

South Williamsport Area School Board,

I Erin Armond am formerly putting in my resignation as school board director effective today August 8<sup>th</sup> of 2024. I have truly loved the opportunity to serve with this Community, and I am sad to have to be moving my family from PA. I wish everyone the best throughout this school year.

Regards,

Erin Armond

*LOT CONSOLIDATION DEED*

MADE THE \_\_\_\_\_ day of \_\_\_\_\_, in the year two thousand twenty-four (2024).

**BETWEEN SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT**, a Pennsylvania political subdivision with an address of 700 Percy Street, South Williamsport Pennsylvania (the "GRANTOR")

A N D

**BETWEEN SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT**, a Pennsylvania political subdivision with an address of 700 Percy Street, South Williamsport Pennsylvania (the "GRANTEE")

WITNESSETH, that in consideration of One and 00/100-----  
-----(\$1.00) Dollar, in hand paid, the receipt whereof is hereby acknowledged, the Grantor does hereby grant and convey to the Grantee, its successors and/or assigns,

**TRACT NO. 1:**

ALL that tract of land situate in the Second Ward of the Borough of South Williamsport, County of Lycoming and Commonwealth of Pennsylvania, more particularly bounded and described as follows, to-wit:

BEGINNING at a steel pin in the southern line of West Mountain Avenue and located at the northeast corner of the lot now or formerly of Thomas C. Charnock; thence along the southern line of West Mountain Avenue, north sixty-six (66) degrees forty-nine (49) minutes east, four hundred eighty-eight and thirty-nine hundredths (488.39) feet to the southwest corner of West Mountain Avenue and Lowe Street; thence along the western line of Lowe Street and lands now or formerly of the School District of South Williamsport, south twenty-four (24) degrees zero (00) minutes east, five hundred sixty-one and nine hundredths (561.09) feet to a point; thence along said line now or formerly of the School District of South Williamsport, north sixty-six (66) degrees forty-nine (49) minutes east, three hundred sixty-eight and seventy-eight hundredths (368.78) feet to a point in the center line of Percy Street; thence along said center line of Percy Street, south twenty-two (22) degrees fifty-seven (57) minutes east, two hundred thirty-six and two thousandths (236.002) feet to a point; thence along line now or formerly of the School District of South

Williamsport, south sixty-six (66) degrees forty-nine (49) minutes west, eight hundred fifty-nine and seven hundred ninety-four thousandths (859.794) feet to a point in the eastern line now or formerly of Thomas C. Charnock; thence along said line now or formerly of Thomas C. Charnock, north twenty-three (23) degrees thirty (30) minutes west, seven hundred ninety-seven and forty-nine thousandths (797.049) feet to the place of beginning.

Containing ten and nine hundred eighty-five thousandths (10.985) acres.

BEING part of the same premises granted and conveyed unto South Williamsport Area School District, a political subdivision, by deed of South Williamsport School Authority, a political subdivision, dated November 12, 1985 and recorded November 22, 1985 in Lycoming County Deed Book 1131, Page 145.

For identification purposes only, being part of Lycoming County Tax Parcel No. 52-002-900.

**TRACT NO. 2:**

ALL that certain piece, parcel and lot of land situate in the Second Ward of the Borough of South Williamsport, County of Lycoming and Commonwealth of Pennsylvania, bounded and described as follows:

BEGINNING at a steel pin in the southern line of West Mountain Avenue, said steel pin being located at the northwest corner of other land now or formerly of the South Williamsport Area School District; thence along the same the two (2) following courses and distances: 1) South twenty-three (23) degrees thirty (30) minutes east, two hundred thirty-seven and twenty-five hundredths (237.25) feet to a point; 2) south sixty-six (66) degrees forty-nine (49) minutes west, one hundred thirty (130) feet to a point in line of land now or formerly of the Borough of South Williamsport; thence along the same, north twenty-three (23) degrees zero (00) minutes west, two hundred thirty-seven and twenty-five hundredths (237.25) feet to a point in the southern line of West Mountain Avenue; thence along the same, north sixty-six (66) degrees forty-nine (49) minutes east, one hundred thirty (130) feet to the point and place of beginning. Containing .71 acres.

BEING the same premises granted and conveyed unto South Williamsport Area School District by deed of Thomas C. Charnock, Jr., Executor of the Estate of Gertrude I. Charnock, and Thomas C. Charnock, Jr., single, individually, dated June 18, 1998 and recorded June 23, 1998 in Lycoming County Record Book 3043, Page 108.

For identification purposes only, being Lycoming County Tax Parcel No. 52-002-908.

**TRACT NO. 3:**

ALL that certain piece, parcel and lot of land situate in the Second Ward of the Borough of South Williamsport, County of Lycoming and Commonwealth of Pennsylvania, bounded and described as follows:

BEGINNING at a point in the division line between land now or formerly of Thomas C. Charnock and other land now or formerly of the South Williamsport Area School District, said point being approximately two hundred thirty-seven and twenty-five hundredths (237.25) feet south of the intersection of said division line with the southern line of West Mountain Avenue, as measured along said division line and being on the northern line extended of a concrete retaining wall on other land now or formerly of Grantor herein; thence along said division line, south twenty-three (23) degrees thirty (30) minutes east, eleven hundred ninety (1,190) feet to a monument marking the southwest corner of other land now or formerly of Grantor herein; thence along line of land now or formerly of the South Williamsport Land Company, south fifty-three (53) degrees zero (00) minutes west, one hundred ninety and nine tenths (190.9) feet to the eastern line of land now or formerly of Fred D. Stover; thence along line of land now or formerly of Fred D. Stover, north twenty-three (23) degrees zero (00) minutes west, twelve hundred thirty-five and four tenths (1,235.4) feet; thence along other land now or formerly of Grantor herein, north sixty-six (66) degrees forty-nine (49) minutes east, one hundred seventy-five (175) feet to the place of beginning.

EXCEPTING AND RESERVING THEREFROM, all that piece, parcel and lot of land conveyed by the South Williamsport Area School District to Joseph R. Ertel and Eileen M. Ertel by deed dated February 2, 1988 and recorded March 18, 1988 in Lycoming County Record Book 1244, page 223.

BEING the same premises conveyed to the South Williamsport Area School District Authority by deed of the South Williamsport Area School District by deed dated and recorded on December 29, 1971 in Lycoming County Deed Book 594 Page 13. The South Williamsport Area School District is the legal successor to the South Williamsport Area School Authority. This parcel was intended to be included in the deed from the South Williamsport School Authority to the South Williamsport Area School District dated November 12, 1985 and recorded November 22, 1985 in Lycoming County Deed Book 1131 Page 145 or the deed from the South Williamsport School Authority to the South Williamsport Area School District dated April 21, 1987 and July 6, 1987 in Lycoming County Deed Book 1197 Page 157.

For identification purposes only, being part of Lycoming County Tax Parcel No. 52-002-900.

**TRACT NO. 4:**

ALL those two tracts of land situate in the Second Ward of the Borough of South Williamsport, County of Lycoming and Commonwealth of Pennsylvania, more particularly bounded and described as follows, to-wit:

**Parcel No. 1**

BEGINNING at a point in the western line of Lowe Street, said point being two hundred twenty-one and nine hundredths (221.09) feet south of the southern line of Mountain Avenue as measured along the western line of Lowe Street; thence easterly by a line parallel with the southern line of Mountain Avenue, three hundred sixty-eight and seventy-eight hundredths (368.78) feet to the

center line of Percy Street; thence southerly along the center line of Percy Street, three forty (340) feet to land now or formerly of the South Williamsport School Authority; thence westerly along other land now or formerly of the South Williamsport School Authority, three hundred sixty-eight and seventy-eight hundredths (368.78) feet to the western line of Lowe Street; thence northerly along the western line of Lowe Street, three hundred forty (340) feet to the place of beginning.

Parcel No. 2

BEGINNING at a point in the center line of Percy Street, said point being seven hundred ninety-seven and nine hundredths (797.09) feet south of the southern line of Mountain Avenue and being the southeast corner of land now or formerly of the South Williamsport School Authority; thence along the extended center line of Percy Street, south twenty-two (22) degrees fifty-seven (57) minutes east, five hundred sixteen and sixty-seven hundredths (516.67) feet; thence south sixty-seven (67) degrees three (03) minutes west, six hundred two and twenty-five hundredths (602.25) feet; thence south twenty-two (22) degrees thirty-one (31) minutes east, forty-five and twenty-four hundredths (45.24) feet; thence south fifty (50) degrees fifteen (15) minutes west, two hundred sixty and sixty-five hundredths (260.65) feet to land now or formerly of the South Williamsport Area School District, formerly of Thomas C. Charnock; thence along said land now or formerly of the South Williamsport Area School District, formerly of Thomas C. Charnock, north twenty-three (23) degrees thirty (30) minutes west, six hundred thirty and twenty hundredths (630.20) feet to the southwest corner of land now or formerly of the South Williamsport School Authority; thence along the southern line of land now or formerly of the South Williamsport School Authority, north sixty-six (66) degrees forty-nine (49) minutes, east, eight hundred fifty-nine and seventy-nine hundredths (859.79) feet to the place of beginning.

EXCEPTING AND RESERVING THEREFROM, all that portion of Eighth Avenue which lies within the above-described parcel as dedicated to the Borough of South Williamsport in Lycoming County Deed Book 646, page 104.

ALSO EXCEPTING AND RESERVING THEREFROM, all that piece, parcel and lot of land conveyed by the South Williamsport Area School District to Joseph R. Ertel and Eileen M. Ertel by deed dated February 2, 1988 and recorded March 18, 1988 in Lycoming County Record Book 1244, page 223. BEING part of the same premises granted and conveyed unto South Williamsport Area School District, a political subdivision, by deed of South Williamsport School Authority, a political subdivision, dated April 21, 1987 and recorded July 6, 1987 in Lycoming County Deed Book 1197, Page 157.

For identification purposes only, being part of Lycoming County Tax Parcel No. 52-002-900.

**TRACT NO. 5:**

ALL that certain piece, parcel and lot of land situate in the Second Ward of the Borough of South Williamsport, County of Lycoming and Commonwealth of Pennsylvania, bounded and described as following, to-wit:

BEGINNING at a point on the northern right of way line of Eighth Avenue, said point being four hundred fifty-nine and nine hundredths (459.09) feet westerly of the center line of Percy Street; thence along the northern right of way line of Eighth Avenue, south sixty-eight (68) degrees twenty-three (23) minutes west, one hundred forty and seventy-eight hundredths (140.78) feet to a point on the same; thence along land now or formerly of South Williamsport Area School District, north twenty-one (21) degrees eleven (11) minutes west, thirteen and seventy-four hundredths (13.74) feet to an iron pin; thence along the same, north fifty-three (53) degrees fifty-three (53) minutes east, one hundred twenty-nine and thirty-eight hundredths (129.38) feet to an iron pin; thence along same, south forty (40) degrees four (04) minutes thirty (30) seconds east, forty-eight and sixty-four hundredths (48.64) feet to the place of beginning. Containing four thousand one hundred six and twenty hundredths (4,106.20) square feet.

BEING the same premises granted and conveyed unto South Williamsport Area School District, a political subdivision, by deed of Joseph R. Ertel and Eileen M. Ertel, his wife, dated February 5, 1988 and recorded March 18, 1988 in Lycoming County Record Book 1244, Page 219.

For identification purposes only, being part of Lycoming County Tax Parcel No. 52-002-900.

**TRACT NO. 6:**

ALL that certain lot of land situate in the Second Ward of the Borough of South Williamsport, County of Lycoming and Commonwealth of Pennsylvania, bounded and described as follows:

BEGINNING at a point in the southern line of West Mountain Avenue, said point of beginning being one hundred seventy-five (175) feet west of the southwest corner of West Mountain Avenue and Percy Street as measured along the southern line of West Mountain Avenue; thence westerly along the southern line of West Mountain Avenue, forty-five (45) feet to a point; thence southerly one hundred fifty (150) feet to a point; thence easterly forty-five (45) feet to a point in the western line of land now or formerly of James B. Huffman; thence northerly along the western line of land now or formerly of James B. Huffman, one hundred fifty (150) feet to a point in the southern line of West Mountain Avenue, the place of beginning. Being known as No. 415 West Mountain Avenue, South Williamsport, Pennsylvania.

