

LAMPETER-STRASBURG SCHOOL DISTRICT  
Lampeter, Pennsylvania 17537

November 7, 2022

A G E N D A

Meeting Called to Order

Pledge of Allegiance

Introduction of Guests

Opportunity for Public Comment regarding Agenda Items

Approval of Minutes of Previous Meetings

Communications and Recognition

Treasurer's Report – Mr. Keith A. Stoltzfus

Academic Committee – Mr. Matthew E. Parido, Chairperson

Buildings and Grounds Committee – Mr. David J. Beiler, Chairperson

Board of Review Committee – Mrs. Melissa S. Herr, Chairperson

Finance Committee – Mr. Dustin D. Knarr, Chairperson

Personnel Committee – Mr. James H. Byrnes, Chairperson

Federal Programs – Dr. Andrew M. Godfrey, Representative

Liaison Reports

Student Representatives – Miss Maggie Swarr, Miss Lauren Livengood

Superintendent's Report

Old Business

New Business

Opportunity for Public Comment

Adjournment

## **LAMPETER-STRASBURG SCHOOL DISTRICT**

Lampeter, Pennsylvania 17537

November 7, 2022

### **LAMPETER-STRASBURG HIGH SCHOOL – Dr. Benjamin J. Feeney, Principal**

#### **A. ASIAN CULTURE CLUB**

The club met on Tuesday, October 18 for a bug eating workshop. Lisa J. Sanchez, naturalist from the Lancaster County Park system, explained how bugs are eaten around the world and how they show up in our manufactured food sources. At the end of the program, she cooked mealworms and grasshoppers for the students to sample.

#### **B. BAND**

The L-S Pioneer Marching Band wrapped up its season with its final performance with the PA Marching Band Coalition on October 29 at McCaskey High School. The season was very successful and enjoyable for all. One highlight was at our rehearsal on October 15 when in the middle of the rehearsal we spotted two bald eagles soaring low right above the parking lot. At the request of several students, we stopped and played the National Anthem. We will continue to follow and support the football team throughout the play-offs. Preparations are also coming along for the annual holiday concert to be held on Thursday, December 22, and several community tree lightings around the community.

#### **C. CLASS OF 2024**

The class of 2024 officers planned, organized, decorated, and hosted this year's homecoming dance on Saturday, October 8. The dance theme was The Great Gatsby and the dance was attended by approximately 750 students. The homecoming dance serves as the junior class fundraiser each year. The dance was supported with food and beverages from the L-SHS PTO and several staff members who helped to chaperone the dance.

#### **D. GARDEN SPOT FFA**

The start of the 2022-23 school year has been very busy for the Garden Spot FFA members. It kicked off strong with the West Lampeter Fair being an important week for everyone. From September 19 to 26, members were able to help set up the fair before it began. On September 27, when the West Lampeter Fair began, there were many shows where members showed off their livestock project. Below are our amazing members who put in the work to show their animals through the week:

Sarah Firestone - Dairy Beef Steer  
Kayla Frey - Dairy Beef Steer  
Katelyn Ranck - Goats, Dairy Beef Steer  
Jacklyn Martin - Swine  
Conner Welk - Dairy Beef Steer  
Owen Williams - Dairy Beef Steer

During fair week, members were able to pick up community hours at the FFA's food stand. The stand is always a hit, and this year it did not disappoint as we were able to bring home over \$9,000. However, there is always so much more going on than just the food stand. On Thursday and Friday of fair week, students were able to go on a field trip and meet with other chapters to practice livestock judging. Some members also helped by creating an elementary scavenger hunt for the younger students to do at the fair. At the conclusion of the fair, members came out to help clean and take down the fair.

Currently, members are working towards their fall Career Development Events contents. This year, we have many options such as horse evaluation, milk quality, land judging, employment skills, nursery/landscape, FFA knowledge, forestry, dairy cattle evaluation, and agricultural issues. Many students have already begun their practices to study for their contest and look forward to competing on November 15 at the Lebanon Fairgrounds.

Members are also in the middle of their Fall Citrus and Pantry Fundraiser. It ends on November 16. If interested in supporting the chapter in this way, reach out to an FFA member or advisor.

The 95th National FFA Convention took place on Oct. 26-29, 2022. This year four members of the Agricultural Communications CDE team, represented Pennsylvania proudly. These individuals worked extremely hard, and it paid off. The team received a 4th Place finish and Gold. Members received the following awards:

Katelyn Ranck (Gold)  
Rachel Lee (Silver)  
Gracie Albright (Gold - 4th Place Individual in the Nation!)  
Melanie Cox (Gold)

Jessica Herr, a Garden Spot Alumni, represented Pennsylvania proudly competing for a National Officer position. She received the honor of being the National Secretary for the FFA. There has not been a National Officer from Pennsylvania in twenty-one years and there has never been a National Officer from the Garden Spot FFA chapter!

Our chapter has done a lot so far and will continue to participate in events and contests throughout the year! Thank you for all your support!

## **E. GUIDANCE**

Ricky Gibson was nominated by teachers and his fellow peers for the Daughters of the American Revolution Society for the Good Citizens Award and Scholarship contest. He will be honored at an event in February.

In mid-October, members of the junior class had the opportunity to tour the Lancaster County Career and Technology Center to explore the program offerings for the 2023-24 school year.

## **F. HEROES**

In October, High School seniors submitted applications to participate in the High School Heroes program, a mentoring program between HS seniors and the 3rd grade classrooms at Hans Herr. Our Heroes will begin training this fall with the 3rd grade teachers and beginning in January, the Heroes will participate in a mentoring program with the 3rd grade students throughout the spring semester.

## **G. NATIONAL HONOR SOCIETY**

The National Honor Society leadership team — Co-Presidents Grace Schonour and Sophia Fiorello, Treasurer Dan Marcroft, Secretary Justin White, and Historian Harakh Joshi — have met several times this year with Mr. Marsh, the NHS advisor, to plan upcoming events and service projects for the school year, including a new NHS Instagram page.

This year, NHS members have continued their tutoring program in the high school, volunteering their time during Flex and RTII periods at the end of the day to serve as tutors for courses ranging from introductory levels of Spanish to AP Calculus. Additionally, NHS members have been active in meeting the needs of other tutor requests from the Guidance Department. NHS also held its first ever Trunk or Treat for the L-S community on October 29 at the Lampeter Elementary parking lot.

Over the summer in July, juniors, and seniors with unweighted GPAs of 3.7 or higher were invited to apply for induction into the National Honor Society. The Selection Committee — Mr. Jeffrey Marsh, Mrs. Erica White, Mr. Derrick Morgan, Mr. Jeffrey Swarr, and Mrs. Lindsey Shehan met in October to review the applications and passed along 41 names for approval by the high school administration. New members were notified in mid-October and were treated to a new member breakfast on October 28, hosted by the current members.

The NHS Induction Ceremony will be held in the High School Performing Arts Center on Thursday, November 17, 2022, at 7 p.m., with light refreshments following the ceremony in the cafeteria.

## **H. PIONEER INTERACT CLUB**

Over 100 Interact members volunteered their time to help with the various stands and activities that took place at the West Lampeter Fair in September. Several of our members have also been volunteering throughout the community with the Kitchen Kettle Tailgate Festival, LS Youth Football's Concession Stands, Hans Herr's Movie Night, the Willow Street Fire Department cleaning day, and the Varsity Dessert Reception. Volunteers are also getting ready to help at the upcoming Strasburg Lion's Club Pit Beef Dinner. We look forward to serving the community through more events this winter.

## **I. SCIENCE DEPARTMENT**

High School Chemistry classes celebrated Mole Day on October 24th. The day kicked off at 6:02am with a breakfast for 60 students at George's Restaurant in Kendig Square followed by games, sculpture making and gram to atom calculations during class time. Students reported that it was fun and engaging.

## J. STUDENT COUNCIL

Homecoming Week took place October 3 - 8. Throughout the week at school, there was a spirit contest among the four grades to promote school spirit. (Monday was pajama/flannel pants, Tuesday was Character/Costume, Wednesday was Pink Out, and Thursday was class color day.) There were also spirit contests held among the four grades during the Homecoming Pep Assembly. The winning grade of the spirit week was 11th grade, and they received an ice cream social. Thursday was a free tailgate party for all students from 5:00 to 6:00 p.m. in the football stadium parking lot followed by the Powder Puff game with the senior girls challenging the junior girls in a flag football game. The seniors won with the score of 28-14. The Homecoming King was crowned at halftime of the powder puff game. Thank you to the PTO for all the food donations for the tailgate party, powder puff concession stand and the ice cream social.

The football game took place on Friday, October 7. L-S defeated Berks Catholic 30-7. During half-time, the Homecoming Queen Coronation ceremony took place.

The Homecoming King Court members were:

Tre Spahr	Homecoming King
Luke Brenneman	First Runner-up
Justin White	Second Runner-up
Chase Barber	Court Member
Hunter Hildenbrand	Court Member
Luke Hines	Court Member
Ben Wert	Court Member
Harry Wolgemuth	Court Member

The Homecoming Queen Court members were:

Elly Bruner	Homecoming Queen
Maddie Miller	First Runner-up
Marissa Puleo	Second Runner-up
Tori Heiserman	Court Member
Leah Knarr	Court Member
Ally Raub	Court Member
Emma Tribuzio	Court Member
Lyndi Wall	Court Member

## **MARTIN MEYLIN MIDDLE SCHOOL – Mrs. Alicia C. Kowitz, Principal**

### A. STUDENT RECOGNITION

The following students were chosen by their team teachers as Students of the Month for October. Students were selected for their **Responsible Behavior**: showing self-discipline, self-control, punctuality, completing work on time and to the best of their ability, and fulfilling obligations.

#### **6 G.O.A.T.S.**

Kaitlyn Barrall  
Ava Menapace  
Rudra Patel  
Sophia Sharpe

#### **6 Allstars**

Avery Petruso  
Dominic Walmer  
Brielle Grove  
Alexandra Bournelis

#### **7 Hemlocks**

Norah Steffy  
Lucas Crawford  
Leah Steffy  
Riley Tollaksen

#### **7 Bees**

Kaylee McKenzie  
Lucy Boyd  
Carter Wilson  
Jacoby Campadonico

#### **8 Owls**

Brody Lawrence  
Bella (Isabella) Kinert  
Brianna Jackson  
Kiki (Kiana) Rey

#### **8 - King**

Kyle Wagner  
Jackson Allison  
Addison Deckman  
Emma Avigdor

## **B. MARTIN MEYLIN MIDDLE SCHOOL PICTURE DAY**

Picture day was held on Wednesday, October 19. Students were dismissed from their science class to have their picture taken in the LGI room. Four photographers were here from 7:00 a.m. until 3:00 p.m. to photograph our students. Martin Meylin staff also had pictures taken throughout the day.

## **C. MARTIN MEYLIN MIDDLE SCHOOL FUNDRAISER TAKES OFF**

Martin Meylin has once again conducted our annual fundraiser. This year, participating students were selling cookie dough, candies, dip mixes and more. The money is raised by the students and spent entirely on the students. The sale started on Thursday, October 6 with all money and orders due by Wednesday, October 19. Our students sold over \$80,000.00 in product with this year's fundraiser! A percentage of that total will go back to the student activities for various activities throughout the year.

## **D. 6th GRADE FALL FEST**

On Friday, October 28, 2022, 140 sixth grade students participated in Fall Fest. Mr. Robison, with assistance from Mr. Bournelis, grilled hot dogs and hamburgers. Several staff members joined in the fun playing 4 square, gaga ball, and dancing to the music provided by Mr. Neumann. Our PTO provided drinks and desserts and set up some games and photo opportunities.

## **E. PBIS (Positive Behavior Intervention and Supports) MAKING PLANS FOR THE YEAR**

PBIS is alive and well at Martin Meylin Middle School. Students continue to earn PRIDE tickets for positive behavior and for going above and beyond. Tickets can be dropped in the drawing box to win prizes like gift cards to popular stores and restaurants, theater candy, admission and concession vouchers for L-S sporting events, and other fun rewards. Students can also use tickets to purchase items from the Pioneer Pride store during lunch periods each week.

## **F. RED RIBBON WEEK**

The week of October 24 through 28 was Red Ribbon Week. The Martin Meylin Middle School SAP team organized Red Ribbon Week this year. They provided tickets to students who promoted the dress up days throughout the week. Trivia questions were asked daily during Roots and focused on Drug and Alcohol facts as well as Vaping/Electronic Cigarettes. Students could earn an extra ticket for answering these questions. Daily winners were chosen in a drawing format using the tickets for prizes to promote a Drug Free Martin Meylin.

Monday - "Erase Drugs" - wear white

Tuesday - "Support Each Other to be Drug Free" - twin day

Wednesday - "Team Up Against Drugs" - wear your favorite team jersey/shirt

Thursday - "Put a Cap on Drugs" - hat day

Friday - "Drugs Can't Find Me" - wear camo

## **G. UPCOMING EVENTS**

November 7-11

P.T.O. Book Fair

November 30

Picture Retake Day

December 1-3

Martin Meylin Play

## **HANS HERR ELEMENTARY DIVISION – Dr. Jeffrey T. Smecker, Principal**

### **A. LIFETOUGH PHOTOS**

LifeTouch Studios donated free picture vouchers to Hans Herr and Lampeter Elementary School students who otherwise would not be able to purchase them. Our thanks go out to LifeTouch for their support to our students and families.

### **B. PIONEER DASH**

Students at Hans Herr Elementary School did a great job helping the PTO work toward their fundraising goal by completing the Pioneer Dash! Students and staff had a great time walking the cross country course on campus. The Hans Herr PTO helped organize the event and make it special for the students by setting up fun stations along the way. Thanks to the online pledges of family members and friends, the Hans Herr PTO raised funds to help support all Hans Herr students.

### **C. TEACHERS ENJOYED DISTRICT HEALTH AND WELLNESS DAY**

The Hans Herr teachers really enjoyed the district health and wellness day on October 7. Many Hans Herr teachers contributed to the day as presenters, while others participated in the fun and engaging courses. Hans Herr teachers enjoyed the opportunity to interact with staff members from other L-S schools while learning new ways to recharge!

### **D. ROTATIONAL MODEL CONTINUES TO EXPAND AT HANS HERR**

During the 22-23 school year, seven Hans Herr teachers decided to take the plunge and commit to a two-year professional development program to help them implement the rotational model in their classrooms. Several Hans Herr teachers have participated in this program in the past, so we are thrilled to have more of our teachers be formally trained in the rotational model. Learning rotations have become a foundation for the instructional program at Hans Herr. Increased student engagement and more effective differentiation has been the result of Hans Herr teachers implementing this model and continuing to learn from one another to improve it.

## **LAMPETER ELEMENTARY DIVISION – Dr. Michele B. Westphal, Principal**

### **A. LAMPETER ELEMENTARY SCHOOL PTO FUNDRAISER**

Students at Lampeter Elementary School participated in the Ninja Warrior event on the last Friday in September. Each class went to the track at a designated time to participate in the various events that members of the PTO supervised around the track. The second grade students were permitted to attempt to complete the course as many times as possible during the given time period, and the first graders and kindergarteners completed one lap. The conclusion of the course requires the students to climb a warped wall and ring a bell. All of the students and families did a great job of helping the PTO achieve their fundraising goal. The funds will now be able to be used to provide assemblies and field trips for all of the students.

### **B. EARLY CHILDHOOD STORY HOURS**

Story hours returned to Lampeter Elementary this year. On October 11th, the first story hour of the year was held for families of preschool age children. Children came to Lampeter Elementary after school with an adult to visit the red pod and hear a story. Mrs. Lauren Menapace, the Early Childhood Coordinator, facilitated the session, read a story and provided some activities for the children to take home with them. This was the first time that story hour was held after school, and the turnout indicated that this timeframe will work for future events. Story hour will be held on the second Tuesday of each month through the month of April.

## **INFORMATION TECHNOLOGY DEPARTMENT – Mr. William E. Griscom, Jr., Technology Director**

### **A. TELCO CHANGE**

After evaluating several options, the District is moving forward with a change in telco providers. The current telephone service is offered through a traditional technology in the form of PRIs. As it stands, roughly 50 phone lines are delivered over two PRI circuits, connected locally at the high school through Verizon. As an alternative, the District plans to leverage its existing broadband service delivered over the IU13 wide area network (WAN). Using this approach, the cost savings per month will be approximately \$1,200. If the timing works as expected, this contract will be on the agenda for board approval at the December board meeting.

### **B. FAX SERVICE**

In addition to a change in telco providers, the District is exploring the possibility of moving to a digital fax solution. While faxing is an old technology, it is still used by state organizations, medical facilities, other school districts, etc. and is often required for specific types of communication. As an alternative to physical phone lines connected to copiers (MFPs), it is possible to use a faxing solution that uses digital communication and converts it to an analog transmission. This leads to a few significant improvements: 1. No need for physical lines at the MFPs. 2. Ease of use to send faxes from computers instead of waiting at MFPs. 3. Improved security. This rollout should take place sometime in December before the transition to the new telco service.

### **C. NEW VIRTUAL REALITY CARTS**

Working with Jennifer Risser and IU13, the District has purchased new Apple devices and headsets to allow students and teachers to participate in virtual reality activities. One cart will be stationed at Lampeter Elementary, while the second cart will float between Hans Herr Elementary, Martin Meylin Middle School, and Lampeter-Strasburg High School. Students will have the opportunity to explore art museums, aquariums, and other

interactive tours. Additionally, Jennifer Risser is working with teachers to explore augmented reality, which is immersive, but does not require the use of a headset.

## **FOR BOARD ACTION**

### **PERSONNEL COMMITTEE**

#### **1. RECOMMENDATION FOR APPROVAL OF RESIGNATIONS**

Recommend the approval of resignations from the following individuals:

- a. Gregory J. Hall, custodian, Lampeter-Strasburg High School, retroactively effective to November 1, 2022.
- b. Joseph Schminkey, kitchen helper, Martin Meylin Middle School, retroactively effective to August 24, 2022.
- c. Judith A. Wilhelm, SACC assistant group supervisor, Hans Herr Elementary School, retroactively effective to October 28, 2022.

#### **2. RECOMMENDATION FOR APPROVAL OF EMPLOYMENT – PROFESSIONAL**

Recommend the approval of employment of Karen C. Reynolds as an extended substitute special education teacher retroactively effective to October 31, 2022, through the end of the 2022-2023 school year. Ms. Reynolds will work virtually to provide support to students from Lampeter-Strasburg High School requiring IEP services/supports. Ms. Reynolds is a graduate of Penn State University with a degree in Business Logistics and has an emergency certification in all instructional areas PK-12. Ms. Reynolds' will be compensated \$18.00 per hour based upon the District daily substitute rate.

#### **3. RECOMMENDATION FOR APPROVAL OF EMPLOYMENT – SUPPORT**

Recommend the approval to employ the following individuals in support or non-permanent positions:

- a. Tiffany A. Byers to be employed as a kitchen helper at Lampeter-Strasburg High School retroactively effective to October 3, 2022. Ms. Byers will become a category D support employee and will be compensated \$15.00 per hour.
- b. Kim R. Cashaw to be employed as a SACC aide at Lampeter Elementary School retroactively effective to October 17, 2022. Ms. Cashaw will become a category C support employee and will be compensated \$15.00 per hour.
- c. Edwin L. Forry to be employed as a van driver at Lampeter-Strasburg School District effective November 8, 2022. Mr. Forry will become a category D support employee and will be compensated \$15.00 per hour.
- d. Julie L. Palmer to be employed as a SACC group supervisor at Hans Herr Elementary School retroactively effective to October 24, 2022. Ms. Palmer will become a category D support employee and will be compensated \$15.00 per hour.
- e. Amber D. Zimmerman to be employed as a kitchen helper at Martin Meylin Middle School retroactively effective to October 14, 2022. Ms. Zimmerman will become a category D support employee and will be compensated \$15.00 per hour.

#### **4. RECOMMENDATION FOR APPROVAL OF CORRECTION TO COMPENSATION**

Recommend the approval of a correction of compensation for Jessica Clark-Trask, swimming assistant, Lampeter Elementary School. Ms. Clark-Trask's hourly compensation will be corrected to \$16.34 retroactively effective to October 3, 2022.

#### **5. RECOMMENDATION FOR APPROVAL OF CHANGE OF STATUS**

Recommend the approval of a change of status for the following individuals:

- a. Melissa A. Curtis, second shift lead custodian, Hans Herr Elementary School. Ms. Curtis will become a day shift custodian at Hans Herr Elementary School effective January 2, 2023. She will remain a category A support employee and will be compensated \$15.00 per hour.

- b. Julie P. Garcia, SACC assistant group supervisor, Lampeter Elementary School. Ms. Garcia will have a decrease in annual hours from 1,280 hours to 1,040 hours, effective January 23, 2023. She will become a category D support employee with no change in compensation.
- c. Cheryl Lee Marcroft, special education teacher assistant, Martin Meylin Middle School. Ms. Marcroft had an increase in hours to 1,260 annual hours retroactively effective to August 24, 2022. She became a category C support employee with no change in compensation.
- d. Judith A. Wilhelm, assistant kitchen manager, Martin Meylin Middle School. Ms. Wilhelm will become kitchen manager at Martin Meylin Middle School retroactively effective to October 17, 2022. She will remain a category C support employee and will be compensated at \$18.00 per hour.
- e. Amber D. Zimmerman, kitchen helper, Martin Meylin Middle School. Ms. Zimmerman will become the assistant kitchen manager at Martin Meylin Middle School retroactively effective to October 27, 2022. She will become a category C support employee and will be compensated at \$15.75 per hour.

## 6. RECOMMENDATION FOR APPROVAL OF LEAVES OF ABSENCE

Recommend the approval of leaves of absence for the following individuals:

- a. Diana M. Masterson, kitchen helper, Lampeter Elementary School, an extension to a leave of absence retroactively effective to October 31, 2022, through the end of the 2022-2023 school year.
- b. Maya K. Pieters, SACC aide, Lampeter Elementary School, an extension of leave of absence retroactively effective to on or about October 14, 2022, through on or about December 18, 2022.

## 7. RECOMMENDATION FOR APPROVAL OF CHANGES TO SUPPLEMENTAL CONTRACTS

Recommend the approval of additions/deletions to 2022-2023 supplemental contracts:

- |                              |                                      |            |          |
|------------------------------|--------------------------------------|------------|----------|
| a. Aleam Stoutzenberger, Jr. | Basketball – Girls – Assistant – 50% | \$2,992.45 | Deletion |
| b. Anthony Pepe              | Track - JH - Head - 60%              | \$3,702.00 | Deletion |

## 8. RECOMMENDATION FOR APPROVAL OF SUBSTITUTES

Recommend the approval of 2022-2023 substitutes, as follows:

### Certified Substitute

Kochel, Pamela J.	Chemistry; Physics 7-12
Stoltzfus, Kelly M.	Elementary K-6; Program Specialist ESL

### Emergency Certified Substitute

Brouillette, Lydia L.	All Instructional Areas PK-12
Drexler, Lydia O.	All Instructional Areas PK-12
Hummel, Kirk E.	All Instructional Areas PK-12
Losch Tostanowski, Kenneth A.	All Instructional Areas PK-12
Lukes, Janet K.	All Instructional Areas PK-12
Parmer, Lance W.	All Instructional Areas PK-12

### Support Staff Substitute

Bender, Heather A.	Nurse
Gingerich, Mary Ellen	
McDermott, Joanne	
Wilhelm, Judith A.	

## 9. RECOMMENDATION FOR APPROVAL OF VOLUNTEERS

Recommend the approval of 2022-2023 volunteers, as follows:

Helm, Madeline  
Mellinger, Krista R.



**10. RECOMMENDATION FOR APPROVAL OF UPDATED HOURLY CUSTODIAL RATE FOR COVERING WEEKEND FACILITY USAGE**

Recommend the approval of a \$25.00 hourly rate for all custodial coverage of weekend, and when schools are closed, facility usage requests. Staff covering weekend events would be paid the greater of the \$25.00 hourly rate or their actual time and half rate, if applicable. The updated rate is retroactive to October 15, 2022.

**BUSINESS AND FINANCE COMMITTEE**

**11. RECOMMENDATION FOR APPROVAL OF IU13 ARP IDEA PART B USE OF FUNDS AGREEMENT**

Recommend the approval of the IU13 ARP IDEA Part B Use of Funds Agreement for the 2022-2023 school year, as posted. Note that these are strictly pass-through funds from the Commonwealth of Pennsylvania through the IU13 to Lampeter-Strasburg School District.

**12. RECOMMENDATION FOR APPROVAL OF A RESOLUTION TO COMPLY WITH ACT 57 of 2022**

Recommend the approval for adoption of resolution authorizing the waiver of additional charges for the late payment of real estate taxes in certain circumstances to comply with Act 57 of 2022, as posted.

**13. RECOMMENDATION FOR APPROVAL OF ADDENDUM TO BOARD CERTIFIED BEHAVIOR ANALYST (BCBA) SERVICES CONTRACT**

Recommend the approval of Addendum to the contract with BTI School Services, LLC for Registered Behavior Technician at rate of \$60 per hour plus 8% supervision by BCBA at \$125 per hour, as posted.

**14. RECOMMENDATION FOR APPROVAL TO AWARD BIDS FOR WASTE REMOVAL SERVICES**

Recommend the approval to award the Lampeter-Strasburg School District waste removal services bid in accordance with the posted tabulation to Penn Waste, Inc. for five years with a total cost of \$418,343 beginning January 1, 2023.

**15. DISCUSSION AND RECOMMENDATION FOR ACCEPTANCE OF AGREEMENT OF SALE OF STRASBURG ELEMENTARY**

Discussion and recommendation of Agreement of Sale of Strasburg Elementary with Restart Training Center Ministry at the full list price of \$1,300,000, as posted.

**16. RECOMMENDATION FOR APPROVAL OF A CHANGE ORDER FOR CRITICAL CAPITAL PROJECTS**

Recommend the approval of a change order to Garden Spot Mechanical, Inc., as follows:

Change Order HC #2          Add \$7,650.00          Relocation of Brine Tank at Hans Herr Elementary School

**ACADEMIC COMMITTEE**

**17. RECOMMENDATION FOR APPROVAL OF NEW COURSES OF STUDY AT LAMPETER-STRASBURG HIGH SCHOOL**

Recommend the approval of new courses of study at Lampeter-Strasburg High School as follows and as posted:

- a. Advanced Placement Microeconomics – Social Studies
- b. 21st Century Communication – English Language Arts

**18. RECOMMENDATION FOR APPROVAL OF THE LAMPETER-STRASBURG SCHOOL DISTRICT SUPERVISION PLAN**

Recommend the approval of the updated Lampeter-Strasburg School District Supervision Plan, as posted.

**19. RECOMMENDATION FOR APPROVAL OF THE 2022-2023 LOCAL OCCUPATIONAL ADVISORY COMMITTEE**

Recommend the approval for the 2022-2023 Local Occupational Advisory Committee members, as follows:

- a. Jeremy Brian
- b. Alex Brubaker
- c. Christopher Burkhardt
- d. Michael Corradino
- e. Andrew Godfrey, Ed.D.
- f. Dana Good
- g. Barry Harnish
- h. Dale Hershey
- i. Anita Martin
- j. Holly Oberholtzer
- k. Katelyn Ranck
- l. Katherine Ranck
- m. Bob Sangrey
- n. Scott Sheely
- o. Andrew Welk
- p. Donald Welk, Jr.

**20. RECOMMENDATION FOR APPROVAL OF A DUAL ENROLLMENT AGREEMENT WITH THADDEUS STEVENS COLLEGE OF TECHNOLOGY**

Recommend the approval of a dual enrollment agreement with Thaddeus Stevens College of Technology, as posted and as presented at the Academic Committee meeting on April 4, 2022.

**MISCELLANEOUS**

**21. RECOMMENDATION FOR APPROVAL OF SOLICITOR**

Recommend the approval of the appointment of Appel, Yost & Zee LLP as the School District Solicitor effective January 1, 2023, as posted.

**22. DISTRIBUTION OF THE 2022-2027 GROWTH PROJECTION REPORT**

Dr. Peart will remark on the 2022-2027 Growth Projection Report, as posted.

**23. RECOMMENDATION FOR APPROVAL OF NOMINATING COMMITTEE**

Recommend the approval of a Nominating Committee to present nominees for the offices of President and Vice President of the Board of School Directors at the December 5, 2022, reorganization meeting.

**FOR BOARD INFORMATION**

1. The Fall Play, *Radium Girls* by D.W. Gregory, will be held in the Lampeter-Strasburg High School Performing Arts Center from November 10 through 12, 2022.
2. The Buildings and Grounds Committee will be meeting on Monday, November 21, 2022, at 6:30 p.m.
3. The Board Workshop Meeting will be held on Monday, November 21, 2022, at 7:30 p.m.
4. The Ministerium Breakfast will be held from 8:00 a.m. to 9:00 a.m. in the Lampeter-Strasburg High School cafeteria on Thursday, November 17, 2022. Following the breakfast, the School Board will conduct a visitation to all school buildings.
5. The Personnel Committee will be meeting on Monday, December 5, 2022, time to be determined.
6. The next regularly scheduled Board Meeting will be held at 7:30 p.m. on Monday, December 5, 2022. Prior to that meeting, the annual Reorganization Event will be held in the Martin Meylin Middle School cafeteria beginning at 6:00 p.m.

MINUTES OF THE BOARD OF SCHOOL DIRECTORS  
LAMPETER-STRASBURG SCHOOL DISTRICT  
Administration Building  
1600 Book Road  
Lancaster, Pennsylvania 17602  
October 3, 2022

President Melissa S. Herr called the meeting to order at 7:30 p.m. and opened the meeting with the Pledge of Allegiance and a moment of silence.

PRESENT: Board Members, Mr. David J. Beiler, Mr. James H. Byrnes, Mrs. Melissa S. Herr, Mr. Dustin D. Knarr, Mrs. Suzanne S. Knowles, Mr. Matthew E. Parido, Mrs. Audra R. Spahn, Mr. Andrew L. Welk; Superintendent, Dr. Kevin S. Peart; Assistant Superintendent, Dr. Andrew M. Godfrey; Business Manager, Mr. Keith A. Stoltzfus; Assistant Business Manager, Mrs. Amanda M. Allison; Administrators, Mrs. Karen L. Staub, Mr. William E. Griscom, Jr., Dr. Benjamin J. Feeney, Mr. Scott K. Rimmer, Ms. Eva G. Strawser, Mrs. Alicia C. Kowitz, Mr. Cory S. Robison, Dr. Jeffrey T. Smecker, Dr. Michele B. Westphal; Buildings and Grounds Director, Mr. Glenn R. Davis; Administrative Assistant, Mrs. Mary E. Williams; and visitors.

OPPORTUNITY FOR PUBLIC COMMENT ON AGENDA ITEMS

No comments.

MINUTES

Mr. Beiler moved and Mr. Byrnes seconded the motion to approve the Minutes of the regularly scheduled meetings of September 6 and September 19, 2022.

A voice vote was unanimous in favor of the motion.

COMMUNICATIONS AND RECOGNITION

Mrs. Kowitz recognized September Students of the Month from Martin Meylin Middle School.

Dr. Feeney recognized September Pioneer Superlatives and Students of the Month from Lampeter-Strasburg High School.

Dr. Peart recognized students from Martin Meylin Middle School who have art displayed in the Board room of the administration building.

Dr. Peart shared the PSBA recognition of Mrs. Melissa Herr for her 16 years of service.

TREASURER'S REPORT – Mr. Keith A. Stoltzfus

Mr. Stoltzfus read the treasurer's report as attached to these Minutes.

Thereafter, Mr. Welk moved and Mrs. Spahn seconded the motion to accept the treasurer's report as submitted and to approve the payment of bills for the General Fund in the amount of \$4,766,185.63, Cafeteria Fund checks in the amount of \$53,053.45, High School Athletic Fund checks in the amount of \$5,689.00, Capital Reserve Fund checks in the amount of \$69,825.70, Capital Projects Fund checks in the amount of \$205,075.40, and Athletic Account Officials in the amount of \$9,840.00.

A voice vote was unanimous in favor of the motion.

ACADEMIC COMMITTEE – Mr. Matthew E. Parido, Chairperson

Mr. Parido reported on the Academic Committee meeting held earlier in the evening.

BUILDINGS AND GROUNDS COMMITTEE – Mr. David J. Beiler, Chairperson

Mr. Beiler reported on the Buildings and Grounds Committee meeting held on September 19, 2022.

BOARD OF REVIEW COMMITTEE – Mrs. Melissa S. Herr, Chairperson

No report.

FINANCE COMMITTEE – Mr. Dustin D. Knarr, Chairperson

Mr. Knarr shared that the first Finance Committee meeting will be October 24, 2022, at 6:30 p.m.

PERSONNEL COMMITTEE – Mr. James H. Byrnes, Chairperson

Dr. Peart reported that the Committee recommends all agenda items.

CURRICULAR ISSUES AND FEDERAL PROGRAMS – Dr. Andrew M. Godfrey, Representative

Dr. Godfrey reported on Title I programs.

STUDENT REPRESENTATIVES – Miss Maggie Swarr, Miss Lauren Livengood

Miss Livengood reported on events at Lampeter Elementary School, Hans Herr Elementary School, and Martin Meylin Middle School.

Miss Swarr reported on events at Lampeter-Strasburg High School.

APPROVAL OF RESIGNATIONS

Mr. Byrnes moved and Mr. Beiler seconded the motion to approve resignations, as follows:

- a. Jeannette M. Harnish, kitchen manager, Martin Meylin Middle School, retroactively effective to September 16, 2022.
- b. Cathy L. Martinez, kitchen helper, Lampeter-Strasburg High School, retroactively effective to September 9, 2022.
- c. Alicia Snively, kitchen helper, Martin Meylin Middle School, retroactively effective to September 21, 2022.
- d. Nicholas G. Swartz, physics teacher, Lampeter-Strasburg High School, retroactively effective to September 12, 2022.

A voice vote was unanimous in favor of the motion.

APPROVAL OF EMPLOYMENT – PROFESSIONAL

Mr. Byrnes moved and Mr. Beiler seconded the motion to approve employment of the following:

- a. Shannon K. Erdman to be employed as a long-term substitute earth science teacher at Lampeter-Strasburg High School retroactively effective to September 26, 2022, through the end of the 2022-2023 school year. Ms. Erdman will be compensated at a daily rate of \$313.19 based upon Step 1, Level B of the District compensation agreement.
- b. Teresa J. Fowler to be employed as an extended substitute life skills support teacher at Martin Meylin Middle School effective October 11, 2022, through November 8, 2022. Ms. Fowler will be compensated at a daily rate of \$439.17 based upon Step 6, Level M60 of the District compensation agreement.

A voice vote was unanimous in favor of the motion.

APPROVAL OF EMPLOYMENT – SUPPORT

Mr. Byrnes moved and Mr. Beiler seconded the motion to approve the employment of the following individuals in support or non-permanent positions:

- a. Jessica B. Braiterman to be employed as a Title I reading/math assistant at Hans Herr Elementary School retroactively effective to September 12, 2022. Ms. Braiterman will become a category D support employee and will be compensated \$17.37 per hour.
- b. Jessica E. Clark-Trask to be employed as a swimming assistant at Lampeter Elementary School retroactively effective to September 29, 2022. Ms. Clark-Trask will become a category E support employee and will be compensated at \$15.00 per hour.

- c. Kylie M. Eby to be employed as a Title I reading/math assistant at Hans Herr Elementary School retroactively effective to September 6, 2022. Ms. Eby will become a category D support employee and will be compensated \$17.37 per hour.
- d. Diana R. Heist to be employed as a van driver at Lampeter-Strasburg School District retroactively effective to September 20, 2022. Ms. Heist will become a category E support employee and will be compensated \$15.00 per hour.
- e. Deborah A. Miller to be employed as a van driver at Lampeter-Strasburg School District retroactively effective to September 27, 2022. Ms. Miller will become a category D support employee and will be compensated \$15.00 per hour.
- f. Ronald P. Snavelly to be employed as a second shift custodian at Martin Meylin Middle School retroactively effective to September 26, 2022. Mr. Snavelly will become a category A support employee and will be compensated \$15.00 per hour.
- g. James S. Wilk to be employed as a special education teacher assistant at Hans Herr Elementary School retroactively effective to September 12, 2022. Mr. Wilk will become a category C support employee and will be compensated \$15.00 per hour.
- h. Natalie C. Willig to be employed as a special education teacher assistant at Martin Meylin Middle School retroactively effective to September 7, 2022. Ms. Willig will become a category C support employee and will be compensated \$15.00 per hour.

A voice vote was unanimous in favor of the motion.

#### APPROVAL OF LEAVE OF ABSENCE

Mr. Byrnes moved and Mr. Beiler seconded the motion to approve the following leaves of absence:

- a. Chelsea M. Diehl, teacher, Hans Herr Elementary School, on or about February 1, 2023, through May 11, 2023.
- b. Jodi A. Fry, custodian, Martin Meylin Middle School, extension to a leave of absence from October 10, 2022, through October 28, 2022.
- c. Diana M. Masterson, kitchen helper, Lampeter Elementary School, retroactively effective to September 6, 2022, through October 31, 2022.
- d. Maya K. Pieters, SACC aide, Lampeter Elementary School, retroactively effective to August 10, 2022, through on or about October 14, 2022.
- e. Leslie A. Stimeling, SACC group supervisor, Lampeter Elementary School, effective on or about March 20, 2023, through the end of the 2022-2023 school year.

A voice vote was unanimous in favor of the motion.

