

LAMPETER-STRASBURG SCHOOL DISTRICT

Lampeter, Pennsylvania 17537

BOARD WORKSHOP MEETING AGENDA

February 16, 2021

FOR BOARD WORKSHOP ACTION

MISCELLANEOUS

1. PRESENTATION ON HANS HERR ELEMENTARY SCHOOL INITIATIVES

Dr. Smecker will present information on Hans Herr Elementary School initiatives and progress toward comprehensive planning goals.

PERSONNEL COMMITTEE

2. RECOMMENDATION FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING

Recommend the approval of a Memorandum of Understanding with the Lampeter-Strasburg Education Association, as posted.

ACADEMIC COMMITTEE

3. DISCUSSION OF POLICIES

Dr. Godfrey will lead a discussion of policies, as follows and as posted:

- a. Policy 5127 Graduation Requirements
- b. Policy 5127.1 Lampeter-Strasburg High School Graduation Requirements via IU13 Lancaster-Lebanon Virtual Solutions

MISCELLANEOUS

4. DISCUSSION OF PSBA PRINCIPLES FOR GOVERNANCE AND LEADERSHIP

Dr. Peart will lead a discussion concerning the PSBA Principles for Governance and Leadership, as posted.

MEMORANDUM OF UNDERSTANDING

BETWEEN

LAMPETER-STRASBURG EDUCATION ASSOCIATION, PSEA/NEA

AND

LAMPETER-STRASBURG SCHOOL DISTRICT

The Lampeter-Strasburg School District ("School District") and the Lampeter-Strasburg Education Association ("Association"), each intending to be legally bound, hereby enter into the following Memorandum of Understanding to supplement the Collective Bargaining Agreement ("CBA") currently in effect between the parties.

The School District and Association agree as follows:

1. Effective January 1, 2021, and extending up to and including June 30, 2021, Appendix C, section J of the CBA shall be modified to permit teachers to use more than eight (8) days of sick leave as family sick leave days subject to the following additional conditions:
 - a. Teachers may use up to twelve (12) additional days of sick leave (if available in their sick day balance) as family sick leave to care for immediate family members who are required to quarantine for the COVID-19 virus. This modification will permit a teacher to potentially use a total of twenty (20) family sick leave days for the 2020-2021 school year only.
 - b. The additional family sick leave will be available only after the teacher has utilized eight (8) days of family sick leave AND has utilized all available personal leave days.
 - c. Any future scheduled personal days must be used prior to receiving the benefit of additional family sick leave under this Memorandum of Understanding.
 - d. The requirement that advance notice of three school days be provided for the use of personal days will be waived in the event that a teacher's child is quarantined.
 - e. To the extent that the teacher seeks to use the additional benefit of this Memorandum of Understanding for the quarantine of the teacher's child, the benefit will be provided only if child subject to the quarantine is in need of supervision. For example, a high school student who has been engaged in hybrid instruction and online 3 days a week and is required to quarantine would not need a parent to use family sick leave during the quarantine period for that child.
2. In the event that a teacher needs additional family sick days beyond the additional benefit provided by the Memorandum of Understanding to care for the teacher's child who is quarantined, the Superintendent of the School District may allow additional sick days to be converted to family sick days for this purpose in the exercise of his sole discretion. The Superintendent's exercise of his discretion to grant or deny any requests set forth in this paragraph shall not be the subject of a grievance or subject to the grievance procedure.
3. The provisions of this Memorandum of Understanding shall not establish a past practice or precedent for any future agreements between the parties upon the expiration of this Memorandum of Understanding.

4. The additional benefit provided by this Memorandum of Understanding shall expire on June 30, 2021.
5. In the event that additional days of leave are mandated by federal or state law (i.e., a renewed CARES Act, etc.) for this purpose, teachers shall be required to exhaust all available leave prior to having access to the additional benefit set forth in this Memorandum of Understanding.

LAMPETER-STRASBURG SCHOOL DISTRICT

Date: _____

By: _____

LAMPETER-STRASBURG EDUCATION ASSOCIATION

Date: _____

By: _____

LAMPETER-STRASBURG SCHOOL DISTRICT
Lampeter, Pennsylvania 17537

GRADUATION REQUIREMENTS

In order to be eligible for graduation from the Lampeter-Strasburg School District, a student shall meet the requirements of completing the required courses of instruction with proficiency scores, complete a culminating project, and demonstrate mastery of the Pennsylvania Academic Standards. These requirements are further described below:

DIPLOMA REQUIREMENTS

I. Required Courses

<u>Subject</u>	<u>Credit</u>
Language Arts	4**
Mathematics	4***
Science, Environment, and Ecology	4
Social Studies	4**
Health and Physical Education	2.5**
Managing Your Finances	0.5
Introduction to Information Technology	0.5
Family and Consumer Science	0.5
Electives*	<u>8</u>
Total	28