BEING the same premises granted and conveyed unto South Williamsport Area School District, by deed of John D. Faulkner, Jr. and Gordon D. Faulkner, Executors of the Estate of Edna I. Goodbrod and Nancy F. Halke and Urban J. Halke, her husband, dated January 7, 1997 and recorded January 13, 1997 in Lycoming County Record Book 2736, Page 40.

For identification purposes only, being part of Lycoming County Tax Parcel No. 52-002-900.

**TRACT NO. 7:**

ALL those two (2) certain pieces, parcels and lots of land situate in the Second Ward of the Borough of South Williamsport, County of Lycoming and Commonwealth of Pennsylvania, bounded and described as follows, to-wit:

PARCEL NO. 1

BEGINNING at the southeast corner of Mountain Avenue and Lowe Street; thence along the eastern side of Lowe Street in a southerly direction, on hundred seventy (170) feet to the northern side of Girard Avenue; thence along the northern side of Girard Avenue in an easterly direction, forty-five (45) feet to land now or formerly of Ralph M. Dyer and Velma E. Dyer, his wife; thence along the western side of said land now or formerly of Ralph M. Dyer and Velma E. Dyer in a northerly direction, one hundred seventy (170) feet (erroneously omitted in prior deeds) to the southern side of Mountain Avenue; thence along the southern side of Mountain Avenue in a westerly direction forty-five (45) feet to the place of beginning.

PARCEL NO. 2

BEGINNING at a point on the southern side of Mountain Avenue, forty-five (45) feet east of the southeast corner of Mountain Avenue and Lowe Street; thence in an easterly direction and along the southern side of Mountain Avenue, forty-five (45) feet to land now or formerly of John Badger; thence along land now or formerly of said Badger in a southerly direction and at right angles to Mountain Avenue, one hundred seventy (170) feet to the northern side of Girard Avenue; thence along the northern side of Girard Avenue in a westerly direction, forty-five (45) feet to land now or formerly of South Williamsport Land Company; thence in a northerly direction along land now or formerly of said South Williamsport Land Company, one hundred seventy (170) feet to the place of beginning.

UNDER AND SUBJECT to all rights-of-way, easements, covenants and conditions of record.

BEING the same premises granted and conveyed unto South Williamsport Area School District, a Pennsylvania public school district, by deed of Micah K. Myers and Shauna M. Myers, husband and wife, dated and recorded June 8, 2023 in Lycoming County Record Book 9309, Page 319.

For identification purposes only, being part of Lycoming County Tax Parcel No. 52-002-900.

**TRACT NO. 8:**

ALL that certain piece, parcel, and lot of land situate in the Second Ward of the Borough of South Williamsport, County of Lycoming and Commonwealth of Pennsylvania, and shown upon a plan by the Larson Design Group, files 5686-026 and 6031-007, bounded and described as follows;

BEGINNING at a point on the southern line of West Mountain Avenue at a northeast corner of lands now or formerly of the South Williamsport Area School District (Tax Parcel No. 52-002-900), said point being the northwest corner of the parcel herein described; thence from the said point and place of beginning and along the southern line of West Mountain Avenue, north sixty-two (62) degrees twenty-one (21) minutes twenty-six (26) seconds east, thirty-five (35) feet to a point at the northwest corner of lands now or formerly of Micah K. Myers; thence along the western, southern, and eastern lines of land now or formerly of the said Myers by the following three (3) courses and distances: 1) south twenty-six (26) degrees fifty-two (52) minutes thirty-

three (33) seconds east one hundred seventy (170) feet to a point; 2) north sixty-two (62) degrees twenty-one (21) minutes twenty-six (26) seconds east, ninety (90) feet to a point; 3) north twenty-six (26) degrees fifty-two (52) minutes thirty-three (33) seconds west, twenty (20) feet to a point at the southwest corner of other lands now or formerly of the South Williamsport Area School District (Tax Parcel No. 52-002-854); thence along said other lands now or formerly of the South Williamsport Area School District (Tax Parcel No. 52-002-854), north sixty-two (62) degrees twenty-one (21) minutes twenty-six (26) seconds east, forty-four and ninety-seven hundredths (44.97) feet to a point at the southwest corner of lands now or formerly of Steven M. & Susan M. Styers, said point also being on the northern line of a purported twenty (20) foot alley; thence crossing the purported twenty (20) foot alley and across purported Girard Avenue, south twenty-six (26) degrees fifty-two (52) minutes thirty-three (33) seconds east, forty-five (45) feet to a point at the center of purported Girard Avenue; thence along the center of purported Girard Avenue, north sixty-two (62) degrees twenty-one (21) minutes twenty-six (26) seconds east, one hundred seventy-five and ninety-one hundredths (175.91) feet to a point on the western line of Percy Street; thence along the western line of said Percy Street, south twenty-seven (27) degrees seven (07) minutes fifty-five (55) seconds east, twenty-five (25) feet to a northeast corner of lands now or formerly of the South Williamsport Area School District (Tax Parcel No. 52-002-900); thence along said lands now or formerly of the South Williamsport Area School District (Tax Parcel No. 52-002-900) by the following two (2) courses and distances: 1) south sixty-two (62) degrees twenty-one (21) minutes twenty-six (26) seconds west, three hundred forty-six (346) feet to a point; 2) north twenty-six (26) degrees fifty-two (52) minutes thirty-three (33) seconds west, two hundred twenty-two (220) feet to the point and place of beginning.

CONTAINING 19,747 square feet of land or 0.4533 acres.

BEING the same premises granted and conveyed unto South Williamsport Area School District, a Pennsylvania political subdivision, by Quitclaim deeds of Donald C. Laron and Brenda A. Larson, a married couple, dated September 5, 2023 and recorded September 8, 2023 in Lycoming County Record Book 9315, Page 1279, and Steven M. Styers and Susan M. Syers, dated September 7, 2023 and recorded September 8, 2023 in Lycoming County Record Book 9315, page 1283, and of McHarris Realty, LLC, a Pennsylvania limited liability company, dated September 1, 2023 and recorded September 8, 2023 in Lycoming County Record Book 9315, page 1287.

For identification purposes only, being Lycoming County Tax Parcel No. 52-002-900.Z.

The above tracts are more accurately described as follows:

ALL that certain piece, parcel, and lot of land situate in the Second Ward of the Borough of South Williamsport, County of Lycoming and Commonwealth of Pennsylvania, and shown upon a plan by the Larson Design Group, and recorded in Lycoming County Record Book 9328, page 719C, and Map Book 65, page 382, bounded and described as follows;

BEGINNING at a set iron pin on the southern line of West Mountain Avenue where said line intersects with the eastern line of Bayard Street, said iron pin also being the northwest corner of the parcel herein described; thence along the southern line of said West Mountain Avenue, north



sixty-two (62) degrees twenty-one (21) minutes twenty-six (26) seconds east, seven hundred eighty-nine and eleven hundredths (789.11) feet to a point at the northwest corner of lands now or formerly of Steven M. and Susan M. Styers; thence along the western line of lands now or formerly of said Styers, along the western end of an unnamed twenty (20) foot alley, and along the western end of Girard Avenue [fifty (50) feet wide], south twenty-six (26) degrees fifty-two (52) minutes thirty-three (33) seconds east, two hundred twenty (220) feet to a set iron pin at the southwest corner of said Girard Avenue; thence along the southern line of said Girard Avenue, north sixty-two (62) degrees twenty-one (21) minutes twenty-six (26) seconds east, one hundred seventy-six and three hundredths (176.03) feet to a set iron pin on the western line of Percy Street; thence along the western line of said Percy Street, south twenty-seven (27) degrees seven (07) minutes fifty-five (55) seconds east, one thousand eighty and ten hundredths (1080.10) feet to a set iron pin on the northern line of West Eighth Avenue; thence along the northern line of said West Eighth Avenue, south sixty-two (62) degrees fifty-five (55) minutes twenty-six (26) seconds west, one thousand seven and nineteen hundredths (1007.19) feet to a set iron pin at the southeast corner of lands now or formerly of Ralph H. and Rebecca A. Steer; thence along the eastern line of lands now or formerly of said Steer, the eastern line of lands now or formerly of Bradley M. and Susan N. Martin, and the eastern line of lands now or formerly of Mark C. Sauers, north twenty-seven (27) degrees eight (08) minutes forty-three (43) seconds west, one thousand fifty-two and ninety-six hundredths (1052.96) feet to a set iron pin at the southwest corner of Bayard Street; thence along the southern line of said Bayard Street, north sixty-two (62) degrees twenty-seven (27) minutes forty-two (42) seconds east, forty-five (45) feet to a set iron pin at the southeast corner of said Bayard Street; thence along the eastern line of said Bayard Street, north twenty-seven (27) degrees thirty-two (32) minutes eighteen (18) seconds west, two hundred thirty-seven and twenty-five hundredths (237.25) feet to the point and place of beginning;

Containing 28.8228 acres as above described.

FOR IDENTIFICATION PURPOSES ONLY, being known as Tax Parcel Nos. 52-002-900, 52-002-908, 52-002-854, 52-002-855 and 52-002-900.Z in the Office of the Lycoming County Tax Assessor.

THIS property is exempt as a transfer from Grantor to itself for the purpose of consolidating lots and putting a survey description and survey of record.

And the Grantor does hereby warrant specially the property hereby conveyed.

IN WITNESS WHEREOF, the Grantor has set its hand and seal the day and year first above written.

Signed and sealed in  
the presence of

ATTEST:

SOUTH WILLIAMSPORT AREA

SCHOOL DISTRICT

By: \_\_\_\_\_  
JAMIE MOWREY, Secretary

By: \_\_\_\_\_ Seal  
TODD J. ENGEL, President

**COMMONWEALTH OF PENNSYLVANIA**

**SS**

**COUNTY OF LYCOMING**

This record was acknowledged before me on this \_\_\_\_ day of \_\_\_\_\_,  
2024, by Todd J. Engel as President is authorized to act on behalf of South Williamsport Area  
School District.

\_\_\_\_\_  
Notary Public

**COMMONWEALTH OF PENNSYLVANIA**

**SS**

**COUNTY OF LYCOMING**

This record was acknowledged before me on this \_\_\_\_ day of \_\_\_\_\_,  
2024, by Jamie Mowrey as Secretary is authorized to act on behalf of South Williamsport Area  
School District.

\_\_\_\_\_  
Notary Public

I hereby certify that the precise address of the Grantee is:

515 West Central Avenue  
South Williamsport, PA 17702

---

Attorney/Agent for Grantee

Prepared by:

**MCNERNEY, PAGE, VANDERLIN & HALL**

*Attorneys and Counsellors at Law*

433 Market Street ▪ Williamsport, PA 17701  
(570) 326-6555 ▪ [www.mpvhlaw.com](http://www.mpvhlaw.com)

**DOROTHY WHITE MERTZ  
REAL ESTATE TAX COLLECTOR  
LOCAL SERVICES TAX ADMINISTRATOR**

To Jamie Mowrey; South Williamsport School Board

The Borough of South Williamsport Ordinance approved 2019-01 which authorizes them to enter into a Local Economic Revitalization Tax Assistance Act ( LERTA) with new businesses. This also affects the School Real Estate Tax Bill.

They have extended this agreement to the business listed below, and revised tax bills have been issued .

Please exonerated me, Dorothy White Mertz, Tax Collector from the difference in the tax bills as listed

Original Assessed Amount (Tax)	243,800	(\$ 4,656.58)
New Assessed Amount (Tax)	58,128.00	(\$ 1,110.24)
Difference to be Exonerated (Tax)(19.10)	185,672	(\$ 3,546.34)
Parcel Number	51-0020-0512	
Bill Number	327	
Owner Name	Stoltzfus, Leroy and Alicia	
Date requested	JULY 20, 2024	

I have attached copies of both the Original and Revised Tax Bills.

