

**LAMPETER-STRASBURG SCHOOL DISTRICT**

Lampeter, Pennsylvania 17537

**BOARD WORKSHOP MEETING AGENDA**

August 19, 2024

Meeting Called to Order

Opportunity for Public Comment Regarding Agenda Items

**FOR BOARD WORKSHOP ACTION**

**PERSONNEL COMMITTEE**

**1. RECOMMENDATION FOR APPROVAL OF RESIGNATIONS**

Recommend the approval of resignations from the following individuals:

- a. Kendall R. Krulock, health and physical education teacher, Lampeter-Strasburg High School, retroactively effective to August 9, 2024.
- b. Morgan S. Milot, SACC group supervisor/building coordinator at Lampeter-Strasburg Early Childhood Center, effective September 13, 2024.
- c. Brooke Nicodemus, special education teacher assistant, Lampeter Elementary School, retroactively effective to August 16, 2024.
- d. Ronald P. Snavely, second shift custodian, Martin Meylin Middle School, effective August 30, 2024.
- e. Madison H. Witt, SACC assistant group supervisor, Hans Herr Elementary School, retroactively effective to August 13, 2024.

**2. RECOMMENDATION FOR APPROVAL OF EMPLOYMENT – SUPPORT**

Recommend the approval of employment of the following individuals in support positions:

- a. Alexis C. Kepley, to be employed as a SACC assistant group supervisor at Lampeter Elementary School effective August 21, 2024. Ms. Kepley will become a category D support employee and will be compensated \$16.01 per hour.
- b. Bernard C. Ludwig, to be employed as second shift head custodian at Martin Meylin Middle School retroactively effective to August 19, 2024. Mr. Bernard will become a category A support employee and will be compensated \$19.50 per hour.
- c. Christine E. Sheldon, to be employed as a special education teacher assistant at Hans Herr Elementary School effective August 20, 2024, pending receipt of required documentation. Ms. Sheldon will become a category C support employee and will be compensated at \$17.20 per hour.
- d. James L. Slagel, to be employed as a second shift custodian at the Lampeter-Strasburg Early Childhood Center retroactively effective to August 19, 2024, pending receipt of required documentation. Mr. Slagel will become a category A support employee and will be compensated \$16.01 per hour.

**3. RECOMMENDATION FOR APPROVAL OF CHANGE OF STATUS**

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

- a. Christine M. Brenchley, kitchen helper, Hans Herr Elementary School. Ms. Brenchley will become a SACC assistant group supervisor at the Lampeter-Strasburg Early Childhood Center effective September 16, 2024. She will remain a category C support employee and will be compensated \$16.89 per hour.
- b. Lyndsey M. Keener, part-time (50%) special education teacher, Hans Herr Elementary School. Ms. Keener will become a part-time (75%) special education teacher at Hans Herr Elementary School retroactively effective to August 19, 2024, through the end of the first semester of the 2024-2025 school year. Her annual salary will be \$63,133.50 based upon Step 10, Level M15 (75%), of the District compensation agreement.

- c. Kelly L. Kohlmaier, special education teacher assistant, Martin Meylin Middle School. Ms. Kohlmaier will have an increase in hours to 1,100 annual hours. She will become a category C support employee with no change in compensation effective August 28, 2024.
- d. Erica N. Musser, special education teacher, Hans Herr Elementary School. Ms. Musser will become a part-time (75%) special education teacher at Hans Herr Elementary School retroactively effective to August 19, 2024, through the end of the first semester of the 2024-2025 school year. Her annual salary will be \$64,910.25 based upon Step 9, Level M30 (75%), of the District compensation agreement.
- e. Ashley K. Zander, building secretary, Lampeter Elementary School. Ms. Zander will become the library assistant at Lampeter-Strasburg High School effective on or about August 21, 2024. She will remain a category B support employee with no change in compensation.

**4. RECOMMENDATION FOR APPROVAL OF ADDITIONAL ASSIGNMENT**

Recommend the approval of an additional assignment for Karen A. Schmertz, assistant food service director, Hans Herr Elementary School. Ms. Schmertz will continue as acting food service director through August 31, 2024. She will be paid \$25.00 per hour for this assignment.

**5. RECOMMENDATION FOR APPROVAL OF CHANGES TO SUPPLEMENTAL CONTRACTS**

Recommend the approval of 2024-2025 additions/deletions to supplemental contracts, as follows:

a. Anne Harnish	eSports Advisor – 33%	\$831.17	Deletion
b. Brennan Havey	eSports Advisor – 33%	\$831.17	Deletion
c. Michael Keene	eSports Advisor – 33%	\$796.54	Deletion
d. Brennan Havey	eSports Advisor – 50%	\$1,248.00	Addition
e. Michael Keene	eSports Advisor – 50%	\$1,196.00	Addition
f. Todd Garber	Varsity Club Advisor	\$1,508.00	Deletion
g. Todd Garber	Varsity Club Advisor	\$2,028.00	Addition

**6. RECOMMENDATION FOR APPROVAL OF MENTOR**

Recommend the approval of Paula D. Long to serve as a mentor to new professional employee, Andrea Wagner. Compensation will be \$550 per semester.

**7. RECOMMENDATION FOR APPROVAL OF SUBSTITUTES**

Recommend the approval of 2024-2025 substitutes, as follows:

Certified Substitutes

DeFelice, Danielle A.	English 7-12; Communications 7-12
Dodson, Jo Carole	Elementary K-6
Johnson, Joan S.	Mathematics 7-12
McComsey, Barbara L.	Elementary K-6
Telesco, Melissa R.	Music PK-12

Emergency Certified Substitutes

Clough, Susan	All Instructional Areas PK-12
Daneshvar, Shahnaz	All Instructional Areas PK-12
Ferriere, Barbara A.	All Instructional Areas PK-12
Hines, Lori	All Instructional Areas PK-12
Holmes, Earl P.	All Instructional Areas PK-12
Kachel, Madeline	All Instructional Areas PK-12
King, Linda S.	All Instructional Areas PK-12
Lovern, Jamie	All Instructional Areas PK-12
Nanggaw, Jamunn	All Instructional Areas PK-12
Ream, Amber	All Instructional Areas PK-12
Risser, Christine	All Instructional Areas PK-12
Skabo, Cole A.	All Instructional Areas PK-12
Stewart, James	All Instructional Areas PK-12
Yantz, Cara	All Instructional Areas PK-12

Support Staff Substitutes

Fahnestock, Ryan S.
Witt, Madison H.

**8. RECOMMENDATION FOR APPROVAL OF VOLUNTEERS**

Recommend the approval of 2024-2025 volunteers, as follows:

- Ammon, Elizabeth
- Beiler, Crist
- Colosi, Jr., Michael
- Ebersole, Kristin
- Younger, Cole

**BUSINESS AND FINANCE COMMITTEE**

**9. RECOMMENDATION FOR APPROVAL OF CHANGE ORDER FOR THE EARLY CHILDHOOD CENTER PROJECT**

Recommend the approval of change order for the Early Childhood Center project, as follows:

- a. eci Construction LLC      Change Order GC#32      Deduct \$4,275      For concrete damaged and replaced by another contractor.

**ACADEMIC COMMITTEE**

**10. RECOMMENDATION FOR APPROVAL OF THE 2024-2025 LAMPETER-STRASBURG HIGH SCHOOL TARGETED SUPPORT AND IMPROVEMENT PLAN**

Recommend the approval of the 2024-2025 Lampeter-Strasburg High School targeted support and improvement plan, as posted.

**MISCELLANEOUS**

**11. RECOMMENDATION FOR APPROVAL OF TRANSPORTATION**

Recommend the approval of round-trip transportation for full-day private kindergarten for District residents, as follows:

- a. Olivia Good, child of Austin and Celina Good
- b. Elli Lapp, child of Jay and Becca Lapp
- c. Gabriel Lugaro, child of Peter and Lindsay Lugaro
- d. Nehemiah Paw, child of Bwe Paw and Paw Kaw
- e. Joy Phyllaier, child of Daniel and Cheryl Phyllaier
- f. Desmond Walsh, child of Michael and Mary Kate Walsh
- g. Maxwell Weaver, child of Ryan and Denise Weaver

**12. DISCUSSION OF UPDATED BOARD POLICIES**

Dr. Peart will lead a discussion on updated Board Policies, as follows and as posted:

- a. Policy 800      Records Management
- b. Policy 800.1      Electronic Signatures/Records

**13. DISCUSSION/REVIEW OF BOARD POLICIES**

Dr. Peart will lead a discussion reviewing Board Policies, as follows and as posted:

- a. Policy 802      School Organization
- b. Policy 803      School Calendar
- c. Policy 804      School Day

**14. DISCUSSION OF PSBA PRINCIPLES FOR GOVERNANCE AND LEADERSHIP**

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

Opportunity for Public Comment

Adjournment

**Lampeter-Strasburg SHS**

TSI non-Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Lampeter-Strasburg High School		2607
<b>Address 1</b>		
1600 Book Road		
<b>Address 2</b>		
PO Box 0428		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Lampeter	PA	17537
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Kevin S. Peart, Ed.D.		kevin_peart@l-spioneers.org
<b>Principal Name</b>		
Benjamin Feeney, Ed.D.		
<b>Principal Email</b>		
benjamin_feeney@l-spioneers.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
717-464-3311		2001
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Andrew M. Godfrey, Ed.D.		andrew_godfrey@l-spioneers.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Benjamin Feeney	Principal	L-S High School	benjamin_feeney@l-spioneers.org
Andrew Godfrey	District Level Leaders	L-S Administration	andrew_godfrey@l-spioneers.org
Karen Staub	Education Specialist	Special Education	karen_staub@l-spioneers.org
Donald Spangler	Teacher	L-S High School	donald_spangler@l-spioneers.org
Susan Rettew	Teacher	L-S High School	susan_rettew@l-spioneers.org
Michelle Schatzmann	Education Specialist	L-S High School Special Educaiton	michelle_schatzmann@l-spioneers.org
Sarah Harsh	Parent	L-S High School Parent	sarah_harsh@l-spioneers.org
Truman Horst	Student	L-S High School Student	112834@l-spioneers.org
Amanda Kinert	Community Member	L-S Community Member	amandakinert3@gmail.com
Shrey Singh	Student	L-S High School Student	116088@l-spioneers.org

## **Vision for Learning**

### **Vision for Learning**

The Lampeter-Strasburg School District recognizes that each child has the 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.

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

<b>False K</b>	<b>False 1</b>	<b>False 2</b>	<b>False 3</b>	<b>False 4</b>	<b>False 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>True 9</b>	<b>True 10</b>	<b>True 11</b>	<b>True 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
Keystone Algebra Exam	All students, including students with IEP's, showed increased achievement during the 2022-2023 school year
Keystone Literature Exam	All students, including students with IEP's, showed increased achievement during the 2022-2023 school year.
PVAAS Growth for Algebra	All students, including students with IEP's, showed increased growth meeting or exceeding state established growth targets. 84% of students with IEP's met or exceeded the growth target for the 2022-2023 school year.
PVAAS Growth for Literature	While not meeting the state established targets for growth, students demonstrated increased growth overall.

