Committee of the Whole Work Session

Monday, October 12, 2026 Open Work Session
District Board Room, Enter via Door 5, 501 Chestnut Street, Birdsboro, PA 19508

1. **Meeting Opening**

1.A. **The Open Work Session** By opening the work session to the public, the Board of School Directors is providing an opportunity for interested citizens to become acquainted with issues under discussion by the directors.

The Board will provide the opportunity for audience participation and discussion at the beginning of the work session on agenda items and at the end of the work session for public comment.

All meetings are recorded.

1.B. **Call to Order - Board President**

1.C. **Pledge of Allegiance**

Please rise and join us in saying the Pledge of Allegiance

I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

1.D. **Roll Call**

1.E. **Announcements - 1.E.1 - 1.E.3**

1. Agenda Edits - none at time of meeting
2. There will be an Executive Session following this meeting to discuss negotiations.
3. Superintendent Report

1.F. **Recognitions / Presentations - 1.F.1 - 1.F.2**

4. Sweet Impact Award Recipients
    a. Julie Sweetwood
    b. Bonnie Blatt

5. Girl Scouts Bronze Award recognitions:
    - Dugout Group
        - Rebecca Alford
        - Sadie Gill
        - Taryn Moser
        - Ember Krim
        - Layla O'Reilly
    - USA Mural Group
        - Brynn Rynkiewicz
        - Ava Keppen
        - Alexandra Tilley
        - Emma Hofmanner (CCA)

1.G. **Procedures for Public Participation**

Procedures for Public Participation

6. Prepared statements that are to be read to the Board should have a copy presented to the Board President prior to their being addressed.
7. Comments on agenda items will be made by rising and approaching the microphone and stating your name and address and signing on the sheet provided.
8. You will be granted up to three minutes to address the Board. Your three (3) minute time limit will start when you begin to speak. When three (3) minutes are over, you will be asked to be seated.
9. Any item that is not on the agenda, as well as agenda items acted upon, comments will be made at the designated section at the end of the agenda.

1.H. *Act 20 of 1993 amended the law to grant residents and/or taxpayers of the district the right to comment on matters of concern, official action or deliberation that are or may be before the Board.*

Act 93 of 1998 further amended the law requiring the Board to provide an opportunity for public comment by residents and taxpayers before taking official action.

1.I. **Presentations by Public on Agenda Items**

Please refer to the Procedures for Public Participation

2. **Board of Director Reports**

2.A. **Secretary's Correspondence - Board Secretary**

2.B. **Berks County Intermediate Unit (BCIU) Board Report - Mrs. Olafson**

10. **SEPTEMBER 17, 2026** - Berks County Intermediate Unit Board Report
11. Next meeting is scheduled for **OCTOBER 15, 2026**

2.C. **Berks Career & Technology (BCTC) Board Report - Mrs. Thompson**

12. **SEPTEMBER 23, 2026 (West Campus)** - Berks Career & Technology Board Report
13. Next meeting is scheduled for **OCTOBER 28, 2026 (East Campus)**

2.D. **Committee on Legislative Action (COLA) Board Report - Mrs. Fekelman**

14. **SEPTEMBER 2026** - Committee on Legislative Action Board Report - no meeting/no report
15. Next meeting is scheduled for **NOVEMBER 10, 2026**

2.E. **Berks EIT (TCC) Tax Collection Commission Board Report - Mrs. Markel**

16. **SEPTEMBER 24, 2026** - Berks EIT (TCC) Tax Collection Commission Board Report
17. Next meeting is scheduled for **DECEMBER 17, 2026**

2.F. **Blazer Education Foundation Board Report - Mrs. Thompson**

18. **OCTOBER 1, 2026** - Blazer Education Foundation Board Report

19. Next meeting is scheduled for **NOVEMBER 5, 2026**

3. **BUSINESS / FINANCE - 3.A.1 - 3.A.2**

All agreements and contracts are dependent upon solicitor approval

20. **Motion to accept a $990.91 donation from the Blazer Foundation for the Daniel Boone Area High School LifeSkills Program to purchase classroom supplies**

21. **Motion to approve the Salary Schedule Movements for November 2026:**

4. Staff Name:	5. Current Column:	6. Movement:
7. Berg, Carrie	8. M / 12	9. M +12 / 12
10. Falcone, Colleen	11. B	12. B +24
13. Fiorillo, Christine	14. M	15. M +12
16. Gilmore, Eileen	17. M +24 / 14	18. M +36 / 14
19. Heck, Amy	20. M / 5	21. M +12 / 5
22. Markee, Sydnie	23. M / 5	24. M +12 / 5
25. Mauger, Robert	26. M +24 / 11	27. M +36 / 11
28. Ober-Miller, Lauren	29. B / 5	30. B +24 / 5
31. Moser, Diane	32. M +12 / 16	33. M +24 / 16
34. Nowak, Jessica	35. B / 5	36. B +24 / 5
37. Pursell, Kristen	38. B +24 / 6	39. M / 6
40. Sweet, Gabriella	41. B +24 / 5	42. M / 5
43. Sweet, Wendy	44. M / 6	45. M +12 / 6
46. Tice, Karen	47. B +24 / 10	48. M / 10
49. Tokach, Bridget	50. B +24 / 7	51. M / 7
52. Wagner, Therese	53. M / 6	54. M +12 / 6
55. Weber, Megan	56. M +24 / 16	57. M + 36 / 16

58. **CURRICULUM / INSTRUCTION / TECHNOLOGY - 4.A.1 - 4.A.3**

All agreements and contracts are dependent upon solicitor approval

22. **Discussion - LIEP (Language Instruction**

Educational Program) Presentation

23. **Discussion - Curriculum Presentation**

- **Motion to approve The Hallway as a Tier 3 Reading Intervention resource for Grades 7 and 8 at the Daniel Boone Area Middle School, at a cost of $2,779.33 for implementation beginning November 2026**

- **Motion to approve the Daniel Boone Area School District Language Instruction Educational Program (LIEP), as presented (Attachment 10-26 #1V)**

- **Motion to approve the Membership Agreement with Allegheny Intermediate Unit to participate in the Digital Trust Hub, effective October 26, 2026, at a yearly cost of $1,650.00, as presented (Attachment 10-26 #4V)**

59. **FACILITIES / MAINTENANCE**

All agreements and contracts are dependent upon solicitor approval

24. **Discussion - Update on Weavertown Road Building Sale**

60. **OPERATIONS - 6.A.1 - 6.A.4**

All agreements and contracts are dependent upon solicitor approval

25. **Policies for review in FIRST reading:**

61. Policy Number	62. Title of Policy for revi
63. NONE	64.

26. **Policies for review in SECOND reading:**

65. Policy Number	66. Title of Policy for review
67. 102	68. Academic Standards
69. 105	70. Curriculum
71. 137	72. Home Education Program Establishment and Monitoring
73. 137.1	74. Participation by Home Educat Students
75. 204.1	76. Virtual Attendance and Welln Checks
77. 209	78. Health Examinations/Screenin
79. 246	80. School Wellness
81. 249	82. Bullying/Cyberbullying
83. 704	84. Maintenance
85. 803	86. School Calendar
87. 805.2	88. School Security Personnel
89. 822	90. AED/CPR

91.

27. **Motion to approve the 2026-2027 Krise Transportation list of school bus/van drivers and monitors for the Daniel Boone Area School District, as presented (Attachment 10-26 #3V)**

28. **Motion to approve the Daniel Boone Area High School Drama Club *overnight* field trip to PA Thespians State Conference at Altoona Area High School in Altoona, PA, from December 4 - December 6, 2026 (approximately 11 students/2chaperones) District Van to the event**

92. **PERSONNEL - 7.A.1 - 7.A.2**

All agreements and contracts are dependent upon solicitor approval

29. **Motion to approve the following:**
    a. **Retirements / Resignations**
        i. **Classified**
            1. **Haley Bitting, FT Special Ed Instructional Aide, Daniel Boone Area Primary Center, *resignation* effective September 30, 2026 (with last day of work being September 29, 2026)**

            2. **Victoria Salvatore, FT Special Ed Instructional Aide, Daniel Boone Area Middle School, *resignation* effective October 26, 2026 (with last day of work being October 23, 2026)**

        ii. **Extracurricular**
            1. **Caroline Ramsey, JV Girls' Lacrosse - Head Coach, Daniel Boone Area High School, *resignation* effective October 6, 2026**

            2. **Andrew Wagner, Boys' Lacrosse - Head Coach, Daniel Boone Area High School, *resignation* effective September 15, 2026**

    b. **Leaves**
        i. **Professional**
            1. **#10140, Daniel Boone Area Middle School, unpaid leave of absence from December 7,**

2026 through December 11, 2026 - (5 unpaid days)

2. **#25012, Daniel Boone Area Middle, unpaid FMLA Child Rearing Leave of absence from approximately March 20, 2027 through May 10, 2027 (preceded by paid leave of absence from approximately February 22, 2027 through March 19, 2027 utilizing accrued employee paid time) - (50 days)**

ii. **Classified**

1. **#20069, Daniel Boone Area High School, paid leave of absence from October 6, 2026 through October 8, 2026 utilizing accrued employee time - (3 days)**

c. **Appointments** ***(subject to submission of required background checks and employment review documentation)***

i. **Classified**

1. **Cheyenne Hails, FT Special Ed Instructional Aide, Tier 1 - 5 Days - 7 Hours, Daniel Boone Area Primary Center, effective October 26, 2026 or upon completion of required employment documentation, at an hourly rate of $18.67 (new position)**

ii. **Extracurricular**

1. **Audrey McCouch, Advisor - TSA, Daniel Boone Area Middle School, effective for the 2026/2027 school year, at a salary of $1,300.00 (replace K. Worrell)**

30. **Motion to approve the Daniel Boone Area High School and Daniel Boone Area Middle School Winter Coaches for the 2026-2027 school year, as presented (Attachment to follow)**

93. **OTHER BUSINESS - 8.A.1**

31. **Discussion - School Board Meeting Schedule**

- **Motion to approve the minutes from the September 28, 2026 Voting Meeting (Attachment 10-26 #2V)**

94. **Presentation by Public on Issues**
Please follow the procedures outlined in "Procedures for Public Participation"
95. **Meeting Adjournment**

DANIEL BOONE AREA
SCHOOL DISTRICT

LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP)

Daniel Boone Area School District
501 Chestnut Street
Birdsboro, PA 19508

Board Approved:
Month Year

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DISTRICT PHILOSOPHY

MISSION STATEMENT

Taking pride in growing diverse learners in a safe environment.