Thank you for acting upon this request at your next Board meeting, and issuing me a copy of the Board minutes showing this exoneration for settlement purposes.

Should you have any questions please contact me without hesitation.

Dottie White Mertz

24ExonStoltzfus

**DUBOISTOWN AND SOUTH WILLIAMSPORT REAL ESTATE TAX COLLECTOR  
2655 EUCLID AVENUE, DUBOISTOWN, PA 17702**

**DSWTAXOFFICE@GMAIL.COM**

**PHONE NO. 570-980-3019**

# **DSW TAX OFFICE**

---

**DOROTHY WHITE MERTZ**  
**TAX COLLECTOR**

To Jamie Mowrey; South Williamsport School Board

The Borough of South Williamsport Ordinance approved 2019-01 which authorizes them to enter into a Local Economic Revitalization Tax Assistance Act ( LERTA) with new businesses. This also affects the School Real Estate Tax Bill.

They have extended this agreement to the business listed below, and revised tax bills have been issued .

Please exonerated me, Dorothy White Mertz, Tax Collector from the difference in the tax bills as listed

Original Assessed Amount (Tax)	\$ 1,548,330	(\$ 29,573.10)
New Assessed Amount (Tax)(19.1)	\$ 358,310	(\$ 6,843.72)
Difference to be Exonerated (Tax)	\$ 1,190,020	(\$ 22,729.38)
Parcel Number	51-001-214	
Bill Number	42	
Owner Name	Muncy Bank and Trust Co	
Date requested	July 20,2024	

I have attached copies of both the Original and Revised Tax Bills.

Thank you for acting upon this request at your next Board meeting, and issuing me a copy of the Board minutes showing this exoneration for settlement purposes.

Should you have any questions please contact me without hesitation.

Dottie White Mertz

24ExonMuncyBank

**DUBOISTOWN AND SOUTH WILLIAMSPORT REAL ESTATE TAX COLLECTOR**  
**REAL ESTATE ( TUE AND THUR) PHONE 570-327-0620 FAX 570-327-0614**  
**DSWTAXOFFICE@GMAIL.COM**  
**2655 EUCLID AVE DUBOISTOWN, PENNSYLVANIA 17702**

Central El Sch  
 TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

<b>School</b>		AUN/Branch
Central Elementary School		117416103
<b>Address 1</b>		
555 West Mountain Avenue		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
South Williamsport	Pennsylvania	17702
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr. Eric Briggs		ebriggs@swasd.org
<b>Principal Name</b>		
Ms. Dyan Hulslander		
<b>Principal Email</b>		
dhulslander@swasd.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
570-323-3694		4499
<b>School Improvement Facilltator Name</b>		<b>School Improvement Facilltator Email</b>
Eric Brlgs		ebriggs@swasd.org

**Steering Committee**

Name	Position/Role	Building/Group/Organization	Email
Eric Briggs	Administrator: Schoolwide Plan	South Williamsport Area School District	ebriggs@swasd.org
Dyan Hulslander	Building Principal: Schoolwide Plan	Central Elementary/South Williamsport Area School District	dhulslander@swasd.org
Kristin Bastian	Special Education Director/Specialist: Schoolwide Plan	South Williamsport Area School District	kbastian@swasd.org
Sarah Ireland	Elementary School Teacher - Regular Education: Schoolwide Plan	Central Elementary/South Williamsport Area School District	sireland@swasd.org
Melanie Rojas	Education Specialist	Central Elementary/South Williamsport Area School District	mrojas@swasd.org
Jodi Nolan	Parent	Central Elementary/South Williamsport Area School District	jnolan@swasd.org
Alisia Hertwig	Parent	Central Elementary/South Williamsport Area School District	e.m.hertwig@outlook.com
Staci Thiel	Other	JusticeWorks	sthiel@justiceworksyouthcare.org
Diane Cramer	Community Member	Central Elementary/South Williamsport Area School District	dcramer@swasd.org
Josh Hertwig	Parent	Central Elementary/South Williamsport Area School District	jrht41@yahoo.com

**Vision for Learning**

**Vision for Learning**

Educate every child, to a very high level, in every classroom, every day. Central Elementary School's vision is to create a safe, positive culture that focuses on enhancing student achievement and wellness through a comprehensive and aligned curriculum.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	False 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Academic Growth Expectations in Mathematics	Met or exceeded the statewide goal and increased performance from previous year.
Academic Growth - ELA	All Student Group meets the standard demonstrating growth for ELA
Grade 2 Reading	81% of the students met the benchmark for reading readiness based on Acadience Data

Challenges

Indicator	Comments/Notable Observations
Percent Proficient/Advanced in ELA	Not meeting statewide target
ELA Economically Disadvantaged and Students with Disabilities	Not meeting statewide target
All Student Group Attendance	Not meeting percentage standard
Math Economically Disadvantaged and Students with Disabilities	Not meeting interim goal target

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator	Comments/Notable Observations
Math Economically Disadvantaged ESSA Student Subgroups Economically Disadvantaged	Percentage toward goal increased
Indicator Academic Growth - ELA ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All Student Group meets the standard demonstrating growth for ELA

5

Challenges

Indicator	Comments/Notable Observations
ELA Economically Disadvantaged and Students with Disabilities ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities	Economically Disadvantaged Student and Students with Disabilities Groups did not meet Interim Goal/Improvement Target in ELA
Indicator Math Economically Disadvantaged and Students with Disabilities ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Economically Disadvantaged Student and Students with Disabilities Groups did not meet Interim Goal/Improvement Target in Math
Indicator All Student Group Attendance ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Not meeting percentage standard

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

The percentage of students meeting the goal within the economically disadvantaged subgroup for math increased from the prior year.
All Student Group meets the standard demonstrating growth for ELA

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

The All Student group did not meet the standard for attendance.
Economically Disadvantaged Student and Students with Disabilities Groups did not meet Interim Goal/Improvement Target in Math
Economically Disadvantaged Student and Students with Disabilities Groups did not meet Interim Goal/Improvement Target in ELA

6



Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience	Benchmark Assessments

English Language Arts Summary

Strengths

From the start of the 2023/2024 academic year to the end of the 2023/2024 academic year the number of Kindergarten students that scored at or above Acadience benchmarks for the Reading Composite Score increased from 48 (58%) to 53 (65%)
From the start of the 2023/2024 academic year to the end of the 2023/2024 academic year the number of 2nd grade students that scored at or above Acadience benchmarks for the Reading Composite Score increased from 66 (79%) to 70 (81%)
From the start of the 2023/2024 academic year to the end of the 2023/2024 academic year the number of 3rd grade students that scored at or above Acadience benchmarks for the Reading Composite Score increased from 56 (76%) to 57 (77%)

Challenges

From the start of the 2023/2024 academic year to the end of the 2023/2024 academic year the number of 1st grade students that scored at or above Acadience benchmarks for the Reading Composite Score decreased from 53 (65%) to 47 (55%)
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Mathematics

Data	Comments/Notable Observations
NWEA MAP Assessments	MAP Growth Assessments

Mathematics Summary

Strengths

53% (39) students were proficient or advanced in the NWEA math assessment in the Spring of 2024 in grade 3
------------------------------------------------------------------------------------------------------------

Challenges

29% (24) students were proficient or advanced in the NWEA math assessment in the Spring of 2024 in grade 4
------------------------------------------------------------------------------------------------------------

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
ESSA Report Card	Growth and performance goals were not met.

Science, Technology, and Engineering Education Summary

Strengths

81% (72) students scored proficient or advanced in the 2024 4th grade PSSA science test. Only 77.3% scored proficient or advanced on the 2023 PSSA science assessment
In the all student group for the Science PSSA, 31.5% scored advanced.
4th grade PSSA science economically disadvantaged subgroup scores improved from 2022 to 2023.

Challenges

19% (17) students were basic or below basic in the 2024 Spring 4th grade PSSA science test
The All Student Group did not meet the target for growth in science.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	School Counselor Lesson Plans and Student Files

Career and Technical Education (CTE) Programs  
 True Career and Technical Education (CTE) Programs Omit

Arts and Humanities  
 True Arts and Humanities Omit

Environment and Ecology  
 True Environment and Ecology Omit

Family and Consumer Sciences  
 True Family and Consumer Sciences Omit

Health, Safety, and Physical Education  
 False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
SWIS/PBIS Data	There were 605 minor and major ODR referrals for the 2023-2024 school year.
SWIS/PBIS Data	The most frequent time for referrals was at 12:30 PM (lunch) and 2:00 PM (specials)
SWIS/PBIS Data	Minor Disruption was the leading behavioral issues in the 2023-2024 school year occurring 115 times. Physical aggression was the second leading behavior with 97 referrals

Social Studies (Civics and Government, Economics, Geography, History)  
 True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths  
 Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

The referral rate at Central Elementary fell between the 50% - 75% when compared nationally to schools who implement the SWISS with PBIS.
October, February, March, and April were the 4 highest referral rate months in the school year for 2023-2024.
Physical Aggression was the second leading behavioral issue at Central for the 2023-2024 school year.

Challenges  
 Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Further developing Tier II of PBIS in order to meet the needs of students whose needs are not being met through Tier I.
Further developing Tier III of PBIS in order to meet the needs of students whose needs are not being met through Tiers I and II.
Adjusting Tier I of PBIS to be more responsive to the needs of all students.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Future Ready Index	Attendance Data
Future Ready Index	Achievement Data

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

The Central Tier I PBIS team, consisting of teachers, school counselor, behavior specialist, and building administration meet bi-weekly in order to continue to increase fidelity of the program and plan for the development of advanced tiers.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

The Advanced Tiers PBIS team, consisting of teachers, school counselor, behavior specialist, and building administration meet bi-weekly in order to implement supports for students for whom Tier I supports are not effective.
The Central Tier I PBIS team met this summer with IU and PaTTAN staff to update our Tier I system to create more consistency.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

The PBIS team recognizes the need to adjust Tier I to serve the needs of more students.
The recognition by staff of the function of the behavior of students that are frustrated by academic challenges.
The recognition by staff of the effects of trauma on the behavior of students.

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Not Yet Evident
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

### Summary

#### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

13

Identify professional learning needs through analysis of a variety of data
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Align curricular materials and lesson plans to the PA Standards
Collectively shape the vision for continuous improvement of teaching and learning

#### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
Implement evidence-based strategies to engage families to support learning.