- * Students must be fully enrolled while in grades nine through 12. A student may not accrue more than two credits of failure in grades nine through 12 and should attempt to remove failures whenever possible.
- ** Students who plan to attend the full day Career and Technology Center (CTC) programs during their senior year need to complete only three credits each of Language Arts, Mathematics, Science, and Social Studies and one and one-half credits of Health and Physical Education. CTC students are expected to fulfill all other graduation requirements.
- *** Algebra I (or other high school math courses) taken prior to ninth grade will count as one of the four required math courses, leaving three math courses required for graduation. Twenty-eight total credits are still required while in grades nine through 12 for graduation. For transfer students, the same would apply for Language Arts, Science, and Social Studies.
Computer Science may be used to fulfill one (1) of the four (4) Mathematics requirements.

II. Mastery of the Academic Standards

Classes of 2019, 2020, and 2021 and 2022:

Proficiency in English Language Arts and Mathematics as measured by a proficient score on the Pennsylvania Keystone Exams in Literature and Algebra I. Students who do not earn a proficient score on a Keystone Exam may retest on that specific Keystone Exam until achieving proficiency or complete a Pennsylvania State or District approved alternative method to demonstrate proficiency.

Beginning with the Class of 2022 2023 and Beyond:

Students must complete a graduation pathway as required by the State of Pennsylvania as outlined in Chapter 4 of the school code.

III. Culminating Project

Class of 2019, 2020, & 2021:

Students must complete a project in one or more areas of concentrated study during their Sophomore, junior, or senior year of high school. The purpose of the project is to give the students the opportunity to apply, analyze, synthesize, and evaluate knowledge and to demonstrate that knowledge in a project. The project shall be completed under the direction of a teacher, through any course providing the culminating project option. The project will adhere to the following guidelines:

- Students must schedule a course that requires the culminating project option as a course requirement.
- The student must demonstrate, through the project, the ability to apply, analyze, synthesize, and evaluate information.
- Coaching on the project is allowed outside and inside the school, with approval of the course instructor. Acknowledgment and a description of any assistance must be explained during the presentation of the project.
- The relationship of the project to the Pennsylvania Academic Standards shall be described.
- The instructor shall determine the proficiency of the project using a school-adopted rubric. If a project is deemed "not yet satisfactory" at the evaluation, the student is expected to act on the comments and recommendations provided by the instructor and present for a second evaluation within a nine-week period.

Additional information and requirements for the completion of the culminating project are on file in the District high school guidance office and shall be disseminated to the high school students and their parents.

Class of 2022 and Beyond:

Students will demonstrate meaningful engagement in career exploration and preparation through the creation of an individualized career portfolio. Collected artifacts must be aligned with the standards for Career, Education, and Work (CEW Standards). The portfolio will be completed under the direction of the student's guidance counselor in collaboration with classroom teachers. The portfolio will adhere to the following guidelines:

- The portfolio will be a collection of evidence demonstrating proficiency of the Career, Education, and Work Standards by the end of a student's senior year.
- The student must demonstrate, through collected evidence, knowledge of Career Awareness and Preparation, Career Acquisition, Career Retention and Advancement, and Entrepreneurship.
- The assigned school counselor in collaboration with classroom teachers and administration will determine the proficiency of the portfolio as it relates to the alignment of the collected evidence to the CEW Standards.
- If a portfolio is deemed "not yet satisfactory" at the evaluation, the student is expected to act on the comments and recommendations provided by the instructor and present for a second evaluation within a nine-week period.

Additional information and requirements for the completion of the culminating project are on file in the District high school guidance office and shall be disseminated to the high school students and their parents.

IV. Community Service

Students must complete 30 hours of self-selected community service. Information regarding acceptable criteria for service can be obtained from the high school guidance office. The community service hours may be completed from the summer preceding the ninth grade year through the 90th day of the senior year. Forms and information regarding the completion of this graduation requirement are available in the high school guidance office or on the District Web site.

The following guidelines must be followed: The service should directly benefit a local community and/or its members. Unpaid services that directly benefit or assist family members or their businesses do not count as community service. Required hours by an outside government agency cannot be used to fulfill this requirement. Final approval or appeals regarding what counts as service may be presented to the building administration, who makes a final determination.

V. Children with Disabilities

Classes of ~~2019, 2020, and 2021~~ and 2022:

Children with an Individual Education Plan (IEP) who do not attain proficiency or above on the Pennsylvania Keystone Exams in Literature and Algebra I will be evaluated based on a Pennsylvania State approved alternative method to demonstrate proficiency or the individual student's IEP. This evaluation will involve the formation of a student study team that will consist of the student's IEP team.

