

LAMPETER-STRASBURG SCHOOL DISTRICT

Lampeter, Pennsylvania 17537

BOARD WORKSHOP MEETING AGENDA

May 15, 2023

FOR BOARD WORKSHOP ACTION

ACADEMIC COMMITTEE

1. RECOMMENDATION FOR APPROVAL OF APPLICATION FOR FLEXIBLE INSTRUCTION DAYS

Recommend the approval of the Lampeter-Strasburg School District application for flexible instructional days for the 2023-2024 school year, as posted.

MISCELLANEOUS

2. RECOMMENDATION FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING RENEWAL FOR SCHOOL RESOURCE OFFICER

Recommend the approval of a Memorandum of Understanding (renewal) between Lampeter-Strasburg School District and West Lampeter Township Police Department for the assignment of a School Resource Officer, as posted.

3. RECOMMENDATION FOR APPROVAL OF FOREIGN STUDENT

Recommend the approval of Francesca Rita Romano of Italy to reside with Lee and Jennifer Landis, 216 Juniper Drive, Lancaster, PA 17602, as a 2023-2024 foreign student.

4. RECOMMENDATION FOR APPROVAL OF OVERNIGHT FIELD TRIPS

Recommend the approval of overnight field trips as follows and as posted:

- a. Students on the L-S Track and Field Team who qualify for Districts to attend the District Track meet at Shippensburg University in Shippensburg, PA from May 19 to 20, 2023.
- b. Students on the L-S Track and Field Team who qualify for States to attend the State Track meet at Shippensburg University in Shippensburg, PA from May 26 to 27, 2023.

5. DISCUSSION OF UPDATED POLICY

Dr. Peart will lead a discussion of Policy 808 Food Services, as posted.

6. DISCUSSION AND RECOMMENDATION FOR CHARTER FUNDING RESOLUTION

Dr. Peart will lead a discussion on the resolution calling for charter school funding reform, as posted.

7. DISCUSSION OF PSBA PRINCIPLES FOR GOVERNANCE AND LEADERSHIP

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

8. ADJOURNMENT TO EXECUTIVE SESSION

The Board will adjourn to Executive Session to hold an information session related to the negotiation/update of a collective bargaining agreement.

Profile

LEA Name		AUN
Lampeter-Strasburg SD		113363603
Address Line 1		
PO Box 428		
Address Line 2		
City	State	Zip
Lampeter	PA	17537
LEA Phone Number		LEA Phone Extension
7174643311		
Single Point of Contact Name		
Tanya Groff		
Phone Number		Phone Extension
(717)464-3311		
Email		
tanya_groff@L-Spioneers.org		
Chief Administrator Name		
Dr Kevin S Peart		
Phone Number		Phone Extension
(717)464-3311		(717)464-3311
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kevin_peart@L-Spioneers.org		

Narratives

1. Describe the procedure for notifying all students, parents, and professional staff prior to a flexible instructional day being instituted.

Please make sure that you address the following components in your response

- How will you notify all stakeholder groups that your district is planning to apply for the Flexible Instruction Day (FID) Program (also include details on the approval process for the application within your entity)?
- Immediately prior to or on the FID, how will you notify your stakeholders that the district has decided to implement a FID? (please identify all methods of communication including the instance where the Internet is not accessible or a power outage occurs)
- Ensure you differentiate between parents / guardians and students vs informing staff.
- Ensure the procedure for notifying all stakeholders prior to a flexible instructional day being instituted, is detailed and clear.

The Lampeter-Strasburg School District intends to communicate as needed its ability to consider the use of Flexible Instructional Days as a resource in the event of a school closure at any point throughout the school year. Communication will be done through parent letters, the District Website, E-mail, social media, and through the District's Alert Now notification system.

2.

Describe the procedure for instituting a flexible instructional day.

Please make sure that you address the following components in your response:

- Include (if applicable) the use of technology and equitable accommodations for students and professional staff lacking sufficient home access to devices and/or the Internet.
- How will the FID day be structured? Explain your daily schedule.
- Which modes of instruction will you implement during the FID?
- Include requirements pertaining to the delivery of services and specially designed instruction, which includes accommodations and modifications for students with special needs or disabilities.

If the decision is made to institute a Flexible Instructional Day (FID), students, parents, and staff would be notified with as much advance notice as possible utilizing the methods described in #1 above. Currently, the District has a 1:1 program to enhance instruction at all grade levels (iPads- K-2, Chromebooks- 3-12).

All students would have the ability to access District lessons and assignments delivered through one of our current Learning Management Platforms, Schoology or SeaSaw. Additionally, all staff are equipped with District computers to manage lessons and assignments in an online setting. As a result of the school closure due to COVID-19, support staff are now trained and able to support struggling learners within an online learning environment. The appropriate support staff, special education staff, para-educators and/or Title I Assistants, are issued computers or Chromebook that can be used at home. Additionally, the District is able to support families in need with hot-spots for Internet access as needed.

3. Provide a contingency plan - an alternative method of delivering instruction, should there be issues with the availability of technology or student access to the materials and instructors during a flexible instructional day.

Please make sure that you address the following components in your response:

- Include an alternative method of delivering instruction, should there be issues with the availability of technology or student access to the materials and instructors during a flexible instructional day.
- How will you ensure access to the materials and resources required for instruction and completing assignments during the FID?
- How will professional staff provide assistance to the students that are working at home with hard copies or don't have access to technology resources?
- How will you ensure that the materials and resources are relevant when the FID is initiated?
- Your contingency plan must ensure compliance with compulsory attendance laws and addresses extenuating circumstances and what workarounds would be available for students to meet the FID requirements.
- How will instructors track attendance for those using your primary as well as your contingency plan for all students including those that need modifications or accommodations?

If circumstances were such that the use of technology was not an option, then work packets would be used to provide lessons/assignments. Packets would include accommodations/modifications for students with entitled supports. Packets would be provided prior to the day or available for pick-up (if appropriate), or online for download. Packets/Materials would be a continuation of topics/instruction based pacing of the current curriculum to the extent possible. Packet/work completion would be monitored and assessed and used for attendance purposes. Designated staff will work directly with families, either online or by phone, to provide accommodations and support as prescribed in students individualized learning plans or 504 Service Agreements. These accommodations will also be provided to second language learners and tiered support students.

4. Describe the responsibilities of professional staff during a flexible instructional day.

Please make sure that you address the following components in your response:

Make sure to include all staff members responsibility and availability.

Include teacher AND professional, administrative, tech support, and health services staff availability (hours, guidance, accessibility (phone, email, skype, etc.).

The responsibilities of professional staff during a Flexible Instructional Day (FID) would be to post and provide lesson/assignment materials for students as well as provide synchronous lessons as appropriate to deliver new content. Professional staff would be responsible to track student engagement (attendance) and provide appropriate support (accommodations/modifications) as needed and provide clear expectations of due dates and how learning will be assessed. All professional staff have been trained in Schoology or SeaSaw to deliver online content to students. Professional staff may hold office hours to answer questions, provide support, and meet with parents if necessary. Finally, professional staff would also be required to contact families of students who are not engaging in FID lessons/assignments and provide administration with updates related to student attendance. Administration will be available online and by phone to provide support and ensure all staff are meeting district FID expectations. The technology staff will be on call remotely to provide ongoing tech support for students and staff as needed and requested. The technology director will ensure all online systems are working adequately and calls are responded to in a timely manner. Guidance and health staff will be available to meet with students online (Zoom or Google) to provide social and emotion support and guidance to struggling families based on individual situations.