14

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
The percentage of students meeting the goal within the economically disadvantaged subgroup for math increased from the prior year.	False
All Student Group meets the standard demonstrating growth for ELA	False
From the start of the 2023/2024 academic year to the end of the 2023/2024 academic year the number of Kindergarten students that scored at or above Acadience benchmarks for the Reading Composite Score increased from 48 (58%) to 53 (65%)	True
From the start of the 2023/2024 academic year to the end of the 2023/2024 academic year the number of 2nd grade students that scored at or above Acadience benchmarks for the Reading Composite Score increased from 66 (79%) to 70 (81%)	False
From the start of the 2023/2024 academic year to the end of the 2023/2024 academic year the number of 3rd grade students that scored at or above Acadience benchmarks for the Reading Composite Score increased from 56 (76%) to 57 (77%)	False
81% (72) students scored proficient or advanced in the 2024 4th grade PSSA science test. Only 77.3% scored proficient or advanced on the 2023 PSSA science assessment	False
53% (39) students were proficient or advanced in the NWEA math assessment in the Spring of 2024 in grade 3	True
The referral rate at Central Elementary fell between the 50% - 75% when compared nationally to schools who implement the SWISS with PBIS.	False
Identify professional learning needs through analysis of a variety of data.	False
Physical Aggression was the second leading behavioral issue at Central for the 2023-2024 school year.	False
Align curricular materials and lesson plans to the PA Standards	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
In the all student group for the Science PSSA, 31.5% scored advanced.	False
The Advanced Tiers PBIS team, consisting of teachers, school counselor, behavior specialist, and building administration meet bi-weekly in order to implement supports for students for whom Tier I supports are not effective.	True
October, February, March, and April were the 4 highest referral rate months in the school year for 2023-2024.	False
The Central Tier I PBIS team met this summer with IU and PaTTAN staff to update our Tier I system to create more consistency.	False
4th grade PSSA science economically disadvantaged subgroup scores improved from 2022 to 2023.	False
The Central Tier I PBIS team, consisting of teachers, school counselor, behavior specialist, and building administration meet bi-weekly in order to continue to increase fidelity of the program and plan for the development of advanced tiers.	False
Collectively shape the vision for continuous improvement of teaching and learning	False

15

### Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
The All Student group did not meet the standard for attendance.	True
Economically Disadvantaged Student and Students with Disabilities Groups did not meet Interim Goal/Improvement Target in Math	False
Economically Disadvantaged Student and Students with Disabilities Groups did not meet Interim Goal/Improvement Target in ELA	False
29% (24) students were proficient or advanced in the NWEA math assessment in the Spring of 2024 in grade 4	False
19% (17) students were basic or below basic in the 2024 Spring 4th grade PSSA science test	False
The PBIS team recognizes the need to adjust Tier I to serve the needs of more students.	False
Further developing Tier III of PBIS in order to meet the needs of students whose needs are not being met through Tiers I and II.	False
Further developing Tier II of PBIS in order to meet the needs of students whose needs are not being met through Tier I.	False
Adjusting Tier I of PBIS to be more responsive to the needs of all students.	True
From the start of the 2023/2024 academic year to the end of the 2023/2024 academic year the number of 1st grade students that scored at or above Acadience benchmarks for the Reading Composite Score decreased from 53 (65%) to 47 (55%)	True
The recognition by staff of the effects of trauma on the behavior of students.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
The recognition by staff of the function of the behavior of students that are frustrated by academic challenges.	False
	False
The All Student Group did not meet the target for growth in science.	False
Implement evidence-based strategies to engage families to support learning.	False
	False

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

As student social emotional needs have increased, finding evidence based strategies to support children is critical for success. Tiers II and III of PBIS will allow for further support within the school. Considering learning loss due to various barriers to learning during the pandemic students will need an increase in evidence based reading and math instruction. This instruction will take into consideration missing elements from prior years while also keeping students in appropriate current grade level content.

16

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The All Student group did not meet the standard for attendance.	Post-COVID attendance rates have dropped.	True
Adjusting Tier I of PBIS to be more responsive to the needs of all students.	Behaviors of students have increased over the last year. Our SWIS data reflects more ODRs in almost every category and location.	True
From the start of the 2023/2024 academic year to the end of the 2023/2024 academic year the number of 1st grade students that scored at or above Acadience benchmarks for the Reading Composite Score decreased from 53 (65%) to 47 (55%)	Last year was the first year in a new curriculum, which can lead to a drop in scores.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
From the start of the 2023/2024 academic year to the end of the 2023/2024 academic year the number of Kindergarten students that scored at or above Acadience benchmarks for the Reading Composite Score increased from 48 (58%) to 53 (65%)	The use of a standards aligned curriculum in first grade allows teachers in second grade to build an already strong foundation.
The Advanced Tiers PBIS team, consisting of teachers, school counselor, behavior specialist, and building administration meet bi-weekly in order to implement supports for students for whom Tier I supports are not effective.	When behavior is consistent academic content is more easily accessible for students.
53% (39) students were proficient or advanced in the NWEA math assessment in the Spring of 2024 in grade 3	We will leverage this strength in Measurement and Data when connecting content areas in fourth grade instruction. Grade level coherence will be prioritized when planning.
Align curricular materials and lesson plans to the PA Standards	Programs that are aligned to PA standards are now in place for grades K-4 for all content areas.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Attendance, especially for the students with disabilities group, must improve to improve achievement.
	Tier I team will be meeting continuously with the PaTTAN and IU representatives to improve fidelity and PBIS program.
	Although the pandemic resulted in sporadic educational experiences in the primary years of literacy instruction, a standards aligned curriculum pilot in first grade lessened the impact on that group of students. This curriculum will be in place for a second year, and an emphasis on intervention for those students who need it will be put in an MTSS system.

## Goal Setting

Priority: Tier I team will be meeting **continuously** with the PaTTAN and IU **representatives** to improve **fidelity** and PBIS **program**.

<b>Outcome Category</b>			
Essential Practices 3: Provide Student-Centered Support Systems			
<b>Measurable Goal Statement (Smart Goal)</b>			
The Central Tier One PBIS Team will review and revise the PBIS program at Central Elementary by the beginning of the 2023/2024 school year in order to lessen the number of ODRs in the classrooms by 10% from the 2023/2024 school year to the 2024/2025 school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
PBIS Tier One Classroom Data			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
The number of ODR's for the first quarter for Central elementary will decrease by 15% from 184 (2023-2024) to 157(2024-2025)	The number of ODR's for the second quarter for Central elementary will decrease by 15% from 294 (2023-2024) to 251(2024-2025)	The number of ODR's for the third quarter for Central elementary will decrease by 15% from 489 (2023-2024) to 417(2024-2025)	The number of ODR's for the third quarter for Central elementary will decrease by 15% from 605 (2023-2024) to 515(2024-2025)

Priority: Attendance, **especially** for the students with disabilities group, must improve to **improve** achievement.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
Attendance for all student group will increase by 10% from 85% to 93.5% by the end of the 2024/2025 school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
All Student Attendance Goal			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
The number of chronically absent students will be less than 15% of the students in grade K-4th.	The number of chronically absent students will be less than 13% of the students in grade K-4th.	The number of chronically absent students will be less than 11% of the students in grade K-4th.	The number of chronically absent students will be less than 8% of the students in grade K-4th.

Priority: Although the pandemic resulted in sporadic educational experiences in the primary years of literacy instruction, a standards aligned curriculum pilot in first grade lessened the impact on that group of students. This curriculum will be in place for a second year, and an emphasis on intervention for those students who need it will be put in an MTSS **system**.

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
80% of the students in Kindergarten and Grade 1 will be able to score at or above benchmark for Reading Composite scores by the End of Year Acadience assessment.			

Measurable Goal Nickname (35 Character Max)			
Acadience K and 1			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
50% of the students in Kindergarten and Grade 1 will be able to score at or above benchmark for Reading Composite scores by the End of Year Acadience assessment.	60% of the students in Kindergarten and Grade 1 will be able to score at or above benchmark for Reading Composite scores by the End of Year Acadience assessment.	70% of the students in Kindergarten and Grade 1 will be able to score at or above benchmark for Reading Composite scores by the End of Year Acadience assessment.	80% of the students in Kindergarten and Grade 1 will be able to score at or above benchmark for Reading Composite scores by the End of Year Acadience assessment.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By implementing the explicit and systematic literacy curriculum of Amplify CKLA in grades K-1 students will be able to meet or exceed the benchmark for Reading Composite Scores by the End of Year (EOY) benchmark for the 2023/2024 school year. Student achievement data will show 80% or more of K-1 grade students at or above benchmark.			
Measurable Goal Nickname (35 Character Max)			
K-2 Grade Literacy Instruction - ELA Student Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Action Plan

Measurable Goals

Acadience K and 1	PBIS Tier One Classroom Data
All Student Attendance Goal	K-2 Grade Literacy Instruction - ELA Student Goal

Action Plan For: CKLA Curriculum

Measurable Goals:
<ul style="list-style-type: none"> <li>By implementing the explicit and systematic literacy curriculum of Amplify CKLA in grades K-1 students will be able to meet or exceed the benchmark for Reading Composite Scores by the End of Year (EOY) benchmark for the 2023/2024 school year. Student achievement data will show 80% or more of K-1 grade students at or above benchmark.</li> </ul>

Action Step	Anticipated Start/Completion Date	
Staff will implement with fidelity the CKLA curriculum across all grade levels and complete professional learning in writing.	2024-09-03 2025-06-11	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Ms. Dyan Hulslander	Curriculum, Haggerty Resources, ECRI	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
PSSA Scores, Acadience Scores	Title Support, Benchmark Assessments

Action Plan For: Review and Analyze PBIS Data with Tier I and Tier II

Measurable Goals:
<ul style="list-style-type: none"> <li>The Central Tier One PBIS Team will review and revise the PBIS program at Central Elementary by the beginning of the 2023/2024 school year in order to lessen the number of ODRs in the classrooms by 10% from the 2023/2024 school year to the 2024/2025 school year.</li> </ul>

Action Step	Anticipated Start/Completion Date	
Tier I and Tier II PBIS Teams will meet bi-weekly to review data and provide support to staff with the support of PATTAN	2024-09-03 2025-06-11	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Dyan Hulslander	Professional Learning from PATTAN	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
SWIS Data monitoring behavior of students and classes at Central Elementary	Bi-Weekly by Tier I and Tier II Teams



Action Plan For: Annual Attendance

<b>Measurable Goals:</b>
• Attendance for all student group will increase by 10% from 85% to 93.5% by the end of the 2024/2025 school year.

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>
Staff will create Act 13 goals to align with strategies to support student attendance in school	2024-09-03 2025-06-11
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>
Dyan Hulslander	Act 13 goals
	<b>PD Step?</b>
	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Improved attendance across all grade levels.	Quarterly/Principal

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> <li>CKLA Curriculum</li> <li>Review and Analyze PBIS Data with Tier I and Tier II</li> <li>Annual Attendance</li> </ul>	Title I Reading Interventionist	93959
Instruction	<ul style="list-style-type: none"> <li>CKLA Curriculum</li> </ul>	Title I Reading Paraprofessionals	47998
Instruction	<ul style="list-style-type: none"> <li>Review and Analyze PBIS Data with Tier I and Tier II</li> <li>Annual Attendance</li> </ul>	Title I Behavioral Analysts	110002
Instruction	<ul style="list-style-type: none"> <li>CKLA Curriculum</li> <li>Review and Analyze PBIS Data with Tier I and Tier II</li> <li>Annual Attendance</li> </ul>	Title I Supplies	4774
Other Expenditures	<ul style="list-style-type: none"> <li>Review and Analyze PBIS Data with Tier I and Tier II</li> <li>Annual Attendance</li> </ul>	Family Engagement Stipend	4500
Other Expenditures	<ul style="list-style-type: none"> <li>CKLA Curriculum</li> <li>Review and Analyze PBIS Data with Tier I and Tier II</li> </ul>	Conference	1500

Other Expenditures	<ul style="list-style-type: none"> <li>• Annual Attendance</li> <li>• CKLA Curriculum</li> <li>• Review and Analyze PBIS Data with Tier I and Tier II</li> <li>• Annual Attendance</li> </ul>	Family Engagement	4274
Total Expenditures			267007

### Professional Development

#### Professional Development Action Steps

Evidence-based Strategy	Action Steps
CKLA Curriculum	Staff will implement with fidelity the CKLA curriculum across all grade levels and complete professional learning in writing.
Review and Analyze PBIS Data with Tier I and Tier II	Tier I and Tier II PBIS Teams will meet bi-weekly to review data and provide support to staff with the support of PATTAN

Teachers will participate in a writing professional learning opportunity from BLAST IU #17 staff

<b>Action Step</b>		
• Staff will implement with fidelity the CKLA curriculum across all grade levels and complete professional learning in writing.		
<b>Audience</b>		
K-5th staff		
<b>Topics to be Included</b>		
Writing		
<b>Evidence of Learning</b>		
Outcomes on student report cards, PSSA and Benchmark Assessments		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Dyan Hulslander	2024-09-03	2025-06-11

#### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Twice
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 2b: Establishing a Culture for Learning</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 3d: Using Assessment in Instruction</li> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

<b>Uploaded Files</b>
-----------------------

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
<b>School Improvement Facilitator Signature</b>	<b>Date</b>

# South Williamsport Area School District

555 W Mountain Ave, South Williamsport, PA 17702

## Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the **South Williamsport Area School District** reviewed and approved the plan(s) at the following Board Meeting, held on **8/19/2024**. The plan(s) was (were) approved by a vote of \_\_\_\_\_ (yes) and \_\_\_\_\_ (no).

