# DVSD Regular Board Meeting

Thursday, November 19, 2026 6:00 PM
Delaware Valley Elementary School, 500 Avenue S, Matamoras, PA 18336

| | | |
|---|---|---|
| 1. | **CALL TO ORDER** | **Speaker(s):** Board President, Jessica Decker |
| 1.A. | Pledge of Allegiance | **Speaker(s):** Board President, Jessica Decker |
| 1.B. | Roll Call | |
| 1.C. | Mission Statement | |
| 2. | **PRESENTATIONS** | |
| 2.A. | Delaware Valley Elementary School Handbell Choir | |
| 2.B. | Student Representatives - Nat Carso and Rhyanne Rettinger | |
| 2.C. | 1DV Staff Spotlight - Ashley Turs | |
| 3. | **PUBLIC COMMENT - Agenda Items** | |
| 4. | **ADOPTION OF AGENDA** | |
| 5. | **APPROVAL OF MINUTES** | |
| 6. | **REPORTS** | |
| 6.A. | Administrative and Attendance | |
| 6.B. | Financial | |
| 6.C. | Superintendent | **Speaker(s):** Dr. Brian Blaum, Superintendent |
| 7. | **TREASURER'S REPORT** | |
| 8. | **BILLS FOR PAYMENT** | |
| 9. | **PERSONNEL ITEMS** | |
| 9.A. | Resignations - November 19, 2026 | |
| 9.B. | Appointments - November 19, 2026 | |
| 9.C. | Request for Child-Rearing Leave - November 19, 2026 | |
| 9.D. | Change of Status - November 19, 2026 | |
| 9.E. | Change of Salary | |
| 9.F. | Change of Effective Date - November 19, 2026 | |
| 9.G. | Uncompensated Leave - November 19, 2026 | |

9.H. Administrative Transfers

9.I. Request for Sabbatical

10. **ITEMS FOR APPROVAL**

10.A. Approval of additional volunteers - Attachment

10.B. Approval of Board Policies (1-8)

10.C. Approval for the placement of student 2026-2027-10012660

10.D. Expulsion of student 2026-2027-10011991 through the end of the 2026-2027 school year

10.E. Expulsion of student 2026-2027-10013807 for 45 days

10.F. Approval for Juliana Anderson to work with Kathleen VanWie to complete her Human Development and Family Studies internship for Penn State Scranton from January 2027 through April 2027

10.G. Approval of the change orders for the DVSD Pump Station and Force Main Installation Project - Attachment

11. **ANNOUNCEMENTS**

11.A. December 3, 2026 - Organization Meeting - 6:00PM - Delaware Valley Administrative Offices

11.B. December 17, 2026 - Regular Board Meeting - 6:00PM - Delaware Valley Administrative Offices

12. **PUBLIC COMMENT - Any School Business**

13. **CLOSING COMMENTS FROM BOARD**

14. **ADJOURNMENT** **Speaker(s):** Board President, Jessica Decker

DVSD Regular Board Meeting
October 15, 2026 6:00 PM

Shohola Elementary School Library
940 Twin Lakes Road
Shohola, PA 18458

1. **CALL TO ORDER**
   Board President, Jessica Decker
   For the public watching the meeting via YouTube, if you have any comments, please direct them to schoolboard@dvsd.org - they will be addressed at a later date.

   A. Pledge of Allegiance
      Board President, Jessica Decker opened the meeting by leading the Pledge of Allegiance.

   B. Roll Call

| | |
|---|---|
| Christine Agron: | Present |
| Jessica Decker: | Present |
| Brian Fells: | Present |
| Jack Fisher: | Present |
| Pam Lutfy: | Present |
| Felicia Sheehan: | Absent |
| Dorit Smith: | Present |
| Rosemary Walsh: | Absent |
| Carl Will: | Present (via phone) |

   C. Mission Statement
      Delaware Valley School District, in partnership with our community, stands committed to maximizing student potential, fostering life-long learning and promoting responsible citizenship.

2. **PRESENTATIONS**
   A. Shohola Elementary School String Quartet
      Dr. Blaum introduced Ms. Kayla Jones and the Shohola Elementary School String Quartet, who beautifully performed America the Beautiful.

      Board discussion:
      Christine Agron- Looks forward to seeing these students play in high school after progressing through our music program.
      Jack Fisher- Importance of funding our music program
      Pam Lutfy- Musicians grade levels

   B. Student Representative - Nat Carso
      Nat Carso shared with the Board the current high school happenings, specifically noting the upcoming College Fair, Senior Halloween, the Class of 2027 Trunk or Treat, the Morgan's Message football game, and many upcoming fall sport senior nights.

   C. 1DV Staff Spotlight - Leslie Lordi, Del.Aware Advisor
      Board President Jessica Decker recognized Mrs. Leslie Lordi as the October 2026 1DV Employee Spotlight in honor of the 20th anniversary of the Del.Aware and her dedication as its adviser since 2005-2006. She highlighted the publication’s growth, numerous state and national journalism

awards, and continued innovation, including its expansion to online publishing and live daily announcements. Mrs. Lordi was commended for her commitment to journalistic excellence, integrity, and student mentorship, as well as the lasting impact she has made on generations of student journalists and the Delaware Valley School District community. The Board expressed its gratitude and congratulations for her 20 years of outstanding service.

Mrs. Lordi expressed her gratitude for the recognition and thanked the Board and administration for their continued support, emphasizing that their financial and educational resources make the Del.Aware and its related coursework possible. She also appreciated the special significance of having former students and members of the Del.Aware staff present for the occasion.

3. **PUBLIC COMMENT - Agenda Items**
   No public comments.

4. **ADOPTION OF AGENDA**
   Motion to accept the October 15, 2026, agenda. This motion, made by Jack Fisher and seconded by Pam Lutfy, Carried.

| | |
|---|---|
| Christine Agron: | Yea |
| Jessica Decker: | Yea |
| Brian Fells: | Yea |
| Jack Fisher: | Yea |
| Pam Lutfy: | Yea |
| Felicia Sheehan: | Absent |
| Dorit Smith: | Yea |
| Rosemary Walsh: | Absent |
| Carl Will: | Yea |

   Yea: 7, Nay: 0, Absent: 2

5. **APPROVAL OF MINUTES**
   Motion to approve the minutes from the Regular Board Meeting held on September 17, 2026. This motion, made by Jack Fisher and seconded by Christine Agron, Carried.

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|---|---|
| Christine Agron: | Yea |
| Jessica Decker: | Yea |
| Brian Fells: | Yea |
| Jack Fisher: | Yea |
| Pam Lutfy: | Yea |
| Felicia Sheehan: | Absent |
| Dorit Smith: | Yea |
| Rosemary Walsh: | Absent |
| Carl Will: | Yea |

   Yea: 7, Nay: 0, Absent: 2

6. **REPORTS**
   A. Administrative and Attendance
      No Board comments on the Administrative and Attendance Reports.
   B. Financial
      No Board comments on the Financial Reports.
   C. Superintendent

Dr. Brian Blaum briefly announced that fall sports are wrapping up, the first marking period is coming to an end, and October 26 will be a Professional Development Day for the staff.

7. **TREASURER'S REPORT**

Motion to accept the Treasurer's Report. This motion, made by Jack Fisher and seconded by Brian Fells, Carried.

| | |
|---|---|
| Christine Agron: | Yea |
| Jessica Decker: | Yea |
| Brian Fells: | Yea |
| Jack Fisher: | Yea |
| Pam Lutfy: | Yea |
| Felicia Sheehan: | Absent |
| Dorit Smith: | Yea |
| Rosemary Walsh: | Absent |
| Carl Will: | Yea |

Yea: 7, Nay: 0, Absent: 2

8. **BILLS FOR PAYMENT**

Including the General Fund, Cafeteria Fund, Capital Reserve Fund, and Internal Service Fund/Debt Service

Motion to accept the Bills For Payment. This motion, made by Jack Fisher and seconded by Christine Agron, Carried.

| | |
|---|---|
| Christine Agron: | Yea |
| Jessica Decker: | Yea |
| Brian Fells: | Yea |
| Jack Fisher: | Yea |
| Pam Lutfy: | Yea |
| Felicia Sheehan: | Absent |
| Dorit Smith: | Yea |
| Rosemary Walsh: | Absent |
| Carl Will: | Yea |

Yea: 7, Nay: 0, Absent: 2

9. **PERSONNEL ITEMS**

Motion to approve Personnel Items 9A, 9B, 9E, 9F, and 9G as listed. This motion, made by Jack Fisher and seconded by Brian Fells, Carried.

| | |
|---|---|
| Christine Agron: | Yea |
| Jessica Decker: | Yea |
| Brian Fells: | Yea |
| Jack Fisher: | Yea |
| Pam Lutfy: | Yea |
| Felicia Sheehan: | Absent |
| Dorit Smith: | Yea |
| Rosemary Walsh: | Absent |
| Carl Will: | Yea |

Yea: 7, Nay: 0, Absent: 2

A. Resignations - October 15, 2026

B. Appointments - October 15, 2026
C. Request for Child-Rearing Leave
D. Change of Status
E. Change of Salary - October 15, 2026
F. Change of Effective Date - October 15, 2026
G. Requests for Uncompensated Leave - October 15, 2026
H. Administrative Transfers
I. Request for Sabbatical

10. **ITEMS FOR APPROVAL**

A. Approval of additional volunteers for the 2026-2027 school year - Attachment
Motion to approve item 10A as listed. This motion, made by Jack Fisher and seconded by Christine Agron, Carried.

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|---|---|
| Christine Agron: | Yea |
| Jessica Decker: | Yea |
| Brian Fells: | Yea |
| Jack Fisher: | Yea |
| Pam Lutfy: | Yea |
| Felicia Sheehan: | Absent |
| Dorit Smith: | Yea |
| Rosemary Walsh: | Absent |
| Carl Will: | Yea |

Yea: 7, Nay: 0, Absent: 2

B. Recommendation of tenure for Ashley Sloan and Richard Matz
Motion to approve item 10B as listed. This motion, made by Pam Lutfy and seconded by Christine Agron, Carried.

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|---|---|
| Christine Agron: | Yea |
| Jessica Decker: | Yea |
| Brian Fells: | Yea |
| Jack Fisher: | Yea |
| Pam Lutfy: | Yea |
| Felicia Sheehan: | Absent |
| Dorit Smith: | Yea |
| Rosemary Walsh: | Absent |
| Carl Will: | Yea |

Yea: 7, Nay: 0, Absent: 2
The Board collectivly congratulated Ashley Sloan and Richard Matz on their tenure.

C. Approval to accept a donation of a drum kit from Barbara Hartmann for use within the Dingman Delaware Elementary School music program, and to extend our sincere gratitude to Ms. Hartmann for her generous donation and support of the Dingman Delaware Elementary School music program.
Motion to approve item 10C as listed. This motion, made by Christine Agron and seconded by Dorit Smith, Carried.

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|---|---|
| Christine Agron: | Yea |
| Jessica Decker: | Yea |

| | |
|---|---|
| Brian Fells: | Yea |
| Jack Fisher: | Yea |
| Pam Lutfy: | Yea |
| Felicia Sheehan: | Absent |
| Dorit Smith: | Yea |
| Rosemary Walsh: | Absent |
| Carl Will: | Yea |

Yea: 7, Nay: 0, Absent: 2

Board discussion:

Christine Agron- Thank you for the wonderful donation.

D. Approval of the updated Pre-K Counts Partnership Agreement between Delaware Valley School District and the Center for Developmental Disabilities for the 2026-2027 school year

Motion to approve item 10D as listed. This motion, made by Christine Agron and seconded by Brian Fells, Carried.

| | |
|---|---|
| Christine Agron: | Yea |
| Jessica Decker: | Yea |
| Brian Fells: | Yea |
| Jack Fisher: | Yea |
| Pam Lutfy: | Yea |
| Felicia Sheehan: | Absent |
| Dorit Smith: | Yea |
| Rosemary Walsh: | Absent |
| Carl Will: | Yea |

Yea: 7, Nay: 0, Absent: 2

E. Approval of Contracts of Affiliation for the following (1-2):

1. Delaware Valley High School and Pike County Area Agency on Aging
2. Delaware Valley High School and About Face Orthodontics

Motion to approve item 10E as listed. This motion, made by Jack Fisher and seconded by Christine Agron, Carried.

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|---|---|
| Christine Agron: | Yea |
| Jessica Decker: | Yea |
| Brian Fells: | Yea |
| Jack Fisher: | Yea |
| Pam Lutfy: | Yea |
| Felicia Sheehan: | Absent |
| Dorit Smith: | Yea |
| Rosemary Walsh: | Absent |
| Carl Will: | Yea |

Yea: 7, Nay: 0, Absent: 2

F. Approval of the 2025-2026 Budgetary Transfers - Attachment

Motion to approve item 10F as listed. This motion, made by Jack Fisher and seconded by Brian Fells, Carried.

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|---|---|
| Christine Agron: | Yea |
| Jessica Decker: | Yea |

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|---|---|
| Brian Fells: | Yea |
| Jack Fisher: | Yea |
| Pam Lutfy: | Yea |
| Felicia Sheehan: | Absent |
| Dorit Smith: | Yea |
| Rosemary Walsh: | Absent |
| Carl Will: | Yea |

Yea: 7, Nay: 0, Absent: 2

Board discussion:

Jack Fisher- Thanked Bill Hessling and his team for the good work.

G. Approval of the Transfer to the Capital Reserve Fund of the surplus at June 30, 2026, upon the completion of the 2025-2026 field audit, to be made no later than June 30, 2027, and approval that the Board plans to assign/commit/restrict resources in these or similar categories on the financial statements for the fiscal period ending June 30, 2027, as per Government Accounting Standards Board Statement Number 54 (GASB 54) - Attachment

Motion to approve item 10G as listed. This motion, made by Jack Fisher and seconded by Christine Agron, Carried.

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|---|---|
| Christine Agron: | Yea |
| Jessica Decker: | Yea |
| Brian Fells: | Yea |
| Jack Fisher: | Yea |
| Pam Lutfy: | Yea |
| Felicia Sheehan: | Absent |
| Dorit Smith: | Nay |
| Rosemary Walsh: | Absent |
| Carl Will: | Yea |

Yea: 6, Nay: 1, Absent: 2

H. Approval for the placement of student 2026-2027-10013784

Motion to approve item 10H as listed. This motion, made by Jack Fisher and seconded by Christine Agron, Carried.

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|---|---|
| Christine Agron: | Yea |
| Jessica Decker: | Yea |
| Brian Fells: | Yea |
| Jack Fisher: | Yea |
| Pam Lutfy: | Yea |
| Felicia Sheehan: | Absent |
| Dorit Smith: | Yea |
| Rosemary Walsh: | Absent |
| Carl Will: | Yea |

Yea: 7, Nay: 0, Absent: 2

11. **ANNOUNCEMENTS**

Board discussion:

Jessica Decker- In consideration of Solicitor McIntyre's schedule conflict, we will reschedule the November 19 Regular Board Meeting only if an issue arises.

A. October 27, 2026 - Budget, Finance, and Audit Committee Meeting - 8:00AM - Delaware Valley Administrative Offices

B. November 12, 2026 - Work Session - 6:00PM - Delaware Valley Administrative Offices

C. November 19, 2026 - Regular Board Meeting - 6:00PM - Delaware Valley Elementary School LIbrary

12. **PUBLIC COMMENT - Any School Business**
Wayne Witkowski, Pike Co. Dispatch- Congratulations Leslie Lordi, football

13. **CLOSING COMMENTS FROM BOARD**
Jessica Decker- Special Education Roundtable conclusion
Jack Fisher- Del.Aware distribution, Amplify, CTE
Dorit Smith- CTE
Pam Lutfy- CTE
Carl Will- CTE

14. **ADJOURNMENT**
Motion to adjourn at 6:35 PM. This motion, made by Jack Fisher and seconded by Brian Fells, Carried.

| | |
|---|---|
| Christine Agron: | Yea |
| Jessica Decker: | Yea |
| Brian Fells: | Yea |
| Jack Fisher: | Yea |
| Pam Lutfy: | Yea |
| Felicia Sheehan: | Absent |
| Dorit Smith: | Yea |
| Rosemary Walsh: | Absent |
| Carl Will: | Yea |

Yea: 7, Nay: 0, Absent: 2

Respectfully Submitted,

*William Hessling*

William Hessling
Board Secretary

## *ASSISTANT TO THE SUPERINTENDENT – DR. NICOLE COSENTINO*

Throughout October, my work focused on strengthening instruction, supporting professional learning, expanding student opportunities, and developing a collaborative culture across the district.

