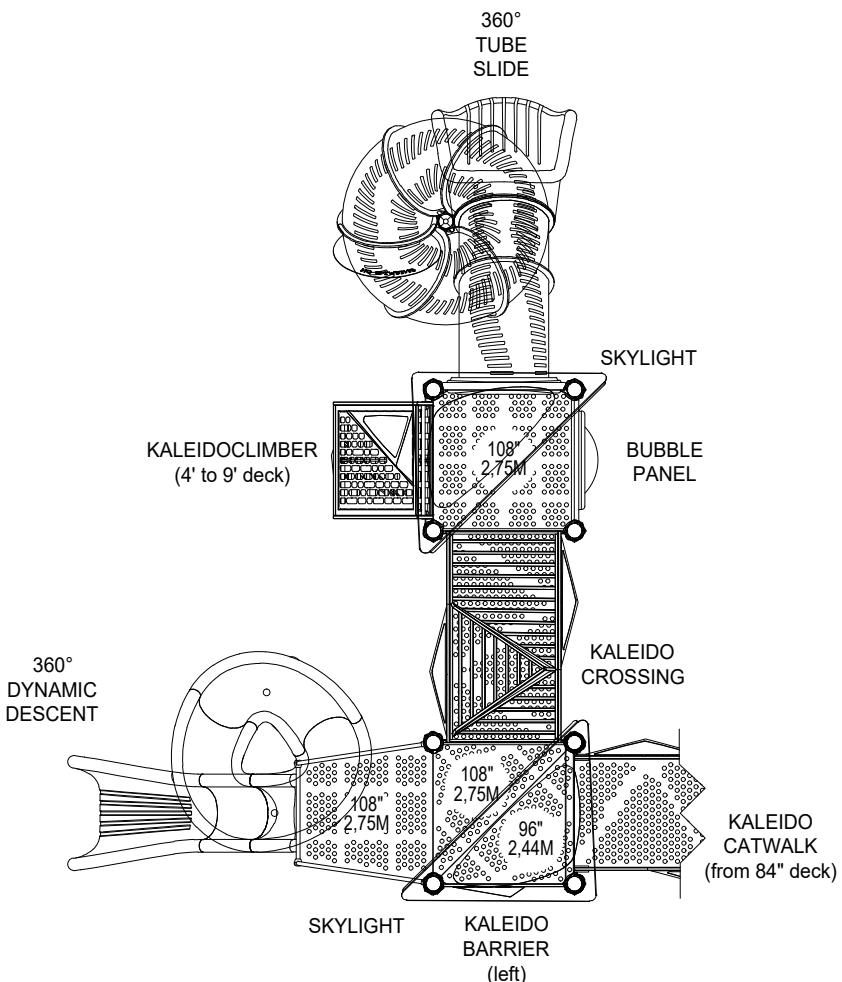


PROJECT NO: 25-17807A	SCALE: 1/8"=1'-0"
DRAWN BY: D.ECKENSTINE	Paper Size
DATE: 09-DEC-2025	B

*PLAYGROUND SUPERVISION REQUIRED



LOWER LEVEL



UPPER LEVEL

NOTES:

- 1) This tower detail is a diagram of the individual level layouts of the tower portion of your play structure, showing the detailed component layout of each level.
- 2) This tower detail is not to scale and is meant for reference purposes only. It should not be used in obtaining accurate measurements for any of the equipment shown unless otherwise noted on the drawing.
- 3) This design configuration is the property of this firm and Playworld Systems® and may not be reproduced or used in any manner without the expressed written consent of this firm and Playworld Systems®.

GEORGE FERRELL ELEMENTARY SCHOOL

HUGHESVILLE, PA

TOWER DETAIL:
Detail 1

PROJECT NO: 25-17807A	SCALE: NOT TO SCALE
DRAWN BY: D.ECKENSTINE	Paper Size B
DATE: 09-DEC-2025	

George Ferrell Elementary School

Design Number: 25-17807A - Bill Of Material

Ref. No.	Part No.	Description	Quantity
Posts			
1	ZZPM0008	5in OD X 108in STEEL POST W/ RIVETED CAP	1
2	ZZPM0046	5in OD X 156in STEEL POST W/ RIVETED CAP	1
3	ZZPM0066	5in OD X 180in STEEL POST W/ RIVETED CAP	1
4	ZZPM0078	5in OD x 205in STEEL POST W/RIVETED CAP	2
5	ZZPM0247	5in OD x 201in SWAGED STEEL POST	3
6	ZZPM0277	5in OD x 213in SWAGED STEEL POST	6
7	ZZPM0287	5in OD x 188in SWAGED STEEL POST	3
Decks & Kick Plates			
8	ZZPM0616	SQUARE COATED DECK ASSEMBLY	5
9	ZZPM0617	TRIANGULAR COATED DECK ASSEMBLY	1
10	ZZPM0639	45 DEGREE TRI COATED DECK ASSEMBLY	2
11	ZZPM2510	6in DECK TO DECK KICK PLATE	1
12	ZZPM2537	12in 45 DEGREE TRI DECK KICK PLATE	1
13	ZZPM2805	ENTRY SUPPORT BRACKET	2
Slides			
14	ZZPM3006	30in ROUND TUBE SLIDE ENTRANCE/EXIT	1
15	ZZPM3425	DYNAMIC DESCENT SLIDE - LARGE BALCONY ENTRANCE & EXIT	1
16	ZZPM3537	SLIDE- NUVO 360 SPIRAL SLIDE	1
Barriers			
17	ZZPM4090	CENTERLINE PIPE WALL BARRIER	1
18	ZZPM4190	SMALL HAND HOLD	2
Activity Panels			
19	ZZPM4290	STEERING WHEEL (POST MOUNT)	1
20	ZZPM4351	DISCO SPINNER	1
SkyTower Barriers			
21	ZZPM4373	KALEIDOBARRIER 44in TALL- LEFT	1
Audible Activities			
22	ZZPM4409	ACCESSIBLE BELL PANEL	1
Barriers			
23	ZZPM4497	GEO ACCESS GATE	1
Activity Panels			
24	ZZPM4578	ANYWHERE SEAT	1
Audible Activities			
25	ZZPM4649	POST MOUNT DRUM	1
Activity Panels			
26	ZZPM4671	PM PANEL FRAME- DECK LEVEL	2
Roofs & Arches			
27	ZZPM4687	SKYLIGHT	4
Climbers			
28	ZZPM4705	VERTICLIMBER 84in	1
Barriers			
29	ZZPM4811	OVAL BUBBLE PANEL (DECK MOUNT)	1



George Ferrell Elementary School

Design Number: 25-17807A - Bill Of Material

Ref. No.	Part No.	Description	Quantity
Overhead Events			
30	ZZPM5770	LEG LIFT	1
SkyTower Bridges			
31	ZZPM6380	KALEIDOCROSSING	1
Bridges			
32	ZZPM6381	KALEIDOCROSSING CATWALK	1
33	ZZPM6478	CRAZY BONES 6ft x 1ft RISE BRIDGE	1
SkyTower Climbers			
34	ZZPM6730	KALEIDOCLIMBER	2
ADA Items			
35	ZZPM8230	DECK TO DECK ACCESSIBLE CLIMBER (24in RISE)	2
Stairs and Ladders			
36	ZZPM9156	COATED STAIRS (18in DECK)	1
Additional Tool & Maintenance Kits			
37	ZZUN1471	INSTALLER HARDWARE KIT	1
Slides			
38	ZZUN3007	30in ROUND STRAIGHT TUBE SECTION	1
39	ZZUN3008	30in ROUND LEFT TUBE SECTION	6
SkyTower Slides			
40	ZZUN3011	DO NOT CLIMB- SLIDE PANEL	1
Slides			
41	ZZUN3401	DYNAMIC DESCENT SLIDE - STRAIGHT SECTION	1
42	ZZUN3404	DYNAMIC DESCENT SLIDE - 120 RIGHT TURN SECTION	3
43	ZZUN3411	DYNAMIC DESCENT SUPPORT LEG - 2ft - 6in	1
44	ZZUN3414	DYNAMIC DESCENT SUPPORT LEG - 5ft - 6in	1
SkyTower Slides			
45	ZZUN3475	CTR POST & SUPPORT ARMS FOR 9ft SPIRAL TUBE SLIDE	1
Activity Panels			
46	ZZUN4280	TELESCOPE (PIPE WALL MOUNT FOR 4in RUNG CENTERS)	1
47	ZZUN4673	A-MAZE-ING INSERT	1
48	ZZUN4678	SLIDE & SOLVE INSERT	1
Balance			
49	ZZUN7140	STATIONARY BUTTONS (12in)	2
50	ZZUN7146	STATIONARY BUTTONS (18in)	1
Additional Tool & Maintenance Kits			
51	ZZUN9930	PIPE SYSTEMS MAINTENANCE KIT W/ AEROSOL	1
52	ZZXX0678	LABEL KIT- COMPOSITE STRUCTURE - ASTM	1
53	ZZXXGNGUID	GENERAL INSTALLERS GUIDE	1



George Ferrell Elementary School

Steel-Footed Post/Installation:

