Dallastown Area School District Board of School Directors
11/19/26 BOARD / BUSINESS MEETING

November 19, 2026 ▪ 6:30 PM
HS LGI Room

1. **PLEDGE OF ALLEGIANCE - Mr. Granholm**
Description:

This meeting is being recorded. Past Audio Recordings can be found on the School Board page of the DASD website (https://dallastown.net).



Effective January 19, 2023, in accordance with School Board Policy 006-BOG-1, all Board / Business Meetings of the Dallastown Area School District will be live streamed.

- Live stream will only be available at the DASD Board of School Directors Monthly Board / Business Meetings where deliberation and action take place.
- There will be no video recording, only live streaming.
- Projection of the stream will include the projection of the agenda and documents with the featured "speaker view" of the Board in the corner of the screen.
- A disclosure will be stated at the opening of the meeting that the meeting is being live-streamed.
- Public comment must be made in person unless the meeting is fully virtual. DISCLAIMER: Public comment is captured as part of the live stream and an audio recording is retained and posted on the district website for one year.
- If the Board President determines a need to host a fully virtual meeting for the Board / Business meetings or Board Workshops, Zoom preregistration is required for public comment.
- Only audio recordings will be used for reposting - there will be no retention of video/stream. Audio recordings will be retained for one full previous school year.

The DASD Board Meeting YouTube Channel/Live Stream Channel can be found on the School Board page of the DASD website (https://bit.ly/DASDSchoolBoard).

2. **ROLL CALL & EXECUTIVE SESSION ANNOUNCEMENT - Mr. Granholm**
Description:
No Executive Session has been held since 11/12/26.

3. **APPROVAL OF BOARD MEETING AGENDA**

4. **COMMENTS FROM THE PUBLIC**

Description:

The School Board and Administration welcome comments from in-person attendees. All individuals wishing to participate in a public open Board meeting shall register their intent with the Board Secretary in advance of comment via the Public Comment Sign Up google form located on the School Board tab of the district website (https://dallastown.net) or via the QR code.

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    - At two (2) minutes and 45 seconds, the Host will provide a signal.
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    - The President may suspend the thirty (30) minutes limit per comment.
4. When several individuals wish to address the same topic, total comment time will be limited to 30 minutes per topic during each opportunity for public comment.
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Participants are encouraged, but not required, to direct all statements and questions to the presiding officer and/or to the Board as a whole. The Public Comment period is an opportunity to be heard by the Board but not to engage in dialogue. Any Board member or Administrative input responding to Public Comment will be after the end of the Public Comment period. Board members are not required to respond to public comment. Please refer to Policy 903 on the School Board page of the DASD website (https://dallastown.net) for further public comment guidelines. Please scan the QR code to register your intent to make public comment.

5. **SPECIAL PRESENTATION(S)**

6. **SPECIAL REPORT(S)**

6.A. **Student Representative Report - Miss Bhatia**

Attachments:

6.A - Student Representative Report - 11.19.26 8

6.B. **Superintendent Report - Dr. Doll**

Attachments:

6.B - 11.19.26 Superintendent's Report 16

7. **CONSENT ITEM(S)**

7.A. **Board Minutes: Previous Meeting(s)**

Attachments:

7.A - 11.12.26 Board Meeting Minutes - signed 26

7.B. **Treasurer's Report**

Attachments:

7.B - Treasurer's Report - 11.19.26 33

7.C. **Expenditures Report**
Attachments:
7.C - Expenditures Report - 11.19.26 41

7.D. **Revenue Report**
Attachments:
7.D - Revenue Report - 11.19.26 44

7.E. **AP Check Register**
Description:

	OCTOBER
General Fund	$2,814,617.13
Cafe Checks	$62,770.60
2026 Bond	$2,135,005.03
Internal Service Fund	$35,866.63
Payroll	$4,477,145.30
PNC Easy Procure	$42,033.41

Attachments:
7.E - Check Register - October 2026 47
7.E - List of Bills - October 2026 61

7.F. **Personnel Report**
Attachments:
7.F - Personnel Report - FINAL - 11.19.26 65

7.G. **Rental Requests**
Attachments:
7.G - Rentals Report - 11.19.26 69

7.H. **Food Service Fund Statement of Operations / Meals Served**
Attachments:
7.H - Food Service - Statement of Operations - 11.19.26 77
7.H - Food Service - Meals Served - 11.19.26 80

7.I. **Student Activities Accounts**
Attachments:
7.I - DAMS - July - Sept 2026 - Hospitality Report - 11.19.26 81
7.I - DAMS - July - Sept 2026 - Student Activity Report - 11.19.26 82
7.I - DAHS - July - Sept 2026 - Student Activity Report - 11.19.26 83

7.J. **Asset Disposal**
Attachments:
7.J - Asset Disposal List - 11.19.26 84

7.K. **Budget Transfers**
Attachments:
7.K - Budget Transfer - Technology - 11.19.26 85
7.K - Budget Transfer - Buildings & Grounds - 11.19.26 86

7.L. **Acceptance of High School Life Skills Classroom Donation in the Amount of $5,000**

7.M. **Approval of Technology Department Job Description**
Attachments:
7.M - Technology Services Coordinator Job Description - 11.12.26 87

8. **ACTION ITEM(S)**

8.A. **Approval of Two (2) High School Field Trips - Dr. Bumsted**
Description:
German 3, Honors German IV and German 5 students to travel to Germany, Austria and Switzerland from November 18 - 25, 2027.

Students from French II and above classes to travel to France from approximately June 6 -16, 2028. Final dates dependent on availability of air travel and hotels.

Attachments:
8.A - German Field Trip Request Form - Nov.18-25 2027 - 11.19.26 89
8.A - French II and above France Field Trip Request - June 2028 95

8.B. **Approval of Resolution #2026-05: Authorizing a Rate of Tax for Support for 2027-28 FY Budget Not to Exceed Its Act 1 Adjusted Index - Mr. Rohrbaugh**
Description:
As presented at the 11/12 Board Meeting.

Attachments:
8.B - 2027-28 Opt Out of Preliminary Budget Resolution #2026-05 98

8.C. **Approval of New Course Request: Athletic Performance and Careers Cohort - Dr. Heffler / Mrs. McCauley / Mr. Thoman**
Description:
As presented at the 11/12 Board Meeting.

Attachments:
8.C - 2027-28 New Course Proposal - Athletic Performance and Careers Cohort - 11.12.26 100

9. **INFORMATION ITEM(S)**

9.A. **Fall Sports Wrap-Up - Mr. Luckenbaugh**
Description:
Fall Sports Wrap-Up

9.B. **November 2026 Policy Packet - Dr. Heffler / Mr. Pierce**
Description:
Will be an action item at the 12/10 Board Meeting.
Attachments:
9.B - 11.5.26 Policy Committee Meeting Minutes - Signed 102
9.B - November 2026 Policy Packet for Consideration and Public Review - 11.6.26 105

9.C. **Permission to Conduct Research - Dr. Heffler**
Description:
Will be an action item at the 12/3 Board Meeting.
Attachments:
9.C - C Linden Project Proposal November 2026 - 11.19.26 130

9.D. **PSBA Liaison Report - Mr. Pierce**
Description:
PSBA Upcoming Events and Registration Links
Attachments:
9.D - PSBA Upcoming Events and Registration Links - 11.19.26 167
9.D - PSBA Main Page - 11.19.26 168
9.D - PSBA New Log In Instructions - 11.19.26 169

9.E. **LIU Board and YLC Joint Authority Reports - Mr. Wingard**
Attachments:
9.E - Lincoln Leadership Report - November 2026 170
9.E - LIU Board Report - 11.10.26 177

9.F. **York Adams Academy Report - Mr. Wingard**

9.G. **YCST JOC and Tech Authority Reports - Mr. Granholm**
Attachments:
9.G - YCST Board Report - 10.22.26 178

9.H. **York Adams Tax Bureau Report - Mr. Anderson**
Attachments:
9.H - YATB Board Report - 10.26.26 181
9.H - Tax Collection Committee Minutes - Joint Meeting - 10.26.26 188

10. **CALENDAR OF BOARD EVENTS**
Description:

DATE	TIME	MEETING/EVENT	LOCATION
Thursday, December 3, 2026	5:45 p.m.	Organization Meeting - immediately followed by the Board / Business Meeting	HS LGI Room
Thursday, December 10, 2026	6:30 p.m.	Board / Business Meeting	HS LGI Room
Thursday, January 14, 2027	6:30 p.m.	Board / Business Meeting	HS LGI Room
Thursday, January 21, 2027	6:30 p.m.	Board / Business Meeting	HS LGI Room

For complete transparency: Presentations and discussion will be held during one of the two (2) monthly Business/Board meetings or during the Board Workshop/Retreat session. The public is always welcome to attend Business/Board meetings as well as public Board workshops/retreats. To make public comment at an upcoming Business/Board meeting, please register your intent via the QR code contained in the 'COMMENTS FROM THE PUBLIC' section of the board agenda. Board meeting agendas are accessible via the online agenda-management program, Keystone Agenda. Please visit the School Board page of the district website (https://dallastown.net) to access Keystone Agenda and to view a list of upcoming Board Meeting dates. Most meetings are open to the public and held in the High School LGI room located at 700 New School Lane, Dallastown, PA 17313.

11. **CONFERENCE REQUESTS**
Attachments:
11 - Conference Requests - 11.19.26 192

12. **COMMENTS FROM THE PUBLIC**

Description:

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13. **BOARD COMMENTS / CORRESPONDENCE**

14. **ADJOURNMENT**

NOVEMBER REPORT

Navya Bhatia • November 19

Dallastown Area High School

Unified Club





Pre-Apprenticeship Program





Yearbook Committee







Senator For a Day 2026













Ore Valley Elementary

Fall Highlights







Superintendent's Report

November 19, 2026

Inspiring and Creating Pathways for Student Success



AMERICAN EDUCATION WEEK

Middle School Girls Cross Country Team





2nd Place - Nationals

Inclement Weather

- SchoolMessenger Global Emails & Calls
- District Website
- District Social Media

Please make sure current telephone/email addresses are on file with your child's school



Zoom to Google Meets

Rationale

- Eliminates duplicate platform costs for the district
- Seamless integration with Google Classroom and Outlook
- Streamlines virtual instruction and parent communications

Timeline

- November 6, 2026: Newsletter Blurb
- Winter 2026/2027: Inclement Weather Communications - Virtual Learning Days (TBA)
- April 2027: Parent/Guardian Spring Conference Communication

CELL PHONE BAN

Senate Bill 1014

- **Mandated 2027-2028 "Bell-to-Bell" Ban:** Prohibits student mobile device use and possession all day; our district must determine the local enforcement method (e.g., locking pouches, lockers, or backpacks).
- **Required Policy Exceptions:** Permits specific exemptions for medical monitoring, IEP/504 accommodations, ESL translation, and principal-approved special events or instructional activities.
- **New Communication Protocol Needed:** Requires us to establish a continuous, school-managed contact system to handle urgent parent-to-student emergencies during the school day.

DASD Current Practice

- **Grades K-8:** No cell phones are permitted.
- **Grades 9-12:** Cell phones are permitted outside of instructional time and may only be used during instructional time at the teacher's discretion.

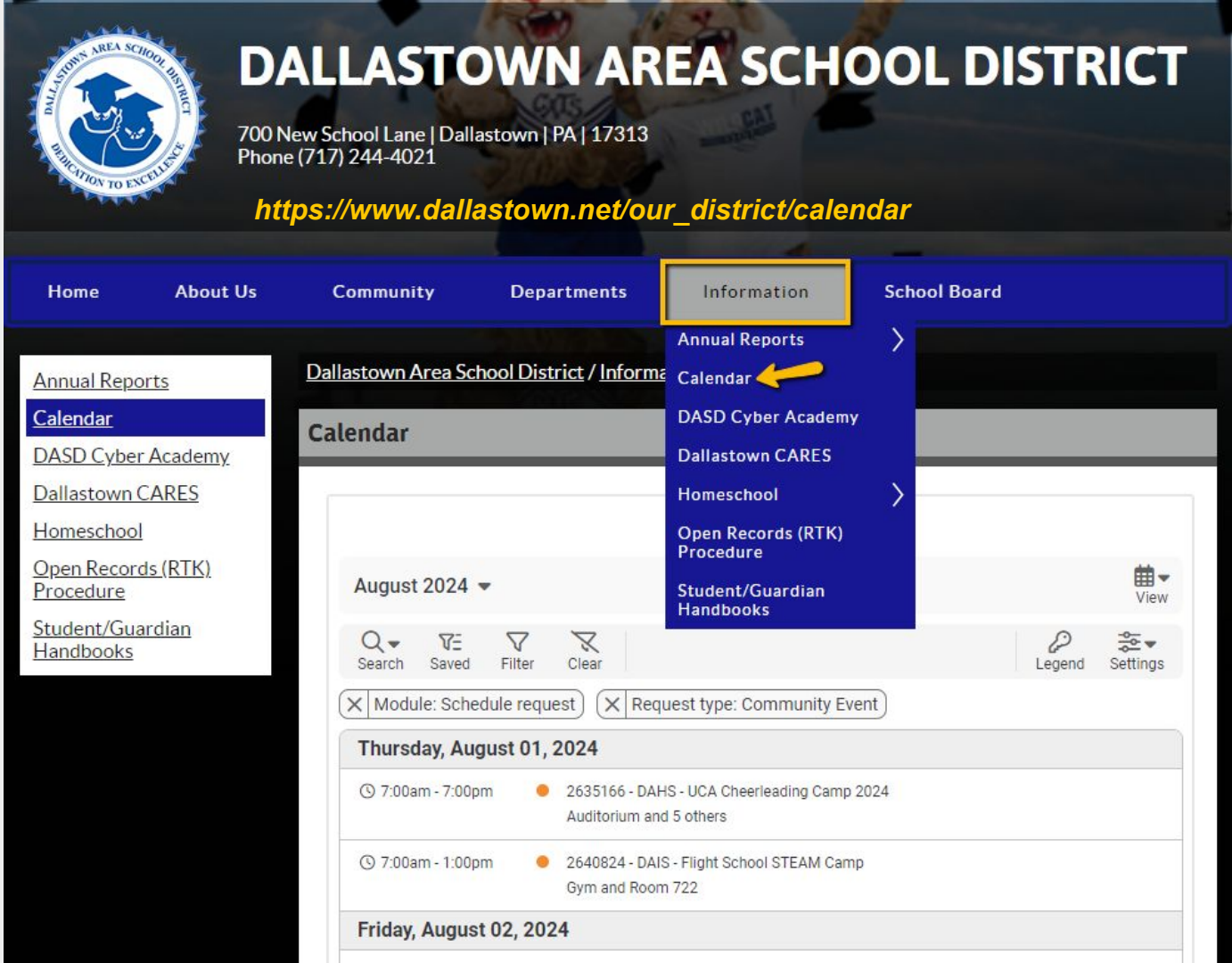
CELL PHONE BAN

Timeline

- **Spring 2027** - Staff & Parent/Guardian Communication
- **March 4, 2027** – Policy Committee Meeting
- **March 18, 2027** – Board Policy Info
- **April 15, 2027** – Board Policy Action *(Cell phone policy Effective Date July 1, 2027)*
- **May 20, 2027** – Student Handbook Board Info
- **June 2027** – Student Handbook Board Action
- **July 1, 2027** – Policy Effective and live on the District Policy Site

Upcoming Events

Visit our District website for important events and activities!




DALLASTOWN AREA SCHOOL DISTRICT
HAPPY
THANKSGIVING



Inspiring and Creating Pathways for Student Success

Dallastown Area School District
11/12/26 BOARD / BUSINESS MEETING MINUTES

Thursday, November 12, 2026 ▪ 6:30 PM
HS LGI Room, 700 New School Lane, Dallastown, PA 17313

Wesley Anderson:	Present
Dina Aubel:	Absent
Matthew Charvat:	Present
James Cohn:	Present
Karl Dotterweich:	Present
Albert Granholm:	Present
Anthony Pantano:	Present
Eric Pierce:	Present
Scott Wingard:	Present

Present: 8, Absent: 1.

1. **PLEDGE OF ALLEGIANCE - Mr. Pantano**
   The regular business meeting of the Dallastown Area School District Board of School Directors convened on Thursday, November 12, 2026, in the High School LGI Room. Board President, Anthony Pantano, called the meeting to order at 6:36 p.m. The Pledge of Allegiance followed.

2. **ROLL CALL & EXECUTIVE SESSION ANNOUNCEMENT - Mr. Pantano**
   Mr. Pantano noted Mrs. Aubel was absent and all other board members were present. He announced an Executive Session was held prior to this evening's meeting to discuss personnel matters, review tonight's action items, review a draft of the 12/3 Organization Meeting agenda, review the 2025-26 Auditor's Report and review upcoming agenda items.

   2 - 11.12.26 Board Meeting Attendance Sign In Sheets

3. **APPROVAL OF BOARD MEETING AGENDA**
   Motion to approve the Board Meeting Agenda as presented. This motion, made by Eric Pierce and seconded by Karl Dotterweich, Carried.

Wesley Anderson:	Yea
Dina Aubel:	Absent
Matthew Charvat:	Yea
James Cohn:	Yea
Karl Dotterweich:	Yea
Albert Granholm:	Yea
Anthony Pantano:	Yea
Eric Pierce:	Yea

Scott Wingard:	Yea

Yea: 8, Nay: 0, Absent: 1

By voice vote, the motion passed (8-0-1).

4. **COMMENTS FROM THE PUBLIC**
There were no public comments.

5. **CONSENT ITEM(S)**
Motion to approved the Consent Items as presented. This motion, made by Eric Pierce and seconded by Karl Dotterweich, Carried.

Wesley Anderson:	Yea
Dina Aubel:	Absent
Matthew Charvat:	Yea
James Cohn:	Yea
Karl Dotterweich:	Yea
Albert Granholm:	Yea
Anthony Pantano:	Yea
Eric Pierce:	Yea
Scott Wingard:	Yea

Yea: 8, Nay: 0, Absent: 1

By voice vote, the motion passed (8-0-1).

President Secretary Treasurer

5.A. **Board Minutes: Previous Meeting(s)**
5.A - 10.22.26 Board Meeting Minutes - signed

6. **ACTION ITEM(S)**

6.A. **Approval of 2025-26 Auditor's Report - Mr. Rohrbaugh / Ms. Jennifer CruverKibi, CPA, Maher Duessel**
Motion to approve Action Item 6.A - Approval of 2025-26 Auditor's Report. This motion, made by Eric Pierce and seconded by Karl Dotterweich, Carried.

Wesley Anderson:	Yea
Dina Aubel:	Absent
Matthew Charvat:	Yea
James Cohn:	Yea
Karl Dotterweich:	Yea
Albert Granholm:	Yea
Anthony Pantano:	Yea

Eric Pierce:	Yea
Scott Wingard:	Yea

Yea: 8, Nay: 0, Absent: 1

By roll call vote, the motion passed (8-0-1).

6.A - DASD 2026 Communication Letter 11-3-26
6.A - DASD 2026 Financial Statements 11-3-26

7. FINANCE ITEMS

7.A. 2027-28 Budget Resolution #2026-05: Authorizing a Rate of Tax for Support for 2027-28 FY Budget Not to Exceed Its Act 1 Adjusted Index - Mr. Rohrbaugh

Mr. Rohrbaugh reviewed Resolution #2026-05 for the 2027-28 fiscal year budget regarding potential property tax limits. He explained the resolution commits DASD to keeping any potential tax increase at or below the state's Act 1 adjusted index, which is set at 4.8% for the 2027-28 cycle (up slightly from 4.6% the previous year). He noted adoption of this resolution does not mean the board is raising taxes - it only establishes the maximum ceiling if an increase is later deemed necessary. He added that passing the resolution allows DASD to bypass creating a formal preliminary budget, as there are no longer state exceptions to file for. Resolution #2026-05 will be an action item at the 11/19 Board Meeting.

7.A - 2027-28 Opt Out of Preliminary Budget Resolution #2026-05

8. BUILDING AND CAPITAL PROJECTS

8.A. Bond Fund Update - Mr. Rohrbaugh

Mr. Rohrbaugh provided a Bond Fund update through October 2026, highlighting major construction expenses, investment returns, and project statuses. He noted the YTE Building Project accounts for the bulk of recent expenses at roughly $3.3M. He highlighted a few change orders noting total costs remain well below the budget threshold, and heavy construction is underway at the back of the building. He pointed out DASD earned approximately $271K in interest from matured CDs, a strategy DASD plans to continue as upcoming projects are scheduled. Mr. Rohrbaugh noted closeout on the LHE Building Project is delayed due to to delays in getting contractors back on-site to finish final punch-list items, though officials hope to get final sign-offs soon. He shared the OVE Building Project design and engineering costs are beginning to ramp up, with further updates scheduled to follow later in the meeting.

8.A - Bond Fund Summary - 11.12.26

8.B. York Township Elementary Building Project - Dr. Doll

Dr. Doll provided an update on the YTE Building Project and reported strong progress. He reminded everyone that the scope of the project is not to expand student capacity in the building, but to renovate and update the building since the last renovation took place in 1992. The project will expand core spaces including the cafeteria, small and large group areas, and consolidating kindergarten onto a single level. He noted overall construction is on schedule, within budget, and 45% complete. He shared photos of exterior and structural

work, stair towers and loading dock walls, and brick veneer installation is underway. Top-layer steel is expected to arrive this week. He added classroom framing is fully installed, interior framing and drywall are nearly 98% complete, and top-floor painting has begun. He noted electrical rough-ins are 99% complete, and mechanical ductwork and piping are 95% complete. Dr. Doll stated DASD is exploring expediting summer kitchen work, in coordination with contractors and food service provider Chartwells, to ensure it finishes before the next school year starts.

8.B - YTE Building Project - Executive Report No 04 - 11.12.26

8.C. **Ore Valley Elementary Building Project - Dr. Doll**

Dr. Doll provided an update on the OVE Building Project highlighting pre-construction milestones and upcoming summer pre-work. He noted, similar to the YTE Building Project, this project at OVE will not expand student capacity but instead it will renovate instructional and core spaces in a building last updated in the 1990s. He noted the project is on schedule as it transitions into the documentation phase. He added DASD recently received official township land development approval, giving the green light to move forward toward bidding and permitting. He noted summer pre-work is currently in the planning stage with hopes of completing early pre-work this upcoming summer which will immediately improve the student experience and free up the building project schedule ahead of main construction in 2028.

8.C.1. **Summer 2027 Site and Paving Work - Mr. Rohrbaugh / Mr. Blaydon**

Mr. Blaydon from RLPS and DASD administration presented the proposed scope, timeline, and procurement plan for early site work at OVE Building Project in Summer 2027. The summer site work will prepare the campus before main building construction begins in 2028. The summer site work will focus on site infrastructure, building a new driveway to keep traffic circulating smoothly around active construction zones, installing stormwater management facilities for the overall project, doing minor work along Chestnut Hill Road, and replacing existing asphalt, sidewalks, and curbing. Mr. Blaydon noted the design is complete and currently undergoing peer review and permitting. He added because the summer 2027 work is strictly site-related, it is exempt from the state's Act 34 public hearing process (which the board will address in spring 2027 for the main 2028 building renovations). Contractors will have a tight 9-10 week window (June-August 2027) to complete the site work. Dr. Doll added DASD administration plans to gather pricing in December and January using the state's COSTARS cooperative purchasing network to avoid a formal bidding process, with plans to return to the board for final approval. However, if COSTARS pricing is unsatisfactory, as occurred on the YTE Building Project, DASD retains the option to put the work out to public bid.

8.C.1 - OVES Summer 2027 Site Work Presentation - 11.12.26

8.D. **Secondary East Campus Turf Field Recommendation - Dr. Doll / Mr. Rohrbaugh / Mr. Heilman**

Dr. Doll and Mr. Rohrbaugh presented the final design and status update for the Secondary

East Campus Turf Field project, converting the current grass soccer field into a multi-sport facility. They noted this will be an action item on the 12/3 Board Meeting. They reminded the board this project came about by growing athletic participation despite declining overall enrollment. The project has cleared all regulatory hurdles having secured final York Township land development approval and, just today, final approval from the York County Conservation District.

Mr. Rohrbaugh reviewed the approved final project design by Site Design for the turf field. He noted that in order to maximize usage and manage costs, the plan does not include a center logo or colored end zones and will be lined for football, soccer, field hockey, and lacrosse. The field will also feature a 6-foot perimeter fence, ball nets behind the goals, and space for team equipment storage. He added because the grass field currently lacks dedicated parking. The plan adds a new 67-space lot off Boundary Avenue (including 5 handicap accessible spaces), improves the pedestrian path from the middle school baseball lot, retains existing South Walnut Street parking, and adds emergency vehicle access onto the field. He noted the plan calls for keeping the existing press box and concession/bathroom building while adding a concrete gathering plaza and hillside bleachers seating roughly 296 spectators (plus top-entry accessible seating), addressing the current lack of permanent seating. DASD is set to transition into reviewing COSTARS pricing and payment proposals and board members were invited to tour the site before voting on the project at the 12/3 Board Meeting.

The board reviewed COSTARS pricing, operational details, and long-term maintenance trade-offs for the Secondary East Campus Turf Field. Out of three COSTARS quotes (ranging up to $3.8M), DASD administration recommended Landtek (partnered with Hellas for turf) at $3.295M, requesting a $3.5M not-to-exceed budget to include a $205K (~7.5%) contingency for unforeseen site/dirt work. This comes in $500K below the original $4M projection and will be paid in cash from the $14.7M Capital Reserve Fund, requiring no debt or tax increases. Work will begin this winter (off-peak season for turf installers) to avoid higher spring/summer pricing. Work is estimated at 120 weather-dependent workdays, targeting a June 1 or July 1 completion. Mr. Anderson endorsed the 16mm shock pad and 10-year warranty, noting it protects student-athletes, improves drainage, lasts 20-30 years across multiple turf replacements, and lowers future resurfacing costs (estimated at ~$500,000 every 10-12 years). Mr. Pierce posed questions regarding lighting, access and ADA compliance, whether eliminating grass mowing/fertilizing would truly yield the estimated $25K per year in savings, stating staff hours would simply be absorbed elsewhere rather than reducing payroll.

8.D - Hellas-LandTek - DASD Athletic Facilities Upgrades Quote - 11.12.26
8.D - East Campus Turf Field - Final Design - 11.12.26

9. GENERAL INFORMATION ITEM(S)

9.A. New HS Course Request: Athletic Performance and Careers Cohort - Dr. Heffler / Mrs. McCauley / Mr. Thoman

Dr. Heffler, Mrs. McCauley, and Mr. Greg Thoman, Health & PE Department Chair, presented a proposal for a new high school course, Athletic Performance and Careers

Cohort. This will be an action item at the 11/19 Board Meeting so the course can be added to the upcoming course selection guide. The course is designed for 10th and 11th graders over one or two years. The pilot will serve 90 students (30 per class across a three-trimester rotation during Period 5) using existing staff and facilities. Unlike standalone electives, cohort students commit to all three trimester modules.

- Year 1: Strength Training, Athletic Performance (a new curriculum focusing on speed, power, agility, reaction time, and injury prevention), and Sports Administration.
- Year 2: Strength Training, Athletic Performance, and First Aid/Athletic Training.

The course was created to bridge physical education with career readiness and to help address severe shortages in youth coaching and officiating. The program will prepare students for optional industry certifications in Red Cross First Aid/CPR, NFHS Coaching, and PIAA Officiating (via PIAA's fee-waived junior officiating program, likely covering major sports like football, basketball, soccer, and wrestling). Spreading training across the full school year also prevents athletes from overtraining 5 days a week during a single trimester. The strength training and athletic performance modules each earn 0.5 PE credits (counting toward the 1.5-credit graduation requirement, capped at 1.0 PE credit per year), while the third module counts as an elective. No new personnel are required, and capacity could expand to 180 students in future years if demand warrants. Board members responded enthusiastically. Mr. Pierce voiced his support while suggesting future job-shadowing or co-op partnerships with local orthopedic providers like OSS to connect students to physical therapy tech jobs.

9.A - 2027-28 New Course Proposal - Athletic Performance and Careers Cohort - 11.12.26

10. **CALENDAR OF BOARD EVENTS**
Mr. Pantano noted upcoming board events.

11. **COMMENTS FROM THE PUBLIC**
Two DASD residents addressed the board during the second opportunity for public comment:

- Susan Angelili, York Township resident, shared concerns gathered while attending local zoning meetings regarding new housing developments. She questioned the negative emotional impact of one-way hallways on students, noting that one-way hallways prevent easy locker access and force students to carry all their belongings all day. She noted concerns with seating high school students three to a seat on buses is physically and emotionally unsafe compared to elementary students, even if legally permitted. She stated her concerns with the potential high turnover at Reliance Transportation and unreported bullying of quiet students. She urged DASD to place human bus monitors on routes with chronic behavioral issues rather than relying solely on cameras.
- Miranda Stanciu, York Township resident, asked for clarification on a 0.56 growth factor cited during Mr. Dyke's recent Enrollment and Growth Report at the previous board meeting. She requested information or documentation explaining the research and methodology behind that figure.

12. **BOARD COMMENTS / CORRESPONDENCE**
    - Mr. Anderson gave kudos to the high school music department, specifically the orchestra, band, and chorus, following their recent fall concert.
    - Mr. Pierce shared his positive experience judging a weekend debate competition at DAIS, commending the high school students for their impressive public speaking skills.
    - Mr. Pantano announced he will be absent from the 11/19 Board Meeting and Mr. Granholm will be overseeing the meeting in his absence. He wished everyone a Happy Thanksgiving ahead of the holiday break.

13. **ADJOURNMENT**
    The meeting adjourned at 7:44 p.m.