**PDE Collaboration and Curriculum Support**
I participated in the SAS Showcase at IU20, where lead content advisers from the Pennsylvania Department of Education presented updates and worked directly with us as district leaders. These opportunities provide valuable access to PDE staff who can support our work with mandates, professional development, STEELS implementation, and curricular changes. The connections made during this productive day also led to renewed communication between Jason Zimmerman and our team regarding PDE's delay in releasing science scores following the first year of STEELS implementation.

**Professional Learning Planning and Implementation**
I met with IU20's TAC Team to plan our October 26 professional learning day, ensuring that the offerings supported the High Impact Teaching Strategies identified by our staff as priorities for this year. This planning helped connect teacher feedback to relevant opportunities for professional growth.
Our October 26th professional learning day included more than 80 sessions organized into strands covering Special Education, Technology/Data, Curriculum, Professional Learning Communities, and Health/Mental Health. The day provided teachers with opportunities to collaborate, deepen their knowledge, and expand the instructional tools they use to support students in their classrooms. We brought presenters from all over to support these sessions. Joy Sweller and I are in the process of reviewing all feedback to help inform changes for our next PD Day.

**MINI-THON Relaunch and Student Leadership**
As we continue the relaunch of DVSD's MINI-THON chapter, we met with our Penn State liaison to plan the Donor Drive Week and strengthen our fundraising and student engagement efforts. Through this partnership, our student leadership committee also secured an opportunity to attend an all-day conference on Saturday, November 21. The conference will help students develop their leadership skills and continue building the blueprint for a sustainable MINI-THON program at Delaware Valley. We had a trunk during the trunk or treat event at DVHS. This allowed Leslie Lordi and I to work with our students on ways to share the information with the parents to expand awareness and improve fundraising efforts.

**Strengthening Our PLC Culture**
We sent a district team to Adlai Stevenson High School to experience its established PLC culture firsthand. During the two-day visit, team members worked alongside school PLC teams and attended sessions examining the structures, practices, and shared commitments that support student achievement.
One meaningful takeaway was the school's integration of PLC practices into extracurricular programs, extending collaboration and collective responsibility beyond the classroom. This approach will help inform our next steps at Delaware Valley. Team members will share their learning through professional learning sessions for our teachers, helping translate the experience into practices that support our district's continued growth.

**Expanding High School Science Opportunities**
I worked with our high school science curriculum writers as they developed three new courses: Biomedical Physiology, Botany, and Animal Diversity. These courses will broaden students' science options and provide additional opportunities to explore their interests and potential career pathways. The curriculum writing process is an exciting step toward expanding the range of learning experiences available to our students. This day allowed the foundation to be built so the teachers can continue the work throughout the year.

**Classroom Observations and New Teacher Development**
Classroom observations are well underway, and I visited teachers in four of our district buildings during the month as part of this process. It was encouraging to see our new teachers establishing positive classroom cultures and using data to guide instructional decisions. These visits provide opportunities to recognize effective practices, offer feedback, and support teachers as they develop learning environments responsive to their students' needs.

Thanks for reading!

## *ASSISTANT TO THE SUPERINTENDENT – DR. JAYSON POPE*

- On October 2nd, I had the privilege of presenting at DDMS Career Day. I've enjoyed meeting with groups of 8th grade students for the last 20+ years and sharing with them my experiences in the education profession as well as providing a glimpse of what to expect when they enter high school next year.
- On October 6, I met with all first-year professional staff to discuss positive parent communication. As part of the induction process, new staff members are required to attend a variety of sessions throughout the school year. We discussed strategies and best practices for building positive relationships with families, worked through various scenarios, and reviewed expectations for the upcoming parent/teacher conferences.
- On October 6, our Pre-K Counts Program Specialist, Robin Fanelli, conducted her fall visit. Every year, our program participates in an ongoing evaluation from the state, which is required of every Pre-K Counts grant recipient. Ms. Fanelli visited our classroom at DDPS and met with our leadership team to share feedback as well as review the various compliance requirements of the program. Ms. Fanelli will return in November, as she is scheduled to visit our classroom at DVES.
- On October 7, I attended the 2026 Paving the Way Conference in Lancaster, where our district was recognized for our outstanding work in supporting our homeless/foster students.
- On October 9, I attended a Federal Programs Regional Workshop at Colonial Intermediate Unit 20. This annual training is a requirement for school districts that receive federal funding. Our district receives Titles I, II, and IV funding, and this training provides annual updates and best practice recommendations from the Pennsylvania Department of Education on how to appropriately budget, spend, and track our consolidated grant funds.
- On October 21, members of the Milford-Matamoras Rotary Club met with DVHS students who are reviving the Interact Club at the high school. Interact is a service-based organization that is sponsored by the local Rotary International Club. Our local Rotary club has been trying to re-establish Interact for a few years. The new iteration of DVHS Interact will be advised by Nicholas DeScipio, who teaches in our Technology Education Department. Mr. DeScipio was very involved in the Rotary program when he was in high school and went on to advise the local Interact chapter at his previous job. The school district looks forward to continuing its strong partnership with the Milford-Matamoras Rotary Club.

- On October 23, Delaware Valley High School and Middle School launched their first ever Kids Feeding Kids program to help families with children within our community. Students within Mrs. Leslie Peter's Family & Consumer Sciences classes collaborated with local Pre-K Counts Programs through Delaware Valley Elementary School, Dingman Delaware Primary School, and the Center for Developmental Disabilities (CDD) to prepare, package and deliver 152 meals to over 60 families within these programs.
  Kids Feeding Kids is a nonprofit program whose vision is to "enable more families to experience the benefits of regularly sharing healthy meals together". Their mission is to teach the principles of food justice and sustainable food systems while providing students with authentic real-world learning opportunities to prepare healthy meals for families in their communities.
  In the classroom, Kids Feeding Kids is a real-world hands-on program that provides students with an opportunity to investigate factors that can impact food insecurity within a household and analyze disparity between wages and costs of living as contributing factors of food insecurity. Students then work together to apply food safety practices to cook, package, and distribute free meals to families within their community.
  The Kids Feeding Kids program being taught at Delaware Valley High School and Middle School is the first launch of this program within Pennsylvania. Mrs. Leslie Peters became a trained instructor for this program this summer through the attendance of their Summer Educator Institute which was held in New Kent Virginia. The Kids Feeding Kids program first piloted in 2021 in Kansas, where it has now expanded to nine states and has prepared and served over 35,000 meals. The Kids Feeding Kids Program at Delaware Valley will be continuing their efforts to help their community with a second distribution to local organizations in the Spring of 2027.
- On October 24, professional wrestling returned to Delaware Valley after nearly 20 years, as Battlefield Pro Wrestling presented Warriormania: Battle for Belonging. Nearly 500 fans packed the DHVS gym, enjoying family-friendly entertainment while supporting a great cause. $14,000 was raised for the Delaware Valley Educational Foundation's Peer Inclusion Fund, which was established to create, expand, and promote programming across the school district to support peer inclusion.

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## ***DIRECTOR OF HUMAN RESOURCES – MR. CHRIS LORDI***

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- Participated in district-wide interviews for Professional and Classified staff
- Attended a webinar from KingSpry on Employee Speech, Social Media and Political Activity
- Attended a Bus Driver meeting to discuss questions/concerns they had regarding timeclocks
- Attended the AASPA National Conference for Human Resource Directors
- Interviewed and hired a new Health Occupations Nursing professional
- Participated in PASBO HR Committee meeting
- Developed an accommodation plan for an employee to return to work (*Confidential*)
- Recruiting new employees for open positions
- Training for the time clock system
- Interviewed substitute professionals and classified staff
- Worked through Workers Comp cases with our insurance company
- Held two (2) Workplace Safety meetings
- Met with DVEA leadership for new year discussions
- Met with DVESP leadership for new year discussions

- Completed new staff orientation
- Attended IU #20 Emergency Preparedness monthly meeting
- Attended the Westfall Sewer Authority meetings
    - Act 537 planning
    - Monthly meetings
- Attended IU #20 Human Resources meeting
    - Discussions regarding the need from ALL IU schools for IAs

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## *BUSINESS ADMINISTRATOR – MR. WILLIAM HESSLING*

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- Review, approve and assist in compiling the 25 to 35 pages of Financial Reports, Treasurer's Reports, and Bills for Payment that appear as Business Office produced reports on the Board agenda every month. This includes journal entries, reconciliations, budget decisions on purchasing and bills for payments, budgetary monitoring and controls, revenue tracking, etc. for all district funds including the General Fund, Construction Funds, Capital Reserve Fund and Cafeteria Funds.
- The annual Impact Aid foundation payment of $699,979 was received on October 6, 2026, for the 2026-2027 fiscal year. Last May an additional payment of $46,370 was received for the 2025-2026 fiscal year in addition to the foundation payment.
- On October 22, 2026, Governor Josh Shapiro signed Senate Bill 1150 into law as Act 103 of 2026 which amends the PA Sunshine Act to remove the ability of agencies to amend publicly posted meeting agendas. Effective December 21, 2026, agencies must meet a special set of circumstances to take official action on any matters that were not included on a meeting agenda that was publicly posted at least 24 hours in advance of the meeting.
  In 2021, the General Assembly amended the Sunshine Act to require agencies to post meeting agendas at least 24 hours before a meeting and to generally prohibit official action on matters not appearing on the posted agenda. The Sunshine Act established four exceptions including a process for allowing an agency to amend the posted agenda during the meeting by a majority vote. As was confirmed in the 2025 Pennsylvania Supreme Court case, *Coleman v. Parkland School District*, the majority-vote exception could be used to add any matter of items to the agenda, without requiring that they relate to emergency business or were brought to the agency's attention less than 24 hours before the meeting.
  The newly enacted Act 103 eliminates the inclusion of this exception effectively negating the ruling in *Coleman v. Parkland School District*. This change removes agencies' ability to rely solely upon a majority vote to add any new matter to an agenda and immediately take official action. Act 103 further establishes that an agency may only add an item during a meeting by a majority vote for an emergency presenting a clear and present danger to life and property, de minimis matters that arose or was brought to the agency's attention within the 24 hours before the meeting and does not involve spending funds or entering into a contract; or a matter raised by a resident or taxpayer at the meeting, which the agency may refer to staff or, if it is de minimis and non-contractual.

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## *DIRECTOR OF SUPPORT SERVICES – MR. MARVIN EVERSDYKE*

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- Scheduled substitute personnel for absences
- Reviewed all Building Use Schedules and Arbiter Sports Schedules daily to assure staff has plans to prepare for various events and activities
- Groomed fields and painted lines for sporting events on all campuses
- Managed repairs and general services for all transportation, SPO, and maintenance vehicles and equipment
- Assigned and followed through on all Work Orders and Preventative Maintenance Service Requests
- Reviewed and processed all invoices for payment
- Reviewed and processed all timesheets for payroll each pay period
- Prepared and submitted required Wastewater and Domestic Drinking Water test results to DEP
- Reviewed and approved new student registrations
- Assigned athletic and education field trips

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## *DIR. OF MENTAL HEALTH & STUDENT SUPPORT SERVICES– DR. DIANA BIXBY*

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Mental Health

- School Psychologist Brian Niemotka along with Education Consultant Amanda Lawson and several other administrators are preparing for the MTSS cohort run by the CIU20. This is the first of several sessions that will run throughout the year.
- Between DVHS and DVES, School Social Worker Amy Letwinsky has 90 active cases and sees students both individually and in groups.
- At the High School, Ms. Letwinsky trained 14 students to be peer mediators.
- October was Bullying Prevention Month. Students and staff wore Blue on Monday, October 5th for Stomp Out Bullying Day to show solidarity against bullying and cyberbullying. Wednesday, October 21st was Unity Day, the signature event of National Bullying Prevention Month. Students and staff were asked to wear Orange to send a powerful, visible message of kindness, acceptance, and inclusion. Throughout the month we promoted being welcomed, valued and safe as part of our school culture.
- We celebrated Red Ribbon Week to promote our commitment to a healthy and drug free life. This year's theme was "Be a Hero - Stay Drug Free." DDMS and DVMS students heard a hero tip of the day via announcements promoting healthy choices including eating whole foods, getting good sleep and acting against unhealthy options. During lunches, students wrote their own personal choices.
- Our School Social Workers revised our Mental Health Resources and Providers list. They created a comprehensive packet of services available in Pike and Wayne Counties as well as other nearby communities.
- Middle school Social Worker, Dr. Vivian Bruno, is currently working with St. Luke's on a pilot program to help create a reentry program for students after they are discharged from the hospital.
- Dr. Bruno worked with our middle school students by providing reentry plans for students returning from OSS.

Support Services

- The district nursing team has been actively working to review and update nursing policies and procedures to ensure best practices.
- Nurses have also been conducting vision screenings district-wide to support the early identification of potential vision concerns, promoting student success.
- During the district in-service day, nurses participated in professional development and gained valuable insight from our guest speaker from Victim Intervention Program (VIP), who provided

important education regarding teen dating violence, including awareness, prevention, and the importance of recognizing warning signs.
- Dr. Bixby, Ms. Sweller, Mrs. Lawson and Mr. Niemotka attended the first session of the CIU20 MTSS Cohort on October 29, 2026. We look forward to continued implementation and networking with other districts to create the best interventions for our students.

Achieve Academy

- Achieve Academy started the Month of October with two students. One student returned to their brick-and-mortar building. We ended the month with one student.
- Dr. Bruno continues to meet with the students weekly for supportive counseling sessions. She continues to check in with students who have returned to their school buildings to offer additional support.

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## *SUPERVISORS OF SPECIAL EDUCATION – MRS. CHERYL NIELSEN & MRS. ASHLEY TURS*

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The autistic support classrooms at DDMS worked collaboratively to submit pumpkins for the pumpkin decorating contest. One class decorated their pumpkin as a clown and the other classroom decorated their pumpkin as a meatball.

Speech therapist Kirsten Dunn celebrated AAC awareness month by creating a bulletin at DDPS. She spread the news that October is AAC awareness month and if children are given a voice, they will have something to say! She also held an AAC parent training with PASS to educate and teach parents how to use AAC devices in the home and community.

Ms. Vogel's class planned and hosted a Fall Festival for Mr. Clementoni's and Ms. Orgitano's classrooms. The students had a chance to paint pumpkins, play Halloween bingo, make a haunted house and a stress ball, and go pumpkin bowling.

In October, prior to Halloween, students in K–2 Emotional Support participated in a fun, hands-on pumpkin investigation that incorporated science, math, and sensory learning through Universal Design for Learning (UDL) principles. Students measured the pumpkin's height, weight, and diameter, counted its lines, explored its interior, counted seeds, and discussed the pumpkin life cycle. This engaging activity provided multiple opportunities for students to learn through observation, exploration, collaboration, and hands-on experiences. Students also were able to strengthen their academic, communication, and social skills. Students had a blast investigating their pumpkin, making discoveries, and enjoying a memorable fall learning experience! Afterwards, students were able to receive their own pumpkins, draw on them, paint them, and take them home just in time for Halloween!

DVMS Intramural Bocce held its second annual exhibition match on 10/28/26. There were 19 participants this year, enough for two full teams. The students spent four weeks learning the game and supporting each other along the way. It was a great success, and we can't wait for next year's season!

DVHS has started a Unified Strength and Conditioning after school program. The students are meeting to learn more about the Unified Strength and Conditioning program run by Special Olympics.

