
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF EDUCATION

333 MARKET STREET

HARRISBURG, PA 17126-0333

Chapter 4 Educational Strategic Plan

January 16, 2007

Entity: Chambersburg Area SD

Address: 435 Stanley Ave

Chambersburg, PA 17201-3405

Phone: (717) 263-9281

Contact Name: Dr. Joseph Padasak

Organization Description

The building organizational structure of the Chambersburg Area School District is as follows: (17) elementary schools (K-5), (1) middle school (6-7), (1) junior high school (8-9), and (1) senior high school (10-12). With reference to Chapter 4 the relationship of the district's organizational structure to the state mandates for curriculum is:

Kindergarten - 2, primary level

Grades 3 - 5, intermediate level

Grades 6 - 8, middle level

Grades 9 - 12, high school level

Thus, the planned instruction mandated in Chapter 4 is matched to the state requirements for elementary, intermediate, middle, and high school instruction.

At all organizational levels, planned instruction shall be revised/developed as mandated in Chapter 4, and taught to all students as required in Chapter 4, Sections 4.21, 4.22, and 4.23.

The Assistant Superintendent for Elementary Schools is responsible for the curriculum revision process for the elementary schools. The Assistant Superintendent will work with the building administrators, teachers, parents, and community members to implement the curriculum revision process.

Secondary school curriculum will be the responsibility of the building principal who will supervise and coordinate the revision process. The principal will work with other building administrators, department heads and chairs, teachers, parents and community members.

Core Purpose**Mission**

The Chambersburg Area School District will partner with families and the community to prepare all students for success as responsible citizens and life-long learners.

Vision

All schools and disaggregated groups are at or above PSSA benchmarks.

Shared Values

- Student, family, school and community share the responsibility and accountability for learning.
- Every student deserves a well-rounded education with high academic standards.
- Every student can be successful.
- Every student learns differently.
- Learning takes place best in a positive and safe environment.
- Meaningful instruction has a real world application.
- Learning is lifelong.

Educational Goals

1. **Language Arts (Reading, Writing, Speaking, and Listening):** Each student shall become proficient in reading, composition, listening, speech, understanding, interpreting, analyzing, and synthesizing information.
2. **Mathematics:** Each student shall become proficient in the use of varied mathematical processes and applications to solve challenging problems and to create new ways of understanding information.
3. **Science and Technology:** Each student shall become proficient in applying the processes of analysis, synthesis and evaluation to the solution of challenging scientific problems and in the application and understanding of technology in society.
4. **Environment and Ecology:** Each student shall understand the environment and the student's ecological relationship with it in order to recognize the importance of the quality of life in a healthy and balanced environment.
5. **Social Studies:** Each student shall understand local, state, and United States history, geography, systems of government and economics and their relationship to the history, geography, systems of government and economics of other countries in the world and shall acquire and have opportunities to practice, in the school and in the community, the skills necessary for active participation in civic life.
6. **Arts and Humanities:** Each student shall understand and appreciate the breadth of human accomplishment through the arts and humanities and shall have opportunities to practice creativity of thought and action and to demonstrate talent in the arts.
7. **Career Education and Work:** Each student shall explore varied career options and develop the skills and work habits needed to be a productive, contributing member of society and the understanding that lifelong learning is necessary to maintain those behaviors.
8. **Health, Safety, and Physical Education:** Each student shall acquire and use the knowledge and skills necessary to promote individual and family health and wellness including the prevention of alcohol, chemical, and tobacco abuse.
9. **Family and Consumer Science:** Each student shall understand and apply principles of resource management, consumer behavior, child health and childcare to provide personal and family needs.
10. **World Languages:** Each student will be given the opportunity to communicate in a language other than English, including the ability to understand and interpret written and spoken world languages.

Benchmark Goals**Goal: COMMUNICATION**

Description: A school newsletter will be sent with each progress report and report card.

·The CASD will maintain an up to date newsletter on the District web page for communication with the public.

·Student grades will be available to students and parents electronically.

·The CASD will develop and implement a public relations department by the beginning of the 2007-2008 school year.

Goal: DIFFERENTIATED INSTRUCTION

Description: The CASD will develop effective teaching strategies and behavioral techniques to promote student success.

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduation rate will meet an 80% threshold and/or show growth.

Goal: MATHEMATICS

Description: At least 45% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Goal: NO CHILD LEFT BEHIND

Description: The CASD will promote the knowledge and understanding of federal and state standards for all professional staff members in order that sound instructional decisions are made that promote student learning measurable by assessment outcomes that demonstrate proficiency.

Goal: READING

Description: At least 54% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Goal: STUDENT ACHIEVEMENT

Description: Student knowledge and skills will improve in reading, math and science as measured by an increase on the PSSA of 2% per year.

·Academic achievement benchmarks will be developed and implemented for grades 5,8 and 11.

·Remediation and alternative programs will be developed and implemented for grade 5, 8 and 11 for students not achieving benchmarks.

·Students will be required to achieve the benchmarks in order to receive a CASHS diploma.

·Graduation requirements will be reviewed every two years and revised as needed to remain competitive.

The CASD will develop and implement more alternative programs to increase student achievement.

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Goal: TECHNOLOGY - MISSION AND VISION

Description: The CASD will provide training ranging from basic technology skills to advanced integration methods in the use of all types of educational technologies, computer literacy, ethics and security for all instructors for the purpose of using computers, networks, and related technologies as instructional tools, for research and development, and as tracking, reporting, and presentation tools.

The CASD will give students advanced opportunities to use technology integrated in the curriculum.

The CASD will provide a technology program instrumental in exemplifying the vision of the District to become the school of choice.

Goal: WELLNESS AND SAFETY

Description:

1. The CASD will provide awareness training in safe school issues for all professional staff including:
 - a. Bullying prevention
 - b. Peer mediation
 - c. School safety and violence prevention
2. The CASD will provide health and wellness training for all professional staff including:
 - a. Stress management techniques
 - b. Crisis intervention
 - c. Depression & suicide prevention
 - d. Drug & Alcohol awareness and education
 - e. Character Education
 - f. Student Health Issues
 - g. Medications, current/new diseases, mental health diagnosis, health care procedures
3. The CASD will provide awareness training for all professional staff of the legal issues surrounding wellness and safety in our schools.

Goal: WORK FORCE DEVELOPMENT

Description: The CASD will develop and implement K-12 career education and work standards.

The CASD will form a work force committee to connect school and career.

Academic Standards

The academic standards describe the knowledge and skills that students will be expected to demonstrate. The district shall provide attainment of the academic standards as per Chapter 4, Section 4.12. The PA Academic Standards in grades 3, 5, 6, and 11 for reading, writing, speaking, listening and mathematics shall guide the educational program in these areas in the district. In addition, the district has developed a PA Academic Standards based curriculum in mathematics, reading, writing, speaking, and listening.

Over the next five years, the district will further develop curriculum consistent with approved state standards in the subject areas of:

- Science and technology
- Environment and ecology
- Social studies
- Arts and humanities
- Career education and work
- Health, safety and physical education
- Family and consumer science
- World languages

The process and time line in developing the curriculum in each of the above areas are addressed in the district curriculum revision cycle.

Until such time as this curriculum is developed in each of the above areas, the district planned courses and the objectives within them shall be utilized as the district standards for student achievement.

Graduation Requirements**1. Purpose**

It shall be the policy of the Board to acknowledge each student's successful completion of the instructional program appropriate to the student's interests and needs by the award of a Chambersburg Area Senior High School diploma.

SC 1613

2. Authority

The Board shall adopt the graduation requirements students must achieve, which shall include course completion and grades, completion of a culminating project, and results of local and state assessments.

The Board shall identify the planned courses for which credit toward graduation shall be awarded. These written plans shall be on file in the district and shall be made available upon request for review by the designated representatives of the Department of Education.

SC 1611

3. Guidelines

The Chambersburg Area Senior High School diploma shall be awarded to students who have successfully completed, while in grades 9-12, the minimum number of credits required which are as follows.

Subject Credits Required

English 4

Social Studies 3

Mathematics 4

Science 3

Electives 6.5

Fitness/Wellness 2

Driver Education .25

Speech .25

Such credits shall include those required by the Regulations of the Pennsylvania Department of Education (Chapter IV. Regulations, PDE).

High School Principal is authorized to modify requirements for graduation.

Students graduating in the Class of 2007, 2008, 2009, must earn twenty-two (22) credits for graduation.

Students graduating in the Class of 2010 and beyond must earn twenty-three (23) credits for graduation.

Credits granted by the following institutions shall be accepted towards completion of the required credits:

- Accredited evening and summer school courses that meet the hour requirements for awarding credit according to the current Chapter IV regulations.
- Correspondence and other schools approved by the Department of Education.
- Colleges and universities that have accepted a high school student in college courses.

Provisions for Franklin County Career & Technology Center Students

- Students who attend Franklin County Career & Technology Center (FCCTC) for two or more years will be held to the overall 22-credit requirement; however, they would be required to obtain three (3) credits each in mathematics and science.
- Students who attend FCCTC for one semester will be required to earn seven (7) credits in mathematics and science combined.

Graduation Project Requirement

A graduation project is required of all students in order to graduate. All students must comply with the Pennsylvania State board of Education's Chapter 4 regulation requiring a culminating project. Students must

successfully complete an approved project. Students must achieve a proficient rating or better on their project to satisfy this portion of the graduation requirements.

Level of Proficiency on the Pennsylvania System of School Assessment (PSSA)

Beginning with the Class of 2008, students must attain a score of Advanced or Proficient in the areas of Reading and Mathematics on the Pennsylvania System of School Assessment (PSSA) during their eleventh grade year. Students who attain a score of Basic or Below Basic in the areas of Reading and/or Mathematics on the PSSA in grade eleven (11) will take the PSSA retest in the fall of their senior year. Students who do not score Proficient or Advanced on the PSSA retest in their senior year must prove their proficiency on an alternative assessment administered by the Chambersburg Area School District.

Beginning with the Class of 2009, students must attain a score of Advanced or Proficient in the areas of Reading and Mathematics on the Pennsylvania System of School Assessment (PSSA) during their eleventh grade year. Students who attain a score of Basic or Below Basic in the areas of Reading and/or Mathematics on the PSSA in grade eleven (11) will take the PSSA retest in the fall of their senior year. Students not making Proficiency on the PSSA Re-test in their Senior Year will be required to take and pass at the Proficient Level a class in Math and/or Reading for Proficiency during the second semester of the Senior Year.

Special needs students who do not achieve Proficiency after the retake test during their senior year may graduate based on the criterion determined by the Individual Education Program Team in accordance with IDEA.

Transfer Students

Any student who transfers into the Chambersburg Area Senior High School after the PSSA test is given in the spring of their Junior year must meet at least one of the following requirements:

- score Advanced or Proficient on the State Assessment from the previous school attended
- pass a local PSSA like assessment test

Meeting at least one of the above criteria will result in a student meeting the PSSA requirement to obtain a Chambersburg Area School District diploma.

****Please Note:** The above statement refers only to the PSSA requirement for graduation. All other graduation requirements listed in the Student agenda must be met.

FCCTC and/or Alternative Education Students

A student who attends FCCTC or an alternative education placement where a Chambersburg Area School District diploma would be issued must meet at least one of the following requirements:

- score Advanced or Proficient on the State Assessment from the previous school attended
- earn a Pennsylvania Skills Certificate by passing the NOCTI (National Occupational Competency Training Institute) test in skills area for FCCTC students
- pass a local PSSA like assessment test administered by the school district

Title 22 Sec. 5.11

4. Delegation of Responsibility

No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure, but she/he may be denied participation in the ceremony of graduation when personal conduct so warrants.

Diplomas for Eligible Veterans

In order to honor and recognize eligible veterans who left high school prior to graduation to serve in World War II or the Korean War, the Board shall grant a diploma to a veteran who meets the applicable requirements of law and completes the required application. Upon proper application, the board may award a diploma posthumously to a veteran who meets the stated requirements. The Superintendent shall submit to the Board for its approval the names of veterans of World War II and the Korean War who are eligible for a high school Diploma.

The Superintendent shall develop procedures for implementing this policy which include:

- The careful recording of each student's progress and accumulation of graduation requirements. Counseling of students to know what is expected of them for completion of their schooling.
- Issuance of periodic warning to students in danger of not fulfilling graduation requirements.
- Preparation and submission to the Board for its approval of a list of all candidates for the award of a diploma.

SC 1611, SC 1613

Strategic Planning Process

The Strategic Planning Steering Committee was formed as follows: the teachers were chosen by teachers, board members by board members, and administrators by administrators. The superintendent recommended the coordinator. All parents and community members were notified through the district newsletter and local newspaper that the district desired volunteers of interested parties. The local Chamber of Commerce was asked to find an interested representative.

The Strategic Planning Steering Committee participated in meetings during the 2005-2006 and 2006-2007 school years to examine district data and draft the district mission, goals, and other responses to the strategic planning teams. Those meeting dates, persons present, and agendas are on file in the Curriculum & Instruction office.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Ambrose, Dr. Paul	Community Representative	Board Member	Dr. Joseph Padasak
Barbarowicz, Pat	Summit Health	Business Representative	Dr. Joseph Padasak
Berrier, Susan	Parent	Parent	Dr. Joseph Padasak
Blowers, Norman	Community Representative	Board Member	Dr. Joseph Padasak
Dusman, Catherine	Assistant Superintendent	School Central Office Administrator	Dr. Joseph Padasak
Horst, Bradford	Head Teacher, Grandview	Elementary School Teacher	Dr. Joseph Padasak
Jacobs, Patricia	Senior High School	Building Principal	Dr. Joseph Padasak
Kelley, Constance	Gifted Seminar	Special Education Representative	Dr. Joseph Padasak
Kohler, Alan	Parent	Parent	Dr. Joseph Padasak
Lambert, Katelin	Student Government	Student	Dr. Joseph Padasak
Leedy, Lori	Community Representative	Board Member	Dr. Joseph Padasak
Lombardozzi, Tracy	Parent	Parent	Dr. Joseph Padasak
Michael, Eric	Assistant Superintendent	School Central Office Administrator	Dr. Joseph Padasak
Padasak, Dr. Joseph	Superintendent	School Central Office Administrator	Dr. Joseph Padasak
Rabold, Dr. Ted	Retired School Administrator	School Central Office Administrator	Dr. Joseph Padasak
Scratchfield, Kerstine	English Dept. Chair	Secondary School Teacher	Dr. Joseph Padasak
VanHorn, John	Community Representative	Business Representative	Dr. Joseph Padasak
Woltz, Michelle	Librarian, Senior High School	Secondary School Teacher	Dr. Joseph Padasak

Measurable Annual Improvement Targets

The District will give all students in grades 3-11 the 4Sight test twice a year to determine academic proficiency and use the information to remediate where necessary to help students achieve proficient or advanced levels on both the 4Sight and the PSSA.

