

**LAMPETER-STRASBURG SCHOOL DISTRICT**  
Administration Building

Academic Committee Agenda  
November 4, 2024  
6:30 p.m.

**Items for Discussion:**

1. Lampeter-Strasburg High School New Course Proposals
  - a. Advanced Literacy for College and Career (English Department Elective)
  - b. Introduction to Forensics (Science Elective)
2. Lampeter-Strasburg High School Course Guide Updates
3. 2023-2024 PSSA / Keystone Achievement Data Review
4. Policy Review
  - a. Policy 124 Alternative Instruction
  - b. Policy 125 Adult Education
  - c. Policy 126 Class Size

**Items from the Group:**

LAMPETER-STRASBURG SCHOOL DISTRICT  
Lampeter, PA 17535

NEW COURSE PROPOSAL

**Due by October 31**

Title of Proposed Course: Advanced Literacy for College and Career

Dept. English

Credit Duration of Course: 1 semester

Grade Level(s): Any student who has successfully completed English 9 and 10

Anticipated Number of Sections: 1-2 sections per year

Proposed Teacher(s): Susan Rettew and Megan Burkhart (co-teacher)

What is the rationale for the new course? This course is designed to meet the evolving needs of students who are college and career ready and require strong practical English Language Arts skills in today's workforce and community life. This course aligns with the Pennsylvania ELA standards while focusing on the essential skills students will use in real world situations. It addresses the need for functional literacy and technical writing, effective communication and global cultural awareness.

Does this course replace an existing course? Initially, this will not replace a course until we see the numbers for enrollment. Eventually, this course will replace Novels and Film or Creative Writing, or we will offer those courses in a rotating fashion as we have in the past. i.e. Creative Writing 2025-26 / Novels and Film 2026-27.

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

1. **Technical Writing:** This aspect will provide students with practical skills in writing professional documents such as instructions, reports, and proposals. Mastery of technical writing ensures students can communicate effectively in various industries and fields that rely on clear, concise, and purpose-driven communication.
2. **Email Communication:** In today's professional world, email is a primary mode of communication. This course will teach students how to craft professional and courteous emails, ensuring they can represent themselves effectively in work environments and handle formal written communication with competence.
3. **Public Speaking:** Oral communication is a skill that extends beyond the classroom. By focusing on public speaking, the course will help students develop confidence in presenting ideas, leading discussions, and speaking in both formal and informal settings. This skill will be invaluable for job interviews, team meetings, customer interactions, and other scenarios.
4. **World Texts (Fiction and Nonfiction):** Exposure to global literature fosters

cultural awareness and empathy, helping students understand diverse perspectives. Through analysis of world texts, both fiction and nonfiction, students will expand their knowledge of global issues, cultures, and historical events, which can inform their roles as informed citizens and professionals in an increasingly interconnected world.

What, if any, are pre-requisites for the course? Successful completion of English 9 and 10

What, if any courses are recommended, but not required, to be taken prior to this course? None

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

**Standard - CC.1.2.11-12.A**

Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

**Standard - CC.1.2.11-12.C**

Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

**Standard - CC.1.2.11-12.D**

Evaluate how an author's point of view or purpose shapes the content and style of a text.

**Standard - CC.1.2.11-12.E**

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**Standard - CC.1.2.11-12.G**

Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

**Standard - CC.1.2.11-12.I**

Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

**Standard - CC.1.2.11-12.J**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Standard - CC.1.2.11-12.L**

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

**Standard - CC.1.3.11-12.E**

Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.

**Standard - CC.1.3.11-12.F**

Evaluate how words and phrases shape meaning and tone in texts.

**Standard - CC.1.3.11-12.H**

Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

**Standard - CC.1.3.11-12.I**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

**Standard - CC.1.4.11-12.A**

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

**Standard - CC.1.4.11-12.B**

Write with a sharp distinct focus identifying topic, task, and audience.

**Standard - CC.1.4.11-12.C**

Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

**Standard - CC.1.4.11-12.D**

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.



**Standard - CC.1.4.11-12.E**

Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

**Standard - CC.1.4.11-12.F**

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**Standard - CC.1.4.11-12.G**

Write arguments to support claims in an analysis of substantive topics.

**Standard - CC.1.4.11-12.H**

Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.

**Standard - CC.1.4.11-12.I**

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

**Standard - CC.1.4.11-12.J**

Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

**Standard - CC.1.4.11-12.K**

Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

**Standard - CC.1.4.11-12.T**

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

**Standard - CC.1.4.11-12.U**

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

**Standard - CC.1.4.11-12.V**

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Standard - CC.1.4.11-12.W**

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**Standard - CC.1.4.11-12.X**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**Standard - CC.1.5.11-12.A**

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**Standard - CC.1.5.11-12.B**

Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

**Standard - CC.1.5.11-12.B**

Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

**Standard - CC.1.5.11-12.D**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

**Standard - CC.1.5.11-12.E**

Adapt speech to a variety of contexts and tasks.

**Standard - CC.1.5.11-12.F**

Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

**Standard - CC.1.5.11-12.G**

Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

What are the implications for other departments, if any? None

What are the projected costs associated with the new course?

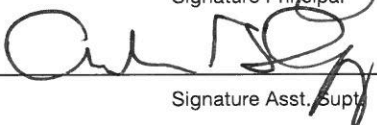
Textbook(s)/Supplies - \$0 - We plan to pull pieces of literature from our currently owned World Literature textbooks and/or our British Literature textbooks.