Plan(s) Approved at School Board Meeting:

*Place a check in the box next to the board approved plan(s).*

Comprehensive Plan

Board Affirmation also includes review and approval of the following state reports:

- Induction Plan (Chapter 49)
- Professional Development Plan (Act 48)
- Gifted Education Plan Assurances\* (Chapter 16)

School Plan(s)

Affirmed on this 19 day of August, 2024

By: \_\_\_\_\_ (Signature of Board President)

\_\_\_\_\_ (Print Name)

South Williamsport Area School District Board of Education

<u>School Name</u>	<u>Plan Type</u>
Central Elementary School	TSI – Title I

**Plan Types:**

- Non-Designated – non – Title I
- Schoolwide Title I
- CSI
- ATSI – Title I
- ATSI – non – Title I
- TSI – Title I
- TSI – non – Title I

**Note:** Blanks for Approved On, Name of School Entity, date, yes and no should be completed either digitally or handwritten. Signature, Print Name and Board of Education are hard copy required (Board President must actually sign and complete).

Replace the following text in the header: LEA Name, Address, School Logo/Icon placeholder image.  
Delete this notes section (red text) before printing and uploading.

South Williamsport Area JSHS  
 TSI non-Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

<b>School</b>		<b>AUN/Branch</b>
South Williamsport Area Junior/Senior High School		117416 103
<b>Address 1</b>		
700 Percy Street		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
South Williamsport	PA	17702
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr. Eric Briggs		ebriggs@swasd.org
<b>Principal Name</b>		
Mr. Jesse Smith		
<b>Principal Email</b>		
jsmith@swasd.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
(570) 326-2684		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Dr. Eric Briggs		ebriggs@swasd.org

**Steering Committee**

Name	Position/Role	Building/Group/Organization	Email
Dr. Eric Briggs	Chief School Administrator	SWASD	ebiggs@swasd.org
Mr. Jesse Smith	Principal	Junior/Senior High School	jsmith@swasd.org
Dr. Kim Bollinger	Principal	Junior/Senior High School	kimbollinger@swasd.org
Mrs. Kelly Shearer	Teacher	Junior/Senior High School	kshearer@swasd.org
Mr. Matt Easley	Teacher	Junior/Senior High School	meisley@swasd.org
Mr. Jamie Bloom	Teacher	Junior/Senior High School	jbloom@swasd.org
Mrs. Jessica Kaledas	Teacher	Junior/Senior High School	jkaledas@swasd.org
Mrs. Joann Kennedy	Teacher	Junior/Senior High School	jkennedy@swasd.org
Mrs. Heather Bower	Parent	Parent	hbower02@gmail.com
Mrs. Cathy Bachman	Board Member	SWASD School Board	cbachman@swasd.org
Mr. Todd Engel	Board Member	SWASD School Board	tengel@swasd.org
Mrs. Brandi Smith	Paraprofessional	SWASD	bsmith@swasd.org
Mr. Fred Wood	Community Member	Community Member	fwood332@yahoo.com
Mrs. Cindy Sullivan	Parent	Parent	cindyhamm@comcast.net
Jack Bower	Student	Student	jbower@swasd.org

**Vision for Learning**

**Vision for Learning**

"Achieving Educational Excellence through Partnership: Collaborating with Families, Educators, and the Community to Support Student Success."

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
True 7	True 8	True 9	True 10	True 11	True 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
All student group exceeded the 2023 four-year cohort graduation rate.	Students are completing graduation requirements in the district in a timely fashion.
The academic growth expectations in English Language Arts/Literature increased from the 2022-2023 school year	Changes in ELA curriculum at the lower grade levels could be a reason for the increase in student performance
The All student group met the industry based learning standards.	Students continue to perform well who are enrolled in the career and technical pathways at Williamsport Area School District.

Challenges

Indicator	Comments/Notable Observations
State Assessment Indicators: Percent Proficient/Advanced in English Language Arts/Literature	
State Assessment Indicators: Academic Growth Expectations in English Language Arts/Literature	
State Assessment Indicators: Percent Proficient/Advanced in Mathematics/Algebra 1	
State Assessment Indicators: Academic Growth Expectations in Mathematics/Algebra 1	
Percent Regular Attendance: All Student Group Did Not Meet Performance Standard	
College and Career Standards Benchmark: Percent Career Standards Benchmark	
28% of the Grade 7 students scored proficient and/or advanced in the 7th grade Math PSSA (Spring 2023)	
16% of the Grade 8 students scored proficient and/or advanced in the 8th grade Math PSSA (Spring 2023)	

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator	Comments/Notable Observations
English Language Arts/Literature: All Student Group Did Not Meet the Standard Demonstrating Growth ESSA Student Subgroups Students with Disabilities	Met or Exceeded the Interim Target
Indicator	Comments/Notable Observations

Mathematics/Algebra: All Student Group Did Not Meet the Standard Demonstrating Growth ESSA Student Subgroups Students with Disabilities	Exceeded the Interim Target and Outperformed prior years performance
Indicator Career Standard Benchmark ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Students with Disabilities - 87.5%
Indicator Four-Year Cohort Graduation Rate ESSA Student Subgroups White, Economically Disadvantaged	Comments/Notable Observations White (91.4%) and Economically Disadvantaged (88.1%) subgroups
Indicator Industry-Based Learning ESSA Student Subgroups	Comments/Notable Observations White (16.5%) and Economically Disadvantaged (18.4)

Challenges

Indicator English Language Arts/Literature: Achievement ESSA Student Subgroups White, Students with Disabilities	Comments/Notable Observations
Indicator Mathematics/Algebra 1: Achievement ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations
Indicator Science/Biology: Achievement ESSA Student Subgroups White, Economically Disadvantaged	Comments/Notable Observations
Indicator English Language Arts/Literature: Growth ESSA Student Subgroups White, Economically Disadvantaged	Comments/Notable Observations
Indicator Mathematics/Algebra 1: Growth ESSA Student Subgroups White, Economically Disadvantaged	Comments/Notable Observations
Indicator Science/Biology: Growth	Comments/Notable Observations



ESSA Student Subgroups White, Economically Disadvantaged	
Indicator Regular Attendance ESSA Student Subgroups White, Economically Disadvantaged	Comments/Notable Observations

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Career Standard Benchmark: White (91.4%) and Economically Disadvantaged (88.1%) subgroups
Industry-Based Learning: White (16.5%) and Economically Disadvantaged (18.4)

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Regular Attendance
English Language Arts/Literature: Achievement
English Language Arts/Literature: Growth

Local Assessment

English Language Arts

Data	Comments/Notable Observations
State Assessment Indicators: Percent Proficient/Advanced in English Language Arts/Literature	All Student Group Did Not Meet Interim Goal/Improvement Target
State Assessment Indicators: Academic Growth Expectations in English Language Arts/Literatures	All Student Group Did Not Meet the Standard Demonstrating Growth
53% of our 7th grade students scored proficient or advanced in the 2024 ELA PSSA	This increased by 1% from last years 7th grade.
55% of our 8th grade students scored proficient or advanced in the 2024 ELA PSSA	This increased by 12% from last years 7th grade; a 1% increase from the performance this group had in 7th grade
60% of our 8th grade students scored proficient or advance	This increased by 13% from last years 7th grade.

English Language Arts Summary

Strengths

With the implementation of the CKLA (K-5) curriculum, our goal is to improve both academic growth and achievement in ELA
With the expansion of our Illustrative Mathematics curriculum, we hope to improve the achievement and growth data in the area of Math.

Challenges

Attendance rates continues to be an issue at our high school. If we can improve attendance, we believe we will improve achievement and growth in the area of statewide assessments.
If we can put a system in place to support our teachers and school counselors, we believe we can improve in the collection of artifacts for the career benchmark scores.

Mathematics

Data	Comments/Notable Observations
Only 16% of our 7th grade students scored proficient or advanced in the 2024 Math PSSA	This dropped by 12% from the prior year (28%).
Only 11% of our students earned proficient in our 8th grade math PSSA test.	This dropped by 5% from the prior year (16%).

Mathematics Summary

Strengths

We recently adopted a new math curriculum for grades K-8th that we believe will address the math deficiencies.
Through our informal observation evaluation system, we have determined that our teachers are implementing the curriculum with fidelity.

Challenges

If we could provide students with more support in grades in K-5th, we feel our students could perform better in this area.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
All students grade K-6 receive an elective course in STEM.	We will be expanding STEM opportunities for 7th and 8th graders through new curriculum that we are opening in the technical education area of our school.

Science, Technology, and Engineering Education Summary

Strengths

Our students, through informal surveying, have shared a great interest in their STEM elective.  
We have purchased a new STEM Curriculum (Project Lead the Way) and believe the creative problem solving in this course will benefit students in all classes.

Challenges

The greatest challenge we have is finding time in the schedule for students to take this course.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Our school has not met the benchmark for collection of career artifacts collection.	The superintendent is working with the school counselors to create a system to collect artifacts and create career plans for students in the summer of 2023.
Students are completing artifacts, but the information is not being sent to the guidance department or a student is absent and the work is not "made up."	These students then lack the career artifact and therefore fall behind in artifact collection.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

False Family and Consumer Sciences Omit

Data	Comments/Notable Observations
We are going to continue to embed career readiness activities into our Family Consumer courses so students have the ability to create artifacts in 8th grade and later on in their high school years by potentially making a "Career Readiness" course a mandatory course for all students in the high school.	The principal and superintendent are going to meet with the school counselors and FCS teacher to draft a plan to determine how these activities can be embedded in current coursework.

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

We have a new school counseling staff who is eager and excited and have identified the problem and is willing to work with administration and teaching staff to develop a system for artifact collection.

The district will be partnering for a second year with the Lycoming/Clinton Joinder to have a full-time county caseworker to deal with attendance issues. The focus of the attendance issues, based on the 2023-2024 data will be on the 7th-12th grade population. Realignment of staff will allow an additional staff member to work on the attendance issues from K-6th

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Because attendance continues to be an issue, we are unable to collect artifacts for students. This is especially an issue with students who are using our online program (Mountie Academy)

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
The district is looking to improve both growth and achievement in the area of PSSA's and Keystone Exams.	This subgroup has struggled in this area in the past. We are hoping with the new curriculum adoption (CKLA and Illustrative Math) this will assist in the statewide assessment results.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
The district is looking to improve both growth and achievement in the area of PSSA's and Keystone Exams.	This subgroup has struggled in this area in the past. We are hoping with the new curriculum adoption (CKLA and Illustrative Math) this will assist in the statewide assessment results.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

We believe over time, as students have the full scope and sequence of our math and ELA curriculum results will improve. Our local data in ELA (Acadience ) is supporting this.
Through our informal observation process, we have determined administratively that the teachers are implementing the math and ELA curriculum with fidelity.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

If we could hire additional staff to support the students and staff in the areas of ELA and math (instructional coaches), we believe this would have a positive impact on student achievement and growth.
If we could consistently implement our ELA and Math curriculum without any major disruptions (renovations and pandemics), I believe we will see academic growth and increase in academic achievement.
If our budget could support Title math support, that would also help in supporting students in math.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

The district has attempted to provide professional development opportunities that are relevant to the student learner. In the last 2 years, there has been a strong emphasis on trauma and poverty and building relationships with students who experience these issues in the classroom. This year our focus will be on professional learning in the area of restorative practices.

Based on survey data collected from students and staff, the parents and students truly believe teachers care about them, and push them academically to do the best they can in their classrooms.

The district has entered a partnership with Nittany Learning services to provide additional support to Tier II students. This partnership will be entering its second year and has decreased dramatically the number of students receiving in and out of school suspension.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

The high school is looking to expand a behavioral framework (PBIS) to better support students who are Tier II or Tier II level students. This expansion will be put on hold for the 2024-2025 school year.