5. Describe the responsibilities of students during a flexible instructional day.

Please make sure that you address the following components in your response for both your primary as well as your contingency plans:

- How will students participate?
- How will students complete assignments or working on ongoing projects?
- How will students prove attendance?
- To whom and how will students report if they have an issue?
- To whom and how will students report if they do not have access to the materials?

Students will be expected to complete/participate in lessons/assignments delivered to them by their teachers. Students will be expected to participate in

synchronous lesson if provided. All students, K-12, would have access to District technology hardware to access lessons/assignments through Schoology or SeaSaw. Additional time would be provided to any students who cannot complete work due to lack of internet access or is waiting on being provided a District owned Internet hotspot. Assignments turned in during a FID day will only be assessed when completed at an expected learning level. If not, feedback will be provided and students will have the opportunity to reengage in learning and re-submit the assignment for full credit, even after they return to school if appropriate. Student issues will be reported to the classroom teacher or building administrator. Based on the issue, the appropriate staff (counselor, nurse, tech support, etc) will respond in a timely manner.

6. Describe the procedure for tracking student participation (i.e., attendance) during a flexible instructional day.

Please make sure that you address the following components in your response:

- How do students sign in / how are they accounted for?
- How do teachers keep track of attendance? How do teachers keep track of participation? Be sure to differentiate between attendance/participation and receiving credit according to grading policy.
- If you are going to use completion of assignments as proof of participation then the assignments must be submitted on the FID or immediately upon return to school.
- Students who did not participate during the FID should be reported as having either excused or unexcused absences accordingly.

Student participation/attendance will be tracked on a FID by lesson/assignment completion. As state above, professional staff will allow students the appropriate time to demonstrate understanding of new/review material. Participation/attendance will also be tracked through student participation in synchronous lesson participation. Participation/attendance data will be provided to building administration to be evaluated and recorded in the District SIS as appropriate. Student/parent contacts will be required for any student not attending/participating in FID instructional day. Student work may be completed and turned in electronically on the FID day or within a reasonable amount of time thereafter. Compulsory attendance guidelines will be followed and student who are considered absent will be marked excused or unexcused accordingly.

English Language Arts (ELA) courses grades K-8

Does your LEA offer English Language Arts courses in grades K-8? Yes Alpha Numeric Descriptor	Standard Descriptor
CC 1.3.6.C	Compare the literary elements within and among texts used by an author, including characterization, setting, plot, theme, and point of view.
Lesson Title	
Literary Elements: Character Traits and Major Conflict Within a Plot	
Lesson Goals (planned instructional outcomes)	
After an initial reading and discussion of the story, students will be able to identify and describe character traits, as well as articulate the conflict that is integral to the story's plot.	
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)	
Introduction: Students complete a small group Jamboard brainstorm to determine background knowledge of The Great Depression. Students watch an Edpuzzle video to learn more about the impact of The Great Depression on people in the United States particularly African American families. After watching, students will preview discussion prompt questions: How can the time and place in which you grow up affect your experiences and ideas? If you grew up during the Great Depression, how might your life be different? Vocabulary - using Quizlet, students will preview the vocabulary words with their associated pictures and make predictions about each vocabulary word based on the context clues in the sentence. Students will independently read and annotate the text using Kami. Students will include two annotations per paragraph to reflect thinking and submit completed annotations in Schoology. After reading students will complete a Google Doc identifying noted character traits of Deza Malone and the major conflict that is integral to the plot. Students will make a connection between what she encounters and how that underscores/highlights those character traits. Students will have two reflection options: Circle back to the discussion prompt questions and respond in Schoology. Students will be required to respond to two peers' discussion posts. Or write a short, informal reflection on a personal trial that they have encountered and what it revealed about their own character.	
Resources (materials and/or tools required to complete the activities)	
Online Curricular Resource: Study Sync LMS: Schoology Quizlet Kami Google Jamboard Edpuzzle	
Assessment(s) (evidence of learning)	
Jamboard responses Edpuzzle video questions/answers Completed annotations on Kami Completed Google Doc Discussion posts and comments (on other posts)	
Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)	
Students will listen to the excerpt as they read the text (using the StudySync online resource) ELs: sentence frames within Google doc to document characterization and major conflict of the plot	
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)	
Students will receive background information, vocabulary information and the text in PDF format. Students will annotate the text and respond to discussion questions in a physical journal.	

ELA courses grades 9-12

Does your LEA offer English Language Arts courses in grades 9-12?

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.1.3.9-10.D	Determine an author's particular point of view and analyze how rhetoric advances the point of view.

Lesson Title
Identifying an Author's Purpose and Point of View
Lesson Goals (planned instructional outcomes)
After rereading and discussing the text, students will be able to identify and analyze the author's purpose and point of view in "Georgia O'Keeffe" by Joan Didion.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Synchronous work: Using Zoom/similar platform, students will watch the Concept Definition Video (StudySync) and read the definition for Author's Purpose and Point of View. Teacher will communicate discussion frames for students. In breakout rooms, and using the discussion frames, students will use the following questions to discuss an author's purpose and message. Teacher will visit each room to help facilitate discussions. Think of your favorite book, article, or story you have read this year. What was the author's purpose for writing it? How do you know? Students will rejoin the whole group and share ideas of how to identify an author's purpose. After discussion, the teacher will share the screen to review a checklist of additional ways to identify an author's purpose and point of view. Students will have access to this resource. Using a sample text and the checklist, teacher will model how to highlight and annotate specific words/details that help to define the author's purpose and point of view. Asynchronous work: Using the checklist, students will independently read "Georgia O'Keeffe" by Joan Didion. Students will answer comprehension questions on StudySync about the text. Students will highlight specific words/details that help to define the author's purpose and point of view and annotate the connection. Students will complete at least 5 highlights/ annotations using Kami and will submit on Schoology.
Resources (materials and/or tools required to complete the activities)
Online Curricular Resource: StudySync LMS: Schoology Kami
Assessment(s) (evidence of learning)
Breakout room discussions Comprehension responses Highlighted work and accompanying annotations
Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
Students will listen to the excerpt as they read the text. ELs: sentence/discussion/speaking frames
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)
Students will receive definitions, checklist information and the text in PDF format. Students will annotate the text and respond to discussion questions in a physical journal.

Math courses grades K-8

Does your LEA offer math courses in grades K-8?