### Challenges

Indicator	Comments/Notable Observations
Keystone Literature Exam	Data showed 0% proficiency in literature for students with IEP's for the 2020-2021 school year- this was the school year following school closures due to the pandemic. During the 20-21 school year, students were educated in a hybrid schedule or virtual learning environment. In the Spring of 2022, 50% of students with IEP's scored at the basic level and 31% scored at the below basic level on the Keystone Literature Exam.
Keystone Literature Exam	As a result of student scores for Keystone Exams being 'banked' until a student's junior year, many students were deemed proficient for passing the keystone trigger course in Spring 2020 without a Keystone score.
Keystone Literature Exam	Only 66% of students with IEP's met the state expected growth target as measure by PVAAS.



Keystone Algebra Exam	Although students with IEP's met the expected growth target as measure by PVAAS, achievement levels are remain below the proficiency expectations. Fifty-two percent of students with IEP's scored below basic and 44% of students with IEP's scored basic on the Algebra Keystone Exam in the Spring of 2022.
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## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

<b>Indicator</b> Keystone Literature <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> All students, including students with IEP's, showed increased achievement during the 2021-2022 school year. While not meeting the state established targets for growth, students demonstrated increased growth overall.
<b>Indicator</b> Keystone Algebra <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> All students, including students with IEP's, showed increased achievement during the 2021-2022 school year. All students, including students with IEP's, showed increased growth meeting or exceeding state established growth targets.
<b>Indicator</b> Graduation Rate- <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> The data over a six-year period indicates an average of 96% of students graduate on time or have planned additional years to focus on transition planning.

### Challenges

<b>Indicator</b> Keystone Literature <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> Data showed 0% proficiency in literature for students with IEP's for the 2020-2021 school year- this was the school year following school closures due to the pandemic. During the 20-21 school year, students were educated in a hybrid schedule or virtual learning environment.
<b>Indicator</b>	<b>Comments/Notable Observations</b>

Keystone Algebra <b>ESSA Student Subgroups</b> Students with Disabilities	Although students with IEP's met the expected growth target as measure by PVAAS, achievement levels are remain below the proficiency expectations.
<b>Indicator</b> Graduation Rate- <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> There has been an increase in the number of requests for students with IEP's without intellectual disabilities to remain for one additional year beyond typical graduation. Over the past six years, an average of 68% of students with IEP's graduated at the conclusion of their senior year, 28% remained for planned years, and only 3% remained due to failure.

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

While not meeting the state established targets for growth, students demonstrated increased growth overall.
The data over a six-year period indicates an average of 96% of students graduate on time or have planned additional years to focus on transition planning.

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Although students with IEP's met the expected growth target as measure by PVAAS, achievement levels remain below the proficiency expectations. (only 19% proficient or advanced on the Literature Keystone and only 4% proficient on the Algebra Keystone Exam)
There has been an increase in the number of requests for students with IEP's without intellectual disabilities to remain for one additional year beyond typical graduation. (Over the past six years, an average of 68% of students with IEP's graduated at the conclusion of their senior year, 28% remained for planned years, and only 3% remained due to failure)



## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
IEP Goal Progress	Goal progress is collected and reviewed at all levels by the Special Services Director.

### English Language Arts Summary

#### Strengths

Goal data is used to inform instruction and determine intervention based on identified needs.
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#### Challenges

Goals are based upon instructional levels which by disability definition would not be at grade level. State assessments, however, are always based on grade level expectations.
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### Mathematics

Data	Comments/Notable Observations
IEP Goal Progress	Goal progress is collected at all levels by the Special Services Director.

### Mathematics Summary

#### Strengths

Goal data is used to inform instruction and determine intervention based on identified needs.
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#### Challenges

Goals are based upon instructional levels which by disability definition would not be at grade level. State assessments, however, are always based on grade level expectations.
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### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Only 30% of students with IEP's scored proficient or advanced on the Biology Keystone Exam in 2023.	These scores are trending up and increased from the previous year.
83% of students with IEP's met the state growth target according to PVAAS in 2022.	Although almost 70% of students are not proficient or above, students are meeting or exceeding growth targets.

## Science, Technology, and Engineering Education Summary

### Strengths

Achievement in Science is increasing slowly and exceeded previous school years.

### Challenges

Students with IEP's are not meeting the state mandated levels for achievement for science.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
100% of students in grade 11 met the state Chapter 339 required evidence.	The district has now aligned the graduation project requirements with state Chapter 339 guidelines.

### Career and Technical Education (CTE) Programs

**False** Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Ag Production	This plan is based on the special education subgroup for ELA and Mathematics.

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

NA- these areas are not directly related to our focus on the ELA and Math needs of student identified with IEP's.

### **Challenges**

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

NA- these areas are not directly related to our focus on the ELA and Math needs of student identified with IEP's.

## Equity Considerations

### English Learners

**True** This student group is not a focus in this plan.

### Students with Disabilities

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
IEP Goal Progress- 93.9% of all IEP goals for high school aged students were met during the 2023-2024 school year.	Goal progress is collected and reviewed at all levels by the Special Services Director.

### Students Considered Economically Disadvantaged

**True** This student group is not a focus in this plan.

### Student Groups by Race/Ethnicity

**True** This student group is not a focus in this plan.



## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Goal data is used to inform instruction and determine intervention based on identified needs. 93.9% of all IEP goals for high school aged students were met during the 2023-2024 school year.

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Goals are based upon instructional levels which by disability definition would not be at grade level. State assessments, however, are always based on grade level expectations.

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Not Yet Evident
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Implement a multi-tiered system of supports for academics and behavior

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
While not meeting the state established targets for growth, students demonstrated increased growth overall.	False
The data over a six-year period indicates an average of 96% of students graduate on time or have planned additional years to focus on transition planning.	True
Goal data is used to inform instruction and determine intervention based on identified needs.	True
Achievement in Science is increasing slowly and exceeded previous school years.	False
Goal data is used to inform instruction and determine intervention based on identified needs.	False
NA- these areas are not directly related to our focus on the ELA and Math needs of student identified with IEP's.	False
Goal data is used to inform instruction and determine intervention based on identified needs. 93.9% of all IEP goals for high school aged students were met during the 2023-2024 school year.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False

### Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Although students with IEP's met the expected growth target as measure by PVAAS, achievement levels remain below the proficiency expectations. (only 19% proficient or advanced on the Literature Keystone and only 4% proficient on the Algebra Keystone Exam)	False
There has been an increase in the number of requests for students with IEP's without intellectual disabilities to remain for one additional year beyond typical graduation. (Over the past six years, an average of 68% of students with IEP's graduated at the conclusion of their senior year, 28% remained for planned years, and only 3% remained due to failure)	True

Goals are based upon instructional levels which by disability definition would not be at grade level. State assessments, however, are always based on grade level expectations.	False
NA- these areas are not directly related to our focus on the ELA and Math needs of student identified with IEP's.	False
Goals are based upon instructional levels which by disability definition would not be at grade level. State assessments, however, are always based on grade level expectations.	True
Goals are based upon instructional levels which by disability definition would not be at grade level. State assessments, however, are always based on grade level expectations.	False
Implement a multi-tiered system of supports for academics and behavior	False
Students with IEP's are not meeting the state mandated levels for achievement for science.	False

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Goals are based upon instructional levels which by disability definition would not be at grade level. State assessments, however, are always based on grade level expectations. Over a six-year period, only 3% of identified students did not graduate on time as a result of true failure.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
There has been an increase in the number of requests for students with IEP's without intellectual disabilities to remain for one additional year beyond typical graduation. (Over the past six years, an average of 68% of students with IEP's graduated at the conclusion of their senior year, 28% remained for planned years, and only 3% remained due to failure)		True
Goals are based upon instructional levels which by disability definition would not be at grade level. State assessments, however, are always based on grade level expectations.		True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Goal data is used to inform instruction and determine intervention based on identified needs.	This will continue to be a practice moving forward.
The data over a six-year period indicates an average of 96% of students graduate on time or have planned additional years to focus on transition planning.	Students are getting the needed support to graduate.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Find avenues to ensure students are ready to move into competitive employment following their senior year.
	Continue to identify instructional levels and needed interventions to maximize student growth.

## Goal Setting

**Priority: Continue to identify instructional levels and needed interventions to maximize student growth.**

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of the 2024-2025 school year, 100% percent of students will show growth towards standards-aligned IEP goals and meet state proficiency levels on the Literature Keystone Exam for the Special Education Subgroup.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA IEP Goal			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
60%	70%	80%	90%

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of the 2024-2025 school year, 100% percent of students will show growth towards standards-aligned IEP goals and meet state proficiency levels on the Algebra I Keystone Exam for the Special Education Subgroup.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math IEP Goal			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>

**Priority: Find avenues to ensure students are ready to move into competitive employment following their senior year.**

<b>Outcome Category</b>			
Graduation rate			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of the 2024-2025 school year, develop a transition instructional sequence to support post school employment outcomes.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
IEP Graduation Rate			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Phase 1	Phase 2	Phase 3	Phase 4





## Action Plan

### Measurable Goals

ELA IEP Goal	Math IEP Goal
IEP Graduation Rate	

### Action Plan For: Use of Research Based Programs and/or Strategies for Literacy and Mathematics

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the 2024-2025 school year, 100% percent of students will show growth towards standards-aligned IEP goals and meet state proficiency levels on the Literature Keystone Exam for the Special Education Subgroup.</li> <li>By the end of the 2024-2025 school year, 100% percent of students will show growth towards standards-aligned IEP goals and meet state proficiency levels on the Algebra I Keystone Exam for the Special Education Subgroup.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Ensure all IEP goals are standards aligned and rigorous, are consistent with progress monitoring and graphing of student progress, and instructional changes are implemented in a timely manner.		2024-08-21	2025-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mrs. Karen Staub, Special Services Director	Time	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All students make progress	Case managers; teachers; administration; ongoing as outlined in every IEP goal.

### Action Plan For: Developing Transition Plans

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the 2024-2025 school year, develop a transition instructional sequence to support post school employment outcomes.</li> </ul>

Action Step	Anticipated Start/Completion Date

Prioritize transitional needs, identify time during school hours, and determine staff to support a new transitional instructional sequence in coordination with outside agencies.		2024-08-21	2025-06-04
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Mrs. Karen Staub, Special Services Director	Instructional resources; job trainer services; time	Yes	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
The development of a transitional instructional sequence to support post school employment outcomes.	Case managers; teachers; administration; fulfillment of transition plan activities and services within the employment realm.

## **Expenditure Tables**

### **School Improvement Set Aside Grant**

**True** School does not receive School Improvement Set Aside Grant.

### **Schoolwide Title 1 Funding Allocation**

**True** School does not receive Schoolwide Title 1 funding.

## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
Use of Research Based Programs and/or Strategies for Literacy and Mathematics	Ensure all IEP goals are standards aligned and rigorous, are consistent with progress monitoring and graphing of student progress, and instructional changes are implemented in a timely manner.
Developing Transition Plans	Prioritize transitional needs, identify time during school hours, and determine staff to support a new transitional instructional sequence in coordination with outside agencies.