VISION STATEMENT

Learning together; advocating for all.

SHARED VALUES

- Acceptance and respect
- Communication and collaboration
- Celebrating specific successes
- Critical thinking and problem solving

INTRODUCTION

PURPOSE

Pennsylvania Regulation, (22 PA. Code §4.26) requires that every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards for § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction.*

As used here, the term "program" refers to:

1. Planned English language development instruction by a qualified ESL/Bilingual Education teacher.
2. Accommodations/modifications in the delivery of content instruction and assessments by all teachers based on each student's language proficiency levels and the Pennsylvania English Language Development Standards (PA ELDS) Framework for ELs, as well as the Pennsylvania academic standards.

According to Daniel Boone School District Board Policy 138, Language Instruction Educational Program for English Learners, the Board shall approve an LIEP in order to develop the English language proficiency of EL students.

This document serves as the written program plan and Language Instruction Educational Program (LIEP) Description, which includes the ESL Program Design and Program Model, as well as the procedures required by District policy.

* "English as a Second Language (ESL)" is used synonymously with English Language Development (ELD) throughout this document. ELD is a required component of all LIEPs. ELD takes place daily throughout the day for ELs and is delivered by both ESL Teachers and non-ESL teachers.

LIEP GOAL/ELD MISSION

The goal of the Language Instruction Education Program (LIEP) in the Daniel Boone Area School District (DBASD) is to provide multilingual learners with equitable access to high-quality language instruction that develops their English language proficiency while supporting their academic, social, and emotional success. Through targeted English language development, students will develop the language skills necessary to communicate effectively, access grade-level content, participate meaningfully in the school community, and achieve academic success.

The ELD program is committed to recognizing and valuing students' linguistic and cultural backgrounds while providing individualized, research-based instruction that builds upon their strengths. Through collaboration among ESL teachers, classroom teachers, families, and other school personnel, the program will ensure that multilingual learners receive the appropriate language support, accommodations, and opportunities needed to thrive in all educational settings.

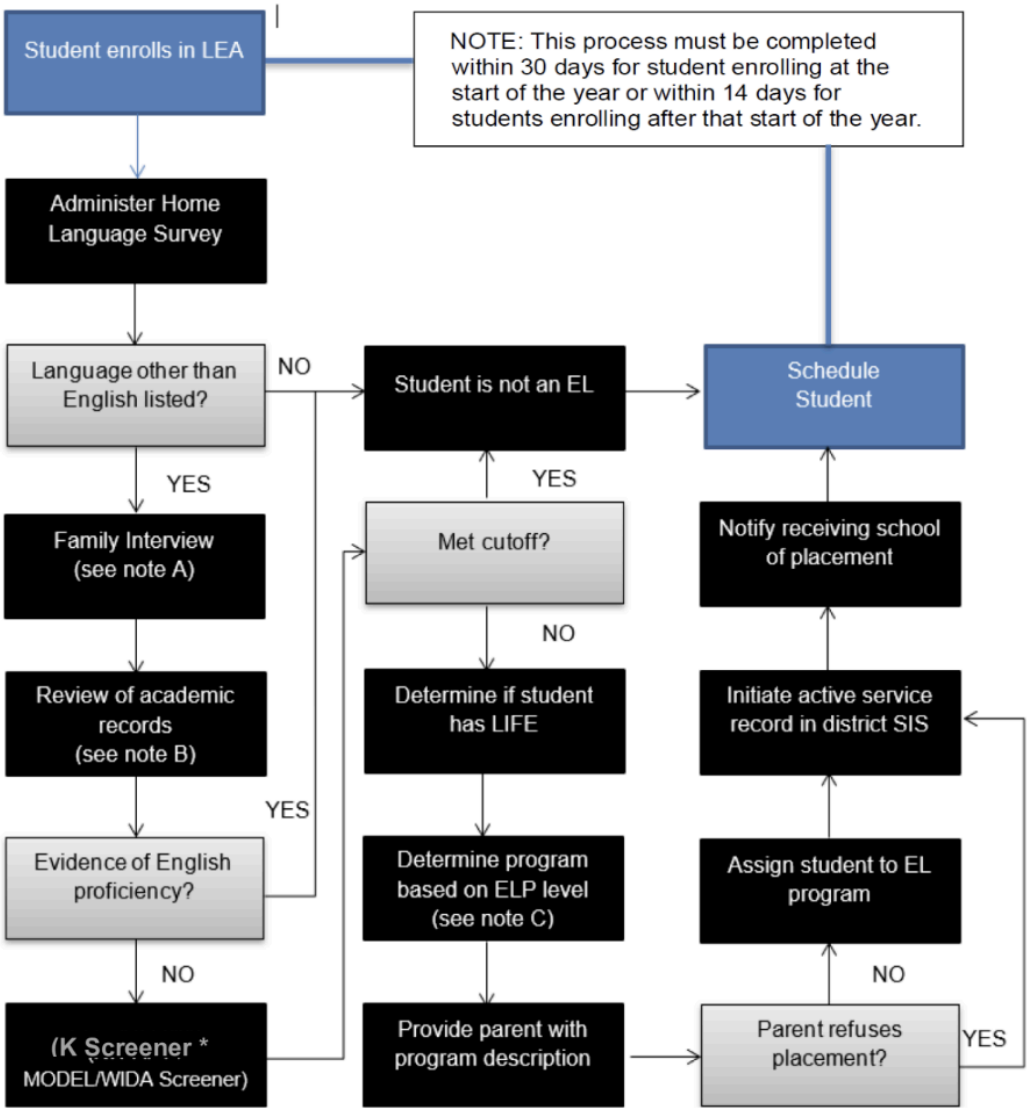
IDENTIFICATION, SCREENING, AND PLACEMENT

ESL Teachers and Daniel Boone School District staff use the following process and resources to identify English Learners (ELs) and provide English Language Development (ELD) instruction.

ENGLISH LEARNER (EL) IDENTIFICATION

All parent(s)/guardian(s) enrolling a student in the District must fill out a Home Language Survey (See Appendix A) when registering. The Home Language Survey is included as part of the registration process. The completed Home Language Survey becomes part of the student's cumulative file. If a parent/guardian responds YES to any of the questions on the Home Language Survey, an ESL teacher is notified. Based on the responses to the questions on the Home Language Survey, the ESL Teacher then follows the Pennsylvania Department of Education's English Learner Identification Procedure (see APPENDIX B and flowchart below). This process must be completed within 30 calendar days from the start of the school year for students enrolling at the start of the school year or within 14 calendar days for students enrolling after the start of the school year.

English Learner (EL) Identification Procedure Flowchart



Note A:

Students are not automatically determined to be English Learners (ELs) when they come from an environment where English is not the dominant language or if they have been exposed to another language. The purpose of the Family Interview is to determine if a student is an EL and if screening for English language proficiency is needed. Parent permission to screen for English language proficiency is not required.

Note B:

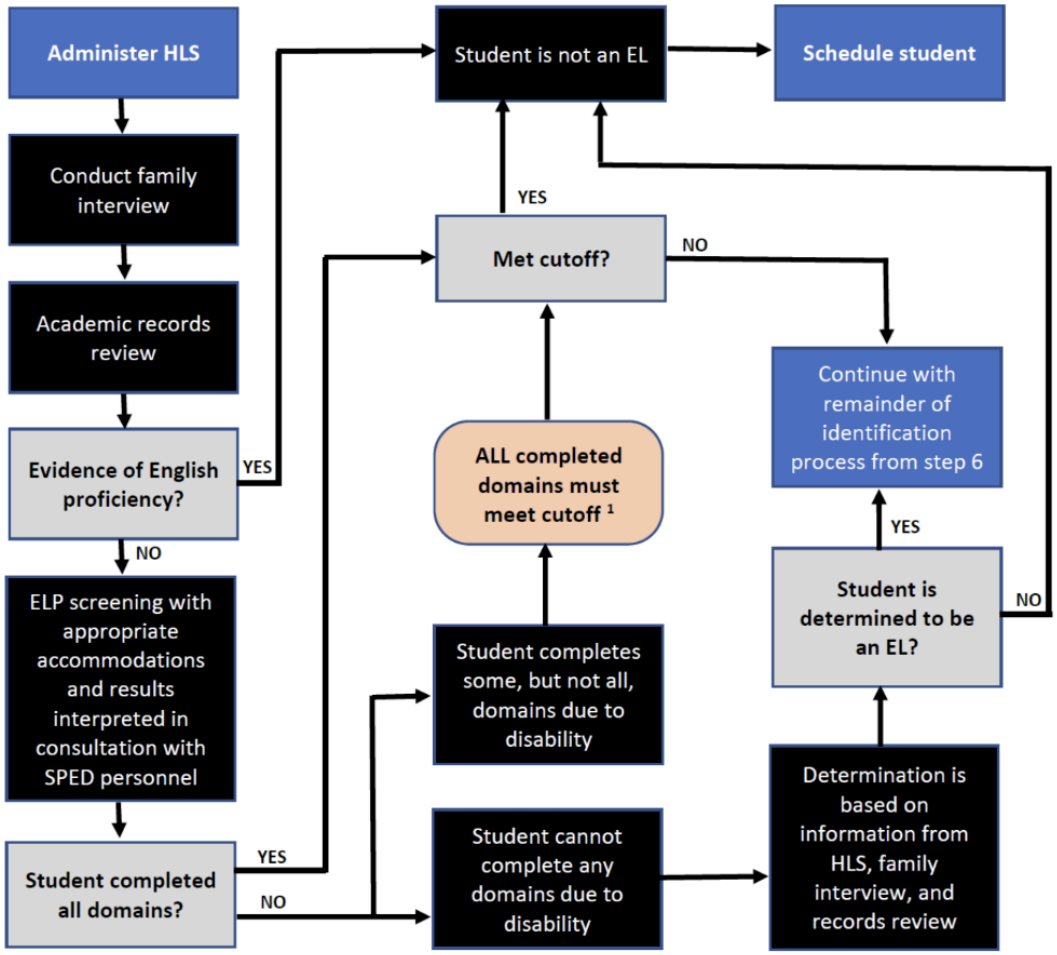
If, after the parent interview, it is unclear whether or not a student should be screened for English proficiency, then a thorough review of any available academic records should be conducted to find evidence of English language proficiency. Some examples of this type of evidence are:

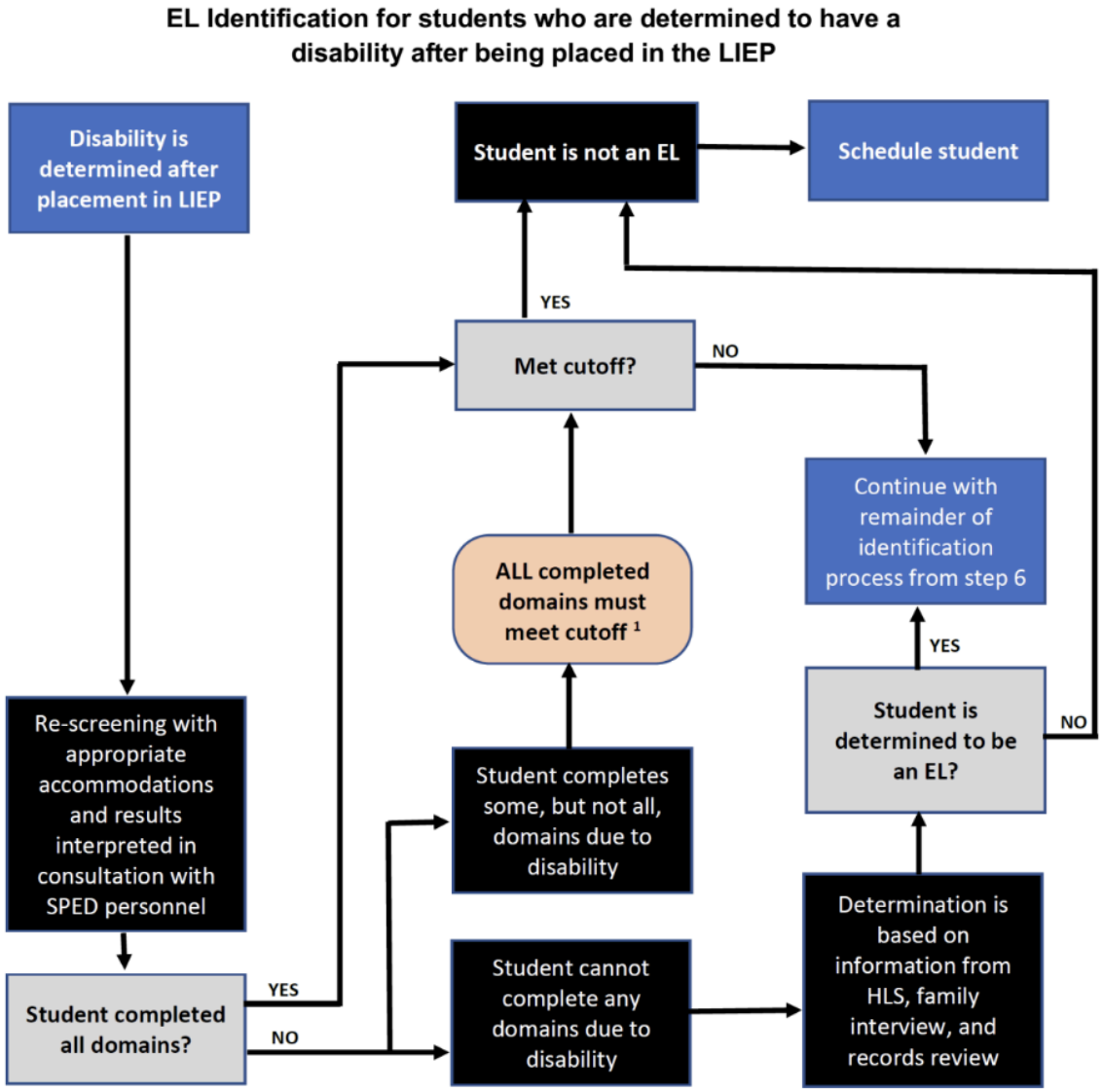
- Transcripts from previously attended U.S. schools with passing grades in core content classes
- Statewide assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- District assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- Notes and/or other less formal indicators regarding language proficiency contained in the student's academic records
- Work samples indicating a level of proficiency equal to the WIDA Performance Level Descriptors for level 5 or higher.

Note C:

If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement. The process must be completed within 30 calendar days for students enrolling at the start of the school year or within 14 calendar days for students who enroll after the start of school.

EL Identification for students who have or are suspected of having a disability at the time of enrollment





PLACEMENT PROCEDURE

1. Parent permission to identify students as ELs, including screening for English proficiency, is not required, but a Family Interview should be completed before testing.

2. The WIDA SCREENER or WIDA MODEL score, along with multiple criteria, must inform the identification and/or placement decision (See Appendix B)

- In Kindergarten, a score for oral language less than or equal to 5.0 qualifies a student to be identified as an EL. Scores above a 5.0 signify that a student meets the minimum criteria for English language proficiency.
- In Grades 1-12, a composite proficiency score below a 5.0 on the WIDA Screener is the minimum requirement for a student to be placed in the LIEP. Scores of 5.0 or higher on the WIDA Screener meet the minimum requirement for a student to be exempt from an English language instructional program. Additional criteria must include current or previous grades and performance on state assessments and district assessments.

3. Following the assessment, the ESL Teacher will notify parent(s)/guardian(s) of the screening results and/or placement in the District's Language Instruction Educational Program (LIEP). A copy of this Program Placement Letter must also be placed in the student's cumulative folder (See Appendix C). Placement into the LIEP may not be made without notifying the parent(s)/guardian(s). A copy of the screening results must also be placed in the student's cumulative folder. A translated version of the Program Placement Letter can be provided as needed.

4. Parents have the right to refuse placement in Daniel Boone's LIEP. This decision must be informed and voluntary. Should a parent choose to refuse placement, the procedures outlined in PDE's English Language Development Program Parental Waiver Form shall be followed (See Appendix D). It should be noted that Federal law requires that ELs be tested annually with the WIDA ACCESS until the child attains English proficiency. This includes ELs whose parents have completed the Parental Waiver Form.

Instructional placement of ELs must be age- and grade-appropriate. Further, ELs must be given equal access to all educational programs, opportunities, and extracurricular activities.

For newly enrolled and/or previously identified ELs, who qualify for the Daniel Boone LIEP, the new EL information needs to be updated in the student information system, Infinite Campus, by the ESL teacher.

Federal Law requires that ELs be tested annually. The Pennsylvania Department of Education requires that WIDA ACCESS be used until the student attains English proficiency. No student identified as an EL may be exempt from these tests; this includes students with disabilities. However, accommodations may be made based on the Pennsylvania Department of Education's guidelines.

INSTRUCTIONAL PROGRAM

PROGRAM DESIGN

The Language Instruction Educational Program (LIEP) is designed to provide English Learners (ELs) with English Language Development (ELD) instruction based on language proficiency levels, the PA English Language Development Standards (See Appendix E), Proficiency Level Descriptors (See Appendix F), PA Core Standards, and PA Academic Standards. Language instruction is provided by a qualified ELD Teacher and focuses upon needs in listening, speaking, reading, and writing. Language instruction is modified and adapted based on language proficiency levels. ELs participate in content area instruction where accommodations and/or modifications are determined and provided as a result of collaboration between the content area teacher and ESL Teacher. (See Appendix G) Based upon needs, ELs have access to additional supports such as tiered interventions in literacy and mathematics, Special Education, and Gifted Supports. ELs are to be included and/or be able to participate in all school sponsored activities, both academic and non-academic, which include but are not limited to field trips, assemblies, school celebrations, extracurricular activities, etc. In High School, ELs also have the opportunity to take Advanced Placement Courses and participate in dual enrollment opportunities.