#### APPROVAL OF CHANGES TO SUPPLEMENTAL CONTRACTS

Mr. Byrnes moved and Mr. Beiler seconded the motion to approve 2022-2023 additions/deletions to supplemental contracts, as follows:

a. Neil Koser	Basketball – Boys – Asst – 60% of 50%	\$1,795.47	Addition
b. Isabel Gleason	Soccer – Girls – Asst – 50% of 50%	\$1,218.58	Deletion
c. Isabel Gleason	Soccer – Girls – Asst – 50% of 50%	\$ 577.26	Addition
d. Josiah Swarr	Wrestling – Asst – 50% of 50%	\$1,619.63	Deletion

A voice vote was unanimous in favor of the motion.

#### APPROVAL OF BEFORE SCHOOL/AFTER SCHOOL READING AND MATH INSTRUCTORS

Mr. Byrnes moved and Mr. Beiler seconded the motion to approve 2022-2023 before-school/after-school reading and math instructors at \$25 per hour, as follows:

Achille, John D.  
Allen, Lisa A.

Allen-Gordon, Carol J.  
 Bailey, Julia S.  
 Betancourt, Nicole  
 Blose, Matthew A.  
 Burkhardt, Emily N.  
 D'Agostino, Memory L.  
 Eberly, Kerri A.  
 Fehrenbacher, Laura A.  
 Fisher, Brian K.  
 Frego, Maria M.  
 Garrett, Bobbi J.  
 Gast, Dawn M.  
 Gleiberman, Alyson L.  
 Griffith, Brian S.  
 Heyser, William T.  
 Hicks, Elaine R.  
 Jamieson, Amy A.  
 Johnson, Joan S.  
 Kinert, Amanda R.  
 Lambert, Charles H.  
 Long, Paula D.  
 Manion, John B.  
 Mattern, Brian D.  
 McComsey, Barbara L.  
 Middleton, Rebecca J.  
 Neff, Emily J.  
 Pieters, Michelle L.  
 Reidenbaugh, Sherry L.  
 Rettew, Susan M.  
 Rowe, Joellen R.  
 Sangiamo, Brianna  
 Savoca, Debra A.  
 Seace, Susan L.  
 Smyth, Patricia A.  
 Spangler, Donald P.  
 Swarr, Jeffrey P.  
 Truitt, Kristi L.  
 Willig, Christine C.

#### APPROVAL OF SUBSTITUTES

Mr. Parido moved and Mr. Beiler seconded the motion to approve 2022-2023 substitutes in their respective capacities, as follows:

##### Certified Substitutes

Bechtold, Brook M.	Grades PK-4 – Millersville Student
Clark-Trask, Jessica E.	Mathematics 7-12; Physics 7-12
Fowler, Teresa J.	Mental and/or Physical Handicapped K-12

##### Emergency Certified Substitutes

Brown, Kayla J.	All Instructional Areas PK-12
Moss, Nicole C.	All Instructional Areas PK-12

##### Support Staff Substitutes

Brown, Taylor N.	School Nurse
Gipe, Allyson C.	Instructional Aide, Clerical
Heil, Tiffany L.	Instructional Aide, Clerical
Shiffer, Rebecca M.	Kitchen helper (retroactively effective to 9/22/22)
Snavelly, Alicia	SACC (retroactively effective to 9/26/22)
Twyman, Sherri L.	Kitchen helper (retroactively effective to 9/14/22)

A voice vote was 7:0:1 in favor of the motion. Mr. Byrnes abstained from the vote.

#### APPROVAL OF VOLUNTEERS

Mr. Byrnes moved and Mr. Beiler seconded the motion to approve 2022-2023 volunteers, as follows:

Rutt, Mallory  
Swarr, Josiah

A voice vote was unanimous in favor of the motion.

#### APPROVAL OF EVENT WORKER

Mr. Byrnes moved and Mr. Beiler seconded the motion to approve Jason McComsey as a 2022-2023 event worker.

A voice vote was unanimous in favor of the motion.

#### APPROVAL OF SALARIES

Mr. Byrnes moved and Mr. Beiler seconded the motion to approve salaries, as attached to these Minutes.

A voice vote was unanimous in favor of the motion.

#### ACCEPTANCE OF SCHOOL BOARD MEMBER RESIGNATION

Mr. Byrnes moved and Mrs. Knowles seconded the motion to approve the resignation of Mr. Scott M. Arnst as a member of the Lampeter-Strasburg School District Board of School Directors.

A voice vote was unanimous in favor of the motion.

#### OLD BUSINESS

Mrs. Herr directed the Board to the succession plan provided in Board folders.

The Board discussed the succession plan timeline. The discussion was tabled until after Executive Session.

Mrs. Herr thanked the administrative team and Board members who worked at the District booth at the West Lampeter Fair. Mrs. Herr also thanked Mrs. Anne Harnish for her work putting together that booth.

#### OPPORTUNITY FOR PUBLIC COMMENT

Mrs. Dawn Pearce, Willow Street, PA, regarding the one-way traffic pattern.

#### ADJOURNMENT TO EXECUTIVE SESSION

The Board adjourned to Executive Session at 8:25 p.m. to receive information from its counsel. The sole purpose of the meeting is to obtain legal advice. No deliberations on the School District business will take place, and no official action will be taken.

#### MEETING RECONVENED

The meeting reconvened at 9:02 p.m. The Board discussed the previously established Board succession plan. The discussion included the potential of extending the timeframe of applications.

#### DISCUSSION OF BOARD SUCCESSION PLAN

The Board discussed the previously established Board succession plan. Mr. Beiler made a motion to keep the deadline to submit application for open position as advertised for October 4, 2022. Mrs. Spahn seconded that motion.

The motion did not pass with a roll call vote of 4:4:0. Mr. Knarr, Mrs. Knowles, Mr. Parido, and Mr. Welk opposed the motion.

Thereafter, Mr. Welk motioned to move the deadline to submit applications for the open position to October 11, 2022. Mr. Parido seconded that motion.

The motion did not pass with a roll call vote of 4:4:0. Mr. Beiler, Mrs. Herr, Mr. Byrnes, and Mrs. Spahn opposed the motion.

Thereafter, Mr. Parido made a recommendation, in the interest of time, to put forth the succession plan as stands, noting interviews to be held in a non-public gathering, to a vote. Mr. Byrnes made a motion to approve the recommendation brought forth and Mrs. Spahn seconded the motion.

A roll call vote was 6:2:0 in favor of the motion. Mr. Parido and Mr. Welk opposed the motion.

MEETING ADJOURNED

The meeting was properly adjourned at 9:40 p.m.

Mary E. Williams  
Secretary



MINUTES OF THE BOARD OF SCHOOL DIRECTORS  
LAMPETER-STRASBURG SCHOOL DISTRICT  
Administration Building  
1600 Book Road  
Lancaster, Pennsylvania 17602  
October 17, 2022

President Melissa S. Herr called the meeting to order at 7:35 p.m.

PRESENT: Board Members, Mr. David Beiler, Mr. James H. Byrnes, Mrs. Melissa S. Herr, Mr. Dustin D. Knarr, Mrs. Suzanne S. Knowles, Mr. Matthew E. Parido, Mrs. Audra R. Spahn, Mr. Andrew L. Welk; Superintendent, Dr. Kevin S. Peart; Assistant Superintendent, Dr. Andrew M. Godfrey; Business Manager, Mr. Keith A. Stoltzfus; Administrative Assistant, Mrs. Mary E. Williams, and visitors.

SPECIAL STATEMENT

Mrs. Herr made the following special statement:

At 5:30 p.m. this evening, the Board attended a gathering, the sole purpose of which was to receive information from individuals who wish to be appointed to the vacant seat on the Board. The Board did not deliberate or decide any matter of School District business. This procedure is consistent with the Supreme Court's holding in Smith v. Township of Richmond. In addition, The Board will attend another gathering immediately following this meeting, the sole purpose of which is to received information from additional individuals who wish to be appointed to the vacant seat on the Board. The Board will not deliberate or decide any matter of School District business at this gathering.

The Board has scheduled a special meeting to deliberate and decide upon the appropriate individual to fill the Board vacancy on October 24, 2022, at 7:30 p.m.

PRESENTATION OF 2021-2022 FINANCIAL STATEMENTS AND AUDIT

BBD, LLP, presented audit information for the 2021-2022 financial statements

INTRODUCATION OF GARDEN SPOT FFA OFFICERS AND TEAM

Mrs. Oberholtzer and Mrs. Ranck introduced the Garden Spot FFA Officers and State Award Winning Agriculture Communication Team.

SPECIAL STATEMENT

Mrs. Herr made the following statement:

As stated at the beginning of this meeting, the Board will attend another gathering immediately following adjournment, the sole purpose of which is to receive information from additional individuals who wish to be appointed to the vacant seat on the Board. The Board will not deliberate or decide any matter of School District business at this gathering.

The Board has scheduled a special meeting to deliberate and decide upon the appropriate individual to fill the Board vacancy on October 24, 2022, at 7:30 p.m.

MEETING ADJOURNED

The meeting was properly adjourned at 8:09 p.m.

Mary E. Williams  
Secretary

MINUTES OF THE BOARD OF SCHOOL DIRECTORS  
LAMPETER-STRASBURG SCHOOL DISTRICT  
Administration Building  
1600 Book Road  
Lancaster, Pennsylvania 17602  
October 24, 2022

SPECIAL MEETING

President Melissa S. Herr called the meeting to order at 7:30 p.m.

PRESENT: Board Members, Mr. David Beiler, Mr. James H. Byrnes, Mrs. Melissa S. Herr, Mr. Dustin D. Knarr, Mrs. Suzanne S. Knowles, Mr. Matthew E. Parido, Mrs. Audra R. Spahn, Mr. Andrew L. Welk; Superintendent, Dr. Kevin S. Peart; Assistant Superintendent, Dr. Andrew M. Godfrey; Business Manager, Mr. Keith A. Stoltzfus; Administrative Assistant, Mrs. Mary E. Williams, and visitors.

OPPORTUNITY FOR PUBLIC COMMENT ON AGENDA ITEMS

No comment.

DELIBERATION AND APPOINTMENT OF INDIVIDUAL TO FILL A VACANT BOARD POSITION

The Board of School Directors deliberated upon filling a vacant Board position. Thereafter, Mr. Parido moved and Mr. Beiler seconded the motion to appoint Mrs. Kari Steinbacher to fill the vacant Board position through December 2023.

The motion passed with a roll call vote. Mrs. Knowles, Mr. Byrnes, and Mr. Welk opposed the motion.

OPPORTUNITY FOR PUBLIC COMMENT

No comment.

MEETING ADJOURNED

The meeting was properly adjourned at 8:16 p.m.

Mary E. Williams  
Secretary

LAMPETER-STRASBURG SCHOOL DISTRICT  
Lampeter, Pennsylvania 17537  
November 7, 2022

Communications

1. Hall, Gregory J. – a letter of resignation.
2. L-S Area Republican Committee – a letter of endorsement.
3. Masterson, Diana M. – a letter requesting an extension to a leave of absence.
4. Pieters, Maya K. – a letter requesting an extension to a leave of absence.
5. West Lampeter Township – a letter of address assignment.
6. Wilhelm, Judith A. – a letter of resignation.

**LAMPETER-STRASBURG SCHOOL DISTRICT**

Monthly Board Balance Sheet Report

November 8, 2022

	<b>Year-To-Date Balance</b>
<b>Assets</b>	
Cash and Investments	37,892,517.04
Petty Cash	450.00
Interest Receivable	-
Taxes Receivable	271,552.95
Uncollectable Taxes	-
Interfund Accounts Receivable	-
Intergovernmental Accounts Receivable	-
State Subsidies Receivable	651,198.07
Federal Subsidies Receivable	2,679.44
Prepaid Expenses	-
Other Accounts Receivable	-
Inventories	68,449.36
<b>Total Assets:</b>	<b>38,886,846.86</b>
<b>Liabilities</b>	
Interfund Accounts Payable	(372.00)
Other Accounts Payable	(6,538.39)
Accounts Payable - Scholarships	(1,038.36)
Intergovernmental Accounts Payable	(35,435.84)
Accrued Salaries and Benefits	(2,789,144.33)
Payroll Payables	(59,847.64)
Deferred Revenue	(271,552.95)
Prepaid Revenue	(22,628.09)
<b>Total Liabilities:</b>	<b>(3,186,557.60)</b>
<b>Net Assets</b>	
Assigned Fund Balance	(3,237,857.56)
Fund Balance Reserved for Debt	-
Reserve for Inventories	(68,449.36)
Unassigned Fund Balance	(6,506,521.80)
Reserve for Encumbrances	(328,417.16)
Encumbered for Appropriated Expenses	(25,559,043.38)
<b>Total Net Assets:</b>	<b>(35,700,289.26)</b>
<b>Total Liabilities and Net Assets:</b>	<b>(38,886,846.86)</b>

**LAMPETER-STRASBURG SCHOOL DISTRICT**

## Financial Comparison Report

November 8, 2022

	<u>Revenue</u>	<u>Expenditures</u>	<u>Surplus/Loss</u>
Year 2022-23 Budget	57,501 =====	58,302 =====	(801) =====
Year-to-Date Actual (130 Days)	39,297	13,410	25,887
Prior Year-to-Date Actual (124 Days)	37,522	12,942	24,580
Year-to-Date Increase (Decrease)	1,775	468	1,307
% Change - Current vs. Prior YTD Over (Under)	4.7%	3.6%	5.3%
Year-to-Date Actual as % of 2022-23 Budget	68.3%	23.0%	-----
Prior Year-to-Date Actual as % of 2021-22 Budget	67.7%	22.7%	-----

(\$ in Thousands)

**LAMPETER-STRASBURG SCHOOL DISTRICT****INVESTMENTS - General Fund**

As of November 1, 2022

Description	Est. % Yield	Date of Purchase	Date of Maturity	Balance	Interest Year-to-Date	Investment Closed
Truist Accounts	0.05	n/a	n/a	22,903,056.76	431.02	
PSDLAF MAX Accounts	2.758	n/a	n/a	5,958,721.83	5,443.93	
Truist Securities	0.90	n/a	n/a	82,441.40	467.20	
Univest Account	3.30	n/a	n/a	1,013,942.31	3,521.96	
<u>Truist Securities:</u>						
FHLB Bond	0.750	9/30/2020	9/30/2026	1,144,012.80	4,987.50	
Federal Farm Credit Bank Bond (2 purchases)	0.680	10/14/2020	7/14/2026	1,675,187.55	6,579.00	
Federal Agric Mtg Corp	1.300	10/23/2020	7/22/2030	780,340.00	6,500.00	
Federal Farm Credit Bank Bond	0.600	10/22/2020	4/22/2026	435,075.00	1,500.00	
Federal Farm Credit Bank Bond (2 purchases)	0.740	10/22/2020	1/22/2027	1,704,100.00	7,400.00	
FHLMC Note	1.000	10/27/2020	10/27/2028	768,379.00	4,750.00	
FHLMC Note	0.625	10/28/2020	4/15/2026	871,030.00	3,125.00	
FNMA Note	1.000	10/29/2020	1/29/2029	805,130.00	5,000.00	
Bank of India New York Branch CD	0.300	12/20/2021	12/16/2022	31,876.48	-	
Total					49,705.61	

*All U.S. Treasury/Agency Securities are callable before the date of maturity.*

# BOARD SUMMARY

Fund: 10 - General Fund    Encumbrances Included

As of: 11/08/2022

Funding Source:

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
<b>1100 REG PROG ELEMEN/SECOND</b>						
100 PERSONNEL EMPL SALARIES	13,625,446.00	13,625,446.00	0.00	2,545,269.85	11,080,176.15	18.68
200 PERSONNEL EMPL BENEFITS	9,586,449.00	9,586,449.00	0.00	1,355,228.13	8,231,220.87	14.14
300 PURCH PROF & TECH SERVICES	263,675.00	263,675.00	0.00	1,553.88	262,121.12	0.59
400 PURCHASED PROPERTY SVCS	95,900.00	95,900.00	140.80	19,558.17	76,201.03	20.54
500 OTHER PURCHASED SERVICES	779,187.00	779,187.00	5,415.50	194,012.32	579,759.18	25.59
600 SUPPLIES	404,507.00	404,507.00	18,463.05	264,694.37	121,349.58	70.00
700 PROPERTY	7,900.00	7,900.00	0.00	3,267.10	4,632.90	41.36
800 OTHER OBJECTS	100.00	100.00	0.00	325.00	(225.00)	325.00
<b>Totals for 1100s</b>	24,763,164.00	24,763,164.00	24,019.35	4,383,908.82	20,355,235.83	17.80
<b>1200 SPEC PROG ELEMEN/SECOND</b>						
100 PERSONNEL EMPL SALARIES	3,519,707.00	3,519,707.00	0.00	671,897.82	2,847,809.18	19.09
200 PERSONNEL EMPL BENEFITS	2,548,165.00	2,548,165.00	0.00	332,007.25	2,216,157.75	13.03
300 PURCH PROF & TECH SERVICES	1,943,353.00	1,943,353.00	0.00	438,090.61	1,505,262.39	22.54
400 PURCHASED PROPERTY SVCS	2,000.00	2,000.00	0.00	0.00	2,000.00	0.00
500 OTHER PURCHASED SERVICES	1,376,761.00	1,376,761.00	0.00	175,837.00	1,200,924.00	12.77
600 SUPPLIES	6,450.00	6,450.00	258.06	5,251.14	940.80	85.41
800 OTHER OBJECTS	4,000.00	4,000.00	0.00	2,800.00	1,200.00	70.00
<b>Totals for 1200s</b>	9,400,436.00	9,400,436.00	258.06	1,625,883.82	7,774,294.12	17.30
<b>1300 VOCATIONAL EDUCATION</b>						
100 PERSONNEL EMPL SALARIES	147,632.00	147,632.00	0.00	28,390.80	119,241.20	19.23
200 PERSONNEL EMPL BENEFITS	104,460.00	104,460.00	0.00	12,611.49	91,848.51	12.07
400 PURCHASED PROPERTY SVCS	90,490.00	90,490.00	25.72	11,408.01	79,056.27	12.64
500 OTHER PURCHASED SERVICES	610,118.00	610,118.00	0.00	333,060.85	277,057.15	54.59
600 SUPPLIES	9,000.00	9,000.00	0.00	1,451.19	7,548.81	16.12
700 PROPERTY	0.00	0.00	28.77	0.00	(28.77)	0.00
<b>Totals for 1300s</b>	961,700.00	961,700.00	54.49	386,922.34	574,723.17	40.24

# BOARD SUMMARY

Fund: Encumbrances Included

As of: 11/08/2022

Funding Source:

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
<b>1400 OTHER INSTRUCTION PROG</b>						
100 PERSONNEL EMPL SALARIES	142,266.00	142,266.00	0.00	79,171.84	63,094.16	55.65
200 PERSONNEL EMPL BENEFITS	94,654.00	94,654.00	0.00	32,653.27	62,000.73	34.50
300 PURCH PROF & TECH SERVICES	45,530.00	45,530.00	0.00	88,515.05	(42,985.05)	194.41
500 OTHER PURCHASED SERVICES	65,543.00	65,543.00	0.00	18,013.08	47,529.92	27.48
600 SUPPLIES	1,600.00	1,600.00	454.98	439.92	705.10	55.93
<b>Totals for 1400s</b>	<b>349,593.00</b>	<b>349,593.00</b>	<b>454.98</b>	<b>218,793.16</b>	<b>130,344.86</b>	<b>62.72</b>
<b>1500 NONPUBLIC SCHOOL PGMS</b>						
300 PURCH PROF & TECH SERVICES	0.00	0.00	0.00	2,722.81	(2,722.81)	0.00
600 SUPPLIES	0.00	0.00	0.00	850.00	(850.00)	0.00
<b>Totals for 1500s</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3,572.81</b>	<b>(3,572.81)</b>	<b>0.00</b>
<b>2100 SUPPORT SVCS - STUDENTS</b>						
100 PERSONNEL EMPL SALARIES	1,372,696.00	1,372,696.00	0.00	292,710.89	1,079,985.11	21.32
200 PERSONNEL EMPL BENEFITS	930,236.00	930,236.00	0.00	132,934.97	797,301.03	14.29
300 PURCH PROF & TECH SERVICES	34,100.00	30,400.00	0.00	11,894.00	18,506.00	39.13
500 OTHER PURCHASED SERVICES	12,400.00	12,400.00	0.00	183.75	12,216.25	1.48
600 SUPPLIES	14,613.00	14,613.00	1,168.77	7,748.77	5,695.46	61.02
800 OTHER OBJECTS	1,500.00	1,500.00	0.00	325.00	1,175.00	21.67
<b>Totals for 2100s</b>	<b>2,365,545.00</b>	<b>2,361,845.00</b>	<b>1,168.77</b>	<b>445,797.38</b>	<b>1,914,878.85</b>	<b>18.92</b>
<b>2200 SUPPORT SVCS - INSTR STAFF</b>						
100 PERSONNEL EMPL SALARIES	394,537.00	394,537.00	0.00	95,003.88	299,533.12	24.08
200 PERSONNEL EMPL BENEFITS	505,420.00	505,420.00	0.00	100,923.65	404,496.35	19.97
300 PURCH PROF & TECH SERVICES	53,200.00	53,200.00	0.00	3,846.15	49,353.85	7.23
500 OTHER PURCHASED SERVICES	3,050.00	3,050.00	0.00	139.00	2,911.00	4.56
600 SUPPLIES	34,280.00	37,980.00	1,735.85	11,770.39	24,473.76	35.56
700 PROPERTY	126,563.00	126,563.00	0.00	0.00	126,563.00	0.00
800 OTHER OBJECTS	1,400.00	1,400.00	0.00	1,539.00	(139.00)	109.93
<b>Totals for 2200s</b>	<b>1,118,450.00</b>	<b>1,122,150.00</b>	<b>1,735.85</b>	<b>213,222.07</b>	<b>907,192.08</b>	<b>19.16</b>



# BOARD SUMMARY

Fund: Encumbrances Included

As of: 11/08/2022

Funding Source:

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
<b>2300 SUPPORT SERVICES-ADMIN</b>						
100 PERSONNEL EMPL SALARIES	1,698,920.00	1,698,920.00	0.00	520,934.89	1,177,985.11	30.66
200 PERSONNEL EMPL BENEFITS	1,160,980.00	1,160,980.00	0.00	241,237.44	919,742.56	20.78
300 PURCH PROF & TECH SERVICES	250,685.00	250,685.00	0.00	54,201.40	196,483.60	21.62
500 OTHER PURCHASED SERVICES	31,150.00	31,150.00	0.00	1,166.96	29,983.04	3.75
600 SUPPLIES	27,818.00	27,818.00	33.79	12,776.92	15,007.29	46.05
800 OTHER OBJECTS	23,650.00	23,650.00	0.00	21,705.78	1,944.22	91.78
<b>Totals for 2300s</b>	3,193,203.00	3,193,203.00	33.79	852,023.39	2,341,145.82	26.68
<b>2400 SUPP SVCS-PUPIL HEALTH</b>						
100 PERSONNEL EMPL SALARIES	360,873.00	360,873.00	0.00	70,690.69	290,182.31	19.59
200 PERSONNEL EMPL BENEFITS	250,065.00	250,065.00	0.00	32,992.96	217,072.04	13.19
300 PURCH PROF & TECH SERVICES	6,380.00	6,380.00	0.00	4,391.00	1,989.00	68.82
500 OTHER PURCHASED SERVICES	150.00	150.00	0.00	0.00	150.00	0.00
600 SUPPLIES	15,650.00	15,650.00	5,911.38	6,584.49	3,154.13	79.85
<b>Totals for 2400s</b>	633,118.00	633,118.00	5,911.38	114,659.14	512,547.48	19.04
<b>2500 SUPP SERVICES-BUSINESS</b>						
100 PERSONNEL EMPL SALARIES	315,610.00	315,610.00	0.00	104,555.49	211,054.51	33.13
200 PERSONNEL EMPL BENEFITS	219,286.00	219,286.00	0.00	46,621.42	172,664.58	21.26
300 PURCH PROF & TECH SERVICES	45,000.00	45,000.00	0.00	6,484.14	38,515.86	14.41
400 PURCHASED PROPERTY SVCS	4,435.00	4,435.00	0.00	1,828.56	2,606.44	41.23
500 OTHER PURCHASED SERVICES	2,500.00	2,500.00	0.00	39.00	2,461.00	1.56
600 SUPPLIES	5,470.00	5,470.00	0.00	532.80	4,937.20	9.74
800 OTHER OBJECTS	900.00	900.00	0.00	0.00	900.00	0.00
<b>Totals for 2500s</b>	593,201.00	593,201.00	0.00	160,061.41	433,139.59	26.98
<b>2600 OPER/MAINT PLANT SVCS</b>						
100 PERSONNEL EMPL SALARIES	1,565,692.00	1,565,692.00	0.00	463,356.97	1,102,335.03	29.59
200 PERSONNEL EMPL BENEFITS	990,018.00	990,018.00	0.00	198,647.39	791,370.61	20.07
300 PURCH PROF & TECH SERVICES	118,000.00	118,000.00	0.00	20,146.81	97,853.19	17.07

# BOARD SUMMARY

Fund: Encumbrances Included

As of: 11/08/2022

## Funding Source:

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
400 PURCHASED PROPERTY SVCS	403,463.00	403,463.00	0.00	182,030.85	221,432.15	45.12
500 OTHER PURCHASED SERVICES	299,200.00	299,200.00	0.00	309,631.05	(10,431.05)	103.49
600 SUPPLIES	728,650.00	728,650.00	24,204.60	158,762.34	545,683.06	25.11
700 PROPERTY	15,355.00	15,355.00	0.00	9,582.77	5,772.23	62.41
800 OTHER OBJECTS	223.00	223.00	0.00	195.00	28.00	87.44
<b>Totals for 2600s</b>	4,120,601.00	4,120,601.00	24,204.60	1,342,353.18	2,754,043.22	33.16
<b>2700 STUDENT TRANSPORTATION SVCS</b>						
100 PERSONNEL EMPL SALARIES	208,055.00	208,055.00	0.00	52,819.51	155,235.49	25.39
200 PERSONNEL EMPL BENEFITS	157,369.00	157,369.00	0.00	20,671.59	136,697.41	13.14
300 PURCH PROF & TECH SERVICES	4,500.00	4,500.00	0.00	100.00	4,400.00	2.22
400 PURCHASED PROPERTY SVCS	63,950.00	63,950.00	0.00	11,273.45	52,676.55	17.63
500 OTHER PURCHASED SERVICES	1,462,580.00	1,462,580.00	0.00	294,829.14	1,167,750.86	20.16
600 SUPPLIES	62,100.00	62,100.00	0.00	18,257.50	43,842.50	29.40
800 OTHER OBJECTS	110.00	110.00	0.00	0.00	110.00	0.00
<b>Totals for 2700s</b>	1,958,664.00	1,958,664.00	0.00	397,951.19	1,560,712.81	20.32
<b>2800 SUPPORT SVCS-CENTRAL</b>						
100 PERSONNEL EMPL SALARIES	530,416.00	530,416.00	0.00	159,845.50	370,570.50	30.14
200 PERSONNEL EMPL BENEFITS	362,687.00	362,687.00	0.00	76,098.33	286,588.67	20.98
300 PURCH PROF & TECH SERVICES	98,550.00	98,550.00	146,544.80	15,538.05	(63,532.85)	164.47
400 PURCHASED PROPERTY SVCS	30,000.00	30,000.00	0.00	6,218.73	23,781.27	20.73
500 OTHER PURCHASED SERVICES	2,000.00	2,000.00	0.00	0.00	2,000.00	0.00
600 SUPPLIES	279,900.00	279,900.00	0.00	185,834.10	94,065.90	66.39
700 PROPERTY	289,437.00	289,437.00	120,270.00	112,766.63	56,400.37	80.51
800 OTHER OBJECTS	530.00	530.00	0.00	0.00	530.00	0.00
<b>Totals for 2800s</b>	1,593,520.00	1,593,520.00	266,814.80	556,301.34	770,403.86	51.65
<b>2900 OTHER SUPPORT SERVICES</b>						
500 OTHER PURCHASED SERVICES	27,400.00	27,400.00	0.00	0.00	27,400.00	0.00
<b>Totals for 2900s</b>	27,400.00	27,400.00	0.00	0.00	27,400.00	0.00

# BOARD SUMMARY

Fund: Encumbrances Included

As of: 11/08/2022

Funding Source:

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
<b>3100 Food Service</b>						
200 PERSONNEL EMPL BENEFITS	0.00	0.00	0.00	162.00	(162.00)	0.00
<b>Totals for 3100s</b>	0.00	0.00	0.00	162.00	(162.00)	0.00
<b>3200 STUDENT ACTIVITIES</b>						
100 PERSONNEL EMPL SALARIES	603,256.00	603,256.00	0.00	125,646.48	477,609.52	20.83
200 PERSONNEL EMPL BENEFITS	279,861.00	279,861.00	0.00	46,055.24	233,805.76	16.46
300 PURCH PROF & TECH SERVICES	80,040.00	80,040.00	0.00	44,575.28	35,464.72	55.69
400 PURCHASED PROPERTY SVCS	20,000.00	20,000.00	980.00	15,333.26	3,686.74	81.57
500 OTHER PURCHASED SERVICES	65,760.00	65,760.00	0.00	14,160.05	51,599.95	21.53
600 SUPPLIES	65,500.00	65,500.00	2,781.09	54,538.25	8,180.66	87.51
700 PROPERTY	25,996.00	25,996.00	0.00	20,751.50	5,244.50	79.83
800 OTHER OBJECTS	14,730.00	14,730.00	0.00	9,684.89	5,045.11	65.75
<b>Totals for 3200s</b>	1,155,143.00	1,155,143.00	3,761.09	330,744.95	820,636.96	28.96
<b>3300 COMMUNITY SERVICES</b>						
800 OTHER OBJECTS	6,000.00	6,000.00	0.00	0.00	6,000.00	0.00
<b>Totals for 3300s</b>	6,000.00	6,000.00	0.00	0.00	6,000.00	0.00
<b>3400 SCHOLARSHIPS &amp; AWARDS</b>						
800 OTHER OBJECTS	1,750.00	1,750.00	0.00	0.00	1,750.00	0.00
<b>Totals for 3400s</b>	1,750.00	1,750.00	0.00	0.00	1,750.00	0.00
<b>4600 EXISTING BLDG IMPROVE</b>						
700 PROPERTY	0.00	0.00	0.00	439,293.20	(439,293.20)	0.00
<b>Totals for 4600s</b>	0.00	0.00	0.00	439,293.20	(439,293.20)	0.00
<b>5100 DEBT SVC / OTHER EXP</b>						
800 OTHER OBJECTS	193,757.00	193,757.00	0.00	280,073.48	(86,316.48)	144.55
900 OTHER USES OF FUNDS	1,955,000.00	1,955,000.00	0.00	0.00	1,955,000.00	0.00
<b>Totals for 5100s</b>	2,148,757.00	2,148,757.00	0.00	280,073.48	1,868,683.52	13.03
<b>5200 FUND TRANSFERS</b>						
900 OTHER USES OF FUNDS	3,431,723.00	3,431,723.00	0.00	0.00	3,431,723.00	0.00

# BOARD SUMMARY

Fund: Encumbrances Included

As of: 11/08/2022

Funding Source:

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
<b>Totals for 5200s</b>	3,431,723.00	3,431,723.00	0.00	0.00	3,431,723.00	0.00
<b>5800 SUSPENSE ACCOUNT</b>						
200 PERSONNEL EMPL BENEFITS	0.00	0.00	0.00	1,658,239.53	(1,658,239.53)	0.00
<b>Totals for 5800s</b>	0.00	0.00	0.00	1,658,239.53	(1,658,239.53)	0.00
<b>5900 BUDGETARY RESERVE</b>						
800 OTHER OBJECTS	480,000.00	480,000.00	0.00	0.00	480,000.00	0.00
<b>Totals for 5900s</b>	480,000.00	480,000.00	0.00	0.00	480,000.00	0.00
<b>Expenditure Totals</b>	<b>58,301,968.00</b>	<b>58,301,968.00</b>	<b>328,417.16</b>	<b>13,409,963.21</b>	<b>44,563,587.63</b>	<b>23.56</b>
<b>6100 TAXES LEVIED BY THE LEA</b>						
000 000	(4,183,000.00)	(4,183,000.00)	0.00	(572,284.38)	(3,610,715.62)	13.68
100 RE TAXES	(37,689,636.00)	(37,689,636.00)	0.00	(35,295,491.16)	(2,394,144.84)	93.65
<b>Totals for 6100s</b>	(41,872,636.00)	(41,872,636.00)	0.00	(35,867,775.54)	(6,004,860.46)	85.66
<b>6400 DELINQUENCIES TAXES LEV</b>						
000 000	(500,000.00)	(500,000.00)	0.00	(89,801.75)	(410,198.25)	17.96
<b>Totals for 6400s</b>	(500,000.00)	(500,000.00)	0.00	(89,801.75)	(410,198.25)	17.96
<b>6500 EARNINGS ON INVESTMENTS</b>						
000 000	55,000.00	55,000.00	0.00	440,919.64	(385,919.64)	801.67
<b>Totals for 6500s</b>	55,000.00	55,000.00	0.00	440,919.64	(385,919.64)	801.67
<b>6700 REV FROM STUDENT ACT 000</b>						
000	(104,000.00)	(104,000.00)	0.00	(68,560.00)	(35,440.00)	65.92
<b>Totals for 6700s</b>	(104,000.00)	(104,000.00)	0.00	(68,560.00)	(35,440.00)	65.92
<b>6800 REV FROM INTERMEDIATE</b>						
000 000	(547,733.00)	(547,733.00)	0.00	0.00	(547,733.00)	0.00
<b>Totals for 6800s</b>	(547,733.00)	(547,733.00)	0.00	0.00	(547,733.00)	0.00
<b>6900 OTHER REV FROM LOCAL</b>						
000 000	(61,500.00)	(61,500.00)	0.00	(10,179.18)	(51,320.82)	16.55
<b>Totals for 6900s</b>	(61,500.00)	(61,500.00)	0.00	(10,179.18)	(51,320.82)	16.55

# BOARD SUMMARY

Fund: Encumbrances Included

As of: 11/08/2022

Funding Source:

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
<b>7100 BASIC INSTRUCT &amp; OPER</b>						
000 000	(5,464,870.00)	(5,464,870.00)	0.00	(1,487,304.00)	(3,977,566.00)	27.22
<b>Totals for 7100s</b>	(5,464,870.00)	(5,464,870.00)	0.00	(1,487,304.00)	(3,977,566.00)	27.22
<b>7200 SUBSIDIES SPECIFIC ED PROGS</b>						
000 000	(1,625,000.00)	(1,625,000.00)	0.00	(516,991.32)	(1,108,008.68)	31.81
<b>Totals for 7200s</b>	(1,625,000.00)	(1,625,000.00)	0.00	(516,991.32)	(1,108,008.68)	31.81
<b>7300 SUBSIDIES NON-ED PGMS</b>						
000 000	(1,671,310.00)	(1,671,310.00)	0.00	(1,047,706.90)	(623,603.10)	62.69
<b>Totals for 7300s</b>	(1,671,310.00)	(1,671,310.00)	0.00	(1,047,706.90)	(623,603.10)	62.69
<b>7500 EXTRA GRANTS</b>						
000 000	(281,120.00)	(281,120.00)	0.00	(281,120.00)	0.00	100.00
<b>Totals for 7500s</b>	(281,120.00)	(281,120.00)	0.00	(281,120.00)	0.00	100.00
<b>7800 STATE SHARE FICA/PSERS</b>						
000 000	(4,232,413.00)	(4,232,413.00)	0.00	0.00	(4,232,413.00)	0.00
<b>Totals for 7800s</b>	(4,232,413.00)	(4,232,413.00)	0.00	0.00	(4,232,413.00)	0.00
<b>8500 RESTRICT GRANTS-IN-AID</b>						
000 000	(601,800.00)	(601,800.00)	0.00	(99,203.71)	(502,596.29)	16.48
<b>Totals for 8500s</b>	(601,800.00)	(601,800.00)	0.00	(99,203.71)	(502,596.29)	16.48
<b>8700 FEDERAL STIMULUS</b>						
000 000	(593,880.00)	(593,880.00)	0.00	(269,700.99)	(324,179.01)	45.41
<b>Totals for 8700s</b>	(593,880.00)	(593,880.00)	0.00	(269,700.99)	(324,179.01)	45.41
<b>Revenue Totals</b>	<b>(57,501,262.00)</b>	<b>(57,501,262.00)</b>	<b>0.00</b>	<b>(39,297,423.75)</b>	<b>(18,203,838.25)</b>	<b>68.34</b>
<b>Fund 10 Totals</b>						
<b>Total Expenditure</b>	<b>52,241,488.00</b>	<b>52,241,488.00</b>	<b>328,417.16</b>	<b>11,471,650.20</b>	<b>40,441,420.64</b>	<b>22.59</b>
<b>Total Other Expenditure</b>	<b>6,060,480.00</b>	<b>6,060,480.00</b>	<b>0.00</b>	<b>1,938,313.01</b>	<b>4,122,166.99</b>	<b>31.98</b>
<b>Total Revenue</b>	<b>(57,501,262.00)</b>	<b>(57,501,262.00)</b>	<b>0.00</b>	<b>(39,297,423.75)</b>	<b>(18,203,838.25)</b>	<b>68.34</b>
<b>Total Other Revenue</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

## BOARD SUMMARY

Fund: Encumbrances Included

As of: 11/08/2022

Funding Source:

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
Total Expenditure	52,241,488.00	52,241,488.00	328,417.16	11,471,650.20	40,441,420.64	22.59
Total Other Expenditure	6,060,480.00	6,060,480.00	0.00	1,938,313.01	4,122,166.99	31.98
Total Revenue	(57,501,262.00)	(57,501,262.00)	0.00	(39,297,423.75)	(18,203,838.25)	68.34
Total Other Revenue	0.00	0.00	0.00	0.00	0.00	0.00