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.2.2.3.A.1	Represent and solve problems involving multiplication and division

Lesson Title
Multiply by 3
Lesson Goals (planned instructional outcomes)
How do we represent multiplying by 3 with concrete objects and/or pictures and solve problems involving multiplying by 3?
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Synchronous lesson: Teachers will lead students through a reading of the Three Hat Day book, including asking students to share their thoughts and ideas during the reading. Students will draw pictures and write equations to practice representing how many hats would be needed for a variety of people and situations. Students will submit pictures of their work on Schoology. Students will complete a Google Sheet demonstrating how many hats would be needed for 0-10 people for either a 1-hat, 2-hat or 3-hat day. Students will practice multiplying by 1, 2 and 3 using flashcards on Quizlet.
Resources (materials and/or tools required to complete the activities)
Chromebooks, internet access, copy of Google Sheet Paper and writing/drawing implements If Chromebooks or internet access are not available, students will need a physical copy of Three Hat Day book, paper copy of spreadsheet activity, and multiplication flashcards
Assessment(s) (evidence of learning)
Students will write their own math story problem that requires multiplication by 3 to answer, including drawing a picture to represent the situation. Students will submit the story/problem/picture and solutions on Schoology or bring to school.
Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
Students who need to use physical models to represent the multiplication problems can use manipulatives in the home.. Students can watch an EdPuzzle video of the reading of the book if they could not attend synchronously or need to see it again. Students with ESL needs could use online translation tools as needed.
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)
Students without the internet will be provided with a copy of the book to read at home, a physical copy of directions and the spreadsheet, and hand-held flash cards to practice multiplication facts.

Math courses grades 9-12

Does your LEA offer math courses in grades 9-12?

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.2.3.HS.A.11	Apply volume formulas and use them to solve problems.

Lesson Title
Finding volumes of cones
Lesson Goals (planned instructional outcomes)
How do we solve problems that require finding the volume of a cone?
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Students will synchronously meet with the teacher to receive instruction on how to solve volume problems with cones. Students will watch an Edpuzzle video on finding volume of cones when given different initial conditions. Students will complete formative assessment questions during the video. Students will complete a set of problems in Schoology.
Resources (materials and/or tools required to complete the activities)
Chromebooks, internet access, Schoology account, Edpuzzle subscription
Assessment(s) (evidence of learning)
Students will write and solve two problems with different initial conditions that involve finding the volume of a cone. Students would submit the problems and solutions on Schoology or bring in to school.
Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
Individual student needs will be addressed by the teacher through scaffolded content or alternate problem sets. Students are able to watch the EdPuzzle video if they cannot attend synchronously or need to see it again. Students with ESL needs could use online translation tools as needed.
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)
Students without internet will be provided with a copy of the Geometry textbook to use at home and would complete a problem set from the book with comparable practice problems.

Science - grades 9-12

Does your LEA offer science courses in grades 9-12?

Yes

Alpha Numeric Descriptor	Standard Descriptor
3.1.6-8.B	Life Science: Structure, Function, and Information Processing

Lesson Title
Function of a Cell
Lesson Goals (planned instructional outcomes)
What is the function of a cell and what are the ways the parts of cells contribute to the cell function?
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
*Students will research and define the function of a cell using prescribe sources. *Students will complete an EdPuzzle video on the the function of a cell and the ways the parts of cells contribute to the function. Students will complete formative assessment questions throughout the video. *Students will design an online diagram of a cell and the parts that contribute to the cell function.
Resources (materials and/or tools required to complete the activities)
*Life Science Online Textbook and Google. *Edpuzzle online subscription *Online resources to draw/diagram electronically.
Assessment(s) (evidence of learning)
*Edpuzzle formative questions throughout the video. *Completed cell diagram including all the functions- (a rubric will be used to assess this project- students will have access to the rubric prior to beginning the project)
Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
Individual student needs will be addressed through the use of scaffolding of content- an alternative video may be used for the Edpuzzle; graphic organizers will be used with small group direct instruction (as needed and appropriate); An alternative rubric may be used to assess the cell diagram or model.
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)
Students will be provided a packet with graphic organizers to support them identifying a cell and the cell functions.

Social Studies - grades 9-12

Does your LEA offer social studies courses in grades 9-12?

Yes

Alpha Numeric Descriptor	Standard Descriptor
8.1.6.B	Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.

Lesson Title
Explorers- Hero's or Villain?
Lesson Goals (planned instructional outcomes)
How can you use fact, opinion, and/or multiple points of view to determine if an explorer coming to the Americas was a hero or a villain? (Multiple Day Lesson)
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
*Research- Students will select an explorer that made significant impact on historical future events. *Students will differentiate between facts and opinions from the research and chart them accordingly. *Based on facts, students will make a determination if the explorer was a hero or a villain and support their conclusion in an argumentative paper.
Resources (materials and/or tools required to complete the activities)
*Textbook *Online resources *Assessment Rubric
Assessment(s) (evidence of learning)
*Final paper scored on a standards-based rubric.
Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
Accommodations may included selecting an explorer from a bank of predetermined explorers; graphic organizers to help distinguish facts from opinion; a provided list of facts/opinions; materials at an on-level readability.
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)
Students will be provided with a packet including information related to a variety of explorers and graphic organizers to complete the paper.

Career Technology Education / Center Program Exemplars

Does your public school entity offer five (5) or more PDE approved CTE courses?

No

CIP Code	CIP Title
Program/Course Name	Grade Level

PA Academic Standard(s) Addressed (include alpha numeric and standard descriptor) www.pdesas.org/Standard/View

Alpha Numeric Descriptor	Standard Descriptor

CTE-Programs of Study Task Grid(s) Addressed [Career and Technical Education Framework](#) All POS programs should enter task number and description from POS State developed task grid. For all CTE programs that do not have a developed state task number and description, enter the locally developed tasks.

Task Number	Task Description

Lesson Title
Lesson Goals (planned instructional outcomes)

Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Resources (materials and/or tools required to complete the activities)
Assessment(s) (evidence of learning)
Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)

CIP Code	CIP Title
Program/Course Name	Grade Level

PA Academic Standard(s) Addressed (include alpha numeric and standard descriptor) www.pdesas.org/Standard/View

Alpha Numeric Descriptor	Standard Descriptor

CTE-Programs of Study Task Grid(s) Addressed [Career and Technical Education Framework](#) All POS programs should enter task number and description from POS State developed task grid. For all CTE programs that do not have a developed state task number and description, enter the locally developed tasks.

Task Number	Task Description
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Lesson Title
Lesson Goals (planned instructional outcomes)
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Resources (materials and/or tools required to complete the activities)
Assessment(s) (evidence of learning)
Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)

Signatures and Assurances

Upload of School Board Minutes or Affirmation Statement

Date of Approval

2023-05-15

Uploaded Files

Assurances

- x Staff, students, and parents shall be made aware of notification procedures prior to the institution of a flexible instructional day and the means of notification shall be fully accessible.
- x Responsibilities shall be agreed upon and expectations shall be communicated to all staff, students, and parents prior to the institution of a flexible instructional day.
- x Attendance shall be strictly enforced in compliance with Article XIII during a flexible instructional day.
- x Students shall be provided health services during a flexible instructional day in compliance with Article XIV. Free Appropriate Public Education (FAPE) shall be afforded all students during a flexible instructional day in compliance with the Individuals with Disabilities Education Act (IDEA).
- x Should technology ever be employed during a flexible instructional day, policies and measures are in place to ensure the cyber-safety and security of students accessing online school services and digital resources.
- x Should technology ever be employed during a flexible instructional day, technical assistance and support shall be provided, as appropriate, to ensure access to instruction and resources.