ENGLISH PROFICIENCY LEVELS

ELD instruction in the LIEP is based on the WIDA Proficiency Level Descriptors (See Appendix F) and includes 6 levels:

Entering	Level 1
Emerging	Level 2
Developing	Level 3
Expanding	Level 4
Bridging	Level 5
Reaching	Level 6

PROGRAM MODEL

The Program Model of the District's LIEP is **Mixed Classes with English-Only Support**. ELs are included in classrooms where the students' native language is not used for instruction. English Language Development (ELD) instruction focuses on helping ELs acquire English language skills and an understanding of content. ELD may include:

- **Pull-Out Direct Instruction** is in addition to content area instruction and focuses on increasing the English proficiency of ELs. Pull-Out Instruction may include One-to-One and/or Small Group Instruction. Small Group instruction is based on English proficiency levels and may span grade levels.

- **Push-In Classroom Support** focuses on assisting ELs in applying English language skills during content area instruction.

- **Consultation** is a process by which an ESL Teacher periodically meets with ELs to monitor progress with English proficiency in the classroom. It includes collaboration with the content area teacher to facilitate the application of English language skills during content area instruction.

ACCOMMODATIONS AND MODIFICATIONS

INSTRUCTIONAL ACCOMMODATIONS

ELD must be incorporated into all classes taught by non-ESL licensed teachers in which ELs are enrolled. These teachers are responsible for deliberately planning for and incorporating language instruction as well as supports, modifications, and accommodations needed to allow ELs to access the standards to which the course is aligned.

Evidence of all appropriate accommodations and modifications to instruction and assessment aligned to the student's English language proficiency must be documented using the Individual Learning Plan (See Appendix G).

The non-ESL licensed teacher works collaboratively with the ESL Teacher to determine appropriate modifications and accommodations.

TESTING ACCOMMODATIONS

The Pennsylvania Department of Education (PDE) annually publishes the allowable accommodations for ELs on state academic achievement assessments. Visit the PDE Assessment and Accountability webpage for information on state testing and allowable accommodations.

The WIDA Consortium annually publishes the allowable accommodations for ELs on the WIDA ACCESS. Visit the WIDA Assessment webpage for information on testing and allowable accommodations.

GRADING AND RETENTION

English Learners (ELs) are graded using the same grading system as all other students. The ESL Teacher and the content area teacher collaborate to determine grades for each EL.

In addition to the information that is provided to all students, the WIDA ACCESS Parent Report is sent home annually to inform parent(s)/guardian(s) about English language proficiency.

HIGH SCHOOL TRANSCRIPTS

The EL designation and/or English Language Development information must not appear on the EL's high school transcript unless it is part of a course title or code.

FAILING AND RETENTION OF ENGLISH LEARNERS (ELs)

An EL may not fail a course or be retained in a grade based solely on his/her lack of English proficiency. Evidence must show that all appropriate modifications and accommodations to instruction and assessment aligned to the student's English language proficiency to allow the EL meaningful access to the general curriculum, as well as to promote second language learning, were implemented and documented over time prior to considering failing or grade retention.

RECLASSIFICATION CRITERIA

The District employs uniform procedures in accordance with the State requirements for reclassifying ELs as Former ELs (FELs). Each school year, the English proficiency and school performance of English Learners (ELs) is evaluated using the State-Required English Learner Reclassification Criteria. Reclassification of ELs occurs annually between June and September 30th. Students' current status must be reported in the PIMS October Student Enrollment Collection.

In order to be considered for reclassification, an EL must demonstrate the ability to interact with students and teachers both academically and socially in the English language, as well as access challenging academic content in English. As per the State-required reclassification criteria, evidence of ability is determined through:

- **WIDA ACCESS Scores**
  (PA State English language proficiency assessment)
- **Two Language Use Inventories Scores** (See Appendix H)

Based on results from the WIDA ACCESS assessment and the Language Use Inventories, a single score is produced. If that score exceeds the state-defined threshold, then the EL is eligible to be reclassified.

One Language Use Inventory is to be completed by the ESL Teacher when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ESL teacher cannot complete the inventory (e.g. students whose parent has refused services and who are not seen by an ESL teacher or ELs in higher proficiency levels who do not work with an ESL Teacher regularly), both inventories may be completed by content teachers or teams of teachers. The inventories must be completed prior to the release of ACCESS scores for ELs who are likely to reach the threshold. If only one teacher can accurately complete the inventory (e.g. elementary classes in which the classroom teacher is ESL certified and provides both content and language instruction and there is no

other teacher or administrator who can accurately complete the inventory), one inventory may be completed, and the single score is multiplied by two.

The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold (4.5 Overall Composite Proficiency Level). Once ACCESS scores are released, points from the rubrics are used to determine if students are eligible to be reclassified. Once ACCESS scores are released, rubric scores may not be changed.

At the conclusion of this process, parent(s)/guardian(s) will be notified if their child has been reclassified through the Reclassification Letter (See Appendix I). Otherwise, parent(s)/guardian(s) will receive an End of Year (Continued Placement) Letter (See Appendix J).

MONITORING OF FORMER ELS

Once ELs are reclassified as Former ELs (FELs), their academic progress is monitored for two years by an ESL Teacher. This is a collaborative process that includes the content area teacher(s) and other support service personnel as needed. This collaboration includes frequent and ongoing communication to ensure that FELs receive appropriate supports aligned with instructional needs.

After every marking period, a Post-Exit EL Monitoring Form for Elementary K-4 and Secondary 5-12 (See Appendix J and K) is completed for all FELs who have been reclassified within the last two years. A copy of the report is filed in the student's LIEP folder.

After two years of monitoring, classroom grades for FELs are no longer actively monitored. However, their status continues to be documented for two more years for the State's reporting purposes.

FAMILY ENGAGEMENT

Daniel Boone Area School District is committed to reaching out to engage parent(s)/guardian(s) in being a partner in supporting their children's success. Parent(s)/Guardian(s) should feel open to sharing ideas and be part of the school community. Family engagement focuses on collaboration between parents and teachers to share the responsibility for student achievement.

Schools should:

- Connect with EL families
- Communicate important information
    - WIDA ACCESS Home Letter (See Appendix M)
    - End of Year (Continued Placement) Letter (See Appendix J)
    - Reclassification Letter (See Appendix I)
- Provide opportunities for parents to participate in their child's learning and the school community.

The following is available to promote family engagement:

- Interpreter Services
- District Document Translation
- Parent-Teacher Conferences
- Opportunities to Volunteer

PROGRAM EVALUATION

An annual evaluation of the LIEP is conducted. Evaluations are based on student outcomes. They must include evidence of student growth toward proficiency in English and may include evidence of academic achievement and/or feedback from stakeholders

APPENDICES

Appendix A - PDE Home Language Survey
Appendix B - EL Identification Procedures
Appendix C - English Learner Program Placement (Initial Placement)
Appendix D - Parent Waiver Form
Appendix E - PA ELD Standards
Appendix F - Proficiency Level Descriptors
Appendix G - Individual Learning Plan (ILP)
Appendix H - Reclassification Language Use Inventories
Appendix I - Reclassification Letter
Appendix J - End of Year (Continued Placement) Letter
Appendix K - Reclassification Elementary Monitoring Forms
Appendix L - Reclassification Secondary Monitoring Forms
Appendix M - WIDA ACCESS Home Letter (Annual ELP Assessment)

Docusign Envelope ID: 1FF24304-73CD-8488-83F3-EFE549CF59A2

Digital Trust Hub Membership Agreement

This Digital Trust Hub Membership Agreement (the "Agreement") is entered into by and between the Allegheny Intermediate Unit with administrative offices located at 475 East Waterfront Drive, Homestead, PA 15120 (the "AIU") and Daniel Boone Area School District with administrative offices located at Administrative Office Birdsboro, PA 19508 (the "District/School").

Intending to be legally bound, the parties hereto agree as follows:

1. **Membership.** Subject to the terms and conditions set forth in this Agreement, the AIU will provide District/School with membership to the Digital Trust Hub that shall include the following benefits:
    a. One (1) annual Affiliate Membership to the 1EdTech Consortium (subject to District/School's acceptance of 1EdTech's terms and conditions);
    b. Monthly communications focusing on technology in education highlighting current issues and best practices on the topics of data privacy, advocacy, data governance, cybersecurity operations, and vendor assessments;
    c. One (1) annual membership to the Pennsylvania Student Data Privacy Consortium (subject to District/School's acceptance of Pennsylvania Student Data Privacy Consortium Alliance's terms and conditions); and
    d. Access to the Digital Trust Hub website and listserv providing educational resources and materials focusing on data privacy, advocacy, data governance, cybersecurity operations, and vendor assessments.

2. **Term.** This Agreement shall commence as of July 1, 2026 and shall remain in effect until June 30, 2027.

3. **Fees/Billing.** In consideration of the AIU's provision of the benefits described above, the District/School shall compensate the AIU based on District/School's student enrollment at the time of execution of the Agreement in accordance with the following table:

Enrollment under 1,250	Enrollment 1,251- 2,500	Enrollment 2,501-5,000	Enrollment 5,001 – 8,000	Enrollment over 8,001	Intermediate Unit

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$900 annually	$1,150 annually	$1,650 annually	$2,250 annually		$2,750 annually

The AIU will invoice District/School upon execution of the Agreement. District/School shall pay all invoices within 30 days of receipt. The AIU may terminate the Agreement upon written notice if any invoiced amounts remain unpaid for 90 days.