## FUND ACCOUNTING PAYMENT SUMMARY

**Bank Account:** GF - L-S GENERAL FUND    **Payment Dates:** 10/05/2022 - 11/08/2022

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

**Sort: Payment Number**

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000118542	10/05/2022	ALLEGHENY INTERMEDIATE UNIT	PA Educator - software		2,137.50
0000118543	10/05/2022	AT&T MOBILITY	district cell phone charges		2,493.96
0000118544	10/05/2022	BSN SPORTS	boys soccer supplies	basketball supplies	2,439.68
0000118545	10/05/2022	COMCAST CABLE	additional outlets - HS		45.05
0000118546	10/05/2022	COOPER PRINTING INC.	school calendars		5,838.91
0000118547	10/05/2022	DICKEL, JAMES	activity fee refund		35.00
0000118548	10/05/2022	DIRECT ENERGY BUSINESS	ntl gas - HH water heater	ntl gas - LE kitchen	190.54
0000118549	10/05/2022	GRIZZLY INDUSTRIAL	HS wood tech supplies		86.29
0000118550	10/05/2022	H&L TEAM SALES INC	track shirts		644.00
0000118551	10/05/2022	PENN WASTE INC	district trash removal		3,969.79
0000118552	10/05/2022	PENSKE TRUCK LEASING CO. L.P.	HS marching band transp		1,631.88
0000118553	10/05/2022	SUBURBAN LANC. SEWER AUTHORITY	sewer usage - campus	sewer usage - admin bldg	6,033.47
0000118554	10/05/2022	TRIANGLE COMMUNICATIONS INC	batteries		843.00
0000118555	10/05/2022	UGI UTILITIES INC.	ntl gas transp - HH water heater	ntl gas transp fee - LE kitchen	295.39
0000118556	10/05/2022	WEAVER TURF POWER INC	maint parts		58.54
0000118557	10/13/2022	AHOLD FINANCIAL SERVICES	to be reimb - cafe		200.53
0000118558	10/13/2022	BATTERY WAREHOUSE	floor scrubber batteries		599.96
0000118559	10/13/2022	BTI SCHOOL SERVICES LLC	autism classroom support		8,500.00
0000118560	10/13/2022	CASCADE SCHOOL SUPPLIES INC	HH teaching supplies - IU bid	LE teaching supplies - IU bid	637.92
0000118561	10/13/2022	CITY OF LANCASTER PA	water usage - campus		4,385.71
0000118562	10/13/2022	COOPER PRINTING INC.	early childhood supplies	Lampeter Fair stickers	654.74
0000118563	10/13/2022	CREST/GOOD MFG. CO.	maint supplies		78.91
0000118564	10/13/2022	DEMCO	MM library supplies	LE library supplies	236.52
0000118565	10/13/2022	DEMUTH FOUNDATION	Lancaster County Youth Arts Competition		100.00
0000118566	10/13/2022	DIRECT ENERGY BUSINESS	HS water heater	MM water heater	685.88
0000118567	10/13/2022	EDWARDS BUSINESS SYSTEMS	LE copier fee	HH copier fee	3,122.42
0000118568	10/13/2022	GRIZZLY INDUSTRIAL	HS wood tech supplies		131.24
0000118569	10/13/2022	INDUSTRIAL COMBUSTION SPEC.	service - boilers		1,052.00
0000118570	10/13/2022	J GARBER ENTERPRISES LLC	mow & trim - Walnut Run & SE		510.00
0000118571	10/13/2022	KURTZ BROS.	LE teaching supplies	HH teaching supplies	53.40
0000118572	10/13/2022	LAWSON PRODUCTS INC	maint supplies		166.32
0000118573	10/13/2022	LNP MEDIA GROUP INC.	legal notice - Board vacancy		282.48

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## FUND ACCOUNTING PAYMENT SUMMARY

**Bank Account:** GF - L-S GENERAL FUND    **Payment Dates:** 10/05/2022 - 11/08/2022

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

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Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000118574	10/13/2022	M J EARL	MM custodial supplies	LE custodial supplies	451.70
0000118575	10/13/2022	MCCOMBS SUPPLY CO. INC.	maint part		6.68
0000118576	10/13/2022	MEDCO SUPPLY COMPANY	trainer supplies		84.84
0000118577	10/13/2022	PALMYRA AREA SCHOOL DISTRICT	LLMEA MS Orchestra Festival		342.00
0000118578	10/13/2022	PENNSYLVANIA COUNSELING SV INC	ESSER grant - student assistance	MM student assistance program	1,697.00
0000118579	10/13/2022	PENSKE TRUCK LEASING CO. L.P.	HS marching band transp		540.92
0000118580	10/13/2022	QUADIENT, INC.	qtrly rental & service - postage meter		329.73
0000118581	10/13/2022	REALLY GREAT READING	Title I Supplies		324.80
0000118582	10/13/2022	RHOADS ENERGY CORP	diesel fuel - transportation	unleaded gas - transportation	27,040.00
0000118583	10/13/2022	RICH INC.	HS art supplies		2,377.95
0000118584	10/13/2022	SCHOOL SPECIALTY LLC	HH teaching supplies - IU bid	LE teaching supplies - IU bid	3,224.51
0000118585	10/13/2022	SMUCKER WELDING SHOP	vo ag supplies		93.00
0000118586	10/13/2022	STRASBURG BOROUGH AUTHORITY	water/sewer - SE		97.31
0000118587	10/13/2022	THE CITY OF ERIE SCHOOL DISTRICT	tuition		9,179.08
0000118588	10/13/2022	TRUSTMARK HEALTH BENEFITS, INC.	insurance mgmt fee - October		15,329.38
0000118589	10/13/2022	UGI UTILITIES INC.	ntl gas transp - HS water heater	ntl gas transp - MM water heater	4,790.80
0000118590	10/13/2022	US-RX CARE	pharmacy - mgmt program - October		2,463.00
0000118591	10/25/2022	ABDO PUBLISHING CO	LE library books		206.55
0000118592	10/25/2022	ADVANCE AUTO PARTS	auto parts		141.99
0000118593	10/25/2022	AHOLD FINANCIAL SERVICES	HS home ec groceries		61.52
0000118594	10/25/2022	APPEL, YOST & ZEE LLP	legal fees - spec ed		1,247.00
0000118595	10/25/2022	APPLE INC	chromebook supplies		225.00
0000118596	10/25/2022	AUSTILL'S EDUCATIONAL THERAPY SERVICES	rehab services		40.67
0000118597	10/25/2022	BARLEY SNYDER LLP	legal fees - September		1,103.70
0000118598	10/25/2022	BOOM LEARNING	annual subscription		150.00
0000118599	10/25/2022	CAPP INC	HVAC parts		355.17
0000118600	10/25/2022	CARON TREATMENT CENTERS	youth vaping program		200.00
0000118601	10/25/2022	CARSON DELLOSA EDUCATION	early childhood supplies		568.75
0000118602	10/25/2022	CDW GOVERNMENT INC	tech supplies		282.78
0000118603	10/25/2022	CENTRAL POLY-BAG CORP	custodial supplies - IU bid		2,130.00
0000118604	10/25/2022	CM REGENT LLC	Life/LTD - October		2,624.86
0000118605	10/25/2022	CONTINENTAL PRESS INC.	ESSER III - reading/math		1,153.15
0000118606	10/25/2022	CREST/GOOD MFG. CO.	maint parts	plumbing parts	339.34

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0000118607	10/25/2022	CV BAND BOOSTERS	HS county chorus		420.00
0000118608	10/25/2022	D & T ELECTRIC LLC	emergency data circuit install		3,175.00
0000118609	10/25/2022	DEGLER-WHITING INC.	stadium scoreboard repair		1,505.00
0000118610	10/25/2022	DICK BLICK	HS art supplies - quote		10.00
0000118611	10/25/2022	E.M. HERR FARM & HOME SUPPLY	vo ag supplies		41.33
0000118612	10/25/2022	EBERSOLE'S VACUUM CLEANER	LE vac repair	HS custodial supplies	330.59
0000118613	10/25/2022	EDWARDS BUSINESS SYSTEMS	print management services		128.10
0000118614	10/25/2022	FRONTIER	district phone charges		1,628.06
0000118615	10/25/2022	FRY, KELLI OR ANDREW	student transportation		487.50
0000118616	10/25/2022	G.R. MITCHELL INC.	tech lab supplies	HS tech lab supplies	118.43
0000118617	10/25/2022	GDC IT SOLUTIONS	chromebooks		1,531.40
0000118618	10/25/2022	GREAT MINDS PBC	Title I supplies		8,055.10
0000118619	10/25/2022	JW PEPPER & SON INC.	LLMEA Orchestra Festival music	HS orchestra music	1,043.98
0000118620	10/25/2022	KEENAN ASSOCIATES	express scripts - October		2,504.05
0000118621	10/25/2022	LANCASTER COUNTY PARKS	5th grade naturalist program		598.00
0000118622	10/25/2022	LANCASTER GENERAL HEALTH	drug screening- employees & random		1,116.25
0000118623	10/25/2022	LANCASTER-LEBANON INT. UNIT 13	job training - September	web content filtering	14,616.33
0000118624	10/25/2022	LANC-LEB PUBLIC SCHOOLS INSURANCE POOL	worker's comp prem - install 3		77,077.00
0000118625	10/25/2022	LNP MEDIA GROUP INC.	legal notice - bids	legal notice - Board vacancy	527.04
0000118626	10/25/2022	LOSER'S MUSIC	elem band music		222.00
0000118627	10/25/2022	LOWE'S COMPANIES INC	vo ag supplies	to be reimb - Thespians	360.07
0000118628	10/25/2022	MCCOMSEY, JASON	track supplies - javelins		600.00
0000118629	10/25/2022	MCGRAW-HILL LLC	LE books		23.24
0000118630	10/25/2022	MENCHEY MUSIC SERVICE INC.	elementary band baritone repair		180.75
0000118631	10/25/2022	MILLER FLOORING COMPANY	HH basketball court restoration		39,252.00
0000118632	10/25/2022	NASCO	LE art supplies		450.60
0000118633	10/25/2022	NATIONAL ART & SCHOOL SUPPLIES	HH teaching supplies - IU bid	LE teaching supplies - IU bid	124.80
0000118634	10/25/2022	OFFICE BASICS INC.	LE teaching supplies	HH copy paper	7,822.88
0000118635	10/25/2022	ORTHOPEDIC ASSOCIATES OF LANCASTER, LTD.	athletic training services - Sept.		600.60
0000118636	10/25/2022	PAYNE, MEIXIAN QIU	ESL - translations		120.48
0000118637	10/25/2022	PENNSYLVANIA COUNSELING SV INC	ESSER grant - student assistance	HS student assistance program	1,697.00
0000118638	10/25/2022	PLETCHER JOHN	fire alarm service		625.00

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0000118639	10/25/2022	PMEA	Youth Honors Band		330.00
0000118640	10/25/2022	PPL ELECTRIC UTILITIES	electric transp - stadium sign	electric transp - Walnut Run	48.60
0000118641	10/25/2022	PRO-ED	pupil personnel supplies		295.90
0000118642	10/25/2022	PYRAMID SCHOOL PRODUCTS	HH teaching supplies - IU bid	LE teaching supplies - IU bid	1,147.20
0000118643	10/25/2022	RHOADS ENERGY CORP	diesel fuel - transportation	heating oil - SE	36,549.61
0000118644	10/25/2022	RIDDELL	football jerseys		231.04
0000118645	10/25/2022	RODRIGUEZ, THANNIA E.	ESL - translations	Title I translations	432.63
0000118646	10/25/2022	RON HENRYS AUTO REPAIR PARTNERS	emissions testing		25.57
0000118647	10/25/2022	RUSSELL LOCKSMITH-SAFES. INC.	lock repairs	lock repair	550.00
0000118648	10/25/2022	SAVVAS LEARNING COMPANY LLC	Title I supplies		832.00
0000118649	10/25/2022	SCHOOL HEALTH CORPORATION	trainer supplies - IU bid		24.60
0000118650	10/25/2022	SCHOOL SPECIALTY LLC	LE phys ed supplies		31.00
0000118651	10/25/2022	SHULTZ TRANSPORTATION COMPANY	transportation - September	HS students to county chorus auditions a	148,528.76
0000118652	10/25/2022	SID HARVEY INDUSTRIES INC.	maint parts	maint supplies	336.76
0000118653	10/25/2022	SOCIAL THINKING	LE spec ed supplies		84.21
0000118654	10/25/2022	STUTTERING THERAPY RESOURCES, INC.	pupil personnel supplies		201.25
0000118655	10/25/2022	TELE-PEST INC.	LE pest control		52.00
0000118656	10/25/2022	THE BOOK CONNECTION	books for LE author visit		1,555.25
0000118657	10/25/2022	TX:TEAM REHAB. INC.	physical therapy services - Sept		654.20
0000118658	10/25/2022	VOYAGER SOPRIS LEARNING	Title I supplies		132.00
0000118659	10/25/2022	WEAVER TURF POWER INC	maint parts		48.99
0000118660	10/25/2022	WEINSTEIN SUPPLY CORPORATION	plumbing parts	maint parts	946.84
0000118661	10/25/2022	WELLSPAN MEDICAL GROUP	sports physicals		2,295.00
0000118662	10/25/2022	WESTERN PSYCHOLOGICAL SERVICES	pupil personnel supplies		71.50
0000118663	10/25/2022	WILSON LANGUAGE TRAINING	HH spec ed supplies		108.00
0000118664	10/25/2022	WOOTER APPAREL INC.	bowling shirts		759.80
0000118665	10/31/2022	ADVANCE AUTO PARTS	auto parts		71.99
0000118666	10/31/2022	AHOLD FINANCIAL SERVICES	HS home ec groceries		30.80
0000118667	10/31/2022	AT&T MOBILITY	district cell phone charges		6,481.19
0000118668	10/31/2022	CAPITAL ELECTRIC	electrical supplies		131.54
0000118669	10/31/2022	CAULER CONTAINERS, INC.	trash removal - SE		329.85
0000118670	10/31/2022	COMCAST CABLE	additional outlets - HS		45.05

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Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000118671	10/31/2022	DAUPHIN ELECTRIC SUPPLY	lighting supplies		361.15
0000118672	10/31/2022	DIRECT ENERGY BUSINESS	ntl gas - HH water heater	ntl gas - LE kitchen	192.40
0000118673	10/31/2022	E.M. HERR FARM & HOME SUPPLY	HS custodial supplies	maint supplies	298.07
0000118674	10/31/2022	EVERYDAY SPEECH LLC	teacher subscription		138.00
0000118675	10/31/2022	G.R. MITCHELL INC.	maint supplies		6.21
0000118676	10/31/2022	HAJOCA CORPORATION	maint parts		377.18
0000118677	10/31/2022	KEYSTONE STATE LITERACY ASSOCIATION	KSLA Conference 2022 - Title I		2,850.00
0000118678	10/31/2022	LOWE'S COMPANIES INC	LE custodial supplies	HS tech lab supplies	212.79
0000118679	10/31/2022	LOWE'S COMPANIES INC	maint supplies		179.55
0000118680	10/31/2022	MARTIN APPLIANCE	HS principal supplies		311.90
0000118681	10/31/2022	MCCOMBS SUPPLY CO. INC.	maint part	maint parts	290.56
0000118682	10/31/2022	NCS PEARSON INC	pupil personnel supplies		506.15
0000118683	10/31/2022	NOLT'S AUTO PARTS INC	auto parts		373.21
0000118684	10/31/2022	PENSKE TRUCK LEASING CO. L.P.	HS marching band transp		665.60
0000118685	10/31/2022	PMEA	HS District 7 Chorus Festival		810.00
0000118686	10/31/2022	PPL ELECTRIC UTILITIES	electric transp - SE		160.68
0000118687	10/31/2022	ROCKY SPRINGS ENTERTAINMENT CE	bowling rental fee agreement		1,200.00
0000118688	10/31/2022	RON HENRYS AUTO REPAIR PARTNERS	emissions testing - van		37.57
0000118689	10/31/2022	SENSENI DONALD M.	ESL - translations		178.75
0000118690	10/31/2022	TRIANGLE COMMUNICATIONS INC	radio chargers		178.00
0000118691	10/31/2022	TRUSTMARK HEALTH BENEFITS, INC.	insurance mgmt fee - November		14,984.24
0000118692	10/31/2022	UGI UTILITIES INC.	ntl gas - admin bldg	ntl gas transp - HH water heater	469.11
0000118693	10/31/2022	ZIMMERMAN'S HARDWARE	maint supplies		35.78
0000118694	11/08/2022	AMERICHEM INTERNATIONAL, INC.	LE custodial supplies		1,079.40
0000118695	11/08/2022	ASCD	member dues - Peart		89.00
0000118696	11/08/2022	BURNS DEBORAH	student transportation		200.00
0000118697	11/08/2022	COMMONWEALTH OF PA	pesticide business license		35.00
0000118698	11/08/2022	COOPER PRINTING INC.	LE report card envelopes	HH report card envelopes	138.26
0000118699	11/08/2022	CRAMPTON, THAO	FBI volunteer reimbursement		25.25
0000118700	11/08/2022	DELL MARKETING L.P.	touch monitor	chromebook parts	1,933.57
0000118701	11/08/2022	DIAZ, NOELIA	FBI volunteer reimbursement		25.25
0000118702	11/08/2022	DIXIE LAND ENERGY	gas at WLT for vans		8,221.31

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Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000118703	11/08/2022	DOMINION ELEVATOR INSPECTION	elevator routine inspections		416.00
0000118704	11/08/2022	EDWARDS BUSINESS SYSTEMS	HH copier fee	LE copier fee	3,010.62
0000118705	11/08/2022	FAIRMOUNT BEHAVIORAL HEALTH SYSTEM	educational services		540.00
0000118706	11/08/2022	FULL COMPASS SYSTEMS LTD	PAC supplies		986.06
0000118707	11/08/2022	GUY, JENI	FBI volunteer reimbursement		25.25
0000118708	11/08/2022	HENRY SCHEIN INC	HS nursing supplies - IU bid		11.17
0000118709	11/08/2022	HOWARD E. GROFF COMPANY	trailer rental		3,345.00
0000118710	11/08/2022	HULSEY, TRISTA	FBI volunteer reimbursement		25.25
0000118711	11/08/2022	INGRAM LIBRARY SRVICES INC.	HH library books		298.76
0000118712	11/08/2022	JW PEPPER & SON INC.	LLMEA Orchestra Festival music	HS orchestra music	727.99
0000118713	11/08/2022	LANCASTER-LEBANON INT. UNIT 13	PIMS consulting - September	business manager's meeting	746.50
0000118714	11/08/2022	LSEA	DED: Union Dues: 10/28/2022		15,099.80
0000118715	11/08/2022	LSSD - CAFETERIA ACCOUNT	sub lunch tickets - Aug & Sept	new teacher reception	321.00
0000118716	11/08/2022	M J EARL	HS custodial supplies		1,759.90
0000118717	11/08/2022	MADONNA, NICHOLE	FBI volunteer reimbursement		25.25
0000118718	11/08/2022	NATIONAL TICKET CO.	printing - Pride Tickets		359.02
0000118719	11/08/2022	NEOPANEY, PUJA	ESL - translations		170.00
0000118720	11/08/2022	NEWCOMER, KATELYN	FBI volunteer reimbursement		25.25
0000118721	11/08/2022	OFFICE BASICS INC.	HS teaching supplies		163.00
0000118722	11/08/2022	PETTY CASH	HH teaching supplies	MM teaching supplies	153.02
0000118723	11/08/2022	POSITIVE PROMOTIONS	to be reimb - MM Activity Fund		275.60
0000118724	11/08/2022	PSAHPERD	conference - M. Weaver	membership - Weaver	165.00
0000118725	11/08/2022	PYRAMID SCHOOL PRODUCTS	MM teaching supplies	6th grade teaching supplies	306.50
0000118726	11/08/2022	REHNBERG, NICOLE	FBI volunteer reimbursement		25.25
0000118727	11/08/2022	RHOADS ENERGY CORP	diesel fuel - transportation		21,900.00
0000118728	11/08/2022	SCHOOL NURSE SUPPLY INC.	MM nursing supplies		26.59
0000118729	11/08/2022	TALLEY, LESLIE	FBI volunteer reimbursement		25.25
0000118730	11/08/2022	U.S. POSTMASTER	postage stamps - pupil personnel		60.00
0000118731	11/08/2022	WALTERS SERVICES INC	portable toilet - athletics	credit - portable toilet - athletics	106.50
0000118732	11/08/2022	WEINSTEIN SUPPLY CORPORATION	maint parts		1,400.82
0000118733	11/08/2022	WEST LAMPETER TOWNSHIP	resource officer - 3rd qtr 2022 billing	1/2 cost of crossing guards - Aug & Sept	20,146.81
0000118734	11/08/2022	WILLIAM V. MACGILL & CO.	ESSER - nursing		2,081.95
D000297641	11/08/2022	ACHILLE JOHN	tuition reimb	dental reimb	2,301.00 D

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D000297642	11/08/2022	ALLEN-GORDON CAROL	dental reimb		132.00 <i>D</i>
D000297643	11/08/2022	BAKER ADRIAN	dental reimb		105.00 <i>D</i>
D000297644	11/08/2022	BEARD, AMY L	tuition reimb		4,214.02 <i>D</i>
D000297645	11/08/2022	BEERS JENNIFER D	dental reimb		190.00 <i>D</i>
D000297646	11/08/2022	BETANCOURT NICOLE	travel mileage		73.75 <i>D</i>
D000297647	11/08/2022	BITLER DONNA	dental reimb		575.00 <i>D</i>
D000297648	11/08/2022	BLOSE MATTHEW A	dental reimb	vision reimb	418.74 <i>D</i>
D000297649	11/08/2022	BREITKREUTZ ALEXANDER	dental reimb		280.00 <i>D</i>
D000297650	11/08/2022	BRUBAKER, MICHELLE T	travel mileage - conference - Brubaker	vision reimb	213.98 <i>D</i>
D000297651	11/08/2022	BUCKIUS KIMBERLY	dental reimb		104.00 <i>D</i>
D000297652	11/08/2022	BURKHART, EMILY N	MM LA supplies		134.13 <i>D</i>
D000297653	11/08/2022	BURKHART, MEGAN E	vision reimb		215.70 <i>D</i>
D000297654	11/08/2022	BURNS LAUREN	vision reimb		500.00 <i>D</i>
D000297655	11/08/2022	CANTRELL SCOTT	dental reimb		222.00 <i>D</i>
D000297656	11/08/2022	CANTY MICHAEL J.	vision reimb	dental reimb	1,123.00 <i>D</i>
D000297657	11/08/2022	CAREATC INC	wellness center billing & health passports		28,105.21 <i>D</i>
D000297658	11/08/2022	COE S. BARRY	dental reimb	vision reimb	1,185.00 <i>D</i>
D000297659	11/08/2022	DAVIS JR. GLENN R.	dental reimb		150.00 <i>D</i>
D000297660	11/08/2022	DEPEW ANGELA	dental reimb		175.00 <i>D</i>
D000297661	11/08/2022	DIEHL, CHELSEA M	vision reimb		155.78 <i>D</i>
D000297662	11/08/2022	FISHER BRIAN	ESSER health & wellness		66.05 <i>D</i>
D000297663	11/08/2022	FLIEGEL PAMELA S	dental reimb		85.00 <i>D</i>
D000297664	11/08/2022	FLUCK ELIZABETH	ESSER health & wellness		52.45 <i>D</i>
D000297665	11/08/2022	FRANKLIN KEVIN J.	dental reimb		1,818.00 <i>D</i>
D000297666	11/08/2022	GARBER TODD L.	ESSER health & wellness		40.60 <i>D</i>
D000297667	11/08/2022	GARRETT BOBBI	vision reimb		500.00 <i>D</i>
D000297668	11/08/2022	GARRETT, LINSDAY E	dental reimb		250.00 <i>D</i>
D000297669	11/08/2022	GETCHIS MICHELLE	dental reimb		759.00 <i>D</i>
D000297670	11/08/2022	GILGER MICHELLE L	dental reimb	ESSER health & wellness	422.67 <i>D</i>
D000297671	11/08/2022	GLEIBERMAN ALYSON	dental reimb	MM LA supplies	254.00 <i>D</i>
D000297672	11/08/2022	GODFREY ANDREW	ESSER health & wellness		59.97 <i>D</i>
D000297673	11/08/2022	GRAYBILL TAMMY	vision reimb		297.20 <i>D</i>
D000297674	11/08/2022	GROFF, TANYA L	dental reimb		396.00 <i>D</i>

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D000297675	11/08/2022	GROVE KARA	dental reimb		105.00 <i>D</i>
D000297676	11/08/2022	HALL, GREGORY J	vision reimb		500.00 <i>D</i>
D000297677	11/08/2022	HAVERSTICK JEFFREY W	dental reimb		201.00 <i>D</i>
D000297678	11/08/2022	HENRY CHRISTI L	vision reimb		500.00 <i>D</i>
D000297679	11/08/2022	HENRY ELIZABETH L	dental reimb		222.00 <i>D</i>
D000297680	11/08/2022	HESS ROSEMARY	dental reimb		1,185.00 <i>D</i>
D000297681	11/08/2022	HICKS ELAINE R.	dental reimb		150.00 <i>D</i>
D000297682	11/08/2022	HOGAN KIMBERLY L	dental reimb		137.00 <i>D</i>
D000297683	11/08/2022	HOUCK JEFFREY S	dental reimb		175.00 <i>D</i>
D000297684	11/08/2022	INGRAM, KIMBERLY K	dental reimb		225.00 <i>D</i>
D000297685	11/08/2022	JAMIESON AMY A	dental reimb		190.00 <i>D</i>
D000297686	11/08/2022	JOHNSON JOAN	dental reimb		207.00 <i>D</i>
D000297687	11/08/2022	KEEFER JUSTIN E	dental reimb		460.00 <i>D</i>
D000297688	11/08/2022	KERSHNER JANELLE N.	dental reimb		95.00 <i>D</i>
D000297689	11/08/2022	KOWITZ, ALICIA C	vision reimb	MM LA supplies	198.98 <i>D</i>
D000297690	11/08/2022	KRUPPENBACH CONNIE	vision reimb	dental reimb	310.00 <i>D</i>
D000297691	11/08/2022	LAPP ROSA S.	Easy CBM teacher subscription		49.99 <i>D</i>
D000297692	11/08/2022	LAU ELISABETH D.	vision reimb		339.96 <i>D</i>
D000297693	11/08/2022	LINDSLEY DEBORAH M.	dental reimb		178.00 <i>D</i>
D000297694	11/08/2022	LONG PAULA	dental reimb		1,010.00 <i>D</i>
D000297695	11/08/2022	MANNIX SUZANNE K.	vision reimb	dental reimb	491.60 <i>D</i>
D000297696	11/08/2022	MARSH JEFFREY B	dental reimb		178.00 <i>D</i>
D000297697	11/08/2022	MCCANNA CHRISTY	HS social studies supplies		59.88 <i>D</i>
D000297698	11/08/2022	MIER KENDRA	dental reimb		526.00 <i>D</i>
D000297699	11/08/2022	MILLER MELISSA	vision reimb		66.90 <i>D</i>
D000297700	11/08/2022	MORGAN DERRICK	dental reimb		460.00 <i>D</i>
D000297701	11/08/2022	MUSSER ERICA	dental reimb		100.00 <i>D</i>
D000297702	11/08/2022	NEW STORY LLC	tuition		30,300.00 <i>D</i>
D000297703	11/08/2022	OBERHOLTZER HOLLY	vision reimb		313.72 <i>D</i>
D000297704	11/08/2022	PARKER, ALANNA Z	dental reimb		128.00 <i>D</i>
D000297705	11/08/2022	PAULINELLIE HEIDI	dental reimb	vision reimb	271.50 <i>D</i>
D000297706	11/08/2022	RAYMOND SHEILA M.	dental reimb		231.49 <i>D</i>
D000297707	11/08/2022	RETTEW SUSAN	HS LA supplies		47.47 <i>D</i>

\* - Non-Negotiable Disbursement    + - Procurement Card Non-Negotiable    # - Payable within Payment    P - Prenote    D - Direct Deposit    C - Credit Card

## FUND ACCOUNTING PAYMENT SUMMARY

**Bank Account:** GF - L-S GENERAL FUND    **Payment Dates:** 10/05/2022 - 11/08/2022

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

**Sort: Payment Number**

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
D000297708	11/08/2022	RICE BENJAMIN G.	dental reimb		306.00 <i>D</i>
D000297709	11/08/2022	RIEHL JOSHUA A	tuition reimb	dental reimb	1,734.00 <i>D</i>
D000297710	11/08/2022	RINIER DIANE	vision reimb		200.00 <i>D</i>
D000297711	11/08/2022	RISSE JENNIFER L.	ESSER health & wellness		39.43 <i>D</i>
D000297712	11/08/2022	RIVER ROCK ACADEMY, LLC	2 slots at River Rock		6,004.36 <i>D</i>
D000297713	11/08/2022	ROEHM, KAREN E	dental reimb		162.00 <i>D</i>
D000297714	11/08/2022	SAVOCA DEBRA A.	dental reimb		406.00 <i>D</i>
D000297715	11/08/2022	SCHATZMANN MICHELLE L	HS spec ed supplies	ESSER health & wellness	94.03 <i>D</i>
D000297716	11/08/2022	SEIBEL LATECIA	dental reimb		158.00 <i>D</i>
D000297717	11/08/2022	SHAUBACH DALE R.	vision reimb		433.98 <i>D</i>
D000297718	11/08/2022	SHAUBACH ROBERT	dental reimb		159.00 <i>D</i>
D000297719	11/08/2022	SHENK KIMBERLY I.	vision reimb		500.00 <i>D</i>
D000297720	11/08/2022	SHOCKEY TINA	dental reimb		305.00 <i>D</i>
D000297721	11/08/2022	SLOSS JOSEPH B.	dental reimb		193.00 <i>D</i>
D000297722	11/08/2022	SMITH KIMBERLY B.	dental reimb		317.00 <i>D</i>
D000297723	11/08/2022	SPANGLER DONALD	dental reimb		290.00 <i>D</i>
D000297724	11/08/2022	STAUFFER LAURI LOAR	dental reimb		1,065.00 <i>D</i>
D000297725	11/08/2022	STUTZMAN JAMES A	dental reimb		357.00 <i>D</i>
D000297726	11/08/2022	SWARR JEFFREY	vision reimb		364.96 <i>D</i>
D000297727	11/08/2022	THE VISTA SCHOOL	tuition	nursing & personal care assistant services	15,057.97 <i>D</i>
D000297728	11/08/2022	TRACY PENNY	vision reimb		35.00 <i>D</i>
D000297729	11/08/2022	TUTEN, BENJAMIN T	dental reimb		1,348.98 <i>D</i>
D000297730	11/08/2022	WAGNER ALLISON	dental reimb		704.00 <i>D</i>
D000297731	11/08/2022	WATTERSON CYNTHIA	dental reimb		274.00 <i>D</i>
D000297732	11/08/2022	WELSH, RACHEL M	ESSER health & wellness		62.50 <i>D</i>
D000297733	11/08/2022	WHISKEYMAN ERIN	dental reimb		227.00 <i>D</i>
D000297734	11/08/2022	WIEAND MATTHEW	vision reimb		10.00 <i>D</i>
D000297735	11/08/2022	WILLIG CHRISTINE	vision reimb		117.50 <i>D</i>
D000297736	11/08/2022	WILLIG, NATALIE C	vision reimb		111.99 <i>D</i>
D000297737	11/08/2022	WILSON TIMOTHY A.	dental reimb		600.00 <i>D</i>
D000297738	11/08/2022	YOCUM REBECCA	dental reimb		77.00 <i>D</i>
D000297739	11/08/2022	YOUNG MARK	dental reimb		239.00 <i>D</i>

\* - Non-Negotiable Disbursement

+ - Procurement Card Non-Negotiable

# - Payable within Payment

P - Prenote

D - Direct Deposit

C - Credit Card

## FUND ACCOUNTING PAYMENT SUMMARY

**Bank Account:** GF - L-S GENERAL FUND    **Payment Dates:** 10/05/2022 - 11/08/2022

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

**Sort: Payment Number**

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
D000297740	11/08/2022	YOWLER MELISSA	vision reimb		189.00 <i>D</i>
D000297741	11/08/2022	ZIMMERMAN, HOPE L	HS home ec groceries		745.05 <i>D</i>
D000297742	11/08/2022	ZURN ADAM	dental reimb		116.00 <i>D</i>
* DELAGE1007	10/07/2022	DE LAGE LANDEN PUBLIC FINANCE LLC	Copier Lease		3,222.12
* FED0000930	09/30/2022	FEDERAL TAX PAYMENT SYSTEM	Purpose: EE FED: 9/30/2022	Purpose: ER FICA: 9/30/2022	226,212.95
* FED0001014	10/14/2022	FEDERAL TAX PAYMENT SYSTEM	Purpose: EE FED: 10/14/2022	Purpose: ER FICA: 10/14/2022	221,305.69
* FED0001028	10/28/2022	FEDERAL TAX PAYMENT SYSTEM	Purpose: EE FED: 10/28/2022	Purpose: ER FICA: 10/28/2022	218,028.88
* HSA0000930	09/30/2022	HEALTH EQUITY	DED: HSA Contr: 9/30/2022	ER HSA Contribution - McConnell	11,046.44
* HSA0001014	10/14/2022	HEALTH EQUITY	DED: HSA Contr: 10/14/2022		10,202.29
* HSA0001028	10/28/2022	HEALTH EQUITY	DED: HSA Contr: 10/28/2022	ER HSA Contribution - Snavelly	11,268.20
* ISF0093022	09/30/2022	BB&T ITEM PROCESSING CENTER	Medical Claims & Fees - Sept 28-30		73,553.06
* ISF0102822	10/28/2022	BB&T ITEM PROCESSING CENTER	Medical Claims & Fees - Oct 1-28		412,384.50
* LCCTC01101	11/01/2022	LANCASTER COUNTY CTC	CTC - District Payment		90,800.87
* LOC0000930	10/21/2022	LANC CO TAX COLLECTION BUREAU	Purpose: EE EIT: 9/16/2022	Purpose: EE EIT: 9/30/2022	61,412.25
* OPT0000930	10/21/2022	LANC CO TAX COLLECTION BUREAU	Purpose: EE LST: 9/30/2022	Purpose: EE LST: 9/16/2022	5,374.00
* PAT0000930	10/05/2022	PA DEPARTMENT OF REVENUE	Purpose: EE STPA: 9/30/2022		29,273.63
* PAT0001014	10/14/2022	PA DEPARTMENT OF REVENUE	Purpose: EE STPA: 10/14/2022	Purpose: EE STPA: 9/30/2022	28,894.52
* PENS001014	10/14/2022	PENSERV PLAN SERVICES INC.	DED: ROTH AXA: 10/14/2022	DED: 403B Opp: 10/14/2022	12,515.29
* PENS001028	10/28/2022	PENSERV PLAN SERVICES INC.	DED: ROTH AXA: 10/28/2022	DED: 403B Opp: 10/28/2022	12,469.39
* PNC0100322	10/03/2022	PNC BANK N.A.	Procurement Card Purchases		21,286.80
* PSER000930	09/30/2022	PUB SCH EMPLOYES RETIREMENT	Purpose: EE RETP: 9/16/2022	Purpose: EE RETP: 9/30/2022	212,952.90
* PSER001031	10/31/2022	PUB SCH EMPLOYES RETIREMENT	Purpose: EE RETP: 10/14/2022	Purpose: EE RETP: 10/28/2022	144,644.78
* SCD0000930	09/30/2022	PA SCDU	DED: Child Support: 9/30/2022		1,237.75
* SCD0001014	10/14/2022	PA SCDU	DED: Child Support: 10/14/2022		1,237.75
* SCD0001028	10/28/2022	PA SCDU	DED: Child Support: 10/28/2022		1,237.75
* TCF0092822	09/28/2022	TCF Capital Solutions	Lease - 2018 Ford Transit School Van 350X		865.70
* TCF0100822	10/11/2022	TCF Capital Solutions	Lease - 2019 Ford Transit Van		545.89
* TCF0101022	10/11/2022	TCF Capital Solutions	Lease - 2020 Ford Transit Van		571.91
* TCF0101922	10/19/2022	TCF Capital Solutions	Lease - 2019 Ford Transit Van		545.89
* TCF0102822	10/28/2022	TCF Capital Solutions	Lease - 2018 Ford Transit School Van 350X		865.70
* TRUIST0922	09/30/2022	TRUIST BANK	Bank Fees - Truist		305.09

\* - Non-Negotiable Disbursement    + - Procurement Card Non-Negotiable    # - Payable within Payment    P - Prenote    D - Direct Deposit    C - Credit Card



## FUND ACCOUNTING PAYMENT SUMMARY

**Bank Account:** GF - L-S GENERAL FUND    **Payment Dates:** 10/05/2022 - 11/08/2022

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

**Sort: Payment Number**

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
* UIC0000930	10/21/2022	PENNSYLVANIA UC FUND	Purpose: EE UNEM: 9/16/2022	Purpose: EE UNEM: 9/30/2022	3,663.47
* UNIV092022	09/30/2022	TRUIST BANK	Bank Fees - Uninvest		13.00
* VOYA092922	09/29/2022	VOYA - PSERS	EE PSERS DC Contributions	ER PSERS DC Contributions	51.83
* VOYA093022	10/03/2022	VOYA - PSERS	EE PSERS DC Contributions	ER PSERS DC Contributions	3,880.17
* VOYA101422	10/17/2022	VOYA - PSERS	EE PSERS DC Contributions	ER PSERS DC Contributions	4,035.92
* VOYA102822	10/31/2022	VOYA - PSERS	EE PSERS DC Contributions	ER PSERS DC Contributions	3,755.16
10 - General Fund					2,556,846.00
Grand Total All Funds					2,556,846.00
Grand Total Credit Cards					0.00
Grand Total Direct Deposits					118,191.49
Grand Total Manual Checks					0.00
Grand Total Other Disbursement Non-negotiables					1,829,661.54
Grand Total Procurement Card Other Disbursement Non-					0.00
Grand Total Regular Checks					608,992.97
Grand Total All Payments					2,556,846.00