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## *SUPERVISOR OF ACADEMIC SERVICES – MS. JOY SWELLER*

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- Worked with reading specialists and coaches to support the development of specialized reading plans within LinkIt!'s Intervention Manager platform. This system will continue to allow us to collect and monitor intervention data by student, teacher, building, and district to better inform instructional decisions and evaluate the effectiveness of our interventions.
- Attended the IU 20 SAS Showcase to explore how the Standards Aligned System (SAS) supports our district's ongoing work to align curriculum, instruction, and assessment with Pennsylvania Academic Standards.
- Oversaw the administration of the CogAT to support our district's gifted universal screening process and ensure the successful implementation of screening at the elementary level.
- Met with middle school curriculum writers to support the initial planning and development of replacement units that teachers will implement later this school year in collaboration with Amplify representatives to support the piloting of their resource in our middle school ELA classrooms.
- Met with teachers to review and finalize their Student Learning Objectives (SLOs) for the school year.
- Attended the Department of Federal Programs Fall Workshop to stay informed of state and federal requirements and ensure our Title programs continue to operate in compliance with applicable regulations.
- Completed classroom observations in our Pre-K program to support instructional practices and program quality.
- Attended a conference in Chicago that provided an opportunity to visit Adlai E. Stevenson High School, where the PLC process originated, as well as a satellite elementary school. These visits offered valuable opportunities to observe the implementation of a strong PLC culture and its impact on collaborative practices, data-informed decision-making, and continuous school improvement.
- Worked with IXL representatives to coordinate professional learning for teachers focused on extending their knowledge of the platform and using its instructional data to guide classroom instruction and better meet student needs.
- Coordinated a professional learning day that provided opportunities for teachers to meet in small groups with AIM training facilitators while administrators worked separately with their leadership course facilitator. These two distinct learning opportunities supported continued professional growth for both groups.
- Brought a group of teachers to the Keys to Adolescent Literacy training to strengthen their understanding of evidence-based literacy strategies. Participants will help support the integration of reading instructional strategies across content areas throughout our secondary schools.
- Worked with our ELD Department Chair to review processes for providing translated documents to families whose preferred home language is other than English (PHLOTE). This work will help ensure families receive important district communications in an accessible format through our website or mailed documents, as appropriate.

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## *SUPERVISOR OF TECHNOLOGY – MR. DYLAN SATURNO*

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- From 10/1/26 to 10/31/26 518 work orders were created by the staff
- From 10/1/26 to 10/31/26 447 work orders were completed and closed by the technology department
- As of 10/31/26 there were 71 work orders still in process by the technology department in various buildings
- Set-up access points in various locations for CDT, SAT and PSSA testing

- Set-up Wi-Fi in the auditorium for guest speaker
- Set-up Wi-Fi for all outside presenters on PDE training day
- Provided tech support for WarriorMania
- Set-up Wi-Fi for DVHS Writers Festival
- Set up Wi-Fi for financial aid night
- Microsoft Co-Pilot for Education Monitoring Setup
- Deployment of OS Cert due to vendor expiration

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## *DELAWARE VALLEY HIGH SCHOOL – DR. LOU DELAURO*

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**Guest Speaker (October 1)-** Guest speaker Kyle Quilausing presented to our 9th and 10th grade students with a message titled, "The Power of Choices: How ONE Decision Can Change Everything." Kyle was funded through a grant provided by the Pike County Opioid Remediation Fund. The presentation was an hour in length, and the students really enjoyed Kyle and his message.

**Outdoor Evacuation—**On Wednesday, October 8, during the 6th period, we ran an outdoor evacuation. Classes were dismissed by the colors on the map. They were dismissed through the entrance that is most convenient to their room. All staff and students went out and sat in the stadium bleachers. Once all students were seated safely in the stadium, staff escorted them back into the building. It took 25-30 minutes to get all the students out and then back into the building.

**SAT** at DV (October 3rd)- The high school offered the SAT to 80 students; 7 students used College Board-approved accommodations, and 5 rooms were used. Matt Adelfio and Molly Blaut served as test coordinators, with 5 proctors and two tech support personnel on hand, per College Board recommendation.

**Financial Aid Night (October 8)-** The high school guidance department organized a financial aid night for our senior families. Leo Hertling, the director of financial aid at East Stroudsburg University, provided parents with information and guidance on various sources of financial aid and the FAFSA process. There were approximately 75 attendees.

**College Fair (October 16):** On Friday, October 16th, 53 college representatives were in the high school gym. During 1st-4th periods, our juniors and seniors were scheduled in time slots to talk with colleges of interest. Guidance counselor Crystal Ross organized the fair.

**PSAT Testing (October 14 & 21)-** our sophomores and juniors took their PSAT. The PSAT was taken digitally. Guidance counselors worked with students, staff, and families to ensure all students were prepared. Teachers facilitated a readiness check for students prior to testing. Guidance counselors assured all students were prepared with charged Chromebooks.

**Potluck Tail Gate (October 16)-** To increase staff engagement, the high school administrative team hosted an event before a home football game where staff could celebrate and be recognized for their contributions to the school. All attendees brought an appetizer/desert for everyone to enjoy. Approximately 20 staff members attended. During the tailgate, 3 door prizes were raffled off and won by Joy Sohn, Bernadine Salak, and Chelsea Shatt. This was the first of three events that will be held during the school year. Our hope is to continue and increase staff attendance.

**Security Drill (October 23)-** The High school staff held our first door barricade drill and discussed procedures with their class in case of an emergency, including expectations.

**Trunk or Treat (October 27)-** Various clubs and sports teams participated in handing out candy to elementary school students. We handed out flyers to students and families throughout the district. The senior class and class advisor Jen Marchetti organized club attendance.

**Halloween Dress-Up and parade (October 30)**- all seniors were permitted to participate in a costume dress-up day as a senior privilege. All the students participated and had a great day. Students started the day in the high school gym for pictures. At 8:05, the senior class officers led the seniors around the building in a parade. During the parade, teachers and classes lined the hallway to view the costumes.

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## *CAREER & TECHNICAL EDUCATION – DR. CHRIS ROSS*

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- **Early Childhood Education:** Throughout October, Early Childhood Education students participated in several professional development, leadership, and community outreach opportunities. On October 28, students attended the Aspiring Educator Pathway Program (AEPP) at Northampton Community College, where they explored career opportunities in the field of education and gained valuable insight into pathways for becoming future educators. Additionally, on October 15, students participated in the FCCLA Regional Leadership Meeting at Lake Wallenpaupack High School, providing opportunities to strengthen their leadership skills and collaborate with fellow student leaders from other schools.
- **Business and Marketing:** Business and Marketing Career and Technical Education and Personal Budget and Finance students attended Accounting Career Day at King's College, presented in partnership with the Pennsylvania Institute of Certified Public Accountants. During the visit, students toured the campus, met with the head of the Business Department, and participated in question-and-answer sessions with King's College students. These discussions provided insight into academic programs, career pathways, and the transition from high school to college. Students who attended were also offered a scholarship in recognition of their participation. This experience provided a valuable opportunity to explore careers in accounting and business while learning about potential post-secondary opportunities.
- **Cooperative Education / Diversified Occupations:** The Delaware Valley Cooperative Education Program currently serves 28 students across two program areas. The Diversified Occupations program includes 13 students (9 females and 4 males) with employment placements in a variety of industries, ranging from coffee shops and food service to hardscaping. All Diversified Occupations students are completing OSHA 10 safety training and participated in the Pre-NOCTI assessment in October as part of their career and technical skill development.
- **Health Occupations:** Healthcare Careers students had the opportunity to earn industry-recognized credentials at the end of October. Lieutenant Gaughan facilitated CPR and AED training for Level I students, while Level II and Level III students completed Basic Life Support (BLS) training, also led by Lieutenant Gaughan. All students successfully passed their respective certification exams and earned credentials through the Health and Safety Institute (HSI). These certifications provide students with valuable, practical skills that support their continued development and prepare them for future careers in the healthcare field.
- **Electrical Occupations:** Throughout October, students in the Electrical Occupations program continued to strengthen their technical knowledge, hands-on skills, and workplace readiness through classroom instruction, practical shop activities, and industry-focused training. First-year students concentrated on developing a strong foundation in electrical theory, including voltage, current, resistance, Ohm's Law, electrical power, and series and parallel circuits. In the shop, students gained experience using common electrical hand tools,

practicing measurement techniques, and completing basic electrical installations, with an emphasis on safety, accuracy, and quality workmanship.
Upper-level students continued to advance their electrical installation and troubleshooting skills through increasingly complex shop projects. Working collaboratively in teams, students participated in activities designed to simulate real-world jobsite environments. Instruction focused on interpreting electrical drawings, applying National Electrical Code (NEC) requirements, and strengthening the independence and problem-solving abilities necessary for success in the electrical trade. Students also began transitioning into the study of electric motors and their practical applications.
Additionally, two second-year Electrical Occupations students represented the program during the district's Career Day activities. They introduced younger students to the electrical trade and highlighted the educational and career opportunities available through Career and Technical Education.
As the school year progresses, students will continue connecting classroom instruction with real-world applications, developing their technical competencies, and preparing for future employment and apprenticeship opportunities within the electrical industry.

- **Automotive:** Automotive students have continued developing their technical knowledge and hands-on skills through a variety of practical shop activities, including oil changes, brake service, tire maintenance, vehicle inspections, and the proper operation of shop equipment. Recent instruction has also emphasized oxy-acetylene torch safety, proper vehicle lifting procedures, and the importance of maintaining safe and organized shop practices.
  A key priority of the Automotive program is preparing students to enter the workforce with the technical skills, safety awareness, and professional habits necessary for success in the industry. Through hands-on instruction, students are developing teamwork, accountability, attention to detail, and the ability to work independently while consistently following industry standards and safety procedures.

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## *DINGMAN DELAWARE MIDDLE SCHOOL – MR. BRIAN MCCARTHY*

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- DDMS promoted National Bullying Prevention during the month of October. Every October the students and staff attempt to raise awareness and encourage our student actions to help prevent bullying in our schools.
- DDMS celebrated the World Day of Bullying Prevention by having our staff and students wear blue on Monday, October 5, 2026.
- DDMS nurse, Alex Campbell, provided flu shots to DDMS teachers and staff on October 14th.
- DDMS staff and students wore orange on Wednesday, October 21st to promote Unity Day and take a stand against bullying. Students were encouraged to spread kindness and advocate for safe inclusive environments.
- DDPS, DDES, and DDMS hosted their annual Trunk or Treat event in the middle school parking lot on Thursday, October 22nd. Over 140 trunks were decorated and participated in the huge event along with Fire Trucks, EMS vehicles, Park Rangers, State Police and even our own decorated School Bus. Close to 400 trick-or-treaters helped haunt the DDMS parking lot and get some treats at the same time. It was a huge success!
- DDMS celebrated Red Ribbon Week from October 26th through October 30th. It is the nation's largest and longest-running drug, alcohol and violence prevention awareness program, celebrated every year.
- DDMS Girls Basketball and the DDMS PTA hosted their annual Halloween Dance on Thursday, October 29th. Approximately 300 kids attended the dance and enjoyed the DJ, food, and prizes for most original costume, and scariest costume.

- DDMS Student Council organized a pumpkin decorating contest for each homeroom. Pumpkins were collected and displayed at the Halloween Dance and the winners were treated to an apple cider and doughnut celebration!

## *DELAWARE VALLEY MIDDLE SCHOOL – MRS. DIANE SCARFALLOTO*

*October 6, 2026* - ELA CDT Testing - grades 6-8 - 2-hour delay bell schedule
*October 7, 2026* - 8th Grade Career Day - 22 Adult Career presentations & 8 DVHS CTE Student Career Presentations
*October 8, 2026* - Outdoor Evacuation Drill
*October 9, 2026* - Vision Screening - grade 7
*October 14, 2026* - Special Olympics Bowling
*October 20, 2026* - Science CDT Testing - grade 8
*October 21, 2026* - Special Olympics Bowling
*October 22, 2026* - Picture re-takes
*October 23, 2026* - Security Drill
Kids Feeding Kids - 65 DVMS 7 & 8 grade students assisted Mrs. Peters in preparing, packaging, and delivering 152 meals to DVES, Dingman Delaware, and CDD Pre-k Counts programs. The next meal distribution is scheduled for Spring 2027.
*October 24, 2026* - DV Foundation Wrestling Event to benefit DV Unified Sports Teams
*October 26-30, 2026* - Red Ribbon Week
*October 28, 2026* - Special Olympics Bowling
Unified Bocce Ball final match
Last day of marking period 1
*October 29, 2026* - DVMS Halloween Dance sponsored by Student Council. Approximately 300 students were in attendance. Ten DVMS staff chaperoned the dance and 6 DVMS PTA members assisted with the concession stand.
*October 30, 2026* - PBIS reward - 8th grade dressed up for Halloween. 8th grade recorded the least amount of time out of class from October 5-23.

## *DELAWARE VALLEY ELEMENTARY SCHOOL – MRS. MARY ANN OLSOMMER*

- Student Council elections were held on Friday, October 2, with fourth and fifth grade students participating in the election process. Throughout campaign week, candidates displayed posters and shared speeches explaining why they wanted to serve as a student council representative, the leadership qualities they would bring to the role, and ideas they hoped to implement. Following the speeches, all fourth and fifth grade students cast their votes using online ballots. Elected student council members will serve as leaders at Delaware Valley Elementary School, helping to plan school spirit activities, community service projects, and other building-wide events that encourage student involvement and promote a positive school community.
- DVES fifth grade scientists became detectives to solve the mystery of where fallen leaves go! Working in pairs, students participated in a hands-on simulation to investigate how different organisms in an ecosystem help break down fallen leaves. They had to work together, think critically, and use their detective skills to figure out who - or rather, what - was responsible for making the leaves “disappear” each year. By the end of the investigation, students discovered that there isn’t just one culprit! Instead, many different organisms work together as part of the ecosystem to break down the leaves and return their nutrients to the environment.

- Guest artist, Greg Giannascoli, a marimba performer, presented Kindred Spirits assemblies for DVES students introducing them to the marimba and its sounds, alongside the snare drum and other auxiliary instruments, while performing and discussing the instruments and music.
- The Matamoras Fire Department visited DVES on October 7th. Kindergarten, first, and second grade students spent time with the firefighters, learning about their job, seeing the firetrucks, and getting reminders on fire safety.
- SK8 4 Life through Mobil Ed Productions presented a 45-minute, action-packed skateboard assembly about being enthusiastic, engaged, and empowered to be able to do or be whatever you want to be. SK8 4 Life showed students the benefits of developing and maintaining a healthy lifestyle. They explained the importance of nutrition, exercise, and sleep. The students learned that character comes from within and to bring that fire out in everyone they meet. The presentation gave mind, body, and spirit examples, using positive thinking in overcoming obstacles and showing spirit by uplifting others to keep trying and setting personal goals.
- Unity Day, the signature event of National Bullying Prevention Month, was celebrated on October 21st. All at DVES wore orange and participated in a Unity Walk around the building as they came together to send a visible message of building COMMUNITY through kindness, acceptance, and inclusion.
- For National School Bus Safety Week, Mrs. Strattman reviewed bus safety rules in a lesson on a school bus parked on campus.
- Mrs. Cross' 4th grade class and Mr. Zielinski's 2nd grade partnered for peer buddies to research about animals. The fourth graders had background knowledge in how to do the research from their own project earlier in the year, so they were able to assist the younger students in how to search for the correct information.
- Miss Williams and Mrs. Nelson's fifth grade students have begun "First Chapter Fridays." They are reading the first chapter of a new book every Friday and summarizing their findings and thoughts. The goal is to find new books that interest readers and bring back the pure love and joy of reading a book.
- Pre-K students worked their way through the alphabet! They taste-tested apples for Aa, explored bubbles for Bb, discussed caterpillars for Cc, and illustrated their favorite doughnut for Dd. Students also visited Ideal Farms on October 30th where they used their five senses to explore the changes that Autumn brings to the environment. Each student got to select and take home their own pumpkin!
- Students and their families attended the annual PTA Trunk or Treat on October 30th. Faculty and staff, along with parent volunteers, decorated their trunks and dressed up in costume to pass out trinkets, goodies, and candy to over 300 costume-wearing attendees who paraded around DVES. Fun was had by both the attendees as well as the volunteers!
- Students, faculty, and staff celebrated Halloween in costume! During the morning, kindergarten, first, and second graders paraded for the older grades and during the afternoon, the primary students viewed the third, fourth, and fifth graders as they paraded through the school.
- A lockdown drill was held on October 7th at 1:15 PM.
- Upcoming Events
    - Veterans Day Assembly – November 10th at 2:00
    - PTA Meeting – November 17th at 5:30
    - PTA Book Fair – November 24th at 4:30 – 7:30