The following are the present percentages of students at each grade level achieving proficient or advanced on the 4Sight test. The goal for each grade is to raise the expected level 2% each year. Expected levels for the end of the six years covered by this strategic plan are shown.

Grade	MATH		READING	
	Present Level	Expected Level 2012	Present Level	Expected Level 2012
3	14.57	26.57	38.52	50.52
4	37.14	49.14	51.34	63.34
5	20.98	33.00	52.04	64.00
6	44.51	56.51	58.38	70.38
7	5.61	17.61	72.08	84.00
8	15.91	28.00	62.36	74.36
9	26.88	39.00	65.91	78.00
10	36.47	48.47	78.86	91.00
11	54.67	66.67	82.34	94.34

Curriculum, Instruction and Instructional Materials

Revision Cycle:

2006-2007

Social Studies - K-5

Art

Music

2007-2008

Social Studies - 6-12

Technology

2008-2009

Science - K-5

Technology

2009-2010

Science - 6-12

Agriculture Education

2010-2011

English Grammar - 6-12

Business Education

2011-2012

English Literature - 6-12

Health/Physical Education

Assessments and Public Reporting

ASSESSMENTS:

DIBELS - K, 1, 2

Terra Nova - 2

Foresights - 3 times per year, Math and Reading, grades 3-11

PSSA - 3-8, 11, Math and Reading

REPORTING:

Newsletter - 2 times per year

Chambersburg Area School District - Web page

Building Newsletters

Monthly Board Meetings - on web page and in local newspapers

Targeted Assistance For Struggling Students

The Chambersburg Area School District has designed various programs to assist students who have difficulty achieving the academic standards. The programs are multilevel approaches addressing the various needs of the district student body. Various components are listed below.

The team of teachers and administrators operate and manage each program modifying procedures and activities as needed. Financial support for each item has been incorporated into the district budget. Building data on the activities and specific procedures for use in the plan is maintained at each building office.

Current district wide procedures for improving student achievement include the following:

- Referral to IST and Student Assistance Program
- Title I programs
- Instructional aides
- Peer tutoring
- Arrange teacher tutoring (during, before and after school)
- IST Programs
- Flexible Grouping
- Parent Conferences
- Written progress reports
- Cooperation on an ongoing basis with outside agencies regarding at-risk students
- Parent resource materials provided at all levels
- Use of assignment books at various levels
- Reading Buddies (K-3)
- Software tutorial programs (K-12)
- Pre-first grade program
- Summer Enrichments Programs (7-12)

In order to better plan for additional opportunities for students, the district has in place a number of criteria to identify students in need of support. These identification criterion include but are not limited to:

- Analyze standardized assessment information for students with academic deficiencies
- Identify deficiencies in reading and mathematics through curriculum based assessment
- Identify student deficiencies in writing through district writing assessment
- Identify student deficiencies and need for Title I by using a multifaceted assessment
- Use a broad range of criterion reference assessment
- Use IST and SAP for identification and referral of student in need
- Review referrals by teachers, parents, and agencies and other school staff regarding student needs

Support for Struggling Schools

Title I services

Curriculum update

Staff development

Technical assistance

After-school tutoring

Administration/Faculty planning committees

Qualified, Effective Teachers and Capable Instructional Leaders

Teachers and aides highly qualified or working on it.

Teachers properly certified to teach subject area.

Administrators all appropriately certified.

Parent and Community Participation

School Board: Dr. Paul Ambrose, Mr. Norman Blowers, Mrs. Lori Leedy

Administration: Dr. Ted Rabold, Dr. Joseph Padasak, Superintendent of Schools, Dr. Eric Michael, Assistant Superintendent, Mrs. Catherine Dusman, Assistant Superintendent, Mrs. Patricia Jacobs, Assistant Principal, CASHS

Teachers: Ms. Michelle Foreman, CASHS Librarian, Mrs. Constance Kelley, CAMS Seminar Class Teacher, Mrs. Kerstine Scritchfield, Faust English Dept. Chair and Teacher, Mr. Bradford Horst, Grandview Head Teacher and Grade 5 Teacher

Community: Ms. Pat Barbarowicz, Summit Health Administrator, Mrs. Susan Berrier, Parent, Mr. Alan Kohler, Parent, Ms. Tracy Lombardozzi, Parent, Ms. Katelin Lambert, CASHS Student Government President, Mr. John Van Horn, Letterkenny Industrial Development Authority CEO

Pre-Kindergarten Transition

The purpose of the Preschool Collaboration Group is as follows:

- Building early literacy skills in young children.
- Networking between childcare and educational organizations.
- Promoting cooperation/coordination of services between school districts and care providers.
- Promoting consistent learning and development activities for daily instruction of the preschooler.
- Building strong parent involvement in preschool, school and community.
- Sharing and implementation of best instructional methodologies and practices in the development and instruction of children.
- Utilizing the Pennsylvania State Early Learning Standards into daily practice for student learning.
- Building successful living and learning experiences for every child starting in preschool.

Utilization of Resources and Coordination of Services

School Library Resources

Each school building contains a library with reference resources of various media to supplement the district's curriculum, instruction, and assessment programs aimed at achieving the mission, goals, and student learning outcomes of the district. The goal of the library program is to integrate library skills into the curriculum at each organizational level. Students are encouraged to become independent in retrieving information through traditional and electronic information sources, computer use and research. All 17 elementary school libraries are fully automated. Chambersburg Middle School, Faust Junior High School, and the Chambersburg Area Senior High School libraries are networked. These networking systems permit students to access library/district holdings, the Internet, ACCESS PENNSYLVANIA, and numerous CD ROM products at every workstation. The Chambersburg Area School District library office is a processing center for the 17 elementary libraries. In addition, the district library holdings are maintained on a Union Catalog using Winnebago/Sagebrush software. Plans to implement a web-based system are being explored. District libraries contain a total of 120,828 books, 33,475 periodicals, and 12,693 audio-visual materials. Circulation of our library resources is heavy and the district system encourages inter-library loan. In 1999-00 there were 456,705 print and non-print materials. The district employs 6 full-time librarians for the district's 17 elementary schools, two librarians at the Chambersburg Area Middle School, two librarians at Faust Junior High School, and two librarians at Chambersburg Area Senior High School. In each elementary school reading/library instructional aides assist with book return and other related library duties and help assure accessibility. Two library secretaries are employed at the middle school, one at the junior high school, and one secretary and one aide are employed at the senior high school. Planned courses in library education are taught to all students in grades K-12. Although separate planned courses exist for each grade level, library information literacy skills are integrated into the various curricular areas.

Physical Plant

The district currently operates 17 elementary schools for grades K-5, one middle school for grades 6 and 7, one junior high school for grades 8 and 9, and one senior high school for grades 10 through 12. The schools range from 2 years to 92 years in age. Renovations and an active maintenance program have contributed to the prolonged useful life of these structures enabling them to promote achievement of the district's mission, beliefs, goals, and student learning standards. Each secondary building has facilities for art, music, library, physical education, home economics, technology education, and agricultural education, as well as other specialty areas. Computer related technology has been incorporated into all buildings to provide staff members with the equipment necessary to support and administer the educational program. Facilities are also provided for sports and a wide range of extracurricular activities. The Franklin County Career & Technology Center supplements our facilities and instruction for approximately one-fourth of our students in grades 10-12. The Chambersburg Area School District's School Board of Directors and Strategic Planning Steering Committee have identified comprehensive facility planning as a district goal.

Local, regional, state and national staff development

Local, regional, state and national staff development programs are provided for professional and support staff.

Extracurricular and Sports program

The district maintains a strong extracurricular and sports program for both girls and boys.

Institutes of higher learning

The district maintains a strong relationship with local institutions of higher learning, particularly Shippensburg University and Penn State University.

Lincoln Intermediate Unit #12

The district maintains a strong working relationship with Lincoln Intermediate Unit #12.

Regional and Community Organizations

The district maintains a cooperative relationship with several regional and community organizations, including Chambersburg Community Improvement Association, Business and Education Standing Together, Building Our Pride in Children, the Greater Chambersburg Chamber of Commerce, and Franklin County Literacy Council & Public Libraries.

Local Agencies

The district maintains a strong relationship with local agencies in a wide range of areas (e.g. drug and alcohol, law enforcement, and social services).

Community Programs

Indoor and outdoor recreational and community programs

Federal and State Grants

Utilization of federal and state grants that provide special services to students such as instructional support teams, student assistance programs, Reading Recovery, and professional development activities.

Date Submitted to PDE _____

School District/AVTS/Charter School

Name: _____

Address: _____

_____ Zip Code: _____

IU#: _____

Chief School Administrator: _____

Telephone: (area code): _____ # _____

We affirm that this strategic plan was developed in accordance with State Board of Education Chapter 4 Regulations. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS/Charter School offices and in the nearest public library until the next regularly scheduled meeting of the board or a minimum of 28 days whichever comes first.

Signature

School Board Secretary

Date_____
Signature

School Board President

Date_____
Signature

Chief School Administrator

Date

Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

District Improvement Plan

March 8, 2007

Entity: Chambersburg Area SD

Address: 435 Stanley Ave

Chambersburg, PA 17201-3405

Phone: (717) 263-9281

Contact Name: Dr. Joseph Padasak

Core Purpose

Mission

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Vision

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- Every student can be successful.
- Every student learns differently.
- Learning takes place best in a positive and safe environment.
- Meaningful instruction has a real world application.
- Learning is lifelong.

Statement of Assurances

In checking the following box, I hereby assure the Department that the district has determined that this plan meets the requirements of NCLB, and that the board of school directors has adopted a resolution approving this plan at a public meeting.

In checking the following box, I assure the Department that the resolution referenced in the previous paragraph is recorded in minutes from the public board meeting and that the minutes will be provided to the Department upon request.

☒ Assured

Executive Summary

The Chambersburg Area School District is and has been a fine school district where many of the students excelled in specific areas. The past activities of staff members and administrators have been recognized and appreciated.

We have reached a point in the development of the school district where the school community wants to see Chambersburg Area School District reach a new and higher level of recognition and achievement. This will require training, planning, and teamwork.

The Chambersburg Area School District is ready to play a significant leadership role in the renewal of public education in not only the District, but also in the County and the State. The District, through its Board, administrators, professional staff and support staff, has been most willing to take a critical look at itself and to evaluate the past, the present and to consider where it wants to go in the future. This strategic plan is the first step toward renewal. There is enthusiastic support for renewal effort on all fronts. The District has been blessed by a conscientious Board, capable and dedicated administrators,

teachers and support staff. Collectively, the District people sense that a good education is provided but there is room for improvement.

The District is seeking education that is even better than it has been, education that prepares students for the life and challenges of the bigger world, education that is the best that can be offered. The District needs to be sure that it is providing students with the best possible education that will prepare the students for life in the 21st century.

To improve and move forward requires everyone to work to eliminate the obstacles that are holding the District back and to set new goals that will insure that the District possess the type of education that everyone wants to offer to the students. To do this requires a clear understanding of the direction coupled with hard work and commitment.

Assessment of Current Conditions

The following information seeks to synthesize the major issues that have been identified as needing to be addressed in the Chambersburg Area School District. These issues helped form the basis of goal setting by the strategic planning committee, which will ultimately result in Board-approved long and short term goals for the District.

ISSUE #1 POLICIES AND PROCEDURES

The official policies of the District are a source of much concern to all internal groups of the District. Those concerns range from reasons for and interpretation of the policies to enforcement and fairness of the policies. District procedures seem not to have been uniformly followed in the past leaving many with an uneasy feeling as to how decisions are made in the District. Communication from the top down and from the bottom up seems to have been faulty in this area.

ISSUES #2 CURRICULUM: K-12 APPROACH, EVALUATION/TESTING

There is a need identified by many for a better internal understanding of the curriculum from kindergarten through twelfth grade and for careful study of this area by the professional staff. Tied to this study is the evaluation of the curriculum by means of and its relationship to the testing program.

ISSUES #3 PUBLIC RELATIONS: INTERNAL AND EXTERNAL

Throughout the concerns listed by all internal groups is an overriding morale problem in the District. Although this issue can be impacted by work on several of the other issues stated, our internal public relations is of such importance that it needs to be considered as a single issue.

External public relations relates to getting the message out to the community and beyond. There are also serious concerns as to its adequacy for today and tomorrow. Although geared to those outside of the organization, external public relations also dramatically impacts the internal public relations of the District.

ISSUES #4 FACILITIES: IMMEDIATE AND LONG TERM

A pressing need has been identified by all concerned as to the condition of the facilities as they currently exist. Moving beyond the immediate concerns there also exists a duty to determine future needs of the District in terms of buildings based on current and future enrollment and grade level groupings.

ISSUE #5 TRAINING

Board members, administrators, teachers and support staff all expressed the central importance of training and development for all people of the District. This training may come about both internally and externally.

ISSUE #6 STAFFING: ADMINISTRATION, PROFESSIONAL STAFF, SUPPORT STAFF

All people surveyed understand the importance of staff to the educational program of the District. The question of administrative staffing on a district level in the area of public services and on the elementary level in the area of assistant principals was of concern to many. Careful attention to projected enrollment and resulting professional and support staff reductions must be an issue for the future.

Since staff is central to the mission, accurate and appropriate job descriptions, proper assignment and supervision, and appropriate, ongoing evaluation are necessary to insure success.

ISSUE #7 FUNDING

The issue of funding is at the core of many of the issues. Salaries, condition of facilities, support for instructional programs, employee development and many other issues revolve around the issue of funding. Funding is central to the other six of the issues listed. The District needs to look at its fiscal commitment to education, and its willingness to provide adequate funding.



COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF EDUCATION

333 MARKET STREET

HARRISBURG, PA 17126-0333

Educational Technology Plan

January 15, 2007

Entity: Chambersburg Area SD

Address: 435 Stanley Ave
Chambersburg, PA 17201-3405

Phone: (717) 263-9281

Contact Name: Dr. Joseph Padasak

Mission and Vision Statement

To provide training ranging from basic technology skills to advanced integration methods in the use of all types of educational technologies, computer literacy, ethics and security for all instructors for the purpose of using computers, networks, and related technologies as instructional tools, for research and development, and as tracking, reporting, and presentation tools.

To provide students advanced opportunities to use technology integrated in all areas of the curriculum.

To provide a technology program instrumental in exemplifying the vision of the District to become the school of choice.

Needs Assessment

The Chambersburg Area School District has been working to give the students of the district advanced opportunities using technology. The technology plan has been followed and the district is planning to continue on many of the initiatives while adding others to the plan. In the past three years, the district has been able to network the entire district, which includes twenty educational buildings. The network covers over 250 square miles. We have also placed at least 2 computers in every classroom and each building has at least one lab. We have purchased wireless laptop labs for many of the schools because of space restrictions in the older school buildings. This also gives the teachers the flexibility to be mobile with the classroom.

Professional development has been a focus to continue the training required to move teachers and staff up the continuum of technology skills. The trainings are after school or during the summer. The trainings range from basic technology skills to advanced integration methods. We will continue to grow in this area and be able to offer a wider variety of classes.