## FUND ACCOUNTING PAYMENT SUMMARY

**Bank Account:** CF - CAFETERIA ACCOUNT    **Payment Dates:** 10/05/2022 - 11/08/2022

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

**Sort: Payment Number**

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000007544	10/05/2022	ECOLAB INC.	Gloves	Chemicals	1,518.67
0000007545	10/05/2022	FEESERS INC.	MM Food	HS Food	42,701.60
0000007546	10/05/2022	GILBERT CONSULTING LLC	CB Menu Planning		1,400.00
0000007547	10/05/2022	GOLD STAR FOODS	HH Food	MM Food	3,887.80
0000007548	10/05/2022	HERSHEY CREAMERY CO.	MM Ice Cream		2,141.99
0000007549	10/05/2022	K & D FACTORY SERVICE INC.	MM Booster Heater	HS Freezer	4,140.90
0000007550	10/05/2022	LONGENECKER, LESLIE	Lunch Acct Refund		38.85
0000007551	10/05/2022	MORIBITO BAKING CO INC	9/9-30 HS Bread	9/6-26 MM Bread	1,558.95
0000007552	10/05/2022	NARDONE BROS BAKING CO INC	MM Pizza	HS Pizza	1,765.59
0000007553	10/05/2022	PETTY CASH	PC food supplies	PC JH Last day	185.50
0000007554	10/05/2022	SCHEID PRODUCE INC.	9/6-26 MM Produce	9/6-29 HS Produce	4,393.05
0000007555	10/05/2022	SERENA A. KIRCHNER INC	HS Sparkling Ice		1,811.30
0000007556	10/05/2022	SINGER EQUIPMENT COMPANY	Paper Supplies		5,514.80
0000007557	10/05/2022	SMITH, MELISSA	Lunch Acct Refund		7.30
0000007558	10/05/2022	SUTTON, AMANDA	Lunch Acct Refund		5.95
0000007559	10/05/2022	SWISS DAIRY	9/8-29 HH Milk	9/6-29 MM Milk	8,138.35
0000007560	10/05/2022	SYSCO CORPORATION	Paper Supplies	HH Food	3,266.47
0000007561	10/05/2022	TELE-PEST INC.	HS Bees	HS Pest Control	346.00
0000007562	10/05/2022	THURESSON, TERILEE	Lunch Acct Refund		16.95
0000007563	10/28/2022	FEESERS INC.	MM Food	HS Food	39,209.20
0000007564	10/28/2022	GOLD STAR FOODS	HS Food	HH Food	1,747.06
0000007565	10/28/2022	HERSHEY CREAMERY CO.	HH Ice Cream	HS Ice Cream	927.54
0000007566	10/28/2022	K & D FACTORY SERVICE INC.	HS Steamer		293.20

\* - Non-Negotiable Disbursement    + - Procurement Card Non-Negotiable    # - Payable within Payment    P - Prenote    D - Direct Deposit    C - Credit Card

## FUND ACCOUNTING PAYMENT SUMMARY

**Bank Account:** CF - CAFETERIA ACCOUNT    **Payment Dates:** 10/05/2022 - 11/08/2022

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

**Sort: Payment Number**

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000007567	10/28/2022	MORIBITO BAKING CO INC	10/5-21 HS Bread	10/3-21 HH Bread	1,145.39
0000007568	10/28/2022	NARDONE BROS BAKING CO INC	MM Pizza	HH Pizza	1,160.66
0000007569	10/28/2022	NGUYEN, AMANDA	Lunch Refunds x 2		452.90
0000007570	10/28/2022	PREITZ, JEAN	Lunch Acct Refund		77.05
0000007571	10/28/2022	SCHEID PRODUCE INC.	10/3-17 MM Produce	10/3-17 HS Produce	5,873.60
0000007572	10/28/2022	SERENA A. KIRCHNER INC	HS Sparkling Ice		896.70
0000007573	10/28/2022	SINGER EQUIPMENT COMPANY	MM Speed rack		217.38
0000007574	10/28/2022	SNAVELY, KRISTIN	Lunch Acct Refund		2.00
0000007575	10/28/2022	SWISS DAIRY	10/4-20 HH Milk	10/4-20 MM Milk	6,019.91
0000007576	10/28/2022	SYSCO CORPORATION	Paper Supplies	Split Food	2,218.10
<b>51 - FOOD SERVICE/CAFETERIA</b>					<b>143,080.71</b>
<b>Grand Total All Funds</b>					<b>143,080.71</b>
<b>Grand Total Credit Cards</b>					<b>0.00</b>
<b>Grand Total Direct Deposits</b>					<b>0.00</b>
<b>Grand Total Manual Checks</b>					<b>0.00</b>
<b>Grand Total Other Disbursement Non-negotiables</b>					<b>0.00</b>
<b>Grand Total Procurement Card Other Disbursement Non-negotiables</b>					<b>0.00</b>
<b>Grand Total Regular Checks</b>					<b>143,080.71</b>
<b>Grand Total All Payments</b>					<b>143,080.71</b>

\* - Non-Negotiable Disbursement    + - Procurement Card Non-Negotiable    # - Payable within Payment    P - Prenote    D - Direct Deposit    C - Credit Card

## FUND ACCOUNTING PAYMENT SUMMARY

**Bank Account:** AT - HS ATHLETIC ACCOUNT    **Payment Dates:** 10/05/2022 - 11/08/2022

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

**Sort: Payment Number**

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000006256	09/29/2022	GARDILL, JAMES	Volleyball 9/22/22		105.00
0000006257	09/29/2022	GORMAN, BENJAMIN J	V Football 9/23/22	Boys Soccer 9/21/22	245.00
0000006258	09/29/2022	JACKSON, JEFFREY L.	V Football 9/23/22		140.00
0000006259	09/29/2022	LANCASTER MENNONITE SCHOOL	V XC Iron Bridge Invitational 10/15/2022		120.00
0000006260	09/29/2022	SHANK, JEFFREY T.	V Football 9/23/22		140.00
0000006261	09/29/2022	THOMAS, MICHAEL D.	V Football 9/23/22		140.00
0000006262	10/12/2022	Garry Morrison	Reimbursement for headset microphone covers		44.28
0000006263	10/12/2022	GORMAN, BENJAMIN J	V Football 10/7/22	Girls Volleyball 10/4/22	245.00
0000006264	10/12/2022	JACKSON, JEFFREY L.	V Football 10/7/22	Girls Volleyball 10/3/22	350.00
0000006265	10/12/2022	PHENNEGER CHARLES MICHAEL	Boys Soccer 10/5/22		105.00
0000006266	10/12/2022	SHANK, JEFFREY T.	V Football 10/7/22		140.00
0000006267	10/12/2022	THOMAS, MICHAEL D.	V Football 10/7/22		140.00
0000006268	10/25/2022	CHIODO MICHAEL A	Golf at Penn State - Lodging and mileage 10/16/22		738.13
0000006269	10/25/2022	FARRELL, TERRY L.	V Football 9/23/22		102.00
0000006270	10/25/2022	GORMAN, BENJAMIN J	V Football 10/21/22	G Soccer 10/11/22	245.00
0000006271	10/25/2022	JACKSON, JEFFREY L.	V Football 10/21/22	G Volleyball 10/13/22	245.00
0000006272	10/25/2022	KMIECIK, DAVID J	JV FB 8/29/22, 7/8 FB 8/31/22		166.00
0000006273	10/25/2022	LOWRY, CRAIG	V G Soccer -9/2; JV/V-9/27, JV/V 10/5;7/8/9-9/20		521.00
0000006274	10/25/2022	MAY, RICHARD E.	V Football 8/26		102.00
0000006275	10/25/2022	MORGAN, REBECCA	7/8/9 G Soccer 10/12/22		132.00
0000006276	10/25/2022	PHENNEGER CHARLES MICHAEL	V Football 10/21/22		140.00

\* - Non-Negotiable Disbursement

+ - Procurement Card Non-Negotiable

# - Payable within Payment

P - Prenote

D - Direct Deposit

C - Credit Card

## FUND ACCOUNTING PAYMENT SUMMARY

**Bank Account:** AT - HS ATHLETIC ACCOUNT    **Payment Dates:** 09/28/2022 - 11/08/2022

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

**Sort: Payment Number**

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000006277	10/25/2022	SHANK, JEFFREY T.	B Soccer 10/13/22		105.00
0000006278	10/25/2022	SPONAGLE, SHAUN	V Football 10/21/22		140.00
0000006279	10/25/2022	THOMAS, MICHAEL D.	G Field Hockey 10/12/22		105.00
* ARPY092022	09/30/2022	ARBITERPAY	ArbiterPay - Official Payments	ArbiterPay - Fees	9,687.00
* ARPY102022	10/31/2022	ARBITERPAY	ArbiterPay - Official Payments	ArbiterPay - Fees	8,255.00
<b>10 - General Fund</b>					<b>17,942.00</b>
<b>29 - Athletic Fund</b>					<b>4,655.41</b>
<b>Grand Total All Funds</b>					<b>22,597.41</b>
<b>Grand Total Credit Cards</b>					<b>0.00</b>
<b>Grand Total Direct Deposits</b>					<b>0.00</b>
<b>Grand Total Manual Checks</b>					<b>0.00</b>
<b>Grand Total Other Disbursement Non-negotiables</b>					<b>17,942.00</b>
<b>Grand Total Procurement Card Other Disbursement Non-negotiables</b>					<b>0.00</b>
<b>Grand Total Regular Checks</b>					<b>4,655.41</b>
<b>Grand Total All Payments</b>					<b>22,597.41</b>

\* - Non-Negotiable Disbursement    + - Procurement Card Non-Negotiable    # - Payable within Payment    P - Prenote    D - Direct Deposit    C - Credit Card

## FUND ACCOUNTING PAYMENT SUMMARY

**Bank Account:** CR - CAPITAL RESERVE ACCT    **Payment Dates:** 10/05/2022 - 11/08/2022

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

**Sort: Payment Number**

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000004509	10/31/2022	CRABTREE ROHRBAUGH & ASSOCIATES INC.	professional services - early childhood - cap reserve	professional services - critical capital projects	28,473.42
0000004510	10/31/2022	K & D FACTORY SERVICE INC.	maintenance contract - cap reserve - cafe	LE milk cooler - cap reserve - cafe	12,226.50
<b>32 - Capital Reserve</b>					<b>40,699.92</b>
<b>Grand Total All Funds</b>					<b>40,699.92</b>
<b>Grand Total Credit Cards</b>					<b>0.00</b>
<b>Grand Total Direct Deposits</b>					<b>0.00</b>
<b>Grand Total Manual Checks</b>					<b>0.00</b>
<b>Grand Total Other Disbursement Non-negotiables</b>					<b>0.00</b>
<b>Grand Total Procurement Card Other Disbursement Non-negotiables</b>					<b>0.00</b>
<b>Grand Total Regular Checks</b>					<b>40,699.92</b>
<b>Grand Total All Payments</b>					<b>40,699.92</b>

\* - Non-Negotiable Disbursement    + - Procurement Card Non-Negotiable    # - Payable within Payment    P - Prenote    D - Direct Deposit    C - Credit Card

## FUND ACCOUNTING PAYMENT SUMMARY

**Bank Account:** CP - CAPITAL PROJECTS FUND    **Payment Dates:** 10/05/2022 - 11/08/2022

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

**Sort: Payment Number**

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000001020	10/13/2022	FREY LUTZ	HVAC work - early childhhod		22,765.50
0000001021	10/13/2022	GARDEN SPOT MECHANICAL INC.	HVAC - capital projects		59,175.00
0000001022	10/17/2022	WEST LAMPETER TOWNSHIP	permit - early childhood		179.50
0000001023	11/08/2022	FREY LUTZ	HVAC work - early childhhod		765.00
0000001024	11/08/2022	JAY R REYNOLDS INC	plumbing work - early childhood		51,440.40
0000001025	11/08/2022	MBCC LLC	rep services - early childhood		4,575.00
* PNC0090122	09/01/2022	CODE ADMINISTRATORS INC	Critical Capital Project Permits		51,600.00
* PNC0100322	10/03/2022	CODE ADMINISTRATORS INC	Critical Capital Project Permits	Tier 1 Permit WLC2022-246C	54,600.00
* PNC0110122	11/01/2022	CODE ADMINISTRATORS INC	Early Childhood Permit		106,060.36
* TRUINV0922	09/30/2022	BB&T ITEM PROCESSING CENTER	Bank Fees - Truist Investments		1,911.87
<b>39 - Capital Projects</b>					<b>353,072.63</b>
<b>Grand Total All Funds</b>					<b>353,072.63</b>
<b>Grand Total Credit Cards</b>					<b>0.00</b>
<b>Grand Total Direct Deposits</b>					<b>0.00</b>
<b>Grand Total Manual Checks</b>					<b>0.00</b>
<b>Grand Total Other Disbursement Non-negotiables</b>					<b>214,172.23</b>
<b>Grand Total Procurement Card Other Disbursement Non-negotiables</b>					<b>0.00</b>
<b>Grand Total Regular Checks</b>					<b>138,900.40</b>
<b>Grand Total All Payments</b>					<b>353,072.63</b>



Date	Transaction Description	Debit	Credit	Balance
9/27/2022	Beginning Balance in ArbiterPay Account			3,561.75
9/29/2022	Upload Funds into ArbiterPay (EFT)		15,000.00	
9/28/2022	Lampeter-Strasburg High School, 9/27/2022, Group 105238, Game 517193, 7:00 PM, Game Fee \$164.00, Troy Adair	164.00		
9/28/2022	Lampeter-Strasburg High School, 9/27/2022, Group 111370, Game 585322, 4:15 PM, Game Fee \$72.00, Craig Ausel	72.00		
9/28/2022	Lampeter-Strasburg High School, 9/27/2022, Group 111370, Game 585322, 4:15 PM, Game Fee \$72.00, Tiffany Matula	72.00		
9/29/2022	Lampeter-Strasburg High School, 9/28/2022, Group 102155, Game 510745, 5:00 PM, Game Fee \$78.00, Charlie Thomas	78.00		
9/29/2022	Lampeter-Strasburg High School, 9/28/2022, Group 102155, Game 510745, 5:00 PM, Game Fee \$78.00, John Jabour	78.00		
9/29/2022	Lampeter-Strasburg High School, 9/28/2022, Group 102155, Game 510745, 5:00 PM, Game Fee \$78.00, Rick Hartl	78.00		
9/29/2022	Lampeter-Strasburg High School, 9/28/2022, Group 102155, Game 510745, 5:00 PM, Game Fee \$78.00, Ty Christman	78.00		
9/29/2022	Lampeter-Strasburg High School, 9/28/2022, Group 105238, Game 517892, 4:00 PM, Game Fee \$132.00, Donna Underwood	132.00		
9/29/2022	Lampeter-Strasburg High School, 9/28/2022, Group 105238, Game 517892, 4:00 PM, Game Fee \$132.00, Jonathan Damon	132.00		
9/30/2022	Lampeter-Strasburg High School, 9/29/2022, Group 105238, Game 517195, 5:30 PM, Game Fee \$164.00, David Simpson	164.00		
9/30/2022	Lampeter-Strasburg High School, 9/29/2022, Group 105238, Game 517195, 5:30 PM, Game Fee \$164.00, Tim Spotts	164.00		
9/30/2022	Lampeter-Strasburg High School, 9/29/2022, Group 106937, Game 892101, 4:00 PM, Game Fee \$195.00, Dennis Daugherty	195.00		
10/3/2022	Lampeter-Strasburg High School, 9/30/2022, Group 105238, Game 518648, 4:00 PM, Game Fee \$132.00, Tim Cobb	132.00		
10/3/2022	Lampeter-Strasburg High School, 9/30/2022, Group 105238, Game 518648, 4:00 PM, Game Fee \$132.00, Wayne Deswert Sr	132.00		
10/4/2022	Lampeter-Strasburg High School, 10/1/2022, Group 105238, Game 517735, 10:00 AM, Game Fee \$91.00, Jeff Shiner	91.00		
10/4/2022	Lampeter-Strasburg High School, 10/1/2022, Group 105238, Game 517735, 10:00 AM, Game Fee \$91.00, Wayne Goodman	91.00		
10/4/2022	Lampeter-Strasburg High School, 10/1/2022, Group 105238, Game 517736, 11:45 AM, Game Fee \$73.00, David Wilson	73.00		
10/4/2022	Lampeter-Strasburg High School, 10/1/2022, Group 105238, Game 518857, 10:00 AM, Game Fee \$91.00, Daniel Basehoar	91.00		
10/4/2022	Lampeter-Strasburg High School, 10/1/2022, Group 105238, Game 518857, 10:00 AM, Game Fee \$91.00, John Schober	91.00		
10/4/2022	Lampeter-Strasburg High School, 10/3/2022, Group 105238, Game 517175, 4:00 PM, Game Fee \$91.00, Jesse Lopez	91.00		
10/4/2022	Lampeter-Strasburg High School, 10/3/2022, Group 105238, Game 517175, 4:00 PM, Game Fee \$91.00, Steven Jacobs	91.00		
10/4/2022	Lampeter-Strasburg High School, 10/3/2022, Group 105238, Game 517176, 5:30 PM, Game Fee \$73.00, Karl Oberholtzer	73.00		
10/4/2022	Lampeter-Strasburg High School, 10/3/2022, Group 105238, Game 517176, 5:30 PM, Game Fee \$73.00, KRIS PETERSON	73.00		
10/5/2022	Lampeter-Strasburg High School, 10/3/2022, Group 104729, Game 1191393, 7:00 PM, Game Fee \$140.00, JOHN PICKEL	140.00		
10/5/2022	Lampeter-Strasburg High School, 10/3/2022, Group 104729, Game 1191393, 7:00 PM, Game Fee \$140.00, WAYNE HAGY	140.00		
10/5/2022	Lampeter-Strasburg High School, 10/4/2022, Group 104729, Game 1190273, 7:00 PM, Game Fee \$140.00, Ed Haldeman	140.00		
10/5/2022	Lampeter-Strasburg High School, 10/4/2022, Group 104729, Game 1190273, 7:00 PM, Game Fee \$140.00, Rick Hartl	140.00		
10/5/2022	Lampeter-Strasburg High School, 10/4/2022, Group 106937, Game 891692, 7:00 PM, Game Fee \$159.00, Lisa McCoy	159.00		
10/5/2022	Lampeter-Strasburg High School, 10/4/2022, Group 106937, Game 891692, 7:00 PM, Game Fee \$159.00, Marisa Weachter-Williams	159.00		
10/5/2022	Lampeter-Strasburg High School, 9/26/2022, Group 102155, Game 510678, 4:00 PM, Game Fee \$88.00, Theodore Makauskas	88.00		
10/5/2022	Lampeter-Strasburg High School, 9/26/2022, Group 105238, Game 517912, 4:00 PM, Game Fee \$68.00, Mark Winter	68.00		
10/6/2022	Lampeter-Strasburg High School, 10/5/2022, Group 105238, Game 517177, 7:00 PM, Game Fee \$164.00, David Simpson	164.00		
10/7/2022	Lampeter-Strasburg High School, 10/6/2022, Group 105238, Game 517914, 4:00 PM, Game Fee \$132.00, GEORGE RAJKOWSKI	132.00		
10/7/2022	Lampeter-Strasburg High School, 10/6/2022, Group 105238, Game 517914, 4:00 PM, Game Fee \$132.00, Todd Ryland	132.00		
10/7/2022	Lampeter-Strasburg High School, 10/6/2022, Group 106937, Game 891690, 3:30 PM, Game Fee \$159.00, DAN FLETCHER	159.00		
10/7/2022	Lampeter-Strasburg High School, 10/6/2022, Group 106937, Game 891690, 3:30 PM, Game Fee \$159.00, Sherry Swope	159.00		
10/11/2022	Lampeter-Strasburg High School, 10/10/2022, Group 102155, Game 510680, 4:00 PM, Game Fee \$88.00, Bill McHale	88.00		
10/11/2022	Lampeter-Strasburg High School, 10/10/2022, Group 102155, Game 510680, 4:00 PM, Game Fee \$88.00, Charlie Thomas	88.00		
10/11/2022	Lampeter-Strasburg High School, 10/10/2022, Group 102155, Game 510680, 4:00 PM, Game Fee \$88.00, Harry Flawd	88.00		
10/11/2022	Lampeter-Strasburg High School, 10/10/2022, Group 102155, Game 510680, 4:00 PM, Game Fee \$88.00, Nicholas Brewer	88.00		





Date	Transaction Description	Debit	Credit	Balance
10/11/2022	Lampeter-Strasburg High School, 10/10/2022, Group 105238, Game 517916, 4:00 PM, Game Fee \$132.00, Eric Kinderwater	132.00		
10/11/2022	Lampeter-Strasburg High School, 10/10/2022, Group 105238, Game 517916, 4:00 PM, Game Fee \$132.00, Luke Wilson	132.00		
10/11/2022	Lampeter-Strasburg High School, 10/10/2022, Group 106937, Game 891694, 4:00 PM, Game Fee \$88.00, Alexandra (AJ) Weisensale	88.00		
10/11/2022	Lampeter-Strasburg High School, 10/10/2022, Group 106937, Game 891694, 4:00 PM, Game Fee \$88.00, DAN FLETCHER	88.00		
10/11/2022	Lampeter-Strasburg High School, 10/7/2022, Group 102155, Game 510679, 7:00 PM, Game Fee \$102.00, Christopher Bilger	102.00		
10/11/2022	Lampeter-Strasburg High School, 10/7/2022, Group 102155, Game 510679, 7:00 PM, Game Fee \$102.00, Cody Diehl	102.00		
10/11/2022	Lampeter-Strasburg High School, 10/7/2022, Group 102155, Game 510679, 7:00 PM, Game Fee \$102.00, Dave Anderson	102.00		
10/11/2022	Lampeter-Strasburg High School, 10/7/2022, Group 102155, Game 510679, 7:00 PM, Game Fee \$102.00, Jeff Pierce	102.00		
10/11/2022	Lampeter-Strasburg High School, 10/7/2022, Group 102155, Game 510679, 7:00 PM, Game Fee \$102.00, Rick Delgiorno	102.00		
10/12/2022	Lampeter-Strasburg High School, 10/11/2022, Group 104729, Game 1190275, 7:00 PM, Game Fee \$140.00, Jeffrey Erisman	140.00		
10/12/2022	Lampeter-Strasburg High School, 10/11/2022, Group 104729, Game 1190275, 7:00 PM, Game Fee \$140.00, Kevin Lutz	140.00		
10/12/2022	Lampeter-Strasburg High School, 10/11/2022, Group 105238, Game 517197, 7:00 PM, Game Fee \$164.00, Roy Barley	164.00		
10/12/2022	Lampeter-Strasburg High School, 10/11/2022, Group 105238, Game 517197, 7:00 PM, Game Fee \$164.00, Wayne Goodman	164.00		
10/13/2022	Lampeter-Strasburg High School, 10/12/2022, Group 105238, Game 517896, 4:00 PM, Game Fee \$132.00, Jim Duvall	132.00		
10/19/2022	Lampeter-Strasburg High School, 10/12/2022, Group 106937, Game 891696, 7:00 PM, Game Fee \$159.00, Marisa Weachter-Williams	159.00		
10/19/2022	Lampeter-Strasburg High School, 10/12/2022, Group 106937, Game 891696, 7:00 PM, Game Fee \$159.00, Vicki Zurbrick	159.00		
10/19/2022	Lampeter-Strasburg High School, 10/13/2022, Group 104729, Game 1190279, 7:00 PM, Game Fee \$140.00, Craig Dietrich	140.00		
10/19/2022	Lampeter-Strasburg High School, 10/13/2022, Group 104729, Game 1190279, 7:00 PM, Game Fee \$140.00, Ric See	140.00		
10/19/2022	Lampeter-Strasburg High School, 10/13/2022, Group 105238, Game 518709, 7:00 PM, Game Fee \$91.00, JOSEPH BROPHY	91.00		
10/19/2022	Lampeter-Strasburg High School, 10/13/2022, Group 105238, Game 518709, 7:00 PM, Game Fee \$91.00, Troy Adair	91.00		
10/19/2022	Lampeter-Strasburg High School, 10/13/2022, Group 105238, Game 518710, 5:30 PM, Game Fee \$73.00, Braden Elliott	73.00		
10/19/2022	Lampeter-Strasburg High School, 10/13/2022, Group 105238, Game 518710, 5:30 PM, Game Fee \$73.00, Thomas Bennett	73.00		
10/19/2022	Lampeter-Strasburg High School, 10/13/2022, Group 106937, Game 892103, 4:00 PM, Game Fee \$130.00, Dennis Daugherty	130.00		
10/19/2022	Lampeter-Strasburg High School, 10/13/2022, Group 106937, Game 892103, 4:00 PM, Game Fee \$130.00, LINDSAY GERNER	130.00		
10/20/2022	Lampeter-Strasburg High School, 10/19/2022, Group 102155, Game 510746, 5:00 PM, Game Fee \$78.00, Brian London	78.00		
10/20/2022	Lampeter-Strasburg High School, 10/19/2022, Group 102155, Game 510746, 5:00 PM, Game Fee \$78.00, Eugene Sanchez	78.00		
10/20/2022	Lampeter-Strasburg High School, 10/19/2022, Group 102155, Game 510746, 5:00 PM, Game Fee \$78.00, John Jabour	78.00		
10/20/2022	Lampeter-Strasburg High School, 10/19/2022, Group 102155, Game 510746, 5:00 PM, Game Fee \$78.00, Tim Smith	78.00		
10/20/2022	Lampeter-Strasburg High School, 10/19/2022, Group 106937, Game 892105, 4:00 PM, Game Fee \$130.00, Dennis Daugherty	130.00		
10/20/2022	Lampeter-Strasburg High School, 10/19/2022, Group 106937, Game 892105, 4:00 PM, Game Fee \$130.00, LINDSAY GERNER	130.00		
10/24/2022	Lampeter-Strasburg High School, 10/21/2022, Group 102155, Game 510681, 7:00 PM, Game Fee \$102.00, Brian Lindemuth	102.00		
10/24/2022	Lampeter-Strasburg High School, 10/21/2022, Group 102155, Game 510681, 7:00 PM, Game Fee \$102.00, Bruce Kilmoier, JR	102.00		
10/24/2022	Lampeter-Strasburg High School, 10/21/2022, Group 102155, Game 510681, 7:00 PM, Game Fee \$102.00, John Jabour	102.00		
10/24/2022	Lampeter-Strasburg High School, 10/21/2022, Group 102155, Game 510681, 7:00 PM, Game Fee \$102.00, Jonathan Horning	102.00		
10/25/2022	Lampeter-Strasburg High School, 10/17/2022, Group 106937, Game 893238, 4:00 PM, Game Fee \$88.00, DAN FLETCHER	88.00		
10/25/2022	Lampeter-Strasburg High School, 10/17/2022, Group 106937, Game 893238, 4:00 PM, Game Fee \$88.00, Sherry Swope	88.00		
10/25/2022	Lampeter-Strasburg High School, 10/24/2022, Group 102155, Game 510682, 4:00 PM, Game Fee \$88.00, Bob Gramola	88.00		
10/25/2022	Lampeter-Strasburg High School, 10/24/2022, Group 102155, Game 510682, 4:00 PM, Game Fee \$88.00, Brian London	88.00		
10/25/2022	Lampeter-Strasburg High School, 10/24/2022, Group 102155, Game 510682, 4:00 PM, Game Fee \$88.00, Glenn Hamilton	88.00		
10/25/2022	Lampeter-Strasburg High School, 10/24/2022, Group 102155, Game 510682, 4:00 PM, Game Fee \$88.00, Michael Perozich	88.00		
10/25/2022	Lampeter-Strasburg High School, 10/24/2022, Group 106937, Game 893241, 4:00 PM, Game Fee \$88.00, Kathryn Grove	88.00		
10/25/2022	Lampeter-Strasburg High School, 10/24/2022, Group 106937, Game 893241, 4:00 PM, Game Fee \$88.00, Sherry Swope	88.00		
10/28/2022	Lampeter-Strasburg High School, 10/26/2022, Group 102155, Game 510909, 5:00 PM, Game Fee \$78.00, Brian London	78.00		
10/28/2022	Lampeter-Strasburg High School, 10/26/2022, Group 102155, Game 510909, 5:00 PM, Game Fee \$78.00, Charles Grimasuckas	78.00		



Date	Transaction Description	Debit	Credit	Balance
10/28/2022	Lampeter-Strasburg High School, 10/26/2022, Group 102155, Game 510909, 5:00 PM, Game Fee \$78.00, Rick Hartl	78.00		
10/28/2022	Lampeter-Strasburg High School, 10/26/2022, Group 102155, Game 510909, 5:00 PM, Game Fee \$78.00, Scott Eckenrod	78.00		
	Total Payments to Officials - 09/28/2022 - 11/01/2022	9,440.00		
	Processing Fees	258.00		
	Total Paid from ArbiterPay Account	9,698.00		
11/1/2022	Ending Balance in ArbiterPay Account			8,863.75

**Lancaster – Lebanon Intermediate Unit 13**  
**ARP IDEA Part B Use of Funds Agreement**  
**Agreement Period: 2021-2023**

This sub-grant agreement entered into this 7th day of November, 2022 by and between Lancaster-Lebanon Intermediate Unit 13 (hereinafter called "IU") and **Lampeter-Strasburg School District (DUNS: 100069699)** (hereinafter called "School District") for Implementation of Individuals with Disabilities Education Act (IDEA) Part B for the project period July 1, 2021 through September 30, 2023.

Grant Award: Special Education – Grants to States Program – H027X210093

CFDA Title/Number: Special Education – Grants to States – CFDA – 84.027X

R & D Funds (Yes or No): No

Applicable Indirect Rate: n/a

Background: A share of the July 1, 2021 – September 30, 2023 ARP IDEA Part B funds received by the Commonwealth of Pennsylvania will be allocated to each school district based on the December 2020 child count, as verified by the Pennsylvania Department of Education (PDE). The IU entered into a contract with the PDE to administer the project. The IU is identified as the primary recipient for the project with the School District identified as "subrecipient" of the funds.

1. The Parties to this agreement hereby agree and assure that:

- A. As the primary recipient for the project, the IU is responsible to administer the funds in accordance with IDEA guidelines issued by the USDE; guidelines and directives issued by the PDE; provisions of the State IDEA Plan applicable to the period of this agreement; terms of this agreement; the Governmental Accounting Standards Board; Office of Management and Budget Circular A-133/2 CFR part 200, subpart F.
- B. As the subrecipient for the project, the School District is responsible to administer the pass-thru funds in accordance with IDEA guidelines issued by the USDE; guidelines and directives issued by the PDE; provisions of the State IDEA Plan applicable to the period of this agreement; terms of this agreement; the Governmental Accounting Standards Board; Office of Management and Budget Circular A-133/2 CFR part 200, subpart F; and to ensure that maintenance of effort requirements in accordance with Code of Federal Regulations Title 34 Section 300.203 (34 CFR §300.203) are met.
- C. Funds will be used to support appropriate services to school age children eligible for services through these funds. The use of 2021-2023 ARP IDEA Part B funds is governed by principles outlined in **Attachment A** and must be accounted for in accordance with the PDE Accounting Bulletin #1998-01, as most recently revised.
- D. School District must submit to the IU how ARP IDEA Part B pass-thru funds will be used. Please designate your School District's plan to use the funds received directly as pass-thru funds by completing **Attachment B**. Any

changes in use of the ARP IDEA Part B funds must be submitted to the IU by April 30, 2023.

- E. Additionally, the School District agrees for the Intermediate Unit to retain a portion of the ARP IDEA Part B funds to provide consortium level services for health and safety purposes, and other on behalf services. The use of these funds is shown on **Attachment C and included on Attachment B, Object 329.**
  - F. The School District is required to provide supporting documentation for expenditures of ARP IDEA Part B direct pass-thru funds. Requests for reimbursement may be submitted monthly or periodically for payment. Please submit invoices to the attention of Christine Skrodinsky, Supervisor of Accounting Services, 1020 New Holland Avenue, Lancaster, PA 17601. Final invoices must be received by October 15 of the current school year, to guarantee payment and to accommodate financial reporting deadlines.
  - G. The School District will maintain complete cost records of all expenditures made in association with this agreement, as well as employee, programmatic, statistical records, and supporting documents, those records to be available for inspection by a representative and/or auditor of the IU or the PDE.
2. Non-Appropriation: Payments will be contingent upon receipt of funds from the PDE.
  3. The SUBGRANTEE hereby always agrees to provide qualified personnel, properly licensed, with favorable clearances and background checks in compliance with all applicable laws and regulations, including, without limitation, the Commonwealth of Pennsylvania Department of Education's, Pennsylvania Department of Public Welfare's and Pennsylvania Public School Code's requirements, to perform all tasks as more fully set forth and described in Attachment 1 of this Agreement. SUBGRANTEE further warrants and represents that it is currently properly licensed or otherwise permitted to operate in the Commonwealth of Pennsylvania.
  4. The SUBGRANTEE shall be solely responsible for the payment of wages, salaries, benefits, and other amounts due these personnel. Additionally, the SUBGRANTEE shall be solely responsible for all reports and obligations respecting its personnel relating to social security, income tax, and pension, unemployment withholding compensation, workers' compensation, and similar matters.
  5. The furnishing of all personnel, facilities, materials and other business services needed to perform the Services within budget parameters, which is incorporated by reference, shall be the sole responsibility of the SUBGRANTEE. Furthermore, SUBGRANTEE shall perform the services, furnish the equipment, facility, and personnel, and do all things necessary and proper for the performance and completion of the work required by this Agreement at SUBGRANTEE's sole cost and expense.
  6. The SUBGRANTEE agrees that any funds that may be received because of this Agreement are to be expended solely for the purposes set forth in the Agreement and that the Agreement may be canceled, in whole or in part, by the IU13 in the

event that the funds are not utilized properly. Upon notice by the IU13 that the SUBGRANTEE has improperly spent Agreement funds, the SUBGRANTEE will return to the IU13 the amount of the improper expenditures within 60 days of the date of said notice from IU13.

7. Examination of Records: The SUBGRANTEE agrees to maintain books, records, documents and other evidence pertaining to the costs and expenses of this Agreement to the extent and in such detail as will properly reflect all net costs, or whatever nature for which reimbursements are claimed under the provisions of this Agreement. These records are subject to review by IU13 personnel or an independent auditor contracted by the IU13. The aforementioned records must be kept not less than seven years from the ending date of this Agreement.
8. Assignment: SUBGRANTEE shall not assign or subcontract its obligations under this agreement without the prior written consent of IU13, which consent may be withheld in the IU13's sole discretion. Any assignment of a subcontract not consented to by IU13 shall be void. Except as provided above, the SUBGRANTEE shall bind and benefit SUBGRANTEE and IU13 and their respective successors and permitted assigns.
9. Governing Law: Unless otherwise provided, the substantive law of the Commonwealth of Pennsylvania will govern this Agreement, its interpretation and performance, and the remedies for breach or any other claims related to this Agreement.
10. Both parties are protected under the Commonwealth of Pennsylvania's Tort Claims Act (Act), and as such, cannot and shall not be held responsible or otherwise liable for those actions or inactions specifically enumerated under the Act. Based on the foregoing, each party agrees to protect, indemnify, and hold harmless the other party and its agents, employees, directors, officers, affiliates, consultants, and/or contractors from and against any and all damages, injuries (including bodily injury, dismemberment, and/or death), claims, liabilities, and costs (including reasonable attorneys' fees), which arise or may be suffered or incurred in whole or in part as a result of the acts or omissions of the indemnifying party, its agents, employees, directors, officers, affiliates, consultants, and/or contractors, and whether arising under this Agreement, to the extent permitted by law.
11. Force Majeure: Neither party will incur any liability to the other if its performance of any obligation under this Agreement is prevented or delayed by causes beyond its control and without the fault or negligence of either party. Causes beyond a party's control may include, but are not limited to, acts of God, war or terrorism, changes in controlling law, regulations, orders or the requirements of any governmental entity, severe weather conditions, civil disorders, natural disasters, fire, a national or Commonwealth of Pennsylvania emergency, disease, plague, epidemic, pandemic, outbreaks of infectious disease or any other public health crisis, including quarantine or other employee restrictions, general strikes throughout the trade, work stoppages, accidents and freight embargos. and interruptions, loss or malfunctions of utilities, communications or computer (software and hardware) services; other unforeseeable circumstances beyond the control of the Parties against which it would have been unreasonable for the

affected party to take precautions and which the affected party cannot avoid even by using its best efforts. Either party shall orally notify the other party within forty-eight (48) hours of a force majeure event and in writing within five (5) days of the date on which either party becomes aware, or should have reasonably become aware, that such cause would prevent or delay its performance. Such notification shall (i) describe fully such cause(s) and its effects on performance, (ii) state whether performance under the Agreement is prevented or delayed and (iii) if performance is delayed, state a reasonable estimate of the duration of the delay.

