

# SCHOOL SHOULD PREPARE KIDS FOR LIFE

---

**HIGHER STANDARDS.  
STRONGER BASICS.  
REAL-WORLD READINESS.**

A school diploma should mean a student can read, write, do math, understand government, manage money, use technology responsibly, and step into work, college, the trades, or adult life prepared.

**BASICS**

READING + MATH

**READY FOR LIFE**

SKILLS THAT MATTER

**ACCOUNTABILITY**

RESULTS + CHOICE

A NOTE FROM JAMES

# What School Owes Every Child

*Education should prepare students for the life waiting outside the classroom*

A new school year is underway across Pennsylvania, and that makes this the right time to talk about what we should expect from public education. I do not measure a school by how much paperwork it produces or how many programs it can name. I measure it by whether students are learning and whether graduates are prepared for adulthood.

A diploma should mean something. A graduate should be able to read and write clearly, handle practical mathematics, understand basic science and history, know how state and federal government work, manage a household budget, use technology responsibly, and communicate well enough to function in a workplace, a college classroom, a trade program, or the military.

That does not mean every student must follow the same path. It means every path needs a strong foundation. A future electrician needs math. A nurse needs science and communication. A small-business owner needs financial literacy. A voter needs civics. A parent needs practical life skills. None of those should be treated as extras.

## The commitment

My Education and Ready-for-Life Reform keeps public schools funded, raises enforceable academic and graduation standards, expands school choice with accountability, restores stronger promotion rules, restricts student cellphone use, and requires practical preparation for life after high school.

I also want to be fair about where Pennsylvania stands. The latest state data shows some real progress. Math proficiency improved statewide, graduation rates rose, and attendance improved. But progress is not the same as mission accomplished. Large numbers of students still leave tested grades without reaching proficiency, especially in mathematics as they move through middle school.

This issue explains the numbers, the standards I would enforce, the practical skills I would require, why classroom focus matters, how school choice fits with accountability, and what I believe taxpayers have a right to expect for the money Pennsylvania is already spending.

## What I am not promising

I am not promising that every problem in education can be solved by cutting money, replacing teachers, or issuing another mandate from Harrisburg. The reform has to protect good teachers, give parents better information, enforce standards, reduce waste and duplication, and measure whether students are actually learning.

## INSIDE ISSUE 3

| THE RESULTS                        | READY FOR LIFE                                  | WRITE-IN UPDATE                              |
|------------------------------------|-------------------------------------------------|----------------------------------------------|
| What the latest PSSA numbers show. | Standards, practical skills, phones and choice. | 57 days to Election Day and what comes next. |