Special Equipment - None at this time

Other - None

Will additional staff have to be hired to teach this course? No

Reviewed by Building Principal  10/30/24  
Signature Principal Date

Reviewed by Asst. Supt.  10/30/24  
Signature Asst. Supt. Date

Date Presented to Subject Curriculum Committee 9/18/24

Date Presented to Academic Committee 11/4/24

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

**LAMPETER-STRASBURG SCHOOL DISTRICT**  
**Lampeter, PA 17535**

**NEW COURSE PROPOSAL**

**Due by October 31**

Title of Proposed Course: Introduction to Forensics: Unraveling the Mysteries of Crime Scene Investigation

Dept: Science

Credit: 1

Duration of Course: 1 semester (18 weeks)

Grade Level(s): 11-12th grade

Anticipated Number of Sections: 4

Proposed Teacher(s): Lindsay Garrett

What is the rationale for the new course?

Forensic science is a field that captures the imagination of many students. It offers a unique blend of science, critical thinking, and problem-solving skills applied to real-world scenarios. Forensics lends itself well to hands-on learning experiences. By engaging in simulated crime scene investigations, students can actively apply scientific principles, collect and analyze evidence, and collaborate with their peers. This experiential learning approach enhances student engagement and understanding. By introducing students to the principles and techniques of forensic science, they can see the direct application of scientific knowledge through biology, chemistry, physics, and mathematics. By studying forensics, students can see the connections between different scientific concepts and how they are integrated to solve complex problems involving crimes and mysteries.

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

Yes, this course replaces Integrated Science.

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

In this one-semester captivating course, students will delve into the fascinating world of forensic science and crime scene investigation. Through a combination of theory, hands-on activities, and real-world case studies, students will develop a deep understanding of the techniques and methodologies used to solve crimes.



Students will engage in simulated crime scene investigations, where they will learn to document and analyze evidence, conduct interviews, and develop logical theories to solve the case. They will also have the opportunity to work with forensic tools and technologies, such as microscopes, chromatography equipment, and forensic software. Throughout the course, students will explore various aspects of forensic science, including fingerprint analysis, DNA profiling, ballistics, trace evidence analysis, and forensic anthropology. They will learn how to collect, preserve, and analyze evidence, as well as how to apply scientific principles to solve complex mysteries.

What, if any, are prerequisites for the course?

Pre-requisite course: none

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

none

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

(LS 1-1, 2-3, 2-4, 3-1,4-1; Chem 3.1, 3.4; Phys 3.2, 3.4; Writing CC.3.6.9-12.A., CC.3.6.9-12.B.; Tech 3.1.12-3.3.12).

1. Introduction to Forensic Science and the Law
2. Types of Evidence and the Crime Scene
3. Fingerprints, Hair, Fibers
4. Drugs and Toxicology: Poisons and Alcohol
5. Trace Evidence
6. Soil and Glass Analysis
7. Blood and DNA Analysis
8. Forensic Entomology
9. Human Remains
10. Firearms, Toolmarks, and Impressions
11. Document and Handwriting Analysis
12. Cybercrime

What are the implications for other departments, if any?

Forensic science requires students to think critically, analyze evidence, and draw logical conclusions. By engaging in crime scene investigations and analyzing evidence, students develop skills in observation, data interpretation, and logical reasoning. These skills are transferable to other academic disciplines.

What are the projected costs associated with the new course?

Textbook(s)/Supplies - none

Special Equipment

Lab Supplies

- Consumables
- Shared Equipment from Chemistry, Physics, and Biology Labs

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

No

Reviewed by Building Principal

Signature Principal

10/20/24

Date

Reviewed by Asst. Supt.

Signature Asst. Supt.

10/28/24

Date

Date Presented to Subject Curriculum Committee

10/22/24

Date Presented to Academic Committee

11/4/24

Date Approved by Board of School Directors



**Lampeter-Strasburg High School**  
**2025-2026 Course Selection Guide Changes**

1. New Courses

- a. Introduction to Forensics: Unraveling the Mysteries of Crime Scene Investigation
  - i. Forensic science is a field that captures the imagination of many students. It offers a unique blend of science, critical thinking, and problem-solving skills applied to real-world scenarios. Forensics lends itself well to hands-on learning experiences. By engaging in simulated crime scene investigations, students can actively apply scientific principles, collect and analyze evidence, and collaborate with their peers. This experiential learning approach enhances student engagement and understanding. By introducing students to the principles and techniques of forensic science, they can see the direct application of scientific knowledge through biology, chemistry, physics, and mathematics. By studying forensics, students can see the connections between different scientific concepts and how they are integrated to solve complex problems involving crimes and mysteries.
  - ii. Yes, this course replaces Integrated Science.
- b. Advanced Literacy for College and Career
  - i. This course is designed to meet the evolving needs of students who are college and career ready and require strong practical English Language Arts skills in today's workforce and community life. This course aligns with the Pennsylvania ELA standards while focusing on the essential skills students will use in real world situations. It addresses the need for functional literacy and technical writing, effective communication and global cultural awareness.
  - ii. Initially, this will not replace a course until we see the numbers for enrollment. Eventually, this course will replace Novels and Film or Creative Writing, or we will offer those courses in a rotating fashion as we have in the past. i.e. Creative Writing 2025-26 / Novels and Film 2026-27.

2. Removed Courses

- a. Jewelry and Metals I, II, and III
  - i. We have not taught these courses in three years and do not have plans or staff to teach them in the near future. Courses will remain active but not in the guide.
- b. Mandarin Chinese I, II, III, and IV
  - i. We did not teach these courses this year and have seen a declining enrollment over the past several years. Courses will remain active but not in the guide.