Design Number: 25-17807A - Pricing Schedule

2026 Pricing - Valid For : 30 Days From Quote Date

Ref. No.	Part No.	Qty.	Description	Unit Weight (lbs)	Unit List (US\$)	Total Weight (lbs)	Total List (US\$)
<u>Modular Playscape:</u>							
Posts							
1	ZZPM0008	1	5in OD X 108in STEEL POST W/ RIVETED CAP	60.5100	450.00	60.51	450.00
2	ZZPM0046	1	5in OD X 156in STEEL POST W/ RIVETED CAP	87.7100	634.00	87.71	634.00
3	ZZPM0066	1	5in OD X 180in STEEL POST W/ RIVETED CAP	100.8100	705.00	100.81	705.00
4	ZZPM0078	2	5in OD x 205in STEEL POST W/RIVETED CAP	115.2100	765.00	230.42	1,530.00
5	ZZPM0247	3	5in OD x 201in SWAGED STEEL POST	118.7100	681.00	356.13	2,043.00
6	ZZPM0277	6	5in OD x 213in SWAGED STEEL POST	113.0100	748.00	678.06	4,488.00
7	ZZPM0287	3	5in OD x 188in SWAGED STEEL POST	107.4800	659.00	322.44	1,977.00
Decks & Kick Plates							
8	ZZPM0616	5	SQUARE COATED DECK ASSEMBLY	90.3600	1,720.00	451.80	8,600.00
9	ZZPM0617	1	TRIANGULAR COATED DECK ASSEMBLY	46.4000	1,357.00	46.40	1,357.00
10	ZZPM0639	2	45 DEGREE TRI COATED DECK ASSEMBLY	57.9000	1,093.00	115.80	2,186.00
11	ZZPM2510	1	6in DECK TO DECK KICK PLATE	8.0500	163.00	8.05	163.00
12	ZZPM2537	1	12in 45 DEGREE TRI DECK KICK PLATE	15.4900	211.00	15.49	211.00
13	ZZPM2805	2	ENTRY SUPPORT BRACKET	16.9400	355.00	33.88	710.00
ADA Items							
14	ZZPM8230	2	DECK TO DECK ACCESSIBLE CLIMBER (24in RISE)	321.2000	8,123.00	642.40	16,246.00
Slides							
15	ZZPM3006	1	30in ROUND TUBE SLIDE ENTRANCE/EXIT	163.4000	3,803.00	163.40	3,803.00
16	ZZPM3425	1	DYNAMIC DESCENT SLIDE - LARGE BALCONY ENTRANCE & EXIT	260.7000	6,238.00	260.70	6,238.00
17	ZZPM3537	1	SLIDE- NUVO 360 SPIRAL SLIDE	474.7000	8,163.00	474.70	8,163.00
18	ZZUN3007	1	30in ROUND STRAIGHT TUBE SECTION	26.0200	808.00	26.02	808.00
19	ZZUN3008	6	30in ROUND LEFT TUBE SECTION	26.0200	812.00	156.12	4,872.00
20	ZZUN3401	1	DYNAMIC DESCENT SLIDE - STRAIGHT SECTION	20.8000	676.00	20.80	676.00
21	ZZUN3404	3	DYNAMIC DESCENT SLIDE - 120 RIGHT TURN SECTION	42.3000	1,090.00	126.90	3,270.00
22	ZZUN3411	1	DYNAMIC DESCENT SUPPORT LEG - 2ft - 6in	15.0000	304.00	15.00	304.00
23	ZZUN3414	1	DYNAMIC DESCENT SUPPORT LEG - 5ft - 6in	23.7000	304.00	23.70	304.00
SkyTower Slides							
24	ZZUN3011	1	DO NOT CLIMB- SLIDE PANEL	37.7000	474.00	37.70	474.00
25	ZZUN3475	1	CTR POST & SUPPORT ARMS FOR 9ft SPIRAL TUBE SLIDE	115.9000	2,480.00	115.90	2,480.00
Activity Panels							
26	ZZPM4290	1	STEERING WHEEL (POST MOUNT)	8.6700	467.00	8.67	467.00



George Ferrell Elementary School

Steel-Footed Post/Installation:

Design Number: 25-17807A - Pricing Schedule

2026 Pricing - Valid For : 30 Days From Quote Date

Ref. No.	Part No.	Qty.	Description	Unit Weight (lbs)	Unit List (US\$)	Total Weight (lbs)	Total List (US\$)
27	ZZPM4351	1	DISCO SPINNER	16.0000	1,258.00	16.00	1,258.00
28	ZZPM4578	1	ANYWHERE SEAT	32.3500	761.00	32.35	761.00
29	ZZPM4671	2	PM PANEL FRAME- DECK LEVEL	46.4600	568.00	92.92	1,136.00
30	ZZUN4280	1	TELESCOPE (PIPE WALL MOUNT FOR 4in RUNG CENTERS)	12.3300	487.00	12.33	487.00
31	ZZUN4673	1	A-MAZE-ING INSERT	14.5100	1,085.00	14.51	1,085.00
32	ZZUN4678	1	SLIDE & SOLVE INSERT	17.6100	1,584.00	17.61	1,584.00
Barriers							
33	ZZPM4090	1	CENTERLINE PIPE WALL BARRIER	37.2200	999.00	37.22	999.00
34	ZZPM4190	2	SMALL HAND HOLD	6.4000	282.00	12.80	564.00
35	ZZPM4497	1	GEO ACCESS GATE	44.6000	1,350.00	44.60	1,350.00
36	ZZPM4811	1	OVAL BUBBLE PANEL (DECK MOUNT)	45.1500	1,588.00	45.15	1,588.00
SkyTower Barriers							
37	ZZPM4373	1	KALEIDOBARRIER 44in TALL- LEFT	55.2000	2,377.00	55.20	2,377.00
Climbers							
38	ZZPM4705	1	VERTICLIMBER 84in	142.5000	2,550.00	142.50	2,550.00
SkyTower Climbers							
39	ZZPM6730	2	KALEIDOCLIMBER	409.2000	12,518.00	818.40	25,036.00
Overhead Events							
40	ZZPM5770	1	LEG LIFT	7.2000	211.00	7.20	211.00
Balance							
41	ZZUN7140	2	STATIONARY BUTTONS (12in)	27.1200	888.00	54.24	1,776.00
42	ZZUN7146	1	STATIONARY BUTTONS (18in)	27.9200	891.00	27.92	891.00
Bridges							
43	ZZPM6381	1	KALEIDOCROSSING CATWALK	318.8000	9,443.00	318.80	9,443.00
44	ZZPM6478	1	CRAZY BONES 6ft x 1ft RISE BRIDGE	336.5000	8,767.00	336.50	8,767.00
SkyTower Bridges							
45	ZZPM6380	1	KALEIDOCROSSING	416.5000	11,802.00	416.50	11,802.00
Audible Activities							
46	ZZPM4409	1	ACCESSIBLE BELL PANEL	32.2800	1,421.00	32.28	1,421.00
47	ZZPM4649	1	POST MOUNT DRUM	14.2200	645.00	14.22	645.00
Roofs & Arches							
48	ZZPM4687	4	SKYLIGHT	149.9000	3,553.00	599.60	14,212.00
Stairs and Ladders							
49	ZZPM9156	1	COATED STAIRS (18in DECK)	55.2000	1,326.00	55.20	1,326.00
Additional Tool & Maintenance Kits							
50	ZZUN1471	1	INSTALLER HARDWARE KIT	3.9000	0.00	3.90	0.00
51	ZZUN9930	1	PIPE SYSTEMS MAINTENANCE KIT W/	13.0700	0.00	13.07	0.00



George Ferrell Elementary School

Steel-Footed Post/Installation:

Design Number: 25-17807A - Pricing Schedule

2026 Pricing - Valid For : 30 Days From Quote Date

Ref. No.	Part No.	Qty.	Description	Unit Weight (lbs)	Unit List (US\$)	Total Weight (lbs)	Total List (US\$)
AEROSOL							
52	ZZXX0678	1	LABEL KIT- COMPOSITE STRUCTURE - ASTM	0.0400	0.00	0.04	0.00
53	ZZXXGNGUID	1	GENERAL INSTALLERS GUIDE	0.0000	0.00	0.00	0.00
						Total:	7,800.57 164,428.00

Independent Items:

1	ZZXX0260	5	BELT SEAT W/SILVER SHIELD CHAIN FOR 8ft TOP RAIL	8.8000	187.00	44.00	935.00
2	ZZXX0349	1	UNITY SPINR- W/ 2 ACCESSIBLE SEATS (IN-GROUND)	921.2000	18,307.00	921.20	18,307.00
3	ZZXX0430	1	JUMBLE GYM	354.0000	8,497.00	354.00	8,497.00
4	ZZXX0892	1	ACCESSIBLE SWING SEAT- 8ft TOP RAIL	53.8000	1,631.00	53.80	1,631.00
5	ZZXX0930	1	3.5in OD 2-UNIT STEEL ARCH SWING- 8ft TOP RAIL	314.5000	2,822.00	314.50	2,822.00
6	ZZXX0932	2	3.5in OD STEEL ARCH SWING 2-UNIT ADD-A-BAY	197.7000	1,694.00	395.40	3,388.00
7	ZZXX9410	4	2ft BORDER TIMBERS w/STAKE	7.6100	73.00	30.44	292.00
8	ZZXX9430	67	4ft BORDER TIMBERS w/STAKE	10.3100	92.00	690.77	6,164.00
9	ZZXX9450	1	BORDER TIMBER END w/STAKE	4.1900	61.00	4.19	61.00
						Total:	2,808.30 42,097.00

Grand Total: 10,608.87 206,525.00

Please Note:

1. When placing an order for this project, the drawing number is representative of the Playmakers, Challengers or Explorers playstructure only. Items listed under 'Independent Items' must be listed on your purchase order separately to be included.