Beginning with the Class of 2022 2023 and Beyond:

Children with an Individual Education Plan (IEP) who are unable to complete a graduation pathway as outlined in Chapter 4 of the school code may be evaluated based on a Pennsylvania State approved alternative method to demonstrate proficiency or the individual student's IEP. This evaluation will involve the formation of a student study team that will consist of the student's IEP team.

LAMPETER-STRASBURG SCHOOL DISTRICT
Lampeter, Pennsylvania 17537

**LAMPETER-STRASBURG HIGH SCHOOL GRADUATION REQUIREMENTS VIA
IU13 LANCASTER-LEBANON VIRTUAL SOLUTIONS**

A fulltime student entering the Lancaster Lebanon Virtual Solutions (LLVS) program must currently be enrolled as a fulltime student in the Lampeter-Strasburg School District and have the recommendation of site and/or District administration or be a fulltime student returning from an approved Charter School or Cyber Charter School, as defined by the Pennsylvania Department of Education (PDE). In order to receive a Lampeter-Strasburg School District Diploma via the LLVS program, a student shall also meet the requirements of completing the required courses of instruction with proficiency scores, complete a culminating project, complete 30 hours of community service, and demonstrate mastery of the Pennsylvania Academic Standards. These requirements are further described below:

I. DIPLOMA REQUIREMENTS

Lampeter-Strasburg High School via the IU13 Lancaster-Lebanon Virtual School	
Courses *	Units of Credit
Language Arts ** (World Lit. I, World Lit. II, American Lit., and British Lit.)	4.0
Mathematics ** (Alg. I, Alg. II, Geometry, and Probability or Statistics or Trigonometry or Precalculus or higher math course)	4.0
Science, Environment, and Ecology ** (Earth Science, Biology, Chemistry, and Physics or other science elective)	4.0
Social Studies ** (American History, World History, U.S. Government, and Psychology or Sociology)	4.0
Health and Physical Education** (Fitness, Health, and one contract PE course through LSHS)	3.0
Science of Computing (see course description)	1.0
Life Skills (see course description)	1.0
Managing Your Finances	1.0
Electives *** (per established selections)	6.0
Total	28.0

* Students must be fully enrolled while in grades nine through 12. A student may not accrue more than two credits of failure in grades nine through 12 and should attempt to remove failures whenever possible.

** Students who plan to attend the full day Career and Technology Center (CTC) programs during their senior year need to complete only three credits each of Language Arts, Mathematics, Science, and Social Studies and one and one-half credits of Health and Physical Education. CTC students are expected to fulfill all other graduation requirements.

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Pennsylvania School Boards Association Principles for Governance and Leadership

Pennsylvania school boards are committed to providing **every** student the opportunity to grow and achieve. The actions taken by the board ultimately have both short and long-term impact in the classroom. Therefore, school directors collectively and individually will...



Advocate Earnestly

- Promote public education as a keystone of democracy
- Engage the community by seeking input, building support networks, and generating action
- Champion public education by engaging members of local, state and federal legislative bodies



Lead Responsibly

- Prepare for, attend and actively participate in board meetings
- Work together in a spirit of harmony, respect and cooperation
- Participate in professional development, training and board retreats
- Collaborate with the Superintendent as the Team of 10



Govern Effectively

- Adhere to an established set of rules and procedures for board operations
- Develop, adopt, revise and review policy
- Align decisions to policy
- Differentiate between governance and management, delegating management tasks to administration
- Allocate finances and resources
- Ensure compliance with local, state and federal laws



Plan Thoughtfully

- Adopt and implement a collaborative comprehensive planning process, including regular reviews
- Set annual goals that are aligned with the comprehensive plan
- Develop a financial plan that anticipates both short and long-term needs
- Formulate a master facilities plan conducive to teaching and learning



Evaluate Continuously

- Utilize appropriate data to make informed decisions
- Use effective practices for the evaluation of the superintendent
- Assess student growth and achievement
- Review effectiveness of the comprehensive plan



Communicate Clearly

- Promote open, honest and respectful dialogue among the board, staff and community
- Encourage input and support for the district from the school community
- Protect confidentiality
- Honor the sanctity of executive session



Act Ethically

- Never use the position for improper benefit to self or others
- Act to avoid actual or perceived conflicts of interest
- Recognize the absence of authority outside of the collective board
- Respect the role, authority and input of the superintendent
- Balance the responsibility to provide educational programs with being stewards of community resources
- Abide by the majority decision

Represented by the signatures below, adoption of these principles assures the school board, individual school directors and chief school administrators adhere to the same principles across our commonwealth. Adopted on: _____

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____