



# LEADERSHIP PROFILE

## Chambersburg Area School District

**HYA** | HAZARD  
YOUNG  
ATTEA  
ASSOCIATES

## Executive Summary

There are unlimited historical narratives concerning Chambersburg Borough dating back to the early 1700's as noted by its placement on National Registry of Historic Places in the United States in 1982. In its early years, Chambersburg served as a hub of commercial development following its placement on the Pittsburg-Philadelphia postal route. Several lite industries such as hat-making and tool-making, and support services for the many passers-through were established. As Chambersburg's population grew, larger industries of milling, paper-making, iron work, brewing and distilling moved into the areas. Chambersburg Borough's growth was augmented by the generous land policies of the area where many German farmers settled in the broader area now known as Franklin County. The national significance of Chambersburg relates primarily to the Borough's civil war history. Given its location in the Great Valley, the Borough was occupied by Confederate soldiers in 1862, 1863, and 1864, and it was the only major northern city burned by Confederate forces.<sup>1</sup>

The area supporting the Chambersburg Area School District has followed its historical past. The District covers 250 square miles in Franklin County, Pennsylvania, near the center of the Cumberland Valley. More than 61,000 people live in the district, which is composed of the Borough of Chambersburg, Greene, Hamilton, Letterkenny, and Lurgan townships, and most of Guilford Township. Agriculture remains a mainstay of area employment. Likewise, suburban growth has led to increased employment opportunities in retail establishments, light industry, health care and social assistance. The Letterkenny Army Depot also supports the Chambersburg Area School District as a major employer. As in the 19<sup>th</sup> and 20<sup>th</sup> Centuries, the Chambersburg Area remains a "crossroads for commerce" as exemplified by the presence of many major distribution and warehousing sites.

The Chambersburg Area School District serves 10,071 students in seventeen buildings. Thirteen K-5 elementary schools funnel students into one of two 6-8 middle schools. There is one senior high school serving grades 9, 10, 11, and 12, and one career magnet high school. There are 608 teachers, 56 administrators, coordinators and 438 full and part-time support personnel in the district. The Chambersburg Area School District consists of a diverse student population of approximately 67.5% White/Caucasian students; 19.3% Hispanic/Latino students; 7.8% African American/Black students; 5.3% multi-racial students; and <1 % from other groups. 53.5% of students are economically disadvantaged and 56.7 % receive free and/or reduced lunch. Additionally, 13.3% of the student population have IEP's and 7.8% are ELL students.

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) in September of 2018, in support of the search for the new Superintendent of the Chambersburg Area School District. The data contained herein were obtained from input the HYA consultants received when meeting with Focus Groups and individuals in either an interview setting or larger group settings in a time spanning September 10-14, 2018, and from the results of the online survey completed by stakeholders between September 3, 2018, and September 14, 2018. Twenty-eight (28) stakeholder interviews and focus group meetings were used to collect information regarding the strengths of the district, the challenges that it will be facing in the coming years, and desired characteristics for the new Superintendent. The online survey was used to collect data relevant to ranking desired characteristics in the new Superintendent as well as to gather open ended comments regarding those characteristics, the district/community in general, and suggestions for prospective Superintendent candidates.

## Participation

The numbers of participants, by stakeholder group, in the two methods of data gathering are listed below (*Note: Not all focus groups were a group that was disaggregated for the on-line survey*):

<b>Group</b>	<b>Personal Interviews and/or Focus Groups</b>	<b>Online Survey</b>
<b>Board</b>	<b>9</b>	<b>NA</b>
<b>Building Level Administrators</b>	<b>48</b>	<b>28</b>
<b>Central Office Administrators (Cabinet)</b>	<b>8</b>	
<b>Teachers/Licensed Staff</b>	<b>5</b>	<b>97</b>
<b>Parent of Student Attending School</b>	<b>NA</b>	<b>252</b>
<b>Community Members/PTA/PTO</b>	<b>19</b>	<b>59</b>
<b>Business Leadership</b>	<b>5</b>	<b>NA</b>
<b>Community Organizations</b>	<b>7</b>	<b>NA</b>
<b>Franklin County Educational Leaders</b>	<b>11</b>	<b>NA</b>
<b>Central Office Staff</b>	<b>12</b>	<b>NA</b>
<b>Support Staff</b>	<b>3</b>	<b>36</b>
<b>Students</b>	<b>81</b>	<b>11</b>
<b>Total</b>	<b>208</b>	<b>483</b>
<b>Grand Total</b>	<b>691</b>	

It should be emphasized that the following narrative represents the most frequently generated information based on meetings with individuals and focus groups as well as information gathered from the online survey. While data gathered are not a scientific sampling, items are included if, in the consultants' judgment, they warranted the Board's attention.

