



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
 FEBRUARY 3, 2026 @7:00 PM
 POLICY 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 public comments on agenda items. **Mr. Dudek**

- V. COMMITTEE OF THE WHOLE**
 - A. Business / Financial Discussion
 - 1. Directory of Technology Job Description **(BF-1)**
 - 2. E-Rate Proposal for Internet **(BF-2)**
 - 3. Other Business / Financial Items for Future Board Consideration

 - B. Academic Discussion
 - 1. Academic Overview **(AC-1)**
 - 2. 2026-2027 Draft School Calendar updated **(AC-2)**
 - 3. K-12 Guidance 339 Plan **(AC-3)**
 - 4. Foreign Exchange Student from France **(AC-4)**
 - 5. Field Trips:
 - a) 2/5/26 BLaST Williamsport (PA Keystone Competition) J.H. Gifted Students
 Number of Students: 6 Cost to Students: \$0.00 Cost to District: \$61.00
 - b) 2/25/26 Williamsport YMCA Pre-K Students
 Number of Students: 40 Cost to Students: \$0.00
 Cost to District: \$0.00 (Pre-k Counts Grant Funded)
 - c) 3/9/26 Hughesville Fire Hall High School Health Science Club
 Number of Students: 6 Cost to Students: \$0.00 Cost to District: \$62.50
 - d) 3/12/26 Penn College High School
 Number of Students: 18 Cost to Students: \$0.00 Cost to District: \$300.00
 - e) 3/23/26 US Holocaust Memorial Museum High School
 Number of Students: 90 Cost to Students: \$40.00 (meals)
 Cost to District: \$250.00 (Substitutes)
 Remainder funded by Lycoming County Brotherhood Alliance
 - f) 3/28/26 Northern Tioga School High School and Ashkar Battle of the Books
 Number of Students: 27 Cost to Students: \$10-\$15 (Lunch) Cost to District: \$551.00
 - g) 4/16/26 Lycoming College (STEM Design Challenge) J.H. Gifted Students
 Number of Students: 6 Cost to Students: \$0.00 Cost to District: \$49.00

- h) 5/7/26 Lycoming Engines & Billtown Xscape Rooms Ferrell Grade 5
Number of Students: 19 Cost to Students: \$0.00 Cost to District: \$0.00 (PTAC Funded)
- i) 5/8/26 Kamin Science Ctr Renn & Ferrell Grade 6
Number of Students: 37 Cost to Students: \$10-20.00
Cost to District: \$0.00 (Ferrell PTAC and Renn PTO Funded)
- j) 5/14/26 BLaST Williamsport (24 Math Challenge) J.H. Gifted Students
Number of Students: 6 Cost to Students: \$0.00 Cost to District: \$61.00
- k) 5/15/26 Penn's Cave Ashkar Grade 2
Number of Students: 75 Cost to Students: \$0.00 Cost to District: \$0.00 (PTA Funded)
- l) 5/17/26 American Museum of Natural History High School Students
Number of Students: 44 Cost to Students: \$70.00 Cost to District: \$0.00 (Club Funded)
- m) 5/19/26 Camp Susque Renn Grade 2
Number of Students: 24 Cost to Students: \$0.00 Cost to District: \$0.00 (Renn PTO Funded)
- n) 5/21/26 Lake Tobias Ferrell Grade 3
Number of Students: 18 Cost to Students: \$0.00 Cost to District: \$0.00 (PTAC Funded)
- o) 5/22/26 Reptiland Ferrell Grade 1
Number of Students: 16 Cost to Students: \$0.00 Cost to District: \$0.00 (PTAC Funded)
- p) 5/27/26 Little League Museum/Hiawatha Ferrell Grade K
Number of Students: 14 Cost to Students: \$0.00 Cost to District: \$0.00 (PTAC Funded)
- q) 5/29/26 Harrisburg Capitol Building & Hershey Story/Chocolate World Renn Grade 5
Number of Students: 18 Cost to Students: \$10-20.00 (Optional)
Cost to District: \$0.00 (PTO Funded)

6. Other Academic Items for Future Board Consideration

C. Athletic Discussion

1. Other Athletic Items for Future Board Consideration

D. Facilities Discussion

- 1. Ferrell Playground Update **(FA-1)**
- 2. Wrestling Area / Football Locker Room Update **(FA-2)**
- 3. Stadium Light Alternatives **(FA-3)**
- 4. Facility Grant Project Proposals **(FA-4)**
- 5. Facility Tours - Board
- 6. Other Facility Items for Future Board Consideration

E. Policy Discussion

- 1. Policy Committee Report - Committee Chair - Scott Ritter
- 2. Other Policy Items for Future Board Consideration

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. AUDIENCE PARTICIPATION:

Questions or comments from residents of the district regarding board discussion topics or other school-related matters.

VIII. EXECUTIVE SESSION AFTER ADJOURNMENT (If needed)

Mr. Dudek

IX. ADJOURNMENT

Mr. Dudek

May I have a motion to adjourn this meeting?

Motion:

Second:

Discussion:

Vote: Yes _____ No _____

Time: _____ P.M.



Policy Committee

February 3, 2026

6:00PM - HHS Library Conference Room

1. Ethics Policy (008)
 - a. New Policy Proposal
2. Doctrine for Board Governance & Leadership
 - a. Proposal to replace Policy 011
3. Electronic Devices (237)
 - a. Limitation on cell phone use for students in grades 9-12
4. Administrative Regulations for 907 Classroom Visits by Parents and Board Members
 - a. Procedures
 - b. Protect student safety (Back Ground Clearances / Act 153 Volunteer Affidavit)
 - c. Protect student confidentiality (FERPA/IDEA)
5. Field Trips (121)

008 ETHICS POLICY

Purpose

The Board of Education (“Board”) adopts this Ethics Policy which shall apply to members of the Board of The East Lycoming School District, (“District”).

This Policy is intended to instill public confidence that Board Members are performing their duties as governance officers of the District with integrity and in the best interests of the District. First and foremost, all actions taken by the Board must be designed to further the objective that every child in the District has access to a high-quality public school, no matter where they live, or what they look like, or who they know.

To strengthen the public’s trust in the integrity of the Board and its Board Members, this Policy imposes restrictions beyond those contained in the Pennsylvania Public Official and Employee Ethics Act (“Ethics Act”). [1]

Board Members shall sign an acknowledgment agreeing to maintain compliance with this Policy. Copies of the signed acknowledgment shall be maintained in the The East Lycoming School District.

Overarching Principles

A. Board Members shall avoid impropriety and the appearance of impropriety and shall strictly adhere to standards and conduct that promote public confidence in the Board’s governance of the District. [2][3]

B. Board Members shall uphold the integrity and independence of the Board and perform the duties of their office impartially and diligently. [2]

C. Board Members shall carry out the obligations of their position in a fair, impartial, and objective manner.

D. Board Members shall not knowingly act in any way that creates an appearance of improper influence or potential conflict of interest that would violate the public’s trust.

E. Board Members shall not use or attempt to use their position as a Board Member to obtain unwarranted privileges or advantages for themselves or others. [2][3]

Definitions

Terms used herein shall have the meanings provided in the Ethics Act, unless modified herein to render a requirement more stringent. [1]

Board: The Board of Education of the District.

Board Member(s): One or more members of the Board.

Business: Any corporation, partnership, sole proprietorship, firm, enterprise, franchise, association, organization, self-employed individual, holding company, joint stock company, receivership, trust, or any legal entity organized for profit or not-for-profit.

Business with which someone is associated: Any business in which a Board Member or a member of the Board Member's immediate family is a director, officer, owner, employee, or has a financial interest.

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

De minimis economic impact: An economic consequence that has an insignificant effect.

Ethics Act: The Public Official and Employee Ethics Act, 65 Pa. C.S. §1101, et seq.

Financial interest: Any financial interest in a legal entity engaged in business for profit which comprises more than 5% of the equity of the business or more than 5% of the assets of the economic interest in indebtedness.

General Counsel: The General Counsel to the District or another attorney who has been designated, in writing, including electronic, by the General Counsel to carry out a particular duty or role.

Gift: Anything that is received without consideration of equal or greater value. "Gift" shall not include a commercially reasonable loan made in the ordinary course of business. The term shall not include hospitality, transportation or lodging expenses received in connection with a Board Member's performance of their role as a Board Member.

Honorarium: Payment made in recognition of published works, appearances, speeches and Page 2 presentations and which is not intended as consideration for the value of such services which are nonpublic occupational or professional in nature. The term does not include tokens presented or provided which are of de minimis economic impact.

Hospitality: Includes all of the following provided in connection with the Board Member's performance of their role as a Board Member:

- (1) Meals;
- (2) Beverages;
- (3) Entertainment

The term does not include gifts, transportation or lodging.

Immediate family member: A spouse, domestic partner, parent, sibling or child. Any relationship by marriage is treated the same as relationship by blood.

Impartiality: The condition of being without bias or prejudice in favor of, or against, particular parties or classes of parties, or their representatives, and of maintaining an open mind in considering issues that may come before the Board.

Independent contractor: A person who performs professional, scientific, technical, advisory or consulting services to the Board for a fee, honorarium, or similar compensation pursuant to a contract. Inspector General: Office of the Inspector General for the District.

Person: A business, governmental body, individual, corporation, non-profit, union, association, firm, partnership, committee, club or other organization or group of persons. Transportation or Lodging expenses: Payment/reimbursement for transportation or lodging that is received in connection with a Board Member's performance of their role as a Board Member. This does not include payments or reimbursements made by the District.

Transportation or Lodging expenses: Payment/reimbursement for transportation or lodging that is received in connection with a Board Member's performance of their role as a Board Member. This does not include payments or reimbursements made by the District.

Authority

The Public School Code permit the Board to adopt and enforce reasonable rules and regulations as it may deem necessary and proper for its governance as well as the management of the affairs of the District and its operations. [4][5][6][7]

Core Requirements

Requirements and Restrictions

The restrictions stated herein align with, or are in addition to, those restrictions set forth in the Ethics Act, and shall be considered at least as, or more restrictive than the Ethics Act. The requirements and restrictions set forth in the Ethics Act apply to Board Members, even if not included within this Policy. In the event of any conflict between this Policy and the Ethics Act, the more restrictive provision shall apply.

- A. Board Members shall not engage in conduct that constitutes a conflict of interest.
- B. Board Members shall maintain impartiality and integrity in the conduct of the business of the District.
- C. Board Members shall abstain from recommending, participating in or attempting to influence any District action or decision in which they have a personal, family or financial interest that is different from the general public. For purposes of this provision, “participating” includes discussion and deliberation on a matter that is the subject of a vote, but does not include being present at a public meeting during discussions by others in the Board Members’ presence.
- D. Board Members shall abstain from voting in a hearing, proceeding, or other matter where voting would result in a conflict of interest.
- E. Board Members must disclose the existence of any financial interest or potential or actual conflict of interest of the Board Member or their immediate family member or business with which they or their immediate family are associated to the General Counsel as soon as practicable after the Board Member becomes aware of such interest or potential or actual conflict. If disclosure and/or abstention are deemed to be required, the General Counsel shall advise the Board Member and the Board, through its President (or Vice-President if the interest or conflict involves the President), of such advice. The General Counsel shall have the discretion to notify the Board President of a determination that disclosure and/or abstention are not required.
- F. Board Members who have reason to believe their impartiality, independence or integrity might reasonably be questioned, shall report their underlying concern to the General Counsel to determine if there is a need for disclosure and/or abstention of the Board Member from a particular matter. If disclosure and/or abstention are deemed to be required, the General Counsel shall advise the Board Member and the Board, through its President (or Vice-President if the concern involves the President), of such advice. The General Counsel shall have the discretion to notify the Board President of Staff of a determination that disclosure and/or abstention are not required.

G. If disclosure and/or abstention are deemed to be required, the Board Members who are required to abstain from participating and/or voting shall, prior to a vote being taken, publicly announce and disclose the nature of their interest and a written memorandum shall be filed with the person responsible for recording the minutes at which a vote is taken, which writing shall be considered a public record. [8][9]

H. Board Members shall not accept an honorarium relating to their roles as Board Members. This means receiving payment when invited to appear and talk about subjects related to their work because of their identities as Board Members, or payment for other services that appear unrelated to Board service but are out of proportion to the market value of such services. [8]

I. Board Members, their immediate family members, and businesses with which they or their immediate family members are associated shall not enter into any contract valued at \$500 or more with the District or any subcontract valued at \$500 or more with any person awarded a contract with the District, unless the contract has been awarded through an open and public process, including prior public notice and subsequent public disclosure of all proposals considered and contracts awarded. In such case, the Board Member shall not have any supervisory or overall responsibility for the implementation or administration of the contract. [8]

J. Board Members shall not solicit or accept anything of monetary value, including a gift, loan, political contribution, reward or promise of future employment, based on any understanding of the Board Member that the vote, official action or judgment of the Board Member would be influenced thereby. A Board Member shall report to the General Counsel all such offers from any person if the Board Member reasonably believes the offer was designed to influence the Board or could appear to be so designed. [8]

K. Board Members shall not solicit, request from, suggest to, or recommend to any contractor, subcontractor, or consultant actively bidding or soliciting for a contract with the District the appointment or employment of any individual in any capacity by the contractor, subcontractor or consultant. Unless with the prior disclosure to and consultation with the General Counsel, Board Members shall not solicit, request from, suggest to, or recommend to any current Board contractor, subcontractor, or consultant the appointment or employment of any individual in any capacity by the contractor, subcontractor, or consultant. The requirements in this subsection survive until one (1) year after completion of a Board Member's service on the Board.

L. Board Members shall not be employees of the District or of a charter school that enrolls students who are residents of the district or of a charter management organization that manages a charter school that enrolls students who are residents of the district. Board

Members shall disclose if any immediate family members are employees of the District or of such a charter school or charter management organization to the General Counsel. The General Counsel will determine if public disclosure of the family employment and recusal from participating or voting is required. [10]

M. Board Members shall not have an ownership interest in, or serve on a board of trustees or directors of, a charter school or charter school management organization operating or with a direct or indirect presence in Pennsylvania. Board Members shall disclose if any immediate family members have an ownership interest in, or serve on the board of trustees or directors of, a charter school or charter school management organization operating or with a direct or indirect presence in Pennsylvania to the General Counsel. The General Counsel will determine if public disclosure of the interest and recusal from participating or voting is required.

N. Board Members shall not directly or indirectly act as a broker or agent who procures, or receives any compensation in connection with the procurement of bonds for the District.

O. Board Members shall not, during service on the Board or thereafter, reveal, use, or permit the use of any confidential information, in whole or in part, without proper legal authorization by the General Counsel. Information received or otherwise accessed by a Board Member by virtue of the Board Member's service on the Board shall be considered confidential information unless such information is otherwise publicly accessible or the President of the Board or the General Counsel authorizes disclosure or release of such information.

P. Board Members shall not use or attempt to use their position on the Board to obtain privileges or advantages for themselves or others. This would include, but is not limited to, placements at any school or program.

Q. Board Members may not represent any individual (including themselves or immediate family members) or other person for promised or actual compensation, or in anticipation of any other financial benefit, in any matter before the Board or the District for one (1) year after leaving the Board, including returning as an independent contractor. [8]

R. The Board values the diverse backgrounds and experiences of its Board Members and the benefit of diversity of thought and approach its Board Members bring to governance of the District and engagement with the community. The Board recognizes that a Board Member's experience is an asset to the Board and may be a reason that a Board Member was nominated and appointed to the Board, and that such experience may be a direct result of or related to a Board Member's professional background and livelihood. The Board believes candidates should not be dissuaded from considering service on the Board. Accordingly, Board Members who have been associated with a business that is doing business with the District or with District students, families, or staff at the time of their appointment to the Board must disclose the nature of the

business association to the Board, and unless by majority vote the Board disapproves, may continue with such business association so long as the Board Member remains compliant with the Ethics Act and other applicable laws, as well as Paragraph I above and other provisions of this Policy.

S. Board Members shall not themselves, nor permit any business with which they are associated to, trade on status as a Board Member or a connection to the Board. However, Board membership may be included as an item in an official bio, resume, or curricula vitae so long as doing so does not violate any provision of the Ethics Act

T. Board Members shall be bound by the following rules concerning gifts:

a. Board Members shall not solicit or accept a gift of any value from any person or entity that does business with the District or seeks to do business with the District. Board Members shall not solicit or accept a gift whose value exceeds \$50 from any other person or entity without disclosure to and written permission of the General Counsel, unless an exception in paragraph (d) below applies. Board Members may refer a person offering a gift to Policy 702, "Gifts, Grants, and Donations."

b. Board Members shall not accept or receive a gift of any value if they believe that the gift is being made to influence their votes, official actions, or judgments relating to any matter that is or is likely to come before the Board.

c. Board Members shall not accept gifts through another person on the same terms as if the gift had been made directly to a Board Member.

d. Unless as otherwise prohibited by the Ethics Act or other applicable law or regulation, the prohibitions and approval requirements set forth in this section concerning gifts shall not apply to:

i. Gifts from immediate family members, or other close relatives, friends, or business associates when the circumstances (ex., birthday, engagement, marriage, birth of a child, retirement) and size of the gift make clear that the motivation for the gift is based on a purely personal or family relationship and not intended to influence the Board Member's vote or official action. For the purposes of this paragraph, the terms "friend" or "business associate" shall not include a registered lobbyist or an employee of a registered lobbyist.

ii. A plaque or memento of a de minimis economic impact offered as a token of esteem or appreciation on the occasion of a public appearance, speech, or the like attended by Board Members in their official capacity as Board Members. This paragraph does not include an honorarium.

iii. Gifts resulting solely from the Board Members' membership in a bonafide charitable, professional, educational, labor, or trade organization when generally made available to the same class of members of such entities and not intended to influence the Board Member's vote or official action as a Board Member.

U. Regardless of any other provision authorizing the acceptance of a gift, hospitality, transportation, or lodging, Board Members may not directly or indirectly solicit or accept any gift, gratuity, favor, entertainment, loan, or any other thing of value from a service provider participating in or seeking to participate in the district

V. Board Members shall not solicit or accept payment for Hospitality, Transportation or Lodging or reimbursement of Hospitality, Transportation or Lodging expenses whose value exceeds \$50 from any person or entity without disclosure to and written permission of the General Counsel.

Annual Financial Disclosure Statement

A. On an annual basis, Board Members must file the Statement of Financial Interests required by section 1104 of the Ethics Act for the preceding calendar year on or before May 1 of each year in which they hold a position on the Board and of the year after they leave such a position. If May 1 is not a business day, annual Statement of Financial Interests must be filed on or before the next business day. [11]

B. The annual Statement of Financial Interests shall be submitted to the District Office

C. Annual Statements of Financial Interests filed by Board Members shall be open to inspection by the public at the District Office and at the Office of the Board of Education in accordance with the Ethics Act. [11]

E. As required by the Ethics Act, Board Members must disclose the name and address of the source and the amount of any gift or gifts valued in the aggregate at \$250 or more and the circumstances of each gift (or such other amount as dictated by the Ethics Act). This paragraph does not apply to a gift or gifts received from a spouse, parent, parent by marriage, sibling, child, grandchild, other family member or friend when the circumstances make it clear that the motivation for the action was a personal or family relationship. However, for the purposes of this paragraph, the term "friend" shall not include a registered lobbyist or an employee of a registered lobbyist. [12]

F. As required by the Ethics Act, Board Members must disclose the name and address of the source and the amount of any payment for or reimbursement of actual expenses for transportation and lodging or hospitality received in connection with Board membership where such actual expenses for transportation and lodging or hospitality exceed \$650 in an aggregate amount per year (or such other amount as dictated by the Ethics Act). This paragraph shall not

apply to expenses reimbursed by a governmental body or to expenses reimbursed by an organization or association of public officials or employees of political subdivisions which the Board Member serves in an official capacity. [12]

G. As required by the Ethics Act, Board Members must disclose any office, directorship or employment of any nature whatsoever in any business entity, including a not-for-profit, and any financial interest in any legal entity engaged in business for profit. [12]

Violations

A. Board Members who have knowledge of or good faith reason to believe that they or another Board Member committed a violation of this Policy or the Ethics Act shall immediately notify the General Counsel.

B. Board Members shall disclose to the General Counsel any official allegation that they or any other Board Members have committed a felony, misdemeanor, or summary criminal offense, other than a traffic violation, while a Board Member, in any domestic or foreign jurisdiction.

C. General Counsel will notify the Board President and Vice-President if a Board Member takes action that is, or is alleged to be, in violation of this Policy, the Ethics Act, or any other law, other than a traffic violation. The Board President will determine if the action or alleged action should be investigated internally or reported to the State Ethics Commission. If the Board President is the individual accused of the violation or alleged violation, the Vice-President shall make the determination regarding internal investigation or notice to the State Ethics Commission. [13]

D. Board Members shall immediately resign from the Board if indicted of a felony in any domestic or foreign jurisdiction while serving on the Board.

Advice and Guidance

A. Board Members should seek advice from the General Counsel when they have questions or concerns regarding their obligations under, or the applicability or meaning of, any provision of this Policy or the Ethics Act.

B. Board Members shall cooperate with the State Ethics Commission, the General Counsel, the Inspector General and any other appropriate authority as directed by the

Legal References:

1. 65 Pa. C.S. §§ 1101, et seq.
2. Policy 009 - Principles of Governance and Leadership
3. Policy 828 - Suspected Financial Misconduct and Dishonesty
4. Home Rule Charter §12-200
5. Home Rule Charter §12-300
6. 24 P.S. §4-407
7. 24 P.S. §5-510
8. 65 Pa. C.S. §1103
9. Policy 006 - Meetings
10. 24 P.S. §3-324
11. 65 Pa. C.S. §1104
12. 65 Pa. C.S. §1105
13. Home Rule Charter §12-204

Doctrine for Board Governance and Leadership

1. Vision & Mission Alignment

Board leaders establish a clear, student centered vision and mission that guide all decisions. They regularly review goals and ensure that policies, programs, and resources support these long-term commitments.

2. Ethical and Transparent Stewardship

Members uphold high ethical standards, act with integrity, and maintain transparency in governance. They ensure public trust by openly sharing information, declaring conflicts of interest, and modeling responsible decision making.

3. Data Driven Decision Making

Decisions are based on reliable data, research, and evidence, not assumptions or personal preferences. Leaders use metrics to monitor progress, evaluate outcomes, and adjust strategies when necessary.

4. Effective Board–Administration Partnership

The board sets policy and strategic direction, while the superintendent manages operational execution. Both sides honor roles, communicate openly, and collaborate to advance district goals.

5. Commitment to Equity and Inclusion

Governance practices ensure fair access to opportunities, resources, and support for all students. Leaders consider the diverse needs of the district and work to eliminate systemic barriers.

6. Fiscal Responsibility & Long-Term Planning

Boards maintain sound financial practices, prioritize sustainability, and ensure the efficient use of taxpayer funds. Budget decisions align with strategic priorities and consider multiyear impacts.-

7. Community Engagement & Communication

Leaders cultivate productive relationships with students, families, staff, and community partners. They seek input, listen to diverse perspectives, and communicate proactively about district decisions and progress.

8. Professional Growth & Continuous Improvement

Board members commit to ongoing training, reflection, and development. They evaluate their own effectiveness, adapt governance practices as needed, and model a culture of learning.

9. Safe, Supportive, and Innovative Learning Environments

Governance ensures policies that protect the health, safety, and well being of students and staff. Leaders encourage approaches that foster innovation, creativity, and continuous academic improvement.-

10. Accountability & Results

Boards set measurable goals for themselves and the district. They monitor performance, hold themselves and the superintendent accountable, and report results transparently to the public.

February 3, 2026

Re: HHS Student Cell Phone Use

Members of the Committee

At the request of Mr. Ritter, I have collected the following information relating to student use of cell phones in schools. For background, elementary students are prohibited from having cell phones.

At the start of the 2025-26 school term, the administration also removed cell phones from grades 7 and 8. Mr. Reichner will provide specific details on how this change has worked, but in general it has been positive.

Currently, high school students in academic settings are prohibited from using cell phones, ear buds, or other electronic devices. These devices are permitted in non-academic settings. Mr. Coburn will provide specifics on how this works day-to-day with students and staff.

A quick summary across the IU is below from responses received:

Device Access	Lycoming County	BLast IU17 Total
No Access	2	2
Limited Access	3	6
No Restrictions	2	4

At the state level, Pennsylvania Senate Bill 1014 (SB 1014), also known as the "Phone-Free Schools" bill, is bipartisan legislation requiring public school entities to implement a policy prohibiting student use of personal mobile devices during the entire school day, with specific exceptions for medical, special education, language support, and approved instructional uses. Schools must allow for public comment and have policies in place by the 2027-2028 school year, while retaining local authority on enforcement methods. This bill passed the Senate Education Committee in January. It is currently awaiting action in the Senate.

Sincerely,
Dr. Mark Stamm
Superintendent



Book	Policy Manual
Section	200 Pupils
Title	Electronic Devices
Code	237 Electronic Devices
Status	Active
Legal	1. 24 P.S. 510 2. Pol. 103.1 3. Pol. 113 4. Pol. 218 5. Pol. 815 6. Pol. 235 7. Pol. 226 8. Pol. 233
Adopted	March 10, 2010
Last Revised	July 22, 2025
Last Reviewed	July 22, 2025

Purpose

The Board adopts this policy in order to support an educational environment that is orderly, safe and secure for district students and employees, while also recognizing that electronic devices may, in limited areas, provide a positive contribution when used for educational purposes.

Definition

Electronic devices shall include all devices that can take photographs; record, play or edit audio or video data; store, transmit or receive calls, messages, text, data or images; operate online applications; or provide a wireless, unfiltered connection to the Internet.

Authority

Prohibited Use of Electronic Devices

The Board prohibits use of electronic devices in locker rooms, bathrooms, health suites and other changing areas at any time.

Authorized Use of Electronic Devices

Building principals, in consultation with the Superintendent and in compliance with Board policy, administrative regulations and rules, are authorized to determine the extent of the use of electronic devices within their buildings and programs, on district property, and/or while students are attending school-sponsored activities. Use of electronic devices at the elementary level may be different than at the middle school and/or high school levels or may be different between programs. Building principals shall establish rules and notify students, staff and parents/guardians of all applicable rules for use of electronic devices within their buildings and programs.

The Board directs that electronic devices may be used in authorized areas or as determined by the building principal when the educational, safety, emergency, medical or security use of the electronic device is approved by the building principal or designee, or the student's Individualized Education Program (IEP) or Section 504 team. In such cases, the student's use must be supervised by a classroom teacher or district staff.[2][3]

The district shall not be liable for the loss, damage or misuse of any electronic device.

Electronic Images and Photographs

The Board prohibits the taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.

Because such violations may constitute a crime under state and/or federal law, the district may report such conduct to state and/or federal law enforcement agencies.

Delegation of Responsibility

The Superintendent or designee shall annually notify students, parents/guardians and employees about the Board's electronic device policy.

The Superintendent or designee shall develop administrative regulations to implement this policy.

Guidelines

Violations of this policy by a student shall result in disciplinary action and may result in confiscation of the electronic device.[4][7][8]

The confiscated item shall not be returned until a conference has been held with a parent/guardian.



Book	Policy Manual
Section	100 Programs
Title	Field Trips
Code	121
Status	Active
Legal	2. Pol. 105 3. Pol. 103.1 4. Pol. 113 5. Pol. 210 6. Pol. 210.1 24 P.S. 510 24 P.S. 517 22 PA Code 4.4
Adopted	January 26, 2010
Last Revised	February 20, 2024
Prior Revised Dates	5/20/2014

Purpose

The Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important component of the instructional program of the schools. Properly planned and executed field trips can:

1. Supplement and enrich classroom learning by providing educational experiences in an environment outside the schools.
2. Arouse new interests among students.
3. Help students relate academic learning to the reality of the world outside of school.
4. Introduce community resources, such as natural, cultural, industrial, commercial, governmental, and educational.
5. Afford students the opportunity to study real things and real processes in their actual environment.

Definition

For purposes of this policy:

Field Experience shall be defined as any trip by students who are under the jurisdiction of the school district and is away from campus during a normal school day or was organized and executed as part of a normal school activities. De minimus trips during the school day are excluded from this policy and will be handled by the administration.

Education Field Experience shall be defined as any trip by students away from school premises that is an integral part of approved planned instruction and is conducted as a first-hand educational experience not available in the classroom. These experiences are funded by the district.

Community Field Experience shall be defined as any trip by students from school premises that offers a community learning opportunity outside the classroom environment, but is not directly related to the approved planned instruction. These experiences are funded by affiliated organizations and/or student fundraising.

Recreational Field Experience shall be defined as any trip by students that affords opportunities to build school community, peer connections, and enhance school climate but is not related to approved planned instruction. These experiences are funded by affiliated organizations and/or student fundraising.

Chaperone shall be defined as an adult approved by the administration to accompany, supervise, and participate in field experiences.

Authority

As part of approved planned instructional, district students will be afforded the opportunities to experience at a minimum these Educational Field Experiences. The district will provide funding annually for each of the following:

1. Grade 4 – Philadelphia (US Constitution Center / Philadelphia Zoo)
2. Grade 8 – Gettysburg (American History 1)
3. HHS Local History - Lycoming County Historical Museum, PA Lumber History Museum, PA Historical Museum, or a similar experience determined by the Social Studies Department. One department trip annually.

Individual students may not be excluded from participation based on disciplinary problems during the course of the school year unless determined to by the administration to be a safety risk to themselves or others.

All Field Experiences must be approved by the Board. Requests for approval must include: type of field experience, number of chaperones, total cost, funding sources, any cost to individual students, and prior approval from administration and school health staff.

All out-of-state and overnight Field Experience Chaperones must be board approved as volunteers.

Students on field experiences remain under the supervision and responsibility of this Board and are subject to its rules and regulations.

The Board does not endorse, support nor assume responsibility in any way for any district staff member who takes students on trips not approved by the Board or Superintendent. No staff member may solicit district students for such trips within district facilities or on district grounds without Board permission.

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations for the operation of field experiences.

Guidelines

Field experiences shall be governed by guidelines which ensure that:

1. The safety and well-being of students will be protected at all times.
2. Permission of the parent/guardian is sought and obtained before any student may participate.
3. The principal approves the purpose, itinerary, and duration of each proposed experience.
4. Each field experience is properly planned and adequately supervised.[2]
5. The effectiveness of field experience activities is monitored and evaluated continuously.
6. Teachers are allowed flexibility and innovation in planning field experiences

Transportation is the obligation of the school district and private cars are not permitted.

Chaperones for field experiences for elementary students (Grades K-6) shall be one (1) chaperone for every five (5) students. Chaperones for secondary students (Grades 7-12) shall be one (1) chaperone for every fifteen (15) students. Adjustments may be made by the administration on a case-by-case basis.

Administration Of Medication

The Board directs planning for field experiences to start early in the school year and to include collaboration between administrators, teachers, nurses, parents/guardians and other designated health officials.