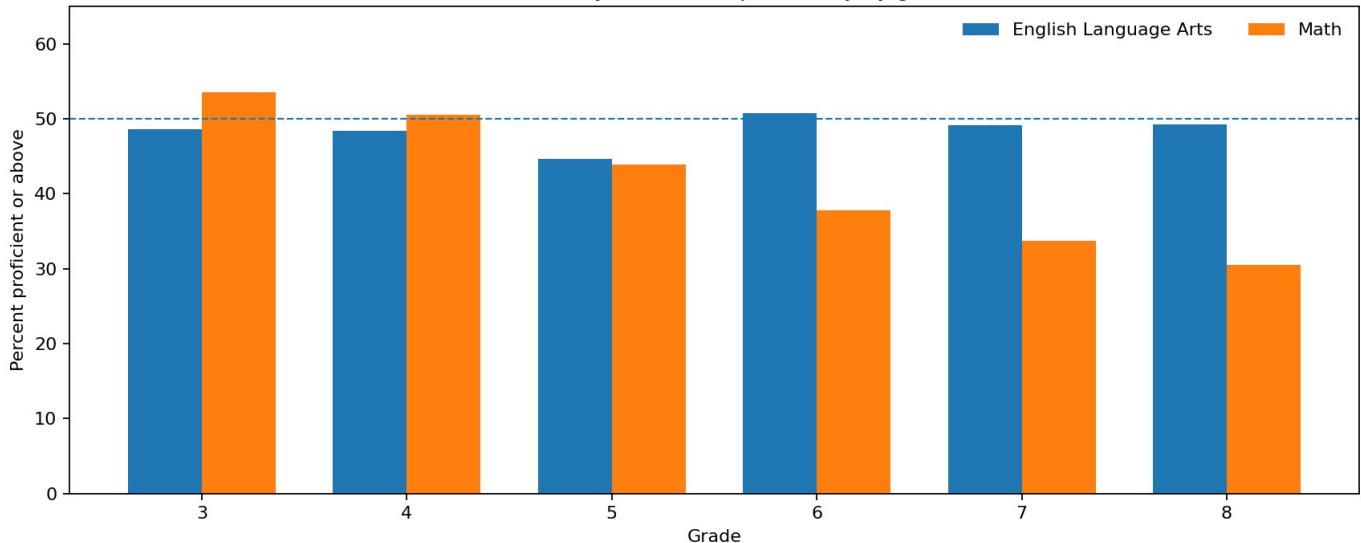
## THE RESULTS

# Progress Is Real. The Gaps Are Too.

*Funding matters, but outcomes have to be measured*

Pennsylvania should acknowledge improvement when it happens. The Department of Education reported that statewide PSSA math proficiency rose from 40.2% to 41.7% in 2025, while graduation rates and regular attendance also improved. At the same time, statewide PSSA English Language Arts proficiency fell from 53.9% to 49.9%.

2025 Pennsylvania PSSA proficiency by grade



Source: Pennsylvania Department of Education, Assessment Reporting and 2024-25 school assessment results, released Nov. 14, 2025.

The grade-by-grade results matter because they show where the challenge becomes harder. In 2025, math proficiency or above was 53.6% in grade 3 and 50.6% in grade 4, then fell to 43.9% in grade 5, 37.8% in grade 6, 33.7% in grade 7, and 30.5% in grade 8. English Language Arts results stayed closer to the halfway mark across grades 3 through 8.

## More money makes accountability more important, not less

The enacted 2026-27 budget provides \$11.85 billion in major K-12 education subsidies and adds more than \$678 million in education funding. I support funding schools. I also believe taxpayers, parents, teachers, and students have a right to see measurable results from that investment.

Source: Pennsylvania Department of Education, 2026-27 Education Budget; Governor of Pennsylvania, July 12-14, 2026 budget materials.

## ACADEMIC STANDARDS

# Standards Must Mean Something

*Students should master the basics before the system moves them along*

Pennsylvania does not need another set of recommendations that can be ignored. My reform requires enforceable statewide academic and graduation standards. Schools can choose how to teach, but the Commonwealth has to be clear about what students are expected to know and demonstrate.

## THE ACADEMIC CORE

- Reading and writing that build from strong K-5 literacy into comprehension, research, clear communication, and evidence-based reasoning.
- Mathematics that requires mastery of grade-level fundamentals instead of moving students forward with gaps that become harder to repair later.
- Science, history, civics, and government taught as core knowledge, not optional material squeezed out by test preparation.
- Reasoning, problem solving, digital responsibility, and communication skills that students will use beyond school.

## PROMOTION HAS TO MEAN READINESS

I would restrict social promotion and require key-grade academic reviews. When a student is behind, the answer should be intervention, tutoring, summer support, a targeted recovery plan, or repeating material when necessary. The answer should not be pretending the problem disappeared because the calendar changed.

I also oppose automatic grade floors that turn missing work into artificial credit. Students deserve second chances and reasonable recovery opportunities. They do not benefit when the grading system tells them unfinished work is good enough.

### Teacher-led instruction

Standards should strengthen teachers, not bury them in scripts. Teachers need clear expectations, classroom authority, useful assessment data, and the ability to intervene when a student is falling behind. The state should define the destination without micromanaging every minute of the trip.

## GRADUATION SHOULD CARRY WEIGHT

Graduation would require required coursework or demonstrated competency in core academics, civics and government, financial literacy, Life Skills and Household Readiness, and digital responsibility. I also support restoring class rank and valedictorian and salutatorian recognition so academic achievement is visible instead of treated as something schools should hide.