12. Default and Termination: If the SUBGRANTEE fails to perform the services within the time specified herein, or if the SUBGRANTEE fails to perform any of the other provisions of this Agreement, the IU13 has the right to terminate this Agreement after a review of such circumstances with the SUBGRANTEE. This Agreement may be canceled by either party upon thirty days written notice.
13. Authority: The person signing this Agreement on behalf of the SUBGRANTEE individually warrants that he or she has full legal power to execute this Agreement on behalf of the SUBGRANTEE, and to bind and obligate the SUBGRANTEE with respect to all provisions contained in this Agreement.
14. SUBGRANTEE agrees that it shall follow all applicable IU13 policies pertaining to (i) student confidentiality, (ii) student welfare; (iii) use of electronic devices; (iv) unlawful harassment of students and employees; (v) civility; (vi) attire and appearance; (vii) drugs and alcohol; (viii) weapons; and (ix) health and safety in the workplace. Subgrantee will provide services without regard to race, color, religion, gender orientation, creed, gender, disability, age, genetics, national origin and/or any other characteristic protected by applicable law.

<https://go.boarddocs.com/pa/iu13/Board.nsf/vpublic?open#>

15. All schedules, appendices, exhibits and attachments hereto are hereby incorporated herein by this reference and shall be deemed to be a part of this Agreement as if they physically appeared within it.

Intending to be legally bound, the authorized representatives of the parties execute this Agreement effective as of the date first set forth above.

The 2021-23 ARP IDEA Part B allocation for your school district is listed below.

Lampeter-Strasburg School District  
District

\$ 26,421  
(A) Pass-thru Funds

Superintendent Signature

\$ 91,978  
(B) District Share on Behalf Consortium

Date

\$ 118,399  
**Total Funds (A + B)**

Special Education Administrator

IU Executive Director/Designee

Date

Date

Business Administrator

IU Director of Business Services/Designee

Date

Date

11/07/2022  
**School District Board Approval Date**

**Signed agreement should be sent to [contractcompliance@iu13.org](mailto:contractcompliance@iu13.org) and Attachment B must be returned to Christine Skrodinsky by November 30, 2022. Please contact Christine Skrodinsky with any questions or to request additional information.**

**2021-2023 ARP IDEA FUNDS**

**Intent**

To supplement programs and services for students with disabilities.

**General Principles**

- Supplement and increase expenditures for children with disabilities
  - may not supplant (34 CFR 300.230)
  - “comparability” requirement
- Subject to the Single Audit Act
  - clear audit trail for all expenditures
  - waivers for disallowance’s are prohibited (34 CFR § 76.900)
- Distributed by a formula based on (December 1) Child Count
  - (34 CFR § 300.754)
- Local Education Agency Application required

**Costs which are allowed (can include, but may not be limited to):**

- Extended school year programs including ESY Transportation and ESY for students with disabilities placed out of state through the Special Education Plan Revision Process (SEPRN)
- Supplemental education costs to support the implementation of the Cordero court decision
- Training programs for parents, teachers and professionals/paraprofessionals who work with students with disabilities
- Occupational and physical therapy
- Hearing Impaired Services
- Vision Impaired Services
- Physically Impaired Services
- Audiology
- AT Specialist
- Orientation and Mobility Specialists
- Psychiatrists (MD certified for SED)
- Adaptive Physical Education
- Work Experience Coordinator and Job Coaches
- Speech therapy
- Special Education Teachers
- Clerical staff directly working with allowable professional staff
- Teacher’s Aides
- Bus Aides
- Assistive devices
- Psychological Services
- Social Worker
- IEP Specified Nursing Functions
- Program Monitoring and Evaluation
- Coordinated Early Intervening Services (optional – available to school districts and public charter schools)



**Costs which are not allowed (can include, but may not be limited to):**

- Any expenditure made before the beginning date or after the ending date of an approved project (July 1, 2021 – September 30, 2023)
- School Transportation (except for field trips, ESY Transportation; etc.)
- Operational costs for school owned property (rent, heat, telephones)
- School administrators
- Construction
- Business costs
- Membership in organizations for individuals
- Travel expenses (except for IDEA paid staff or attendance at IDEA funded activities)
- Rental costs for IU programs housed in school district operated buildings
- Costs related to Legal Counsel and/or Attorneys Fees

**Additional Guidance from PDE regarding the ARP IDEA funds:**

- PDE would like to provide the information below as guidance for the ARP supplemental IDEA funds being distributed as pass-through funds. Please share this with the LEAs in your region.
  - ARP Supplemental IDEA Funds may be used for all allowable purposes under Part B of IDEA and are subject to all requirements and provisions that apply to IDEA funds, including requirements and provisions under IDEA, EDGAR, and the OMB Uniform Guidance.
  - All ARP Supplemental IDEA funds must be used consistently with the current IDEA Part B statutory and regulatory requirements.
  - ARP Supplemental IDEA Funds must be tracked separately from other funds (including IDEA, ESSER, and ESSER II funds).
- <https://www2.ed.gov/policy/speced/leg/arp/arp-idea-fact-sheet.pdf>

## 2021-2023 PERSONNEL SUMMARY FOR DISTRICT IDEA CONTRACT

NAME OF

**DISTRICT:** Lampeter-Strasburg School District

[illegible]

Provide explanation of costs in area below (use additional sheets as necessary)	Budgeted Amount
<b>FUNCTION:</b>	
OBJ 200: Benefits	
OBJ 300: Purchased Prof & Tech Svcs (Special Education Contracts w/IU, Supplemental Contracts w/IU for 1:1 TA's, consultants)	26,421
OBJ 329: Purchased Prof & Tech Svcs - District Share of On Behalf Consortium Services	91,978
OBJ 400: Purchased Property Svcs (repairs)	
OBJ 500: Other Purch Svcs (printing costs, travel)	
OBJ 600: Supplies	
OBJ 700: Equipment (attach equipment list if space not adequate)	
OBJ 800: Other Objects (registration fees)	
<b>TOTAL</b>	<b>\$118,399</b>

**IDEA Estimated On Behalf Consortium Services Budget  
2021-2023 School Year**

Services on Behalf

**\$2,871,731**

- Psychologist, Receptionist, and School Police Officer  
3.00 FTE \$406,424
  
- Other Expenses - i.e. Professional Development, Supplies,  
Travel, Technology costs and Capital Equipment costs  
to enhance the health and safety of students served in IU  
classrooms such as: 1) playground refurbishing at CEC,  
2) safety entrances and HVAC updates at Community Schools  
and 3) updates to our Lebanon facility \$2,425,003
  
- Indirects \$40,304

DISTRICT	12/1/20 CHILD COUNT	CALCULATED VALUE PER CHILD AMOUNT	ON BEHALF CONSORTIUM SERVICES	AMOUNT AVAILABLE AS PASS-THRU
ANNVILLE-CLEONA	235	65,009	50,502	14,507
COCALICO	607	167,916	130,445	37,471
COLUMBIA	325	89,906	69,843	20,063
CONESTOGA VALLEY	660	182,578	141,835	40,743
CORNWALL LEBANON	744	205,815	159,887	45,928
DONEGAL	501	138,593	107,666	30,927
ELANCO	459	126,974	98,640	28,334
ELCO	434	120,059	93,267	26,792
ELIZABETHTOWN	565	156,298	121,419	34,879
EPHRATA	766	211,901	164,615	47,286
HEMPFIELD	1,320	365,155	283,670	81,485
LAMPETER-STRASBURG	428	118,399	91,978	26,421
La Academia Charter	68	18,811	14,613	4,198
LANCASTER	1,977	546,903	424,861	122,042
LEBANON	1,033	285,762	-	285,762
MANHEIM CENTRAL	461	127,528	99,070	28,458
MANHEIM TOWNSHIP	840	232,372	180,517	51,855
NORTHERN LEBANON	481	133,060	-	133,060
PALMYRA	620	171,512	133,239	38,273
PENN MANOR	894	247,310	192,122	55,188
PEQUEA VALLEY	317	87,693	68,124	19,569
SOLANCO	629	174,002	135,173	38,829
WARWICK	513	141,913	110,245	31,668
Total Amount	14,877	4,115,469	2,871,731	1,243,738

## **LAMPETER-STRASBURG SCHOOL DISTRICT**

### **A RESOLUTION OF THE BOARD OF SCHOOL DIRECTORS OF THE LAMPETER-STRASBURG SCHOOL DISTRICT AUTHORIZING THE WAIVER OF ADDITIONAL CHARGES FOR THE LATE PAYMENT OF REAL ESTATE TAXES IN CERTAIN CIRCUMSTANCES TO COMPLY WITH ACT 57 OF 2022**

WHEREAS, the Lampeter-Strasburg School District (School District”) is a taxing district as defined in the Local Tax Collection Law, 53 Pa. C.S. § 8001 *et seq.*;

WHEREAS, the School District adopts its annual budget on or before June 30 of each year, and issue its real estate tax bills thereafter on or about July 1 of each year;

WHEREAS, the real estate tax bills provide for payment by certain dates of either the discount, face and/or penalty amount depending on the date when such payment is made;

WHEREAS, from time to time there may be errors and/or delays with the distribution and/or delivery system of real estate tax bills and property owners may not receive their real estate tax bills and/or do not receive them in a timely fashion; and

WHEREAS, Act 57 of 2022 amended the Local Tax Collection Law to authorize, in limited and certain circumstances, for the waiver of additional charges and other forms of relief for taxpayers’ late payment of the face amount of real estate taxes; and

WHEREAS, Act 57 of 2022 requires the School District to adopt a resolution to require its real estate tax collector(s) to waive additional charges for real estate taxes, subject to a taxpayer’s compliance with the requirements Act 57 of 2022, beginning July 1, 2023 and each tax year thereafter.

NOW, THEREFORE, BE IT RESOLVED by the Board of School Directors of Lampeter-Strasburg School District, as follows:

1. Definitions. In compliance with Act 57 of 2022, the following terms shall be defined as:
  - a. “Additional charge” shall mean any interest, fee, penalty or charge accruing to and in excess of the face amount of the real estate taxes as provided in the real estate tax notice.
  - b. “Tax collector” shall mean an elected or appointed tax collector, delinquent tax collector, tax claim bureau or alternative collector assigned to collect the School District’s real estate taxes.
  - c. “Qualifying event” shall mean either the date ownership of real estate is transferred, the date ownership of a mobile/manufactured home is transferred or the date a lease agreement commences for the original location or relocation of a mobile/manufactured home on a parcel of land not owned by the owner of the mobile/manufactured home.

2. Tax Collector Compliance. Each tax collector shall waive additional charges for the late payment of real estate taxes for a particular property, if a taxpayer does all of the following:
  - a. The taxpayer provides a waiver request of additional charges within twelve (12) months of a qualifying event;
  - b. The taxpayer attests a real estate tax notice was not received and/or not received in a timely manner;
  - c. The taxpayer provides proof of the property transfer within the previous twelve (12) months by means of:
    - i. a copy of the deed showing the date of the real property transfer; or
    - ii. a copy of the title showing the date of acquisition of a mobile/manufactured home or an executed lease agreement for a mobile/manufactured home showing the date on which the lease began; and
  - d. The taxpayer makes full payment of the face amount on real estate tax bill at the time of the waiver request.
3. Taxpayer Waiver and Attestation Form. A taxpayer shall use the standardized form developed by the Pennsylvania Department of Community and Economic Development for purposes of submitting the waiver request and attestation under Paragraph 2.
4. Tax Collector Liability. A tax collector who in good faith accepts a waiver request and full payment of the face amount on real estate tax bill shall not be personally liable for any amount due or arising from the real estate tax that is the subject of the waiver request.
5. Effective Date. This resolution shall become effective beginning July 1, 2023 or the date on which the School District's 2023 real estate tax notices are issued, if earlier.

**DULY ADOPTED,** by the Board of School Directors of Lampeter-Strasburg School District, in lawful session duly assembled, this 7th day of November, 2022.

**LAMPETER-STRASBURG SCHOOL DISTRICT**

By: \_\_\_\_\_  
President of the Board of School Directors

**ATTEST:** \_\_\_\_\_  
Secretary of the Board of School Directors  
(SEAL)



**ADDENDUM NO. 1  
TO THE PROFESSIONAL SERVICES AGREEMENT  
BETWEEN BTI SCHOOL SERVICES LLC  
AND LAMPETER-STRASBURG SCHOOL DISTRICT**

**THIS Addendum**, made this 24th day of October, 2022, is between BTI School Services LLC, an affiliate of BTI Group LLC, and Lampeter-Strasburg School District, and incorporated in and made a part of the Professional Services Agreement dated July 20, 2022.

**WHEREAS**, both parties hereby mutually agree to add to the originally executed Agreement the following:

1. A Full-Time Registered Behavior Technician (RBT),
2. Paid at the rate of Sixty Dollars (\$60.00) per hour,
3. With eight percent (8%) supervision by a BCBA at the rate of One Hundred Twenty-Five Dollars (\$125.00) per hour.

All other terms and conditions of the original Agreement remain the same.

**IN WITNESS WHEREOF**, The parties hereto have caused this Addendum to be executed.

**BTI School Services LLC**

Mark Spochart, Director of Finance  
BTI Group, LLC

10/24/22

Date

**Authorized School Representative**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Title

**Lampeter-Strasburg School District**

[illegible]

**Bids Opened October 26, 2022**

Companies	Year 1	Year 2	Year 3		Year 4 Option	Year 5 Option	Total		Bid Bond	Form of Proposal	Non- Collusion Affidavit
Cauler Containers	No Bid										
Eagle Disposal	No Bid										
Econ Refuse	No Bid										
Good's Disposal	No Bid										
Noble Environmental	No Bid										
Penn Waste	72,746.00	77,838.00	83,287.00		89,117.00	95,355.00	418,343.00				
Republic Services	No Bid								X	X	X
River Valley	No Bid										
Waste Management	88,248.00	97,072.80	106,780.08		117,458.04	129,203.88	538,762.80		X	X	X
Recommendation is to award to the lowest resonsible bidder Penn Waste, Inc. for five years											





# AGREEMENT FOR THE SALE OF COMMERCIAL REAL ESTATE

ASC

This form recommended and approved for, but not restricted to use by, the members of the Pennsylvania Association of Realtors® (PAR).

## PARTIES

**BUYER(S):** Restart Training Center Ministry

**SELLER(S):** Lampeter Stasburg School District

## PROPERTY

PROPERTY ADDRESS 114 W Franklin St Strasburg Pa 17579

ZIP 17579

in the municipality of Strasburg Boro

County of LANCASTER, in the Commonwealth of Pennsylvania.

Identification (e.g., Parcel #; Lot, Block; Deed Book, Page, Recording Date): \_\_\_\_\_

Tax ID #(s): 570-75416-0-0000

## BUYER'S RELATIONSHIP WITH PA LICENSED BROKER

☐ **No Business Relationship (Buyer is not represented by a broker)**

Broker (Company) Kingsway Realty

Licensee(s) (Name) Curvin M Horning

Company Address 830 Martin Ave, Ephrata, PA 17522

Direct Phone(s) (717)606-2226

Cell Phone(s) (717)606-2226

Company Phone (717)733-4777

Fax (717)733-3477

Company Fax (717)733-3477

Email curvin@curvinhorning.com

Broker is (check only one):

Licensee(s) is (check only one):

☒ Buyer Agent (Broker represents Buyer only)

☐ Buyer Agent (all company licensees represent Buyer)

☐ Dual Agent (See Dual and/or Designated Agent box below)

☒ Buyer Agent with Designated Agency (only Licensee(s) named above represent Buyer)

☐ Dual Agent (See Dual and/or Designated Agent box below)

☐ Transaction Licensee (Broker and Licensee(s) provide real estate services but do not represent Buyer)

## SELLER'S RELATIONSHIP WITH PA LICENSED BROKER

☐ **No Business Relationship (Seller is not represented by a broker)**

Broker (Company) High Associates Ltd.

Licensee(s) (Name) Breanna Baughman Robinson

Company Address 1853 William Penn WAY, Lancaster, PA 17601

Direct Phone(s) (717)209-4089

Cell Phone(s) \_\_\_\_\_

Company Phone (717)293-4477

Fax \_\_\_\_\_

Company Fax \_\_\_\_\_

Email brobinson@high.net

Broker is (check only one):

Licensee(s) is (check only one):

☒ Seller Agent (Broker represents Seller only)

☒ Seller Agent (all company licensees represent Seller)

☐ Dual Agent (See Dual and/or Designated Agent box below)

☐ Seller Agent with Designated Agency (only Licensee(s) named above represent Seller)

☐ Dual Agent (See Dual and/or Designated Agent box below)

☐ Transaction Licensee (Broker and Licensee(s) provide real estate services but do not represent Seller)

## DUAL AND/OR DESIGNATED AGENCY

A Broker is a Dual Agent when a Broker represents both Buyer and Seller in the same transaction. A Licensee is a Dual Agent when a Licensee represents Buyer and Seller in the same transaction. All of Broker's licensees are also Dual Agents UNLESS there are separate Designated Agents for Buyer and Seller. If the same Licensee is designated for Buyer and Seller, the Licensee is a Dual Agent.

**By signing this Agreement, Buyer and Seller each acknowledge having been previously informed of, and consented to, dual agency, if applicable.**

Buyer Initials: JS llE

ASC Page 1 of 10

Seller Initials: \_\_\_\_\_

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rev. 4/22; rel. 7/22

1. By this Agreement, dated October 18, 2022, Seller hereby agrees to sell and convey to Buyer, who agrees to purchase, the identified Property.

2. PURCHASE PRICE AND DEPOSITS (3-15)

(A) Purchase Price \$ 1,300,000.00

( One Million, Three Hundred Thousand

U.S. Dollars), to be paid by Buyer as follows:

- |   |    |                  |
|---|----|------------------|
| 1. Initial Deposit, within ____ days (5 if not specified) of Execution Date, if not included with this Agreement: | \$ | <u>50,000.00</u> |
| 2. Additional Deposit within ____ days of the Execution Date:   | \$ | _____            |
| 3. _____  | \$ | _____            |

Remaining balance will be paid at settlement.

(B) All funds paid by Buyer, including deposits, will be paid by check, cashier's check or wired funds. All funds paid by Buyer within 30 DAYS of settlement, including funds paid at settlement, will be by cashier's check or wired funds, but not by personal check.

(C) Deposits, regardless of the form of payment and the person designated as payee, will be paid in U.S. Dollars to Broker for Seller (unless otherwise stated here: \_\_\_\_\_), who will retain deposits in an escrow account in conformity with all applicable laws and regulations until consummation or termination of this Agreement. Only real estate brokers are required to hold deposits in accordance with the rules and regulations of the State Real Estate Commission. Checks tendered as deposit monies may be held uncashed pending the execution of this Agreement.

3. SETTLEMENT AND POSSESSION (6-13)

(A) Settlement Date is January 26, 2023, or before if Buyer and Seller agree.

(B) Settlement will occur in the county where the Property is located or in an adjacent county, during normal business hours, unless Buyer and Seller agree otherwise.

(C) At time of settlement, the following will be pro-rated on a daily basis between Buyer and Seller, reimbursing where applicable: current taxes; rents; interest on mortgage assumptions; condominium fees and homeowner association fees; water and/or sewer fees, together with any other lienable municipal service fees. All charges will be pro-rated for the period(s) covered. Seller will pay up to and including the date of settlement and Buyer will pay for all days following settlement, unless otherwise stated here:

(D) For purposes of prorating real estate taxes, the "periods covered" are as follows:

1. Municipal tax bills for all counties and municipalities in Pennsylvania are for the period from January 1 to December 31.
2. School tax bills for the Philadelphia, Pittsburgh and Scranton School Districts are for the period from January 1 to December 31. School tax bills for all other school districts are for the period from July 1 to June 30.

(E) Conveyance from Seller will be by fee simple deed of special warranty unless otherwise stated here: \_\_\_\_\_

(F) Payment of transfer taxes will be divided equally between Buyer and Seller unless otherwise stated here: \_\_\_\_\_

(G) Possession is to be delivered by deed, existing keys and physical possession to a vacant Property free of debris, with all structures broom-clean, at day and time of settlement, unless Seller, before signing this Agreement, has identified in writing that the Property is subject to a lease.

(H) If Seller has identified in writing that the Property is subject to a lease, possession is to be delivered by deed, existing keys and assignment of existing leases for the Property, together with security deposits and interest, if any, at day and time of settlement. Seller will not enter into any new leases, nor extend existing leases, for the Property without the written consent of Buyer. Buyer will acknowledge existing lease(s) by initialing the lease(s) at the execution of this Agreement, unless otherwise stated in this Agreement.

☐ Tenant-Occupied Property Addendum (PAR Form TOP) is attached and made part of this Agreement.

4. DATES/TIME IS OF THE ESSENCE (3-15)

(A) Written acceptance of all parties will be on or before: October 19, 2022

(B) The Settlement Date and all other dates and times identified for the performance of any obligations of this Agreement are of the essence and are binding.

(C) The Execution Date of this Agreement is the date when Buyer and Seller have indicated full acceptance of this Agreement by signing and/or initialing it. For purposes of this Agreement, the number of days will be counted from the Execution Date, excluding the day this Agreement was executed and including the last day of the time period. All changes to this Agreement should be initialed and dated.

(D) The Settlement Date is not extended by any other provision of this Agreement and may only be extended by mutual written agreement of the parties.

(E) Certain terms and time periods are pre-printed in this Agreement as a convenience to the Buyer and Seller. All pre-printed terms and time periods are negotiable and may be changed by striking out the pre-printed text and inserting different terms acceptable to all parties, except where restricted by law.

5. FIXTURES AND PERSONAL PROPERTY (6-20)

(A) It is possible for certain items of personal property to be so integrated into the Property that they become fixtures and will be regarded as part of the Property and therefore included in a sale. Buyer and Seller are encouraged to be specific when negotiating what items will be included or excluded in this sale.

Buyer Initials: JS AE

ASC Page 2 of 10

Seller Initials: \_\_\_\_\_

(B) INCLUDED in this sale are all existing items permanently installed in the Property, free of liens, including plumbing; heating; HVAC equipment; lighting fixtures (including chandeliers and ceiling fans); and water treatment systems, unless otherwise stated below; any remaining heating, cooking and other fuels stored on the Property at the time of settlement. Also included: \_\_\_\_\_

(C) The following items are not owned by Seller and may be subject to a lease or other financing agreement: \_\_\_\_\_

(D) EXCLUDED fixtures and items: \_\_\_\_\_

#### 6. ZONING (4-14)

Failure of this Agreement to contain the zoning classification (except in cases where the property {and each parcel thereof, if subdividable} is zoned solely or primarily to permit single-family dwellings) will render this Agreement voidable at Buyer's option, and, if voided, any deposits tendered by the Buyer will be returned to the Buyer without any requirement for court action.

**Zoning Classification, as set forth in the local zoning ordinance: R-1 AND RECREATION**

#### 7. BUYER FINANCING (7-22)

(A) Buyer may elect to make this Agreement contingent upon obtaining financing for the purchase of the Property. Regardless of any contingency in this Agreement, if Buyer chooses to obtain financing, the following apply:

1. **Should Buyer furnish false or incomplete information to Seller, Broker(s), or the lender(s) concerning Buyer's legal or financial status, or fail to cooperate in good faith in processing the financing application, which results in the lender(s) refusing to approve a financing commitment, Buyer will be in default of this Agreement.**
2. Within \_\_\_\_\_ days (10 if not specified) from the Execution Date of this Agreement, Buyer will make a completed, written application for the financing terms stated above to a responsible lender(s) of Buyer's choice. Broker for Buyer, if any, otherwise **Broker for Seller, is authorized to communicate with the lender(s) to assist in the financing process.**
3. Seller will provide access to insurers' representatives and, as may be required by the lender(s), to surveyors, municipal officials, appraisers, and inspectors.

#### (B) Financing Contingency

- ☐ WAIVED. This sale is NOT contingent on financing, although Buyer may obtain financing and/or the parties may include an appraisal contingency. **Buyer and Seller understand that the waiver of this contingency does not restrict Buyer's right to obtain financing for the Property.**
- ☒ ELECTED. This sale is contingent upon Buyer obtaining financing according to the outlined below. Upon receipt of a financing commitment, Buyer will promptly deliver a copy of the commitment to Seller, but in any case no later than \_\_\_\_\_ (Commitment Date).

First Loan on the Property	Second Loan on the Property
Loan Amount \$ _____	Loan Amount \$ _____
Minimum Term _____ years	Minimum Term _____ years
Type of Loan <b>Commercial - Private Donors</b>	Type of Loan _____
Interest rate _____%; however, <b>Buyer agrees to accept the interest rate as may be committed by the lender, not to exceed a maximum interest rate of _____%.</b>	Interest rate _____%; however, <b>Buyer agrees to accept the interest rate as may be committed by the lender, not to exceed a maximum interest rate of _____%.</b>

1. Unless otherwise agreed to in writing by Buyer and Seller, if a written commitment is not received by Seller by the above date, this Agreement may be terminated by Buyer or Seller, with all deposit monies returned to Buyer according to the terms of Paragraph 24.
2. Buyer will be responsible for any premiums for mechanics' lien insurance and/or title search, or fee for cancellation of same, if any; AND/OR any premiums for flood insurance and/or fire insurance with extended coverage, insurance binder charges or cancellation fee, if any; AND/OR any appraisal fees and charges paid in advance to lender.

#### 8. CHANGE IN BUYER'S FINANCIAL STATUS (6-20)

If a change in Buyer's financial status affects Buyer's ability to purchase, Buyer will, within \_\_\_\_\_ days (5 if not specified) of said change notify Seller and lender(s) to whom the Buyer submitted loan application, if any, in writing. A change in financial status includes, but is not limited to, loss or a change in income; Buyer's having incurred a new financial obligation; entry of a judgment against Buyer. **Buyer understands that applying for and/or incurring an additional financial obligation may affect Buyer's ability to purchase.**

#### 9. SELLER REPRESENTATIONS (1-20)

##### (A) Status of Water

Seller represents that the Property is served by:

☒ Public Water ☐ Community Water ☐ On-site Water ☐ None ☐ \_\_\_\_\_

##### (B) Status of Sewer

1. Seller represents that the Property is served by:

- ☒ Public Sewer ☐ Community Sewage Disposal System ☐ Ten-Acre Permit Exemption (see Sewage Notice 2)
- ☐ Individual On-lot Sewage Disposal System (see Sewage Notice 1) ☐ Holding Tank (see Sewage Notice 3)
- ☐ Individual On-lot Sewage Disposal System in Proximity to Well (see Sewage Notice 1; see Sewage Notice 4, if applicable)
- ☐ None (see Sewage Notice 1) ☐ None Available/Permit Limitations in Effect (see Sewage Notice 5)

Buyer Initials: JS LE

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Seller Initials: \_\_\_\_\_

2. **Notices Pursuant to the Pennsylvania Sewage Facilities Act**

**Notice 1: There is no currently existing community sewage system available for the subject property.** Section 7 of the Pennsylvania Sewage Facilities Act provides that no person shall install, construct, request bid proposals for construction, alter, repair or occupy any building or structure for which an individual sewage system is to be installed, without first obtaining a permit. Buyer is advised by this notice that, before signing this Agreement, Buyer should contact the local agency charged with administering the Act to determine the procedure and requirements for obtaining a permit for an individual sewage system. The local agency charged with administering the Act will be the municipality where the Property is located or that municipality working cooperatively with others.

**Notice 2: This Property is serviced by an individual sewage system installed under the ten-acre permit exemption provisions of Section 7 of the Pennsylvania Sewage Facilities Act.** (Section 7 provides that a permit may not be required before installing, constructing, awarding a contract for construction, altering, repairing or connecting to an individual sewage system where a ten-acre parcel or lot is subdivided from a parent tract after January 10, 1987). Buyer is advised that soils and site testing were not conducted and that, should the system malfunction, the owner of the Property or properties serviced by the system at the time of a malfunction may be held liable for any contamination, pollution, public health hazard or nuisance which occurs as a result.

**Notice 3: This Property is serviced by a holding tank (permanent or temporary) to which sewage is conveyed by a water carrying system and which is designed and constructed to facilitate ultimate disposal of the sewage at another site.** Pursuant to the Pennsylvania Sewage Facilities Act, Seller must provide a history of the annual cost of maintaining the tank from the date of its installation or December 14, 1995, whichever is later.

**Notice 4: An individual sewage system has been installed at an isolation distance from a well that is less than the distance specified by regulation.** The regulations at 25 Pa. Code §73.13 pertaining to minimum horizontal isolation distances provide guidance. Subsection (b) of §73.13 states that the minimum horizontal isolation distance between an individual water supply or water supply system suction line and treatment tanks shall be 50 feet. Subsection (c) of §73.13 states that the horizontal isolation distance between the individual water supply or water supply system suction line and the perimeter of the absorption area shall be 100 feet.

**Notice 5: This lot is within an area in which permit limitations are in effect and is subject to those limitations.** Sewage facilities are not available for this lot and construction of a structure to be served by sewage facilities may not begin until the municipality completes a major planning requirement pursuant to the Pennsylvania Sewage Facilities Act and regulations promulgated thereunder.

- (C) Seller represents and warrants that Seller has no knowledge except as noted in this Agreement that: (1) The premises have been contaminated by any substance in any manner which requires remediation; (2) The Property contains wetlands, flood plains, or any other environmentally sensitive areas, development of which is limited or precluded by law; (3) The Property contains asbestos, polychlorinated biphenyls, lead-based paint or any other substance, the removal or disposal of which is subject to any law or regulation; and (4) Any law has been violated in the handling or disposing of any material or waste or the discharge of any material into the soil, air, surface water, or ground water.
- (D) Seller agrees to indemnify and to hold Broker harmless from and against all claims, demands, or liabilities, including attorneys fees and court costs, which arise from or are related to the environmental condition or suitability of the Property prior to, during, or after Seller's occupation of the Property including without limitation any condition listed in Paragraph 9(C).
- (E) Seller is not aware of historic preservation restrictions regarding the Property unless otherwise stated here: \_\_\_\_\_
- (F) Seller represents that, as of the date Seller signed this Agreement, no public improvement, condominium or homeowner association assessments have been made against the Property which remain unpaid, and that no notice by any government or public authority has been served upon Seller or anyone on Seller's behalf, including notices relating to violations of zoning, housing, building, safety or fire ordinances that remain uncorrected, and that Seller knows of no condition that would constitute a violation of any such ordinances that remain uncorrected, unless otherwise specified here: \_\_\_\_\_
- (G) Seller knows of no other potential notices (including violations) and/or assessments except as follows: \_\_\_\_\_
- (H) Access to a public road may require issuance of a highway occupancy permit from the Department of Transportation.

(I) **Internet of Things (IoT) Devices**

1. The presence of smart and green home devices that are capable of connecting to the Internet, directly or indirectly, and the data stored on those various devices make up a digital ecosystem in the Property sometimes referred to as the "Internet of Things (IoT)." Buyer and Seller acknowledge that IoT devices may transmit data to third parties outside of the control of their owner.
2. On or before settlement, Seller will make a reasonable effort to clear all data stored on all IoT devices located on the Property and included in the sale. Seller further acknowledges that all personal devices owned by Seller (including but not limited to cellular telephones, personal computers and tablets) having connectivity to any IoT device(s) located on the Property will be disconnected and cleared of relevant data prior to settlement. Further, no attempts will be made after settlement by Seller or anyone on Seller's behalf to access any IoT devices remaining on the Property.
3. Following settlement, Buyer will make a reasonable effort to clear all stored data from any IoT device(s) remaining on the Property and to restrict access to said devices by Seller, Seller's agents or any third party to whom Seller may have previously provided access. This includes, but is not limited to, restoring IoT devices to original settings, changing passwords or codes, updating network settings and submitting change of ownership and contact information to device manufacturers and service providers.
4. This paragraph will survive settlement.

Buyer Initials: 

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Seller Initials: \_\_\_\_\_

**10. WAIVER OF CONTINGENCIES (9-05)**

**If this Agreement is contingent on Buyer's right to inspect and/or repair the Property, or to verify insurability, environmental conditions, boundaries, certifications, zoning classification or use, or any other information regarding the Property, Buyer's failure to exercise any of Buyer's options within the times set forth in this Agreement is a WAIVER of that contingency and Buyer accepts the Property and agrees to the RELEASE in Paragraph 26 of this Agreement.**

**11. BUYER'S DUE DILIGENCE (3-15)**

☐ **WAIVED.** This sale is NOT contingent upon the results of any inspection(s), although Buyer may inspect the Property (including fixtures and any personal property specifically listed herein). Buyer agrees to purchase the Property **IN ITS PRESENT CONDITION**, regardless of the results of any inspection(s) or findings that Buyer may learn of after the Execution Date of this Agreement.

☒ **ELECTED.** This sale IS contingent upon the results of inspection(s). It is Buyer's responsibility to determine that the condition and permitted use of the property is satisfactory. Buyer may, within 90 days (30 if not specified) from the Execution Date of this Agreement, conduct due diligence (Due Diligence Period), which includes, but is not limited to, verifying that the condition, permitted use, insurability, environmental conditions, boundaries, certifications, deed restrictions, zoning classifications and any other features of the Property are satisfactory. Buyer may request that the property be inspected, at Buyer's expense, by qualified professionals to determine the physical, structural, mechanical and environmental condition of the land, improvements or their components, or for the suitability of the property for Buyer's needs. If, as the result of Buyer's due diligence, Buyer determines that the Property is not suitable for Buyer's needs, Buyer may, prior to the expiration of the Due Diligence Period, terminate this Agreement by written notice to Seller, with all deposit monies returned to Buyer according to the terms of Paragraph 24 of this Agreement. In the event that Buyer has not provided Seller with written notice of Buyer's intent to terminate this Agreement prior to the end of the Due Diligence Period, this Agreement shall remain in full force and effect in accordance with the terms and conditions as more fully set forth in this Agreement.

(A) **Buyer has been given the opportunity to inspect the Property** (including fixtures and any personal property specifically listed herein) **and, subject to the Due Diligence contingency if elected, agrees to purchase the Property IN ITS PRESENT CONDITION unless the parties agree otherwise in writing. Buyer's decision to purchase the Property is a result of Buyer's own inspections and determinations and not because of or in reliance on any representations made by Seller or any other party.** Buyer acknowledges that Brokers, their licensees, employees, officers or partners have not made an independent examination or determination of the structural soundness of the Property, the age or condition of the components, environmental conditions, the permitted uses, nor of conditions existing in the locale where the Property is situated; nor have they made a mechanical inspection of any of the systems contained therein.

(B) Any repairs required by this Agreement will be completed in a workmanlike manner.

(C) Revised flood maps and changes to Federal law may substantially increase future flood insurance premiums or require insurance for formerly exempt properties. Buyer should consult with one or more insurance agents regarding the need for flood insurance and possible premium increases.

**12. NOTICES, ASSESSMENTS AND MUNICIPAL REQUIREMENTS (4-14)**

(A) In Pennsylvania, taxing authorities (school districts and municipalities) and property owners may appeal the assessed value of a property at the time of sale, or at any time thereafter. A successful appeal by a taxing authority may result in a higher assessed value for the property and an increase in property taxes. Also, periodic county-wide property reassessments may change the assessed value of the property and result in a change in property tax.

(B) With the exception of county-wide reassessments, assessment appeal notices, notices of change in millage rates or increases in rates, in the event any other notices, including violations, and/or assessments are received after Seller has signed this Agreement and before settlement, Seller will within            days (10 if not specified) of receiving the notices and/or assessments provide a copy of the notices and/or assessments to Buyer and will notify Buyer in writing that Seller will:

1. Fully comply with the notices and/or assessments, at Seller's expense, before settlement. If Seller fully complies with the notices and/or assessments, Buyer accepts the Property and agrees to the RELEASE in Paragraph 26 of this Agreement, OR
2. Not comply with the notices and/or assessments. If Seller chooses not to comply with the notices and/or assessments, or **fails within the stated time to notify Buyer whether Seller will comply**, Buyer will notify Seller in writing within            days (10 if not specified) that Buyer will:
  - a. Comply with the notices and/or assessments at Buyer's expense, accept the Property, and agree to the RELEASE in Paragraph 26 of this Agreement, OR
  - b. Terminate this Agreement by written notice to Seller, with all deposit monies returned to Buyer according to the terms of Paragraph 24 of this Agreement.

**If Buyer fails to respond within the time stated in Paragraph 12(B) (2) or fails to terminate this Agreement by written notice to Seller within that time, Buyer will accept the Property and agree to the RELEASE in Paragraph 26 of this Agreement.**

(C) If required by law, within 30 DAYS from the Execution Date of this Agreement, but in no case later than 15 DAYS prior to Settlement Date, Seller will order at Seller's expense a certification from the appropriate municipal department(s) disclosing notice of any uncorrected violations of zoning, housing, building, safety or fire ordinances and/or a certificate permitting occupancy of the Property. If Buyer receives a notice of any required repairs/improvements, Buyer will promptly deliver a copy of the notice to Seller.