4. **No Representations or Warranties.** Except as expressly set forth in this Agreement, (a) neither party to this Agreement, nor any other person on such party's behalf, has made or makes any express or implied representation or warranty, either oral or written, whether arising by law, course of dealing, course of performance, usage, trade or otherwise, all of which are expressly disclaimed, and (b) each Party acknowledges that it has not relied upon any representation or warranty made by the other party, or any other person on such party's behalf, except as specifically provided herein.

5. **Independent Contractor.** The AIU and District/School shall each be and remain an independent contractor with respect to all rights and obligations arising under this Agreement. Nothing contained in this Agreement shall be deemed or construed to create a relationship of employment, principal and agent, partnership, co- or joint employer or joint venture.

6. **Miscellaneous.** This Agreement and all matters arising out of this Agreement are governed by and construed in accordance with the laws of Pennsylvania. The venue for any proceedings to enforce this Agreement shall be Allegheny County, Pennsylvania. This Agreement contains the entire understanding of the parties with respect to the subject matter hereof, and supersedes all prior and contemporaneous written or oral understandings, agreements, representations, and warranties with respect to such subject matter. The invalidity, illegality, or unenforceability of any provision herein does not affect any other provision herein or the validity, legality, or enforceability of such provision in any other jurisdiction. The parties may not amend this Agreement except by written instrument signed by authorized representatives of the parties. This Agreement may be executed in multiple counterparts, each of which is deemed an original and all of which constitute one and the same agreement. The signatures of all of the parties need not appear on the same counterpart. Delivery of an executed counterpart of this Agreement, by facsimile, portable document format (.pdf) or by any other electronic means, has the same effect as delivery of an executed original of this Agreement.

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-SIGNATURE PAGE FOLLOWS-

IN WITNESS WHEREOF, the parties hereto have set their hands and seal as of the date of signature.

ALLEGHENY INTERMEDIATE UNIT:

Attest: _____ By: _____

Name: _____ Name: _____

Title: _____ Title: _____

Date:

DISTRICT/SCHOOL:

By: _____

Name: Scott Matz

Title: Director of Technology

Date:

Policy Number	137
Title	Home Education Program Establishment and Monitoring
Version	v1 · 7/28/2026 · DRAFT

Home Education Program Establishment and Monitoring

Authority

Home education programs for students of compulsory school age residing in the school district shall be conducted in accordance with state law and regulations.[1][2][3]

Definitions

Appropriate education - a program consisting of instruction in the required subjects for the time required by law and in which the student demonstrates sustained progress in the overall program.[2]

Hearing examiner - shall not be an officer, employee or agent of the Department of Education or of the school district or intermediate unit of residence of the child in the home education program.

Home education program - a program conducted in compliance with law by the parent/guardian or person having legal custody of a child. A home education program shall not be considered a nonpublic school under the provisions of law.

Supervisor - the parent/guardian or person having legal custody of a child who is responsible for providing instruction, provided that such person has a high school diploma or its equivalent.

Delegation of Responsibility

The Superintendent or designee shall develop and distribute administrative regulations for registering home education programs **and maintaining appropriate records in accordance with law.[2]**

Guidelines

Notarized Affidavit

Prior to commencement of a home education program, and annually thereafter no later than August 1, the parent/guardian or other person having legal custody of the student shall file with the Superintendent either:

1. A notarized affidavit; or
2. An unsworn declaration made subject to the penalties for unsworn falsification to authorities.

The affidavit or unsworn declaration shall contain all information and assurances required by law, including:

1. The name of the supervisor.
2. The name and age of each student participating in the program.
3. The address and telephone number of the home education program site.
4. An assurance that the subjects required by law will be offered in the English language.
5. An outline of proposed educational objectives by subject area.
6. Evidence of compliance with applicable immunization and school health requirements or documentation of a lawful exemption.
7. An assurance that the home education program will comply with applicable law.
8. Certification that the supervisor, all adults residing in the home and all persons having legal custody of a student in the home education program have not been convicted of an offense enumerated in Section 111(e) of the School Code within the five years immediately preceding the date of the affidavit or unsworn declaration. **[2]**

1. ~~Prior to the commencement of the home education program, and annually thereafter on~~ **or before** ~~August 1, the parent/guardian or other person having legal custody of the child or children shall file a notarized affidavit with the Superintendent,~~ **which contains certification that the supervisor of the home education program and all adults living in the home and persons having legal custody of a child or children in the home education program have not been convicted of criminal offenses enumerated in School Code, in accordance with law. The affidavit shall include all** ~~information required by law.~~[2]

Instructional Program

A home education program shall provide a minimum of either:

1. One hundred eighty (180) days of instruction; or
2. Nine hundred (900) hours of instruction per year at the elementary level; or
3. Nine hundred ninety (990) hours of instruction per year at the secondary level. **[2]**

The home education instructional program shall include the subjects required by law at the elementary or secondary level, as applicable. **[2]**

These day-and-hour requirements come directly from Section 1327.1(c).
~~The instructional program for home education students shall include such courses as required by law.~~[2] **[4]** ~~[5]~~

Loan of Instructional Materials

At the request of the supervisor, the district shall lend to the home education program copies of the school's planned courses, textbooks and curriculum materials appropriate to the student's age and grade level.[2]

Student Portfolio and Evaluations

For each student participating in a home education program, the supervisor shall: **[2]**

1. Maintain a portfolio of records and materials containing the documentation required by law.
2. Ensure that the portfolio includes the results of a nationally normed standardized achievement test or the applicable statewide assessment for students in grades three, five and eight.
3. Ensure that required standardized or statewide testing is not administered by the student's parent/guardian.
4. Obtain an annual written evaluation of the student's educational progress from an evaluator qualified under law.
5. Submit the evaluator's certification to the Superintendent by June 30 of each year.

The annual evaluation shall be based upon an interview with the student and a review of the portfolio and shall certify whether an appropriate education is occurring. The supervisor and the supervisor's spouse shall not serve as the evaluator. **[2]**

The district should not require routine submission of the actual portfolio. Since the 2014 amendment, the portfolio is reviewed by the independent evaluator; the district normally receives the evaluator's certification.

~~For each student participating in a home education program, the supervisor shall:[2]~~

1. ~~Maintain a portfolio of records and materials, **in accordance with applicable law.**~~
2. ~~Provide an annual written evaluation of the student's educational progress, **in accordance with the provisions of applicable law.**~~

1.

Graduation Requirements

The following minimum courses in grades 9 through 12 are established as a requirement for graduation in a home education program: four (4) years of English; three (3) years of mathematics; three (3) years of science; three (3) years of social studies; and two (2) years of arts and humanities.[2]

Diplomas

Students who complete all of the graduation requirements of the home education program shall receive a high school diploma issued by the supervisor or an approved diploma-granting organization.[2]

Students With Disabilities

A home education program meets compulsory attendance requirements for a student who has been identified under the Individuals with Disabilities Education Act as needing special education services, excluding a student identified only as gifted or talented, when:

1. The program addresses the student's specific special education needs.
2. The program is approved by a teacher holding a valid Pennsylvania certificate to teach special education, a licensed clinical psychologist or a certified school psychologist.
3. Written notification of the approval is submitted with the affidavit or unsworn declaration required by law. **[1]** **[2]**

The supervisor may request that the school district or intermediate unit of residence provide services addressing the specific needs of the student. When the provision of services is agreed to by the supervisor and the school district or intermediate unit, the services shall be provided in a public school or a private school licensed to provide the applicable programs and services.

~~A home education program meets compulsory attendance requirements for a student with a disability only when the program addresses the specific needs of the student and is approved by a teacher with a valid Pennsylvania certificate to teach special education, a licensed clinical psychologist or a certified school psychologist. Written notice of such approval must be submitted with the required affidavit.[1]~~

~~The supervisor may request that the school district or intermediate unit of residence provide services that address the specific needs of a student with a disability.[1]~~

~~When the provision of services is agreed to by both the supervisor and the school district or intermediate unit, all services shall be provided in **public** schools or in a private school licensed to provide such programs and services.[1]~~

Appropriate Education/Compliance

A home education evaluator shall certify that an appropriate education is occurring in the home education program. The supervisor shall submit the certification to the Superintendent by June 30 of each year. If the supervisor fails to submit the certification, the Superintendent shall send a letter to the supervisor notifying the supervisor that **they have** ten (10) days to submit the certification.[2]

If the Superintendent has a reasonable belief at any time during the school year that appropriate education may not be occurring in the home education program, **the Superintendent** may submit a letter to the supervisor requiring an evaluation **to** be conducted and that an evaluator's certification stating that an appropriate education is occurring **shall** be submitted to the district by the supervisor within thirty (30) days. The letter shall include the basis for the Superintendent's reasonable belief.[2]

If the Superintendent has a reasonable belief that the home education program is out of compliance, **the Superintendent** shall submit a letter to the supervisor requiring a certification **to** be submitted within thirty (30) days indicating the program is in compliance. The letter shall include the basis for the Superintendent's reasonable belief.[2]

As required by law, all letters shall be sent by certified mail, return receipt requested, and the time for submission of the requested documentation begins upon receipt of the letter.[2]

Hearings

When a hearing is required by law, the Board shall provide for a proper hearing before a duly qualified and impartial hearing examiner within thirty (30) days. **[2]**

The hearing examiner shall render a decision within fifteen (15) days after the hearing. The hearing examiner may require the establishment of a remedial education plan mutually agreed to by the Superintendent and the supervisor, under which the home education program may continue. **[2]**

If the hearing examiner determines that an appropriate education is not taking place, the home education program for the student shall be determined to be out of compliance, and the student shall be promptly enrolled in the school district, a nonpublic school or a licensed private academic school. **[2]**

When a student's home education program has been determined to be out of compliance, the supervisor or the supervisor's spouse shall be ineligible to supervise a home education program for that student for twelve (12) months from the date of the determination. **[2]**

The hearing and decision requirements are found in Section 1327.1(k)–(m).