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***SHOHOLA ELEMENTARY SCHOOL – DR. NATHAN KROPTAVICH***

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- On October 7, SES conducted a Safe Schools intruder drill in place of the monthly fire drill. Students did an excellent job following directions and demonstrating safe behaviors throughout the drill.
- On October 9, students attended the SK8 4 Life assembly program, which uses skateboard demonstrations to teach positive thinking, overcoming obstacles, healthy choices, goal setting, and building a supportive school community.
- SES restarted Breakfast Club on October 16. Held every other Friday, this initiative provides students with an opportunity to connect with peers and staff and begin the school day in a welcoming environment.
- On October 21, students and staff wore orange in recognition of Unity Day and participated in our 11th annual Unity Walk, reinforcing kindness, inclusion, and a sense of belonging throughout our school community.
- On October 23, Shohola Fire and Rescue visited SES to provide fire prevention education to students in all grade levels, helping reinforce important fire safety practices.
- On October 23, over 200 students participated in our monthly PBIS incentive activity, decorating pumpkins as a fun way to celebrate positive behavior and reinforce our schoolwide expectations to Be Responsible, Be Respectful, and Be Ready.
- On October 30, staff and students dressed up for Halloween, creating opportunities to share in the fun and strengthen connections across our school community.
- The PTA hosted its annual Trunk-or-Treat event in the school parking lot on October 30 from 5:30–6:30 PM. This event brought approximately 500 people, including students, families, and staff, together for an enjoyable evening of community building.
- Upcoming Events
    - November 6th - 8:30 AM - Veteran's Breakfast @ SES Gymnasium
    - November 10th - 7 PM - K/1 Concert @DVHS Auditorium

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***DINGMAN DELAWARE ELEMENTARY SCHOOL – MRS. JENNIFER MORIARTY***

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- DDES had a lockdown drill on 10/8 at 1:30. Staff and students did a great job staying out of sight.
- Miss Cotroneo's 3rd grade students went through the writing process. They wrote about their favorite fall activity. They brainstormed and answered who, what, where, when, and why. Then they created full sentences for their rough draft. They revised and edited, and then they "published" their final copy.
- Students in Mrs. Carney's class took advantage of the Halloween season to practice their Math and ELA skills. They practiced multiplication facts to color and solve mystery pictures. Monsters were created as they reviewed the various strategies to solve multiplication problems. Haunted Homophone Houses were displayed showing student abilities to use homophone pairs correctly. They also read about visiting haunted houses and identified the main idea and supporting details. Students rewrote sentences choosing "Spooktacular" words to make their writing samples more interesting while also working to improve their handwriting.
- In Mrs. Conza's 5th grade science class, students explored the observable and measurable properties of substances (mystery ingredients: baking soda, corn starch, sugar, and vinegar). In the activity, students made observations of four unknown powders in order to accurately identify each one based on their unique properties.
- In Ms. Boccio's Autistic Support Classroom, students went trick or treating around the building in DDES. The students used their manners to knock on the doors that were labeled with pumpkins. The pumpkins let students know who was participating in the trick or treating. The students were dressed up in their costumes to celebrate Halloween. They also did a few

activities with pumpkins. Did they sink or float? How heavy? Students also painted pumpkins and with the assistance of staff, cut them open to explore the seeds and guts of the pumpkins. Fun was had by all!

- 4th grade students learned about the Newbery Award and other children's book awards. They had the opportunity to check out from the list of over 100 winners and over 300 Honor winners. All grades were able to interact with and checkout books from the award display with over 50 checkouts in a two-week period. Also in the library, all students were able to participate in Inktober, where they had a new word/prompt for every day of October to be inspired by and make a drawing of. The final images were submitted and displayed in the library.
- DDES students were excited to have the opportunity to dress up for Halloween on 10/30.
- DDES PBIS team held a Spooky classroom incentive for the winning classes in each grade level. Classes earn ghosts to add to their haunted houses for exhibiting the 3Rs: Be Responsible, Be Respectful, and Be Ready. Ms. Cooke's, Mrs. Malone's, and Miss Mejia's classes won a Boo Bash. Students enjoyed making slime, watching a movie, coloring, and enjoyed a snack.
- Students at DDES put their estimation skills to the test this fall by guessing how many spiders were hiding in a mold of jello. Students bought their guesses with PBIS tickets they had earned for positive behavior, which made the challenge a fun reward for meeting school expectations. The two closest guesses, 213 and 217, came within a few spiders of the actual count of 221, and both students won a ghost squishy. Teachers joined in with a jello of their own, and Ms. Johanson came closest with a guess of 142 spiders out of an actual 162.
- Dingman Delaware PTAs held a successful and well-organized campus Trunk or Treat on 10/22 at DDMS. Students enjoyed a safe trick or treating experience. Park Service, Pike County Sheriff, PA State Police, and DD SPO's also had trunks decorated for the event.
- The Shine program began at DDES in October for DDPS and DDES students. The program provides homework help, STEM opportunities, a hot meal, and transportation for participating students. The program continues to grow each year.
- On 10/14 DDES wore orange to stand up against bullying. The school community held a Unity Walk around the DDES playground to send a visible message of kindness, acceptance, and inclusion to prevent bullying.
- Upcoming Events
    - Veteran's Day- No School on 11/11
    - Veterans Day Celebration 11/13 at 2 p.m.
    - PTA Fall Family Bingo 11/20 at 5 p.m.
    - Parent Teacher Conferences on 11/24
    - ½ day for students on 11/24-11/25
    - Fall Recess 11/26-11/30

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## *DINGMAN DELAWARE PRIMARY SCHOOL – MS. KIMBERLY BUTAITIS*

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Harvesting Success This October at DDPS!

- The Primary School library was very fortunate to receive a grant from the Pike County Library for a reading nook and sensory area. The nook furniture, books, and sensory tools have been delivered and introduced to the students. Students are excited! The Nook and resources are being enjoyed by all students. A huge thank you to the Pike County Library for their support!
- Pre-K students are busy learning their letters. This month the letter was D! Students loved letter D as they explored dinosaurs! Students learned about different types of dinosaurs, made a dinosaur craft, and formed letters using dinosaurs.
- October was a fun-filled month in kindergarten! Students enjoyed a visit from WarriorMania wrestlers Ricky Price and JD Ink, along with an exciting Safety Day, where firefighters, police

officers, and park rangers visited to share more about their important jobs in the community. In ELA, students have been learning their letters and practicing how to read, build, and change CVC (consonant-vowel-consonant) words. In math, students have been working on writing numbers and exploring different ways to make 10. The month ended with a spooktacular Halloween parade! Kindergarteners loved all the learning, fun, and special memories made together in October

- First graders at DDPS have had a productive fall. In ELA, students have been writing about the season, using a variety of punctuation marks, and building reading fluency, comprehension, and sight word recognition. In math, they are strengthening number sense by identifying tens and ones, comparing numbers, and writing numbers in expanded form. In science, students have explored day and night sky patterns, including the sun's path, moon phases, and constellations, sharpening their observation skills along the way.
- Second graders wrapped up their study of communities when local community agencies visited the school for Safety Day. Students are also off to a great start earning Accelerated Reader (AR) points. Second graders are showing so much growth in their writing skills, with their simple sentences turning into detailed stories!
- In recognition of National Bullying Prevention Month, Dingman Delaware Primary School observed World Day of Bullying Prevention by wearing blue and Unity Day by wearing orange. These activities encouraged students to show kindness, respect, inclusion, and friendship while promoting a safe and welcoming school environment.
- School Counselor, Lacey Batista, ran a schoolwide poster contest that encourages students to create positive messages about bullying prevention. Flagship Cinemas generously donated 16 movie tickets as prizes for the winners.
- Students had so much fun in the gym this month! Students continued the soccer unit with exciting stations focused on dribbling and kicking. In health class, students learned about germs and practiced the handwashing steps to help stay healthy. At the end of the month, students took part in Fall Stations, which included scootering through a pumpkin patch, throwing fleece balls at the Ghostbuster Station, slapping a spider (a black balloon) with a pool noodle, and Feeding the Monster by tossing balls into the basketball hoop (the monster's mouth). It was so much fun for everyone!
- In the library, students have been learning about author and illustrator Mo Willems, fiction vs. nonfiction, and folktales. The nonfiction section continues to be updated by reorganizing the shelves, and checkouts from the updated sections have already increased.
- A Lock Down drill was completed on October 8, 2026, at 10:00AM.
- Upcoming Events
    - November 2: PBIS Prize Party
    - November 9: Veterans Day Celebration- 9:45 am -10:30 am
    - November 24: Parent Teacher Conference (½ day of school)
    - November 25: Early Dismissal

***Professional Staff Attendance***

| Month | 2026-2027 % of Absences | 2026-2027 %of Attendance | 2025-2026 % of Absences | 2025-2026 %of Attendance |
|---|---|---|---|---|
| September | 4.5% | 95.5% | 3.8% | 96.2% |
| October | 5.2% | 94.8% | 4.0% | 96.0% |
| November | | | 4.5% | 95.5% |
| December | | | 4.8% | 95.2% |
| January | | | 4.3% | 95.7% |
| February | | | 5.1% | 94.9% |
| March | | | 5.5% | 94.5% |
| April | | | 3.9% | 96.1% |
| May | | | 5.3% | 94.7% |

***Student Attendance***

| Month | 2026-2027 % of Absences | 2026-2027 % of Attendance | 2025-2026 % of Absences | 2025-2026 % of Attendance |
|---|---|---|---|---|
| September | 2.4% | 97.6% | 6.0% | 94.0% |
| October | 2.7% | 97.3% | 4.9% | 95.1% |
| November | | | 5.7% | 94.3% |
| December | | | 6.2% | 93.8% |
| January | | | 2.9% | 97.1% |
| February | | | 3.1% | 96.9% |
| March | | | 2.5% | 97.5% |
| April | | | 2.7% | 97.3% |
| May | | | 2.8% | 97.2% |

***Professional - Percent Absent***

(Shared staff are in each building's individual attendance)

| | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May |
|---|---|---|---|---|---|---|---|---|---|
| DDPS | 3.5% | 4.8% | | | | | | | |
| DDES | 5.4% | 7.2% | | | | | | | |
| DVES | 5.8% | 5.6% | | | | | | | |
| SES | 3.3% | 4.7% | | | | | | | |
| DVMS | 2.3% | 3.9% | | | | | | | |
| DDMS | 5.3% | 7.0% | | | | | | | |
| DVHS 9-12 | 5.1% | 4.5% | | | | | | | |

***Students – Percent Absent***

| | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May |
|---|---|---|---|---|---|---|---|---|---|
| DDPS | 2.5% | 2.6% | | | | | | | |
| DDES | 2.6% | 2.7% | | | | | | | |
| DVES | 2.2% | 2.2% | | | | | | | |
| SES | 1.9% | 3.3% | | | | | | | |
| DVMS | 2.0% | 2.4% | | | | | | | |
| DDMS | 2.6% | 2.8% | | | | | | | |
| DVHS 9-12 | 2.7% | 2.9% | | | | | | | |

BOARD POLICY

# 209 Health Examinations/Screenings

| POLICY NUMBER | VERSION | DOCUMENT STATUS | PRINTED |
|---|---|---|---|
| 209 | v2.1 | DRAFT | 10/22/2026 |

Proposed addition Proposed deletion

## AUTHORITY

In compliance with applicable law and regulations, and Board-approved health and safety plans, the Board shall require that district students submit to health and dental examinations, screenings and health monitoring in order to protect the school community from the spread of communicable disease and to ensure that the student's participation in health, safety and physical education courses meets the student's individual needs and that the learning potential of each student is not lessened by a remediable physical disability.[1][2][3][4]

## GUIDELINES

Each student shall submit~~receive~~ a comprehensive health examination conducted by a~~the school~~ physician upon original entry, in sixth grade, and in eleventh grade.[2][4][5]Physicals will be conducted by the school physician if not submitted.

Each student shall submit~~receive~~ a comprehensive dental examination conducted by a~~the school~~ dentist upon original entry (kindergarten through grade 7), in third grade, and in seventh grade.[3][4][5]A dental exam will be conducted by the school dentist if not submitted.

A private health and/or dental examination conducted at the parents'/guardians' request and expense shall be accepted in lieu of the school examination. The district shall accept reports of privately conducted physical and dental examinations completed within one (1) year prior to a student's entry into the grade where an exam is required.[5]

The school nurse or medical technician shall administer to each student vision tests, hearing tests, tuberculosis tests **and** other tests deemed **advisable at** ~~and height and weight measurements,~~intervals established by the district. ~~Height and weight measurements shall be used to calculate the student's weight-for-height ratio.~~ [2][4][6]Tuberculosis tests administered by a private physician may be read by the school nurse.

**The school nurse or other health care practitioner shall conduct measurements of height and weight for each student for the purpose of tracking growth patterns. Height and weight measurements will be conducted at intervals established by the district and in a manner that protects student confidentiality. Parents/Guardians have the right to request an exemption from height and weight measurements for their child, and the district must provide notification of the exemption request procedure.**[2][25] Notification of a student's BMI may be provided upon written request from the student's parent or guardian..

Parents/Guardians of students who are to receive physical and dental examinations or screenings shall be notified. The notice shall include the date and location of the examination or screening and notice that the parents/guardians may attend. The notice shall encourage the parent/guardian to have the examination or screening conducted by the student's private physician or dentist at the parent's/guardian's expense to promote continuity of care. Such statement may also include notification that the student may be exempted from such examination or screening if it is contrary to the parent's/guardian's religious beliefs.[7][8][9]

A student who presents a statement signed by the parent/guardian that a health examination is contrary to the student's or parent's/guardian's religious beliefs shall be examined only when the Secretary of Health determines that facts exist indicating that certain conditions would present a substantial menace to the health of others in contact with the student if the student is not examined for those conditions. [10] [11]

Where it appears to school health officials or teachers that a student deviates from normal growth and development, or where school examinations reveal conditions requiring health or dental care, the parent/guardian shall be notified of the apparent need for a special examination by the student's private physician or dentist. The parent/guardian shall report to the school whether a special examination occurred. If the parent/guardian fails to report whether the examination occurred within a reasonable time after being notified of the apparent need and the abnormal condition persists, appropriate school health personnel shall arrange a special health examination for the student.[2][4][12]

In the event that the parent/guardian objects to or refuses to obtain a regular or special health or dental examination or refuses to permit the child to be examined as arranged by the school nurse or school physician, the school nurse, in consultation with the school physician, shall determine whether the student appears to have unaddressed health conditions such that under the circumstances the refusal should be reported to the PA Department of Health or other appropriate authorities.