### Structured Literacy

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Ensure all IEP goals are standards aligned and rigorous, are consistent with progress monitoring and graphing of student progress, and instructional changes are implemented in a timely manner.</li> </ul>		
<b>Audience</b>		
Special Education Teachers; possibly English Teachers.		
<b>Topics to be Included</b>		
Structured Literacy strategies		
<b>Evidence of Learning</b>		
IEP Goals; CDT; PVAAS; Keystone		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Andrew Godfrey, Assistant Superintendent	2024-08-21	2025-06-04

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	One full day; extended support during early dismissal
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

### Transition Reboot Camp

<b>Action Step</b>
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<ul style="list-style-type: none"> <li>Prioritize transitional needs, identify time during school hours, and determine staff to support a new transitional instructional sequence in coordination with outside agencies.</li> </ul>		
<b>Audience</b>		
High School Special Education Teachers		
<b>Topics to be Included</b>		
Transition planning and services		
<b>Evidence of Learning</b>		
Completion of meaningful services and activities within the transition grid of IEP's.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Karen Staub, Special Education Supervisor	2024-08-21	2025-06-04

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Half-Day with ongoing department support
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Indicator 13 Effective Practices in Transition Training	

## Approvals & Signatures

Uploaded Files

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
Benjamin J Feeney, Ed.D.	2024-07-31
<b>School Improvement Facilitator Signature</b>	<b>Date</b>
Andrew M. Godfrey, Ed.D.	2024-08-01

Book	Policy Manual
Section	800 Operations
Title	Records Management
Code	800
Status	Active

### **Purpose**

The Board recognizes the importance of establishing and maintaining a Records Management Plan that defines district staff responsibilities and complies with federal and state laws and regulations.

### **Authority**

The Board shall retain, as a permanent record of the district, Board minutes, annual auditor's reports and annual financial reports. All other financial records, including financial account books, orders, bills, contracts, invoices, receipts and purchase orders, shall be retained by the district for a period of not less than six (6) years.[\[1\]](#)

All other district records shall be retained in accordance with state and federal laws and regulations and the district Records Management Plan approved by the Board.

The district shall make a good faith effort to comply with all proper requests for record production. Selective destruction of records in anticipation of litigation is forbidden.[\[2\]](#)[\[3\]](#)

### **Definitions**

**Electronic Mail (Email) System** - a system that enables users to compose, transmit, receive and manage text and/or graphic electronic messages and images across local area networks and through gateways connecting other networks. This information consists primarily of messages but may include attachments such as calendars, directories, distribution lists, word processing documents, spreadsheets and other electronic documents.

**Litigation Hold** - a communication ordering that all records and data relating to an issue being addressed by current or potential litigation or investigation be preserved for possible production during the litigation or investigation.

**Records** - information, regardless of physical form or characteristics, that documents a transaction or activity of the district and that is created, received or retained pursuant to law or in connection with a transaction, business or activity of the district. The term includes a document, paper, letter, map, book, tape, photograph, film or sound recording, information stored or maintained electronically and a data-processed or image-processed document.[\[4\]](#)

**Records Management Plan** - the system implemented by the district for the **storage**, retention, retrieval and disposition of all records generated by district operations.

**Records Retention Schedule** - a comprehensive listing stating retention periods and proper disposition of records.

### **Delegation of Responsibility**

**Any individual responsible for the collection, maintenance and/or security of records on behalf of the district shall comply with state and federal laws and regulations, Board policies, district procedures and the Records Management Plan.**

#### Records Coordinator

In order to maintain a Records Management Plan that complies with federal and state laws and regulations and Board policy, the Board designates the Superintendent as the district's Records Coordinator who shall serve as the chairperson of the Records Management Committee.

The Records Coordinator shall be responsible to:

1. Ensure that training appropriate to the user's position and level of responsibility is provided. Such training may include:
  - a. Operation, care and handling of the equipment and software.
  - b. Requirements of the Records Retention Schedule.
  - c. Protocols for preserving and categorizing district records.
  - d. Procedures and responsibilities of district staff in the event of a litigation hold.
  - e. Identification of what is and what is not a record.
  - f. Disposal of records.
2. Review the Records Management Plan periodically to ensure that record descriptions and retention periods are updated as necessary.
3. Identify, when the retention period expires, the specific records to be disposed of and ensure that all identified records are properly disposed of annually.

#### Records Management Committee

A committee responsible for the development and recommendation of the district's Records Management Plan shall be established by the Board. The Records Management Committee shall give primary consideration to the most efficient and economical means of implementing the recommended Plan. Members of the Committee shall include the:

1. Open Records Officer.[5]
2. Superintendent.



3. Board Secretary.[\[6\]](#)
4. District solicitor.
5. Director of Information Technology or designee.
6. Business Manager.
7. Board member(s).

The Records Management Committee shall meet periodically to evaluate the effectiveness and implementation of the Records Management Plan and recommend changes as needed.

### **Guidelines**

#### Records Management Plan

The district's Records Management Plan shall be the principal means for the **storage**, retention, retrieval and disposition of manual and electronic records, including emails. The Plan shall not rely primarily on backup systems to manage the retention and disposition of records.

The Records Management Plan shall include:

1. Comprehensive listing of records and data of the district.
2. Criteria to distinguish records of the school district from the supplemental personal records of individual employees.[\[7\]](#)[\[8\]](#)
3. System(s) of records storage and retrieval to be used, including in what form the records will be stored, maintained, reproduced and disposed.
4. Preservation measures to protect the integrity of records **and reduce the risk of a data breach. Such measures shall include encryption or other appropriate security procedures.**[\[9\]](#)[\[10\]](#)[\[11\]](#)
5. Data map or flow chart detailing the sources, routes and destinations of electronic records.
6. Procedures and **employee(s)** designated for determining whether an item is a record.
7. Procedures for adding, revising or deleting records and data, and any other details necessary to implement the Records Management Plan.
8. Records Retention Schedule.
9. Provisions for the storage and retrieval of records in the event of an emergency or disaster.[\[11\]](#)
10. Staff positions authorized to access district records.

11. Procedures to be implemented in the event of a litigation hold that immediately suspends disposition of all records relevant to the current or potential claim. Such procedures shall specify:
  - a. Who can initiate a litigation hold.
  - b. How and to whom a litigation hold is communicated.
  - c. Who will determine which records are subject to the litigation hold.
  - d. Who will be responsible for collecting and preserving such records and data.
  - e. Who will be responsible for monitoring and ensuring the district's compliance with the litigation hold.
  - f. In what format the records will be collected.

When possible, records and data shall be stored in their original form, including metadata, such as creation date, author, type of file, etc.

For any record not covered by the Records Retention Schedule, the Records Management Committee shall determine how long the record shall be kept and recommend any necessary revisions to the retention schedule.

The district shall **store**, maintain and dispose of records in a manner that protects any sensitive, proprietary or confidential information or individual privacy rights, and helps conserve natural resources.

#### Manual Records

Manual records, which include all records not stored electronically, shall be retained and disposed of in accordance with the Records Management Plan.

Manual records shall be indexed in an organized and consistent manner, reflecting the way the records will be retained and referenced for later retrieval.

The district shall develop and maintain adequate and up-to-date documentation about each manual record system. Documentation may:

1. List system title and responsible employee(s) or office.
2. Define the contents of the system, including record formats.
3. Identify vital records and information.
4. Determine restrictions on access and use.

#### Electronic Records

Electronic records shall be retained and disposed of in the same manner as records in other formats and in accordance with the Records Management Plan.

Electronic records shall be indexed in an organized and consistent manner, reflecting the way the records will be retained and referenced for later retrieval.

The district shall develop and maintain adequate and up-to-date documentation about each electronic record system. Documentation may:

1. List system title and responsible employee(s) or office.
2. Specify all technical characteristics necessary for reading or processing the records stored on the system.
3. Identify all defined inputs and outputs of the system.
4. Define the contents of the system, including records formats and database tables.
5. Identify vital records and information.
6. Determine restrictions on access and use.
7. Describe update cycles or conditions.

#### Email Records

Email messages, in and of themselves, do not constitute records. Retention and disposition of email messages depend on the function and content of the individual message.

Records on an email system, including messages and attachments, shall be retained and disposed of in accordance with the district's Records Management Plan.

Email messages and attachments that do not meet the definition of records shall be deleted as required by the Records Management Plan.

Email records may be maintained as an electronic record or be printed and maintained as a manual record.

For each email considered to be a record, the following information shall be retained:

1. Message content.
2. Name of sender.
3. Name of recipient.
4. Date and time of transmission and/or receipt.

#### **Contractors Service Providers**

~~Records created or maintained by the contractors employed by the Board shall be retained and disposed of~~ **The Board requires service providers contracted by the district to create, maintain, retain and dispose of district records** in accordance with the Records Management Plan. [\[12\]](#)

Legal References

1. 24 P.S. 518

2. 65 P.S. 67.901

3. Pol. 828

4. 65 P.S. 67.102

5. Pol. 801

6. 24 P.S. 433

7. 65 P.S. 67.708

8. 20 U.S.C. 1232q

9. 73 P.S. 2301 et seq

10. Pol. 830

11. Pol. 830.1

12. 65 P.S. 67.506

65 P.S. 67.101 et seq

Federal Rules of Civil Procedure 16, 26, 34, 37, 45

Pol. 004

Pol. 006

Pol. 105.2

Pol. 113.4

Pol. 114

Pol. 138

Pol. 203

Pol. 203.1

Pol. 209

Pol. 212

Pol. 216

Pol. 216.1

Pol. 233

Pol. 314

Pol. 324

Pol. 326

Pol. 334

Pol. 601

Pol. 609

Pol. 610

Pol. 618

Pol. 619

Pol. 702

Pol. 706

Pol. 716

Pol. 800.1

Pol. 810

Pol. 810.1

Pol. 912

# LAMPETER-STRASBURG SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

## 800-AR-0. RECORDS MANAGEMENT

In order to effectively implement the Records Management Plan, building administrators, department heads, and/or designated employees will be responsible for identifying and routing the various types of records and data that each department creates, gathers, uses, **stores** or disseminates, **in accordance with the Records Management Plan, Board policies, district procedures and applicable state and federal laws and regulations.**

All records, whether created or stored on electronic systems **or manual systems**, must be retrievable and available for the entire retention period listed on the Records Retention Schedule.

Before any record is converted to a different medium, the district will determine that the authorized disposition of the record can still be implemented after conversion.

The Records Management Committee will recommend appropriate media and systems for storing records throughout their life.

The specific requirements for selecting storage media **and systems** for records include the following:

1. Permit **access and** retrieval in a timely fashion.
2. Facilitate the distinction between records and nonrecords as well as the distinction between employee **personal** records and district records.
3. Retain the records in a usable format for the length of their required retention period.

The following factors will be considered before selecting storage media or when converting records from one medium **or system** to another:

1. Required retention period for the records.
2. Maintenance necessary to retain the records in that format.
3. Ability to index and search records.
4. Costs of storing and retrieving the records stored in that format.
5. Density of the record.