George Ferrell Elementary School

Design Number: 25-17807A - Compliance and Technical Data

Reference Document: ASTM F1487

Ref. No.	Part No.	Qty.	Description	Unit ASTM Status	Total Weight (lbs)	Pre-Consumer Recycled Content (lbs)	Post-Consumer Content (lbs)	CO2e Footprint (kgs)	Users	Install Hours	Concrete (Yds3)	Active Play Events
1	ZZPM0008	1	5in OD X 108in STEEL POST W/ RIVETED CAP	Certified	60.51			90	0	1.00	0.13	0
2	ZZPM0046	1	5in OD X 156in STEEL POST W/ RIVETED CAP	Certified	87.71			126	0	1.00	0.13	0
3	ZZPM0066	1	5in OD X 180in STEEL POST W/ RIVETED CAP	Certified	100.81			145	0	1.00	0.13	0
4	ZZPM0078	2	5in OD x 205in STEEL POST W/RIVETED CAP	Certified	230.42			327	0	2.00	0.26	0
5	ZZPM0247	3	5in OD x 201in SWAGED STEEL POST	Certified	356.13			463	0	3.00	0.36	0
6	ZZPM0277	6	5in OD x 213in SWAGED STEEL POST	Certified	678.06			1,035	0	6.00	0.72	0
7	ZZPM0287	3	5in OD x 188in SWAGED STEEL POST	Certified	322.44			434	0	3.00	0.36	0
8	ZZPM0616	5	SQUARE COATED DECK ASSEMBLY	Certified	451.80			1,103	20	5.00	0.00	0
9	ZZPM0617	1	TRIANGULAR COATED DECK ASSEMBLY	Certified	46.40			169	2	1.00	0.00	0
10	ZZPM0639	2	45 DEGREE TRI COATED DECK ASSEMBLY	Certified	115.80			412	6	2.00	0.00	0
11	ZZPM2510	1	6in DECK TO DECK KICK PLATE	Certified	8.05			15	0	0.03	0.00	0
12	ZZPM2537	1	12in 45 DEGREE TRI DECK KICK PLATE	Certified	15.49			26	0	0.25	0.00	0
13	ZZPM2805	2	ENTRY SUPPORT BRACKET	Certified	33.88			133	0	1.00	0.00	0
14	ZZPM3006	1	30in ROUND TUBE SLIDE ENTRANCE/EXIT	Certified	163.40			879	2	2.00	0.03	1
15	ZZPM3425	1	DYNAMIC DESCENT SLIDE - LARGE BALCONY ENTRANCE & EXIT	Certified	260.70			844	2	3.50	0.03	1
16	ZZPM3537	1	SLIDE- NUVO 360 SPIRAL SLIDE	Certified	474.70			1,449	2	6.00	0.15	1
17	ZZPM4090	1	CENTERLINE PIPE WALL BARRIER	Certified	37.22			95	0	0.50	0.00	0
18	ZZPM4190	2	SMALL HAND HOLD	Certified	12.80			87	0	0.50	0.00	0
19	ZZPM4290	1	STEERING WHEEL (POST MOUNT)	Certified	8.67			47	1	0.25	0.00	1
20	ZZPM4351	1	DISCO SPINNER	Certified	16.00			197	1	0.50	0.00	1
21	ZZPM4373	1	KALEIDOBARRIER 44in TALL- LEFT	N/A	55.20			367	0	1.00	0.00	0
22	ZZPM4409	1	ACCESSIBLE BELL PANEL	Certified	32.28			275	1	0.50	0.00	1
23	ZZPM4497	1	GEO ACCESS GATE	Certified	44.60			139	0	1.00	0.00	0
24	ZZPM4578	1	ANYWHERE SEAT	Certified	32.35			93	1	0.25	0.00	1
25	ZZPM4649	1	POST MOUNT DRUM	Certified	14.22			174	1	0.50	0.00	1



George Ferrell Elementary School

Design Number: 25-17807A - Compliance and Technical Data

Reference Document: ASTM F1487

Ref. No.	Part No.	Qty.	Description	Unit ASTM Status	Total Weight (lbs)	Pre- Consumer Recycled (lbs)	Post- Consumer Content (lbs)	CO2e Footprint (kgs)	Install Hours		Concrete (Yds3)	Active Play Events
									Users	Hours		
26	ZZPM4671	2	PM PANEL FRAME- DECK LEVEL	Certified	92.92			411	0	2.00	0.00	0
27	ZZPM4687	4	SKYLIGHT	Certified	599.60			3,989	0	6.00	0.00	0
28	ZZPM4705	1	VERTICLIMBER 84in	Certified	142.50			105	2	1.50	0.13	1
29	ZZPM4811	1	OVAL BUBBLE PANEL (DECK MOUNT)	Certified	45.15			265	0	1.00	0.00	0
30	ZZPM5770	1	LEG LIFT	Certified	7.20			33	1	0.50	0.00	1
31	ZZPM6380	1	KALEIDOCROSSING	Certified	416.50			1,679	3	2.00	0.00	1
32	ZZPM6381	1	KALEIDOCROSSING CATWALK	Certified	318.80			2,033	3	2.00	0.00	1
33	ZZPM6478	1	CRAZY BONES 6ft x 1ft RISE BRIDGE	Certified	336.50			2,081	2	4.00	0.00	1
34	ZZPM6730	2	KALEIDOCLIMBER	Certified	818.40			3,920	4	4.00	0.00	2
35	ZZPM8230	2	DECK TO DECK ACCESSIBLE CLIMBER (24in RISE)	Certified	642.40			1,975	6	3.00	0.00	2
36	ZZPM9156	1	COATED STAIRS (18in DECK)	Certified	55.20			157	1	1.50	0.06	0
37	ZZUN1471	1	INSTALLER HARDWARE KIT	N/A	3.90			57	0	0.00	0.00	0
38	ZZUN3007	1	30in ROUND STRAIGHT TUBE SECTION	Certified	26.02			181	0	0.25	0.00	0
39	ZZUN3008	6	30in ROUND LEFT TUBE SECTION	Certified	156.12			1,087	0	1.50	0.00	0
40	ZZUN3011	1	DO NOT CLIMB- SLIDE PANEL	Certified	37.70			44	0	0.00	0.00	0
41	ZZUN3401	1	DYNAMIC DESCENT SLIDE - STRAIGHT SECTION	Certified	20.80			40	0	0.50	0.00	0
42	ZZUN3404	3	DYNAMIC DESCENT SLIDE - 120 RIGHT TURN SECTION	N/A	126.90			228	0	1.50	0.00	0
43	ZZUN3411	1	DYNAMIC DESCENT SUPPORT LEG - 2ft - 6in	Certified	15.00			45	0	1.50	0.03	0
44	ZZUN3414	1	DYNAMIC DESCENT SUPPORT LEG - 5ft - 6in	Certified	23.70			45	0	1.50	0.03	0
45	ZZUN4280	1	TELESCOPE (PIPE WALL MOUNT FOR 4in RUNG CENTERS)	Certified	12.33			61	1	0.50	0.00	1
46	ZZUN4673	1	A-MAZE-ING INSERT	Certified	14.51			198	2	0.25	0.00	1
47	ZZUN4678	1	SLIDE & SOLVE INSERT	Certified	17.61			761	2	0.25	0.00	1
48	ZZUN7140	2	STATIONARY BUTTONS (12in)	Certified	54.24			179	2	1.50	0.26	2
49	ZZUN7146	1	STATIONARY BUTTONS (18in)	Certified	27.92			92	1	0.75	0.13	1



George Ferrell Elementary School

Design Number: 25-17807A - Compliance and Technical Data

Reference Document: ASTM F1487

Ref. No.	Part No.	Qty.	Description	Unit ASTM Status	Total Weight (lbs)	Pre-Consumer Recycled Content (lbs)	Post-Consumer Content (lbs)	CO2e Footprint (kgs)	Users	Install Hours	Concrete (Yds3)	Active Play Events
50	ZZXX0260	5	BELT SEAT W/SILVER SHIELD CHAIN FOR 8ft TOP RAIL	Certified	44.00			270	5	1.25	0.00	5
51	ZZXX0349	1	UNITY SPINR- W/ 2 ACCESSIBLE SEATS (IN-GROUND)	N/A	921.20			5,717	10	4.50	0.29	1
52	ZZXX0430	1	JUMBLE GYM	Certified	354.00			863	12	9.00	1.04	1
53	ZZXX0678	1	LABEL KIT- COMPOSITE STRUCTURE - ASTM	N/A	0.04			0	0	0.08	0.00	0
54	ZZXX0892	1	ACCESSIBLE SWING SEAT- 8ft TOP RAIL	N/A	53.80			314	1	0.50	0.00	1
55	ZZXX0930	1	3.5in OD 2-UNIT STEEL ARCH SWING- 8ft TOP RAIL	Certified	314.50			91	0	3.00	0.52	0
56	ZZXX0932	2	3.5in OD STEEL ARCH SWING 2-UNIT ADD-A-BAY	Certified	395.40			169	0	4.00	0.52	0
57	ZZXX9410	4	2ft BORDER TIMBERS w/STAKE	N/A	30.44			64	0	1.00	0.00	0
58	ZZXX9430	67	4ft BORDER TIMBERS w/STAKE	N/A	690.77			1,333	0	16.75	0.00	0
59	ZZXX9450	1	BORDER TIMBER END w/STAKE	N/A	4.19			15	0	0.25	0.00	0
Totals:					10,479.90	1,952	2,763	37,621	97	120.61	5.31	31
0 Kg					0 Kg	0 Kg	0 Kg	0 Metric Tons				0 m3



George Ferrell Elementary School

Design Number: 25-17807A - Compliance and Technical Data

Reference Document: ASTM F1487

Ref.	Unit	Total	Pre-	Post-	CO2e	Active
No.	ASTM	Weight	Consumer	Recycled Content	Footprint	Users
Part No.	Status	(lbs)	(lbs)	(lbs)	(kgs)	Install
Qty.	Description					Concrete
						(Yds3)
						Play
						Events

ASTM F1487

The lay-out for this custom playscape, design number 25-17807A, has been configured to meet the requirements of the ASTM F1487 standard. In addition, each of the above components listed as "Certified" have been tested and are IPEMA certified. Components listed as "Not Applicable" do not fall within the scope of the ASTM F1487 standard and have not been tested. IPEMA certification can be verified on the IPEMA website, www.ipema.org. In the interest of playground safety, IPEMA provides a Third Party Certification Service which validates compliance.

2010 ADA Standards for Accessible Design

The lay-out was also designed to meet the 2010 Standards published 15-Sep-2010, by the Department of Justice when installed over a properly maintained surfacing material that is in compliance with ASTM F1951 "Accessibility of Surface Systems Under and Around Playground Equipment" as well as ASTM F1292, "Impact Attenuation of Surfacing Materials Within the Use Zone of Playground Equipment", appropriate for the fall height of the structure.

Installation Times

Installation times are based on one experienced installer. A crew of three experienced individuals can perform the installation within the given time, each member working 1/3 of the given hours. [Eg. Installation Time = 30 hours. For a crew of three, each member will work 10 hours on the installation for a total of 30 hours on the project.]