Where school health officials or staff have reasonable cause to suspect that a student may be the victim of child abuse, the school employee shall make a report of suspected child abuse in accordance with law and Board policy.[13] **[14]**

### Health Monitoring

The Board directs district staff to monitor student health in accordance with applicable Board policy and the Board-approved health and safety plan. **[15]**

A student may request an alternative method of monitoring as a religious accommodation, and designated district staff shall assess and respond to such request in accordance with applicable law, regulations and Board policy. A request for an accommodation that would unreasonably impair safety or cause undue hardship will not be granted. [16]

A student with a health condition that may render a monitoring method ineffective should notify designated staff so that alternative or supplemental methods may be considered. [16] [17]

Students who may be exhibiting symptoms that indicate health concerns shall be referred to the school nurse or designated staff for further assessment and response, in accordance with Board policy. [15]

**Health Records**

The district shall maintain for each student a comprehensive health record which includes a record of immunizations and the results of tests, measurements, regularly scheduled examinations and special examinations.[2]

All health records shall be confidential and shall be disclosed only when necessary for the health of the student or when requested by the parent/guardian, in accordance with law and Board policy.[18] [19] [20]

The district may disclose information from health records to appropriate parties in connection with an emergency when necessary to protect the health or safety of the student or other individuals, in accordance with applicable law and Board policy. [15] [18] [19] [20] [21][22] [23]

Designated district staff shall request from the transferring school the health records of students transferring into district schools. Staff shall respond to such requests for the health records of students transferring from district schools to other schools.[18]

The district shall destroy student health records only after the student has not been enrolled in district schools for at least two (2) years.[18] [24]

**DELEGATION OF RESPONSIBILITY**

The Superintendent or designee shall instruct all staff members to continually observe students for conditions that indicate health concerns or disability and to promptly report such conditions to the school nurse or designated staff.[2]

**The Superintendent or designee shall ensure that educational information and materials regarding eating disorder awareness and education are made available to students in grades six through twelve. Eating disorder awareness and educational materials must also be posted on the district's website.**[26][27]

The Superintendent or designee shall ensure that notice is provided to all parents/guardians regarding the existence of and eligibility for the Children's Health Insurance Program (CHIP).[12]

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## Legal Footnotes

**[1]** 24 P.S. 1401
LEGAL REFERENCE

**[2]** 24 P.S. 1402
LEGAL REFERENCE

**[3]** 24 P.S. 1403
LEGAL REFERENCE

**[4]** 22 PA Code 12.41
LEGAL REFERENCE

**[5]** 24 P.S. 1407
LEGAL REFERENCE

**[6]** 28 PA Code 23.1 et seq
LEGAL REFERENCE

**[7]** 24 P.S. 1405
LEGAL REFERENCE

**[8]** 28 PA Code 23.2
LEGAL REFERENCE

**[9]** 20 U.S.C. 1232h
LEGAL REFERENCE

**[10]** 24 P.S. 1419
LEGAL REFERENCE

**[11]** 28 PA Code 23.45
LEGAL REFERENCE

**[12]** 24 P.S. 1406
LEGAL REFERENCE

**[13]** 23 Pa. C.S.A. 6311
LEGAL REFERENCE

**[14]** Pol. 806 — Child Abuse
POLICY REFERENCE

**[15]** Pol. 203 — Immunizations and Communicable Diseases
POLICY REFERENCE

**[16]** Pol. 103 — Discrimination/Harassment Affecting Students
POLICY REFERENCE

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

**[18]** 24 P.S. 1409
LEGAL REFERENCE

**[19]** Pol. 113.4
POLICY REFERENCE
*Referenced policy is not available in this policy book.*

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

**[21]** 20 U.S.C. 1232g
LEGAL REFERENCE

**[22]** 34 CFR Part 99
LEGAL REFERENCE

**[23]** Pol. 805 — Emergency Preparedness and Response
POLICY REFERENCE

**[24]** Pol. 800 — Record Retention Policy
POLICY REFERENCE

**[25]** 28 PA Code 23.7
LEGAL REFERENCE

**[26]** 24 P.S. 1408
LEGAL REFERENCE

**[27]** 24 P.S. 1426 — 24-P-S-1426
LEGAL REFERENCE

## 9A. RESIGNATIONS – NOVEMBER 19, 2026 (A-F)

A. BACHMANN, CINDY (with regret)

Position: Social Studies Teacher
Dingman Delaware Middle School
Effective: September 2, 2027
Reason: Retirement

B. BALCARCEL, JOSHUA

Position: Lacrosse Assistant Coach (Boys)
Delaware Valley High School
Effective: November 17, 2026
Reason: Personal

C. CONKLIN, DANIEL (with regret)

Position: Maintenance
Delaware Valley High School
Effective: January 8, 2027
Reason: Retirement

D. CORWIN, JILLIAN

Position: 4-hour Instructional Assistant
Shohola Elementary School
Effective: November 17, 2026
Reason: Personal

E. KELLER, ALLEN

Position: Basketball Assistant Coach (Boys)
Delaware Valley High School
Effective: November 17, 2026
Reason: Personal

F. MCWALTERS, ALIYAH

Position: 4-hour Instructional Assistant
Dingman Delaware Primary School
Effective: November 2, 2026
Reason: Personal

G. MOSSER, STACY

| | |
|---|---|
| Position: | Part-time Traffic Controller<br>Dingman Delaware Elementary School |
| Effective: | November 24, 2026 |
| Reason: | Personal |

**9B. APPOINTMENTS – NOVEMBER 19, 2026 (A-E)**

Appointments are based on the candidate providing necessary documents as per law.

A. FEAGLES, SAMANTHA

| | |
|---|---|
| Position: | Health Occupations Teacher<br>Delaware Valley High School |
| Effective: | December 21, 2026 |
| Salary: | $81,000 per annum, prorated |
| Replaces: | Rhea Doto |

B. HUNTER, MICHELLE

| | |
|---|---|
| Position: | 4-hour Instructional Assistant<br>Delaware Valley High School |
| Effective: | On or about December 2, 2026 |
| Salary: | $20.92 per hour |
| Replaces: | Ashley Elliot |

C. IHAM, LATIFA

| | |
|---|---|
| Position: | Part-time Bus Monitor<br>Delaware Valley Middle School/Transportation |
| Effective: | On or about November 25, 2026 |
| Salary: | $19.43 per hour |
| Replaces: | Caroline Morris |

D. CO-CURRICULAR PERSONNEL/RATES 2026-2027 – Attachment

*The attached appointments are based upon an entire traditional school year. In the event of lesser than an entire traditional school year, payments will be prorated by a portion of athletic season, event, school days, etc., depending upon the student activities, unless legislated to pay differently.*

E. SUBSTITUTES

NURSE
Diandra Quintero
Mary Beth Ray-Simone
Tiffani Snyder

PROFESSIONAL
Brianna Cobourn
Jessica Diaz
Mark DiPolito
Jaclyn Hernandez
Laura Kent
Carmela Riccio

CLASSIFIED
Maria Bacigalupo
Samantha Olivier

**CO-CURRICULAR PERSONNEL/RATES**
**2026-2027**

| | POSITION | NAME | ESTIMATED SALARY |
|---|---|---|---|
| | | | |
| | HOSA Co-Advisor | Samantha Feagles | $3,412.50 |
| | Basketball Head Coach (Girls) DDMS | Dave Koretz | $6,217.00 |
| | Basketball Head Coach (Boys) DDMS | Louis Vigorita | $5,211.00 |
| | Basketball Assistant Coach (Girls) DVMS | Kevin Quinn | $5,721.20 |
| | Swimming Specialist | Alexis Peet | $1,600.00 |
| | Basketball Assistant Coach (Girls)-fr DVHS | Hailee Kolvenbach | $6,275.00 |
| | Basketball Assistant Coach (Boys) DDMS | Chris Helmlinger | $4,777.00 |
| | Basketball (Girls) Specialist | Maria Bacigalupo | $1,600.00 |
| | Basketball (Boys) Specialist | Allen Holtzer | $1,600.00 |
| | Odyssey of the Mind Coach DDMS | Matthew Schweitzer | $4,663.75 |
| | Basketball Assistant Coach (Boys) DVHS | Lawrence Doto | $6,275.00 |
| | | | |
| | | | |
| | | | |

## 9C. REQUEST FOR CHILD-REARING LEAVE – NOVEMBER 19, 2026 (A-D)

A. EMPLOYEE 2026-2027-02915

Position: Professional Employee
Effective: On or about January 4, 2027, through on or about April 1, 2027

B. EMPLOYEE 2026-2027-03622

Position: Professional Employee
Effective: On or about February 4, 2027, through on or about May 4, 2027

C. EMPLOYEE 2026-2027-03419

Position: Professional Employee
Effective: On or about February 8, 2027, through on or about May 6, 2027

D. EMPLOYEE 2026-2027-04051

Position: Professional Employee
Effective: On or about February 25, 2027, through on or about May 21, 2027

## 9D. CHANGE OF STATUS – NOVEMBER 19, 2026 (A-B)

A. MADEWELL, ZACHARY

| | |
|---|---|
| Position: | Swim Team Assistant Coach (Boys)<br>Delaware Valley High School |
| Effective: | November 20, 2026 |
| Salary: | $6984.00 |
| Replaces: | Julia Weinreb<br>Change from Swimming Specialist to<br>Swim Team Assistant Coach (Boys) |

B. WITTE, ZACHARY

| | |
|---|---|
| Position: | Basketball Head Coach (Boys)<br>Delaware Valley Middle School |
| Effective: | November 20, 2026 |
| Salary: | $5211.00 |
| Replaces: | Kevin Quinn<br>Change from Basketball Assistant Coach (Boys) DDMS to<br>Basketball Head Coach (Boys) DVMS |

## 9F. CHANGE OF EFFECTIVE DATE – NOVEMBER 19, 2026 (A)

A. GUADAGNI, MATTHEW

Position: 4-hour Instructional Assistant
Delaware Valley High School
Effective: October 20, 2026
Change: From on or about October 16, 2026, to October 27, 2026

## 9G. REQUEST FOR UNCOMPENSATED LEAVE – NOVEMBER 19, 2026 (A-B)

A. EMPLOYEE 2026-2027-03325

Position: Professional Staff
Dingman Delaware Primary School
Effective: October 19, 2026
Reason: Personal

B. EMPLOYEE 2026-2027-01051

Position: Classified Staff
Delaware Valley Middle School/Transportation
Effective: November 16, 2026
Reason: Personal

Volunteers to be Added – November 2026

Crawford, Megan

DiPillo, Pia

Doyle, Jennifer

Kimble, Jami

Rondanelli, Teena

Segarra, Danielle

Stockholm, Heather

Vidal, Kim

Zanfardino, Kristina

BOARD POLICY

# 102 Academic Standards

| POLICY NUMBER | VERSION | DOCUMENT STATUS | PRINTED |
|---|---|---|---|
| 102 | v3.1 | DRAFT | 10/1/2026 |

Proposed addition  Proposed deletion

## PURPOSE

The Board recognizes the importance of developing, assessing and expanding academic standards to challenge students to achieve at their highest level possible. To this end, the district shall establish rigorous academic standards in accordance with, and may expand upon, those adopted by the State Board of Education.[1] [2]

## DEFINITION

Academic standards means what a student should know and be able to do at a specified grade level. For purposes of this policy, the term academic standards encompasses Pennsylvania Core Standards, Pennsylvania Integrated Standards, state academic standards and local academic standards.[2] [3]

## AUTHORITY

The Board shall approve academic standards for district students to attain, in the following content areas:[2]

1. English Language Arts (reading, writing, speaking and listening) - PA Core Standards.
2. Mathematics - PA Core Standards.
3. Science, Environment, Ecology, Technology and Engineering (Grades K-5)
4. Science, Environment and Ecology (Grades 6-12).
5. Technology and Engineering (Grades 6-12).
6. Social Studies (history, geography, civics and government, economics)- PA Core Standards reading in history and social studies, and writing for history and social studies.
7. Arts and Humanities.
8. Career Education and Work.
9. Health, Safety and Physical Education.
10. Family and Consumer Sciences.
11. Personal Finance.

**Guidelines**

The district's curriculum shall be designed to provide students with the planned instruction needed to attain established academic standards. Such standards require the incorporation of education on social media literacy. [2] [4] [5]

The district shall address social media literacy by providing instruction to students on the potential health and academic impacts, and safety and security concerns associated with social media use. [9]

The district shall assess individual student attainment of established academic standards and provide assistance for students having difficulty attaining academic standards. [2] [6] [7]

Students with disabilities may attain academic standards by completion of their Individualized Education Programs in accordance with law, regulations and Board policy. [2] [8]

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## Legal Footnotes

**[1]** 22 PA Code 4.11
LEGAL REFERENCE

**[2]** 22 PA Code 4.12
LEGAL REFERENCE

**[3]** 22 PA Code 4.3
LEGAL REFERENCE

**[4]** Pol. 105 — Curriculum
POLICY REFERENCE

**[5]** Pol. 107 — Adoption of Planned Instruction
POLICY REFERENCE

**[6]** Pol. 127 — Assessments
POLICY REFERENCE

**[7]** Pol. 212 — Reporting Student Progress
POLICY REFERENCE

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

**[9]** 24 P.S. 1556
LEGAL REFERENCE

BOARD POLICY

# 246 Draft School Wellness

| POLICY NUMBER | VERSION | DOCUMENT STATUS | PRINTED |
|---|---|---|---|
| 246 Draft | v3.3 | DRAFT | 10/6/2026 |

Proposed addition  Proposed deletion

## PURPOSE

Delaware Valley School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and promotion, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

## AUTHORITY

The Board adopts this policy based on the recommendations of the Wellness Committee and in accordance with federal and state laws and regulations.[2][3]

To ensure the health and well-being of all students, the Board establishes that the district shall provide to students:

1. A comprehensive nutrition program consistent with federal and state requirements.
2. Access at reasonable cost to foods and beverages that meet established nutrition guidelines.
3. Physical education courses and opportunities for developmentally appropriate physical activity during the school day.
4. Curriculum and programs for grades K-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.

## DELEGATION OF RESPONSIBILITY

The Superintendent or designee shall be responsible for the implementation and oversight of this policy to ensure each of the district's schools, programs and curriculum is compliant with this policy, related policies and established guidelines or administrative regulations.[2][3]

Each building principal or designee shall annually report to the Superintendent or designee regarding compliance in his/her school.[3]

Staff members responsible for programs related to school wellness shall report to the Superintendent or designee regarding the status of such programs.

The Superintendent or designee shall annually report to the Board on the district's compliance with law and policies related to school wellness. The report may include:

1. Assessment of school environment regarding school wellness issues.
2. Evaluation of food services program.
3. Review of all foods and beverages sold in schools for compliance with established nutrition guidelines.
4. Listing of activities and programs conducted to promote nutrition and physical activity.
5. Recommendations for policy and/or program revisions.
6. Suggestions for improvement in specific areas.
7. Feedback received from district staff, students, parents/guardians, community members and the Wellness Committee.

The Superintendent or designee and the established Wellness Committee shall conduct an assessment at least once every three (3) years on the contents and implementation of this policy as part of a continuous improvement process to strengthen the policy and ensure implementation. This triennial assessment shall be made available to the public in an accessible and easily understood manner and include:[2][3]

1. The extent to which each district school is in compliance with law and policies related to school wellness.
2. The extent to which this policy compares to model wellness policies.
3. A description of the progress made by the district in attaining the goals of this policy.

At least once every three (3) years, the district shall update or modify this policy as needed, based on the results of the most recent triennial assessment and/or as district and community needs and priorities change; wellness goals are met; new health science, information and technologies emerge; and new federal or state guidance or standards are issued.[3]

The district shall annually inform and update the public, including parents/guardians, students, and others in the community, about the contents, updates and implementation of this policy via the district website, student handbooks, newsletters, posted notices and/or other efficient communication methods. This annual notification shall include information on how to access the School Wellness policy; information about the most recent triennial assessment; information on how to participate in the development, implementation and periodic review and update of the School Wellness policy; and a means of contacting Wellness Committee leadership.[2][3]

**GUIDELINES**

**Recordkeeping**

The district shall retain records documenting compliance with the requirements of the School Wellness policy, which shall include:[3][4]

1. The written School Wellness policy.
2. Documentation demonstrating that the district has informed the public, on an annual basis, about the contents of the School Wellness policy and any updates to the policy.
3. Documentation of efforts to review and update the School Wellness policy, including who is involved in the review and methods used by the district to inform the public of their ability to participate in the review.
4. Documentation demonstrating the most recent assessment on the implementation of the School Wellness policy and notification of the assessment results to the public.

**Wellness Committee**

The district shall establish a Wellness Committee comprised of, but not necessarily limited to, at least one (1) of each of the following: School Board member, district administrator, district food service representative, student, parent/guardian, school health professional, physical education teacher and member of the public. It shall be the goal that committee membership will include representatives from each school building and reflect the diversity of the community.[2]

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for developing, implementing and periodically reviewing and updating a School Wellness policy that complies with law to recommend to the Board for adoption.

The Wellness Committee shall review and consider evidence-based strategies and techniques in establishing goals for nutrition education and promotion, physical activity and other school based activities that promote student wellness as part of the policy development and revision process.[3]

The Wellness Committee may be established by the Superintendent to study student health issues and to assist in organizing follow-up programs.[5]

The Wellness Committee may examine related research, assess student needs and the current school environment, review existing Board policies and administrative regulations, and raise awareness about student health issues.

The Wellness Committee may make policy recommendations to the Board related to other health issues necessary to promote student wellness.

The Wellness Committee may survey parents/guardians and/or students; conduct community forums or focus groups; collaborate with appropriate community agencies and organizations; and engage in similar activities, within the budget established for these purposes.

The Wellness Committee shall provide periodic reports to the Superintendent or designee regarding the status of its work, as required.

Individuals who conduct student medical and dental examinations shall submit to the Advisory Health Council annual reports and later reports on the remedial work accomplished during the year, as required by law.[5]

**Nutrition Education**

Nutrition education will be provided within the sequential, comprehensive health education program in accordance with curriculum regulations and the academic standards for Health, Safety and Physical Education, and Family and Consumer Sciences.[6][7][8]

1. Nutrition education in the district shall teach, model, encourage and support healthy eating by students. Promoting student health and nutrition enhances readiness for learning and increases student achievement.
2. Nutrition education shall provide all students with the knowledge and skills needed to lead healthy lives.
3. Nutrition education lessons and activities shall be age-appropriate.
4. Nutrition curriculum shall teach behavior-focused skills, which may include menu planning, reading nutrition labels and media awareness.
5. School food service and nutrition education classes shall cooperate to create a learning laboratory.
6. Nutrition education shall be integrated into other subjects such as math, science, language arts and social sciences to complement but not replace academic standards based on nutrition education.
7. Lifelong lifestyle balance shall be reinforced by linking nutrition education and physical activity.
8. The staff responsible for providing nutrition education shall be properly trained and prepared and shall participate in appropriate professional development. The district shall develop standards for such training and professional development.[9]
9. Nutrition education shall extend beyond the school environment by engaging and involving families and the community.