Superintendent/Chief Executive Officer/Executive Director	Date
Kevin Peart	2023-05-02

SCHOOL RESOURCE OFFICER
For School Years 2023-2024, 2024-2025, 2025-2026, 2026-2027, and 2027-2028

MEMORANDUM OF UNDERSTANDING
between
Lampeter-Strasburg School District
and
West Lampeter Township Police Department

Mission Statement

Effective schooling requires a safe and orderly environment in which learning can occur. The mission of the School Resource Officer (SRO) Program is intended to ensure that no student's right to receive an education is abridged by violence or disruption. The SRO program shall provide the school administrators and staff with law enforcement resources and expertise they would need during unusual circumstances in order to maintain safety, order, and discipline in the school environment. This endeavor is a partnership between education and law enforcement to support a collaborative, problem-solving approach to ensure a safe and secure learning environment for students and staff.

Duties and Responsibilities: School Resource Officer

The School Resource Officer is a fulltime sworn West Lampeter Township Police Officer employed by West Lampeter Township and assigned to provide the law enforcement expertise and resources to assist school staff(s) in maintaining safety, order, and discipline within their assigned school(s). During duty hours, the SRO may wear either the regular police uniform or plain clothes, as situations merit. The decision of wearing the regular uniform or plain clothes will be at the discretion of the SRO, after consultation with the School District Administrator and/or the Chief of Police or his/her designee. The SRO shall be armed with the Police Department approved firearm at all times. The SRO will be maintaining safety, order, and discipline within the school campus. The SRO will be an active member of the administrative team.

The SRO is assigned to the Lampeter-Strasburg School District campus, to include Lampeter Elementary School, Hans Herr Elementary School, Martin Meylin Middle School, Lampeter-Strasburg High School, and the Administrative Offices within West Lampeter Township. Therefore, the grounds and surroundings of said building are the equivalent of the SRO's patrol area, and he/she assumes primary responsibility for handling calls for service and coordinating the response of the other police responses to the assigned buildings. In an emergency situation, the SRO and 911 will be contacted simultaneously.

The SRO's duty schedule will be developed to establish presence at Lampeter-Strasburg High School in conjunction with the Designated School District Administrator and the Chief of Police. When it is in the best interest of the Police Department and the School, the SRO may be required to attend special after-school activities or events. Attendance at these functions shall be at the discretion of the administration in collaboration with the Chief of Police.

The SRO shall assist with educating and training for the school administration in law enforcement and related matters. Information about crime trends and changes in laws relevant to schools shall be disseminated to the school administrative staff to assist them in effectively establishing and maintaining a safe school environment.

The SRO shall become involved with the school's curriculum and other law-related education. Lesson plans for all presentations shall be forwarded to the Chief of Police and/or his designee.

The SRO shall be responsible for monitoring the social and cultural environment to identify emerging social issues. All information concerning such issues shall be provided to the administration and the Chief of Police or his/her designee.

A critical element of the SRO program is an open relationship and strong communication between the school principals and the SRO. The SRO shall meet minimally on a weekly basis with the school administration for the purpose of sharing information and concerns.

When it is necessary, the SRO may make formal presentations to, or participate in, school-based community organization meetings, such as Parent Teacher Organizations and School Board meetings. Participation in other activities such as panel discussions, mentoring programs, and community coalitions or task forces must be approved in advance by the Designated School District Administrator and the Chief of Police or his/her designee.

A critical element of the SRO program is strong communications with the students. When communicating with students during and after school hours, the SRO is required to follow all State and Federal laws, West Lampeter Township Police Department Rules and Regulations, and Lampeter-Strasburg School District Policies and Procedures when using any form of communication, including all forms of social media.

Chain of Command

The SRO is assigned to the Police Department Patrol Division. On a daily basis, the SRO will collaborate with the school and District administration on many issues, including his/her scheduled hours and the disposition of various situations they may encounter where it is appropriate and permitted by law to do so. The Designated School District Administrator or his/her designee, the Chief of Police or his/her designee, and the SRO will also collaborate on the coordination of services and responsibilities of the SRO as it relates to day-to-day activities. The ultimate responsibility of the SRO is to carry out their duties as a police officer, as expressed and interpreted through the Police Department chain of command. As such, the SRO is ultimately responsible to the Chief of Police or his/her designee and may be recalled from the school for cause. (These would be unexpected emergencies.)

Resources and Training

The School District will provide the SRO with a suitable office space that includes a desk, computer with internet access, lockable filing cabinet, telephone with outside direct line, secretarial support, and access to student demographic information to the extent permitted by law.

The School District shall include the SRO in inservice training opportunities as appropriate. The SRO will participate in Police Department trainings as deemed appropriate by the Chief of Police.

The School Resource Officer shall assist the principal(s) in developing plans and strategies to minimize dangerous situations that may result from student unrest.

Selection and Assignment of the School Resource Officer

The School Resource Officer will be selected and appointed through a process that involves both the West Lampeter Township Police Department and the School District. The West Lampeter Township Police Department will develop a list of qualified applicants to present to the school where the Superintendent or his/her designee will participate in the selection/interview process of the SRO. A SRO will only be named if both the West Lampeter Township Police Department and the School District agree to the candidate.

Disciplinary Action

The School Resource Officer shall not act as a school disciplinarian, as disciplining students is a school responsibility. It is agreed and understood that the principal and appropriate school staff shall be responsible for investigating and determining, in their discretion, whether a student has violated school and/or Board disciplinary codes or standards and the appropriate administrative action to take. However, this shall not be construed to prevent the School Resource Officer from sharing information with school administration/staff, which may aid in the determination of whether a disciplinary offense occurred. Upon assignment, the School Resource Officer will be provided with copies of the School District disciplinary policies and codes and the discipline codes of each school. The School Resource Officer shall become familiar with the District/school disciplinary codes and standards, and will meet at least annually with the superintendent or his/her designee and each principal or his/her designee for the purpose of reviewing applicable disciplinary standards. As set forth below, if necessary and appropriate, the SRO shall present testimony and evidence to the School District's Judicial Board of Review.

Police Investigation and Questioning

Investigations and questioning of students for offenses not related to the operation of or occurring at the school would occur in such situations where, for example, a delay might result in danger to any person or flight from the jurisdiction by the person suspected of a crime or destruction of evidence. By and large, the investigation and questioning of students during school hours or at school events will be limited to situations where the investigation is related to the school.

The Designated School District Administrator shall be notified as soon as practical of any significant enforcement events. The School Resource Officer shall coordinate activities so that actions taken are in the best interest of the school and public safety. The School Resource Officer shall provide information to the appropriate investigative agency of any crime(s) or leads that come to his/her attention. While conducting investigations and questioning students, the SRO will follow all Federal, State, and local laws and shall work in accordance with the current biennial Memorandum of Understanding.

Arrest Procedures

It is the practice of the West Lampeter Township Police Department and the Lampeter-Strasburg School District to sign a Memorandum of Understanding biennially. This biennial MOU outlines the procedure for arrest and notifications to be made. The School Resource Officer will comply with the MOU.

The School Resource Officer will be expected to be familiar with school rules and their application with the school. Routinely, rule infractions will not be handled as violations of law, but instead referred to the school principals for action. Any questions related to the enforcement of rules versus laws within the school should be discussed with the school principals. This specifically applies to general standards of conduct.