Carbon Footprint

The CO2e (carbon footprint given in Kilograms and Metric Tons) listed above is a measure of the environmental impact this play structure represents from harvesting raw materials to the time it leaves our shipping dock. Playworld Systems nurtures a total corporate culture that is focused on eliminating carbon producing processes and products, reducing our use of precious raw materials, reusing materials whenever possible and recycling materials at every opportunity. Playworld Systems elected to adopt the Publicly Available Specification; PAS 2050 as published by the British Standards Institute and sponsored by Defra and the Carbon Trust. The PAS 2050 has gained international acceptance as a specification that measures the greenhouse gas emissions in services and goods throughout their entire life cycle.

Pre-Consumer Recycle Content

A measurement, in pounds, that qualifies the amount of material that was captured as waste and diverted from landfill during an initial manufacturing process and is being redirected to a separate manufacturing process to become a different product. E.g. 100% of our Aluminum Tubing is made from captured waste material during the manufacturing process of extruded Aluminum products such as rods, flat bars and H-channels.

Post-Consumer Recycle Content

A measurement, in pounds, that qualifies the amount of material that was once another product that has completed its lifecycle and has been diverted from a landfill as a solid waste through recycling and is now being used in a Playworld Systems' product. E.g. **20% to 40% of the steel in our steel tubing and sheet steel have been diverted from landfills. Automobiles are scrapped and recyclable steel is purchased by the steel mill that produces our raw product.

** The amount of Post-Consumer recycled steel fluctuates daily based on the availability of the recycled steel.



January 13, 2026

Re: Stadium Lights Discussion

Members of the Board,

MUSCO Lighting has provided several price options for board consideration. MUSCO also completed light meter readings on the soccer field which are included for your review.

Due to the LYCO CTC project there is currently no power to the football field lights so lighting samples there could not be completed.

MUSCO installed both stadium lights and was able to provide dates and candle power at that time.

- Football was installed in 1991. Design 30 FC
- Soccer was installed in 2001. Design 30 FC

These proposals reuse the existing poles on both locations.

Based on the existing light meter reading on the soccer field and observations from the football field, I am recommending that the board consider the 40 foot candles on each field.

Current light sample levels for the soccer stadium, proposed levels with 40 FC (Football) and 30 FC soccer, and quotes with other options are attached for review and discussion.

Sincerely,
Dr. Mark Stamm
Superintendent



Phone: 641/673-0411
 Toll-free: 800/825-6020
 Fax: 641/673-5752
 100 1st Ave W
 PO Box 808
 Oskaloosa, IA 52577

Lighting Performance: Football Horizontal

Light Levels Taken In: Footcandles Lux

Date Readings Taken: 12/19/25 By: Brise Bennett

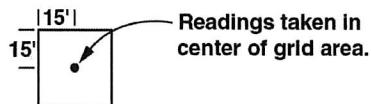
Organization Name: Hughesville Soccer Seating Capacity: _____

Organization Contact: _____

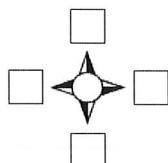
Telephone: _____ Email: _____

Facility Address: _____ City, State, Zip: _____

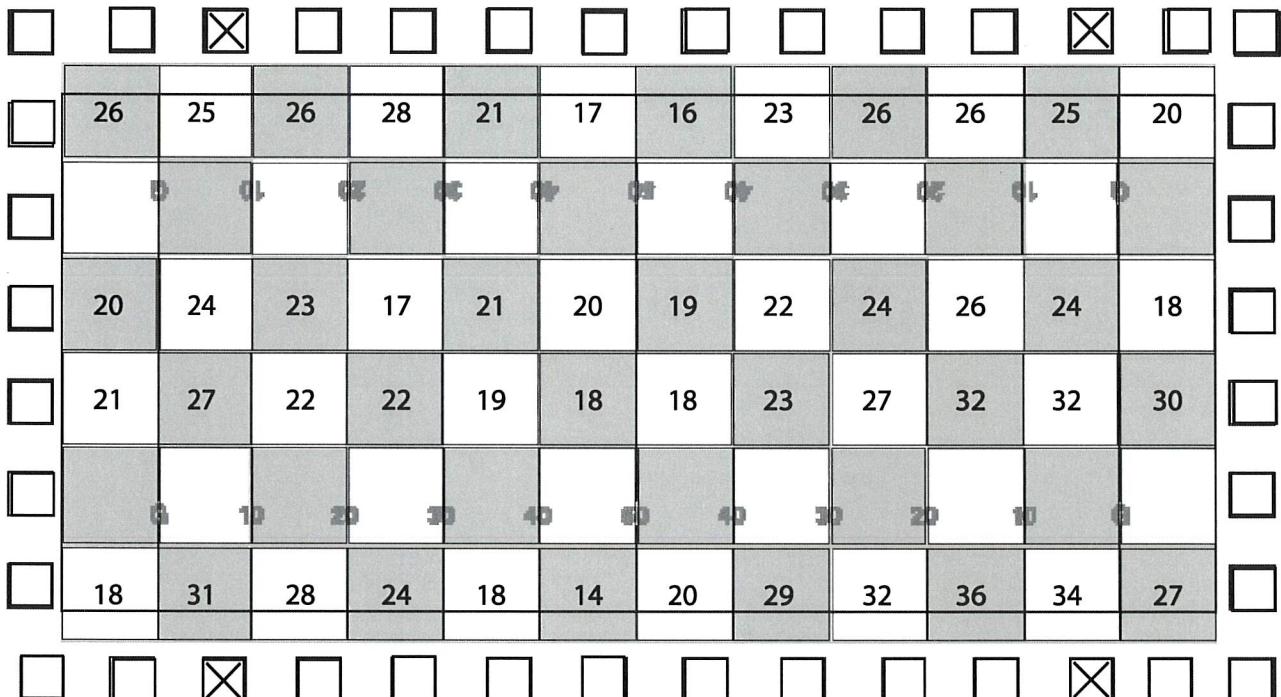
30' x 30' grid



Field Orientation:
 (Please indicate field orientation in cells around diagram to the right.)



Pole locations, if applicable, are denoted with an "X":



Horizontal Light Level and Field Survey Results:

Average light levels: 23.7	How is system controlled: On/Off
Uniformity: 2.57 : 1	Date lighting system installed: _____
Quantity of poles: 4	Lighting manufacturer: Muusco
Field size: _____	Relamp / maintenance date: _____
Total number luminaires: _____	Maintenance performed by: _____
Number luminaires operational: _____	Annual hours of operation: _____
Luminaire type (HID or LED): HID	Light meter brand: Gossen
Lamp wattage: 1500w	Model number: 317281
	Calibration date: 2/23/25

Date: December 12, 2025

To: Bryan McCaffery, East Lycoming School District

Project: Hughesville High School Fields

Hughesville, Pennsylvania

Musco Project Number: 214449

Sourcwell

Master Project: 199030, Contract Number: 041123-MSL, Expiration: 06/16/2027

Category: Sports lighting with related supplies and services

All purchase orders should note the following:
 Sourcwell Purchase – Contract Number: 041123-MSL

Quotation Price – Materials Delivered to Job Site and Installation**Soccer Field – 360' x 225' – 30 footcandles**

- **Light Structure Retrofit (Existing Poles) – 40 FC.....\$204,500.00**
 - 25-year warranty, parts and labor included
- **Light Structure Retrofit (Existing Poles) – 30 FC.....\$172,500.00**
 - 25-year warranty, parts and labor included
- **QuickFit (Existing Poles) – 30 FC.....\$134,000.00**
 - 10-year warranty, parts and labor included.

Football Field – 360' x 160'

- **SportsCluster Retrofit (Existing Poles) – 40 footcandles\$220,000.00**
 - 10-year warranty, parts and labor included
- **SportsCluster Retrofit (Existing Poles) – 30 footcandles\$200,000.00**
 - 10-year warranty, parts and labor included

Sales tax and bonding are not included.

Quote is confidential. Pricing and lead times are effective for 30 days only.

Light-Structure System™ retrofit with Total Light Control – TLC for LED™ technology (Soccer Field)**System Description**

- Factory aimed and assembled luminaires
- All mounting hardware and custom mounts
- Factory wired and tested remote electrical component enclosures
- Mounting hardware for poletop luminaire assemblies and electrical components enclosures
- Disconnects
- UL listed assemblies
- Corrosion protection

Operation and Warranty Services

- Product assurance and warranty program that covers materials and onsite labor, eliminating 100% of your maintenance costs for 25 years

HID to LED System Upgrade (QuickFit for Soccer Field)**System Description**

- Factory aimed and assembled luminaires
- Factory assembled wire harness for electrical component enclosures
- UL listed assemblies

Control Systems and Services

- Control-Link® control and monitoring service to provide remote on/off control and performance monitoring with 24/7 customer support

Operation and Warranty Services

- Product assurance and warranty program that covers materials and onsite labor, eliminating 100% of your maintenance costs for 10 years

SportsCluster® system with Total Light Control – TLC for LED™ technology (Football Field)**System Description**

- Factory aimed and assembled luminaires
- All mounting hardware and custom mounts
- Factory wired and tested remote electrical component enclosures
- Mounting hardware for poletop luminaire assemblies and electrical components enclosures
- Disconnects
- UL listed assemblies
- Corrosion protection

Operation and Warranty Services

- Product assurance and warranty program that covers materials and onsite labor, eliminating 100% of your maintenance costs for 10 years

Control Systems and Services (both Light Structure Retrofit and SportsCluster Retrofit)

- Control-Link® control and monitoring system to provide remote on/off and dimming (high/medium/low) control and performance monitoring with 24/7 customer support

Musco Scope

- Provide design and layout for lighting system
- Test and final aim equipment

Installation Services Provided

See attached scope of work

Responsibilities of Buyer

- Confirm pole or luminaire locations, supply voltage and phase required for lighting system prior to production
- Provide electrical design and materials for electrical distribution system
- Buyer is responsible for getting electrical power to the site, coordination with the utility, and any power company fees

Payment Terms

Final payment terms are subject to approval by Musco credit department. Final payment shall not be withheld by Buyer on account of delays beyond the control of Musco.

Email a copy of the Purchase Order to Musco Sports Lighting, LLC:

Musco Sports Lighting, LLC
 Attn: Musco Contracts
 Email: musco.contracts@musco.com

All Purchase orders should note the following:
Sourcewell Purchase – Contract Number: 041123-MSL

Delivery Timing

8 - 10 weeks for delivery of materials to the job site from the time of order, submittal approval, and confirmation of order details including voltage, phase, and pole/luminaire locations.