*Source: James Moore for Governor, approved Education and Ready-for-Life Reform framework.*

## READY FOR LIFE

# A Diploma Should Prepare a Student for Adulthood

*Practical preparation belongs beside academics, not instead of them*

For too long, schools have been pushed into a false choice between academics and practical preparation. Students need both. Strong reading and mathematics make financial literacy possible. Science supports health and technical careers. Civics makes citizenship understandable. Practical skills give students the confidence to use what they learned.

## WHAT READY FOR LIFE MEANS

1

### MONEY

Budgeting, credit, taxes, insurance, banking, borrowing, saving and basic investing.

2

### HOME

Cooking, cleaning, basic repairs, safety, maintenance, consumer decisions and household responsibility.

3

### WORK

Career awareness, skilled trades, workplace expectations, communication, problem solving and digital competence.

4

### CITIZENSHIP

Civics, government, rights, responsibilities, media literacy and how Pennsylvania actually works.

The Ready-for-Life portion of my reform would make these subjects part of graduation expectations instead of optional enrichment available only when a district has room in the schedule. Career and technical education, apprenticeships, skilled trades, military pathways, college preparation, entrepreneurship, and direct-to-work options should all be treated as legitimate paths.

## STUDENTS SHOULD LEAVE SCHOOL KNOWING HOW TO

- Create and follow a basic budget, understand taxes and payroll deductions, compare credit, recognize predatory borrowing, and understand insurance.
- Handle routine household responsibilities, basic safety, maintenance, food preparation, consumer decisions, and other skills that reduce dependence on crisis services.
- Understand workplace expectations, communicate professionally, solve problems, use digital tools responsibly, and recognize pathways into skilled work.
- Understand Pennsylvania and federal government, voting, constitutional rights, civic responsibilities, and how to evaluate information before acting on it.

## Not every student needs the same future

The goal is not to push every graduate toward a four-year degree or push every graduate toward a trade. The goal is to make sure each student understands the options and has the academic and practical foundation to choose among them.

Source: James Moore for Governor, approved Education and Ready-for-Life Reform framework.

## CLASSROOM FOCUS

# Phone-Free Should Be Part of a Bigger Reset

*Pennsylvania is debating a bell-to-bell policy, but phones are only one piece*

Pennsylvania lawmakers have already recognized that nonstop phone access can interfere with the school day. Senate Bill 1014 would require school entities to adopt bell-to-bell mobile-device policies no later than the 2027-28 school year if the bill becomes law.

## PHONE-FREE SCHOOLS: WHERE SB 1014 STANDS

### SENATE

**Passed 46-1**

Feb. 3, 2026

### HOUSE

**Amended on second consideration**

May 6, 2026

### CURRENT STATUS

**Re-referred to House Appropriations**

As of Sept. 6, 2026

If enacted in its current form, the bill would require school entities to adopt bell-to-bell mobile-device policies no later than the 2027-28 school year.

Source: Pennsylvania General Assembly, SB 1014, PN 1697 and bill history.

I support the direction of a bell-to-bell restriction. My education reform already calls for student cellphone restrictions and stronger limits on school-issued device use, especially in kindergarten through sixth grade. Technology should support instruction. It should not replace teacher-led learning, handwriting, books, discussion, direct practice, or attention.

A phone-free school day is not a complete education reform. A school can lock phones away and still have weak reading results, inconsistent grading, unclear graduation standards, or students leaving without practical skills. The phone policy works when it is part of a broader expectation that classrooms are for learning.

### Reasonable exceptions still matter

Any statewide restriction should preserve appropriate exceptions for medical needs, disability accommodations, emergencies, and other legitimate circumstances. The objective is focus and safety, not punishing students who have a documented need.

Source: Pennsylvania General Assembly, SB 1014, PN 1697 and bill history as of Sept. 6, 2026; James Moore for Governor approved education reform.

## CHOICE AND ACCOUNTABILITY

# Families Need Options. Taxpayers Need Results.

*Choice should expand opportunity without abandoning public obligations*

I support school choice, but choice without honest information can become another system where families are expected to guess. Parents should be able to compare academic performance, safety information, programs, special-education services, extracurricular opportunities, transportation realities, and athletics rules before making a decision.

