



Info *magazine*

Millcreek Township School District

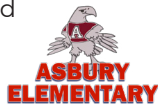
Fall 2024
Issue 1, Volume 1



School Information

ASBURY ELEMENTARY SCHOOL

Principal: Katie Lackey
5875 Sterrettania Road
Fairview, PA 16415
Phone: 836-6100
asb.mtsd.org



BELLE VALLEY ELEMENTARY SCHOOL

Principal: Dr. James Smith
5300 Henderson Road
Erie, PA 16509
Phone: 835-5600
bv.mtsd.org



CHESTNUT HILL ELEMENTARY SCHOOL

Principal: Kristen Schaefer
1001 West 54th Street
Erie, PA 16509
Phone: 835-5550
ch.mtsd.org



GRANDVIEW ELEMENTARY SCHOOL

Principal: Joseph Daoust
4301 Lancaster Road
Erie, PA 16506
Phone: 836-6300
gv.mtsd.org



TRACY ELEMENTARY SCHOOL

Principal: Jeremiah Bull
2624 West Sixth Street
Erie, PA 16505
Phone: 835-5800
tr.mtsd.org



WALNUT CREEK MIDDLE SCHOOL

Principal: Dr. Kimberly Damcott
5901 Sterrettania Road
Fairview, PA 16415
Phone: 835-5700
wc.mtsd.org



WESTLAKE MIDDLE SCHOOL

Principal: Shannon Patton
4330 West Lake Road
Erie, PA 16505
Phone: 835-5750
wl.mtsd.org



JAMES S. WILSON MIDDLE SCHOOL

Principal: Dr. Kirk Atwood
901 West 54th Street
Erie, PA 16509
Phone: 835-5500
jsw.mtsd.org



MCDOWELL INTERMEDIATE HIGH SCHOOL

Principal: Scott Quivey
3320 Caughey Road
Erie, PA 16506
Phone: 835-5487
mihs.mtsd.org



MCDOWELL HIGH SCHOOL

Principal: Sandra Means
3580 West 38th Street
Erie, PA 16506
Phone: 835-5403
mcd.mtsd.org



MILLCREEK EDUCATION CENTER

3740 West 26th Street
Erie, PA 16506
Phone: 835-5300
mts.org



RIDGEFIELD/MTSD AEDY PROGRAM/TROJAN CYBER ACADEMY

Principal: Kimberly Chesley
3227 Highland Rd
Erie, PA 16506
Phone: 835-5300 ext. 5342
mts.org/who-we-are/partnerships





Congratulations, Class of 2025 **and Welcome Back, Trojans!**

Dear Parents and Guardians,

As we begin the 2025–2026 school year, I would like to share an important and exciting development that directly benefits your child's educational experience within the MTSD community. Last year, we initiated the implementation of the MTSD Portrait of a Graduate, a district-wide framework that defines the essential skills and attributes we aim for every student to develop prior to graduation. These are vital 21st-century competencies designed to prepare students for college, careers, and lifelong success. The Portrait of a Graduate was carefully developed through the collaborative efforts of a diverse steering committee composed of students, parents, educators, community members, administrators, board members, and representatives from local colleges and universities. This collective effort reflects our community's shared vision for student achievement. Central to this framework are six core attributes, all rooted in the concept of a Growth Mindset. These attributes encompass skills such as critical thinking, collaboration, and adaptability. Descriptions of each attribute are included in the accompanying graphic, and we encourage you to review them. In the coming months, we will integrate the Portrait of a Graduate into various aspects of our district—including classroom instruction, curriculum development, school culture, and district policies. Our aim is to ensure that, at every grade level, students have meaningful opportunities to develop these skills throughout their K–12 journey. The outer ring of the graphic links this initiative to our district's broader strategic goals, as outlined in our comprehensive plan. Together, these elements will guide how we support, evaluate, and recognize student growth. Thank you for your ongoing partnership and support. We look forward to working together to help all MTSD students develop the skills necessary for success now and in the future.

Respectfully,

Dr. John Cavanagh

Dr. Cavanagh



CAREER READY

- **Adaptability & Flexibility:** I adapt and evolve in response to the ever-changing workforce and global community, aligning my work with my personal and community goals.
- **Continuous Learning & Skill Development:** I have a strong commitment to self-improvement and ongoing learning.
- **Community Enrichment & Purposeful Career Goals:** I contribute to the enrichment of my community through meaningful work aligned with my passions and strengths.

CRITICAL THINKER

- **Embracing Productive Struggle & Questioning Assumptions:** I persevere through productive struggles to problem-solve and question my biases and assumptions.
- **Utilizing Skills, Knowledge, & Resources:** I am a flexible thinker. I utilize skills, intellect, and prior experiences, and I can identify reliable resources to generate solutions and tackle problems creatively.
- **Openness to Feedback & Consideration of Others' Viewpoints:** I accept constructive feedback, consider diverse viewpoints while problem-solving, and engage in collaborative efforts.

CHARACTER

- **Integrity & Responsibility:** I act with integrity, even when it's difficult or unpopular, and I take ownership of my actions, words, and decisions.
- **Empathy & Respect:** I demonstrate empathy, kindness, and respect toward others and myself and I foster positive relationships.
- **Continuous Self-Reflection & Improvement:** I reflect on and nurture my physical, mental, and emotional well-being and am dedicated to personal growth.

CONTRIBUTOR

- **Acts of Service & Contribution:** I am willing to give time, contribute my strengths and talents, and find ways to serve my local, national, or global communities.
- **Adding Value & Making Contributions:** I add value to groups or communities by utilizing my experiences, ideas, strengths, and talents to contribute to a larger purpose.
- **Understanding the Importance of Engagement & Participation:** I recognize the value of engaging and doing my part at home, school, or within the broader community to contribute positively to collective goals and endeavors.

COMMUNICATOR

- **Practical Communication Skills:** I employ healthy communication skills. This includes active listening and expressing ideas clearly, respectfully, and constructively across various mediums to diverse audiences.
- **Emphasis on Advocacy & Uplifting Others:** I advocate for myself and others by sharing my passions and uplifting others through effective communication.
- **Culturally Sensitive and Flexible Communication Skills:** I interact effectively with individuals from diverse backgrounds and navigate cultural differences sensitively and respectfully.

COLLABORATOR

- **Active Engagement & Contribution:** I actively engage with multiple perspectives, contribute unique viewpoints, and collaborate with others to achieve common goals.
- **Responsibility & Accountability:** I am responsible and accountable for my efforts within a team to create outcomes representative of collective values.
- **Effective Communication & Cultural Awareness:** I communicate respectfully and ethically, with an appreciation of diverse cultures and perspectives. I give and ask for assistance, encourage and advocate for others, and reflect on feedback for improvement.