    Respectfully submitted,

    Lisa B. Little

    Lisa B. Little, Board Secretary

DALLASTOWN AREA SCHOOL DISTRICT
TREASURER'S REPORT
FOR THE MONTH OF OCTOBER 2026

GENERAL FUND

Beginning Balance	71,102,142.70	
Local Revenue Sources:		
CURRENT REAL ESTATE TAX	1,618,996.79	
INTERIM REAL EXTATE TAX	10,476.39	
PAY IN LIEU -ST/LOCAL	1,182.88	
CURRENT ACT 511 EIT	410,419.48	
CURR ACT 511 REAL EST	128,664.98	
DELINQUENT REAL ESTATE	130,576.50	
DELQ ACT 511 EIT	68,931.53	
INTEREST ON INVESTMENTS	155,515.12	
ADMISSIONS	23,436.00	
FEES	25.00	
STUDENT PAY TO PARK	193.65	
DISTRICT ACTIVITY-SPECI	3,402.84	
RENTALS	1,290.00	
CONTRIBUTION & DONATION	293.62	
DRIVERS EDUCATION	21,604.86	
REFUNDS OF PRIOR YR EXP	87,880.46	
ENERGY INCENTIVES	4,602.24	
OTHER REV	758.51	
State/Federal Revenue:		
BEF-FORMULA	2,543,993.00	
TRANSPORTATION	503,566.00	
FEMININE HYG PROD FUND	11,316.96	
ST PROP TAX REDUCTION	1,216,260.76	
RTL FOUNDATION	4,636,791.44	
RTL ADEQUACY	1,992,606.73	
Other Financing Sources		
SALE OF FIXED ASSETS	-	
Total Receipts and Deposits		**13,572,785.74**
Disbursements:		
PAYROLL	(9,272,644.29)	
CHECKS DISBURSED	(1,062,550.85)	
PROCUREMENT CARD	(46,434.80)	
WIRE TRANSFERS/ACH	(1,606,597.04)	
INTERNAL SERVICE TRANSFER	(1,400,000.00)	

DALLASTOWN AREA SCHOOL DISTRICT
TREASURER'S REPORT
FOR THE MONTH OF OCTOBER 2026

Total Disbursements	**(13,388,226.98)**
Ending Balance:	71,286,701.46

SUMMARY - GENERAL FUND

TRUIST, Main Operating	8,917,225.57
TRUIST, Payroll	3,633,703.68
TRUIST, liquid, .55% average	440,294.38
PSDMAX, 3.73% Average	5,208,607.66
PSDLAF Flex,3.83% average	46,106,664.81
First National Bank, 3.9%	5,013,648.57
Traditions, Checking	44,346.72
Traditions, MM, .55%	(4.96)
RBC Capital Markets	1,744,166.03
Principal Accounts	178,049.00
TOTAL GENERAL FUND	71,286,701.46

DALLASTOWN AREA SCHOOL DISTRICT
TREASURER'S REPORT
FOR THE MONTH OF OCTOBER 2026

TAX COLLECTION ACCOUNTS

Beginning Balance	94,077.63	
Collections:		
DALLASTOWN	154,330.12	
LOGANVILLE	52,271.33	
JACOBUS	28,827.22	
SPRINGFIELD	241,117.53	
YOE	8,882.02	
YORK	1,261,032.08	
INTEREST	129.35	
Total Receipts and Deposits		**1,746,589.65**
Disbursements:		
BANK FEES	(372.90)	
TRANSFER TO INTERNAL SERVICE	(1,400,000.00)	
TRANSFER TO GF		
Total Disbursements		**(1,400,372.90)**
Ending Balance:	440,294.38	

DALLASTOWN AREA SCHOOL DISTRICT
TREASURER'S REPORT
FOR THE MONTH OF OCTOBER 2026

CAPITAL RESERVE FUND

Beginning Balance	14,599,607.56	
Receipts & Deposits:		
TRANSFER TO CR	-	
INTEREST	109,223.89	
Total Receipts and Deposits		**109,223.89**
Disbursements:		
CHECKS	-	
Total Disbursements		**-**
Ending Balance:	14,708,831.45	

SUMMARY - CAPITAL RESERVE FUND

TRUIST, .55% average	9,335.88
PSDMAX, 3.73% Average	3,288,555.07
PSDLAF FLEX,3.83% average	11,410,940.50
O/S PAYMENTS	-
TOTAL CAPITAL RESERVE FUND	14,708,831.45

DALLASTOWN AREA SCHOOL DISTRICT
TREASURER'S REPORT
FOR THE MONTH OF OCTOBER 2026

FOOD SERVICE FUND

Beginning Balance	2,812,028.27	
Receipts & Deposits:		
DAILY SALES	182,890.05	
CATERING SALES	13,681.59	
INTEREST	8,152.91	
Total Receipts and Deposits		**204,724.55**
Disbursements:		
PAYMENTS	(3,992.67)	
TRANSFER TO GF		
BANK FEES	(445.96)	
Total Disbursements		**(4,438.63)**
Ending Balance:	3,012,314.19	

SUMMARY - FOOD SERVICE FUND

TRUIST, .55% average	560,379.35
PSDMAX, 3.73% Average	190,335.74
PSDLAF FLEX 3.83% average	2,259,963.51
O/S PAYMENTS	(1,727.22)
DEPOSITS IN TRANSIT	3,362.81
TOTAL FOOD SERVICE FUND	3,012,314.19

DALLASTOWN AREA SCHOOL DISTRICT
TREASURER'S REPORT
FOR THE MONTH OF OCTOBER 2026

BOND FUND

Beginning Balance	27,994,827.54	
Receipts & Deposits:		
2026 INTEREST	271,297.63	
Total Receipts and Deposits		**271,297.63**
Disbursements:		
2026 CHECKS	(3,507,475.41)	
Total Disbursements		**(3,507,475.41)**
Ending Balance:	24,758,649.76	

SUMMARY - BOND FUND

PSDMAX, Disbursement, 3.73% average	22,965.20
O/S Checks	-
PSDMAX, 2026 Construction, 3.73% Average	731,690.52
PSDLAF 2026 Flex, 3.83% Average	24,003,994.04
TOTAL BOND FUND	24,758,649.76

DALLASTOWN AREA SCHOOL DISTRICT
TREASURER'S REPORT
FOR THE MONTH OF OCTOBER 2026

INTERNAL SERVICE FUND

Beginning Balance	553,096.10	
Receipts & Deposits:		
GENERAL FUND/MM TRANSFERS	1,400,000.00	
INTEREST	157.34	
Total Receipts and Deposits		**1,400,157.34**
Disbursements:		
MEDICAL CLAIMS	(1,004,717.04)	
DENTAL CLAIMS	(38,411.97)	
SCRIPT CLAIMS	(194,724.29)	
STOP LOSS/ADMIN FEES	(471,143.05)	
Total Disbursements		**(1,708,996.35)**
Ending Balance:	244,257.09	

SUMMARY - INTERNAL SERVICE FUND

TRUIST, .55% Average	358,676.66
O/S PAYMENTS	(131,101.46)
O/S DEPOSITS	16,681.89
TOTAL INTERNAL SERVICE FUND	244,257.09

DALLASTOWN AREA SCHOOL DISTRICT
TREASURER'S REPORT
FOR THE MONTH OF OCTOBER 2026

WALTEMEYER TRUST FUND

Beginning Balance	145,223.45	
Receipts & Deposits:		
INTEREST	367.84	
Total Receipts and Deposits		**367.84**
Disbursements:		
CHECKS	(100,000.00)	
Total Disbursements		**(100,000.00)**
Ending Balance:	45,591.29	

SUMMARY - WALTEMEYER TRUST

PSDMAX, 3.423% Average	45,591.29
	-
TOTAL WALTEMEYER TRUST FUND	45,591.29

Dallastown Area School District
2026/27 General Fund Year-To-Date Expenditure Report for the Period Ending Octoberr 2026
With Comparative Actual Amounts for Fiscal Year Ended 2026

		2025/26				2026/27		
		Original Budgeted Expenditures	FY To Date Expenditures	FY Ending Expenditures	% of Budget Expended	Original Budgeted Expenditures	FY To Date Expenditures	% of Budget Expended
BY FUNCTION:								
1000 - Instruction								
1100	Regular Instruction	61,577,746	16,222,838	61,996,422	26.3%	62,881,211	16,092,142	25.6%
1200	Special Education	22,021,774	5,728,408	22,502,648	26.0%	23,794,682	6,307,816	26.5%
1300	Vocational Education	2,900,000	709,993	2,565,690	24.5%	2,915,000	751,733	25.8%
1400	Other Instructional Programs	1,201,645	318,844	1,256,137	26.5%	1,120,677	368,249	32.9%
1500	Non-Public Programs	-	-	11,577	100.0%	-	-	0.0%
Total Instruction		*87,701,165*	*22,980,083*	*88,332,474*	26.2%	*90,711,570*	*23,519,940*	*25.9%*
2000 - Support Services								
2100	Pupil Personnel	4,846,179	1,427,842	5,044,848	29.5%	5,151,748	1,434,656	27.8%
2200	Instructional Staff Support	3,956,253	1,416,356	4,193,098	35.8%	4,050,239	1,547,654	38.2%
2300	Administration	6,585,285	2,345,941	6,759,177	35.6%	6,842,499	2,338,345	34.2%
2400	Pupil Health Services	2,316,047	607,964	2,287,796	26.3%	2,239,767	576,399	25.7%
2500	Business Services	985,792	359,904	984,948	36.5%	1,014,388	396,371	39.1%
2600	Plant Services	9,653,453	3,467,612	10,799,821	35.9%	9,943,877	3,540,841	35.6%
2700	Student Transportation	6,695,942	1,198,453	7,265,537	17.9%	6,519,019	1,361,116	20.9%
2800	Central Support Svcs	3,223,075	1,130,027	2,843,387	35.1%	3,230,587	1,173,438	36.3%
2900	Other Support Svcs	76,750	-	76,557	0.0%	76,750	67,250	87.6%
Total Support Services		*38,338,776*	*11,954,100*	*40,255,169*	*31.2%*	*39,068,874*	*12,436,069*	31.8%
3000 - Non-Instructional Services								
3200	Student Activities	1,759,767	674,602	2,032,308	38.3%	1,667,555	734,967	44.1%
3300	Community Services	-	23,587	73,962	100.0%	-	14,077	100.0%
Total Non-Instructional Svcs		*1,759,767*	*698,189*	*2,106,270*	*33.1%*	*1,667,555*	*749,044*	*44.9%*
4000 - Facilities Acquisition, Construction and Improvement								
4200	Existing Site Improvement	-	-	32,180	100.0%	-	56,592	*100.0%*
4600	Acquisition, Construction & Improvement	500,000	618	35,486	0.1%	675,000	-	*0.0%*
Total Facilities Acquisition		*500,000*	*618*	*67,666*	0.9%	*675,000*	*56,592*	*8.4%*

Dallastown Area School District
2026/27 General Fund Year-To-Date Expenditure Report for the Period Ending Octoberr 2026
With Comparative Actual Amounts for Fiscal Year Ended 2026

		2025/26				2026/27		
		Original Budgeted Expenditures	FY To Date Expenditures	FY Ending Expenditures	% of Budget Expended	Original Budgeted Expenditures	FY To Date Expenditures	% of Budget Expended
5000 - Other Financing								
5100	Debt Service	9,800,000	2,072,086	10,339,545	21.1%	10,420,000	2,757,290	26.5%
5200	Fund Transfers	500,000	-	3,000,000	0.0%	641,900	-	0.0%
5800	Suspense Account	-	-		0.0%	-	-	0.0%
5500	Special Items	-	-		0.0%	-	-	0.0%
5900	Budgetary Reserve	-	-		0.0%	-	-	0.0%
Total Other Financing		*10,300,000*	*2,072,086*	*13,339,545*	*15.5%*	*11,061,900*	*2,757,290*	*24.9%*
TOTAL BY FUNCTION		***138,599,708***	***37,705,076***	***144,101,125***	***26.2%***	***143,184,899***	***39,518,934***	***27.6%***

Dallastown Area School District

2026/27 General Fund Year-To-Date Expenditure Report for the Period Ending Octoberr 2026

With Comparative Actual Amounts for Fiscal Year Ended 2026

		2025/26				2026/27		
		Original Budgeted Expenditures	FY To Date Expenditures	FY Ending Expenditures	% of Budget Expended	Original Budgeted Expenditures	FY To Date Expenditures	% of Budget Expended
BY OBJECT:								
100	Salaries	61,066,131	14,948,600	60,193,368	24.5%	62,809,201	15,717,106	25.0%
200	Benefits	36,980,930	10,867,237	37,385,789	29.4%	38,962,785	10,657,815	27.4%
300	Purchased Professional & Technical Services	5,090,320	1,789,394	5,936,983	35.2%	5,403,250	1,757,889	32.5%
400	Purchased Property Services	1,401,950	601,772	1,978,504	42.9%	1,438,985	1,063,779	73.9%
500	Other Purchased Services	16,393,860	4,393,580	17,768,312	26.8%	16,061,376	4,899,854	30.5%
600	Supplies, Books	5,308,617	2,387,097	5,278,584	45.0%	5,508,502	2,433,172	44.2%
700	Equipment	1,774,170	472,425	2,492,854	26.6%	1,642,700	145,118	8.8%
800	Other Objects	4,483,463	2,244,191	5,598,698	50.1%	5,193,500	2,843,421	54.7%
900	Other Uses of Funds	6,100,267	780	7,468,032	0.0%	6,164,600	780	0.0%
TOTAL BY OBJECT		***138,599,708***	***37,705,076***	***144,101,125***	***27.2%***	***143,184,899***	***39,518,934***	***27.6%***

Dallastown Area School District
2026/27 General Fund Year-To-Date Revenue Report for the Period Ending October 2026
With Comparative Actual Amounts for Fiscal Year Ended 2026

	2025/26				2026/27		
	Budgeted Revenue	FY To Date Revenue	FY Ending Revenue	% of Budget Received	Budgeted Revenue	FY To Date Revenue	% of Budget Received
LOCAL REVENUE:							
6111 CURRENT REAL ESTATE TAX	77,684,043	72,724,607	77,101,672	93.6%	78,700,000	73,430,398	93.3%
6112 INTERIM REAL EXTATE TAX	700,000	127,785	476,197	18.3%	800,000	29,804	3.7%
6113 PUBLIC UTILITY REALTY	75,000	81,377	81,377	108.5%	75,000	-	0.0%
6114 PAY IN LIEU	102,000	100,000	100,000	98.0%	102,000	1,183	1.2%
6151 CURRENT ACT 511 EIT	8,500,000	1,952,365	8,646,694	23.0%	8,500,000	1,696,814	20.0%
6153 CURR ACT 511 REAL EST	1,150,000	466,524	1,370,276	40.6%	1,250,000	444,339	35.5%
6159 CURR 511 TAXES	25,000	-		0.0%	25,000	-	0.0%
6411 DELINQUENT REAL ESTATE	1,000,000	189,900	1,079,036	19.0%	1,200,000	130,577	10.9%
6451 DELQ ACT 511 EIT	300,000	26,755	246,035	8.9%	550,000	365,000	66.4%
6510 INTEREST ON INVESTMENTS	750,000	424,976	1,274,724	56.7%	800,000	354,990	44.4%
6710 ADMISSIONS	115,000	80,869	117,631	70.3%	125,000	79,033	63.2%
6740 FEES	500	50	650	10.0%	1,500	25	1.7%
6741 STUDENT PAY TO PARK	6,700	4,608	5,822	68.8%	6,700	4,598	68.6%
6750 MINITHON	28,000	22,300	44,299	79.6%	40,000	15,697	39.2%
6790 COMMISSION CHECKS	31,000	8,067	30,282	26.0%	31,000	11,250	36.3%
6793 DAYCARE TRANSPORTATION	40,000	9,636	29,652	24.1%	40,000	7,052	17.6%
6794 NATIONAL ART HONOR SOCIETY	6,000	-	-	0.0%	-	-	100.0%
6831 FED REV RECEIVED OTHER	200,000	-	107,208	0.0%	150,000	-	0.0%
6832 FED PASS THRU IDEA FUND	1,629,000	-	1,489,602	0.0%	1,580,450	-	0.0%
6910 RENTALS	40,000	4,700	62,104	11.8%	75,000	8,475	11.3%
6920 CONTRIBUTIONS & DONATIONS	-	5,806	116,418	100.0%	-	544	100.0%
6941 REGULAR SCH TUITION	35,000	12,878	40,498	36.8%	40,000	14,701	36.8%
6942 DRIVERS EDUCATION	60,000	21,513	64,457	35.9%	60,000	27,711	46.2%
6944 RECEIPTS OTHER LEAs IN	105,000	(40,753)	32,278	-38.8%	150,000	32,278	21.5%
6980 REV FROM COMMUNITY SERV	25,000	13,934	32,576	55.7%	50,000	11,030	22.1%
6991 REFUNDS OF PRIOR YR EXP	-	-	8,016	100.0%	-	94,100	100.0%
6992 ENERGY INCENTIVES	25,000	5,965	53,077	23.9%	25,000	7,098	28.4%
6999 OTHER REV	60,000	21,422	43,845	35.7%	60,000	14,661	24.4%
Total Local Revenue	*92,692,243*	*76,265,285*	*92,654,425*	*82.3%*	*94,436,650*	*76,781,358*	*81.3%*

Dallastown Area School District
2026/27 General Fund Year-To-Date Revenue Report for the Period Ending October 2026
With Comparative Actual Amounts for Fiscal Year Ended 2026

	2025/26				2026/27		
	Budgeted Revenue	FY To Date Revenue	FY Ending Revenue	% of Budget Received	Budgeted Revenue	FY To Date Revenue	% of Budget Received
STATE REVENUE							
7111 BEF	16,804,998	-	17,113,362	0.0%	17,112,489	5,087,986	29.7%
7160 TUITION ORPHANS & CHILD	225,000	-	326,665	0.0%	225,000	-	0.0%
7220 REACH (OVR)	30,000	-	240	0.0%	-	-	100.0%
7271 SPECIAL ED SCHOOL AGED	4,380,278	-	4,443,743	0.0%	4,442,414	1,337,890	30.1%
7311 TRANSPORTATION	2,433,258	-	2,517,831	0.0%	2,800,000	755,349	27.0%
7312 NONPUBLIC TRANSPORTATION	100,000	-	88,935	0.0%	105,000	-	0.0%
7320 RENT & SINK FUND PYMT	875,000	(532,697)	684,687	-60.9%	950,000	-	0.0%
7330 HEALTH SERVICES| ACT 25	115,000	-	111,751	0.0%	115,000	-	0.0%
7332 FEMININE HYGIENE GRANT	-	11,205	7,708	100.0%	-	26,354	100.0%
7340 ST PROP TAX REDUCTION	2,423,873	2,423,873	2,423,873	100.0%	2,423,873	2,432,522	100.4%
7362 PCCD MENTAL HEALTH AND SAFETY	115,626	498	249,250	0.4%	126,000	39,580	31.4%
7369 PCCD SRO		-		100.0%	-	-	100.0%
7531 RTL	650,028	-	2,643,465	0.0%	2,643,465	4,636,791	175.4%
7532 RTL ADEQUACY SUPPLEMENT	1,993,902	-	1,993,326	0.0%	1,993,326	1,992,607	100.0%
7599 OTH STATE REV	-	-	30,000	100.0%	-	38	100.0%
7810 STATE SHARE SS & MED	2,650,000	(819,587)	2,559,294	-30.9%	2,650,000	(216,364)	-8.2%
7820 STATE SHARE RETIRE CONT	12,000,000	(3,726,505)	11,538,333	-31.1%	12,000,000	(887,452)	-7.4%
Total State Revenue	*44,796,963*	*(2,643,212)*	*46,732,464*	*-5.9%*	*47,586,567*	*15,205,301*	*32.0%*

Dallastown Area School District
2026/27 General Fund Year-To-Date Revenue Report for the Period Ending October 2026
With Comparative Actual Amounts for Fiscal Year Ended 2026

		2025/26				2026/27		
		Budgeted Revenue	FY To Date Revenue	FY Ending Revenue	% of Budget Received	Budgeted Revenue	FY To Date Revenue	% of Budget Received
FEDERAL REVENUE								
8514	TITLE I	866,736	-	856,737	0.0%	856,996	0	0.0%
8515	TITLE II	147,847	(19,411)	150,928	-13.1%	150,928	-	0.0%
8516	TITLE III	22,384	(6,670)	28,435	-29.8%	26,638	(1,006)	-3.8%
8517	TITLE IV	66,035	(4,104)	64,618	-6.2%	64,618	298	0.5%
	Total Federal Revenue	*1,103,002*	*(30,185)*	*1,100,718*	*-2.7%*	*1,099,180*	*(707)*	*-0.1%*
OTHER REVENUE								
9220	RTU ARRANGEMENTS		-	572,336	0.0%	-	-	100.0%
9400	SALE OF FIXED ASSETS	7,500	2,001	14,712	26.7%	7,500	1,527	20.4%
9900	SPECIAL ITEMS		-		0.0%	-	-	100.0%
	Total Other Revenue	*7,500*	*2,001*	*587,048*	*26.7%*	*7,500*	*1,527*	*20.4%*
TOTAL REVENUE		**138,599,708**	**73,593,889**	**141,074,656**	**52.2%**	**143,129,897**	**91,987,478**	**64.3%**

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 10/15/2026 - 11/11/2026

Payment Categories: Regular Checks, Direct Deposits, Manual Checks
Sort: **Payment Number**

Payment #	Paymnt Dt	Vendor Name	Amount
0000012194	10/20/2026	2 THE TEE OUTFITTERS	1,290.00
0000012195	10/20/2026	BETHLEHEM CHURCH	236.00
0000012196	10/20/2026	CAROLINA BIOLOGICAL SUPPLY CO.	381.40
0000012197	10/20/2026	COMCAST	1,171.60
0000012198	10/20/2026	COMCAST BUSINESS	805.58
0000012199	10/20/2026	DALLASTOWN BOROUGH	1,131.16
0000012200	10/20/2026	DEMCO INC	206.97
0000012201	10/20/2026	EASTERN YORK ATHLETIC	100.00
0000012202	10/20/2026	EDRIS OIL SERVICE INC.	17,289.80
0000012203	10/20/2026	FLINN SCIENTIFIC INC	184.85
0000012204	10/20/2026	GIANT FOOD STORES LLC	157.35
0000012205	10/20/2026	INTEGRITY FIRST HOME BUYERS	3,020.43
0000012206	10/20/2026	KNAPERS STOP & GO	1,044.00
0000012207	10/20/2026	MCMASTER-CARR	358.13
0000012208	10/20/2026	MERIDIAN STUDENT PLANNERS	3,510.00
0000012209	10/20/2026	MET-ED	23,686.47
0000012210	10/20/2026	MOBYMAX LLC	4,795.00
0000012211	10/20/2026	MTO BATTERY	104.63
0000012212	10/20/2026	NRG BUSINESS MARKETING	7,016.70
0000012213	10/20/2026	PA TURNPIKE	23.56
0000012214	10/20/2026	PYRAMID HEALTHCARE INC.	16,830.00
0000012215	10/20/2026	QUEST BEHAVIORAL HEALTH, INC.	1,760.00
0000012216	10/20/2026	REB SPORTS INC.	587.45
0000012217	10/20/2026	RED LION AREA SCHOOL DISTRICT	254.14
0000012218	10/20/2026	SCHOLASTIC INC. EDUCATION	129.50
0000012219	10/20/2026	SCHOOL & OFFICE SERVICES, INC.	216.00
0000012220	10/20/2026	SWEETWATER	495.00
0000012221	10/20/2026	TOLEDO PHYSICAL EDUCATION	424.79
0000012222	10/20/2026	TRAVELERS	100.00
0000012223	10/20/2026	TREETOP PUBLISHING INC.	1,173.15
0000012224	10/20/2026	U-STOR-IT SOUTH LLC	368.00
0000012225	10/20/2026	VERIZON COMMUNICATIONS INC.	70.46
0000012226	10/20/2026	YORK COUNTY REGIONAL POLICE	4,475.00
0000012227	10/20/2026	YORK TOWNSHIP	1,344.00
0000012228	10/26/2026	AIRGAS USA LLC	169.69
0000012229	10/26/2026	BATTERIES PLUS BULBS	102.96
0000012230	10/26/2026	CAROLINA BIOLOGICAL SUPPLY CO.	13.27
0000012231	10/26/2026	DALLASTOWN AREA EDUCATIONAL	100,000.00
0000012232	10/26/2026	DAVID R. NACE	165.00
0000012233	10/26/2026	GIANT FOOD STORES LLC	804.49
0000012234	10/26/2026	HAJOCA CORPORATION	87.00
0000012235	10/26/2026	HB MCCLURE CO.	6,380.00
0000012236	10/26/2026	HERMANCE MACHINE COMPANY	16,455.00
0000012237	10/26/2026	HILLYARD, INC.	2,275.67
0000012238	10/26/2026	HX LIGHTING INC.	155.16
0000012239	10/26/2026	J.C. EHRLICH	454.69
0000012240	10/26/2026	KORNEY BOARD AIDS INC.	3,745.00
0000012241	10/26/2026	LACROSSE BALLS DIRECT	1,480.00
0000012242	10/26/2026	LEADERSHIP YORK	1,650.00
0000012243	10/26/2026	MARSHALL LEVY	15.00
0000012244	10/26/2026	MET-ED	69,809.88
0000012245	10/26/2026	MODERNFOLD OF READING, INC.	1,500.00
0000012246	10/26/2026	NRG CONTROLS, LLC	19,131.50
0000012247	10/26/2026	PODS ENTERPRISES, LLC	435.60
0000012248	10/26/2026	ROTARY CLUB OF RED LION-	125.00
0000012249	10/26/2026	SAXTON & STUMP LLC	2,283.00
0000012250	10/26/2026	SCHOLASTIC INC. - MAGAZINES	193.73
0000012251	10/26/2026	SCHUMACHER & SEILER INC.	53.36
0000012252	10/26/2026	UNIFIED DOOR AND HARDWARE	33,799.99
0000012253	10/26/2026	VESTIS SERVICES, LLC	218.50
0000012254	10/26/2026	VEX ROBOTICS INC.	151.98
0000012255	10/26/2026	VICKE L ALLISON	1,525.53
0000012256	10/26/2026	WHITE CAP, LP	21.08

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 10/15/2026 - 11/11/2026

Payment Categories: Regular Checks, Direct Deposits, Manual Checks

Sort: **Payment Number**

0000012257	10/26/2026	WINTER ENGINE-GENERATOR	3,528.15
0000012258	10/26/2026	YCSEF	200.00
0000012259	10/28/2026	21ST CENTURY CYBER CHARTER	4,755.81
0000012260	10/28/2026	ACHIEVEMENT HOUSE CYBER	4,494.24
0000012261	10/28/2026	AGORA CYBER CHARTER SCHOOL	2,411.68
0000012262	10/28/2026	AYSENUR GENC	1,994.37
0000012263	10/28/2026	BORTEK INDUSTRIES, INC.	1,687.09
0000012264	10/28/2026	BRET WOLGAMUTH & JAY WAFER	450.64
0000012265	10/28/2026	CAROLINA BIOLOGICAL SUPPLY CO.	2,350.33
0000012266	10/28/2026	CATHOLIC CHARITIES OF THE	3,150.00
0000012267	10/28/2026	CHESTER COUNTY INTERMEDIATE	13,189.06
0000012268	10/28/2026	COLONIAL SCHOOL DISTRICT	7,380.96
0000012269	10/28/2026	COLT PLUMBING SPECIALTIES	513.48
0000012270	10/28/2026	CRISPUS ATTUCKS CHARTER	9,387.84
0000012271	10/28/2026	GIANT FOOD STORES LLC	227.14
0000012272	10/28/2026	HARBORCREEK YOUTH SERVICES	90.63
0000012273	10/28/2026	HILLYARD, INC.	1,956.71
0000012274	10/28/2026	HUDSON RIDGE VENTURES LLC	173,764.95
0000012275	10/28/2026	HX LIGHTING INC.	4,853.70
0000012276	10/28/2026	INSIGHT PA CYBER CHARTER	2,377.90
0000012277	10/28/2026	J.C. EHRLICH	505.10
0000012278	10/28/2026	JEFFREY & NANCY FOLKENROTH	126.29
0000012279	10/28/2026	KAY A CRUMLING, TAX COLLECTOR	73.77
0000012280	10/28/2026	KELLY & SANDRA BROWN	7,908.94
0000012281	10/28/2026	LINCOLN CHARTER SCHOOL	16,222.47
0000012282	10/28/2026	LION BOWLING CENTER	3,100.00
0000012283	10/28/2026	MADISON NATIONAL LIFE INS. CO.,	3,186.07
0000012284	10/28/2026	MARK & ANGELA FOWLER	33.56
0000012285	10/28/2026	MONTOUR SCHOOL DISTRICT	5,023.20
0000012286	10/28/2026	PA LEADERSHIP CHARTER SCHOOL	3,566.86
0000012287	10/28/2026	PA TURNPIKE	220.52
0000012288	10/28/2026	PA VIRTUAL CHARTER SCHOOL	14,677.94
0000012289	10/28/2026	PENNSYLVANIA CYBER CHARTER	9,250.05
0000012290	10/28/2026	REACH CYBER CHARTER SCHOOL	9,897.52
0000012291	10/28/2026	RELIANCE STANDARD LIFE	4,347.61
0000012292	10/28/2026	REPUBLIC SERVICES #611	8,598.21
0000012293	10/28/2026	RICK'S HOME CENTER	566.02
0000012294	10/28/2026	SAFER 13	1,000.00
0000012295	10/28/2026	SCHAEDLER YESCO DISTRIBUTION	212.85
0000012296	10/28/2026	SCOTT A WINGARD	238.64
0000012297	10/28/2026	STEPHEN & DEBRA HAGAN	510.49
0000012298	10/28/2026	VESTIS SERVICES, LLC	141.24
0000012299	10/28/2026	VICKE L ALLISON, TAX COLLECTOR	0.00
0000012300	10/28/2026	VOORHEES PROPERTY	447.86
0000012301	10/28/2026	YORK ACAD. REGIONAL CHARTER	68,867.09
0000012302	10/29/2026	MADISON NATIONAL LIFE INS. CO.,	6,557.92
0000012303	10/29/2026	THE YORK WATER COMPANY	2,720.47
0000012304	11/03/2026	AIRBORNE CONTAMINATION	181.00
0000012305	11/03/2026	AT&T	27,573.69
0000012306	11/03/2026	BETHLEHEM CHURCH	118.05
0000012307	11/03/2026	CAPITAL AREA INTERMEDIATE UNIT	100.00
0000012308	11/03/2026	COLT PLUMBING SPECIALTIES	285.18
0000012309	11/03/2026	COLUMBIA GAS	4,513.78
0000012310	11/03/2026	COMCAST	455.62
0000012311	11/03/2026	DAVID R. NACE	330.00
0000012312	11/03/2026	DC'S SPORTS COMPLEX LLC	3,840.00
0000012313	11/03/2026	FESSENDEN HALL OF PA INC.	179.74
0000012314	11/03/2026	FLINN SCIENTIFIC INC	18.89
0000012315	11/03/2026	GIANT FOOD STORES LLC	180.04
0000012316	11/03/2026	HILLYARD, INC.	407.69
0000012317	11/03/2026	HONDA FINANCIAL SERVICES	344.00
0000012318	11/03/2026	KARAH MOLESEVICH	2,630.40
0000012319	11/03/2026	KURTZ BROS.	52.77
0000012320	11/03/2026	LANCASTER-LEBANON PUBLIC	70,797.54

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 10/15/2026 - 11/11/2026

Payment Categories: Regular Checks, Direct Deposits, Manual Checks

Sort: **Payment Number**

0000012321	11/03/2026	LINCOLN CHARTER SCHOOL	11,834.17	
0000012322	11/03/2026	LOW V SYSTEMS INC.	3,730.00	
0000012323	11/03/2026	LUCK'S MUSIC LIBRARY	128.94	
0000012324	11/03/2026	MCMASTER-CARR	336.28	
0000012325	11/03/2026	PA LEADERSHIP CHARTER SCHOOL	2,310.37	
0000012326	11/03/2026	PMEA	1,320.00	
0000012327	11/03/2026	PRINT-O-STAT INC	3,000.00	
0000012328	11/03/2026	RICK'S HOME CENTER	507.72	
0000012329	11/03/2026	SCHOOL SPECIALTY LLC	158.40	
0000012330	11/03/2026	SHAR PRODUCTS CO	29.68	
0000012331	11/03/2026	SONOVA USA INC.	407.99	
0000012332	11/03/2026	TREETOP ACHIEVEMENT LLC	2,200.00	
0000012333	11/03/2026	ULINE	70.52	
0000012334	11/03/2026	WEX BANK	4.00	
0000012335	11/03/2026	WILSON SCHOOL DISTRICT	500.00	
0000012336	11/03/2026	WOLF PRINTING LLC	410.40	
0000012337	11/03/2026	YORK ACAD. REGIONAL CHARTER	71,995.75	
0000012338	11/03/2026	YORK COUNTY REGIONAL POLICE	4,175.00	
0000012339	11/03/2026	YORK COUNTY SCHOOL OF	270,720.82	
0000012340	11/09/2026	CHESTER COUNTY INTERMEDIATE	8,600.95	
0000012341	11/09/2026	CIOCCA FORD OF RED LION	1,235.54	
0000012342	11/09/2026	COLT PLUMBING SPECIALTIES	1,097.54	
0000012343	11/09/2026	DOCEO	100.00	
0000012344	11/09/2026	EAI EDUCATION	182.90	
0000012345	11/09/2026	EARLBECK GASES &	350.20	
0000012346	11/09/2026	EDRIS OIL SERVICE INC.	17,477.33	
0000012347	11/09/2026	GIANT FOOD STORES LLC	295.82	
0000012348	11/09/2026	KNAPERS STOP & GO	1,044.00	
0000012349	11/09/2026	LOW V SYSTEMS INC.	15,123.00	
0000012350	11/09/2026	MOTOR TECHNOLOGY INC.	466.12	
0000012351	11/09/2026	O'SHEA LUMBER CO	3,994.00	
0000012352	11/09/2026	PENGATE HANDLING SYSTEMS, INC.	954.94	
0000012353	11/09/2026	PHILHAVEN	560.00	
0000012354	11/09/2026	PMEA	310.00	
0000012355	11/09/2026	PMEA	290.00	
0000012356	11/09/2026	PMEA	665.00	
0000012357	11/09/2026	RICK'S HOME CENTER	124.90	
0000012358	11/09/2026	RLPS ARCHITECTS	6,840.00	
0000012359	11/09/2026	ROCKLER WOODWORKING &	380.88	
0000012360	11/09/2026	SITE DESIGN CONCEPTS INC.	32,485.52	
0000012361	11/09/2026	TRUENORTH WELLNESS SERVICES	6,912.31	
0000012362	11/09/2026	USA TODAY MEDIA CORP.	283.24	
0000012363	11/09/2026	USCUTTER	1,755.75	
0000012364	11/09/2026	VISTA SCHOOL	5,512.47	
0000012365	11/09/2026	YELLOW BREECHES EDUCATIONAL	27,610.80	
0000012366	11/09/2026	YORK CITY SCHOOL DISTRICT	233.80	
D000002812	10/20/2026	AMANDA L CONNORS	1,680.00	D
D000002813	10/20/2026	AMANDA STEFFEE	168.72	D
D000002814	10/20/2026	BLICK ART MATERIALS	475.88	D
D000002815	10/20/2026	CDW GOVERNMENT	2,820.00	D
D000002816	10/20/2026	CROSS COUNTRY EDUCATION	12,680.00	D
D000002817	10/20/2026	DOLL JOSHUA A	742.52	D
D000002818	10/20/2026	ECKERT JENNIFER J	129.96	D
D000002819	10/20/2026	EMILYE K LARATONDA	718.20	D
D000002820	10/20/2026	FOLLETT CONTENT SOLUTIONS LLC	39.94	D
D000002821	10/20/2026	GUERNSEY OFFICE PRODUCTS INC.	141.58	D
D000002822	10/20/2026	J.W. PEPPER & SON INC.	125.00	D
D000002823	10/20/2026	LIAM R GEMMILL	69.92	D
D000002824	10/20/2026	LINCOLN INTERMEDIATE UNIT 12	36,426.36	D
D000002825	10/20/2026	MENCHEY MUSIC SERVICE	1,294.20	D
D000002826	10/20/2026	RELIANCE STUDENT	797,972.67	D
D000002827	10/20/2026	RONCO TECHNOLOGY SOLUTIONS,	3,726.90	D
D000002828	10/20/2026	SPECIALIZED EDUCATION OF PA	35,316.00	D
D000002829	10/20/2026	TIA R CAMALIER	22.80	D