~~If the supervisor fails to submit a certification as required, the Board shall provide a hearing by a qualified and impartial hearing examiner within thirty (30) days.[2]~~

~~If the hearing examiner finds that an appropriate education is not taking place in the home education program, the home education program will be determined out of compliance; and the student will be enrolled promptly in a **public** school, a nonpublic school or a licensed private academic school.[2]~~

~~**If a home education program has been determined to be out of compliance, the supervisor or spouse of the supervisor of the home education program is prohibited by law from supervising a home education program for that child or children for a period of twelve (12) months from the date of such determination.[2]**~~

Appeal

The supervisor or Superintendent may appeal the decision of the hearing examiner to the Secretary of Education, Commonwealth Court or Court of Common Pleas. The home education program may continue during the appeals process.[2]

Transfers

If a home education program is relocating to another Pennsylvania school district, the supervisor must request from the Superintendent a letter of transfer for the home education program. The request must be made by registered mail thirty (30) days prior to relocation.[2]

The Superintendent shall issue the letter of transfer within thirty (30) days after receipt of the supervisor's registered mail request.[2]

The supervisor shall file the letter of transfer with the Superintendent of the new district of residence.[2]

If a home education program is out of compliance, the Superintendent shall inform the home education supervisor and Superintendent of the new district of residence of this status and the reason for denial of the transfer letter.[2]

If a home education program is in hearing procedures, the Superintendent shall inform the home education supervisor, hearing examiner and Superintendent of the new district of residence of this status and the reason for denial of the transfer letter.[2]

If the Superintendent is informed of pending proceedings related to a home education program relocating **from a previous district** to **this** district, **the Superintendent** shall continue the home education program until the appeal process **in the previous district** is finalized.[2]

A student enrolled in a home education program who resides in the district shall be permitted to participate in district extracurricular activities, cocurricular activities, academic courses and career and technical education programs in accordance with law, Board Policy 137.1 and any related administrative guidelines.

Footnotes

[1] 24 P.S. 1327
palegis.us
palegis.us
Legal Reference
View source

[2] 24 P.S. 1327.1
palegis.us
palegis.us
Legal Reference
View source

[3] 22 PA Code 11.31a
pacodeandbulletin.gov
pacodeandbulletin.gov
Legal Reference
View source

[4] 24 P.S. 1327
palegis.us
palegis.us
Legal Reference
View source

[7] 24 P.S. 1327.1
palegis.us
palegis.us
Legal Reference
View source

Legal References

CITED REFERENCES

[4] 24 P.S. 1327

[7] 24 P.S. 1327.1

ADDITIONAL REFERENCES

Policy Number	137.1
Title	Participation by Home Education Students
Version	v1 · 7/28/2026 · DRAFT

Participation by Home Education Students

Authority

The Board shall permit a student who resides in the district and is enrolled in a home education program conducted in compliance with law to participate, as applicable, in district extracurricular activities, interscholastic athletic programs, cocurricular activities, academic courses and career and technical education programs in accordance with law and Board policy. [1] [2]

Eligible home education students shall be permitted to participate on the same basis as students enrolled full-time in the district, subject to applicable eligibility criteria, prerequisites, tryout requirements, enrollment limitations, Board policies, administrative regulations and rules of governing organizations. [1] [2]

A home education student who resides in the area served by a district secondary school that maintains a Junior Reserve Officers' Training Corps unit shall be permitted to participate in the unit when the student is otherwise qualified for membership. [3]

Guidelines

General Eligibility

A student enrolled in a home education program may participate in a district activity, course or program covered by this policy when the student:

1. Is a resident of the district.
2. Is enrolled in a home education program for which the documentation required by law has been filed with the Superintendent.
3. Participates through the school building the student would otherwise attend if enrolled in the district, unless otherwise approved by the Superintendent or designee or required by the location of a course or program.
4. Meets the eligibility criteria or their equivalent that apply to students enrolled full-time in the district.
5. Meets applicable prerequisite, tryout, selection, physical examination, medical testing, academic and attendance requirements or their equivalent.
6. Complies with applicable Board policies, administrative regulations, school rules, codes of conduct and directives of district administrators, teachers, coaches and activity advisors.
7. Complies with the rules and regulations or their equivalent of any organization governing the activity or program.
8. Maintains any insurance coverage required of similarly situated district students.

The parent/guardian or home education program supervisor shall provide reasonable documentation requested by the district to verify that the student meets and continues to meet applicable eligibility requirements. Such documentation may include attendance records, academic progress information, grades, evaluator information or other records relevant to the applicable eligibility criteria.

A home education student shall not be guaranteed selection for an activity, athletic team, course or program when district-enrolled students must satisfy tryout, prerequisite, application, selection, capacity or enrollment requirements.

Extracurricular Activities and Interscholastic Athletics

A home education student shall be provided an equal opportunity to try out, compete for positions and participate in district extracurricular activities and interscholastic athletic programs, including clubs, musical ensembles, athletics and theatrical productions.

For purposes of athletic or extracurricular eligibility, the parent/guardian or home education program supervisor shall verify that the student is participating in a full, normally scheduled academic program under the planned home education program and meets the attendance and academic eligibility requirements or their equivalent that apply to district-enrolled students.

Where participation requires a physical examination or medical test and the district offers the examination or test to district-enrolled students, the home education student shall be permitted to access the examination or test on the same basis. The district shall publish the dates and times of district-provided examinations or medical tests in a publication of general circulation in the district and on the district's publicly accessible website. [1] [2]

Cocurricular Activities and Academic Courses

The district shall permit an eligible home education student to participate on the same basis as students enrolled full-time in the district in:

1. A cocurricular activity that combines an extracurricular activity with a required academic course, including, but not limited to, band or orchestra; and
2. Academic courses having an aggregate scheduled instructional time equaling at least one-quarter of the school day established for full-time students.

Participation shall be subject to the student meeting the applicable eligibility criteria, prerequisites or their equivalents and complying with district policies, rules and regulations.

The district may require selected cocurricular activities and academic courses to be scheduled consecutively when neither the district nor the parent/guardian is able to provide adequate supervision between courses.

The district shall provide the grade earned in each district cocurricular or academic course to the home education program supervisor. The supervisor shall be responsible for maintaining the grade information in the student's home education portfolio.

The student shall comply with the district's attendance, assignment, assessment, grading and behavioral requirements while attending the district course or cocurricular activity.

The district may establish application procedures and deadlines reasonably related to course scheduling, staffing and enrollment. Procedures shall not operate to deny the level of participation required by law.

Career and Technical Education

An eligible home education student shall be permitted to participate in a career and technical education program on the same basis as other students enrolled in the district, subject to:

1. The enrollment and seat-allocation provisions of any applicable written agreement among the school districts participating in the career and technical education center.
2. Applicable eligibility criteria and prerequisites or their equivalents.
3. The policies, rules and regulations or their equivalents of both the district and the career and technical education center.
4. Lawful limitations relating to programs with limited seating or enrollment.

The district-operated career and technical education program or career and technical education center shall provide the student's grades to the home education program supervisor, who shall be responsible for maintaining the grades in the student's home education portfolio.

Participation in a full-day comprehensive career and technical school program may require full-time enrollment in the sending school district when the program provides both the student's academic and technical education.

Courses and Programs With Limited Enrollment

The district or career and technical education center may establish nondiscriminatory policies and procedures that prioritize participation in courses or programs having limited seating or enrollment.

Prioritization shall be administered consistently with applicable course-selection procedures, CTE enrollment agreements and law.

Transportation

For participation in extracurricular activities and interscholastic athletics, the parent/guardian shall be responsible for transportation to and from practices, meetings, tryouts and home events.

When the district provides transportation to or from an away competition, game, event or exhibition and requires district-enrolled participants to use district transportation, participating home education students shall also use the district-provided transportation.

For participation in cocurricular activities or academic courses, the parent/guardian shall be responsible for transporting the student to and from school. A home education student may use district transportation to or from school when:

1. The bus is otherwise already operating;
2. Space is available; and
3. Use of the transportation does not require the district to establish a new route or stop or materially alter an existing route or schedule.

A home education student participating in a career and technical education program may use district transportation to or from the program when district buses are otherwise already operating and space is available.

The district shall not be responsible for transporting or supervising a student between nonconsecutive courses except as expressly agreed to by the district.

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations and procedures necessary to implement this policy, including procedures addressing:

1. Requests for participation.
2. Verification of residency and home education status.
3. Course registration and scheduling.
4. Eligibility and prerequisite determinations.
5. Attendance and academic progress reporting.
6. Transportation requests.
7. CTE applications and seat allocation.
8. Limited-enrollment courses and programs.
9. Grades and records.
10. Average daily membership and child-accounting reporting.