Bus & Transportation Information



BusPatrol Partnership

MTSD partnered with BusPatrol and Millcreek Police last school year to help improve safety at our bus stops. Cameras catch illegally-passing vehicles, send the vehicle information to local police for review, and police send a citation to the driver if a violation occurred. From August through June, drivers illegally passing our 77 buses resulted in 2,687 violations. Violations were reviewed by Millcreek Police and citations were issued by the Department.

Important Information for 2025-2026 School Year

All MTSD parents/guardians should have received a welcome letter via Infinite Campus and email at the beginning of July. This letter contained critical information regarding our bus tracking app, various forms, and procedures for potential delays. You can find a copy of this letter on our website: mtsd.org/parents/transportation

Please know there are typically delays during the first couple of weeks of school as our drivers help families and students navigate new routes and routines. Please direct questions to First Student at Robert.Lee@firstgroup.com and your inquiries will be answered in the order they are received. This usually takes a few days at the beginning of the year due to the volume of inquiries at that time. We appreciate your patience!

Bus Driver
BENEFITS:

- Paid training leading to a CDL license
- Competitive pay
- Guaranteed hours & set schedule
- No nights, weekends or holidays
- No experience necessary

APPLY TODAY:
814-838-1602
Visit the link below for more information on how to apply.

Drive for MTSD!

FIRSTstudent

Bus Drivers Needed

First Student is hiring bus drivers! Check out their website for more information:
firststudentinc.com/careers

School Board Directors

The Millcreek Township School Board Directors recognize the importance of transparent and consistent communications amongst all stakeholders in the District. If a student, parent/guardian, District staff member, or member of the Millcreek community wishes to contact a Director, please use the email addresses listed below.



Gary J. Winschel
School Board President
gwinschel@mtsd.org
2021-2025
Finance & Operations
Committee Chair



Janis Filbeck
jfilbeck@mtsd.org
2021-2025
Instruction and Student
Services Committee
Member



Michael Kobylka
mkobylka@mtsd.org
2022-2025
Personnel & Policy
Committee Member



J. Michael Lindner
School Board Vice President
mlindner@mtsd.org
2023-2027
Finance & Operations
Committee Member



Jason Dean
jdean@mtsd.org
2023-2027
Personnel & Policy
Committee Member

Not Pictured:

Joseph P. Maloney (Non-School Board Member),
Treasurer

Timothy Sennett, Esquire

Mackenzie O'Connor School Board Secretary

A Board member will acknowledge receipt of the email to the sender and notify the sender within seventy-two (72) hours of receipt that an appropriate response will be provided by the School District administration, the Superintendent, or the School Board as applicable. For more information, the Board of Directors' Public Email Protocol is available for complete review.



Sue Ellen Pasquale
pasquale@mtsd.org
2023-2027
Finance & Operations
Committee Member



Wade Brink
brink@mtsd.org
2023-2027
Personnel & Policy
Committee Chair



Sallie Newsham
snewsham@mtsd.org
2021-2025
Instruction & Student
Services Committee
Member



Shirley Winschel
swinschel@mtsd.org
2023-2027
Instruction & Student
Services Committee Chair

Meetings, Agendas, Minutes & Reports

The MTSD School Board meetings are held in person at the Millcreek Education Center and are available to view on YouTube livestream.

Agendas, meeting minutes, and School Board Policies are available through BoardDocs.

The Committee of the Whole meetings are typically held on the second Monday of every month, as needed. The Regular School Board meetings are typically held on the fourth Monday of every month.



2025 - 2026 REGISTRATION INFORMATION



Best way to REGISTER – **ONLINE!**
VISIT www.mtsd.org/registration

Here you will find the link to our
Online Registration & more details.

Note: Paper packets no longer accepted.

You will need the following documents to register:

- Completed online application - *Save & Submit*
- Child's birth certificate & current immunizations
- Provide the following documents all showing same address:
 - Valid driver's license or PA identification card
 - Current gas, electric or water bill
 - Current lease or school / property tax bill

Contact Millcreek Education Center:



814.835.5300 ext. 0



3740 West 26th Street
Erie, PA 16506

Schedule an
appointment
to access our
online application
via our **KIOSK**
located at the
**Millcreek
Education
Center**

SCAN HERE TO
REGISTER



**Child MUST be age 5 on or before September 1, 2025 to attend Kindergarten.*

Register today at www.mtsd.org/registration

**Free & Reduced lunches are available
by application! Visit our website for the
application and more information:**[mts.org/
who-we-are/district-offices/food-service](http://www.mtsd.org/who-we-are/district-offices/food-service)



FOOD SERVICE PRICES

**Student breakfasts are now free
by law! Make sure your student
knows there are breakfasts
available to them before school
starts.**

Breakfast - Adult \$3.00

Lunch - Elementary \$2.55

Lunch - Secondary \$2.70

Lunch - Adult \$4.00

MTSD PRE-K PROGRAM

**ARE YOU LOOKING FOR
AN OUTSTANDING PRE-K
PROGRAM FOR YOUR CHILD?**

APPLY TO ENROLL TODAY!

- **MTSD Pre-K is currently accepting tuition students, including non-Millcreek families**
- **Scholarships are still available - Visit our website for more information regarding financial aid for the 2025 - 2026 school year**

Visit our website:



MTSD PRE-K

[Visit www.mtsd.org/prek](http://www.mtsd.org/prek)

The MTSD Pre-K Program is designed to provide MTSD families with high quality early learning experiences for their children ages 3 to 5 years old. There are 4 Pre-K classrooms throughout the District: Asbury, Belle Valley (2), and McDowell. The goal of the MTSD Pre-K Program is to facilitate an environment that sparks your child's curiosity for learning and help each child reach his/her fullest learning potential.

The Pre-K Teaching Teams are highly qualified and dedicated to providing developmentally appropriate early learning experiences that are the building blocks of students' future success. The Pre-K curriculum is aligned with the Pennsylvania Early Learning Standards and the MTSD Kindergarten curriculum, providing the framework for the learning environment. Students are engaged in an integrated, enriched, student-centered, and hands-on learning environment that meets the social, emotional, physical, and cognitive needs of children ages 3 to 5 years old. Our schools, families, and community work together to provide the foundation for life-long learning.

The MTSD Pre-K Program operates from 9:15 a.m. to 3:00 p.m., 5 days/week following the MTSD school year calendar. The daily schedule ensures that the learning experiences and activities are suited to the children's social, cognitive, and physical needs through strengths-based and play-based approaches to meaningful learning.