## CHOICE WITH ACCOUNTABILITY

### DISTRICTS REMAIN

Keep local school identity. Replace independent taxing authority with a countywide accountability structure and equal district representation.

### PARENTS + STUDENTS

Expand school choice with transparent academic, safety, special-education and athletics information so families can make informed decisions.

### LEADERS ANSWER

District councils stay close to families. County boards review budgets and performance. Superintendents work under renewable one-year performance contracts.

Source: James Moore for Governor, approved Education and Ready-for-Life Reform framework.

My governance reform keeps existing districts as educational communities. District councils would replace traditional school boards for local priorities, parent concerns, budget development, and performance review. A countywide board with equal district representation would provide budget and accountability oversight while removing the current model of independent district taxing authority.

## OTHER ACCOUNTABILITY STANDARDS

- Superintendents would work under renewable one-year performance contracts tied to measurable responsibilities and transparent review.
- Parents would receive notice and consent rights for major matters. Minors would not be interviewed without a guardian or signed waiver except when an immediate safety threat requires action.
- IEP and 504 requirements would be enforced, and special-education placement would follow the needs of the child, including separate classrooms when appropriate.
- Athletics eligibility would require a 2.0 GPA, with no failing core class unless the student is in an intervention or probation process designed to get the student back on track.

## The constitutional obligation remains

Pennsylvania must maintain a thorough and efficient system of public education. School choice does not erase that responsibility. My reform is designed to create options while setting enforceable standards for the public system taxpayers are constitutionally required to support.

Source: Pennsylvania Constitution, Article III, Section 14; James Moore for Governor approved Education and Ready-for-Life Reform framework.

## CAMPAIGN UPDATE

# The Write-In Campaign Has 57 Days

*The next phase is county organization, name recognition, and voter education*

## THE WRITE-IN CAMPAIGN: 57 DAYS TO ELECTION DAY



Issue 1 introduced the write-in campaign. Issue 2 explained the property-tax plan. Issue 3 is the education and Ready-for-Life reform. That is the pattern I intend to continue. This campaign is going to show voters the actual plans, not just tell them to trust another set of campaign promises.

The statewide challenge is still enormous. A write-in voter has to know my name, know that I am running, understand why the campaign is continuing, and know how to cast the vote correctly on the equipment or ballot used in that county. That makes local organization and voter education more important every week.

### WHAT THE CAMPAIGN NEEDS NOW

- Reliable county contacts who can help verify local write-in instructions and connect the campaign with community organizations, local media, events, and voters.
- Supporters willing to share the name James Moore repeatedly so the write-in campaign becomes familiar before Election Day.
- Hosts for small events, community conversations, podcasts, radio interviews, candidate forums, and local organizational meetings.
- Small-dollar donors who want to help a family-run campaign print materials, travel, advertise, and educate voters without turning the campaign over to political insiders.

I am not going to pretend a statewide write-in victory is easy. It is one of the hardest paths in politics. The answer is still the same: do the work, tell people the truth, publish the plans, and give Pennsylvanians the chance to decide for themselves.

*Source: Pennsylvania Department of State, 2026 election calendar and voter guidance.*

## AROUND PENNSYLVANIA

# Events Across the Commonwealth

*Major community events scheduled before the next issue*

Pennsylvania is more than Harrisburg politics. It is county fairs, local history, arts, food, agriculture, music, small businesses, and communities that still come together. Check official event websites before traveling because schedules can change.

## Spartansburg Community Fair

**Sept. 7-12 | Spartansburg, Crawford County**

Agriculture, exhibits, community activities, food, entertainment and local fair traditions.

[spartansburgcommunityfair.com](http://spartansburgcommunityfair.com)

## West Alexander Fair

**Sept. 7-12 | West Alexander, Washington County**

Agriculture, livestock, exhibits, contests, food, entertainment and local community traditions.

[westalexfair.com](http://westalexfair.com)

## Pittsburgh Irish Festival

**Sept. 11-13 | Pittsburgh, Allegheny County**

Music, dance, food, cultural demonstrations and family activities at Carrie Blast Furnaces.