(D) Seller has no knowledge of any current or pending condemnation or eminent domain proceedings that would affect the Property. If any portion of the Property should be subject to condemnation or eminent domain proceedings after the signing of this Agreement, Seller shall immediately advise Buyer, in writing, of such proceedings. Buyer will have the option to terminate this Agreement by

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Seller Initials:



written notice to Seller within \_\_\_\_\_ days (15 days if not specified) after Buyer learns of the filing of such proceedings, with all deposit monies returned to Buyer according to the terms of Paragraph 24 of this Agreement. **Buyer's failure to provide notice of termination within the time stated will constitute a WAIVER of this contingency and all other terms of this Agreement remain in full force and effect.**

### 13. TAX DEFERRED EXCHANGE (4-14)

- (A) If Seller notifies Buyer that it wishes to enter into a tax deferred exchange for the Property pursuant to the Internal Revenue Code, Buyer agrees to cooperate with Seller in connection with such exchange, including the execution of such documents as may be reasonably necessary to conduct the exchange, provided that there shall be no delay in the agreed-to settlement date, and that any additional costs associated with the exchange are paid solely by Seller. Buyer is aware that Seller anticipates assigning Seller's interest in this Agreement to a third party under an Exchange Agreement and consents to such assignment. Buyer shall not be required to execute any note, contract, deed or other document providing any liability which would survive the exchange, nor shall Buyer be obligated to take title to any property other than the Property described in this Agreement. Seller shall indemnify and hold harmless Buyer against any liability which arises or is claimed to have arisen from any aspect of the exchange transaction
- (B) If Buyer notifies Seller that it wishes to enter into a tax deferred exchange for the Property pursuant to the Internal Revenue Code, Seller agrees to cooperate with Buyer in connection with such exchange, including the execution of such documents as may be reasonably necessary to conduct the exchange, provided that there shall be no delay in the agreed-to settlement date, and that any additional costs associated with the exchange are paid solely by Buyer. Seller is aware that Buyer has assigned Buyer's interest in this Agreement to a third party under an Exchange Agreement and consents to such assignment. Seller shall not be required to execute any note, contract, deed or other document providing any liability which would survive the exchange. Buyer shall indemnify and hold harmless Seller against any liability which arises or is claimed to have arisen from any aspect of the exchange transaction.

### 14. COMMERCIAL CONDOMINIUM (10-01)

- ☐ NOT APPLICABLE.
- ☐ APPLICABLE. Buyer acknowledges that the condominium unit to be transferred by this Agreement is intended for nonresidential use, and that Buyer may agree to modify or waive the applicability of certain provisions of the Uniform Condominium Act of Pennsylvania (68 Pa.C.S. §3101 *et seq.*).

### 15. TITLES, SURVEYS AND COSTS (6-20)

- (A) The Property will be conveyed with good and marketable title that is insurable by a reputable title insurance company at the regular rates, free and clear of all liens, encumbrances, and easements, **excepting however** the following: existing deed restrictions; historic preservation restrictions or ordinances; building restrictions; ordinances; easements of roads; easements visible upon the ground; easements of record; and privileges or rights of public service companies, if any.
- (B) Buyer will pay for the following: (1) Title search, title insurance and/or mechanics' lien insurance, or any fee for cancellation; (2) Flood insurance, fire insurance, hazard insurance, mine subsidence insurance, or any fee for cancellation; (3) Appraisal fees and charges paid in advance to mortgage lender; (4) Buyer's customary settlement costs and accruals.
- (C) Any survey or surveys required by the title insurance company or the abstracting company for preparing an adequate legal description of the Property (or the correction thereof) will be obtained and paid for by Seller. Any survey or surveys desired by Buyer or required by the mortgage lender will be obtained and paid for by Buyer.
- (D) If a change in Seller's financial status affects Seller's ability to convey title to the Property as set forth in this Agreement on or before the Settlement Date, or any extension thereof, Seller shall, within \_\_\_\_\_ days (5 if not specified) notify Buyer, in writing. A change in financial status includes, but is not limited to, Seller filing bankruptcy; filing of a foreclosure law suit against the Property; entry of a monetary judgment against Seller; notice of public tax sale affecting the Property; and Seller learning that the sale price of the Property is no longer sufficient to satisfy all liens and encumbrances against the Property. In the event of the death of Seller, the representative of the estate, or a surviving Seller shall immediately notify Buyer
- (E) If Seller is unable to give good and marketable title that is insurable by a reputable title insurance company at the regular rates, as specified in Paragraph 15(A), Buyer may terminate this Agreement by written notice to Seller, or take such title as Seller can convey. If the title condition precludes Seller from conveying title, Buyer's sole remedy shall be to terminate this Agreement. Upon termination, all deposit monies shall be returned to Buyer according to the terms of Paragraph 24 of this Agreement and Seller will reimburse Buyer for any costs incurred by Buyer for any inspections or certifications obtained according to the terms of this Agreement, and for those items specified in Paragraph 15(B) items (1), (2), (3) and in Paragraph 15(C).
- (F) Oil, gas, mineral, or other rights of this Property may have been previously conveyed or leased, and Sellers make no representation about the status of those rights unless indicated elsewhere in this Agreement.

☐ **Oil, Gas and Mineral Rights Addendum (PAR Form OGM) is attached and made part of this Agreement.**

### (G) COAL NOTICE (Where Applicable)

THIS DOCUMENT MAY NOT SELL, CONVEY, TRANSFER, INCLUDE OR INSURE THE TITLE TO THE COAL AND RIGHTS OF SUPPORT UNDERNEATH THE SURFACE LAND DESCRIBED OR REFERRED TO HEREIN, AND THE OWNER OR OWNERS OF SUCH COAL MAY HAVE THE COMPLETE LEGAL RIGHT TO REMOVE ALL SUCH COAL AND IN THAT CONNECTION, DAMAGE MAY RESULT TO THE SURFACE OF THE LAND AND ANY HOUSE, BUILDING OR OTHER STRUCTURE ON OR IN SUCH LAND. (This notice is set forth in the manner provided in Section 1 of the Act of July 17, 1957, P.L. 984.) "Buyer acknowledges that he may not be obtaining the right of protection against subsidence resulting from coal mining operations, and that the property described herein may be protected from damage due to mine subsidence by a private contract with the owners of the economic interests in the coal. This acknowledgement is made for the purpose of complying with the provisions of Section 14 of the Bituminous Mine Subsidence and the Land Conservation Act of April 27, 1966." Buyer agrees to sign the deed from Seller which deed will contain the aforesaid provision.

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Buyer Initials: 

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Seller Initials: \_\_\_\_\_

(H) The Property is not a "recreational cabin" as defined in the Pennsylvania Construction Code Act unless otherwise stated here: \_\_\_\_\_

(I) 1. This property is not subject to a Private Transfer Fee Obligation unless otherwise stated here: \_\_\_\_\_

☐ **Private Transfer Fee Addendum (PAR Form PTF) is attached and made part of this Agreement.**

2. **Notice Regarding Private Transfer Fees:** In Pennsylvania, Private Transfer Fees are defined and regulated in the Private Transfer Fee Obligation Act (Act 1 of 2011; 68 Pa.C.S. §§ 8101, et. seq.), which defines a Private Transfer Fee as "a fee that is payable upon the transfer of an interest in real property, or payable for the right to make or accept the transfer, if the obligation to pay the fee or charge runs with title to the property or otherwise binds subsequent owners of property, regardless of whether the fee or charge is a fixed amount or is determined as a percentage of the value of the property, the purchase price or other consideration given for the transfer." A Private Transfer Fee must be properly recorded to be binding, and sellers must disclose the existence of the fees to prospective buyers. Where a Private Transfer Fee is not properly recorded or disclosed, the Act gives certain rights and protections to buyers.

#### 16. MAINTENANCE AND RISK OF LOSS (10-06)

- (A) Seller will maintain the Property, grounds, fixtures and personal property specifically listed in this Agreement in its present condition, normal wear and tear excepted.
- (B) Seller will promptly notify the Buyer if, at any time prior to the time of settlement, all or any portion of the Property is destroyed, or damaged as a result of any cause whatsoever.
- (C) Seller bears the risk of loss from fire or other casualties until settlement. If any property included in this sale is destroyed and not replaced, Buyer will:
1. Accept the Property in its then current condition together with the proceeds of any insurance recovery obtainable by Seller, OR
  2. Terminate this Agreement by written notice to Seller, with all deposit monies returned to Buyer according to the terms of Paragraph 24 of this Agreement.

#### 17. RECORDING (9-05)

This Agreement will not be recorded in the Office of the Recorder of Deeds or in any other office or place of public record. If Buyer causes or permits this Agreement to be recorded, Seller may elect to treat such act as a default of this Agreement.

#### 18. ASSIGNMENT (1-10)

This Agreement is binding upon the parties, their heirs, personal representatives, guardians and successors, and to the extent assignable, on the assigns of the parties hereto. Buyer will not transfer or assign this Agreement without the written consent of Seller unless otherwise stated in this Agreement. Assignment of this Agreement may result in additional transfer taxes.

#### 19. GOVERNING LAW, VENUE AND PERSONAL JURISDICTION (9-05)

- (A) The validity and construction of this Agreement, and the rights and duties of the parties, will be governed in accordance with the laws of the Commonwealth of Pennsylvania.
- (B) The parties agree that any dispute, controversy or claim arising under or in connection with this Agreement or its performance by either party submitted to a court shall be filed exclusively by and in the state or federal courts sitting in the Commonwealth of Pennsylvania. Seller understands that any documentation provided under this provision may be disclosed to the Internal Revenue Service by Buyer, and that any false statements contained therein could result in punishment by fine, imprisonment, or both.

#### 20. NOTICE REGARDING CONVICTED SEX OFFENDERS (MEGAN'S LAW) (6-13)

The Pennsylvania General Assembly has passed legislation (often referred to as "Megan's Law," 42 Pa.C.S. § 9791 et seq.) providing for community notification of the presence of certain convicted sex offenders. **Buyers are encouraged to contact the municipal police department or the Pennsylvania State Police** for information relating to the presence of sex offenders near a particular property, or to check the information on the Pennsylvania State Police Web site at [www.pameganslaw.state.pa.us](http://www.pameganslaw.state.pa.us).

#### 21. CERTIFICATION OF NON-FOREIGN INTEREST (10-01)

☐ Seller **IS** a foreign person, foreign corporation, foreign partnership, foreign trust, or foreign estate subject to Section 1445 of the Internal Revenue Code, which provides that a transferee (Buyer) of a U.S. real property interest must withhold tax if the transferor (Seller) is a foreign person.

☒ Seller is **NOT** a foreign person, foreign corporation, foreign partnership, foreign trust, or a foreign estate as defined by the Internal Revenue Code, or is otherwise not subject to the tax withholding requirements of Section 1445 of the Internal Revenue Code. To inform Buyer that the withholding of tax is not required upon the sale/disposition of the Property by Seller, Seller hereby agrees to furnish Buyer, at or before closing, with the following:

☐ An affidavit stating, under penalty of perjury, the Seller's U.S. taxpayer identification number and that the Seller is not a foreign person.

☐ A "qualifying statement," as defined by statute, that tax withholding is not required by Buyer.

☐ Other: \_\_\_\_\_

#### 22. REPRESENTATIONS (1-10)

- (A) All representations, claims, advertising, promotional activities, brochures or plans of any kind made by Seller, Brokers, their licensees, employees, officers or partners are not a part of this Agreement unless expressly incorporated or stated in this Agreement. This Agreement contains the whole agreement between Seller and Buyer, and there are no other terms, obligations, covenants, representations, statements or conditions, oral or otherwise, of any kind whatsoever concerning this sale. This Agreement will not be altered, amended, changed or modified except in writing executed by the parties.
- (B) Broker(s) have provided or may provide services to assist unrepresented parties in complying with this Agreement.

Buyer Initials: 

**23. BROKER INDEMNIFICATION (6-13)**

(A) Buyer and Seller represent that the only Brokers involved in this transaction are: \_\_\_\_\_

and that the transaction has not been brought about through the efforts of anyone other than said Brokers. It is agreed that if any claims for brokerage commissions or fees are ever made against Buyer or Seller in connection with this transaction, each party shall pay its own legal fees and costs in connection with such claims. It is further agreed that Buyer and Seller agree to indemnify and hold harmless each other and the above-listed Brokers from and against the non-performance of this Agreement by either party, and from any claim of loss or claim for brokerage commissions, including all legal fees and costs, that may be made by any person or entity. This paragraph shall survive settlement.

(B) Seller and Buyer acknowledge that any Broker identified in this Agreement: (1) Is a licensed real estate broker; (2) Is not an expert in construction, engineering, code or regulatory compliance or environmental matters and was not engaged to provide advice or guidance in such matters, unless otherwise stated in writing; and (3) Has not made and will not make any representations or warranties nor conduct investigations of the environmental condition or suitability of the Property or any adjacent property, including but not limited to those conditions listed in Paragraph 9(C).

**24. DEFAULT, TERMINATION AND RETURN OF DEPOSITS (1-18)**

(A) Where Buyer terminates this Agreement pursuant to any right granted by this Agreement, Buyer will be entitled to a return of all deposit monies paid on account of Purchase Price pursuant to the terms of Paragraph 24(B), and this Agreement will be VOID. Termination of this Agreement may occur for other reasons giving rise to claims by Buyer and/or Seller for the deposit monies.

(B) Regardless of the apparent entitlement to deposit monies, Pennsylvania law does not allow a Broker holding deposit monies to determine who is entitled to the deposit monies when settlement does not occur. Broker can only release the deposit monies:

1. If this Agreement is terminated prior to settlement and there is no dispute over entitlement to the deposit monies. A written agreement signed by both parties is evidence that there is no dispute regarding deposit monies.
2. If, after Broker has received deposit monies, Broker receives a written agreement that is signed by Buyer and Seller, directing Broker how to distribute some or all of the deposit monies.
3. According to the terms of a final order of court.
4. According to the terms of a prior written agreement between Buyer and Seller that directs the Broker how to distribute the deposit monies if there is a dispute between the parties that is not resolved. (See Paragraph 24 (C))

(C) Buyer and Seller agree that if there is a dispute over the entitlement to deposit monies that is unresolved \_\_\_\_\_ days (180 if not specified) days after the Settlement Date stated in Paragraph 3(A) (or any written extensions thereof) or following date of termination of the Agreement, whichever is earlier, then the Broker holding the deposit monies will, within 30 days of receipt of Buyer's written request, distribute the deposit monies to Buyer unless the Broker is in receipt of verifiable written notice that the dispute is the subject of litigation or mediation. If Broker has received verifiable written notice of litigation or mediation prior to the receipt of Buyer's request for distribution, Broker will continue to hold the deposit monies until receipt of a written distribution agreement between Buyer and Seller or a final court order. Buyer and Seller are advised to initiate litigation or mediation for any portion of the deposit monies prior to any distribution made by Broker pursuant to this paragraph. Buyer and Seller agree that the distribution of deposit monies based upon the passage of time does not legally determine entitlement to deposit monies, and that the parties maintain their legal rights to pursue litigation even after a distribution is made.

(D) Buyer and Seller agree that Broker who holds or distributes deposit monies pursuant to the terms of Paragraph 24 or Pennsylvania law will not be liable. Buyer and Seller agree that if any Broker or affiliated licensee is named in litigation regarding deposit monies, the attorneys' fees and costs of the Broker(s) and licensee(s) will be paid by the party naming them in litigation.

(E) Seller has the option of retaining all sums paid by Buyer, including deposit monies, should Buyer:

1. Fail to make any additional payments as specified in Paragraph 2, OR
2. Furnishes false or incomplete information to Seller, Broker(s), or any other party identified in this Agreement concerning Buyer's legal or financial status, OR
3. Violate or fails to fulfill and perform any other terms or conditions of this Agreement.

(F) **Unless otherwise checked in Paragraph 24(G)**, Seller may elect to retain those sums paid by Buyer, including deposit monies:

1. On account of purchase price, OR
2. As monies to be applied to Seller's damages, OR
3. As liquidated damages for such default.

(G) ☒ **SELLER IS LIMITED TO RETAINING SUMS PAID BY BUYER, INCLUDING DEPOSIT MONIES, AS LIQUIDATED DAMAGES**

(H) If Seller receives all sums paid and/or owed by Buyer, including deposit monies, as liquidated damages pursuant to Paragraph 24(F) or (G), Buyer and Seller are released from further liability or obligation and this Agreement is VOID.

(I) Brokers and licensees are not responsible for unpaid deposits.

**25. ARBITRATION OF DISPUTES (1-00)**

Buyer and Seller agree to arbitrate any dispute between them that cannot be amicably resolved. After written demand for arbitration by either Buyer or Seller, each party will select a competent and disinterested arbitrator. The two so selected will select a third. If selection of the third arbitrator cannot be agreed upon within 30 days, either party may request that selection be made by a judge of a court of record in the county in which arbitration is pending. Each party will pay its chosen arbitrator, and bear equally expenses for the third and all other expenses of arbitration. Arbitration will be conducted in accordance with the provisions of Pennsylvania Common Law Arbitration 42 Pa. C.S.A. §7341 *et seq.* This agreement to arbitrate disputes arising from this Agreement will survive settlement.

Buyer Initials: JS ll

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Seller Initials: \_\_\_\_\_



**26. RELEASE (9-05)**

Buyer releases, quit claims and forever discharges SELLER, ALL BROKERS, their LICENSEES, EMPLOYEES and any OFFICER or PARTNER of any one of them and any other PERSON, FIRM or CORPORATION who may be liable by or through them, from any and all claims, losses or demands, including, but not limited to, personal injury and property damage and all of the consequences thereof, whether known or not, which may arise from the presence of termites or other wood-boring insects, radon, lead-based paint hazards, mold, fungi or indoor air quality, environmental hazards, any defects in the individual on-lot sewage disposal system or deficiencies in the on-site water service system, or any defects or conditions on the Property. Should Seller be in default under the terms of this Agreement or in violation of any Seller disclosure law or regulation, this release does not deprive Buyer of any right to pursue any remedies that may be available under law or equity. This release will survive settlement.

**27. REAL ESTATE RECOVERY FUND (1-18)**

A Real Estate Recovery Fund exists to reimburse any persons who have obtained a final civil judgment against a Pennsylvania real estate licensee (or a licensee's affiliates) owing to fraud, misrepresentation, or deceit in a real estate transaction and who have been unable to collect the judgment after exhausting all legal and equitable remedies. For complete details about the Fund, call (717) 783-3658.

**28. COMMUNICATIONS WITH BUYER AND/OR SELLER (6-13)**

Wherever this Agreement contains a provision that requires or allows communication/delivery to a Buyer, that provision shall be satisfied by communication/delivery to the Broker for Buyer, if any, except where required by law. If there is no Broker for Buyer, those provisions may be satisfied only by communication/delivery being made directly to the Buyer, unless otherwise agreed to by the parties. Wherever this Agreement contains a provision that requires or allows communication/delivery to a Seller, that provision shall be satisfied by communication/delivery to the Broker for Seller, if any. If there is no Broker for Seller, those provisions may be satisfied only by communication/delivery being made directly to the Seller, unless otherwise agreed to by the parties.

**29. NOTICE BEFORE SIGNING (4-14)**

Unless otherwise stated in writing, Buyer and Seller acknowledge that Brokers are not experts in legal or tax matters and that Brokers have not made, nor will they make, any representations or warranties nor conduct research of the legal or tax ramifications of this Agreement. Buyer and Seller acknowledge that Brokers have advised them to consult and retain experts concerning the legal and tax effects of this Agreement and the completion of the sale, as well as the condition and/or legality of the Property, including, but not limited to, the Property's improvements, equipment, soil, tenancies, title and environmental aspects. Buyer and Seller acknowledge receipt of a copy of this Agreement at the time of signing. **This Agreement may be executed in one or more counterparts**, each of which shall be deemed to be an original and which counterparts together shall constitute one and the same Agreement of the Parties. **WHEN SIGNED, THIS AGREEMENT IS A BINDING CONTRACT.** Return of this Agreement, and any addenda and amendments, including return by electronic transmission, bearing the signatures of all parties, constitutes acceptance by the parties.

**30. SPECIAL CLAUSES (4-14)****(A) The following are part of this Agreement if checked:**

- ☐ Appraisal Contingency Addendum to Agreement of Sale (PAR Form ACA)  
☐ Short Sale Addendum to Agreement of Sale (PAR Form SHS)  
☐ Zoning Approval Contingency Addendum to Agreement of Sale (PAR Form ZA)

**(B) Additional Terms: The \$50,000 EMD is non refundable after 60 days except, if the use would not be approved by the municipality.**

**Buyers will have 45 days to get commitments from donors, or acceptable financing.**


**After 45 days, buyers or sellers have the right to terminate the agreement, return the deposit and put it back on the market if they are not satisfied with the financial commitments.**

**As a condition precedent to Seller's obligation to sell, Seller must first secure final approval to do so, as contemplated and required by the Pennsylvania School Code (24 P.S. & 7-707) and the PA Municipalities Planning Code, as applicable and necessary. Should Seller prove unable to secure said approval(s), for any reason whatsoever, this Agreement shall be deemed null and void, with all deposit monies being refunded to Purchaser.**


Buyer Initials: 

ASC Page 9 of 10

Seller Initials: \_\_\_\_\_

506  Buyer has received the Consumer Notice, where applicable, as adopted by the State Real Estate Commission at 49 Pa.  
 507 Code §35.336.

508  Buyer has received a statement of Buyer's estimated closing costs before signing this Agreement.

509  Buyer has received the Deposit Money Notice (for cooperative sales when Broker for Seller is holding deposit money)  
 510 before signing this Agreement.

511 **BUYER**  DocuSigned by: Maint. Section **Restart Training Center Ministry** **DATE** 10/18/2022

512 Mailing Address \_\_\_\_\_

513 Phone(s) \_\_\_\_\_ Fax \_\_\_\_\_ Email **morganrunbuilders@yahoo.com**

514 **BUYER**  DocuSigned by: Andrew Enns **DATE** 10/18/2022

515 Mailing Address \_\_\_\_\_

516 Phone(s) \_\_\_\_\_ Fax \_\_\_\_\_ Email **pedrosantiago1959@yahoo.com**

517 **BUYER** \_\_\_\_\_ **DATE** \_\_\_\_\_

518 Mailing Address \_\_\_\_\_

519 Phone(s) \_\_\_\_\_ Fax \_\_\_\_\_ Email **levifisher@frontier.com**

520 **AUTHORIZED REPRESENTATIVE** \_\_\_\_\_

521 Title \_\_\_\_\_

522 **COMPANY** \_\_\_\_\_

523 Seller has received the Consumer Notice, where applicable, as adopted by the State Real Estate Commission at 49 Pa. Code § 35.336.

524 Seller has received a statement of Seller's estimated closing costs before signing this Agreement.

525 **VOLUNTARY TRANSFER OF CORPORATE ASSETS** (if applicable): The undersigned acknowledges that he/she is authorized  
 526 by the Board of Directors to sign this Agreement on behalf of the Seller corporation and that this sale does not constitute a sale, lease, or  
 527 exchange of all or substantially all the property and assets of the corporation, such as would require the authorization or consent of the  
 528 shareholders pursuant to 15 P.S. §1311.

529 **SELLER** \_\_\_\_\_ **DATE** \_\_\_\_\_

530 Mailing Address \_\_\_\_\_

531 Phone(s) \_\_\_\_\_ Fax \_\_\_\_\_ Email \_\_\_\_\_

532 **SELLER** \_\_\_\_\_ **DATE** \_\_\_\_\_

533 Mailing Address \_\_\_\_\_

534 Phone(s) \_\_\_\_\_ Fax \_\_\_\_\_ Email \_\_\_\_\_

535 **SELLER** \_\_\_\_\_ **DATE** \_\_\_\_\_

536 Mailing Address \_\_\_\_\_

537 Phone(s) \_\_\_\_\_ Fax \_\_\_\_\_ Email \_\_\_\_\_

538 **AUTHORIZED REPRESENTATIVE** \_\_\_\_\_

539 Title \_\_\_\_\_

540 **COMPANY** \_\_\_\_\_

## Agreement for the Sale of Commercial Real Estate

### Recommended Changes to Additional Terms

1. Line 479 – update “60” to “45” days
2. Line 483 and 484 – replace entirely with “If after 45 days the Buyer has not received the commitments necessary for financing, the Buyer may terminate the agreement with the return of their deposit. If they choose to move forward after this 45 days then their deposit will become nonrefundable but applicable to the purchase price except if Buyer does not receive Borough approval for their use.”

LAMPETER-STRASBURG SCHOOL DISTRICT  
Lampeter, PA 17535

NEW COURSE PROPOSAL

**Due by October 31**

Title of Proposed Course AP Microeconomics Dept. Social Studies

Credit 1 Duration of Course 1 semester Grade Level(s) 11-12

Anticipated Number of Sections 1 Proposed Teacher(s) Mr. Riehl

**What is the rationale for the new course?**

We believe that AP Microeconomics is a course that will be of interest to a number of students at Lampeter-Strasburg High School. This is a class that could provide college credit to any students - both business majors and otherwise (as a general education credit). Since it is only a one-semester course, it would provide students with full schedules the chance to add another AP course to their schedule.

Over the past several years, we have had at least one student or more enroll in an AP economics class online at a cost to the district (see numbers below) and we believe that this course would save the school money in the long run by providing the course in house.

2021-22 = 2

2020-21 = 3

2019-20 = 5

2017-18 = 2

2016-17 = 4

2015-16 = 1

**Does this course replace an existing course?** If yes, explain.

In order to offer this class, our department has opted to drop Comparative Religions. Many of the concepts covered in Comparative Religions are also covered in World Cultures and declining interest in the course has caused us to not run it for the past couple of years.

**Provide a brief summary of the content of the new course.**

From the College Board:

AP Microeconomics is an introductory college-level microeconomics course. Students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and

markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy.

More information is available here:

<https://apcentral.collegeboard.org/courses/ap-microeconomics/course>

**What, if any, are pre-requisites for the course?**

Acc. American Cultures

Acc. World Cultures

**What, if any courses are recommended, but not required, to be taken prior to this course?**

Acc. American Government/Economics

**Which PA academic standards will be met through the course? Include reading/writing standards in addition to subject specific standards.**

This course will meet many of the PA Academic Standards for Economics.

<b>6.1.12. GRADE 12</b>
6.1.12.A. Predict the long-term consequences of decisions made because of <b>scarcity</b> .
6.1.12.B. Evaluate the economic reasoning behind a choice.  Evaluate effective allocation of <b>resources</b> for the production of <b>goods</b> and <b>services</b> .
6.1.12.C. Analyze the <b>opportunity cost</b> of decisions made by individuals, businesses, communities, and nations.
6.1.12.D. Predict how changes in <b>incentives</b> may affect the choices made by individuals, businesses, communities, and nations.

<b>6.2.12. GRADE 12</b>
6.2.12.A. Evaluate the flow of <b>goods</b> and <b>services</b> in an international economy.



6.2.12.B.

Analyze the effect of changes in the level of **competition** in different **markets**.

**6.2.12. GRADE 12**

6.2.12.C.

Predict and evaluate how media affects **markets**.

6.2.12.D.

Predict how changes in **supply** and **demand** affect **equilibrium price** and **quantity** sold.

**6.2.12. GRADE 12**

6.2.12.E.

Evaluate the health of an economy (local, regional, national, global) using economic indicators.

6.2.12.F.

Evaluate the impact of **private economic institutions** on the individual, the national and the international economy.

6.2.12.G.

Evaluate various **economic systems**.

**6.3.12. GRADE 12**

6.3.12.A.

Evaluate the **costs** and benefits of government decisions to provide **public goods** and **services**.

6.3.12.B.

Assess the government's role in regulating and stabilizing the state and national economy.

**6.3.12. GRADE 12**

6.3.12.C.

Evaluate the social, political, and **economic costs/benefits** of potential changes to taxation policies.

6.3.12.D.

Evaluate the role that governments play in international **trade**.

**6.4.12. GRADE 12****6.4.12.A.**

Evaluate the comparative advantage of nations in the production of goods and services.

**6.4.12.B.**

Assess the growth and impact of international trade around the world.

**6.5.12. GRADE 12****6.5.12.A.**

Analyze the factors influencing wages.

**6.5.12.B.**

Evaluate how changes in education, incentives, technology, and capital investment alter productivity.

**6.5.12.C.**

Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership, or corporation.

**6.5.12.D.**

Analyze the role of profits and losses in the allocation of resources in a market economy.

**6.5.12.F.**

Assess the impact of entrepreneurs on the economy.

**6.5.12.G.**

Analyze the risks and returns of various investments.

**6.5.12.H.**

Evaluate benefits and costs of changes in interest rates for individuals and society.

**Academic Standards for Reading in History and Social Studies**

- 8.5 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

GRADE 11-12	GRADE 11-12
CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, extracting insights gained from specific details to an understanding of the text as a whole.
CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	CC.8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
	CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
	CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

## Academic Standards for Writing in History and Social Studies

- 8.6 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

GRADES 11 - 12	GRADES 11 - 12	GRADES 11 - 12
CC.8.6.11-12.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> <li>• Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>• Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>• Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ul>	CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  CC.8.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.  CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.	CC.8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## What are the implications for other departments, if any?

We are replacing a one-semester course with this one-semester course. The impact on other departments should be minimal as we would only plan to run one section.

## What are the projected costs associated with the new course?

**Textbook(s)/Supplies** - in looking at the recommended textbooks, we would assume an approximate \$5,000 cost for the required textbooks for one section of AP Microeconomics.

**Special Equipment** - n/a



**Other** - the cost of AP seminar/webinar for Mr. Riehl, possible other supplemental materials that can likely be covered by department funds

**Will additional staff have to be hired to teach this course?** If yes, explain.


No

Reviewed by Building Principal

  
Signature Principal

9/13/22  
Date

Reviewed by Asst. Supt.

  
Signature Asst. Supt.

9/20/22  
Date

Date Presented to Subject Curriculum Committee 9/22/22 By Message

Date Presented to Academic Committee 10/3/22

Date Approved by Board of School Directors \_\_\_\_\_

LAMPETER-STRASBURG SCHOOL DISTRICT  
Lampeter, PA 17535

NEW COURSE PROPOSAL  
**Due by October 31**

Title of Proposed Course: 21st Century Communication

Dept.: English Language Arts

Credit: 1      Duration of Course: one semester      Grade Level(s): 10-12

Anticipated Number of Sections: 2-3      Proposed Teacher(s): Any in department

What is the rationale for the new course?

In our society, the dynamic of communication has changed over the last decade, creating a need for students to become masters of both oral and digital communication, as well as leaving them to discern the necessities and demands of each. To meet the needs of today's students, this course will focus on intrapersonal communication skills, both orally and using digital platforms, to enable students to become more effective speakers, writers and listeners.

Does this course replace an existing course?    If yes, explain.

No

Provide a brief summary of the content of the new course.

This course improves students' public speaking and digital communication by immersing them in oral language activities as well as by giving them opportunities to practice effective digital communication. The course also includes methods of developing self-confidence, preparing speeches, and analyzing the communication of others in delivery and content. The course will address the anxiety that often accompanies public speaking through introductory speeches, shorter in length and consequence, while also harnessing the power of digital formats. Students will engage in collaborative class discussions and debates and gain instruction in the practical aspects of debating and theories of argumentation. Students will learn how to develop and analyze propositions, speak argumentatively and collect evidence using proper research methods. Additionally, executive functioning skills will be a focus of this course in terms of strengthening interview skills and written communication, such as email and letters. Fiction and nonfiction selections may be used as examples/templates for writing and speaking. As a culminating activity, students will prepare and deliver formal speeches to their classmates for a wide variety of purposes, for example, to inform, entertain or persuade.

that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.11-12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

What are the implications for other departments, if any?

There are no implications for other departments. In creating this course, we hope to benefit other departments by teaching public speaking and communication skills that will enable students to represent themselves in a professional and courteous manner.

What are the projected costs associated with the new course?

Textbook(s)/Supplies - None

Special Equipment - Podiums, recording equipment, portable teleprompters, voice enhancing equipment, external drive

Other -

Will additional staff have to be hired to teach this course? If yes, explain.

No

Reviewed by Building Principal

Signature Principal

Date

Reviewed by Asst. Supt.

Signature Asst. Supt.

Date

Date Presented to Subject Curriculum Committee

Date Presented to Academic Committee

Date Approved by Board of School Directors

# LAMPETER-STRASBURG SCHOOL DISTRICT



## SUPERVISION PLAN

July 1, 2022

# LAMPETER-STRASBURG SCHOOL DISTRICT

## Differentiated Supervision Plan

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**Mission Statement:**

The Lampeter-Strasburg School District recognizes that each child has unique abilities, talents, and needs. The District is committed to providing, in an accountable partnership with the parents and the community, opportunities for each learner to acquire the knowledge, skills, and values to become a responsible, productive citizen.

**Student and School Environment Beliefs:**

- Students learn best through a variety of relevant activities and assessments.
- Students should feel a sense of pride and belonging to the school community.
- Student needs should guide school decisions.
- All students can learn and have the right to learn.
- All students deserve equitable and excellent learning opportunities.
- The District values the uniqueness and differences of all students.
- Student achievement is our primary mission.
- High expectations are essential for everyone.
- A safe environment is essential for learning.
- Constructive student, teacher, and parent relationships are essential for student success.
- Classroom instruction must be engaging, challenging, purposeful, relevant, and infuse the utilization of technology to promote 21st century learning skills.
- Reflecting and sharing best practices are essential skills.
- Appropriate resources are necessary for quality education.
- Community, acceptance, and a sense of belonging are essential for student success.
- Continual communication among stakeholders is imperative; communicating educational strategies to families is essential to student academic growth.
- District employees treat all people with honor and respect.
- Differentiated instruction is critical for academic achievement.

**Differentiated Supervision Guidelines:**

Differentiated Supervision recognizes the level of experience, the effectiveness, and professionalism of teachers as well as the intensity and time commitment of the Formal Observation process using the *Danielson Framework for Teaching*. Differentiated Supervision provides a framework for professional growth designed to improve teacher effectiveness, instructional practices, and student achievement (Pennsylvania Department of Education, 2013).



## Philosophy of Supervision

Differentiated supervision is an approach to teacher learning that offers options for the type of supervision that they receive depending on their needs, experience, knowledge, and skill level as aligned with the Educator Effectiveness Model. The Lampeter-Strasburg School District's Differentiated Supervision Plan is designed to provide a forum for building teacher quality and promoting the professional development of both novice and tenured teachers. The goal of the plan is to link high quality instructional practices, professional collaboration, and ongoing professional growth into a continuous process that builds the district's network of effective, highly qualified educators. This differentiated plan is designed to meet the varying needs, abilities, and interests of the professional staff. Components of the plan focus on direct and intensive support, peer collaboration, and self-directed professional growth with individual goal setting and self-reflection of best practices that meet individual and organizational goals. Differentiated supervision provides a framework for professional growth designed to improve teacher effectiveness, instructional practices, and student achievement.

## Pennsylvania Educator Effectiveness

The evaluation of the effectiveness of professional and temporary professional employees with instructional certificates serving as classroom teachers, a professional employee or temporary professional employee who provides direct instruction to students related to a specific subject or grade level will be aligned with current Pennsylvania State laws and/or guidelines. The foundation of each evaluation will be based on Observation and Practice as well as Student Performance Measures. Student performance measures may include state mandated test scores, student growth projections, and/or agreed upon methods of capturing student performance as outlined in current legislation.

## Act 82 of 2012 Teacher Effectiveness

Beginning with the 2013-2014 school year, the evaluation of the effectiveness of **professional and temporary professional employees with instructional certificates** serving as classroom teachers, a professional employee or temporary professional employee who provides direct instruction to students related to a specific subject or grade level, shall be given due consideration to the following:

- A. ~~Classroom observation and practice models that are related to student achievement shall comprise fifty percent (50%) of the overall rating in each of the following areas:~~
  - 1. ~~Planning and preparation~~
  - 2. ~~Classroom environment~~
  - 3. ~~Instruction~~
  - 4. ~~Professional responsibilities~~
- B. ~~Student Performance, which shall comprise fifty percent (50%) of the overall rating of the professional employee or temporary employee serving as a classroom teacher, shall be based upon **multiple measures** of student achievement as outlined in Act 82 of 2012.~~

~~Ratings shall be performed by or under the supervision of the chief school administrator or, if so directed by the chief school administrator, by an assistant administrator, a supervisor or a principal who has supervision over the work of the professional employee or temporary professional employee being rated, provided that no unsatisfactory rating shall be valid unless approved by the chief school administrator.~~

~~Act 82 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year. Act 82 requires that all teachers will be rated as Distinguished, Proficient, Needs Improvement, or Failing.~~

~~An overall performance rating of either Proficient or Distinguished shall be considered satisfactory. An overall performance rating of Needs Improvement shall be considered as satisfactory, except when any subsequent overall rating of Needs Improvement issued by the same employer within ten (10) years of the first overall performance rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory.~~

~~An overall performance rating of Needs Improvement or Failing shall require the employee to participate in a Performance Improvement Plan. No employee shall be rated Needs Improvement or Failing based solely upon student test scores. An overall performance rating of "Failing" shall be considered unsatisfactory.~~

~~(Educator Effectiveness Administrative Manual- Part I, Pennsylvania Department of Education, September 2013)~~

## **Framework for Professional Practice**

### ***Teachers/Instructional Staff***

The Lampeter-Strasburg School District uses the summative evaluation form required by the Pennsylvania Department of Education (PDE). The PDE summative evaluation form is designed using the framework of Charlotte Danielson and forms the basis of the evaluation documents. Danielson divides the complex activity of teaching into 22 components clustered into four domains of teaching responsibility: (1) planning and preparation, (2) the classroom environment, (3) instruction, and (4) professional responsibilities. These domains are outlined below and in the appendix of this document.