6. Access time necessary to retrieve stored records.
7. Ability of the medium to run on equipment, **software or platforms** produced by multiple manufacturers **or providers**.
8. Ability to transfer information from one medium, **software or platform** to another.
9. Flexibility of the software **or platform** to be used.
10. Compliance of the storage medium, **software application or digital platform** with current industry and/or government standards.
11. **Ability to apply encryption or security procedures to records.**

Before a **record** is created and maintained in a records system, **the record** will be identified sufficiently to enable authorized personnel to retrieve, protect and carry out the disposition of **the record** in the system. Appropriate identifying information for each **record** maintained may include: office of origin; file code; key words for retrieval; addressee, if any; signature; author; date; authorized disposition, coded or otherwise; and security classification, if applicable.

#### Electronic Records

The district will ensure that records maintained in **electronic data** systems can be correlated with related records on paper, microform, or other media.

The district **will** provide for the usability of image and index data for records stored on an electronic **data** system over time by establishing:

1. Methods for all authorized users of the system to retrieve desired records.
2. Appropriate **encryption and security procedures** to ensure integrity of the records.
3. A standard interchange format when necessary to permit the exchange of records on electronic media using different software, operating systems **or platforms**, and allowing for the conversion or migration of records from one system to another.
4. Procedures for the disposition of records in accordance with the Records Retention Schedule.
5. Procedures for necessary maintenance to ensure the retention and usability of electronic records throughout their required retention period.
6. **Security procedures** to be used when destroying or reusing **hardware** that contains confidential records.

Record Integrity

The district's records security **processes** will:

1. Ensure that only authorized personnel have access to records.
2. Provide **procedures** for backup, **storage, archiving** and recovery of records to protect against information loss **and to facilitate the district's security procedures and disaster recovery plan.**
3. Ensure that district personnel are trained to **implement security procedures and encryption, when applicable, and to** safeguard sensitive or **confidential** information.
4. Minimize the risk of unauthorized alteration or erasure of records.



# LAMPETER-STRASBURG SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

## 800-AR-1. RECORDS RETENTION SCHEDULE

### How to Use the Records Retention Schedule

The Records Retention Schedule lists records that are created, received or retained as a result of district operations. The schedule includes a description of the records, format in which the records will be retained, retention period, and disposal code. The following information will assist in applying this schedule.

### *Record Formats*

Media codes are used to identify the format(s) that the district may use to maintain specified records and are assigned as follows:

- A. Paper
- B. Microform
- C. Electronic (machine readable)
- D. Audiovisual (tapes, movies, film strips, etc.)
- E. Cartographic (maps, drawings, blueprints, plans, etc.)
- F. Photographic

*Retention Periods*

Retention periods listed on the schedule are given in years, unless otherwise indicated. Upon expiration of the retention period, all identified records will be disposed of in accordance with Board policy and this schedule, **unless subject to a litigation hold in accordance with Board policy and administrative regulations.**

*Disposal Codes*

Disposal codes are used to direct the final disposition of records. Records must be disposed of according to the assigned code listed on the schedule. Assigned disposal codes are as follows:

1. Routine Handling – No special precautions are necessary upon disposal. The records should be recycled or disposed of in accordance with standard district procedures.
2. Special Handling – The destruction of records containing privileged, confidential, exempt or sensitive information that requires special handling by shredding, burning, erasing or any other method that reduces information to an illegible condition.
3. Archival Retention – Records requiring permanent retention or records that have sufficient archival or historic value must be preserved in perpetuity.
4. Delete – For use with electronic records. When electronic records have met their retention period, they will be deleted.

Records Not On Schedule

For any record not covered by the retention schedule, the Records Management Committee will determine how long the record must be kept and recommend any necessary revisions to the retention schedule.

Schedule

<b>Record Description</b>	<b>Record Format</b>	<b>Retention Period (in years)</b>	<b>Disposal Code</b>
<b>Administrative Records</b>			
Comprehensive/Strategic Plans	A,C	1 copy permanent	3
Feasibility Studies	A,C	3	1,4

800-AR-1. RECORDS RETENTION SCHEDULE - Pg. 3

<b>Record Description</b>	<b>Record Format</b>	<b>Retention Period (in years)</b>	<b>Disposal Code</b>
PSSA/Keystone Exam Results	A,C	Permanent	3
Public Record Requests	A,C	1 from date received or until all appeals have been exhausted <sup>1</sup>	1,4
<b>Benefits/Insurance Records<sup>2</sup></b>			
Claims	A,C	6 after settlement	2,4
COBRA Records	A,C	6 <sup>3</sup>	2,4
Enrollment Forms	A,C	term of benefits plus 6	2,4
Policies/Plans/Contracts	A,C	6 after expiration	1,4
<b>Child Labor Records</b>			
Applications for Work Permits	A,C	2 after graduation	2,4
Employment Report from Employers	A,C	2 <sup>4</sup>	2,4
<b>Complaints/Challenges</b>			
<b>Federal Programs – Complaint, Report, Final Response</b>	<b>A,C</b>	<b>6 after final resolution</b>	<b>1,4</b>
Investigation Records	A,C,D,E,F	6 after final resolution	2,4
Made By District Employee(s)	A,C	6 after final resolution <sup>5</sup>	2,4
Regarding District Employee(s)	A,C	6 after employment ends	2,4
Regarding Instructional Materials or District Programs	A,C	6 after final resolution	1,4
<b>Complaints – Title IX Sexual Harassment<sup>6</sup></b>			
<b>Appeals and Results</b>	<b>A,C,D,F</b>	<b>7 after final resolution, or 40 after graduation for a student party</b>	<b>2,4</b>
<b>Informal Resolutions and Results, Including Remedies and Supportive Measures</b>	<b>A,C,D,F</b>	<b>7 after final resolution, or 40 after graduation for a student party</b>	<b>2,4</b>
<b>Investigation Records and Report, Including Any Recordings and Transcripts</b>	<b>A,C,D,F</b>	<b>7 after final resolution/dismissal, or 40 after graduation for a student party</b>	<b>2,4</b>

<b>Record Description</b>	<b>Record Format</b>	<b>Retention Period (in years)</b>	<b>Disposal Code</b>
<b>Reports and Records of Action Taken for Reports or Formal Complaints, Including Documentation of Basis for Conclusion That Response was Not Deliberately Indifferent</b>	<b>A,C,D,F</b>	<b>7 after final resolution/dismissal, or 40 after graduation for a student party</b>	<b>2,4</b>
<b>Supportive Measures Provided or Documentation of Reasons Supportive Measures Not Provided</b>	<b>A,C</b>	<b>7 after final resolution/dismissal, or 40 after graduation for a student party</b>	<b>2,4</b>
<b>Training Materials for Title IX Procedures (Title IX Coordinator, Investigators, Decision-Makers, Staff Facilitating Informal Resolution Processes)</b>	<b>A,C,D</b>	<b>7 after employment ends</b>	<b>1,4</b>
<b>Training Materials for Title IX Procedures Published on Website</b>	<b>C</b>	<b>7 after revised</b>	<b>4</b>
<b>Written Determination of Responsibility, Including Disciplinary Sanctions and Remedies</b>	<b>A,C,D,F</b>	<b>7 after final resolution, or 40 after graduation for a student party</b>	<b>2,4</b>
<b>District Organization Records</b>			
District Boundaries/Attendance Areas	A,C,E	Permanent	3
Photographs/Movies of Historical Value	C,D,F	Permanent	3
<b>Employment Contracts</b>			
Administrative Compensation Plan	A,B,C	1 copy permanent	3
Collective Bargaining Agreements	A,B,C	1 copy permanent	3
Individual Employment Contracts/Board Resolutions	A,C	4 after employment ends	1,4
<b>Facility Use Records</b>			
Applications	A,C	6	1,4
Fee Schedule(s)	A,C	Current	1,4
<b>Financial Records<sup>7</sup></b>			
Accounts Payable	A,C	6	1,4
Accounts Receivable	A,C	6	1,4
Adopted Annual Budget	A,B,C	10	1,4
Annual Financial Reports	A,B,C	Permanent	3
Annual Audit Reports	A,B,C	Permanent	3

## 800-AR-1. RECORDS RETENTION SCHEDULE - Pg. 5

<b>Record Description</b>	<b>Record Format</b>	<b>Retention Period (in years)</b>	<b>Disposal Code</b>
Bank Statements	A,C	6	1,4
Check Registers	A,C	6	1,4
<b>Crowdfunding – Records of Approved Campaigns</b>	<b>A,C</b>	<b>6 after close of campaign</b>	<b>1,4</b>
Deposit Slips	A,C	6	1,4
General Ledger	A,B,C	Permanent	3
Grant Records (Successful)	A,C	6 after close of grant, or period required by grant if longer	1,4
Investment Records	A,B,C	6 after cancellation	1,4
Purchase Orders/Invoices	A,C	6	1,4
Tax Collection Records	A,C	6	1,4
<b>Food Service Program Records<sup>8</sup></b>			
Accounts/Records/Reports	A,C	6 or until completion of active audit	1,4
<b>Free and Reduced Lunch Program Records<sup>9</sup></b>			
Accounts/Audits	A,C	6	1,4
Application for Participation <sup>10</sup>	A,C	10	2,4
<b>Professional Standards and Training for Food Service Personnel<sup>11</sup></b>	<b>A,C</b>	<b>3</b>	<b>1,4</b>
Program Requirements	A,C	6	1,4
<b>Grievances/Arbitrations</b>			
Complaint	A,B,C	Permanent	3
District Response	A,B,C	Permanent	3
Final Ruling/Decision of Arbitrator	A,B,C	Permanent	3
<b>Litigation Files</b>			
Decision/Ruling	A,B,C	7 after final conclusion of litigation	1,4
Pleadings, Motions, Briefs, Other Filings	A,B,C	7 after final conclusion of litigation	1,4
Settlements	A,B,C	7 after settlement	2,4

## 800-AR-1. RECORDS RETENTION SCHEDULE - Pg. 6

<b>Record Description</b>	<b>Record Format</b>	<b>Retention Period (in years)</b>	<b>Disposal Code</b>
<b>Medical Records</b>			
Medical Documentation (Employee Leave, Accommodations)	A,C	6 after employment ends	2,4
Medical Records/Information (Employee)	A,C,D,F	30 after employment ends <sup>12</sup>	2,4
Medical Records/Information (Employee Exposure to Toxic/Harmful Substances)	A,C,D,F	30 after employment ends <sup>13</sup>	2,4
Medical Records/Information (Student)	A,C,D,F	6 after enrollment ends <sup>14</sup>	2,4
Pre-Employment Medical Examination <sup>15</sup>	A,C	6 after employment ends <sup>16</sup>	2,4
<b>Payroll Records<sup>17</sup></b>			
Deduction Authorizations	A,C	6	2,4
Direct Deposit Forms	A,C	6	2,4
Employee Earnings Statements (Pay Stubs)	A,C	6 <sup>18</sup>	2,4
Time Cards/Sheets	A,C	6 <sup>19</sup>	1,4
Wage and Tax Statements (W-2 Forms)	A,C	6 <sup>20</sup>	2,4
Withholding Allowance Certificates (W-4 Forms)	A,C	6 after superseded OR employment ends <sup>21</sup>	2,4
<b>Personnel Records<sup>22</sup></b>			
Acknowledgement of Receipt (Handbooks/Policies)	A,C	6 after superseded OR employment ends	1,4
Advertised Job Openings/Postings	A,C	4 after position filled <sup>23</sup>	1,4
Arrest/Conviction Report Forms (PDE-6004)	A,C	40 after employment ends	2,4
Attendance Records	A,C	6 after employment ends	1,4
Change(s) in Status (Promotion/Demotion/Transfer/Furlough/Recall)	A,C	6 after employment ends <sup>24</sup>	2,4
Child Abuse Clearance Statement	A,C	40 after employment ends	2,4
Child Abuse Recognition and Reporting Training	A, C	6 after superseded OR employment ends	2,4
Continuing Education/Professional Development/Training	A,C	6 after employment ends	2,4
Credentials (Certificates/Licenses)	A,C	6 after employment ends	1,4
Criminal History Records (State and Federal)	A,C	40 after employment ends	2,4
Discipline Records	A,C,D,F	6 after employment ends	2,4
Employment Application/Resume (Hired)	A,C	6 after employment ends	2,4