The high school is also looking to implement a schoolwide goal for administrators and teachers to improve the attendance of students at the high school. This will be done through the Act 13 process.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Career Standard Benchmark: White (91.4%) and Economically Disadvantaged (88.1%) subgroups	False
Industry-Based Learning: White (16.5%) and Economically Disadvantaged (18.4)	False
With the implementation of the CKLA (K-5) curriculum, our goal is to improve both academic growth and achievement in ELA	False
With the expansion of our Illustrative Mathematics curriculum, we hope to improve the achievement and growth data in the area of Math.	False
We have a new school counseling staff who is eager and excited and have identified the problem and is willing to work with administration and teaching staff to develop a system for artifact collection.	False
We recently adopted a new math curriculum for grades K-8th that we believe will address the math deficiencies.	False
Through our informal observation evaluation system, we have determined that our teachers are implementing the curriculum with fidelity.	False
Our students, through informal surveying, have shared a great interest in their STEM elective.	False
We have purchased a new STEM Curriculum (Project Lead the Way) and believe the creative problem solving in this course will benefit students in all classes.	False
The district will be partnering for a second year with the Lycoming/Clinton Joinder to have a full-time county caseworker to deal with attendance issues. The focus of the attendance issues, based on the 2023-2024 data will be on the 7th-12th grade population. Realignment of staff will allow an additional staff member to work on the attendance issues from K-6th	True
We believe over time, as students have the full scope and sequence of our math and ELA curriculum results will improve. Our local data in ELA (Acadience) is supporting this.	False
Through our informal observation process, we have determined administratively that the teachers are implementing the math and ELA curriculum with fidelity.	False
The district has attempted to provide professional development opportunities that are relevant to the student learner. In the last 2 years, there has been a strong emphasis on trauma and poverty and building relationships with students who experience these issues in the classroom. This year our focus will be on professional learning in the area of restorative practices.	True
Based on survey data collected from students and staff, the parents and students truly believe teachers care about them, and push them academically to do the best they can in their classrooms.	False
The district has entered a partnership with Nittany Learning services to provide additional support to Tier II students. This partnership will be entering its second year and has decreased dramatically the number of students receiving in and out of school suspension.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Regular Attendance	True
English Language Arts/Literature: Achievement	False
English Language Arts/Literature: Growth	False
If we could provide students with more support in grades in K-6th, we feel our students could perform better in this area.	False
Because attendance continues to be an issue, we are unable to collect artifacts for students. This is especially an issue with students who are using our online program (Mountie Academy)	True
	True
Attendance rates continues to be an issue at our high school. If we can improve attendance, we believe we will improve achievement and growth in the area of statewide assessments.	False
If we can put a system in place to support our teachers and school counselors, we believe we can improve in the collection of artifacts for the career benchmark scores.	True
If we could hire additional staff to support the students and staff in the areas of ELA and math (instructional coaches), we believe this would have a positive impact on student achievement and growth.	False
If we could consistently implement our ELA and Math curriculum without any major disruptions (renovations and pandemics), I we believe we will see academic growth and increase in academic achievement.	False
The high school is looking to expand a behavioral framework (PBIS) to better support students who are Tier II or Tier III level students. This expansion will be put on hold for the 2024-2025 school year.	False
The high school is also looking to implement a schoolwide goal for administrators and teachers to improve the attendance of students at the high school. This will be done through the Act 13 process.	False
The greatest challenge we have is finding time in the schedule for students to take this course.	False
If our budget could support Title math support, that would also help in supporting students in math.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Regular Attendance	The district as updated their policy and improved attendance through the development of goals from teachers and administrators. Data from the 2023-2024 school year shows growth in this area	True
Because attendance continues to be an issue, we are unable to collect artifacts for students. This is especially an issue with students who are using our online program (Mountie Academy)		False
		False
If we can put a system in place to support our teachers and school counselors, we believe we can improve in the collection of artifacts for the career benchmark scores.	The district has developed a fully functional system and will be implementing it for its first full year starting the 2024-2025 school year.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The district will be partnering for a second year with the Lycoming/Clinton Joinder to have a full-time county caseworker to deal with attendance issues. The focus of the attendance issues, based on the 2023-2024 data will be on the 7th-12th grade population. Realignment of staff will allow an additional staff member to work on the attendance issues from K-6th	Through this partnership, the district believes they can strengthen their relationship between the schools and families.
The district has attempted to provide professional development opportunities that are relevant to the student learner. In the last 2 years, there has been a strong emphasis on trauma and poverty and building relationships with students who experience these issues in the classroom. This year our focus will be on professional learning in the area of restorative practices.	The hope is that the district will continue to support professional learning in the area of trauma informed education and attendance areas.
The district has entered a partnership with Nittany Learning services to provide additional support to Tier II students. This partnership will be entering its second year and has decreased dramatically the number of students receiving in and out of school suspension.	Through this partnership the district hopes to decrease in school and out of school suspension.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The South Williamsport Area School District intends to meet the attendance goals, developed by PDE for all students in the Junior/Senior High School.
	90% of the students at the high school will have collected all their artifacts, by grade level, as reported by the PA Future Ready Index.

Goal Setting

Priority: The South Williamsport Area School District intends to meet the attendance goals, developed by PDE for all students in the Junior/Senior High School.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of the academic year, student will achieve a minimum attendance rate of 90% in all my classes.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Attendance			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
By the end of the 1st quarter, 75% of the students will not be on track to be chronically absent/truant.	By the end of the 1st quarter, 80% of the students will not be on track to be chronically absent/truant.	By the end of the 3rd quarter, 85% of the students will not be on track to be chronically absent/truant.	By the end of the 4th quarter, 90% of the students will not be on track to be chronically absent/truant.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of the academic year, 40% of 7th and 8th-grade students will achieve a proficient or advanced score on the PSSA math assessment.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Mathematic Achievement			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
25% of the students will be on track to score proficient or advanced through the local benchmark tool developed by PDE	30% of the students will be on track to score proficient or advanced through the local benchmark tool developed by PDE	35% of the students will be on track to score proficient or advanced through the local benchmark tool developed by PDE	40% of the students will be on track to score proficient or advanced through the local benchmark tool developed by PDE

Priority: 90% of the students at the high school will have collected all their artifacts, by grade level, as reported by the PA Future Ready Index.

<b>Outcome Category</b>			
Career Standards Benchmark			
<b>Measurable Goal Statement (Smart Goal)</b>			
90% of all the students will have collected the required career artifacts for their portfolio to meet the high school Career Benchmark goal as measured by the PA Future Ready Index			
<b>Measurable Goal Nickname (35 Character Max)</b>			

Career Artifacts			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Students will have collected at least 1 career artifacts in the career artifact collection system.	Students will have collected at least 1 career artifacts in the career artifact collection system.	Students will have collected at least 2 career artifacts in the career artifact collection system.	90% of the students will have a complaint career artifact portfolio in each grade level.



Action Plan

Measurable Goals

Attendance	Mathematic Achievement
Career Artifacts	

Action Plan For: Attendance

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the academic year, student will achieve a minimum attendance rate of 90% in all my classes.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Staff will be implementing strategies as provided by the district to grow supportive relationships with families. These strategies will be outlined in their Act 13 goals.		2024-09-03	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principals	Act 13 goal, resources	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student attendance will increase, chronic absenteeism will decrease.	Weekly attendance reports

Action Plan For: Math

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the academic year, 40% of 7th and 8th-grade students will achieve a proficient or advanced score on the PSSA math assessment.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Teams of math teachers meet to discuss how the implementation of the new math curriculum can be used to improve student achievement and growth.		2024-09-03	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Superintendent	curriculum, math resources	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)

23

Improved growth and achievement in math	Quarterly report cards, benchmark assessments
-----------------------------------------	-----------------------------------------------

Action Plan For: Career Benchmarks

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>90% of all the students will have collected the required career artifacts for their portfolio to meet the high school Career Benchmark goal as measured by the PA Future Ready Index</li> </ul>

Action Step		Anticipated Start/Completion Date	
Designated teachers will teach lessons to students that meet the career benchmarks expectations as measured by the PA Future Ready Index		2024-09-03	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Guidance Department, Building Principals	career artifacts lessons, online portfolio system	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved score on the PA Future Ready Index for Career Benchmarks	Check in's by school counselors' and principals.

24

**Expenditure Tables**

**School Improvement Set Aside Grant**

True School does not receive School Improvement Set Aside Grant.

**Schoolwide Title 1 Funding Allocation**

True School does not receive Schoolwide Title 1 funding.

**Professional Development**

**Professional Development Action Steps**

Evidence-based Strategy	Action Steps
Attendance	Staff will be implementing strategies as provided by the district to grow supportive relationships with families. These strategies will be outlined in their Act 13 goals.
Math	Teams of math teachers meet to discuss how the implementation of the new math curriculum can be used to improve student achievement and growth.

**Restorative Practices**

<b>Action Step</b>		
• Staff will be implementing strategies as provided by the district to grow supportive relationships with families. These strategies will be outlined in their Act 13 goals.		
<b>Audience</b>		
7th-12th grade, all staff		
<b>Topics to be Included</b>		
Restorative Practices for Educators		
<b>Evidence of Learning</b>		
Resource materials provided by presenters, Act 13 goal evidence		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Eric Briggs, Superintendent	2024-09-03	2025-06-11

**Learning Format**

Type of Activities	Frequency
Inservice day	2 days
<b>Observation and Practice Framework Met In this Plan</b>	
<ul style="list-style-type: none"> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 3c: Engaging Students in Learning</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 3a: Communicating with Students</li> <li>• 2b: Establishing a Culture for Learning</li> <li>• 4e: Growing and Developing Professionally</li> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 4c: Communicating with Families</li> <li>• 2d: Managing Student Behavior</li> <li>• 2c: Managing Classroom Procedures</li> </ul>	

- 4f: Showing Professionalism
- This Step Meets the Requirements of State Required Trainings**

Math

<b>Action Step</b>		
• Teams of math teachers meet to discuss how the implementation of the new math curriculum can be used to improve student achievement and growth.		
<b>Audience</b>		
K-12 Math Teachers		
<b>Topics to be Included</b>		
PA Math Standards, Curriculum Alignment		
<b>Evidence of Learning</b>		
Local benchmark assessment, PSSA's, Keystones		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Eric Briggs	2024-09-03	2025-06-11

Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Collaborative curriculum development	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1f: Designing Student Assessments</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 3d: Using Assessment in Instruction</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 3c: Engaging Students in Learning</li> <li>• 3b: Using Questioning and Discussion Techniques</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

Approvals & Signatures

<b>Uploaded Files</b>
-----------------------

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
<b>School Improvement Facilitator Signature</b>	<b>Date</b>

# South Williamsport Area School District

700 Percy Street, South Williamsport, PA 17702

## Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the **South Williamsport Area School District** reviewed and approved the plan(s) at the following Board Meeting, held on **8/19/2024**. The plan(s) was (were) approved by a vote of \_\_\_\_\_ (yes) and \_\_\_\_\_ (no).

Plan(s) Approved at School Board Meeting:

*Place a check in the box next to the board approved plan(s).*

Comprehensive Plan

Board Affirmation also includes review and approval of the following state reports:

- Induction Plan (Chapter 49)
- Professional Development Plan (Act 48)
- Gifted Education Plan Assurances\* (Chapter 16)

School Plan(s)

Affirmed on this 19 day of August, 2024

By: \_\_\_\_\_ (Signature of Board President)

\_\_\_\_\_ (Print Name)

South Williamsport Area School District Board of Education

School Name	Plan Type
South Williamsport Junior/Senior High School	TSI – non Title I

**Plan Types:**

- Non-Designated – non – Title I
- Schoolwide Title I
- CSI
- ATSI – Title I
- ATSI – non – Title I
- TSI – Title I
- TSI – non – Title I

**Note:** Blanks for Approved On, Name of School Entity, date, yes and no should be completed either digitally or handwritten. Signature, Print Name and Board of Education are hard copy required (Board President must actually sign and complete).

Replace the following text in the header: LEA Name, Address, School Logo/icon placeholder image.  
Delete this notes section (red text) before printing and uploading.