## Strengths of the District

The Chambersburg Area School District is a proud educational community. Several Focus Group participants cited the rich diversity of the school district and the multiple opportunities provided for students by the school district as contributors to that pride. There is a defined strength in the secondary program which offers unique curricular opportunities (i.e. IB and Magnet HS), exceptional co-curricular activities (i.e. fine and performing arts) sports programs, and specialized programs (i.e. Special Education; ESL/ELL) that provide outstanding experiences for all students. Elementary and secondary instruction maintains a recognizable student-centered focus despite the multiple issues that often complicate the delivery of sound educational programming within a large school district. Community constituents view themselves as caring for the welfare of all students as well. There is a strong feeling of having the school district play an important role in balancing the demands of a quality education program with the complicated issues facing families within a diverse community. There was also notable mention of the positive relationship between the building

level administrators, the district supervisors, and several teachers. This positive leadership relationship has permitted the district to provide a sound level of expertise in evaluating staff and delivering an excellent program of studies.

Among the most frequent strengths discussed among Focus Group participants was the appreciation for teachers and building level administrators who have remained dedicated to the students of the Chambersburg Area School District. Teachers were generally viewed as being well prepared and committed to their students and teaching assignments. Some students described them as “the best,” and as being the type of individuals with whom you could “bond.” Other references were made regarding the teachers’ positive role (with others) in changing the culture of the schools. Throughout significant changes in the culture of the Chambersburg Area School District community over the past few years, as well as the challenges presented through contract negotiations, limited resources, and some perceived dysfunction in district communication, it appeared clear that teachers and administrators have worked positively toward meeting the needs of students.

Becoming a model for urban/suburban excellence remains a goal for a variety of Chambersburg Area School District Focus Groups. To do so, many Focus Group and individual conversation participants viewed untapped potential of community leaders, grant funding opportunities, and business partnerships as catalysts for reaching the goal.

### **Challenges and Issues Facing the District**

Funding a school district is always a concern and was mentioned frequently by those attending Focus Group meetings. On the one hand, some constituents of Chambersburg Area School District are proud of their budgetary efficiency. Some interviewed in Focus Groups felt the district provides outstanding educational opportunities for students within reasonable budget approvals as compared to neighboring and like-sized districts. Several stated that Chambersburg provided a highly valued program for the tax dollars levied. They were skeptical about continued program change and facilities improvement without a clear vision for the district in place. Likewise, Focus Group and individual conversation participants expressed concern over continued reduction in funding. Specific cuts made to personnel directly effecting class size and program support were frequently viewed as the Board’s method of weeding out specific programs and positions for the sake of perceived efficiency. Many staff members openly detailed an increase in professional responsibilities without the “man hours” or resources to carry them out. The negative budgetary effect on class size and staffing as well as the reduction of programs necessary for students being appropriately competitive with their contemporaries was often cited as a major challenge. Opinions on the budget point to a lack of effective communication regarding long and/or short-term financial planning that could perhaps present a clearer direction for future taxation that meets the needs of the district.

Recent renovations to facilities and construction of district facilities have provided some relief for increased enrollment Pre-K-12. However, there is an abundance of criticism about facilities planning (long-term and short term) and the need to critically evaluate the usage of all available district space. Focus Groups frequently mentioned the need to redistrict the Chambersburg Area School District for the purpose of equalizing class size and properly delivering programs. While most view the newest elementary school and magnet high school as outstanding facilities, they also view the facilities as being poorly planned and an example of poor decision making. As the Chambersburg Area School District looks to the future, there is a genuine concern for the proper way to handle what appears to be a growth

in area population, an imbalance in elementary school enrollment, and a high school that is increasingly overcrowded.