Notes

Quote is based on following conditions:

- Shipment of entire project together to one location.
- 240 Volt, 1 phase electrical system requirement.
- Structural code and wind speed = 2018 IBC, 115 mph, Exposure C, Importance Factor 1.
- Due to the built-in custom light control per luminaire, pole or luminaire locations need to be confirmed prior to production. Changes to pole or luminaire locations after the product is sent to production could result in additional charges.

Thank you for considering Musco for your lighting needs. Please contact me with any questions or if you need additional details.

Brise Bennett
Territory Sales Associate
Musco Sports Lighting, LLC
211 2nd Avenue West – PO Box 808
Oskaloosa, IA 52577, USA
Phone: 724-856-2812
E-mail: brise.bennett@musco.com

Hughesville High School Fields
Hughesville, Pennsylvania
Retrofit Scope of Work

Customer Responsibilities:

1. Complete access to the site for construction using standard 2-wheel drive rubber tire equipment.
2. Locate existing underground utilities not covered by your local utilities (i.e. water lines, electrical lines, irrigation systems, and sprinkler heads). Musco or Subcontractor will not be responsible for repairs to unmarked utilities.
3. Locate and mark field reference points per Musco supplied layout (i.e. home plate, center of FB field).
4. Ensure usability of existing underground wiring.
5. Pay any necessary power company fees and requirements.
6. Pay all permitting fees.
7. Provide any existing as-built documents or drawings.
8. Provide sealed Electrical Plans (if required).

Musco Responsibilities:

1. Provide required fixtures, electrical enclosures, mounts, hardware, wire harnesses, and control cabinets.
2. Provide poletop luminaire assembly on (4) poles and SportsCluster® poletop luminaire assembly on (4) poles
3. Provide fixture layout and aiming diagram.
4. Provide Contract Management as required.
5. Assist our installing subcontractor and ensure our responsibilities are satisfied.

Subcontractor Responsibilities

General:

1. Obtain any required permitting.
2. Contact your local UDig for locating underground public utilities and confirm they have been clearly marked.
3. Contact the facility owner/manager to confirm the existing private underground utilities and irrigation systems have been located and are clearly marked to avoid damage from construction equipment. Notify owner and repair damage to marked utilities. Notify owner and Musco regarding damage which occurred to unmarked utilities.
4. Provide labor, equipment, and materials to offload equipment at jobsite per scheduled delivery.
5. Provide storage containers for material, (including electrical components enclosures), as needed.
6. Provide necessary waste disposal and daily cleanup.
7. Provide adequate security to protect Musco delivered products from theft, vandalism, or damage during the installation.
8. Keep all heavy equipment off playing fields when possible. Repair damage to grounds which exceeds that which would be expected. Indentations caused by heavy equipment traveling over dry ground would be an example of expected damage. Ruts and sod damage caused by equipment traveling over wet grounds would be an example of damage requiring repair.
9. Provide startup and aiming as required to provide complete and operating sports lighting system.
10. Installation to commence upon delivery and proceed without interruption until complete. Musco to be immediately notified of any breaks in schedule or delays.
11. Complete and submit Musco provided closeout checklist including required pictures.

Demolition:

1. Disassemble and leave at owner designated location on site the existing fixtures, and electrical enclosures. This will include the recycling of lamps, aluminum reflectors, ballast, and steel, as necessary.
2. Leave existing ground wires and power feed in place for connection to new lighting equipment.

Retrofit Musco Equipment to Existing Poles:

1. Provide labor, materials, and equipment to assemble and install Musco TLC for LED® equipment on existing poles and terminate grounding and power feed. Power feed may need to be reworked to adapt to the new Musco equipment.
2. Ensure grounding components meet minimum standards required by NEC and NFPA780.
3. For concrete poles, provide new lightning down conductor(aluminum) and $\frac{5}{8}$ in copper ground rod. For poles 75 ft (22 m) or less use 1/0 AWG, poles over 75 ft (22 m) use 4/0 AWG conductor. Bond internal pole ground to new down conductor.
4. For steel poles, provide new ground rod and pole bonding conductor per NFPA Annex A.1.6.
5. Down conductor shall be converted to copper wire for any underground runs and bonded to ground rod(s).
6. Ensure all Musco components are bonded to both equipment and lightning grounds. No upward sweeps allowed for lightning down conductor or bonding jumper(s). See installation instructions for further information.
7. Test ground resistance with 3-point ground resistance test, using instructions provided. Confirm 25 ohms or less for each pole. Install additional ground rods or create grounding grid until resistance of 25 ohms or less is achieved. Record all results on form provided and submit readings to Musco.

Electrical:

1. **Provide materials, and equipment to reuse existing electrical service panels as required.**
2. **Provide materials, and equipment to reuse existing electrical wiring as permitted.**
3. Complete electrical installation per Musco Control System Summary and Musco Best Practices: Supply Wiring Installation document. If there are any discrepancies between Musco documents and electrical plans (if present), notify your Musco contact.
4. Complete required insulation resistance tests on all current-carrying conductors per ANSI/NETA ATS-2021. Use the instructions and forms provided by Musco to provide test results to your Musco contact. Note conduits must be full of water prior to testing. Any new conductors with resistance values less than ($<$) 100 M Ω ms - phase to ground - must be repaired or replaced to meet the standard. Any existing conductors with resistance values less than ($<$) 100 M Ω ms - phase to ground - must be reported to your Project Manager or Sales Coordinator.
5. Underground splices are strongly discouraged. Disconnects in light poles are rated for multiple conductors to allow for daisy-chains - if required by electrical plans. If underground splicing cannot be avoided, use only listed connector systems, rated for wet locations.

Control-Link® Control and Monitoring:

1. Provide labor, equipment, and materials to install Musco control and monitoring cabinet and terminate all necessary wiring.
2. Provide a dedicated 120 V 20 A controls circuit or a step-down transformer for 120 V control circuit if not available.
3. Check all zones to make sure they work in both auto and manual mode.
4. Commission Control-Link by contacting Control-Link Central™ at 877-347-3319.



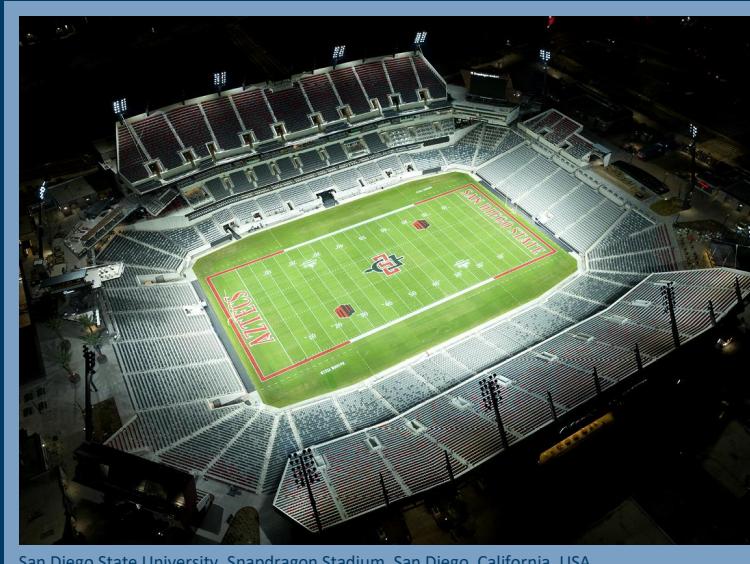
We Make It Happen®



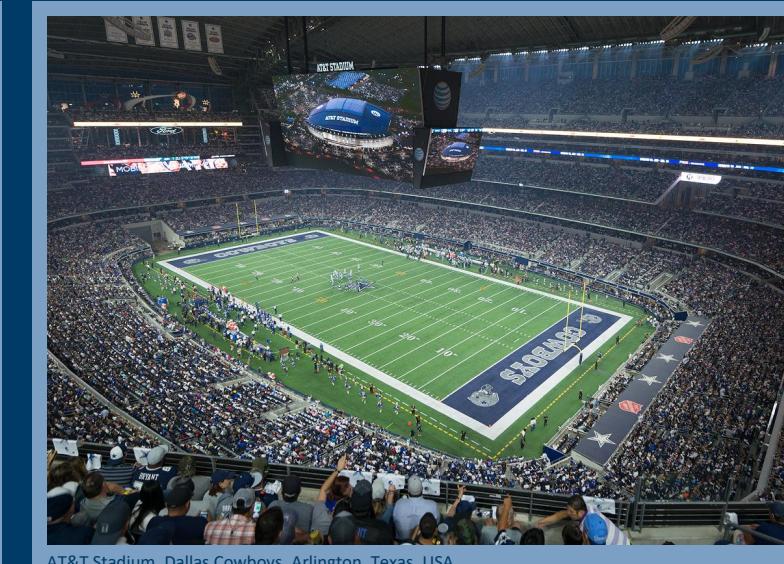
Elk River High School Stadium, Elk River, Minnesota, USA



Waukee Northwest High School, Waukee, Iowa, USA



San Diego State University, Snapdragon Stadium, San Diego, California, USA



AT&T Stadium, Dallas Cowboys, Arlington, Texas, USA

East Lycoming High School Fields Hughesville, PA



Sales Representative: Darren Steele · Designed By: Vashon Alexander · Design No.: 214499D · October 14, 2025

East Lycoming High School Fields

Hughesville, PA

LIGHTING SYSTEM

Structure/Fixture Summary

Structure ID	Structure Height	Fixt. Attachment Ht.	Fixture Qty	Fixture Type	Load	Circuit
A1-A4	70'	70'	7	TLC-LED-1500	9.87 kW	A
		23'	2	TLC-BT-575	1.15 kW	A
S1-S4	70'	70'	5	TLC-LED-1500	7.05 kW	B
8			56		72.28 kW	

Circuit Summary

Circuit	Description	Load	Fixture Qty
A	Football	44.08 kW	36
B	Soccer	28.20 kW	20

Fixture Type Summary

Type	Circuit	Source	Wattage	Lumens	L90	L80	L70	Quantity
TLC-BT-575	A	LED 5700K - 75 CRI	575W	52,000	>120,000	>120,000	>120,000	8
TLC-LED-1500	A	LED 5700K - 75 CRI	1410W	181,000	>120,000	>120,000	>120,000	28
TLC-LED-1500	B	LED 5700K - 75 CRI	1410W	181,000	>120,000	>120,000	>120,000	20

Single Fixture Amperage Draw Chart

Driver Specifications (.90 min power factor)	Line Amperage Per Fixture (max draw)							
	Single Phase Voltage	208 (60)	220 (60)	240 (60)	277 (60)	347 (60)	380 (60)	480
TLC-LED-1500	8.4	7.9	7.3	6.3	5.0	4.6	3.6	
TLC-BT-575	3.3	3.2	2.9	2.5	2.0	1.8	1.5	

Light Level Summary

Grid Name	Calculation Metric	Illumination Ave					Circuits	Fixture Qty
		Ave	Min	Max	Max/Min	Ave/Min		
Football	Horizontal Illuminance	43.69	34	56	1.65	1.29	A	36
Soccer	Horizontal Illuminance	32.27	24	40	1.63	1.32	B	20
Track	Horizontal Illuminance	25.07	1	52	37.26	18.03	A	36

Guaranteed Performance: The ILLUMINATION described above is guaranteed per your Musco Warranty document.