Arrest of students or staff during school hours or on school grounds shall be reported to the designated School District Administrator as soon as practical.

Search and Seizure

School officials may conduct searches of students' property and persons under their jurisdiction when reasonable suspicion exists that the search will reveal evidence that the student has violated or is violating either the law or rules of the school.

The SRO shall not become involved in administrative (school-related) searches, unless specifically requested by the school to provide security or protection or for handling of contraband. These searches must be at the direction and control of the school official. At no time shall the SRO request that an administrative search be conducted for law enforcement purposes or have the administrator act as his or her agent.

Any search by an officer shall be based upon probable cause, and when required, a search warrant should be obtained. All searches conducted by or at the direction of the School Resource Officer shall be in accordance with current Federal, State and Local law.

Administrative Hearings

The SRO shall attend suspension and/or expulsion hearings upon the request of the school principal. The officer shall be prepared to provide testimony on any actions that were taken by the officer and any personally observed actions witnessed by the officer. The School Resource Officer will bring with him/her any evidence and/or documentation deemed appropriate and safe for presentation in such matters.

The SRO shall not provide any official Police Department document or juvenile record to the school or expulsion officer. As a general rule, release of such information is prohibited by law unless such documents are required to be presented pursuant to an appropriate Right-To-Know Request. When a Right-To-Know Request for official records, reports, or documents for an administrative hearing is received by the Police Department, it will be reviewed by the Police Department, and any action will be coordinated by the Chief of Police, the District Attorney, the Township Solicitor, and the SRO.

Release of Student Information

The SRO shall not access students' education records (including information contained in those records) maintained by the District, unless such access is permitted under the Family Education Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232h, and its implementing regulations.

Release of Police Information

The SRO may share information with the school principal(s) and designated School District administrators, as permitted by the Pennsylvania Crimes Code, Chapter 91, Criminal History Record Information Law.

Complaint Process

Concerns or complaints regarding the performance of the SRO originating from the school shall be first filed with the designated School District Administrator. The designated School District Administrator will contact the Chief of Police or his/her designee to collaborate on the next step(s) in the process. Depending on the nature of the complaint, a variety of responses could ensue handled either by the school or by the Chief of Police, as deemed appropriate. If the issue is not resolved to the satisfaction of those concerned, they may take the issue to the Superintendent and the Chief of Police. The Superintendent and Chief of Police shall meet and discuss the concern or complaint. The decision of the Superintendent and the Chief of Police shall be final.

It will always be the position of the School District and the Police Department that concerns should be addressed at their lowest level at the outset of a problem (with the exception of a situation that involves harm to a student or staff). If the issue is not resolved to the satisfaction of those concerned, they may take the issue to the Superintendent and the Chief of Police.

If all improvement interventions are unsuccessful and the Chief of Police and the designated School District Administrator are in agreement, the assigned SRO can be called back to regular duty, at which point a new SRO will be selected.

The designated School District Administrator charged with the supervision and management of the School Resource Officer program shall keep documentation related to each concern/ complaint that is lodged in relation to the SRO. This documentation shall be shared on a regular basis with the Chief of Police.

Evaluation Process

The West Lampeter Township Police Department will seek input from the designated School District Administrator for the purpose of conducting the annual performance appraisal of the School Resource Officer. The Chief of Police or his designee and the designated School District Administrator responsible for oversight of the SRO program will maintain data to evaluate the effectiveness of the program.

Program Termination

If either entity wishes to dissolve the School Resource Officer program, said entity shall notify the other entity in writing no less than six (6) months prior to the intended termination date.

Cost Sharing

The annual cost of the School Resource Officer program (salary, overtime related to the school, fringe benefits) will be prorated between West Lampeter Township and the Lampeter-Strasburg School District in the following manner: West Lampeter Township shall be responsible for thirty percent (30%) and the Lampeter-Strasburg School District shall be responsible for seventy percent (70%) of the program costs. Notwithstanding this cost sharing arrangement, the parties mutually agree that Lampeter-Strasburg School District's pro-rated share for the SRO program for the time period beginning January 1, 2023, through December 31, 2023, shall be \$105,810.47.

Repayment Schedule

West Lampeter Township will initially pay the program costs for the School Resource Officer. The Lampeter-Strasburg School District will reimburse West Lampeter Township for their agreed upon share of the School Resource program costs. The billing shall occur on a quarterly basis based on the annual charge stated under "Cost Sharing" above.

The annual charge will be determined by the Township and will be sent to the Superintendent before January 31st of each year. Police labor contracts with the Township may delay a new calculation resulting in retroactive billing increases or decreases as negotiated.

Overtime

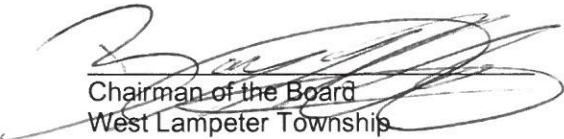
The School Resource Officer shall work a 40-hour work week. Overtime shall be charged to the entity that originated the request for said overtime. If the School Resource Officer were asked by the Lampeter-Strasburg School District to conduct business that results in overtime, the School District would be responsible for funding the overtime. If the School Resource Officer were required by the West Lampeter Township to engage in overtime activity not related to the school, the Township would be responsible for funding the overtime salary. West Lampeter Township Police Department overtime rate is time and one half of the officer's regular hourly rate.

In an attempt to minimize overtime the School District shall work with the West Lampeter Township Police Department to develop a flexible schedule that allows for a variety of starting and ending times based on the presenting need(s).

Conclusion

This Memorandum of Understanding represents mutually agreed upon goals and objectives of the West Lampeter Township Police Department and the Lampeter-Strasburg School District for the School Resource Officer Program. This endeavor is a partnership between education and law enforcement to support a collaborative, problem-solving approach to ensure a safe and secure learning environment for students and staff. Regular meetings shall be conducted between the Chief of Police, or designee, and the designated School District Administrator charged with oversight of the SRO Program to support this endeavor.

This Memorandum of Understanding remains in force for the duration of this five school year agreement. The Program shall be reviewed annually and amended as necessary to meet the needs of the cooperating agencies. This agreement supersedes all previously issued agreements between West Lampeter Township and Lampeter-Strasburg School District concerning the School Resource Officer Program, whether oral or written.



Chairman of the Board
West Lampeter Township

5/9/2023
Date

School Board President
Lampeter-Strasburg School District

Date

LAMPETER-STRASBURG SCHOOL DISTRICT
Lampeter, Pennsylvania 17537

FIELD TRIP REQUEST FORM

BUILDING (circle one): HS MM HH LE Today's Date: 5/3/23

Name of Group: Track **Date of Trip:** 5/19/23 - 5/20/23

Teacher In Charge: Calvin Esh, Track Coach

Additional Chaperones: Varsity Track Coaching Staff

Departure Time from School: 5/19/23 7:00 AM **Arrive Destination:** 5/19/23 9:00 AM

Leave Destination: 5/20/23 4:00 PM **Return Time to School:** 5/20/23 6:00 PM

DESTINATION(S): (List as much information as possible. If multiple stops, list in order): _____

Shippensburg University (Districts)

Type of Vehicle Requested: SCHOOL BUS MOTORCOACH VAN*
(* VAN: Maximum 9 students plus the driver)

Number of Students Going: those who qualify (5) **Adults:** 5 **Number of Buses Needed:** _____

Substitutes Needed (Periods): N/A

High School: Explain significance of the trip to planned course of study. Include information relevant to class objectives, curriculum integration, and activities or assessments which demonstrate the student's ability to make meaningful use of the knowledge or experience. (Use the back of this sheet for additional space if needed.)