Decisions regarding administration of medication during field experiences and other school-sponsored programs and activities shall be based on the students' individual needs.[3][4]

Medication shall be administered in accordance with applicable laws, regulations, Board policies and district procedures.[5][6]

[Policy 121 AR - Funding for Academic Competitions 02272024.pdf \(68 KB\)](#)

February 3, 2026

Re: Director of Technology Job Description

Members of the Board,

In December, I recommended to the Board that the Director of Technology job description be revised from Bachelor's Degree required to preferred. As I discussed at that time, my recommendation is based on:

- Individuals in this position have a broad spectrum of education from Associates to Masters in various types of technology related fields including security, engineering, computer science, as examples.
- Job experience is significant in assessing candidates in addition to formal education and this experience seems to vary widely.
- Classroom instructional technology support / coaching is a different skill set than network / infrastructure management. After discussions with various groups within the district, my recommendation remains that the district focus on the back-end management rather than the forward facing classroom instructional technology support.

In December, the Board decided to remain with the Bachelor's degree requirement. With that decision, I re-advertised in January and currently have five applicants who meet the minimum degree requirements. It is my understanding that the Board wishes to re-evaluate the degree requirements. Once a final decision is made, the interview process can move forward.

Sincerely,
Dr. Mark Stamm
Superintendent



Director of Technology East Lycoming S D

J O B D E S C R I P T I O N

JOB INFORMATION

<i>Title:</i>	Director of Technology - East Lycoming S D
<i>FLSA:</i>	Exempt
<i>Terms of Employment:</i>	12 Months
<i>Employee Group:</i>	Administrative
<i>Location</i>	Central Office
<i>Last Edited On:</i>	12/09/2025

ORGANIZATION

<i>County:</i>	Lycoming
<i>Entity:</i>	East Lycoming S D
<i>Department:</i>	Technology
<i>Reports To:</i>	Superintendent
<i>Supervises:</i>	Maintenance - Technology

JOB GOAL

The Technology Director performs professional, supervisory, and management duties and is responsible for the overall leadership and supervision of the technology program. Areas of supervision include the instructional technology program, all computer applications and hardware, networking and technical support, communication installations, facility software management, the wide and local area network, and computer repair. The Director of Technology is responsible for the development, implementation, operation, monitoring, and evaluation of the technology program for the school system. This individual provides leadership in identifying hardware and software purchases, ensuring consistency within the school system instructional technology plan and state technology guidelines. The Director coordinates, and may deliver, staff development on technology competencies needed for teaching and learning. The Director works collaboratively with the other members of the central office staff and school building staff to use technology and include technology applications as an integral part of the total instructional program.

ESSENTIAL FUNCTIONS

1. Supervises technology department personnel and is responsible for department staffing to include, recruitment, recommending for hire, evaluation, discipline, and staff development.
2. Participates in district planning and operations to manage technology investment to include infrastructure, hardware and software for all computer systems and equipment operated using technology, and to effectively set and balance technology priorities and efficient technology operations across the district.
3. Develops and implements operating procedures for the department in coordination with supervisor and ensure compliance with applicable federal, state, and local laws and regulations, District policies and Administrative Procedures by technology staff and end users. Reviews and makes recommendations for changes to Board technology policies and Administrative Procedures including those on appropriate use and security credentials.
4. Maintain current knowledge of new technology developments and trends in instructional technology to and recommend new or innovative equipment to be evaluated for District use.
5. Oversees the daily operation of the technology department, establishes priorities, and ensures the daily operation of the district's systems (networks, servers, phones, security, and communication systems). Establishes procedures for and provides end users with support services, ensuring high priority items are given prompt attention.
6. Implements educational technology initiatives and manages projects to achieve the district's technology plan and vision.
7. Provides technology department training as well as district-wide educational technology professional development for teachers and staff.
8. Administers state reporting submissions; coordinates data collection and input from across systems and departments; and monitors and maintains data integrity.
9. Develops, reviews and tests district backup systems, data restoration, and disaster recovery procedures and plans.
10. Oversees the development, design, implementation and integration of new applications and changes to existing district computer systems and equipment operated using technology.
11. Provides and supports technologies that enable effective and efficient operations.

- 12. Negotiates, reviews, recommends for adoption and administers contracts for computing, information technology and communication services and equipment and evaluates vendor performance.
- 13. Develops, tracks, and oversees the district's information technology budget.
- 14. Provides educational technology leadership and assists with the evaluation of the District' technology curriculum. Maintain current knowledge of new technology developments and trends in instructional technology to and recommend innovative or new equipment to be evaluated for District use.

Additional Responsibilities

- Provides and directs technology support services as needed to the Lycoming County Career Consortium.

Performs other duties as assigned.

Performs in accordance with school policy, administrative regulations, state and federal laws.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education

Education Level	Education Details	Req	Pref	
Bachelors Degree	Management Information Systems, Computer Science, or similar field	X		
Masters Degree	Educational Technology, Information Systems, Management, or Educational Leadership		X	

Work Experience

Experience	Experience Details	Req	Pref	
5-7 years	Information services supervisory experience with a working knowledge of multiple computer systems, networks, telecommunications equipment and software applications.	X		

Valid Driver's License Required Yes

Travel Requirements

Est. Amount	Brief Description
30%	Travel between district schools and regional meetings.

SCOPE

Mental/Visual/Stress

- Work which is constantly and exceptionally tiring and stressful. For example, work which requires continuous attention to details and/or which is almost constantly performed under pressure. More than 80% of work time.

Sensory Abilities

- Visual acuity and auditory acuity.
- Ability to communicate effectively in all aspects of the job.

Temperament

- Must possess excellent interpersonal skills.
- Ability to make judgments and work under high level of stress.
- Ability to work as a leader, coordinator and a member of a team.
- Must be courteous and able to effectively manage job responsibilities.
- Must be cooperative, congenial, service oriented, and promote these qualities.
- Ability to work in an environment with frequent interruptions.
- Ability to be respectful and empathetic.

Cognitive Ability

- Ability to communicate effectively, to organize tasks, to handle multiple tasks, and to exercise good judgment.
- Ability to follow written and verbal directions, to read and write, to communicate effectively, to organize tasks, to handle multiple tasks, and to exercise good judgment.
- Ability to establish and maintain productive working relationships with staff, business associates, and general community.
- Ability to work on multiple tasks and prioritize appropriately.
- Ability to exercise initiative and make independent decisions to reschedule work to meet deadlines or to effectively handle emergency work.
- Ability to recognize areas of concern relating to assigned areas of responsibility and propose or recommend appropriate solutions to problems.
- Ability to work some evenings and weekends, sometimes with little or no notice.
- Ability to recognize areas of concern relating to educational administration issues and propose or recommend appropriate solutions to problems.
- Ability to identify and isolate issues and develop rational solutions to problems.
- Ability to administer policy in a manner consistent with good judgment and sound rationale.
- Ability to recognize changes occurring in society and their relationships to education.
- Ability to generate genuine enthusiasm for positive and meaningful change.
- Ability to understand up-to-date management methods and the ability to apply them to administration and instructional services.
- Ability to deal with personnel considerations in a fair, firm, and equitable manner.
- Ability to supervise others using acceptable human relations skills.
- Ability to communicate in both oral and written form.
- Ability to foster and maintain positive relationships with the Board, students, parents, and staff.
- Ability to make appropriate decisions rapidly and with ease, using prudent judgment and common sense.

Specific Skills

- Must possess leadership skills.

Specific Skills

- Must possess supervisory skills.
- Ability to operate various office equipment.
- Must possess active listening skills and conflict mediation skills
- Plans and prioritizes assignments effectively. Able to handle several ongoing tasks and projects at once.
- Able to adjust to changes in the work environment.
- Reports to work on time, gives a full day's work and makes effective use of time while on the job.
- Maintains a good attitude toward administration, fellow employees and the public.
- Maintains productive working relationship with immediate supervisor.
- Demonstrates the ability to acquire the skill required to operate new and existing software and hardware.
- Ability to compose clear, concise sentences and paragraphs.

Workplace Expectations

- Ability to provide direction to others.
- Ability to create and delegate assignments.
- Shows initiative and the ability to complete assigned tasks without supervision.
- Ability to communicate, comprehend and perform complex computations.
- Ability to compose clear, concise sentences and paragraphs.
- Ability to organize office setting to efficiently accomplish tasks.
- Ability to work independently and make work-related decisions.
- Ability to exercise good judgment in prioritizing tasks.
- Ability to communicate effectively at all organizational levels.
- Ability to appropriately handle confidential information in accordance with district policies.
- Ability to use technology for group meetings, presentations (i.e. overhead, document camera, projector and video equipment).
- Acknowledges individuals' requests and handles them in a friendly and courteous manner.
- Promotes a positive team environment through active cooperation with others.
- Maintains awareness of the School District's policies and procedures. Follows the chain of command.
- When appropriate, incorporates progressive ideas/concepts into daily responsibilities.
- Dresses appropriately for job environment.

Standard ADA Settings

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Standard ADA Selection	Office Classroom X Other(to include Physically Demanding Positions)
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This factor measures the strength and stamina required in areas such as lifting, standing, and the frequency of doing these as necessary to perform the particular duties of the job.

Physical Demands

The physical requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

	<i>Physical Demand</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Frequently</i>	<i>Constantly</i>	<i>Weight</i>
<input checked="" type="checkbox"/>	Driving/Operating Mobile Equipment		X			
<input checked="" type="checkbox"/>	Use of Hand Tools (power or manual)	X				
<input type="checkbox"/>	Use of Personal Protective Equipment					
<input checked="" type="checkbox"/>	Use of Office Equipment (computer, printer, telephone, etc.)				X	
<input checked="" type="checkbox"/>	Standing for extended periods of time			X		
<input type="checkbox"/>	Walking for extended periods of time					
<input type="checkbox"/>	Crawling					
<input checked="" type="checkbox"/>	Climbing		X			
<input checked="" type="checkbox"/>	Repeated Bending		X			
<input type="checkbox"/>	Gripping/Holding					
<input checked="" type="checkbox"/>	Reaching (above shoulder/at waist/below waist level)					
<input checked="" type="checkbox"/>	Hearing (person to person, on the phone, in group settings)				X	
<input checked="" type="checkbox"/>	Vision (near, midrange, far, peripheral, depth and color)				X	
<input checked="" type="checkbox"/>	Lifting (Weight)			X		25 lbs.
<input checked="" type="checkbox"/>	Carrying (Weight)		X			15 lbs.

The school recognizes that reasonable accommodations must be made to enable a qualified individual with a disability or disabilities to perform the essential duties and responsibilities of this job.

Working Environment

Working Condition

- Typical office environment
- Typical classroom environment
- Subject to inside environmental conditions
- Subject to outside environmental conditions
- Subject to physical hazards, including conditions that may affect the respiratory system and/or skin

From: Heather Burke, Business Manager
Date: January 30, 2026
Topic: E-Rate 2026 - Windstream Proposal/Agreement
Cost per month: \$1,100 for 10 Gbps

Description:

The East Lycoming SD qualifies for 70% reimbursement for Category 1 Broadband Connectivity through the E-Rate competitive bidding process. In the past, we have used this funding to provide enhanced connectivity for all our buildings and devices. Our wireless and wired network currently serves approximately 3,500 devices during the day and is crucial to our operations within the district. This includes our phones, HVAC, and door access systems.

E-Rate funding comes from the Universal Service Fund (USF), which is supported by fees collected from telecommunications providers. These providers transfer the cost to consumers through charges on internet and phone bills. The program is administered by the Universal Service Administrative Company (USAC) under the oversight of the Federal Communications Commission (FCC).

We propose signing a 5-year agreement with Windstream for internet connectivity, which allows the sharing of our internet and phone services with each school. The proposal from Windstream at a cost of \$1,100 per month represents the only proposal response we received. Their proposal is a savings of \$600 per month with our current provider Comcast. We are reimbursed through E-Rate funding for 70% of this cost annually.



East Lycoming School District

Kinetic Business PROPOSAL FOR INTERNET

Kathleen Dieffenderfer

Consultant

kdieffenderfer@csiu.org

570-523-1155 x2127

Logan Summers

Sr Business Sales Consultant

logan.summers@uniti.com

570-666-8942

498 ID/SPIN: 143030766

470 # 260011054

Due Date: February 1, 2026

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COVER LETTER

East Lycoming School District
Attn: Kathleen Dieffenderfer, Consultant
349 Cemetery Street
Hughesville, PA 17737
570-523-1155 x2127

January 23, 2026

Dear Ms. Dieffenderfer,

Thank you for allowing Kinetic Business the opportunity to propose a solution for **East Lycoming School District**. We are proud to have supported East Lycoming School District, and we deeply value the trust you have placed in Kinetic Business.

Kinetic Business is proud to provide high-performance network solutions and award-winning connectivity services. Our portfolio includes a range of internet and connectivity options designed for seamless communication and data transfer. We understand that downtime is not an option for East Lycoming School District, and our network is built with redundancy and reliability, backed by industry-leading Service Level Agreements (SLAs). In today's digital age, security is paramount, and we offer advanced solutions to protect your network from threats, ensuring data safety and integrity.

Thank you for considering Kinetic Business as your service provider. We look forward to the opportunity to present our proposal in detail and discuss how we can contribute to the success of East Lycoming School District. Our goal is to enhance your educational environment and unlock your district's full potential.

Please do not hesitate to contact me directly at 570-666-8942 if you have any questions or need further information.

Best regards,

Logan Summers

Logan Summers Sr Business Sales Consultant
Kinetic Business
logan.summers@uniti.com
570-666-8942

EXECUTIVE SUMMARY

Count on us

Kinetic Business is your go-to partner for top-tier network solutions and connectivity services designed to elevate the educational experience and operational efficiency of school districts and libraries.

Our mission is simple: Connect people and empower businesses in a world of infinite possibilities. And there's no better way to bring this mission to life than by empowering the curious minds of students and faculty at East Lycoming School District through the power of connectivity.

Since 1998, we have had a proven history of successful completions of large and complex E-Rate-funded construction projects, on time and on budget. We manage all phases of the customer relationship, including construction management, network reliability, technical assistance, and customer service to facilitate a long-term partnership with our customer. Our collaborative efforts have resulted in over *one million* students across hundreds of entities receiving a top-notch learning experience through advanced Kinetic Business communications funded by the E-Rate program.



27 years

E-Rate certified



1,000,000+

students who have benefitted
from E-Rate projects



200+

institutions served
nationwide

As your local communications partner, Kinetic Business is deeply rooted in the communities we serve—because our employees and their families live, work, and learn in these very communities.

In both urban and rural areas, our commitment to bringing cutting-edge fiber-based solutions to homes, businesses, libraries and school campuses is unmatched. Our suite of services ensures smooth communication, robust security, and dependable connectivity, all tailored to the unique needs of East Lycoming School District.

With Kinetic Business, East Lycoming School District can count on a true partner. We serve customers across our 18-state footprint with over 170,000 miles of fiber network. In 2021, we committed to a \$2 billion incremental capital investment in fiber expansion over five years. We expect this infrastructure project to be completed by 2026. With over [150] local offices, we have response teams right in your backyard, ready to take action if you need assistance.



18 State
coverage footprint



170,000
miles of fiber



\$2B
capital fiber investment
to be completed by

While many service providers prioritize the largest markets, Kinetic Business stands apart. We focus our efforts on smaller cities and rural areas. With our comprehensive reach of high-bandwidth, fiber-based communication networks and unmatched local presence, we offer the value of hands-on service combined with technological expertise. We know you and understand your needs because we are right here with you, ready to help whenever you need us.

**Named
one of the
Best High-Speed
Rural Internet
Providers for 2023
-CNET**

MEET YOUR DEDICATED TEAM

The dedicated Kinetic Business team that will be assisting East Lycoming School District through every step of the process from this point forward, through installation and ongoing support, will consist of the following members:

- **Logan Summers – Sr Business Sales Consultant:** Dedicated contact for sales
- **Harvey Beers Jr. – Strategic Sales Engineer (SE):** Dedicated engineering support for solution design
- **Nicholas Moen – Customer Advocate:** Dedicated contact for support, including bill reviews, service ticket escalation, and ongoing account reviews
- **Becky Snavelly – Government Program Manager:** Dedicated contact for all E-Rate and RHC questions
- **Josh Smith – Sales Director:** Point of escalation for all other titles



SCOPE OF WORK + PRICING

Kinetic by Windstream will provide pricing solutions for 2 Gbps and 10Gbps symmetrical Dedicated Internet delivered over fiber and delivered to 349 Cemetery St, Hughesville PA 17737. The DIA (Dedicated Internet Access) is covered by an SLA which provides 99.99% availability, 4-hour meantime to repair and is a business class service. Kinetic will provide fiber demarcation hardware for servicing a 10 Gbps Ethernet Access loop handoff for 2 Gbps or 10 Gbps Dedicated Internet. East Lycoming School District will be responsible for everything considered on the LAN side of the network from Kinetic. **To receive any of the quoted MRC's below, a contract must be requested and fully executed along with a signed USAC addendum.**

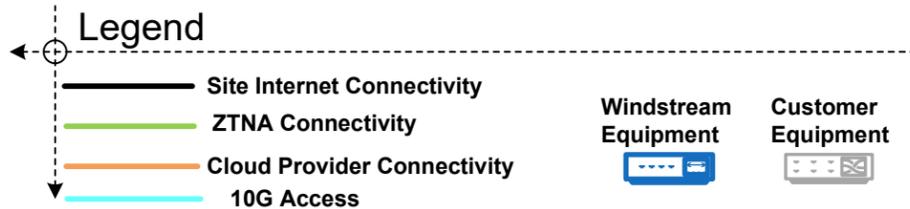
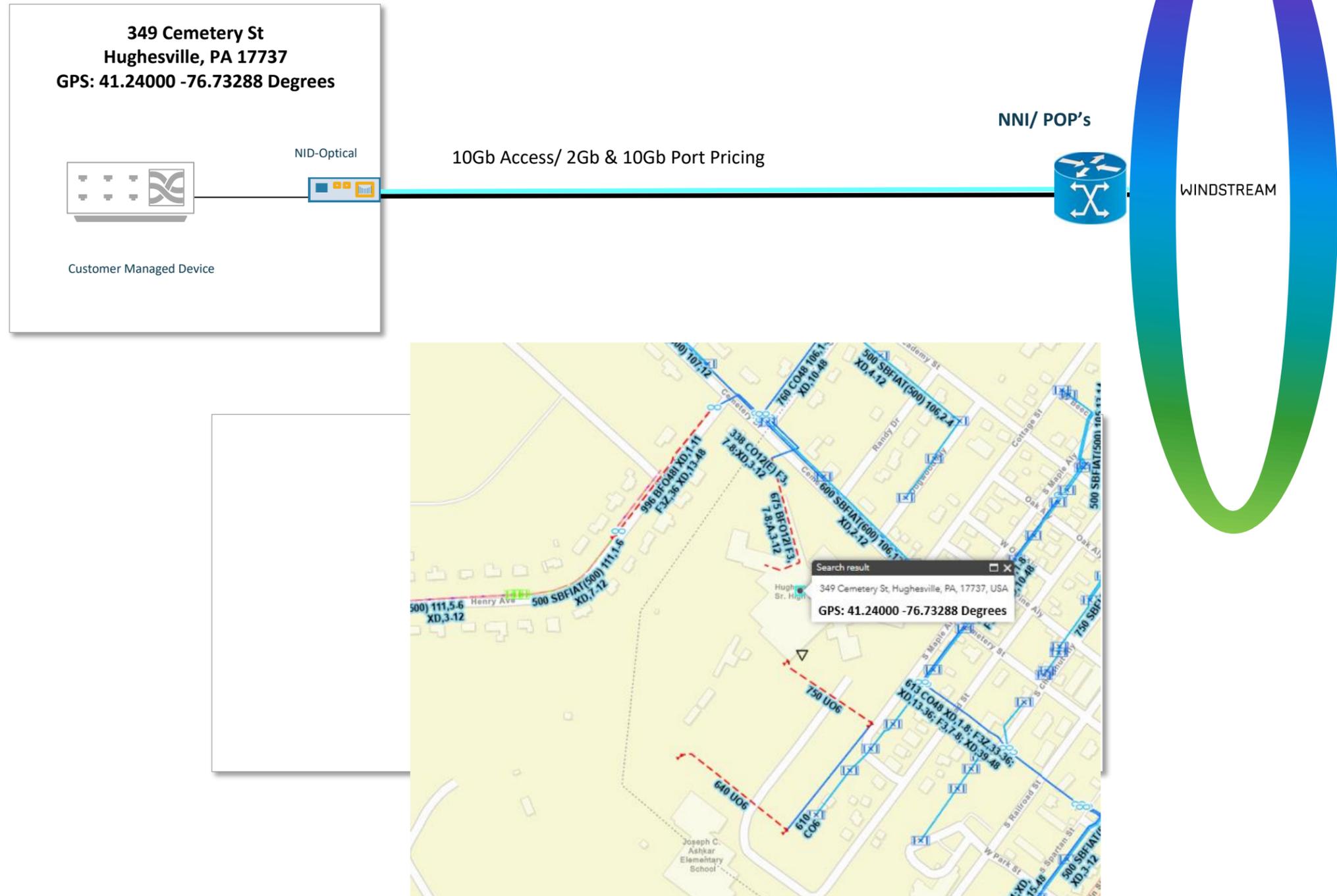
Total Recurring Charges (MRC)

349 Cemetery Street, Hughesville, PA 17737				
PRODUCT	DETAILS	TERM	MRC	
Dedicated IA	2 Gbps	60 Months	\$795.00	Includes /29 Block of 8 IPs
Dedicated IA	10 Gbps	60 Months	\$1,100.00	Includes /29 Block of 8 IPs

Total One-Time Charges (NRC)

LOCATION	DETAILS	NRC
349 Cemetery Street, Hughesville, PA 17737	Construction Costs	N/A

STAGE1 / eRate for Requesting 2Gb and 10Gb Pricing Dedicated Internet Pricing



TROUBLE TICKET PROCESS

Trouble tickets are typically initiated by a customer via the Go Kinetic app or a call to the Kinetic Business Repair (KBR) Center. Kinetic personnel, other carriers, or a customer's vendor can also initiate calls.

A trouble ticket is opened for each call with a ticket number assigned. Service Technicians taking trouble calls are highly trained and are familiar with all products. A lead KBR Center technician then analyzes the trouble ticket and initiates action. The lead technician then takes the following steps:

- Performs triage on the issue and may contact the customer to gather more detail as needed.
- Assigns a KBR Center technician to work the trouble further through resolution.

Once assigned, the KBR Center technician commences a trouble resolution process based on the nature of the issue and the priority assigned. This process includes some or all of the following steps:

- Circuit testing from the Kinetic Central Office to the customer's premises
- Trouble analysis with the Kinetic Central Office and other departments
- Testing with other carriers and last-mile providers
- Ongoing circuit monitoring

Based on the priority assigned, the KBR Center technician must resolve the service issue or commence escalation within the timeframe associated with that priority.

Escalation includes some or all of the following:

- Notification of the lead KBR Center technician as to the status of the trouble.
- Escalation with the involved carrier or vendor – detailed testing and escalation procedures are in place with all carriers utilized by Kinetic, if applicable.
- Engagement of additional internal resources as may be required.
- Initiation of conference calls and vendor meets as may be required.
- Involvement of Kinetic senior management based on the severity of the service issue.

On a daily basis, KBR Center management reviews all open trouble tickets to determine what additional corrective action or resources are required. The priority system is utilized as a guideline for escalation and allocation of resources. All service calls, regardless of priority assigned, are addressed within the overall trouble resolution process. Priority assignment drives escalation timeframes and assists the lead Kinetic Business Repair Center technician in the allocation of resources.

Throughout the trouble resolution process, customers have access to Kinetic personnel for both status and escalation via phone or online in the Go Kinetic customer portal. Follow-up calls into repair can be placed to obtain the current status of a trouble ticket. Customers can also speak directly with the KBR Center technician working on a trouble.

If a customer is not satisfied with the progress or information provided, they are encouraged to utilize the provided escalation list for the KBR Center.

Trouble Definitions

- **Out of Service:** Any product line that Kinetic provides to a customer that is completely out of service.
- **Service Affecting:** Any degradation of service of a customer-purchased Kinetic product.

Kinetic Business Repair Center Response and Status Intervals

- **Out of Service:** Kinetic will review the trouble ticket, and our KBR Center's goal is to provide initial status to out of service troubles within 30 minutes (or within agreed upon time with both parties) of the trouble ticket being opened by a customer. Customers experiencing an out-of-service condition will typically be given status every hour or upon status change. Internal and external escalations will begin within the first hour and continue up every hour.
- **Service Affecting:** Kinetic will review the trouble ticket, and our KBR Center's goal is to provide initial status to service-affecting troubles within two hours (or within agreed-upon time with both parties) of the trouble ticket being opened by a customer. Customers experiencing service-affecting conditions will typically be given status every four hours or upon status change. Internal and external escalations will begin within two hours and continue up every two hours.

Kinetic adheres to all industry standards for network performance and restoration. The goal for Mean Time to Repair on a down connection is four hours or less. The time to repair is calculated from the time trouble recognition is reported to the KBR Center through various means, including automated network monitoring or customer notification to the time the issue has been resolved. Kinetic does not have a maximum time to repair because we do not consider a ticket closed until directed by our customer, even if it has been determined to be an issue out of the realm of responsibility of Kinetic. This is to ensure the highest customer satisfaction. All remedies for interruptions in a service are set forth in the Kinetic SLA and applicable schedule(s).



Windstream Kinetic Business Data Products Service Level Agreement

This Service Level Agreement (“SLA”) only applies to the Windstream data services mentioned herein (each, a “Service” and collectively, the “Services”) and is offered as part of networking services provided by the applicable Windstream company. The SLA does not apply to any applications or enhanced telecommunications services, third-party provided local access circuits, equipment sales and related maintenance services, or any other services provided by a Windstream company or any third-party provider. The SLA is effective as of the first day of the first whole calendar month after the initial installation of a Service. In no event shall any obligation for a service credit arise under this SLA until such time as a Service is fully installed and operational.

This SLA shall be deemed an addendum to either the written contract executed by the parties or the Windstream Kinetic Business Online Service Terms and Conditions to which Customer is subject, whichever is applicable. To be eligible for the credits under this SLA, Customer must be in good standing with Windstream and current in Customer’s obligations.

1 Windstream Data Services

The Services covered under this SLA are Windstream Enterprise (i) Internet Service, (ii) MPLS Networking Services (includes IP Virtual Private Network (“IP VPN”), Switched Ethernet, Dynamic IP (“DYIP”), and Virtual PBX) and (iii) Wavelength Services, and Kinetic Business (iv) Always On. Services may be referenced individually in this SLA by the noted abbreviations. Collectively, the term “Services” as used in this SLA refers to any of the qualifying Internet Service, MPLS Networking Services, Wavelength Services and Always On services, but does not refer and shall not be interpreted as referring to other services offered by Windstream or any third-party provider. Services under this SLA shall only be entitled to credits consistent with the terms of this SLA and shall not be subject to credits under any other agreement or arrangement that may exist between Windstream and Customer. To the extent of any conflict between the terms of this SLA and such other agreement with respect to Service credits, this SLA shall govern.

1.1 MPLS Networking Services

The performance of Windstream’s network for purposes of measuring MPLS Networking Services deliverables under this SLA is measured through Service Availability and IP transmission latency, packet loss, and jitter. These individual metrics are defined in Section 3 below and collectively may be referenced in this SLA as “Network Performance Metrics.”

Service Availability is measured as follows:

- For Windstream-contracted local access circuit (referenced in Figure 1): Between, but not including, the two (2) Customer Edge devices (“CE”) at the Customer locations and including across Windstream’s core network (between the two (2) Windstream Points of Presence (POPs)).
- For third-party local access circuit (referenced in Figure 2): Across Windstream’s core network (between the two (2) Windstream POPs).



Windstream Kinetic Business Data Products Service Level Agreement

Latency, packet loss, and jitter are measured across Windstream's network, between the two (2) Windstream POPs (Referenced in both Figures 1 and 2 below).

Windstream's network management system is the sole and conclusive measurement system for purposes of the SLA regarding Network Performance Metrics.

Figure 1

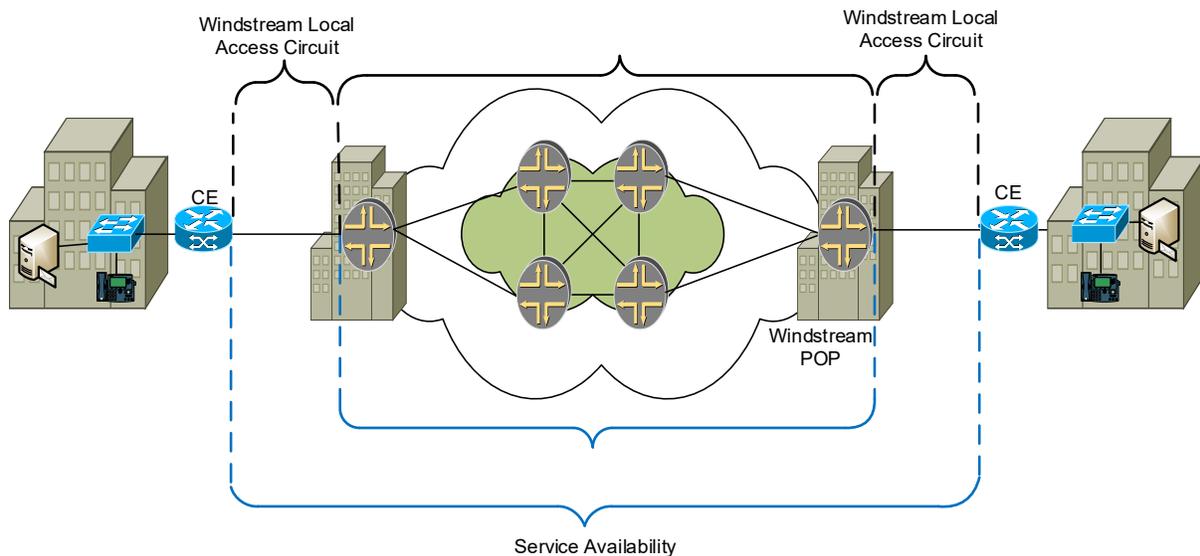
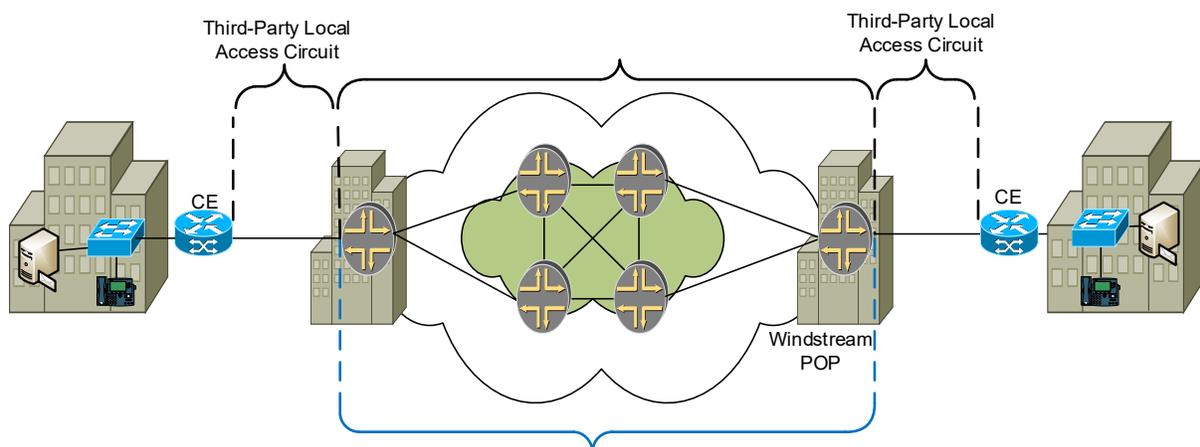


Figure 2



1.2 Internet Service, Always On and Wavelength Services

The performance of Windstream's network for purposes of measuring Internet Service, Always On and Wavelength Services deliverables under this SLA is measured through Service Availability, which is measured as follows:



Windstream Kinetic Business Data Products Service Level Agreement

- For Windstream-contracted local access circuit (referenced in Figure 3): Across Windstream’s core network (between the two (2) Windstream POPs) and up to the CE at the Customer location, but not including the CE.
- For third-party local access circuit (referenced in Figure 4): Across Windstream’s core network (between the two (2) Windstream POPs).