COMMONWEALTH UNIVERSITY OF PENNSYLVANIA

AFFILIATION AGREEMENT
AMENDMENT NO. 1

This Amendment No. 1 ("Amendment No. 1") to the Clinical Affiliation Agreement between Commonwealth University of Pennsylvania (hereinafter referred to as "University") and South Williamsport Area School District (hereinafter referred to as "School/School District") dated August 22, 2022 (hereinafter referred to as "Agreement") is effective as of the date of last signature below ("Amendment No. 1 Effective Date").

AMENDMENT

WHEREAS; the University and School/School District entered into the Agreement on August 22, 2022 to provide Clinical Training Experience to Students from University, and

WHEREAS; the University and School/School District desire to amend the Agreement as provided below.

NOW, THEREFORE, for and in consideration of the recitals above, the parties agree to be legally bound as follows:

- 1. Replace a. under Section II: DUTIES AND RESPONSIBILITIES OF SCHOOL DISTRICT: "The field study, internship, practicum or student teaching experience is for students enrolled in the University's Nursing Program(s)." with "The field study, internship, practicum or student teaching experience is for students enrolled in the University's Nursing, Speech-Language Pathology and Athletic Training Programs."

OTHER

All other terms and conditions of the Agreement dated August 22, 2022 are hereby affirmed and shall be in full force and effect.

WHEREFORE, the School and Site hereto execute this Amendment No. 1 to the Agreement by their authorized signatures below.

Commonwealth University of Pennsylvania

South Williamsport Area School District

Authorized Signature Date

Authorized Signature Date

Dr. Michelle Kiec
Provost and Sr. VP of Academic Affairs

Print Name:
Title:

School District

## AGREEMENT

THIS AGREEMENT, is made this 22 day of AUG, 2022, by and between COMMONWEALTH UNIVERSITY OF PENNSYLVANIA (hereinafter referred to as "University"), an educational institution of the State System of Higher Education, Commonwealth of Pennsylvania and the school district South Williamsport Area School District at 515 West Central Avenue, South Williamsport, PA 17702 (hereinafter "School District"). The parties intend to be legally bound to the following terms:

### **I. DUTIES AND RESPONSIBILITIES OF THE UNIVERSITY:**

- a. *Selection of Students.* The University will be responsible for the selection of qualified students to participate in the field study, internship, practicum or student teaching experience. The selected students must have the appropriate educational background and skills consistent with the contemplated educational experience offered by the School District.
- b. *Education of Students.* The University shall assume full responsibility for the classroom education of its students. The University shall be responsible for the administration of the program, the curriculum content, the requirements of matriculation, grading and graduation.
- c. *Submission of Candidates.* The University will submit the names of the students to the School District or a designated representative at least two weeks prior to the field study, internship, practicum or student teaching experience.
- d. *Advising Students of Rights and Responsibilities.* The University will be responsible for advising the student of his or her own responsibilities under this Agreement. The student will be advised of his or her obligations to abide by the policies and procedures of the School District and should any student fail to abide by any policy and/or procedure, he or she may be expelled from the program.
- e. *Professional Liability Insurance.* Students are responsible for procuring professional liability insurance at their own expense. The limits of the policy will be a minimum of \$1,000,000.00 per claim and \$3,000,000.00 aggregate. This policy must remain in full force and effect for the duration of the field study, internship, practicum or student teaching experience.

The School District understands that as an Agency of the Commonwealth, the University is prohibited from purchasing insurance. As a public university and state instrumentality, there is no statutory authority to purchase insurance and it does not possess insurance documentation. Instead, it participates in the Commonwealth's Tort Claims Self-Insurance program administered by the Bureau of Risk and Insurance Management of the Pennsylvania Department of General Services. This program covers Commonwealth/University-owned property, employees and officials acting within the scope of their employment, and claims arising out of the University's performance under this Agreement, subject to the provisions of the Tort Claims Act, 42 Pa.C.S.A. §§ 8521, et seq.

- f. *Health and Security Status.* The University will require its students who are participating in the field study, internship, practicum or student teaching experience to comply with health status and security clearance requirements of the School District and/or state regulatory agencies, including but not limited to completion of TB tests, current Act 34 Pennsylvania state criminal history report, current Act 151 child abuse report, and Act 114 FBI federal criminal history background check. Proof of compliance must be presented to the University, with appropriate authorization to release information to the School District, prior to participating in the experience.

## **II. DUTIES AND RESPONSIBILITIES OF SCHOOL DISTRICT:**

- a. *Establishment of Field Study, Internship, Practicum or Student Teaching.* The School District authorizes the use of its facilities as may be agreed upon by the School District and the University as a field study, internship, practicum or student teaching center. This field study, internship, practicum or student teaching experience is for students enrolled in the University's Nursing Program(s). This field study, internship, practicum or student teaching experience is required and authorized by law.
- b. *Policies of School District.* The University will review with each student, prior to the assignment any and all applicable policies, codes, or confidentiality issues related to the experience. The School District will provide the University all the applicable information at least two weeks in advance of the student's participation.
- c. *Administration.* The School District will have sole authority and control over all aspects of student services. The School District will be responsible for and retain control over the organization, and operation of its programs.
- d. *Removal of Noncompliant Student.* The School District shall have the authority to immediately remove a student who fails to comply with School District policies



and procedures. If such a removal occurs, the School District will immediately contact the responsible University Faculty Supervisor.

- e. *Designation of Representative.* The School District will designate a person to serve as a liaison between the parties who will meet periodically with representatives of the University in order to discuss, plan and evaluate the experience of the student(s).
- f. *Supervision of Students.* The School District will provide an employee of the School District to act as a supervisor of student activities during the field study, internship, practicum or student teaching experience.
- g. *Reporting of Student Progress.* The School District will provide all reasonable information requested by the University on a student's work performance. If there are any student evaluations, they will be completed and returned according to any reasonable schedule agreed to by the University and the School District.
- h. *Student Records.* The School District will protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and shall release no information absent the written consent of the student unless required to do so by law or as dictated by the terms of this Agreement.

### **III. MUTUAL TERMS AND CONDITIONS:**

- a. *Number of Participating Students.* The parties will mutually agree upon the number of University students assigned to the School District for the field study, internship, practicum or student teaching experience.
- b. *Term of Agreement.* The term of this Agreement shall be five years from the date of execution. This Agreement may not exceed a period of five years.
- c. *Termination of Agreement.* The University or the School District may terminate this Agreement for any reason with ninety (90) days notice. Either party may terminate this Agreement in the event of a substantial breach. However, should the School District terminate this Agreement prior to the completion of an academic semester, all students enrolled at that time may continue their educational experience until it would have been concluded absent the termination.
- d. *Nondiscrimination.* The parties agree to continue their respective policies of nondiscrimination based on Title VI of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, national origin, Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of the Americans with Disabilities Act. CUOP students are protected by the Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of

Section 504 of the Rehabilitation Act of 1973 (as amended) and the Americans with Disabilities Act (ADA) of 1990. South Williamsport Area School District agrees to cooperate with CUOP in its investigation of claims of discrimination or harassment. Reporting of Sexual Violence and Sexual Harassment and Identification of Resources: South Williamsport Area School District shall report any incident in which a student is the victim of sexual assault, dating violence, domestic violence, stalking or sexual harassment to Commonwealth University's Title IX Coordinator in the Office of Equity and Accommodations at 570 389-4529). The site shall identify resources, such as medical care and counselling that are available to any student who has been the victim of sexual assault, dating violence, domestic violence or stalking.

- e. *Interpretation of the Agreement.* The laws of the Commonwealth of Pennsylvania shall govern this Agreement.
- f. *Modification of Agreement.* This Agreement shall only be modified in writing with the same formality as the original Agreement.
- g. *Relationship of Parties.* The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this Agreement to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.
- h. *Liability.* Neither of the parties shall assume any liabilities to each other. As to liability to each other or death to persons, or damages to property, the parties do not waive any defense as a result of entering into this contract. This provision shall not be construed to limit the Commonwealth's rights, claims or defenses which arise as a matter of law pursuant to any provisions of this contract. This provision shall not be construed to limit the sovereign immunity of the Commonwealth or of the Pennsylvania State System of Higher Education or the University.
- i. *Entire Agreement.* This Agreement represents the entire understanding between the parties. No other prior or contemporaneous oral or written understandings or promises exist in regards to this relationship.
- j. *Assignment.* In addition to any assignability rights otherwise granted to the University by law or within this Agreement, the University shall specifically have the right to assign this Agreement to any entity within Pennsylvania's State System of Higher Education, whether now in existence or later formed. Should assignment occur, or should the University's name or legal entity change, assignment shall be complete upon notice to the School District of the change or assignment, without need for subsequent agreement or novation. Nothing in this paragraph shall be interpreted in a manner that limits the University's right to otherwise assign this

Agreement. Nothing in this paragraph shall be read to have any effect on School District's right to assign this Agreement.

**IN WITNESS WHEREOF**, the authorized representatives of the parties have executed this Agreement as of the date previously indicated.

Commonwealth University of Pennsylvania

Mary Vezendy      9.6.22

Authorized Signature      Date

Mary L. Vezendy  
Coordinator of Operations  
Agency Open Records/Right to Know Officer

School District

E. Briggs      9/2/2022

Authorized Signature      Date

ERIC BRIGGS  
Print Name

SUPERINTENDENT  
Title

## Letter of Agreement

The purpose of this agreement is to set forth the terms and conditions under which the SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT and Susquehanna Community Health & Dental Clinic, Inc. (SCH&DC) will work together to provide dental care services to students of (SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT) through the Dental School Program for the 2024-2025 school year.

Intending to be legally bound, SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT and SCH&DC agree:

1. SCH&DC will supply trained staff with full child abuse and criminal record clearances to provide dental services to students of SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT on-site at SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT or on-site at SCH&DC in very limited circumstances.
2. Any student in SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT is eligible to participate in this program.
3. SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT staff and SCH&DC will provide information to aid families to understand the services provided and give informed consent to their involvement, including signed release of information forms allowing information sharing in support of the student's dental needs. Staff members will also assist with creating a plan for continued dental care for each student. In order to participate in the program, a parent or guardian will have to sign consent forms, health and social paperwork, and provide insurance information (if applicable) prior to receiving dental services.
4. Dental services such as cleanings, restorative care, sealants, and exams will be offered through this program, as well as supplemental education on proper oral and dental care.
5. The SCH&DC Dental Program Coordinator and other outreach staff will serve as an access point to connect students with services directed at their identified needs. These individuals will assist families in contacting service providers at SCH&DC who can address the identified issues and, in total, provide proper dental care for the student participating in the Dental School Program.
6. SCH&DC will provide services on-site at the schools within the district on the mobile care unit and portable equipment if applicable.

7. SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT and SCH&DC may terminate the agreement upon two weeks written notice should either fail to adhere to the items specified above.
8. SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT and SCH&DC will encourage families to regularly participate in the program to ensure proper dental care and hygiene of the identified students.
9. SCH&DC shall indemnify and hold harmless SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT, and any of its officials, employees, representatives and agents (the "Indemnified Parties") from and against any and all claims, penalties, demands, causes of action, fines, damages, losses, liabilities, costs, expenses, including reasonable attorney's fees, in law or in equity, of any kind or nature whatsoever arising out of or in connection with SCH&DC's performance, or failure to perform, the services detailed herein or any material breach of this Agreement by the SCH&DC, including without limitation, any breach of the SCH&DC's representations contained in this Agreement, except in the event of acts of negligence or improper conduct by SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT, and any of its officials, employees, and representatives, which prohibit the SCH&DC from efficiently carrying out its duties.
10. SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT shall indemnify and hold harmless the SCH&DC, and any of its officials, employees, representatives and agents (the "Indemnified Parties") from and against any and all claims, penalties, demands, causes of action, fines, damages, losses, liabilities, costs, expenses, including reasonable attorney's fees, in law or in equity, of any kind or nature whatsoever arising out of or in connection with the SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT's performance, or failure to perform, the services detailed herein or any material breach of this Agreement by the SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT, including without limitation, any breach of the SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT's representations contained in this Agreement, except in the event of acts of negligence or other improper conduct by the SCH&DC, and any of its elected and appointed officials, employees, and representatives, which prohibit SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT from efficiently carrying out its duties.