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 10/15/2026 - 11/11/2026

Payment Categories: Regular Checks, Direct Deposits, Manual Checks

Sort: **Payment Number**

D000002830	10/26/2026	ADAM M TRONE	2,130.96	D
D000002831	10/26/2026	BLICK ART MATERIALS	23.94	D
D000002832	10/26/2026	GENESIS TURFGRASS, INC.	3,415.50	D
D000002833	10/26/2026	GUERNSEY OFFICE PRODUCTS INC.	2,320.50	D
D000002834	10/26/2026	JACOBO ALVAREZ	1,683.00	D
D000002835	10/26/2026	LINCOLN INTERMEDIATE UNIT 12	540.00	D
D000002836	10/26/2026	MENCHEY MUSIC SERVICE	51.40	D
D000002837	10/26/2026	MICROBAC LABORATORIES INC.	361.32	D
D000002838	10/26/2026	NATHANIEL J MAIELLANO	2,096.25	D
D000002839	10/26/2026	PRECISION HUMAN RESOURCE	1,968.00	D
D000002840	10/26/2026	REBECCA A WONDERS	40.00	D
D000002841	10/26/2026	UPS	22.93	D
D000002842	10/28/2026	CATHERINE E ROBERTO	85.12	D
D000002843	10/28/2026	COMMONWEALTH CHARTER	230,044.29	D
D000002844	10/28/2026	CORISSA A FETROW	41.96	D
D000002845	10/28/2026	EMILY N WOOLDRIDGE	489.00	D
D000002846	10/28/2026	GRAINGER	276.49	D
D000002847	10/28/2026	LINCOLN INTERMEDIATE UNIT 12	5,491.55	D
D000002848	10/28/2026	MCGRAW-HILL EDUCATION LLC	2,685.62	D
D000002849	10/28/2026	MCNEES WALLACE & NURICK LLC	7,896.73	D
D000002850	10/28/2026	MENCHEY MUSIC SERVICE	238.00	D
D000002851	10/28/2026	PRECISION HUMAN RESOURCE	3,564.00	D
D000002852	10/28/2026	ROCHESTER MIDLAND	2,835.50	D
D000002853	10/28/2026	SARA C REYNOLDS	880.20	D
D000002854	10/28/2026	TAYLOR M NEUMAN	1,824.00	D
D000002855	10/28/2026	W A KRAPF INC/MAGNATAG VISIBLE	1,275.55	D
D000002856	11/03/2026	BENCHMARK EDUCATION COMPANY	5,512.16	D
D000002857	11/03/2026	BLICK ART MATERIALS	192.99	D
D000002858	11/03/2026	CROSS COUNTRY EDUCATION	5,683.75	D
D000002859	11/03/2026	ENVIRON ENERGY LLC	457.42	D
D000002860	11/03/2026	FITZ BRIAN K	462.80	D
D000002861	11/03/2026	FOLLETT CONTENT SOLUTIONS LLC	1,296.77	D
D000002862	11/03/2026	GUERNSEY OFFICE PRODUCTS INC.	218.85	D
D000002863	11/03/2026	GWYNETH L YEISER	103.66	D
D000002864	11/03/2026	HEAPS LORIE E	18.24	D
D000002865	11/03/2026	HUDL	24,000.00	D
D000002866	11/03/2026	IMAGINE LEARNING LLC	400.00	D
D000002867	11/03/2026	INTEGRATED SYSTEMS	22,250.00	D
D000002868	11/03/2026	ISOLVED BENEFIT SERVICES	953.70	D
D000002869	11/03/2026	J.W. PEPPER & SON INC.	375.39	D
D000002870	11/03/2026	KELLY L MATHIAS	67.26	D
D000002871	11/03/2026	KINNEMAN GREGORY S	672.00	D
D000002872	11/03/2026	KRISTY A PANEBAKER	798.00	D
D000002873	11/03/2026	LIAM R GEMMILL	125.02	D
D000002874	11/03/2026	MARTIN CHRISTOPHER J	144.00	D
D000002875	11/03/2026	MAZZITTI & SULLIVAN EAP	3,487.50	D
D000002876	11/03/2026	MENCHEY MUSIC SERVICE	5,613.06	D
D000002877	11/03/2026	NEW STORY LLC	68,660.00	D
D000002878	11/03/2026	PENNWOOD CYBER CHARTER	4,708.34	D
D000002879	11/03/2026	RIVER ROCK ACADEMY LLC	80,808.00	D
D000002880	11/03/2026	SPECIALIZED ELEVATOR CORP	1,532.21	D
D000002881	11/03/2026	TIMOTHY R SMITH	2,021.25	D
D000002882	11/03/2026	VENTRIS LEARNING	160.00	D
D000002883	11/09/2026	BENJAMIN ROBERTS LTD.	5,769.04	D
D000002884	11/09/2026	BLICK ART MATERIALS	54.09	D
D000002885	11/09/2026	CARRIE E LAURE	462.53	D
D000002886	11/09/2026	GUERNSEY OFFICE PRODUCTS INC.	108.70	D
D000002887	11/09/2026	J.W. PEPPER & SON INC.	1,211.99	D
D000002888	11/09/2026	JESSICA C EGOLF	77.52	D
D000002889	11/09/2026	JOY K MEYER	63.84	D
D000002890	11/09/2026	KAREN E MATTHES	91.20	D
D000002891	11/09/2026	KAYSE R CORRIERI	20.52	D
D000002892	11/09/2026	KIMBERLY S WALCH	420.00	D
D000002893	11/09/2026	LINCOLN INTERMEDIATE UNIT 12	9,491.55	D

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 10/15/2026 - 11/11/2026

Payment Categories: Regular Checks, Direct Deposits, Manual Checks
Sort: **Payment Number**

D000002894	11/09/2026	LISA B LITTLE	107.62 D
D000002895	11/09/2026	MACKENZIE A RICE	1,842.00 D
D000002896	11/09/2026	MELISSA S SLATKY	54.72 D
D000002897	11/09/2026	MENCHEY MUSIC SERVICE	152.40 D
D000002898	11/09/2026	MICROBAC LABORATORIES INC.	240.88 D
D000002899	11/09/2026	MIH SYSTEMS GROUP, LLC	3,060.00 D
D000002900	11/09/2026	NATALIE L SMITH	30.40 D
D000002901	11/09/2026	PANTANO LISA A	379.36 D
D000002902	11/09/2026	RIVER ROCK ACADEMY LLC	1,890.00 D
D000002903	11/09/2026	SARAH E WHITE	3,993.72 D
D000002904	11/09/2026	SHULTZ STEVIE E	489.00 D
D000002905	11/09/2026	SPECIALIZED ELEVATOR CORP	1,607.21 D

10 - GENERAL FUND	**2,814,617.13**
Grand Total All Funds	**2,814,617.13**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**1,429,173.12**
Grand Total Manual Checks	**(235.53)**
Grand Total Other Disbursement Non-negotiables	**0.00**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**1,385,679.54**
Grand Total Virtual Payments	**0.00**
Grand Total All Payments	**2,814,617.13**

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: FS - FOOD SERVICE ACCOUNT **Payment Dates:** 10/15/2026 - 11/11/2026

Payment Categories: Regular Checks, Direct Deposits, Manual Checks
Sort: **Payment Number**

Payment #	Paymnt Dt	Vendor Name	Amount
0000001253	10/19/2026	HEARTLAND SCHOOL SOLUTIONS	2,397.00
0000001254	10/29/2026	JCO SERVICES LLC	1,595.67
0000001255	11/04/2026	JCO SERVICES LLC	880.92
0000001256	11/11/2026	PARTS TOWN, LLC	2,142.87
0000001257	11/11/2026	SINGER EQUIPMENT CO INC.	55,754.14

51 - FOOD SERVICE/CAFETERIA	**62,770.60**
Grand Total All Funds	**62,770.60**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**0.00**
Grand Total Manual Checks	**0.00**
Grand Total Other Disbursement Non-negotiables	**0.00**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**62,770.60**
Grand Total Virtual Payments	**0.00**
Grand Total All Payments	**62,770.60**

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: 2026 - 2026 BOND FUND **Payment Dates:** 10/15/2026 - 11/11/2026

Payment Categories: Regular Checks, Direct Deposits, Manual Checks
Sort: **Payment Number**

Payment #	Paymnt Dt	Vendor Name	Amount
0000001566	10/22/2026	ECS MID-ATLANTIC LLC	5,238.75
0000001567	10/22/2026	FST TECHNICAL SERVICES	350.00
0000001568	10/22/2026	JAY R. REYNOLDS, INC.	37,161.09
0000001569	10/22/2026	LOBAR INC.	672,615.76
0000001570	10/22/2026	RLPS ARCHITECTS	129,770.46
0000001571	10/22/2026	YORK TOWNSHIP	1,764.00
0000001572	11/10/2026	ABACUS CONSTRUCTION	14,960.00
0000001573	11/10/2026	ECS MID-ATLANTIC LLC	493.75
0000001574	11/10/2026	LOBAR INC.	859,936.52
0000001575	11/10/2026	LOW V SYSTEMS INC.	215,306.71
0000001576	11/10/2026	RLPS ARCHITECTS	177,422.38
0000001577	11/11/2026	TELECOM BUSINESS SOLUTIONS,	18,473.61
0000001578	11/11/2026	YORK TOWNSHIP	1,512.00

37 - 2026 BOND FUND	**2,135,005.03**
Grand Total All Funds	**2,135,005.03**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**0.00**
Grand Total Manual Checks	**0.00**
Grand Total Other Disbursement Non-negotiables	**0.00**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**2,135,005.03**
Grand Total Virtual Payments	**0.00**
Grand Total All Payments	**2,135,005.03**

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: IS - INTERNAL SERVICE **Payment Dates:** 10/15/2026 - 11/11/2026

Payment Categories: Regular Checks, Direct Deposits, Manual Checks
Sort: **Payment Number**

Payment #	Paymnt Dt	Vendor Name	Amount
0000001158	10/22/2026	ECB RX, LLC	7,767.00
0000001159	11/04/2026	CRX INTERNATIONAL	2,972.78
0000001160	11/04/2026	ECB RX, LLC	5,865.00
0000001161	11/04/2026	PENNSYLVANIA DEPT. OF HUMAN	19,261.85

60 - INTERNAL SERVICE FUND	**35,866.63**
Grand Total All Funds	**35,866.63**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**0.00**
Grand Total Manual Checks	**0.00**
Grand Total Other Disbursement Non-negotiables	**0.00**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**35,866.63**
Grand Total Virtual Payments	**0.00**
Grand Total All Payments	**35,866.63**

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: PY - PAYROLL ACCOUNT **Payment Dates:** 10/15/2026 - 11/11/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards, Virtual Payments

Sort: **Payment Number**

Payment #	Paymnt Dt	Vendor Name	Amount
0000001317	10/16/2026	JACK N. ZAHAROPOULOS	116.31
0000001318	10/16/2026	JACK N. ZAHAROPOULOS	116.31
0000001322	10/30/2026	JACK N. ZAHAROPOULOS	116.31
* 00TOMEVIER	10/20/2026	PENSERV PLAN SERVICES INC.	1,291.47
* 0PYBANKOCT	10/31/2026	DALLASTOWN AREA SCHOOL DIST	876.45
* ERRT001031	10/31/2026	PUBLIC SCH EMPLOYEE'S RET SYS	2,403,901.86
* FSAOCT2026	10/30/2026	DALLASTOWN AREA SCHOOL DIST	42,046.92
* IRS0001016	10/16/2026	Internal Revenue Services	623,848.16
* IRS0001020	10/20/2026	Internal Revenue Services	1,175.21
* IRS0001030	10/30/2026	Internal Revenue Services	571,778.81
* MD10162026	10/16/2026	MARYLAND CHILD SUPPORT	200.00
* MD10302026	10/30/2026	MARYLAND CHILD SUPPORT	200.00
* PATX001016	10/16/2026	PA DEPT OF REVENUE	77,950.08
* PATX001020	10/20/2026	PA DEPT OF REVENUE	127.20
* PATX001030	10/30/2026	PA DEPT OF REVENUE	71,913.78
* PENS001016	10/16/2026	PENSERV PLAN SERVICES INC.	51,272.23
* PENS001030	10/30/2026	PENSERV PLAN SERVICES INC.	51,886.91
* POS0001031	10/31/2026	PUBLIC SCH EMPLOYEE'S RET SYS	82.63
* PSERSMMBEE	10/28/2026	PUBLIC SCH EMPLOYEE'S RET SYS	1,202.44
* RETP001031	10/31/2026	PUBLIC SCH EMP RETIREMENT SYS	521,351.01
* SCDU001016	10/16/2026	PENNSYLVANIA SCDU	1,108.15
* SCDU001030	10/30/2026	PENNSYLVANIA SCDU	1,108.15
* VERRT01031	10/31/2026	PUBLIC SCH EMPLOYEE'S RET SYS	(1,425.64)
* VIRS001030	10/30/2026	Internal Revenue Services	(1,175.21)
* VOYA001016	10/16/2026	VOYA FINANCIAL	31,166.17
* VOYA001030	10/30/2026	VOYA FINANCIAL	25,704.04
* VPATX01030	10/30/2026	PA DEPT OF REVENUE	(127.20)
* VRETP01031	10/31/2026	PUBLIC SCH EMP RETIREMENT SYS	(318.32)

10 - GENERAL FUND	**4,477,494.23**
Grand Total All Funds	**4,477,494.23**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**0.00**
Grand Total Manual Checks	**116.31**
Grand Total Other Disbursement Non-negotiables	**4,477,145.30**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**232.62**
Grand Total Virtual Payments	**0.00**
Grand Total All Payments	**4,477,494.23**

PNC Bank 1940, Statement Period 09/26/2026 to 10/26/2026

Date	Supplier	Amount
10/22/2026	The Home Depot #4177	14.36
10/23/2026	Sq *maize Quest	396.00
10/23/2026	The Penn Stater Hotel & C	399.32
10/23/2026	Giant 6079	43.17
10/24/2026	Sierramusic	62.47
10/22/2026	Mammas Loganville	70.65
10/24/2026	Amazon Mktpl	134.15
10/24/2026	Amazon Mktpl	95.37
10/23/2026	Res* Springhill	(315.55)
10/23/2026	Subway 47914	72.35
10/23/2026	Walmart200015608551062	15.23
10/23/2026	Giant 6079	109.04
10/24/2026	Giant 6079	(109.04)
10/25/2026	Sp Reading League	159.86
10/22/2026	Rutters #16	102.58
10/23/2026	Multiacqtest	55.08
10/23/2026	Walmart200015608551062	20.99
10/24/2026	Walmart200015301122470	71.18
10/22/2026	Openai* Chatgpt Credit	90.00
10/22/2026	Wal-Mart #1529	29.35
10/22/2026	Fsp*2 The Tee Outfitters	120.00
10/22/2026	Student Television Networ	75.00
10/22/2026	The Webstaurant Store Inc	977.98
10/22/2026	Sams Club #8161	11.98
10/22/2026	Usps Po 4194990402	130.00
10/22/2026	Res* Springhill	(119.73)
10/22/2026	Walmart200015147301336	13.21
10/22/2026	Pennsylvania Music Edu	150.00
10/21/2026	Supplyhouse.Com	281.36
10/20/2026	Kalahari Resort - Pa	(185.00)
10/20/2026	Hampton Inn & Suites	306.23
10/20/2026	Kalahari Resort - Pa	7.00
10/21/2026	Eb *curriculum In Acti	(325.00)
10/21/2026	Multiacqtest	34.55
10/21/2026	Supplyhouse.Com	361.99
10/20/2026	Hampton Inn & Suites	306.23
10/21/2026	Great Northern Equipment	249.61
10/21/2026	Tj Trophies	39.55
10/20/2026	Raising Canes 0732	48.93
10/21/2026	Wm Supercenter #1823	21.79
10/21/2026	York County History Cent	224.00
10/20/2026	Wm Supercenter #1529	106.89
10/20/2026	Ballard-Inc.Com	279.98
10/20/2026	Wm Supercenter #1529	33.96

10/20/2026	Sams Club #8161	90.40
10/19/2026	The Home Depot #4125	299.00
10/18/2026	Olive Garden 0021552	104.53
10/19/2026	Wm Supercenter #1529	75.00
10/18/2026	Kalahari Resort - Pa	185.00
10/20/2026	Texas Roadhouse #2283	80.21
10/19/2026	Sams Club #8161	280.98
10/19/2026	Fsp*2 The Tee Outfitters	50.00
10/19/2026	Screencastify Unlimite	2,910.00
10/19/2026	Swa*premseat	39.00
10/18/2026	Kalahari Resort - Pa	300.00
10/19/2026	Wal-Mart #1529	75.00
10/19/2026	Southwes	387.74
10/19/2026	Supplyhouse.Com	697.10
10/15/2026	Walmart200015352305278	104.42
10/19/2026	Fall Farm Tours 2026	535.38
10/17/2026	Paypal	94.34
10/16/2026	Gopher Family Brands	323.80
10/16/2026	Amazon Reta* Ok45361n3	111.90
10/17/2026	Giant 6079	6.99
10/16/2026	York County Solid Waste &	80.00
10/17/2026	Chick-Fil-A #03965	126.55
10/19/2026	Fall Farm Tours 2026	468.44
10/18/2026	Mashupmath.Com	29.00
10/15/2026	Vex*events	200.00
10/15/2026	Wal-Mart #5200	22.90
10/15/2026	Walmart.Com	41.15
10/15/2026	Pam Harris Consulting	44.00
10/15/2026	Lowes #00907	689.90
10/15/2026	Vex*events	200.00
10/15/2026	York County Solid Waste &	200.70
10/15/2026	Sq *maize Quest	1,080.00
10/15/2026	Blooket	63.47
10/14/2026	Panasonic Connect North A	497.93
10/14/2026	Maryland Science Center	852.00
10/14/2026	Teacherspayteachers.Com	176.28
10/14/2026	Walmart.Com	34.98
10/14/2026	Thermal Fluids	630.25
10/14/2026	York County Solid Waste &	86.80
10/14/2026	Walmart.Com	44.38
10/13/2026	The Home Depot #4125	334.70
10/13/2026	Wm Supercenter #1529	28.67
10/13/2026	Sams Club #8161	76.74
10/13/2026	Wm Supercenter #2519	17.82
10/13/2026	Customink Llc	241.60
10/12/2026	Web	87.17
10/12/2026	Follett Content Solutions	2,522.93

10/12/2026	Efax Coporate Svc	664.55
10/12/2026	L & L Service Center	481.12
10/12/2026	Target T-1221	112.85
10/10/2026	Giant 6079	37.96
10/09/2026	Finks Garagae Inc	421.35
10/12/2026	Amazon Mktpl	149.99
10/09/2026	Usi Ed Gov	103.55
10/09/2026	Supplyhouse.Com	41.15
10/09/2026	Ventris Learning	230.00
10/10/2026	Giant 6079	18.01
10/09/2026	Loganville Car Wash	21.20
10/09/2026	1000bulbs.Com	1,252.60
10/09/2026	Teachermade	500.00
10/11/2026	Sams Club #8161	251.14
10/08/2026	Sams Club.Com	191.30
10/08/2026	Dmarcly (Netflare)	69.00
10/07/2026	Walmart.Com 8009256278	79.71
10/07/2026	Sp Boltsandnuts.Com	57.06
10/07/2026	Tst* Philly Pretzel Facto	61.25
10/07/2026	Tri-Boro Materials Inc	62.75
10/07/2026	Tst* Philly Pretzel Facto	3.00
10/07/2026	Tri-Boro Materials Inc	234.00
10/07/2026	Walmart.Com 8009256278	34.88
10/07/2026	Walmart.Com 8009256278	136.47
10/07/2026	Pricerite York S1	11.29
10/07/2026	Fall Farm Tours 2026	322.73
10/06/2026	Rutters #16	96.81
10/06/2026	Supplyhouse.Com	476.84
10/05/2026	Giant 6087	18.00
10/05/2026	Fsp*pasbo	(145.00)
10/06/2026	Giant 6079	9.18
10/06/2026	Ls Flinchbaughs Orcha	12.00
10/06/2026	Super Duper Publications	196.00
10/05/2026	Fsp*pasbo	(85.00)
10/06/2026	Tri-Boro Materials Inc	205.75
10/06/2026	Supplyhouse.Com	274.80
10/06/2026	Soundtrap US Inc.	938.00
10/06/2026	The Mill Of Red Lion	316.09
10/05/2026	Macgill School Nurse Sup	501.52
10/05/2026	Jerrys Great Valu	130.05
10/05/2026	Dollar General #20351	21.20
10/05/2026	Amazon Mktpl	54.04
10/05/2026	Giant #6300	104.87
10/05/2026	Amazon Mktpl	74.59
10/05/2026	Amazon Mktpl	103.86
10/04/2026	Classkick	9.99
10/01/2026	Chick-Fil-A #02994	49.42

10/02/2026	Ranger Rick/Zoobks Pub	15.00
10/02/2026	Wm Supercenter #2205	33.22
10/03/2026	Glf*honeyrungolf	6.00
10/04/2026	Paypal	59.36
10/03/2026	Mission Bbq York-Storefro	49.01
10/02/2026	Nat	39.00
10/03/2026	Globalleadership.Org	199.00
10/04/2026	Amazon Mktpl	16.42
10/01/2026	Answer First Comm	94.60
10/01/2026	Supplyhouse.Com	15.00
10/02/2026	Bsa Magazine Subscrptn	24.00
10/01/2026	Super Duper Publications	43.38
10/01/2026	Walmart.Com	119.96
10/01/2026	Bobcat Of York	246.10
10/01/2026	360onlineprint	305.95
10/01/2026	Noetic Learning	258.00
10/01/2026	Supplyhouse.Com	332.78
10/01/2026	Answer First Comm	30.00
10/01/2026	Glf*honeyrungolf	12.00
10/01/2026	Ls Rockelmans Heritag	630.18
10/01/2026	Bayardcanada Owlkids M	35.95
09/30/2026	Wm Supercenter #1529	(16.12)
10/01/2026	Giant 6079	62.85
10/01/2026	Societyforhumanresource	299.00
10/01/2026	Sq *morgans Premium Shave	504.56
09/30/2026	Pasa Organization	92.00
09/30/2026	Www.Pasc.Net	65.00
09/30/2026	Wal-Mart #1529	(93.13)
09/30/2026	Amazon Mktpl	47.69
09/30/2026	Tractor Supply Company	37.96
09/30/2026	Www.Cleverbridge.Net	(5,025.75)
09/30/2026	Giant 6079	(35.39)
09/30/2026	American Floor Mats	196.00
09/29/2026	National Council Of Teach	59.00
10/01/2026	Usatoday Co Digital	16.99
09/30/2026	The Webstaurant Store Inc	2,854.99
09/30/2026	Tractor Supply Company	89.97
09/29/2026	Giant 6079	97.26
09/28/2026	The Home Depot #4177	349.84
09/29/2026	Sp Usmcpatches.Com Tx	830.00
09/29/2026	Wm Supercenter #1529	62.60
09/29/2026	Samsclub #8161	45.01
09/28/2026	Giant 6079	176.83
09/28/2026	Ls Rockelmans Heritag	930.00
09/28/2026	Canon Virginia (Fsc)	442.02
09/28/2026	Teacherspayteachers.Com	(0.42)
09/28/2026	Modern Landfill	90.96

09/28/2026	Samsclub #8161	113.55
09/29/2026	Www.Cleverbridge.Net	5,025.75
09/24/2026	Homedepot.Com	325.34
09/25/2026	Snapfish Us	20.24
09/25/2026	Glf*honeyrungolf	105.00
09/25/2026	The Gift Card Shop	50.00
09/27/2026	Blooket	59.88
09/25/2026	Scholastic Education	1,090.00
09/27/2026	Smore.Com - Educator	99.00
09/25/2026	Awl*pearson Education	818.48
09/25/2026	Print-O-Stat, York 2 Fc E	101.30
09/26/2026	Tst*maple Donuts - St Ch	57.96
09/23/2026	Walmart.Com 8009256278	135.72
09/24/2026	The Home Depot #4125	78.42
		42,033.41

DALLASTOWN AREA SCHOOL DISTRICT

LIST OF BILLS - October 2026

	10/15/26 Transaction Date **DATE**	**CHECK NO**		**CHECK AMT**
Checks & Direct Deposits	10/20/2026	12194-12227 & D000002812-D000002829	$	989,291.77
Checks & Direct Deposits	10/26/2026	12228-12258 & D000002830-D000002841	$	281,584.03
Checks & Direct Deposits	10/28/2026	12259-12301 & D000002842-D000002855	$	651,622.37
Voided Check	10/29/2026	12299	$	(235.53)
Checks	10/29/2026	12302-12303	$	9,278.39
Checks & Direct Deposits	11/3/2026	12304-12339 & D000002856-D000002882	$	716,570.80
Checks & Direct Deposits	11/9/2026	12340-12366 & D000002883-D000002905	$	166,505.30
			$	-
			$	-
			$	-
			$	-
			$	-
			$	-
			$	-
			$	-
			$	-
			$	-
			$	-
			$	-
			$	-
			$	-
			$	-
			$	-
TOTAL AP	**TOTAL AP**		**$**	**2,814,617.13**
Food Service	Food Service	1253-1257	$	62,770.60
2026 Bond	2026 Bond	1566-1578	$	2,135,005.03
Internal Service Fund	Internal Service	1158-1161	$	35,866.63
Capital Reserve	Capital Reserve		$	-
Payroll	Payroll		$	4,477,494.23
		TOTAL	**$**	**9,525,753.62**
<u>OTHER</u>				
On-line Bill Pay		Internal Service Fund Wires and Transfers	$	1,400,000.00
ACH	10/19/2026	PSERS	$	3,032.14
ACH	10/22/2026	PA UC Fund	$	14,074.87
ACH	10/22/2026	PA UNEMPLOYMENT Q3	$	14,074.87
ACH	10/26/2026	2021 DEBT PAYMENT	$	33,500.00
ACH	10/31/2026	FSA	$	19,876.00
ACH	11/1/2026	PCARD	$	42,033.41
ACH	11/4/2026	Rutter's Farm Stores	$	34,672.10
ACH	11/11/2026	PSERS	$	324.16

Food Service			
DATE	**VENDOR**	**CHECK NO**	**CHECK AMT**
10/19/2026	Heartland School Solutions	1253	$ 2,397.00
10/29/2026	JCO Services LLC	1254	$ 1,595.67
11/4/2026	JCO Services LLC	1255	$ 880.92
11/11/2026	Parts Town, LLC	1256	$ 2,142.87
11/11/2026	Singer Equipment Co Inc.	1257	$ 55,754.14
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ 62,770.60

2026 Bond

DATE	VENDOR	CHECK NO	CHECK AMT
10/22/2026	ECS Mid-Atlantic LLC	1566	$ 5,238.75
10/22/2026	FST Technical Services	1567	$ 350.00
10/22/2026	Jay R. Reynolds, Inc.	1568	$ 37,161.09
10/22/2026	Lobar Inc.	1569	$ 672,615.76
10/22/2026	RLPS Architects	1570	$ 129,770.46
10/22/2026	York Township	1571	$ 1,764.00
11/10/2026	Abacus Construction Management, LLC	1572	$ 14,960.00
11/10/2026	ECS Mid-Atlantic LLC	1573	$ 493.75
11/10/2026	Lobar Inc.	1574	$ 859,936.52
11/10/2026	Low V Systems Inc.	1575	$ 215,306.71
11/10/2026	RLPS Architects	1576	$ 177,422.38
11/11/2026	Telecom Business Solutions, Inc.	1577	$ 18,473.61
11/11/2026	York Township	1578	$ 1,512.00
			$ -
			$ -
			$ -
			$ -

$ 2,135,005.03

Internal Service Fund

DATE	VENDOR	CHECK NO	CHECK AMT
10/22/2026	ECB Rx, LLC	1158	$ 7,767.00
11/4/2026	CRX International	1159	$ 2,972.78
11/4/2026	ECB Rx, LLC	1160	$ 5,865.00
11/4/2026	Pennsylvania Dept. of Human Services	1161	$ 19,261.85
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ 35,866.63

OTHER

10/15/2026	Capital Blue Cross	Medical Claims	$ 81,279.05
10/22/2026	Capital Blue Cross	Medical Claims	$ 141,416.81
10/29/2026	Capital Blue Cross	Medical Claims	$ 115,692.37
11/5/2026	Capital Blue Cross	Medical Claims	$ 208,098.72
10/16/2026	EPLS	Script Claims	$ 33,554.40
10/30/2026	SWISS RE Corp	Stop Loss	$ 120,766.86
10/16/2026	TrueRx	Script Claims	$ 27,604.54
10/26/2026	TrueRx	Script Claims	$ 60,134.63
11/3/2026	TrueRx	Script Claims	$ 29,794.50
11/10/2026	TrueRx	Script Claims	$ 80,946.03
10/20/2026	United Concordia	Dental Claims	$ 8,698.49
10/27/2026	United Concordia	Dental Claims	$ 9,149.05
10/18/2026	United Concordia	Dental Admin	$ 2,678.10

PERSONNEL REPORT
November 19, 2026

NOTE: All elections are contingent upon receipt and district's approval of all necessary pre-employment forms, certification, state-mandated physical examinations, clearances, etc.

New Hires

1. Travis W. Metheny, Long-Term Substitute: 7th Grade Mathematics Teacher at Dallastown Area Middle School, effective January 25, 2027 through the remainder of the 2026-2027 school year. Temporary Professional Contract at Bachelor's, Step 1, $69,306.00, prorated for actual days worked (REPLACEMENT)

2. Casey M. Saylor, Full-Time, 10-Month Life Skills Support Personal Care Assistant Paraprofessional at Leaders Heights Elementary School, effective November 18, 2026. $20.50/HR (NEW)

3. Alexander J. Weakland, Health & Physical Education Teacher at Dallastown Area Intermediate School, effective no later than January 18, 2027. Temporary Professional Contract at Bachelor's, Step 3. $70,163 (REPLACEMENT)

Rehires

1. Jason L. Hoffman, Full-Time, 10-Month Safety Monitor at Dallastown Area High School, effective November 18, 2026. $19.95/HR (REPLACEMENT)

2. Kimberly A. Stotler, Part-Time, 10-Month Classroom Paraprofessional at Leaders Heights Elementary School, effective November 18, 2026. $19.34/HR (REPLACEMENT)

Change of Status

1. Juniper G. Camalier, Summer Employee for the Buildings and Grounds Department to Substitute Custodian, effective October 13, 2026.

2. Tia R. Camalier, Full-Time, 12-Month Building Secretary at Dallastown Area Elementary School to Full-Time, 12-Month Technology Services Coordinator at the Administration Building, effective December 14, 2026. $25.50/HR (REPLACEMENT)

3. Isabella L. Druck, Part-Time, 10-Month Intensive Learning Support Paraprofessional at Leaders Heights Elementary School to Full-Time, 10-Month Intensive Learning Support Paraprofessional, effective October 27, 2026.

4. Brittany L. Hilton-Cramer, Substitute Paraprofessional to Full-Time, 10-Month Autistic Support Paraprofessional at Loganville-Springfield Elementary School, effective November 18, 2026.

5. Zachary R. Lesher, Part-Time, 10-Month Life Skills Support Paraprofessional at Dallastown Area High School to Full-Time, 10-Month Life Skills Support Paraprofessional, effective October 5, 2026.

6. Patrick S. Zartman, Full-Time, 12-Month 2nd Shift Custodian at Dallastown Area Middle School to Full-Time, 12-Month 2nd Shift Head Custodian, effective October 31, 2026. $20.00/HR + .50 Shift Differential (REPLACEMENT)

Resignations

1. Clarissa Castillo-Velasquez, Part-Time, 10-Month Classroom Paraprofessional at Ore Valley Elementary School effective November 3, 2026.

2. Matthew D. DeMascolo, High School Musical Lighting Director, effective October 20, 2026.

3. Bryan R. Harbold, Varsity Assistant Softball Coach (50%), effective October 27, 2026.

4. Heather E. Mundis, Substitute Nurse, effective November 12, 2026.

5. James W. Rauhauser Jr., Full-Time, 10-Month Safety Monitor at Dallastown Area High School effective October 19, 2026.

Terminations

1. Joseph R. Hamilton, Full-Time, 12-Month 2nd Shift Custodian at Dallastown Area Intermediate School effective November 13, 2026.

FMLA

1. Brett H. Frey, Director of Special Education for the Special Education Department, effective October 23, 2026, through November 17, 2026, with an anticipated return date of November 18, 2026.

2. Quinn F. Hvazda, 5th Grade Math and Science Teacher at Dallastown Area Intermediate School, effective April 1, 2027, through June 1, 2027, with an anticipated return date of June 2, 2027.

3. Kelly S. Kessler, Building Principal at Loganville-Springfield Elementary School, effective September 28, 2026, through December 21, 2026, with an anticipated return date of December 22, 2026.

4. Renee D. Martin, Custodian at Dallastown Area High School, effective October 15, 2026, through November 17, 2026, with an anticipated return date of November 18, 2026.
(Update from the 10.22.26 PR).

5. Gina A. Sullivan, REACH Job Coach Paraprofessional, effective January 27, 2027, through March 15, 2027, with an anticipated return date of March 16, 2027.

6. Adam M. Trone, Social Studies Teacher at Dallastown Area High School, effective November 13, 2026, through February 12, 2027, with an anticipated return date of February 16, 2027. *(Update from the 10.22.26 PR).*

7. Allison D. Turnbull, English Teacher at Dallastown Area High School, Intermittent FMLA effective November 6, 2026, through February 1, 2027.

Recommended Volunteers

Charles Baugher Jr.	Michele Baugher	Jessica Burnham
Shannon Calloway	Chelsie Cantrell	Chelsea Cottrell
Seth Fetterolf	Lou Haverstock	Tabitha Hill
Maggie Kaliszak	Megan Kemper	Matthew Kilgore
Kristy Larkin	Joseph Markey	Bryanna Marshall
Kathryn McCormack	Rachel McCoy	Heather Moyer
Jalissa Nwanko	Gavin Prelich	Firmadge Rein III
Leslie Reynolds	Lillian Ryder	Andre Tomlinson
Heather Torosino	Jason Ventura	Kia Wible

Recommended Substitute Paraprofessional

Tara J. Fallon

Recommended Athletic Extracurricular Appointments for the 2026-27 School Year
(Update following July 9, 2026, Personnel Report)

Season	***Sport & Position***	***Coach***	***Stipend***
SPRING	Softball - Varsity Head Girls	Jeffery Barkdoll (New Hire)	$5,732.00.
SPRING	Softball - Varsity Assistant	Steve Axe	$3,540.00.
SPRING	Softball - JV Head	Laura Marrero	$4,046.00.
SPRING	Softball - JV Assistant 50%	Kyndall Hopkins (New Hire)	$1,576.00.
SPRING	Softball - JV Assistant 50%	David Noyes Jr.	$1,576.00.