## 800-AR-1. RECORDS RETENTION SCHEDULE - Pg. 7

<b>Record Description</b>	<b>Record Format</b>	<b>Retention Period (in years)</b>	<b>Disposal Code</b>
Employment Application/Resume and All Other Application Materials for Candidates Not Hired	A,C	4 after position filled <sup>25</sup>	2,4
Employment Eligibility Verification (Form I-9 and Documentation)	A,C	6 after employment ends <sup>26</sup>	2,4
Employment History Verifications	A,C	40 after employment ends	2,4
Equal Employment Opportunity Reports and Demographics	A,C	3 <sup>27</sup>	1,4
Evaluations/Classroom Teacher Rating/Data	A,B,C	6 after employment ends <sup>28</sup>	2,4
Evaluations/Performance Assessments/Non-Teachers	A,C	6 after employment ends	2,4
Job Description	A,C	6 after employment ends	1,4
Leave Records (FMLA) <sup>29</sup>	A,C	6 after employment ends <sup>30</sup>	2,4
Leave Records (Other)	A,C	6 after employment ends	2,4
Network/System User Agreement(s)	A,C	6 after employment ends	1,4
Offer of Employment (Accepted)	A,C	6 after employment ends	1,4
Pre-Employment Reference Checks <sup>31</sup>	A,C	6 after employment ends	2,4
Resignations	A,C	6 after employment ends	1,4
<b>Property Records</b>			
Building Blueprints	C,E	Permanent	3
Construction Contracts	A,B,C	12 after completion <sup>32</sup>	1,4
Deeds and Related Records	A,B,C	Permanent	3
Equipment Inventories	A,C	6, 10 for any equipment purchased with Category 2 E-rate funds <sup>33</sup>	1,4
Fixed Asset List	A,B,C	Permanent	3
Inventory Transfer/Disposal Records	A,C	6 after transfer/disposition, 10 for any equipment purchased with Category 2 E-rate funds <sup>34</sup>	1,4
Leases (Real Estate)	A,B,C	Permanent	3
Leases (Equipment/Vehicles)	A,B,C	6 after expiration	1,4
Pesticide Application Record	A,C	3 <sup>35</sup>	1,4
Real Property Purchase or Sale	A,B,C	Permanent	3

<b>Record Description</b>	<b>Record Format</b>	<b>Retention Period (in years)</b>	<b>Disposal Code</b>
<b>Purchasing Records (Goods and Services)</b>			
Advertisements	A,C	6 after completion	1,4
Bid Documents (Accepted)	A,C	6 after completion	1,4
Bid Documents (Declined)	A,C	6 after completion	1,4
Executed Contracts	A,C	6 after completion	2,4
Financial Information of Bidders	A,C	6 after completion	2,4
<b>Micropurchasing Documentation</b>	<b>A,C</b>	<b>6 after completion</b>	<b>1,4</b>
Specifications	A,C	6 after completion	1,4
Written or Telephonic Price Quotations/ <b>Small Purchase Documentation</b>	A,C	6 after completion <sup>36</sup>	1,4
<b>Safety Records</b>			
Accident Reports	A,C	6 <sup>37</sup>	2,4
<b>Drill Records – Bus Evacuation, Fire, School Security</b>	<b>A,C</b>	<b>6 school years</b>	<b>2,4</b>
Emergency Preparedness Plan and Supporting Documents <sup>38</sup>	A,C	2 after revised <sup>39</sup>	2,4
Material Safety Data Sheets (MSDS)	A,C	30 <sup>40</sup>	1,4
Memorandum of Understanding with Local Law Enforcement	A,C	2 after revised	1,4
Reports of Suspected Child Abuse	A,C	1 after the year in which the student turns age 50	2,4
Safe School Act Reports - Annual Report	A,B,C	Permanent <sup>41</sup>	3
<b>Safety and Security Assessments and Inspection Reports</b>	<b>A,C</b>	<b>6 after superseded</b>	<b>2,4</b>
<b>School Health and Safety Plans – Including all Revisions Approved by the School Board</b>	<b>A,C</b>	<b>Permanent</b>	<b>3</b>
<b>School Safety and Security Annual Board Report</b>	<b>A,C,D</b>	<b>Permanent</b>	<b>3</b>
Security Tapes and Images (Pulled from routine tape rotation)	C,D,F	Until resolution of incident or transfer to student's education records	2,4
Visitor Log	A,C	5	1,4
<b>School Board Records</b>			
Board Meeting Agendas	A,C	1	1,4
Board Minutes (Approved)	A,B,C	Permanent <sup>42</sup>	3
Board Policies and Procedures (Current)	A,B,C	Permanent	3



<b>Record Description</b>	<b>Record Format</b>	<b>Retention Period (in years)</b>	<b>Disposal Code</b>
Board Policies and Procedures (Old)	A,B,C	Permanent	3
Ethics Statement of Financial Interest	A,C	5 <sup>43</sup>	1,4
Notes, Recordings and/or Any Other Materials Used to Prepare Official Minutes	A,C,D	Until official minutes are approved	1,4
Oath of Office (Signed by Board Member) <sup>44</sup>	A	Term of office	1
Official Recordings of Board Meetings	C,D	1	1,4
<b>Required Training for School Directors – Record of Completion</b>	<b>A,C</b>	<b>Term of office</b>	<b>1,4</b>
<b>School Wellness<sup>45</sup></b>			
<b>Documentation Demonstrating Notification and Participation With the Community on Policy and Triennial Assessment of Policy</b>	<b>A,C,D</b>	<b>6 following assessment</b>	<b>1,4</b>
<b>School Wellness Policy</b>	<b>A,C</b>	<b>Permanent</b>	<b>3</b>
<b>Triennial Assessment of School Wellness Policy</b>	<b>A,C</b>	<b>6 following assessment</b>	<b>1,4</b>
<b>Student Records</b>	<b>Refer to Student Records Plan<sup>46</sup></b>		
<b>Transportation Records (Drug/Alcohol Testing)<sup>47</sup></b>			
Negative or Below Limit Test Results	A,C	1	2,4
Positive or Above Limit Test Results	A,C	5	2,4
<b>Records of Each Query of Drug and Alcohol Clearinghouse</b>	<b>A,C</b>	<b>3<sup>48</sup></b>	<b>2,4</b>
Records Related to Collection Process	A,C	2	2,4
Records Related to Education and Training	A,C	2 after employment ends	2,4
<b>Records Related to Evaluation and Referrals</b>	<b>A,C</b>	<b>5</b>	<b>2,4</b>
Refusal to Take Required Test	A,C	5	2,4
<b>Transportation Records (General)<sup>49</sup></b>			
Accident and Incident Reports	A,C	3	2,4
Claims for Reimbursement <sup>50</sup>	A,C	6	2,4
Distances from Student Homes to Established Bus Stops	A,C,E	Current and last revision	2,4
List of Bus Routes/Schedules/Loading Zones/Bus Stops	A,B,C,E,F	Current and last revision (at least 1 year)	2,4
Record of Students Transported to and from School	A,C	6 from end of school year	2,4
<b>Universal Service Records (E-Rate Program)<sup>51</sup></b>			
Applications/Discount Verifications/Correspondence	A,C	10 after service year	2,4

<b>Record Description</b>	<b>Record Format</b>	<b>Retention Period (in years)</b>	<b>Disposal Code</b>
Bids/Quotations (accepted/declined); Correspondence; Financial Information of Bidders; Specifications/RFPs; Bid Evaluations	A,C	10 after service year	2,4
Executed Contracts	A,C	10 after service year	2,4
Filtering Documentation	A,C	10 after service year	2,4
Proof of Payment – Submitted and Received	A,C	10 after service year	2,4
Purchase Orders/Installation Records/Invoices	A,C	10 after service year	2,4
Staff Training and Education of Students in Online Behavior	A,C	10 after service year	1,4
<b>Volunteer Records</b>			
Application/Acknowledgement Forms	A,C	<b>40</b> after service ends	2,4
Affidavit for Waiver of Federal Criminal History Check	A,C	<b>40</b> after service ends	2,4
Arrest/Conviction Report Forms	A,C	<b>40</b> after service ends	2,4
Criminal History Records (State)	A,C	<b>40</b> after service ends	2,4
Criminal History Records (Federal – If Required)	A,C	<b>40</b> after service ends	2,4
<b>Workers' Compensation Records</b>	A,B,C,D,F	7 after claim closed	2,4

<sup>1</sup> 65 P.S. Sec. 67.502(b)(2)(iii) requires that an electronic or paper copy of the written request and all documents submitted with the request be maintained either 1) until the request has been fulfilled; 2) if the request is denied, for thirty (30) days; or 3) if an appeal is filed, until a final determination is made or the appeal is deemed denied. Since appeals may be made to court after a final determination, requests and related documents should be kept until all appeals have been exhausted. Keeping requests for 1 year from the date the request was received, or until all appeals have been exhausted, would satisfy most time periods in the Act and preserve evidence of repeated requests for the same records (burdensome). 67.506(a).

<sup>2</sup> 29 CFR Sec. 1627.3(b)(2) requires employers to keep “benefit plans” for the term of the plan plus at least 1 year after termination.

<sup>3</sup> Retention period not specified in COBRA but recommended that records be retained in accordance with ERISA, See 29 U.S.C. Sec. 1027.

<sup>4</sup> 43 P.S. Sec. 58.1(d) requires school districts to keep the required employment report/information for 2 years.

<sup>5</sup> 29 CFR Sec. 1602.14 and 1627.3(b)(3) require retention of relevant records until final disposition.

<sup>6</sup> **34 CFR Sec. 106.45(10) includes specific recordkeeping requirements for handling formal complaints of Title IX sexual harassment, which requires maintenance of records for at least 7 years. In cases where a student is a party as either a complainant or respondent, recommend maintaining for 40 years following student’s graduation based on PA statutes governing civil action that may be taken by a student.**

<sup>7</sup> SC 518 requires permanent retention of annual auditor’s reports and annual financial reports. SC 518 also requires districts to maintain all other financial records for at least 6 years.