Windstream’s network management system is the sole and conclusive measurement system for purposes of this SLA regarding Service Availability.

Figure 3

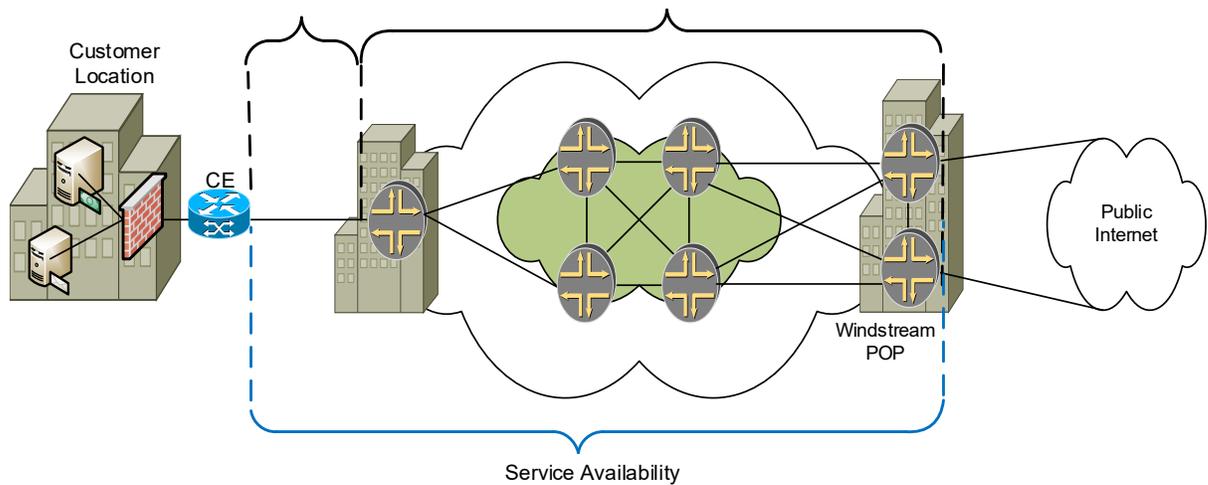
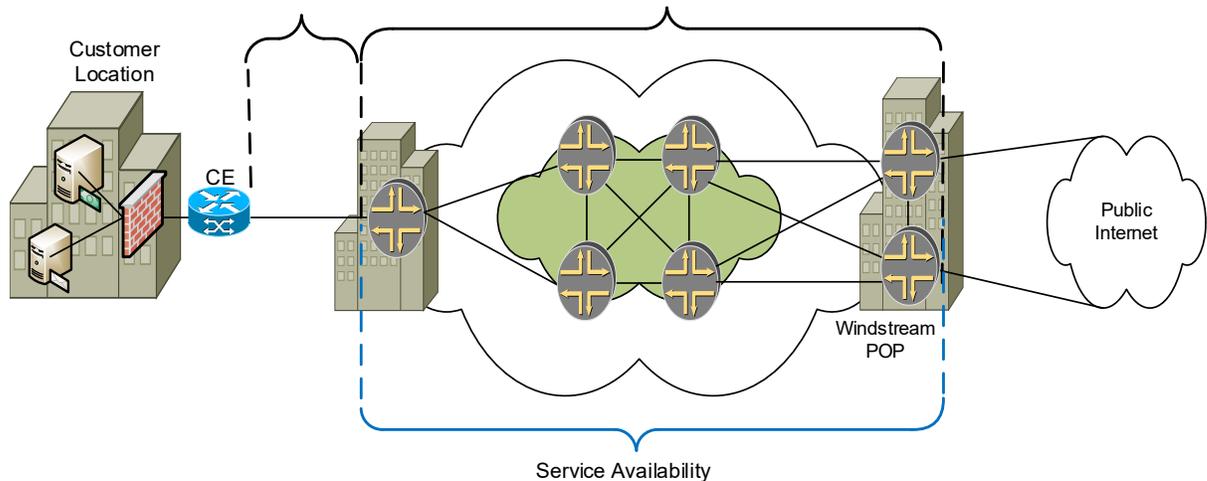


Figure 4



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2 Definitions

2.1 Service Outage:

A Service Outage is defined as the complete unavailability of a Service during any unscheduled period of time. Any Service Outage resulting for any of the below reasons are collectively referred to as “Exclusions”. Exclusions are not considered Service Outages for purposes of this SLA and Windstream is not responsible for failure to meet performance objectives arising from such Exclusions:

- Any Service Outage for which Customer may have previously obtained credit or compensation outside the terms of this SLA;
- Actions, failure to act or delay by Customer or others authorized by or acting on behalf of Customer to use the Service;
- Failure of power, equipment, services or systems not provided by Windstream;
- Customer owned or leased equipment or facilities (*e.g.*, Customer’s PBX or local area network);
- Failure of Customer to afford Windstream or its agents access to the premises where local access circuit lines associated with the Service are terminated;
- Election by Customer not to release the Service for testing and/or repair during which time Customer continues to use Service;
- Cable cuts or equipment damage caused by a third party;
- Maintenance activities (including scheduled and emergency) as set forth in Section 5 of this SLA;
- Implementation of a Customer order that requires Service interruption;
- Failure to report a Service Outage to Windstream or reporting of a trouble where no trouble was found;



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- Labor difficulties, governmental orders, civil commotion, acts of God, and other circumstances beyond Windstream’s reasonable control; and
- Failure of equipment or systems responsible for network measurements.

2.2 Windstream Point of Presence (POP):

Physical location of Windstream router at the edge of Windstream’s core network that faces the Customer Edge and delivers private data and/or Internet Services to Customer’s network.

2.3 Customer Edge (CE):

CE refers to Customer’s router at Customer’s premises that is connected to the Windstream core network via Windstream-contracted local access circuit or third-party local access circuit.

2.4 Quality of Service (QoS):

QoS is the ability to provide different priority to different applications, users, or data flows, or to offer a certain level of performance for data flows. For example, a required bit rate, latency, jitter, packet loss probability and/or bit error rate may be offered by Windstream to Customer. To determine what QoS level applies to a Service, Customer either must select from the following QoS classes of service or subscribe to a Service that is defaulted into one or more QoS classes. The Windstream QoS classes are identified as:

Current QoS Service Level Name	Former QoS Service Level Name	Description
Expedited Forwarding	Real Time	This class of service delivers premium QoS to a customer's location and is optimized for low latency and low jitter performance required for voice communications. All managed VoIP services are defaulted into Expedited Forwarding QoS. The traffic in this queue can NOT exceed the percentage assigned to this queue (even if bandwidth is available from other queues).
Assured Forwarding 4	N/A	This class of service provides the highest priority treatment for data. Intended for applications with high business value requiring large bandwidth allocations and/or lower latency such as interactive video conferencing, streaming video. The traffic in this queue can exceed the percentage assigned to this queue if bandwidth is available from other queues. Traffic exceeding the assigned percentage is given the class’s expected treatment if bandwidth is available from other queues.
Assured Forwarding 3	Mission Critical Data	This class of service provides the next highest priority treatment for data. Intended for applications with high business value



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		requiring large bandwidth allocations such as credit card transactions, and ERP applications like SAP and PeopleSoft. The traffic in this queue can exceed the percentage assigned to this queue if bandwidth is available from other queues. Traffic exceeding the assigned percentage is given the class’s expected treatment if bandwidth is available from other queues.
Assured Forwarding 2	N/A	This class of service is typically applied to transactional and low latency data such as email. The traffic in this queue can exceed the percentage assigned to this queue if bandwidth is available from other queues. Traffic exceeding the assigned percentage is given the class’s expected treatment if bandwidth is available from other queues.
Assured Forwarding 1	Business Critical Data	This class of service is typically assigned to Bulk Data / High Throughput Data. The traffic in this queue can exceed the percentage assigned to this queue if bandwidth is available from other queues. Traffic exceeding the assigned percentage is given the class’s expected treatment if bandwidth is available from other queues.
Best Effort	Standard Data (Internet)	This class of service enables customers to share latency and jitter tolerant data and Internet applications across all locations. Internet traffic is defaulted into Best Effort QoS. The traffic in this queue can exceed the percentage assigned to this queue if bandwidth is available from other queues.

2.5 Calendar Month:

For the purpose of this SLA a calendar month is based on 60 Minutes/Hour, 24 Hours/Day, 30 Days/Month = 43,200 average monthly minutes.

3 Service Levels

Service credits detailed below will not be combined for a given performance impacting event. For example, in the event of an outage, credit will not be awarded for service availability, latency, packet loss and jitter. In the event of impact to multiple performance parameters, Windstream reserves the sole discretion to decide for which performance parameter to reward credit.

3.1 Service Availability

For purposes of measuring Windstream’s performance under this SLA, the term “Service Availability” is defined as the percentage of time in one Calendar Month during which Windstream delivers Customer traffic across the Windstream network and between the points defined in Section 1.1 and Section 1.2. As shown in Section 1.1 and Section 1.2, the measurement for Service Availability does not apply to local access circuit, where a third-party local access circuit is used. Service Availability shall be



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calculated based on an aggregate monthly measurement average between the specified points. Service Availability measurements do not include the previously specified Exclusions (e.g., scheduled maintenance windows or planned outages).

The following outlines the Service Availability objectives for the Services in any given Calendar Month:

Service	Service Availability Objective
Internet Service, MPLS Networking and unprotected Wavelength Services	99.99% (≤ 4.38 minutes of service unavailability per month)
Always On and protected or diverse pairs Wavelength Services	99.999% (≤ .438 minutes of network unavailability per month)

Service credit for time when the Service Availability objective is not attained:

Service Unavailability Duration	Credit (Provided as a fraction of the MRC for the affected Service)
>.438 minutes and ≤ 1hour for Always On and protected or diverse pairs Wavelength and dedicated private line Services	1/30 th of the monthly recurring charge (MRC)
>4.38 minutes and ≤ 1hour for Internet Service, MPLS Networking Services and unprotected Wavelength Services	1/30 th of the MRC
>1 hour and ≤ 2 hours	2/30 th of the MRC
>2 hours and ≤ 3 hours	3/30 th of the MRC
>3 hours and ≤ 4 hours	4/30 th of the MRC
>4 hours and ≤ 5 hours	5/30 th of the MRC
>5 hours and ≤ 6 hours	6/30 th of the MRC



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>6 hours and ≤ 7 hours	7/30 th of the MRC
>7hours and ≤ 8 hours	8/30 th of the MRC
>8 hours and ≤ 9 hours	9/30 th of the MRC
>9 hours and ≤ 10 hours	10/30 th of the MRC
>10 hours and ≤ 11 hours	11/30 th of the MRC
>11 hours and ≤ 12 hours	12/30 th of the MRC
>12 hours and ≤ 13 hours	13/30 th of the MRC
>13 hours and ≤ 14 hours	14/30 th of the MRC
> 14 hours	15/30 th of the MRC

3.2 Latency

For purposes of measuring Windstream’s MPLS Networking Services performance under this SLA, latency is defined as the round trip delay (in milliseconds) of packets transported across the Windstream core network, between the points specified in Section 1.1. Latency shall be calculated based on an aggregate monthly measurement average between the previously specified points. The following outlines the latency targets and Service credits, depending on the class selected by Customer, in any given Calendar Month.

Current QoS Service Level Name	Former QoS Service Level Name	Latency Target	Credit (Provided as a fraction of the MRC for the affected service)
Expedited Forwarding	Real Time	≤ 40ms (Roundtrip)	1/30 MRC for each day (any 24-hour period) Windstream fails to meet the latency SLA for Expedited Forwarding QoS in a Calendar Month
Assured Forwarding 4		≤ 40ms (Roundtrip)	1/30 MRC for each day (any 24-hour period) Windstream fails to meet the latency SLA for Assured Forwarding 4 QoS in a Calendar Month
Assured Forwarding 3	Mission Critical Data	≤ 45 ms (Roundtrip)	1/30 MRC for each day (any 24-hour period) Windstream fails to meet the latency SLA for Assured Forwarding 3 QoS during any Calendar Month
Assured Forwarding 2		≤ 45 ms (Roundtrip)	1/30 MRC for each day (any 24-hour period) Windstream fails to meet the latency SLA for Assured Forwarding 2 QoS in a Calendar Month



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Assured Forwarding 1	Business Critical Data	≤ 48 ms (Roundtrip)	1/30 MRC for each day (any 24-hour period) Windstream fails to meet the latency SLA for Assured Forwarding 1 QoS during any Calendar Month.
Best Effort	Standard Data (Internet)	N/A	N/A

3.3 Packet Loss

For purposes of measuring Windstream’s MPLS Networking Services performance under this SLA, packet loss is defined as the percentage of packets in a Calendar Month that are dropped across the Windstream core network, between the points specified in Section 1.1. Packet loss shall be calculated based on an aggregate monthly measurement average between the previously specified points. The following outlines the packet loss targets and Service credits, depending on the class selected by Customer, in any given Calendar Month.

Current QoS Service Level Name	Former QoS Service Level Name	Target Packet Loss	Credit (Provided as a fraction of the MRC for the affected service)
Expedited Forwarding	Real Time	≤ .10%	1/30 MRC for each day (any 24-hour period) Windstream fails to meet the latency SLA for Expedited Forwarding QoS in a Calendar Month
Assured Forwarding 4		≤ .10%	1/30 MRC for each day (any 24-hour period) Windstream fails to meet the latency SLA for Assured Forwarding 4 QoS in a Calendar Month
Assured Forwarding 3	Mission Critical Data	≤ .30%	1/30 MRC for each day (any 24-hour period) Windstream fails to meet the latency SLA for Assured Forwarding 3 QoS during any Calendar Month
Assured Forwarding 2		≤ .30%	1/30 MRC for each day (any 24-hour period) Windstream fails to meet the latency SLA for Assured Forwarding 2 QoS in a Calendar Month
Assured Forwarding 1	Business Critical Data	≤ .50%	1/30 MRC for each day (any 24-hour period) Windstream fails to meet the latency SLA for Assured Forwarding 1 QoS during any Calendar Month.



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Best Effort	Standard Data (Internet)	N/A	N/A
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3.4 Jitter

For purposes of measuring Windstream’s MPLS Networking Services performance under this SLA, jitter is defined as the variation in the delay (in milliseconds) of received packets transmitted across the Windstream core network, between the points specified in Section 1.1. Jitter shall be calculated based on an aggregate monthly measurement average between the previously specified points. Jitter measurement is only available to customers selecting the Real Time and/or Mission Critical QoS class. The following outlines the jitter targets and Service credits in any given Calendar Month:

Current QoS Service Level Name	Former QoS Service Level Name	Target Jitter	Credit (Provided as a fraction of the MRC for the affected service)
Expedited Forwarding	Real Time	≤ 2.5 ms	1/30 MRC for each day (any 24-hour period) Windstream fails to meet the latency SLA for Expedited Forwarding QoS in a Calendar Month
Assured Forwarding 4		≤ 3.0 ms	1/30 MRC for each day (any 24-hour period) Windstream fails to meet the latency SLA for Assured Forwarding 4 QoS in a Calendar Month
Assured Forwarding 3	Mission Critical Data	≤ 3.0 ms	1/30 MRC for each day (any 24-hour period) Windstream fails to meet the latency SLA for Assured Forwarding 3 QoS during any Calendar Month
Assured Forwarding 2		≤ 3.5 ms	1/30 MRC for each day (any 24-hour period) Windstream fails to meet the latency SLA for Assured Forwarding 2 QoS in a Calendar Month
Assured Forwarding 1	Business Critical Data	≤ 3.5 ms	1/30 MRC for each day (any 24-hour period) Windstream fails to meet the latency SLA for Assured Forwarding 1 QoS during any Calendar Month.
Best Effort	Standard Data (Internet)	N/A	N/A



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4 Credits

When Customer's Service has failed to meet the applicable commitment outlined in this SLA, after being reported by Customer, Customer may receive a credit adjustment to its account. To request a credit under this SLA, Customer shall email its Windstream sales representative with a description of the requested credit along with the Windstream trouble ticket number provided by the service center within thirty (30) calendar days of the asserted failure. The Windstream sales representative shall notify Customer when the requested credit has been approved or declined.

4.1 Calculations of Credits

Maximum Credit - In no event may the credits provided for hereunder (either individually or on a cumulative basis) in any billing period exceed the total MRCs for that period for a Service.

5 Maintenance

As set forth above, maintenance activities are Exclusions and do not constitute a Service Outage for purposes of this SLA. Windstream reserves the right to schedule maintenance and upgrades to the network seven (7) days a week from 12 a.m. to 6 a.m. in the local time zone of the affected area without prior notice to Customer or upon reasonable advance notice outside these time frames.

5.1 Scheduled Network Maintenance

The term "Scheduled Network Maintenance" refers to upgrades or modifications to network equipment software, network equipment hardware, or network capacity. Scheduled Network Maintenance may temporarily degrade the quality of Customer's Service. Windstream takes every reasonable precaution to minimize the duration of any impacts during the Scheduled Network Maintenance window. Such effects related to Scheduled Network Maintenance shall not be deemed as Windstream's failure to meet applicable service level commitments and shall not give rise to credits under this SLA. Scheduled Network Maintenance shall be undertaken between the hours of 12:00AM and 6:00AM of the local time zone.

5.2 Emergency Network Maintenance

The term "Emergency Network Maintenance" refers to efforts to correct network conditions requiring immediate action that are likely to lead to a material Service Outage or inability to meet latency, packet loss or jitter targets. Emergency Network Maintenance may temporarily degrade the quality of Customer's Services, including the possibility of causing short-duration outages. Such effects related to emergency network maintenance shall not be deemed as Windstream's failure to meet applicable service level commitments and shall not give rise to credits under this SLA. Windstream may undertake Emergency Network Maintenance at any time deemed necessary to preserve network Service.

6 LIMITATION OF LIABILITY

Windstream's total liability to Customer under this SLA is limited to the MRCs for the affected Service for the applicable Calendar Month in which Windstream's failure to meet the applicable service level commitment occur. Except for the credits identified in this SLA, this SLA does not modify or amend the



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written contract executed by the parties or the Online Terms and Conditions to which Customer is subject, whichever is applicable, including but not limited to any warranty disclaimers or limitation of liability provisions.

THE PROVISIONS OF THIS SLA ARE CUSTOMER'S SOLE AND EXCLUSIVE REMEDIES FOR WINDSTREAM'S FAILURE TO MEET THE APPLICABLE COMMITMENTS IN THIS SLA AND ANY OTHER NETWORK, EQUIPMENT OR SERVICE ISSUES.

KINETIC BUSINESS SERVICE TERMS AND CONDITIONS

Together with the Service Agreement and any document incorporated by reference herein, these terms (“Agreement”) apply to all telecommunications and related services (“Services”) provided to Customer by the Kinetic Business affiliate billing Customer (“Kinetic”).

1. **Term and Renewal.** This Agreement is effective on the date identified on the Service Agreement (“Effective Date”) and will continue for the term set forth in the Service Agreement starting from the last date that Services are installed (the “Term”). Upon expiration of the Term, this Agreement will automatically renew for successive one-month terms (each, a “Renewal Term”) and Kinetic reserves the right to increase rates to its then-current rates. If this Agreement is a renewal, it may take one to two billing periods for the rates herein to become effective. Automatic renewal may be terminated by issuing a disconnection request, as outlined in Section 16(b) below.
2. **Charges for Services.** Charges are set forth on the Service Agreement or assessed as Services are used by Customer (i.e., features, installation/repair, including after-hours installation, long distance (rounded up to next cent), etc.). Customer is responsible for all permissible taxes, surcharges, fees, and assessments that apply to Services, including how those may change in the future, and regardless of whether such charges are identified in the Agreement. Customer shall pay all charges if Kinetic or a third-party provider is required to extend the demarcation point, delay installation due to Customer, or undertake special construction. **KINETIC RESERVES THE RIGHT TO INCREASE OR DECREASE MONTHLY RECURRING CHARGES (“MRCS”) ON AT LEAST THIRTY (30) DAYS’ NOTICE AND OTHER RATES AT ANY TIME.**
3. **Installation.** Customer must provide an environment that is suitable for the Services, including equipment that is compatible with Uniti’s network. Unless otherwise agreed in writing by Uniti, Customer is responsible for obtaining access to Customer’s premises for Kinetic to install Services/perform maintenance and Kinetic will not enter into any agreements with Customer’s landlord or other third parties to obtain same. Customer is solely responsible for disconnecting Services with its current service provider to avoid duplicated charges after Service installation.
 - a. **Fixed Wireless.** Unless otherwise agreed in writing by Kinetic, Customer has the additional material obligations to: (a) obtain "roof rights" and make available all evidence of same to Kinetic; (b) provide space for Kinetic equipment at the Service locations, no further than three hundred (300) feet from Customer's router or switch interface; and, (c) provide internal building conduit to allow Kinetic the ability to rod/rope to the point of demarcation. Kinetic shall not be liable for any reasonable alterations or necessary work to the Service locations that are required for installation and removal of Kinetic equipment.
 - b. **Right of Way.** Customer is responsible for acquiring and maintaining the right-of-way necessary to allow installation and maintenance of Services. Failure to acquire and maintain necessary right-of-way may result in delay of installation or termination of Services by Kinetic. Upon notice, Kinetic may make tests and inspections to determine whether Customer is in compliance with the requirements of this Agreement, or for routine and emergency maintenance of the equipment and facilities. Kinetic may: (i) take action to protect facilities and equipment; (ii) substitute, change, or rearrange any equipment or facility at any time; or (iii) limit or allocate use of existing facilities, as necessary, due to a lack of facilities or causes beyond Kinetic’s reasonable control. By requesting Services from Kinetic, Customer authorizes Kinetic to penetrate the external or internal walls of the structure where the Services will be delivered. If Customer rents the structure where Services will be delivered, Customer must obtain, in writing, any approvals necessary from the owner of the structure for penetration of external or internal walls of the structure. If Kinetic determines that the costs of bringing facilities from the public right-of-way into the structure where the Services will be delivered are excessive, Kinetic reserves the right to either pass along all or a portion of the expenses to Customer or terminate this Agreement.
4. **Billing and Payment; Disputes.** Installation occurs and billing at a location begins on the earlier of (i) the date Kinetic makes Services available to Customer for its use (which may be the date administrative access to certain software-based Services is granted to Customer); or (ii) the date that Service would have been available for use by Customer if Customer had fulfilled its obligations required to provision and install the Service. Bills are issued monthly and are late if not paid by the due date reflected on the invoice. Customer is responsible for paying all costs and fees Kinetic incurs as a result of collecting Customer's unpaid and resolved disputed charges. Kinetic may choose to bill in full monthly increments with no proration for partial service periods when Service either starts or ends in the middle of a billing cycle. Kinetic may accept payments marked “payment in full” or being in settlement of any dispute without waiving any rights it has to collect in full. If full payment is not received for undisputed charges in immediately available funds, Kinetic will add collection and late fees. In certain service areas, paper bills are available only upon request and for a monthly charge. Kinetic reserves the right to charge a fee for payments made by credit card or charge a payment processing fee for payments not made via electronic check. To dispute charges, Customer must do so in good faith and deliver to Kinetic in writing the specific basis for such dispute within sixty (60) days after the date on the invoice or the dispute shall be deemed waived.
5. **Credit and Deposits.** Customer authorizes Kinetic to ask credit-reporting agencies for Customer’s credit information. Kinetic may either refuse to serve Customer based on such credit information or require Customer to submit an initial security deposit and/or advance payment or if Customer increases Services, is late on payment, or its credit rating changes. Any deposit will be refunded if not applied by Kinetic to any unpaid amount.
6. **Moves.** If Customer moves, it must provide at least ninety (90) days’ advance written notice and pay applicable installation charges and increased monthly service charges for the new location. If Kinetic cannot serve the new location, cannot install Service at the new location due to Customer’s failure to provide enough notice, or Customer terminates due to the move, cancellation charges or liquidated damages pursuant to Sec. 11 shall apply.
7. **Kinetic-Provided and Owned Equipment; Customer Equipment Compatibility.** Any equipment owned and installed by Kinetic on Customer’s premises remains the property of Kinetic. Equipment shall remain in good condition and be reasonably protected by Customer from theft and damage, less normal wear and tear. Kinetic shall be responsible for the maintenance and repair of the equipment unless it is damaged as a result of the action or inaction of Customer or its employees or agents, in which case Customer shall reimburse Kinetic for the cost of any necessary repairs. Kinetic reserves the right to refuse to perform any installation or repair work and may, when necessary, charge Customer for interior or exterior cable or wiring to complete the installation or repairs at Kinetic's then current hourly rates. Customer shall provide Kinetic reasonable access to the equipment for purposes of repair, maintenance, removal or otherwise. If Kinetic does not have access to Customer’s premises within thirty (30) days after Customer terminates this Agreement, or if Kinetic requires Customer to return the equipment and Customer does not return the equipment to Kinetic within thirty (30) days of termination or it is returned damaged (during shipping or otherwise), Customer shall reimburse Kinetic for the replacement cost of the equipment plus processing and shipping fees, as well as any attorney’s fees and costs to collect. Customer’s equipment, software, cables or hardware attached to Kinetic equipment or Kinetic’s network is solely the responsibility of Customer and must be

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compatible with and not cause any interference on Kinetic's network.

8. **Kinetic-Provided Software.** Software and its documentation provided as part of Services and Equipment or otherwise provided by Kinetic to Customer shall be used by Customer solely as part of the Services and for no other purpose and Customer acknowledges and agrees that the Software is the exclusive property of Kinetic or a third -party licensor. Customer may be required to provide Kinetic with evidence that its use of the software is in compliance with this Agreement and/or third-party software licensor's terms. Customer agrees it will not: (i) use or make any copies of the software, or install the software on more than one computer at a time; (ii) reverse engineer, decompile, or disassemble the software; (iii) sell, resell, transfer, license, sublicense, distribute the software or otherwise allow third parties to access to use the software ; or (iv) create, write, or develop any derivative software or other software program that is based on such software.
9. **Use of Services; Restricted Calling Services.** Customer and/or anyone acting through it may not resell Services or use Services for: (a) traffic aggregation; (b) its own end users and/or customers as a telecommunications or any other kind of provider; (c) sending Kinetic calls that originate from a location other than the local calling area associated with the Customer's service location; or (d) sending Kinetic large volumes of calls from or to areas that are high-cost (areas with access costs greater than regional Bell operating company access costs) or to a toll-free number. Additionally, no more than ten percent (10%) of Customer's calls may be six (6) seconds or less and/or no more than forty percent (40%) of call attempts may be uncompleted per trunk group and/or DS0/DS0 equivalent. For violations of this Section, Kinetic may: (w) immediately terminate Services; (x) charge Customer long-distance charges and an addition al price per minute; (y) charge Customer any additional amounts necessary to recoup Kinetic's administrative costs and charges from other carriers; and/or, (z) require Customer to pay for the excessive use immediately and make a deposit.
- a. **Restricted Calling Services.** Kinetic will restrict international long distance and 900/976 calling functionality ("Restricted Calling Services") from Customer's account originating on the Kinetic-provided Service and will only restore such functionality upon request by an authorized representative of Customer. In the event Customer requests restoration of such functionality, Customer agrees and acknowledges that it is liable for all charges associated with the Restricted Calling Services dialed from Customer's premises or through the use of Customer's Kinetic account access and/or calling card codes, regardless of whether such use is: (i) authorized by Customer management, (ii) initiated by Customer employees or third parties, or (iii) constitutes or involves frequent activity of any nature. Customer agrees that Kinetic assumes no liability of any kind with respect to its providing access to Restricted Calling Services via connections from Customer premises and locations where Customer uses Kinetic Services. Customer shall indemnify, defend and hold harmless Kinetic against any and all claims made by the third-party provider of Restricted Calling Services. Customer acknowledges that, pursuant to government regulation, failure to make proper payment to third party vendors of Restricted Calling Services could result in suspension or interruption of long distance and/or local services provided by Kinetic, and Kinetic assumes no liability of any kind with respect to such potential service suspensions or interruptions.
10. **Termination/Disconnects.** Either party may terminate this Agreement, or cancel/disconnect any individual product(s) and/or service(s) by providing at least forty-five (45) days' notice prior to the end of the initial Term or a Renewal Term, or if the other party is in breach of any material provision of this Agreement and fails to cure within forty-five (45) days after written notice (or after ten (10) days' notice for nonpayment). Customer's right to terminate for breach applies to the affected location and/or Services only. Kinetic may limit, interrupt, suspend or terminate Services IMMEDIATELY if Customer or others acting through Customer:
- a. use the Services in violation of Sec. 9;
- b. use the Services in a manner that is harmful to or interferes with Kinetic's network or other customers,
- c. use the Services fraudulently or unlawfully, including to engage in any actions prohibited under the Telemarketing Sales Rule (16 CFR. § 310), the CAN-SPAM Act of 2003 (16 CFR § 316), the Telephone Consumer Protection Act (TCPA), the TRACED Act (47 USC § 227), and any other civil, criminal, or administrative regulation or law;
- d. use the Services in an excessive, abusive, or unreasonable manner that is not customary for the type of Services; or,
- e. use the Services in a manner that may cause or is causing an imminent and significant operational, financial, or security risk; or,
- f. impersonates another person, uses obscene or profane language or is abusive to or harassing Kinetic representatives and fails to stop such behavior after receiving a written or verbal warning.

After termination due to breach, Kinetic may restore Service if Customer corrects any breach and pays all outstanding amounts owed, including restoration charges. In addition to these termination rights, if Kinetic determines that providing Services is not economically or technically feasible or because underlying facilities leased from third parties are no longer available to Kinetic due to legal/regulatory changes, Kinetic has the right to terminate this Agreement either prior to installation or on sixty (60) days' notice after installation. Kinetic reserves the right to delete your windstream.net email account, without notice, if unused for one hundred and eighty (180) consecutive days. The contents of the email account will be unrecoverable once the account has been deleted.