Recommended Non-Athletic Extracurricular Appointments for the 2026-27 School Year

(Update following July 9, 2026, Personnel Report)

Position / Activity	***Coach/Advisor***	***Stipend***
HIGH SCHOOL		
CBA - APPENDIX D		
HS Lighting Director	Joshua Schlader (Re-Hire)	$2,250.00.

BUILDINGS & GROUNDS
AGENDA ITEMS

NOVEMBER 19, 2026

BUILDINGS & GROUNDS RENTAL REQUESTS

The following Facility Rental requests are recommended for approval:

1. Dallastown Area Education Association

Facility	Dallastown Area High School - Classroom #402
Date(s)	*November 12, 2026
Time(s)	3:30 PM - 6:30 PM
Activity	DAEA Rep Training
Rental Costs	No Rental Fee
	Category I Rental

2. Dallastown Area Education Services

Facility	Loganville-Springfield Elementary School - Cafeteria, Classroom #102, Classroom #209, Classroom #213, Classroom #308, Gym
Date(s)	*November 16, 2026
Time(s)	8:00 AM - 11:30 AM
Activity	Personal Development K - 3
Rental Costs	No Rental Fee
	Category I Rental

3. Dallastown Area High School Baseball Booster Club

Facility	Dallastown Area High School - Cafeteria
Date(s)	*March 15, 2027
Time(s)	5:00 PM - 8:30 PM
Activity	Baseball Meet the Team Night
Rental Costs	No Rental Fee
	Category I Rental

4. Dallastown Area High School Basketball Booster Club

Facility	Dallastown Area High School - Cafeteria, Classroom #13
Date(s)	*January 12, 2027
Time(s)	6:45 PM - 8:00 PM
Activity	Basketball Booster Club Meeting
Rental Costs	No Rental Fee
	Category I Rental

BUILDINGS & GROUNDS
AGENDA ITEMS

NOVEMBER 19, 2026

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5. Dallastown Area High School French Club

Facility	Dallastown Area High School - Theater Room
Date(s)	*December 15, 2026
Time(s)	6:00 PM - 9:15 PM (Event Time 6:30 PM - 9:00 PM)
Activity	France Trip Information Meeting
Rental Costs	No Rental Fee *Category I Rental*

6. Dallastown Area High School Perfoming Arts Club

Facility	Dallastown Area High School - Auditorium
Date(s)	*November 18, 2026
Time(s)	3:00 PM - 5:00 PM
Activity	CLUE State Rehearsals
Rental Costs	No Rental Fee *Category I Rental*

7. Dallastown Area High School Senior Class

Facility	Dallastown Area High School - Auditorium, Band Room, Cafeteria, Front Lobby
Date(s)	*May 25, 2027
Time(s)	6:00 PM - 7:00 PM
Activity	Baccalaureate
Rental Costs	No Rental Fee *Category I Rental*

8. Dallastown Area High School Senior Class

Facility	Dallastown Area High School - Auditorium, Band Room, Cafeteria, Front Lobby
Date(s)	*May 25, 2027
Time(s)	7:00 PM - 9:00 PM
Activity	Senior Awards Program
Rental Costs	No Rental Fee *Category I Rental*

BUILDINGS & GROUNDS
AGENDA ITEMS

NOVEMBER 19, 2026

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9. Dallastown Area High School Speech and Debate Team

Facility	Dallastown Area Intermediate School - Auditorium, Cafeteria, Gym, Library, Blue Wing Community Classrooms, Red Wing Community Classrooms, Yellow Wing Classrooms
Date(s)	November 6, 2026 - November 7, 2026
Time(s)	5:00 PM - 8:00 PM (Rehearsal/Friday); 6:00 AM - 9:00 PM (Event/Saturday)
Activity	Dallastown Wildcat Invitational Speech and Debate Tournament
Rental Costs	No Rental Fee $40/Hr Custodial Fee *Category I Rental*

10. Dallastown Area High School USMC JROTC Booster Club

Facility	Dallastown Area High School - Cafeteria
Date(s)	*October 28, 2026
Time(s)	3:00 PM - 5:00 PM
Activity	USMC JROTC Marksmanship Practice
Rental Costs	No Rental Fee *Category I Rental*

11. Dallastown Area High School USMC JROTC Booster Club

Facility	Dallastown Area High School - Classroom #10
Date(s)	November 5, 2026 - May 6, 2027 (Thursday's)
Time(s)	6:00 PM - 8:00 PM
Activity	USMC JROTC Booster Club Meetings
Rental Costs	No Rental Fee *Category I Rental*

12. Dallastown Area High School Video Production Club

Facility	Dallastown Area High School - Auditorium
Date(s)	*January 14, 2027
Time(s)	5:00 PM - 9:30 PM (Event Time 6:00 PM - 9:30 PM)
Activity	Movie Night
Rental Costs	No Rental Fee *Category I Rental*

BUILDINGS & GROUNDS
AGENDA ITEMS

NOVEMBER 19, 2026

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13. Dallastown Area High School Volleyball Booster Club

Facility	Dallastown Area High School - Auxiliary Gym
Date(s)	January 31, 2027; February 14, 2027
Time(s)	7:00 AM - 5:00 PM
Activity	Boys Volleyball Tournament
Rental Costs	No Rental Fee $40/Hr Custodial Fee *Category I Rental*

14. Dallastown Area High School Wrestling Booster Club

Facility	Dallastown Area High School - Classroom #404
Date(s)	*October 27, 2026
Time(s)	5:45 PM - 7:00 PM
Activity	Wrestling Coaches Meeting
Rental Costs	No Rental Fee *Category I Rental*

15. Dallastown Area Intermediate School Girls on the Run

Facility	Dallastown Area Intermediate School – Campus Sidewalks, Classroom #102, Classroom #224, Classroom #317 (Inclement Weather)
Date(s)	September 15, 2026 - November 12, 2026
Time(s)	3:30 PM - 5:00 PM (Tuesday's and Thursday's)
Activity	Girls On The Run - Fall Program
Rental Costs	No Rental Fee *Category I Rental*

16. Dallastown Area Intermediate School - PE Department

Facility	Dallastown Area High School – Field # 1 - High School Stadium
Date(s)	May 14, 2027; May 21, 2027 (Rain Date)
Time(s)	8:30 AM - 12:30 PM
Activity	DAIS Student Track Meet
Rental Costs	No Rental Fee *Category I Rental*

BUILDINGS & GROUNDS
AGENDA ITEMS

NOVEMBER 19, 2026

17. Dallastown Area Intermediate School - Team Commitment

Facility	Dallastown Area Intermediate School – Yellow Wing Community
Date(s)	*November 12, 2026
Time(s)	5:00 PM - 6:45 PM (Event Time 5:30 PM - 6:30 PM)
Activity	Family Engagement - Mystery of Math and Reading
Rental Costs	No Rental Fee *Category I Rental*

18. Dallastown Area Intermediate School - Team Dedication

Facility	Dallastown Area Intermediate School - Cafeteria
Date(s)	*May 19, 2027
Time(s)	5:30 PM - 7:30 PM (Event Time 6:00 PM - 7:00 PM)
Activity	Team Dedication Family Game Night
Rental Costs	No Rental Fee *Category I Rental*

19. Dallastown Area Intermediate School - Team Honor

Facility	Dallastown Area Intermediate School - Library
Date(s)	*December 3, 2026
Time(s)	5:15 PM - 7:00 PM
Activity	Family Engagement Night - Pajamas and Books
Rental Costs	No Rental Fee *Category I Rental*

20. Dallastown Area Intermediate School - Team Respect

Facility	Dallastown Area Intermediate School - Core Hallway, Red Project Room #1, Red Wing Community
Date(s)	*November 12, 2026
Time(s)	5:45 PM - 8:00 PM (Event Time 6:15 PM - 7:30 PM)
Activity	Family Engagement Night - Goose Chase
Rental Costs	No Rental Fee *Category I Rental*

BUILDINGS & GROUNDS
AGENDA ITEMS

NOVEMBER 19, 2026

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21. Dallastown Area Middle School Intramurals

Facility	Dallastown Area Middle School - Library
Date(s)	November 23, 2026 - February 22, 2027 (Monday's)
Time(s)	3:00 PM - 4:15 PM
Activity	Murder Mystery Intramurals
Rental Costs	No Rental Fee
	Category I Rental

22. Dallastown Area Middle School Music Department

Facility	Dallastown Area Middle School - Auditorium; Band Room
Date(s)	*November 13, 2026
Time(s)	4:00 PM - 10:00 PM (Event Time 5:00 PM - 9:00 PM)
Activity	Varsity Drumline Practices
Rental Costs	No Rental Fee
	Category I Rental

23. Dallastown Area Middle School Music Department

Facility	Dallastown Area Middle School - Auditorium; Band Room
Date(s)	December 30, 2026; February 11, 2027 - March 18, 2027 (Thursday's)
Time(s)	6:00 PM - 9:30 PM (Event Time 6:30 PM - 9:00 PM)
Activity	Junior Varsity Drumline Practices
Rental Costs	No Rental Fee
	Category I Rental

24. Dallastown Area School District Learn to Swim Program

Facility	Dallastown Area Middle School - Front Lobby, Pool
Date(s)	February 17, 2027 - February 18, 2027 (Registration); Februry 27, 2027 - April 24, 2027
Time(s)	6:00 PM - 7:00 PM (Registration); 4:30 PM - 6:00 PM (Monday's - Thursday's); 10:00 AM - 1:00 PM (Saturday's)
Activity	Learn to Swim Spring 2027 Season
Rental Costs	No Rental Fee
	Category I Rental

BUILDINGS & GROUNDS
AGENDA ITEMS

NOVEMBER 19, 2026

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25. Loganville Fire Company

Facility	Loganville-Springfield Elementary School – Parking Lot Area
Date(s)	October 24, 2026 - October 25, 2026
Time(s)	9:00 AM - 5:00 PM
Activity	Emergency Vehicle Operations Training Course
Rental Costs	No Rental Fee
	Category IV Rental

26. Loganville-Springfield Elementary School Administration

Facility	Loganville-Springfield Elementary School - Gym
Date(s)	November 11, 2026 - May 26, 2027
Time(s)	4:00 PM - 6:00 PM (Wednesday's)
Activity	Staff Wellness
Rental Costs	No Rental Fee
	Category I Rental

27. Loganville-Springfield Elementary School Administration

Facility	Loganville-Springfield Elementary School – Cafeteria, Gym, Large Group Room #402A, Large Group Room #402B
Date(s)	*December 11, 2026
Time(s)	4:00 PM - 7:30 PM
Activity	Holiday Caring and Sharing Distribution
Rental Costs	No Rental Fee
	Category I Rental

28. Loganville-Springfield Elementary School Administration

Facility	Loganville-Springfield Elementary School - Gym
Date(s)	*January 28, 2027
Time(s)	3:30 PM - 5:30 PM
Activity	School Wide Effective Behavior Support Set Up
Rental Costs	No Rental Fee
	Category I Rental

BUILDINGS & GROUNDS
AGENDA ITEMS

NOVEMBER 19, 2026

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29. Loganville-Springfield Elementary School PTO

Facility	Loganville-Springfield Elementary School - Cafeteria, Large Group Room #402A
Date(s)	December 8, 2026; December 9, 2026
Time(s)	5:00 PM - 7:30 PM
Activity	Holiday Shop Nights
Rental Costs	No Rental Fee *Category I Rental*

30. Mark Ludwig Soccer Academy

Facility	Dallastown Area High School - Field # 1 – High School Stadium
Date(s)	December 14, 2026 - December 15, 2026; December 16, 2026 (Snow Date)
Time(s)	5:00 PM - 9:00 PM
Activity	Winter Clinic Soccer Camp
Rental Costs	$250 Turf Fee with Lights/2-Hr Increments/Charge 2 Hours Total per Day X 2; $40/Hr Custodial Fee; $40/Hr Maintenance Fee *Category IV Rental*

31. Ore Valley Elementary School Administration

Facility	Ore ValleyElementary School - Baseball Field, Cafeteria, Front Lobby, Gym, Library, Soccer Field
Date(s)	*March 16, 2027
Time(s)	5:00 PM - 8:30 PM (Event Time 6:00 PM - 7:30 PM)
Activity	Wildcat Madness Third Grade Family Engagement
Rental Costs	No Rental Fee *Category I Rental*

32. York Township Zoning Hearing Board

Facility	Dallastown Area Middle School - Auditorium; Auditorium Lobby
Date(s)	*November 24, 2026
Time(s)	3:00 PM - 10:00 PM
Activity	York Township Zoning and Hearing Board Meeting
Rental Costs	Rental Fee Waived *Category IV Rental*

DALLASTOWN AREA SCHOOL DISTRICT
FOOD SERVICE FUND - STATEMENT OF OPERATIONS

	10/31/2026	10/31/2025	$ Difference
REVENUE			
National School Lunch Program meals	284,296	263,983	20,313
National School Breakfast Program meals	57	47	10
Adult meals	3,886	4,690	(804)
A la carte sales-Adult	2,812	2,554	258
A la carte sales-Student	130,583	121,614	8,968
Catering Events	14,597	9,273	5,325
State Subsidy	81,476	78,244	3,232
Federal Subsidy	281,899	291,157	(9,258)
Revenue subtotal	799,606	771,561	28,045
FOOD SERVICE MANAGEMENT CO. EXPENSES			
Chartwell's Net Product Costs	318,345	501,871	(183,526)
Chartwell's Non-Food Costs	413,458	677,174	(263,716)
Total expenses related to Chartwell's	731,803	1,179,045	(447,242)
Net Profit from Operations	67,802	(407,484)	475,287
Reduction of expense paid for Fixed Assets			
Adjusted	67,802	(407,484)	475,287
OTHER INCOME AND EXPENSES INCURRED THROUGH THE FOOD SERVICE FUND			
Interest	30,519	63,794	(33,275)
Donated Commodities	0	0	0
Misc. Revenue	0	1,292	(1,292)
Transfer from the GF	0	0	0
Revenue Not Related to Operations	30,519	65,086	(34,567)
Labor	25,844	17,562	8,282
Disposal Services	1,201	807	394
Utility Services	1,937	1,136	801
Repairs/Maintenance	16,574	0	16,574
Extermination Services	185	99	85
Communications	0	0	0
Printing	0	1,125	(1,125)
Advertising	0	0	5,433
Supplies	5,433	8,001	3,918
Energy	11,920	2,641	2,783
Technology Supplies	5,424	3,720	18,924
Equipment	22,644	0	1,177
Dues/Fees	1,177	1,126	50
In-House Expenses	92,339	36,218	56,121
Total income (loss)	**5,983**	**(378,616)**	**384,599**

% Difference
100.00%
100.00%
-17.14%
10.10%
7.37%
57.43%
4.13%
-3.18%
3.63%
-36.57%
-38.94%
-37.93%
-116.64%
-116.64%
-52.16%
0.00%
100.00%
100.00%
100.00%
47.16%
48.78%
70.49%
0.00%
86.08%
0.00%
-100.00%
0.00%
48.97%
105.37%
508.70%
0.00%
0
2
-102%

Breakdown of Meals Served per Type by Month

Fiscal Year 2026-2027		July	August	September	October	November	December	January	February	March	April	May	June	Total
	Serving days	0	8	21	19									
NSLP	Free		9,134	23,961	20,497									
	Reduced		1,123	3,245	2,922									
	Paid		12,412	31,531	34,093									
	TOTAL		**22,669**	**58,737**	**57,512**	-	-	-	-	-	-	-	-	**138,918**
NSBP	Free		4,595	15,573	12,815									
	Reduced		605	2,170	1,876									
	Paid		5,622	18,876	19,716									
	TOTAL		**10,822**	**36,619**	**34,407**	-	-	-	-	-	-	-	-	**81,848**
	AVERAGE NUMBER OF NSLP MEALS	-	2,833.63	2,797.00	3,026.95									8,657.57
	AVERAGE NUMBER OF NSBP MEALS	-	1,352.75	1,743.76	1,810.89									4,907.41

Fiscal Year 2025-2026		July	August	September	October	November	December	January	February	March	April	May	June	Total
	Serving days		7	20	21									
NSLP	Free		8,961	28,343	26,303									
	Reduced		869	3,072	2,698									
	Paid		10,980	33,326	37,761									
	TOTAL		**20,810**	**64,741**	**66,762**									
NSBP	Free		4,421	16,663	15,964									
	Reduced		401	1,525	1,455									
	Paid		4,899	18,956	23,004									
	TOTAL		**9,721**	**37,144**	**40,423**									
	AVERAGE NUMBER OF NSLP MEALS	-	2,972.86	3,237.05	3,179.14									9,389.05
	AVERAGE NUMBER OF NSBP MEALS	-	1,388.71	1,857.20	1,924.90									5,170.82

DAMS Hospitality Monthly Report
July - September 2026

Balance as of June 30, 2026	$ 3,697.68
Expenditures	$ 374.00
Deposits	$ -
Balance as of July 31, 2026	$ 5,365.49
Expenditures	$ 333.31
Deposits	$ -
Balance as of August 31, 2026	$ 5,032.18
Expenditures	$ 50.00
Deposits	$ -
Balance as of September 30, 2026	$ 4,982.18

DAMS Student Activity Monthly Report
July - September 2026

Balance as of June 30, 2026	$ 85,927.37
Expenditures	$ 9,346.00
Deposits	$ 5,049.74
Balance as of July 31, 2026	$ 81,631.11
Expenditures	$ 3,241.66
Deposits	$ 5,824.98
Balance as of August 31, 2026	$ 84,214.43
Expenditures	$ 4,083.35
Deposits	$ 3,204.57
Balance as of September 30, 2026	$ 83,335.65

Dallastown Area High School
Student Activities Account
Balance Report for September 30, 2026
(1st Quarter, FY27)

Reported Balance as of June 30, 2026			$	200,753.37
			$	-
			$	200,753.37
Expenditures	July 31, 2026			
Student Activities		Total:	$	(10,071.24)
Deposits	July 31, 2026			
Student Activities		Total:	$	4,639.51
Balance as of July 31, 2026			$	195,321.64
Expenditures	August 31, 2026			
Student Activities		Total:	$	(9,985.56)
Deposits	August 31, 2026			
Student Activities		Total:	$	6,543.25
Balance as of August 31, 2026			$	191,879.33
Expenditures	September 30, 2026			
Student Activities		Total:	$	(66,695.40)
Deposits	September 30, 2026			
Student Activities		Total:	$	131,719.56
Balance as of September 30, 2026			$	256,903.49

Revised 1/31/2025

DALLASTOWN AREA SCHOOL DISTRICT
ASSET DISPOSAL WORKSHEET

Board Action Date: November 19, 2026

Chief Operations Officer Approval

Assistant Superintendent Approval

Superintendent Approval

Person Requesting Disposal	Building	Description of Item	Quantity	Condition	Disposal Recommendation
Brian K Fitz	Building and Grounds	Life Fitness 90r exercise macine	1	Good	Sell via Municibid
Brian K Fitz	Building and Grounds	Life Fitness 90r exercise machine	1	Good	Sell via Municibid
Brian K Fitz	Building and Grounds	Life Fitness 90r exercise machine	1	Good	Sell via Municibid
Brian K Fitz	Building and Grounds	Square tables	28	Good	Sell via Municibid
Brian K Fitz	Building and Grounds	Plastic chairs	~100	Fair	Sell via Municibid
Brian K Fitz	Building and Grounds	Field liner	1	Fair	Sell via Municibid

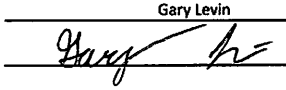
TRANSFER FROM:

Fund	Function	Object	Source	Instructional Organization	Operational Unit	Subject Matter	Job Class	Cost Center	Amount
10	2818	766	000	00	000	000	000	0000	750,000.00
TOTAL TRANSFER FROM:									750,000.00

TRANSFER TO:

Fund	Function	Object	Source	Instructional Organization	Operational Unit	Subject Matter	Job Class	Cost Center	Amount
10	1110	766	000	00	000	000	109	2030	750,000.00
TOTAL TRANSFER TO:									750,000.00

Requested By: Gary Levin

Signature: 

Date Requested: 10/23/2026

Board Approval Required: Yes

Board Approval Date: 11/10/2026

Justification: Transfer budget for board approved (10/22/2026) student device purchase

TRANSFER FROM:										TRANSFER TO:									
Fund	*Function*	*Object*	*Source*	*Instructional Organization*	*Operational Unit*	*Subject Matter*	*Job Class*	*Cost Center*	***Amount***	*Fund*	*Function*	*Object*	*Source*	*Instructional Organization*	*Operational Unit*	*Subject Matter*	*Job Class*	*Cost Center*	***Amount***
10	4600	762	000	00	000	000	000	0000	**139,200.00**	10	2650	752	000	00	000	000	115	2030	**139,200.00**
TOTAL TRANSFER FROM:									**139,200.00**	TOTAL TRANSFER TO:									**139,200.00**

Requested By: Gary Levin

Signature: Gary Levin

Date Requested: 11/13/2026

Board Approval Required: Yes

Board Approval Date: 11/19/2026

Justification: Transfer budget for board approved (07/09/2026) dump truck purchase

DALLASTOWN AREA SCHOOL DISTRICT

TITLE: Technology Services Coordinator **DATE:**

REPORTS TO: Director of Technology Services **APPROVED BY:**

JOB SUMMARY: Provides administrative support to Technology Services and coordinates administrative workflows across the department. Uses established procedures and approved systems to support onboarding, offboarding, access requests, and assigned data tasks.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Organize departmental administrative work, maintain schedules, and coordinate meetings, appointments, vendor visits, and training arrangements for the Technology Services department.
2. Serve as an administrative liaison among Technology Services, Human Resources, Business Services, Educational Services, schools, families, and vendors.
3. Coordinate administrative onboarding, staff changes, and offboarding checklists. Verify approved personnel or student information and arrange account, badge, equipment, and communication tasks with the responsible offices and technical staff.
4. Create, modify, deactivate, and reactivate authorized staff, student, substitute, and other user accounts through approved tools and procedures.
5. Provide routine account assistance, password resets, and account unlocking using established identity-verification procedures.
6. Prepare requisitions and purchase orders; process invoices, shipments, purchasing-card reconciliation, account coding, and budget-transfer documentation through established approval procedures.
7. Maintain contract subscriptions, software licenses, cellular-service records, and renewal calendars. Obtain quotations, prepare renewal materials, and coordinate approved orders and service changes with technical staff and vendors.
8. Maintain organized departmental records, forms, procedures, and correspondence. Compile supporting materials for audits, budget reviews, and authorized records requests.
9. Maintain equipment and asset-assignment records; coordinate delivery, distribution, collection, returns, and related paperwork with technicians and schools. Follow up on missing equipment and incomplete records.
10. Receive departmental calls and requests, provide basic assistance, and use existing helpdesk workflows to refer unresolved issues. Schedule support visits and follow up on information, appointments, and vendor responses.
11. Complete assigned student-information and program-support tasks, including routine record updates, standard reports and exports, roster checks, and scheduled data submissions.
12. Support recurring administrative workflows such as approved instructional-resource requests, surveys, student-photo exchanges, communication-list updates, device-fee records, and event logistics.
13. Perform other related duties as assigned by the Director of Technology Services.

QUALIFICATIONS: High school diploma or equivalent and three years of progressively responsible administrative, office-coordination, or related experience.

or

Associate degree or relevant postsecondary coursework in business administration, office administration, information systems, or a related field preferred.

Experience supporting a department leader, purchasing processes, or confidential records is preferred.
Demonstrated proficiency with office applications, spreadsheets, electronic records, and administrative systems.
Ability to learn account-management tools and follow established access procedures.
Completion and submission of all mandated pre-employment documents and information.

PHYSICAL DEMANDS: Ability to reach above and below the waist
Ability to use fingers to pick, feel, and grasp objects
Some stooping, bending and twisting of the body
Ability to lift and/or carry supplies and/or papers weighing no more than 40 lbs.
Ability to sit, walk, stand, or move throughout the building, often for extended periods of the workday

SENSORY ABILITIES: Ability to read electronic and printed information and communicate effectively by telephone, electronically, and in person.

WORK ENVIRONMENT: Office environment with frequent interruptions, confidential information, and recurring deadlines.

Occasional travel between district locations.

TEMPERAMENT: Must possess excellent interpersonal skills

Professional, diplomatic, service-oriented, and dependable.

Maintains composure, discretion, and cooperative relationships.

COGNITIVE ABILITY: Ability to communicate effectively
Ability to organize tasks
Ability to handle multiple tasks
Ability to exercise good judgment

SPECIFIC SKILLS: Strong writing, scheduling, recordkeeping, reconciliation, and follow-through skills. Handles sensitive student, staff, financial, and access information appropriately and uses administrative permissions only for authorized work.

Reasonable accommodations may be made to enable a qualified individual with a disability or disabilities to perform the primary duties and responsibilities of the job.

Board Approval Date: _____

DASD Field Trip Request Form

CATEGORY 1 Trips Requiring Building Administrator's Approval	CATEGORY 2 Trips Requiring Board of School Director's Approval *(trips 200 miles or more one way)*
■ Field Trip Request Form must be submitted a minimum of two weeks prior to the trip	■ Field Trip Request Form must be submitted a minimum of 1-2 months prior to the trip to be presented by a building administrator to obtain approval at a Board of School Directors' meeting

The DASD Field Trip Request Form is comprised of two sections:

- **Section 1** must be completed for all trips (**Category 1 & 2**).
- **Section 2** must be completed if the trip requires the Board of School Director's approval (**Category 2**).

Please complete, sign, and submit your Field Trip Request Form to your building administrator. Only forms submitted within the proper time frames will be considered for approval.

SECTION 1 To be completed by Category 1 & 2 Field Trip Request Types

Requestor: Linda Roberts	**Requestor Phone Number: 717 244 4021 ext. 3412**
Building: High School	**Grade(s)** *(List all that apply)*: 10,11 & 12
Class(es) *(List all that apply)*: German 3 Honors German IV German 5	**Number of Students: 14 -20**
Number of Chaperones: 2	**Transportation Needed:** Bus(es) - Reliance **Approved Certificate of Insurance must be provided for Motorcoach Bus transportation.*
Destination Name:Bavaria, Germany, Tyrol Austria & Lucerne Switzerland	**Destination Street Address** _____ **City, State, Zip**
Date of Departure: 18-25 November 2027	**Time of Departure: 9 a.m.**
Departure Location: DAHS Back gym lobby	**Are there planned stops on the route to the destination? No**
If there are planned stops on the route to the destination, please list the name and address of the stop(s):	
Location of pick up for return? BWI	**Time to pick up for return? afternoon**
Location of drop-off upon return? HS back gym lobby	**Time of return? p.m.**

Transportation Provider Point of Contact: Reliance	**Transportation Provider Cell Phone Number:**
Driver:	**Driver Cell Phone Number:**
Major objective of the trip: To	

promote increased student achievement in speaking German and promoting German culture
How is the objective co-related to classroom experiences? Students will be studying these German speaking locations in class and also meeting once per month in Wildcat to practice proper etiquette & protocol & speaking in German, role playing situations & becoming more culturally aware.
What follow-up have you planned for after the trip? Students will present a project about their experience, what they learned and their use of the German language.

Transportation is requested of:

When researching Private (non-Reliance) providers/carriers ask:
1. Does your company carry some level of child molestation and exploitation coverage?
2. Does the company carry General Aggregate Liability insurance coverage exceeding $2 million?

If the answer to these questions is "Yes" direct the company to provide a copy of the company's insurance rider for General Aggregate Liability and Child Molestation and Exploitation Coverage. When you receive this documentation, please submit it with your request.

X Reliance Student Transportation Services (DASD contracted carrier)	☐ Private Vehicles (students/parents)	☐ Private (non-Reliance) Van Services ☐ Private Non-Passenger Rental (box truck, trailer…)	☐ Private Motorcoach (approved Certificate of Insurance must be attached)

Trip will be funded by:

☐ DASD General Fund (Building/Program)	☐ General Fund (fees paid by students - in & out)	☐ Activity Account (student payments are deposited to offset costs)	X All costs paid directly to facilities/vendors, travel agents, transportation providers, etc.

SECTION 2 To be completed by Category 2 Field Trip Request Types
(If the trip is less than 200 miles each way **STOP**)

Will a substitute be required?	Yes	**Location/Destination: Lucerne, Switzerland, Innsbruck, Austria, Vaduz, Liechtenstein & Munich, Germany**
Trip Description:	Swiss Food and Pastimes, Swiss language, culture & history, Innsbruck Hofkirche. Neuschwanstein Castle, Wieskirche. Munich history, BMW World, Olympic Park, Munich Dachau Concentration Camp Memorial	
Goals of the Trip: To promote increased student achievement in speaking German and promoting German culture		
Date of Departure: Friday 18 November 2027		**Date of Return: Thursday 25 November 2027**

Number of days students will be absent from school?	3	**Who will pay the costs? Parents &/or guardians**	
Transportation costs to be paid by:	Students & Parents and/or guardians	**Hotel costs to be paid by: Students & parents and/or guardians**	
Meal costs to be paid by:	Students & Parents & guardians	**Do all Chaperones have Federal, State Criminal, and Child Abuse Clearances completed and on file with the District? yes [Link to Approved DASD Volunteers]**	
How many Chaperones will be on the trip? 2		**Please List the First and Last Name of every Chaperone: Thomas Roberts**	**Linda Roberts**

Student, faculty, and chaperone rosters with faculty and chaperone cell #'s must be provided to the driver on the trip date.

Please complete, sign, and submit your Field Trip Request Form to your building administrator. Only forms submitted within the proper time frames will be considered for approval.

Approving Building Administrator: _____ Date:_____

Approving Reliance Transportation: _____ Date:_____



NOV 18-25, 2027

Group Leader
Linda Roberts

Group Leader ID
113490

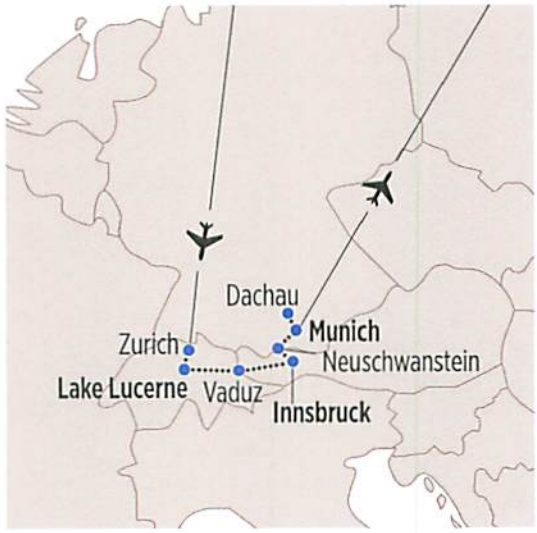
Bavaria, Tyrol and Switzerland

WHAT'S INCLUDED

- Round-Trip Flights
- Daily Breakfast and Dinner (unless otherwise noted)
- 3-Star Hotels
- 24-Hour Tour Manager
- Centrally Located Hotels
- Start Exploring
- Global Network
- All Local Transportation
- Personal Headsets Included Throughout Tour
- Swiss Food and Pastimes
- Innsbruck Hofkirche
- Neuschwanstein Castle
- Wieskirche
- Munich by Bike
- BMW World
- Olympic Park Munich
- Dachau Concentration Camp Memorial

TRIP ITINERARY

8 Days | Overnights: Overnight Flight (1), Lake Lucerne (2), Innsbruck (1), Munich (3)



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TOUR COST

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Cost per Traveler	Full Payment Deadline
$4051	**7/11/2027**

$337 per month using an automatic payment plan

Cost Breakdown

Program Fee	$4139
Early Registration Discount	$-200
Prepaid Tipping	$112
Total Cost Valid through 1/1/2027	$4051

Additional Fees (as applicable)

Adult Surcharge	$100
Single Room Supplement	$960
Double Room Supplement	$480
Ultimate Protection Plan	$360
Ultimate-Plus Protection Plan	$480
Mount Pilatus	$60

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Adult travelers over 21 should add in the Adult Surcharge and Double or Single Room Supplement to calculate Total Cost.

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Scan the above QR code or visit **www.acis.com/findmytrip** and enter your Group Leader's ID and last name and click Register Now when you're ready to sign up.

QUESTIONS?

Find answers to our most frequently asked questions at www.acis.com/faqs or contact Traveler Support via Live Chat on acis.com or email accounts@acis.com.

FULL ITINERARY

DAY 1, NOV 18, 2027: OVERNIGHT FLIGHT

Depart from the USA.