For more information about the MTSD Pre-K Program, including program availability and tuition/scholarship information, you can call the MTSD Pre-K Program Office at 814.836.6904. You can also access more information (e.g., parent resources, program guide, tuition and scholarship information) via the District website: mtsd.org/prek.

TROJAN CYBER ACADEMY



**Earn a McDowell
Diploma through
our Trojan Cyber
Academy!**

- **100% at-home learning for all Millcreek students K-12**
- **Graduate with a McDowell High School Diploma**
- **MTSD school clubs & athletics**
- **Tuition-Free**
- **Personalized learning**
- **Customized scheduling**
- **Free Chromebooks for students**
- **Ability to join or exit at the start or end of each quarter**

For the application or any questions, please contact Cyber School Counselor Pam Dixon at dixon@mtsd.org or our Cyber Program Administrator, Brian Fuller at bfuller@mtsd.org.



IT HELP AND RESOURCES

[MTSD.ORG/PARENTS/IT-HELP](https://mtsd.org/parents/it-help)

**EXPERIENCING AN IT PROBLEM? OUR TEAM
IS AVAILABLE TO ASSIST OUR PARENTS &
STUDENTS!**

Chromebook Insurance Available

MONDAY – FRIDAY | 6 A.M. – 2:30 P.M.

Please note: Requests that are received after 2:30 p.m. will be responded to the following day by the IT department. Please copy classroom teachers and/or building principals on messages that may affect assignment deadlines for that day.

Accessing the internet from the MTSD Device

Be sure to log the device onto the wifi connection at home prior to attempting to log into the Google Classroom or check email.

MTSD OFFERS CHROMEBOOK INSURANCE - YOU NEED IT!

Accidents happen and they've cost families hundreds of dollars each year in repairs. Purchasing insurance costs less than the average repair costs incurred over the school year and it protects your family from being financially liable for damages to your student's MTSD device.

Purchase insurance through your parent Infinite Campus account or go to mtsd.org/parents/it-help for more information!



**LET'S GO
TROJANS!**

MTSD Athletics

MTSD Offers a variety of sports at our middle and high school levels:

- 33 sports in high school
- 26 sports in middle school

Many of our outstanding athletes receive scholarships and opportunities to continue playing their sport beyond high school.

During the 2024-2025 school year, 28 of our student-athletes signed with colleges!

Find out more about our amazing athletic programs: [@mcdathletics](https://twitter.com/mcdathletics)

**McDowell High School
Athletics**

mcdowellathletics.com

814-835-5428

athletics@mtsd.org



HOW WILL MTSD COMMUNICATE WITH ME?

Infinite Campus

Emergencies, General Notifications, Grades, and other updates about your student and their building will be sent via inbox, but can also be sent via text, call or email. Make sure your contact information is up to date in your parent Infinite Campus account and choose how you'd like to receive information!

Newsletters

Building and District updates, upcoming important dates and reminders, classroom happenings and other announcements will be sent via email newsletter from your student's building and the District using Smore.

Social Media

Want to know what's happening in the District? We highlight student achievements, interesting classroom activities, building initiatives, staff accomplishments, and more on our various social media platforms. Follow us to see what our students and staff are up to!



STAY CONNECTED

FOLLOW US ON ALL OUR SOCIALS!

THREADS: @MILLCREEK_SD

INSTAGRAM: @MILLCREEK_SD

FACEBOOK: MILLCREEKSD

X: @MILLCREEKSD

LINKEDIN: MILLCREEK TOWNSHIP SCHOOL DISTRICT

YOUTUBE: MILLCREEK TOWNSHIP SCHOOL DISTRICT



SCHOOL VACCINATION REQUIREMENTS FOR ATTENDANCE IN PENNSYLVANIA SCHOOLS

FOR ATTENDANCE IN ALL GRADES CHILDREN NEED THE FOLLOWING:



- 4 doses of tetanus, diphtheria, and acellular pertussis* (1 dose on or after the 4th birthday)
- 4 doses of polio (4th dose on or after 4th birthday and at least 6 months after previous dose given)**
- 2 doses of measles, mumps, rubella***
- 3 doses of hepatitis B
- 2 doses of varicella (chickenpox) or evidence of immunity

*Usually given as DTP or DTaP or if medically advisable, DT or Td

** A fourth dose is not necessary if the third dose was administered at age 4 years or older and at least 6 months after the previous dose

***Usually given as MMR



ON THE FIRST DAY OF SCHOOL, unless the child has a medical or religious/philosophical exemption, a child must have had at least one dose of the above vaccinations or risk exclusion.

- If a child does not have all the doses listed above, needs additional doses, and the next dose is medically appropriate, the child must receive that dose within the first five days of school or risk exclusion. If the next dose is not the final dose of the series, the child must also provide a medical plan (red and white card) within the first five days of school for obtaining the required immunizations or risk exclusion.
- If a child does not have all the doses listed above, needs additional doses, and the next dose is not medically appropriate, the child must provide a medical plan (red and white card) within the first five days of school for obtaining the required immunizations or risk exclusion.
- The medical plan must be followed or risk exclusion.

FOR ATTENDANCE IN 7TH GRADE:

- 1 dose of tetanus, diphtheria, acellular pertussis (Tdap) on the first day of 7th grade.
- 1 dose of meningococcal conjugate vaccine (MCV) on the first day of 7th grade.

ON THE FIRST DAY OF 7TH GRADE, unless the child has a medical or religious/philosophical exemption, a child must have had the above vaccines or risk exclusion.

FOR ATTENDANCE IN 12TH GRADE:

- 1 dose of MCV on the first day of 12th grade. If one dose was given at 16 years of age or older, that shall count as the twelfth grade dose.

ON THE FIRST DAY OF 12TH GRADE, unless the child has a medical or religious/philosophical exemption, a child must have had the above vaccines or risk exclusion.

The vaccines required for entrance, 7th grade and 12th grade continue to be required in each succeeding school year.

These requirements allow for the following exemptions: medical reason, religious belief, or philosophical/strong moral or ethical conviction. Even if your child is exempt from immunizations, he or she may be excluded from school during an outbreak of vaccine preventable disease.