SOUTH WILLIAMSPORT  
AREA SCHOOL DISTRICT

Susquehanna Community Health  
& Dental Clinic, Inc.

---

Superintendent

---

President & CEO

## LETTER OF AGREEMENT STUDENT ASSISTANCE PROGRAM SERVICES

This Letter of Agreement is between the **Lycoming-Clinton Joinder Board (LCJB)**, located at **33 W. Third Street, 4<sup>th</sup> Floor, Williamsport, PA, 17701** and the **South Williamsport Area School District (District)**, located at **515 West Central Avenue, South Williamsport, PA, 17702**. Both parties agree to cooperate in providing services for the Student Assistance Program.

### **SECTION A: Provider Agency Responsibilities**

The **Lycoming-Clinton Joinder Board (LCJB)** agrees to adhere to all related Federal, State and Local laws pertaining to the delivery of mental health services and any other statutory or regulatory provisions pertaining to the Student Assistance Program (SAP). Additional responsibilities of the SAP liaison provider agency include:

1. The **LCJB** agrees to appoint a representative to attend and participate in the previously established SAP County Coordination Team meetings that will be held periodically throughout the year.
2. The **LCJB** agrees to designate a qualified liaison (bachelor's level minimum) to provide SAP mental health liaison services to the **District** as outlined in Section A of this Letter of Agreement. The SAP liaison will act as an ad hoc member of the building's Student Assistance Program Core Team (hereinafter referred to as the SAP team). The SAP liaison will attend the scheduled core team meetings for the purpose of consultation, recommendations, referrals, case management and follow-up services.
3. The SAP liaison will provide site-based student screenings/assessments for mental health treatment if recommended by the SAP team and parent/guardian permission is secured or arrange for an assessment if recommended by the SAP team and parent/guardian permission is secured. The SAP liaison will secure releases of information from the student/parent/guardian prior to disclosing information to agencies that may be involved in handling a referral.
4. The SAP liaison will provide referral information for identified students. Referral information should include identification of agencies and/or resources that could serve the needs of identified students and their families. The SAP liaison may assist the identified student and/or family in linking up with the appropriate services.
5. The SAP Liaison will provide postvention assistance to core teams, students, family, and faculty with significant events that would adversely affect the school and community (i.e. student death or other tragic event) as needed/requested by the **District**.
6. The SAP liaison will provide technical assistance to core teams regarding best practices for SAP as per State standards and guidelines.
7. The SAP liaison will provide crisis response consultation via phone while not in the building and on site during scheduled times available in the **District**.

8. The SAP liaison will provide aftercare services for identified students that have returned to the school following treatment. This may include assistance in aftercare planning.
9. The SAP liaison will assist with faculty in-service and student orientation within the limits of staff availability.
10. The SAP liaison will provide educational resources to school personnel, students, families, and community as requested and within the limits of staff availability.
11. The SAP liaison will facilitate or participate in core team maintenance.
12. The SAP liaison will consult with schools around strategies for engaging parents in the SAP process.
13. The SAP liaison will provide technical assistance to the **District** for policy development in areas related to his/her field of expertise.

## **SECTION B: School District Responsibilities**

The **South Williamsport Area School District (District)** agrees to comply with all related Federal, State, and Local laws pertaining to the delivery of mental health services within school districts, including, but not limited to, the Family Education Rights and Privacy Act (FERPA) and the Protection of Pupil Rights. The **District** also agrees to provide a SAP team that complies with the BEC 24 P.S. 15-1547 for membership, training, common planning times, and ongoing maintenance. Additional responsibilities of the **District** include:

1. The **District** will appropriate a safe and private space in the school where the SAP liaison can provide services; provide for secure storage of student records, and adhere to SAP confidentiality provisions.
2. The **District** will provide copies of their alcohol, tobacco, and other drug policy, suicide/mental health crisis policy, school calendar, a schedule of special activities, and any other school policies, which may affect Student Assistance Program services.
3. The **District** will provide family and community education on the Student Assistance Program.
4. The **District** will provide faculty, pupil personnel and student orientation to the Student Assistance Program that includes staff, services, and referral procedures.
5. The **District** will provide release time as established by the core team for referred students. Release time shall coincide with the normal school day and will be designed so that instructional time is not abused.
6. The **District** will contact parents or guardians of identified students in order to explain referral, gather information, and obtain permission to involve students in the Student Assistance Program.

7. The **District** will submit data (on-line reporting) regarding the Student Assistance Program as requested to the Departments of Health, Education, and Human Services.
8. The **District** will appoint a representative from Central Office, along with the Building Administrator(s) or designee(s), to attend and participate in the established SAP County Coordination Team and/or SAP District Council Meetings that will be held within the school year.

### **SECTION C: Records**

#### **Provider Agency (LCJB) and District (South Williamsport) agree to the following regarding records:**

All records generated by the **District's** Student Assistance Team, with respect to individual students, are records of the **District**; the retention and disclosure of which shall be governed by the policies of the **District** and applicable Federal laws which include:

**FERPA (Family Education Rights and Privacy Act of 1974) and HIPAA (Health Insurance Portability and Accountability Act of 1996)** regulations should govern procedures regarding any records developed from agency screenings or assessments.

**FERPA, amended in 2002** provides parental rights to inspect, review, amend and control disclosure form a child's school record.

**HIPAA** is a Federal mandate that requires safeguards that protects health information and provides guidelines for disclosing protected information. HIPAA is designed to regulate the exchange of confidential and sensitive information. It requires providers of health care services, including behavioral health providers to keep information secure and available only to authorized personnel by defining standards and methods that will safeguard information

**Protection of Pupil Rights Law (HATCH Amendment 2002) (BEC 20 USC 1232h)** which states that "...No student shall be required, as part of any program, to submit to a survey, analysis, or evaluation that reveals information concerning: ... Mental and/or psychological problems... without the consent of the parent."

When a student has been referred to a liaison designated by the **LCJB** for screening/or assessment, the records generated become the property of the **LCJB** and are regulated by the applicable Mental Health laws (PA Code Title 55) which requires parental consent for release of information when the child is under the age of 14; for Drug and Alcohol (42 CFR Part 2, Chapter 1) which states that it is the minor patient (student) of a Drug and Alcohol facility or program that controls the release of records and that the minor can receive Drug and Alcohol treatment without the consent of his or her parents.

### **SECTION D: Conflict Resolution Process**

Should there be a conflict between the Core Team and services provided by **LCJB**; the conflict resolution process should work through the levels as follows:

- Step 1. Members of the Core Team and **LCJB** SAP Liaison meet to discuss conflict.



- Step 2. School Building Administrator, County Mental Health Administrator meet.
- Step 3. Chief School Administrator/Superintendent, Office of Mental Health Community Program Manager and Pennsylvania Network for Student Assistance Services' Regional Coordinator meet.
- Step 4. Commonwealth SAP Interagency Committee meets.

Note: The personnel indicated at each step do not preclude the inclusion of other individuals involved with the Student Assistance Program.

**SECTION E: Agreement Terms**

As a result of this agreement, SAP liaisons, are school officials and thus have a legitimate educational interest in participating as full members of the SAP Team.

Effective dates of this agreement are **July 1, 2024** through **June 30, 2025** and continued from year to year unless either party requests to amend or terminate the Agreement. Should either party choose to be released from this agreement, written notification must be made within thirty (30) days of termination to all parties whose signatures appear on this document. This agreement can be amended by mutual agreement of both parties.

**SOUTH WILLIAMSPORT AREA  
SCHOOL DISTRICT**

**LYCOMING-CLINTON JOINDER BOARD**

\_\_\_\_\_  
Dr. Eric Briggs, Superintendent

\_\_\_\_\_  
Keith A. Wagner, Executive Director  
Joinder Board Secretary

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**LETTER OF AGREEMENT**

**SCHOOL BASED OUTREACH SERVICES  
STUDENT ASSISTANCE SERVICES**

**Between**

**LYCOMING-CLINTON JOINDER BOARD**

**And**

**SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT**

The purpose of this Agreement is to define the relationship between the programs operated by the **LYCOMING-CLINTON JOINDER BOARD (JOINDER)** and the **SOUTH WILLIAMSPORT AREA SCHOOL DISTRICT (SWASD)** as it relates to joint operation and financing of School Based Outreach Services and Student Assistance Services.

1. The **Joinder** will designate a qualified casework level position to provide information and referral, assessment of needs, prevention and short-term intervention for students and families in the **SWASD**.
2. The **Joinder** will assure that the designated position has completed the appropriate level of training and supervision to act in this capacity and attends SAP Sharing Sessions as scheduled.
3. The **Joinder** and **SWASD** will jointly determine the array of services to be provided, including but not limited to, home visits, group, individual and family sessions, mental health assessments, classroom observation, educational presentations and faculty consultation.
4. The **Joinder** will assure that the School Based position will serve as the SAP liaison for mental health assessments and services and provide the appropriate level of training and supervision to act in this capacity.
5. The **Joinder** and **SWASD** will establish truancy protocols for referral, assessment and intervention services and supports to be provided by the School Based position.
6. The **SWASD** will have input into the selection of staff assigned to these positions and annual performance evaluations.
7. School Based Outreach Services will be provided forty (40) hours per week on a 12-month basis. Every effort will be made to limit vacation time during the school year. Back up and day to day supervision will be provided by the **Joinder**.

8. The **SWASD** will designate office space for the assigned **Joinder** staff position and will define an internal system to schedule time in each building and develop a system to make referrals and request activities.
9. The **Joinder** and **SWASD** agree to design a system to collect data on services provided for further analysis, program development, grant writing and consumer satisfaction.
10. The **Joinder** and **SWASD** agree that each Party is responsible to obtain appropriate insurance coverage for their organization and that each Party shall hold the other Party harmless from any and all claims arising from their respective activities, responsibilities and obligations under this Agreement.
11. The **Joinder** and **SWASD** agree to jointly fund the annualized cost of these services through a combination of program and grant funding. These services are contingent on the **Joinder's** continued receipt of funds through the Pennsylvania Department of Human Services.
12. The **SWASD** agrees to pay **\$15,000** towards this position in the FY 2024-2025 school year, to be paid in two equal installments upon invoice by the **Joinder** in December, 2024 and February, 2025.
13. This Agreement embodies and includes the entire agreement between the Parties with respect to the subject matter contained herein and no reliance is placed upon previous writings, communications or implied representations, inducements or understandings of any kind whatsoever and they are excluded herefrom. No term or provision of this Agreement may be unilaterally modified or amended. Any alteration or amendment must be reduced in writing and signed by the Parties and attached to the original of the Agreement.

This Agreement shall be in effect from **7/1/24 to 6/30/25**.

**(remainder of page intentionally left blank, with signature page to follow)**

**IN WITNESS WHEREOF**, the duly authorized officers of the Parties hereby set their hands and seals, causing this Agreement to be executed and legally binding.

**APPROVED AS TO LEGALITY AND FORM**

\_\_\_\_\_  
Jonathan L. DeWald, Esq.  
Lycoming-Clinton Joinder Solicitor

**SOUTH WILLIAMSPORT  
AREA SCHOOL DISTRICT**

\_\_\_\_\_  
Dr. Eric Briggs, Superintendent

Date: \_\_\_\_\_

\_\_\_\_\_  
Todd Engel, School Board President

Date: \_\_\_\_\_

**LYCOMING-CLINTON  
JOINDER BOARD**

\_\_\_\_\_  
Commissioner Jeffrey Snyder  
Joinder Board President

Date: \_\_\_\_\_

\_\_\_\_\_  
Keith Wagner, Exec. Director  
Joinder Board Secretary

Date: \_\_\_\_\_

**Reviewed:**

\_\_\_\_\_  
Lori Kriner  
MH/ID/EI Fiscal Officer

Date: \_\_\_\_\_