We will continue to seek additional staff to help with the integration of technology in the curriculum. With a district our size, an integration specialist is a necessary position. We will also continue our partnerships with the area businesses to give instruction to classes on technology related software products and institutional learning platforms.

The plan will continue to be implemented and additional changes to staffing, network designs, and regional network capabilities will be added. We are excited to bring to students the new technologies such as iPods, Palms, wikis, and online classes to supplement and enhance their curricular endeavors.

Goals and Strategies

Goal: TECHNOLOGY - COMMUNITY COLLABORATION

Description: Collaborate with the community to improve equity, scope, and quality of learning opportunities.

Strategy: Community Communication

Description: Use technology to improve communications among teachers, administration, support staff, parents, students, and the community.

Educational Practices: Continuous Learning Ethic

Activity	Description	Evaluation Procedure			
Internet Tool Workshops	Provide workshops on the use of Internet tools for teachers and parents.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a	\$6,000.00

Activity	Description	Evaluation Procedure			
Web-based student information system	Provide a web-based student				

	information system so parents can access their child's grades and other records.	
Person Responsible	Timeline for Implementation	Resources
Ed Tech Plan Admin	Start n/a Finish n/a	\$765,000.00

Strategy: Partnerships

Description: Create partnerships that provide opportunities for the district and the community to share resources.

Educational Practices: Quality Leadership

Activity	Description	Evaluation Procedure
Chamber of Commerce Grants	Encourage staff to participate in the Chamber of Commerce Technology Innovation Grants each year.	
Person Responsible	Timeline for Implementation	Resources
Ed Tech Plan Admin	Start 12/5/2006 Finish n/a	\$0.00

Activity	Description	Evaluation Procedure
Cumberland Valley Technology Council	Participate in the Cumberland Valley Technology Council.	
Person Responsible	Timeline for Implementation	Resources
Ed Tech Plan Admin	Start n/a Finish n/a	\$0.00

Activity	Description	Evaluation Procedure
Library and Community	Collaborate with local libraries and community groups to use technology for training and learning opportunities for parents and community groups.	
Person Responsible	Timeline for Implementation	Resources
Ed Tech Plan Admin	Start n/a Finish n/a	\$750.00

Goal: TECHNOLOGY - COMMUNITY RESOURCE

Description: Use technology to strengthen the concept of the school as a community resource.

Strategy: Community Partnership

Description: Create partnerships that provide opportunities for the district and the community to share resources.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure
College and University courses	Offer teachers and staff courses from local colleges and universities through on-site and online opportunities.	
Person Responsible	Timeline for Implementation	Resources
Ted Rabold	Start 11/22/2006 Finish n/a	\$3,000.00

Activity	Description	Evaluation Procedure
Cumberland Valley Technology Council	Actively participate in the Cumberland Valley Technology	

	Council.	
Person Responsible	Timeline for Implementation	Resources
Ed Tech Plan Admin	Start 11/22/2006 Finish n/a	\$300.00

Activity	Description	Evaluation Procedure
Library and Community	Collaborate with local libraries and community groups to use technology to provide training and learning opportunities to the students, parents, and community.	
Person Responsible	Timeline for Implementation	Resources
Ed Tech Plan Admin	Start 11/22/2006 Finish n/a	\$0.00

Goal: TECHNOLOGY - EQUAL LEARNING OPPORTUNITIES

Description: Provide equal learning opportunities to all district students by making computers, related peripherals, and Internet access available in every classroom.

Strategy: New Building Projects

Description: Complete new building projects at Fayetteville, Gordy, and Hamilton Heights Elementary Schools.

Educational Practices: Artful Use of Infrastructure

Activity	Description	Evaluation Procedure
Design Specifications	Design specifications for new building layouts and network plan.	
Person Responsible	Timeline for Implementation	Resources
Ed Tech Plan Admin	Start n/a Finish n/a	\$450,000.00

Activity	Description	Evaluation Procedure
Develop Specifications	Develop specifications and purchase computer lab work stations for the new buildings.	
Person Responsible	Timeline for Implementation	Resources
Ed Tech Plan Admin	Start n/a Finish n/a	\$270,000.00

Activity	Description	Evaluation Procedure
Facilitators	Add computer facilitators to all elementary buildings.	
Person Responsible	Timeline for Implementation	Resources
Ed Tech Plan Admin	Start n/a Finish n/a	\$24,000.00

Activity	Description	Evaluation Procedure
Network	Purchase network electronics for these buildings.	
Person Responsible	Timeline for Implementation	Resources
Ed Tech Plan Admin	Start n/a Finish n/a	\$66,000.00

Activity	Description	Evaluation Procedure
Software License Acquisition	Acquire all software licenses and appropriate documentation for the technology in these new buildings.	
Person Responsible	Timeline for Implementation	Resources
Ed Tech Plan Admin	Start n/a Finish n/a	\$15,000.00

Activity	Description	Evaluation Procedure		
Training	Provide network training to the staff of these new buildings.			
Person Responsible	Timeline for Implementation			Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a
				\$6,000.00

Goal: TECHNOLOGY - FACILITIES INFRASTRUCTURE

Description: Provide and maintain flexible facilities and infrastructure that support current and future technologies.

Strategy: Administrative Technology

Description: Increase the use of technology in administrative functions, internal and external communications, and building security.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure		
Evaluate Administrative Software	Evaluate current administrative software for accounting, transportation, and student management for renewal or replacement.			
Person Responsible	Timeline for Implementation			Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a
				\$1,200,000.00

Activity	Description	Evaluation Procedure		
Telecommunication	Examine VoIP for telecommunications instead of POTS.			
Person Responsible	Timeline for Implementation			Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a
				\$555,000.00

Activity	Description	Evaluation Procedure		
Training	Provide training in use of newly acquired software for administrative purposes.			
Person Responsible	Timeline for Implementation			Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a
				\$16,500.00

Strategy: Facility Renovation

Description: Insure that technology needs are identified in planning the design and/or renovation of any district buildings.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure		
Design	Include representatives from the technology department in planning the design of new or renovation of any district buildings.			
Person Responsible	Timeline for Implementation			Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a
				\$0.00

Strategy: Internet Access

Description: Provide Internet access to all students, teachers, and administrators.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure			
Browser Updates and Plugins	Maintain browser updates on workstations and insure appropriate plugins required to view content are installed.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a	\$9,000.00

Activity	Description	Evaluation Procedure			
Internet Bandwidth	Provide Internet bandwidth to the district through an approved FCC vendor.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a	\$78,000.00

Activity	Description	Evaluation Procedure			
Library and Community groups	Collaborate with community groups and local libraries to use technology to provide training and learning opportunities.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a	\$0.00

Strategy: Technology Training Center

Description: Expand the use of the technology training center.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure			
New Technology	Acquire new technologies to train teachers before releasing to students.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	11/22/2006	Finish	n/a	\$7,500.00

Activity	Description	Evaluation Procedure			
Software Upgrade	Upgrade the current technology with new versions of software.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a	\$45,000.00

Activity	Description	Evaluation Procedure			
Training	Continue to offer and expand training to administrators, teachers, and staff in the use of current and new technologies.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	11/22/2006	Finish	n/a	\$3,000.00

Strategy: Web Site

Description: Provide a web site for the district to provide online communication between the district, parents, and the community.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure		
Web Page Design	Upgrade or out source the web page design of the district to incorporate online grading and communication tools.			
Person Responsible	Timeline for Implementation			Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a
				\$180,000.00

Goal: TECHNOLOGY - HARDWARE AND SOFTWARE

Description: Provide hardware and software to effectively manage the district's operations.

Strategy: Administrative Computers

Description: Replace administrative computers according to the district's computer replacement cycle.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure		
Management and Business Applications	Provide needed software for management and business applications for the school district.			
Person Responsible	Timeline for Implementation			Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a
				\$108,000.00

Activity	Description	Evaluation Procedure		
Replacement Cycle Review	Review the replacement cycle annually to implement cost effective replacements.			
Person Responsible	Timeline for Implementation			Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a
				\$345,000.00

Strategy: Financial Software

Description: Review and evaluate district's financial software.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure		
Current Software Review	Establish a committee to review the current financial software and develop criteria for new software.			
Person Responsible	Timeline for Implementation			Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a
				\$0.00

Activity	Description	Evaluation Procedure		
New Software Installation	Install new financial software for the district.			
Person Responsible	Timeline for Implementation			Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a
				\$252,000.00

Strategy: Student Information Software

Description: Review and evaluate district's student information software.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure			
Current Software Review	Establish a committee to review the current student information system software and develop criteria for new software.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
New Software Installation	Install new student information software for the district.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a	\$1,050,000.00

Strategy: Transportation & Human Resources Software

Description: Review and evaluate district's transportation and human resources software.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure			
Current Software Review	Establish a committee to review the current transportation and human resources software and develop criteria for new software.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
New Software Installation	Install new transportation and human resources software for the district.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a	\$210,000.00

Goal: TECHNOLOGY - INNOVATIVE RESOURCES

Description: Enhance the education experience of our students by providing innovative resources and state of the art tools for learning.

Strategy: High Speed Distance Learning

Description: Provide a high speed transport connecting our students to other students in our region/state for the purposes of collaboration and sharing of resources.

Educational Practices: Artful Use of Infrastructure

Activity	Description	Evaluation Procedure			
IU12 REGIONAL WAN CONSORTIUM	Establish a minimum of 10 Mbps connection into the IU12 Regional WAN Consortium.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a	\$78,951.00

Strategy: Technology-Curriculum Integration

Description: Provide content to our faculty/staff to facilitate technology integration into the educational curriculum.

Educational Practices: Quality Teaching

Activity	Description	Evaluation Procedure			
Digital Media and Educational Internet2	Provide access to digital media, learning management systems, and educational Internet2 content for all faculty/staff, as well as professional development on the integration of this content.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a	\$12,600.00

Goal: TECHNOLOGY - STAFF SKILLS

Description: Increase the staff's technology skills.

Strategy: Staff Training

Description: Provide on-going training for all staff so that they can model responsible technology use, integrate technology into the classroom, and more efficiently carry out their job responsibilities.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure			
Clerical Staff Development	Continue to expand the ongoing staff development for clerical staff.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a	\$3,000.00

Activity	Description	Evaluation Procedure			
Evaluate Financial Software	Evaluate current financial software and determine whether to upgrade or replace.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a	\$126,000.00

Activity	Description	Evaluation Procedure			
Evaluate Student Information System	Evaluate current student information system software and determine whether to upgrade or replace with new software.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a	\$1,140,000.00

Activity	Description	Evaluation Procedure			
Helpdesk and Service Calls	Review and improve on helpdesk and service call reporting features.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Instructional Computer Replacement Cycle	Review the district's instructional computer replacement cycle annually and replace administrative workstations according to the cycle.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a	\$1,224,000.00

Activity	Description	Evaluation Procedure			
Teacher Summer Academies	Continue to offer and expand the after school and summer academies for the teachers.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	12/4/2006	Finish	n/a	\$25,500.00

Activity	Description	Evaluation Procedure			
Technology Department Staffing	Review and revise the technology department's job descriptions; request additional staff.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a	\$126,000.00

Activity	Description	Evaluation Procedure			
Upgrade Microsoft Office	Upgrade Microsoft Office to current version.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a	\$174,000.00

Strategy: Standards for Administrators

Description: Expect administrators and supervisors to model responsible technology use, demonstrate proficient technology skills, and provide leadership in the use of technology to support instruction based on the Technology Standards for Administrators.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure			
Technology Standards Workshop	Provide administrators with a workshop to familiarize them with the Technology Standards for School Administrators.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	12/4/2006	Finish	n/a	\$300.00

Goal: TECHNOLOGY - STUDENTS

Description: Expand the use of technology as a tool to help students to meet the PA Academic Standards and to enhance student learning.

Strategy: Pod casting

Description: Provide new technologies to students for pod casting using iPods.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure			
iPod Software	Purchase iPods and software to allow pod casting in the classroom and to tie strategy into existing district web page.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a	\$30,000.00

Strategy: Wikis Software and Server

Description: Provide software and server for students and teachers to use wikis.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure			
Wikis	Purchase a server dedicated to wiki functionality.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a	\$12,000.00

Goal: TECHNOLOGY - TEACHER SKILLS

Description: Increase teacher skills in using technology as a productivity and communication tool and to support the curriculum.

Strategy: Equipment

Description: Update technology resources for teachers.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure			
Laptops or Handhelds	Purchase laptops or handhelds for elementary teachers.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a	\$1,350,000.00

Goal: TECHNOLOGY TECHNICAL SUPPORT

Description: Provide adequate technical support.

Strategy: Technology Department Staffing

Description: Determine current and future staffing needs within the technology department.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure			
Computer Facilitators	Hire additional computer facilitators for each elementary building.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a	\$22,500.00

Activity	Description	Evaluation Procedure			
Instructional Technology Mentors	Hire Instructional Technology Mentors to help teachers integrate technology into the curriculum.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a	\$180,000.00

Activity	Description	Evaluation Procedure			
Job Descriptions and Additional Personnel	Review existing job descriptions in technology department and request additional personnel.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	n/a	Finish	n/a	\$96,000.00

Activity	Description	Evaluation Procedure			
Technology Department Training	Provide training opportunities or certificated classes to employees of the technology department.				
Person Responsible	Timeline for Implementation				Resources
Ed Tech Plan Admin	Start	11/22/2006	Finish	n/a	\$15,000.00

Staff Development

The professional development for the content will be supplied by the district to the teachers and staff. The training will be conducted by the Director of Technology, Computer Facilitators, district teaching staff, principals, and the Intermediate Unit trainers. The training will be after school and during the summer. The training will continue throughout the life of the technology plan because of new teachers and advanced courses for the staff in implementing the new content.

Budget

Summary: Potential Funding Distribution

Funding Source	2007-2008	2008-2009	2009-2010	Total
010 - ADMINISTRATIVE BUDGET	\$3,426,967.00	\$3,426,967.00	\$3,426,967.00	\$10,280,901.00
TOTAL	\$3,426,967.00	\$3,426,967.00	\$3,426,967.00	\$10,280,901.00

Goal: TECHNOLOGY - COMMUNITY COLLABORATION

Collaborate with the community to improve equity, scope, and quality of learning opportunities.

Community Communication	2007-2008	2008-2009	2009-2010	Total	Funding Source
Internet Tool Workshops	\$2,000.00	\$2,000.00	\$2,000.00	\$6,000.00	010 - ADMINISTRATIVE BUDGET
Web-based student information system	\$255,000.00	\$255,000.00	\$255,000.00	\$765,000.00	010 - ADMINISTRATIVE BUDGET

Partnerships	2007-2008	2008-2009	2009-2010	Total	Funding Source
Library and Community	\$250.00	\$250.00	\$250.00	\$750.00	010 - ADMINISTRATIVE BUDGET

TOTAL	\$257,250.00	\$257,250.00	\$257,250.00	\$771,750.00	
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Goal: TECHNOLOGY - COMMUNITY RESOURCE

Use technology to strengthen the concept of the school as a community resource.