High School: No more than two field trips in a single week, no more than one field trip on a single day, will be approved. Student roster must be distributed to all faculty two weeks prior to day of trip.

Finance:

<u>[Signature]</u> Amount Paid By District	<u> </u> Amount Paid By Group	<u> </u> TOTAL COST
Approved - Department Head		Approved - Principal

NOTE: School buses and vans will be hired by the District Transportation Coordinator. This form **MUST** be submitted at least three weeks prior to the date of the trip.

If your trip overlaps bus routes (i.e. departs prior to 9 AM and/or returns later than 2:40 PM), you are STRONGLY ADVISED to submit request as soon as possible, especially during the busy field trip months of April and May. Our bus contractor, Shultz Transp., serves L-S, Lancaster City, Penn Manor and Warwick and has a limited number of extra buses available during peak times.

LAMPETER-STRASBURG SCHOOL DISTRICT
Lampeter, Pennsylvania 17537

FIELD TRIP REQUEST FORM

BUILDING (circle one): HS MM HH LE Today's Date: 5/3/23

Name of Group: Track Date of Trip: 5/26/23-5/27/23

Teacher In Charge: Calvin Esh, Track Coach

Additional Chaperones: _____

Departure Time from School: 5/26/23 7:00 AM Arrive Destination: 5/26/23 9:00 AM

Leave Destination: 5/27/23 4:00 PM Return Time to School: 5/27/23 6:00 PM

DESTINATION(S): (List as much information as possible. If multiple stops, list in order): _____

Shippensburg University (States)

Type of Vehicle Requested: SCHOOL BUS MOTORCOACH VAN*
(* VAN: Maximum 9 students plus the driver!!)

Number of Students Going: those who qualify (16) Adults: 5 Number of Buses Needed: _____

Substitutes Needed (Periods): _____

High School: Explain significance of the trip to planned course of study. Include information relevant to class objectives, curriculum integration, and activities or assessments which demonstrate the student's ability to make meaningful use of the knowledge or experience. (Use the back of this sheet for additional space if needed.)

High School: No more than two field trips in a single week, no more than one field trip on a single day, will be approved. Student roster must be distributed to all faculty two weeks prior to day of trip.

Finance: _____
Amount Paid By District Amount Paid By Group TOTAL COST
[Signature] Approved - Department Head [Signature] Approved - Principal

NOTE: School buses and vans will be hired by the District Transportation Coordinator. This form **MUST** be submitted at least three weeks prior to the date of the trip.

If your trip overlaps bus routes (i.e. departs prior to 9 AM and/or returns later than 2:40 PM), you are STRONGLY ADVISED to submit request as soon as possible, especially during the busy field trip months of April and May. Our bus contractor, Shultz Transp., serves L-S, Lancaster City, Penn Manor and Warwick and has a limited number of extra buses available during peak times.

Book	Policy Manual
Section	800 Operations
Title	Food Services
Code	808
Status	Active
Adopted	September 3, 2019

Purpose

The Board recognizes that students require adequate, nourishing food and beverages in order to grow, learn and maintain good health. The Board directs that students shall be provided with adequate space and time to eat meals during the school day.

Authority

The food service program shall be operated in compliance with all applicable state and federal laws and regulations, as well as federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture (USDA).[\[1\]\[2\]\[3\]\[4\]\[5\]\[6\]\[7\]\[8\]\[9\]\[10\]](#)

The district shall ensure that, in the operation of the food service program, no student, staff member, or other individual shall be discriminated against on the basis of race, color, national origin, age, sex or disability.[\[11\]\[12\]](#)

Food sold by the school may be purchased by students and district employees but only for consumption on school premises. The price charged to students shall be established annually by the district in compliance with state and federal laws.[\[4\]\[13\]](#)

Nonprogram food shall be priced to generate sufficient revenues to cover the cost of such items. A nonprogram food shall be defined as a food or beverage, other than a reimbursable meal or snack, that is sold at the school and is purchased using funds from the child nutrition account. Nonprogram foods include but are not limited to adult meals and a-la-carte items. All revenue from the sale of nonprogram food shall accrue to the child nutrition program account.[\[13\]\[14\]](#)

Delegation of Responsibility

Operation and supervision of the food service program shall be the responsibility of the Food Services Director.

The individual responsible for the operation and supervision of the food service program shall present to the Board each month for its approval a statement of receipts and expenditures for cafeteria funds.[\[4\]](#)

Cafeterias shall be operated on a nonprofit basis. A periodic review of the cafeteria accounts shall be made by the Superintendent, Business Manager and auditor.[\[3\]\[4\]](#)

The individual responsible for the operation and supervision of the food service program shall ensure that school meals meet the standards required by the School Breakfast Program, the National School Lunch Program and the Special Milk Program.[\[2\]\[3\]\[4\]\[6\]\[7\]\[8\]\[9\]\[10\]](#)

The Superintendent or designee shall comply with state and federal requirements for conducting cafeteria health and safety inspections and ensuring employee participation in appropriate inspection services and training programs.[\[15\]\[16\]\[17\]\[18\]](#)

The Superintendent or designee shall develop and disseminate administrative regulations to implement this policy.

The Superintendent or designee shall annually notify students, parents/guardians and employees concerning the contents of this policy and applicable administrative regulations. Notification shall include information related to nondiscrimination.[\[11\]](#)

Guidelines

To reinforce the district's commitment to nutrition and student wellness, foods served in school cafeterias shall:[\[19\]](#)

1. Be carefully selected to contribute to students' nutritional well-being and health.
2. Meet the nutrition standards specified in law and regulations and approved by the Board.
3. Be prepared by methods that will retain nutritive quality, appeal to students, and foster lifelong healthy eating habits.
4. Be served in age-appropriate quantities, at reasonable prices.

All funds derived from the operation, maintenance or sponsorship of the food service program shall be deposited in the separate cafeteria fund, in the same manner as other district funds. Such funds shall be expended in the manner approved and directed by the Board, but no amount shall be transferred from the cafeteria fund to any other account or fund; however, district advances to the food service program may be returned to the district's general fund from any surplus resulting from its operation.[\[4\]](#)

Surplus accounts shall be used only for the improvement and maintenance of the cafeteria.[\[4\]](#)

Free/Reduced-Price School Meals and Free Milk

The district shall provide free and reduced-price school meals and/or free milk to students in accordance with the terms and conditions of the National School Lunch Program, the School Breakfast Program and the Special Milk Program.[\[20\]\[21\]](#)

The district shall conduct direct certification three (3) times per year using the Pennsylvania Student Eligibility System (PA-SES) to identify students who are eligible for free school meal benefits without the need for submission of a household application. Direct certification shall be conducted:[\[20\]\[21\]](#)

1. At or around the beginning of the school year.
2. Three (3) months after the initial effort.
3. Six (6) months after the initial effort.