Hans Herr Elementary School 2023-2024 PSSA Achievement Data

HANS HERR EL SCH  
Performance Level Distribution by Subject

English Language Arts Performance Level Results

| Percentages at Each Performance Level* | Below Basic | Basic | Proficient | Advanced | Percentage of Students Below Basic and Basic in English Language Arts | Percentage of Students Proficient and Advanced in English Language Arts |
|--|-------------|-------|------------|----------|---|---|
| School 2024                            | 6           | 23    | 51         | 19       | 29.7 6 23   | 51 19 70.3  |
| School 2023                            | 6           | 29    | 43         | 22       | 35.2 6 29   | 43 22 64.8  |
| School 2022                            | 9           | 22    | 43         | 26       | 30.9 9 22   | 43 26 69.1  |
| District 2024                          | 6           | 28    | 48         | 19       | 33.7 6 28   | 48 19 66.3  |
| State 2024                             | 13          | 34    | 40         | 13       | 47.0 13 34  | 40 13 53.0  |

In 2024, 70.3 % of the students at HANS HERR EL SCH met or exceeded proficiency in English Language Arts. Comparatively, 53.0 % of the students in Pennsylvania met or exceeded proficiency in English Language Arts. Use the 2022 and 2023 data provided to determine your school’s three-year progress. These numbers indicate only the students who are in their full academic year.

HANS HERR EL SCH  
Performance Level Distribution by Subject

Mathematics Performance Level Results

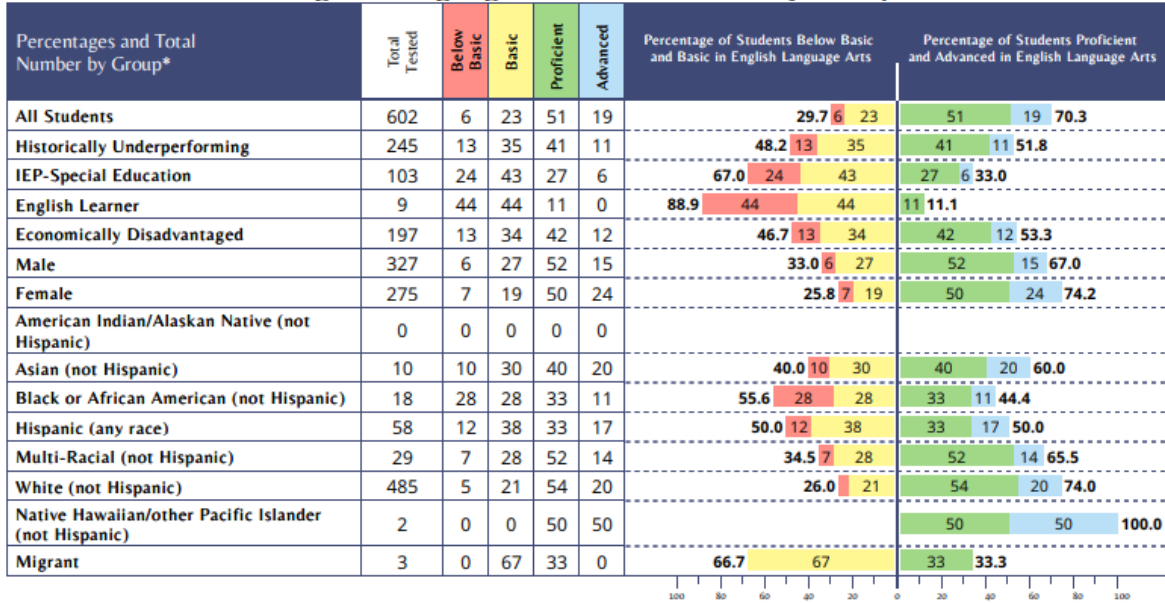
| Percentages at Each Performance Level* | Below Basic | Basic | Proficient | Advanced | Percentage of Students Below Basic and Basic in Mathematics | Percentage of Students Proficient and Advanced in Mathematics |
|--|-------------|-------|------------|----------|---|---|
| School 2024                            | 9           | 27    | 36         | 28       | 36.2 9 27   | 36 28 63.8  |
| School 2023                            | 9           | 25    | 41         | 25       | 33.7 9 25   | 41 25 66.3  |
| School 2022                            | 12          | 29    | 36         | 23       | 40.5 12 29  | 36 23 59.5  |
| District 2024                          | 13          | 29    | 34         | 24       | 41.9 13 29  | 34 24 58.1  |
| State 2024                             | 32          | 28    | 25         | 16       | 59.6 32 28  | 25 16 40.4  |

In 2024, 63.8 % of the students at HANS HERR EL SCH met or exceeded proficiency in Mathematics. Comparatively, 40.4 % of the students in Pennsylvania met or exceeded proficiency in Mathematics. Use the 2022 and 2023 data provided to determine your school’s three-year progress. These numbers indicate only the students who are in their full academic year.