Community Partnership	2007-2008	2008-2009	2009-2010	Total	Funding Source
College and University courses	\$1,000.00	\$1,000.00	\$1,000.00	\$3,000.00	010 - ADMINISTRATIVE BUDGET
Cumberland Valley Technology Council	\$100.00	\$100.00	\$100.00	\$300.00	010 - ADMINISTRATIVE BUDGET
TOTAL	\$1,100.00	\$1,100.00	\$1,100.00	\$3,300.00	

Goal: TECHNOLOGY - EQUAL LEARNING OPPORTUNITIES

Provide equal learning opportunities to all district students by making computers, related peripherals, and Internet access available in every classroom.

New Building Projects	2007-2008	2008-2009	2009-2010	Total	Funding Source
Design Specifications	\$150,000.00	\$150,000.00	\$150,000.00	\$450,000.00	010 - ADMINISTRATIVE BUDGET
Develop Specifications	\$90,000.00	\$90,000.00	\$90,000.00	\$270,000.00	010 - ADMINISTRATIVE BUDGET
Facilitators	\$8,000.00	\$8,000.00	\$8,000.00	\$24,000.00	010 - ADMINISTRATIVE BUDGET
Network	\$22,000.00	\$22,000.00	\$22,000.00	\$66,000.00	010 - ADMINISTRATIVE BUDGET
Software License Acquisition	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00	010 - ADMINISTRATIVE BUDGET
Training	\$2,000.00	\$2,000.00	\$2,000.00	\$6,000.00	010 - ADMINISTRATIVE BUDGET
TOTAL	\$277,000.00	\$277,000.00	\$277,000.00	\$831,000.00	

Goal: TECHNOLOGY - FACILITIES INFRASTRUCTURE

Provide and maintain flexible facilities and infrastructure that support current and future technologies.

Administrative Technology	2007-2008	2008-2009	2009-2010	Total	Funding Source
Evaluate Administrative Software	\$400,000.00	\$400,000.00	\$400,000.00	\$1,200,000.00	010 - ADMINISTRATIVE BUDGET
Telecommunication	\$185,000.00	\$185,000.00	\$185,000.00	\$555,000.00	010 - ADMINISTRATIVE BUDGET
Training	\$5,500.00	\$5,500.00	\$5,500.00	\$16,500.00	010 - ADMINISTRATIVE BUDGET
Internet Access	2007-2008	2008-2009	2009-2010	Total	Funding Source
Browser Updates and Plugins	\$3,000.00	\$3,000.00	\$3,000.00	\$9,000.00	010 - ADMINISTRATIVE BUDGET
Internet Bandwidth	\$26,000.00	\$26,000.00	\$26,000.00	\$78,000.00	010 - ADMINISTRATIVE BUDGET

Technology Training Center	2007-2008	2008-2009	2009-2010	Total	Funding Source
New Technology	\$2,500.00	\$2,500.00	\$2,500.00	\$7,500.00	010 - ADMINISTRATIVE BUDGET
Software Upgrade	\$15,000.00	\$15,000.00	\$15,000.00	\$45,000.00	010 - ADMINISTRATIVE BUDGET
Training	\$1,000.00	\$1,000.00	\$1,000.00	\$3,000.00	010 - ADMINISTRATIVE BUDGET

Web Site	2007-2008	2008-2009	2009-2010	Total	Funding Source
Web Page Design	\$60,000.00	\$60,000.00	\$60,000.00	\$180,000.00	010 - ADMINISTRATIVE BUDGET

TOTAL	\$698,000.00	\$698,000.00	\$698,000.00	\$2,094,000.00	
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Goal: TECHNOLOGY - HARDWARE AND SOFTWARE

Provide hardware and software to effectively manage the district's operations.

Administrative Computers	2007-2008	2008-2009	2009-2010	Total	Funding Source
Management and Business Applications	\$36,000.00	\$36,000.00	\$36,000.00	\$108,000.00	010 - ADMINISTRATIVE BUDGET
Replacement Cycle Review	\$115,000.00	\$115,000.00	\$115,000.00	\$345,000.00	010 - ADMINISTRATIVE BUDGET

Financial Software	2007-2008	2008-2009	2009-2010	Total	Funding Source
New Software Installation	\$84,000.00	\$84,000.00	\$84,000.00	\$252,000.00	010 - ADMINISTRATIVE BUDGET

Student Information Software	2007-2008	2008-2009	2009-2010	Total	Funding Source
New Software Installation	\$350,000.00	\$350,000.00	\$350,000.00	\$1,050,000.00	010 - ADMINISTRATIVE BUDGET

Transportation & Human Resources Software	2007-2008	2008-2009	2009-2010	Total	Funding Source
New Software Installation	\$70,000.00	\$70,000.00	\$70,000.00	\$210,000.00	010 - ADMINISTRATIVE BUDGET

TOTAL	\$655,000.00	\$655,000.00	\$655,000.00	\$1,965,000.00	
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Goal: TECHNOLOGY - INNOVATIVE RESOURCES

Enhance the education experience of our students by providing innovative resources and state of the art tools for learning.

High Speed Distance Learning	2007-2008	2008-2009	2009-2010	Total	Funding Source
IU12 REGIONAL WAN CONSORTIUM	\$26,317.00	\$26,317.00	\$26,317.00	\$78,951.00	010 - ADMINISTRATIVE BUDGET

Technology-Curriculum Integration	2007-2008	2008-2009	2009-2010	Total	Funding Source
Digital Media and Educational Internet2	\$4,200.00	\$4,200.00	\$4,200.00	\$12,600.00	010 - ADMINISTRATIVE BUDGET
TOTAL	\$30,517.00	\$30,517.00	\$30,517.00	\$91,551.00	

Goal: TECHNOLOGY - STAFF SKILLS

Increase the staff's technology skills.

Staff Training	2007-2008	2008-2009	2009-2010	Total	Funding Source
Clerical Staff Development	\$1,000.00	\$1,000.00	\$1,000.00	\$3,000.00	010 - ADMINISTRATIVE BUDGET
Evaluate Financial Software	\$42,000.00	\$42,000.00	\$42,000.00	\$126,000.00	010 - ADMINISTRATIVE BUDGET
Evaluate Student Information System	\$380,000.00	\$380,000.00	\$380,000.00	\$1,140,000.00	010 - ADMINISTRATIVE BUDGET
Instructional Computer Replacement Cycle	\$408,000.00	\$408,000.00	\$408,000.00	\$1,224,000.00	010 - ADMINISTRATIVE BUDGET
Teacher Summer Academies	\$8,500.00	\$8,500.00	\$8,500.00	\$25,500.00	010 - ADMINISTRATIVE BUDGET
Technology Department Staffing	\$42,000.00	\$42,000.00	\$42,000.00	\$126,000.00	010 - ADMINISTRATIVE BUDGET
Upgrade Microsoft Office	\$58,000.00	\$58,000.00	\$58,000.00	\$174,000.00	010 - ADMINISTRATIVE BUDGET
TOTAL	\$939,600.00	\$939,600.00	\$939,600.00	\$2,818,800.00	

Goal: TECHNOLOGY - STUDENTS

Expand the use of technology as a tool to help students to meet the PA Academic Standards and to enhance student learning.

Pod casting	2007-2008	2008-2009	2009-2010	Total	Funding Source
iPod Software	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00	010 - ADMINISTRATIVE BUDGET
TOTAL	\$14,000.00	\$14,000.00	\$14,000.00	\$42,000.00	

Wikis Software and Server	2007-2008	2008-2009	2009-2010	Total	Funding Source
Wikis	\$4,000.00	\$4,000.00	\$4,000.00	\$12,000.00	010 - ADMINISTRATIVE BUDGET
TOTAL	\$14,000.00	\$14,000.00	\$14,000.00	\$42,000.00	

Goal: TECHNOLOGY - TEACHER SKILLS

Increase teacher skills in using technology as a productivity and communication tool and to support the curriculum.

Equipment	2007-2008	2008-2009	2009-2010	Total	Funding Source
Laptops or Handhelds	\$450,000.00	\$450,000.00	\$450,000.00	\$1,350,000.00	010 - ADMINISTRATIVE BUDGET
TOTAL	\$450,000.00	\$450,000.00	\$450,000.00	\$1,350,000.00	

Goal: TECHNOLOGY TECHNICAL SUPPORT

Provide adequate technical support.

Technology Department Staffing	2007-2008	2008-2009	2009-2010	Total	Funding Source
Computer Facilitators	\$7,500.00	\$7,500.00	\$7,500.00	\$22,500.00	010 - ADMINISTRATIVE BUDGET
Instructional Technology Mentors	\$60,000.00	\$60,000.00	\$60,000.00	\$180,000.00	010 - ADMINISTRATIVE BUDGET
Job Descriptions and Additional Personnel	\$32,000.00	\$32,000.00	\$32,000.00	\$96,000.00	010 - ADMINISTRATIVE BUDGET
Technology Department Training	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00	010 - ADMINISTRATIVE BUDGET
TOTAL	\$104,500.00	\$104,500.00	\$104,500.00	\$313,500.00	

GRAND TOTAL	\$3,426,967.00	\$3,426,967.00	\$3,426,967.00	\$10,280,901.00	
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Monitoring

The monitoring of the professional development will be from the Assistant Superintendents, Director of Technology, and the building principals. The training sessions will have an evaluation and review for each staff to make comments. The staff will be observed using the technology in the curriculum and given comments on the implementation.

Evaluation

The monitoring of the professional development will be from the Assistant Superintendents, Director of Technology, and the building principals. The training sessions will have an evaluation and review for each staff to make comments. The staff will be observed using the technology in the curriculum and given comments on the implementation.



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Professional Education Plan

March 9, 2007

Entity: Chambersburg Area SD

Address: 435 Stanley Ave

Chambersburg, PA 17201-3405

Phone: (717) 263-9281

Contact Name: Dr. Joseph Padasak

Professional Education Coordinator

Dr. Eric C. Michael, Assistant Superintendent

Professional Education Planning Committee

Name	Affiliation	Membership Category	Appointed By
Benbow, Bernadette	Head Teacher	Elementary School Teacher	Dr. Joseph Padasak
Bowen, Cynthia	Fourth Grade	Elementary School Teacher	Dr. Joseph Padasak
Breslin, Susan	English Teacher	Middle School Teacher	Dr. Joseph Padasak
Davis, Sandi	Fourth Grade	Elementary School Teacher	Dr. Joseph Padasak
Foltz, Wesley	Social Studies	Secondary School Teacher	Dr. Joseph Padasak
Frelin, Barb	Teacher	Middle School Teacher	Dr. Joseph Padasak
Kohler, Alan	Community Rep.	Community Representative	Dr. Joseph Padasak
Lombardozi, Tracy	Parent	Parent	Dr. Joseph Padasak
Martin, Dionne	Data Specialist	School Central Office Administrator	Dr. Joseph Padasak
Michael, Eric	Assistant Superintendent	School Central Office Administrator	Dr. Joseph Padasak
Mostofi, Christine	Regional Principal	Building Principal	Dr. Joseph Padasak
Puhl, Cathy	Parent	Parent	Dr. Joseph Padasak
Rabold, Dr. Ted	Retired School Administrator	School Central Office Administrator	Dr. Joseph Padasak
Sanders, Annette	Community Rep.	Community Representative	Dr. Joseph Padasak
Scratchfield, Kerstine	English Dept. Chair	Secondary School Teacher	Dr. Joseph Padasak
Shuman, Jennifer	First Grade	Elementary School Teacher	Dr. Joseph Padasak
Squires, Jean	Fifth Grade	Elementary School Teacher	Dr. Joseph Padasak
Bland, John	Franklin Action Consortium	Business Representative	Dr. Joseph Padasak
Boozer, John	Franklin Action Consortium	Business Representative	Dr. Joseph Padasak
Love, Sharon	Reading Specialist	Education Specialist	Dr. Joseph Padasak
Frantz, Lisa	Special Education Director	Education Specialist	Dr. Joseph Padasak

Needs Assessment

The district professional educational committee has, and will continue to, assess individual district professional educational needs by carefully analyzing and evaluating the following:

1. The District's Strategic Plan (2000-2006)
2. The Induction Plan
3. Standardized Testing
4. PSSA Scores
5. Junior Writing Project in 11th Grade
6. No Child Left Behind Requirements
7. In-service Evaluation Results

8. Communities and Staff Surveys: Site-Based/District-wide
9. Observation Conferences
10. Individual Professional Development Conferences
11. Federal and State License Requirements
12. Federal and State Education and Special Education Guidelines and Requirements
13. Technology Initiatives and Plans
14. National and Pennsylvania State Academic Standards
15. Chapter 4 Requirements
16. Professional Development Needs Assessment

Education Options

The Chambersburg Area School District Strategic Plan Mission Statement and Belief Statements form the foundation of our professional education needs and goals. The Pennsylvania State Academic standards also provide an indicator for our professional development needs.

Mission Statement

The Chambersburg Area School District will partner with families and the community to prepare all students for success as responsible citizens and life-long learners.

Belief Statements

Student, family, school and community share the responsibility and accountability for learning.
Every student deserves a well-rounded education with high academic standards.
Every student can be successful.
Every student learns differently.
Learning takes place best in a positive and safe environment.
Meaningful instruction has a real world application.
Learning is life-long.

Pennsylvania Academic Standards

- (1) **Reading, Writing, Speaking, and Listening.** Each student shall become proficient in reading, composition, listening, speech, understanding, interpreting, analyzing, and synthesizing information.
- (2) **Mathematics.** Each student shall become proficient in the use of varied mathematical processes and applications to solve challenging problems and to create new ways of understanding information.
- (3) **Science and technology.** Each student shall study the natural world and facts, principles, theories and laws in the areas of biology, chemistry, physics, and earth sciences. Technology is the application of science to enable societal development including food and fiber production, manufacturing, building, transportation, and

communication. Science and technology share the use of the senses, science processes, inquiry, investigation, analysis, and problem solving strategies.

(4) **Environment and ecology.** Each student shall understand the components of ecological systems and their interrelationships with social systems and technologies. These components incorporate the disciplines of resource management, agricultural diversity, government, and the impact of human actions on natural systems. This interaction leads to the study of watersheds, threatened and endangered species, pest management, and the development of laws and regulations.

(5) **Social studies.**

(i) **History.** Each student shall study the record of human experience including important events, interactions of culture, race and ideas; the nature of prejudice; change and continuity in political systems; effects of technology; importance of global-international perspectives; and the integration of geography, economics, and civics studies on major developments in the history of the Commonwealth, the United States, and the world.

(ii) **Geography.** Each student shall study relationships among people, places and environments, of geographic tools and methods, characteristics of place, concept of region, and physical processes.