The district may also conduct direct certification on a weekly or monthly basis.

Accommodating Students With Special Dietary Needs

The district shall make appropriate food service and/or meal accommodations to students with special dietary needs in accordance with applicable law, regulations and Board policy.[\[22\]](#)[\[23\]](#)[\[24\]](#)[\[25\]](#)

School Meal Service and Accounts

To ensure the effective operation of the district's food service program and delivery of school food program meals to students, the district shall:

1. Assign individual school meal accounts to each student for the purchase of meals served in school cafeterias, which ensure that the identity of each student is protected.
- ~~2. Notify parents/guardians when the student's school meal account reaches a low balance.~~
2. Notify parents/guardians when the student's school meal account reaches a negative balance. The notice shall include information on payment options.
3. Provide a school food program meal to each student who does not have the money to pay for the school food program meal or who has a negative balance in his/her school meal account, except ~~as provided below or~~ when the student's parent/guardian has specifically provided written notice to the district to withhold a school food program meal.[\[3\]](#)

~~If a student is not eligible for free or reduced-price school meals under federal school meal programs and the student's school meal account reaches a negative balance of more than fifty dollars (\$50) in a school year, the district may provide the student with alternative meals instead of school food program meals until the unpaid balance in the student's school meal account is paid or a payment plan has been established with the district to reduce the unpaid balance.~~[\[3\]](#)

When a ~~student owes money for five (5) or more school food program meals~~ **student's school meal account reaches a negative balance**, the district shall make at least two (2) attempts to contact the student's parent/guardian and shall provide the application for free/reduced-price school meal benefits to the parent/guardian to apply for benefits under federal school meal programs. The district may offer assistance to parents/guardians with applying for free/reduced-price school meal benefits.[\[3\]](#)[\[20\]](#)[\[21\]](#)

Communications regarding a low balance or money owed by a student for school meals shall be made to the student's parent/guardian.[\[3\]](#)

School staff may communicate a low balance or money owed by a student for school meals to a student in grades 9-12; such communication shall be made to the individual student in a discreet manner.[3]

District schools shall be prohibited from:[3]

1. Publicly identifying or stigmatizing a student who cannot pay for a school food program meal or who has a negative school meal account balance. It shall not constitute public identification or stigmatization of a student for a school to restrict privileges and activities of students who owe money for school meals if those same restrictions apply to students who owe money for other school-related purposes,~~or to provide a student with an alternative meal as provided above.~~
2. Requiring a student who cannot pay for a school food program meal to perform chores or other work to pay for the meal, unless chores or other work are required of all students regardless of their ability or inability to pay for a school food program meal.
3. Requiring a student **or school staff** to discard a school food program meal after it was served to the student due to the student's inability to pay for the meal or due to a negative school meal account balance.

This policy and any applicable procedures or administrative regulations regarding school meal charges and school meal accounts shall be communicated annually to school administrators, school food service personnel, other appropriate school staff, and contracted food service personnel.

~~The district shall provide parents/guardians with a written copy of this policy and any applicable procedures or administrative regulations at the start of each school year, when a student enrolls in school after the start of the school year, and when a parent/guardian is notified of a negative school meal account balance.~~

The district shall annually inform parents/guardians, students and staff about the contents of this policy and any applicable procedures via the district website, student handbooks, newsletters, posted notices and/or other efficient communication methods.

Collection of Unpaid Meal Charges

Reasonable efforts shall be made by the district to collect unpaid meal charges from parents/guardians. Efforts taken in the collection shall not have a negative impact on the student involved, but shall focus primarily on the parents/guardians responsible for providing funds for meal purchases.

Procurement

Procurement of goods or services for the food service program shall meet the requirements of applicable law, regulations and Board policy and procedures.[26][27][28]

Professional Standards for Food Service Personnel

The district shall comply with the professional standards for school food service personnel who manage and operate the National School Lunch and School Breakfast Programs. For purposes of this policy, professional standards include hiring standards for new food service

program directors and annual continuing education/training for all individuals involved in the operation and administration of school meal programs. Such professional standards shall apply to both district-operated food service programs and contracted food service programs.[\[6\]](#)[\[7\]](#)[\[18\]](#)[\[29\]](#)

School Food Safety Inspections

The district shall obtain two (2) safety inspections per year in accordance with local, state, and federal laws and regulations.[\[16\]](#)[\[17\]](#)[\[30\]](#)

The district shall post the most recent inspection report and release a copy of the report to members of the public, upon request.

School Food Safety Program

The district shall comply with federal requirements in developing a food safety program that enables district schools to take systematic action to prevent or minimize the risk of foodborne illness among students.[\[8\]](#)[\[10\]](#)[\[16\]](#)

The district shall maintain proper sanitation and health standards in food storage, preparation and service, in accordance with applicable state and local laws and regulations and federal food safety requirements.[\[17\]](#)[\[30\]](#)[\[31\]](#)

Legal

1. 2 CFR Part 200

2. 24 P.S. 1335

3. 24 P.S. 1337

4. 24 P.S. 504

5. 24 P.S. 807.1

6. 42 U.S.C. 1751 et seq

7. 42 U.S.C. 1773

8. 7 CFR Part 210

9. 7 CFR Part 215

10. 7 CFR Part 220

11. FNS Instruction 113-1 (USDA)

12. 7 CFR 210.23

13. 42 U.S.C. 1760

14. 7 CFR 210.14

15. 3 Pa. C.S.A. 5713

16. 42 U.S.C. 1758(h)

17. 7 CFR 210.13

18. 7 CFR 210.30

19. Pol. 246

20. 42 U.S.C. 1758

21. 7 CFR Part 245

22. 7 CFR 15b.40

23. Pol. 103.1

24. Pol. 113

25. Pol. 209.1

26. Pol. 610

27. Pol. 626

28. Pol. 827

29. 7 CFR 210.15

30. 7 CFR 220.7

31. 7 CFR 210.9

P.L. 111-296

7 CFR Part 15

Pol. 103

PAYMENT OF SCHOOL MEAL ACCOUNTS

School Meal Charges and Accounts

1. Free and Reduced Meal Students

- a. Free ~~lunch meal~~ status students will not be permitted to have a negative account balance due to charging items. Free ~~lunch meal~~ status permits students to receive a free meal every day. Ala carte items are not part of the National School Lunch Program and will not be served without payment at the time of service.
- ~~b. Reduced lunch meal status students will be allowed to have a negative account balance up to the maximum dollar equivalent of five breakfast and lunch reduced price meals. not be permitted to have a negative account balance due to charging items. Reduced meal status permits students to receive a reduced-price meal every day. Ala carte items are not part of the National School Lunch Program and will not be served without payment at the time of service.~~
- c. Once the ~~maximum dollar limit has been reached~~, **student's meal account balance is negative**, notices of deficit balances will be given according to the elementary and secondary notification procedures outlined below.