## HANS HERR EL SCH

### 2024 Performance Level Distribution by Subject and Group

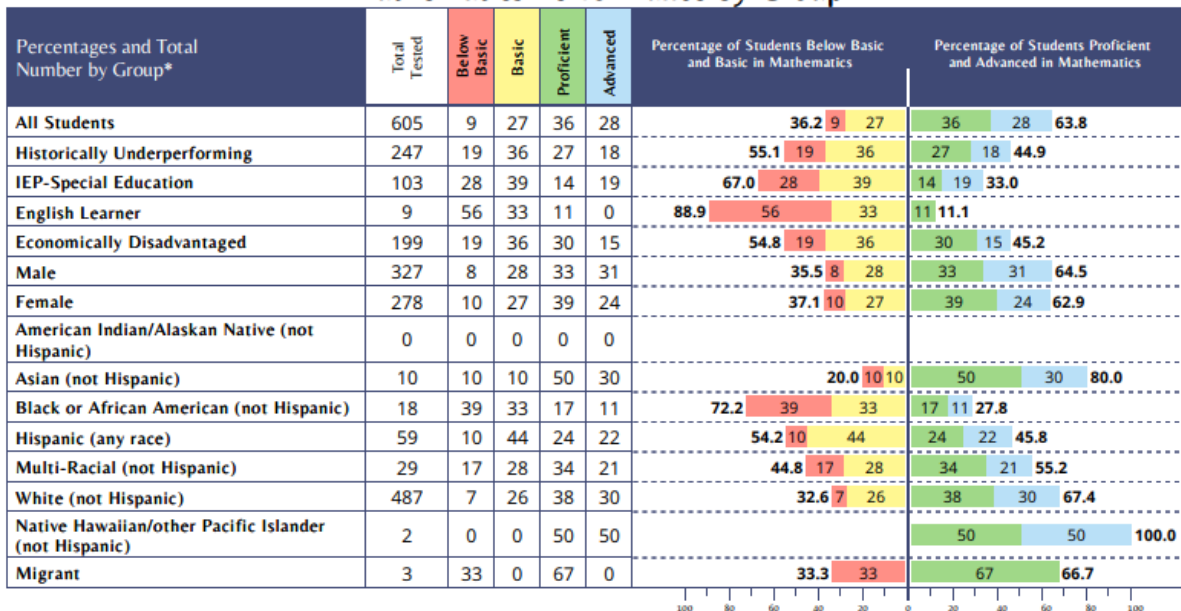
#### English Language Arts Performance by Group



## HANS HERR EL SCH

### 2024 Performance Level Distribution by Subject and Group

#### Mathematics Performance by Group



## HANS HERR EL SCH

### 2024 Performance Level Distribution by Subject and Grade

#### English Language Arts

##### School, District, and State Performances by Grade

| Percentages at Each Performance Level* | Grade | Below Basic | Basic | Proficient | Advanced | Percentage of Students Below Basic and Basic in English Language Arts | Percentage of Students Proficient and Advanced in English Language Arts |
|--|-------|-------------|-------|------------|----------|---|---|
| School                                 | 3     | 6           | 21    | 57         | 16       | 26.9 6 21   | 57 16 73.1  |
| District                               |       | 6           | 21    | 57         | 16       | 26.9 6 21   | 57 16 73.1  |
| State                                  |       | 16          | 28    | 47         | 9        | 44.2 16 28  | 47 9 55.8   |
| School                                 | 4     | 5           | 27    | 48         | 21       | 31.8 5 27   | 48 21 68.2  |
| District                               |       | 5           | 27    | 48         | 21       | 31.8 5 27   | 48 21 68.2  |
| State                                  |       | 16          | 32    | 35         | 17       | 48.6 16 32  | 35 17 51.4  |
| School                                 | 5     | 8           | 22    | 49         | 21       | 30.4 8 22   | 49 21 69.6  |
| District                               |       | 8           | 22    | 48         | 21       | 30.7 8 22   | 48 21 69.3  |
| State                                  |       | 17          | 31    | 42         | 10       | 47.8 17 31  | 42 10 52.2  |

100 80 60 40 20 0 20 40 60 80 100

## HANS HERR EL SCH

### 2024 Performance Level Distribution by Subject and Grade

#### Mathematics

##### School, District, and State Performances by Grade

| Percentages at Each Performance Level* | Grade | Below Basic | Basic | Proficient | Advanced | Percentage of Students Below Basic and Basic in Mathematics | Percentage of Students Proficient and Advanced in Mathematics |
|--|-------|-------------|-------|------------|----------|---|---|
| School                                 | 3     | 9           | 28    | 36         | 28       | 36.7 9 28   | 36 28 63.3  |
| District                               |       | 9           | 28    | 36         | 28       | 36.7 9 28   | 36 28 63.3  |
| State                                  |       | 26          | 22    | 31         | 21       | 48.6 26 22  | 31 21 51.4  |
| School                                 | 4     | 8           | 20    | 37         | 35       | 27.7 8 20   | 37 35 72.3  |
| District                               |       | 8           | 20    | 37         | 35       | 27.7 8 20   | 37 35 72.3  |
| State                                  |       | 25          | 26    | 27         | 21       | 51.4 25 26  | 27 21 48.6  |
| School                                 | 5     | 9           | 34    | 35         | 21       | 43.5 9 34   | 35 21 56.5  |
| District                               |       | 10          | 34    | 35         | 21       | 43.7 10 34  | 35 21 56.3  |
| State                                  |       | 25          | 32    | 28         | 15       | 57.2 25 32  | 28 15 42.8  |

100 80 60 40 20 0 20 40 60 80 100

## Martin Meylin Middle School 2023-2024 PSSA/Keystone Achievement Data

### MARTIN MEYLIN MS Performance Level Distribution by Subject

#### English Language Arts Performance Level Results

| Percentages at Each Performance Level* | Below Basic | Basic | Proficient | Advanced | Percentage of Students Below Basic and Basic in English Language Arts | Percentage of Students Proficient and Advanced in English Language Arts |
|--|-------------|-------|------------|----------|---|---|
| School 2024                            | 5           | 32    | 45         | 18       | 37.3 32   | 45 18 62.7  |
| School 2023                            | 3           | 28    | 45         | 24       | 31.2 28   | 45 24 68.8  |
| School 2022                            | 3           | 23    | 51         | 22       | 26.1 23   | 51 22 73.9  |
| District 2024                          | 6           | 28    | 48         | 19       | 33.7 6 28   | 48 19 66.3  |
| State 2024                             | 13          | 34    | 40         | 13       | 47.0 13 34  | 40 13 53.0  |

In 2024, 62.7 % of the students at MARTIN MEYLIN MS met or exceeded proficiency in English Language Arts. Comparatively, 53.0 % of the students in Pennsylvania met or exceeded proficiency in English Language Arts. Use the 2022 and 2023 data provided to determine your school's three-year progress. These numbers indicate only the students who are in their full academic year.