(iii) **Civics and Government.** Each student shall study the United States constitutional democracy, its values and principles, study of the Constitution of the Commonwealth and government including the study of principles, operations, and documents of government, rights and responsibilities of citizenship, how governments work, and international relations.

(iv) **Economics.** Each student shall study how individuals and societies choose to use resources to produce, distribute, and consume goods and services. Knowledge of how economies work, economic reasoning and basic economic concepts, economic decision-making, economic systems, the Commonwealth, and the United States economy, and international trade.

(6) **Arts and humanities.** Each student shall study dance, theater, music, visual arts, language, and literature including forms of expression, historical and cultural context, critical and aesthetic judgment, and production, performance or exhibition of work.

(7) **Career education and work.** Each student shall understand career options in relationship to individual interests, aptitudes, and skills including the relationship between changes in society, technology, government, and economy and their effect on individuals and careers. Development of knowledge and skill in job-seeking and job-retaining skills and, for students completing vocational-technical programs, the skills to succeed in the occupation for which they are prepared.

(8) **Health, safety and physical education.** Each student shall study concepts and skills, which affect personal, family, and community health and safety, nutrition, physical fitness, movement concepts and strategies, safety in physical activity settings, and leadership and cooperation in physical activities.

(9) **Family and consumer science.** Each student shall understand the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.

(10) **World languages.** Each student shall have the ability to communicate in a language other than English, including the ability to understand and interpret written and spoken language on a variety of topics and to develop knowledge and understanding of other cultures.

Finally, in developing our needs, goals, and programs, we attempted to hold to the high Professional Education Criteria as outlined in the Act 48 page 2 guideline.

Professional Education Criteria

1. Is related to attainment of the Pennsylvania academic standards and high-quality instruction.
2. Is planned to address the needs of a school entity and its professional employees.
3. Has clear and concise written content, and skill-based competencies.
4. Includes content and instructional methods that are appropriate for the intended competencies to be mastered.
5. Is planned and conducted by personnel who have an academic degree or other education and experience appropriate to the subject matter being taught.
6. Is research-based, is data-driven and contributes to measurable increases in student achievement.
7. Provides sufficient support and resources to enable individuals to master new skills.
8. Contributes to building learning communities and continuous improvement.
9. Requires that participants demonstrate attainment of the competencies.
10. Is evaluated by the participants.

The Professional Education committee, after reviewing the above and addressing the educational and staff development needs of the school organization and its professional educators, students, and the community, developed the following list of needs that will be under continual revision.

District Needs

A. Content

1. Special Education Requirements
2. Multi Cultural Awareness
3. Information Literacy
4. Character Education
5. All Curriculum Content Areas
6. Educational/Legal Issues
7. Differentiated Instruction
8. Peer/Student Mediation

9. Crisis Intervention
10. Student Health Issues
11. School Violence/Safety/Bullying
12. Depression and Suicide Prevention
13. College/Armed Services Entrance Qualifications
14. New PDE/State Requirements and Regulations
15. Supervision and Evaluation of Employees
16. Drug & Alcohol Intervention
17. Stress Management
18. Value Added Assessment
19. English Language Learners
20. Legal Issues
21. Technology
22. IDEA (Individual Disabilities Education Act)

B. Pedagogy

1. Assessment
2. Standards Based Learning
3. Multi Intelligence Instruction
4. Multi Age Instruction
5. Looping
6. Differentiated Instruction
7. Reading Instruction
8. Writing Instruction
9. Math Instruction
10. Computer Technology Assisted Instruction

11. Learning Styles
12. Group Instruction
13. Special Education Instructional Strategies
14. Flexible Schedule Teaching Strategies
15. Classroom Management

C. Other Skills

1. CPR/First Aid
2. Peer Coaching
3. Time Management
4. Wellness
5. Instructional Support
6. Curriculum Mapping
7. Curriculum Integration
8. Curriculum Updates and Revisions

Continuing Professional Education Options

The following list of professional education options may be used to fulfill the six credits and/or 180-hour requirement with prior approval from the Superintendent or designee:

- Collegiate studies
- Design and deliver curriculum development and other programs design and delivery activities at the school entity or grade level as determined by the school entity and approved by the board of Directors
- Participation in professional conferences and workshops.
- In-service programs
- Other continuing professional education courses, programs, activities, or learning experiences sponsored by the Department of Education, intermediate unit, and Pennsylvania school entities
- Preparation of continuing professional education courses, collegiate courses and in-service or workshop sessions for school districts, the Department of Education professional conferences, or intermediate units, using the following formula 1:1 with hours of course or credit only apply to the initial offering of course or workshop

- Induction professional development activities occurring during a district or intermediate unit's defined induction program
- Action research/independent study/individual projects/pilot programs
- Cooperating teacher/intern

Limited English/ESL Differentiated Instruction

Program Objective:

To assist all professional personnel K-12 with strategies related to optimizing instruction for all students including English Language Learners.

Needs Statement:

Due to the increasing needs of all students in the regular classroom, professional training is needed to identify and understand areas of special needs and to develop effective teaching strategies and behavioral techniques to promote student success.

Purpose:

In order to better understand and instruct students, all professional personnel in the district will have the opportunity to be trained in Differentiated Instructional techniques.

Resources Required:

Resources to support this professional education program must include both district and out-of-district providers who can effectively provide programs that meet the needs of all students.

CPR Training

Annual training for CPR/FA is provided for physical education staff, athletic trainers, Personal Care Assistants, and Health Services staff to insure up-to-date certification.

Gifted Education Training Differentiated Instruction

Program Objective:

To assist all professional personnel K-12 with strategies related to optimizing instruction for all students including Gifted & Talented.

Needs Statement:

Due to the increasing needs of all students in the regular classroom, professional training is needed to identify and understand areas of special needs and to develop effective teaching strategies and behavioral techniques to promote student success.

Purpose:

In order to better understand and instruct students, all professional personnel in the district will have the opportunity to be trained in Differentiated Instructional techniques.

Resources Required:

Resources to support this professional education program must include both district and out-of-district providers who can effectively provide programs that meet the needs of all students.

Professional Education Providers

The following list includes, but is not limited to, approved providers for the district. These providers meet the identified needs as stated in the plan. The Superintendent or his designee may approve other providers who address the goals and identified needs of the plan:

- Providers approved by local school entities
- Pennsylvania Intermediate Units
- Pennsylvania school entities
- The Pennsylvania Department of Education
- Providers approved by the Pennsylvania Department of Education
- Providers approved by Pennsylvania Intermediate Units (e.g. list agency names, programs, list providers)
- Accredited Universities and Colleges
- Subcontractors (paid or not paid) who are providing services that meet the identified needs
- Any and all providers as approved by the Superintendent or his designee
- Local, State and National Professional Education Organizations

The administration and school board have final approval for all providers for which the professional requests reimbursement. Requests for reimbursement must follow district procedures, policies, and guidelines.

Annual Review Process

The progress and effectiveness of the professional education program will be evaluated annually in April/May by the District Professional Education Committee according to the design stated below. It may, however, add additional components to the design as needed. The evaluation/review design consists of six modes of inquiry: surveys, random interview; observations of acquired competencies, participant feedback forms, analysis of test data, and round table discussions (i.e. site-based management teams and curriculum advisory council). Each year, using the six modes, the Professional Education Committee will oversee an evaluation to ensure that we are meeting the needs of individual staff members, the students, and community.

During the annual plan evaluation/review, all suggested and approved changes will be submitted to the School Board for review and approval. After School Board approval, the plan revisions will be submitted to PDE.

The Assistant Superintendent will keep records on the professional education activities of all professional staff. This includes all opportunities mentioned in this plan.

Criteria and Balance

To develop a balance between context, pedagogy, and other skills, the professional education plan as noted above in sections III and IV developed separate needs and plans for each area. The Committee in adopting the Professional Education Criteria in section III followed closely the criteria outlined.

Date Submitted to PDE _____

School Entity: _____ Chambersburg Area School District _____

Address: _____ 435 Stanley Avenue _____

_____ Chambersburg, PA __ Zip Code: _17201_____

Chief School Administrator: ____ Dr. Joseph Padasak _____

Contact Person: (typed/printed) _Dr. Ted Rabold _____

Telephone: (____)-_____ E-Mail Address: rabolted@chambersburg.k12.pa.us

We affirm that this professional education plan was developed in accordance with the laws, regulations and guidelines regarding professional education plans and that the plan was recommended by the Professional Education Committee and approved by the school board.

Signature
Board Secretary

(Date)

Signature
Board President

(Date)

Signature
Chief School Administrator

(Date)

Signature, Chairperson
Professional Education Committee

(Date)

Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Special Education Plan

January 16, 2007

Entity: Chambersburg Area SD

Address: 435 Stanley Ave

Chambersburg, PA 17201-3405

Phone: (717) 263-9281

Contact Name: Dr. Joseph Padasak

School District Demographics

School District	IU #	Superintendent	# of Bldgs.	Total Enrollment	Total Unduplicated SES Students
Chambersburg Area SD	Lincoln IU 12	Dr. Joe Padasak	20	8347	1396

District Special Education Contact:

Name	Title	Phone	Fax	Email
Lisa Frantz	Director of Special Education	717-261-3453	717-261-3427	frantlis@chambersburg.k12.pa.us

Current Program Strengths and Highlights

The Special Education Department of the Chambersburg Area School District operates under the belief that all children can learn and be successful. With the joint leadership of the district's administration and the support of our School Board, we are able to provide a quality educational program to all of our special education students. The special education program is headed by a Director of Special Education and two Instructional Advisors (one for elementary and one for secondary.)

We offer a full continuum of special education services. The district operates learning support, emotional support, speech and language, and OT services. We contract with IU for our NI (multiple disabilities) program, hearing and vision services. We contract for our PT services. The Chambersburg Area School District meets the unique challenge of providing appropriate special education services to each of 17 neighborhood elementary schools, covering 250 square miles and 3 secondary buildings. Much thought and consideration is given to the location of programs and services in all the school buildings.

The strength of our program lies in our dedicated and well-trained staff of both special education and regular education teachers who deliver high quality services every day. We use a team collaboration approach to working with all of our students. Our programs are highlighted by our willingness to be flexible, resourceful and creative. We do a great deal of "out-of-the-box" problem solving. The special education program is enhanced by the cooperation and communication between special education teachers and regular education teachers with the main goal of making our special education students successful. Adapted grading and specially designed program modifications enable many of our students to function in the regular classroom setting. Regular education teachers welcome students with a variety of levels of need and challenges into their classes and diligently work with their special education colleagues to identify the most meaningful strategies to help ensure success for our students.

The Chambersburg Area School District continually collaborates with the families of special needs learners, to ensure the most appropriate and least restrictive environment. A continuum of learning opportunities is available. We have well established and cooperative professional relationships with the community agencies in Franklin County. Our district also cooperates fully with other agencies as needed to provide the best educational environment for individual students.

One challenge we are meeting is our "transit" population of special education students. We have had 270 special education student move-ins into our district, with about 180 move-outs. The challenge really taxes our existing programs, resources and space. Our staff is to be commended for welcoming all of these students into our district and providing them with a quality education based on their individual needs.

Parents (foster parents, grandparents) are essential partners in the educational process in the Chambersburg special programs. We strive to develop and maintain positive relationships with parents and guardians. They are welcome participants in IEP meetings, the decision-making and to visit classrooms. Parents, community agency personnel and school district employees work together to a student's individual needs.

Enrollment Differences

Category	District Enrollment	State Enrollment	Is Disp.?	Data Analysis	Plans for Improvement
Autism	0.79%	2.82%	False	Below	
Deaf-Blindness	0%	0.02%	False	Equal	
Emotional Disturbance	14.47%	9.63%	True	Above	We have at least 5 agencies in our district that provide foster care/residential care and the vast majority of these students are ES.
Hearing Impairment including Deafness	0.93%	1.10%	False	Below	
Mental Retardation	11.60%	9.95%	True	Above	We need to monitor the cut-off score we use to classify students with mental retardation. We realized under our last plan that our data entries were incorrect. This area of disability has been historically higher than the state average.
Multiple Disabilities	1.65%	1.08%	False	Equal	
Orthopedic Impairment	0.21%	0.36%	False	Equal	
Other Health Impairment	1.07%	3.48%	False	Below	
Specific Learning Disability	52.94%	54.38%	False	Equal	
Speech of Language Impairment	13.83%	16.31%	False	Below	
Traumatic Brain Injury	2.01%	0.42%	True	Above	LIU operates 7 NI classes in our district.
Visual Impairment including Blindness	0.50%	0.44%	False	Equal	

Ethnicity Enrollment Differences

Category	District Enrollment	Spec. Ed. Enrollment	Is Disp.?	Data Analysis	Plans for Improvement
American Indian/Alaskan Native	0.20%	0.36%	False	The district will continue to monitor the ethnic background of our special education population in order to ensure that no ethnic group is disproportionately identified.	
Asian/Pacific Islander	1.13%	0.36%	False		
Black (Non-Hispanic)	9.12%	9.96%	False		
Hispanic	7.74%	9.10%	False		
White (Non-Hispanic)	81.81%	80.23%	False		

Exiting Statistics

State Graduation	State Dropout	District Graduation	District Dropout	Is Disp.?	Data Analysis	Plans for Improvement
92.02%	6.75%	46.67%	53.33%	True	Our graduation/dropout data was not entered into the Penn Data System before the June deadline. The %'s are based on 15 students. The real numbers are as follows: 79% of our students graduated based on the following numbers. 75 special ed students began the school year-6 moved out of the district-7 dropped out of school-3 returned for another year and the remainder graduated.	We will need to implement the following action plan: 1. Enter graduation data in the PennData system before the June deadline. 2. Develop more specific transition plans to keep students from dropping out. 3. Analyze our high school curriculum to see if we can make changes to better address our special education students needs.