Field Measurements: Individual field measurements may vary from computer-calculated predictions.

Electrical System Requirements: Refer to Amperage Draw Chart and/or the **"Musco Control System Summary"** for electrical sizing.

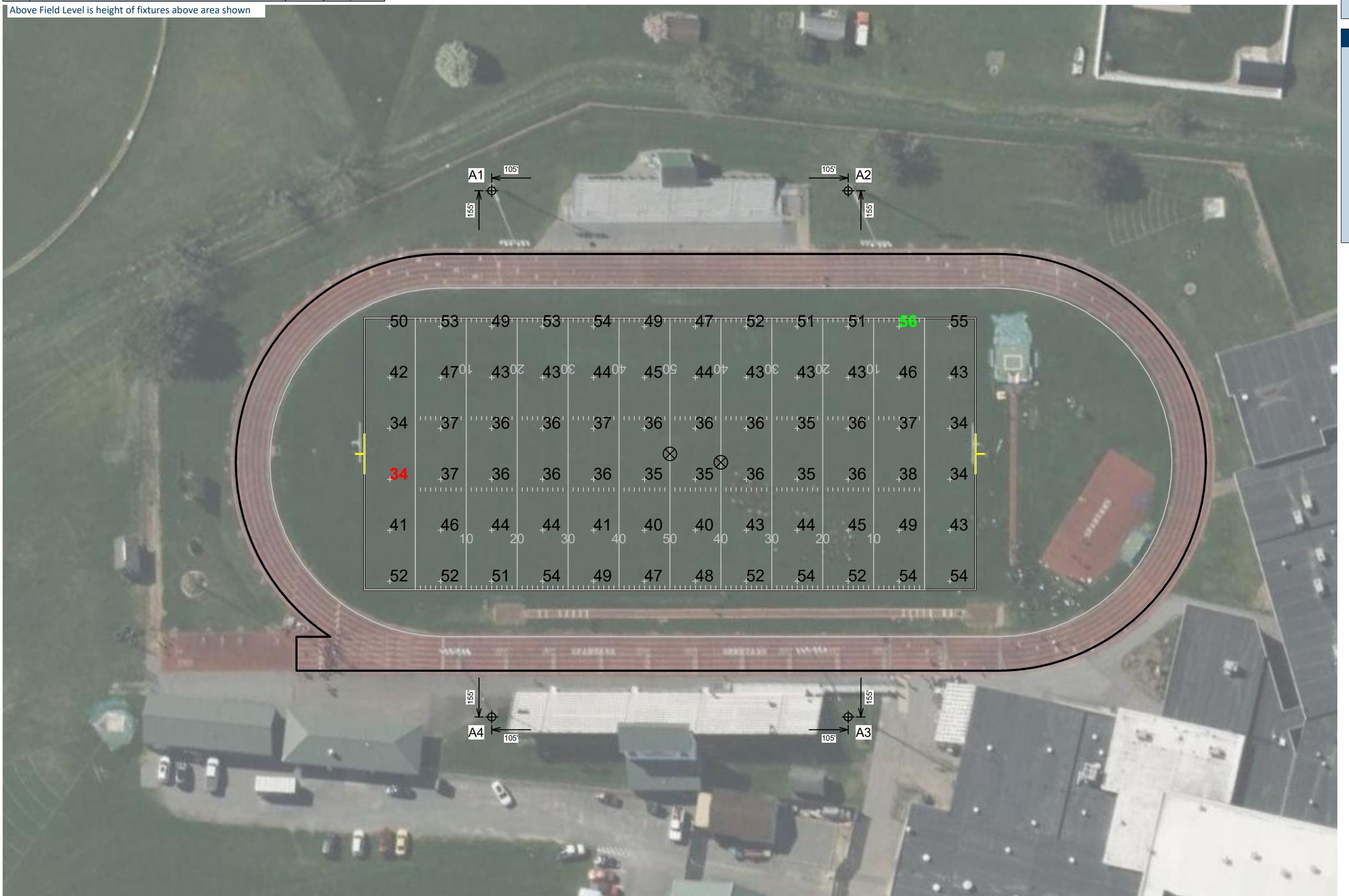
Installation Requirements: Results assume $\pm 3\%$ nominal voltage at line side of the driver and structures located within 3 feet (1m) of design locations.



Equipment List For Areas Shown

Structure				Fixtures				
QTY	STRUCTURE ID	SIZE	GRADE ELEVATION	ABOVE FIELD LEVEL	Fixture Type	QTY/POLE	THIS GRID	OTHER GRIDS
4	A1-A4	70'	-	70'	TLC-LED-1500	7	7	0
				22.5'	TLC-BT-575	2	2	0
4	Totals							
	36							

Above Field Level is height of fixtures above area shown



SCALE IN FEET 1 : 60



0' 60' 120'

ENGINEERED DESIGN By: Vashon Alexander • File #214499D • 14-Oct-25

Pole location(s) \oplus dimensions are relative
to 0,0 reference point(s) \otimes

East Lycoming High School Fields

Hughesville, PA

Grid Summary

Name: Football
Size: 360' x 160'
Spacing: 30.0' x 30.0'
Height: 3.0' above grade

Illumination Summary

MAINTAINED HORIZONTAL FOOTCANDLES

Entire Grid	
Guaranteed Average	40
Scan Average	43.69
Maximum	56
Minimum	34
Avg/Min	1.29
Guaranteed Max/Min	2
Max/Min	1.65
UG (adjacent pts)	1.28
CU	0.51
No. of Points	72
Fixture Information	
Applied Circuits	A
No. of Fixtures	36
Total Load	44.08 kW

Guaranteed Performance: The ILLUMINATION described above is guaranteed per your Musco Warranty document.

Field Measurements: Individual field measurements may vary from computer-calculated predictions.

Electrical System Requirements: Refer to Amperage Draw Chart and/or the "Musco Control System Summary" for electrical sizing.

Installation Requirements: Results assume $\pm 3\%$ nominal voltage at line side of the driver and structures located within 3 feet (1m) of design locations.



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ILLUMINATION SUMMARY

Equipment List For Areas Shown									
Structure				Fixtures					
QTY	STRUCTURE ID	SIZE	GRADE ELEVATION	ABOVE FIELD LEVEL	Fixture Type	QTY/POLE	THIS GRID	OTHER GRIDS	
4	A1-A4	70'	-	70'	TLC-LED-1500	7	7	0	
				22.5'	TLC-BT-575	2	2	0	
4					Totals	36	36	0	

Above Field Level is height of fixtures above area shown



SCALE IN FEET 1 : 60
 0' 60' 120'

ENGINEERED DESIGN By: Vashon Alexander • File #214499D • 14-Oct-25

Pole location(s) dimensions are relative to 0,0 reference point(s)

East Lycoming High School Fields

Hughesville, PA

Grid Summary

Name: Track
Size: Irregular
Spacing: 30.0' x 30.0'
Height: 3.0' above grade

Illumination Summary

MAINTAINED HORIZONTAL FOOTCANDLES

Entire Grid
Scan Average: 25.07
Maximum: 52
Minimum: 1
Avg/Min: 18.03
Max/Min: 37.26
UG (adjacent pts): 0.00
CU: 0.18
No. of Points: 45

Fixture Information

Applied Circuits: A
No. of Fixtures: 36
Total Load: 44.08 kW

Guaranteed Performance: The ILLUMINATION described above is guaranteed per your Musco Warranty document.

Field Measurements: Individual field measurements may vary from computer-calculated predictions.

Electrical System Requirements: Refer to Amperage Draw Chart and/or the "Musco Control System Summary" for electrical sizing.

Installation Requirements: Results assume $\pm 3\%$ nominal voltage at line side of the driver and structures located within 3 feet (1m) of design locations.

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ILLUMINATION SUMMARY

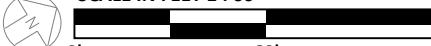
Equipment List For Areas Shown

Structure				Fixtures				
QTY	STRUCTURE ID	SIZE	GRADE ELEVATION	ABOVE FIELD LEVEL	Fixture Type	QTY/POLE	THIS GRID	OTHER GRIDS
4	S1-S4	70'	-	70'	TLC-LED-1500	5	5	0
4				Totals		20	20	0

Above Field Level is height of fixtures above area shown



SCALE IN FEET 1 : 60



ENGINEERED DESIGN By: Vashon Alexander • File #214499D • 14-Oct-25

 Pole location(s) \oplus dimensions are relative
to 0,0 reference point(s) \otimes
East Lycoming High School Fields

Hughesville, PA

Grid Summary

 Name: Soccer
 Size: 360' x 225'
 Spacing: 30.0' x 30.0'
 Height: 3.0' above grade

Illumination Summary

MAINTAINED HORIZONTAL FOOTCANDLES	
Entire Grid	30
Guaranteed Average	30
Scan Average	32.27
Maximum	40
Minimum	24
Avg/Min	1.32
Guaranteed Max/Min	2.5
Max/Min	1.63
UG (adjacent pts)	1.29
CU	0.76
No. of Points	96
Fixture Information	
Applied Circuits	B
No. of Fixtures	20
Total Load	28.20 kW

Guaranteed Performance: The ILLUMINATION described above is guaranteed per your Musco Warranty document.