### MARTIN MEYLIN MS Performance Level Distribution by Subject

#### Mathematics Performance Level Results

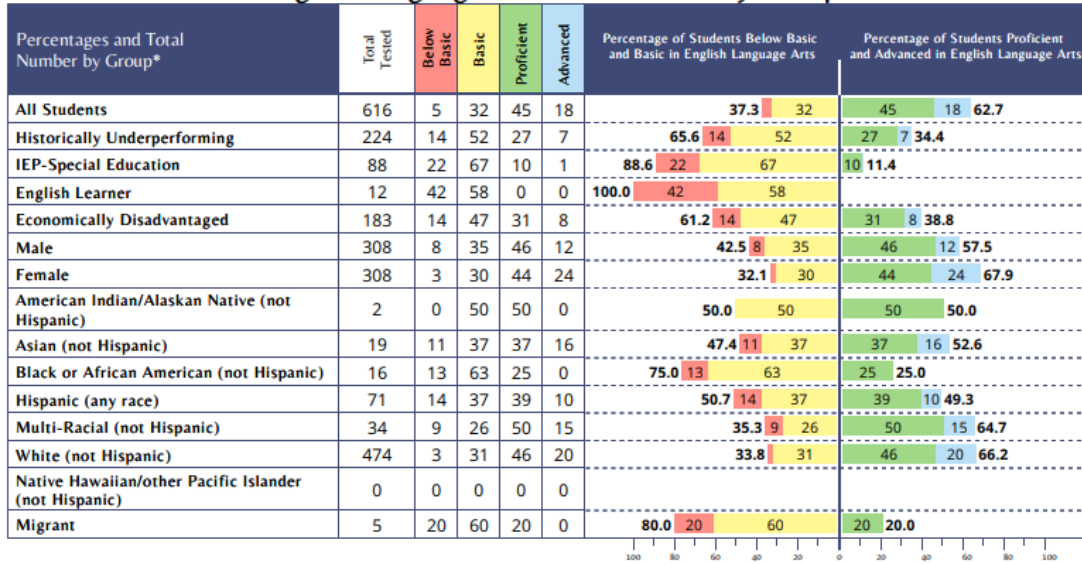
| Percentages at Each Performance Level* | Below Basic | Basic | Proficient | Advanced | Percentage of Students Below Basic and Basic in Mathematics | Percentage of Students Proficient and Advanced in Mathematics |
|--|-------------|-------|------------|----------|---|---|
| School 2024                            | 16          | 31    | 32         | 20       | 47.2 16 31  | 32 20 52.8  |
| School 2023                            | 18          | 32    | 31         | 19       | 50.0 18 32  | 31 19 50.0  |
| School 2022                            | 21          | 36    | 27         | 15       | 57.5 21 36  | 27 15 42.5  |
| District 2024                          | 13          | 29    | 34         | 24       | 41.9 13 29  | 34 24 58.1  |
| State 2024                             | 32          | 28    | 25         | 16       | 59.6 32 28  | 25 16 40.4  |

In 2024, 52.8 % of the students at MARTIN MEYLIN MS met or exceeded proficiency in Mathematics. Comparatively, 40.4 % of the students in Pennsylvania met or exceeded proficiency in Mathematics. Use the 2022 and 2023 data provided to determine your school's three-year progress. These numbers indicate only the students who are in their full academic year.



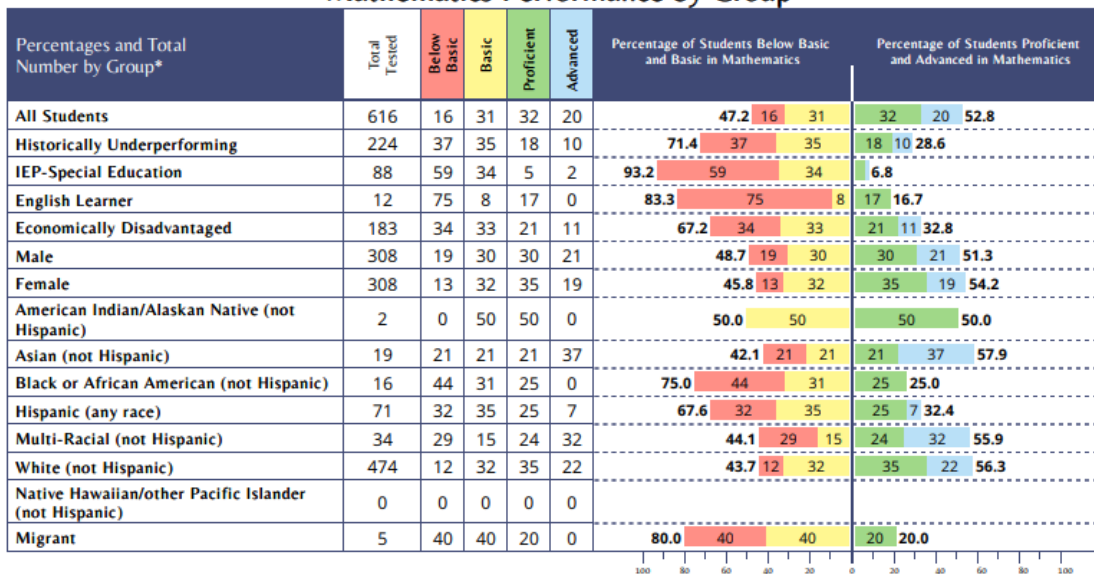
MARTIN MEYLIN MS  
2024 Performance Level Distribution by Subject and Group