Facilities for Nonresidential Students

Facility Name	Provider of Educational Services	# of Students Receiving Svcs. as of Dec 1
Children's Aide Society	Lincoln Intermediate Unit #12	20
Mt. Valley Center	Lincoln Intermediate Unit #12	8

Incarcerated Students Oversight

The district contracts with the Lincoln Intermediate Unit #12 to identify and provide an education to all eligible incarcerated students.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs. as of Dec 1
Franklin County Prison	Lincoln Intermediate Unit #12	10

Personnel Development - PA NCLB Goal #1

Topic	READING: Students with disabilities will demonstrate increased educational results in reading, writing, math and other academic areas as outlined in the Pennsylvania academic standards			
Baseline Data	<p>2006-2009</p> <p>1. DRA 3xs a year. 2. Dibels assessment & progress monitoring. 3. Review PSSA scores. 4. 4 sight testing scores. 5. Houghton Mifflin Reading Assessments. 6. Implementation of Orton-Gillingham reading strategies into our Learning Support program.</p> <p>2006-2007 - Math: We are implementing a new math series in our district K-5 (Scott Foresman). 1. Academy of Math software training for all secondary math teachers. 2. Continue Study Island software training of all special ed. teachers. 3. Exploring better math assessments for all special ed students.</p>			
Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2006-2007 1. Oct. - Differentiated Instruction district wide training.	Curriculum Coordinator	Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice	2006-2007 5% increase in DRA and Dibel assessment from fall assessment to spring. assessment.
2006-2007 Monthly training sessions on Language Essentials for Teachers of Reading and Spelling. (modules 1-4). 2007-2008 - Continue monthly training sessions on Language Essentials for teachers of reading and spelling. (Modules 5-8)	Supervisor of Reading	Paraprofessional, Instructional Staff	Workshop with Director of Special Education.	Jr. & Sr. High make safe harbor and move 10% of our special ed students from below to basic and beyond.
2006-2007 - 3 times a year "Reading Night" for parents.	Supervisor of Reading	Parent, Paraprofessional, Instructional Staff	On-site Training with Guided Practice	2007-2008 - 5% increase in DRA and Dibel assessment from fall assessment to spring assessment. Jr. & Sr. High make safe harbor and move 10% of our special ed students from below to basic and beyond.
2006-2009 - Orton-Gillingham Reading Training	PATTAN Staff, Orton-Gillingham Company	Instructional Staff	On-site Training with Guided Practice	2008-2009 -5% increase in DRA and Dibel assessment from fall assessment to spring assessment. Jr. & Sr. High make safe harbor and move 10% of our special ed

				students from below to basic and beyond.
2006-2007 - Participate in district-wide trainings on reading and differentiated instruction.	Reading Supervisor	Paraprofessional, Instructional Staff	On-site Training with Guided Practice	To continue to improve reading PSSA scores by 10%.
2006-2007 - High school training - reading in the content area.		Instructional Staff	On-site Training with Guided Practice	To improve PSSA reading scores by 10%.
2006-2007 - Academy of Reading software training - all special ed teachers K-12.	Reading Supervisor	Paraprofessional, Instructional Staff	On-site Training with Guided Practice	To improve PSSA reading scores by 10%.
2007-2008 - Continue monthly training sessions on Language Essentials for teachers of reading and spelling. (modules 5-8)	Supervisor of Reading	Instructional Staff	On-site Training with Guided Practice	5% increase in DRA and Dibel assessment from fall assessment to spring assessment. Jr. & Sr. High make safe harbor and move 10% of special ed students from below to basic and beyond.
2007-2008 - Best Practices reading videos and discussion sessions 4 times a year with secondary/elementary staff split.	PATTAN library & Reading Supervisor	Instructional Staff	On-site Training with Guided Practice	Improve reading PSSA scores by 10%.
2007-2008 - Continue training with Orton-Gillingham	Orton-Gillingham Company	Instructional Staff	On-site Training with Guided Practice	2007-2008 - 5% increase in DRA and Dibel assessment from fall assessment to spring assessment. Jr. & Sr. High make safe harbor and move 10% of our special ed students from below to basic and beyond.
2007-2008 - Continue "Parent Reading Night" 3 times a year.	Supervisor of Reading	Instructional Staff	On-site Training with Guided Practice	2007-2008 -5% increase in DRA and Dibel assessment from fall assessment to spring assessment. Jr. & Sr. High make safe harbor and move 10% of our special ed students from below to

				basic and beyond.
2008-2009 - Continue monthly training sessions on Language Essentials for teachers of Reading and Spelling. (modules 9-11)	Supervisor of Reading	Instructional Staff	On-site Training with Guided Practice	5% increase in DRA and Dibel assessment from fall assessment to spring assessment. Jr. & Sr. High make safe harbor and move 10% of special ed students from below to basic and beyond.
2008-2009 - Best Practice reading videos and discussions 4 times a year with secondary/elementary staff split.	Pattan library & Reading Supervisor	Instructional Staff	On-site Training with Guided Practice	Increase PSSA reading scores by 10%.
2008-2009 - Continue training with Orton-Gillingham.	Orton-Gillingham Company	Instructional Staff	On-site Training with Guided Practice	2008-2009 5% increase in DRA and Dibel assessment from fall assessment to spring assessment. Jr. & Sr. High make safe harbor and move 10% of our special ed students from below to basic and beyond.
2008-2009 - Continue "Parent Reading" night 3 times a year.	Reading Supervisor	New Staff	On-site Training with Guided Practice	2008-2009 - 5% increase in DRA and Dibel assessment from fall assessment to spring assessment. Jr. & Sr. High make safe harbor and move 10% of our special ed students from below to basic and beyond.
2006-2009 - Scott Foresman training in the new math series.	Math coordinator & Scott Foresman	Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice	2006-2009 - 10% improvement in PSSA results for IEP students.
2006-2007 - Train and implement daily oral math - K-5 special ed teachers.	Math Coordinator	Paraprofessional, Instructional Staff	On-site Training with Guided Practice	Continue to monitor student progress in math at all levels.
2006-2009 - Continue training on software programs - Academy of Math & Study Island.	Math Coordinator	Paraprofessional, Instructional Staff	On-site Training with Guided Practice	Continue to monitor student progress in math at all levels.
2006-2007 - Develop a committee to	Math Coordinator & Director of Special Education,	Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice	Continue to monitor student progress in math at all levels.

research and recommend math assessment.	Instructional Advisors			
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Personnel Development - PA NCLB Goal #3

Topic	ASSISTIVE TECHNOLOGY: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs			
Baseline Data	100%The special education dept. works very closely with our Director of Technology who is responsible for identifying assistive technology needs, providing information to IEP teams, implementing student use of assistive devices and monitoring progress. Ongoing training is provided for teachers, parents and paraprofessionals who work with assistive technology. Training is available through the intermediate unit and through vendors. The district obtains consultation services for assistive technology from IU12. I			
Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2006-2007 - Training about student devices will be provided when needs arise. The district will access training opportunities offered by IU, PATTAN and vendors.	IU Staff, CASD Technology Director	Parent, Paraprofessional, Instructional Staff	On-site Training with Guided Practice	100% of assistive technology needs will be appropriately addressed as they arise.
2006-2007 - Implement Kurzweil Reader in the 3 secondary buildings.	Kurzweil Co., Director of Technology	Parent, Paraprofessional, Instructional Staff	On-site Training with Guided Practice, Company Trains the Trainer model	100% of assistive technology needs will be appropriately addressed as they arise.
2007-2008 - Continue Kurzweil Reader training	Director of Technology, Trained Trainers	Parent, Paraprofessional, Instructional Staff	On-site Training with Guided Practice	100% of assistive technology needs will be appropriately addressed as they arise.
2008-2009 - Continue Kurzweil Reader training.	Director of Technology & Trained Trainers	Parent, Paraprofessional, Instructional Staff	On-site Training with Guided Practice	100% of assistive technology needs will be appropriately addressed as they arise.

Topic	LOW INCIDENCE: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs			
Baseline Data	Consultation services obtained from IU12 regarding behavioral issues and appropriate intervention strategies. Regular teachers and special ed. teachers attend conferences and workshops on Aspergers and other disorders. CASD transports and supports the Franklin Learning Center. We currently have 53 low incidence students placed at the Franklin Learning Center. These placements were per IEP team decisions.			
Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2006-2009 - Director of Special Education will monitor faculty,	PATTAN Staff, IU Staff	Parent, Paraprofessional, Instructional Staff, Related Service	On-site Training with Guided Practice, Conferences, Distance Learning,	2006-2007 - Continue to provide parents information about trainings. Continue to

student and paraprofessionals needs for training in specific areas. Training information and opportunities will be provided to facilitate student progress. Parents receive information and training opportunities via personal invite or flyers sent home.		Personnel	Workshops, IU and University courses, PATTAN	access consultation and training resources offered by IU and Pattan. Continue to work with IEP teams to identify training needs. 2007-2008 - Continue to provide parents information about trainings. Continue to access consultation and training resources offered by IU and PATTAN. Continue to work with IEP teams to identify training needs. 2008-2009 - Continue to provide parents information about trainings. Continue to access consultation and training resources offered by IU and PATTAN. Continue to work with IEP teams to identify training needs.
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Topic	AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs			
Baseline Data	the CASD currently has 10 students enrolled within our schools. Each student is placed on the special education continuum based upon his or her needs. We have some successfully integrated in regular class to students attending a private school. The administrators and several teachers have attended workshops and conferences. We conduct monthly, quarterly meetings on our Autistic students based on their needs.			
Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2006-2009 - Director of Special Ed will monitor faculty, students and paraprofessionals needs for training in specific areas. Training information and opportunities will be provided to facilitate students progress. Parents will be included in this progress.	PATTAN Staff, IU Staff	Parent, Paraprofessional, Instructional Staff	Conferences, Workshops, team meetings about individual students, video conferences, consultation services from IU and PATTAN.	2006-2007 - Provide disability awareness training from staff working with students. Conduct periodic team meetings to address interventions for specific student(s). Provide parents information about trainings. 2007-2008 - Provide disability awareness training for staff working with students. Conduct periodic team meetings to address interventions for specific student(s). Provide parents

				information about trainings. 2008-2009 - Provide disability awareness training for staff working with students. Conduct periodic team meetings to address interventions for specific student(s). Provide parents information about trainings.
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Topic	ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
Baseline Data	2005-2006 - Paraprofessionals attend many of the same training as our teachers. 2/3 training sessions a year are offered just for paraprofessionals on various topics. 52% of our paraprofessionals have taken and passed the CAPE Test. Paraprofessional reimbursement for college classes pertaining to education. 2005-2006 - 100% of district special education teachers are highly qualified or currently working on their bridge certification. 2006-2009 - Superintendent will monitor professional certification. The district's Act 48 plan provides valuable professional development. Teacher reimbursement for graduate and post-graduate studies.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2007-2009 -1. Paraprofessionals will attend trainings listed in Reading and Math section. 2. Paraprofessionals will take exam to obtain highly qualified designation or continue to take college courses. 3. Certified professionals will participate in required professional development 2004-07.	PATTAN Staff, IU Staff, Higher Education Staff, District	Paraprofessional, Instructional Staff	On-site Training with Guided Practice, LIU, PATTAN	2006-2007 - Director of Special Ed will organize paraprofessional quarterly meetings with a training component. 100% of CASD special education teachers will continue highly qualified status. 2007-2008 - Director of Special Ed. will organize paraprofessional quarterly meetings with a training component. 100% of paraprofessionals will participate in training. 100% of CASD special education teachers will continue highly qualified status. 2008-2009 - Director of Special Ed. will organize

				paraprofessional quarterly meetings with a training component. 100% of paraprofessionals will participate in training. 100% of CASD special education teachers will continue highly qualified status.
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Personnel Development - PA NCLB Goal #4

Topic	BEHAVIOR SUPPORT: Students with disabilities will interact with others in their school environments in an effective manner so that their behavior does not impede their learning or the learning of others			
Baseline Data	IST teams monitor students and develop pre-referral strategies. Formal instructional support continues at elementary level. CASD collaborates with mental health and other agencies. CASSP meetings requested as needed. CASD has a Home & School Visitor with one assistant. CASD obtained behavior support or consultation from the IU.			
Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2006-2009 1. Designated district personnel will attend safe crisis management training. 2. Continue IST services monthly child study meetings for ES classes. 3. CASD will continue to collaborate with mental health and other agencies to address behavioral/emotional needs of students. 4. CASD personnel will attend relevant trainings and conferences. IEP teams will continue to develop and to monitor behavior support plans.	PATTAN Staff, IU Staff, Higher Education Staff, Workshop vendors, School Psychologist, Guidance Counselors, Community Agencies	Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Local Task Force	2006-2009 - 1. Conduct IEP meetings as often as necessary to address students' behavioral & emotional needs. 2. Identify appropriate interventions and placements. 3. Continue to collaborate with a variety of professional experts in the mental health field. 4. To monitor the number of contacts with community agencies and IU support. 5. 2006-2007 - A 10% decrease in disruptive student behavior as measured by the amount of demerits and suspension. 2007-2008 - A 10% decrease in disruptive student behavior as measured by the amount of demerits and suspensions. 2008-2009 - A 10% decrease in disruptive student behavior as measured by the amount of demerits and suspensions.

Personnel Development - PA NCLB Goal #5

Topic	TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult			
Baseline Data	The district contracts with LIU for the services of a Work Coordinator who works with our Chambersburg Area Senior High School Transition Coordinator. The district has established a good working relationship with our local OVR and other MH/MR agencies in the community. Career Inventories administered in 8th grade. Special ed teachers and guidance office work individually with each student/family to develop a plan for transition through 9th-12th grade.			
Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2006-2009 - The Director of Special ed. will seek opportunities for relevant district personnel and parents to attend transitional trainings.	PATTAN Staff, IU Staff, Vendors	Parent, Instructional Staff	On-site Training with Guided Practice, Conferences, Distance Learning	2006-2009 - Continue to strengthen professional relationships with agencies involved in transition services. Continue to identify vocational experience opportunities for high school special ed. students. Continue to work closely with Franklin County Career and Technology Center. 2006-2007 - 100% of our special ed. students will graduate with a specific plan for post-graduation. 2007-2008 - 100% of our special ed students will graduate with a specific plan for post-graduation. 2008-2009 - 100% of our special ed students will graduate with a specific plan for post-graduation.

Ensuring FAPE

Students who are difficult to place:

- 1) Students who have moved into CASD having already been in a residential/alternative placement.
- 2) Students with a dual diagnosis of serious mental health issues and learning issues and/or students with a probationary status and emotional or learning issues.

Steps we take:

- 1) Contact previous placements
- 2) Contact agencies with whom family is connected
- 3) Contact LIU
- 4) Contact CASSP
- 5) Contact the state for further assistance.

We attempt to place them in the least restrictive environment within our public schools first. If this is not an option, we look to an alternative setting within the county. As a last resort, in order to make sure there is not a disruption to the student's education, we offer tutoring and instruction in the home on a very limited basis until we can determine an appropriate placement. We do this with the family's approval while maintaining contact with them.

Hard-to-Place Students

The Chambersburg Area School District follows the Memorandum of Understanding framework published by the PA Department of Education.

The school district has developed good working relationships with the social service agencies. We have several schools that operate alternative programs for student placements and several contracted placements that coexist between the agency and district (SEPT program—with Manito, Children's Aid Society, and HOPE classrooms—with Manito) If we are unable to find a placement, we contact CASSP for assistance, especially in the event that more intensive needs arise.

Collaboration in Providing Services

Agency	# students	Level of cooperation
MHMR	50	Medium-dependent upon case manager
Probation	25	High-school based probation officers and resource officers at secondary level
Manito	25	High-school based counselor and frequent communication/meetings between Manito and CASD staff
Foster Placements	30	Low to High- dependent upon case manager
Mountain Valley/Youth Advocate/Meadows	40	Generally High- dependent upon Behavioral support counselor and Therapeutic support staff
Vision Quest (Boyer Academy)	6	Generally High-dependent upon student involved.
Lincoln Intermediate Unit	High	

Improving Program Capacity

The school district continues to use interagency approach informally and formally as needed. We attend CASSP meetings and student ISP meetings on a regular basis. New information continues to be shared via the Special Education Advisory Council or Franklin County CASSP services.