DAY 2, NOV 19, 2027: LAKE LUCERNE

Arrive in Switzerland's bustling financial city of Zurich and transfer to Lake Lucerne. (D)

DAY 3, NOV 20, 2027: LAKE LUCERNE

Begin your day with an optional trip on the world's steepest cog railway and by cable car up to the breathtaking heights of 7,000-foot Mount Pilatus. **Otherwise, enjoy a free day to explore the picturesque streets and squares of Lucerne, including the magnificent Lion Monument and the Chapel Bridge. Your evening highlight is a merriment-filled traditional Swiss food and pastimes experience. Through food, stories, games, costumes and more, your hosts will have you engaging with centuries of Swiss cultural traditions. (B,D)**

DAY 4, NOV 21, 2027: INNSBRUCK

Head for Innsbruck today, stopping first in Vaduz, Liechtenstein to tick another country off your visited list. Continue to Innsbruck, the capital of Tyrol for a walking tour including entrance to the Hofkirche. (B,D)

DAY 5, NOV 22, 2027: MUNICH

Depart Innsbruck and drive to visit crazy King Ludwig's fairy tale castle of Neuschwanstein—literally the stuff of legends (and Disney dreams). The famous castle, with its many turrets and towers was opened to the public in 1886 and clings to the top of the surrounding cliffs. Continue to the Wieskirche, a beautiful Rococo church in the Bavarian meadows, for a visit before arriving in Munich for dinner. (B,D)

DAY 6, NOV 23, 2027: MUNICH

Begin the day discovering the city's hidden gems during a Munich by bike tour of unique neighborhoods and sights off the beaten path. Pedal down historic old streets, peek into delightful courtyards, ride along the city's river and explore the popular 910-acre Englischer Garten, one of the world's largest urban public parks. This afternoon visit BMW World, a showcase for the BMW brand, one of the industry's most influential auto makers. In the evening, we'll visit the Olympic Park to learn more about the events and history of the 1972 Olympics. (B,D)

DAY 7, NOV 24, 2027: MUNICH

Travel this morning out to the Dachau Concentration Camp Memorial, a somber but compelling reminder of Nazi atrocities during World War II. Return to Munich to explore more of the city's wonders at your own pace, and be sure to check out the Marienplatz, the historic square in the heart of the city. It's home to the famous 43-bell Glockenspiel, whose colorful mechanical figures reenact prominent moments in Munich's history throughout the day. (B,D)

DAY 8, NOV 25, 2027: DEPARTURE

Depart for the USA. (B)

Board Approval Date: _____

√DASD Field Trip Request Form

CATEGORY 1 Trips Requiring Building Administrator's Approval	CATEGORY 2 Trips Requiring Board of School Director's Approval *(trips 200 miles or more one way)*
▪ Field Trip Request Form must be submitted a minimum of two weeks prior to the trip	▪ Field Trip Request Form must be submitted a minimum of 1-2 months prior to the trip to be presented by a building administrator to obtain approval at a Board of School Directors' meeting

The DASD Field Trip Request Form is comprised of two sections:

- **Section 1** must be completed for all trips (**Category 1 & 2**).
- **Section 2** must be completed if the trip requires the Board of School Director's approval (**Category 2**).

Please complete, sign, and submit your Field Trip Request Form to your building administrator. Only forms submitted within the proper time frames will be considered for approval.

SECTION 1 To be completed by Category 1 & 2 Field Trip Request Types

Requestor: Cindy Harbert	Requestor Phone Number: 724.244.4920
Building: DAHS	Grade(s) *(List all that apply)*: 9 through 12
Class(es) *(List all that apply)*: French II and above	Number of Students: TBD
Number of Chaperones: approximately 1 for every 6 students	Transportation Needed: Bus(es) - 1 (to & from airport) **Approved Certificate of Insurance must be provided for Motorcoach Bus transportation.*
Destination Name: France	Destination Street Address _____ City, State, Zip
Date of Departure: on or about 6/6/28	Time of Departure: TBD
Departure Location: DAHS Front Circle	Are there planned stops on the route to the destination? no
If there are planned stops on the route to the destination, please list the name and address of the stop(s):	
Location of pick up for return?	Time to pick up for return?
Location of drop-off upon return?	Time of return?

Transportation Provider Point of Contact:	Transportation Provider Cell Phone Number:
Driver:	Driver Cell Phone Number:
Major objective of the trip:	
How is the objective co-related to classroom experiences?	
What follow-up have you planned for after the trip?	

Transportation is requested of:

When researching Private (non-Reliance) providers/carriers ask:

1. Does your company carry some level of child molestation and exploitation coverage?

2. Does the company carry General Aggregate Liability insurance coverage exceeding $2 million?

If the answer to these questions is "Yes" direct the company to provide a copy of the company's insurance rider for General Aggregate Liability and Child Molestation and Exploitation Coverage. When you receive this documentation, please submit it with your request.

☒ Reliance Student Transportation Services (DASD contracted carrier)	☐ Private Vehicles (students/parents)	☐ Private (non-Reliance) Van Services ☐ Private Non-Passenger Rental (box truck, trailer…)	☐ Private Motorcoach (approved Certificate of Insurance must be attached)

Trip will be funded by:

☐ DASD General Fund (Building/Program)	☐ General Fund (fees paid by students - in & out)	☒ Activity Account (student payments are deposited to offset costs)	☐ All costs paid directly to facilities/vendors, travel agents, transportation providers, etc.

SECTION 2 To be completed by Category 2 Field Trip Request Types
(If the trip is less than 200 miles each way STOP)

Will a substitute be required? no	**Location/Destination:** France
Trip Description: Tour of various cities in France	
Goals of the Trip: To enhance language proficiency & cultural competency	
Date of Departure: on or about 6/6/28	**Date of Return:** on or about 6/16/28
Number of days students will be absent from school? 0	**Who will pay the costs?** Students and their families
Transportation costs to be paid by: Students	**Hotel costs to be paid by:** Students
Meal costs to be paid by: Students	**Do all Chaperones have Federal, State Criminal, and Child Abuse Clearances completed and on file with the District? [Link to Approved DASD Volunteers]** yes
How many Chaperones will be on the trip? 1 for every 6 students	**Please List the First and Last Name of every Chaperone:** TBD

Student, faculty, and chaperone rosters with faculty and chaperone cell #'s must be provided to the driver on the trip date.

Please complete, sign, and submit your Field Trip Request Form to your building administrator. Only forms submitted within the proper time frames will be considered for approval.

Approving Building Administrator: _____ Date:_____

Approving Reliance Transportation: _____ Date:_____

October 30, 2026

To whom it may concern,

I am requesting approval to organize and take a student trip to France in June of 2028. It would be open to students actively enrolled in levels two and up during the 2027 - 2028 school year.

Destination:	Paris and various cities in southern France
Dates:	June 2028. Final dates dependent on availability of air travel and hotels.
Approximate cost per student:	$5,000 (With payment plan available and spread out over 18 months.)
Transportation:	• School bus to and from the airport. • Airplane to France. • Motorcoach and train within France.
Lodging:	Various hotels.
Chaperones:	Cindy Harbert. Others to be determined depending on the number of students going. Chaperone ratio will be approximately 1 for every 6 students, as per EF guidelines.
Travel Company	EF EducationalTours, Boston, MA.
Rationale for the Trip	Transform abstract language study into a practical skill by enhancing language proficiency and cultural competency in a real world situation.

Thank you for your consideration.

Cindy Harbert

Cindy Harbert
French and Spanish Teacher, DASD

DALLASTOWN AREA SCHOOL DISTRICT

RESOLUTION NO. 2026-05

A RESOLUTION OF THE DALLASTOWN AREA SCHOOL DISTRICT

AUTHORIZING A RATE OF TAX FOR SUPPORT FOR THE 2027-28 FISCAL YEAR BUDGET BY NO MORE THAN ITS ACT 1 ADJUSTED INDEX.

WHEREAS, on June 27, 2006, the Pennsylvania legislature passed Act 1 of Special Session 2006, entitled the "Taxpayer Relief Act" (hereinafter "Act 1"); and

WHEREAS, the Pennsylvania Department of Education (hereinafter the "Department") calculated and published the adjusted index for the Dallastown Area School District (hereinafter the "District") to be 4.8% for the 2027-2028 fiscal year; and

WHEREAS, pursuant to Act 1, as part of the annual budget adoption process, the District may either adopt a preliminary budget on or before February 17, 2027, or adopt a Resolution on or before January 28, 2027 limiting any tax increases to the District's 4.8% adjusted index; and

WHEREAS, by adopting such a Resolution, the District will not be subject to the remainder of the timelines established in Act 1, but the District will also be barred from seeking any of the index exceptions permitted within Act 1 or otherwise raising any existing taxes in excess of 4.8%; and

WHEREAS, the Dallastown Area School District Board of Directors (hereinafter "Board") has made the decision that it shall not raise the rate of any tax for the support of the District for the 2027-2028 fiscal year by more than its 4.8% index; and

WHEREAS, the Board understands that adoption of such a Resolution will not excuse the District from the budget adoption requirements and deadlines imposed by Section 687 of the Pennsylvania Public School Code (hereinafter "School Code"), 24 P.S. §6-687;

AND NOW, on this 19th day of November 2026, it is hereby RESOLVED by the Board that:

1. The Board certifies that it will not increase any school district tax for the 2027-2028 school year by more than 4.8%.

2. The Board certifies that it will comply with the procedures set forth in 24 P.S. §6-687, for the adoption of its proposed and final 2027-2028 annual budget.

3. The Board certifies that increasing any tax at a rate less than or equal to the index will be sufficient to balance its final annual budget for the 2027-2028 fiscal year.

4. Within five days of the Board's adoption of this Resolution, the District's Administration is directed to:

a. Submit the appropriate documents containing the District's information relating to the proposed increase in the rate of a tax levied for the support of the District to the Department, and

b. Send a copy of this Resolution to the Department.

5. The Board understands and agrees that by passing this Resolution it is not eligible to seek referendum exceptions under Section 333(f) of Act 1 and is not eligible to request approval from the voters through a referendum to increase a tax rate by more than the index as established for the 2027-2028 fiscal year.

6. Once this Resolution is passed, the Administration of the District is not required to comply with the preliminary budget requirements set forth in Paragraphs (a) and (c) of Section 311 of Act 1 unless the Department determines that the District's tax, as reflected in the information conveyed to the Department in Paragraph 4.a. above, will exceed the District's index.

ATTEST:

BOARD OF SCHOOL DIRECTORS OF THE DALLASTOWN AREA SCHOOL DISTRICT

By:_____
Board Secretary

By: _____
Board Vice President

(School District Seal)

Dallastown Area School District

EDUCATIONAL PROGRAMS

2026/27 New Course Proposals - DAHS

November 2026 Information Item/Action Item

Mrs. McCauley and Mr. Greg Thoman

Athletic Performance and Careers Cohort

Building:	Dallastown Area High School
School Year:	2027-2028
Department:	Health/PE
Grade/Level:	10-11
Proposed Course Name:	**Athletic Performance and Careers Cohort**
Prerequisite(s):	N/A
Duration:	3 Trimesters - **3 Parts** *(Each Part Meets 2 days/cycle)*

Description: Athletic Performance and Careers Cohort is designed for 10th and 11th-grade students interested in improving athletic performance, developing lifelong wellness habits, and exploring careers in athletics, fitness, coaching, sports medicine, nutrition, and officiating. Students examine the science and application of physical training, nutrition, recovery, mental performance, goal-setting, leadership, injury prevention, and sport management. Students apply classroom knowledge through practical experiences and career-based certifications. The course is designed to manage up to 90 students per year. Those 90 students would be split into 3 groups that would rotate through the 3 courses described below during Period 5 across all three trimesters

Component 1: Course Code: T0956FA - Strength Training - .5 Physical Education Credits
Component 2: ⭐ Course Code: T0965Q - Athletic Performance Training . 5 Physical Education Credits
Part 3: Course Components below will be offered every other year
Component 3 (Y1): Course Code:T0755A - Athletic Administration - .5 Elective Credits

- Referee certification - PIAA waives $40 fee for Junior officials
    - Students would need to get Act 34 ($22), Act 51 ($13), and Act 114($24.95) clearances
- Coaching certifications $50 - Fundamentals of Coaching Course (NFHS)

Component 3 (Y2): Course Code: T0972A - First Aid/CPR & Athletic Training - .5 Electives Credits

- First Aid & CPR certifications - $10.60 (American Red Cross Responding to Emergencies Cert)

Scheduling Process: During the scheduling window, students would select T0965Q, and Skyward would select the two additional courses through the Skyward linking process. Students would receive 3 independent grades for each course. The final grade would be calculated at the end of Trimester 3.

Career Pathway Connection:	Health Science, Human Services, & Education
Staffing Implications:	None
Budget Implications, if any (text, technology, equipment):	Resources needed are as follows: Volt Strength Training Programs $2,000 (annual)

⭐ **New Course Component - Athletic Performance Training (Part 2 of 3)**

Building:	Dallastown Area High School
School Year:	2027
Department:	Health/PE
Grade/Level:	10 - 11
Proposed Course Name:	Athletic Performance Training
Prerequisite(s):	None
Duration:	1 Trimester (Delivered all year. 2 days per cycle)

Description: Athletic Performance Training focuses on improving overall fitness and athletic performance through activities that develop speed, power, agility, balance, coordination, reaction time, cardiovascular fitness, flexibility, mobility, and injury prevention. Students will participate in functional and sport-specific training, set personal performance goals, and monitor their progress while applying proper training techniques. Career integration may include exploring opportunities in athletic training, personal training, strength and conditioning, coaching, physical therapy, sports medicine, and other fitness-related fields.

Career Pathway Connection:	Health Science, Human Services, & Education
Staffing Implications:	None
Budget Implications, if any (text, technology, equipment):	None

Dallastown Area School District
11/5/26 POLICY COMMITTEE MEETING MINUTES

Thursday, November 5, 2026 ▪ 6:00 PM
AD Board Room, 700 New School Lane, Dallastown, PA 17313

1. **ROLL CALL / WELCOME - Mr. Pierce**

The Policy Committee Meeting was called to order at 6:02 PM by Policy Committee Chair, Mr. Eric Pierce.

Attendance:

Eric R. Pierce, Committee Chair
Dina M. Aubel, Committee Member
Albert C. Granholm, Committee Member
Anthony J. Pantano, Ex Officio Member
Dr. Joshua A. Doll, Superintendent
Dr. Erin M. Heffler, Assistant Superintendent
Abigail Guenther, Solicitor, McNees Wallace & Nurick LLC
Heidi A. Beck, Assistant Board Secretary

Others noted on the attached attendance sheet.

Policy Committee 11.05.26 Attendance Sheet

2. **COMMENTS FROM THE PUBLIC**
There were no public comments.

3. **POLICIES FOR DISCUSSION - Dr. Heffler / Mr. Pierce**

Dr. Erin Heffler presented the policy packet and reviewed questions raised by the Policy Committee regarding proposed policy updates and administrative regulations.

- **Policy 210 (Page 2, Paragraph 1, Sentence 2) - Medications**
  - **Discussion:** Clarification was sought regarding the restriction of medications. A revision was suggested to adjust the wording to *"... only permitted when the Doctor/Parents/School Nurse determined it is in the best interest of the student."*
  - **Outcome:** Following discussion, the committee decided to maintain the proposed wording as written (no change).

- **Policy 210 (Page 4, Paragraph 3) - Medications**
  - **Discussion:** Clarification was requested on whether herbals, teas, vitamins, and supplements are prohibited on campus or if district staff are simply barred from administering them.
  - **Explanation:** Clarified that this policy strictly addresses FDA-approved medications administered by health staff. Health staff will consult medical personnel if any questionable medication arises.
  - **Outcome:** The proposed wording will remain (no change).

- **Administrative Regulation 121-AR-3 (Page 14, Item 3) - District Field Trip Nursing Guidelines**
    - **Discussion:** The committee reviewed a suggestion to add phrasing after the last comma in Item 3. Separately, a question was raised regarding total annual district expenditures for nurses attending field trips.
    - **Outcome:** The committee agreed to insert the words "who is," revising the text to read: *"... child while on the FT who is responsible for carrying the medication and administering it to the child."* Nursing costs for field trips may be reviewed during the budget timeline and do not affect this AR.
- **Administrative Regulation 121-AR-3 (Pages 14-15) - District Field Trip Nursing Guidelines**
    - **Presentation:** The Assistant Superintendent presented a revised version of 121-AR-3 updating Item 4 and Item 1 under *Special Considerations* to remove specific agency names and maintain generalized language.

Meeting Note: A brief recess was called at 6:38 PM. The meeting was reconvened at 6:40 PM.

- **Policies 342, 442, and 542 (Pages 16, 18, 20) - Jury Duty**
    - **Discussion:** The committee considered changing the final sentence phrase from "return to work" to "receiving proof of payment."
    - **Outcome:** Following discussion, the committee agreed to make no changes; the text remains as written.
- **Administrative Regulation 437-AR (Page 22) - Military Differential Compensation for Active Service**
    - **Discussion:** Questions were raised regarding salary status for employees not in good standing, whether good standing should impact military service differential reimbursement under USERRA/state law, and the rationale for the 30-day reimbursement timeline.
    - **Explanation:** The Solicitor clarified that offering differential reimbursement based on employee standing is at the employer's discretion.
    - **Outcome:** For clarification, the committee agreed to add the phrase "during the same period" to the end of paragraph one.
- **Policies 533 and 543 (Pages 24 & 26) - Professional Growth Guidelines and Paid Holidays**
    - **Discussion:** Confirmation was requested on whether Policies 533 and 543 are being retired per recommendations.
    - **Explanation:** Human Resources and the Solicitor recommended retiring both policies because they lack inception or review dates and their terms are addressed annually in the employee handbook.
    - **Outcome:** The committee agreed to retire Policies 533 and 543.

Policy Packet 10.26.26 FINAL - For Policy Committee Meeting

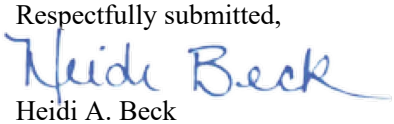
4. **NEXT POLICY COMMITTEE MEETING - Mr. Pierce**
   Mr. Pierce called attention to the next Policy Committee Meeting date of March 4, 2027.

5. **BOARD / COMMENTS FROM THE PUBLIC**
   There were no Policy Committee or public comments.

6. **ADJOURNMENT**

The meeting was adjourned by Mr. Eric Pierce at 6:53 PM.

Respectfully submitted,



Heidi A. Beck
Assistant Board Secretary

Dallastown Area School District

From the Office of Dr. Erin Heffler
Assistant Superintendent

TO: DASD Policy Committee

FROM: Dr. Erin Heffler, Assistant Superintendent

DATE: November 2026

RE: Policies for Consideration and Public Review

Accompanying this memo are one (1) Policy, two (2) Administrative Regulations, and five (5) Policies and Administrative Regulations with no review dates that were discussed by the DASD Policy Committee on November 5, 2026.

DRAFT

Policy/Operating Guideline Items

Policy Number	Policy Title	Revision Purpose
210	*Medications*	Revised - medication distribution for field trips

Administrative Regulations

121-AR-2	*Field Trip Permission Form*	Revised - medication distribution for field trips
121-AR-3	*District Field Trip Nursing Guidelines*	Revised - medication distribution for field trips

Policies and Administrative Regulations With No Review Date

342/442/542	*Jury Duty*	Reviewed and Revised - added reporting and receipt of payment information to 442 and 542 Created New - 342 to align with 442 and 542
437-AR	*Military Differential Compensation for Active Service*	Reviewed and Revised - per solicitor recommendation
533	*Professional Growth Guidelines*	Retire - per HR and solicitor recommendation
541	*Benefits for Regularly Employed Part-Time Personnel*	Reviewed and Revised - per solicitor recommendation
543	*Paid Holidays*	Retire - per HR and solicitor recommendation

BOARD POLICY

210 Medications

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
210	v1.5	DRAFT	11/6/2026

Proposed addition Proposed deletion

DRAFT

Purpose

The Board shall not be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication to a student during school hours in accordance with the direction of a parent/guardian and licensed prescriber will be permitted only when failure to take such medicine would jeopardize the health of the student or the student would not be able to attend school if the medicine were not available during school hours.

Definitions

For purposes of this policy, **medication** shall include all medicines prescribed by a licensed prescriber and any Food and Drug Administration (FDA) approved over-the-counter medicines.

For purposes of this policy, **licensed prescribers** shall include licensed physicians (M.D. and D.O.), podiatrists, dentists, optometrists, certified registered nurse practitioners and physicians assistants.

Authority

If in order to maintain sufficient health to participate in the school program a student must be given medication during school hours, then the following procedure shall be adhered to: [1] [2]

1. Whenever possible, parents/guardians are requested to administer medication at home.

2. All prescription and nonprescription medications that are to be dispensed during school hours must be accompanied by a written authorization signed by the doctor and parents/guardians.

The Dallastown Area School District shall incur no liability for use of unauthorized drugs.

Delegation of Responsibility

The Superintendent or designee, in conjunction with the Certified School Nurse (CSN), shall develop administrative regulations for the administration and self-administration of students' medications.

All medications shall be administered by the Certified School Nurse, or in the absence of the Certified School Nurse by other licensed school health staff (RN, LPN), except as otherwise noted in this policy.

In the event of an emergency, a district employee may administer medication when s/he believes, in good faith, that a student needs emergency care.[3]

The Certified School Nurse shall collaborate with parents/guardians, district administration, faculty and staff to develop an individualized healthcare plan to best meet the needs of individual students with complex health needs. **[4]** **[5]**

DRAFT

The policy and administrative regulations for administration of medications shall be reviewed, at least every two (2) years and revised as necessary.

Guidelines

The district shall inform all parents/guardians, students and staff about the policy and administrative regulations governing the administration of medications.

All standing medication orders and parental consents shall be renewed at the beginning of each school year.

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations and the Department of Health Guidelines.[6] [7]

Students may possess and use asthma inhalers, epinephrine auto-injectors and insulin when permitted in accordance with state law and Board policy.[8] [9]

Medications, preparations or products not approved by the FDA, such as herbals, teas, homeopathic medication, vitamins, dietary supplements, or medications from other countries will not be administered.

Delivery and Storage of Medications

All medication shall be brought to the nurse's office, or the main office if the nurse is in another building, by the parent/guardian or by another adult designated by the parent/guardian. All medication shall be stored in the original pharmacy-labeled container and kept in a locked cabinet designated for storage of medication. Medications that require refrigeration shall be stored in a refrigerator.

Medication should be recorded and logged in with the date, name of student, name of medication, amount of medication, and the school health personnel receiving the medication.

~~Nonprescription medication must be delivered in its original packaging and labeled with the student's name.~~

Nonprescription and ~~P~~prescription medication shall be delivered in its original packaging and labeled with:

1. Name, address, telephone and federal DEA (Drug Enforcement Agency) number of the pharmacy.
2. Student's name.
3. Directions for use (dosage, frequency and time of administration, route, special instructions).

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4. Name and registration number of the licensed prescriber.
5. Prescription serial number.
6. Date originally filled.
7. Name of medication and amount dispensed.
8. Controlled substance statement, if applicable.

All medication shall be accompanied by a completed Medication Administration Consent Form, or other written communication from the licensed prescriber.

Disposal of Medications

Procedures shall be developed for the disposal of medications consistent with the Department of Health Guidelines, which shall include:

1. Guidelines for disposal of contaminated needles or other contaminated sharp materials immediately in an appropriately labeled, puncture resistant container.
2. Processes for immediately returning to parents/guardians all discontinued and outdated medications, as well as all unused medications at the end of the school year.
3. Methods for safe and environmentally friendly disposal of medications.

Administration of Medication During Field Trips and Other School-Sponsored Activities

The Board directs planning for field trips and other school-sponsored activities to start early in the school year and to include collaboration between administrators, teachers, nurses, appropriate parents/guardians and other designated health officials. [10]

The administration of medication to students participating in a field trip or other school-sponsored activity shall be consistent with the terms of a student's Individualized Education Plan and/or Section 504 Agreement if applicable.

Students (grades K-12) requiring administration of emergency medications on a field trip will be allowed to carry and self-administer the medication if the following criteria have been met:

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1. The parent/guardian has completed the section of the field trip consent form that addresses the administration of emergency medications.

2. The student has on file in the nurse's office authorization for administration of the medication that meets all the criteria established through Board Policy or Administrative Regulation.

3. The medication is currently located in a secure place within the school for use by the student.

4. The student will be responsible, on the day of the field trip, to obtain his/her medication from the school location to carry on the field trip. The nurse is responsible for verifying that the medication is properly labeled, verifying the student is able to state when the medication is to be taken and notifying the teacher that the student is carrying the medication.

5. The student is to return the medication to the nurse upon returning to the school unless they have brought approved medication from home for the field trip.

6. The specific requirements for the self-administration of an asthma inhaler, insulin, and an epinephrine auto-injector have been completed.

7. The student shall be made aware that the medication is intended for his/her use only and may not be shared with other students.

8. The student shall notify classroom teacher, nurse or other school employee supervising the field trip or school activity immediately following each use of self-administered medication.

9. Students shall be prohibited from sharing, giving, selling and using medication in any manner other than when it is prescribed during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and school activities. Violations of this policy shall result in loss of privilege to self-administer medication and disciplinary action in accordance with Board policy.

Additional considerations when planning for administration of medication during field trips and other school-sponsored programs and activities shall be based on the student's individual needs and may include the following:

1. Assigning school health staff to be available.

2. Utilizing a licensed person from the school district's substitute list.

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3. Contracting with a credible agency which provides temporary nursing services.

4. Utilizing licensed volunteers via formal agreement that delineates responsibilities of both the school and the individual.

5. Addressing with parent/guardian the possibility of obtaining from the licensed prescriber a temporary order to change the time of the dose.

6. Asking parent/guardian to accompany the child on the field trip, with proper clearances.

7. Arranging for medications to be provided in an original labeled container with only the amount of medication needed.

8. Evaluation of the request of the parent/guardian of a student to appoint a temporary custodian for the administration of medication.

Security procedures shall be established for the handling of medication during field trips and other school-sponsored activities.

1. Requiring the parent/guardian to provide information regarding storage instructions for medication prior to an individual field trip or other school-sponsored activity.

2. Restricting the possession and storage of medication to assigned school health staff or appropriate designee or the student's temporary custodian for an individual field trip or other school-sponsored activity when the student does not have prior approval to self-administer medication.

"Hold Harmless" Policy

The Dallastown Area School District, in consideration of dispensation of medicines by the nurses and duly authorized agents of the Board who are employed by said district, hereby covenants and agrees to hold harmless and indemnify all such nurses and duly authorized agents of the Board against any and all claims, damages, expenses, attorneys' fees, suits, cause or causes of action in law or equity or any place whatsoever which may be brought against any of such nurses and duly authorized agents of the Board because of any negligent act or omission done or not done by such nurses and duly authorized agents of the Board in connection with said dispensation of prescription drugs. The term of this policy shall begin on the date executed and continue indefinitely.

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Legal Footnotes

[1] **24 P.S. 510**
LEGAL REFERENCE

[2] **22 PA Code 12.41**
LEGAL REFERENCE

[3] **42 Pa. C.S.A. 8337.1**
LEGAL REFERENCE

[4] **Pol. 103.1 — Nondiscrimination — Qualified Students With Disabilities**
POLICY REFERENCE

[5] **Pol. 113 — Special Education**
POLICY REFERENCE

[6] **24 P.S. 1409**
LEGAL REFERENCE

[7] **Pol. 216 — Student Records**
POLICY REFERENCE

[8] **24 P.S. 1414.1**
LEGAL REFERENCE

[9] **Pol. 210.1 — Possession/Administration of Asthma Inhalers/Epinephrine Auto-Injectors**
POLICY REFERENCE

[10] **Pol. 121 — Field Trips**
POLICY REFERENCE

DRAFT

BOARD POLICY

121-AR-2 Field Trip Permission Form

POLICY NUMBER	LAST REVIEWED	VERSION	DOCUMENT STATUS
121-AR-2	11/5/2026	v1.10	DRAFT

PRINTED
11/6/2026

DRAFT

DESTINATION/DATE/TIMES

On (Day of the week), (Month) (Date), 20(XX), students will have the opportunity to visit the **(destination) (location)**. The field trip is related to our studies of (XXXXXXX). Students will be engaged in activities in preparation for this trip and will participate in follow-up instructional activities. This is another opportunity to extend our curricular studies to include experiences outside of the classroom setting.

Trip Guidelines:

- **Cost**: $ XXX.00 (**check payable to XXXXX**) – This is for transportation and/or other fees.
- The approximate hours of this field trip will be from XX:XX a.m. until XX:XX p.m.
- **Ask for a disposable packed lunch and drink OR include order for cafeteria provided lunch.**
- **Cancellation Policy:** If a student is unable to go on the trip for any reason, we must be notified by (Day of the week), (Month) (Date), 20(XX). Refunds cannot be granted after this date.

We are in need of additional chaperones for this trip. Chaperone requirements would include walking (most of the day) and being responsible for approximately twelve (12) students. (They will have to check in with you at various times throughout the day). **If you are interested in chaperoning, please contact your child's XXXXXXX teacher, by email, as soon as possible**.

(cut here)

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DALLASTOWN AREA SCHOOL DISTRICT

(FULL NAME OF) SCHOOL

FIELD TRIP PERMISSION FORM/STUDENT INFORMATION

TEACHER_____

Student's Name:_____ Student's Address:_____

Student's Date of Birth:_____ Parent/Guardian Preferred Phone Number:_____

Student's Medications/Allergies/Other Conditions:_____

Will your child/student need medication administered during this trip? YES ☐ NO ☐

Please list medication(s) to be administered, dosage, and instructions:

_____

_____

_____

Student's Physician Name & Phone:_____

I, the undersigned parent or legal guardian of _____, hereby give permission for my child/student to participate in a school sponsored "Field Trip" to_____ on _____(Day of the week, Month, Date, Year).

PARENTAL ACKNOWLEDGMENT OF RISK & HOLD HARMLESS AGREEMENT

By allowing my child/student to participate in the field trip, I am requesting that a school official or employee designated by the Dallastown Area School District become the temporary custodian of my child for the exclusive purpose of administering medication and consenting to medical treatment if necessary. In the event of a vehicular accident, I also understand and acknowledge that according to PA State law, my automobile insurance would be the first response and the immediate response for other injuries would be my health insurance.

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I understand that the participation of my child in this trip is voluntary and is not required by the district. I have read the itinerary for the trip and grant permission for my child to attend the trip and participate in any activities associated with the trip. In granting permission for my child to participate in this field trip, I acknowledge that my child will be exposed to risks that include but are not limited to severe weather, transportation accidents, terrorist attacks, medical emergencies, and other unforeseen events. In recognition of these risks, I agree to hold harmless and indemnify the Dallastown Area School District against any legal claims related to the events that occur during the trip.

Any legal claims relating to any of the events of this trip shall be subject to the laws of Pennsylvania and decided by the Court of Common Pleas of York County.

_____ _____

Printed Name of Parent/Guardian **Signature of Parent/Guardian**

Please return this form by: _____

_____ **Date of Signature**

(Day of the week, Month, Date Year)

FOREIGN TRAVEL ONLY – I acknowledge that I must have evidence verifying that I have personal health insurance that will cover my child outside the U.S. and, if it does not, it is my responsibility to purchase travel insurance. The district is not legally or financially responsible for the healthcare costs of my child during the trip. Verification of insurance must be attached to this Permission Slip and provided to chaperones .

I acknowledge that the district reserves the right to cancel any trip on the basis the trip would pose an excessive risk for students and the Administration has the discretion to make a determination as to whether the trip poses an excessive risk.

_____ _____

Printed Name of Parent/Guardian **Signature of Parent/Guardian**

Please return this form by: _____

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BOARD POLICY

121-AR-3 District Field Trip Nursing Guidelines

POLICY NUMBER	LAST REVIEWED	VERSION	DOCUMENT STATUS
121-AR-3	11/5/2026	v1.8	DRAFT

PRINTED
11/6/2026

DRAFT

The building principal shall promptly, no later than three (3) days in advance, notify the ~~"~~building health assistant and/or building certified school nurse~~" receive(s) notification~~ that a field trip (FT) is scheduled.

Upon receiving notification of a FT, t~~T~~he ~~"~~building health assistant and/ or building certified school nurse~~"~~ shall email the participating ~~email(s) the~~ teacher(s) to request a roster of the students ~~participating in~~attending the field trip.

The participating teacher(s) shall provide the final roster to the certified school nurse no later than two (2) weeks in advance of the trip. The certified school nurse will review the list to determine whether any of the students going on the FT receive medication during the school day, have an Individual Health Plan, or are permitted to self-administer emergency medication, or otherwise may require medical care during the field trip.

~~This list should be given to the "building health assistant and/ or building certified school nurse" at least two (2) weeks in advance of the trip. This provides time for the "building health assistant and/ or building certified school nurse" to review the list, contact the parent, contact the involved parties (substitute nurse list/ contracted nursing agency) if a "substitute nurse/ agency nurse" is required.~~

Should students attending the trip require the administration of medication during the day or otherwise have health needs that require medical care during the field trip, the certified school nurse shall determine if a school nurse is available to attend the field trip. If there is no school nurse available, the certified school nurse will then contact the parent/guardian of such students and inquire about the following:

1. Whether the daily medication can be given before or after the FT or missed on the day of the FT. The certified school nurse must receive written confirmation from the provider that a change in the time of administration of medication is permissible.

2. If the certified school nurse does not receive written confirmation that the medication administration timing can be changed or skipped on the day of the FT, the certified school nurse should ask the parent/guardian if they would like to accompany their child on the field trip, informing the parent/guardian of the need to provide the clearances/TB testing required of all chaperones.

3. If the parent/guardian cannot attend with their child, the certified school nurse should ask the parent/guardian if there is another responsible adult whom the parent/guardian would like to serve as the temporary custodian of the child while on the FT who is responsible for carrying the medication and administering it to the child.

4. If no substitutes are available, building certified school nurse contacts a m~~M~~edical s~~S~~taffing provider ~~Network via phone/email Patricia Reed (717-569-8751) PReed@crosscountry.com~~ and secures an ~~"~~agency nurse~~"~~ for the FT. The following information is emailed to the provider ~~Patricia Reed~~:

- Date of field trip
- Start time
- End time
- Purchase vs. pack individual lunch meal
- Dress code
- Destination
- Special activities (such as water activities, etc.)