English Language Arts Performance by Group



MARTIN MEYLIN MS  
2024 Performance Level Distribution by Subject and Group

Mathematics Performance by Group

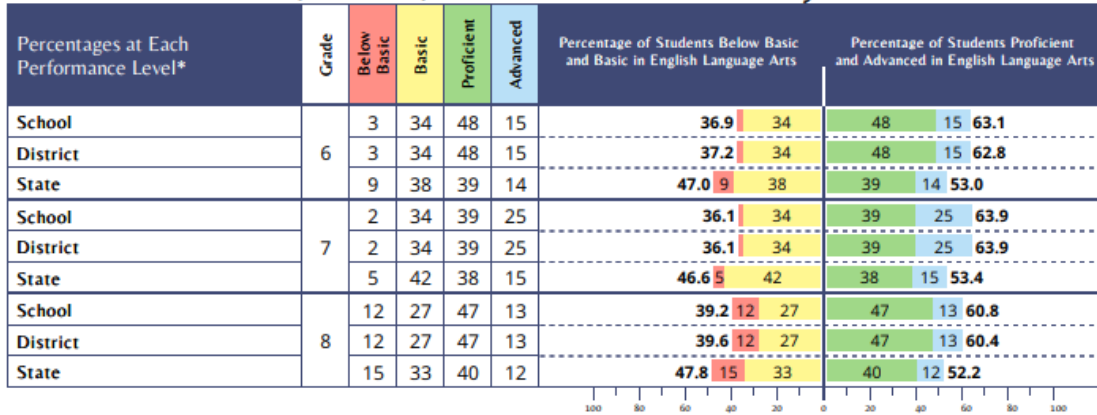


## MARTIN MEYLIN MS

### 2024 Performance Level Distribution by Subject and Grade

#### English Language Arts

##### School, District, and State Performances by Grade

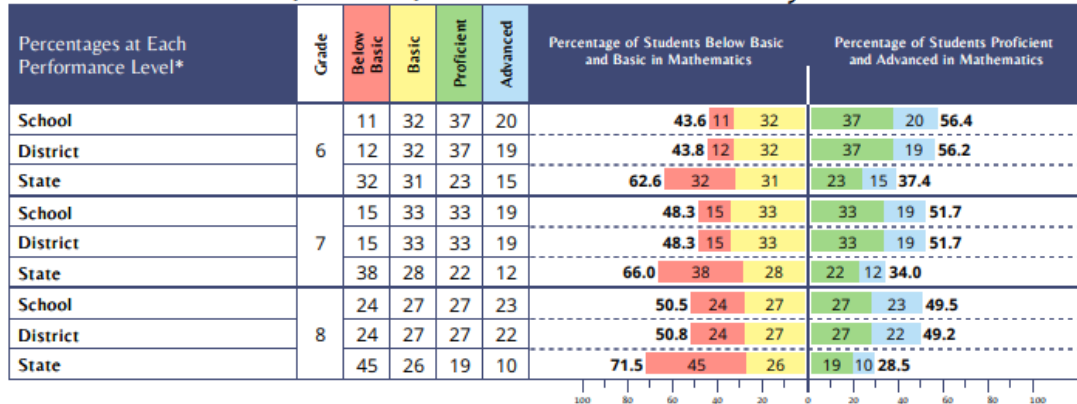


## MARTIN MEYLIN MS

### 2024 Performance Level Distribution by Subject and Grade

#### Mathematics

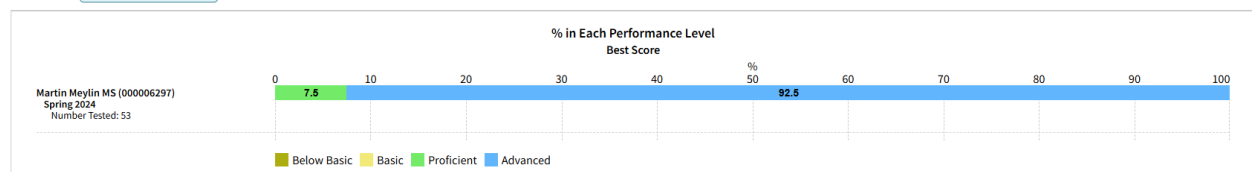
##### School, District, and State Performances by Grade



Group Summary: Performance Levels: Keystone, Martin Meylin MS (000006297), Algebra I, Spring 2024

Options Save Download Table Chart Transpose

Sort By: None



# Lampeter-Strasburg High School 2023-2024 Keystone Achievement Data

Group Summary: Performance Levels: Keystone, Lampeter-Strasburg Shs (000002607), Algebra I

Options

Save

Download

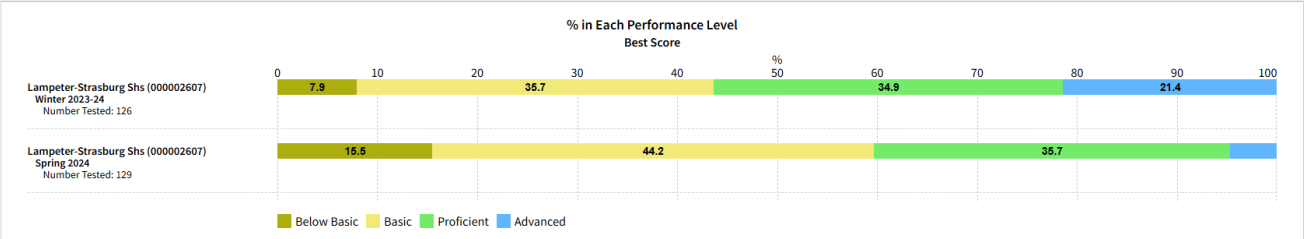
Table

Chart

Transpose

Sort By: 