Coordination of Available Funds/Resources Usage

The school district utilizes ACCESS available funds in coordination with agencies and our ACCESS Coordinator. Memorandum of Understanding has been developed and is utilized when necessary.

Number of Students Billed to ACCESS

259 - We have decreased the number of applications for the contingency fund due to the decrease of nursing services (timed release medications) and fewer students are eligible.

Ensuring Maximum Integration

The degree to which special needs students are educated in Chambersburg Area School District is based upon the Multi-Disciplinary and IEP teams. The district's focus is for each student to be educated in the regular educational environment to the greatest extent possible.

The district has increased inclusive practices during the 2005-06 school year by implementing more Co-teaching environments at the secondary level for learning disabled/MR students. This enables students to have the opportunity of itinerant services within the regular education environment. Goals for itinerant and resource room students are established by looking at scores/ needs on state assessments.

At the elementary level, several buildings have implemented RTI programs, which enable students to remain in the regular education environment much longer with teaching interventions being offered to all students as needed.

Chambersburg Area School District continues to provide a full continuum of services based upon the student needs as determined by the IEP team. The team always begins by working with the least restrictive level of intervention and if necessary, considers a more restrictive level until student needs are met. Placement decisions consider the grouping of students, level of intervention, and location of intervention as well as the development of specific goals for accomplishment.

In the event a student needs more intensive services, the district works cooperatively with the LIU to provide services to students in low incidence classes. The district is active in the fair share, housing 2 hearing impaired classes, 7 neurologically impaired classes, and 1 autistic class.

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Greencastle Antrim School District	Neighboring School Districts	Pervasive Development Disorder, Life Skills Support	13
Tuscarora School District	Neighboring School Districts	Life Skills Support	7
Franklin Learning Center	Special Education Centers	Emotional Support; Life Skills Support; Multiple Disabilities Support; Visually Impaired Support	110
Instruction in the Home	Instruction in the Home	Learning Support/Emotional Support	0
Manito, Inc.	Other	Learning Support/Emotional Support	22
VisionQuest/Boyer Academy	Other	Emotional Support	10
The Meadows	Other	Emotional Support	10
Hoffman Homes	Other	Emotional Support	2
Kids Peace	Other	Emotional Support	2
St. Michaels	Other	Emotional Support	4
Vista School	Approved Private Schools	Autistic Support	1
Royer-Greaves School for the Blind	Approved Private Schools	Visually Impaired Services	1

LRE Data Analysis

SE Outside Regular Classroom < 21%	SE Outside Regular Classroom 21-60%	SE Outside Regular Classroom > 60%	Special Education students in Other Settings	Data Analysis	Plans for Improvement
33.95%	36.75%	21.20%	8.09%	The area of concern is students outside the regular classrooms more than 60%. The current 21.20% is above the state average of 16.1%.	More opportunities for inclusion need to be developed. Staff needs to be using and understanding clear definitions of resource room level versus itinerant level of intervention. Performance target=35%RR and 35%Itinerant. Co-teaching environments are being implemented at the secondary level/RTI is being implemented at the elementary level. The District will also develop a plan to monitor our children placed in other settings. The District has a special education center where 75 of our special education students attend. These students are identified as Multi-Handicapped, Autistic as well as other severely disabled students. We need to develop more inclusion opportunities for these students to return or at least spend part of their school day in our regular buildings. Our aim is to lower our 8.09% to 5%.

Program Profile

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr. FTE
-	SD	Andrew Buchanan Elementary	E	GE	R	LS	8	10	20	1
-	SD	Falling Spring Elementary	E	GE	R	LS	8	11	20	1
-	SD	Fayetteville Elementary	E	GE	PT	LS	6	8	15	1
-	SD	Fayetteville elementary	E	GE	R	LS	7	10	19	1
-	SD	U.L. Gordy Elementary	E	GE	R	LS	6	9	12	1
-	SD	Grandview Elementary	E	GE	PT	LS	9	11	12	1
-	SD	Guilford Hills Elementary	E	GE	R	LS	7	10	19	1
-	SD	Hamilton Heights Elementary	E	GE	PT	ES	7	9	10	1
-	SD	Hamilton Heights Elementary	E	GE	R	LS	6	9	15	1
-	SD	Hamilton Heights Elementary	E	GE	R	LS	9	12	19	1
-	SD	King Street Elementary	E	GE	R	LS	8	11	13	1
-	SD	Lurgan Elementary	E	GE	R	LS	7	10	18	1
-	SD	New Franklin Elementary	E	GE	R	LS	7	10	15	1
-	SD	Scotland Elementary	E	GE	PT	ES	9	10	12	1
-	SD	Scotland Elementary	E	GE	PT	ES	10	12	12	1
-	SD	Scotland Elementary	E	GE	PT	LS	8	11	15	1
-	SD	Scotland Elementary	E	GE	R	LS	8	11	11	1
-	SD	Scotland Elementary	E	GE	R	LS	6	9	15	1
-	SD	South Hamilton Elementary	E	GE	PT	ES	6	8	6	1
-	SD	South Hamilton Elementary	E	GE	PT	LS	9	10	15	1
-	SD	South Hamilton Elementary	E	GE	R	LS	7	11	19	1
-	SD	Thaddeus Stevens Elementary	E	GE	PT	LS	8	10	15	1
-	SD	Thaddeus Stevens Elementary	E	GE	R	LS	7	10	18	1
-	SD	Chambersburg Area Middle School	M	GE	PT	ES	11	12	15	1
-	SD	Chambersburg Area Middle School	M	GE	PT	ES	12	13	15	1
-	SD	Chambersburg Area Middle School	M	GE	PT	LS	11	13	15	1
-	SD	Chambersburg Area Middle School	M	GE	R	LS	11	13	20	1
-	SD	Chambersburg Area Middle School	M	GE	R	LS	11	13	20	1

N	SD	Chambersburg Area Middle School	M	GE	R	LS	11	13	20	1
-	SD	Chambersburg Area Middle School	M	GE	R	LS	11	13	20	1
-	SD	Chambersburg Area Middle School	M	GE	PT	LS	12	14	12	1
-	SD	Chambersburg Area Middle School	M	GE	R	LS	12	14	20	1
-	SD	Chambersburg Area Middle School	M	GE	R	LS	12	14	20	1
-	SD	Chambersburg Area Middle School	M	GE	R	LS	12	14	20	1
-	SD	J. Frank Faust Junior High School	J	GE	PT	ES	13	14	15	1
N	SD	J. Frank Faust Junior High School	J	GE	R	ES	14	15	18	1
-	SD	J. Frank Faust Junior High School	J	GE	PT	LS	14	15	12	1
-	SD	J. Frank Faust Junior High School	J	GE	R	LS	13	14	20	1
-	SD	J. Frank Faust Junior High School	J	GE	R	LS	13	14	20	1
-	SD	J. Frank Faust Junior High School	J	GE	R	LS	13	14	20	1
-	SD	J. Frank Faust Junior High School	J	GE	R	LS	13	14	20	1
-	SD	J. Frank Faust Junior High School	J	GE	R	LS	14	15	16	1
-	SD	J. Frank Faust Junior High School	J	GE	R	LS	14	15	20	1
-	SD	J. Frank Faust Junior High School	J	GE	R	LS	14	15	20	1
-	SD	Chambersburg Area Senior High School	S	GE	PT	ES	15	18	15	1
-	SD	Chambersburg Area Senior High School	S	GE	PT	ES	15	18	15	1
-	SD	Chambersburg Area Senior High School	S	GE	R	LS	15	18	20	1
-	SD	Chambersburg Area Senior High School	S	GE	R	LS	15	18	20	1
-	SD	Chambersburg Area Senior High School	S	GE	R	LS	15	18	18	1
-	SD	Chambersburg Area Senior High School	S	GE	R	LS	15	18	20	1
-	SD	Chambersburg Area Senior High School	S	GE	R	LS	15	18	20	1
-	SD	Chambersburg Area Senior High School	S	GE	R	LS	15	18	20	1
-	SD	Chambersburg Area Senior High School	S	GE	R	LS	15	18	20	1
-	SD	Chambersburg Area Senior High School	S	GE	R	LS	15	18	20	1
-	SD	Chambersburg Area Senior High School	S	GE	R	LS	15	18	18	1

		Senior High School								
-	SD	Various Elementary Schools	E	GE	I	SLS	5	11	39	1
-	SD	Various Elementary Schools	E	GE	I	SLS	5	12	41	1
-	SD	Various Elementary Schools	E	GE	I	SLS	5	12	41	1
-	SD	Various Elementary Schools	E	GE	I	SLS	5	12	46	1
-	SD	Various Elementary Schools	E	GE	I	SLS	5	11	30	1
-	C		E	C	I	AS				

Justification:

1. The IEP team agreed that the students that are not in the age range are placed there based on program considerations.
2. Our district has had 250 special education move-ins and some of our classes are over by a few.
3. Last 5 classes are speech/language caseloads and they see students in grades K-5.

Support Staff (District)

School District: Chambersburg Area SD

ID	OPR	Title	Location	FTE
-	SD	Director of Special Education	Administrative Offices	1.0
-	SD	School Psychologists	Administrative Offices	6.0
-	SD	Instructional Advisor	Administrative Offices	2.0
-	SD	Personal Aides	Various Locations	34.0
-	SD	Classroom Aides	Various Locations	34.0
-	SD	Home & School Visitor	Various Locations	0.7
-	SD	Emotional Support Counselor	Various Locations	2.0
-	SD	Instructional Support Teachers (IST)	Various Locations	6.0

Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	(5) Individual Contracts	Occupational Therapy	5 Days
-	Physical Therapy, Etc.	Physical Therapy	22 Hours
-	Lincoln Intermediate Unit #12	Work Experience	20 Hours
-	Lincoln Intermediate Unit #12	Audiologist	30 Minutes
-	Lincoln Intermediate Unit #12	Hearing Itinerant	5 Hours
-	Lincoln Intermediate Unit #12	Vision Itinerant	10 Hours
-	Lincoln Intermediate Unit #12	Speech/Language Therapy	5 Days

Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Chapter 12 Student Services Plan

January 15, 2007

Entity: Chambersburg Area SD

Address: 435 Stanley Ave
Chambersburg, PA 17201-3405

Phone: (717) 263-9281

Contact Name: Dr. Joseph Padasak

Student Services Plan

PENNSYLVANIA DEPARTMENT OF EDUCATION

Checklist of Responsibilities for LEAs for Implementation of Chapter 12

Date Accomplished	Chapter 12 Citations	Responsibility	Notes
November 8, 2006	§ 12.1	Free Education and Attendance LEA must comply with regulatory language on compulsory attendance including non-exclusion from the public schools or from extracurricular activities because: (1) the student is married; (2) the student is pregnant; (3) the student has a disability as identified by Chapter 15 (relating to protected handicapped students); (4) the student is an eligible student identified under Chapter 14.	Policy 103, 122, 234
October 10, 2001 August 23, 1995	§ 12.3	School Rules Adopt a code of student conduct that includes policies governing student discipline and a listing of students' rights and responsibilities as outlined in Chapter 12. The conduct code is published and distributed to all students and parents or guardians. Copies of the code are available in each school library.	Policy 218, 235
November 8, 2006	§ 12.4	Discrimination Consistent with the Pennsylvania Human Relations Act (43 P.S. §§ 951-963), a student may not be denied access to a free and full public education, nor may a student be subject to disciplinary action on account of race, sex, color, religion, sexual orientation, national origin or disability.	Policy 103, 113, 122
	§ 12.5	Corporal Punishment LEA must comply with regulatory language prohibiting the use of corporal punishment including exceptions that teachers and school authorities may use reasonable force under the following	Currently not available

November 8, 2006		<p>circumstances:</p> <p>(1) To quell a disturbance.</p> <p>(2) To obtain possession of weapons or other dangerous objects.</p> <p>(3) For the purpose of self-defense.</p> <p>(4) For the protection of persons or property.</p>		
November 8, 2006	§ 12.6 § 12.7 § 12.8	<p>Exclusion from School, Classes, Hearings</p> <p>Define and publish the types of offenses that would lead to exclusion from school, i.e. suspension or expulsion. The information is published and distributed to students and parents or guardians. The document addresses exclusions affecting students with disabilities that are governed by § 14.143 (relating to disciplinary placements) and 34 CFR 300.519—300.529 (relating to discipline procedures). The policy abides by the requirements of Section 12.6-12.8 regarding length of time, notification to student and parents/guardians and due process.</p>		Policy 233
November 8, 2006	§ 12.9	<p>Freedom of Expression</p> <p>LEA must comply with students' right to free expression guaranteed by the Constitution of the United States and the Constitution of the Commonwealth including use of publications, handbills, announcements, assemblies, group meetings, buttons, armbands and any other means of common communication. The LEA should outline under what circumstances the expression shall be denied i.e. materially and substantially interferes with the educational process, threatens serious harm to the school or community, encourages unlawful activity or interferes with another individual's rights.</p>		Policy 230
	§ 12.10	<p>Flag Salute and Pledge of Allegiance</p> <p>LEA must give students the right to decline recitation of the Pledge of Allegiance and saluting the Flag on the basis of personal belief or religious convictions</p>		Currently not available
November 8, 2006	§ 12.11	<p>Hair and Dress</p> <p>The Board of Directors may adopt a dress codes and/or</p>		Policy 221

		requirement that students wear school uniforms that apply to individual school buildings or to all school buildings. Dress policy may include the right to govern a student's length or style of hair; including facial hair, as long as evidence indicates that length of hair causes disruption of the educational process or constitutes a health or safety hazard. A dress code may also include requirements to wear certain types of clothing while participating in physical education classes, shops, extracurricular activities or other situations when special attire may be required to insure the health or safety of the student.	
November 8, 2006	§ 12.12	<p>Confidential Communications Adopt a policy, procedure or administrative guidance on use of student confidential communications to school personnel in legal proceedings and revelation of confidential communications to parents/guardians when the health, welfare or safety of students or others is at risk.</p>	New – no number
November 8, 2006	§ 12.14	<p>Searches Adopt policies and procedures with notification of students and their parents or guardians regarding student searches including:</p> <ul style="list-style-type: none"> • Use of seized illegal and/or prohibited materials in disciplinary proceedings. • Giving student notification and opportunity to be present for locker searches unless authorities deem under reasonable suspicion that contents are a threat to health, welfare and safety of others. 	Policy 226
January 11, 2006	§ 12.31	<p>Student Records Adopt a plan for the collection, maintenance and dissemination of student records:</p> <ul style="list-style-type: none"> • In accordance with federal and state law, regulations and directives identified in guidelines issued by the Department. • Maintenance of copies of the adopted plan. • Plan to update as required by changes in state or federal 	Policy 216