2. All Other Students

- a. Elementary, **Middle and High School** students will ~~be permitted to charge up to a maximum dollar equivalent of five breakfasts and five lunches. never be denied a breakfast or lunch meal.~~ Ala carte items are not permitted to be charged by any students at any time.
 - i. Once the ~~maximum dollar limit has been reached~~, **student's meal account balance is negative**, notices of deficit balances will be given once a week by letter to the student to take home to the parent.
 - ii. ~~Once the maximum dollar limit has been reached, the student will be given the standard lunch.~~ **Once the negative balance reaches (\$30.00), a phone call will be made to the parent/guardian for balance collection.**
 - iii. **If the negative account balance continues to grow and no response is received from the parent/guardian, the district will mail a certified letter to the house explaining the collection procedure.**
 - iv. The standard ~~lunch meal~~ will be charged to the student's lunch account at the regular lunch rate. It will be reported to the state and federal lunch authorities and will become eligible for reimbursement.
 - v. No ala carte items will be sold to a child who has a negative account balance.
 - vi. **Any and all monies brought into the cafeteria for purchases will automatically be applied to the student's negative account balance and may not be used for ala carte purchases.**
- ~~b. Middle and High School Students will be permitted to charge up to a maximum dollar equivalent of three breakfasts and three lunches. Ala carte items are not permitted to be charged by any students at any time.~~
 - i. ~~Students will be notified of a deficit balance at the time the balance is incurred.~~
 - ii. ~~Once the maximum dollar limit has been reached, notices of deficit balances will be given through a phone call to the student's parent as needed.~~

- iii. ~~Once the maximum dollar limit has been reached, the student will be given the standard lunch.~~
- iv. ~~The standard lunch will be charged to the student's lunch account at the regular lunch rate. It will be reported to the state and federal lunch authorities and will become eligible for reimbursement.~~
- v. ~~No ala carte items will be sold to a child who has a negative account balance.~~

Collection of Unpaid Meal Charges

Payments of unpaid balances must occur prior to ~~four~~ **two** weeks from the end of the school year. Any unpaid balance that exists at the end of the year will either be turned over to the School District for collection or ~~will roll into the students' account balances and applied to the new year.~~ **turned over to the District Magistrate for collection and fines.** At the conclusion of the school year, the district will review all accounts with outstanding balances to determine the appropriate method of collection.

Students who cannot pay for a lunch or do not have a sufficient balance in their account to pay for a lunch within this ~~four~~ **two** week period will be provided a lunch, and the meal will be charged to the students' accounts at the standard lunch rate and be reported as previously noted.

Excessive non-sufficient fund checks will result in requiring cash for account deposits.

RESOLUTION CALLING FOR CHARTER SCHOOL FUNDING REFORM

BY THE BOARD OF DIRECTORS OF THE

SCHOOL DISTRICT

WHEREAS, the average Pennsylvania school district spends millions of dollars in taxpayer money annually in mandatory payments to brick-and-mortar and cyber charter schools; and these payments are calculated in a manner which requires districts to send more money to charter schools than is needed to operate their programs and places a significant financial burden on districts' resources and taxpayers; and

WHEREAS, the current charter school funding formula was established in 1997 under the state's Charter School Law and has not been changed in the 25+ years since it was first created; and the formula for regular education programs is unfair because it is based on a school district's expenditures and not what it actually costs to educate a child in the charter school; and

WHEREAS, the calculation for charter special education tuition is unfair because it is also based on the special education expenditures of the school district rather than the charter school; and although the General Assembly revised the special education funding formula in 2014 to more accurately target special education resources for students identified with high, medium and low needs, this formula was applied only to school districts and not to charter schools; and

WHEREAS, because the tuition rate calculations are based on the school district's expenses, they create wide discrepancies in the amount of tuition paid by different districts for the same charter school education and result in drastic overpayments to charter schools; and these discrepancies in tuition rates for regular education students can vary by almost \$15,000 per student and by almost \$39,000 for special education students; and

WHEREAS, the latest data from the PA Department of Education (PDE) shows that in 2020-21, total charter school tuition payments (cyber and brick-and-mortar) were more than \$2.6 billion, with \$1 billion of that total paid by districts for tuition to cyber charter schools; and

WHEREAS, further analysis of PDE data shows that in 2014-15, school districts paid charter schools more than \$100 million for special education services in excess of what charter schools reported spending on special education; and

WHEREAS, the costs of charter schools for school districts continue to grow significantly each year; and on a statewide basis are the most identified source of pressure on school district budgets; and

WHEREAS, the need for significant charter school funding reform is urgent; and school districts are struggling to keep up with growing charter costs and are forced to raise taxes and cut staffing, programs and services for their own students in order to pay millions of dollars to charter schools.

NOW, THEREFORE BE IT RESOLVED that the _____ School Board calls upon the General Assembly to meaningfully revise the existing flawed charter school funding systems for regular and special education to ensure that school districts and taxpayers are no longer overpaying these schools or reimbursing for costs the charter schools do not incur. We, along with the Pennsylvania School Boards Association, are advocating for substantial change.

Adopted this _____ day of _____, 2023.

Signed,

School Board President

Board Secretary



Pennsylvania School Boards Association PRINCIPLES FOR GOVERNANCE AND LEADERSHIP

Pennsylvania school boards are committed to providing **every** student the opportunity to grow and achieve. Our actions, as elected and appointed board members, ultimately have both short- and long-term impact in the classroom. Therefore, we pledge that we will...



LEAD RESPONSIBLY

- Prepare for, attend and actively participate in board meetings
- Work together with civility and cooperation, respecting that individuals hold differing opinions and ideas
- Participate in professional development, training and board retreats
- Collaborate with the superintendent, acknowledging their role as the 10th member of the board and commissioned officer of the commonwealth



ACT ETHICALLY

- Never use the position for improper benefit to self or others
- Avoid actual or perceived conflicts of interest
- Recognize school directors do not possess any authority outside of the collective board
- Accept that when a board has made a decision, it is time to move forward collectively and constructively



PLAN THOUGHTFULLY

- Implement a collaborative strategic planning process
- Set annual goals that are aligned with comprehensive plans, recognizing the need to adapt as situations change
- Develop a comprehensive financial plan and master facilities plan that anticipates short- and long-term needs
- Allocate resources to effectively impact student success



EVALUATE CONTINUOUSLY

- Make data-informed decisions
- Evaluate the superintendent annually
- Conduct a board self-assessment on a recurring basis
- Focus on student growth and achievement
- Review effectiveness of all comprehensive and strategic plans



COMMUNICATE CLEARLY

- Promote open, honest and respectful dialogue among the board, staff and community
- Acknowledge and listen to varied input from all stakeholders
- Promote transparency while protecting necessary confidential matters
- Set expectations and guidelines for individual board member communication



ADVOCATE EARNESTLY

- Promote public education as a keystone of our commonwealth
- Engage the community by seeking input, building support networks and generating action
- Champion public education by engaging local, state and federal officials



GOVERN EFFECTIVELY

- Establish and adhere to rules and procedures for board operations
- Develop, adopt, revise and review policy routinely
- Align board decisions to policy, ensuring compliance with the PA School Code and other local, state and federal laws
- Remain focused on the role of governance, effectively delegating management tasks to the administration

Represented by the signatures below, adoption of these principles assures the school board and individual school directors adhere to the same principles across our commonwealth.

Adopted on: _____