Pennsylvania's school immunization requirements can be found in 28 Pa.CODE CH.23 (School Immunization). Contact your healthcare provider or call 1-877-PA-HEALTH for more information.



pennsylvania
DEPARTMENT OF HEALTH

Health Services Information



- Physicals are required in grades K or 1st, 6 and 11. Private physicals are acceptable and preferred. If you do not provide a private physical, a school physical (at no cost to you) will be scheduled.
- Dentals are required in grades K or 1st, 3 and 7. Private dentals are acceptable and preferred. If you do not provide a private dental, a school dental (at no cost to you) will be scheduled.
- Your student entering seventh grade will require proof of having had the immunizations Tdap and MCV on the first day of school.
- Your student entering twelfth grade will require proof of a second MCV vaccine by the fifth day of school.
- If your student has a chronic health condition, please complete the appropriate Health Action Plan found on the District website or contact your school nurse.
- Please remember that a new Authorization for Medication form is required each school year. The form and other health-related information can be found on the District's webpage: mtsd.org/who-we-are/district-offices/health-service/health-service.
- Each school maintains a supply of epinephrine auto-injectors or epi-pens in case of emergency. These are prescribed by the school physician and are available just in case a student has an emergency allergic reaction while at school (and does not have their own rescue medication). If your child should experience an anaphylactic reaction while at school, the nurse would utilize the epi-pen auto injector.
- Parents may opt out of this policy by calling the school nurse or principal at your building.
- Each middle school and high school health office maintains a supply of Narcan, which is prescribed by the school physician and available should a student have a medical emergency related to a suspected drug overdose.

The school health program is designed to give first aid and medical care for injuries and illnesses that occur primarily during school hours. In addition to providing emergency care, school nurses perform health screenings for all students and also provide support for students with disabilities. Education and wellness promotion are a major focus of the program. School nurses cannot diagnose, prescribe treatment, or give medications without a doctor's order. Please reach out to your building's nurse with any health-related questions.

MILLCREEK TOWNSHIP SCHOOL DISTRICT SPECIAL EDUCATION, GIFTED

The Board of Education assures that a free and appropriate education is available to all eligible students residing within the District. Programs for students in need of specially designed instruction; accommodations to access instruction and extracurricular activities; and enrichment, and/or acceleration within the curriculum are available without cost to parents. The District welcomes and encourages parents to partner with school personnel in the development of educational programming for their children. Parents with questions or concerns should begin by speaking with the building administrator at their child's school, or by calling the Student Services Office of the Millcreek Education Center at 835- 5334.

A. SCREENING

Every school in the Millcreek Township School District has a screening team that includes a building level administrator, school psychologist, teacher, and counselor. This team routinely reviews individual student's status relative to social, emotional, or instructional needs and may make referrals for interventions and supports. Referrals may be school based and/or to community service agencies. Parental input and permission is included in designing specific strategies to promote student success.

B. INSTRUCTIONAL INTERVENTION

Data regarding student response to research-based instructional and behavioral strategies is routinely gathered and analyzed to determine the efficacy of interventions. A comprehensive profile is developed to track student progress. Analysis of student response to targeted interventions is a regular education initiative that utilizes Title I and District-funded collaborative support. If adequate progress is not evident through the response to intervention process, a referral for formal testing may be considered to determine if the student is eligible for special education. Parents may accept or decline the District's request to evaluate their child for specialized services. Parents may also request an evaluation at any time during the intervention process by contacting their building principal.

C. REFERRAL TO SPECIAL EDUCATION

1. Students who continue to demonstrate academic and/or behavioral difficulties may be recommended by their school team for additional testing to determine eligibility for special education. Parents of school-aged children concerned about their child's ability to learn or their social, emotional, or physical development may request an evaluation conducted by the District free of charge to determine if their child meets state criteria for special education services. To request an evaluation,

please contact your building principal or The Student Services Department at 814-835-5334.

2. The referral process begins with a "Permission to Evaluate" form being issued by the District to the parents. This permission lists the reasons for referral, the types of assessments that will be conducted, and the dates by which the evaluation will be concluded. Written permission from parents is required before a formal evaluation may begin. A school psychologist will lead and coordinate the evaluation. Parents are an integral part of the process and will be contacted before, during, and after the evaluation. An "Evaluation Report" will be provided within 60 calendar days of receipt of parent permission (excluding summer vacation) and will be the basis by which eligibility for special education is determined. It's important to note that parents may decline the District's request to conduct an initial evaluation or the District's offer of special education for their child.

3. A two-part determination for eligibility is required in Pennsylvania. Students must first be identified according to the disability categories as listed in Chapter 14 of the School Code and, second, must also demonstrate a need for specially designed instruction. Eligible students will have an Individualized Education Program (IEP) developed to address their specific needs. Students who have been diagnosed as having a disability but are not in need of

SCHOOL DISTRICT PROCEDURES FOR SPECIAL AND STUDENT SERVICES

special education may be eligible for a Chapter 15 Plan (see section F regarding Chapter 15 Service Plans).

4. A Notice of Recommended Educational Placement (NOREP) indicating parental approval is required before special education services may be provided. Parents who are not in agreement with the District's initial recommendation for the provision of special education services may decline to accept them by marking "no" on the NOREP. A Procedural Safeguards Notice (PSN) of parental rights is provided at IEP meetings or when a change in identification or placement is being considered. Parents may access the PSN on the District website or may call the Student Services Department to receive a copy.

5. Parents may revoke their consent for the provision of special education services to their children at any time by submitting a letter to their building principal or the Student Services Department. The District will issue a Notice of Recommended Educational Placement acknowledging that the parent wishes to remove their child from special education. Upon receipt of the revocation request, the District will cease services after ten (10) calendar days and the student will return to regular education.

D. LEAST RESTRICTIVE ENVIRONMENT (LRE)

1. Millcreek Township School District offers a variety of services for students with disabilities. This continuum begins with the school and class that the student would otherwise attend and ranges to the availability of separate schools and in the home instruction. Placement is dependent on the student's individual needs, abilities, and required supports.

2. Placement decisions are made by IEP teams, which consist of parents, a special education teacher, a regular education teacher, the local education agency representative, and others who have relevant information to contribute. The first consideration for placement always begins with the regular education classroom and an examination of what supplementary aids and supports could be reasonably calculated to facilitate student success. If the team determines that additional supports beyond the regular education classroom are required, consideration is given to incrementally more restrictive environments that will provide appropriate instruction. The District endeavors to support differently abled learners in the general education environment through the provision of differentiated and collaborative instruction in all classroom settings grades K-12, as well as for students up to 21 years of age who elect to continue their

education after their typical year of completion with same-aged peers.

E. SPECIAL EDUCATION PROGRAMS

1. Millcreek Township School District provides a full continuum of services to meet the needs of individual students with disabilities. Instruction is aligned to state standards utilizing the general education curriculum. Services include:

a. Autistic Support (AS)

Students identified along the autism spectrum and who need a specialized, highly structured instructional approach participate in these classes. Students may spend a minimal amount of time in this type of classroom or may spend a majority of their school day utilizing the intensive supports, depending on the needs of each individual child. Communication, academic, and behavioral skills are the focus of instruction in AS classes, which have a low student/teacher ratio and specially trained staff.

b. Emotional Support (ES)

These classes provide support to students who demonstrate behavioral and/or mental health issues that interfere with learning in the general education setting. Pro-social and self-regulatory skill development is taught, in addition to meeting targeted goals identified through Functional Behavioral Assessments and supported by Positive Behavior Intervention plans.