**Nutrition Promotion**

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs.

1. District staff shall cooperate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition.
2. District food service personnel shall review and implement research-based, behavioral economics techniques in the cafeteria to encourage consumption of more whole grains, fruits, vegetables and legumes, and to decrease plate waste.
3. Consistent nutrition messages shall be disseminated and displayed throughout the district, schools, classrooms, cafeterias, homes, community and media.
4. Consistent nutrition messages shall be demonstrated by avoiding use of unhealthy food items in classroom lesson plans and school staff avoiding eating less healthy food items in front of students.
5. District schools shall offer resources about health and nutrition to encourage parents/ guardians to provide healthy meals for their children.

**Physical Activity**

District schools shall strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.

District schools shall contribute to the effort to provide students opportunities to accumulate at least sixty (60) minutes of age-appropriate physical activity daily, as recommended by the Centers for Disease Control and Prevention. Opportunities offered at school will augment physical activity outside the school environment, such as outdoor play at home, sports, etc.

Students shall participate daily in a variety of age-appropriate physical activities designed to achieve optimal health, wellness, fitness and performance benefits.

Age-appropriate physical activity opportunities, such as outdoor and indoor recess, before and after school programs, during lunch, clubs, intramurals and interscholastic athletics, shall be provided to meet the needs and interests of all students, in addition to planned physical education.

A physical and social environment that encourages safe and enjoyable activity for all students shall be maintained.

Extended periods of student inactivity, two (2) hours or more, shall be discouraged.

Physical activity breaks shall be provided for students during classroom hours.

Before and/or after-school programs shall provide developmentally appropriate physical activity for participating children.

District schools shall partner with parents/guardians and community members and organizations, such as YMCAs, Boys & Girls Clubs, local and state parks, hospitals, etc., to institute programs that support lifelong physical activity.

Physical activity shall not be used or withheld as a form of punishment.

Students and their families shall be encouraged to utilize district-owned physical activity facilities, such as playgrounds and fields, outside school hours in accordance with established district rules.

**Physical Education**

A sequential physical education program consistent with curriculum regulations and Health, Safety and Physical Education academic standards shall be developed and implemented. All district students must participate in physical education.[7][8][10]

Instruction involving the collection of a student's height and weight measurements must be conducted in a manner that protects student confidentiality. The calculation of body mass index (BMI) is prohibited.[10]

1. Quality physical education instruction that promotes lifelong physical activity and provides instruction in the skills and knowledge necessary for lifelong participation shall be provided.

2. Physical education classes shall be the means through which all students learn, practice and are assessed on developmentally appropriate skills and knowledge necessary for lifelong, health-enhancing physical activity.
3. A comprehensive physical education course of study that focuses on providing students the skills, knowledge and confidence to participate in lifelong, health-enhancing physical activity shall be implemented.
4. A varied and comprehensive curriculum that promotes both team and individual activities and leads to students becoming and remaining physically active for a lifetime shall be provided in the physical education program.
5. Adequate amounts of planned instruction shall be provided in order for students to achieve the proficient level for the Health, Safety and Physical Education academic standards.
6. A local assessment system shall be implemented to track student progress on the Health, Safety and Physical Education academic standards.
7. Students shall be moderately to vigorously active as much time as possible during a physical education class. Documented medical conditions and disabilities shall be accommodated during class.
8. Safe and adequate equipment, facilities and resources shall be provided for physical education courses.
9. Physical education shall be taught by certified health and physical education teachers.
10. Appropriate professional development shall be provided for physical education staff.
11. Physical education classes shall have a teacher-student ratio comparable to those of other courses for safe and effective instruction.
12. Physical activity shall not be used or withheld solely as a form of punishment.

**Social Media**

A social media literacy program consistent with curriculum regulations and academic standards shall be developed and implemented to address the following:[7][8][23]

1. Mental, psychological and physical effects of social media and mobile device use.
2. Potential impacts of social media and mobile device use on academic growth and learning.
3. Safe use of social media, including how to recognize suspicious online behavior including, but not limited to:
    a. Cyberbullying.
    b. Predatory behavior.
    c. Potential human trafficking.
4. Personal security and privacy on mobile devices.

1. Social and emotional learning shall provide students with the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

1. Social and emotional learning shall be included at a developmentally appropriate level within the health curriculum in all grades.
2. A physical and social environment that encourages self-care, acceptance and kindness shall be maintained.
3. Access to trained staff shall be available to students in need of guidance and/or social and emotional support.
4. A continuum of counseling groups to address mental health, social and emotional well-being, positive relationships and responsible decision-making shall be available in all schools.
5. The district shall collaborate with community-based mental health agencies to provide support and resources for students and their families.

**Other School Based Activities**

Safe drinking water shall be available and accessible to students, without restriction and at no cost to the student, at all meal periods and throughout the school day.[11][12][13][24]

Nutrition professionals who meet hiring criteria established by the district and in compliance with federal regulations shall administer the school meals program. Professional development and continuing education shall be provided for district nutrition staff, as required by federal regulations.[9][15][16][17]

1. District schools shall provide adequate space, as defined by the district, for eating and serving school meals.
2. Students shall be provided a clean and safe meal environment.
3. Students shall be provided adequate time to eat: ten (10) minutes sit down time for breakfast; twenty (20) minutes sit down time for lunch.
4. District schools shall implement alternative service models to increase school breakfast participation where possible, such as breakfast served in the classroom, "grab & go breakfast" and breakfast after first period to reinforce the positive educational, behavioral and health impacts of a healthy breakfast.
5. Meal periods shall be scheduled at appropriate hours, as required by federal regulations and as defined by the district.[11]
6. Students shall have access to hand washing or sanitizing before meals and snacks.
7. Access to the food service operation shall be limited to authorized staff.
8. Nutrition content of school meals shall be available to students and parents/guardians.
9. Students and parents/guardians may be involved in menu selections through various means, such as taste testing and surveys.
10. To the extent possible, the district shall utilize available funding and outside programs to enhance student wellness.
11. The district shall provide appropriate training to all staff on the components of the School Wellness policy.

12. Goals of the School Wellness policy shall be considered in planning all school based activities.
13. Fundraising projects submitted for approval shall be supportive of healthy eating and student wellness.
14. Administrators, teachers, food service personnel, students, parents/guardians and community members shall be encouraged to serve as positive role models through district programs, communications and outreach efforts.
15. The district shall support the efforts of parents/guardians to provide a healthy diet and daily physical activity for children by communicating relevant information through various methods.
16. The district shall maintain a healthy school environment to optimize conditions for learning and minimize potential health risks to students, in accordance with the district's school environmental health program and applicable laws and regulations.

**Nutrition Guidelines for All Foods/Beverages at School**

All foods and beverages available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing obesity.

Foods and beverages provided through the National School Lunch or School Breakfast Programs shall comply with established federal nutrition standards.[11][12][15][16]

Competitive Foods -

Competitive foods available for sale shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School). These standards shall apply in all locations and through all services where foods and beverages are sold to students, which may include, but are not limited to: a la carte options in cafeterias, vending machines, school stores, snack carts and fundraisers.[3][18][19]

Competitive foods are defined as foods and beverages offered or sold to students on school campus during the school day, which are not part of the reimbursable school breakfast or lunch.

For purposes of this policy, school campus means any area of property under the jurisdiction of the school that students may access during the school day.[3][18]

For purposes of this policy, school day means the period from midnight before school begins until thirty (30) minutes after the end of the official school day.[3][18]

The district may impose additional restrictions on competitive foods, provided that the restrictions are not inconsistent with federal requirements.[18]

Fundraiser Exemptions -

Fundraising activities held during the school day involving the sale of competitive foods shall be limited to foods that meet the Smart Snacks in School nutrition standards, unless an exemption is approved in accordance with applicable Board policy and administrative

regulations.[20]

The district may allow a limited number of exempt fundraisers as permitted by the Pennsylvania Department of Education each school year: up to five (5) exempt fundraisers in elementary and middle school buildings, and up to ten (10) exempt fundraisers in high school buildings. Exempt fundraisers are fundraisers in which competitive foods are available for sale to students that do not meet the Smart Snacks in School nutrition standards.[18]

The district shall establish administrative regulations to implement fundraising activities in district schools, including procedures for requesting a fundraiser exemption.

Non-Sold Competitive Foods -

Non-sold competitive foods available to students, which may include but are not limited to foods and beverages offered as rewards and incentives, at classroom parties and celebrations, or as shared classroom snacks, shall meet or exceed the standards established by the district.

If the offered competitive foods do not meet or exceed the Smart Snacks in School nutrition standards, the following standards shall apply:

1. Rewards and Incentives:
    a. Foods and beverages shall not be used as a reward or incentive in district schools.
2. Classroom Parties and Celebrations:
    a. Classroom parties/celebrations with food/beverages shall be limited to no more than one (1) per month in each classroom.
    b. Parents/Guardians shall be informed through newsletters or other efficient communication methods that foods/beverages should only be brought in when requested for scheduled parties.
    c. Classroom parties shall offer a minimal amount of foods (maximum 2-3 items) containing added sugar as the primary ingredient (e.g., cupcakes, cookies) and will provide the following:
        i. Fresh fruits/vegetables; and
        ii. Water, 100 percent juice, 100 percent juice diluted with water, low-fat milk or nonfat milk.

Marketing/Contracting -

Any foods and beverages marketed or promoted to students on the school campus during the school day shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School) and comply with established Board policy and administrative regulations. [3][18]

Exclusive competitive food and/or beverage contracts shall be approved by the Board, in accordance with provisions of law. Existing contracts shall be reviewed and modified to the extent feasible to ensure compliance with established federal nutrition standards, including applicable marketing restrictions.[21]

### Management of Food Allergies in District Schools

The district shall establish Board policy and administrative regulations to address food allergy management in district schools in order to:[22]

1. Reduce and/or eliminate the likelihood of severe or potentially life-threatening allergic reactions.
2. Ensure a rapid and effective response in case of a severe or potentially life-threatening allergic reaction.
3. Protect the rights of students by providing them, through necessary accommodations when required, the opportunity to participate fully in all school programs and activities.

### Safe Routes to School

1. The district shall cooperate with local municipalities, public safety agency, police departments and community organizations to develop and maintain safe routes to school.
2. District administrators shall seek and utilize available federal and state funding for safe routes to school, when appropriate.

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## Legal Footnotes

**[2]** 42 U.S.C. 1758b
LEGAL REFERENCE

**[3]** 7 CFR 210.31
LEGAL REFERENCE

**[4]** 7 CFR 210.15
LEGAL REFERENCE

**[5]** 24 P.S. 1422
LEGAL REFERENCE

**[6]** 24 P.S. 1513
LEGAL REFERENCE

**[7]** Pol. 102 — Academic Standards
POLICY REFERENCE

**[8]** Pol. 105 — Curriculum
POLICY REFERENCE

**[9]** Pol. 808 — Food Services
POLICY REFERENCE

**[10]** 24 P.S. 1512.1
LEGAL REFERENCE

**[11]** 7 CFR 210.10
LEGAL REFERENCE

**[12]** 7 CFR 220.8
LEGAL REFERENCE

**[13]** 24 P.S. 701
LEGAL REFERENCE

**[15]** 42 U.S.C. 1751
LEGAL REFERENCE

**[16]** 42 U.S.C. 1773
LEGAL REFERENCE

**[17]** 7 CFR 210.30
LEGAL REFERENCE

**[18]** 7 CFR 210.11
LEGAL REFERENCE

**[19]** 7 CFR 220.12
LEGAL REFERENCE

**[20]** Pol. 229 — Student Fundraising
POLICY REFERENCE

**[21]** 24 P.S. 504.1
LEGAL REFERENCE

**[22]** Pol. 209.1 — Head Lice
POLICY REFERENCE

**[23]** 24 P.S. 1556
LEGAL REFERENCE

**[24]** 24 P.S. 742.1
LEGAL REFERENCE

BOARD POLICY

# 249 Bullying/Cyberbullying

| POLICY NUMBER | VERSION | DOCUMENT STATUS | PRINTED |
|---|---|---|---|
| 249 | v3.2 | DRAFT | 10/6/2026 |

Proposed addition  Proposed deletion

## PURPOSE

~~The Board is committed to providing a safe, positive learning environment for district students.~~ The Board recognizes that bullying and cyberbullying create an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning and may lead to more serious violence. The Board is committed to providing a safe, positive learning environment for district students that is free from bullying and cyberbullying. ~~Therefore, the Board prohibits bullying by district students.~~

## DEFINITIONS

Artificial Intelligence-Generated or Modified Media means text, code, images, audio or video data that has been created or modified from its original source data through the use of artificial intelligence technology, programs or platforms.[1]

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:[1]

1. Substantially interfering with a student's education ; or
2. Creating a threatening environment ; or
3. Substantially disrupting the orderly operation of the school.

~~Bullying, as defined in this policy, includes cyberbullying.~~

Cyberbullying means bullying through the use of electronic technology or communication, including data, computer software or online platforms regardless of their origin, using a device, system network, internet service, email, social media or other digital means, including artificial intelligence–generated or modified media. Cyberbullying includes bullying conduct which occurs in a school setting and/or outside a school setting.[1]

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.[1]

## AUTHORITY

The Board prohibits all forms of bullying and cyberbullying by district students and requires that this policy be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website.[1]

The Board encourages students who believe they or others have been bullied to promptly report such incidents to the building principal or designee.

~~Students are encouraged to use the district's report form, available from the building principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.~~

~~The Board directs that verbal and written complaints of bullying shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of bullying brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be bullying under this policy but merits review and possible action under other Board policies.~~

~~When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy. [2]~~[3]

The Board directs that complaints of bullying and **cyberbullying** be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of bullying or **cyberbullying** brought pursuant to this policy to also be reviewed for conduct which may not be proven to be bullying or **cyberbullying** under this policy but merits review and possible action under other Board policies.[1]

~~Discrimination/Harassment~~

~~Every report of alleged bullying that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination or harassment shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a bullying investigation, potential issues of discrimination or harassment are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination or harassment as well as the incidents of alleged bullying.~~ [4] [5]

**Confidentiality**

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with applicable law, regulations, this policy and the district's legal and investigative obligations.

**Retaliation**

Reprisal or retaliation relating to reports of bullying or cyberbullying or participation in an investigation of allegations of bullying or cyberbullying is prohibited and shall be subject to disciplinary action.

**DELEGATION OF RESPONSIBILITY**

~~Any person discovering bullying shall report the incident to a Delaware Valley School District teacher, counselor, or administrator. School employees will provide immediate interventions consistent with this policy. Students are also required to immediately report bullying.~~

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying and cyberbullying.

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

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.[1]

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.[1]

District administration shall annually provide the following information with the school safety and security incident report:[1][2]

1. Board's Bullying/Cyberbullying Policy.
2. Report of bullying and cyberbullying incidents.
3. Information on the development and implementation of any bullying and cyberbullying prevention, intervention or education programs.

**GUIDELINES**

~~Notices~~

~~The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.[1] [7] [8]~~

~~This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building where notices are usually posted, and on the district website.[1]~~

~~Education~~

~~The district may develop, implement and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.[1] [9] [10] [11]~~

~~Consequences for Violations~~

~~A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:[1] [7] [12]~~

Reports of bullying or cyberbullying may be made orally or in writing and may be anonymous, except where made by district staff. Students are encouraged to use the district's reporting form attached to this policy, or to submit a written complaint; however, oral complaints will be accepted, documented and investigated.

Any individual receiving a complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor any person involved.

District staff who observe bullying/cyberbullying or receive a report of bullying/cyberbullying shall not conduct an independent investigation but shall take appropriate action to protect the safety of involved students and promptly provide a summary of the observed or reported conduct to the building principal or designee.

For purposes of this policy, a reporter is an individual, other than district staff, who reports alleged bullying/cyberbullying directed at one or more students. A complainant is the alleged victim or target of the conduct. In some circumstances, the same individual may serve as both reporter and complainant.