<sup>8</sup> SC 1337(e) requires food service records to be maintained not in excess of 5 years; however, compliance with PA Dept. of Education, Division of Federal Programs monitoring under the Uniform Grant Guidance requires records to be maintained for 6 years, so retention period was updated to reflect federal monitoring requirements.

<sup>9</sup> 7 CFR Sec. 210.9 requires free and reduced lunch accounts and records to be maintained for a minimum of 3 years. If a federal audit is being conducted, records must be kept until the audit is completed.

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<sup>10</sup> 47 CFR Sec. 54.516 requires a school district who uses free/reduced-price meal applications as the basis for their federal Universal Service funding under the E-Rate program to retain these applications for 10 years.

<sup>11</sup> **7 CFR Sec. 210.15 requires that participants retain records for a three-year period to demonstrate the school food authority's compliance with the professional standards for school nutrition program directors, managers and personnel established in § 210.30.**

<sup>12</sup> 29 CFR Sec. 1627.3 (b)(1)(v) requires the results of any physical examination to be kept for at least 1 year from the date of the personnel action to which the records relate when the exam results are considered in connection with any personnel action. If an enforcement action is under way, the required records shall be maintained until final disposition. 29 CFR Sec. 1910.1020(d)(1)(i) requires the retention of “employee medical records” for at least the duration of employment plus 30 years.

<sup>13</sup> 29 CFR Sec. 1910.1020(d)(1)(i) requires the retention of “employee medical records” for at least the duration of employment plus 30 years. 29 CFR Sec. 1910.1020(d)(1)(ii) requires the retention of “employee exposure records” for at least 30 years. Terms are defined in 29 CFR Sec. 1910.1020(c)(5), (6). See 29 CFR Sec. 1910.1020(b) for applicability.

<sup>14</sup> SC 1409 requires that all student health records be confidential and not destroyed for at least 2 years after the student is no longer enrolled. The school may surrender the health records to the parent/guardian if the student will not be enrolling in another school in Pennsylvania. 28 PA Code Sec. 23.55 requires the student’s health records be maintained in the school building that the student attends.

<sup>15</sup> 42 U.S.C. Sec. 12112(d)(3)(B), 29 CFR Sec. 1630.14(c)(1) requires that this information be collected on separate forms, kept in separate files and be treated as confidential medical records.

<sup>16</sup> 29 CFR Sec. 1627.3 (b)(1)(v) requires the results of any physical examination to be kept for at least 1 year from the date of the personnel action to which the records relate when the exam results are considered in connection with any personnel action. If an enforcement action is under way, the required records shall be maintained until final disposition.

<sup>17</sup> 29 CFR Sec. 516.5, 516.6, 1620.32 and 1627.3(a) require retention of specified payroll records/information for at least 1-3 years. SC 518 requires retention of financial records for at least 6 years.

<sup>18</sup> 29 CFR Sec. 516.6(c)(1) requires retention of records of additions to or deductions from wages paid for at least 2 years.

<sup>19</sup> 29 CFR Sec. 516.6(a)(1) requires retention of time cards/sheet for at least 2 years when used to determine pay period earnings or wages.

<sup>20</sup> 26 CFR 31.6001.1(e)(2) requires the retention of tax records for at least 4 years after the due date of the tax for the return period that the records relate to, or the date the tax is paid, whichever is later.

<sup>21</sup> 26 CFR 31.6001.1(e)(2) requires the retention of tax records for at least 4 years after the due date of the tax for the return period that the records relate to, or the date the tax is paid, whichever is later.

<sup>22</sup> 29 CFR Sec. 1602.14 requires employers to keep any personnel or employment records for at least 1 year from the date of making the record or the personnel action involved, whichever is later. If a claim is filed or action is under way, the relevant records shall be maintained until final disposition.

<sup>23</sup> 29 CFR Sec. 1627.3 (b)(1)(vi) lists records to be kept for 1 year. If an enforcement action is under way, the required records shall be maintained until final disposition.

<sup>24</sup> 29 CFR Sec. 1627.3 (b)(1)(i) lists records to be kept for 1 year. If an enforcement action is under way, the required records shall be maintained until final disposition. Statute of limitations under 42 U.S.C. 1981 is 4 years.

<sup>25</sup> 29 CFR Sec. 1627.3 (b)(1)(i) lists records to be kept for 1 year. If an enforcement action is under way, the required records shall be maintained until final disposition. Statute of limitations under 42 U.S.C. 1981 is 4 years.

<sup>26</sup> 8 U.S.C. Sec. 1324a(b)(3) and 8 CFR Sec. 274a.2(b)(2)(i)(A) requires retention for 3 years after the date of the hire or 1 year after the date the individual's employment is terminated, whichever is later.

<sup>27</sup> 29 CFR Sec. 1602.39, 1602.41 requires form EEO-5 and records necessary to complete EEO-5 to be maintained for 3 years. 1602.40 lists personnel records that must be kept for 2 years.

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- <sup>28</sup> SC 1123(f)(3) requires teacher performance ratings of “needs improvement” to be retained for 10 years. 22 PA Code Sec. 19.1 requires school entities to establish a “permanent record system” for ratings
- <sup>29</sup> 29 CFR Sec. 825.500(g) requires medical records and documents created for FMLA purposes be maintained as confidential medical records in separate files from the usual personnel files.
- <sup>30</sup> 29 CFR Sec. 825.500(b) requires specified FMLA records to be kept for no less than 3 years.
- <sup>31</sup> 43 P.S. Sec. 1321 defines “personnel file” to exclude “letters of reference”.
- <sup>32</sup> 42 Pa. C.S.A. Sec. 5536 states that civil actions regarding construction projects must be commenced within 12 years after completion of the construction.
- <sup>33</sup> 47 CFR Sec. 54.516 requires school districts who receive federal Universal Service funding through the E-Rate program to retain asset and inventory records of equipment purchased as part of Category 2 services for 10 years after purchase.
- <sup>34</sup> 47 CFR Sec. 54.516 requires school districts who receive federal Universal Service funding through the E-Rate program to retain asset and inventory records of equipment purchased as part of Category 2 services for 10 years after purchase.
- <sup>35</sup> SC 772.2(b)(2) requires each school to maintain detailed records of all chemical pest control treatments for at least 3 years.
- <sup>36</sup> SC 751 and 807.1 require the retention of written price quotations and written records of telephonic price quotations for 3 years; **for federal purchasing under Uniform Guidance, PA Dept. of Education, Division of Federal Programs monitoring requires 6 years.**
- <sup>37</sup> 29 CFR Sec. 1904.33(a) requires the retention of the OSHA incident report forms for 5 years following the end of the calendar year that the records cover.
- <sup>38</sup> Supporting documents would be the materials listed in 22 Pa Code 10.24(g)(1-11.)
- <sup>39</sup> 35 Pa. C.S.A. Sec. 7701(g) requires plan to be reviewed annually and updated as necessary.
- <sup>40</sup> 29 CFR Sec. 1910.1020(c)(5) defines “employee exposure records” to include material safety data sheets (MSDS) indicating that the material may pose a hazard to human health. See 29 CFR Sec. 1910.1020(d)(1)(ii) for exceptions and alternate records.
- <sup>41</sup> Refers to the annual report required by SC 1303-A(b). Historical data is maintained by the state. SC 1307-A also requires school entities to maintain records of all applicable incidents but does not list retention period(s).
- <sup>42</sup> SC 518 requires permanent retention of the “minute book” of each district.
- <sup>43</sup> 65 Pa. C.S.A. Sec. 1107(9) requires the retention of financial interest statements for 5 years from date of receipt.
- <sup>44</sup> SC 321 requires members to subscribe (in writing) to the oath of office.
- <sup>45</sup> **7 CFR Sec. 210.31 sets forth recordkeeping requirements for school wellness policies.**
- <sup>46</sup> 22 PA Code Sec. 12.32 requires each district to develop a plan for the collection, maintenance and dissemination of student records.
- <sup>47</sup> 49 CFR 382.401 lists applicable retention periods. 49 CFR 382.405 puts limits on release of records.
- <sup>48</sup> **49 CFR Sec. 382.701 requires employers to retain for 3 years a record of each query and all information received in response to each query made in the federal Commercial Driver’s License Drug and Alcohol Clearinghouse. As of January 6, 2023, an employer who maintains a valid registration in the Clearinghouse fulfills this requirement.**
- <sup>49</sup> 22 Pa. Code Sec. 23.4 lists records required to be kept by local Boards.
- <sup>50</sup> 22 Pa. Code Sec. 23.32.
- <sup>51</sup> 47 CFR Sec. 54.516 requires school districts who receive federal Universal Service funding through the E-Rate program to retain all related documentation for at least 10 years after the last day of service delivered in a particular funding year.

# LAMPETER-STRASBURG SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

## 800-AR-2. LITIGATION HOLD

When the district receives notice that the district is involved in litigation as a party to a lawsuit, the district is issued a subpoena by a party to a lawsuit in which it is not a party, an investigation concerning the district has commenced or may commence, or the district receives information that would lead a reasonable person to anticipate the possibility of litigation, the district will immediately take steps to ensure that any records and data that could be related to the ongoing litigation/investigation or potential litigation/investigation are preserved from deletion or destruction.

Actions to preserve records and data will include, but not be limited to, postponing or canceling any automatic deletion of electronically stored information until relevant information and documents can be identified and stored, notifying employees of a litigation hold to prevent the deletion and destruction of records and data that might be related to the litigation/investigation or potential litigation/investigation, and identifying records and data that are subject to preservation.

A litigation hold triggers the duty to preserve records and data that could otherwise be deleted or destroyed under the district's Records Management Plan.

The district solicitor(s) will be responsible for issuing a litigation hold that specifically describes the types of records and data that must be preserved and describes how those materials are to be maintained and stored. The litigation hold will be sent directly to the Records Coordinator, who will acknowledge receipt of the litigation hold. The litigation hold may be communicated initially by phone but will be followed by a written notification (fax, email or letter).

The Records Coordinator, in consultation with the district solicitor(s), will decide which records and data are subject to the litigation hold and in which form the records will be retained or produced. The Records Coordinator will be responsible for:

1. Coordinating the collection and preservation of records and data that are subject to the litigation hold.
2. Monitoring and ensuring the district's compliance with the litigation hold.
3. Checking periodically on the status of a litigation hold.

4. Ensuring that all steps taken by the district to identify and preserve relevant records and data are documented.

The solicitor will inform the Records Coordinator of changes as they occur.