None



Group Summary: Performance Levels: Keystone, Lampeter-Strasburg Shs (000002607), Biology

Options

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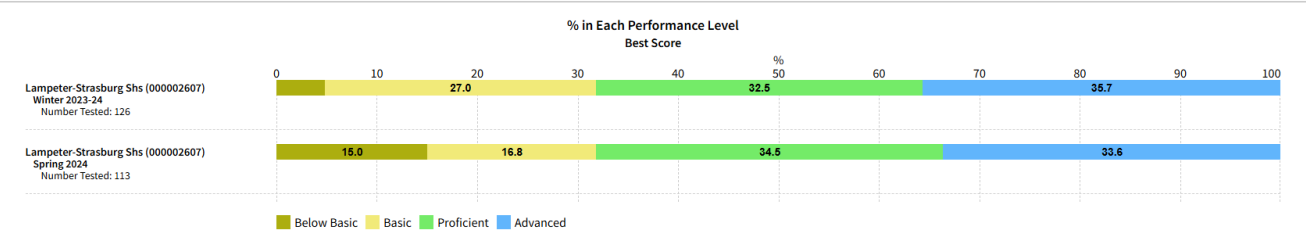
Table

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Transpose

Sort By: 

None



Group Summary: Performance Levels: Keystone, Lampeter-Strasburg Shs (000002607), Literature

Options

Save

Download

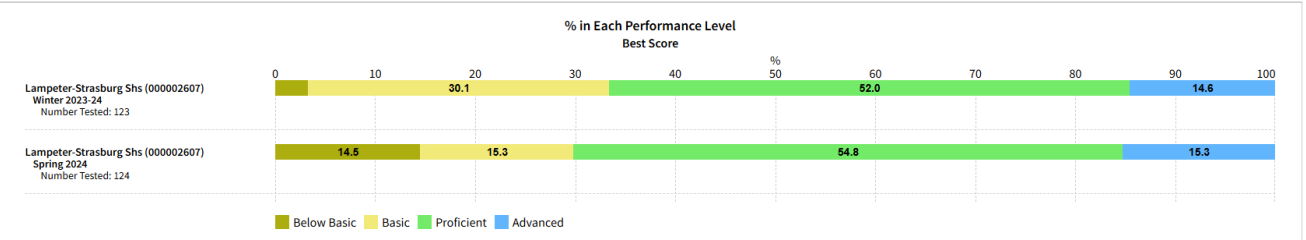
Table

Chart

Transpose

Sort By: 

None



|         |                         |
|---------|-------------------------|
| Book    | Policy Manual           |
| Section | 100 Programs            |
| Title   | Alternative Instruction |
| Code    | 124                     |
| Status  | Active                  |
| Adopted | February 4, 2019        |

### **Authority**

The Board may grant credit toward high school graduation for course work successfully completed through approved summer school, correspondence courses, distance education, online courses and dual enrollment, in accordance with this policy.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)

### **Delegation of Responsibility**

The building principal shall be responsible for reviewing and approving student applications for earning credit toward graduation through approved alternative instruction courses.

The building principal shall determine the number of credits assigned to such a course as part of the approval process before the student begins the course.

### **Guidelines**

Students shall submit to the building principal a written request for approval of each proposed course and the number of credits sought.

The course subject must be included in the district's planned instruction and be relevant to established academic standards.[\[7\]](#)[\[8\]](#)

The student shall receive the same letter grade for credit that is assigned by the alternative instruction course.

|       |                                     |
|-------|-------------------------------------|
| Legal | <a href="#">1. 24 P.S. 502</a>      |
|       | <a href="#">2. 24 P.S. 1525</a>     |
|       | <a href="#">3. 24 P.S. 1901</a>     |
|       | <a href="#">4. 24 P.S. 1903</a>     |
|       | <a href="#">5. 24 P.S. 1906</a>     |
|       | 6. Pol. 217                         |
|       | 7. Pol. 102                         |
|       | 8. Pol. 107                         |
|       | <a href="#">24 P.S. 1901 et seq</a> |
|       | <a href="#">22 PA Code 4.41</a>     |



# LAMPETER-STRASBURG SCHOOL DISTRICT

## ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

### 124-AR-0. ALTERNATIVE INSTRUCTION COURSES

#### Application

Students applying for permission to take a summer school course, correspondence course, distance education, or online course or participate in dual enrollment for credit towards graduation requirements must submit a written request and the required documentation to the building principal prior to beginning the course.

Each student must submit a course syllabus, including prerequisites; specific learning goals and activities; student evaluation criteria; and teacher responsibilities, for review by the principal before a course is approved.

Each student must document completion of all prerequisites.

Each student must provide teacher or counselor recommendations to confirm the student possesses the maturity level necessary to function effectively in an alternative instruction environment.

#### Administrative Review/Approval

The building principal will review each student application and the submitted documentation.

Approval of a course will be based on the course content and rigor; its length and scope; the methods of assessing knowledge acquired by the student; qualifications of the instructor; and other relevant factors.

Prior to approving student participation in an alternative instruction course, the principal will verify through submitted documentation that the following are being adhered to by the provider:

1. Curriculum is in compliance with state and local academic standards.
2. Instruction is delivered by staff licensed in the state where the course originates.

3. Methods for providing feedback and monitoring student progress are established.
4. Confidentiality of student record information is maintained throughout the process.