(Continued on next page)

c. Hearing/Visual Support (HI, VI)

The District contracts with Intermediate Unit #5 for the provision of services to students with hearing or vision disabilities. The use of assistive devices, training for interpreters, and consultation for specific students are examples of how HI or VI students can be supported.

d. Learning Support (LS) Students often spend a majority of their school day in their regular grade level classes with non-disabled peers. Supplemental aids and supports are provided, as is differentiated instruction in the least restrictive environment. Students who need specialized instruction may receive core content instruction in a special education classroom for parts of their day.

e. Life Skills Support (LSS)

An emphasis on functional academics and daily living skills via a modified curriculum and community-based experiences are provided to students in Life Skills Support. For older students, job sampling and work exploration opportunities are available at community sites with support from job coaches. In addition, The Millcreek Independent Living House has been renovated in compliance with the Americans with Disabilities Act and includes a fully accessible kitchen, bathroom and living area. The MIL House is located on the campus of McDowell Intermediate High School and supports students until their 22nd birthday.

f. Multiple Disabilities Support (MD)

Students In a Multiple Disabilities classroom may have intellectual disabilities in addition to difficulties with ambulation and communication that

require specialized services with a low student/teacher ratio. Instruction is focused on daily living skills, functional behavior and communication skills, and community based experiences. Related service providers work in collaboration with teachers to incorporate physical, occupational, and speech therapy as a component of classroom instruction.

g. Speech and Language Support (S/L)

All buildings are served by qualified speech and language therapists who consult with teachers and provide individual instruction to students in special education and regular education class settings. Eligible students typically have vocabulary and/or articulation needs that impact learning and classroom participation. Speech and language pathologists may also provide therapy as a related service to students identified as having other disabilities, either in a small group therapy session or as consultative support in the regular education setting.

2. Students age 14 and over who have IEPs must have Individual Transition Plans written as a component of their program. Transition services are facilitated by special education teachers and administrators to develop postsecondary-related specific to the student. Vocational aptitude, surveys, and career interests are reviewed in the planning of transition-related activities. A summary of academic, social, and behavioral performance is provided to parents upon graduation

3. PROCEDURAL SAFEGUARDS

A copy of the Procedural Safeguards Notice is routinely provided to parents at initial evaluations, annual IEP meetings, or whenever a change in placement is being considered. Parents may request a copy at any time. The District's policies comply with state and federal regulations regarding educational rights and privacy.

4. CONFIDENTIALITY

Millcreek Township School District protects the confidentiality of personally identifiable information regarding students with disabilities. A Release of Information signed by parents is required before School District staff may speak with or share documents with anyone outside the district. Parents have the right to review their child's records and may do so by contacting the child's school. Please call the Students Services Department if you have questions or need more information.

F. CHAPTER 15 SERVICE PLANS

1. Federal regulations under Section 504 of the Rehabilitation Act call for the provision of services to students with disabilities who are not in need of special education. These rights and support system are set forth under Chapter 15 of the Pennsylvania School Code.

2. Students who have a mental or physical impairment that "substantially limits a major life activity" are entitled to have written plans developed outlining the specific accommodations they need to ensure equitable school access and participation. Parents or teachers may request a

meeting with the student's building principal and school psychologist to document the student's diagnosis and need for accommodations in the regular education program. The plan is reviewed annually to determine continued eligibility and student need. Questions regarding 504 eligibility or plans may be directed to your building's school psychologist or to the Student Services Department at (814) 835-5334.

G. GIFTED SUPPORT (GS)

1. Gifted Support services are provided for students who meet eligibility criteria as listed in Chapter 16 of the Pennsylvania School Code. Identification is based upon exceptional cognitive ability, leadership skills, creativity, and other outstanding qualities. In addition to ability and achievement testing, a rubric is used to determine eligibility and to identify those students for whom a Gifted Individualized Educational Program (GIEP) will be developed. GIEP goals are linked to the state standards, and measurable progress monitoring will be reported to parents.

2. The Gifted Support continuum of service offers, but is not limited to, pull-out sessions, cluster grouping, and collaborative instruction within the general education setting for the provision of enrichment and acceleration. Secondary students may participate in Advanced Placement courses, Honors College, and Concurrent College enrollment.

3. Gifted Support teachers serve as case managers for eligible students, collaborate with general education teachers for the provision of acceleration and challenge in various settings, and disseminate written documentation of progress toward goals.

H. ENGLISH LANGUAGE DEVELOPMENT PROGRAMS (ELD) FOR MULTI-LANGUAGE LEARNERS (MLL) AND ENGLISH LANGUAGE LEARNERS (ELL)

The District provides (ELD) services and supports for students whose first language is one other than English, for the purpose of facilitating the student's achievement of English language proficiency. Services include instruction in English Language Development that is provided by both English as a Second Language teachers (ESL) and non-ESL teachers. ELD takes place in both specialized and general education classrooms at the elementary, middle, and high school levels along with consultative support within content areas.

I. EARLY INTERVENTION SERVICES

The District, in conjunction with Northwest Tri-County IU #5, provides an ongoing system to locate and evaluate children ages birth through kindergarten who may have special needs. A process similar to that of school-aged children is followed to identify potential disabilities and provide supportive services. Families seeking early intervention services should call IU#5 at (814) 734-5610.

J. HOMELESS SERVICES

As mandated by the McKinney-Vento Act, the District is responsible for uninterrupted enrollment to students whose families have become displaced, who have lost their homes or have inadequate/temporary living circumstances, are doubled up with other families, or students who are no longer living with parents or guardians. Services include transportation, counseling, assistance in obtaining clothing and personal care items, provision of free breakfast and lunch, and connection with community agencies. The homeless liaison can be contacted through the Student Services Department at 835-5385

K. MENTAL HEALTH SERVICES

The District contracts with a local provider for mental health counseling, student assistance, and other supports that may be beneficial for eligible students. Student Assistance Program (SAP) teams are located in all District buildings to screen, recommend, and monitor students in need of academic or behavioral interventions. Additionally, the District partners with Sarah A. Reed Children's Center for the operation of outpatient clinics to offer seamless mental health services to students within district buildings.