Book	School District for PNN+
Section	800 Operations
Title	Electronic Signatures/Records
Code	800.1 Vol II 2021
Status	Active

## **Purpose**

Under certain conditions, electronic records and signatures satisfy the requirements of a manual record and/or signature when transacting business. The Board recognizes that the effectiveness of electronic records and signatures depends upon the authenticity and reliability of the signatures and the context in which the electronic records are created, transferred and stored. Therefore, the Board adopts this policy to allow for the use of and acceptance of electronic records and signatures and to establish the guidelines under which electronic signatures may be utilized by the district.[\[1\]](#)

## **Authority**

The Board authorizes the use of electronic signatures in place of manual signatures to conduct district business unless a manual signature is required by law or regulations. Electronic signatures shall have the full force and effect of a manual signature when used in accordance with this policy and applicable law and regulations.[\[1\]](#)

Electronic records filed with or issued by the district shall have the full force and effect of paper records when the requirements of this policy and applicable law and regulations are satisfied.[\[2\]](#)[\[3\]](#)[\[4\]](#)

This policy applies to the use of electronic records and signatures when permitted or required in connection with district programs and operations.

## **Definitions**

**Electronic record** – any record created, generated, sent, communicated, received, or stored by electronic means.[\[4\]](#)[\[5\]](#)[\[6\]](#)

**Electronic signature** – an electronic sound, symbol or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record. More simply, it is a paperless means of committing to a contract or other document in a manner that indicates the signer’s intent to bind themselves and/or the district.[\[5\]](#)[\[6\]](#)

## **Delegation of Responsibility**

The Superintendent or designee shall develop administrative regulations to direct staff on the parameters for authorized use of electronic signatures related to district programs and operations.

## **Guidelines**

Electronic Recordkeeping

The maintenance of electronic records and signatures by the district shall comply with the electronic recordkeeping requirements of state and federal laws and regulations and the district's Records Management Plan.[4][7]

Electronic records created or received by the district shall be appropriately attributed to the individual(s) responsible for their creation, authorization and/or approval.

The district may specify the type of electronic signature required on an electronic record, the manner and format in which the electronic signature must be affixed to the electronic record, and the criteria that must be met when an individual uses a third party to file a document if electronic records must be signed by electronic means.[8]

The district shall implement and maintain electronic recordkeeping systems to securely receive, store, and reproduce electronic records and signatures relating to transactions in their original form.[6][9][10]

Such a system shall allow the district to implement:

1. A security procedure for the purposes of verifying that an electronic signature is that of a specific person or for detecting changes or errors in the information in an electronic record.
2. Appropriate control processes and procedures to ensure adequate preservation, disposition, integrity, security, confidentiality and auditability of electronic records.[8]
3. A consistent manner and format in which the electronic records must be created, generated, sent, communicated, received and stored.[8]

#### Electronic Signatures

An electronic signature may be used if the law requires a signature unless there is a specific law, regulation, or order that requires records to be manually signed. The issuance and/or acceptance of an electronic signature by the district shall be permitted in accordance with the provisions of this policy and all applicable state and federal laws and regulations. Such electronic signature shall have the full force and effect of a manual signature only if the electronic signature satisfies all of the following requirements:[1][2][11][12]

1. The signing employee is authorized to manually sign the document on behalf of the district.
2. The electronic signature identifies the individual signing the document by their name and position.
3. The individual signing with an electronic signature has signed a statement of exclusive use.
4. The identity of the individual signing with an electronic signature is capable of being validated through the use of an audit trail.
5. The electronic signature and the document to which it is affixed cannot be altered once the electronic signature has been applied.
6. The electronic signature conforms to all other provisions of this policy.

The district shall maintain a secure log of each employee authorized to utilize an electronic signature in connection with district business.[4]



This policy does not require a specific method for executing an electronic signature. The employee signing a particular document is responsible for verifying that the method chosen is appropriate for the nature of the transaction. Employees must consider confidentiality, authentication of signatures, and verification that the document signed is, in all respects, identical to the one to which the signer intends to bind the district.

Any electronic signature that appears to be forged, altered, or otherwise not authentic, or that is not compliant with law or regulation, this policy or related administrative regulation, is not a valid signature. Should an electronic signature be deemed invalid, the Superintendent or designee may require a manual signature.

All other policies that apply to the execution of contracts or other documents on behalf of the district remain in full force and effect.

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Legal References

[1. 73 P.S. 2260.101 et seq](#)

[2. 15 U.S.C. 7001 et seq](#)

[3. 73 P.S. 2260.301 et seq](#)

4. Pol. 800

[5. 15 U.S.C. 7006](#)

[6. 73 P.S. 2260.103](#)

7. Pol. 815

[8. 73 P.S. 2260.502](#)

[9. 73 P.S. 2260.305](#)

[10. 73 P.S. 2260.306](#)

[11. 21 P.S. 483.1 et seq](#)

12. Pol. 716

Book	Policy Manual
Section	800 Operations
Title	School Organization
Code	802
Status	Active
Adopted	September 3, 2019

### **Purpose**

The Board recognizes that the district's organizational structure can affect both the instructional program and the operation of the schools.

### **Authority**

Upon approval of the Department of Education, the Board directs that district schools be organized as follows:[\[1\]](#)[\[2\]](#)[\[3\]](#)

Elementary school: grades K through 5.

Middle school: grades 6 through 8.

High school: grades 9 through 12.

### **Delegation of Responsibility**

The Superintendent shall continually monitor the effectiveness of the district's organizational plan and recommend to the Board modifications that benefit the instructional program, effectively utilize district resources, and implement the Board's educational goals.

#### Legal

[1. 24 P.S. 1310](#)

[2. 22 PA Code 4.3](#)

[3. 22 PA Code 4.41](#)

Book School District for PNN+  
Section 800 Operations  
Title School Calendar  
Code 803 Vol III 2024  
Status Active

### **Purpose**

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

### **Authority**

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

The school calendar shall normally consist of a minimum of 180 student days **or 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level and 450 hours of instruction for half-day kindergarten programs.**  
[\[1\]](#)[\[2\]](#)[\[8\]](#)[\[10\]](#)

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

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

1. Keeping schools in session such days and **hours** as the Board deems necessary, which shall include maintaining the requirement for a minimum of 180 student days **or 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level and 450 hours of instruction for half-day kindergarten programs.**
2. Reducing the length of time of daily instruction for courses and classes.
3. Implementing remote and other alternative methods of delivering instruction under the direction of certified school employees.

### **Delegation of Responsibility**

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

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

**PSBA Revision 6/24 © 2024 PSBA**

Legal References

[1. 24 P.S. 133](#)

[2. 24 P.S. 1501](#)

[3. 24 P.S. 1502](#)

[4. 24 P.S. 1503](#)

[5. 24 P.S. 1504](#)

[6. 24 P.S. 1505](#)

[7. 24 P.S. 1506](#)

[8. 22 PA Code 11.1](#)

[9. 22 PA Code 11.2](#)

[10. 22 PA Code 4.4](#)

[11. 24 P.S. 520](#)

[12. 24 P.S. 520.1](#)

[13. 24 P.S. 1501.3](#)

14. Pol. 006

15. Pol. 805

Pol. 204

Pol. 804

# LAMPETER-STRASBURG SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

## 803-AR-0. SCHOOL CALENDAR

The school calendar will state the starting and ending dates of a school year, the days of the week that school will be in session, the dates when school will not be in session, and the dates of scheduled half-day sessions and early dismissals.

### **School Calendar Development**

In preparing the annual school calendar for Board consideration, the Superintendent and administrators shall develop a proposed calendar that meets the minimum number of days or hours, as required by law and Board policy.

Provisions and requirements in the following areas will be considered in the development of the proposed school calendar:

1. Collective bargaining agreements, administrative compensation plans and individual staff contracts.
2. Contract provisions of services, including but not limited to, transportation, food services, substitute services and health or behavioral health services.
3. Individualized Education Programs (IEPs), Section 504 Service Agreements and Gifted Individualized Education Plans (GIEPs), including provisions for number of instructional days if specified, contracted services to be provided to students and Extended School Year services.
4. Dual enrollment program agreements with postsecondary institutions.
5. Career and Technical Center program participation, including transportation provisions and half-day programs.
6. State assessment schedules and other testing schedules (including Advanced Placement exams, standardized tests and other scheduled assessments).
7. Student access to meals and other services provided by the district, including before and after-school tutoring and programming.

8. Scheduling and competitions of school-sponsored activities, including extracurricular programs and interscholastic athletics.
9. Building maintenance, repair and construction work scheduled for school facilities.
10. Community and school-based child care options for families.

### **School Calendar Revisions**

The school calendar, including changes to school day starting and ending times, dates or days of the week when school will not be in session and changes to any partial-day sessions, may be revised in cases of emergency, in accordance with law and Board policy.

Following each emergency school closing or calendar adjustment, the Board will adopt a revised school calendar, if necessary. The Superintendent or designee will document alterations to the school calendar, in accordance with Board policy.

Schools will be in session during the school year in accordance with the following minimums:

1. Kindergarten – 450 hours for half-time; 900 hours for full-time.
2. Elementary – 900 hours.
3. Secondary – 990 hours.

### **Days School is Not in Session**

When developing the annual school calendar for Board approval, district administrators will ensure that school sessions are normally not scheduled on the following:

1. Saturdays, for ordinary instruction, unless the school week is scheduled as Tuesday through Saturday for the entire school term.
2. Sundays.
3. Memorial Day.
4. Fourth of July.
5. Thanksgiving.
6. Christmas.
7. January 1.
8. Times of teacher inservice training.

The Superintendent and building principals may decide which holidays will be observed by special exercises in the schools, but will require that each school observe Veterans' Day by special exercises.

#### Activities Counted as Instructional Time

In accordance with guidance from the PA Department of Education, activities under the direction of certified school employees, which may be counted as student instructional time include, but are not limited to:

1. Remote or alternative methods of instruction provided under the direction of certified school employees.
2. Student services, such as guidance and counseling services, psychological services, speech pathology and audiology services, and student health services conducted during school hours and in accordance with law, regulations and Board policy.
3. Opening exercises, including circle time in pre-K and kindergarten, homeroom periods, supervised study halls and time when students are eating breakfast during the regularly scheduled homeroom periods or during classroom instruction.
4. Assemblies, clubs, student councils and similar activities conducted during school hours.
5. School, group or class educational trips, to which admission is not charged to students or parents/guardians, if accompanied by a certified school employee, and in accordance with Board policy.
6. Fire, school security, emergency preparedness and other similar drills.
7. Pre-K and kindergarten orientation activities, snack time and play time if they are an integral part of the pre-K and kindergarten curriculum as long as they take place under the direction of a certified school employee and are used for student learning experiences.
8. For students in graduating classes, up to three (3) days for graduation preparation within sixty (60) days of the commencement ceremony, under the supervision of certified school employees. Graduation preparation may be held on Saturdays or scheduled instructional days.
9. Early dismissal and delayed opening due to inclement weather.

#### **Flexible Instructional Days**

The Superintendent or designee will apply to the PA Department of Education for use of Flexible Instructional Days in accordance with law and guidelines issued by the PA Department of Education.

### **Act 80 Exceptions**

The Superintendent or designee may apply for an Act 80 exception to the PA Department of Education only if the school calendar is based on instructional days and not on number of instructional hours, or if required by an applicable collective bargaining agreement.

The proposed request must be approved by the Board and include the date of each requested exception and the reason for each requested exception.

If the district is approved for Act 80 exceptions, the school calendar must include the minimum number of instructional hours in accordance with law, regulations and Board policy.