<b><u>Domain 1: Planning and Preparation:</u></b> Domain 1 outlines how a teacher organizes the content of what students are expected to learn or how the teacher designs instruction. These include <i>demonstrating knowledge of content and pedagogy, demonstrating knowledge of students, selecting instructional outcomes, demonstrating knowledge of resources, designing coherent instruction, and designing student assessments.</i>	<b><u>Domain 2: The Classroom Environment:</u></b> Domain 2 consist of the interactions that occur in a classroom that are non-instructional. These consist of <i>creating a climate of respect and rapport, creating a culture for learning, managing classroom procedures, managing student behavior, and organizing the physical space.</i>
<b><u>Domain 3: Instruction:</u></b> Domain 3 outlines what constitutes the core of teaching- the engagement of students in leaning content. These include <i>communicating with students, using questinging and discussion techniques, engaging students in learning, assessing student learning, and demonstrating flexibility and responsiveness.</i>	<b><u>Domain 4: Professional Responsibilities:</u></b> Domain 4 represents the wide range of a teacher's responsibilities outside the classrooms. These include <i>reflecting on teaching, maintaining accurate records, communicating with families, participating in a professional community, growing and developing professionally, and showing professionalism.</i>



### ***Educational Specialists/Licensed Professionals***

The Lampeter-Strasburg School District uses the summative evaluation form required by the Pennsylvania Department of Education (PDE). The PDE summative evaluation form for educational specialists/licensed professionals is modeled after the general framework of Charlotte Danielson. The evaluation framework identifies aspects of the educational specialists/licensed professional's responsibilities that are essential for increasing student performance. Danielson divides the responsibilities into four domains: (1) planning and preparation, (2) the educational environment, (3) delivery of services, and (4) professional development. These domains are outlined below and in the appendix of this document.

<p><b><u>Domain 1: Planning and Preparation:</u></b> Domain 1 is based on the belief that effective educational specialists/licensed professionals plan and prepare to deliver high-quality services based upon extensive knowledge of their discipline/supervisory position relative to individual and/or systems-level needs and within the context of interdisciplinary collaboration. Service delivery outcomes are clear, measurable and represent relevant goals for the individual and/or system.</p>	<p><b><u>Domain 2: The Education Environment:</u></b> Domain 2 reflects how educational specialists/licensed professionals assess and enhance the quality of the environment along multiple dimensions toward improved academic, behavioral and social-emotional outcomes. Environmental dimensions include adult-student academic orientation, student behavioral values, student-peer relationships, parent and community-school relationships, instructional and intervention management and student activities.</p>
<p><b><u>Domain 3: Delivery of Service:</u></b> Domain 3 represents the ability of educational specialists/licensed professionals to offer service delivery and practice emanating from a problem-solving process that can be applied to an individual and/or at the systems level and is used to: (a) identify priority areas for improvement; (b) analysis of variables related to the situation; (c) selection of relevant factors within the system; (d) fidelity of implementation of services and supports; and (e) monitoring of effectiveness of services.</p>	<p><b><u>Domain 4: Professional Development:</u></b> Domain 4 represents an educational specialists/licensed professional's ability to have high ethical standards and a deep sense of professionalism, focused on improving their own service delivery and supporting the ongoing learning of colleagues. Their record keeping systems are efficient and effective and they communicate with all parties clearly, frequently, and with cultural sensitivity. These professionals assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice. Reflection on their practice results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of others.</p>

### **Differentiated Supervision: Options and Specifics**

The Lampeter-Strasburg School District offers four primary options for differentiated supervision. Each option is outlined below and summarized in the following chart:

<b><u>Administrative Monitoring</u></b> <ul style="list-style-type: none"><li>• May be used with tenured or non-tenured teachers</li><li>• Involves at least twenty-five percent of the teachers in each building</li><li>• May involve announced or unannounced observations</li><li>• Occurs a minimum of once each semester for tenured teachers; twice each semester for first year non-tenured teachers; once per semester for second and third year non-tenured teachers. Additional observations may be scheduled if deemed appropriate by administration.</li></ul>	
<b><u>Self-Directed Development</u></b> <ul style="list-style-type: none"><li>• Is a supervision option available for experienced, tenured teachers</li><li>• Involves a program designed for self-growth</li><li>• Focuses on goals established, discussed, and approved by a supervisor</li><li>• Uses a written plan that is jointly established by the participant and the supervisor</li><li>• Follows a plan which contains details about feedback, a time-line, and assessment plans</li><li>• Requires a self-assessment that is submitted to the supervisor prior to the end of the year conference</li></ul>	<b><u>Cooperative Professional Development</u></b> <ul style="list-style-type: none"><li>• Is a collegial process available for experienced, tenured teachers</li><li>• Involves peer coaching with two or three persons working together</li><li>• Requires training for all participants</li><li>• Focuses on goals established, discussed, and approved by a supervisor</li><li>• Uses a written plan that is jointly established by the participants and the supervisor</li></ul> Follows a plan which contains details about feedback, a time-line, and assessment plans

### **COOPERATIVE PROFESSIONAL DEVELOPMENT**

***Cooperative Professional Development (CPD)*** is a collegial process in which a small group of teachers agree to work together for their own professional growth.

A teacher who selects this option is expected to work in a collaborative, peer observation arrangement as a member of a two or three person team and will need to participate in appropriate training to learn strategies necessary for effective peer observation. Goals and objectives that the teacher has are written and discussed with the principal during the supervisory conference prior to the beginning of the school year. A supervisory plan is then developed in writing that includes frequency of observations, methods of feedback, and the format for assessment that will be shared with the principal at the conclusion of the school year. As in all other formats, the principal is available to assist the teacher in the execution of this plan.

## SELF-DIRECTED DEVELOPMENT

**Self-Directed Development** enables the individual teacher to work independently on professional growth concerns.

Similar to the process involved with CPD, a teacher selecting this option will meet with the building principal prior to the start of the supervisory year to discuss a proposal for self-growth. The program includes goals and objectives, a detailed plan of activities that the teacher intends to complete, a time line or sequence in which the activities will be accomplished, specific dates that will be used for progress reports with the principal, and a written report that will be submitted to the principal prior to the end of the year conference.

## ADMINISTRATIVE MONITORING

**Administrative Monitoring**, as the term implies, is a process by which an administrator monitors the work of the staff, making announced or unannounced visits and possibly simply to ensure that the staff are carrying out assignments and responsibilities in a professional manner.

## INTENSIVE SUPERVISION

The purpose of Intensive Supervision program is to address and remediate performance that is deemed unsatisfactory by the immediate supervisor. The intent of this supervisory program is: (1) to develop specific goals designed to correct areas of unsatisfactory performance, (2) to develop a plan to implement those goals, and (3) to achieve satisfactory performance through goal attainment.

A teacher is eligible for inclusion in the Intensive Supervision program when he/she:

- a) Receives a rating of Unsatisfactory on the Lampeter-Strasburg Rating Form, i.e., a numerical score of less than 81, or
- b) Receives a rating of Satisfactory on the Lampeter-Strasburg Rating Form but is given a numerical score between 81 and 100 inclusively. The respective principals have the discretionary authority to assign this teacher to the program.

Once a teacher is identified for inclusion in the Intensive Supervision Program, the principal shall have the responsibility of:

- a) Notifying the teacher
- b) Informing the Superintendent of Schools
- c) Establishing the Support Team

The Support Team is created to assist the identified teacher in attaining satisfactory performance. The Support Team shall be composed of:

- a) The immediate supervisor
- b) A teacher who serves as department head, is a team leader, or works in a similar position to the identified teacher
- c) A person from central administration
- d) A teacher selected by the identified teacher if he/she chooses to exercise this option

The Support Team, in conjunction with the identified teacher, will develop a plan for improvement that will contain:

- a) Areas that require remediation
- b) Goals in the form of intended outcomes
- c) Strategies for improving performance in the remediation areas
- d) A timeline for implementation of the strategies
- e) Aspects of accountability which include submitting progress reports
- f) Plans for the final feedback

The final responsibility of the support team is to determine if the intended goals of the plan have been reached. The support team has no role in the determining of satisfactory or unsatisfactory performance.

Based on the information gleaned from the Support Team and from his/her own supervisory process, the principal has the ultimate responsibility to determine if necessary improvement has occurred. Specifically, the principal will need to decide among the following options:

- a) The teacher's performance is now Satisfactory and should be discontinued from the Intensive Supervision program. A teacher exiting the Intensive Supervision program automatically is included in the Administrative Monitoring mode of the Differentiated Supervision plan the following year.
- b) The teacher's performance is now Satisfactory, but he/she should continue in the Intensive Supervision program. This would require the creation of a new plan for the next year and the establishing of a new committee.
- c) The teacher's performance is now Unsatisfactory. If the teacher's performance was not officially rated as Unsatisfactory the preceding year, the teacher would be continued in the Intensive Supervision program. If the teacher's performance had been rated Unsatisfactory the preceding year, i.e., thus making two consecutive years of Unsatisfactory ratings, the principal would have the option of recommending to the Superintendent of Schools that the teacher be dismissed.

## IMPLEMENTING THE PLAN

Under the district supervisory plan, the faculty of each building is divided into four groups, and, during a four-year cycle, one quarter of the faculty of each building is selected for administrative monitoring. The remaining faculty members in the buildings may request their immediate supervisors to use any of the four formats. Although the principals have the final decisions regarding the types of supervisory plans that will be used, teacher preferences will be honored unless there is a specific reason that the principals have identified. The selection of the supervisory format occurs by **May 1** as established through communication between the teacher and the building principal.

For those teachers selecting the Self-Directed or the CPD format, a supervisory agreement form is completed and signed by the teacher and the immediate supervisor by **September 15** of the supervisory year (see attachments). Both the Self-Directed and the Cooperative Professional Development options include specific goals and objectives, detailed information about the plan to be implemented, requirements for the maintaining of a log or journal, information about established checkpoints or required progress reports from the teacher to the supervisor, and plans for assessment/ summation conferences. Written summation or self-assessment for both Self-Directed and CPD are to be submitted by the teacher to the principal one week prior to the evaluative conference.

Regardless of the supervisory format implemented, principals have the right, and are expected to do informal observations as they see appropriate. In the event that a principal detects what he/she considers to be a significant supervisory problem, the principal has the right to suspend the supervisory agreement and to implement administrative monitoring.

Teachers employed as long-term substitutes do not have a choice of supervisory plan and will be administratively monitored. This administrative monitoring will occur at least once and will occur during the fall semester. Long-term substitutes employed for one full year have a mentor appointed; those serving less than a year do not receive a mentor.

In order to receive tenure and move from Instructional I to Instructional II level of certification, non-tenured teachers must receive a satisfactory employee evaluation for six consecutive semesters while teaching within the Lampeter-Strasburg School District.

## **Student Learning Objectives (SLO)**

Pennsylvania's Educator Effectiveness System requires the use of the Student Learning Objective (SLO) as part of an educator's annual evaluation process. The SLO process is utilized to define and measure student achievement and apply those measurements to teacher ratings, as required by Act 82 of 2012. The SLO process involves the following steps:

- Establishing a specific goal/objective related to student performance on defined measures of content
- Measuring progress toward achieving the objective
- Setting the dates for conducting the assessment measures and reporting the results
- Showing how each measure of student growth or achievement will be incorporated into the educator's summative rating.

The SLO is written by each individual for his/her specific class/course/content. An SLO must be represented using the mandated form (Student Learning Objective [SLO] Process Template) by the State and include the following necessary accompanying documentation: the objective, PA Standards, rationale, performance indicators, performance measures, and individual expectations.

All instructional staff is required to create an SLO using student data and submit the state mandated SLO form to the administrator by October 1. Teams, grade levels, or departments may choose to create a group objective, but each individual must submit his/her own paperwork related to his/her student population.

## **Pennsylvania's Code of Professional Practice and Conduct for Educators**

### **Section 1. Mission**

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

### **Section 2. Introduction**

- (a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).
- (b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

### **Section 3. Purpose**

- (a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.
- (b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and

needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

#### Section 4. Practices

- (a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.
- (b) Professional educators are expected to abide by the following:
  - (1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.
  - (2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.
  - (3) Professional educators shall maintain high levels of competence throughout their careers.
  - (4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.
  - (5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
  - (6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.
  - (7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
  - (8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
  - (9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
  - (10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

#### Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

#### Section 6. Legal obligations

- (a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § 12-1251-12-1268), known as the Teacher Certification Law.
- (b) The professional educator may not engage in conduct prohibited by:
  - (1) The Public School Code of 1949 (24 P. S. § 1-101-27-2702) and other laws relating to the schools or the education of children.

- (2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee Ethics Law.
- (c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

#### Section 7. Certification

The professional educator may not:

- (1) Accept employment, when not properly certificated, in a position for which certification is required.
- (2) Assist entry into or continuance in the education profession of an unqualified person.
- (3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

#### Section 8. Civil Rights

The professional educator may not:

- (1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
- (2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

#### Section 9. Improper personal or financial gain

- (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

#### Section 10. Relationships with students

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4)

Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

#### Section 11. Professional relationships

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards. The Code of Professional Practice and Conduct for Educators can be found at 22 Pa. Code §§235.1 - 235.11.

All questions should be directed to the Professional Standards and Practices Commission at (717) 787-6576.

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## **LAMPETER-STRASBURG SCHOOL DISTRICT**

### Differentiated Supervision Plan

#### Appendices

- Teacher Observation Process
- Classroom Observation Form/ Administrative Monitoring
- Classroom Walk-Through Form
- Self-Directed Agreement Form
- Cooperative Professional Development Program Form
- ~~Classroom Teacher Rating Form~~
- ~~Non-Teaching Professional Rating Form~~
- ~~Student Learning Objective (SLO) Process Template~~
- ~~Performance Measure Task Framework Template~~



## Steps in the Teacher Observation Process

Step	Who?	Document?	What?
1	Teacher	Lesson Observation Document	Teacher completes lesson plan document and shares evidence of Domains 1 and 4 with administrator/supervisor.
2	Teacher and Administrator/Supervisor	Lesson Observation Document	Pre-observation conference held; Evidence added to Lesson Observation Document for Domain 1 (and Domain 4, <i>if applicable</i> ).
3	Administrator/Supervisor	Lesson Observation Document	Lesson observation with evidence collection for Domains 2 and 3; Evidence sent immediately to teacher who may add to evidence.
4	Teacher	Observation Rubric Document	Teacher's assessment of lesson for Domains 1, 2, 3, and 4; sent to administrator/supervisor prior to post-conference with any additional evidence from the teacher.
5	Administrator/Supervisor	Observation Rubric Document	Administrator/supervisor reviews teacher's assessment; ONLY marks areas of agreement in preparation for the post-conference.
6	Teacher and Administrator/Supervisor	Lesson Observation Document & Observation Rubric Document	Post-conference held; Focuses on unmarked components/evidence; teacher in the lead of conversation; Administrator/supervisor collects additional evidence for Domain 4.
7	Teacher and Administrator/Supervisor	Observation Summary Lesson Observation Document	Post-conference ends with the Observation Summary (last page of Lesson Observation Document) being completed collaboratively. Either party may write.

Lesson Observation Document

Observation Rubric Document

_____ Formative _____ Summative	
<b>LESSON PLAN</b> to be completed by the teacher in advance of announced observation and sent to evaluator 2 days in advance	
<b>POST-TEACHING</b> Evidence not required for each D4 component for one lesson	
<b>DOMAIN 1</b> Demonstrating Knowledge of Content Pedagogy Content to be taught? What learning is required?	<b>DOMAIN 4</b> <b>4a. Reflecting on Teaching</b> (following the lesson) Collect samples of student work from the observed lesson. Represents a range of student performance. Discuss the degree to which students met your objectives. How the work shows this.

Teacher Self-assessment _____		Evaluator Assessment _____
Domain 1: Planning and Preparation		
Satisfactory	Basic	Proficient
Planning and preparation, teacher makes no errors or does correct errors made independently. Teacher's plans and practice indicate little awareness of prerequisite relationships, although such	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of

Observation Summary  
(last page of Lesson Observation Document)

### Observation Summary

Component Strengths of the Teacher's Practice (List no more than two components.)

LAMPETER-STRASBURG SCHOOL DISTRICT				
This column completed with teacher through rubric comparison	<b>Classroom Observation Form / Administrative Monitoring</b> <i>To be completed by the teacher in advance of announced observation and sent to evaluator 2 days in advance</i> <b>Lesson Planning/Post-Teaching (Page 1 Only)</b> <i>Evidence not required for each D4 component for one lesson</i> Teacher: _____ Observation Date: _____ Time/Period: _____ Subject: _____			This column completed with teacher through rubric comparison
	<b>DOMAIN 1</b>	<b>DOMAIN 4</b>		
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D <input type="radio"/> NR	<b>1a. Demonstrating Knowledge of Content and Pedagogy</b>  <i>What is the content to be taught?</i>  <i>What prerequisite learning is required?</i>	<b>4a. Reflecting on Teaching</b> <i>(following the lesson)</i>  <i>Collect samples of student work from the observed lesson that represents a range of student performance.</i>  <i>Discuss the degree to which students met your objectives and how the work shows this.</i>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D <input type="radio"/> NR	
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D <input type="radio"/> NR	<b>1b. Demonstrating Knowledge of Students</b>  <i>Characterize the class.</i>  <i>How will you modify this lesson for groups or individual students?</i>	<b>4b. Maintaining Accurate Records</b>  <i>How do you track student learning as it relates to this lesson?</i>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D <input type="radio"/> NR	
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D <input type="radio"/> NR	<b>1c. Selecting Instructional Outcomes</b>  <i>What do you want students to learn during this lesson?</i>	<b>4c. Communicating with Families</b>  <i>What specifically have you learned by communicating with families that impacted your planning of this lesson?</i>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D <input type="radio"/> NR	
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D <input type="radio"/> NR	<b>1d. Demonstrating Knowledge of Resources</b>  <i>What resources were considered for this lesson and rejected? Why? What resources will be used? Why?</i>	<b>4d. Participating in a Professional Community</b>  <i>In what ways is today's lesson related to collaboration with colleagues?</i>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D <input type="radio"/> NR	
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D <input type="radio"/> NR	<b>1e. Designing Coherent Instruction</b>  <i>List very briefly the steps of the lesson</i>	<b>4e. Growing &amp; Developing Professionally</b>  <i>What aspects of this lesson are the result of some recent professional learning?</i>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D <input type="radio"/> NR	

<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D <input type="radio"/> NR	<b>1f: Designing Student Assessments</b>  <i>How will you measure the goals articulated in 1c? What does success look like?</i>	<b>4f: Showing Professionalism</b>  <i>In what ways have you been an advocate for students that relate directly to this lesson?</i>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D <input type="radio"/> NR
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This column completed  with teacher through rubric comparison	<div>LAMPETER-STRASBURG SCHOOL DISTRICT</div> <div>Classroom Observation Form / Administrative Monitoring</div> <div>Observation</div> <div>EVIDENCE FOR DOMAINS 2, 3</div> <div>_____ Announced    _____ Unannounced</div>		This column completed with teacher through  rubric comparison
	DOMAIN 2	DOMAIN 3	
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D <input type="radio"/> NR	<b>2a. Creating a Climate of Respect and Rapport</b>  <i>Teacher Interaction with Students</i>  <i>Student Interactions with One Another</i>	<b>3a. Communicating with Students</b>  <i>Expectations for Learning, Directions and Procedures</i>  <i>Explanations of Content, Use of Oral and Written Language</i>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D <input type="radio"/> NR
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D <input type="radio"/> NR	<b>2b. Creating a Culture for Learning</b>  <i>Importance of the Content</i>  <i>Expectations for Learning and Achievement</i>  <i>Student Pride in Work</i>	<b>3b. Using Questioning and Discussion Techniques</b>  <i>Quality of Questions, Discussion Techniques, Student Participation</i>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D <input type="radio"/> NR
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D <input type="radio"/> NR	<b>2c. Managing Classroom Procedures</b>  <i>Management of Instructional Groups and Transitions</i>  <i>Management of Materials And Supplies</i>  <i>Performance of Non-Instructional Duties</i>  <i>Supervision of Volunteers And Paraprofessionals</i>	<b>3c. Engaging Students in Learning</b>  <i>Activities and Assignments, Grouping of Students</i>  <i>Instructional Materials and Resources, Structure and Pacing</i>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D <input type="radio"/> NR
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D <input type="radio"/> NR	<b>2d. Managing Student Behavior</b>  <i>Expectations, Monitoring of Student Behavior</i>  <i>Response to Student Misbehavior</i>	<b>3d. Assessing Student Learning</b>  <i>Assessment Criteria, Monitoring of Student Learning</i>  <i>Feedback to Students</i>  <i>Student Self-Assessment and Monitoring of Progress</i>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D <input type="radio"/> NR
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D <input type="radio"/> NR	<b>2e. Organizing the Physical Space</b>  <i>Safety and Accessibility</i>  <i>Arrangement of Furniture and Use of Physical Resources</i>	<b>3e. Demonstrating Flexibility &amp; Responsiveness</b>  <i>Lesson adjustment</i>  <i>Response to Students and Persistence</i>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D <input type="radio"/> NR

## Observation Summary

**Component Strengths of the Teacher's Practice** *(List no more than two components.)*

**Component Areas for Growth in the Teacher's Practice** *(List no more than two components.)*

**Next Steps:**

**We have conducted a conversation and rubric assessment on the above items.**

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Teacher Self-assessment\_\_\_ Evaluator Assessment\_\_\_**

**Domain 1: Planning and Preparation**

Component	Failing	Needs Improvement	Proficient	Distinguished	N/A
<b>1a:</b> <i>Demonstrating knowledge of content and pedagogy</i>	<p>In planning and practice, the teacher makes content errors or does not correct errors made by students.</p> <p>The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</p>	<p>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p>	
<b>1b:</b> <i>Demonstrating knowledge of students</i>	<p>The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.</p>	<p>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.</p>	<p>The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p>	<p>The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p>	

<i>1c: Setting instructional outcomes</i>	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.	
<i>1d: Demonstrating knowledge of resources</i>	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	
<i>1e: Designing coherent instruction</i>	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.	

1f: <i>Designing student assessment</i>	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.	
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Domain 2: The Classroom Environment					
Component	Failing	Needs Improvement	Proficient	Distinguished	N/A
<p>2a:</p> <p><i>Creating an environment of respect and rapport</i></p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.</p>	<p>Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p>	
<p>2b:</p> <p><i>Establishing a culture for learning</i></p>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</p>	<p>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</p>	
<p>2c:</p> <p><i>Managing classroom procedures</i></p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials</p>	<p>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials</p>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the</p>	

	and supplies effectively. There is little evidence that students know or follow established routines.	inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	handling of materials and supplies. Routines are well understood and may be initiated by students.	
<i>2d: Managing student behavior</i>	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	
<i>2e: Organizing physical space</i>	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	

### Domain 3: Instruction

Component	Failing	Needs Improvement	Proficient	Distinguished	N/A
<b>3a:</b> <i>Communicating with students</i>	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.</p>	<p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p>	
<b>3b:</b> <i>Using questioning and discussion techniques</i>	<p>The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p>	<p>The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>	<p>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>	
<b>3c:</b>	<p>The learning tasks/activities, materials, and resources are poorly aligned with the</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only</p>	<p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks</p>	

<i>Engaging students in learning</i>	instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.	
<i>3d: Using assessment in instruction</i>	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.	
<i>3e: Demonstrating flexibility and responsiveness</i>	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective	

				approaches for students who need help.	
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Domain 4: Professional Responsibilities					
Component	Failing	Needs Improvement	Proficient	Distinguished	N/A
4a: <i>Reflecting on teaching</i>	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action	
4b: <i>Maintaining accurate records</i>	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.	
4c: <i>Communicating with families</i>	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.	
4d: <i>Participating in a professional community</i>	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes	

	opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	and in school and district projects, making a substantial contribution.	a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.	
4e: <i>Growing and developing professionally</i>	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.	
4f: <i>Showing professionalism</i>	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is dishonest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.	

**LAMPETER-STRASBURG SCHOOL DISTRICT**

**Classroom Walk-Through Form**

EVIDENCE FOR DOMAINS 2, 3

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time/Period: \_\_\_\_\_ Subject: \_\_\_\_\_

DOMAIN 2	DOMAIN 3
<p><b>2a. Creating a Climate of Respect and Rapport</b></p> <p><i>Teacher Interaction with Students</i></p> <p><i>Student Interactions with One Another</i></p>	<p><b>3a. Communicating with Students</b></p> <p><i>Expectations for Learning, Directions and Procedures</i></p> <p><i>Explanations of Content, Use of Oral and Written Language</i></p>
<p><b>2b. Creating a Culture for Learning</b></p> <p><i>Importance of the Content</i></p> <p><i>Expectations for Learning and Achievement</i></p> <p><i>Student Pride in Work</i></p>	<p><b>3b. Using Questioning and Discussion Techniques</b></p> <p><i>Quality of Questions, Discussion Techniques, Student Participation</i></p>
<p><b>2c. Managing Classroom Procedures</b></p> <p><i>Management of Instructional Groups and Transitions</i></p> <p><i>Management of Materials And Supplies</i></p> <p><i>Performance of Non-Instructional Duties</i></p> <p><i>Supervision of Volunteers And Paraprofessionals</i></p>	<p><b>3c. Engaging Students in Learning</b></p> <p><i>Activities and Assignments, Grouping of Students</i></p> <p><i>Instructional Materials and Resources, Structure and Pacing</i></p>
<p><b>2d. Managing Student Behavior</b></p> <p><i>Expectations, Monitoring of Student Behavior</i></p> <p><i>Response to Student Misbehavior</i></p>	<p><b>3d. Assessing Student Learning</b></p> <p><i>Assessment Criteria, Monitoring of Student Learning</i></p> <p><i>Feedback to Students</i></p> <p><i>Student Self-Assessment and Monitoring of Progress</i></p>
<p><b>2e. Organizing the Physical Space</b></p> <p><i>Safety and Accessibility</i></p> <p><i>Arrangement of Furniture and Use of Physical Resources</i></p>	<p><b>3e. Demonstrating Flexibility &amp; Responsiveness</b></p> <p><i>Lesson adjustment</i></p> <p><i>Response to Students and Persistence</i></p>



Comments:

**LAMPETER-STRASBURG SCHOOL DISTRICT**

**SUPERVISORY AGREEMENT FORM  
SELF-DIRECTED PROGRAM**

Teacher \_\_\_\_\_ Date \_\_\_\_\_

- I. Objectives of the Plan (Specific Danielson Domain 2 or 3 Components to be Targeted)
- II. The Plan and Anticipated Sources of Evidence (list specific activities and anticipated sources evidence)
- III. Mid-Year Review of Evidence Collected aligned with plan objective
- IV. Year End Summary of Evidence Collected

The plan outlined above is the Self-Directed Development Program for \_\_\_\_\_  
for the \_\_\_\_\_ school year. (teacher's name)

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

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**LAMPETER-STRASBURG SCHOOL DISTRICT**  
**SUPERVISORY AGREEMENT FORM**  
**COOPERATIVE PROFESSIONAL DEVELOPMENT PROGRAM**

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Professional \_\_\_\_\_

I. Objective of the Plan

II. The Plan (list specific activities)

III. Time Line

IV. Training/Preparation Strategies

V. Feedback

VI. Assessment criteria

The plan outlined above is the Cooperative Professional Development supervisory program for

\_\_\_\_\_ for the \_\_\_\_\_ school year.  
(teacher's name)

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

# **DUAL ENROLLMENT AGREEMENT**

Between

**Thaddeus Stevens College of Technology**

Lancaster, Pennsylvania

And

**Lampeter-Strasburg School District**

Post Office Box 428, Lampeter Pennsylvania 17537

October 14, 2022

## Dual Enrollment Agreement

Thaddeus Stevens College of Technology, Lancaster Pennsylvania

And

Lampeter-Strasburg School District

### **Rationale**

Thaddeus Stevens College of Technology (TSCT) articulates with Pennsylvania secondary schools to provide appropriate college level courses in the high school for qualified students. The agreement assumes that identified high school students have obtained the academic ability and aptitude required to take college level coursework. TSCT faculty and administration work with faculty and administration at the collaborating secondary schools to ensure the students are qualified for and receive credit for appropriate college courses in their transition from high school to college. This program allows high school students to earn college credit while still in high school.

### **Terms of Agreement**

In this agreement, TSCT has partnered with Lampeter-Strasburg School District to offer core academic subjects in one of the follow areas of study: English, Mathematics, Science, Foreign Language, History, Civics and Government, Economics, Arts, Health and Physical Education at TSCT.

The instructor of the course must be eligible and approved to be a faculty member of the College. In addition, a recent resume and credentials of the instructor must be submitted to the College and kept on file.

The school district will verify students who are enrolled in the dual enrollment course. The College will ensure that the verified students are registered for the specific dual enrollment course(s).

The course is delivered identical to the similar section at TSCT campus. (Special needs students follow guidelines of ADA, - IEP does not apply) Accommodations which do not alter the pace or content level of courses, and are reasonable for the college to provide are considered for approval. Instructors and/or special needs service providers may not disclose for the student. Students must disclose through TSCT Special Needs Coordinator, Deb Schuch ([schuch@stevenscollege.edu](mailto:schuch@stevenscollege.edu), 717-299-7408) and provide an approved accommodations form to the instructor and the learning support staff.

Students will receive high school and college credit upon successful completion of the course(s). Students looking to transfer the credits to another college/university will likely need to obtain a “C” or higher in the course(s) in order for the credits to count and transfer.

## **Cost**

Dual enrollment courses at TSCT will **cost \$100/per credit**. This cost is the responsibility of the student and all registered dual enrollment students will receive invoices from the College’s Business Office.

## **Eligibility Conditions**

1. The student interested in taking the dual enrollment course must possess a least a 3.0 or higher GPA to enroll in the selected course.

- a. The point of contact of the dual enrollment course must submit unofficial transcripts for all students on the roster to verify necessary GPA requirement.
2. The student wishing to receive credit must complete the application to the college.
  - a. TSCT staff will assist in a yearly training session for teachers and/or high school staff to assist in the application process. Trainings will occur multiple times during the fall in order to accommodate our partner districts.
  - b. Applications for dual enrollment must be completed prior to December 1 and payment will be due by December 20.
3. TSCT is given permission to contact each student in the dual enrollment courses for recruitment to the college.
  - a. TSCT recruitment staff is permitted to conduct an informative presentation to dual enrollment students about the College.
4. Students who come to TSCT after high school graduation or as an early enroller are given priority admission status.
  - a. Students looking to attend TSCT as a post-secondary option must complete the first time freshmen application process with their application fee being waived. A dual enrollment fee waiver must be submitted.
  - b. Upon submission of student transcripts for each course taken at TSCT, those students who receive a “C” or higher in the dual enrollment courses taken at TSCT will not be required to take that section of the entrance exam.

## **Authorization of Agreement**

This agreement is entered into as of October 14, 2022 between Thaddeus Stevens College of Technology and Lampeter-Strasburg School District. The parties have caused this Dual Enrollment Agreement to be executed by their authorized offices on this date.

---

Dr. Antonio Jackson  
Vice President of Academic Affairs  
Thaddeus Stevens College of Technology

---

Kevin S. Peart  
Superintendent  
Lampeter-Strasburg School District

*This Agreement shall prevail until such time that one of the institutions expresses a desire in writing to change the conditions set forth above.*





LAW OFFICES  
Thirty-Three North Duke Street  
Lancaster, Pennsylvania 17602

**APPEL, YOST & ZEE LLP**  
ATTORNEYS AT LAW

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William J. Zee, Esquire  
Direct Line (717) 368-3597  
EMAIL: wzee@ayzlaw.com

October 24, 2022

***Via Email: kevin\_pearl@l-spioneers.org***

Kevin S. Pearl, Ed.D., Superintendent of Schools  
Lampeter-Strasburg School District  
1600 Book Rd  
Lancaster, PA 17602

***Re: Legal Representation by Appel, Yost & Zee LLP  
Agreement Containing Terms and Conditions of Services***

Dear Dr. Pearl:

This letter will confirm that the Board of Directors of the Lampeter-Strasburg School District (the "District") has asked that Appel, Yost & Zee LLP serve the District as General Solicitor.

Thank you for inviting us to represent the District, and for the opportunity to continue our long-standing relationship with the Board and the Administration. I appreciate the trust the Board and the Administration have placed in me to serve as your Solicitor.

I am obligated to remind you that when a law firm represents a school district, the firm's client is only the school entity, not its individual employees or directors. We are not precluded from representing employees and directors, provided there is no conflict of interest involved.

It is our understanding that Appel, Yost & Zee will serve as Solicitor for the District effective January 1, 2023. As Solicitor, we will act as primary legal counsel on behalf of the District as directed from time to time by the Board and the Administration. We understand that the scope of our duties and/or representation may change from time to time as directed by the Board and/or further instruction from the Administration.

The rules of professional conduct applicable to lawyers practicing in Pennsylvania require us to set forth in writing the basis on which the District will be charged for services rendered by our firm.

Our firm has represented public entities for over twenty years. We recognize the importance of serving the public and understand the financial constraints that are often placed on public entities, and school entities in particular. We will continue with our hourly rate of \$210/hr for the additional services we are being asked to provide.

Of course, we cannot make any promises or guarantees about the outcome of the matters as to which the District has engaged us, and nothing in this letter or in our statements should be so construed. When we provide our opinion as to the probable outcome of any matter, it is with the understanding that our opinion is

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just that, and not a promise or guarantee. In addition, any litigated matter involves uncertainty and the risk of an adverse outcome, potential factual or legal difficulties as to claims and defenses can typically not be fully assessed at the outset of a matter and that, with very rare exceptions, attorneys' fees are not recoverable from the opposing party even if the client prevails in the litigation.

To enable us to effectively represent the District, the Board and Administration agree to cooperate fully with us in the preparation and presentation of matters, to fully and accurately disclose to us all facts that may be relevant to the matter or that we may otherwise request, and to keep us informed of any developments related to specific matters.

Our engagement as legal counsel or our representation in any particular matter may be terminated by the District at any time for any reason. Similarly, we may withdraw as legal counsel or from our representation of the District in any particular matter for good cause, which includes failure to timely make payment for services rendered and expenses advanced, refusal to cooperate with us or to follow our advice on a material matter, or any other fact or circumstances that would render our continuing representation unlawful or unethical. If and when our services to the District conclude, all unpaid fees and costs will be immediately due and payable.

If the information in this letter is contrary to your understanding, please let me know as soon as possible. If information in this letter is not consistent with your understanding of our agreement, please contact me before signing this agreement. Otherwise, please sign the agreement where indicated below and return it to me.

Our ability to effectively serve the District depends in part on our having an open relationship. If you have any questions or concerns about any invoice, or about any aspect of our work, please communicate candidly with us about them.

I thank you, again, for the confidence you have placed in us, and I look forward to continuing our relationship long into the future.

Sincerely,



William J. Zee

I have read this letter and consent to the terms.