The Superintendent or designee shall post information concerning available extracurricular activities, interscholastic athletics, cocurricular activities, academic courses and career and technical education opportunities, together with this policy and applicable participation procedures, on the district's publicly accessible website.

The building principal or designee shall receive and review documentation submitted by the parent/guardian or home education program supervisor and determine whether the student meets and continues to meet applicable eligibility and participation requirements.

The building principal or designee shall ensure that grades for district courses are provided to the home education program supervisor.

The district's child-accounting personnel shall report a home education student participating in a district cocurricular activity, academic course or career and technical education program in average daily membership based upon the time the student spends in the public school or CTE program, as required by law.

Legal references

- **24 P.S. § 5-511** — school athletics, publications and organizations.
- **24 P.S. § 13-1327.1(f.1)–(f.4)** — home education participation.
- **10 U.S.C. § 2031(f)** — JROTC participation by home-educated students.
- Applicable district policies covering extracurricular activities, athletics, student conduct, controlled substances, hazing, bullying, concussion management and sudden cardiac arrest.

Footnotes

[1] Citation details unavailable

[2] Citation details unavailable

[3] Citation details unavailable

Legal References

2026-2027 Drivers and Monitiors

Last/First Name	
Ansel	Gary
Beech	Henry
Bernard	Rhonda
Bernet	April
Boone	Jennifer
Burns	Jenny
Campo	Ibhar
Campo	Ivanova
Care	Debbie
Casner	Thomas
Chrysler	Scott
Coles	Courtney
Costello	Ashley
DiCanio	Angelina
DiMascio-Eddinger	Dawn
Flood	Randall
Gillner	Thomas
Gonzales	Rachel
Greenway	Marie
Hamaker	Alivia
Hedrick	Aaliyah
Heffren	Erin
Heffren	Kevin
Hill	Carroll
Hudock	Nickolas
Hunsdorfer	Dawn
Irey	Angela
Kennedy	David
Kulp	Ken
Landis	Donna
Letterhouse	Samuel
Link	Carrie
Little	Pamela
Lukens	Robert
Manmiller	Kendra
Masemore	Keith
McKlaine	Leslie
Meyer	Pamela
Millard	Ashley

2026-2027 Drivers and Monitiors

Minotto	Barry
Mohler	Jenny
Moore	Lisa
Murphy	Mercedes
Ofsharick	Debra
Oxenford	Roberta
Pauley	Delilah
Pinter	Crystal
Regetta	Mark
Rhoads	Michael
Rinker	Christopher
Roeder	Brian
Savarese	Steven
Schaeffer	Craig
Scherzer	Amanda
Schmeltz	Edward
Scott	Jennie
Seasholtz	Brenda
Seibert	Joyce
Sessions	Joyce
Sheha	Jennifer
Shingle	Krystal
Showers	Danielle
Shull	Patricia
Taylor	John
Tihansky	Andrew
Tihansky	Maureen
Tillger	Heather
Tillger	Kristina
Tillger	Thomas
Tomaszewski	Jenifer
VanLeuven	Jerry
Vargas	Effie
Wagner	Victoria
Walter	Laura
Weller	Tanya
Winzeler	Linda
Yanos	Robert
Yost	Keely
Zueno	Karen

Board of School Directors Voting Meeting
Monday, September 28, 2026 6:00 PM Eastern

District Board Room, Enter via Door 5
501 Chestnut Street
Birdsboro, PA 19508

Beverly Albright:	Absent
Tanya Bell:	Present
Valerie Fekelman:	Absent
Christopher Grech:	Present
Gretchen Markel:	Present
Julia Olafson:	Present
Bucky Scott:	Present
Christen Thompson:	Present
Lelayna Yarnall:	Present

Present: 7, Absent: 2.

Mrs. Fekelman arrived at 6:10pm as the meeting was being adjourned. She did not participate in the meeting.

Recorded meeting duration: 00:09:46

1. **Meeting Opening – 00:00:03**

1.A. **Call to Order - Board President – at 6:00pm by Ms. Olafson**

All meetings will be recorded.
As per District Policy #008, Board Members are reminded when a conflict of interest exists, they are to state that they will be abstaining from a vote and the reason for doing so PRIOR to a vote being taken.

1.B. **Pledge of Allegiance – 00:00:05**

Please rise and join us in saying the Pledge of Allegiance

I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

1.C. **Roll Call – 00:00:25**

1.D. **Agenda Edits - None**

1.E. **Announcements - 1.E.1 - 1.E.2 – 00:01:39**

1. There will not be an Executive Session after tonight's meeting
2. Superintendent Report **– 00:01:46**

    a. TIF Project – Highland Place Site Tour on October 20, 2026
    b. Wall of Fame Induction on October 16, 2026 at 5:00pm

1.F. **Recognitions / Presentations - NONE – 00:03:47**

1.G. **Procedures for Public Participation – 00:03:52**

Procedures for Public Participation

- Prepared statements that are to be read to the Board should have a copy presented to the Board President prior to their being addressed.
- Comments on agenda items will be made by rising and approaching the microphone and stating your name and address and signing on the sheet provided.
- You will be granted up to three minutes to address the Board. Your three(3) minute time limit will start when you begin to speak. When three(3) minutes are over, you will be asked to be seated.
- Any item that is not on the agenda, as well as agenda items acted upon, comments will be made at the designated section at the end of the agenda.

Act 20 of 1993 amended the law to grant residents and/or taxpayers of the district the right to comment on matters of concern, official action or deliberation that are or may be before the Board. Act 93 of 1998 further amended the law requiring the Board to provide an opportunity for public comment by residents and taxpayers before taking official action.

1.H. **Presentations by Public on Agenda Items – 00:04:30**

Please refer to the Procedures for Public Participation

NONE

2. **CONSENT ITEMS - 2.A.1 - 2.A.9 – 00:04:38**

All agreements and contracts are dependent upon solicitor approval.

1. Motion to approve the following Financial Reports for **AUGUST 2026** (see attachments)
    1. Cafeteria Statement
    2. Treasurer's Report
    3. General Fund Statement
    4. General Fund Budget Sheet
    5. Student Activities
    6. Capital Reserve Fund
    7. Trial Balance

2. Motion to approve the payment of bills from **AUGUST 17, 2026 through SEPTEMBER 25, 2026**

3. (Business / Finance) - Motion to accept a $1,093.00 donation from the Blazer Foundation for the Daniel Boone Area Primary Center for STEM classroom (chomp kid-safe cardboard cutters)

4. (Business / Finance) - Motion to accept a donation from Service for Education(SSC) in the amount of $900.00 for the Daniel Boone Area School District for new educators classroom

setup

5. (Operations) - Motion to approve the Daniel Boone Area High School TSA *overnight* field trip to PA TSA State Competition, at Seven Springs Mountain Resort in Seven Springs, PA, from April 14 - April 17, 2027 (approximately 20 students/3 chaperones) Charter Bus to the event, funded by club 904

6. (Operations) - Motion to approve the Daniel Boone Area High School TSA *overnight* field trip to TSA Nationals, at Rosen Shingle Creek in Orlando, FL, from June 23 - June 27, 2027 (approximately 10 students/2 chaperoned) parent/student will secure their own transportation to event, event funded by club 904

7. (Personnel) - Motion to approve the following:
    1. Resignations / Retirements
        1. Professional
            1. Matthew Leiderman, Teacher - Science, Daniel Boone Area Middle School, ***retirement*** effective October 12, 2026

            2. Rebecca Major, Teacher - ELA, Daniel Boone Area Middle School, ***retirement*** effective September 4, 2026 (with last day of work being September 3, 2026)

            3. Heather Wallace, Department Head - K-12 Practical Arts, Daniel Boone Area School District, ***resignation*** effective August 14, 2026

        2. Classified
            1. ***Rescinded***, Jenna Rushin, Executive Assistant to the Superintendent and School Board Recording Secretary, Daniel Boone Area School District Office, effective August 18, 2026

        3. Extracurricular
            1. Danielle Koppie, Marching Band - Bandfront (2 of 2), ***resignation*** effective September 4, 2026

            2. Chad McKenrick, Marching Band - Bandfront (1 of 2), ***resignation*** effective September 4, 2026

    2. Leaves
        1. Professional
            1. #18683, Daniel Boone Area Middle School, unpaid FMLA/Child Rearing leave of absence effective approximately November 12, 2026 through February 26, 2027 (preceded by paid leave from approximately September 26, 2026 through November 11, 2026 utilizing accrued employee time) - (101 days)

            2. #64300, Daniel Boone Area Middle School, unpaid leave of absence on November 13, 2026 (preceded by paid leave from October 26, 2026 through November 12, 2026 utilizing accrued employee time) - (15 days)

3. #31631, Daniel Boone Area Primary Center, unpaid FMLA/Child Rearing leave of absence effective for the 2026/2027 school year

4. #52300, Daniel Boone Area High School, unpaid leave of absence from December 12, 2026-1/2 PM through January 3, 2027 (preceded by paid leave of absence from November 23, 2026-1/2 AM through December 12, 2026-1/2 AM utilizing accrued employee time) - (20 days)

2. Classified
    1. #22800, Daniel Boone Area High School, unpaid leave of absence from September 16, 2026 through September 18, 2026 (preceded by paid leave of absence from September 10, 2026 through September 15, 2026 utilizing accrued employee time) - (7 days)

3. Appointments: ***(subject to submission of required background checks and employment review documentation)***
    1. Professional
        1. Wendy Cirullo, School Nurse, Daniel Boone Area School District, effective September 28, 2026 or upon completion of necessary employee documentation, at a Doctorate - Step 1 prorated salary of $77,533.00 (replace L. Palladino)