MTSD works collaboratively with community agencies that may be providing behavioral health and rehabilitative services to students on an individualized basis. Building-based school psychologists or guidance counselors can be contacted by parents or providers to schedule necessary school visits. Some examples of community-provided supports are behavioral health technicians (BHT), mobile therapy (MT), behavioral support counseling (BSC), and private duty nursing.

Please contact the Student Services Department at (814) 835-5334 if you have any questions about the information listed above, or if you have a specific question regarding your child's progress in school.

Notification of Rights Under the Family

The Family Educational Rights and Privacy Act (FERPA) and Pennsylvania law afford parents/guardians and students eighteen (18) years of age and over (eligible students) certain rights with respect to the student's educational records.

1. The right to inspect and review the student's education records within (45) days of the District's receipt of a request for access.

A parent or eligible student making such a request must submit to the school principal (or appropriate school official) a written request that identifies the record(s) s/he wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request amendment of the student's education records that the parent of an eligible student believes are inaccurate, misleading, or otherwise violate the privacy of the student.

A parent or eligible student may request the District to amend a record s/he believes is inaccurate, misleading, or violates the privacy rights of the student by clearly identifying in writing the part of the record s/he wants to be changed and specifying why it is inaccurate, misleading, or in violation of the privacy rights of the student. The request shall be made to the building principal or appropriate school official.

If the District decides not to amend the record as requested, the principal will notify the parent or eligible student of the decision and advise him/her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA and state law authorize disclosure without consent.

Disclosure of personally identifiable information can be made without consent to the following:

a. School officials, including teachers, with a legitimate need to review an education record in order to fulfill their professional responsibilities. This may include the disclosure of disciplinary information regarding conduct that posed a significant risk to the safety or well-being of the student or others. A school official is a person employed by the District as an



administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

- b. Officials of another school or school system in which the student seeks or intends to enroll. In this case, disciplinary information may be included. The District will make a reasonable attempt to notify the student's parents prior to the disclosure of information and will provide the parent with a copy of the record if so requested.*
- c. Authorities named in FERPA and accompanying federal regulations, including authorized representatives of the Comptroller General of the United States, Secretary of Education, and state and local educational authorities.*
- d. Officials connected with a student's application for a receipt of financial aid.*
- e. State and local officials who are required to get specific information pursuant to state law if the disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released. If the state statute was enacted after November 19, 1974, the officials must certify in writing that the information will not be disclosed to any other person, except as provided by state law, without prior written consent of the parent.*
- f. Educational testing and research organizations for the purpose of administering student aid programs*

Educational Rights and Privacy Act

or improving instruction or predictive tests as long as confidentiality is maintained, and such organizations are required to destroy records after they no longer are needed.

g. Accrediting institutions.

h. Appropriate person (in emergency situations) if the information is necessary to protect the health and safety of the student or others.

i. Anyone if required by a court order or subpoena. However, where the subpoena is issued by a federal grand jury, the District will make reasonable efforts to notify the parent or eligible student prior to complying with the subpoena or court order.

The School District may disclose group scholastic achievement data from which the individual cannot be identified without written consent of the parent or eligible student.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Student Privacy Policy Office

Family Policy Compliance Officer

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-5920

Phone: 1-800-USA-LEARN (1-800-872-5327)



5. The right to refuse to permit the designation of any or all of the categories of directory information.

The District is permitted by law to disclose directory information without written consent of the parent or eligible student. The parent or eligible student has the right to refuse to permit the designation of any or all of the categories of directory information if a written refusal is forwarded to the building principal by October 30 of the current school term.

Directory information that may be released may include the student's name, email address, photograph, date and place of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent and previous education agency or institution attended by the student; photographic and video footage of the student participating in District events; and other similar information.

6. The right to request that information not be provided to military recruiting officers.

Names, addresses, and home telephone numbers of secondary school students will be released to military recruiting officers unless a student submits within twenty-one (21) calendar days a written request to the Superintendent that such information not be released.

7. Educational records that are no longer educationally relevant are purged and destroyed at the end of the fifth, eighth, and twelfth grades.

8. Parents have the right to request copies of information held in the educational record that are scheduled to be destroyed at the aforementioned junction points (see #7).



MTSD Safety and Security

FOR THE 2025-26 SCHOOL YEAR



FREQUENTLY ASKED QUESTIONS

WHAT ARE THE GOALS OF THE SCHOOL SECURITY OFFICERS (SSO)?

To protect and secure the physical safety of MTSD students and staff, and ensure a calm, safe, and productive learning environment.

WHAT SERVICES ARE AVAILABLE IF A STUDENT OR PARENT HAS A SAFETY CONCERN?

Please reach out to your school's SSO, school administrator, or you may access Safe2Say (safe2saypa.org or 1-844-723-2729) directly with a concern relative to safety and security.



WHAT IS THE FEATURE FOR SAFETY CALLED GAGGLE?

Gaggle is a student safety monitoring system that monitors MTSD's Google accounts for keywords associated with potential safety issues. Contact Coordinator of School Safety and Security, Jim Rich, at rich@mtsd.org with any questions.

WHAT UPGRADES OR NEW SECURITY MEASURES CAN WE EXPECT FOR THIS YEAR?

MTSD security has upgraded our Emergency Management System (EMS). MTSD has added 2 new School Security Officers, which means each building will now have a fully dedicated SSO as of the 25-26 school year. Our security cameras districtwide have been recently upgraded to a state-of-the-art system with the addition of new cameras. We are also expanding our professional development and training, including partnering with local first responders.

WHO CAN I CONTACT FOR MORE INFORMATION?

Security Manager

Jim Rich - rich@mtsd.org

SSO McDowell - (814) 835-5403

Shawn Massey

Tom Sambuchino

SSO MIHS - (814) 835-5487

Dustin Coleman

SSO J.S. Wilson - (814) 835-5500

Eric Lacey

SSO Walnut Creek - (814) 835-5700

Scott Zinram

SSO Westlake - (814) 835-5750

Rob Harris

SSO Asbury - (814) 836-6100

Randy Boga

SSO Belle Valley - (814) 835-5600

Brian Altimier

SSO Chestnut Hill - (814) 835-5550

Tim Orloff

SSO Grandview - (814) 836-6300

Patrick Brookhouser

SSO Tracy - (814) 835-5800

Eric Rogers

SSO Ridgefield (814) 835-5342

Ryan Hoffman

FINANCES

CITIZENS OF MILLCREEK TOWNSHIP:

In June 2025, the Millcreek Township School Board approved the General Fund Budget for the 2025-2026 fiscal year. The budget includes \$123.8 million in revenue and \$124.9 million in expenditure, resulting in a deficit of \$1.1 million. This budget is structurally balanced, and the deficit is primarily attributed to one-time purchases of equipment. The budget maintains revenue from extracurricular activities, participation fees, facility rental and investment income designated for maintaining extracurricular facilities.