The building principal or designee shall encourage the complainant or reporter to complete the district's designated report form. If, due to age, disability or other incapacity, the complainant or reporter is unable to complete the form, the building principal or designee shall document the report and complete the form on the individual's behalf. If the report is made by someone other than the complainant, the complainant shall be notified promptly, informed of the report, and encouraged to complete the district reporting form.

As soon as practicable after the receipt of a report of bullying or cyberbullying, the district shall notify the parent(s)/guardian(s) of any student involved in the incident.

If the complainant, district staff, or other professionals with knowledge of the complainant's health and well-being indicate that notifying a parent/guardian could place the complainant or another person at risk of abuse, neglect or other imminent harm, the building principal, in consultation with the Superintendent and legal counsel, and as appropriate, law enforcement, child welfare authorities and other qualified professionals, may determine whether parental notification should be delayed as permitted by law. The basis for the delay must be documented, and parent/guardian notification shall occur as soon as legally and safely practicable.[3][4]

Every report of bullying/cyberbullying shall be reviewed and investigated promptly and sufficiently to address the alleged misconduct, even if the report is anonymous or the complainant requests that no action be taken.

Threat Assessment

When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community, or others, district staff shall make a referral to the district's threat assessment team in accordance with applicable law and Board policy.[5][6]

Discrimination/Harassment

If, at the time of the report or at any time during the investigation of the alleged bullying/cyberbullying, there is reason to believe that the conduct may fall within the provisions of the district's discrimination/harassment policies, the Title IX Coordinator must be promptly notified. Upon notification, the Title IX Coordinator will immediately initiate steps to comply with appropriate policies and procedures. The investigation will be handled as a joint and concurrent investigation to address all appliable allegations and legal requirements.[7][8]

Investigation Procedures

After determining that the matter does not require handling under Policy 103, the building principal shall determine whether the investigation may be conducted by the principal or designee or whether the matter must be referred to the Superintendent or another appropriate administrator.

If law enforcement has been notified, a law enforcement report has been filed, or substantiated allegations could result in expulsion, the building principal shall consult with the Superintendent or appropriate administrator, who may seek advice from legal counsel.
Investigations shall be timely, impartial, thorough and comprehensive. The investigation may include:

1. Interviewing the complainant.

1.
2. Interviewing the individual(s) accused of the conduct.
3. Interviewing witnesses.
4. Reviewing physical, electronic or documentary evidence.
5. Reviewing any other relevant information provided during the investigation.
6. Conducting any additional inquiry reasonably necessary to determine the facts and address proven misconduct.

Investigative Findings

The investigator shall prepare findings that summarize the investigation, determine whether the allegations have been substantiated, identify any violation of Board policy or applicable law, and recommend appropriate corrective action.

As soon as practicable after determining that an incident of bullying or cyberbullying has occurred, the district shall notify the parent(s)/guardian(s) of any student involved in the incident of the determination of the investigation.

The complainant/reporter and the accused shall be informed of the outcome of the investigation within a reasonable period of time, consistent with the Family Educational Rights and Privacy Act (FERPA) and other applicable laws. The accused shall not be informed of any individual remedies provided to the complainant.[9]

District Response and Corrective Action

If an investigation results in a finding that bullying or cyberbullying or other misconduct occurred, the district shall take prompt and appropriate corrective action designed to stop the conduct, prevent its recurrence, protect affected students, eliminate any hostile or disruptive environment, and prevent retaliation.[1]

The district shall document corrective actions taken and, when permitted by law, inform the complainant or reporter of responsive measures. District administrators shall monitor the effectiveness of corrective actions and take additional measures when necessary.[1]

If an investigation reveals violations of other Board policies or circumstances requiring additional review, referral, discipline or intervention, the district shall address those matters through the appropriate disciplinary, administrative or support processes.

Any disciplinary action imposed shall be consistent with the Code of Student Conduct, Board policies and administrative regulations, applicable collective bargaining agreements, and state and federal law, and may include:[1][2][13]

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Transfer to another school building, classroom or school bus.
5. Exclusion from school-sponsored activities.
6. Detention.
7. Suspension.
8. Expulsion.
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.[1][2][10]

## Education

The district may develop, implement and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.[1][11][12]

**School Safety and Security Incidents Report**

Annually, by July 31, the Superintendent shall report on the designated form, to the PA Department of Education, all new incidents as required by state law. The report must include the total number of bullying and cyberbullying incidents that occurred during the school year, including the number of cyberbullying incidents suspected to involve artificial intelligence-generated or modified media.[2][14]

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## Legal Footnotes

**[1]** 24 P.S. 1303.1-A
LEGAL REFERENCE

**[2]** 24 P.S. 1302-E
LEGAL REFERENCE

**[3]** 23 Pa. C.S.A. 6301
LEGAL REFERENCE

**[4]** Pol. 806 — Child Abuse
POLICY REFERENCE

**[5]** 24 P.S. 1302-E
LEGAL REFERENCE

**[6]** Pol. 236.1 — Threat Assessment
POLICY REFERENCE

**[7]** Pol. 103 — Discrimination/Harassment Affecting Students
POLICY REFERENCE

**[8]** 22 PA Code 12.3
LEGAL REFERENCE

**[9]** 20 U.S.C. 7118
LEGAL REFERENCE

**[10]** 24 P.S. 1302-A
LEGAL REFERENCE

**[11]** 20 U.S.C. 7118
LEGAL REFERENCE

**[12]** 24 P.S. 1302-A
LEGAL REFERENCE

**[13]** Pol. 236 — Student Assistance Program
POLICY REFERENCE

**[14]** 24 P.S. 1319-B
LEGAL REFERENCE

BOARD POLICY

# 704 Maintenance

| POLICY NUMBER | VERSION | DOCUMENT STATUS | PRINTED |
|---|---|---|---|
| 704 | v3.5 | DRAFT | 10/1/2026 |

Proposed addition  Proposed deletion

## PURPOSE

Adequate maintenance of buildings, property and equipment is essential to fiscal responsibility and efficient management of district facilities.

## AUTHORITY

The Board directs that a continuous program of inspection and maintenance of all district buildings, property and equipment be established and implemented. Wherever possible, maintenance shall be preventive.[2][3]

## DELEGATION OF RESPONSIBILITY

The Superintendent or designee shall develop and supervise a maintenance program which shall include:

1. Regular program of maintenance, repair and improvement of buildings and facilities.

2. Testing lead levels in drinking water.[3]

3. Critical spare parts inventory.

4. Equipment replacement program.

5. Long-range plans for building modernization and conditioning.

The Superintendent or designee shall develop a maintenance check list applicable to all district buildings.

Each building principal, in conjunction with the building maintenance employee, shall conduct a physical inspection of the building on a periodic basis and return a written report to the Superintendent or designee as to the findings of that inspection.

The Superintendent shall report annually to the Board regarding the current maintenance and improvement program and projected maintenance needs that include cost analysis.

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## Legal Footnotes

**[2]** **24 P.S. 701**
LEGAL REFERENCE

**[3]** **24 P.S. 742.1**
LEGAL REFERENCE

BOARD POLICY

# 716 Integrated Pest Management - draft

| POLICY NUMBER | ADOPTED | REVISED | LAST REVIEWED |
|---|---|---|---|
| 716 | 3/16/2023 | 9/10/2026 | 9/10/2026 |
| **VERSION** | **DOCUMENT STATUS** | **PRINTED** | |
| v2.2 | UNDER-REVIEW | 10/1/2026 | |

Proposed addition Proposed deletion

## PURPOSE

The district shall utilize integrated pest management procedures to manage structural and landscape pests and the ~~toxic~~ chemicals and cleaners used for their control in order to alleviate pest problems with the least possible hazard to people, property and the environment.

~~The district shall integrate IPM education into the curriculum in accordance with relevant academic standards.[1]~~ **[2]**

## DEFINITIONS

Integrated Pest Management (IPM) is the managed use of combined pest control alternatives, including cultural, mechanical, biological and chemical to most effectively prevent or reduce to acceptable levels damage caused by pests.[1]~~Integrated Pest Management (IPM) is the coordinated use of pest and environmental information to design and implement pest control methods that are economically, environmentally and socially sound. IPM promotes prevention over remediation and advocates integration of at least two (2) or more strategies to achieve long-term solutions.~~

Integrated Pest Management Plan is a plan that establishes a sustainable approach to managing pests by combining biological, cultural, physical and chemical tools in a way that minimizes economic, health and environmental risks.[2]

## AUTHORITY

The Board establishes that the district shall use pesticides only after consideration of the full range of alternatives, based on analysis of environmental effects, safety, effectiveness and costs.[3] [4]

The Board shall adopt an IPM Plan for district buildings and grounds that complies with policies and regulations promulgated by the Department of Agriculture.[2] [4]

The Board shall designate an employee to facilitate IPM for the district. The designated employee will be referred to as the district's IPM Coordinator or as otherwise specified at the district.

## DELEGATION OF RESPONSIBILITY

The IPM Coordinator shall be responsible to implement the IPM Plan and to coordinate communications between the district and the approved contractor.

The IPM Coordinator shall be responsible to annually notify parents/guardians of the procedures for requesting notification of planned and emergency applications of pesticides in school buildings and on school grounds.[5]

The IPM Coordinator shall maintain detailed records of all chemical pest control treatments for at least three (3) years. Information regarding pest management activities shall be available to the public at the district's administrative office.[5]

~~The Superintendent or designee shall be responsible to implement integrated pest management procedures and to coordinate communications between the district and the approved contractor and certified pest control employees.~~

~~The Superintendent or designee shall be responsible to annually notify parents/ guardians of the procedures for requesting notification of planned and emergency applications of pesticides in school buildings and on school grounds.[3]~~
Appropriate personnel involved in making decisions relative to pest management shall participate in periodic training, as needed.~~ongoing training~~

## GUIDELINES

Pest management strategies may include education, exclusion, sanitation, maintenance, biological and mechanical controls, and site appropriate pesticides

~~An integrated pest management decision shall consist of the following five (5) steps:~~

1. ~~Identify pest species.~~
2. 
3. ~~Estimate pest populations and compare to established action thresholds.~~
4. 
5. ~~Select the appropriate management tactics based on current on-site information.~~
6. 
7. ~~Assess effectiveness of pest management.~~
8. 
9. ~~Keep appropriate records.~~

An IPM Plan ~~Integrated Pest Management Program~~ shall include the education of staff, students and the public about IPM policies and procedures.

When pesticide applications are scheduled for district ~~school~~ buildings and grounds, the district shall provide notification at least seventy-two (72) hours in advance in accordance with law, including:[5]

1. Posting a pest control sign in an appropriate area, at the place to be treated. The sign shall remain in place for at least two (2) days following each planned treatment.
2. Providing the pest control information sheet to all individuals working in the affected school building.
3. Providing required notice to all parents/guardians of students or to a list of parents/guardians who have requested notification of individual applications of pesticides.

Where pests pose an immediate threat to the health and safety of students or employees, the district may authorize an emergency pesticide application and shall notify by telephone any parent/guardian who has requested such notification.[5]

~~The district shall maintain detailed records of all chemical pest control treatments for at least three (3) years. Information regarding pest management activities shall be available to the public at the district's IPM Coordinator.[3]~~

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## Legal Footnotes

**[1]** **22 PA Code 4.12**
LEGAL REFERENCE

**[2]** **Pol. 2**
POLICY REFERENCE
*Referenced policy is not available in this policy book.*

[3] **3 P.S. 111.21 et seq**
LEGAL REFERENCE

[4] **7 PA Code 128.1 et seq**
LEGAL REFERENCE

[5] **24 P.S. 772.2**
LEGAL REFERENCE

BOARD POLICY

# 803 School Calendar

| POLICY NUMBER | VERSION | DOCUMENT STATUS | PRINTED |
|---|---|---|---|
| 803 | v3.1 | DRAFT | 10/6/2026 |

Proposed addition  Proposed deletion

## PURPOSE

The Board recognizes that preparation of an annual school calendar is necessary for the efficient operation of the district and communication with students, staff, parents/guardians and the school community.

## AUTHORITY

The Board shall determine annually the days and the hours when the schools will be in session for instructional purposes, in accordance with state law and regulations. This may include, as appropriate, activities qualifying as instructional days or hours under the direction of certified school employees for fulfilling the minimum required days or hours of instruction under law, regulations and state guidance.[1][2][3][4][5][6][7][8][9]

The school calendar shall normally consist of a minimum of 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level.~~450 hours of instruction for half-day kindergarten programs and prekindergarten programs.~~ [1][2][8][10]

The Board reserves the right to alter the school calendar when it is in the best interests of the district, including in cases of emergency, in accordance with applicable law and regulations. The Board shall take action to establish temporary provisions in cases of emergency, in accordance with law, and shall document such actions with the PA Department of Education when required.[2][5][6][7][9][11][12][13] **[14]**

Temporary provisions established in accordance with law may include but are not limited to: [1][2][5][6][7][8][9][12][13] **[15]**

1. Keeping schools in session such days and hours as the Board deems necessary, which shall include maintaining the requirement for a minimum of ~~180 student days or~~ 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level.~~, 450 hours of instruction for half-day kindergarten programs, and prekindergarten programs.~~
2. Reducing the length of time of daily instruction for courses and classes.

3. Implementing remote and other alternative methods of delivering instruction under the direction of certified school employees.

Each year, prior to finalizing the school calendar, the Board must discuss the use or potential use of flexible instructional days and remote or virtual instructional days at a public Board meeting.[7] [14]

**DELEGATION OF RESPONSIBILITY**

The Superintendent shall annually prepare a school calendar for Board consideration.

The Superintendent or designee shall document alterations to the school calendar and any temporary provisions in accordance with law, regulations, guidance from the PA Department of Education and Board policy.[7][14] [15]

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## Legal Footnotes

**[1]** 24 P.S. 133
LEGAL REFERENCE

**[2]** 24 P.S. 1501
LEGAL REFERENCE

**[3]** 24 P.S. 1502
LEGAL REFERENCE

**[4]** 24 P.S. 1503
LEGAL REFERENCE

**[5]** 24 P.S. 1504
LEGAL REFERENCE

**[6]** 24 P.S. 1505
LEGAL REFERENCE

**[7]** 24 P.S. 1506
LEGAL REFERENCE

**[8]** 22 PA Code 11.1
LEGAL REFERENCE

**[9]** 22 PA Code 11.2
LEGAL REFERENCE

**[10]** 22 PA Code 4.4
LEGAL REFERENCE

**[11]** 24 P.S. 520
LEGAL REFERENCE

**[12]** 24 P.S. 520.1
LEGAL REFERENCE

**[13]** 24 P.S. 1501.3
LEGAL REFERENCE

**[14]** Pol. 006
POLICY REFERENCE
*Referenced policy is not available in this policy book.*

**[15]** Pol. 805 — Emergency Preparedness and Response
POLICY REFERENCE

BOARD POLICY

# 805.2 School Security Personnel

| POLICY NUMBER | VERSION | DOCUMENT STATUS | PRINTED |
|---|---|---|---|
| 805.2 | v3.1 | DRAFT | 10/6/2026 |

Proposed addition  Proposed deletion

## AUTHORITY

The Board shall employ, contract for and/or assign staff to coordinate the safety and security of district students, staff, visitors and facilities.