~~The "building health assistant and/ or building certified school nurse" contact(s) the parents of the students that receive daily medications during the school day.~~

~~Inquire if the daily medication can be given before or after the FT or missed on the day of the FT (will need a provider note for this request).~~

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~~If a temporary hold or change is acceptable to the parent, inquire if the parent/guardian is able to obtain from the licensed prescriber a temporary order to change the time of dose.~~

~~If the parent states that their child cannot miss the daily medication or physician will not provide a temporary order to change the time of dose, then the "building health assistant and/ or building certified school nurse" next proceeds with contacting the substitute nursing staff to inquire about field trip availability.~~

~~"Building health assistant and/ or building certified school nurse" notifies substitute nurses via email/ phone of field trip medical needs.~~

SPECIAL CONSIDERATIONS:

1. Overnight Field Trips: District health assistant or certified school nurse to be offered this opportunity. Should a health assistant or certified school nurse not be available, the building certified school nurse contacts a medical staffing provider ~~Patricia Reed at MSN to arrange for an agency nurse (717-569-8751)~~.

2. In the event that an agency nurse is unavailable to cover a school-day field trip, the district lead nurse should be notified so that a district health assistant or certified school nurse can be assigned to cover the field trip. If the district nurse staffing is inadequate, the building principal will be contacted to consider canceling the field trip.

DRAFT

BOARD POLICY

342 Jury Duty

POLICY NUMBER	LAST REVIEWED	VERSION	DOCUMENT STATUS
342	11/5/2026	v1.4	DRAFT
WORKFLOW	**PRINTED**		
Administrative Review	11/6/2026		

Purpose

Administrative employees regularly employed shall be protected against loss of pay occasioned by jury duty in accordance with the following guidelines. This policy is adopted in accordance with 42 Pa.C.S. § 4563, which prohibits employers from penalizing employees for jury service.

Guidelines

Should an employee be called for jury duty, the employee shall report dates of jury duty as soon as possible to the employee's immediate supervisor and the Human Resources Department.

Employees called for jury duty shall be permitted to serve and will not be penalized in any way for doing so. They shall receive normal pay for the period of jury duty, but any compensation received from such duty that is in excess of actual expenses (e.g., travel, parking, and other out-of-pocket costs incurred in connection with jury service) shall be credited against such pay. Receipt of payment from jury duty needs to be submitted to the payroll department within two (2) weeks of return to work.

The time spent on jury duty will not be charged against personal leave and will count as time on the job.

Employees must submit to their supervisor a record from the county of the number of days served.

DRAFT

DRAFT

BOARD POLICY

442 Jury Duty

POLICY NUMBER	LAST REVIEWED	VERSION	DOCUMENT STATUS
442	11/5/2026	v1.5	DRAFT

PRINTED
11/6/2026

Purpose

Professional employees regularly employed shall be protected against loss of pay occasioned by jury duty in accordance with the following guidelines. This policy is adopted in accordance with 42 Pa.C.S. § 4563, which prohibits employers from penalizing employees for jury service.

Guidelines

Should an employee be called for jury duty, ~~s/he~~ the employee shall report ~~same~~ dates of jury duty as soon as possible to the ~~building principal~~ employee's immediate supervisor and the Human Resources Department.

Employees called for jury duty shall ~~normally~~ be permitted to serve and will not be penalized in any way for doing so. They shall receive normal pay for the period of jury duty, but any compensation received from such duty that is in excess of actual expenses (e.g., travel, parking, and other out-of-pocket costs incurred in connection with jury service) shall be credited against such pay. Receipt of payment from jury duty needs to be submitted to the payroll department within two (2) weeks of return to work.

The time spent on jury duty will not be charged against personal leave and will count as time on the job.

Employees must submit to their supervisor a record from the county of the number of days served.

DRAFT

DRAFT

BOARD POLICY

542 Jury Duty

POLICY NUMBER	LAST REVIEWED	VERSION	DOCUMENT STATUS
542	11/5/2026	v1.5	DRAFT

PRINTED
11/6/2026

Purpose

Classified employees regularly employed shall be protected against loss of pay occasioned by jury duty in accordance with the following guidelines. This policy is adopted in accordance with 42 Pa.C.S. § 4563, which prohibits employers from penalizing employees for jury service.

Guidelines

Should an employee be called for jury duty, ~~s/he~~ the employee shall report ~~same~~ dates of jury duty as soon as possible to the employee's immediate supervisor and the Human Resources Department.

Employees called for jury duty shall ~~normally~~ be permitted to serve and will not be penalized in any way for doing so. They shall receive normal pay for the period of jury duty, but any compensation received from such duty that is in excess of actual expenses (e.g., travel, parking, and other out-of-pocket costs incurred in connection with jury service) shall be credited against such pay. Receipt of payment from jury duty needs to be submitted to the payroll department within two (2) weeks of return to work.

While on jury duty, employees are required to report daily their schedule for the following day.

The time spent on jury duty will not be charged against personal leave and will count as time on the job.

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Employees must submit to their supervisor a record from the county of the number of days served.

DRAFT

BOARD POLICY

437-AR Military Differential Compensation for Active Service

POLICY NUMBER	REVISED	LAST REVIEWED	VERSION
437-AR	8/28/2026	11/5/2026	v1.5
DOCUMENT STATUS	**PRINTED**		
DRAFT	11/6/2026		

DRAFT

For the purpose of this regulation, **Military Differential Compensation (MDC)** is defined as the deficit difference of a current Dallastown Area School District employee's contracted salary or wages less military compensation, entitlements, and, when applicable, unemployment compensation during the same period.

Eligible candidates must:

- Be a Dallastown Area School District employee in good standing (Satisfactory Evaluation).
- Submit a written request for differential compensation to the Superintendent within thirty (30) days of receiving military activation orders.
- Provide official documentation of all MDC received during active service.
- Agree in writing to work for the Dallastown Area School District for a minimum of one (1) year upon being deactivated or discharged, health permitting.

Note: Should a Reservist incur an injury while on active service that renders ~~him/her~~ them incapable of returning to district service within one (1) year of deactivation/discharge, the employee shall retain ~~his/her~~ their right to MDC for the active service period of time. Reservists who are involuntarily reactivated within their first year of return service to the district shall retain their right to MDC for prior active service.

Request for Military Differential Compensation for Active Service

I, , respectfully request Military Differential Compensation (MDC) for active service as defined in the attached orders. I understand it is my responsibility to submit official documentation demonstrating all of my military

compensation, entitlements, reimbursable expenses, and, when applicable, unemployment compensation to the Business Office prior to receiving MDC. Furthermore, I understand my eligibility is contingent upon my returning to the Dallastown Area School District for a minimum of one (1) year of satisfactory service upon my return. If I do not do so, I shall reimburse the Dallastown Area School District the full amount of MDC. This return-service commitment and reimbursement obligation applies solely to the discretionary Military Differential Compensation benefit and does not affect any reemployment rights guaranteed under federal or state law.

_____

_____

(Activated Employee's Signature) (Date)

_____

_____

(Approving Superintendent's Signature) (Date)

DRAFT

BOARD POLICY

533 Professional Growth Guidelines

POLICY NUMBER	LAST REVIEWED	VERSION	DOCUMENT STATUS
533	11/5/2026	v1.2	DRAFT

PRINTED
11/6/2026

Retired per HR and Solicitor.

Purpose

Classified personnel are to be afforded opportunities to participate in in-service type conferences, workshops, clinics, classes and meetings as approved by the Superintendent (pre-approval forms will be provided).

Authority

Participation approval can be granted where improvements in skills, understandings and job competence would be possible. Reimbursement would follow the same general pattern that is modeled for the instructional staff.

DRAFT

BOARD POLICY

541 Benefits for Regularly Employed Part-Time Personnel

POLICY NUMBER	LAST REVIEWED	VERSION	DOCUMENT STATUS
541	11/5/2026	v1.3	DRAFT

PRINTED
11/6/2026

DRAFT

Purpose

Benefits for regularly employed part-time personnel shall be determined in accordance with the following guidelines.

Basis for Proration of Benefits

Whenever regularly employed, part-time classified personnel are to be entitled to fringe benefits normally provided for full-time~~, or essentially full time~~, classified employees, such benefits will be established at the time of employment, and the manner of proration determined at that time. Benefits may be reviewed and adjusted if the employee's employment status changes.

Part-time personnel shall be included in the School Employees' Retirement System, upon reaching either five hundred (500) hours or eighty (80) days of employment in accordance with law.[1]

BOARD POLICY

543 Paid Holidays

POLICY NUMBER	LAST REVIEWED	VERSION	DOCUMENT STATUS
543	11/5/2026	v1.2	DRAFT

PRINTED
11/6/2026

Retired per HR and Solicitor.

Purpose

Paid holidays for regularly employed classified employees shall be determined in accordance with the guidelines outlined in the employee's handbook.

DRAFT



DASD: Permission to Conduct Research (235.1)

To: Dallastown Area School District Board of Directors

From: Ms. Christine D. Linden

Academic Intervention Specialist, Dallastown and York Township Elementary Schools

Graduate and Professional Studies, York College of Pennsylvania

Estimated Study Date(s): December 2026 - March 2027

Board Information Item: November 19, 2026

Board Action Item: December 3, 2026

Subject: Demonstrating Reading Comprehension Following a Cold Read: Examining the Role of Organizational Supports in Independent Oral Retells

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Procedures

The following procedures will be employed through written notification to parents/guardians and students of eligible student participants in 3rd grade at York Township Elementary School, including the following:

1. Policy 235.1 is available in the DASD Policy Manual.
2. Survey Instruments - “This study does not use a traditional survey instrument. Therefore, the requirement for a minimum of 20 survey items, including demographic items, does not apply to the proposed research design. Instead, qualitative data will be collected through individual cold-read oral retell assessments administered at three points during an approximately 12-week intervention period: pre-assessment, midpoint assessment, and post-assessment. The same assessment procedures and scoring criteria will be used at all three assessment periods.”
3. No student-identifiable information will be utilized for the study.

4. Assessments completion time: “Each student will participate in an individual cold-read assessment during the intervention assessment period (pre, mid, post). During each assessment, the student will independently read a grade-level passage that has not previously been read or discussed for one minute and provide one independent oral retell without access to an organizational support. Each assessment session is expected to take approximately 3-4 minutes per student, including directions and assessment.”
5. Parent/guardian may opt their student out of participation in the study as provided in this policy prior and/or during the study.
6. Parent/guardian may request to review the research tools prior to and during the timeframe of the study.

Communication Timeline

- November 19, 2026: Board Information Item
- December 3, 2026: Board Action Item
- December 10, 2026: Parent/Guardian Communication (Eligible Participants Only)
- December 10, 2026 - March 30, 2027 (Estimated): Conduct Study (Data from Concentrated Participants Only)

Attachments: Project Proposal, Instrument Protocol, Parental Consent, Student Assessment Form, and ARC Teacher Implementation Guide.

Attachments:

Project Proposal (Page 1)
Instrument Protocol (Page 21)
Parental Consent (Page 26)
Student Assessment Form (Page 29)
ARC Teacher Implementation Guide (Page 31)

Demonstrating Reading Comprehension Following a Cold Read: Examining the Role of Organizational Supports in Independent Oral Retells

Christine D. Linden

Graduate and Professional Studies, York College of Pennsylvania

EOL 721: Applied Research Capstone I

Dr. Stacey Dammann

August 1, 2026

Demonstrating Reading Comprehension Following a Cold Read: Examining the Role of Organizational Supports in Independent Oral Retells

Reading is the foundation of learning across academic disciplines and serves as a primary means through which students acquire, integrate, and apply new knowledge (Duke & Cartwright, 2021). In recent years, widespread literacy reform driven by the Science of Reading has reshaped reading instruction by emphasizing evidence-based practices grounded in decades of interdisciplinary research (Duke & Cartwright, 2021; Hoover & Tunmer, 2022). Although the Science of Reading represents a broad body of research examining the processes involved in skilled reading, including word recognition, language comprehension, and the many component skills that contribute to successful reading outcomes (Duke & Cartwright, 2021; Hoover & Tunmer, 2022), much of the recent attention has centered on explicit, systematic phonics instruction. While accurate word recognition is essential, research continues to emphasize that successful reading ultimately depends on students' ability to construct meaning from text (Duke & Cartwright, 2021; Hoover & Tunmer, 2022; Scarborough, 2001). Contemporary theories of reading describe comprehension as an active process requiring readers to integrate textual information with prior knowledge while coordinating linguistic, cognitive, and strategic processes (Duke & Cartwright, 2021). Consequently, improving reading outcomes requires attention not only to how students learn to read but also to how educators determine whether students truly understand what they have read.

Reading comprehension remains an area of national concern. Results from the 2024 National Assessment of Educational Progress (NAEP) indicate that fourth-grade reading achievement continues to remain below pre-pandemic levels, highlighting the need for instructional and assessment practices that accurately identify students' strengths and areas of need (National Center for Education Statistics [NCES], 2024). Because comprehension is an internal cognitive process, educators must rely on observable evidence to determine what students understand from text. The validity of instructional decisions therefore depends not only on students' comprehension but also on the extent to which assessment methods accurately capture that understanding (Pearson & Hamm, 2005).

Classroom teachers use a variety of assessment formats to evaluate reading comprehension, including teacher questioning, written responses, teacher-prompted recalls/cued responses, and independent oral retells. Although each format is intended to provide evidence of students' understanding, they differ in the degree of support they provide during the response process. Independent oral retells require students to generate and organize their own responses, whereas teacher-prompted questioning provides external cues that guide retrieval and communication. Therefore, students who demonstrate strong understanding during supported discussions may experience greater difficulty when asked to independently communicate what they know. These differences raise important questions about whether assessment outcomes reflect students' comprehension alone or are also influenced by the demands associated with the response format.

Contemporary theories of reading increasingly recognize that successful comprehension depends on the coordination of multiple cognitive systems beyond decoding and language comprehension. The Active View of Reading, for example, identifies executive functioning as an essential contributor to reading comprehension (Duke & Cartwright, 2021). These executive processes also support students as they demonstrate comprehension. During an independent oral retell, students must retrieve information from memory, determine which ideas are most important, organize those ideas into a coherent response, monitor the completeness of their explanation, and communicate their understanding using oral language. Research has demonstrated that executive functioning contributes uniquely to reading comprehension after accounting for foundational reading skills (Cain et al., 2004; Nouwens et al., 2021; Sesma et al., 2009). Consequently, performance on independent oral retells may reflect students' ability to coordinate these cognitive processes in addition to what they understood while reading.

Independent oral retell has been widely recognized as a valid measure of reading comprehension because it requires students to reconstruct meaning using their own language rather than recognize isolated pieces of information (Cao & Kim, 2021; Reed et al., 2012). However, research also indicates that retell performance is influenced by language production, memory, discourse organization, and executive functioning (Cao & Kim, 2021; Kim, 2023). As a result, lower retell performance may not

necessarily indicate weaker comprehension but may instead reflect difficulty organizing and communicating understanding in an unsupported context.

If organizational demands influence students' ability to demonstrate what they know, reducing those demands may provide a more accurate representation of their reading comprehension. One instructional approach for reducing these additional demands involves providing organizational supports before students independently communicate their understanding. Graphic organizers and similar organizational scaffolds have consistently been shown to improve students' comprehension and organization of information during supported instructional activities (Dexter & Hughes, 2011; Griffin et al., 1995; Kim et al., 2004; Ponce et al., 2025). By externalizing aspects of planning and organization, these supports may reduce cognitive load while allowing students to focus more fully on expressing their understanding. Although the effectiveness of organizational supports during instruction is well established (Dexter & Hughes, 2011; Griffin et al., 1995; Kim et al., 2004; Ponce et al., 2025), considerably less is known about whether they improve students' ability to independently demonstrate comprehension after a cold read when those external supports are removed.

This gap has important implications for literacy assessment and instructional decision-making. If assessment performance reflects organizational demands in addition to reading comprehension, educators may underestimate students' understanding and make instructional or intervention decisions based on incomplete evidence. Examining whether organizational supports improve students' ability to independently demonstrate reading comprehension may provide valuable information for classroom teachers, reading specialists, interventionists, and other educators responsible for selecting assessments and planning instruction. To address this gap, the present study examines whether organizational supports improve third-grade students' demonstrated reading comprehension during independent oral retells following a cold read.

The study will address the following research questions:

RQ1:Is there a difference in demonstrated reading comprehension during independent oral retells between students who receive organizational supports and students who do not receive organizational supports following a cold read?

RQ2: How does demonstrated reading comprehension during independent oral retells change over time for students who receive organizational supports?

Literature Review

Reading Comprehension as a Complex Construct

Reading comprehension is the primary goal of reading and serves as the foundation for learning across academic disciplines. As students progress through school, they increasingly rely on reading to acquire, integrate, and apply knowledge in different content areas. Therefore, understanding how students construct meaning from text has remained a central focus of literacy research (Duke & Cartwright, 2021; Hoover & Tunmer, 2022; Scarborough, 2001). Although early theories emphasized foundational reading skills, contemporary perspectives recognize reading comprehension as a dynamic process requiring the coordination of linguistic, cognitive, and strategic processes (Duke & Cartwright, 2021).

The evolution of theoretical models illustrates this expanding understanding of reading comprehension. The Simple View of Reading proposed that reading comprehension is the product of decoding and language comprehension (Gough & Tunmer, 1986; Hoover & Gough, 1990). Scarborough's (2001) Reading Rope expanded this framework by illustrating that both word recognition and language comprehension consist of multiple interacting skills that develop over time. More recently, Duke and Cartwright's (2021) Active View of Reading extended previous models by recognizing the importance of executive functioning, self-regulation, strategic processing, motivation, and engagement during comprehension.

Among these theoretical perspectives, the Active View of Reading provides the strongest conceptual foundation for the present study because it recognizes that executive functioning contributes to both the construction and demonstration of meaning from text (Duke & Cartwright, 2021). This

perspective suggests that differences in students' demonstrated comprehension may reflect not only what they understand while reading but also the cognitive demands associated with communicating that understanding.

Taken together, these theoretical perspectives demonstrate that reading comprehension extends beyond accurate word recognition and language understanding. Instead, comprehension represents an active, multidimensional process in which readers integrate linguistic knowledge, cognitive resources, strategic processing, and prior experiences to construct meaning. This broader conceptualization provides an important foundation for understanding how reading comprehension should be assessed.

Assessing Reading Comprehension

Assessment plays a central role in literacy instruction by informing instructional planning, identifying students requiring intervention, monitoring progress, and evaluating instructional effectiveness (Pearson & Hamm, 2005). Because these decisions rely on students' assessment performance, it is important to consider whether assessment methods accurately represent students' comprehension.

Historically, reading comprehension assessments focused primarily on recall of textual information through multiple-choice questions or other selected-response formats. Although these assessments provide efficient and reliable measures of performance, researchers have increasingly argued that no single assessment can adequately capture the complexity of comprehension (Pearson & Hamm, 2005). As theoretical understandings of reading evolved, expectations for assessment likewise expanded. Contemporary perspectives emphasize that assessments should capture students' ability to construct meaning, integrate ideas, generate inferences, monitor understanding, and communicate their thinking rather than simply recognize correct answers (Duke & Cartwright, 2021; Sabatini & O'Reilly, 2013).

Therefore, selecting an assessment involves more than choosing an efficient measure. Educators must also consider whether the response format influences how students demonstrate their comprehension. This consideration is particularly important when comparing oral response formats that vary in the amount of organizational support they provide.

Response Formats for Demonstrating Reading Comprehension

Among the response formats commonly used in elementary literacy instruction, oral assessments provide particularly rich information about students' thinking because they require students to generate responses using their own language rather than recognize information from predetermined choices. Oral response formats require students to retrieve information from memory, organize ideas, explain relationships among concepts, and communicate their understanding coherently. Additionally, they often provide greater insight into students' comprehension processes than selected-response assessments while simultaneously placing greater cognitive and linguistic demands on students (Duke & Cartwright, 2021; Pearson & Hamm, 2005).

Independent oral retell has received considerable attention as a measure of reading comprehension because it requires students to reconstruct a text in their own words after reading. Rather than recalling isolated facts, students must determine which ideas are most important, organize those ideas into a coherent representation of the text, and communicate their understanding through oral language. Research supports the validity of retell as an indicator of reading comprehension while recognizing that performance reflects more than comprehension alone (Cao & Kim, 2021; Kim, 2023; Reed et. al, 2012). In their systematic review, Cao and Kim (2021) concluded that retell demonstrates strong evidence of validity but represents a multidimensional construct influenced by language proficiency, memory, discourse organization, and executive functioning. Similarly, Kim (2023) found that students' narrative and expository retells were shaped by both language abilities and cognitive processes, particularly their ability to organize ideas, maintain coherence, and communicate information effectively. Reed et al. (2012) likewise reported significant relationships between holistically scored retells and established measures of reading comprehension while acknowledging that students' ability to organize and communicate information contributed to performance. Together, these findings suggest that independent retell provides meaningful evidence of comprehension while simultaneously reflecting the cognitive and linguistic demands involved in demonstrating that understanding.

In contrast, teacher-prompted recall provides greater organizational support during the response process. Through guided questioning, teachers direct students' attention to specific aspects of a text and provide cues that support retrieval and elaboration. Rather than independently determining how to organize a response, students respond to questions that structure the conversation and reduce some of the organizational demands associated with recalling information. Although relatively little research has examined teacher-prompted recall as a distinct assessment format, studies of guided oral responses suggest that teacher questioning facilitates students' retrieval and communication of ideas by providing external organizational support (Wilson et al., 1985).

Comparing independent oral retell with teacher-prompted recall highlights an important consideration for reading comprehension assessment. Although both formats are intended to measure students' understanding of text, they differ substantially in the amount of organizational support provided during the response process. Accordingly, differences in assessment performance may reflect not only what students understood while reading but also the cognitive and organizational demands associated with demonstrating that understanding. This distinction provides an important foundation for the present study, which examines whether organizational supports can help students more accurately demonstrate their comprehension during independent oral retells following a cold read.

Cognitive and Linguistic Demands of Demonstrating Reading Comprehension

Language production and executive functioning are two key processes that influence students' ability to demonstrate reading comprehension during oral response tasks (Cartwright, 2012; Duke & Cartwright, 2021). Understanding the contribution of these processes is particularly important when interpreting students' performance on independent oral retells, where students must communicate their understanding without external guidance.

Language plays a central role in students' ability to demonstrate comprehension. Oral response formats require students to express their understanding using appropriate vocabulary, sentence structure, discourse organization, and coherent spoken language. Even when students have successfully constructed meaning from a text, they must translate that understanding into language that is understandable to a

listener. Research examining oral retell consistently demonstrates that discourse production, language proficiency, and oral language skills contribute substantially to students' performance (Cao & Kim, 2021; Kim, 2023). These findings suggest that variation in oral responses may reflect students' language production as well as their comprehension.

Executive functioning likewise contributes to students' ability to demonstrate what they know. Within the Active View of Reading, executive functioning encompasses higher-order cognitive processes that support readers as they coordinate multiple sources of information during comprehension (Duke & Cartwright, 2021). These same processes continue to operate after reading as students retrieve information, determine what is most important, organize their responses, and monitor whether their explanations accurately represent their understanding. Empirical evidence supports this relationship. Cain et al. (2004) found that working memory contributed uniquely to children's reading comprehension beyond decoding and verbal ability. Similarly, Sesma et al. (2009) reported that planning, organization, and cognitive flexibility made significant contributions to reading comprehension, particularly during tasks requiring integration of ideas and higher-order reasoning. More recently, Nouwens et al. (2021) demonstrated that executive functioning explained unique variance in reading comprehension even after accounting for decoding and language skills, reinforcing the view that comprehension depends upon coordinated cognitive processes rather than isolated literacy skills. These cognitive and linguistic demands are especially relevant during independent oral retells.

Collectively, this body of research suggests that students' performance on independent oral retells reflects both their understanding of text and the cognitive and linguistic processes required to communicate that understanding. This distinction provides a strong rationale for the present study, which examines whether organizational supports can help students more accurately demonstrate their comprehension during independent oral retells following a cold read.

Instructional Supports for Demonstrating Comprehension

The research reviewed thus far suggests that students' ability to demonstrate reading comprehension depends not only on constructing meaning from text but also on successfully coordinating

the cognitive and organizational processes required to communicate that understanding. If independent oral retells place substantial demands on retrieval, planning, sequencing, and oral language production, instructional supports that externalize aspects of these processes may enable students to demonstrate their comprehension more effectively. Rather than reducing the complexity of the reading task, such supports are intended to make the organizational demands of responding more manageable while preserving the cognitive work involved in constructing meaning (Duke & Cartwright, 2021).

Among the instructional supports used in literacy instruction, graphic organizers have received considerable empirical attention (Dexter & Hughes, 2011; Griffin et al., 1995; Kim et al., 2004). Graphic organizers provide visual frameworks that help students identify important ideas, recognize relationships among concepts, and organize information before communicating their understanding. By externalizing part of the planning process, graphic organizers reduce the need for students to simultaneously determine what information is important, organize ideas into a coherent structure, and formulate a response. Instead, students are provided with a framework that supports organization while allowing them to focus their cognitive resources on understanding and communicating meaning.

A substantial body of research supports the effectiveness of graphic organizers for improving students' reading comprehension and helping them organize information from text (Dexter & Hughes, 2011; Griffin et al., 1995; Kim et al., 2004; Ponce et al., 2025). In a recent meta-analysis, Ponce et al. (2025) found that both instructor-provided and learner-generated graphic organizers produced significant improvements in students' comprehension and memory compared with reading text alone. Although the degree of teacher support differed between the two approaches, both forms of organizational scaffolding promoted learning, suggesting that providing structure for organizing information facilitates students' construction of meaning. Importantly, the authors concluded that students often require explicit instruction and repeated opportunities to develop independent organizational strategies and called for additional experimental research examining how different forms of scaffolding influence learning.

Earlier empirical studies reached similar conclusions (Dexter & Hughes, 2011; Griffin et al., 1995; Kim et al., 2004). Griffin et al. (1995) reported that students receiving explicit instruction in

graphic organizers demonstrated stronger reading comprehension and more effective organization of textual information than students receiving traditional instruction. Likewise, Kim et al. (2004) and Dexter and Hughes (2011) concluded that graphic organizers are effective instructional supports across a variety of learners and instructional settings. Collectively, these findings indicate that organizational supports can strengthen students' ability to identify key ideas, recognize relationships among concepts, and communicate their understanding during literacy instruction.

Although the instructional benefits of graphic organizers are well established, considerably less research has examined whether students transfer these organizational processes to situations requiring independent demonstrations of comprehension. Most existing studies evaluate performance while organizational supports remain available during instruction or assessment. Consequently, it is unclear whether students internalize these strategies sufficiently to organize and communicate their understanding when external supports are removed.

This distinction is particularly important for independent oral retells following a cold read. Students who perform successfully while using organizational supports may experience difficulty independently coordinating these same processes when supports are no longer available. As a result, assessment outcomes may underestimate students' comprehension by reflecting differences in organizational abilities rather than differences in understanding of the text itself.

The existing literature therefore identifies an important gap. While substantial evidence demonstrates that organizational supports improve learning and supported demonstrations of comprehension, relatively little is known about whether these supports improve students' ability to independently demonstrate comprehension during oral retells following a cold read. Likewise, limited research has examined whether repeated use of organizational supports promotes greater independence over time as students internalize organizational strategies for communicating their understanding.

Taken together, the literature suggests that independent oral retells require students to coordinate cognitive, linguistic, and organizational processes beyond constructing meaning from text. Although organizational supports have consistently been shown to improve students' performance during supported

instructional activities, little research has examined whether these supports improve students' ability to independently demonstrate reading comprehension following a cold read. The present study addresses this gap by comparing the independent oral retell performance of third-grade students who receive organizational supports with that of students who do not receive these supports. In addition, the study will examine changes in students' demonstrated reading comprehension over time across three assessment periods.

It is hypothesized that third-grade students who receive organizational supports will demonstrate significantly higher independent oral retell comprehension scores than students who do not receive organizational supports following a cold read. In addition, students who receive organizational supports will demonstrate significant improvement in independent oral retell performance over the course of the intervention.

Methodology Overview

Research Design

This study will employ a quantitative, quasi-experimental research design to examine the effects of organizational supports on third-grade students' demonstrated reading comprehension during independent oral retells following a cold read. A quantitative approach is appropriate because the purpose of the study is to determine whether statistically significant differences exist in students' demonstrated comprehension based on the use of organizational supports. A quasi-experimental design was selected because students will participate in their existing classroom groups rather than being randomly assigned to treatment conditions, preserving the natural instructional setting while allowing for comparison between intervention and comparison groups.

The study will compare students who receive explicit organizational supports with students who participate in typical classroom instruction without those supports. In addition to comparing group performance, the study will examine changes in demonstrated reading comprehension over time among students receiving the intervention to determine whether repeated exposure to organizational supports promotes greater independence in communicating comprehension.

Participants and Setting

Participants will consist of two third-grade classrooms from York Township Elementary School (YTES), a public elementary school within the Dallastown Area School District in Dallastown, Pennsylvania. Third grade was selected because students at this grade level have typically developed foundational reading skills and are expected to apply those skills to independently comprehend and communicate meaning from increasingly complex grade-level texts. Both classrooms implement the district's core literacy curriculum and use heterogeneous classroom placement practices designed to balance classrooms by factors such as gender and academic ability. These similarities provide comparable instructional contexts while allowing the study to examine the influence of organizational supports across multiple classroom settings. Participants will include approximately 30 students receiving general education reading instruction across the two participating classrooms.

A convenience sample will be used because the study will be conducted in the two available third-grade classrooms at YTES. Because instruction will occur within existing classrooms, random assignment of individual students will not be feasible. Appropriate district and Institutional Review Board approvals will be obtained prior to data collection, and parental consent and student assent will be secured before participation.

Procedures

Prior to implementation, the teacher in the intervention group will participate in professional learning designed to promote consistent implementation of the organizational-support intervention across classrooms. Training will address the purpose of the intervention, procedures for explicitly modeling and teaching the organizational supports, assessment training and procedures, expectations for implementation, and methods for documenting fidelity of implementation. The teacher in the comparison group will also participate in training, which will include the purpose of the study, assessment procedures, and assessment training

Students in the intervention group will receive explicit instruction in using organizational supports designed to help them identify the main idea, organize important information, sequence ideas

logically, and communicate their understanding of text. Two organizational supports will be used throughout the study: one designed for narrative (fiction) texts and one designed for informational (nonfiction) texts. The teacher will explicitly model the use of each organizational support, provide guided practice, and gradually release responsibility as students become more proficient in applying them independently. Throughout the intervention period, the teacher will incorporate the appropriate organizational support into regular reading instruction using both narrative and informational texts. Students will use the organizational supports during reading instruction to organize their thinking after reading by recording key information on the graphic organizer before orally retelling the text. The teacher will provide ongoing modeling, guided practice, and feedback to promote students' independent application and eventual internalization of the organizational strategies.

However, students will not use the organizational supports during the formal assessment sessions. Instead, the intervention is intended to help students internalize organizational strategies so they can independently organize and communicate their understanding during oral retells. Students in the comparison group will continue to receive typical classroom reading instruction without the additional organizational-support intervention.

Formal data collection will occur during three assessment periods across the 12 weeks: before the intervention (pretest), midway through the intervention (midtest), and following completion of the intervention (posttest). During each assessment session, students in both groups will read the same Acadience Reading Progress Monitoring grade-level passage that has not been previously read, taught, or discussed, thereby maintaining a cold-read context.

Depending on the assessment schedule, students will read either a fiction or informational passage that corresponds to the organizational support taught during instruction. Following each cold-read passage, students in both groups will complete one independent oral retell without access to organizational supports or other instructional aids. Oral retells will be evaluated for both quality and quantity using standardized scoring procedures. Oral retell performance will be evaluated using two measures: retell quality and retell quantity. Retell quality will be scored using a four-point holistic rubric.

Retell quantity will be measured by recording the amount of passage-related information communicated during each oral retell. Because neither group will use organizational supports during the assessment sessions, any differences in oral retell performance over time may reflect the extent to which students in the intervention group have internalized and transferred the organizational strategies learned during instruction.

Data Collection

Data will be collected through students' independent oral retells completed during the three formal assessment periods: pretest, midtest, and posttest. At each assessment period, students in both the intervention and comparison groups will complete one unsupported oral retell following a cold-read passage. These retells will serve as the primary source of data used to evaluate changes in students' demonstrated reading comprehension over the course of the study.

The primary outcome measure will be oral retell quality, evaluated using a holistic four-point rubric from the Acadience Reading retell rubric. The rubric will assess students' ability to communicate the overall meaning of the text, including the completeness, organization, coherence, and accuracy of the retell. A score of four (4) will indicate a complete and well-organized retell that communicates the main idea and at least three supporting details in a logical sequence. A score of three (3) will reflect a generally complete retell that includes at least three ideas in a meaningful sequence. A score of two (2) will represent a partial retell that includes two or more details but lacks completeness, organization, or coherence. A score of one (1) will indicate a limited or fragmented retell that communicates two or fewer details and provides little evidence of overall understanding.

Retell quantity will serve as the secondary outcome measure and will be determined by recording the amount of passage-related information communicated during each oral retell. Examining retell quality and quantity separately will allow the researcher to determine whether the intervention influences the quality of students' demonstrated comprehension, the amount of relevant information they communicate, or both.

Scores obtained across the three assessment periods will be used to examine changes in retell quality and quantity within the intervention group from pretest to posttest and to compare changes between the intervention and comparison groups over time. These analyses will determine whether sustained instruction and practice with organizational supports result in greater improvements in students' independent oral retell performance following a cold read.