[pghirishfest.org](http://pghirishfest.org)

## PA Renaissance Faire

**Sept. 12-13 | Manheim, Lancaster County**

The 2026 Faire continues at Mount Hope with its Wizarding-themed weekend.

[parenfaire.com](http://parenfaire.com)

## Denver Fair

**Sept. 15-19 | Denver, Lancaster County**

Agricultural exhibits, local competitions, food, entertainment and community activities at Denver Memorial Park.

[thedenverfair.com](http://thedenverfair.com)

## Waterford Community Fair

**Sept. 7-12 | Waterford, Erie County**

A community agricultural fair with 4-H, exhibits, food, entertainment and family activities.

[waterfordfair.org](http://waterfordfair.org)

## Jamestown Community Fair

**Sept. 8-12 | Jamestown, Mercer County**

A community fair centered on agriculture, youth exhibits, local organizations and family activities.

[pafairs.org](http://pafairs.org)

## Doylestown Arts Festival

**Sept. 12-13 | Doylestown, Bucks County**

More than 160 artists, live music on five stages, demonstrations and free downtown activities.

[dtownartsfestival.com](http://dtownartsfestival.com)

## Gratz Fair

**Sept. 13-19 | Gratz, Dauphin County**

A long-running agricultural fair with exhibits, livestock, entertainment, food and community events.

[gratzfair.net](http://gratzfair.net)

## Oley Valley Community Fair

**Sept. 17-19 | Oley, Berks County**

Agriculture, exhibits, food, contests and community traditions in the Oley Valley.

[oleyfair.org](http://oleyfair.org)

Source: Pennsylvania State Association of County Fairs and official event organizer websites. Listings are informational and do not imply campaign sponsorship or endorsement.

## THE NEXT STEP

# Education Should Be Measured by What Students Can Do

*Funding, standards, choice and practical preparation belong in the same conversation*

Pennsylvania has good teachers, strong schools, successful students, career and technical programs that change lives, and families working hard to help their children succeed. A reform plan should build on those strengths instead of pretending the entire system is a failure.

But we also cannot look at proficiency numbers, rising costs, students struggling with basic skills, families asking for more options, and employers asking for work-ready graduates, then tell people the answer is simply to keep doing the same thing. The public education system has to be willing to measure itself honestly.

## This is the standard I would use

Can students read, write, calculate, reason, communicate, understand government, manage basic adult responsibilities, and leave school with a realistic next step? If the answer is no, the system has more work to do regardless of how good the press release sounds.

## WHAT YOU CAN DO BEFORE ISSUE 4

- Share this issue with a parent, teacher, student, school employee, tradesperson, employer, or taxpayer who cares about what Pennsylvania schools should deliver.
- Ask a local organization, podcast, radio host, parent group, civic organization, or community event to invite James Moore for a conversation.
- Volunteer as a county contact or help identify someone dependable who can assist with write-in education and local outreach.
- Confirm your voter registration and remind others that October 19 is the registration deadline for the November 3 General Election.
- Contribute what you reasonably can to help print materials, travel, advertise, and produce county-specific write-in instructions.

This campaign is still built around my family and ordinary Pennsylvanians who believe voters deserve another choice. Dana, Trinity, Nathaniel, and I cannot reach 67 counties alone. If you want this campaign to remain independent, the next step is participation.

**JAMES MOORE  
FOR GOVERNOR**

**THEY COUNTED US OUT.  
NOW WRITE US IN.**

JAMES MOORE FOR GOVERNOR  
[www.mooreforpa.com](http://www.mooreforpa.com)  
[facebook.com/mooreforpa](https://facebook.com/mooreforpa) | [x.com/mooreforpa](https://x.com/mooreforpa) |  
[instagram.com/mooreforpa](https://instagram.com/mooreforpa)

Source: Official public data: Pennsylvania Department of Education, Governor of Pennsylvania, Pennsylvania General Assembly, Pennsylvania Department of State, Pennsylvania State Association of County Fairs, and official event organizers. Campaign proposals: approved James Moore for Governor reform frameworks.