The district shall employ or contract for at least one (1) full-time school security personnel who has completed the training required by law and this Board policy to be on duty during the school day.[1]

The district shall certify to the state School Safety and Security Committee annually that it has met the requirements for school security personnel or has received a waiver, in accordance with applicable law.[1]

## DEFINITIONS

**School security personnel** - school police officers, school resource officers and school security guards.[2]

**Independent contractor** - an individual, including a retired federal agent or retired state, municipal or military police officer or retired sheriff or deputy sheriff, whose responsibilities, including work hours, are established in a written contract with the district for the purpose of performing school security services.[2]

**School day** - the hours between the morning opening of a school building and the afternoon dismissal of students on a day which classes are in session.[1]

**Third-party vendor** - a company or entity approved by the PA Commission on Crime and Delinquency that provides school security services in accordance with law.[2]

## DELEGATION OF RESPONSIBILITY

The Superintendent shall appoint a school administrator to serve as the School Safety and Security Coordinator, in accordance with law. When a vacancy occurs in the role of the School Safety and Security Coordinator, the Superintendent shall appoint another school administrator to serve as the School Safety and Security Coordinator within thirty (30) days

of the vacancy and shall notify the Board regarding the appointment.[3]

The Superintendent or designee shall submit the name and contact information for the appointed School Safety and Security Coordinator to the state's School Safety and Security Committee within thirty (30) days of the appointment.[3]

The School Safety and Security Coordinator shall report directly to the Superintendent, and shall be responsible for the following:[3]

1. Oversee all school police officers and school security guards.
2. Review and provide oversight of all Board policies, administrative regulations and procedures related to school safety and security, and ensure compliance with federal and state laws and regulations regarding school safety and security.
3. Coordinate training and resources for students and staff related to situational awareness, trauma-informed approaches, behavioral health awareness, ~~suicide and bullying awareness,~~ suicide awareness and prevention, bullying and cyberbullying awareness and prevention, substance use awareness, emergency procedures and training drills, and identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community, in accordance with the standards established by the state's School Safety and Security Committee and the requirements of applicable law and regulations.[3][4][5][6][7][8][9][10][11][12][13]
4. Meet with school employees annually to seek their input on the mandatory school safety and security training.[4]
5. Coordinate a tour of the district's buildings and grounds biennially, or when a building is first occupied or reconfigured, with law enforcement and first responders responsible for protecting and securing the district to discuss and coordinate school safety and security matters.
6. Serve as the liaison with law enforcement and other state committees and agencies on matters of school safety and security.
7. Serve on the district's threat assessment team(s) and participate in required training and the threat assessment process.[8][14]
8. Coordinate School Safety and Security Assessments, School Safety and Security grant requirements and respond to School Safety and Security surveys, as applicable.[12][15]
9. Coordinate school safety and security meetings with school and building leadership, at least on a quarterly basis.

The School Safety and Security Coordinator shall, within one (1) year of appointment, complete required training as specified by the state's School Safety and Security Committee for serving in the role of a School Safety and Security Coordinator. This training shall be in addition to other training requirements for school administrators, but shall count toward professional education credit, where applicable.[3][16][17][18]

The School Safety and Security Coordinator must complete any additional continuing education as required by the School Safety and Security Committee.[3]

By June 30 of each year, the School Safety and Security Coordinator shall make a report to the Board at an executive session on the district's current safety and security practices, and identify strategies to improve school safety and security.[3][19]

The Board directs the School Safety and Security Coordinator to include the following information in the annual report:

1. Threat assessment team information, including verification of compliance with law and regulations, the number and composition of the district's threat assessment team(s), the total number of threats assessed in the past year and additional information on threat assessment required by the Superintendent or designee, in accordance with Board policy.[8][14]
2. The number and type(s) of school security personnel contracted or employed by the district, including:[3]
   a. The number of school security personnel that are armed, listed by type(s) of personnel.
   b. The school building at which each school security personnel is assigned, listed by type(s) of personnel.
   c. The training, including the type of training and completion dates, of each school security personnel, listed by type(s) of personnel.
   d. A listing of other individuals utilized by the district for school safety-related duties.
3. An attendance report of the school and building personnel present at each school safety and security meeting, including yearly attendance totals.
4. Reports of required emergency preparedness, fire, bus evacuation and school security drills.[12]
5. Information on required school safety and security training and resources provided to students and staff.[12]
6. Safe2Say Something aggregate data, including a breakdown of Life Safety and Non-Life Safety reports received.
7. Behavioral health and school climate information, including aggregate data from surveys and assessments issued in the district, information on referrals and services accessed by students and families, and identification of additional resources needed in the district.[20]
8. School safety and security incident reports for the previous year(s) and/or data collected to date for the current year.[21]
9. Updates regarding the district's memorandum of understanding with law enforcement agencies.[21]
10. Updates to laws, regulations and/or Board policies related to school safety and security.
11. Information on tours, inspections and/or School Safety and Security Assessments of school facilities and programs.
12. Information on grants or funding applied for and/or received in support of school safety and security efforts.

A copy of the report, including the required information on threat assessment and school security personnel, shall be submitted to the state's School Safety and Security Committee.

[3]

The Superintendent or designee shall implement job descriptions and procedures to address the responsibilities and requirements specific to each category of school security personnel in carrying out their duties.

School security personnel shall carry weapons, including firearms, in performance of their duties only if, and to the extent, authorized by the Board, including as provided in an agreement with a law enforcement agency for the stationing of a School Resource Officer or in a contract with an independent contractor or third-party vendor approved by the Board.

**GUIDELINES**

**School Police Officers**

The district shall employ and/or contract for one or more school police officers and apply to the appropriate court for appointment and powers of authority, in accordance with the provisions of law.[2][22][23][24][25][26]

Within thirty (30) days of court approval for appointment of a school police officer, the district shall notify the School Safety and Security Committee and submit a copy of the court's order.[22]

**School police officer -**[2][23][24]

1. A law enforcement officer employed by the district whose responsibilities, including work hours, are established by the district; or
2. ~~An independent contractor or an individual provided through a third-party vendor who has been appointed in accordance with law, and who meets the requirements of contracted services personnel, in accordance with Board policy.~~[26]

Background Checks -

Prior to receiving an offer of employment, all school police officers shall comply with the requirements for background checks/certifications and employment history reviews for all school employees, in accordance with applicable law, Board policy and administrative regulations. These requirements are addressed separately in Board policy 304 for school police employed by the district and Board policy 818 for school police employed by an independent contractor or third-party vendor.[25][26][27][28][29][30]

The district shall conduct a law enforcement agency background investigation in compliance with applicable law and regulations for all school police employed by the district and shall review a background investigation conducted for all school police employed by an independent contractor or third-party vendor.[31][32]

Following an offer of employment, the district shall request the separation record for a school police officer employed or contracted by the district, in accordance with applicable law and regulations for a law enforcement agency.[33][34]

Requirements -

The district shall annually report the following information regarding school police officers receiving required training to the PA Department of Education, the School Safety and Security Committee and the PA Commission on Crime and Delinquency:[35]

1. The district's name and the number of school police officers employed or contracted by the district.
2. The municipalities comprising the district.
3. The date and type of training provided to each school police officer.

The district shall make reports regarding hiring and separation, and shall maintain all records, as required for a law enforcement agency, in accordance with applicable law and regulations.[31][36]

School police officers shall take and subscribe to the Oath of Office required by law.[37]

The district shall request that the court grant the school police officer authority to carry a firearm, in accordance with law. The school police officer shall maintain all applicable firearm license and training requirements, in accordance with applicable law and Board policy.[22][38]

School police officers shall successfully complete required training, in accordance with law, and other required staff training, including district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to behavior for students with disabilities, in accordance with law, regulations and Board policy.[38][39][40][41][42]

School police officers shall possess and exercise the following duties:[43]

1. Enforce good order in school buildings, on school buses or vehicles owned or leased by the district, and on school grounds.
2. If authorized by the court, issue summary citations or detain individuals who are in school buildings, on school buses and on school grounds in the district until local law enforcement is notified.
3. If authorized by the court, a school police officer who is a law enforcement officer employed by the district whose responsibilities, including work hours, are established by the district, may exercise the same powers as exercised under authority of law or ordinance by the police of the municipality in which the school property is located.

School police officers shall wear the assigned metallic shield or badge provided by the district in plain view when on duty.[44]

### School Security Guards

The district shall employ and/or contract for one or more school security guards, in accordance with the provisions of law.[2][25][26][47]

**School security guard** - an individual employed by the district or a third-party vendor or an independent contractor who is assigned to a school for routine safety and security duties, and has not been granted powers by the court to issue citations, detain individuals or exercise the same powers as exercised by police of the municipality in which the school

property is located, in accordance with law. An independent contractor or individual employed by a third-party vendor contracted with the district shall meet the requirements of contracted services personnel, in accordance with Board policy and the provisions of applicable law.[2][24][26][47]

Background Checks -

Prior to receiving an offer of employment, all school security guards shall comply with the requirements for background checks/certifications and employment history reviews for all school employees, in accordance with applicable law, Board policy and administrative regulations. These requirements are addressed separately in Board policy 304 for school security guards employed by the district and Board policy 818 for school security guards employed by an independent contractor or third-party vendor.[25][26][27][28][29][30]

The district shall conduct a law enforcement agency background investigation in compliance with applicable law and regulations for all school security guards employed by the district and shall review a background investigation conducted for all school security guards employed by an independent contractor or third-party vendor.[31][32]

Following an offer of employment, the district shall request the separation record for a school security guard employed or contracted by the district, in accordance with applicable law and regulations for a law enforcement agency.[33][34]

Requirements -

School security guards shall provide the following services, as directed by the district:[47]

1. School safety support services.
2. Enhanced campus supervision.
3. Assistance with disruptive students.
4. Monitoring visitors on campus.[48]
5. Coordination with law enforcement officials, including school police officers.
6. Security functions which improve and maintain school safety.

School security guards shall successfully complete required training, in accordance with law, and applicable staff training in accordance with Board policy.[47]

School security guards authorized to carry a firearm shall maintain an appropriate license and successfully complete required firearm training in accordance with law.[47]

The district shall make reports regarding hiring and separation, and shall maintain all records, as required for a law enforcement agency, in accordance with applicable law and regulations.[31][36]

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## Legal Footnotes

**[1]** 24 P.S. 1316-C
LEGAL REFERENCE

**[2]** 24 P.S. 1301-C
LEGAL REFERENCE

**[3]** 24 P.S. 1309-B
LEGAL REFERENCE

**[4]** 24 P.S. 1310-B
LEGAL REFERENCE

**[5]** Pol. 146.1 — Trauma-Informed Approach
POLICY REFERENCE

**[6]** Pol. 227 — Controlled Substances/ Paraphernalia
POLICY REFERENCE

**[7]** Pol. 236 — Student Assistance Program
POLICY REFERENCE

**[8]** Pol. 236.1 — Threat Assessment
POLICY REFERENCE

**[9]** Pol. 249 — Bullying/Cyberbullying
POLICY REFERENCE

**[10]** Pol. 333 — Professional Development
POLICY REFERENCE

**[11]** Pol. 351 — Drug and Substance Abuse
POLICY REFERENCE

**[12]** Pol. 805 — Emergency Preparedness and Response
POLICY REFERENCE

**[13]** Pol. 819 — Website
POLICY REFERENCE

**[14]** 24 P.S. 1302-E
LEGAL REFERENCE

**[15]** 24 P.S. 1305-B
LEGAL REFERENCE

**[16]** 24 P.S. 1316-B
LEGAL REFERENCE

**[17]** 24 P.S. 1205.1
LEGAL REFERENCE

**[18]** 24 P.S. 1205.5
LEGAL REFERENCE

**[19]** Pol. 006 — Meetings
POLICY REFERENCE

**[20]** Pol. 235.1 — Surveys
POLICY REFERENCE

**[21]** Pol. 805.1 — Relations With Law Enforcement Agencies
POLICY REFERENCE

**[22]** 24 P.S. 1302-C
LEGAL REFERENCE

**[23]** 24 P.S. 1310-C
LEGAL REFERENCE

**[24]** 24 P.S. 1311-C
LEGAL REFERENCE

**[25]** Pol. 304
POLICY REFERENCE
*Referenced policy is not available in this policy book.*

**[26]** Pol. 818 — Contracted Services Personnel
POLICY REFERENCE

**[27]** 24 P.S. 111
LEGAL REFERENCE

**[28]** 24 P.S. 111.1
LEGAL REFERENCE

**[29]** 23 Pa. C.S.A. 6344
LEGAL REFERENCE

**[30]** 23 Pa. C.S.A. 6344.3
LEGAL REFERENCE

**[31]** 44 Pa. C.S.A. 7301
LEGAL REFERENCE

**[32]** 37 PA Code 241.5
LEGAL REFERENCE

**[33]** 44 Pa. C.S.A. 7310
LEGAL REFERENCE

**[34]** 37 PA Code 241.6
LEGAL REFERENCE

**[35]** 24 P.S. 1303-C
LEGAL REFERENCE

**[36]** 37 PA Code 241.1
LEGAL REFERENCE

**[37]** 24 P.S. 1304-C
LEGAL REFERENCE

**[38]** 24 P.S. 1305-C
LEGAL REFERENCE

**[39]** 22 PA Code 10.23
LEGAL REFERENCE

**[40]** 22 PA Code 14.104
LEGAL REFERENCE

**[41]** 22 PA Code 14.133
LEGAL REFERENCE

**[42]** Pol. 113.2 — Behavior Support
POLICY REFERENCE

**[43]** 24 P.S. 1306-C
LEGAL REFERENCE

**[44]** 24 P.S. 1307-C
LEGAL REFERENCE

**[47]** 24 P.S. 1314-C
LEGAL REFERENCE

**[48]** Pol. 907 — School Visitors
POLICY REFERENCE

BOARD POLICY

# 822 Automated External Defibrillator (AED)/Cardiopulmonary Resuscitation (CPR)

| POLICY NUMBER | VERSION | DOCUMENT STATUS | PRINTED |
|---|---|---|---|
| 822 | v3.1 | DRAFT | 10/7/2026 |

Proposed addition Proposed deletion

## PURPOSE

The Board is committed to providing a safe and healthy environment for the school community.

Maintaining automated external defibrillator (AED) units and staff trained in cardiopulmonary resuscitation (CPR) in the schools enables responders to deliver early defibrillation and resuscitation to victims ~~of sudden cardiac arrest~~.

## DEFINITION

Automated external defibrillator (AED) - a portable device that uses electric shock to restore a stable heart rhythm to an individual in cardiac arrest.[1]

## AUTHORITY

Except in extenuating circumstances, each school shall have ~~at least one (1) person certified in the use of cardiopulmonary resuscitation (CPR) during regular school hours when school is in session and students are present.~~ one (1) person trained and certified in the use of an AED and CPR during the school day when school is in session and students are present.[2][3] The district strongly encourages additional staff members attain certification to increase availability in an emergency situation.[1]

Each school nurse or designee, coach of an athletic activity, marching band director, physical education teacher and athletic trainer in the district must participate in instruction in the use of an AED and CPR and maintain their certification.[2]

The AED units are owned by the district and shall be properly maintained and tested, and located in secure and accessible locations.

The district shall have an AED in a readily accessible location for students participating in interscholastic athletics and practices. Individuals trained in the use of an AED and CPR will

be present during these times.[4][5]

The AED units shall be used in accordance with approved district procedures.

**GUIDELINES**

A core team shall be trained in CPR and AED procedures by completing a training program offered by approved providers. Members of the team shall be provided opportunities for annual training and retraining.

The district shall make instruction in the use of an AED available to all its employees and volunteers at least once every two (2) years. The instruction is optional and shall be conducted by an approved provider that may be through the Internet or other electronic means.[2]

Written guidelines for medical emergencies related to the use of AED units shall be provided to all employees instructed in the use of an AED.members of the core team.

Responders' use of AED units shall not replace the care provided by emergency medical services (EMS) providers. Patient care shall be transferred to the EMS providers upon their arrival.

**DELEGATION OF RESPONSIBILITY**

The Superintendent or designee shall develop and disseminate written guidelines for the use of automated external defibrillator (AED) systems.

Automated external defibrillator (AED) units may be used by all members of the district's core team who have successfully completed training and any trained volunteer who has a current course completion card.[2] [1] [3] [4]

The Superintendent or designee shall annually, by June 30, report to the PA Department of Education detailing the number, condition, age, expiration date and placement of AEDs in each school building.[6]

## Legal Footnotes

**[1]** 24 P.S. 1401
LEGAL REFERENCE

**[2]** 24 P.S. 1423.1
LEGAL REFERENCE

**[3]** 24 P.S. 1424
LEGAL REFERENCE

**[4]** 24 P.S. 1423.3
LEGAL REFERENCE

**[5]** Pol. 123 — Interscholastic Athletics
POLICY REFERENCE

**[6]** 24 P.S. 1423.2
LEGAL REFERENCE

| | | |
|---|---|---|
| **Morgan Site Contractors – General Construction** | | |
| Change Order 1 | Additional work to remove the existing outfall headwall and plug the outfall pipe / decommissioning of district plant | + $ 6,285.00 |
| Change Order 2 | Install galvanized steel angles and conduit required for mounting the pump and grinder control panel | + $ 5,750.00 |
| Change Order 3 | Extended Bonding and Insurance Expenses | + $ 8,114.14 |
| Change Order 4 | Credits on General Construction Contract for unused allowances for work that was removed from contract during construction and for unused contingency amounts | ($ 33,661.97) |
| | **Total net credits over additional expenses** | **($ 13,512.83)** |