11. Effect of Termination.

- a. **Pre-Installation-** If Customer terminates this Agreement due to any reason other than Kinetic's material breach or if Kinetic terminates this Agreement due to Customer's material breach after the Effective Date but prior to the installation of Service(s), Customer will pay Kinetic a Pre-Installation Cancellation Charge ("Cancellation Charge") equal to six (6) months of MRCs or if Kinetic's **costs to other providers** are greater than this amount, Customer shall also be charged this amount. Customer agrees that the Cancellation Charge is a reasonable measure of the administrative costs and other fees incurred by Kinetic to prepare for installation. The Cancellation Charge set forth in this Section is in lieu of the charges set forth in 11(b).
- b. **Post-Installation-** **IF CUSTOMER TERMINATES THIS AGREEMENT OR PART OR ALL SERVICES PROVIDED HEREUNDER AFTER INSTALLATION DURING THE INITIAL OR RENEWAL TERM FOR ANY REASON OTHER THAN FOR KINETIC'S MATERIAL BREACH OR IF KINETIC TERMINATES THIS AGREEMENT DUE TO CUSTOMER'S MATERIAL BREACH, CUSTOMER SHALL PAY TO KINETIC AS LIQUIDATED DAMAGES, AND NOT AS A PENALTY, AN AMOUNT EQUAL TO ONE HUNDRED PERCENT (100%) OF THE MRCs APPLICABLE TO THE SERVICES THAT WERE TERMINATED MULTIPLIED BY THE NUMBER OF MONTHS REMAINING IN THE THEN-CURRENT TERM OR RENEWAL TERM. IF KINETIC'S REASONABLE INSTALLATION COSTS, BOTH MATERIAL AND LABOR, ARE**

KINETIC BUSINESS SERVICE TERMS AND CONDITIONS

GREATER THAN THIS AMOUNT, CUSTOMER SHALL ALSO REIMBURSE KINETIC FOR SUCH ADDITIONAL COSTS. IF THE CUSTOMER PARTIALLY CANCELS AND HAS A MINIMUM MONTHLY FEE (“MMF”), THEN THE CUSTOMER SHALL CONTINUE TO BE BILLED THE MMF (“LIQUIDATED DAMAGES”). CUSTOMER ACKNOWLEDGES THAT ACTUAL DAMAGES WOULD BE DIFFICULT TO DETERMINE, AND SUCH LIQUIDATED DAMAGES REPRESENT A FAIR AND REASONABLE ESTIMATE OF THE DAMAGES WHICH MAY BE INCURRED BY KINETIC.

12. **Limitation of Liability; Indemnity.** FOR PURPOSES OF SECTIONS 12 AND 13, “KINETIC” INCLUDES ITS OFFICERS, DIRECTORS, SHAREHOLDERS, EMPLOYEES, AGENTS, SUBCONTRACTORS, VENDORS, AND ANY ENTITY ON WHICH BEHALF KINETIC RESELLS SERVICES. EXCEPT FOR WILLFUL MISCONDUCT, KINETIC’S LIABILITY FOR SERVICES AND INSTALLATION WILL NOT EXCEED ANY CREDITS OFFERED BY KINETIC FOR OUTAGES PURSUANT TO KINETIC’S THEN-EFFECTIVE CREDIT POLICY. IN NO EVENT WILL KINETIC BE LIABLE FOR INCIDENTAL, SPECIAL OR CONSEQUENTIAL DAMAGES (SUCH AS LOST PROFITS, LOST BUSINESS OPPORTUNITIES, BUSINESS INTERRUPTION, LOSS OF BUSINESS DATA), ANY PUNITIVE OR EXEMPLARY DAMAGES, THE COST OF ALTERNATIVE SERVICE, OR ATTORNEY’S FEES. CUSTOMER IS RESPONSIBLE FOR ALL USAGE, CHARGES, AND LIABILITY INCURRED DUE TO THEFT OR FRAUD OVER THE SERVICES WHILE IN CUSTOMER’S CONTROL, REGARDLESS OF WHETHER/WHEN KINETIC NOTIFIES CUSTOMER OF INCREASED USAGE. PRICING OF SERVICES REFLECTS THE INTENT OF THE PARTIES TO LIMIT KINETIC’S LIABILITY AS PROVIDED HEREIN. **CUSTOMER INDEMNITY:** CUSTOMER SHALL INDEMNIFY, DEFEND, AND HOLD KINETIC HARMLESS IF CUSTOMER’S BREACH OF THIS AGREEMENT OR USE OF THE SERVICE CAUSES A THIRD PARTY TO MAKE A CLAIM AGAINST KINETIC.
13. **Disclaimer of Warranties.** EXCEPT AS OTHERWISE PROVIDED HEREIN, SERVICES, EQUIPMENT, AND THE DESIGNATED CUSTOMER AREA ON KINETIC’S PREMISES, IF APPLICABLE, ARE PROVIDED ON AN “AS IS” AND “AS -AVAILABLE” BASIS WITHOUT WARRANTIES OF ANY KIND, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO WARRANTIES OF TITLE OR NON-INFRINGEMENT OR IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE, WARRANTY ARISING BY COURSE OF TRADE, COURSE OF DEALING OR COURSE OF PERFORMANCE INCLUDING, BUT NOT LIMITED TO, BROADBAND SPEEDS, UNINTERRUPTED OR ERROR-FREE SERVICE, TRANSMISSION QUALITY, AND KINETIC’S ABILITY TO PROVIDE, AND ACCURACY OF, ANY DIRECTORY LISTINGS. EXCEPT AS EXPRESSLY PROVIDED IN KINETIC’S PRIVACY POLICY AND BY LAW, KINETIC HAS NO OBLIGATION TO PROVIDE SECURITY OR PROTECTION FOR CUSTOMER’S PRIVACY, CONFIDENTIAL INFORMATION OR DATA. NO ORAL OR WRITTEN ADVICE OR INFORMATION BY KINETIC’S EMPLOYEES, AGENTS OR CONTRACTORS SHALL CREATE A WARRANTY, AND CUSTOMER MAY NOT RELY ON ANY SUCH INFORMATION.
14. **Force Majeure.** Kinetic shall have no liability, including service credits, for any delay or failure to perform caused by any event beyond its reasonable control or during any **maintenance** periods necessary on Kinetic’s network or equipment, including but not limited to delays or failures caused by third parties’ or Customer’s actions or failure to act or permit Kinetic access.
15. **Documents Incorporated by Reference; Entire Agreement; Counterparts; Execution.** THIS AGREEMENT IS SUBJECT TO AND INCORPORATES THE FOLLOWING BY REFERENCE, AS THEY MAY CHANGE FROM TIME TO TIME: (I) THE TERMS AND CONDITIONS OF THE TARIFFS FILED WITH STATE PUBLIC SERVICE COMMISSIONS; (II) THE FCC OR STATE SERVICE PUBLICATIONS POSTED AT <https://www.windstream.com/tariffs/>; (III) FOR INTERNET, THE “ACCEPTABLE USE POLICY” POSTED AT <https://www.windstream.com/about/legal/Acceptable-Use-Policy> AND THE “PRIVACY POLICY” POSTED AT <https://www.windstream.com/about/legal/privacy-policy>; (IV) FOR CERTAIN VALUE-ADDED SERVICES (I.E., ONLINE BACK UP SERVICES, TECH HELP, ETC), THE CLICK-THROUGH AGREEMENTS RELATED TO THOSE SERVICES REQUIRED PRIOR TO ACCESSING THEM; (V) THIRD PARTY SOFTWARE TERMS, IF APPLICABLE; AND (VI) ANY PRODUCT-SPECIFIC TERMS AND CONDITIONS SCHEDULES POSTED AT <https://www.windstream.com/about/legal/kinetic-business-terms-and-conditions>. This Agreement constitutes the parties’ entire agreement. In the event of any conflict between the terms of this document and any of the documents incorporated by reference, the terms of this document control followed (in order) by any click-through agreements for applicable Services, the Tariffs and the FCC or state Service Publications, and then the Acceptable Use and Privacy policies.
16. **Miscellaneous.** (a) **Signatures and Amendments:** This Agreement may be signed in counterparts, and facsimile or electronic scanned copies may be treated as **original** signatures. Kinetic also may execute this Agreement via a verifiable electronic signature. This Agreement may be amended only in a writing signed by authorized representatives of each party. This Agreement and its incorporated documents supersede any and all statements or promises made to Customer by any Kinetic employee or agent; (b) **Notices and Electronic Communications:** Any notice pursuant to this Agreement must be in writing and will be deemed properly given if hand delivered or mailed to Customer at the address populated on Customer’s Service Agreement or to Kinetic, Attn: Kinetic Business, P.O. Box 25310, Little Rock, AR 72212, or at such other address provided to the other party. Customer disconnection requests must be initiated by accessing the online portal, or by calling 833-241-0100. Any other means of providing notice of disconnection is void and has no effect, even if actually received by Kinetic. CUSTOMER AGREES THAT KINETIC MAY SEND ELECTRONIC MESSAGES TO CUSTOMER CONCERNING KINETIC’S SERVICES; (c) **Compliance with Laws; Applicable Law:** Each party shall comply with all laws and regulations applicable to this Agreement. This Agreement is subject to applicable federal law and the laws of the state in which the Services are provided or, if provided in multiple states, then Delaware law, both of which shall be without regard to that state’s conflict of laws principles; (d) **Waiver of Jury Trial:** EACH PARTY HERETO HEREBY WAIVES, TO THE FULLEST EXTENT PERMITTED BY APPLICABLE LAW, ANY RIGHT PARTY MAY HAVE TO A TRIAL BY JURY IN RESPECT TO ANY LITIGATION DIRECTLY OR INDIRECTLY ARISING OUT OF, UNDER OR IN CONNECTION WITH THIS AGREEMENT; (e) **Statute of Limitations:** Other than billing disputes subject to shorter time periods in Sec. 4, no claim may be asserted by either party more than two (2) years after the occurrence that is the basis of the claim; (f) **Assignment:** On written notice, either party may assign this Agreement (for Kinetic, such assignment may be in whole or in part), to an affiliate or acquirer of all or substantially all of its assets without any advance consent from the other party, but Customer must complete all paperwork necessary to effectuate such assignment or any change in ownership.; (g) **Third Party Beneficiaries:** No third party shall be deemed a beneficiary of this Agreement; (h) **Waiver:** Either party’s failure to enforce any right or remedy available under this Agreement is not a waiver; (i) **Severability:** If any part of this Agreement is held invalid or unenforceable, the remainder of this Agreement shall remain in full force and effect; (j) **Survival:** Sections 7, 12 and 13 survive after this Agreement

KINETIC BUSINESS SERVICE TERMS AND CONDITIONS

ends; (k) **Handwritten Changes**: Handwritten changes are not binding on either party; (l) **Use of Products in U.S.**: Customer acknowledges that the transfer and use of products, services and technical information outside the United States are subject to U.S. export laws and regulations. Customer shall not use, distribute, transfer, or transmit the products, services or technical information (even if incorporated into other products) except in compliance with U.S. export laws and regulations. At Kinetic's request, Customer shall sign written assurances and other export-related documents as may be required for Kinetic to comply with U.S. export regulations; (m) **Publicity and Confidentiality**: Customer agrees that Kinetic may publicly disclose that Kinetic is providing Services to Customer and may include Customer's name in promotional materials and press releases. Except when this Agreement is required to be filed with a governmental authority, this Agreement is confidential and shall not be disclosed publicly to any third party except to dealer(s) or agent(s) of Kinetic.

17. Service Specific Terms and Conditions.

HIPAA Compliance:

Customer is responsible for informing Kinetic in writing if: (i) Customer is a Covered Entity or Business Associate (both as defined in the Health Insurance Portability and Accountability Act of 1996 ("HIPAA")); and (ii) Customer Content includes Protected Health Information ("PHI") (as defined in HIPAA). If Customer notifies Kinetic that it is a Covered Entity or Business Associate and that Customer Content includes PHI, and Kinetic determines that, based on such notification, it is rendered a Business Associate, then the parties will execute Kinetic's Business Associate Agreement. If Customer does not so notify Kinetic, then Kinetic will have no obligation to provide the Services in compliance with HIPAA.

For Managed CPE Firewall Services only:

Authorization to Perform Testing. Customer grants Kinetic the authority to access Customer's networks and computer systems solely for the purpose of providing the Managed CPE Firewall Service ("Firewall"). Customer agrees to notify Kinetic and obtain any third-party service provider's ("Host") consent to provide the Firewall on Host's computer systems, which includes acknowledgement of the risks and acceptance of the conditions set forth herein and to facilitate any necessary communications and exchanges of information between Kinetic and Host in connection with the Firewall.

Customer agrees to indemnify, defend and hold Kinetic and its suppliers harmless from and against any and all claims, losses, liabilities and damages, including reasonable attorney's fees that arise out of Customer's failure to comply with this Section and from any and all third-party claims that arise out of the testing and evaluation of the security risks, exposures, and vulnerabilities of the IP Addresses that Customer provides. Customer acknowledges that the Firewall entails certain risks including the following possible negative impacts: (i) excessive log file disk space may be consumed due to the excessive number of log messages generated by the Firewall; (ii) performance and throughput of networks and associated routers and firewalls may be temporarily degraded; (iii) degradation of bandwidth; and (iv) Customer computer systems may hang or crash resulting in temporary system unavailability and/or loss of data.

For Managed Network Security Cloud Firewall only:

Kinetic agrees that it will maintain all applicable PCI-DSS requirements to the extent: Kinetic handles, has access to, or otherwise stores, processes, or transmits; Customer's cardholder data, sensitive authentication data, or manages Customer's cardholder data environment on behalf of Customer.

Security Compliance Audits:

Unless stated otherwise in writing by Kinetic via an addendum to this Agreement, any Services or equipment provided by Kinetic are outside the scope of any security audits performed by Customer or its agents. While Kinetic Sales representatives can help Customer with incorporating our Services and equipment as component parts of a compliant overall security strategy, Kinetic makes no representations that its Services or equipment are compliant with industry-specific guidelines, regulations, or laws including, but not limited to, Payment Card Industry Standards, the Health Insurance Portability and Accountability Act, and/or Sarbanes-Oxley.

For OfficeSuite UC® Fax Services only:

The following conditions apply: (i) if a fax line goes over its allotted number of fax pages in a given month, each additional page above the bundle level purchased will be billed at the overage rate per fax page sent or received, as identified within bundle selection. For OfficeSuite

® Fax Measured package, each domestic page sent and received will be billed at \$0.065 per page; (ii) international faxing is not supported; (iii) only one (1) email address may be associated with each fax number for sending or receiving; (iv) only one (1) bundle package applies per email address. A bundle limit may not be shared across multiple email addresses; (v) unused fax pages will not rollover to the next month's billing; and (vi) a copy of faxes sent and received will be stored for ninety (90) days in the Go Kinetic Business Portal and then deleted. It is recommended that Customer download or forward faxes to store locally.

IP Addresses:

IP Addresses are the sole property of Kinetic and are assigned to customers to facilitate managed services. Ownership and control of assigned IP addresses are in no way transferred to the customer. Upon termination of the Service and/or Agreement, Customer agrees to relinquish any IP addresses or address blocks assigned to Customer by Kinetic.

AMENDMENT TO UNITI AGREEMENT

This AMENDMENT ("Amendment") effective as of the latter of the signature dates below, amends the Agreement, in addition to any and all related addenda or amendments (collectively, the "Agreement"), by and between **East Lycoming School District** ("Customer") and the Uniti legal entity(ies) providing the Service to Customer, as identified on Customer's bill ("Uniti").

TERMS OF AMENDMENT

1. Uniti and Customer hereby agree to amend the Agreement by moving, adding or changing Services at an existing Service location or adding a new Service location, as identified in Quote #2950752, attached hereto and hereby incorporated into the Agreement. The Services to be provided at such Service locations and rates for the same are also set forth in the Quote, along with other applicable terms and conditions.
2. **Rate Guarantee.** Uniti and Customer agree that during the initial Term of the Agreement, Uniti will not increase Customer's Monthly Recurring Charges for the Services being provided under Quote #2950752 (or, in the case of long distance services, the per minute charge for such services). The foregoing right shall not apply to changes to, additions of and/or increases in TDM access charges, all permissible taxes, surcharges, fees and assessments that apply to the Services.

Except as modified by this Amendment, the terms and conditions set forth in the Agreement remain unchanged. All amended Services are subject to the Term stated on the Quote.

IN WITNESS WHEREOF, this Amendment is hereby duly executed by an authorized representative of each Party hereto.

East Lycoming School District (Customer)	UNITI and its affiliates (Uniti)
SIGNATURE:	SIGNATURE:
AUTHORIZED REP. (PRINTED NAME):	AUTHORIZED REP. (PRINTED NAME):
TITLE:	TITLE:
DATE:	DATE:

Account Summary

Customer Name	East Lycoming School District
Quote #	2950752
Uniti Representative	Logan Summers
Contract Term Length	60 Months
Effective Date	January 30, 2026

Summary of Charges (Total for All Locations)

Product	Monthly Recurring Charges	One-Time Charges
Internet Service	\$1,100.00	\$0.00
Total*	\$1,100.00	\$0.00

The Monthly Recurring Charges represented above DO NOT include the taxes or charges that Uniti passes on to governmental entities AND the following Uniti fees and surcharges: Access Recovery Charge of up to \$3.00 per line or a maximum of 5 per trunk. Regulatory Assessment Surcharge of up to 8% (or for future increases with prior notice, the then-current tariff rate) applies to Interstate and International charges in the following states MN, NY and PA. An Administrative Service Fee of up to 18% (or for future increases with prior notice, the then-current tariff rate) applies to Interstate, Intrastate and Internet services monthly charges in all states except MN, NY and PA.

Service Agreement Summary

This Service Agreement is subject to and controlled by the Uniti Solution Service Terms and Conditions and the service-specific terms and conditions located at <https://solutions.uniti.com/legal>, including how such terms may be modified from time to time, and all of which are hereby incorporated herein by reference. Rates are subject to change on 30 days' notice via bill message on customer's invoice. By your signature you warrant that you have read, understand and agree to the Service Agreement, Uniti Service Terms and Conditions and applicable service-specific terms and conditions, and acknowledge that you are authorized to sign this Service Agreement and order the Service(s) as outlined herein.

CUSTOMER

UNITI

Signature: _____

Signature: _____

Printed Name: _____

Printed Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

This offer is voidable by Uniti if not signed and returned by 3/16/2026.

Location Summary

Location Name	Monthly Recurring Charges	One-Time Charges	Credits
East Lycoming School District	\$1,100.00	\$0.00	\$0.00

Location Detail

Location Name	East Lycoming School District	Account Number	219751416
Location Address	349 CEMETERY ST , HUGHESVILLE, PA 17737-1099		

Monthly Recurring Charges

Product	Qty.	Unit Price	Total Price
Internet Service			\$1080.00
Ethernet Access - 10 Gb	1	Included	
Internet Service - 10 Gb	1	Included	
IP Blocks LAN - /29 - Block of 8 IPs	1	\$20.00	\$20.00
		Total	\$1,100.00

USAC ADDENDUM TO UNITI SERVICE TERMS AND CONDITIONS
FOR E-RATE PROGRAM APPLICANTS

This Addendum is entered between Uniti (498 ID/SPIN 143030766) and East Lycoming School District (“Customer”) and amends the Uniti Service Terms and Conditions (“Agreement”) entered between Uniti and Customer (“Parties”).

Because the Customer is a USAC E-Rate Program (the “Program”) applicant, the Agreement is amended as follows:

1. Please indicate Customer’s Billed Entity Number (“BEN”):

BEN: 125823

2. Please indicate the preferred E-Rate invoicing method for this service:

Billed Entity Applicant Reimbursement (BEAR): Customer files the FCC Form 472 after they have paid Uniti in full for the products or services and want to be reimbursed for the discount amount.

Service Provider Invoicing (SPI): Customer pays only the non-discounted portion for the products or services and Uniti will file the FCC Form 474 to collect the reimbursement.

Under either method, USAC, and not Uniti, is responsible for reviewing submissions, making fundings decisions, and processing payment.

3. A new section, **Term Start and Billing Commencement**, is added to the Agreement:

The Term start date, and billing commencement date, will be July 1 to align with the Program Service Start Date, unless: (a) the Customer elects in Section 4 below to install Services prior to a funding decision, in which case the Term start and billing commencement date will be as of date Services are installed; or (b) the Parties mutually agree to a different date, as reflected in a signed written amendment to the Agreement.

4. A new section, **Installation Before Funding Decision**, is added to the Agreement:

Uniti recognizes that Customer’s ability to satisfy its obligations under this Agreement is dependent upon the receipt of funding from USAC, and the Parties have agreed to enter into this Agreement prior to receiving a funding decision. If Customer desires for Uniti to proceed with installation of Services, or construction if applicable, prior to receipt of a funding decision, Customer must indicate its request below. Absent an affirmative response from Customer, Uniti will not start installation or construction until after Customer and Uniti receive a funding decision. Customer understands and agrees that if it chooses to have Uniti proceed with installation or construction prior to receipt of a funding decision, and Customer does not receive funding, Customer shall be subject to the full termination liability as described in the **Effect of Termination** section of the Agreement in the event it terminates this Agreement.

Customer requests that Uniti proceed with installation or construction prior to receipt of a funding decision.

YES NO

5. A new section, **Funding Denial**, is added to the Agreement:

In the event USAC funding is denied after first having been approved, and Uniti has then installed the Services, Customer shall be obligated to pay 100% of the charges for the Services; however, if such funding is denied wholly and directly due to Uniti’s actions or inactions, Customer may continue to pay the discounted rate for the remainder of the applicable funding year. Prior to the end of that funding year, the Parties will renegotiate pricing and Customer will have the option to either continue under the Agreement with the renegotiated pricing or re-bid the Services and re-apply for funding with USAC. Uniti reserves the right to terminate for non-payment in accordance with Section 10 of the Agreement if Customer fails to pay the full amount owed for the Services for any reason, including but not limited to non-appropriation, or denial, of USAC funding or funding from other sources, such as state universal service fund programs.

The Agreement noted above and this Addendum constitutes the Parties’ entire agreement. To the extent there is a conflict between this Addendum and the Agreement, this Addendum controls.

This Addendum may be executed in several counterparts, and all counterparts so executed shall constitute one binding agreement on the Parties hereto and each executed counterpart shall be deemed an original. Facsimile signatures shall be accepted as valid and binding for all purposes.

Uniti and Customer each aver that the signatories to this Addendum below have authority to sign this Addendum.

Handwritten modifications to this Addendum are not binding on either Uniti or Customer.

EAST LYCOMING SCHOOL DISTRICT
(Customer)

BY:

NAME:

TITLE:

DATE:

UNITI

BY:

NAME:

TITLE:

DATE:

February 3, 2026

Re: Academic Overview

FireFly

FireFly assessment results will be distributed to families the week of February 2. Feedback from staff was that although it was longer than the LinkIt benchmark, they overall felt it was more fully aligned to the PSSA / Keystone content and test design. Duration was attributed to the Technology Enhanced Questions which were a significant factor in making this switch to ensure students were prepared. Teachers are working directly with principals to align academic supports based on individual assessment results. I am hopeful that the individual student reports will enable parents to more accurately see where their students are testing relative to PSSA standards at multiple points during the school year.

MTSS Tier III Instructional Support

The additional support provided at Ashkar is working as designed. Mrs. Barondeau has expressed some concerns with Renn / Ferrell. Although the student case load is comparable across all three teachers, the travel time between Renn and Ferrell is challenging. At this point I am not making a request for an additional part-time employee. I am continuing to monitor this and will make that recommendation if necessary in the near future. I appreciate the Board's prior willingness to add this position if necessary, but I prefer to move slowly to ensure the added expense is needed.

Enrollment

The Leadership team and I are assessing a multi-year enrollment projection to make a recommendation for elementary grade level sections and staffing levels. I will have this for the Board in March.

Penn Graduate School of Education - AI Education for Schools Grant

Along with eight other districts in the IU, I have the opportunity to participate in a grant program through UPENN GSE to develop AI programs and policy opportunities for schools. This is part of a \$1 million grant from Google to UPENN and will include district leadership, school leadership, and up to 25 teachers. There is no cost to the district and the grant pays a \$250 stipend to teachers. The program will run March - November 2026. For more information: <https://www.gse.upenn.edu/news/penn-gses-pass-program-receives-1-million-google-expand-ai-education-schools>

Respectfully,
Dr. Mark Stamm
Superintendent

February 3, 2026

Re: School Calendar 2026-27

Members of the Board,

After discussions with the Board on January 17, the school calendar has been shifted forward one week. The start date for students is now August 25 and commencement is June 4. No other changes were made.

Dr. Rodkey confirmed that this change will also ensure that Spring playoff events will not conflict with HHS commencement provided that the typical conference schedule remains. There may be conflicts with state level competition, but that is normal.

Respectfully,
Dr. Mark Stamm
Superintendent

EAST LYCOMING SCHOOL DISTRICT
2026/2027 SCHOOL CALENDAR

	<table border="1"> <thead> <tr><th colspan="7">July 2026</th></tr> <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>	July 2026							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			<table border="1"> <thead> <tr><th colspan="7">January 2027</th></tr> <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></td><td>1</td><td>2</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> <p>Jan 1: Schools Closed Jan 4-8: Firefly Jan 4-15: Acadience Jan 18: Professional Day 8 Jan 19: MP2</p> <p>Student 19/98 Teacher 20/106</p>	January 2027							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						
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<p>Aug 19: Professional Day 1 (Remote) Aug 20-24: Professional Days 2-4 Aug 25: First Student Day</p> <p>Student 5/5 Teacher 9/9</p>	<table border="1"> <thead> <tr><th colspan="7">August 2026</th></tr> <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></td><td></td><td>1</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>	August 2026							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							<table border="1"> <thead> <tr><th colspan="7">February 2027</th></tr> <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>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>Feb 12: Weather Day (1) Feb 15: Professional Day 9</p> <p>Student 18/116 Teacher 19/125</p>	February 2027							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						
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Chapter 339 Plan Introduction and Rationale

Dear Members of the School Board,

We are pleased to present for your review the Chapter 339 Comprehensive K-12 Guidance Plan. In accordance with the Pennsylvania Department of Education's requirements, every school district is tasked with developing and maintaining a Chapter 339 plan to ensure all students are provided with a structured, equitable, and effective guidance program throughout their academic journey.

A Chapter 339 plan outlines a district-wide, systemic approach to school counseling and career readiness. It details the strategies, resources, and activities that our schools will implement to support students academic and career development from kindergarten through twelfth grade. The plan outlines each school's guidance program as it relates to the state standards and the American School Counselor (ASCA) National Model ensuring that each student is prepared for postsecondary success, whether that be in higher education, vocational training, the workforce, or a military pathway.

Presenting the Chapter 339 plan to the school board is a critical step in our commitment to accountability, and continuous improvement. Board approval is required for the plan to be implemented and approved by the Pennsylvania Department of Education. Most importantly, the implementation of this plan directly benefits our students by fostering an environment that promotes personal growth, informed decision making, and future readiness.

We look forward to discussing the details of the Chapter 339 plan and answering any questions you may have during the upcoming meeting.

Respectfully,

ELSD School Counseling Department

Jeremy Eck (HHS)

Kari Ulrich (HHS)

Marisa Sponhouse (Renn, Ferrell)

Jessica Schuster (Ashkar)

**East Lycoming School District
Chapter 339
K - 12 Comprehensive Counseling Plan**

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School Counselors and Assignments

Michele Beck-Spartan Academy/counselor support (K-12)

Jessica Schuster -Ashkar (501:1)

Jeremy Eck-HJSHS(367:1)

Kari Ulrich-HJSHS(367:1)

Marisa Sponhouse-Renn Elementary (173:1) Ferrell Elementary (136:1)

School-Counseling Department Mission Statement

The mission of the East Lycoming Counseling Program is to empower all students to reach their fullest potential by providing a comprehensive school counseling program to facilitate their academic, career, social, and emotional development. The ultimate objective is to help students identify their interests, abilities, enhance productivity, dependability, self-expression and control, foster accurate decision-making and conflict-resolution skills along with other competencies that will remediate students' deficits, strengthen their unique capabilities and help them feel empowered.

Role of the School Counselor:

The school counselor's role is to encourage personal responsibility in students as they work toward becoming successful citizens in an ever-changing global society.

As a Leader - At East Lycoming School District the counselors are expected to attain technical mastery of school counseling and education. They work to promote growth and empowerment by being visible and accessible to all of our students. K-12 counselors work with families and outside agencies to best meet the academic, personal/social, and career needs of all of our students. Members serve on the SAP team, Positive School Wide Behavior Committee, and the Comprehension Plan Committee.

As an Advocate - At East Lycoming School District the counselors advocate for lifelong learning in all of the students. They work to meet the needs of the students, their families and the community in regards to providing the best educational experience to all of the students. They act as a liaison for students with parents, teachers, and outside agencies to promote equitable access to educational services for all.

As a Collaborator - School Counselors at East Lycoming School District work within our schools on grade level teams, building and district-wide teams to collaborate between administration, teachers, students and school staff to work toward common goals of academic success. They work to link families to resources or outside agencies to assist with needs that cannot be met within the school.

As an Agent of Systemic Change - East Lycoming School District continues to work collaboratively to remove barriers to learning and promote systemic change that will create a learning environment where all students are able to

succeed. They work to increase rigor and promote college and career readiness skills. They have guidelines addressing bullying, intolerance and safety issues. The counselors also maintain membership in professional school counseling associations.

CTE Programs offered to students:

- Lycoming County Career and Technology Center
 - Criminal Justice
 - Automotive
 - Construction
 - Culinary Arts
 - Computer Programming
 - Health Careers
 - Early Childhood Education
 - Welding (2026/2027)
 - Heavy Diesel Mechanic (2026/2027)

Guidance Plan Board/JOC approved date

- Last Approved Plan: 4/2024

Career Guidance Services Curriculum to assist with career planning:

**Smart Futures Future Ready Activities Aligned (by Grade Band)
to the PA CEW Standards, PA Career Ready Skills and ASCA Mindsets and Behaviors**

Note: All Smart Futures activity modules were designed to be completed independently by the student within a 15–30-minute timeframe. All modules are tablet and mobile-friendly.