Signature: \_\_\_\_\_

Name/Title: \_\_\_\_\_

Company: Lampeter-Strasburg School District

Date: \_\_\_\_\_

# **LAMPETER-STRASBURG SCHOOL DISTRICT**

## **GROWTH PROJECTIONS REPORT 2022-2027**



**Presented to**

**LAMPETER-STRASBURG BOARD OF SCHOOL DIRECTORS**

**by**

**Kevin S. Peart, Ed.D.  
Superintendent**

**November 1, 2022**

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**DISTRICT CENSUS DATA 1989-2022**

<u>YEAR</u>	<u>MUNICIPALITY</u>	<u>POPULATION</u>	<u>INCREASE</u>
1989	Strasburg Borough	2,567	
1989	Strasburg Township	3,399	
1989	West Lampeter Township	<u>9,545</u>	
	District Residents	15,511	
1990	Strasburg Borough	2,590	.90%
1990	Strasburg Township	3,645	7.20%
1990	West Lampeter Township	<u>10,299</u>	7.90%
	District Residents	16,534	6.50%
1991	Strasburg Borough	2,596	.20%
1991	Strasburg Township	3,721	2.10%
1991	West Lampeter Township	<u>10,470</u>	1.70%
	District Residents	16,787	1.50%
1992	Strasburg Borough	2,680	3.20%
1992	Strasburg Township	3,780	1.60%
1992	West Lampeter Township	<u>10,711</u>	2.30%
	District Residents	17,171	2.30%
1993	Strasburg Borough	2,690	.40%
1993	Strasburg Township	3,892	3.00%
1993	West Lampeter Township	<u>11,223</u>	4.90%
	District Residents	17,805	3.70%
1994	Strasburg Borough	2,724	1.30%
1994	Strasburg Township	3,941	1.30%
1994	West Lampeter Township	<u>11,683</u>	4.10%
	District Residents	18,348	3.10%
1995	Strasburg Borough	2,731	.20%
1995	Strasburg Township	3,959	.50%
1995	West Lampeter Township	<u>11,862</u>	1.50%
	District Residents	18,552	1.10%
1996	Strasburg Borough	2,759	1.00%
1996	Strasburg Township	3,987	.70%
1996	West Lampeter Township	<u>12,291</u>	3.60%
	District Residents	19,037	3.80%
1997	Strasburg Borough	2,793	1.20%
1997	Strasburg Township	3,984	-.08%
1997	West Lampeter Township	<u>12,684</u> (578 annex)	3.20%
	District Residents	19,461	2.20%
1998	Strasburg Borough	2,795	.07%
1998	Strasburg Township	4,023	.90%
1998	West Lampeter Township	<u>12,881</u> (603 annex; 1,805 WV)	1.60%
	District Residents	19,699	1.20%
1999	Strasburg Borough	2,810	.54%
1999	Strasburg Township	4,032	.22%
1999	West Lampeter Township	<u>13,299</u> (609 annex; 1,825 WV)	3.20%
	District Residents	20,141	2.20%

2000	Strasburg Borough	2,816	.002%
2000	Strasburg Township	4,045	.003%
2000	West Lampeter Township	<u>13,881</u> (621 annex; 2,054 WV)	4.40%
	District Residents	20,742	3.00%
2001	Strasburg Borough	2,820	.001%
2001	Strasburg Township	4,051	.001%
2001	West Lampeter Township	<u>14,127</u> (622 annex; 2,059 WV)	1.80%
	District Residents	20,998	1.20%
2002	Strasburg Borough	2,780	-1.40%
2002	Strasburg Township	4,098	1.20%
2002	West Lampeter Township	<u>14,308</u> (620 annex; 1,973 WV)	1.30%
	District Residents	21,186	.90%
2003	Strasburg Borough	2,790	.35%
2003	Strasburg Township	4,148	1.20%
2003	West Lampeter Township	<u>14,670</u> (609 annex; 2,059 WV)	2.50%
	District Residents	21,608	1.95%
2004	Strasburg Borough	2,738	-1.80%
2004	Strasburg Township	4,171	.55%
2004	West Lampeter Township	<u>15,209</u> (596 annex; 2,277 WV)	3.67%
	District Residents	22,118	2.36%
2005	Strasburg Borough	2,758	.70%
2005	Strasburg Township	4,174	.07%
2005	West Lampeter Township	<u>15,410</u> (598 annex; 2,312 WV)	1.32%
	District Residents	22,342	1.01%
2006	Strasburg Borough	2,765	.25%
2006	Strasburg Township	4,131	-1.03%
2006	West Lampeter Township	<u>15,644</u> (598 annex; 2,353 WV)	1.52%
	District Residents	22,540	.89%
2007	Strasburg Borough	2,804	1.40%
2007	Strasburg Township	4,104	-.65%
2007	West Lampeter Township	<u>15,744</u> (598 annex; 2,485 WV)	.64%
	District Residents	22,652	.50%
2008	Strasburg Borough	2,774	-1.06%
2008	Strasburg Township	4,020	-2.05%
2008	West Lampeter Township	<u>15,959</u> (590 annex; 2,470 WV)	1.37%
	District Residents	22,753	.45%
2009	Strasburg Borough	2,825	1.80%
2009	Strasburg Township	4,048	.70%
2009	West Lampeter Township	<u>15,982</u> (586 annex; 2,412 WV)	.10%
	District Residents	22,855	.45%
2010	Strasburg Borough	2,847	.78%
2010	Strasburg Township	4,077	.72%
2010	West Lampeter Township	<u>16,134</u> (577 annex; 2,484 WV)	.95%
	District Residents	23,058	.89%
2011	Strasburg Borough	2,824	-.80%
2011	Strasburg Township	4,109	.78%
2011	West Lampeter Township	<u>16,073</u> (586 annex; 2,504 WV)	-.38%
	District Residents	23,006	-.22%

2012	Strasburg Borough	2,848	.85%
2012	Strasburg Township	4,082	-.66%
2012	West Lampeter Township	<u>15,785</u> (587 annex; 2,149 WV)	-1.79%
	District Residents	22,715	-1.26%
2013	Strasburg Borough	2,888	1.40%
2013	Strasburg Township	4,100	.44%
2013	West Lampeter Township	<u>15,977</u> (596 annex; 2,226 WV*)	1.22%
	District Residents	22,965	1.10%
2014	Strasburg Borough	2,944	1.94%
2014	Strasburg Township	4,147	1.15%
2014	West Lampeter Township	<u>16,271</u> (626 annex; 2,141 WV*)	1.84%
	District Residents	23,362	1.73%
2015	Strasburg Borough	2,955	.37%
2015	Strasburg Township	4,241	2.27%
2015	West Lampeter Township	<u>16,369</u> (609 annex; 2,141 WV*)	.60%
	District Residents	23,565	.87%
2016	Strasburg Borough	2,974	.64%
2016	Strasburg Township	4,263	.52%
2016	West Lampeter Township	<u>16,486</u> (620 annex; 2,144 WV*)	.72%
	District Residents	23,723	.67%
2017	Strasburg Borough	3,010	1.21%
2017	Strasburg Township	4,336	1.71%
2017	West Lampeter Township	<u>16,850</u> (619 annex; 2,440 WV*)	2.21%
	District Residents	24,196	1.99%
2018	Strasburg Borough	3,058	1.59%
2018	Strasburg Township	4,316	-.46%
2018	West Lampeter Township	<u>16,860</u> (624 annex; 2,409 WV*)	.06%
	District Residents	24,234	.16%
2019	Strasburg Borough	3,042	-.52%
2019	Strasburg Township	4,301	-.35%
2019	West Lampeter Township	<u>16,968</u> (625 annex; 2,431 WV*)	.64%
	District Residents	24,311	.32%
2020	Strasburg Borough	3,046	.13%
2020	Strasburg Township	4,342	.95%
2020	West Lampeter Township	<u>16,986</u> (623 annex; 2,399 WV*)	.11%
	District Residents	24,374	.26%
2021	Strasburg Borough	3,045	-.03%
2021	Strasburg Township	4,351	.21%
2021	West Lampeter Township	<u>17,135</u> (617 annex; 2,455 WV*)	.87%
	District Residents	24,531	.64%
<b>2022</b>	<b>Strasburg Borough</b>	<b>3,035</b>	<b>-.33%</b>
<b>2022</b>	<b>Strasburg Township</b>	<b>4,366</b>	<b>.34%</b>
<b>2022</b>	<b>West Lampeter Township</b>	<b><u>17,145</u></b> (608 annex; 2,522 WV*)	<b>.06%</b>
	<b>District Residents</b>	<b>24,546</b>	<b>.06%</b>
<b>Total Increase 1989-2022</b>		<b>9,035</b>	<b>58%</b>

**Note: Population reflects one resident counted for every listed District address with a non-response to census.**

\* **14.71% of all Residents of West Lampeter Township live at Willow Valley.**  
**10.27% of all District Residents live at Willow Valley.**

<u>YEAR</u>	<u>MUNICIPALITY</u>	<u>HOUSEHOLD</u>	<u>INCREASE</u>
1992	Strasburg Borough	1,045	
1992	Strasburg Township	1,221	
1992	West Lampeter Township	<u>4,504</u>	
	District Households	6,770	
1993	Strasburg Borough	1,079	3.30%
1993	Strasburg Township	1,247	2.10%
1993	West Lampeter Township	<u>4,603</u>	2.20%
	District Households	6,929	2.40%
1994	Strasburg Borough	1,104	2.30%
1994	Strasburg Township	1,264	1.40%
1994	West Lampeter Township	<u>4,908</u>	6.60%
	District Households	7,276	5.00%
1995	Strasburg Borough	1,107	.30%
1995	Strasburg Township	1,272	.60%
1995	West Lampeter Township	<u>5,084</u>	3.60%
	District Households	7,463	2.60%
1996	Strasburg Borough	1,112	.40%
1996	Strasburg Township	1,279	.50%
1996	West Lampeter Township	<u>5,257</u>	3.40%
	District Households	7,648	2.50%
1997	Strasburg Borough	1,117	.40%
1997	Strasburg Township	1,280	.07%
1997	West Lampeter Township	<u>5,385</u> (214 annex; 1,233 WV)	2.40%
	District Households	7,782	1.70%
1998	Strasburg Borough	1,124	.60%
1998	Strasburg Township	1,283	.23%
1998	West Lampeter Township	<u>5,442</u> (217 annex; 1,234 WV)	1.05%
	District Households	7,849	.86%
1999	Strasburg Borough	1,148	2.1%
1999	Strasburg Township	1,288	.38%
1999	West Lampeter Township	<u>5,621</u> (219 annex; 1,247 WV)	3.28%
	District Households	8,057	2.65%
2000	Strasburg Borough	1,150	.002%
2000	Strasburg Township	1,295	.005%
2000	West Lampeter Township	<u>5,780</u> (220 annex; 1,307 WV)	2.80%
	District Households	8,225	2.10%
2001	Strasburg Borough	1,150	.00%
2001	Strasburg Township	1,305	.70%
2001	West Lampeter Township	<u>5,898</u> (220 annex; 1,340 WV)	2.00%
	District Households	8,353	1.50%
2002	Strasburg Borough	1,150	.00%
2002	Strasburg Township	1,313	.60%
2002	West Lampeter Township	<u>6,049</u> (223 annex; 1,345 WV)	2.60%
	District Households	8,512	1.90%
2003	Strasburg Borough	1,149	-.09%
2003	Strasburg Township	1,327	1.06%
2003	West Lampeter Township	<u>6,141</u> (225 annex; 1,350 WV)	1.50%
	District Households	8,617	1.20%



2004	Strasburg Borough	1,161	1.00%
2004	Strasburg Township	1,335	.60%
2004	West Lampeter Township	<u>6,518</u> (221 annex; 1,585 WV)	6.14%
	District Households	9,014	4.60%
2005	Strasburg Borough	1,160	.00%
2005	Strasburg Township	1,335	.00%
2005	West Lampeter Township	<u>6,581</u> (221 annex; 1,585 WV)	.96%
	District Households	9,076	.69%
2006	Strasburg Borough	1,162	.17%
2006	Strasburg Township	1,335	.00%
2006	West Lampeter Township	<u>6,706</u> (221 annex; 1,585 WV))	1.90%
	District Households	9,203	1.40%
2007	Strasburg Borough	1,162	.00%
2007	Strasburg Township	1,336	.07%
2007	West Lampeter Township	<u>6,768</u> (221 annex; 1,585 WV)	.92%
	District Households	9,266	.68%
2008	Strasburg Borough	1,153	-.77%
2008	Strasburg Township	1,316	-1.50%
2008	West Lampeter Township	<u>6,762</u> (222 annex; 1,585 WV)	-.09%
	District Households	9,231	-.38%
2009	Strasburg Borough	1,169	1.39%
2009	Strasburg Township	1,322	.46%
2009	West Lampeter Township	<u>6,813</u> (222 annex; 1,585 WV)	.75%
	District Households	9,304	.79%
2010	Strasburg Borough	1,178	.77%
2010	Strasburg Township	1,330	.61%
2010	West Lampeter Township	<u>6,845</u> (222 annex; 1,570 WV)	.40%
	District Households	9,353	.53%
2011	Strasburg Borough	1,185	.59%
2011	Strasburg Township	1,335	.37%
2011	West Lampeter Township	<u>6,867</u> (222 annex; 1,570 WV)	.32%
	District Households	9,387	.88%
2012	Strasburg Borough	1,193	.68%
2012	Strasburg Township	1,339	.30%
2012	West Lampeter Township	<u>6,900</u> (222 annex; 1,570 WV)	.48%
	District Households	9,432	.48%
2013	Strasburg Borough	1,201	.67%
2013	Strasburg Township	1,348	.67%
2013	West Lampeter Township	<u>6,904</u> (223 annex; 1,525 WV*)	.06%
	District Households	9,453	.22%
2014	Strasburg Borough	1,211	.83%
2014	Strasburg Township	1,351	.22%
2014	West Lampeter Township	<u>6,960</u> (225 annex; 1,538 WV*)	.81%
	District Households	9,522	.73%
2015	Strasburg Borough	1,233	1.82%
2015	Strasburg Township	1,361	.74%
2015	West Lampeter Township	<u>7,015</u> (226 annex; 1,543 WV*)	.79%
	District Households	9,609	.91%

2016	Strasburg Borough	1,247	1.14%
2016	Strasburg Township	1,365	.29%
2016	West Lampeter Township	<u>7,049</u> (227 annex; 1,544 WV*)	.48%
	District Households	9,661	.54%
2017	Strasburg Borough	1,251	.32%
2017	Strasburg Township	1,369	.29%
2017	West Lampeter Township	<u>7,102</u> (225 annex; 1,567 WV*)	.75%
	District Households	9,722	.63%
2018	Strasburg Borough	1,272	1.68%
2018	Strasburg Township	1,366	-.21%
2018	West Lampeter Township	<u>7,107</u> (225 annex; 1,555 WV*)	.07%
	District Households	9,745	.24%
2019	Strasburg Borough	1,280	.63%
2019	Strasburg Township	1,372	.44%
2019	West Lampeter Township	<u>7,119</u> (225 annex; 1,556 WV*)	.17%
	District Households	9,771	.27%
2020	Strasburg Borough	1,286	.47%
2020	Strasburg Township	1,381	.66%
2020	West Lampeter Township	<u>7,159</u> (226 annex; 1,553 WV*)	.56%
	District Households	9,826	.56%
2021	Strasburg Borough	1,289	.23%
2021	Strasburg Township	1,384	.22%
2021	West Lampeter Township	<u>7,232</u> (225 annex; 1,596 WV*)	1.01%
	District Households	9,905	.80%
<b>2022</b>	<b>Strasburg Borough</b>	<b>1,290</b>	<b>.08%</b>
<b>2022</b>	<b>Strasburg Township</b>	<b>1,387</b>	<b>.22%</b>
<b>2022</b>	<b>West Lampeter Township</b>	<b><u>7,236</u></b> (225 annex; 1,596 WV*)	<b>.06%</b>
	<b>District Households</b>	<b>9,913</b>	<b>.08%</b>
<b>Total Increase 1992-2022</b>		<b>3,143</b>	<b>46.43%</b>

\* 16.10% of all District Households are at Willow Valley.

## NEW HOME SUBDIVISIONS

### **West Lampeter Township**

1. Mill Creek - At the joining of Conard Road and Windy Hill Road  
2 units remaining to be built.
2. Willow Ridge Manor - East side of road, near Broadmoor  
1 Farmhouse on Eshleman Mill remaining (will be 2 apartments).
3. Willow Valley – Southpointe Retirement  
220 units planned – 60 complete (no school age children)
4. Parkside – Behind Municipal Building  
66 single family units proposed.
5. Eshleman Mill Road  
1 single family home complete, 1 lot remaining.
6. Grouse Point  
44 single family units proposed.
7. 931 Village Road  
3 single family units at concept.

In addition, there will be approximately 5 non-development lots where houses will be built and occupied this year.

**The number of proposed residences at this time in West Lampeter Township is 283.**

**Strasburg Borough**

8. Feister Farm - Between North Jackson Street and North Decatur Street

This property is owned by Glenn Eshleman, and no plans currently exist to develop the property.

9. Trails 2 - An extension of Sunset Avenue – two houses planned.

**Potential number of homes at this time in Strasburg Borough is 2.**

**Strasburg Township**

10. Hartman Bridge Village

Development of a 10-acre tract at Hartman Bridge and Herr Roads to include both commercial and a 200-unit residential rental (one and two bedroom apartments) component. Construction is expected to extend over a five-year period with the focus on retirees and young professionals without children.

11. Meadows of Strasburg (Mersky Property – Prospect Road)

Total of 79 houses planned to be built over the next three to five years; Phase 1 homes have started occupancy with full build out in 12 to 18 months. Phase 2 and 3 have been approved.

**Potential number of residences at this time in Strasburg Township is 279.**

SUMMARY OF PROJECTED NEW HOMES

Summary

A total of **564** homes are potential for the next few years depending upon many factors including the economy and the sewer moratorium. The breakdown by municipality for these potential homes is as follows:

Strasburg Borough	2
Strasburg Township	279 *
West Lampeter Township	283 **

- \* includes 200 units targeted at retirees and young professionals without children
- \*\* includes 5 non-development homes annually and 160 proposed/unbuilt units at Willow Valley that will not house school-age children

Presently, we average **.2990** children per household that attend public school. If the home school, tutor, and cyber school students (287) and private/parochial students (737) are included in the calculation, the average household contains .4023 school-age children. If Willow Valley's households (1,596) were excluded, each household averages .4795 school-age children. If this ratio continues and if all units are built, this would be an increase of approximately 169 school-age children residing in the District.

Our students come from approximately 2,009 different addresses (households). This means that approximately 20.27% of our households have students in school. If Willow Valley is subtracted, the percent of our households that have students in school is approximately 24.16%.

**BUILDING CAPACITIES AND IMPLICATIONS****District Enrollment – October 1, 2022 – Students for Which District Receives Subsidy**

<u>BUILDING</u>	<u>BUILDING ENROLLMENT</u>
Lampeter Elementary School	591
Hans Herr Elementary School	662
Martin Meylin Middle School	654
Lampeter-Strasburg High School	<u>1,057</u>
Total Building Enrollment	2,964

**Present Building Capacity**

<u>BUILDING</u>	<u>STUDENT CAPACITY</u>
Lampeter Elementary School	525 *
Hans Herr Elementary School	776 *
Martin Meylin Middle School	822
Lampeter-Strasburg High School	<u>1,218</u>
Total Building Capacity	3,341 *

- \* Elementary capacities are based upon 20 students per kindergarten and first grade, 23 students per second and third grade, and 25 students per fourth and fifth grade. It should be noted that a number of current classrooms have two to three more students than the capacity listed. It is also important to note that only one half of our kindergarten students are in Lampeter Elementary School at any given time.

**Present Building Physical Enrollment 2022**

<u>BUILDING</u>	<u>BUILDING PHYSICAL ENROLLMENT</u>
Lampeter Elementary School	587
Hans Herr Elementary School	655
Martin Meylin Middle School	640
Lampeter-Strasburg High School	<u>940</u>
Total Building Physical Enrollment	2,822

Numbers of students in District buildings do not accurately reflect the number of students who are receiving their education in District buildings because some students attend the Lancaster County Career and Technology Center, Lancaster County Academy, Lancaster Lebanon Virtual Solutions, or other appropriate placements located outside the District. The number of District secondary students currently being educated for either full or partial days outside the District is 131, while the number of elementary students is 11.

**FUTURE ENROLLMENT PROJECTIONS**

		<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>
<b>ELEMENTARY</b>	<b>Kdg.</b>	148	163	161	171	156
Lampeter Elem.	<b>Grade 1</b>	211	152	168	166	176
	<b>Grade 2</b>	194	211	152	168	166
	<b>Total</b>	553	526	481	505	498
Difference between capacity (525) and enrollment		-28	-1	44	20	27
<b>ELEMENTARY</b>	<b>Grade 3</b>	192	194	211	152	168
Hans Herr Elem.	<b>Grade 4</b>	208	196	198	215	155
	<b>Grade 5</b>	223	208	196	198	215
	<b>Total</b>	623	598	605	565	538
Difference between capacity (776) and enrollment		153	178	171	211	238
<b>MIDDLE SCHOOL</b>	<b>Grade 6</b>	237	225	209	197	199
	<b>Grade 7</b>	220	238	226	210	198
	<b>Grade 8</b>	204	221	239	227	211
	<b>Total</b>	661	684	674	634	608
Difference between capacity (822) and enrollment		161	138	148	188	214
<b>HIGH SCHOOL</b>	<b>Grade 9</b>	252	222	240	260	247
	<b>Grade 10</b>	238	240	212	229	248
	<b>Grade 11</b>	243	234	236	208	225
	<b>Grade 12</b>	268	258	248	250	221
	<b>Total</b>	1,001	954	936	947	941
Difference between capacity (1,218) and enrollment		217	264	282	271	277
<b>ENROLLMENT TOTALS</b>		<b>2,838</b>	<b>2,762</b>	<b>2,696</b>	<b>2,651</b>	<b>2,585</b>
Difference between <b>District</b> capacity (3,341) and enrollment		<b>503</b>	<b>579</b>	<b>645</b>	<b>690</b>	<b>756</b>

### **Growth Time Line**

The closing of Strasburg Elementary School in 2013 transitioned all K-2 students to Lampeter Elementary School. With this transition, the following statements are true:

1. The District is implementing a Feasibility Study that was completed by Crabtree, Rohrbaugh and Associates. The study includes a review of all District buildings and student growth projections.
2. Lampeter Elementary is currently at, or slightly above the desired student capacity threshold. Once constructed, the Early Childhood Center will house pre-kindergarten, kindergarten, and school-age childcare (SACC), and enable Lampeter Elementary to use all educational spaces for their intended purpose. Taking into account student projections based upon live births, it appears all other buildings will remain within student capacity limits for the foreseeable future.
3. All buildings continue to be properly maintained and remain in good condition given their age. The previously referenced Feasibility Study includes recommendations to enable District buildings to continue to meet the needs of all learners.

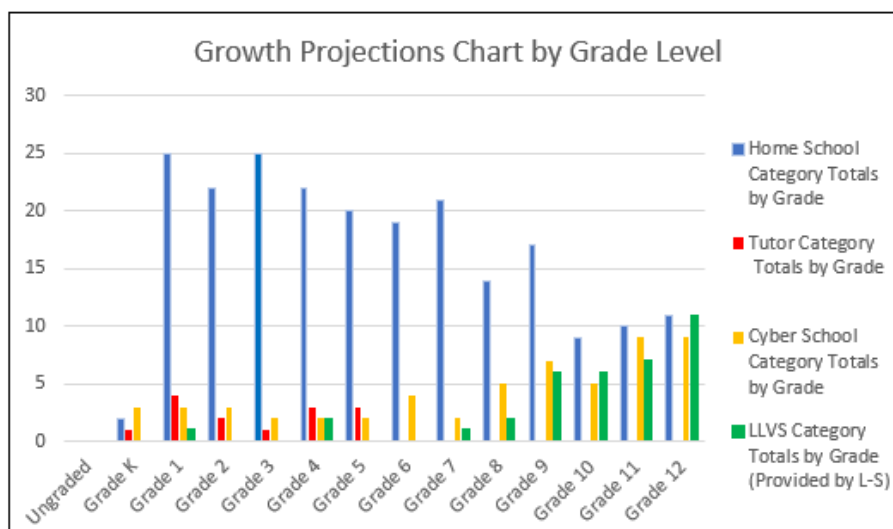
**It is, however, important to remember that enrollment numbers are based on projections. The further into the future that the one extends, the less reliable the projections become.**



**HOME SCHOOL, TUTOR, AND CYBER CHARTER SCHOOL STUDENT INFORMATION**Enrollments  
10/01/22

Total Number of Families (excludes LLVS)	157
Total Number of <b>Registered</b> Home School & Tutor Students	231
Total Number of Cyber School Students (excludes LLVS)	56
Number of Lancaster Lebanon Virtual Solutions (LLVS) Students (Public School Students)	36

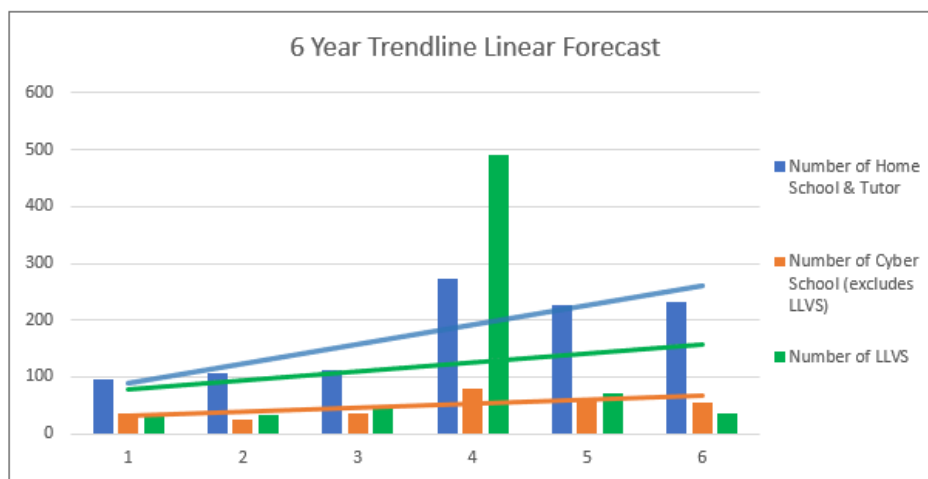
Grade Level	Registered Home School Category Totals by Grade	Tutor Category Totals by Grade	Cyber School Category Totals by Grade	LLVS Category Totals by Grade (Provided by L-S)	Totals by Grade Level
Ungraded	0	0	0	0	0
Grade K	2	1	3	0	6
Grade 1	25	4	3	1	33
Grade 2	22	2	3	0	27
Grade 3	25	1	2	0	28
Grade 4	22	3	2	2	29
Grade 5	20	3	2	0	25
Grade 6	19	0	4	0	23
Grade 7	21	0	2	1	24
Grade 8	14	0	5	2	21
Grade 9	17	0	7	6	30
Grade 10	9	0	5	6	20
Grade 11	10	0	9	7	26
Grade 12	11	0	9	11	31
<b>Totals by Category</b>	<b>217</b>	<b>14</b>	<b>56</b>	<b>36</b>	<b>323</b>



**SIX-YEAR SUMMARY TABLE: HOME SCHOOL, TUTOR, AND CYBER SCHOOL STUDENTS**

October 1, 2017, through October 1, 2022

6 Year Totals	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Number of Families	75	75	86	196	158	157
Number of Home School & Tutored	95	107	111	273	226	231
Number of Cyber School (excludes LLVS)	35	26	35	79	60	56
Number of LLVS	36	33	43	491	70	36
<b>Total of Students by Year</b>	<b>166</b>	<b>166</b>	<b>189</b>	<b>843</b>	<b>356</b>	<b>323</b>



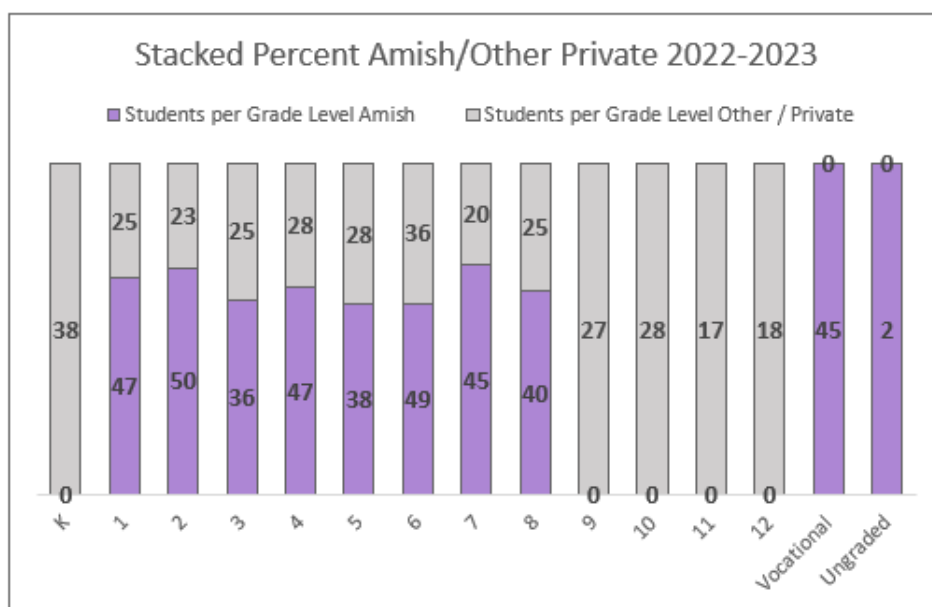
**PRIVATE / PAROCHIAL SCHOOL STUDENT INFORMATION****Total Number of Students: 737**

<b>AMISH SCHOOLS</b>	<b>Students per School</b>
Beaver Valley	25
Bunker Hill	23
Calamus Run	2
Country Meadow Special	1
Edisonville	19
King's Vocational	4
Krantz Mill	29
Locust Ridge	16
North Jackson	23
North Star	23
North Star (V)	5
Paradise (V)	1
Paradise Lane	4
Picadilly Ridge	2
Refton	6
Reservoir Amish	18
Rockvale	21
Rocky Ridge (V) / Rocky Springs (V) / Rockvale (V)	7
Rocky Ridge	3
Rocky Springs	20
Sides Mill	25
Strasburg (V)	28
Summit Hill	13
Sunset Valley Special	1
Sycamore	24
Twin Elm	24
White Oak	16
Woodland	16
<b>AMISH SCHOOL TOTAL</b>	<b>399</b>

<b>OTHER PRIVATE SCHOOLS</b>	<b>Students per school</b>
Allegany Boys Camp	1
Bethany Christian	9
Dayspring Christian Academy	22
Enlightium	1
Keystone Job Corp Center	2
Kirkwood Mennonite-Quarryville Mennonite	4
Kraybill Mennonite	2
Lancaster Catholic High School	13
Lancaster Country Day	23
Lancaster County Christian	55
Lancaster Friends	2
Lancaster Mennonite – Lancaster	48
Linville Hill Mennonite	80
Lititz Area Mennonite	2
Lititz Christian	1
Little Britain Mennonite	1
Milton Hershey	4
Mother of Divine Grace	3
Pequea Christian	1
Resurrection Catholic	2
Sacred Heart Catholic	5
Solvit Academy	5
St. John Neumann Catholic	12
St. Leo Catholic	3
Summitview Christian	5
Susquehanna Waldorf	2
The New School	10
The Stone Independent School	3
Veritas Academy	7
Way of Jesus Academy	2
Weavertown Mennonite	8
<b>OTHER PRIVATE SCHOOL TOTAL</b>	<b>338</b>

**PRIVATE / PAROCHIAL SCHOOL STUDENT INFORMATION BY GRADE LEVEL**

GRADE LEVEL	STUDENTS PER GRADE LEVEL - AMISH	STUDENTS PER GRADE LEVEL - OTHER / PRIVATE	TOTAL STUDENTS PER GRADE LEVEL - AMISH & OTHER / PRIVATE
K	0	38	38
1	47	25	72
2	50	23	73
3	36	25	61
4	47	28	75
5	38	28	66
6	49	36	85
7	45	20	65
8	40	25	65
9	0	27	27
10	0	28	28
11	0	17	17
12	0	18	18
Vocational	45	0	45
Ungraded	2	0	2
<b>TOTALS</b>	<b>399</b>	<b>338</b>	<b>737</b>



**MISCELLANEOUS INFORMATION AND INTERESTING STATISTICS****MINORITY POPULATION:**

American Indian/Alaskan Native	5	.17%	(Not Hispanic)
Native Hawaiian/Pacific Islander	3	.10%	(Not Hispanic)
Black/African American	81	2.73%	(Not Hispanic)
Hispanic	315	10.63%	(Any Race)
Asian	55	1.86%	(Not Hispanic)
Multi-Racial	131	4.42%	(Not Hispanic)
<b>TOTAL</b>	<b>590</b>	<b>19.91%</b>	

51.92 percent of all public school students are male.

48.08 percent of all public school students are female.

95.21 percent of all public school students are educated on the District campus in Lampeter.

4.79 percent of all public school students are educated at other locations.

74.33 percent of all school-age children in the District attend public school.

5.44 percent of all school-age children in the District are home school students.

18.48 percent of all school-age children in the District attend private or parochial schools.

1.40 percent of all school-age children in the District attend cyber charter school.

.35 percent of all school-age children in the District are tutored.

25.38 percent of all school-age children in the District are identified as low income students (free and reduced lunch program).

.42 percent is the District dropout rate as determined by the Pennsylvania Department of Education.

**INFORMATION REGARDING ENGLISH LEARNERS**

A total of 59 students have been identified as English Learners as of October 1, 2022.  
The 59 students are from 17 different countries of origin. The breakdown of students from each country by grade is as follows:

COUNTRY	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Puerto Rico	2	1	3	2		2	2	1	1	2	1		3	20
Guatemala				1										1
France											1			1
Ukraine								1					1	2
China	1	2												3
Mexico		1						1	1	1		1		5
Vietnam	1													1
Lebanon												1		1
Egypt		1				1								2
Dominican Rep	1			1		3	1		1	2				9
Nicaragua													1	1
Cuba		1									1			2
Brazil												1		1
Haiti	1			1										2
Ethiopia						1								1
Kenya				1										1
Nepal			1		2	1				1		1		6

A breakdown of languages spoken by the 59 students by grade is as follows:

LANGUAGE	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	3	3	4		5	3	2	3	5	2	1	4	38
Chinese	1	2												3
French	1										1			2
Vietnamese	1													1
Arabic		1				1						1		3
Ukrainian								1					1	2
Portuguese												1		1
Swahili				1										1
Amharic						1								1
Creole				1										1
Nepali			1		2	1				1		1		6

**2021-2022 PSSA RESULTS**

<b>ENGLISH LANGUAGE ARTS</b>					
<b>Grade</b>	<b>2019 % Adv/Pro</b>	<b>2020 % Adv/Pro</b>	<b>2021 % Adv/Pro</b>	<b>2022 % Adv/Pro</b>	<b>2022 State Average</b>
<b>Hans Herr</b>					
<b>3</b>	81.32%	-	75.50%	64.4%	52.3%
<b>4</b>	84.51%	-	74.75%	70.5%	52.2%
<b>5</b>	76.11%	-	71.25%	72.2%	53.6%
<b>Martin Meylin</b>					
<b>6</b>	73.54%	-	75.12%	73.3 %	56.1%
<b>7</b>	75.66%	-	67.00%	76.5%	57.2%
<b>8</b>	74.48%	-	59.11%	71.6%	55.6%

<b>MATHEMATICS</b>					
<b>Grade</b>	<b>2019 % Adv/Pro</b>	<b>2020 % Adv/Pro</b>	<b>2021 % Adv/Pro</b>	<b>2022 % Adv/Pro</b>	<b>2022 State Average</b>
<b>Hans Herr</b>					
<b>3</b>	73.77%	-	62.81%	61.5%	47.7%
<b>4</b>	71.68%	-	56.72%	68.7%	42.3%
<b>5</b>	57.33%	-	53.42%	47.8%	35.4%
<b>Martin Meylin</b>					
<b>6</b>	53.85%	-	37.25%	43.2%	32.3%
<b>7</b>	48.23%	-	44.22%	41.5%	27.0%
<b>8</b>	50.63%	-	33.33%	43.1%	22.6%

<b>SCIENCE</b>					
<b>Grade</b>	<b>2019 % Adv/Pro</b>	<b>2020 % Adv/Pro</b>	<b>2021 % Adv/Pro</b>	<b>2022 % Adv/Pro</b>	<b>2022 State Average</b>
<b>Hans Herr</b>					
<b>4</b>	92.89%	-	87.56%	88.9%	73.7%
<b>Martin Meylin</b>					
<b>8</b>	72.38%	-	63.37%	68.1%	51.1%

\* PSSAs were not administered in 2020 due to the pandemic.

**2021-2022 KEYSTONE RESULTS**  
**Lampeter-Strasburg High School**

ALGEBRA 1	Winter 2022		Spring 2022		Spring/ Winter 2022
	#	%	#	%	
Advanced	27	33%	7	7%	
Proficient	33	40%	11	11%	
Basic	17	21%	59	57%	
Below Basic	5	6%	26	25%	
<b>Total #</b>	<b>82</b>		<b>103</b>		<b>185</b>
<b>Total Pro/Adv #</b>					<b>78</b>
<b>Total Pro/Adv %</b>		<b>73%</b>		<b>18%</b>	
<b>Avg Pro/Adv %</b>					<b>42%</b>

BIOLOGY	Winter 2022		Spring 2022		Spring/ Winter 2022
	#	%	#	%	
Advanced	27	23%	37	30%	
Proficient	57	48%	48	39%	
Basic	21	18%	22	18%	
Below Basic	13	11%	16	13%	
<b>Total #</b>	<b>118</b>		<b>123</b>		<b>241</b>
<b>Total Pro/Adv #</b>					<b>169</b>
<b>Total Pro/Adv %</b>		<b>71%</b>		<b>69%</b>	
<b>Avg Pro/Adv %</b>					<b>70%</b>

LITERATURE	Winter 2022		Spring 2022		Spring/ Winter 2022
	#	%	#	%	
Advanced	14	13%	11	8%	
Proficient	64	58%	73	57%	
Basic	26	24%	30	23%	
Below Basic	6	5%	15	12%	
<b>Total #</b>	<b>110</b>		<b>129</b>		<b>239</b>
<b>Total Pro/Adv #</b>					<b>162</b>
<b>Total Pro/Adv %</b>		<b>71%</b>		<b>65%</b>	<b>68%</b>
<b>Avg Pro/Adv %</b>					

\*Preliminary Data



### SAT RESULTS Summary of Students Tested by Year

YEAR	# of Tests Given	PENNSYLVANIA			NATIONAL			LAMPETER-STRASBURG			TOTAL DIFF	
		VERB	MATH	WRITING	VERB	MATH	WRITING	VERB	MATH	WRITING	NATL	STATE
95-96	91	498	492		505	508		509	521		+17	+40
96-97	105	498	495		505	511		516	523		+23	+46
97-98	118	497	495		505	512		500	527		+10	+35
98-99	128	498	497		505	511		516	527		+27	+48
99-00	134	498	497		505	514		519	546		+46	+70
00-01	151	500	499		506	514		520	538		+38	+59
01-02	127	498	500		504	516		504	527		+11	+33
02-03	161	500	502		507	519		520	534		+28	+52
03-04	169	501	502		508	518		528	554		+56	+79
04-05	151	501	503		508	520		519	540		+31	+55
05-06	139	493	500	483	503	518	497	522	527	501	+32	+74
06-07	164	493	499	482	502	515	494	509	533	482	+13	+50
07-08	156	494	501	483	502	515	494	520	543	500	+52	+85
08-09	172	493	501	483	501	515	493	501	526	492	+10	+42
09-10	180	492	501	480	501	516	492	520	538	506	+55	+91
10-11	189	493	501	479	497	514	489	521	543	498	+62	+89
11-12	200	491	501	480	496	514	488	526	542	512	+82	+108
12-13	188	494	504	482	496	514	488	527	544	515	+88	+106
13-14	197	497	504	480	497	513	487	524	542	500	+69	+85
14-15	168	499	504	482	495	511	484	525	540	511	+86	+91
15-16	157	500	506	481	494	508	482	517	529	504	+66	+63

Beginning in the 2016-2017 school year, the Verbal and Writing assessments were combined into one assessment entitled Evidence-based Reading/Writing.

YEAR	# OF TESTS GIVEN	PENNSYLVANIA		NATIONAL		LAMPETER-STRASBURG		TOTAL DIFF	
		MATH	EVIDENCE-BASED READING/ WRITING	MATH	EVIDENCE-BASED READING/ WRITING	MATH	EVIDENCE-BASED READING/ WRITING	NATL	STATE
16-17	168	533	540	533	538	569	576	74	72
17-18	176	539	547	531	536	581	588	102	83
18-19	179	537	545	528	531	577	574	92	69
19-20	158	534	543	523	528	585	585	119	93
20-21	126	557	566	528	533	587	589	115	53
21-22	114	540	551	521	529	573	579	102	61