Field Measurements: Individual field measurements may vary from computer-calculated predictions.

Electrical System Requirements: Refer to Amperage Draw Chart and/or the "Musco Control System Summary" for electrical sizing.

Installation Requirements: Results assume $\pm 3\%$ nominal voltage at line side of the driver and structures located within 3 feet (1m) of design locations.


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ILLUMINATION SUMMARY

East Lycoming High School Fields

Hughesville, PA

Equipment Layout

INCLUDES:

- Football
- Soccer
- Track

Electrical System Requirements: Refer to Amperage Draw Chart and/or the "Musco Control System Summary" for electrical sizing.

Installation Requirements: Results assume $\pm 3\%$ nominal voltage at line side of the driver and structures located within 3 feet (1m) of design locations.

Equipment List For Areas Shown

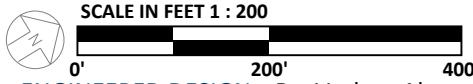
QTY	STRUCTURE ID	SIZE	GLOBAL ELEVATION	Fixtures		QTY/POLE
				Above Global Level	Fixture Type	
4	A1-A4	70'	-	70' 22.5'	TLC-LED-1500 TLC-BT-575	7 2
4	S1-S4	70'	-	70'	TLC-LED-1500	5
Totals						56

Above Global Level is height of fixtures above design (0,0)

Single Fixture Amperage Draw Chart

Driver Specifications (.90 min power factor)	Line Amperage Per Fixture (max draw)						
	208 (60)	220 (60)	240 (60)	277 (60)	347 (60)	380 (60)	480 (60)
Single Phase Voltage	8.4	7.9	7.3	6.3	5.0	4.6	3.6
TLC-LED-1500	3.3	3.2	2.9	2.5	2.0	1.8	1.5



SCALE IN FEET 1 : 200

 Pole location(s)  dimensions are relative
 to 0,0 reference point(s) 

ENGINEERED DESIGN By: Vashon Alexander • File #214499D • 14-Oct-25


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EQUIPMENT LAYOUT



Book	Policy Manual
Section	000 Local Board Procedures
Title	Authority and Powers
Code	002
Status	Active
Legal	2. 24 P.S. 211 3. 24 P.S. 301 4. 24 P.S. 501 5. 24 P.S. 502 6. 24 P.S. 503 7. 24 P.S. 507 8. 24 P.S. 510 9. 24 P.S. 407 10. 24 P.S. 511 11. 24 P.S. 801 12. 24 P.S. 803 13. 24 P.S. 1301 15. 22 PA Code 4.13 16. Pol. 100 17. Pol. 102 18. Pol. 000 19. PA Const. Art. III Sec. 14 20. 24 P.S. 1302 21. 24 P.S. 1411
Adopted	November 17, 2009
Last Revised	July 15, 2014

Authority

The authority to establish, equip, furnish, operate and maintain the public schools of East Lycoming School District is vested in the Board of School Directors, which is a body corporate and is constituted and governed by Title 24 of the Pennsylvania Statutes, the Public School Code of 1949 as amended, Article III of the Pennsylvania Constitution and applicable federal and state laws and regulations.[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[19\]](#)

Powers

The Board shall establish such schools as are required for the education of every student residing in East Lycoming School District between the ages of six (6) and twenty-one (21) years who may attend school; shall equip, furnish, operate, and maintain the schools; shall adopt and enforce rules and regulations for the management of school affairs and the conduct and deportment of employees and students; and shall levy and collect taxes as may be necessary, in addition to the annual state appropriation, for the exercise of aforesaid powers.[\[2\]](#)[\[9\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[20\]](#)[\[21\]](#)

The Board shall act as the general agent of the residents of the school district in matters of public education. It shall establish educational goals and academic standards for district schools and govern an educational program designed to meet those goals and standards and to support student achievement. The Board shall be responsible for establishing, maintaining and evaluating the educational programs in district schools, and for enforcing mandatory laws and regulations.[\[3\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)

The Board, in accordance with its statutory mandate, shall adopt Board procedures for its own operation, and policies for the guidance of the Superintendent in the operation of the school district. Board procedures and policies shall be consistent with law, have a rational and substantial relationship to a legitimate purpose of the Board, and be directed towards the maintenance and support of a thorough and efficient system of public education in this district.[\[9\]](#)[\[18\]](#)

The powers of the Board of School Directors are not vested in the individual Board member. No such individual is authorized to act on behalf of the Board to carry out any of the Board's authorized powers, except for those acts stated in law.[\[3\]](#)



Book	Policy Manual
Section	900 Community
Title	School Visitors
Code	907
Status	Active
Legal	1. 24 P.S. 510 2. Pol. 705 3. Pol. 709 4. 22 PA Code 14.108 5. 24 P.S. 2402 (Military Uniform) 6. Pol. 250
Adopted	March 14, 2023

Authority

The Board welcomes and encourages interest in district educational programs and other school-related activities. The Board recognizes that such interest may result in visits to school by parents/guardians, adult residents, educators and other officials. To ensure order in the schools and to protect students and employees, it is necessary for the Board to establish policy governing school visits.[\[1\]](#)

Delegation of Responsibility

The Superintendent or designee and building principal have the authority to prohibit the entry of any individual to a district school, in accordance with Board guidelines and state and federal law and regulations.

The Superintendent or designee and building principal may limit visitors to designated areas or may limit the number of visitors to a district school when necessary to protect the health and safety of students, staff and the public.

The Superintendent or designee shall develop administrative regulations to implement this policy and control access to school buildings and school classrooms.

Guidelines

Persons wishing to visit a school should make arrangements in advance with the school office in that building.

Upon arrival at the school, visitors must register at the office where they must provide any required information or identification to protect the health and safety of students, staff and the school community, as well a sign in and sign out receive a district issued visitor identification badge.

Only one (1) designated entrance that is monitored and capable of controlling visitor entry shall be used by visitors to the school. All other entrances shall be locked.[3]

All staff members shall be responsible for requiring a visitor demonstrate that the visitor has a visitor's pass, and has registered at the school office and received authorization to be present for the purpose of conducting business.

No visitor may confer with a student in school without the approval of the building principal.

Should an emergency require that a student be called to the school office to meet a visitor, the building principal or designee shall be present during the meeting.

Failure to comply with this policy shall result in more limited access to the school as determined by the building principal, consistent with Board policies, administrative regulations, school rules and federal and state law and regulations.

Classroom Visitations

Parents/Guardians may request to visit their child's classroom, but the request must be made prior to the visit, in accordance with established administrative regulations.[1][4]

The building principal or program supervisor must grant prior approval for the visit, and shall notify the classroom teacher prior to the visit.

Parents/Guardians shall be limited to one (1) class period per month, per child in the school for classroom visitations, in order to minimize disruption of the classroom schedule and the educational program. Parental participation in classroom activities or programs such as room parents, back-to-school events, and chaperones for field trips shall not constitute a classroom visit for purposes of this policy.

The building principal or program supervisor and classroom teacher have the authority to ask a visitor to leave if the visitor disrupts the classroom routine, educational program or daily schedule, or if a visitor violates Board policy. Failure to leave when asked or repeated, documented disruptions may result in loss of classroom visitation privileges.

Military Personnel

Members of the active and retired Armed Forces, including the National Guard and Reserves, shall be permitted to:[5][6]

1. Visit and meet with district employees and students when such visit is in compliance with Board policy and district procedures.
2. Wear official military uniforms while on district property.



Book	Policy Manual
Section	000 Local Board Procedures
Title	Authority and Powers
Code	002
Status	Active
Legal	

16. Pol. 100

17. Pol. 102

18. Pol. 000

Adopted November 17, 2009

Last Revised July 15, 2014

Authority

The authority to establish, equip, furnish, operate and maintain the public schools of East Lycoming School District is vested in the Board of School Directors, which is a body corporate and is constituted and governed by Title 24 of the Pennsylvania Statutes, the Public School

Code of 1949 as amended, Article III of the Pennsylvania Constitution and applicable federal and state laws and regulations.

Powers

The Board shall establish such schools as are required for the education of every student residing in East Lycoming School District between the ages of six (6) and twenty-one (21) years who may attend school; shall equip, furnish, operate, and maintain the schools; shall adopt and enforce rules and regulations for the management of school affairs and the conduct and deportment of employees and students; and shall levy and collect taxes as may be necessary, in addition to the annual state appropriation, for the exercise of aforesaid powers.

The Board shall act as the general agent of the residents of the school district in matters of public education. It shall establish educational goals and academic standards for district schools and govern an educational program designed to meet those goals and standards and to support student achievement. The Board shall be responsible for establishing, maintaining and evaluating the educational programs in district schools, and for enforcing mandatory laws and regulations. [16][17]

Any School Director may visit a classroom for the purpose of observing and evaluating instructional time in any subject. The School Director choosing to visit a classroom shall notify the Building Principal and coordinate with that Principal all details of their visit. The Building Principal may at their discretion allow the School Director to communicate and coordinate their visit directly with the Teacher. All School Directors when visiting a classroom for observation and evaluation of instructional time shall abide by the rules and procedures set forth in policy 907.

The Board, in accordance with its statutory mandate, shall adopt Board procedures for its own operation, and policies for the guidance of the Superintendent in the operation of the school district. Board procedures and policies shall be consistent with law, have a rational and substantial relationship to a legitimate purpose of the Board, and be directed towards the maintenance and support of a thorough and efficient system of public education in this district.

[18]

The powers of the Board of School Directors are not vested in the individual Board member. No such individual is authorized to act on behalf of the Board to carry out any of the Board's authorized powers, except for those acts stated in law.



Book	Policy Manual
Section	000 Local Board Procedures
Title	Principles for Governance and Leadership
Code	011
Status	Active
Adopted	January 6, 2016
Last Revised	March 14, 2023

This board policy supports the Principles for Governance and Leadership adopted by the board and signed by individual school directors.