All oral retells will be administered and scored using standardized procedures. Individuals responsible for scoring will receive training on the administration and scoring protocols to promote consistency across assessment periods. Fidelity of assessment administration will be monitored throughout the study, while fidelity of intervention implementation will be documented separately through teacher implementation checklists and periodic classroom observations.

Significance of the Study

Reading comprehension assessment informs many of the instructional decisions made in elementary classrooms. Teachers use assessment results to identify students' strengths and areas of need, monitor progress, determine intervention services, evaluate instructional effectiveness, and make decisions within multi-tiered systems of support (MTSS). Because these decisions are based on students' demonstrated performance, it is essential that assessment methods accurately reflect what students know and understand.

The literature suggests that independent oral retells provide meaningful evidence of reading comprehension while simultaneously requiring students to coordinate executive functioning, language production, memory, retrieval, and organizational processes. Consequently, lower performance on an independent oral retell may not necessarily indicate weaker comprehension but instead may reflect difficulty organizing and communicating understanding. Although organizational supports have consistently been shown to improve learning and supported demonstrations of comprehension, relatively little research has examined whether these supports improve students' ability to independently demonstrate comprehension following a cold read.

This study has the potential to contribute to both literacy research and educational practice. From a research perspective, the study extends the current literature by examining demonstrated reading comprehension as a construct influenced not only by students' understanding of text but also by the cognitive demands associated with communicating that understanding. Examining the role of organizational supports may provide additional insight into how assessment formats influence student performance and may help clarify whether independent oral retells capture comprehension alone or a broader combination of cognitive and linguistic processes.

From a practical perspective, the findings may assist classroom teachers, reading specialists, interventionists, literacy coaches, school psychologists, and school leaders in selecting assessment practices that more accurately represent students' comprehension. If instruction in organizational supports enables students to more effectively organize and communicate their understanding during independent oral retells, educators may obtain more valid evidence of students' reading comprehension when making instructional decisions. More accurate assessment data have the potential to improve instructional planning, strengthen intervention decisions, support more effective implementation of MTSS, and reduce the likelihood of instructional or referral decisions based on an incomplete representation of students' understanding.

Ultimately, this study seeks to contribute to a broader understanding of demonstrated reading comprehension by examining how organizational supports influence students' ability to independently communicate what they know following a cold read. By distinguishing between students' comprehension of text and their ability to demonstrate that comprehension during assessment, the findings may help educators make more informed, equitable, and instructionally meaningful decisions that better reflect students' true understanding.

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Demonstrating Reading Comprehension Following a Cold Read: Examining the Role of Organizational Supports in Independent Oral Retells

1. Hypotheses the Project Addresses

H1: Students receiving explicit instruction in organizational supports will demonstrate greater growth in independent oral retell performance, as measured by retell quality, across the intervention period than students receiving typical reading instruction.

H2: Students receiving explicit instruction in organizational supports will demonstrate greater growth in independent oral retell performance, as measured by retell quantity, across the intervention period than students receiving typical reading instruction.

H3: Students receiving explicit instruction in organizational supports will demonstrate improvement in independent oral retell performance, as measured by retell quality and quantity, across the pre-assessment, midpoint, and post-assessment when organizational supports are not available during assessment.

2. Estimated Completion Time

Each student will participate in an individual cold-read assessment during the intervention assessment period (pre, mid, post). During each assessment, the student will independently read a grade-level passage that has not previously been read or discussed for one minute and provide one independent oral retell without access to an organizational support. Each assessment session is expected to take approximately 3-4 minutes per student, including directions and assessment.

3. Consent Form/Assent Form

Parental Consent Form

Student Assent Form

4. Survey Instruments

This study does not use a traditional survey instrument. Therefore, the requirement for a minimum of 20 survey items, including demographic items, does not apply to the proposed research design. Instead, quantitative data will be collected through individual cold-read oral retell assessments administered at three points during an approximately 6–8 week intervention period: pre-assessment, midpoint assessment, and post-assessment. The same assessment procedures and scoring criteria will be used at all three assessment periods.

During each assessment, students will independently read a grade-level passage for one minute that has not previously been read or discussed. Following the reading, each student will provide one independent oral retell of the passage. Students in both the intervention and comparison groups will complete the assessment without access to a graphic organizer or other organizational support. This procedure is intended to determine whether students who receive explicit instruction in organizational supports demonstrate greater growth in their ability to independently organize and communicate their understanding of text compared with students receiving typical reading instruction.

Two quantitative outcomes will be collected from each oral retell: **r**etell quantity and retell quality. Both measures originate from the Acadience Reading K–6 Oral Reading Fluency (ORF) and Retell assessment.

Retell Quantity. Retell quantity will be measured using Acadience Retell scoring procedures. Students receive credit for words communicated during the oral retell that are related to the passage (one point for each word). Repeated information and information unrelated to the passage are not included in the score. The resulting score represents the amount of passage-related information the student is able to communicate following the cold read (Acadience Learning, 2020).

Retell Quality. Retell quality will be measured using the Acadience Retell Quality of Response Rubric. The rubric assigns a score ranging from 1 to 4 based on the number of relevant details included in the retell, whether details are presented in a meaningful sequence, and whether the retell captures a main idea. The published rubric will be used in its original form (Acadience Learning, 2020).

Rating	Retell Quality of Response
1	Provides 2 or fewer details
2	Provides 3 or more details
3	Provides 3 or more details in a meaningful sequence
4	Provides 3 or more details in a meaningful sequence that captures a main idea

Acadience provides evidence of reliability for the ORF Retell measure. The *Acadience Reading K–6 Technical Manual* reports an inter-rater reliability coefficient of .92 for the third-grade ORF Retell measure using beginning-of-year Study C data (n = 24). Across Grades 2–6, reported inter-rater reliability coefficients for ORF Retell ranged from .92 to .99, indicating a high level of consistency in scoring across assessors (Acadience Learning, 2026).

Because this study uses a performance-based reading assessment rather than a survey, individual survey items and thematic survey sections are not applicable. Instead, retell quantity and retell quality will be measured at pre-assessment, midpoint, and post-assessment to examine patterns of student growth across the 6–8 week intervention period and differences in growth between the intervention and comparison groups.

5. Construct a mapping table, connecting specific variables to hypotheses

Because this study uses a performance-based assessment rather than a survey instrument, the hypotheses are linked to the specific measures used to assess independent oral retell performance rather than to individual survey questions. Independent oral retell performance will be measured through retell quality and retell quantity at three assessment points: pre-assessment, midpoint, and post-assessment.

Hypothesis	Variable/Measure	Instrument/Scoring Criteria

H1: Students receiving explicit instruction in organizational supports will demonstrate greater growth in independent oral retell quality across the intervention period than students receiving typical reading instruction.	Independent oral retell quality	Acadience Retell Quality of Response Rubric: Quality of the student's oral retell is scored on a 1–4 scale based on the number of relevant details provided, whether details are presented in a meaningful sequence, and whether the retell captures a main idea. Quality scores will be collected at pre-assessment, midpoint, and post-assessment for both the intervention and comparison groups.
H2: Students receiving explicit instruction in organizational supports will demonstrate greater growth in independent oral retell quantity across the intervention period than students receiving typical reading instruction.	Independent oral retell quantity	Acadience Retell Quantity Score: Quantity is measured by the number of passage-related words communicated during the student's independent oral retell. Quantity scores will be collected at pre-assessment, midpoint, and post-assessment for both the intervention and comparison groups.
H3: Students receiving explicit instruction in organizational supports will demonstrate improvement in independent oral retell quality and quantity across the pre-assessment, midpoint, and post-assessment when organizational supports are not available during assessment.	Independent oral retell performance: quality and quantity	Acadience Retell Quality of Response Rubric and Retell Quantity Score: Quality scores (1–4) and quantity scores (the number of passage-related words) will be examined across pre-assessment, midpoint, and post-assessment within the intervention group. Organizational supports will not be available during any of the three assessments.
Note. Organizational supports will be used during instruction with the intervention group but will not be available during the pre-assessment, midpoint, or post-assessment. H1 and H2 examine differences in growth between the intervention and comparison groups, while H3 examines changes in independent oral retell performance within the intervention group across the intervention period.		

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Parental Consent Form

Principal Investigator: Christine Linden
Study Title: *Demonstrating Reading Comprehension Following a Cold Read: Examining the Role of Organizational Supports in Independent Oral Retells*

Introduction
Your child is invited to participate in a research study examining how third-grade students demonstrate reading comprehension through independent oral retells. Specifically, this study will examine whether instruction in organizational strategies, such as graphic organizers, helps students organize and communicate their understanding of a text when independently retelling what they have read.

Your child's participation is entirely voluntary, which means you may choose whether or not your child participates. Before you make a decision, you will need to know the purpose of the study, what your child will be asked to do, and the possible risks and benefits of participating.

Why is this study being done?
This study is being conducted to learn more about how organizational supports used during reading instruction may influence students' ability to independently communicate their understanding of a text. Students may understand what they read but experience difficulty organizing and communicating that understanding during an independent oral retell.

The information gathered through this study may help educators better understand the demands associated with oral retell assessments and how instructional strategies that support organization may help students demonstrate their reading comprehension.

What are the study procedures? What will my child be asked to do?
If you agree to allow your child to participate, your child will continue to participate in regular classroom reading instruction. Depending on the classroom, instruction will either include explicit teaching and practice with organizational supports, such as graphic organizers, or typical reading instruction.

Students in classrooms receiving the organizational-support instruction will learn how to use organizational strategies with both narrative and informational texts as part of reading instruction. These strategies will be modeled by the teacher and practiced by students throughout the study. Students in the comparison classrooms will continue to receive their typical reading instruction.

Participating students will also complete an individual reading assessment during three assessment periods. During each assessment, your child will independently read a grade-level passage that has not previously been read or discussed. After reading the passage for one minute, your child will be asked to orally retell what was read. Students will not use a graphic organizer or other organizational support during these assessments.

Each individual assessment is expected to take approximately 3-4 minutes. Students' oral retells will be evaluated for the amount of relevant information communicated and the overall quality and organization of the retell.

What other options are there?

Participation in this research study is voluntary. You may choose not to allow your child to participate in the research study. Choosing not to participate will not affect your child's grades, educational services, classroom placement, or relationship with the school, school district, or York College of Pennsylvania.

What are the risks or inconveniences of the study?
This study involves minimal risk. The reading activities and organizational strategies used during instruction are similar to activities students may encounter as part of typical classroom reading instruction.

A possible inconvenience may be the additional time required for students to complete the individual reading assessments. Some students may also experience mild frustration or discomfort when independently reading or retelling a passage. Students may stop participating in an assessment if they become uncomfortable and may discontinue participation in the study at any time without penalty.

What are the benefits of the study?
Your child may or may not directly benefit from participating in this research. Students receiving instruction in organizational strategies may benefit from additional practice organizing and communicating information from texts.

More broadly, findings from this study may help educators better understand how organizational demands influence students' ability to demonstrate reading comprehension through independent oral retells. The results may also contribute to decisions about instructional practices and the interpretation of reading assessment data.

Will I receive payment for participation? Are there costs to participate?
There is no payment for participation in this study. There are no fees or costs associated with participation.

How will my child's personal information be protected?
Information collected for this study will be kept confidential to the extent possible. Student names will be replaced with identification codes in the research data. Identifying information will be kept separate from assessment data.

Electronic research data will be stored in password-protected files and on a password-protected computer accessible only to the researcher and other authorized individuals, as required. Findings from this study may be presented or published; however, results will be reported in summary or aggregate form, and individual students will not be identified in publications or presentations.

We will do our best to protect the confidentiality of the information gathered from your child, but we cannot guarantee 100% confidentiality. You should also know that the York College of Pennsylvania Institutional Review Board (IRB) may inspect study records as part of its auditing program, but these reviews will focus on the research procedures and protection of participants. The IRB reviews research studies to protect the rights and welfare of research participants.

Can my child stop being in the study and what are our rights?
Your child does not have to participate in this study. If you agree to allow your child to participate but later change your mind, you may withdraw your child from the study at any time without penalty or consequence.

Your child will also be informed that participation is voluntary and that they may stop participating in an assessment at any time. A decision not to participate or to discontinue participation will not affect your child's grades, educational services, or relationship with school personnel.

Whom do I contact if I have questions about the study?
Take as long as you need before making a decision. We will be happy to answer any questions you have about this study.

If you have questions about the study or experience a research-related concern, you may contact the principal investigator:

Christine Linden
CLinden@ycp.edu
Christine.Linden@Dallastown.net

If you have questions concerning your child's rights as a research participant, you may contact the York College of Pennsylvania Institutional Review Board (IRB) at **irb@ycp.edu**.

If you have any questions or there is something you do not understand, please ask. You may keep a copy of this permission document for your records.

Parent/Guardian Permission
I have read this form and understand the general purpose of the research study, what my child will be asked to do, and the possible risks and inconveniences associated with participation. I understand that my child's participation is voluntary and that I may withdraw my child from the study at any time without penalty or consequence.

By signing below, I give permission for my child to participate in the research study described above.

Student Name: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Student Assent Form

Researcher: Christine Linden
Study Title: *Demonstrating Reading Comprehension Following a Cold Read: Examining the Role of Organizational Supports in Independent Oral Retells*

What is this study about?
I am doing a study to learn more about how third-grade students understand and talk about what they read. I want to learn whether practicing ways to organize information while reading can help students explain what they have read.

What will I do?
If you choose to be part of the study, you will continue to take part in your regular reading lessons at school.

Three times during the school year, you will meet individually with your teacher for a reading activity. You will:

- Read a passage that you have not read before for one minute.
- Tell what you remember and understand about the passage in your own words.

Each reading activity will take about **3-4 minutes**.

There are no right or wrong ways to tell what you remember. Just do your best to explain what you understood from the passage.

Do I have to participate?
No. Being part of this study is your choice.

Your parent or guardian may give permission for you to participate, but you can still decide that you do not want to participate. You can also change your mind at any time.

If you decide not to participate or want to stop, you will not get in trouble. It will not affect your grades, your classes, or the help you receive at school.

Could anything make me uncomfortable?
The reading activities will be similar to other reading activities you do at school. You might find some parts of a passage difficult or feel unsure about what to say. That is okay.

If you feel uncomfortable or want to stop, you can tell the adult working with you.

Will this help me?
Being in the study may or may not help you directly. What I learn from the study may help teachers better understand how students show what they know about something they have read.

Who will know what I say?
Your information will be kept private as much as possible. Your name will not be used when the results of the study are shared. Instead, a code will be used with your information.

What if I have questions?
You can ask questions about the study at any time. If there is something you do not understand, please ask before deciding whether you want to participate.

My Choice
I have learned about this study and had a chance to ask questions.

Please check one:

☐ **YES, I want to be part of this study.**

☐ **NO, I do not want to be part of this study.**

Student Name: _____

Student Signature: _____

Date: _____

Teacher Implementation Guide

ARC | Graphic Organizer Instruction During Third-Grade Core Reading

Setting	Schedule	Assessment
Core reading instruction	Approximately 3 sessions/week, 10–15 minutes each; two 6-instructional-week periods	Narrative cold-read oral retell at pre, mid, post; no organizer or instructional prompts

Purpose

Teach students to select, organize, and orally communicate important text information. The instructional goal is to internalize organizational strategies, not merely complete a graphic organizer.

Two Consistent Organizers

Narrative: Who? Where? Beginning, Middle, End (including the central problem and resolution within the sequence).

Informational: Main Idea and three Key Details (details should connect to the main idea).

Five-Step Instructional Routine

Step	Teacher action
1. Read	Use a narrative or informational selection from existing core instruction.
2. Model	Think aloud about selecting important information rather than minor details.
3. Organize	Complete the appropriate organizer using keywords or short phrases.
4. Retell	Have students orally communicate the important information, initially with the organizer.
5. Release	Over successive lessons, fade modeling, prompts, and access to the organizer.

Gradual Release (Illustrative)

Weeks	Primary emphasis
1–2	Introduce and explicitly model both organizers.
3–4	Guided practice and supported oral retells.
5–6	Increase independent organization and oral retelling.
7–8	Reduce teacher modeling and prompts.
9–10	Practice mental organization without viewing the organizer.
11–12	Emphasize independent oral retelling during instruction.

Implementation Safeguards

Use the same two templates; integrate practice into existing core lessons; include an oral retell opportunity each session; record text type, minutes, and deviations. The comparison classroom continues typical instruction. Do not introduce the organizer or coaching prompts during formal assessments.

Weekly Implementation Fidelity Log

Teacher: _____ Week #: _____ Dates: _____

Target: approximately three embedded core-reading sessions per week. Record what actually occurred, including missed sessions.

Session / Date	Text type/Selection	Organizer used	Oral retell?	Minutes
1 / _____	_____	_____	Yes / No	_____
2 / _____	_____	_____	Yes / No	_____
3 / _____	_____	_____	Yes / No	_____

Instructional Fidelity Check

☐ Identified important information (modeling or reinforcement)

☐ Students organized information using the planned strategy

☐ Students had an oral retell opportunity

☐ Support level matched the planned gradual-release phase

☐ Any modifications or missed instruction were documented

Weekly Summary

Narrative sessions: _____ Informational sessions: _____ Sessions delivered: _____ / 3

Level of support used: ☐ Teacher model ☐ Guided ☐ Independent with organizer ☐ Without organizer

Interruptions, deviations, student response, or follow-up needed:

_____

_____

_____

_____

_____

Reminder: This log is for instructional implementation, not student-level assessment scores.

Story Retell Map

Name: _____ Story: _____

Use a few words or short phrases. Think about what is important to tell someone who has not read the story.

Who? Characters	**Where?** Setting
Beginning What happened first?	
Middle What happened next?	
End What happened at the end?	

Practice: Tell the story aloud in your own words, using the important information in order.

Informational Retell Map

Name: _____ Text: _____

Use a few words or short phrases. Choose details that help explain the main idea.

Main Idea What is the text mostly about?
Key Detail 1 What important information supports the main idea?
Key Detail 2 What important information supports the main idea?
Key Detail 3 What important information supports the main idea?

Practice: Explain the main idea and the key details aloud so someone else can understand the text.

Name	Date	Registration	Standard Cost	Register
SCOTUS in the Middle: Public Schools and the Shifting Balance of Federal Power	12/11/2026	Available thru 12/11/2026	*$0*	Register

Viewing All Event(s)

Making Confident Pay Practice Recommendations to Your Board	11/19/2026	Registration is open	*$0*	Register now
The Session in Review: Key Legislative Updates and What's Next for Public Education	12/1/2026	Registration is open	*$0*	Register now
2027 Board Officer Workshop	1/9/2027	Registration is open	*$0*	Register now
Board Candidates Webinar: What You Need to Know About Being a School Board Director	1/16/2027	Registration is open	*$0*	Register now
Order in Every Session: Understanding Parliamentary Procedure for School Boards	2/12/2027	Registration is open	*$0*	Register now

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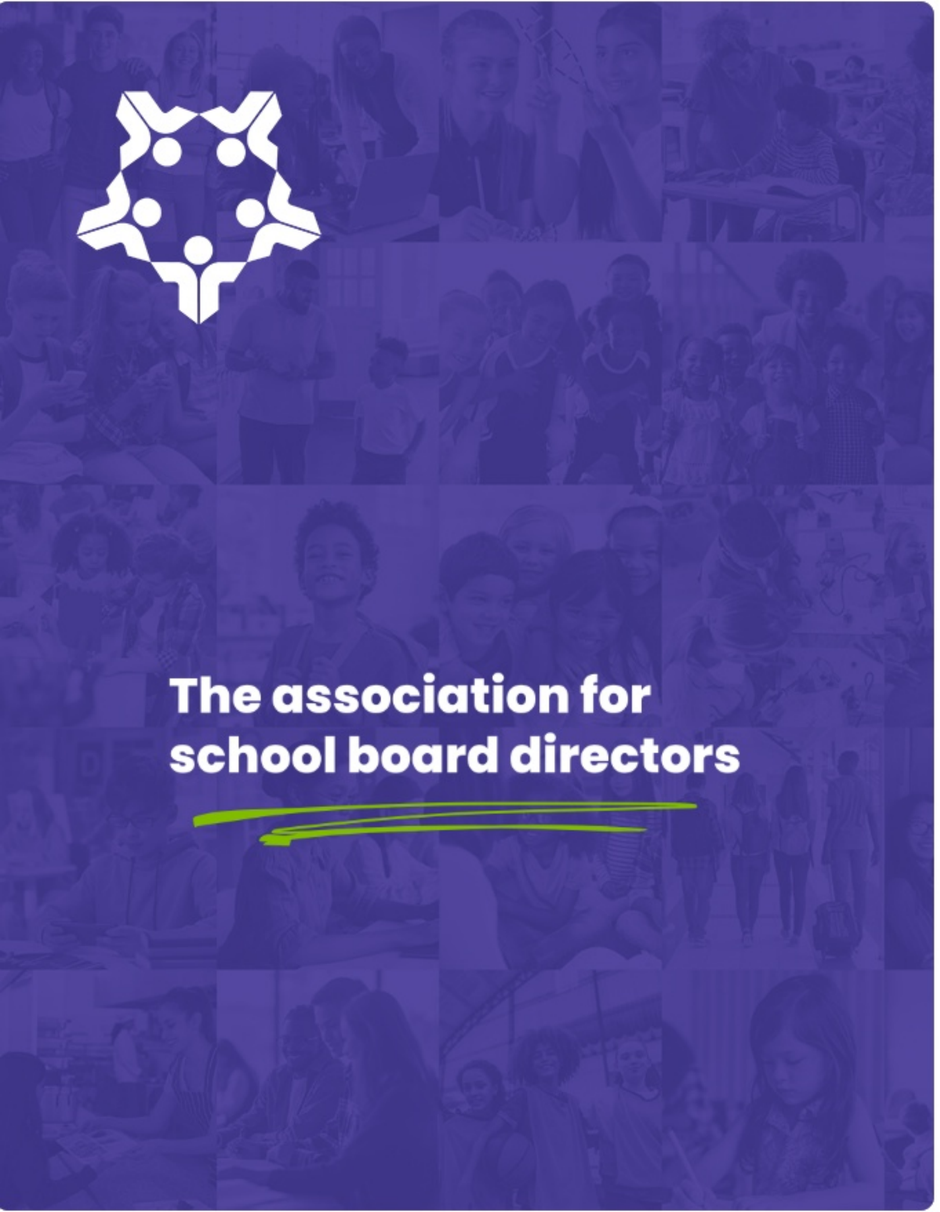
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Ask Franklin





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Welcome to the new myPSBA Experience!

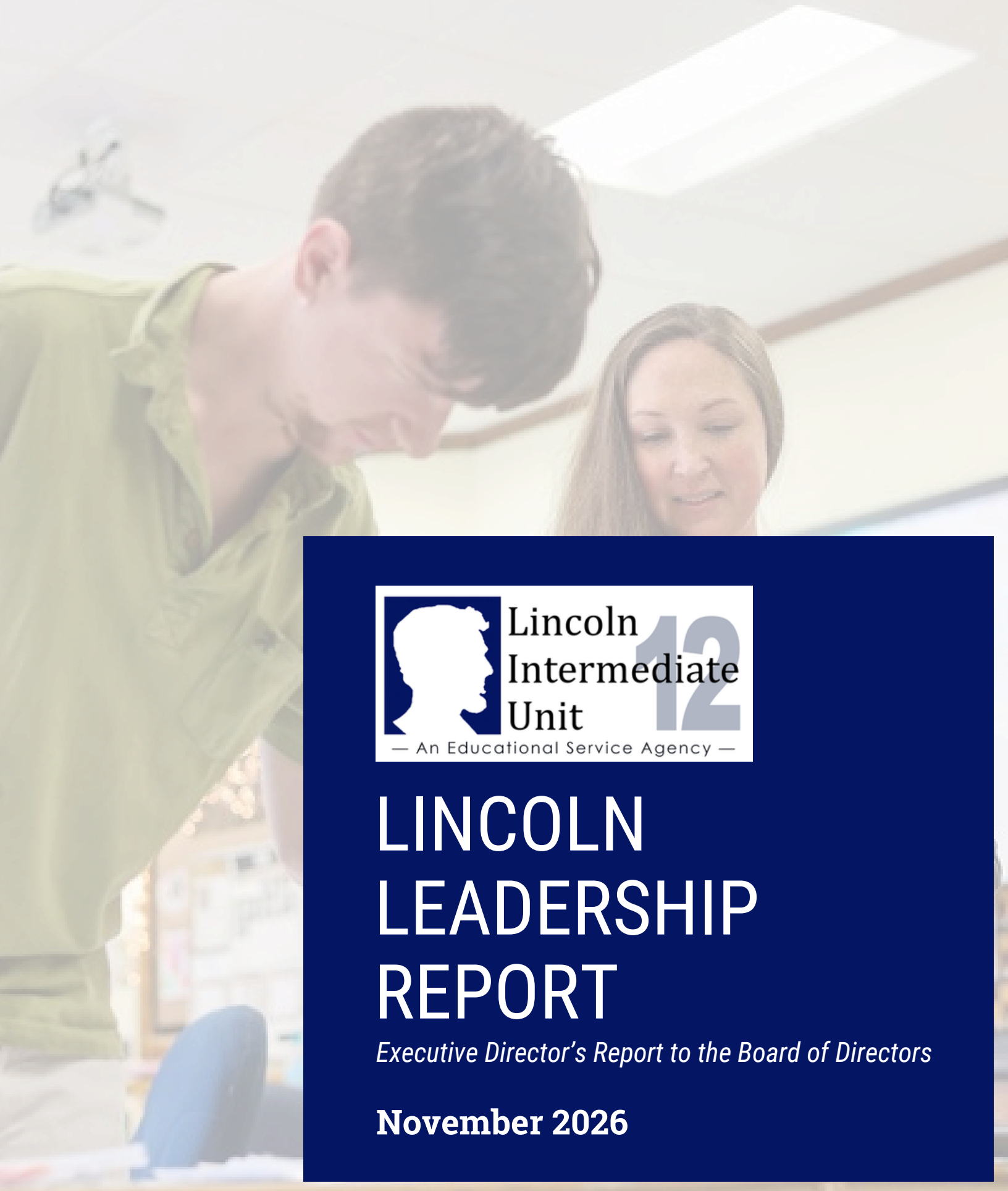
We're excited to share that the enhanced myPSBA is now live. Our team has been working to improve the user experience, making it easier than ever to access the resources, information and services you rely on. To access your account for the first time, please follow these steps:

1. Click the "Member Login via Engagifii Button"
2. Click "Forgot Password" on the login page.
3. Enter the email address associated with your account.
4. Follow the instructions sent to your inbox to create a new password.
5. Once your password has been reset, return to the login page and sign in.

If you experience any issues during the process, we're here to help. Please contact the member experience team at memberexperience@psba.org, and we'll be happy to assist you. Thank you for your patience and support as we make these improvements. We hope you enjoy the new myPSBA experience!

Member Login via Engagifii

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Lincoln Intermediate Unit 12
— An Educational Service Agency —

LINCOLN LEADERSHIP REPORT

Executive Director's Report to the Board of Directors

November 2026

November 2026

Welcome

About this Report

Welcome to the first edition of the monthly Lincoln Leadership Report! This report offers highlights and updates on the programs and operations of Lincoln Intermediate Unit 12, giving our Board, partners and community a regular look at the work happening across our organization.

Each month, I will share the Lincoln Leadership Report during our public Board of Directors meeting. Following each meeting, the report will be made available on our website (www.iu12.org), so that everyone we serve can stay informed about what's happening at the LIU12.

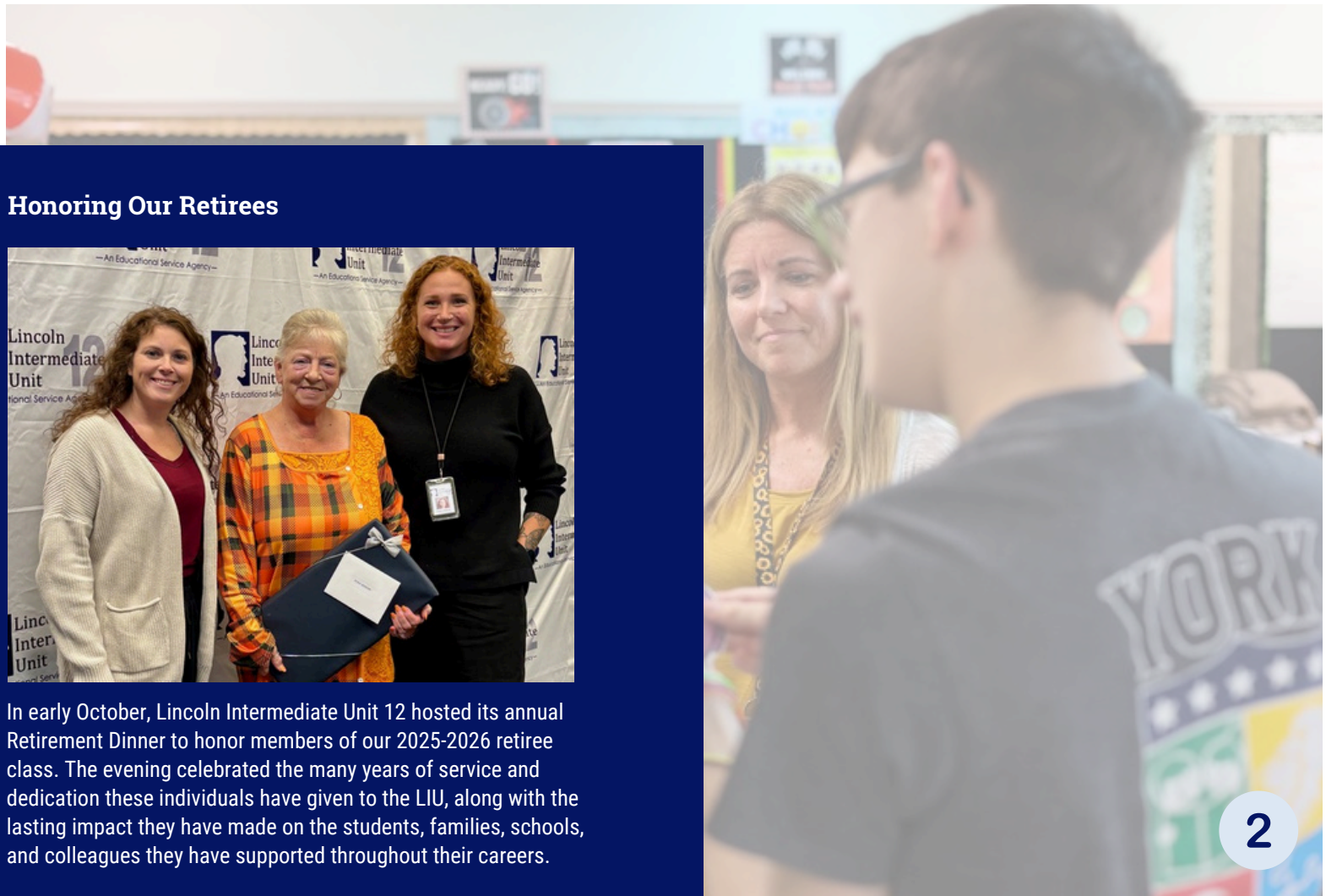
Each report will offer a look inside the work our faculty and staff do every day as we live out our commitment to serving learners, supporting schools and strengthening communities. I am continually inspired by the reach and impact of our intermediate unit, and I hope that, through these reports, you will be too!

Respectfully,

M. Christopher Marchese, Ed.D.
Executive Director



M. Christopher Marchese, Ed.D.
Executive Director



Honoring Our Retirees

In early October, Lincoln Intermediate Unit 12 hosted its annual Retirement Dinner to honor members of our 2025-2026 retiree class. The evening celebrated the many years of service and dedication these individuals have given to the LIU, along with the lasting impact they have made on the students, families, schools, and colleagues they have supported throughout their careers.

PLANNING FOR

OUR FUTURE



Comprehensive Planning Kicks Off

On September 29, a steering committee of LIU12 staff, families, district and school leaders, and community members convened to launch the comprehensive planning process for the 2027-2030 school years.