        2. Colette Ernst, Teacher - ELA, Daniel Boone Area Middle School, effective September 28, 2026 or upon completion of necessary employment documentaton, at a Bachelors - Step 1 prorated salary of $58,888.00 (replace R. Major)

        3. Peter Folga, Teacher - 4th Grade, Daniel Boone Area Intermediate Center, effective August 18, 2026, at a Bachelors - Step 1 salary of $58,888.00 (replace V. Schwartz)

        4. Olivia Karwoski, LTS - Teacher - Kindergarten, Daniel Boone Area Primary Center, effective for the 2026/2027 school year, at a daily rate of $311.58 (replace Kristen Pursell LTS)

        5. Abigail Pastin, LTS - Teacher - Special Education, Daniel Boone Area Middle School, effective approximately September 28, 2026 through March 1, 2027, at a daily rate of $311.58 (replace P. Eaton)

        6. Beth Seifert, Mentor, Daniel Boone Area Intermediate Center, effective for the 2026/2027 school year, with a salary of $1,000.00 per mentee per school year payable at the end of the school year

        7. Bo Shappell, Department Head - K-12 Practical Arts, Daniel Boone Area School District, effective for the 2026-2027 school year, with a stipend of $3,000.00 (replace H. Wallace)

        8. Elizabeth Specht, LTS - Teacher - Special Education/Emotional Support, Daniel Boone Area Primary Center, effective for the

2026/2027 school year, at a daily rate of $311.58 (replace C. Bagenstose)

2. Classified
    1. Shawn Barndt, FT Special Education Instructional Aide, Tier 1 - 5 days - 7 hours, Daniel Boone Area Intermediate Center, effective August 25, 2026, at an hourly rate of $18.67 (replace S. Trostle)

    2. Haley Bitting, FT Special Education Instructional Aide, Tier 1 - 5 days - 7 hours, Daniel Boone Area Primary Center, effective September 28, 2026 or upon completion of required employment documentation, at an hourly rate of $18.67 (new position)

    3. Wynonna Kalbach, FT Special Education Instructional Aide, Tier 1 - 5 days - 7 hours, Daniel Boone Area High School, effective September 29, 2026 or upon completion of required employment documentation, at an hourly rate of $18.67 (new position)

3. Extracurricular
    1. Gregory Herbst, Football - Assistant Coach, Daniel Boone Area Middle School, effective for the 2026/2027 Fall season, with a salary of $3,300.00 (replace F. Pogash)

8. (Personnel) - Motion to approve the 2026-2027 Extracurricular positions, as presented (Attachment 9-28 #2V)

9. Motion to approve the minutes from the August 17, 2026 Voting Meeting

Motion was made to vote on items 2.A.1 through 2.A.9. This motion, made by Christen Thompson and seconded by Lelayna Yarnall, Carried.

Beverly Albright: Absent, Valerie Fekelman: Absent, Tanya Bell: Yea, Christopher Grech: Yea, Gretchen Markel: Yea, Julia Olafson: Yea, Bucky Scott: Yea, Christen Thompson: Yea, Lelayna Yarnall: Yea
Yea: 7, Nay: 0, Absent: 2

3. **BUSINESS / FINANCE** Added Consent - **3.A.1 - 3.A.2 – 00:05:46**

All agreements and contracts are dependent upon solicitor approval

1. Motion to approve the Addendum to Settlement Agreement and Release with parents of a Daniel Boone Area School District student, as presented (Confidential Attachment 9-28 #4V & #4.1V)

2. Motion to approve the proposal from Cherry Bekaert for Daniel Boone Area School District Business Office Contracted Services, effective September 29, 2026, at a not to exceed cost of $45,000.00, as presented (Attachment 9-28 #5V)

Motion was made to vote on items 3.A.1 through 3.A.2. This motion, made by Tanya Bell and seconded by Gretchen Markel, Carried.

Beverly Albright: Absent, Valerie Fekelman: Absent, Tanya Bell: Yea, Christopher Grech: Yea, Gretchen Markel: Yea, Julia Olafson: Yea, Bucky Scott: Yea, Christen Thompson: Yea, Lelayna Yarnall: Yea
Yea: 7, Nay: 0, Absent: 2

4. **CURRICULUM / INSTRUCTION / TECHNOLOGY** Added Consent - NONE **– 00:07:03**

All agreements and contracts are dependent upon solicitor approval

5. **FACILITIES / MAINTENANCE** Added Consent - NONE **– 00:07:03**

All agreements and contracts are dependent upon solicitor approval

6. **OPERATIONS** Added Consent - NONE **– 00:07:03**

All agreements and contracts are dependent upon solicitor approval

7. **PERSONNEL** Added Consent - **7.A.1 – 00:07:05**

All agreements and contracts are dependent upon solicitor approval

1. Motion to approve the following:
    1. Leaves
        1. #22000, Daniel Boone Area High School, paid leave of absence from August 19, 2026 through September 30, 2026 (utilizing employee accrued time) - (28 days)

    2. Appointments ***(subject to submission of required background checks and employment review documentation)***
        1. District Contracted Services
            1. Joy Tovass, Wellness Coordinator, paid by grant from Pottstown Area Health & Wellness Foundation, effective September 28, 2026 or upon completion of employment documentation, with a salary of $27.00 per hour (replaces A. Griffith)

        2. Professional
            1. Erin Benn, Mentor, Daniel Boone Area Middle School, effective for the 2026/2027 school year, with a salary of $1,000.00 per mentee per school year payable at the end of the school year

            2. Sean McMonagle, Teacher - Science, Daniel Boone Area Middle School, effective December 1, 2026 or upon completion of required

employment documentation, at a Masters - Step 2 prorated salary of $69,526.00 (replace M. Leiderman)

3. Kaila Perry, Mentor, Daniel Boone Area Middle School, effective for the 2026/2027 school year, with a salary of $1,000.00 per mentee per school year payable at the end of the school year

3. Classified
    1. Danielle Rothwell, FT Special Education Instructional Aide, Tier 1 - 5 days - 7 hours, Daniel Boone Area Primary Center, effective September 28, 2026 or upon completion of required employment documentation, at an hourly rate of $18.67 (new position)

4. Extracurricular
    1. Matthew Sowers, Girls' Basketball - Head Coach, Daniel Boone Area High School, effective for the 2026-2027 Winter season, with a salary of $4,950.00 (replace K. Osenbach)

5. Volunteers
    1. Supervised (Athletics)
        1. Leigh Ann Banninger, DBAMS 2026-2027 Fall/Winter Season, Cheerleading
        2. Thomas Burke, DBAHS 2026-2027 Fall/Spring Season, Tennis
        3. Melissa Coleman, DBAHS 2026-2027 Fall Season, Girls' Soccer
        4. Scott Moulin, DBAHS 2026-2027 Fall Season, Girls' Tennis
        5. Malachi Rowe, DBAHS/MS 2026-2027 Fall Season, Football
        6. Joshua Seifer Sr., DBAMS 2026-2027 Fall Season, Football
        7. Madison Spitko, DBAHS 2026-2027 Fall Season, Girls' Soccer
        8. Edward Troncelliti, DBAHS 2026-2027 Spring Season, Baseball
        9. Andrew Verguldi, DBAMS 2026-2027 Fall Season, Football

    2. Unsupervised
        1. Leigh Ann Banninger
        2. Nikita Borovik
        3. Dana DeEmilio
        4. Heather Gmaz (Basis)
        5. Amy Hyland
        6. Brandi Marderness
        7. Jennifer Menda
        8. Rebecca Mertz
        9. Johnna Olson
        10. Morgan Oplinger
        11. Lauren Peroni
        12. Kelly Rhoades
        13. Christopher Schaeffer

14. Jessica Sensinger
15. Bonnie Steever
16. Allison Wilson

Motion was made to vote on item 7.A.1. This motion, made by Lelayna Yarnall and seconded by Christen Thompson, Carried.

Beverly Albright: Absent, Valerie Fekelman: Absent, Tanya Bell: Yea, Christopher Grech: Yea, Gretchen Markel: Yea, Julia Olafson: Yea, Bucky Scott: Yea, Christen Thompson: Yea, Lelayna Yarnall: Yea
Yea: 7, Nay: 0, Absent: 2

8. **OTHER BUSINESS** Consent - **8.A.1 – 00:08:35**

1. Motion to approve the minutes from the September 14, 2026 Committee of the Whole Work Session (Attachment 9-28 #3V)

Motion was made to vote on item 8.A.1. This motion, made by Christen Thompson and seconded by Gretchen Markel, Carried.

Beverly Albright: Absent, Valerie Fekelman: Absent, Tanya Bell: Yea, Christopher Grech: Yea, Gretchen Markel: Yea, Julia Olafson: Yea, Bucky Scott: Yea, Christen Thompson: Yea, Lelayna Yarnall: Yea
Yea: 7, Nay: 0, Absent: 2

9. **Presentations by Public on Issues – 00:09:15**

Please follow the procedures outlined in "Procedures for Public Participation"

NONE

10. **Meeting Adjournment – 00:09:22**
Motion was made for meeting adjournment at 6:10pm by Ms. Olafson.

Mrs. Fekelman arrived at 6:10pm and did not participate in the meeting.

This motion, made by Christen Thompson and seconded by Gretchen Markel, Carried.

Attest:

Bucky Scott, School Board Secretary