The principal may assign a teacher to monitor student progress, grading of assignments, and testing.

#### Student Participation

Students earning credit for alternative instruction courses must participate in all required assessments, and students will be required to meet all applicable academic standards.

Credit for the course is not recognized until an official record for the final grade has been submitted to the principal or designee, with feedback from the alternative instruction instructor.

Students may be limited as to the number of alternative instruction credits that apply toward credit for graduation requirements.

Students who violate Board policy or engage in any activity prohibited by Board policy, administrative regulations or district rules are subject to disciplinary action.

#### Correspondence Courses

A student enrolled in a correspondence course can receive credit for work completed, provided:

1. The course is provided by an accredited institution.
2. The student is a senior.
3. The student assumes responsibility for all fees, including tuition and textbooks.
4. The principal approves the course in advance.

#### Distance Education

A student enrolled in a distance education course can receive credit for work completed, provided:

1. The course is provided by an approved institution.
2. The course is not offered by the district.
3. The course is not an alternative to any course offered in the district.
4. The student assumes responsibility for all fees, including tuition and textbooks.

5. The principal approves the course in advance.

### Online Courses

A student enrolled in an online course can receive credit for work completed, provided:

1. The course is provided by an accredited institution.
2. The course is not offered by the district.
3. The course is not an alternative to any course offered in the district, except when taken to earn credit for a failed course.
4. The student assumes responsibility for all fees, including tuition and textbooks.
5. The building principal approves the course in advance.

### Dual Enrollment

A student participating in dual enrollment can concurrently enroll in postsecondary courses and receive both secondary and postsecondary credit for that coursework, provided:

1. The course is nonremedial.
2. The course is offered in a core academic subject, to include: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. Postsecondary courses such as psychology and sociology are allowable as a social science.
3. The course must be identical to that offered to postsecondary students when secondary students are not enrolled, including the use of an identical curriculum, assessments and instructional materials.
4. The course must enforce prerequisite coursework requirements in the same manner as when secondary students are not enrolled.

A student cannot enroll in more than twenty-four (24) postsecondary credits in any school year.

|         |                 |
|---------|-----------------|
| Book    | Policy Manual   |
| Section | 100 Programs    |
| Title   | Adult Education |
| Code    | 125             |
| Status  | Active          |

### **Purpose**

The Board recognizes the value of opportunities for educational growth and advancement to adult members of the community and the need of adults for educational programs.

### **Authority**

The Board may establish and maintain a program of adult education based upon the needs and interests of the residents, consistent with the district's educational goals and objectives and Board policies.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

The Board may employ staff, utilize available facilities, supply instructional and supplementary materials, and provide administrative leadership required to maintain the adult education program. The Board shall establish the tuition rate for each course offered in the adult education program.[\[3\]](#)[\[5\]](#)

### **Guidelines**

Admission to an adult education program shall be open to all adult residents of this district.

### **Delegation of Responsibility**

The Superintendent or designee shall:

1. Assess the needs and resources of the community.
2. Develop a program of adult education and present that program to the Board for approval.
3. Prepare a calendar of adult education activities.
4. Develop and implement means to inform the public of adult education offerings.

|       |                                 |
|-------|---------------------------------|
| Legal | <a href="#">1. 24 P.S. 502</a>  |
|       | <a href="#">2. 24 P.S. 1901</a> |
|       | <a href="#">3. 24 P.S. 1903</a> |
|       | <a href="#">4. 24 P.S. 1906</a> |
|       | <a href="#">5. 24 P.S. 1923</a> |
|       | <a href="#">24 P.S. 1904</a>    |
|       | <a href="#">24 P.S. 1905</a>    |



|         |                  |
|---------|------------------|
| Book    | Policy Manual    |
| Section | 100 Programs     |
| Title   | Class Size       |
| Code    | 126              |
| Status  | Active           |
| Adopted | February 4, 2019 |

**Authority**

Class size shall be reviewed by the Board periodically in consultation with the Superintendent and designated administrators.

**Delegation of Responsibility**

The Superintendent shall develop administrative regulations for determining class size, which shall take into account:

1. Subject matter.
2. Type of instruction.
3. Ability of students.
4. Age group of students.
5. Use of aides.
6. Use of special facilities and equipment.

Legal [24 P.S. 510](#)  
Pol. 000

# LAMPETER-STRASBURG SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

## 126-AR-0. CLASS SIZE

Variances in class size are necessary and feasible due to difference in grade levels, planned instruction, course intensity and content, required laboratories and activities, physical facilities, etc.

The administration will strive to maintain class and course size ranges that are optimal for the learning environment. Maintenance of class size requires both educational and financial decisions. The Superintendent and administrative team will consider class sizes when developing current and future budgets.

Principals will inform the Superintendent or designee of foreseeable, unusual circumstances and/or conditions that could impact class sizes so that planning can begin in a timely manner.

When questions or issues arise regarding class size, the principal will discuss the learning environment and physical conditions with the staff involved and submit to the Superintendent or designee an appraisal of conditions and their present or future impact on student achievement.

A thorough discussion and review of available options will be completed prior to determining a course of action. Options that may be considered include:

1. Divide the class and employ an additional teacher.
2. Assign a paraprofessional.
3. Develop a team teaching situation.
4. Reassign individual students.
5. Adjust class schedules.
6. Adjust district attendance boundaries.

7. Enlist aid of classroom volunteers.
8. Transport some students to a different building.
9. Other options that address specific situations.

A recommendation for an adjustment in class size must be justified in terms of the educational advantage for students and the impact on student achievement, with consideration given to the financial resources required.

After receiving the principal's report and consulting with relevant administrators, the Superintendent will present a recommendation to the Board for its approval.