The approved budget aligns with the School District's mission of providing high-quality education to its 6,800 students. Funding has been allocated towards instructional programs, operational management, and support services to ensure a comprehensive learning experience. Key programs supported by the budget include K-12 instruction, extracurricular activities, Advanced Placement courses, Honors College, university dual enrollment, internship opportunities, Project Search, and the McDowell Manufacturing Program.

Significant progress has been achieved in staffing enhancements, including the addition of 15 positions across the district and the conversion of four positions from part-time to full-time. Over the past three years, the School District has increased its staffing by a total of 63 positions, primarily focused on special education and security, which are required by law. Additionally, enrollment in special education and multi-language programs has grown by more than 20% over the past decade. Furthermore, an investment exceeding \$6 million has been allocated towards security enhancements, student mental health resources, and instructional materials to support a positive educational environment over the past several years.

Currently, the district operates four preschool classrooms with revenues totaling \$854.6 thousand and expenses of \$844.6 thousand. We have transitioned to The

Nutrition Group as our food service management provider. Our objective with this transition is to enhance meal quality by increasing the preparation of fresh daily items and improving service.

While most kitchens have been renovated as part of the \$165 million building improvement initiative, our focus now is to optimize the new equipment and layout to enhance student experience. The Food Service Fund projects revenues of \$4.1 million and expenses of \$3.9 million.

Additionally, we are overseeing 28 construction projects this summer. These projects range from comprehensive mechanical, electrical, plumbing, and roof renovations to fencing work. The Capital Projects budget includes \$687 thousand in revenue and \$3.2 million in expenditure. The Capital Reserve (bond funds) budget comprises \$3.5 million in revenue and \$22.2 million in expenditure.

REVENUE

The Millcreek Township School District relies on local resources, such as personal income tax returns and property market values, to maintain a balanced budget. This funding model is intentionally designed by the state of Pennsylvania to assess a district's financial needs and provide subsidies where necessary.

Millcreek Township School District is in a prosperous position compared to other districts in the state, as it is seen as capable of generating revenue through taxes. As a result, the primary source of additional revenue to cover inflation for MTSD is through real estate taxes. The chart below demonstrates the district's reliance on local resources, particularly real estate taxes, to support its budget.

(Continued on next page)

General Fund Revenue							
In Thousands							
	2023-24 Actual	2024-25 Budget	2025-26 Budget	Variance	% Change from PY	% of Total	
Local Revenue							
*Real Estate Taxes	\$ 62,285	\$ 63,378	\$ 64,860	\$ 1,482	2.34%	52.41%	
Earned Income Taxes	9,266	9,100	9,600	500	5.49%	7.76%	
Real Estate Transfer Taxes	1,066	1,250	1,097	(153)	-12.24%	0.89%	
Other Local Revenue	6,491	6,071	5,797	(274)	-4.51%	4.68%	
Total Local Revenue	79,108	79,799	81,354	1,555	1.95%	65.73%	
*Includes PILOT, Interim, and Delinquent Taxes							
State Revenue							
Basic Education Subsidy	17,574	17,574	18,067	493	2.81%	14.60%	
Reimbursable Subsidy	18,846	20,177	21,687	1,510	7.48%	17.52%	
Total State Revenue	36,420	37,751	39,754	2,003	5.31%	32.12%	
Federal/Other Revenue							
Title/ACCESS/COPS Grants	2,611	2,814	2,566	(248)	-8.81%	2.07%	
Federal Relief Funds	602	-	-	-	#DIV/0!	0.00%	
Other Revenue	58	90	90	-	0.00%	0.07%	
Total Federal/Other Revenue	3,271	2,904	2,656	(248)	-8.54%	2.15%	
Total Revenue	\$ 118,799	\$ 120,454	\$ 123,764	\$ 3,310	2.75%	100.00%	

FINANCES (cont.)

The School District experienced a 2.75% increase in projected revenue, totaling \$3.3 million in comparison to the previous year's budget. This growth can be attributed to various factors, including a 2.9% rise in real estate taxes, a recovery in earned income tax surpassing pre-COVID levels, a strong investment market, and additional state subsidy. All federal relief funds from COVID were fully utilized by the School District.

Local resources contribute 65.73% of the School District's total budget, with real estate taxes making up 52.41% of the overall budget. In 2006, the Pennsylvania Legislature passed Special Session Act 1, which limits school districts from raising taxes beyond a specific Index tied to inflation. While this has not impacted the School District thus far, it may pose challenges in the future if new programs or additional expenses require adjustments to existing expenditures.

State funding accounts for 32.12% of the School District's total budget, with 17.52% coming from state subsidies that partially reimburse direct expenses incurred. Federal funding, constituting 2.15% of the budget, is earmarked for specific purposes outlined by law. It is important to note that using federal funds to balance the budget is not permissible and could worsen the structural budget deficit once the funding expires.

EXPENDITURES

The anticipated expenditures have risen by 4.82% or \$5.7 million in comparison to the previous year's budget, as indicated in the accompanying charts.

The rise in expenditures can be attributed to several factors, including the addition of new positions to the budget, ongoing investments in curriculum resources, \$900 thousand increase in transportation services, \$1.8 million increase in healthcare and the impact of inflation on various annual budget expenses such as salaries, pensions, utilities, software, and supplies.

The largest portion, approximately 69%, of the annual budget is allocated to staff salaries and benefits. This allocation is in line with the nature of our organization as a service-centered institution that relies heavily on its personnel. Salaries, healthcare, and contributions to the state's retirement system (PSERS) are the three primary expenditures for the School District within the overall budget.

In accordance with the School District's 10-year capital projects plan, capital spending is being directed towards necessary updates to all 13 buildings. These updates include essential upgrades to mechanical, electrical, plumbing, and roofing infrastructure needs.