Grades K-3 Future Ready Activities

Grade Level/ Activity Name	PA CEW Standards	Badges	PA CRS PK/K	ASCA Mindsets (M) and Behaviors (B)
<p>1. My Interests</p>	<ul style="list-style-type: none"> Career Awareness and Preparation – 13.1.3 (A, B) – A. Recognize that individuals have unique interests. B. Identify current personal interests. 	<ul style="list-style-type: none"> Abilities and Aptitudes Personal Interests 	<p>SA/SM:</p> <ul style="list-style-type: none"> Demonstrate awareness of self and one’s own preferences. 	<p>M 1</p> <ul style="list-style-type: none"> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <p>M 3</p> <ul style="list-style-type: none"> Positive attitude toward work and learning <p>M 5</p> <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>M 6</p> <ul style="list-style-type: none"> Understanding that postsecondary education and life-long learning are necessary for long-term success <p>B-LS 1</p> <ul style="list-style-type: none"> Critical-thinking skills to make informed decisions
<p>2. Community Roles</p>	<ul style="list-style-type: none"> Career Awareness and Preparation – 13.1.3 (D, E) D. Identify the range of jobs available in the community. E. Describe the work done by school personnel and other individuals in the community. 	<ul style="list-style-type: none"> Local Career Preparation Activities Career Selection Influences 	<p>E & M Relationships:</p> <ul style="list-style-type: none"> Identify similarities and differences between self and others. 	<p>M 2</p> <ul style="list-style-type: none"> Sense of acceptance, respect, support and inclusion for self and others in the school environment <p>M 3</p> <ul style="list-style-type: none"> Positive attitude toward work and learning <p>B-LS 9</p> <ul style="list-style-type: none"> Decision-making informed by gathering evidence, getting others’ perspectives and recognizing personal bias
<p>3. Preparation for Careers</p>	<ul style="list-style-type: none"> Career Awareness and Preparation – 13.1.3 (F) F. Explore how people prepare for jobs. 	<ul style="list-style-type: none"> Preparation for Careers 	<p>SA/SM:</p> <ul style="list-style-type: none"> Demonstrate awareness of self and one’s own preferences. 	<p>M 6</p> <ul style="list-style-type: none"> Understanding that postsecondary education and life-long learning are necessary for long term success <p>B-LS 7</p> <ul style="list-style-type: none"> Long and short-term academic, career and social/emotional goals <p>B-LS 9</p> <ul style="list-style-type: none"> Decision-making informed by gathering evidence, getting others’ perspectives and recognizing personal bias

<p>2. Community Roles</p>	<ul style="list-style-type: none"> Career Awareness and Preparation – 13.1.3 (D, E) D. Identify the range of jobs available in the community. E. Describe the work done by school personnel and other individuals in the community. 	<ul style="list-style-type: none"> Local Career Preparation Activities Career Selection Influences 	<p>E & M Relationships:</p> <ul style="list-style-type: none"> Identify similarities and differences between self and others. 	<p>M 2</p> <ul style="list-style-type: none"> Sense of acceptance, respect, support and inclusion for self and others in the school environment <p>M 3</p> <ul style="list-style-type: none"> Positive attitude toward work and learning <p>B-LS 9</p> <ul style="list-style-type: none"> Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
<p>3. Preparation for Careers</p>	<ul style="list-style-type: none"> Career Awareness and Preparation – 13.1.3 (F) F. Explore how people prepare for jobs. 	<ul style="list-style-type: none"> Preparation for Careers 	<p>SA/SM:</p> <ul style="list-style-type: none"> Demonstrate awareness of self and one's own preferences. 	<p>M 6</p> <ul style="list-style-type: none"> Understanding that postsecondary education and life-long learning are necessary for long term success <p>B-LS 7</p> <ul style="list-style-type: none"> Long and short-term academic, career and social/emotional goals <p>B-LS 9</p> <ul style="list-style-type: none"> Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
<p>6. Successful Attitudes and Work Habits</p>	<ul style="list-style-type: none"> Career Retention and Advancement – 13.3.3 (A) A. Identify attitudes and work habits that contribute to success at home and in school. 	<ul style="list-style-type: none"> Work Habits 	<p>SA/SM:</p> <ul style="list-style-type: none"> Distinguish between situations that elicit positive or negative feelings. <p>E & M Relationships:</p> <ul style="list-style-type: none"> Recognize that conflict occurs and identify ways to respond. <p>SP Skills:</p> <ul style="list-style-type: none"> Recognize and respond to the feelings of others. 	<p>M 3</p> <ul style="list-style-type: none"> Positive attitude toward work and learning <p>M 5</p> <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>B-LS 3</p> <p>Time Management, organizational and study skills</p> <p>B-LS 6</p> <ul style="list-style-type: none"> High-quality standards for tasks and activities <p>B-SMS 1</p> <ul style="list-style-type: none"> Responsibility for self and actions <p>B-SMS 2</p> <ul style="list-style-type: none"> Self-discipline and self-control <p>B-SMS 3</p> <ul style="list-style-type: none"> Independent work <p>B-SMS 7</p> <ul style="list-style-type: none"> Effective coping skills <p>B-SMS 10</p> <ul style="list-style-type: none"> Ability to manage transitions and adapt to change

<p>7. Changing Roles</p>	<ul style="list-style-type: none"> • Career Awareness and Preparation – 13.1.3 (C) C. Recognize that the roles of individuals at home and in the community are constantly changing. • Career Retention and Advancement – 13.3.3 (F) F. Identify the changes in family and friend’s roles at home, at school and in the community. 	<ul style="list-style-type: none"> • Non-Traditional Workplace Roles • Workplace Changes(CRA) 	<p>E & M Relationships:</p> <ul style="list-style-type: none"> • Interact in pro-social ways (e.g., reciprocal conversation, turn taking, sharing) with peers and adults. <p>SP Skills:</p> <ul style="list-style-type: none"> • Identify similarities and differences of various social context. 	<p>M 1</p> <ul style="list-style-type: none"> • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <p>M 2</p> <ul style="list-style-type: none"> • Sense of acceptance, respect, support and inclusion for self and others in the school environment <p>B-SMS 1</p> <ul style="list-style-type: none"> • Responsibility for self and actions <p>B-SMS 2</p> <ul style="list-style-type: none"> • Self-discipline and self-control <p>B-SMS 7</p> <ul style="list-style-type: none"> • Effective coping skills <p>B-SMS 10</p> <ul style="list-style-type: none"> • Ability to manage transitions and adapt to change <p>B-SS 2</p> <ul style="list-style-type: none"> • Positive, respectful and supportive relationships with students who are similar to and different from them <p>B-SS 6</p> <ul style="list-style-type: none"> • Effective collaboration and cooperation skills
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<p>8. How Money Is Used</p>	<ul style="list-style-type: none"> • Career Retention and Advancement – 13.3.3 (D) D. Explain how money is used. 	<ul style="list-style-type: none"> • Budgeting 	<p>SP Skills:</p> <ul style="list-style-type: none"> • Acknowledge the consequences of choices. 	<p>M 3</p> <ul style="list-style-type: none"> • Positive attitude toward work and learning <p>B-LS1</p> <ul style="list-style-type: none"> • Critical thinking skills to make informed decisions
<p>9. Lifelong Learning</p>	<ul style="list-style-type: none"> • Career Retention and Advancement – 13.3.3 (G) G. Define and describe the importance of lifelong learning. 	<ul style="list-style-type: none"> • Lifelong learning 	<p>SA/SM:</p> <ul style="list-style-type: none"> • Demonstrate awareness of self and one’s own preferences. • Express a want and the means to achieve it. 	<p>M 3</p> <ul style="list-style-type: none"> • Positive attitude toward work and learning <p>M 4</p> <ul style="list-style-type: none"> • Self-confidence in ability to succeed <p>M 6</p> <ul style="list-style-type: none"> • Understanding that postsecondary education and life-long learning are necessary for long-term success <p>B-LS 4</p> <ul style="list-style-type: none"> • Self-motivation and self-direction for learning <p>B-LS 5</p> <ul style="list-style-type: none"> • Media and technology skills to enhance learning <p>B-LS 6</p> <ul style="list-style-type: none"> • High-quality standards for tasks and activities <p>B-LS 8</p> <ul style="list-style-type: none"> • Engagement in challenging coursework <p>B-SMS 3</p> <ul style="list-style-type: none"> • Independent work <p>B-SMS 5</p> <ul style="list-style-type: none"> • Perseverance to achieve long and short-term goals <p>B-SMS 10</p> <ul style="list-style-type: none"> • Ability to manage transitions and adapt to change

<p>10. What is Entrepreneurship?</p>	<ul style="list-style-type: none"> • Entrepreneurship – 13.4.3 (A) A. Define entrepreneurship. 	<ul style="list-style-type: none"> • Risks and Rewards • Business Plan 	<p>SP Skills:</p> <ul style="list-style-type: none"> • Acknowledge the consequences of choices. 	<p>M 3</p> <ul style="list-style-type: none"> • Positive attitude toward work and learning <p>M 5</p> <ul style="list-style-type: none"> • Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>B-LS 2</p> <ul style="list-style-type: none"> • Creative approach to learning, tasks, and problem solving <p>B-LS 4</p> <ul style="list-style-type: none"> • Self-motivation and self-direction for learning <p>B-LS 9</p> <p>Decision-making informed by gathering evidence, getting others’ perspectives and recognizing personal bias</p> <p>B-SMS 4</p> <ul style="list-style-type: none"> • Delayed gratification for long-term rewards
<p>11. Character Traits of Entrepreneurs</p>	<ul style="list-style-type: none"> • Entrepreneurship – 13.4.3 (B) B. Describe the character traits of successful entrepreneurs. 	<ul style="list-style-type: none"> • Character Traits 	<p>SA/SM:</p> <ul style="list-style-type: none"> • Express a want and the means to achieve it. • Demonstrate awareness of self and one’s own preferences. 	<p>M 3</p> <ul style="list-style-type: none"> • Positive attitude toward work and learning <p>M 5</p> <ul style="list-style-type: none"> • Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>B-LS 2</p> <ul style="list-style-type: none"> • Creative approach to learning, tasks and problem solving
				<ul style="list-style-type: none"> • Creative approach to learning, tasks and problem solving <p>B-LS 4</p> <ul style="list-style-type: none"> • Self-motivation and self-direction for learning <p>B-LS 9</p> <ul style="list-style-type: none"> • Decision-making informed by gathering evidence, getting others’ perspectives and recognizing personal bias <p>B-SMS 5</p> <ul style="list-style-type: none"> • Perseverance to achieve long and short-term goals <p>B-SMS 10</p> <ul style="list-style-type: none"> • Ability to manage transitions and adapt to change <p>B-SS 5</p> <ul style="list-style-type: none"> • Ethical decision-making and social responsibility <p>B-SS 7</p> <ul style="list-style-type: none"> • Leadership and teamwork skills to work effectively in diverse groups
<p>12. Researching Job Opportunities</p>	<ul style="list-style-type: none"> • Career Acquisition –13.2.3 (B) B. Discuss resources available in researching job opportunities. 	<ul style="list-style-type: none"> • Resources 	<p>SA/SM:</p> <ul style="list-style-type: none"> • Express a want and the means to achieve it. 	<p>M 5</p> <ul style="list-style-type: none"> • Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>M 6</p> <ul style="list-style-type: none"> • Understanding that postsecondary education and life-long learning are necessary for long-term success

				<p>B-LS 1</p> <ul style="list-style-type: none"> Critical thinking skills to make informed decisions <p>B-LS 5</p> <ul style="list-style-type: none"> Media and technology skills to enhance learning <p>B-LS 9</p> <ul style="list-style-type: none"> Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
<p>13. Writing a Personal Letter</p>	<ul style="list-style-type: none"> Career Acquisition – 13.2.3 (C) C. Compose a personal letter. 	<ul style="list-style-type: none"> Career Acquisition Documents 	<p>SA/SM:</p> <ul style="list-style-type: none"> Express a want and the means to achieve it. 	<p>M 5</p> <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>B-SS 1</p> <ul style="list-style-type: none"> Effective oral and written communication skills and listening skills
<p>14. How to Be an ULTRA Good Listener</p>	<ul style="list-style-type: none"> Career Acquisition – 13.2.3 (A, E) A. Identify appropriate speaking and listening techniques used in conversation. E. Discuss the importance of the essential workplace skills. 	<ul style="list-style-type: none"> Interviewing Skills Career Acquisition Process 	<p>E & M Relationships:</p> <ul style="list-style-type: none"> Interact in pro-social ways (e.g., reciprocal conversation, turn taking, sharing) with peers and adults. 	<p>M 2</p> <ul style="list-style-type: none"> Sense of acceptance, respect, support and inclusion for self and others in the school environment <p>B-SS 1</p> <ul style="list-style-type: none"> Effective oral and written communication skills and listening skills <p>B-SS 4</p> <ul style="list-style-type: none"> Empathy <p>B-SMS 9</p> <ul style="list-style-type: none"> Personal Safety Skills
<p>15. Importance of Planning</p>	<ul style="list-style-type: none"> Career Awareness and Preparation – 13.1.3 (G) G. Explain why education and training plans are important to careers. Career Acquisition – 13.2.3 (D) D. Identify the importance of developing a plan for the future. Career Retention and Advancement – 13.3.3 (E) E. Identify how time is used at both home and school. 	<ul style="list-style-type: none"> Career Planning Portfolios Time Management (CRA) Career Plan Components (CAP) 	<p>SA/SM:</p> <ul style="list-style-type: none"> Express a want and the means to achieve it. <p>SA/SM:</p> <ul style="list-style-type: none"> Distinguish between situations that elicit positive or negative feelings. <p>SA/SM:</p> <ul style="list-style-type: none"> Express a want and the means to achieve it. 	<p>M 4</p> <ul style="list-style-type: none"> Self-confidence in ability to succeed <p>B-LS 3</p> <ul style="list-style-type: none"> Time-management, organizational and study skills <p>B-LS 7</p> <ul style="list-style-type: none"> Long and short-term academic, career, and social/emotional skills <p>B-SMS 5</p> <ul style="list-style-type: none"> Perseverance to achieve long and short-term goals

Grades 4-5 Future Ready Activities

Grade Level/ Activity Name	PA CEW Standards	Badges	PA CRS PK/K	ASCA Mindsets (M) and Behaviors (B)
<p>1. Interests and Abilities</p>	<ul style="list-style-type: none"> Career Awareness and Preparation – 13.1.5 (B, H) B. Describe the impact of personal interests and abilities on career choices. H. Connect personal interests and abilities and academic strengths to personal career choices. 	<ul style="list-style-type: none"> Personal Interests Relationships Between Education and Career 	<p>SA/SM:</p> <ul style="list-style-type: none"> Identify one’s own strengths, needs, and Preferences. 	<p>M 5</p> <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>B-LS 1</p> <ul style="list-style-type: none"> Critical-thinking skills to make informed decisions <p>B-LS 7</p> <ul style="list-style-type: none"> Long and short-term academic, career, and social/emotional skills
<p>2. Six Career Paths</p>	<ul style="list-style-type: none"> Career Awareness and Preparation – 13.1.5 (A) A. Describe the impact of individual interests and abilities on career choices. 	<ul style="list-style-type: none"> Personal Interests 	<p>SA/SM:</p> <ul style="list-style-type: none"> Identify one’s own strengths, needs, and preferences. 	<p>M 5</p> <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>M 6</p> <ul style="list-style-type: none"> Understanding that postsecondary education and life-long learning are necessary for long-term <p>B-LS 1</p> <ul style="list-style-type: none"> Critical-thinking skills to make informed decisions <p>B-LS 7</p> <ul style="list-style-type: none"> Long and short-term academic, career, and social/emotional goals <p>B-LS 8</p> <ul style="list-style-type: none"> Engagement in challenging coursework
<p>3. Cooperation in Group Settings: Part II</p>	<ul style="list-style-type: none"> Career Retention and Advancement – 13.3.5 (B, C) B. Explain the importance of working cooperatively with others at both home and school to complete a task. C. Identify effective group interaction strategies. 	<ul style="list-style-type: none"> Group Interaction Cooperation and Teamwork 	<p>E & MR:</p> <ul style="list-style-type: none"> Explain ways to establish relationships that are positive and supportive of others. Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others. <p>SPS:</p> <ul style="list-style-type: none"> Respond to others given the others point of view. 	<p>M 2</p> <ul style="list-style-type: none"> Sense of acceptance, respect, support and inclusion for self and others in the school environment <p>B-SMS 1</p> <ul style="list-style-type: none"> Responsibility for self and actions <p>B-SMS 2</p> <ul style="list-style-type: none"> Self-discipline and self-control <p>B-SMS 7</p> <ul style="list-style-type: none"> Effective coping skills <p>B-SS 1</p> <ul style="list-style-type: none"> Effective oral and written communication skills and listening skills <p>B-SS 2</p> <ul style="list-style-type: none"> Positive, respectful and supportive relationships with students who are similar to and different from them <p>B-SS 3</p> <ul style="list-style-type: none"> Positive relationships with adults to support success <p>B-SS 4</p> <ul style="list-style-type: none"> Empathy <p>B-SS 6</p> <ul style="list-style-type: none"> Effective collaboration and cooperation skills <p>B-SS 7</p> <ul style="list-style-type: none"> Leadership and teamwork skills to work effectively in diverse groups <p>B-SS 10</p> <ul style="list-style-type: none"> Cultural awareness, sensitivity and responsiveness

<p>4. My Personal Schedule</p>	<ul style="list-style-type: none"> • Career Retention and Advancement – 13.3.5 (E) E. Develop a personal schedule based on activities and responsibilities at both home and school. 	<ul style="list-style-type: none"> • Time Management 	<p>SA/SM:</p> <ul style="list-style-type: none"> • Distinguish among and set short term, mid-range, and long-term goals. 	<p>M 1</p> <ul style="list-style-type: none"> • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <p>M 5</p> <ul style="list-style-type: none"> • Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>B-LS 3</p> <ul style="list-style-type: none"> • Time-management, organizational and study skills <p>B-SMS 8</p> <ul style="list-style-type: none"> • Balance of school, home and community activities
<p>5. Applying Successful Attitudes and Work Habits</p>	<ul style="list-style-type: none"> • Career Retention and Advancement – 13.3.5 (A) A. Explain how student attitudes and work habits transfer from the home and school to the workplace. • Career Acquisition– 13.2.5 (E) Apply to daily activities, the essential workplace skills. 	<ul style="list-style-type: none"> • Work Habits • Career Acquisition Process 	<p>SA/SM:</p> <ul style="list-style-type: none"> • Distinguish among and set short term, mid-range, and long-term goals. 	<p>M 3</p> <ul style="list-style-type: none"> • Positive attitude toward work and learning <p>M 5</p> <ul style="list-style-type: none"> • Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>B-LS 3</p> <ul style="list-style-type: none"> • Time-management, organizational and study skills <p>B-LS 4</p> <ul style="list-style-type: none"> • Self-motivation and self-direction for learning <p>B-LS 6</p> <ul style="list-style-type: none"> • High-quality standards for tasks and activities
				<p>B-LS 8</p> <ul style="list-style-type: none"> • Engagement in challenging coursework <p>B-SMS 1</p> <ul style="list-style-type: none"> • Responsibility for self and actions <p>B-SMS 2</p> <ul style="list-style-type: none"> • Self-discipline and self-control <p>B-SMS 3</p> <ul style="list-style-type: none"> • Independent work <p>B-SMS 9</p> <ul style="list-style-type: none"> • Personal Safety Skills <p>B-SS 1</p> <ul style="list-style-type: none"> • Effective oral and written communication skills and listening skills <p>B-SS 5</p> <ul style="list-style-type: none"> • Ethical decision-making and social responsibility

<p>6. Risks and Rewards of Entrepreneurship</p>	<ul style="list-style-type: none"> Entrepreneurship – 13.4.5 (A) A. Identify the risks and rewards of entrepreneurship. 	<ul style="list-style-type: none"> Risks and Rewards 	<p>SA/SM:</p> <ul style="list-style-type: none"> Identify consequences of a decision to oneself and others prior to action. 	<p>M 4</p> <ul style="list-style-type: none"> Self-confidence in ability to succeed <p>B-LS 1</p> <ul style="list-style-type: none"> Critical thinking skills to make informed decisions <p>B-LS 2</p> <ul style="list-style-type: none"> Creative approach to learning, tasks and problem-solving <p>B-LS 4</p> <ul style="list-style-type: none"> Self-motivation and self-direction for learning <p>B-SMS 5</p> <ul style="list-style-type: none"> Perseverance to achieve long and short-term goals <p>B-SMS 6</p> <ul style="list-style-type: none"> Ability to identify and overcome barriers <p>B-SMS 10</p> <ul style="list-style-type: none"> Ability to manage transitions and adapt to change
<p>7. What is a Career Plan?</p>	<ul style="list-style-type: none"> Career Awareness and Preparation – 13.1.5 (G) G. Identify components of a career plan. Career Acquisition – 13.2.5 (D) D. Identify individual career portfolio components. 	<ul style="list-style-type: none"> Career Plan Components Career Planning Portfolios 	<p>SA/SM:</p> <ul style="list-style-type: none"> Identify one's own strengths, needs, and Preferences. Distinguish among and set short term, mid-range, and long-term goals. 	<p>M 1</p> <ul style="list-style-type: none"> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <p>M 5</p> <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>M 6</p> <ul style="list-style-type: none"> Understanding that postsecondary education and life-long learning are necessary for long-term success
				<p>B-LS 7</p> <ul style="list-style-type: none"> Long and short-term academic, career, and social/emotional skills <p>B-LS 9</p> <ul style="list-style-type: none"> Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias <p>B-SMS 8</p> <ul style="list-style-type: none"> Balance of school, home and community activities <p>B-SS 8</p> <ul style="list-style-type: none"> Advocacy skills for self and others and ability to assert self, when necessary
<p>8. Choosing a Career</p>	<ul style="list-style-type: none"> Career Awareness and Preparation – 13.1.5 (E, F) E. Describe the factors that influence career choices. F. Investigate people's rational for making career choices. 	<ul style="list-style-type: none"> Career Selection Influences Preparation for Careers 	<p>SA/SM:</p> <ul style="list-style-type: none"> Identify one's own strengths, needs, and preferences. 	<p>M 1</p> <ul style="list-style-type: none"> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well being <p>M 5</p> <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>M 6</p> <ul style="list-style-type: none"> Understanding that postsecondary education and life-long learning are necessary for long-term success

				<p>B-LS 9</p> <ul style="list-style-type: none"> Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias <p>B-SMS 5</p> <ul style="list-style-type: none"> Perseverance to achieve long and short-term goals
<p>9. Career Training Programs</p>	<ul style="list-style-type: none"> Career Awareness and Preparation – 13.1.5 (D) D. Describe the range of career training programs in the community. 	<ul style="list-style-type: none"> Local Career Preparation Activities 	<p>SA/SM:</p> <ul style="list-style-type: none"> Identify one's own strengths, needs, and preferences. 	<p>M 6</p> <ul style="list-style-type: none"> Understanding that postsecondary education and life-long learning are necessary for long-term success <p>B-LS 1</p> <ul style="list-style-type: none"> Critical thinking skills to make informed decisions <p>B-LS 8</p> <ul style="list-style-type: none"> Engagement in challenging coursework <p>B-LS 9</p> <ul style="list-style-type: none"> Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
<p>10. Speaking Skills</p>	<ul style="list-style-type: none"> Career Acquisition – 13.2.5 (A) A. Apply appropriate speaking and listening techniques used in conversation. Career Retention and Advancement – 13.3.5 (C) C. Identify effective group interaction strategies (communicating effectively.) 	<ul style="list-style-type: none"> Interviewing Skills Group Interaction 	<p>E & MR:</p> <ul style="list-style-type: none"> Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others. <p>SPS:</p> <ul style="list-style-type: none"> Identify possible behaviors and anticipate reactions in response to a specific social context. 	<p>M 5</p> <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>M 4</p> <ul style="list-style-type: none"> Self-confidence in ability to succeed <p>B-SS 1</p> <ul style="list-style-type: none"> Effective oral and written communication skills and listening skills
<p>11. Writing a Business Letter</p>	<ul style="list-style-type: none"> Career Acquisition – 13.2.5 (C) C. Compose and compare a business and a personal letter. 	<ul style="list-style-type: none"> Career Acquisition Documents 	<p>SA/SM:</p> <ul style="list-style-type: none"> Identify one's own strengths, needs, and preferences. 	<p>M 1</p> <ul style="list-style-type: none"> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <p>M 4</p> <ul style="list-style-type: none"> Self-confidence in ability to succeed <p>B-SS 1</p> <ul style="list-style-type: none"> Effective oral and written communication skills and listening skills <p>B-SS 8</p> <ul style="list-style-type: none"> Advocacy skills for self and others and ability to assert self, when necessary

<p>12. Researching Job Opportunities</p>	<ul style="list-style-type: none"> Career Acquisition – 13.2.5 (B) B. Identify and review resources available in researching job opportunities. 	<ul style="list-style-type: none"> Resources 	<p>SA/SM:</p> <ul style="list-style-type: none"> Identify one’s own strengths, needs, and preferences. 	<p>M 5</p> <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>M 6</p> <ul style="list-style-type: none"> Understanding that postsecondary education and life-long learning are necessary for long-term success <p>B-LS 1</p> <ul style="list-style-type: none"> Critical-thinking skills to make informed decisions <p>B-LS 5</p> <ul style="list-style-type: none"> Media and technology skills to enhance learning
<p>13. Character Traits of Real Entrepreneurs</p>	<ul style="list-style-type: none"> Entrepreneurship – 13.4.5 (B) B. Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs. 	<ul style="list-style-type: none"> Character Traits 	<p>SA/SM:</p> <ul style="list-style-type: none"> Identify one’s own strengths, needs, and preferences. 	<p>M 4</p> <ul style="list-style-type: none"> Self-confidence in ability to succeed <p>M 5</p> <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>B-LS 1</p> <ul style="list-style-type: none"> Critical thinking skills to make informed decisions <p>B-LS 2</p> <ul style="list-style-type: none"> Creative approach to learning, tasks and problem solving <p>B-LS 4</p> <ul style="list-style-type: none"> Self-motivation and self-direction for learning <p>B-SMS 4</p> <ul style="list-style-type: none"> Delayed gratification for long-term rewards
				<p>B-SMS 5</p> <ul style="list-style-type: none"> Perseverance to achieve long and short-term goals <p>B-SMS 6</p> <ul style="list-style-type: none"> Ability to identify and overcome barriers <p>B-SMS 10</p> <ul style="list-style-type: none"> Ability to manage transitions and adapt to change
<p>14. Steps of Creating a Good or a Service</p>	<ul style="list-style-type: none"> Entrepreneurship – 13.4.5 (C) C. Discuss the steps entrepreneurs take to bring their goods or services to market. 	<ul style="list-style-type: none"> Business Plan 	<p>SA/SM:</p> <ul style="list-style-type: none"> Distinguish among and set short term, mid-range, and long-term goals. 	<p>M 4</p> <ul style="list-style-type: none"> Self-confidence in ability to succeed <p>B-LS 1</p> <ul style="list-style-type: none"> Critical thinking skills to make informed decisions <p>B-LS 2</p> <ul style="list-style-type: none"> Creative approach to learning, tasks and problemsolving <p>B-LS 4</p> <ul style="list-style-type: none"> Self-motivation and self-direction for learning <p>B-SMS 5</p> <ul style="list-style-type: none"> Perseverance to achieve long and short-term goals <p>B-SMS 6</p> <ul style="list-style-type: none"> Ability to identify and overcome barriers <p>B-SMS 10</p> <ul style="list-style-type: none"> Ability to manage transitions and adapt to change

<p>15. Budgeting</p>	<ul style="list-style-type: none"> Career Retention and Advancement – 13.3.5 (D) D. Explain budgeting. 	<ul style="list-style-type: none"> Budgeting Lifelong Learning 	<p>SA/SM:</p> <ul style="list-style-type: none"> Distinguish among and set short term, mid-range, and long-term goals. Identify one’s own strengths, needs, and preferences. 	<p>M3</p> <ul style="list-style-type: none"> Positive attitude toward work and learning <p>M 5</p> <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>B-LS1</p> <ul style="list-style-type: none"> Critical thinking skills to make informed decisions <p>B-LS 9</p> <ul style="list-style-type: none"> Decision-making informed by gathering evidence, getting others’ perspectives and recognizing personal bias <p>B-SMS 2</p> <ul style="list-style-type: none"> Self-discipline and self-control <p>B-SMS 4</p> <ul style="list-style-type: none"> Delayed gratification for long-term rewards
<p>16. Workplace Roles Stereotypes and Inequality</p>	<ul style="list-style-type: none"> Career Awareness and Preparation – 13.1.5 (C) C. Relate the impact of change to both traditional and nontraditional careers. Career Retention and Advancement – 13.3.5 (F) F. Describe the impact Of role changes at home, school, and at work, and how the role changes impact career advancement and retention. 	<ul style="list-style-type: none"> Non-traditional Workplace Roles Workplace Changes 	<p>E&MR:</p> <ul style="list-style-type: none"> Explain ways to establish relationships that are positive and supportive of others Demonstrate respect for the uniqueness of others. <p>SPS:</p> <ul style="list-style-type: none"> Identify possible behaviors and anticipate reactions in response to a specific social context. Respond to others given a sense of the others’ point of view. 	<p>M 2</p> <ul style="list-style-type: none"> Sense of acceptance, respect, support and inclusion for self and others in the school environment <p>B-LS1</p> <ul style="list-style-type: none"> Critical thinking skills to make informed decisions <p>B-SMS 6</p> <ul style="list-style-type: none"> Ability to identify and overcome barriers <p>B-SMS 10</p> <ul style="list-style-type: none"> Ability to manage transitions and adapt to change <p>B-SS 2</p> <ul style="list-style-type: none"> Positive, respectful and supportive relationships with students who are similar to and different from them <p>B-SS 3</p> <ul style="list-style-type: none"> Positive relationships with adults to support success <p>B-SS 9</p> <ul style="list-style-type: none"> Social maturity and behaviors appropriate to the situation and environment <p>B-SS 10</p> <ul style="list-style-type: none"> Cultural awareness, sensitivity and responsiveness

Note: For Grades 4-5 Future Ready Activities, all 23 CEW Standards are covered across all 4 CEW Strands; do 5-6 activities per year to meet all benchmarks.