November 8, 2006		<p>law.</p> <ul style="list-style-type: none"> • Submit copies to the Department upon request of the Secretary. 	<p>Student Services Adopt a plan for the implementation of a comprehensive and integrated K—12 program of student services based on the needs of the students. The plan shall be prepared and revised in accordance with the time frames and procedures described in § 4.13(a), (b), (d), (e) and (f) (relating to Strategic Plans). Coordinate and oversee services offered by community agencies in public schools The plan must include policies and procedures for emergency care and administration of medication and treatment under The Controlled Substance, Drug, Device and Cosmetic Act (35 P. S. §§ 780-101—780-144) and guidelines issued by the Department of Health. Provide the following student services:</p> <ul style="list-style-type: none"> • Developmental services for all students that address their developmental needs throughout their enrollment in school including guidance counseling, psychological services, health services, home and school visitor services and social work services. • Diagnostic, intervention and referral services for students who are experiencing problems attaining educational achievement appropriate to their learning potential.. • Consultation and coordination services for students who are experiencing chronic problems that require multiple services by teams or specialists. • Plan and provide for a Commonwealth Student Assistance Program (SAP) under the Early Intervention Services System Act (11 P. S. §§ 875-101—875-503). 	<p>Policy 112, 113, 115, 146 146 146, 209, 210 113, 146 146 146 236 112 209</p>
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<p>§ 12.41 (d)</p> <p>§ 12.41 (e)</p>	<p>Student services plan must demonstrate that student services:</p> <ul style="list-style-type: none"> • Is an integral part of the instructional program at all levels of the school system. • Provides information to students and parents or guardians about educational opportunities of the school's instructional program and how to access these opportunities. • Provides career information and assessments so that students and parents or guardians might become aware of the world of work and of a variety of career options available to individual students. • Provides basic health services outlined in Article XIV of the Public School Code of 1949 (24 P. S. §§ 14-1401—14-1423) for students and information to parents or guardians about the health needs of their children. • Follows Section 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h), regarding Protection of Pupil Rights. • Provides that persons delivering student services shall be specifically licensed or certified as required by statute or regulation. 	
<p>Section 1422.1 of Act No. 114 of 2006 (HB 185)</p>	<p>Wellness Policy (Related requirements)</p> <p>Adopt a local wellness policy not later than the first day of the school year beginning after June 30, 2006 and submit to Department of Education.</p>	<p>Currently not available</p>

Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Teacher Induction Plan

January 15, 2007

Entity: Chambersburg Area SD

Address: 435 Stanley Ave

Chambersburg, PA 17201-3405

Phone: (717) 263-9281

Contact Name: Dr. Joseph Padasak

Teacher Induction Planning Participants

Name	Affiliation	Membership Category	Appointed By
Benbow, Bernadette	Head Teacher	Elementary School Teacher	Dr. Joseph Padasak
Bowen, Cynthia	Fourth Grade	Elementary School Teacher	Dr. Joseph Padasak
Breslin, Susan	English Teacher	Middle School Teacher	Dr. Joseph Padasak
Davis, Sandi	Fourth Grade	Elementary School Teacher	Dr. Joseph Padasak
Foltz, Wesley	Social Studies	Secondary School Teacher	Dr. Joseph Padasak
Frelin, Barb	Teacher	Middle School Teacher	Dr. Joseph Padasak
Martin, Dionne	Data Specialist	School Central Office Administrator	Dr. Joseph Padasak
Michael, Eric	Assistant Superintendent	School Central Office Administrator	Dr. Joseph Padasak
Mostofi, Christine	Regional Principal	Building Principal	Dr. Joseph Padasak
Ocker, Melissa	Learning Support Teacher	Elementary School Teacher	Dr. Joseph Padasak
Puhl, Cathy	Parent	Parent	Dr. Joseph Padasak
Rabold, Dr. Ted	Retired School Administrator	School Central Office Administrator	Dr. Joseph Padasak
Sanders, Annette	Community Rep.	Community Representative	Dr. Joseph Padasak
Scratchfield, Kerstine	English Dept. Chair	Secondary School Teacher	Dr. Joseph Padasak
Shuman, Jennifer	First Grade	Elementary School Teacher	Dr. Joseph Padasak
Squires, Jean	Fifth Grade	Elementary School Teacher	Dr. Joseph Padasak

Goals and Competencies

The three major goals of the Teacher Induction program are:

1. To build a strong mentor relationship between the beginning teacher and the induction team by:
 - a. developing an induction team
 - b. providing training for induction team members
 - c. providing opportunities for interaction among team members
2. To build a knowledge base of essential resources, policies and procedures by:
 - a. providing information regarding essential resources, policies and procedures of the District
 - b. providing information regarding essential resources, policies and procedures of the building
 - c. providing information regarding essential resources, policies and procedures at the State, the Lincoln Intermediate Unit and Federal levels
3. To build an awareness of expectations by:
 - a. reinforcing effective classroom management skills
 - b. providing reinforcement for effective delivery of the curriculum
 - c. fostering professional attitudes and positive self-esteem
 - d. defining community, District and building expectations
 - e. defining beginning teacher expectations

These goals are addressed, where practical, through consortium efforts. Where appropriate, guidelines and/or activities to be addressed at the District or building level are suggested. Member districts are encouraged to implement the guidelines and activities suggested, as well as District generated methods that have been designed to achieve program goals.

Assessment Processes

The Teacher Induction Consortium is planned and coordinated by a steering committee made up of one representative from each participating district with additional representation from the Lincoln Intermediate Unit and, where appropriate, from institutions of higher education. This steering committee develops the Teacher Induction Plan, publishes a teacher induction notebook for participants, designs and conducts joint staff development programs, and recommends induction activities to be carried out at the District level.

Within each district the consortium representative will coordinate District activities, including selection of mentor teachers, establishing frequency of induction team meetings, and ensuring that all beginning teachers within the District have complete and reasonable comparable induction experiences.

The makeup of the induction team at the building level is a local decision. It is recommended that the team minimally include the beginning teacher, mentor teacher, and a building administrator. The interpersonal relationships among team members are crucial and shall be reviewed periodically by the District representative to insure compatibility. It is recommended that the following "essential qualities of mentor, teachers" be considered in the selection of mentors:

Mentor teachers demonstrate:

- knowledge and skills in the classroom
- a commitment to the teaching profession and service to children
- instructional leadership
- the ability to teach the District curriculum
- the use of appropriate, effective problem-solving techniques
- the use of a variety of instructional, classroom organization, classroom management and grouping techniques
- a familiarity with current literature in his/her field, as well as in the broad areas of effective schools and effective teaching
- the ability to convey enthusiasm for a subject to students
- the belief in student ability to succeed
- a commitment to setting high expectations for students
- the ability to teach at various student ability levels
- a willingness to give special attention to students requiring help
- success in fostering excellent student performance
- the ability to give and receive constructive criticism
- the ability to communicate with peers, parents and students
- knowledge of policies and procedures within the specific school building

To facilitate the process, it is also suggested mentor teachers:

- are tenured
- hold an Instructional II Certificate
- have taught a minimum of two years in the school district
- be recognized and respected by their peers
- teach at the same grade level, or in the same subject areas as the beginning teacher
- be assigned to classrooms in close physical proximity to the beginning teacher

ROLE AND RESPONSIBILITY OF INDUCTION TEAM MEMBERS

Role and responsibilities of the building administrator:

- oversee the implementation and coordination of the Teacher Induction program at the building level
- be sensitive to the needs of the beginning teacher and mentor teacher
- promote a positive rapport among the faculty, beginning teacher, and mentor teacher
- develop a background of research regarding the beginning teacher
- disseminate information regarding building policies and procedures to the beginning teacher guide the beginning teacher to outside resources
- consider the feasibility of assigning a reduced teaching or duty load to the beginning teacher and/or mentor teacher
- recommend and approve building level mentors
- provide time, where possible, for beginning and mentor teachers to meet
- meet with the beginning teacher and mentor teacher on a regular basis
- attend teacher induction seminars and activities
- promote professionalism
- verify completion of the induction process
- assist in the evaluation of various aspects of the Teacher Induction program
- provide opportunities for new teachers to share current trends and research with their colleagues

Role and Responsibilities of Mentor Teacher:

- participate in mentor training and other in-service programs related to the induction process
- establish rapport as a helping person
- help new teachers to identify most immediate and pressing needs
- help with ways to organize and manage the classroom
- suggest ways to plan for instruction
- observe teaching and provide feedback
- help with ways to teach the District curriculum
- help with all aspects of the teaching process
- suggest ways to communicate with parents
- serve as a sounding board and mentor on a regular basis
- provide activities to promote a positive self concept in the beginning teacher at the cooperative, district and building level
- promote professionalism
- document interactions with beginning teachers
- assist in the evaluation of various aspects of the Teacher Induction Program

Role and Responsibilities of the Beginning Teacher:

- meet with the mentor teacher on a regular basis
- interact with induction team members
- communicate needs to respective induction team members
- make an effort to implement suggestions or recommendations made by induction team members
- maintain a notebook or portfolio of observations, events or suggestions
- participate in beginning teacher seminars and activities
- promote professionalism
- assist in the evaluation of various aspects of the Teacher Induction program

Mentor Selection

Mentor teachers shall be selected from a pool of volunteer teachers from within the individual building, region, or related subject area by the building principal or Assistant Superintendent. Every effort will be made to select a teacher that will ensure a true mentor relationship with the new teacher. Should it be necessary for a department chairperson, team leader or head teacher to serve as a mentor, the evaluation of the inductee will be assigned to the principal. Mentor teachers are required to attend all meetings as assigned. The Assistant Superintendent may waive attendance at a required meeting if approval is obtained ahead of time. This may affect the stipend paid to the mentor.

Activities and Topics

Staff development activities will include training for new mentor teachers, and several days of orientation for teacher induction teams prior to the start of school, and at least four seminars during the school year. Some seminars will be for beginning teachers only while others will include the entire teacher induction team. The topics to be addressed and the level or levels of responsibility are indicated below:

TOPIC	RESPONSIBILITY
Role and responsibilities of induction team members	Consortium Orientation Workshop
District Policies & Procedures	District
District philosophy Contractual obligations Professional obligations In-service Professional organizations Certification & induction Discipline policy Grading and retention policy Authentic assessment practice Curriculum revision and development	
Building Policy Procedure	Building Induction Team
Materials acquisition Attendance procedures Schedule Lesson plans Extra duties Emergency phone numbers Record keeping Home/school communication procedures Guidance Fire drill procedures Parent-teacher conference procedures Curriculum guides/planned course documents Standardized testing procedures Textbooks/resource materials Community resources Field trip procedures	
Library Services	
Pupil Support Services	
Nurse Home/school visitor School psychologist Learning Support Inclusion Instructional Support Team	

Extracurricular Activities	
Federal programs	Building Induction Team
Title I Title II Title VI DFSCA	
PSSA	Consortium Seminar
Parent-teacher conferencing techniques	
Organization for Instruction	Consortium Orientation Workshop Building Induction Team
Standards and Assessment	Building Induction Team
Getting Started	Consortium Orientation Workshop Building Induction Team
Instructional Technology	Building Induction Team
Visitations	District/Building Induction Team
Classroom Management	Consortium Seminar Building Induction Team
Meeting learner needs	Consortium Seminar Building Induction Team
Parental Contacts/Involvement	Building Induction Team
Characteristics of Professionalism	Consortium Orientation Workshop Building Induction Team
Confidentiality Support of system Support of colleagues Ethics Professional demeanor	
Importance of Teacher Self-image	Consortium Workshop/Seminars Building Induction Team
Demographic and social structure of the community	District
Role and responsibilities of the beginning teacher as a member of a teacher induction team	Consortium Orientation Workshop
Expectations for beginning teachers	Consortium Orientation Workshop Building Induction Team

Evaluation and Monitoring

Requirements for Beginning Teacher's

Completion of Teacher Induction Process

Each beginning teacher is expected to attend all workshops, seminars, and District committee and induction team meetings; meet District expectations regarding peer visitation; and maintain a log of induction activities which provides the documentary base for entries on the Teacher Induction Criteria for Completion form (a sample is attached).

The school district will maintain records of those beginning teachers completing the teacher induction process by:

- giving each beginning teacher completing the process certification of that accomplishment
- placing a copy of that certification with the signed Teacher Induction Criteria for Completion form in the beginning teacher's personnel file, and maintaining a District file of all beginning teachers completing the process within the District

PROGRAM EVALUATION

Participants in each training session, orientation program, and seminar are asked to evaluate that program on the effectiveness with which it achieved its objectives.

Beginning teachers, mentors, and building administrators are asked to indicate those items of the Teacher Induction program which are most helpful and to identify recommendations for improvement in January and May of the school year.

Participation and Completion

Seminar Attendance	Yes	No	N/A	Date
Chambersburg Area School District				
New Teacher Orientation – 8:00 AM – 3:00 PM				
August 14, 2006 – Admin Bldg – All New Teachers				
August 15, 2006 – Admin Bldg Computer Lab Elem. Tchrs.				
August 16, 2006 – Admin Bldg Computer Lab Sec. Tchrs.				
Franklin-Adams Teacher Induction – CASHS				
August 17, 2006 – CASHS – 8:30 AM – 3:00 PM				
2003 Orientation Workshop – New Teachers & Mentors				
Chambersburg Area School District				
August 23, 24, 2006 – 8:00 AM – 3:00 PM				
Total Staff Orientation				
Franklin-Adams New Teacher Induction - Gettysburg				
September 11, 2006 – Gettysburg HS – 3:45 PM – 7:00 PM				
Preparation Workshop				
Beginning Teachers and Mentors				

Chambersburg Area School District				
September 20, 2006 – Admin Bldg – 3:45 PM–7:00 PM				
New Teacher District Induction – Beginning Teachers				
Franklin-Adams New Teacher Induction - Gettysburg				
October 4, 2006 – Gettysburg HS-3:45 PM-7:00 PM				
Motivation Workshop				
Beginning Teachers and Mentors				
Chambersburg Area School District				
October 18, 2006 – Admin Bldg – 3:45 PM – 7:00 PM				
New Teacher District Induction – Beginning Teachers				
Franklin-Adams New Teacher Induction – CASHS				
November 1, 2006 – CASHS – 3:45 PM – 7:00 PM				
Instruction Workshop				
Beginning Teachers				
Chambersburg Area School District				
November 15, 2006 – Admin Bldg – 3:45 PM – 7:00 PM				
New Teacher District Induction – Beginning Teachers				
Chambersburg Area School District				
February 7, 2007 – Admin Bldg – 3:45 PM – 7:00 PM				
New Teacher District Induction – Beginning Teachers				
Chambersburg Area School District				
March 7, 2007 – Admin Bldg – 3:45 PM – 7:00 PM				
New Teacher District Induction – Beginning Teachers				
Franklin-Adams New Teacher Induction – CASHS				
April 18, 2007 – CASHS – 3:45 PM – 7:00 PM				
Emerging Needs Seminar for Induction Team Members				
Beginning Teachers & Mentors				