The infrastructure in these buildings is mostly original and outdated, making it difficult to find replacement parts when needed. Capital projects are underway to update the infrastructure, reduce maintenance needs, save energy, and improve the health of students and staff. Funding for these projects is primarily through three phases of bond issuance, with the most recent and final phase completed in January 2024. The gradual repayment schedule for the bonds will not impact future budgets, as all buildings will be renovated within the 10-year capital projects plan. Aesthetical improvements to the buildings post-renovation are supported by the Capital Projects Fund, which is funded

General Fund Expenditures

In Thousands

<u>Expenditure</u>	<u>2023-24 Actual</u>	<u>2024-25 Budget</u>	<u>2025-26 Budget</u>	<u>Variance</u>	<u>% Change from PY</u>	<u>% of Total</u>
Salaries	\$ 47,966	\$ 50,082	\$ 51,603	\$ 1,521	3.04%	41.32%
Benefits	32,619	32,550	35,074	2,524	7.75%	28.09%
Contracted Services/Other	6,300	7,004	6,452	(552)	-7.88%	5.17%
Transportation/Travel/Field Trips	4,924	5,284	6,299	1,015	19.21%	5.04%
Tuition	5,510	5,702	5,775	73	1.28%	4.62%
Supplies/Utilities/Software	5,271	5,643	5,927	284	5.03%	4.75%
Equipment	3,059	2,560	3,168	608	23.75%	2.54%
Other	334	374	256	(118)	-31.55%	0.20%
Debt	11,107	9,944	10,330	386	3.88%	8.27%
Total Expenditures	\$ 117,090	\$ 119,143	\$ 124,884	\$ 5,741	4.82%	100.00%

General Fund Expenditures						
In Thousands						
<u>Instructional Programs</u>	<u>2023-24 Actual</u>	<u>2024-25 Budget</u>	<u>2025-26 Budget</u>	<u>Variance</u>	<u>% Change from PY</u>	<u>% of Total</u>
Regular	45,614	46,126	47,599	1,473	3.19%	38.11%
Special Education	15,878	17,304	17,950	646	3.73%	14.37%
Vocational Education	3,991	3,866	3,897	31	0.80%	3.12%
Other Instruction	718	580	1,210	630	108.62%	0.97%
Nonpublic Programs	140	118	112	(6)	-5.08%	0.09%
Community Education Programs	11	-	-	-		0.00%
<u>Support Services</u>						
Pupil	4,718	4,614	4,904	290	6.29%	3.93%
Instructional	2,401	2,381	2,500	119	5.00%	2.00%
Administrative	7,189	7,054	7,230	176	2.50%	5.79%
Pupil Health	1,499	1,538	1,724	186	12.09%	1.38%
Business	1,250	1,319	1,423	104	7.88%	1.14%
Maintenance	10,611	11,332	12,415	1,083	9.56%	9.94%
Transportation	4,782	5,046	5,944	898	17.80%	4.76%
Central	4,613	5,003	4,537	(466)	-9.31%	3.63%
Other	203	206	206	-	0.00%	0.16%
<u>Non-Instructional</u>						
Student Activities	2,352	2,698	2,890	192	7.12%	2.31%
Community	13	14	13	(1)	-7.14%	0.01%
Debt	9,280	9,444	9,830	386	4.09%	7.87%
Capital Projects Transfer	1,827	500	500	-	0.00%	0.40%
Total Expenditures	117,090	119,143	124,884	5,741	4.82%	100.00%

through transfers from the General Fund or sales of fixed assets.

The School District's budget is largely non-discretionary, with over 95% of expenditures determined by contracts or government mandates such as charter school tuition, special education program staffing ratios, and labor agreements. Based on financial data from the 2022-23 fiscal year submitted to the Pennsylvania Department of Education, Millcreek Township School District's per-student expenditures ranked 433rd out of 500 districts in the state, indicating that only 67 districts spend less per student than Millcreek.

LONG TERM FINANCIAL PLANNING

In general, the School District is in a favorable financial position with healthy balances in both the General Fund and Capital Projects Fund. This financial stability provides a solid foundation to handle unexpected challenges such as delayed state budgets, legal issues, fluctuations in enrollment or inflation. Revenue is projected to remain consistent for the foreseeable future, supported by a strong and diversified tax base along with increasing wage levels. It is expected that Pennsylvania will increase subsidies in

the coming years to address the education funding gap compared to other states.

While the School District has taken steps to prepare for the future, there are ongoing concerns to address or manage. These include the declining population in Erie County, student and staff mental health, continuous unfunded mandates from government entities, labor negotiations and changes in property values. Despite these challenges, the School District remains committed to investing in infrastructure and personnel to ensure a safe, healthy, and successful learning environment.

For more information on financial matters, projections, or audits, please visit <https://www.mtsd.org/who-we-are/district-offices/business-office>.

Respectfully,



Aaron M. O'Toole
Chief Financial Officer



Millcreek Township School District 2025/2026 Calendar



July					January				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr
		1	2	3				1	2
7	8	9	10	11	5	6	7	8	9
14	15	16	17	18	12	13	14	15	16
21	22	23	24	25	19	20	21	22	23
28	29	30	31		26	27	28	29	30
August					February				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr
				1					
4	5	6	7	8	2	3	4	5	6
11	12	13	14	15	9	10	11	12	13
18	19	20	21	22	16	17	18	19	20
25	26	27	28	29	23	24	25	26	27
September					March				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr
1	2	3	4	5					
8	9	10	11	12	2	3	4	5	6
15	16	17	18	19	9	10	11	12	13
22	23	24	25	26	16	17	18	19	20
29	30				23	24	25	26	27
October					April				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr
		1	2	3			1	2	3
6	7	8	9	10	6	7	8	9	10
13	14	15	16	17	13	14	15	16	17
20	21	22	23	24	20	21	22	23	24
27	28	29	30	31	27	28	29	30	
November					May				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr
									1
3	4	5	6	7	4	5	6	7	8
10	11	12	13	14	11	12	13	14	15
17	18	19	20	21	18	19	20	21	22
24	25	26	27	28	25	26	27	28	29
December					June				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr
1	2	3	4	5	1	2	3	4	5
8	9	10	11	12	8	9	10	11	12
15	16	17	18	19	15	16	17	18	19
22	23	24	25	26	22	23	24	25	26
29	30	31			29	30			

End of Quarters			Tentative Report Card Dates		
Quarter 1 ends November 4, 2025			Quarter 1 - November 12, 2025		
Quarter 2 ends January 23, 2026			Quarter 2 - January 30, 2026		
Quarter 3 ends March 31, 2026			Quarter 3 - April 14, 2026		
Quarter 4 ends June 11, 2026			Quarter 4 - June 18, 2026		
2025/2026 PSSA Testing Days			2025/2026 Keystone Testing Dates (Algebra 1, Biology, and Literature)		
Date	Grades	Content Area	December 3-17, 2025 - Winter Exam Window Wave 1		
April 20-24, 2026	3-8	English Language Arts	January 5-16, 2026 - Winter Exam Window Wave 2		
April 27-May 1, 2026	3-8	Mathematics	May 11-22, 2026 - Spring Exam Window		
April 27-May 1, 2026	5 & 8	Science	July 27-31, 2026 - Summer Exam Window		
April 27-May 8, 2026	3-8	Makeups			