Grades 6-8 Future Ready Activities

Grade Level/ Activity Name	PA CEW Standards	Badges	PA CRS PK/K	ASCA Mindsets (M) and Behaviors (B)
<p>1. Career Clusters and Pathways</p>	<ul style="list-style-type: none"> Career Awareness and Preparation – 13.1.8 (F) F. Analyze the relationship of school subjects, extracurricular activities and community experiences to career preparation. 	<ul style="list-style-type: none"> Preparation for Careers 	<p>SA/SM:</p> <ul style="list-style-type: none"> Explain to others one’s own strengths, needs, and preferences specific to a context. 	<p>M 5</p> <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>M 6</p> <ul style="list-style-type: none"> Understanding that postsecondary education and life-long learning are necessary for long-term <p>B-LS 1</p> <ul style="list-style-type: none"> Critical-thinking skills to make informed decisions <p>B-LS 7</p> <ul style="list-style-type: none"> Long and short-term academic, career, and social/emotional skills <p>B-LS 8</p> <ul style="list-style-type: none"> Engagement in challenging coursework <p>B-LS 9</p> <ul style="list-style-type: none"> Decision-making informed by gathering evidence, getting others’ perspectives and recognizing personal bias
<p>2. My Resume Activity</p>	<ul style="list-style-type: none"> Career Acquisition – 13.2.8 (C) C. Prepare a draft of career acquisition documents (resume.) 	<ul style="list-style-type: none"> Career Acquisition Documents 	<p>SA/SM:</p> <ul style="list-style-type: none"> Explain to others one’s own strengths, needs, and preferences specific to a context. 	<p>M 1</p> <ul style="list-style-type: none"> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <p>M 4</p> <ul style="list-style-type: none"> Self-confidence in ability to succeed
				<p>B-LS 7</p> <ul style="list-style-type: none"> Long and short-term academic, career and social/emotional goals <p>B-LS 8</p> <ul style="list-style-type: none"> Engagement in challenging coursework <p>B-LS 10</p> <ul style="list-style-type: none"> Participation in enrichment and extracurricular activities <p>B-SMS 8</p> <ul style="list-style-type: none"> Balance of school, home and community activities <p>B-SS 1</p> <ul style="list-style-type: none"> Effective oral and written communication skills and listening skills <p>B-SS 8</p> <ul style="list-style-type: none"> Advocacy skills for self and others and ability to assert self, when necessary
<p>3. Conflict Resolution</p>	<ul style="list-style-type: none"> Career Acquisition – 13.2.8 (E) E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge 	<ul style="list-style-type: none"> Career Acquisition Process Group Interaction 	<p>E&MR:</p> <ul style="list-style-type: none"> Interact with others demonstrating respect, cooperation, and acceptance. 	<p>M 3</p> <ul style="list-style-type: none"> Positive attitude toward work and learning <p>M 5</p> <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high quality results and outcomes <p>B-LS 1</p> <ul style="list-style-type: none"> Critical-thinking skills to make informed decisions

	<ul style="list-style-type: none"> • Career Retention and Advancement – 13.3.8(C) • C. Explain and demonstrate conflict resolution skills. 		<p>SA/SM:</p> <ul style="list-style-type: none"> • Identify and evaluate distractors that impact reaching ones' goals. 	<p>B-LS 9</p> <ul style="list-style-type: none"> • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias <p>B-SMS 1</p> <ul style="list-style-type: none"> • Responsibility for self and actions <p>B-SMS 2</p> <ul style="list-style-type: none"> • Self-discipline and self-control <p>B-SMS 7</p> <ul style="list-style-type: none"> • Effective coping skills <p>B-SMS 9</p> <ul style="list-style-type: none"> • Personal Safety Skills <p>B-SMS 10</p> <ul style="list-style-type: none"> • Ability to manage transitions and adapt to change <p>B-SS 1</p> <ul style="list-style-type: none"> • Effective oral and written communication skills and listening skills <p>B-SS 2</p> <ul style="list-style-type: none"> • Positive, respectful and supportive relationships with students who are similar to and different from them <p>B-SS 4</p> <ul style="list-style-type: none"> • Empathy <p>B-SS 6</p> <ul style="list-style-type: none"> • Effective collaboration and cooperation skills
				<p>B-SS 7</p> <ul style="list-style-type: none"> • Leadership and teamwork skills to work effectively in diverse groups <p>B-SS 8</p> <ul style="list-style-type: none"> • Advocacy skills for self and others and ability to assert self, when necessary <p>B-SS 10</p> <ul style="list-style-type: none"> • Cultural awareness, sensitivity and responsiveness
<p>4. Learning from Entrepreneurs</p>	<ul style="list-style-type: none"> • Entrepreneurship – 13.4.8 (A, B) A. Compare and contrast entrepreneurship to traditional employment. B. Evaluate how entrepreneurial character traits influence career opportunities. 	<ul style="list-style-type: none"> • Risk and Rewards • Character Traits 	<p>SA/SM:</p> <ul style="list-style-type: none"> • Explain to others one's own strengths, needs, and preferences specific to a context. <p>SPS:</p> <ul style="list-style-type: none"> • Make a decision based upon anticipated consequences. 	<p>M 4</p> <ul style="list-style-type: none"> • Self-confidence in ability to succeed <p>M 5</p> <ul style="list-style-type: none"> • Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>B-LS 1</p> <ul style="list-style-type: none"> • Critical thinking skills to make informed decisions <p>B-LS 2</p> <ul style="list-style-type: none"> • Creative approach to learning, tasks and problemsolving <p>B-LS 4</p> <ul style="list-style-type: none"> • Self-motivation and self-direction for learning <p>B-SMS 4</p> <ul style="list-style-type: none"> • Delayed gratification for long-term rewards

				<p>B-SMS 5</p> <ul style="list-style-type: none"> Perseverance to achieve long and short-term goals <p>B-SMS 6</p> <ul style="list-style-type: none"> Ability to identify and overcome barriers <p>B-SMS 10</p> <ul style="list-style-type: none"> Ability to manage transitions and adapt to change
<p>5. My Interests Survey</p>	<ul style="list-style-type: none"> Career Awareness and Preparation – 13.1.8 (B) B. Relate careers to personal interests, abilities, and aptitudes. 	<ul style="list-style-type: none"> Personal Interests 	<p>SA/SM:</p> <ul style="list-style-type: none"> Explain to others one’s own strengths, needs, and preferences specific to a context. 	<p>M 1</p> <ul style="list-style-type: none"> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <p>M 3</p> <ul style="list-style-type: none"> Positive attitude toward work and learning <p>M 5</p> <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>B-LS 1</p> <ul style="list-style-type: none"> Critical-thinking skills to make informed decisions <p>B-LS 7</p> <ul style="list-style-type: none"> Long and short-term academic, career, and social/emotional skills
<p>6. My Work Values Survey</p>	<ul style="list-style-type: none"> Career Awareness and Preparation – 13.1.8 (B) B. Relate Careers to personal interests, abilities, and aptitudes. 	<ul style="list-style-type: none"> Personal Interests 	<p>SA/SM:</p> <ul style="list-style-type: none"> Explain to others one’s own strengths, needs, and preferences specific to a context. 	<p>M 1</p> <ul style="list-style-type: none"> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <p>M 3</p> <ul style="list-style-type: none"> Positive attitude toward work and learning <p>M 5</p> <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high quality results and outcomes <p>B-LS 1</p> <ul style="list-style-type: none"> Critical-thinking skills to make informed decisions <p>B-LS 7</p> <ul style="list-style-type: none"> Long and short-term academic, career, and social/emotional skills <p>B-LS 9</p> <ul style="list-style-type: none"> Decision-making informed by gathering evidence, getting others’ perspectives and recognizing personal bias
<p>7. Knowledge, Skill, Ability Survey</p>	<ul style="list-style-type: none"> Career Awareness and Preparation – 13.1.8 (A) A. Relate careers to individual interests, abilities, and aptitudes. 	<ul style="list-style-type: none"> Abilities and Aptitudes 	<p>SA/SM:</p> <ul style="list-style-type: none"> Explain to others one’s own strengths, needs, and preferences specific to a context. 	<p>M 1</p> <ul style="list-style-type: none"> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <p>M 3</p> <ul style="list-style-type: none"> Positive attitude toward work and learning

				<p>M 5 Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>B-LS 1 <ul style="list-style-type: none"> Critical-thinking skills to make informed decisions </p> <p>B-LS 7 <ul style="list-style-type: none"> Long and short-term academic, career, and social/emotional skills </p> <p>B-LS 9 <ul style="list-style-type: none"> Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias </p>
<p>8. Career Research</p>	<ul style="list-style-type: none"> Career Acquisition – 13.2.8 (B) B. Evaluate resources available in researching job opportunities. 	<ul style="list-style-type: none"> Resources 	<p>SPS:</p> <ul style="list-style-type: none"> Make a decision based upon anticipated consequences. 	<p>M 6 <ul style="list-style-type: none"> Understanding that postsecondary education and life-long learning are necessary for long-term success </p> <p>B-LS 1 <ul style="list-style-type: none"> Critical thinking skills to make informed decisions </p> <p>B-LS 5 <ul style="list-style-type: none"> Media and technology skills to enhance learning </p> <p>B-LS 8 <ul style="list-style-type: none"> Engagement in challenging coursework </p> <p>B-LS 9 <ul style="list-style-type: none"> Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias </p>
				<p>B-SMS 3 <ul style="list-style-type: none"> Independent work </p> <p>B-SS 8 <ul style="list-style-type: none"> Advocacy skills for self and others and ability to assert self, when necessary </p>
<p>9. Budgeting</p>	<ul style="list-style-type: none"> Career Retention and Advancement – 13.3.8 (D) D. Analyze budgets and pay statements. 	<ul style="list-style-type: none"> Budgeting 	<p>SA/SM:</p> <ul style="list-style-type: none"> Identify and evaluate distractors that impact reaching ones' goals. 	<p>M 3 <ul style="list-style-type: none"> Positive attitude toward work and learning </p> <p>M 5 <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high quality results and outcomes </p> <p>B-LS1 <ul style="list-style-type: none"> Critical thinking skills to make informed decisions </p> <p>B-LS 9 <ul style="list-style-type: none"> Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias </p> <p>B-SMS 2 <ul style="list-style-type: none"> Self-discipline and self-control </p> <p>B-SMS 4 <ul style="list-style-type: none"> Delayed gratification for long-term rewards </p> <p>B-SMS 5 <ul style="list-style-type: none"> Perseverance to achieve long and short-term goals </p>

<p>10. Career Acquisition Documents</p>	<ul style="list-style-type: none"> • Career Acquisition – 13.2.8 (C) C. Prepare a draft of career acquisition documents. 	<ul style="list-style-type: none"> • Career Acquisition Documents 	<p>SA/SM:</p> <ul style="list-style-type: none"> • Identify and evaluate distractors that impact reaching ones' goals. 	<p>M 1</p> <ul style="list-style-type: none"> • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <p>M 4</p> <ul style="list-style-type: none"> • Self-confidence in ability to succeed <p>B-LS 7</p> <ul style="list-style-type: none"> • Long and short-term academic, career and social/emotional goals <p>B-SMS 8</p> <ul style="list-style-type: none"> • Balance of school, home and community activities <p>B-LS 10</p> <ul style="list-style-type: none"> • Participation in enrichment and extracurricular activities <p>B-SS 1</p> <ul style="list-style-type: none"> • Effective oral and written communication skills and listening skills <p>B-SS 3</p> <ul style="list-style-type: none"> • Positive relationships with adults to support success <p>B-SS 8</p> <ul style="list-style-type: none"> • Advocacy skills for self and others and ability to assert self, when necessary
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<p>11. Goal Setting</p>	<ul style="list-style-type: none"> • Career Acquisition – 13.2.8 (E) E. Explain in the career acquisition process, the importance of the essential workplace skills/knowledge. • Career Retention and Advancement – 13.3.8 (E) E. Identify and apply time management strategies as they relate to both personal and work situations. 	<ul style="list-style-type: none"> • Career Acquisition Process • Time Management 	<p>SA/SM:</p> <ul style="list-style-type: none"> • Identify and evaluate distractors that impact reaching ones' goals. 	<p>M 1</p> <ul style="list-style-type: none"> • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <p>M 4</p> <ul style="list-style-type: none"> • Self-confidence in ability to succeed <p>M 5</p> <p>Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>M 6</p> <ul style="list-style-type: none"> • Understanding that postsecondary education and life-long learning are necessary for long-term <p>B-LS 1</p> <ul style="list-style-type: none"> • Critical-thinking skills to make informed decisions <p>B-LS 3</p> <ul style="list-style-type: none"> • Time Management, organizational and study skills <p>B-LS 7</p> <ul style="list-style-type: none"> • Long and short-term academic, career, social/emotional goals <p>B-LS 9</p> <ul style="list-style-type: none"> • Decision-making informed by gathering evidence, getting others' perspective and recognizing personal bias <p>B-SMS 5</p> <ul style="list-style-type: none"> • Perseverance to achieve long and short-term goals <p>B-SMS 8</p> <ul style="list-style-type: none"> • Balance of school, home and community activities
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<p>12. My Learning Style</p>	<ul style="list-style-type: none"> • Career Retention and Advancement – 13.3.3.8 (A) A. Determine attitudes and work habits that support career retention and advancement. 	<ul style="list-style-type: none"> • Work Habits 	<p>SA/SM:</p> <ul style="list-style-type: none"> • Explain to others one’s own strengths, needs, and preferences specific to a context. 	<p>M 1</p> <ul style="list-style-type: none"> • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <p>M 3</p> <ul style="list-style-type: none"> • Positive attitude toward work and learning <p>M 5</p> <ul style="list-style-type: none"> • Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>B-LS 1</p> <ul style="list-style-type: none"> • Critical thinking skills to make informed decisions <p>B-LS 7</p> <ul style="list-style-type: none"> • Long and short-term academic, career, and social/emotional skills <p>B-LS 9</p> <ul style="list-style-type: none"> • Decision-making informed by gathering evidence, getting others’ perspectives and recognizing personal bias
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<p>13. Changing Workplace</p>	<ul style="list-style-type: none"> • Career Awareness and Preparation – 13.1.8 (C) C. Explain how both traditional and nontraditional careers offer or hinder career opportunities. • Career Retention and Advancement – 13.3.8 (F) F. Identify characteristics of the changing workplace including Americans with Disabilities Act accommodations and explain their impact on jobs and employment. 	<ul style="list-style-type: none"> • Non-traditional Workplace Roles • Work Habits 	<p>SA/SM:</p> <ul style="list-style-type: none"> • Explain to others one’s own strengths, needs, and preferences specific to a context. <p>SPS:</p> <ul style="list-style-type: none"> • Evaluate how societal conventions may influence the perspectives of individuals. 	<p>M 2</p> <ul style="list-style-type: none"> • Sense of acceptance, respect, support and inclusion for self and others in the school environment <p>M 6</p> <ul style="list-style-type: none"> • Understanding that postsecondary education and life-long learning are necessary for long-term <p>B-LS 1</p> <ul style="list-style-type: none"> • Critical thinking skills to make informed decisions <p>B-LS 5</p> <ul style="list-style-type: none"> • Media and technology skills to enhance learning <p>B-LS 6</p> <ul style="list-style-type: none"> • High-quality standards for tasks and activities <p>B-LS 9</p> <ul style="list-style-type: none"> • Decision-making informed by gathering evidence, getting others’ perspectives and recognizing personal bias <p>B-SMS 10</p> <ul style="list-style-type: none"> • Ability to manage transitions and adapt to change <p>B-SS 2</p> <ul style="list-style-type: none"> • Positive, respectful and supportive relationships with students who are similar to and different from them <p>B-SS 9</p> <ul style="list-style-type: none"> • Social maturity and behaviors appropriate to the situation <p>B-SS 10</p> <ul style="list-style-type: none"> • Cultural awareness, sensitivity and responsiveness
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<p>14. My Business Plan</p>	<ul style="list-style-type: none"> • Entrepreneurship – 13.4.8 (C) • C. Identify and describe the basic components of a business plan. 	<ul style="list-style-type: none"> • Business Plan 	<p>SPS:</p> <ul style="list-style-type: none"> • Make a decision based upon anticipated consequences. 	<p>M 1</p> <ul style="list-style-type: none"> • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <p>M 3</p> <ul style="list-style-type: none"> • Positive attitude toward work and learning <p>M 5</p> <ul style="list-style-type: none"> • Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>B-LS 1</p> <ul style="list-style-type: none"> • Critical thinking skills to make informed decisions <p>B-LS 2</p> <ul style="list-style-type: none"> • Creative approach to learning, tasks and problemsolving <p>B-LS 4</p> <ul style="list-style-type: none"> • Self-motivation and self-direction for learning <p>B-LS 9</p> <ul style="list-style-type: none"> • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias <p>B-SMS 5</p> <ul style="list-style-type: none"> • Perseverance to achieve long and short-term goals <p>B-SMS 6</p> <ul style="list-style-type: none"> • Ability to identify and overcome barriers <p>B-SMS 10</p> <ul style="list-style-type: none"> • Ability to manage transitions and adapt to change
<p>15. Economics of Jobs</p>	<ul style="list-style-type: none"> • Career Awareness and Preparation – 13.1.8 (E) • E. Analyze the economic factors that impact employment opportunities. 	<ul style="list-style-type: none"> • Career Selection Influences 	<p>SPS:</p> <ul style="list-style-type: none"> • Establish and pursue goals or post- secondary education, employment, and living within the community. 	<p>M 1</p> <ul style="list-style-type: none"> • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <p>M 3</p> <ul style="list-style-type: none"> • Positive attitude toward work and learning <p>M 5</p> <ul style="list-style-type: none"> • Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>M 6</p> <ul style="list-style-type: none"> • Understanding that postsecondary education and life-long learning are necessary for long term success <p>B-LS 1</p> <ul style="list-style-type: none"> • Critical-thinking skills to make informed decisions <p>B-LS 7</p> <ul style="list-style-type: none"> • Long and short-term academic, career, and social/emotional skills <p>B-LS 9</p> <ul style="list-style-type: none"> • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias

<p>16. Explore Your CTC</p>	<ul style="list-style-type: none"> Career Awareness and Preparation – 13.1.8 (D), 13.1.8 (F) D. Explain the relationship of career training programs to employment opportunities. F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation. 	<ul style="list-style-type: none"> Local Career Preparation Opportunities 	<p>SPS:</p> <ul style="list-style-type: none"> Establish and pursue goals or post- secondary education, employment, and living within the community. 	<p>M 5</p> <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>M 6</p> <ul style="list-style-type: none"> Understanding that postsecondary education and life-long learning are necessary for long-term success <p>B-LS 1</p> <ul style="list-style-type: none"> Critical thinking skills to make informed decisions <p>B-LS 9</p> <ul style="list-style-type: none"> Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
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Grades 9-Adult Future Ready Activities

Grade Level/ Activity Name	PA CEW Standards	Badges	PA CRS PK/K	ASCA Mindsets (M) and Behaviors (B)
<p>1. New Thinking About Career Success</p>	<ul style="list-style-type: none"> Career Awareness and Preparation – 13.1.11 (F, H) F. Analyze the relationship between career choices and career preparation opportunities. H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career choices. Entrepreneurship – 13.4.11 (A) A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities. 	<ul style="list-style-type: none"> Preparation for Career Relationship Between Education and Career 	<p>SA/SM:</p> <ul style="list-style-type: none"> Establish and pursue goals or post- secondary education, employment, and living within the community. 	<p>M 5</p> <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>M 6</p> <ul style="list-style-type: none"> Understanding that postsecondary education and life-long learning are necessary for long-term success <p>B-LS 1</p> <ul style="list-style-type: none"> Critical thinking skills to make informed decisions <p>B-LS 2</p> <ul style="list-style-type: none"> Creative approach to learning, tasks and problem solving <p>B-LS 4</p> <ul style="list-style-type: none"> Self-motivation and self-direction for learning <p>B-LS 5</p> <ul style="list-style-type: none"> Media and technology skills to enhance learning <p>B-LS 6</p> <ul style="list-style-type: none"> High-quality standards for tasks and activities <p>B-LS 9</p> <p>Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias</p>

				<p>B-SMS 5</p> <ul style="list-style-type: none"> Perseverance to achieve long and short-term goals <p>B-SMS 6</p> <ul style="list-style-type: none"> Ability to identify and overcome barriers <p>B-SMS 10</p> <ul style="list-style-type: none"> Ability to manage transitions and adapt to change <p>B-SS 9</p> <ul style="list-style-type: none"> Social maturity and behaviors appropriate to the situation
<p>2. My Personality Type</p>	<ul style="list-style-type: none"> Career Awareness and Preparation – 13.1.11 (A, B) A. Relate careers to individual interests, abilities, and aptitudes. B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals. Career Retention and Advancement – 13.3.11 (A) A. Evaluate personal attitudes and work habits that support career retention and advancement. 	<ul style="list-style-type: none"> Abilities and Aptitudes Personal Interests Work Habits 	<p>SA/SM:</p> <ul style="list-style-type: none"> Explain to others one's own strengths, needs, and preferences specific to a context. 	<p>M 1</p> <ul style="list-style-type: none"> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <p>M 3</p> <ul style="list-style-type: none"> Positive attitude toward work and learning <p>M 5</p> <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>B-LS 1</p> <ul style="list-style-type: none"> Critical-thinking skills to make informed decisions
				<p>B-LS 7</p> <ul style="list-style-type: none"> Long and short-term academic, career, and social/emotional skills <p>B-SMS 1</p> <ul style="list-style-type: none"> Responsibility for self and actions <p>B-SMS 2</p> <ul style="list-style-type: none"> Self-discipline and self-control <p>B-SMS 6</p> <ul style="list-style-type: none"> Ability to identify and overcome barriers <p>B-SS 2</p> <ul style="list-style-type: none"> Positive, respectful and supportive relationships with students who are similar to and different from them <p>B-SS 4</p> <ul style="list-style-type: none"> Empathy <p>B-SS 6</p> <ul style="list-style-type: none"> Effective collaboration and cooperation skills <p>B-SS 7</p> <ul style="list-style-type: none"> Leadership and teamwork skills to work effectively in diverse groups <p>B-SS 10</p> <p>Cultural awareness, sensitivity and responsiveness</p>

<p>3. Job Application</p>	<ul style="list-style-type: none"> • Career Acquisition – 13.2.11 (A) A. Apply effective speaking and listening skills used in a job interview. 	<ul style="list-style-type: none"> • Interviewing Skills 	<p>SPS</p> <ul style="list-style-type: none"> • Evaluate how societal conventions may influence the perspectives of individuals. 	<p>M 1</p> <ul style="list-style-type: none"> • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <p>M 4</p> <ul style="list-style-type: none"> • Self-confidence in ability to succeed <p>B-LS 7</p> <ul style="list-style-type: none"> • Long and short-term academic, career and social/emotional goals <p>B-LS 9</p> <ul style="list-style-type: none"> • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias <p>B-SMS 8</p> <ul style="list-style-type: none"> • Balance of school, home and community activities <p>B-SS 1</p> <ul style="list-style-type: none"> • Effective oral and written communication skills and listening skills <p>B-SS 3</p> <ul style="list-style-type: none"> • Positive relationships with adults to support success <p>B-SS 5</p> <ul style="list-style-type: none"> • Ethical decision-making and social responsibility <p>B-SS 8</p> <ul style="list-style-type: none"> • Advocacy skills for self and others and ability to assert self, when necessary
<p>4. Preparation for Career</p>	<ul style="list-style-type: none"> • Career Awareness and Preparation – 13.1.11 (F) F. Analyze the relationship between career choices and career preparation opportunities. 	<ul style="list-style-type: none"> • Preparation for Careers 	<p>SPS:</p> <ul style="list-style-type: none"> • Establish and pursue goals or post- secondary education, employment, and living within the community. 	<p>M 3</p> <ul style="list-style-type: none"> • Positive attitude toward work and learning <p>M 5</p> <ul style="list-style-type: none"> • Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>M 6</p> <ul style="list-style-type: none"> • Understanding that postsecondary education and life-long learning are necessary for long-term success <p>B-LS 1</p> <ul style="list-style-type: none"> • Critical thinking skills to make informed decisions <p>B-LS 7</p> <ul style="list-style-type: none"> • Long and short-term academic, career and social/emotional goals <p>B-LS 8</p> <ul style="list-style-type: none"> • Engagement in challenging coursework <p>B-LS 9</p> <ul style="list-style-type: none"> • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias <p>B-SMS 3</p> <ul style="list-style-type: none"> • Independent work <p>B-SMS 5</p> <ul style="list-style-type: none"> • Perseverance to achieve long and short-term goals

<p>5. Abilities and Aptitudes</p>	<ul style="list-style-type: none"> • Career Awareness and Preparation – 13.1.11 (A) A. Relate careers to individual interests, abilities, and aptitudes. 	<ul style="list-style-type: none"> • Abilities and Aptitudes 	<p>SA/SM:</p> <ul style="list-style-type: none"> • Explain to others one’s own strengths, needs, and preferences specific to a context. 	<p>M 1</p> <ul style="list-style-type: none"> • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <p>M 3</p> <ul style="list-style-type: none"> • Positive attitude toward work and learning <p>M 4</p> <ul style="list-style-type: none"> • Self-confidence in ability to succeed <p>M 5</p> <ul style="list-style-type: none"> • Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>B-LS 1</p> <ul style="list-style-type: none"> • Critical-thinking skills to make informed decisions <p>B-LS 6</p> <ul style="list-style-type: none"> • High-quality standards for tasks and activities <p>B-LS 7</p> <ul style="list-style-type: none"> • Long and short-term academic, career, and social/emotional skills <p>B-LS 9</p> <p>Decision-making informed by gathering evidence, getting others’ perspectives and recognizing personal bias</p> <p>B-SMS 6</p> <p>Ability to identify and overcome barriers</p>
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<p>6. Personal Interests</p>	<ul style="list-style-type: none"> • Career Awareness and Preparation – 13.1.11 (B) B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals. 	<ul style="list-style-type: none"> • Personal Interests 	<p>SA/SM:</p> <ul style="list-style-type: none"> • Explain to others one’s own strengths, needs, and preferences specific to a context. 	<p>M 1</p> <ul style="list-style-type: none"> • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <p>M 3</p> <ul style="list-style-type: none"> • Positive attitude toward work and learning <p>M 4</p> <ul style="list-style-type: none"> • Self-confidence in ability to succeed <p>M 5</p> <ul style="list-style-type: none"> • Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>B-LS 1</p> <ul style="list-style-type: none"> • Critical-thinking skills to make informed decisions <p>B-LS 7</p> <ul style="list-style-type: none"> • Long and short-term academic, career, and social/emotional skills <p>B-LS 9</p> <p>Decision-making informed by gathering evidence, getting others’ perspectives and recognizing personal bias</p> <p>B-SMS 6</p> <ul style="list-style-type: none"> • Ability to identify and overcome barriers
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<p>7. Career Clusters and Pathways</p>	<ul style="list-style-type: none"> • Career Awareness and Preparation – 13.1.11 (E, G) E. Justify the selection of a career. G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio. 	<ul style="list-style-type: none"> • Career Selection Influences • Career Plan Components 	<p>SA/SM:</p> <ul style="list-style-type: none"> • Advocate for oneself in education, employment, and within the community. 	<p>M 5</p> <ul style="list-style-type: none"> • Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>M 6</p> <p>Understanding that postsecondary education and life-long learning are necessary for long-term</p> <p>B-LS 1</p> <ul style="list-style-type: none"> • Critical-thinking skills to make informed decisions <p>B-LS 7</p> <ul style="list-style-type: none"> • Long and short-term academic, career, and social/emotional skills <p>B-LS 8</p> <ul style="list-style-type: none"> • Engagement in challenging coursework <p>B-LS 9</p> <ul style="list-style-type: none"> • Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
<p>8. Experiencing Careers While Still in School</p>	<ul style="list-style-type: none"> • Career Awareness and Preparation – 13.1.11 (D) D. Evaluate school-based opportunities for career awareness/preparation • Career Acquisition – 13.2.11 (B) B. Apply research skills in searching for a job. 	<ul style="list-style-type: none"> • Local Career Preparation Activities 	<p>SA/SM:</p> <ul style="list-style-type: none"> • Establish and pursue goals or post-secondary education, employment, and living within the community. 	<p>M 1</p> <ul style="list-style-type: none"> • Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <p>M 3</p> <ul style="list-style-type: none"> • Positive attitude toward work and learning <p>M 4</p> <ul style="list-style-type: none"> • Self-confidence in ability to succeed <p>M 5</p> <ul style="list-style-type: none"> • Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>B-LS 1</p> <ul style="list-style-type: none"> • Critical-thinking skills to make informed decisions <p>B-LS 3</p> <ul style="list-style-type: none"> • Time Management, organizational and study skills <p>B-LS 4</p> <ul style="list-style-type: none"> • Self-motivation and self-direction for learning <p>B-LS 7</p> <ul style="list-style-type: none"> • Long and short-term academic, career and social/emotional goals <p>B-LS 9</p> <p>Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias</p>

				<p>B-SMS 2</p> <ul style="list-style-type: none"> Self-discipline and self-control <p>B-SMS 8</p> <ul style="list-style-type: none"> Balance of school, home and community activities <p>B-SMS 10</p> <ul style="list-style-type: none"> Ability to manage transitions and adapt to change <p>B-SS 9</p> <ul style="list-style-type: none"> Social maturity and behaviors appropriate to the situation and environment
<p>9. Selecting Your Career Goal</p>	<ul style="list-style-type: none"> Career Awareness and Preparation – 13.1.11 (E) E. Justify the selection of a career. Career Acquisition – 13.2.11 (B) B. Apply research skills in searching for a job. 	<ul style="list-style-type: none"> Career Selection Influences 	<p>SA/SM:</p> <ul style="list-style-type: none"> Advocate for oneself in education, employment, and within the community. 	<p>M 1</p> <ul style="list-style-type: none"> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <p>M 4</p> <ul style="list-style-type: none"> Self-confidence in ability to succeed <p>M 5</p> <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>M 6</p> <ul style="list-style-type: none"> Understanding that postsecondary education and life-long learning are necessary for long-term success <p>B-LS 1</p> <ul style="list-style-type: none"> Critical-thinking skills to make informed decisions