Pennsylvania school boards are committed to providing every student the opportunity to grow and achieve. Our actions, as elected and appointed board members, ultimately have both short and long-term impact in the classroom. Therefore, we pledge that we will . . .

Lead Responsibly

- Prepare for, attend, and actively participate in board meetings
- Work together with civility and cooperation, respecting that individuals hold differing opinions and ideas
- Participate in professional development, training, and board retreats
- Collaborate with the Superintendent, acknowledging their role as the 10th member of the board and commissioned officer of the Commonwealth

Act Ethically

- Never use the position for improper benefit to self or others
- Avoid actual or perceived conflicts of interest
- Recognize school directors do not possess any authority outside of the collective board
- Accept that when a board has made a decision, it is time to move forward collectively and constructively

Plan Thoughtfully

- Implement a collaborative strategic planning process
- Set annual goals that are aligned with comprehensive plans, recognizing the need to adapt as situations change
- Develop a comprehensive financial plan and master facilities plan that anticipates short and long-term needs
- Allocate resources to effectively impact student success

Evaluate Continuously

- Make data-informed decisions
- Evaluate the Superintendent annually
- Conduct a board self-assessment on a recurring basis
- Focus on student growth and achievement

- Review effectiveness of all comprehensive and strategic plans

Communicate Clearly

- Promote open, honest, and respectful dialogue among the board, staff, and community
- Acknowledge and listen to varied input from all stakeholders
- Promote transparency while protecting necessary confidential matters
- Set expectations and guidelines for individual board member communication

Advocate Earnestly

- Promote public education as a keystone of our Commonwealth
- Engage the community by seeking input, building support networks, and generating action
- Champion public education by engaging local, state, and federal officials

Govern Effectively

- Establish and adhere to rules and procedures for board operations
- Develop, adopt, revise, and review policy routinely
- Align board decisions to policy ensuring compliance with the PA School Code and other local, state, and federal laws
- Remain focused on the role of governance, effectively delegating management tasks to the administration



Book	Policy Manual
Section	300 Employees
Title	Remote Work
Code	309.1
Status	Active
Legal	<ul style="list-style-type: none">1. Pol. 8052. Pol. 113.43. Pol. 2164. Pol. 3245. Pol. 7086. Pol. 3347. Pol. 3358. Pol. 3369. Pol. 33910. Pol. 33011. Pol. 332Pol. 815Pol. 824
Adopted	March 14, 2023

Purpose

The Board recognizes that in certain limited circumstances it may be appropriate to allow or require district employees to work remotely.[1]

The Board adopts the following policy to establish district rules for employees who work from a remote or other work location.

Definitions

Remote work location – a worksite other than an employee's regularly assigned place of work, typically the employee's residence.

Remote/Remote Working – the performance of the assigned essential functions of an employee's job at a remote work location via electronic means in accordance with the employee's usual expected standards of performance and other approved or agreed-upon terms.

Remote Work Agreement – a written agreement that details the terms and conditions to permit an employee to engage in remote working.

Remote Working Employee – a district employee who can perform all of their assigned essential job duties at a remote work location. The employee must have a suitable designated workspace at the remote work location and access to any computer and communications equipment necessary for the completion of tasks.

Delegation of Responsibility

The Board directs the Superintendent or designee to develop procedures that outline circumstances under which employees may remote work and the expectations for such employees while working remotely.

Guidelines

Employees may be required to sign a remote work agreement, or acknowledge remote working provisions in an applicable collective bargaining agreement, prior to working in a remote work location, which may be waived under emergency conditions at the Board's discretion or as specified in this policy.

Such an agreement may include, but is not limited to, the following considerations:

1. Acknowledgement that the employee's compensation, benefits, work hours, and performance expectations shall not change while remote working.
2. The employee shall be subject to and shall comply with the same Board policies, administrative regulations, and standards of conduct as are expected at their regularly assigned place of work.
3. A remote working employee's performance shall be monitored and assessed in the same manner as employees working from their regularly assigned place of work.
4. The employee shall work from a dedicated workspace that is free from health or safety hazards, undue distractions, or undue risk that confidential or private information will be discovered, or that district equipment permitted to be brought to the remote work location will be stolen or damaged.[2][3][4]
5. The employee shall obtain permission from their supervisor before bringing district property to a remote work location and will provide the supervisor with a written list of all such equipment.
6. The employee shall be personally responsible for any district equipment brought to the remote work location, shall be fully liable for any damage or loss occurring to the equipment during the period of use, and shall be responsible for its safe return.[5]
7. The employee does not have a right to remote work and the remote working arrangement may be terminated by the Board or Superintendent at any time.
8. The employee shall notify their supervisor if the employee is not able to perform all assigned job duties, essential or nonessential, at the remote work location.

General Conditions

Employees whose physical presence at their regularly assigned place of work is essential to the performance of their duties may not be permitted to remote work.

An employee may not work remotely as a replacement for personal or vacation leave.[6][7][8][9]

Attendance at the employee's regularly assigned place of work for onsite meetings, conferences, training sessions, and other school business activities may be required on scheduled remote work days.

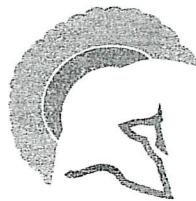
Nonexempt employees shall not be permitted to work overtime or during non-working hours while remote working without authorization from the employee's immediate supervisor, in accordance with law and Board policy.[10][11]

All remote working employees shall be subject to and shall comply with the same Board policies, administrative regulations, and standards of conduct as are expected under normal working conditions.

Emergency Conditions

In the event that local, state or federal officials, or any similar authority with appropriate jurisdiction, declare an emergency condition that prevents or discourages public gatherings due to a public health or safety concern, or closes school buildings, the Board authorizes individual employees or designated classifications of employees to be permitted to work remotely in accordance with established procedures or as otherwise directed.[1]

For district employees unable to perform their assigned essential job duties while working remotely, such employees may be required to take any available accrued leave, whether paid or unpaid, in accordance with applicable Board policies or provisions of an administrative compensation plan, individual contract, collective bargaining agreement or Board resolution.[6][7][8][9]



Book	Policy Manual
Section	300 Employees
Title	Remote Work
Code	309.1
Status	Active
Legal	1. Pol. 805 2. Pol. 113.4 3. Pol. 216 4. Pol. 324 5. Pol. 708 6. Pol. 334 7. Pol. 335 8. Pol. 336 9. Pol. 339 10. Pol. 330 11. Pol. 332 Pol. 815 Pol. 824
Adopted	March 14, 2023

Purpose

The Board recognizes that in ~~certain limited circumstances~~ only in emergency situations it may be appropriate to allow or require district employees to work remotely. [1]

The Board adopts the following policy to establish district rules for employees who work from a remote or other work location.

Definitions

Remote work location – a worksite other than an employee's regularly assigned place of work, typically the employee's residence.

Remote/Remote Working – the performance of the assigned essential functions of an employee's job at a remote work location via electronic means in accordance with the employee's usual expected standards of performance and other approved or agreed-upon

terms.

Remote Work Agreement – a written agreement that details the terms and conditions to permit an employee to engage in remote working.

Remote Working Employee – a district employee who can perform all of their assigned essential job duties at a remote work location. The employee must have a suitable designated workspace at the remote work location and access to any computer and communications equipment necessary for the completion of tasks.

Delegation of Responsibility

The Board ~~directs the Superintendent or designee to shall~~ develop procedures that outline circumstances under which employees may remote work and the expectations for such employees while working remotely.

Guidelines

Employees may be required to sign a remote work agreement, or acknowledge remote working provisions in an applicable collective bargaining agreement, prior to working in a remote work location, which may be waived under emergency conditions at the Board's discretion or as specified in this policy.

Such an agreement may include, but is not limited to, the following considerations:

1. Acknowledgement that the employee's compensation, benefits, work hours, and performance expectations shall not change while remote working.
2. The employee shall be subject to and shall comply with the same Board policies, administrative regulations, and standards of conduct as are expected at their regularly assigned place of work.
3. A remote working employee's performance shall be monitored and assessed in the same manner as employees working from their regularly assigned place of work.
4. The employee shall work from a dedicated workspace that is free from health or safety hazards, undue distractions, or undue risk that confidential or private information will be discovered, or that district equipment permitted to be brought to the remote work location will be stolen or damaged.[2][3][4]
5. The employee shall obtain permission from their supervisor before bringing district property to a remote work location and will provide the supervisor with a written list of all such equipment.
6. The employee shall be personally responsible for any district equipment brought to the remote work location, shall be fully liable for any damage or loss occurring to the equipment during the period of use, and shall be responsible for its safe return.[5]
7. The employee does not have a right to remote work and the remote working arrangement may be terminated by the Board or Superintendent at any time.
8. The employee shall notify their supervisor if the employee is not able to perform all assigned job duties, essential or nonessential, at the remote work location.

General Conditions

Employees whose physical presence at their regularly assigned place of work is essential to the performance of their duties may not be permitted to remote work.

An employee may not work remotely as a replacement for personal or vacation leave.[6][7][8][9]

Attendance at the employee's regularly assigned place of work for onsite meetings, conferences, training sessions, and other school business activities may be required on scheduled remote work days.

Nonexempt employees shall not be permitted to work overtime or during non-working hours while remote working without authorization from the employee's immediate supervisor, in accordance with law and Board policy.[10][11]

All remote working employees shall be subject to and shall comply with the same Board policies, administrative regulations, and standards of conduct as are expected under normal working conditions.

Emergency Conditions

In the event that local, state or federal officials, or any similar authority with appropriate jurisdiction, declare an emergency condition that prevents or discourages public gatherings due to a public health or safety concern, or closes school buildings, the Board authorizes individual employees or designated classifications of employees to be permitted to work remotely in accordance with established procedures or as otherwise directed.[1]

For district employees unable to perform their assigned essential job duties while working remotely, such employees may be required to take any available accrued leave, whether paid or unpaid, in accordance with applicable Board policies or provisions of an administrative compensation plan, individual contract, collective bargaining agreement or Board resolution.[6][7][8][9]