### **Reporting**

The Superintendent or designee will report the number of instructional days or hours in the school calendar annually to the PA Department of Education as part of the end-of-year child accounting data collection.

### **Resources**

PA Department of Education Basic Education Circular on Instructional Time:  
<https://www.education.pa.gov/Policy-Funding/BECS/Purdons/Pages/InstructionalTime.aspx>

PA Department of Education Act 80 Requests: <https://www.education.pa.gov/Teachers%20-%20Administrators/Child%20Accounting/Pages/Forms-For-Filing-with-PDE.aspx>



Book	Policy Manual
Section	800 Operations
Title	School Day
Code	804
Status	Active
Adopted	September 3, 2019

### **Purpose**

The normal school day for the instruction of district students shall be in accordance with law, regulations and Board policy.

### **Authority**

The Board shall establish the times for the daily sessions of district schools.[\[1\]](#)[\[2\]](#)[\[3\]](#)

### **Delegation of Responsibility**

The Superintendent may close, delay the opening, or dismiss schools early for emergency reasons and to protect the health and safety of students and staff. The Superintendent or designee shall prepare procedures for proper and timely notification of all concerned, in the event of an emergency closing.

In all cases, the Superintendent shall inform the Board President as soon as possible.

The Superintendent or designee shall develop rules that allow students to enter and leave schools under exceptional conditions so that variances with the normal school schedule may be accommodated. Such rules shall consider such things as inclement weather, illness, urgent reasons and other circumstances.[\[4\]](#)[\[5\]](#)

### Legal

[1. 24 P.S. 1504](#)

[2. 22 PA Code 11.2](#)

[3. 22 PA Code 11.3](#)

[4. 22 PA Code 11.25](#)

5. Pol. 204

# LAMPETER-STRASBURG SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

## 804-AR-0. SCHOOL DAY

Instructional time for students consists of the time in the school day devoted to instruction and instructional activities provided as an integral part of the school program under the direction of certified school employees.

### Activities Counted As Instruction Time

1. Student personnel services, such as guidance and counseling services, psychological services, speech pathology and audiology services, and student health services conducted during school hours.
2. Opening exercises, homeroom periods and supervised study halls.
3. Assemblies, clubs, student councils and similar activities conducted during school hours.
4. School, group or class education trips to which admission is not charged to students or parents/guardians, if accompanied by certified school employee.
5. Civil defense, fire and other similar drills.
6. Kindergarten orientation activities, snack time and play time if they are an integral part of the kindergarten curriculum. Recess time conducted with the same parameters as primary grade recess is not counted as instructional time.
7. Early dismissal and delayed opening due to inclement weather.
8. Graduation preparation for senior classes, up to three (3) days, within sixty (60) days of the commencement ceremony under the supervision of certified school employees, which may be held on Saturday.

### Activities Not Counted As Instruction Time

1. Lunch period; however, an exception is made for special education students identified as moderately to severely handicapped if their IEP includes teaching social and motor skills related to meal-time activities such as the use of eating utensils.
2. Recess and time for passing from class to class.

3. Early dismissal or delayed openings for reasons other than inclement weather.
4. Teacher meetings dealing with routine matters, such as recordkeeping responsibilities and other similar activities.
5. Transportation of students; for example, time spent transporting students to an AVTS.
6. Celebrating, picnicking, hunting, fishing, or harvesting crops.
7. Any activity for which admission is charged to students or parents/guardians.
8. Viewing or reviewing material that has as its purpose the marketing of commercial products.

#### Act 80 Exceptions

The Superintendent or designee can apply to the Secretary of Education for an exception to the daily schedule when a meritorious educational program warrants, for the following activities:

1. Parent-teacher meetings.
2. Curriculum planning and development.
3. Long-range planning.
4. Inservice programs dealing with new subjects or activities having an impact on educational programs.
5. Dismissal at the start of the school year of a partial group of kindergarten students while an orientation program is being conducted for another part of the group of current year kindergarten students.
6. Administration of the Professional Development Assistance Program assessment.
7. Evaluation of graduation projects.

The proposed request must be approved by the Board, and the Superintendent or designee must complete and submit the required request form (PDE-4085) electronically in the Child Accounting Data Base System (CAD).

There is no limit on the number of Act 80 exceptions that the district may request as long as the required minimum instructional hours for the school year are met. Requests should be submitted prior to the date of the Act 80 activity; however, Act 80 approvals will be considered for approval if submitted before September 30 following the end of the school year.

Approvals cannot be used for time lost due to inclement weather, mechanical or power failures, or other causes not provided for in the school laws. In the event that unforeseen circumstances warrant a rescheduling of the school year and the district elects not to exercise its Act 80 approval, the number of instructional days required reverts to 180 days or 180 days minus the number of full-day or half-day Act 80 approvals used.

Approval will not be granted for Act 80 days where there has been a work stoppage by teachers. Any approved Act 80 days, except early dismissals, including those that have already occurred, will be rescinded upon initiation of a work stoppage.

### Half-Day Sessions

The Superintendent or designee will submit a request to the Department of Education for approval to conduct half-day sessions for necessary reasons in accordance with the following:

1. Complete and submit the Application for Approval of Half-Day Sessions.
2. Include school calendar amendments considered.
3. Indicate if any students are receiving special education services and how half-day sessions will affect the delivery of those services.
4. Include schedules for each half-day session of four (4) hours. The half-day session may be reduced for first and second graders upon the district's request if the health, safety or welfare of the students is impacted; however, the school program submitted by the district must show that the program is adequate for first and second grades. The request must include documentation to support statements concerning how the health, safety and welfare of the students are impacted.
5. Attach documentation to support statements in request.

Approval for half-day sessions may not exceed one (1) year. Annual extensions may be granted upon application and review of the particular circumstances.

Commonwealth of Pennsylvania - Department of Education  <b>APPLICATION FOR APPROVAL OF HALF-DAY SESSIONS</b>  PDE-4016 (9/01)	School District _____  I.U. _____ For School Year 20____ - 20____
INSTRUCTIONS: Send original and two copies to Office of School Services, Department of Education, 333 Market Street, Harrisburg, PA 17126-0333.	
<b>PART I -- CURRENT INFORMATION</b>	

			Elementary	Secondary
<b>1.</b>	<b>Check Grades Affected</b>	<b>Number Pupils Involved</b>		
Grades				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
Total Elementary				
Total Secondary				
<b>2. Rated capacity of buildings to be utilized for half-day sessions. (exclude kindergarten)</b>				
<b>3. Number of pupils (excluding kindergarten) to be assigned to such building.</b>				
<b>4. Number of pupils on proposed half-day sessions requiring transportation.</b>				
<b>5. Number of pupils receiving special education services. Indicate how half-day sessions will affect delivery of services.</b>				
<b>6. Are teachers employed for half-day sessions teaching during one session only?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If no, state reasons and schedule followed.				
<b>7. Attach schedules, minimum four (4) hours per half-day session. Number of hours, excluding lunch and recess, allotted to: _____</b>  Morning Session _____      Afternoon Session _____				
<b>8. Are any school calendar amendments under consideration?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				

**PART II -- BACKGROUND INFORMATION**

Complete the following as it relates to your school district over the past ten years. Be specific with factual and statistical data. If more space is needed, use 8 1/2 x 11 inch sheets of paper. Number the items to correspond with the items on the form and attach the additional sheets to this form. Attach documentation to support statements.

**1. Enrollment (Use enrollment figures as of March 1 of each year for the past ten years)**

ITEM	19__	19__	19__	19__	19__	19__	19__	19__	19__	20__	20__
Total District Enrollment											
Grades Affected by Half-Day Sessions											
Number of Students Affected by Half Day Sessions											

**2. Describe circumstances leading to present emergency situations in your district. Include documentation to substantiate any statements concerning health and safety hazards.**

**3. Describe previous solutions to problems of overcrowded conditions in your district, if applicable.**

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**PART III -- PLANNING INFORMATION**

Be specific and complete. If more space is needed, use 8 1/2 x 11 inch sheets of paper. Number the items to correspond with the items on the form and attach the additional sheets to this form. Attach documentation to support statements.

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1. Describe alternatives considered to provide classroom space in this emergency.

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2. Describe investigative results of each alternative.

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3. Justification for selecting half-day session alternative.

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4. Steps taken to eliminate half-day sessions

A. If new building program has been started, complete the following:

- (1) Project inspection number and date: \_\_\_\_\_
- (2) Date room schedule approved: \_\_\_\_\_
- (3) Present status of architectural services: \_\_\_\_\_
- (4) Estimated date of occupancy: \_\_\_\_\_

B. If new building program has NOT been started, complete the following:

- (1) Anticipated date for securing inspection number: \_\_\_\_\_
- (2) Anticipated date for securing room schedule: \_\_\_\_\_
- (3) Anticipated date of occupancy: \_\_\_\_\_

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5. Strategic Plan as requested by State Board of Education

A. Show date submitted to PDE: \_\_\_\_\_

B. Plan effective dates: From: \_\_\_\_\_ To: \_\_\_\_\_

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Date	Signature -- District Superintendent
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# LAMPETER-STRASBURG SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

## 804-AR-2. CHANGES IN DAILY SESSIONS

Delayed school openings, early dismissals, and school closings are determined primarily for the safety and welfare of students and staff members.

### Delayed Opening/Early Dismissal/School Closing

At the beginning of the year and at appropriate times throughout the year, the district will inform students, parents/guardians and employees about their responsibility to monitor the listed local media that will broadcast information about the district's schedule changes during weather situations. This information will be stated in student handbooks, district calendars, newsletters and other district literature, as well as being posted on the district website.

The Supervisor of Transportation and Superintendent or designee will monitor weather forecasts and evaluate road and travel conditions regarding their impact on safely transporting students to and from school on days of unfavorable weather conditions. They will determine delayed openings, early dismissal and closing of schools.

Designated district employees will inform administrators, notify bus drivers, announce to students and staff, notify local television and radio stations, initiate the district's telephone notification system, and post information on the district website regarding any changes in the established daily schedule for the schools. The district will attempt to provide as much advanced notice as possible.

Student reporting times, bus transportation schedules and staff reporting times will be delayed for the specific time announced.

Teachers will follow the established modified schedule for days of delayed opening and early dismissal.

When district schools are closed due to weather, students and designated staff will not report for school, and the day will not be counted as a part of the student school year or staff work year for those staff members. Days required to be made up and their dates will be designated by the Board.

During days of early dismissals or closing of school, all scheduled activities and events are cancelled.

Emergency Closing

When the Board is compelled to close a school because of contagious disease, natural disaster, or other emergency, the district will ask the Department of Education to exercise its discretion and grant a waiver to allow the district to receive full subsidy reimbursement for providing less than 180 days because of the emergency closing.

The Superintendent or designee will immediately contact the School Services Unit to discuss the emergency and any proposed solutions.

In all instances where the district is compelled to close a school under an emergency during the course of a school day, that day will be credited as a full day of membership and count as a full day of instructional hours. There will be no loss of subsidy when an emergency closing causes schools to be closed after the beginning of the school day.





# 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: \_\_\_\_\_

_____	_____	_____
_____	_____	_____
_____	_____	_____