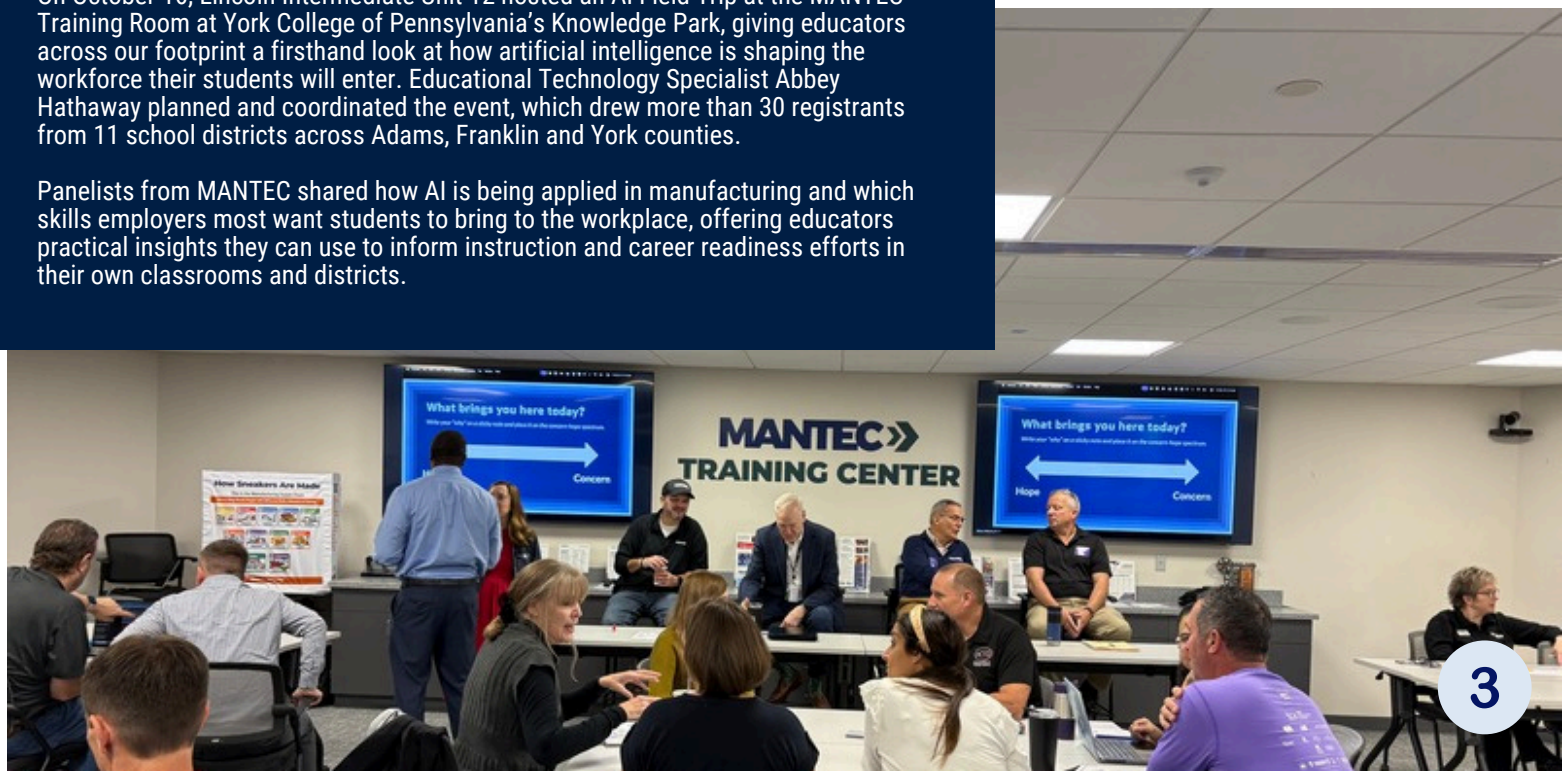
During the meeting, attendees reviewed current programs and services, examined high-level data, and heard Dr. Marchese share his vision for the LIU, helping to set the direction for the next three years.

Building on this work, the leadership team is now forming action teams to further develop plans for the priority areas identified by the committee. The completed plan and all required state reports will be available for public comment in February 2027.

Connecting our School Partners to Learning Opportunities

On October 16, Lincoln Intermediate Unit 12 hosted an AI Field Trip at the MANTEC Training Room at York College of Pennsylvania's Knowledge Park, giving educators across our footprint a firsthand look at how artificial intelligence is shaping the workforce their students will enter. Educational Technology Specialist Abbey Hathaway planned and coordinated the event, which drew more than 30 registrants from 11 school districts across Adams, Franklin and York counties.

Panelists from MANTEC shared how AI is being applied in manufacturing and which skills employers most want students to bring to the workplace, offering educators practical insights they can use to inform instruction and career readiness efforts in their own classrooms and districts.



CELEBRATING CREATIVITY

Artist of the Month

Franklin Learning Center Launches Monthly Program

This school year, the Franklin Learning Center introduced the Artist of the Month program to celebrate the creativity and accomplishments of our young artists. Each month, the program recognizes a student whose work reflects artistic growth, effort, and personal expression. We are pleased to celebrate Nathan, the first “Artist of the Month.”

Rachel Shreve, Nathan’s teacher at the Franklin Learning Center, noted the significant independence he demonstrated throughout the project.

“He did an excellent job engaging in the project, making choices for himself, and expressing himself creatively,” she shared.

Congratulations, Nathan!





Strengthening Family Engagement

Lincoln EDGE, LIU12's full-service cyber program serving K-12 students from 16 school districts, hosted its first student event of the year in October at Nixon Park in York County.

Students and parents enjoyed an animal and insect presentation and a guided hike, then explored the park together for the rest of the afternoon.

The outing marks the first of a series of monthly events designed to encourage in-person learning, foster socialization, and build lasting connections between families and the Lincoln EDGE community.

HIGHLIGHTING

INNOVATION



LIU Leader Joins Salesforce Conference Panel

Jared Mader, Assistant to the Executive Director for Innovative Solutions and Strategic Partnerships, was invited as one of three featured panelists at a Salesforce Education & Nonprofit Community luncheon for intermediate unit leaders, non-profit executives, and institutions of higher education leaders on October 27 in Philadelphia.

Hosted by Eigen X, Blackthorn, and Salesforce, the event took place immediately prior to Salesforce's Agentforce World Tour Essentials. Panelists discussed how organizations across the educational spectrum - from early childhood through continuing education - are adopting learner-centered, purpose-built, cost-efficient, and secure CRM systems, as well as leveraging AI responsibly to accelerate delivery. Additionally, the Salesforce Education team presented its platform roadmap, giving LIU an early look at future developments.

Showcasing Future Careers, Work Force Opportunities

On October 2, Lincoln Intermediate Unit 12 partnered with the Pennsylvania State Modern Language Association to host its first World Language Career Symposium, bringing together more than 192 students, educators, presenters, and community partners to explore how multilingualism opens doors to future educational and career opportunities. Students engaged with professionals from a range of career fields and participated in interactive sessions that highlighted language proficiency and cultural understanding as valuable assets in today's workforce. The event reflects LIU12's continued commitment to expanding opportunities for multilingual learners, strengthening community partnerships, and connecting classroom learning to future career pathways.



IN THE SPOTLIGHT

Keystone Competition

LIU12 Hosts Statewide STEM Event for Students

On October 28, Lincoln Intermediate Unit 12 hosted the Keystone Competition, welcoming 240 students from more than 23 public and nonpublic schools across York, Adams, and Franklin counties, including a unified team from the Franklin Learning Center. The event challenged students to strengthen teamwork and demonstrate how STEM can solve real-world problems, while celebrating the strong partnerships among educators, districts, and communities that the LIU STEM in PA team has built over the past three years. The day opened with remarks from Dr. Marchese and a keynote from Dr. Carrie Rowe, Secretary of the Pennsylvania Department of Education, who introduced students to the competition challenge. Special recognition was also given to Nicole Bond for her leadership as the State Keystone Competition Lead.





Sharing Our Purpose With Potential Team Members

On October 21, the Lincoln Intermediate Unit 12 Human Resources team participated in the Dover Career Fair: Soaring Into Your Future at Dover Area High School. The team welcomed community members, answered questions, and shared information about current career opportunities across LIU12, connecting with individuals passionate about education, supporting students, and making a difference in their communities.

Events like the Dover Career Fair allow LIU12 to build relationships with prospective candidates in our region and highlight the meaningful impact our team members make every day. Our Human Resources team remains committed to attracting dedicated professionals who share our mission of serving students, schools, and families across our footprint.



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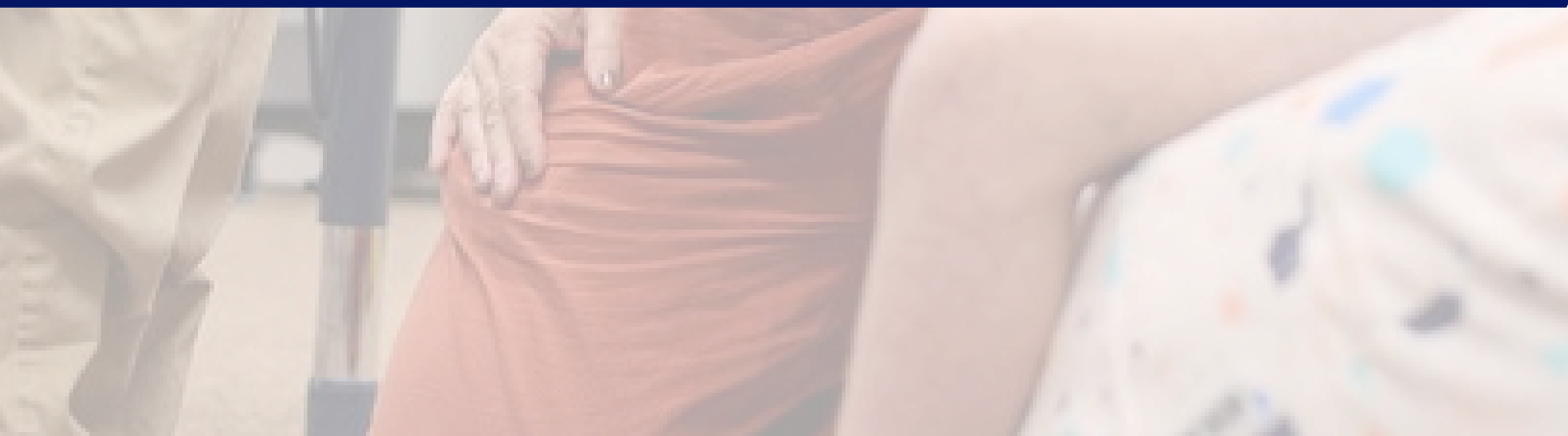
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…by Dawn's Early Light

Highlights of the LIU Board Meeting of November 10, 2026

♦ **Call to order:** The meeting was attended by: Todd Gettys, Stephanie Gouss, Jay Gray, Shane Harkins, Kevin Hoffman, Cassandra Liggins, Carol McGinn, Amy Milsten, Tedd Sayres, Maria Shea and Scott Wingard.

♦ **Presentation: General Operating Budget 2027-2028**

- Brent Kessler provided an overview of the proposed General Operating Budget for 2027-2028 totaling $9,714,478, which represents a 2.86% increase of $269,989 over the previous year.

♦ **Action items** adopted by the Board:

- Memorandum of Understanding – LIUEA
- Memorandum of Understanding with Lancaster-Lebanon – IU13
- First Reading – Student Services Marketplace Pricing 2027-2028
- LIU12 Leese Agreement with YLC Joint Authority
- Direct Placement Agreement – Aerotek, Inc.
- ParentSquare Agreement
- Blackthorn Agreement
- EigenX Agreement
- Addendum: Millersville University Affiliation Agreement
- First Reading Board Policy
  - 304.2 Resignations (New Policy)
  - 803 Intermediate Unit Calendar
- Mail Ballot Election and Notification of Board Vacancies
- Denial of LIUEA Grievance #2026-03

♦ A **Resolution of Tribute** was adopted honoring the life of Grace Kornbau. For 4 years, Grace served devotedly and made a significant contribution to the Lincoln Intermediate Unit community.

♦ In **personnel** actions, the Board accepted 12 resignations and appointed staff to fill 4 professional and 10 support positions.

♦ In other **business actions**, the Board approved all Financial Reports comprised of the Treasurer's Report, Check Register, Payroll Report, and an updated list of contracted transportation drivers.

♦ The **next meeting** of the Lincoln Intermediate Unit Board of Directors will be held Tuesday, **January 5, 2027**, at **6:00 p.m.**

♦ As a reminder, you can access all the Board Meeting **resources** at the following location:

Board Meeting Agendas and Minutes

For more information:
contact the LIU Administration office
by email to aecrouse@iu12.org

Mini Board Report: Thursday, October 22, 2026 Operating Committee Meeting

Ben Walker (Central York, Alternate):	Present
Albert Granholm (Dallastown):	Present
David Conley (Dover):	Present
Richard Zepp (Eastern York, Alternate):	Present
Jill Keeney (Hanover):	Absent
Travis Coeyman (Northeastern):	Present
Chairperson John Blevins (Red Lion):	Present
Kristin Fowler (South Eastern, Alternate):	Present
Keith Gelsinger (South Western):	Present
Joseph Wilson (Southern):	Present
Michael Ritz (Spring Grove):	Absent
Todd Gettys (West York):	Present
Diane Glover-Brown (York City):	Absent
Lois Ann Schroeder (York Suburban):	Present

The meeting was called to order at 8:06 PM.

Recognition of Students of the Month: The following students have been selected as students of the month for October 2026

Anna Juliano.....Grade 12..... Exercise & Sports Science.....Dallastown
Gavin Madia.....Grade 12.... .Welding & Metal Fabrication.....Spring Grove
Brian Mwayuli.....Grade 12..... Computer Systems Technology.....Red Lion

Middle School Presentation Calendar: Dr. Rogers shared that the middle school presentation calendars were provided to board members, and there is still one more presentation next week.

Open House Overview and Invitation: Dr. Rogers invited board members to the annual Open House on November 12. The open house is intended for 8th graders to see the school before they apply for next school year.

Policy Updates: Dr. Rogers reviewed the JOC policy updates being presented for a first reading this month. He reviewed all of the major changes to the 16 policies, which generally were either verbiage or new school code/law change requirements.

Upcoming Events:
Friday, October 30, 2026..... 1:30 PM Student Early Dismissal
Thursday, November 12, 2026.....1:30 PM Student Early Dismissal & Open House
Friday, November 13, 2026.....Teacher In-Service/No Students
Friday, November 20, 2026.....1:30 PM Student Early Dismissal
Tuesday, November 24, 2026.....OPERATING COMMITTEE MEETINGS
Wednesday, November 25, 2026.....Offices Open/School Closed
November 26, 27, 30, 2026.....School & Offices Closed
December 23, 2026.....Offices Open/School Closed
December 24, 25, 2026.....School & Offices Closed
December 28, 29, 30, 2026.....Offices Open/School Closed
December 31, 2026.....School & Offices Closed
January 1, 2027.....School & Offices Closed

Public Meeting - Opening Items

Announcement of Executive Session: Mr. Blevins announced there was an executive session held prior to the meeting to discuss personal and student matters. No action was taken at the meeting. Mr. Blevins announced that prior to the executive session a 6:00 public budget meeting was held to discuss the preliminary 2027-28 budget. The initial budget deficit is 6.28% which is above the JOC directed cap of 4.85%, which is the average adjusted index. The budget expense increases and revenues were shared with a list of potential cuts getting the tuition increase down to 3.17%. While the goal is a 0% increase as directed by the JOC and Superintendents, there will be administrative reviews of additional cost savings from now until the next budget meeting in January 2027. The timeline is for a JOC budget update in January with a March JOC approval for districts to vote in April. Dr. Rogers also presented comparisons on York Tech costs per student compared with member district costs per student.

The Joint Operating Committee Minutes from the September 29, 2026 meeting were approved.

Personnel Recommendations

Individuals were approved as day-to-day substitute teachers, homebound instructors, and/or clerical substitutes for the 2026/27 school year:

Extracurricular positions for the 2026/27 school year were approved.

Volunteer coaches were approved to assist with the York County School of Technology's athletic programs during the 2026/27 season under the school's Volunteer Program:

Requests to Attend Conferences were approved.

Secondary Education Recommendations

The list of Local Advisory Committee members were approved.

The list of Occupational Advisory Committee Members was approved.

The list field trips were approved.

The list of fundraisers was approved.

Business Office Recommendations:

The Electrical Change Order Proposal was approved.

Administration Recommendations:

The following policies were approved for a first reading:
Policy 102: Academic Standards
Policy 105: Curriculum
Policy 113.1: Discipline of Students With Disabilities
Policy 209: Health Examinations/Screenings
Policy 209.2: Diabetes Management
Policy 218: Student Discipline
Policy 218.1: Weapons
Policy 218.2: Terroristic Threats
Policy 227: Controlled Substances/Paraphernalia
Policy 233: Suspension and Expulsion
Policy 249: Bullying/Cyberbullying
Policy 704: Maintenance
Policy 716: Integrated Pest Management
Policy 803: School Calendar
Policy 805.2: School Security Personnel

The following policy was tabled:

Policy 815.1: Use of Generative Artificial Intelligence in Education

The discipline outlined in the Admission of Fact and Waiver of Expulsion Hearing related to student hearing case number 20026-27-01 was approved.

Treasurer's Report:
The Treasurer's Report for the month ending September 30, 2026, was approved and authorization was granted to pay bills in the amount of $3,402,571.65.

YORK ADAMS TAX BUREAU
BOARD OF DIRECTORS MEETING
Minutes
October 26, 2026

Call to Order

Russ Raub called the regular meeting of the Board of Directors of the York Adams Tax Bureau to order at 6:30 PM Monday, October 26, 2026, in the meeting room of the Adams County EMS Center.

Quorum

A count of voting representatives was taken by K.C. McCleary. Fifty-four (54) voting members were present, representing a quorum. Bureau membership stands at 124. According to the By-Laws, a quorum shall be represented by 25% of membership, or 31 voting members.

President's Remarks

Russ Raub thanked all representatives for their participation in tonight's meeting, whether attending in person or remotely.

Board of Director Minutes

The Board of Director minutes of July 27, 2026, meetings were approved as presented on a motion by Keith Whittaker with a second by Anne Loeffler. Motion passed unanimously.

The Board of Director special meeting minutes of August 31, 2026, meetings were approved as presented on a motion by Terry Rynearson with a second by Bill Tollinger. Motion passed unanimously.

Committee Reports

KC McCleary presented the minutes of the Finance Committee, which met Aug 12, 2026.

Terry Rynearson moved to approve the Committee minutes. The motion was seconded by Nina Tipler and passed unanimously.

The Executive Committee notes were tabled until the next Board meeting, as the committee will continue its discussion following tonight's meeting. The minutes will be presented at the next meeting.

Treasurer's Report and Report of Office Activity

KC McCleary presented a summary of collections and office activity for Q3, 2026.

- Total Collections- Q3 2026
  - Beginning Balance- $28,265,340.97
  - Receipts- $78,180,941.13
  - Disbursements- $81,376,171.30
  - Ending Balance- $25,070,110.80

Keith Whittaker motioned and was seconded by John Dockery to approve the Treasurer's report as presented. Motion passed unanimously.

Operating Statement and Capital Expenditures

Operating Fund

KC McCleary then presented the Operating Fund statement for the third quarter of 2026.

- Total Income- $1,874,098.50
- Total Expense- $1,507,153.51
- Net Operating Income- $366,944.99

Professional Services Expenses (Account 5040): This account is currently over budget, largely due to costs associated with judgment renewals and legal actions taken to recover unpaid taxes. While there are upfront costs involved in filing liens and pursuing these actions, the bureau is often able to recover a significant portion of these expenses. These recoveries are reflected in Income Account 4015 – Income from Legal Actions. Although the recovery process can take time, these efforts help offset the initial expenses as outstanding amounts are collected.

Miscellaneous Expenses (Account 5070): M & T previously waived our banking fees; however, with the implementation of the investment sweep program, these fees are now being charged. The sweep account provides higher rates of return on our balances, and the additional interest income helps offset the increased banking expenses. These fees are reflected in the current expenses.

Miscellaneous Revenue (Account 4030): An $84,000 health reimbursement check was received and is included in miscellaneous revenue. This reimbursement is not included in the annual budget, as these funds are not guaranteed and may not be received in years when health-related costs are higher. We received a second $84,000 health reimbursement check in October.

The health reimbursement checks currently are deposited into the General Fund, where the funds help offset general operating expenses. During the meeting, a suggestion was made to consider setting these funds aside to offset future expenses. This option will be reviewed further at the committee level, with the possibility of bringing a recommendation to the Board for consideration and approval.

Capital Expenditures

- Q3 2026 capital expenditures totaled $46,653.00.
- Expenditures were for a new server.
- Bids were awarded for three additional servers at a total cost of $221,000. Delivery is anticipated in early 2027.

Terry Rynearson motioned and was seconded by John Dockery to approve the Operating Fund and Capital Fund Statement. Motion passed unanimously.

Unfinished Business

No unfinished business

New Business

A. 2027 Operating Fund and Capital Fund Budgets

2027 Operating Fund Budget

- Income for 2027 estimated to total $7,503,750
  - 2027 collection revenue is projected to increase by approximately 3.45%, based in part on anticipated 2026 collections.
  - Interest income is expected to decline in 2027 as market conditions and interest rates continue to trend downward.
- Expenses for 2027 estimated to total $7,153,743
  - Personnel Expenses:
    - The 2027 budget includes a 2.5% cost-of-living adjustment (COLA) and a 2.5% merit increase for eligible employees.
    - The budget incorporates the implementation of the Retirement Health Savings (RHS) Program beginning in 2027. The initial year includes a higher contribution to establish the program.
    - Increased costs for employee medical benefits contribute to the overall rise in personnel expenses.
    - An IT position was added in late 2025. While this increases personnel costs, having IT services performed in-house helps offset expenses in other budget categories.
    - The budget includes funding for currently open positions to account for anticipated staffing needs.
  - Computer Operation- A Board member asked whether the increase in Computer Operations expenses was related to outside services provided by the organization. The increase is not associated with these services. The bureau provides certain services to outside entities using its existing software, and any additional project work is billed at an hourly rate. These charges are separate from computer operation expenses and do not contribute to the increase in this budget category.
- Net Operating Income is projected to be $375,188.00 for 2027.

2027 Capital Fund Budget

- Projected capital expenditures for 2027 total $859,000, including costs associated with the IT Department buildout, office furniture, and three servers.

Anne Loeffler moved, and John Dockery seconded, a motion to approve the 2027 Operating Fund and Capital Fund budgets. The motion passed unanimously.

Director Comments

A. **Legislative Updates – Acts 53 and 54 of 2026: Delinquent Tax Collection Requirements**

KC provided an overview of two recently passed House Bills, House Bills 852 and 853, which became Act 53 and Act 54 of 2026, respectively. Both Acts address the collection of delinquent taxes, including Earned Income Tax, delinquent Per Capita Tax, and MBP.

The most significant change for our office is the requirement that the approved Cost of Collection fees, previously authorized by the Board, be posted not only on our website, but also on each municipality's website, since we collect delinquent taxes on behalf of the municipalities.

A PDF of the approved Cost of Collection fees is available for municipalities to post on their respective websites. Please contact KC if you need a copy of the PDF or have any questions.

B. Office Relocation and Formation of Exploratory Committee

The current office lease for the Gettysburg office is set to expire in late 2027. Due to several limitations with the existing office space, the possibility of relocating is being explored. These concerns include limited room for future growth, insufficient parking for visitors, and a conference room that does not adequately accommodate meetings.

Several potential office locations have been reviewed. One of the leading options offers a very open floor plan with significant potential to accommodate the office's needs. The opportunity to either lease or purchase the property is available.

If the purchase option is pursued, funding could potentially come from Excess Operating Fund income, which is normally distributed to the members.

The Board recommended establishing an independent Exploratory Committee to evaluate multiple options, including leasing, purchasing, and reviewing additional properties. The committee will report its findings and recommendations to the Executive Committee, which will then report to the Board.

Five members volunteered to serve on the committee: Ron Harris, Christine Demas, Jamie Fitzpatrick, John Dockery, and Russ Raub.

Keith Whittaker made a motion, seconded by Anne Loeffler, to establish the five-member Exploratory Committee. The motion passed unanimously.

C. BOWA Software Implementation Update

The implementation of the new BOWA software is progressing. The first applications, which focus on Employer applications, are expected to be fully operational this week. This initial phase will replace approximately 70–80% of the outdated processes currently used in the employer applications that are being phased out.

The next phase of implementation will focus on the Final Return applications, followed by the administrative processes used for distributions.

Other Comment

Upcoming Meetings

- November 11, 2026- YATB Nominating Committee
- January 6, 2027- YATB Nominating Committee
- January 25, 2027- Board of Directors meeting (Adams County EMS Center)

York Construction

- Construction is scheduled to begin November 16th and is expected to be completed mid-February.
- The mailroom has been cleared. The Data Entry department is scheduled to relocate in early December
- All employees are expected to return to their respective work areas before Tax Day.

Public Comment

None

Adjournment

John Dockery made a motion for adjournment. This was seconded by Bill Tollinger. Motion passed unanimously. There being no further business, the meeting adjourned at 7:55 PM.

Respectfully submitted,

Lisa Raab
Recording Secretary

The following members and alternates were present at October 26, 2026, Board of Directors Meeting:

David Bolton	Abbottstown Borough
Ken Shafer	Arendtsville Borough
Anne Loeffler, proxy	Biglerville Borough
Anne Loeffler, proxy	Bonneauville Borough
Ron Harris	Carroll Valley Borough
David Blocher	Cumberland Township
Wesley Anderson	Dallastown Area School District
Anne Loeffler, proxy	Dallastown Borough
Anne Loeffler, proxy	Delta Borough
Anne Loeffler, proxy	Dover Area School District
Anne Loeffler, proxy	Dover Borough
Trena Hall	Dover Township
Kathy Emswiler	East Manchester Township
Jordan Sites	Fairfield Borough
Anne Loeffler, proxy	Fawn Grove Borough
Susan Plank	Franklin Township, Adams
Pam Williams	Franklin Township, York
Melissa Zirkle	Germany Township
Tammy Murdorf	Gettysburg Borough
Sherry Myers	Hallam Borough
Jeremy Smith	Hamilton Township
LuAnn M Dille	Hamiltonban Township
Doug Fuhrman, proxy	Hanover Area School
Corina Mann	Hellam Township
Ron Harris, proxy	Highland Township
Nina Tipler	Huntington Township
Tim Ferrence	Jackson Township
Anne Loeffler	Jefferson Borough
Nina Tipler	Latimore Township
Ron Harris, proxy	Liberty Township
David Westcott	Littlestown Borough
Linda Zimmerman	Lower Windsor Township
Melinda Jones & Chrisine Demas	Mount Joy Township
Anne Loeffler, proxy	Mount Pleasant Township
Kim Butcher	New Freedom Borough
Bill Tollinger	North Hopewell Township
Jameson Fitzpatrick	Oxford Township
Stephanie Sciortino	Red Lion Area School
Anne Loeffler, proxy	Seven Valleys Boro
Ken Thomas	Shrewsbury Township
Leah Pritchett	South Eastern School District
Doug Fuhrman	South Western School District
Rebecca Nicklow	Spring Garden Township
Russell Raub	Tyrone Township
John B. Dockery	Warrington Township
Anne Loeffler, proxy	Washington Township

Keith Whittaker	West Manchester Township
Terry Rynearson	West Manheim Township
Sheri Schlemmer	West York Area School District
Anne Loeffler, proxy	York City School District
Nina Tipler	York Springs Borough
Nicole Fry	York Suburban School District
Larena Keller	York Township

K.C. McCleary	Executive Director
Lisa Raab	Deputy Director, Recording Secretary
Jennifer Diamond	Deputy Director
Karla Wolfe	Deputy Director
Jamie Tyndall	Director of Applications
Walt Tilley, Esq.	Solicitor, Saxton & Stump

ADAMS COUNTY TAX COLLECTION COMMITTEE
YORK COUNTY TAX COLLECTION COMMITTEE

October 26, 2026

MINUTES

Chairman Ron Harris and Chairman John Dockery called the annual joint meeting of the York and Adams County Tax Collection Committee (hereinafter "TCC") to order at 6:00 PM on Monday, October 26, 2026, in the meeting room of the Adams County EMS Center. Member representatives also joined online.

Quorum Count

Quorum counts of each TCC were taken according to each TCC's By Laws. There were 20 Adams County members present, and 29 York County members present, constituting quorums for each TCC.

Minutes

York TCC Chairman John Dockery asked for a motion to approve the minutes of the March 2, 2026, York TCC meeting. Terry Rynearson motioned to approve and was seconded by Anne Loeffler. Motion passed unanimously.

Old Business

None.

New Business

A. 2026 Officer Nominations- York County TCC

Chairman Dockery called for nominations for the 2026 TCC officers and Committee members. John Dockery made a motion to retain all current officers and Committee members in their respective positions for 2026. The motion was seconded by Anne Loeffler and carried unanimously.

B. Accept the 2025 TCC Financial Report

The 2025 TCC Financial Report was presented and reported as clean, with no findings.

For **York TCC**, Keith Whittaker made a motion to accept the report, which was seconded by Terry Rynearson. The motion carried unanimously.

For **Adams TCC**, Anne Loeffler made a motion to accept the report, which was seconded by Jeremy Smith. The motion also carried unanimously.

C. 2027 Collection Fee- 1.75%

Keith Whittaker made a motion to approve the 1.75% collection fee, which was seconded by Bill Tollinger. The motion carried unanimously

D. 2027 TCC Bond Amounts

The proposed 2027 TCC bond amounts were presented as follows:

- Adams Bond: $2,000,000
- York Bond: $8,000,000

For **York TCC**, Keith Whittaker made a motion to approve the proposed bond amounts, which was seconded by Bill Tollinger. The motion carried unanimously.

For **Adams TCC**, Jeremy Smith made a motion to approve the proposed bond amounts, which was seconded by Nina Tipler. The motion also carried unanimously.

E. Ratification of YATB Resolution 2-2026 – Waiver of Penalty and Interest Policy

The policy outlining specific circumstances under which penalties and interest associated with the collection of Delinquent Earned Income Tax may be waived was presented for approval. The policy had previously been approved by the Board of Directors in April, and approval by the TCC was requested as well.

For **York TCC**, Terry Rynearson made a motion to approve the resolution, which was seconded by Keith Whittaker. The motion carried unanimously.

For **Adams TCC**, Nina Tipler made to approve the resolution, which was seconded by Keith Whittaker. The motion carried unanimously.

F. Ratification of YATB Resolution 3-2026- Electronic Filing Requirement for Employers

This resolution would require employers and payroll providers to file quarterly (and monthly) tax returns and remittances by electronic means. This action is permitted under ACT 32. Upon adoption of the resolution, the Rules and Regulations will be updated accordingly to reflect this requirement. Additionally, the appliable processing fee will be included on the cost of collection schedule.

For **York TCC**, Keith Whittaker made a motion to approve the resolution, which was seconded by Terry Rynearson. The motion carried unanimously.

For **Adams TCC**, David Westcott made to approve the resolution, which was seconded by Jeremy Smith. The motion carried unanimously.

Future Meetings

York TCC Meeting- January 25, 2027, Adams County EMS Center

Public Comment

None.

Adjournment

Keith Whittaker motioned for adjournment and was seconded by Terry Rynearson Motion passed unanimously. There being no further business, the meeting adjourned at 6:17 PM.

Respectfully submitted,

Lisa Raab
Recording Secretary

The following members and alternates were present at the October 26, 2026, York and Adams County Tax Collection Committee Meeting:

Adams County Members:

Anne Loeffler- proxy	Arendtsville Borough
Anne Loeffler- proxy	Biglerville Borough
Anne Loeffler- proxy	Bonneauville Borough
Ron Harris	Carroll Valley Borough
David Blocher	Cumberland Township
Jordan Sites	Fairfield Borough
Susan Plank	Franklin Township- Adams Co
Melissa Zirkle	Germany Township
Tammy Murdorf	Gettysburg Borough
Jeremy Smith	Hamilton Township
LuAnn Dille	Hamiltonban Township
Ron Harris- proxy	Highland Township
Nina Tipler	Huntington Township
Nina Tipler	Latimore Township
Ron Harris- proxy	Liberty Township
Dave Westcott	Littlestown Borough
Melinda Jones & Christine Demas	Mt. Joy Township
Anne Loeffler- proxy	Mount Pleasant Township
Jamie Fitzpatrick	Oxford Township
Nina Tipler	York Springs Boro

York County Members:

Anthony Spataro	Central York School District
Wes Anderson	Dallastown Area School District
Anne Loeffler- proxy	Dallastown Borough
Anne Loeffler- proxy	Delta Borough
Anne Loeffler- proxy	Dover Area School District
Anne Loeffler- proxy	Dover Borough
Trena Hall	Dover Township
Anne Loeffler- proxy	Fawn Grove Borough
Pamela Williams	Franklin Township York Co
Sherry Myers	Hallam Borough
Doug Fuhrman- proxy	Hanover School District
Timothy Ferrence	Jackson Township
Anne Loeffler	Jefferson Borough
Linda Zimmerman	Lower Windsor Township
Bill Tollinger	North Hopewell Township
Stephanie Sciortino	Red Lion School District
Anne Loeffler- proxy	Seven Valleys Borough
Anne Loeffler- proxy	Shrewsbury Township
Leah Pritchett	Southeastern School District
Douglas Fuhrman	Southwestern School District
Rebecca Nicklow	Spring Garden Township
John B. Dockery	Warrington Township
Anne Loeffler- proxy	Washington Township
Keith Whittaker	West Manchester Township
Terry Rynearson	West Manheim Township
Anne Loeffler- proxy	West York School District
Anne Loeffler- proxy	York City School District
Nicole Fry	York Suburban School District
Larena Keller	York Township

K.C. McCleary	Treasurer, Executive Director
Lisa Raab	Recording Secretary, Deputy Director
Jennifer Diamond	Deputy Director
Karla Wolfe	Deputy Director
Jamie Tyndall	Director of Applications

CONFERENCE REQUEST

November 2026

Name	Conference Name	Conference Location	Conference Date
GUTTRIDGE, MAGGIE	2026 PBEA Conference	*Grantville, PA*	November 20, 2026
MIDGETT, KENNETH	Elementary & Secondary Technology Conference IU13	*Lancaster, PA*	December 15 - 16, 2026
MYERS, JOHN	2026 PBEA Conference	*Grantville, PA*	November 19 - 20, 2026
POMRANING, DANIELLE	ACIS Training Global Conference	*Dominican Republic*	January 14 - 19, 2027
VERNO, ERIC	PETE&C Conference	*Pocono Manor, PA*	February 7 - 10, 2027
WABNIK, DR. ALISON	PBIS Advanced Tiers - LIU	*New Oxford, PA*	October 26, 2026
WILLIAMS, LYDIA	EF Pennsylvania Regional Training Tour	*Paris, France*	February 11 - 15, 2027
WILSON, DR. MISTY	PBIS Advanced Tiers - LIU	*New Oxford, PA*	October 26, 2026