				<p>B-LS 3</p> <ul style="list-style-type: none"> Time Management, organizational and study skills <p>B-LS 5</p> <ul style="list-style-type: none"> Media and technology skills to enhance learning <p>B-LS 7</p> <ul style="list-style-type: none"> Long and short-term academic, career, and social/emotional goals <p>B-LS 9</p> <ul style="list-style-type: none"> Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias <p>B-SMS 5</p> <ul style="list-style-type: none"> Perseverance to achieve long and short-term goals <p>B-SMS 6</p> <ul style="list-style-type: none"> Ability to identify and overcome barriers <p>B-SMS 8</p> <ul style="list-style-type: none"> Balance of school, home and community activities
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<p>10. My Programs or Majors</p>	<ul style="list-style-type: none"> Career Awareness and Preparation – 13.1.11 (F) F. Analyze the relationship between career choices and career preparation opportunities. 	<ul style="list-style-type: none"> Preparation for Careers 	<p>SA/SM:</p> <ul style="list-style-type: none"> Explain to others one’s own strengths, needs, and preferences specific to a context. 	<p>M 1</p> <ul style="list-style-type: none"> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <p>M 4</p> <ul style="list-style-type: none"> Self-confidence in ability to succeed <p>M 5</p> <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>M 6</p> <ul style="list-style-type: none"> Understanding that postsecondary education and life-long learning are necessary for long-term success <p>B-LS 1</p> <ul style="list-style-type: none"> Critical-thinking skills to make informed decisions <p>B-LS 3</p> <ul style="list-style-type: none"> Time Management, organizational and study skills <p>B-LS 5</p> <ul style="list-style-type: none"> Media and technology skills to enhance learning <p>B-LS 7</p> <ul style="list-style-type: none"> Long and short-term academic, career, and social/emotional goals <p>B-LS 9</p> <ul style="list-style-type: none"> Decision-making informed by gathering evidence, getting others’ perspectives and recognizing personal bias
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				<p>B-SMS 5</p> <ul style="list-style-type: none"> Perseverance to achieve long and short-term goals <p>B-SMS 6</p> <ul style="list-style-type: none"> Ability to identify and overcome barriers <p>B-SMS 8</p> <ul style="list-style-type: none"> Balance of school, home and community activities
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<p>11. My School and College Survey</p>	<ul style="list-style-type: none"> Career Awareness and Preparation – 13.1.11 (F) F. Analyze the relationship between career choices and career preparation opportunities 	<ul style="list-style-type: none"> Preparation for Careers 	<p>SA/SM:</p> <ul style="list-style-type: none"> Explain to others one’s own strengths, needs, and preferences specific to a context. 	<p>M 1</p> <ul style="list-style-type: none"> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <p>M 4</p> <ul style="list-style-type: none"> Self-confidence in ability to succeed <p>M 5</p> <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>M 6</p> <ul style="list-style-type: none"> Understanding that postsecondary education and life-long learning are necessary for long-term success <p>B-LS 1</p> <ul style="list-style-type: none"> Critical-thinking skills to make informed decisions <p>B-LS 3</p> <ul style="list-style-type: none"> Time Management, organization and study skills
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				<p>B-LS 5</p> <ul style="list-style-type: none"> Media and technology skills to enhance learning <p>B-LS 7</p> <ul style="list-style-type: none"> Long and short-term academic, career, and social/emotional goals <p>B-LS 9</p> <ul style="list-style-type: none"> Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias <p>B-SMS 5</p> <ul style="list-style-type: none"> Perseverance to achieve long and short-term goals <p>B-SMS 6</p> <ul style="list-style-type: none"> Ability to identify and overcome barriers <p>B-SMS 8</p> <ul style="list-style-type: none"> Balance of school, home and community activities
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<p>12. Job Interviews</p>	<ul style="list-style-type: none"> Career Acquisition – 13.2.11 (A, B) <ul style="list-style-type: none"> A. Apply effective speaking and listening skills used in a job interview. B. Apply research skills in searching for a job. 	<ul style="list-style-type: none"> Interviewing Skills 	<p>SA/SM:</p> <ul style="list-style-type: none"> Establish and pursue goals or post-secondary education, employment, and living within the community. Advocate for oneself in education, employment, and within the community. 	<p>M 1</p> <ul style="list-style-type: none"> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <p>M 4</p> <ul style="list-style-type: none"> Self-confidence in ability to succeed <p>B-LS 7</p> <ul style="list-style-type: none"> Long and short-term academic, career and social/emotional goals <p>B-LS 9</p> <ul style="list-style-type: none"> Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias <p>B-LS 10</p> <ul style="list-style-type: none"> Participation in enrichment and extracurricular activities <p>B-SMS 8</p> <ul style="list-style-type: none"> Balance of school, home and community activities <p>B-SS 1 B-LS 9</p> <ul style="list-style-type: none"> Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias <p>B-LS 10</p> <ul style="list-style-type: none"> Participation in enrichment and extracurricular activities <p>B-SMS 8</p> <ul style="list-style-type: none"> Balance of school, home and community activities
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<p>13. Active listening</p>	<ul style="list-style-type: none"> Career Acquisition – 13.2.11 (A, B) A. Apply effective speaking and listening skills used in a job interview. Career Retention and Advancement – 13.3.11 (B) B. Evaluate team member roles to describe and illustrate active listening techniques. 	<ul style="list-style-type: none"> Interviewing Skills Cooperation and Teamwork 	<p>E&MR:</p> <ul style="list-style-type: none"> Select expressive communication strategies specific to context. <p>SA/SM:</p> <ul style="list-style-type: none"> Advocate for oneself in education, employment, and within the community. 	<p>M 1</p> <ul style="list-style-type: none"> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <p>M 2</p> <ul style="list-style-type: none"> Sense of acceptance, respect, support and inclusion for self and others in the school environment <p>M 4</p> <ul style="list-style-type: none"> Self-confidence in ability to succeed <p>B-LS 7</p> <ul style="list-style-type: none"> Long and short-term academic, career and social/emotional goals <p>B-LS 9</p> <ul style="list-style-type: none"> Decision-making

				<p>informed by gathering evidence, getting others' perspectives and recognizing personal bias</p> <p>B-SS 1</p> <ul style="list-style-type: none"> Effective oral and written communication skills and listening skills <p>B-SS 2</p> <ul style="list-style-type: none"> Positive, respectful and supportive relationships with students who are similar to and different from them <p>B-SS 3</p> <ul style="list-style-type: none"> Positive relationships with adults to support success <p>B-SS 4</p> <ul style="list-style-type: none"> Empathy <p>B-SS 5</p> <ul style="list-style-type: none"> Ethical decision-making and social responsibility <p>B-SS 7</p> <ul style="list-style-type: none"> Leadership and teamwork skills to work effectively in diverse groups <p>B-SS 6</p> <ul style="list-style-type: none"> Effective collaboration and cooperation skills <p>B-SS 8</p> <ul style="list-style-type: none"> Advocacy skills for self and others and ability to assert self, when necessary
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				<p>B-SS 10</p> <ul style="list-style-type: none"> Cultural awareness, sensitivity and responsiveness
<p>14. The Entrepreneur Within</p>	<ul style="list-style-type: none"> Entrepreneurship – 13.4.11 (A, B) A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities. B. Analyze entrepreneurship as it relates to personal character traits. 	<ul style="list-style-type: none"> Character Traits Risks and Rewards 	<p>SPS:</p> <ul style="list-style-type: none"> Evaluate a situation to identify skills and strategies to prevent and resolve conflicts. 	<p>M 3</p> <ul style="list-style-type: none"> Positive attitude toward work and learning <p>M 5</p> <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>B-LS 2</p> <ul style="list-style-type: none"> Creative approach to learning, tasks and problem solving <p>B-LS 4</p> <ul style="list-style-type: none"> Self-motivation and self-direction for learning <p>B-LS 9</p> <ul style="list-style-type: none"> Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias <p>B-SMS 5</p> <ul style="list-style-type: none"> Perseverance to achieve long and short-term goals <p>B-SMS 6</p> <ul style="list-style-type: none"> Ability to identify and overcome barriers
				<p>B-SMS 10</p> <ul style="list-style-type: none"> Ability to manage transitions and adapt to change <p>B-SS 5</p> <ul style="list-style-type: none"> Ethical decision-making and social responsibility <p>B-SS 7</p> <ul style="list-style-type: none"> Leadership and teamwork skills to work effectively in diverse groups
<p>15. Personal Budget</p>	<ul style="list-style-type: none"> Career Retention and Advancement – 13.3.11 (D) D. Develop a personal budget based on career choice. 	<ul style="list-style-type: none"> Budgeting 	<p>SA/SM:</p> <ul style="list-style-type: none"> Distinguish among and set short term, mid-range, and long-term goals. 	<p>M 3</p> <ul style="list-style-type: none"> Positive attitude toward work and learning <p>M 5</p> <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>B-LS1</p> <ul style="list-style-type: none"> Critical thinking skills to make informed decisions <p>B-LS 9</p> <ul style="list-style-type: none"> Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias <p>B-SMS 2</p> <ul style="list-style-type: none"> Self-discipline and self-control

				<p>B-SMS 4</p> <ul style="list-style-type: none"> Delayed gratification for long-term rewards <p>B-SMS 5</p> <ul style="list-style-type: none"> Perseverance to achieve long and short-term goals
<p>16. Multiple Intelligences</p>	<ul style="list-style-type: none"> Career Awareness and Preparation – 13.1.11 (A, B) A. Relate careers to individual interests, abilities, and aptitudes. B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals. 	<ul style="list-style-type: none"> Abilities and Aptitudes 	<p>SA/SM:</p> <ul style="list-style-type: none"> Advocate for oneself in education, employment, and within the community. 	<p>M 3</p> <ul style="list-style-type: none"> Positive attitude toward work and learning <p>M 4</p> <ul style="list-style-type: none"> Self-confidence in ability to succeed <p>M 5</p> <ul style="list-style-type: none"> Belief in using abilities to their fullest to achieve high-quality results and outcomes <p>B-LS 7</p> <ul style="list-style-type: none"> Long and short-term academic, career, and social/emotional skills

Smart Futures Curriculum Integration Template K-12

Grade	Lessons
K	My Interests Community Roles
1	Using What You Learn in School Lifelong Learning How to be an Ultra Good Listener
2	Preparation for Careers Cooperation in Group Settings Changing Roles How Money is Used Lifelong Learning What is Entrepreneurship? How to be an Ultra Good Listener Importance of Planning
3	My Interests

	<p>Community Roles Preparation for Careers Using What You Learn in School Successful Attitudes and Work Habits How Money is Used Lifelong Learning Character Traits of Entrepreneurs Importance of Planning</p>
4	<p>Interests & Abilities Six Career Paths Cooperation in Group Settings II Applying Successful Attitudes and Work Habits Risks and Rewards of Entrepreneurship What is a Career Plan? Speaking Skills Researching Job Opportunities Character Traits of Real Entrepreneurs</p>
5	<p>My Personal Schedule Applying Successful Attitudes and Work Habits Risks and Rewards of Entrepreneurship Choosing a Career Career Training Programs Speaking Skills Researching Job Opportunities Character Traits of Real Entrepreneurs Budgeting</p>
6	<p>Career Clusters and Pathways Conflict Resolution Learning from Entrepreneurs Budgeting Goal Setting Learning Style Survey Economics of Jobs Explore your CTC</p>

7	Learning from Entrepreneurs My Business Plan My Work Values Survey Explore CTC
8	Knowledge, Skills and Abilities Career Research Career Clusters and Pathways My Resume
9	New Thinking About Career Success Abilities and Aptitudes Preparations for Careers Personal Interests
10	Experiencing Careers While Still in School Job Application Job Interview My Personality Type The Entrepreneur Within or My Programs and Majors
11	Career Clusters and Pathways Any one student choice not yet completed in the 9-12 adult band
12	Any 2 lessons, Student Choice not yet completed in the 9-12 adult band

Program Calendar:

Monthly Counseling Calendar
for the Elementary Schools

Key: Green = Guidance Curriculum; Purple = Prevention, Intervention, and Responsive Services;
Blue = Individual Student Planning; Maroon = System Support

July	January
Academic:	Academic: Psychological screenings

	<p>Staff/Parent Consultation Outside Agency Consultation Input for ER, RR, GIEP, and 504 evaluations/referrals End of Marking Period</p>
<p>Career:</p>	<p>Career: Guidance Lessons: K: My Interests 1st: How To Be An ULTRA Good Listener 2nd: Changing Roles 3rd: Successful Attitudes & Work Habits 4th: Speaking Skills 5th: Risks & Rewards of Entrepreneurs 6th: Budgeting</p>
<p>Personal/Social:</p>	<p>Personal/Social: Guidance Lessons: Pre-K through 5th: Tattling vs. Reporting Guidance Lessons: 6th: Problem Solving Individual counseling as needed Small group counseling as needed Participation in SAP Meetings</p>
<p>August</p>	<p>February</p>
<p>Academics: New Student Orientation Kindergarten Orientation Input for ER, RR, GIEP, and 504 evaluations/referrals Psychological screenings Staff/Parent Consultation Outside Agency Consultation</p>	<p>Academics: Psychological screenings Parent/Teacher/Student conferences Staff/Parent Consultation Outside Agency Consultation Schoolwide Minute Meetings Input for ER, RR, GIEP, and 504 evaluations/referrals</p>
<p>Career:</p>	<p>Career: Guidance Lessons: K: Community Roles 1st: Lifelong Learning 2nd: What is Entrepreneurship? 3rd: Preparation for Careers 4th: Character Traits of Entrepreneurs & Six Career Paths 5th: Budgeting & Choosing a Career 6th: My Interest Survey & Career Clusters & Pathways 5th & 6th: LycoCTC Presentations</p>
<p>Personal/Social: “Newbies” small group sessions for new students Individual counseling as needed Participation in PBIS Meetings</p>	<p>Personal/Social: Guidance Lessons: Pre-K through 2nd: Friendship Individual counseling as needed Small group counseling as needed</p>

Back to School Night	Participation in SAP Meetings
September	March
<p>Academics: Guidance Lessons: Pre-K & K: What Does the Counselor Do? Guidance Lessons: 1st - 6th: Introduction Psychological screenings Staff/Parent Consultation Outside Agency Consultation Input for ER, RR, GIEP, and 504 evaluations/referrals</p>	<p>Academics: Psychological screenings Staff/Parent Consultation Outside Agency Consultation 4-6 Growth and Development Presentations Input for ER, RR, GIEP, and 504 evaluations/referrals PSSA Testing (3rd - 6th grades) End of Marking Period</p>
<p>Career: Guidance Lessons: K through 6th: Smart Futures Introduction</p>	<p>Career: Guidance Lessons: 2nd: Preparing for Careers 3rd: Character Traits of Entrepreneurs 4th: What is a Career Plan? 5th: Career Training Programs 6th: Economics of a Job</p>
<p>Personal/Social: Individual counseling as needed Small group counseling as needed Schoolwide Minute Meetings Participation in PBIS Meetings Participation in SAP Meetings Open House</p>	<p>Personal/Social: Guidance Lessons: Pre-K through 6th: Bully Prevention Individual counseling as needed Small group counseling as needed Participation in PBIS Meetings Participation in SAP Meetings</p>
October	April
<p>Academics: Input for ER, RR, GIEP, and 504 evaluations/referrals End of Marking Period Psychological Screenings Staff/Parent Consultation Outside Agency Consultation</p>	<p>Academics: Psychological screenings Staff/Parent Consultation Outside Agency Consultation 4-6 Growth and Development Presentations Input for ER, RR, GIEP, and 504 evaluations/referrals State Standardized Testing (PSSA)</p>
<p>Career: Guidance Lessons: 2nd: How to be an ULTRA Good Listener 3rd: Successful Attitudes & Work Habits 4th - 5th: Interests and Abilities 6th: Conflict Resolution</p>	<p>Career: Guidance Lessons: 2nd: Importance of Planning 3rd: How Money is Used 4th & 5th: Researching Job Opportunities 6th: Economics of a Job</p>
Personal/Social:	Personal/Social:

<p>Individual counseling as needed Small group counseling as needed Participation in PBIS Meetings Participation in SAP Meetings Guidance Lessons: Pre-K - 1st: Emotions Guidance Lessons: 2nd - 6th: Emotional Regulation</p>	<p>Individual counseling as needed Small group counseling as needed Participation in SAP Meetings Participation in PBIS Meetings Guidance Lessons: Pre-K through 6th: Growth Mindset 5th & 6th - Too Good For Drugs Program</p>
November	May
<p>Academics: Psychological screenings Parent/Teacher/Student conferences Staff/Parent Consultation Outside Agency Consultation Input for ER, RR, GIEP, and 504 evaluations/referrals Guidance Lessons: PreK: Attention/Focus</p>	<p>Academics: Psychological screenings Staff/Parent Consultation Outside Agency Consultation 4-6 Growth and Development Presentations Schoolwide Minute Meetings Input for ER, RR, GIEP, and 504 evaluations/referrals</p>
<p>Career: Guidance Lessons: 1st: Using What You Learn in School 2nd: How To Be An ULTRA Good Listener 3rd: My Interests & Community Roles 4th: Interests and Abilities & Cooperation 5th: Personal Schedule & Speaking Skills 6th: Conflict Resolution & Goal Setting</p>	<p>Career: Guidance Lessons: 2nd: How is Money Used? 6th: Explore Your CTC 6th Career Day</p>
<p>Personal/Social: Guidance Lessons: K - 2nd: Good Touch/Bad Touch Individual counseling as needed Small group counseling as needed Participation in PBIS Meetings Participation in SAP Meetings</p>	<p>Personal/Social: Individual counseling as needed Small group counseling as needed Spring Book Discussion for Parents Participation in PBIS Meetings Participation in SAP Meetings 5th & 6th - Too Good for Drugs Programs</p>
December	June
<p>Academics: Psychological screenings Staff/Parent Consultation Outside Agency Consultation Input for ER, RR, GIEP, and 504 evaluations/referrals</p>	<p>Academics: Psychological screenings Staff/Parent Consultation Outside Agency Consultation Input for ER, RR, GIEP, and 504 evaluations/referrals End of Marking Period 6th grade graduation ceremony PreK through 5th - "Move up" Day 6th - "Move up" Day to the HS</p>
<p>Career: Guidance Lessons: 2nd: Cooperation in a</p>	<p>Career:</p>

<p>Group Setting 3rd: Using What You Learned In School 4th: Applying Successful Attitudes & Work Habits 5th: Character Traits of Entrepreneurs 6th: Learning Style Survey</p>	
<p>Personal/Social: Guidance Lessons: Pre-K & K: Showing Kindness Guidance Lessons: 1st - 6th: Empathy Individual counseling as needed Small group counseling as needed Participation in PBIS Meetings Participation in SAP Meetings</p>	<p>Personal/Social: Individual counseling as needed Small group counseling as needed Participation in PBIS Meetings Report SAP information to the state</p>

Junior High Monthly Counseling Calendar

Key: Green = Guidance Curriculum; Purple = Prevention, Intervention, and Responsive Services; Blue = Individual Student Planning; Maroon = System Support

<u>July</u>	<u>January</u>
<p>Academic: Scheduling Monitor Credit Recovery Program</p>	<p>Academic: Individual Academic Counseling Facilitating and documenting Grade Level Team meetings Input for ER, RR, GIEP, and 504 evaluations/referrals Second Semester Meetings with students who are in danger of failing Psychological Screenings</p>
<p>Career:</p>	<p>Career: S.T.E.M. 7&8 Futures Seminar (9) Introduction to Engineering (9-12) Robotics (9-12) Diversified Learning Opportunities (9-12) Events preparation including transportation and scheduling</p>
<p>Personal/Social:</p>	<p>Personal/Social: Second Step Lessons 7&8 Group counseling as needed Individual counseling as needed Participation in SAP and SWPBS meetings</p>
<u>August</u>	<u>February</u>
<p>Academic: 7th grade orientation</p>	<p>Academic: Individual Academic Counseling</p>

<p>Grade level presentations on academic expectations Academic presentation to 9th graders concerning graduation requirements Scheduling Facilitating and documenting Grade Level Team meetings Input for ER, RR, GIEP, and 504 evaluations/referrals Individualized meetings for incoming 7th graders Psychological Screenings Dual enrollment registration letters and classroom visits New enrollments</p>	<p>Facilitating and documenting Grade Level Team meetings Input for ER, RR, GIEP, and 504 evaluations/referrals Second Semester Meetings with students who are in danger of failing Psychological Screenings</p>
<p>Career: S.T.E.M. 7&8 Modern Technologies (8) Personal Finance/Careers (9) Robotics Programming(9-12) Diversified Learning Opportunities (9-12)</p>	<p>Career: S.T.E.M. 7&8 Modern Technologies (8) Personal Finance/Careers(9) Robotics Programming (9-12) Diversified Learning Opportunities (9-12) Course selection appointments Events preparation including transportation and scheduling</p>
<p>Personal/Social: SWPBS opening day lessons Small group counseling as needed Individual counseling as needed Participation in SAP and SWPBS meetings</p>	<p>Personal/Social: Second Step Lessons 7&8 Small group counseling as needed Individual counseling as needed Participation in SAP and SWPBS meetings</p>
September	<u>March</u>
<p>Academic: Individual Academic Counseling Benchmark testing IEP's to LycoCTC Scheduling Facilitating and documenting Grade Level Team meetings Input for ER, RR, GIEP, and 504 evaluations/referrals Psychological Screenings</p>	<p>Academic: Individual Academic Counseling 8-11 grade scheduling presentations PSSA Prep and Administration Facilitating and documenting Grade Level Team meetings Input for ER, RR, GIEP, and 504 evaluations/referrals Psychological Screenings</p>
<p>Career: S.T.E.M. 7&8 Modern Technologies (8) Personal Finance/Careers (9-12) Robotics Programming (9-12) Diversified Learning Opportunities (9-12)</p>	<p>Career: S.T.E.M. 7&8 Modern Technologies (8) Personal Finance/Careers (9-12) Robotics Programming (9-12) Diversified Learning Opportunities (9-12)</p>

Events preparation including transportation and scheduling	Events preparation including transportation and scheduling
Personal/Social: Second Step Lessons 7&8 Small group counseling as needed Individual counseling as needed Participation in SAP and SWPBS meetings	Personal/Social: Small group counseling as needed Individual counseling as needed Participation in SAP and SWPBS meetings
<u>October</u>	<u>April</u>
Academic: Academic presentation to 9 th graders concerning graduation requirements Facilitating and documenting Grade Level Team meetings Input for ER, RR, GIEP, and 504 evaluations/referrals Individual Academic Counseling Psychological Screenings	Academic: PSSA Prep and Administration Facilitating and documenting Grade Level Team meetings Input for ER, RR, GIEP, and 504 evaluations/referrals Psychological Screenings Individual Academic Counseling
Career: S.T.E.M. 7&8 Modern Technologies (8) Personal Finance/Careers (9-12) Robotics Programming (9-12) Diversified Learning Opportunities (9-12)	Career: S.T.E.M. 7&8 Modern Technologies (8) Personal Finance/Careers (9-12) Robotics Programming (9-12) Diversified Learning Opportunities (9-12)
Events preparation including transportation and scheduling	Events preparation including transportation and scheduling
Personal/Social: Second Step Lessons 7&8 Small group counseling as needed Individual counseling as needed Participation in SAP and SWPBS meetings	Personal/Social: Second Step Lessons 7&8 Small group counseling as needed Individual counseling as needed Participation in SAP and SWPBS meetings
<u>November</u>	<u>May</u>
Academic: Facilitating and documenting Grade Level Team meetings Input for ER, RR, GIEP, and 504 evaluations/referrals Individual Academic Counseling Psychological Screenings	Academic: PSSA Make up testing Keystone Exam prep & administration Facilitating and documenting Grade Level Team meetings Input for ER, RR, GIEP, and 504 evaluations/referrals Individual Academic Counseling Psychological Screenings
Career: S.T.E.M. 7&8 Modern Technologies (8) Personal Finance/Careers (9-12)	Career: S.T.E.M. 7&8 Modern Technologies (8) Personal Finance/Careers (9-12)

Robotics Programming (9-12) Diversified Learning Opportunities (9-12) Events preparation including transportation and scheduling	Robotics Programming (9-12) Diversified Learning Opportunities (9-12) Events preparation including transportation and scheduling
Personal/Social: Second Step Lessons 7&8 Small group counseling as needed Individual counseling as needed Participation in SAP and SWPBS meetings	Personal/Social: Second Step Lessons 7&8 Small Group counseling as needed Individual counseling as needed Participation in SAP and SWPBS meetings
<u>December</u>	<u>June</u>
Academic: Facilitating and documenting Grade Level Team meetings Input for ER, RR, GIEP, and 504 evaluations/referrals Individual Academic Counseling Psychological Screenings	Academic: Facilitating and documenting Grade Level Team meetings Input for ER, RR, GIEP, and 504 evaluations/referrals 7&8 Grade Recognition Ceremony Failure letters/Online Summer Courses/Credit Recovery Letters Individual Academic Counseling Psychological Screenings
Career: S.T.E.M. 7&8 Modern Technologies (8) Personal Finance/Careers(9-12) Robotics Programming (9-12) Diversified Learning Opportunities (9-12) Events preparation including transportation and scheduling	Career: S.T.E.M. 7&8 Modern Technologies (8) Personal Finance/Careers (9-12) Robotics Programming (9-12) Diversified Learning Opportunities (9-12) Events preparation including transportation and scheduling
Personal/Social: Second Step Lessons 7&8 Small group counseling as needed Individual counseling as needed Participation in SAP and SWPBS meetings	Personal/Social: Second Step Lessons 7&8 Small group counseling as needed Individual counseling as needed Participation in SAP and SWPBS meetings

High School Monthly Counseling Calendar

(Key: Green=Guidance Curriculum; Purple=Prevention, Intervention and Responsive Services;
Blue=Individual Student Planning; Maroon=System Support)

<u>July</u>	<u>January</u>
Academic: <ul style="list-style-type: none"> ▪ Master schedule revisions/schedule changes ▪ Monitor Credit Recovery Program 	Academic: <ul style="list-style-type: none"> ▪ Meet with at-risk students ▪ Individual Academic Counseling ▪ Schedule changes at semester time ▪ ASVAB Testing ▪ Schedule requests ▪ ½ year failure letters (11 & 12)

Career:	<p>Career:</p> <ul style="list-style-type: none"> ▪ Course Selection Assemblies ▪ 9th gr LCTC field trip <p>* Robotics Programming (9-12)</p> <p>* Personal Finance/Careers (9-12)</p> <p>* Diversified Learning Opportunities (9-12)</p> <ul style="list-style-type: none"> ▪ College representative visits ▪ Military representative visits
Personal/Social:	<p>Personal/Social:</p> <ul style="list-style-type: none"> ▪ Small group counseling as needed ▪ Individual counseling as needed ▪ SAP SWPBS meetings
<u>August</u>	<u>February</u>
<p>Academic:</p> <ul style="list-style-type: none"> ▪ First day of school grade level assemblies ▪ Classroom presentations for dual enrollment ▪ New Enrollments ▪ Schedule Changes ▪ 504 Preparation ▪ Act 158 meetings with student (on going) 	<p>Academic:</p> <ul style="list-style-type: none"> ▪ Individual Course Selection meetings ▪ Individual academic counseling ▪ Meet with at-risk students ▪ CDT testing
<p>Career:</p> <ul style="list-style-type: none"> ▪ LCTC awareness at 9th grade meeting ▪ College representative visits ▪ Military representative visits 	<p>Career:</p> <p>FASFA workshop for families</p> <p>* Robotics Programming (9-12)</p> <p>* Personal Finance/Careers(9-12)</p> <p>*Diversified Learning Opportunities (9-12)</p>
<p>Personal/Social:</p> <ul style="list-style-type: none"> ▪ Small group counseling as needed ▪ Individual counseling as needed ▪ SAP and SWPBS meetings 	<p>Personal/Social:</p> <ul style="list-style-type: none"> ▪ Small group counseling as needed ▪ Individual counseling as needed ▪ SAP and SWPBS meetings
<u>September</u>	<u>March</u>
<p>Academic:</p> <ul style="list-style-type: none"> ▪ Meet with at-risk students ▪ 12th grade postsecondary planning interviews 	<p>Academic:</p> <ul style="list-style-type: none"> ▪ Meet with at-risk students ▪ Schedule requests due ▪ LCTC registration due

<ul style="list-style-type: none"> ▪ Individual conferences for graduation credits (11&12) ▪ Individual Academic Counseling ▪ PSAT Registration/Ordering ▪ Act 158 meetings with students 	<ul style="list-style-type: none"> ▪ Individual Academic Counseling
<p>Career:</p> <ul style="list-style-type: none"> * Robotics Programming (9-12) * Personal Finance/Careers(9-12) *Diversified Learning Opportunities (9-12) <ul style="list-style-type: none"> ▪ Classroom visitations for dual enrollment courses ▪ College representative visits ▪ Military representative visits 	<p>Career:</p> <ul style="list-style-type: none"> * Robotics Programming (9-12) * Personal Finance/Careers(9-12) *Diversified Learning Opportunities (9-12)
<p>Personal/Social:</p> <ul style="list-style-type: none"> ▪ Open House 7-12 ▪ Small group counseling ▪ Individual counseling as needed ▪ SAP and SWPBS meetings 	<p>Personal/Social:</p> <ul style="list-style-type: none"> ▪ Small group counseling ▪ Individual counseling as needed ▪ SAP and SWPBS meetings
<p><u>October</u></p>	<p><u>April</u></p>
<p>Academic:</p> <ul style="list-style-type: none"> ▪ PSAT Administration ▪ Post Scholarships ▪ Individual academic progress conferences ▪ Meet with at-risk students ▪ AP registration 	<p>Academic:</p> <ul style="list-style-type: none"> ▪ Individual academic progress conferences ▪ Keystone goal setting and results review ▪ Meet with at-risk students
<p>Career:</p> <ul style="list-style-type: none"> * Robotics Programming (9-12) * Personal Finance/Careers(9-12) *Diversified Learning Opportunities (9-12) <ul style="list-style-type: none"> ▪ College representative visits ▪ Military representative visits 	<p>Career:</p> <ul style="list-style-type: none"> * Robotics Programming (9-12) * Personal Finance/Careers(9-12) *Diversified Learning Opportunities (9-12)
<p>Personal/Social:</p> <ul style="list-style-type: none"> ▪ Small group conferences ▪ Individual counseling as needed 	<p>Personal/Social:</p> <ul style="list-style-type: none"> ▪ Small group conferences ▪ Individual counseling as needed

<ul style="list-style-type: none"> ▪ SAP and SWPBS meetings 	<ul style="list-style-type: none"> ▪ SAP and SWPBS meetings
<u>November</u>	<u>May</u>
<p>Academic:</p> <ul style="list-style-type: none"> ▪ Meet with at-risk students ▪ Keystone goal setting ▪ Parent/teacher conferences ▪ Individual Academic Counseling 	<p>Academic:</p> <ul style="list-style-type: none"> ▪ AP Testing – Registration & Proctoring ▪ State Testing – Scheduling ▪ Keystone Exams ▪ Proctor Finals (as needed) ▪ LCTC enrollment paperwork ▪ NHS Induction Ceremony ▪ Individual Academic Counseling ▪ Meet with at-risk students ▪ Graduation preparation and planning
<p>Career:</p> <ul style="list-style-type: none"> ▪ * Robotics Programming (9-12) ▪ * Personal Finance/Careers(9-12) ▪ *Diversified Learning Opportunities (9-12) ▪ Financial Aid night (Virtual) ▪ College representative visits ▪ Military representative visits 	<p>Career:</p> <ul style="list-style-type: none"> * Robotics Programming (9-12) * Personal Finance/Careers(9-12) *Diversified Learning Opportunities (9-12)
<p>Personal/Social:</p> <ul style="list-style-type: none"> ▪ Small group counseling as needed ▪ Individual counseling as needed ▪ SAP and SWPBS meetings 	<p>Personal/Social:</p> <ul style="list-style-type: none"> ▪ Small group counseling as needed ▪ Individual counseling as needed ▪ SAP and SWPBS meetings
<u>December</u>	<u>June</u>
<p>Academic:</p> <p>Scholarship Confirmations/Preperations</p> <p>Individual conferences for academic progress</p> <p>Meet with at-risk students</p>	<p>Academic:</p> <ul style="list-style-type: none"> ▪ Review Year-End grades for failures ▪ Send Failure Letters ▪ Summer School registration ▪ Graduation ceremony
<p>Career:</p> <ul style="list-style-type: none"> ▪ * Robotics Programming (9-12) ▪ * Personal Finance/Careers(9-12) ▪ *Diversified Learning Opportunities (9-12) ▪ College representative visits ▪ Military representative visits 	<p>Career:</p> <ul style="list-style-type: none"> ▪ * Robotics Programming (9-12) ▪ * Personal Finance/Careers(9-12) ▪ *Diversified Learning Opportunities (9-12)
<p>Personal/Social:</p> <ul style="list-style-type: none"> ▪ Small group counseling as needed ▪ Individual counseling as needed 	<p>Personal/Social:</p> <ul style="list-style-type: none"> ▪ Small group counseling as needed ▪ Individual counseling as needed

▪ SAP and SWPBS meetings	▪ SAP and SWPBS meetings
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Career Guidance Services action plan for developing and sustaining student career plans

- See Template Above (Smart Futures Integration Template K-12) on Pages 31-32.

Diverse External Resources Organized by National Career Clusters

Career Cluster	Career Readiness	Work-Based Learning	Post-Secondary Options
Agriculture	AP Environmental Science Personal Finance Class Smart Futures	Job Shadow	Penn State University Penn College of Technology Lancaster County Career and Technology Center
Food/Natural Resources	Culinary Arts (Lyco-CTC) Personal Finance Class Smart Futures	Lyco-CTC Co-op Job Shadow Skills USA Competition NOCTI	Commonwealth University Penn College of Technology Lycoming College Penn State University
Architecture/Construction	Smart Futures Personal Finance Class Construction Trades (Lyco-CTC)	Job Shadow Lyco CTC Co-Op Skills USA Competition NOCTI	Penn College of Technology Penn State University
Art, Audio/Video, Communications	Video Production, Web Page Design. Introduction to Computers and Programming Concepts, Python Programming, Multimedia, Fine Art Drawing, Fine Art Painting, Modern Band, Music Media Arts, Live Streaming of all Athletic Events,	Job Shadow HS Art Show Dual Enrollment Lyco CTC- Co-op Skills USA Competition NOCTI Spring Musical Fall Theater Production	Penn College of Technology Lycoming College Commonwealth University

	Jewelry Making, Pottery, Sculpture, Jr. High Chorus, Senior High Chorus, Jr. High Band, Senior High Band, Spartan Theater, Lyco CTC- Computer Programming		
Business, Management, Administration	Accounting 1 and 2, Fundamentals of Entrepreneurship, Personal Finance/Careers, Business Management, Management/Marketing, Business Leadership and Skills (BLAST), Business Communication, FBLA Program	Job Shadow FBLA Competition Spartan Sips Dual Enrollment	Lycoming College Commonwealth University
Education and Training	Personal Finance Class Lyco-CTC Early Childhood Education	Lyco-CTC Co-op Job Shadow Skills USA Competition	Commonwealth University Penn College of Technology Lycoming College
Finance	Career Readiness Class Personal Finance Class	Job Shadow	Commonwealth University Penn State University
Government and Public Administration	Student Council (Jr./Sr.) Personal Finance Class Civics and Government	Job Shadow	Penn State University Commonwealth University
Health Science	Lyco-CTC- Health Careers Anatomy and Physiology AP Biology	Job Shadow Skills USA Competition NOCTI UPMC Summer Internship Geisinger/UPMC Work/Study Employment Programming Dual Enrollment AP Exam	Penn State University Penn College of Technology Commonwealth University Geisinger Nursing Program
Hospitality and Tourism	Career Readiness Class Personal Finance Class Lyco-CTC Culinary Arts	Lyco-CTC Co-op Skills USA Competition Career-Link Path to Careers Lycoming County	Penn College of Technology Penn State University
Human Services	Career Readiness Class	Red Rock Job Corp Adv Human Services	Commonwealth University Penn State University

		Career-Link Path to Careers Lycoming County	Red Rock Job Corp Office Administration
Information Technology	Career Readiness Class Personal Finance Class Job Shadow Lyco-CTC Computer Service	Lyco-CTC Co-op Skills USA Competition Career-Link Path to Careers Lycoming County	Commonwealth University Penn State University Penn College of Technology
Law, Public Safety, Corrections and Security	Job Shadow Lyco-CTC Criminal Justice Program	Lyco-CTC Co-op Skills USA Competition NOCTI Career-Link Path to Careers Lycoming County	Commonwealth University/ Academy at Mansfield Pennsylvania College of Technology
Manufacturing	Advanced Manufacturing Pre- Apprenticeship	Advanced Manufacturing Apprenticeship Job shadowing Career-Link Path to Careers Lycoming County	Penn College of Technology
Marketing, Sales, Service	Advanced Manufacturing Pre- Apprenticeship	Advanced Man Apprenticeship Job Shadowing Career-Link Path to Careers Lycoming County	Commonwealth University Penn State University Penn College of Technology Lycoming College
STEM	Computers Grade 8 Modern Technology S.T.E.M Grade 7 S.T.E.M Grade 8 Tech Club	Lyco-CTC Coop Job Shadowing Career-Link Path to Careers Lycoming County	Commonwealth University Penn State University Penn College of Technology Lycoming College
Transportation, Distribution, Logistics	Lyco-CTC Automotive Technology Lyco- CTC Heavy Diesel Technology Advanced Man. Pre- Apprenticeship	Lyco-CTC Co-op Job Shadowing Advanced Manufacturing Apprenticeship NOCTI Skills USA Competition Red Rock Job Corp Auto Repair Career-Link Path to Careers Lycoming County	Penn State University Penn College of Technology Red Rock Job Corp Auto Repair

Organizing Career Resources

Resource Types	List Resources
Organizations/Agencies	Junior Achievement, Elizabeth Ackerman
Intermediary Organizations	<p>2420 Cehman Lane, Suite 100 Lancaster, PA 17602 717-669-3618</p> <p>BLaST IU 2400 Reach Road, Williamsport, PA 17701 570-323-8561</p> <p>Susquehanna Health Systems Williamsport Hospital 700 High Street, Williamsport, PA 17701 570-321-1000 Muncy Valley Hospital 215 East Water Street Muncy, PA 17756</p> <p>Geisinger Medical Center 100 North Academy Avenue, Danville, PA 570- 271-6212 (570) 271-6211</p> <p>Geisinger Medical Center 255 US-220, Muncy, PA 17756 (800) 230-4565</p> <p>Russ Lawrence, Innovative Manufacturing Center 1127 West Fourth Street, Williamsport, PA 17701, 570-329-3300</p>

<p>Umbrella Organizations</p>	<p>Williamsport/Lycoming Chamber of Commerce, Jason Fink, 100 W. Third Street, Williamsport, PA 570-326-1971</p> <p>Lycoming County United Way, 1 West Third Street, Williamsport, PA 17701 570-323-9448</p>
<p>Community/State Agencies</p>	<p>Hughesville Fire Department, Railroad Street, Hughesville, PA 17737</p> <p>Career Link, 329 Pine Street, Williamsport, PA 17701 570-601-5465</p> <p>Americorps www.americorps.gov</p> <p>Commonwealth Workforce Development System www.cwds.state.pa.us</p> <p>Central Pennsylvania Workforce Development Corporation Rachel Smith, Executive Director rsmith@cpwdc.org (570) 568-6868 ext. 225</p> <p>Penn State Cooperative Extension 443 Plum Creek Road , Sunbury, PA 17801 800-851-9710</p> <p>PHEAA, Nancy Harvey Nancy.Harvey@pheaa.org (717)956-8285</p> <p>Hughesville Police Department, 147 S. 5th Street, Hughesville, PA 17737 570-584-2111</p> <p>School Resource Officer: (Hughesville Jr.Sr. High School/Ashkar) Andrew Boyer- 570-584-5111</p> <p>School Resource Officer:(Renn Elementary/ Ferrell Elementary), Ryan Traveledpiece- 570-584-3070</p> <p>PA State Police, 899 Cherry Street, Montoursville, PA 17754, 570-368-5700</p>

<p>Networking Opportunities</p>	<p>Buck Lumber, 570-584-2124 160 S. Railroad Street, Hughesville, PA 17737</p> <p>Lewis Lumber Products, Keith Atherholt, 570-584-4304, 30 S. Main Street, Picture Rocks, PA 17762</p> <p>Construction Specialties, 570-584-6385 347 S. Railroad Street, Hughesville, PA 17737</p> <p>Muncy Bank and Trust, 570-546-2211 2 North Main Street, Muncy PA 17756</p> <p>Sovereign Bank and Trust, 570-584-2174 32 North Main Street, Hughesville, PA 17701</p> <p>TJ's Market, 570-584-2005 49 N. Railroad Street, Hughesville, PA 17701</p> <p>McCarty-Thomas Funeral Home, 570-584-2981 557 E. Water Street, Hughesville, PA 17701</p> <p>Weis Markets, 570-546-5472 1272 E. Penn Street, Muncy, PA 17756</p> <p>Kathy's Cafe, 570-584-5356 21 S. Main Street, Hughesville PA 17737</p> <p>Geisinger Medical Center 255 US-220, Muncy, PA 17756 (800) 230-4565</p> <p>Dohl Construction, 570-312-0050 32 North Main Street Hughesville, PA 17737</p>
<p>Individual Contacts</p>	<p>Hughesville Rotary Club, 570-584-3598</p> <p>Picture Rocks Lions Club Route 864, Picture Rocks, PA 17762</p> <p>Pennsylvania Free Enterprise Week 3076 West 12th Street Erie, PA 16505</p> <p>Greater Hughesville Business Association</p>
<p>Community/Business Meetings</p>	

Community Events	<p>Lycoming College College Fair sponsored by SVSCA</p> <p>Lycoming County Fair</p> <p>Rotary Club Balloonfest</p> <p>Girls on the Run-Elementary grades 3-5</p> <p>Let me Run- Elementary 3-6</p> <p>Manufacturing Day The Pennsylvania College of Technology</p> <p>Career Day The Pennsylvania College of Technology</p>
Online/ Onland	
Internet Based Links	<p>ONet</p> <p>America’s Job Bank</p> <p>College Board-Career Exploration</p> <p>PA Career Zone</p> <p>Job Web</p> <p>Education Planner</p> <p>ASCA</p> <p>Smart Futures</p> <p>Spartan Academy</p>
Media/Advertising	<p>School Website</p> <p>District social media outlets</p>
Publications/Documents	<p>The East Lycoming Shopper, 570-584-2134 Route 405, Muncy, PA 17756</p> <p>The Luminary, 570-584-0111 1025 Route 405, Hughesville, PA 17737</p> <p>The Williamsport Sun-Gazette, 570-325-1551 252 W. Fourth Street, Williamsport, PA 17701</p> <p>Webb Weekly 280 Kane Street, Ste 2, South Wmspt, PA 570-326-9322</p> <p>Daily Item 200 Market Street, Sunbury, PA 17801</p>

Annual Program Goals & Objectives

Grades: PreK - 6

LEVEL: Elementary

Smart Format	Academic	Career	Personal/Social
<p>SPECIFIC: What is the specific issue based on your schools' data?</p>	<p>Attendance: There is a correlation between attendance and academic and career success. Attendance needs to be monitored in order to support successful school progress. SAP teams, in part, monitor attendance to check for barriers to learning.</p>	<p>Career Exploration: Students should have an awareness of various careers and local CTC programs available to them in the Jr./Sr. High School. School Counselors will provide lessons and exposure to these opportunities in partnership with LycoCTC.</p>	<p>Conflict Resolution: Students engaged in peer conflict are less likely to engage effectively in the educational setting.</p>
<p>MEASURABLE: How will we measure the effectiveness of our interventions?</p>	<p>School Counselors, Social Workers and SAP team members will collaborate and monitor student attendance to communicate with families on removing barriers of chronic absenteeism to improve student educational outcomes.</p>	<p>School Counselors will provide lessons through SmartFutures.</p>	<p>Classroom teachers in partnership with School Counselors will provide SecondStep lessons as well as other SEL lessons focused on positive peer problem solving skills.</p>
<p>ATTAINABLE: What outcome would stretch us but is still attainable</p>	<p>Families who accrue 4 unlawful absences will be referred to the School for Counselor and Social Worker to create consistent communication and form an Attendance Improvement Plan.</p>	<p>100% of students will participate in the SmartFutures curriculum.</p>	<p>100% of students will participate in whole classroom lessons focused on SecondStep curriculum and other SEL topics.</p>
<p>RESULTS: Is the goal reported in results- oriented data (process, perception, outcome)</p>	<p>Results will be monitored by contact documentation as part of the district procedure for reporting and Attendance Improvement Plan data (if applicable).</p>	<p>100% of students will complete the necessary artifacts to meet PA Career Ready standards.</p>	<p>The number of Office Discipline Referrals will decrease by 10% quarterly.</p>
<p>TIMELINE: When will the goal be accomplished?</p>	<p>By the end of each quarter 80% of students will have improved their attendance by 95%.</p>	<p>By the end of the school year 99% of students will have completed the necessary artifacts and reflections required to meet the PA Career Ready standards.</p>	<p>By the end of the year 100% of students will have participated in SecondStep and School Counselor whole classroom lessons.</p>

Grades: 7-12

Smart Format	Academic	Career	Personal/Social
<p><u>SPECIFIC:</u></p> <p>What is the specific issue based on your schools' data?</p>	<p>Attendance:</p> <p>There is a correlation between attendance, academic and career success. Attendance needs to be monitored in order to support successful school progress.</p>	<p>All graduating students will identify a post-secondary plan that will lead to a successful future.</p>	<p>Due to an increase in mental health issues, helping students be aware of supports available to them.</p>
<p><u>MEASURABLE:</u></p> <p>How will we measure the effectiveness of our interventions?</p>	<p>School Counselors and Social Workers and will collaborate and monitor student attendance to communicate with families on removing barriers of chronic absenteeism to improve student educational outcomes.</p>	<p>The Senior Exit Survey will identify the student's postsecondary plan or lack thereof.</p>	<p>Monitor the number of SAP cases and how many students use the services available to them through the SAP process.</p>
<p><u>ATTAINABLE:</u></p> <p>What outcome would stretch us but is still attainable</p>	<p>Decrease the number of students with 20+ unexcused absences by 5%.</p>	<p>95% of seniors will have a postsecondary goal in mind at the time of their graduation.</p>	<p>100% of students will be made aware of services available to them.</p>
<p><u>RESULTS:</u></p> <p>Is the goal reported in results-oriented data (process, perception, outcome)</p>	<p>Results will be monitored by contact documentation as part of the district procedure for reporting and Attendance Improvement Plan data (if applicable).</p>	<p>Outcome: Students will be able to follow a plan to become productive members of society.</p>	<p>Process: Students involved in the SAP process will be made aware of the services to them. Students who are referred to guidance for mental health services will also be made aware of available services.</p>
<p><u>TIMELINE:</u></p> <p>When will the goal be accomplished?</p>	<p>Results will be evaluated at the end of each marking period.</p>	<p>By the end of the school year.</p>	<p>By the end of the school year.</p>

LEVEL: Jr/Sr High School

Individualized Academic/Career Plan

- SmartFutures curriculum is introduced to students beginning in Kindergarten and activities are completed through 11th grade as part of individualized student portfolios.

Career and Technical Center Strategy

Elementary Strategies

Student Awareness:

Grade	Intervention/Program/Events	Stakeholder Delivering	Data Used/Success Indicator	Begin & End	Contact Person
5 & 6	LycoCTC Presentations	School Counselors, 5/6th Grade Staff & LycoCTC students	Reflection	February	School Counselors & Lyco CTC Counselors
6	Career Day	School Counselors & 6th Grade Staff	Presentations	March	School Counselors
6	Move Up Day	School Counselors, 6th Grade Staff, Jr./Sr. Staff	Attendance	May	School Counselors/Adm inistration

Parent Awareness:

Intervention/Program/Events	Date	Stakeholder Delivering	Data Used/Success Indicator	Contact Person
Parent Letters/Handouts Regarding LycoCTC Presentations	February	School Counselors	Number of Letters Distributed Number of Parents Participating	School Counselors
Parent Letters/Handouts Regarding Career Day	March	School Counselors	Number of Letters Distributed Number of Parents Participating	School Counselors

Educator Awareness:

Intervention/Program/Events	Date	Stakeholder Delivering	Data Used/Success Indicator	Contact Person
LycoCTC Presentations	February	School Counselors & Faculty	Number of permission slips returned	School Counselors

Career Day Presentations	March	School Counselors & Faculty	Attendance at presentations	School Counselor
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Jr./Sr. High Strategies:
Student Awareness:

Grade	Intervention/Program/Events	Stakeholder/Delivering	Data Used/Success Indicator	Begin & End	Contact Person
8	Intro LCTC	Educators/Students	Questions and Answers	October	Eck/Ulrich
8-10	Course Selection	Educators	Completed Course Selection Sheets	January	Eck/Ulrich
9	Assembly	Educators/Students	Questions and Answers	December	Eck/Ulrich
9	Field Trip	Educators/Students	Questions and Answers Enrollment requests	January	Eck/Ulrich

Parent Awareness:

Intervention/Program/Events	Date	Stakeholder/Delivering	Data Used/Success Indicator	Contact Person
7 th Grade Orientation	August	Educators	Questions and Answers	Eck/Ulrich
Brochures at Open House/Conferences	September and November	Educators	Questions from parents	Eck/Ulrich
DVD playing during Open House/Conferences	September and November	Educators	Questions from parents	Eck/Ulrich
Website Link to LCTC Promo video	All Year	Educators	Number of times the video is viewed	Eck/Ulrich

Educator Awareness:

Intervention/ Program/Events	Date	Stakeholder/ Delivering	Data Used/Success Indicator	Contact Person
Field Trip Chaperones	January	Educators	Increased enrollment requests	Eck/Ulrich
HHS Tech Teachers visit	Fall	Educators	Completed Survey	Eck/Ulrich
LCTC Students present at a Faculty Meeting	Ongoing	Students	Increased enrollment requests	Eck/Ulrich

Career Placement and Transition Services for all students from school to work, college or military

ELSD School District					
Grade	# of Students	Guidance Activity that leads to...	Employment	Postsecondary Education	Military
Kindergarten	All	Community Roles	X		
Kindergarten	All	Field Trip to Fire Department	X		
1st	All	Using What You Learn in School	X	X	X
1st	All	Interests	X		
1st	All	Community Roles	X		
2nd	All	How to be an ULTRA Good Listener	X	X	X
2nd	All	Changing Roles	X	X	X
3rd	All	Successful Attitudes & Work Habits	X	X	X
3rd	All	Interests	X		
4th	All	Interests and Abilities	X		
4th	All	Cooperation in a Group Setting	X	X	X
4th	All	Career Paths	X	X	X
4th	All	What is a Career Plan?	X	X	X
5th	All	Interests and Abilities	X		
5th	All	Choosing a Career	X	X	X
5th	All	Career Training Programs	X	X	X
5th	All	LycoCTC Presentations	X	X	X
6th	All	Conflict Resolution	X	X	X
6th	All	Career Cluster & Pathways	X	X	X
6th	All	Interest Surveys	X		X
6th	All	Economics of Jobs	X		X
6th	All	LycoCTC Presentations	X	X	X
6th	All	Career Projects	X	X	X
6th	All	Career Day	X	X	X
7th - 12th	780	School Counselor Classroom Presentations	X	X	X

11th - 12th	20 - 40	Career Fair at Muncy HS	X		X
11th - 12th	20 - 40	Sullivan County Rural Electric Co. Employer Presentations	X		
11th - 12th	20 - 30	UPMC Employer Presentations	X		
7th - 12th	Open to All	Military Recruiter Cafeteria Visits: National Guard, Navy, Army, Marines, Air Force			X
11th - 12th	10 - 25	College Admissions Rep. Visits: Susquehanna University, Lycoming College, Keuka College, Penn State University, Commonwealth University of PA, Lebanon Valley College, Empire Beauty School, University of Pittsburgh, Pennsylvania College of Technology, Penn West University, Misericordia University, Elmira College		X	

Consultation with Teachers and Administrators

ONGOING K-12 SCHOOL COUNSELOR ACTIVITIES

ELEMENTARY SCHOOL (K-6)

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support; Counselor Related	System Support: Non-Counselor Related
Academic:					
New Student Orientation/Kindergarten Orientation			X		
Student/Teacher/Parent Consultation		X	X	X	
Student Support Meetings		X			
New Student Small Groups			X		
Guidance Lessons (Whole Class Lessons)	X			X	
Input for ER, RR, GIEP, and 504 evaluations/referrals		X			X
Spartan Academy Enrollment, Monitoring of grades/attendance, scheduling			X		X
Attendance Improvement Plans/Monitoring		X			X
State Standardized Testing (PSSA)	X				X
6th grade transition day visit	X				
Career:					
Guidance Lessons (Whole Class Lessons)	X			X	
LycoCTC Presentations	X			X	
6th Grade Career Presentations	X			X	
Career Day	X			X	
Social/Emotional:					
Individual Counseling		X	X		
Crisis Intervention/Risk Assessments/Safety plans/Re-entry plans		X			
Small Group Counseling		X	X		
Peer Mediation		X	X		
Lunch Bunch Groups		X	X		
SAP meetings				X	
SAP referral forms				X	
Guidance Lessons (Whole Class Lessons)	X			X	
PBIS Meetings		X			X
Outside Agency Consultation				X	
Parent/Guardian Communication		X	X	X	
Hall/Lunch/Arrival/Dismissal Duty					X

JR./SR. HIGH SCHOOL (7-12)

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support; Counselor Related	System Support: Non-Counselor Related
Academic:					
New Student Orientation/Build Schedule			X		
Student/Teacher/Parent Consultation		X	X	X	
Student Support Meetings		X			
Schedule Changes			X		
Transcript Review				X	
Building transcripts of incoming students				X	
Spartan Academy Enrollment, Monitoring of grades/attendance, scheduling			X		X
State Standardized Testing (Keystones/PSSA)					X
6th grade transition day visit	X				
Career:					
Scheduling College Visits	X			X	
Scheduling Military Visits	X			X	
Schedule Employer presentations	X				
Assist students with SAT/ACT registration			X		
Manage scholarship applications				X	
Assist students with college applications			X		
Assist students with job applications			X		
Assist students with job shadow experiences			X	X	
Complete working papers applications				X	
Social/Emotional:					
Individual Counseling		X			
Crisis Intervention/Risk Assessments/Safety plans/Re-entry plans		X			
Complete AEDY referral forms for placements		X			
SAP meetings				X	
SAP referral forms				X	
Small groups		X			

Stakeholder Involvement

- Students shall take an active role in their pursuit of career goals. They shall be willing to self-assess and identify talents, skills, etc. and use them

to set realistic goals. They shall receive a curriculum focused on academic, career, and personal/social skills in order to make wise choices to ensure their future success. Students shall be willing to share their experiences with other students and stakeholders. Students from various grades shall serve on the advisory council.

- Parents shall foster growth through the various life stages through open, honest communication and involving the child in meaningful activities that reveal various career options. Parents shall take an active role regarding course selection, career and college exploration, and school efforts that help make students aware of opportunities for their future. Parents shall be informed of ongoing school counseling services and opportunities so they may join in the decision-making process with their children. Several parents shall serve on the advisory council.
- Teachers, administrators, and school board members shall operate under the common goals and mission statement to help the students become educated about their options. They shall be a support system for the students in all areas of need concerning career and work education. This shall be accomplished through classroom discussion, meetings with parents, students, and community members as well as attending and participating in programs developed by the school counseling department. Educators shall also serve on the advisory council. Educators will be made aware of the mission and goals through participation on the advisory council as well as through informational sessions during professional development days, the school counseling website, and counselor driven presentations.
- The business community shall offer information through presentations, visitations, job-shadowing, and any other programs concerning career development. They will benefit from this program by having access to employees who have an understanding of the value of positive social interactions, teamwork, goal-setting, communication, and the academic skills needed in the workplace. Business/Community members shall also serve on the advisory council.
- Post Secondary partners will assist Hughesville Jr/Sr High School by offering dual enrollment courses, exploration opportunities such as college and career fairs, career awareness presentations, financial aid programs, etc. They may provide services such as classroom presentations focused on employability, opportunities for students to meet with departments at the university level, and meaningful conversations between college students and high school students. Post-secondary members shall also serve on the advisory council.

Advisory Council

The advisory council is a representative group of stakeholders selected to review and advise on the implementation of the school counseling program. The advisory council will assist school counselors by advising on program goals, reviewing program results, making recommendations about the school counseling program, advocating and engaging in public relations for the school counseling program, and advocating for funding and resources.

Council: department heads, special education director, curriculum coordinator, several parents, several students, principals, college representatives, several agency representatives.

Intent: to meet regularly to plan, implement, and support a K-12 career education program.

- Introductory Meeting: November 24, 2025
- Additional Meetings will be held in the Spring pending board approval of the State Plan.



To: Dr. Stamm, Superintendent East Lycoming School District

From: T. Coburn, Sr. High School Principal

Date: January 28, 2026

Subject: Foreign Exchange Student recommendation for enrollment

I am writing to recommend foreign exchange student for enrollment at Hughesville High School for the 2026–2027 school year. The student is from Besançon, France, and is participating in the AYUSA international exchange program, sponsored by Tyrel and Alexis Korth of 4 North 2nd Street, Hughesville. AYUSA is a CSIET-certified J-1 visa exchange program governed by the United States Department of State. The student has met the eligibility requirements as outlined in School Policy 239 and will enter Hughesville High School as a senior for the Fall 2026 academic year.

February 3, 2026

Re: Ferrell Playground

Mrs. Barondeau and I will meet with the Picture Rocks borough council on Monday, February 2 to discuss the new playground and possible location on the existing tennis court. If council grants approval for this location Mr. McCaffery and I will work with Playworld on a revised installation cost. Assuming there are no unforeseen issues, I will have a final proposal for the Board in March.

Respectfully,
Dr. Mark Stamm
Superintendent

February 3, 2026

Re: HVAC Upgrade to Wrestling Area / Football Locker Room

Members of the Board,

Mr. McCaffery and I are exploring another potential design - build option that may provide a more competitive price option for the basement space used for wrestling practice and a football locker room. Although the Guaranteed Energy Savings Act (GESA) is still an option, I want to explore this approach before making a final recommendation to the board.

In addition, after looking closer at the Public School Facility Grant program guidelines, this project is not eligible for grant consideration. The grant specifically excludes athletic facilities and this space is only used for athletics.

I anticipate having a final recommendation and price for the board in March.

Sincerely,
Dr. Mark Stamm
Superintendent

February 3, 2026

Re: Football and Soccer Stadium Lights

Members of the Board,

Attached are two proposals from MUSCO for new lights for the soccer and football stadiums. Quote one is for 30 FC on both fields and quote two is for 40 FC. In addition, I requested that MUSCO provide comparable to what they are installing on typical high school fields in our region. The ball tracking light is standard for football.

As shared in January, 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

Current quotes for this project are:

30FC	40FC
- Soccer \$172,500	- Soccer \$204,000
- Football \$200,00	- Football \$220,000

Recent regional projects completed by MUSCO:

- Bloomsburg Area High School- 50 FC on Football and Soccer
- Central Columbia High School- 50 FC on Football
- Danville High School- 50 FC on Football
- Keystone Central High School- 40 FC on Soccer
- Lewisburg Area High School- 50 FC on Soccer
- Warrior Run High School- 50 FC on Football

In reviewing industry recommendations, 30-40 FC is recommended for high school fields with 2000 or fewer attendees. For filming or greater fan capacity, 40-50 FC is recommended. In addition, natural grass has a lower reflectivity and should be factored into the decision. Although events are filmed on Huddle for team use, most regional schools now live stream their events and this is a topic of discussion to be added here in the near future. Considering these factors, my recommendation remains 40 FC on both fields. A final Board decision on February 17 should allow installation to occur prior to commencement or in June.

Respectfully,

Dr. Mark Stamm
Superintendent

Date: January 29, 2026

Project: Hughesville High School Fields
Hughesville, Pennsylvania
Musco Project Number: 214449

To: Bryan McCaffery, East Lycoming School District

SourcewellMaster Project: 199030, Contract Number: 041123-MSL, Expiration: 06/16/2027
Category: Sports lighting with related supplies and servicesAll purchase orders should note the following:
Sourcewell Purchase – Contract Number: 041123-MSL**OR****COSTARS Purchase**Master Project: 147112, Contract Number: Costars-014-E22-240, Expiration: 03/05/2027
Contract Title: Recreational & Fitness Equipment and ServicesAll purchase orders should note the following:
COSTARS Purchase – Contract Number: Costars-014-E22-240**Quotation Price – Materials Delivered to Job Site and Installation****Soccer Field – 360' x 225'**

- **Light Structure Retrofit (Existing Poles) – 30 footcandles\$172,500.00**
 - 25-year warranty, parts and labor included

Football Field – 360' x 160'

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

*Sales tax and bonding are not included. Assumes reuse of existing wiring.
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

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

- Factory aimed and assembled luminaires
- BallTracker® technology – targeted aerial light optimizing visibility of the ball in play with no glare for players
- 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

Control Systems and Services (Both Fields)

- 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 OR COSTARS Purchase – Contract Number: Costars-014-E22-240

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 = 2021 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 (Reuse of Existing Poles)

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 MOhms - phase to ground - must be repaired or replaced to meet the standard. Any existing conductors with resistance values less than (<) 100 MOhms - 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.

Date: January 29, 2026

Project: Hughesville High School Fields
Hughesville, Pennsylvania
Musco Project Number: 214449

To: Bryan McCaffery, East Lycoming School District

SourcewellMaster Project: 199030, Contract Number: 041123-MSL, Expiration: 06/16/2027
Category: Sports lighting with related supplies and servicesAll purchase orders should note the following:
Sourcewell Purchase – Contract Number: 041123-MSL**OR****COSTARS Purchase**Master Project: 147112, Contract Number: Costars-014-E22-240, Expiration: 03/05/2027
Contract Title: Recreational & Fitness Equipment and ServicesAll purchase orders should note the following:
COSTARS Purchase – Contract Number: Costars-014-E22-240**Quotation Price – Materials Delivered to Job Site and Installation****Soccer Field – 360' x 225'**

- **Light Structure Retrofit (Existing Poles) – 40 footcandles.....\$204,500.00**
 - 25-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

*Sales tax and bonding are not included. Assumes reuse of existing wiring.
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

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

- Factory aimed and assembled luminaires
- BallTracker® technology – targeted aerial light optimizing visibility of the ball in play with no glare for players
- 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

Control Systems and Services (Both Fields)

- 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 OR COSTARS Purchase – Contract Number: Costars-014-E22-240

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 = 2021 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 (Reuse of Existing Poles)

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.
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February 3, 2026

Re: Public School Facility Improvement Grants

Members of the Board,

Through the Department of Community and Economic Development, Pennsylvania has allocated funds for school improvement projects that target:

- Roof repairs, HVAC, Boilers / Controls, Plumbing systems, Energy Savings Projects, Health and Safety upgrades relating to abatement and remediation, Emergencies, Accessibility Projects, Internet connectivity, Demolition, Window Repairs, other projects with special permission.

Projects must meet a minimum of \$500,000.00 and can be requested district-wide for a common issue or multiple projects in a single building. A 25% district match is required. Several types of projects are excluded among them are athletic facilities.

In reviewing Mr. McCaffery's list of capital project needs, I have created 3 potential grant options. Since these grants require close work with legislatures, it is my recommendation that the board focus on one rather than multiple project requests.

1. Multiple Buildings / Lighting Upgrade to LED
2. Single Building / HHS
 - a. A Wing ADA Ramp Replacement
 - b. Domestic Hot Water Boiler Replacement
 - c. Unit Ventilator Replacement
3. Multiple Buildings / Renn and Ferrell
 - a. Roof Coating - Renn
 - b. Standing Seam Metal Roof - Ferrell

Board action and an official project quote / bid is required to pursue grant funds. However, once the grant is awarded the district must follow regular procurement procedures for the actual project. For the Work Session, I request Board discussion on the proposed grants. Mr. McCaffery is still finalizing quotes. Final Board approval to pursue the grants must occur on February 17 to meet the grant submission deadline of March 13, 2026.

Respectfully,
Dr. Mark Stamm
Superintendent