Special Education, ELL/ESL programs were cited as an ongoing and growing concern as the district population of students requiring specialized programs and economic assistance increases. More specifically, improvement in the appropriate identification of students eligible for Special Education, and the evaluation of Special Education programs for grade level appropriateness and opportunities for student achievement were often mentioned as key elements of concern. The rejuvenation of a more effective RTI (or similarly effective program) was viewed as an immediate need by administrators as well as instructional staff. Concomitantly, Focus Groups and individual conversations often cited ELL programs needing evaluation and ELL staff needing updated professional development. It was viewed as essential that ELL students need to be included in the discussion of equal access to the curriculum as well as student achievement. Several Focus Group participants cited the need to have better communication with students who may be better prepared to enter the workforce through internships with the business community.

The desire for more community involvement in the school system is very strong. Business leaders, community leaders, service providers, and formal non-profit organizations understand the current position of the Chambersburg Area School District and the need for sustained improvement in student achievement and fiscal operation. Focus Group sessions and individual meeting participants frequently referenced “hope” that strong and active community involvement can be galvanized to support educational programs geared toward improving student achievement.

Focus group participants and discussions with individuals indicated a strong desire to see improved relationships between the Board members themselves. There was also a consistent dialogue indicating the need for clarification of Board member roles and clarification of their responsibilities within the context of Board meeting behavior and the operation of the school district. There is a major concern, be it perceived or real, that Board micromanagement and influence over central office decision-making in personnel and program matters requires attention. The range of opinion varied from those who believed the Board needed to “take over” where administrative leadership has weakened on some levels over time, to those who believed the Board needed to let a very talented administrative staff “do its work.” Clarification of Board member roles and the clarification of their responsibilities within the context of the daily operation school district as well as a policy making body are viewed by the consultants as the foundation for improving Board performance as well as Board relationships with the population it serves.

In concert with input regarding Board relationships was the opinion that district administration is somewhat fractured. While there are many talented individuals among the administrative staff, communication between and among them clearly needs improvement if an effective administrative team is going to lead all aspects of the district and regain the respect and trust of the Board, staff, and community.

### **Desired Characteristics**

Most Focus Group and survey participants want an experienced educator with deep passion for the achievement of all students. Likewise, the new Superintendent should have demonstrated successful experience in serving diverse urban/suburban communities, and in developing a visionary operational and academic strategy for the positive forward movement of the Chambersburg Area School District.

The new Superintendent should provide evidence of successful community engagement and transparency built upon trust, honesty and integrity, regardless of issues at hand and/or problems to be solved. In so doing, the new Superintendent should be adaptable in developing a professional presence that is demonstrated through visibility. The new Superintendent must demonstrate strength as an educational evaluator with the ability to assess the talents of all current staff and make firm decisions about appropriately building a system of improvement and enrichment for all staff members. In so doing the new Superintendent should insure the equitable allocation of professional resources in all building and programs. The new Superintendent must have previous evidenced experience in staff recruitment and hiring that is program and policy driven.

It is expected by most focus groups, that the new Superintendent will demonstrate experience in embracing an educational community through creating and/or supporting a district climate not dominated by politics and/or political correctness. There was also a strong desire expressed by most Focus Group participants to have a new Superintendent who has demonstrated commitment to his/her educational community through organizational involvement and residency.

The new Superintendent will require excellent communication skills to foster openness, honesty, and integrity in quickly re-building sound relationships between and among stakeholder groups in the educational community. Significant communication gaps between and among Board members as well as Central Office and various community groups will have to be addressed by the new Superintendent. He/she will also need to be adaptable in developing a presence that is demonstrated through visibility in nurturing professional growth, indicating cognizance of the need for continued leadership and sharing responsibility on all levels, while accepting accountability for the overall educational and financial operation of the district. The new Superintendent needs to be a talented leader who can effectively link the demands of preparing students for future success in careers and/or further education.

HYA and the Board of Education intend to meet the challenge of finding an individual who possesses most of the skills and character traits required to meet the needs of the Chambersburg Area School District. The search team will seek a new Superintendent who can work with all Board of Education, all community stakeholder groups, and all groups employed by the district to build upon district successes and plan effectively for the future.

The search associates would like to thank all the participants who attended focus group meetings and interviews or completed the online survey. More specifically, we would like to thank Ms. Crystal Ellgass, Administrative Assistant to the Superintendent. Without her input and coordination, our meetings with over twenty Focus Groups within school district as well as within the community would not have been possible without her assistance.

Respectfully submitted,

Dwight Pfennig, Ed. D.  
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## Summary of All Comments From Focus Group Meetings

The structure of the focus groups was open, allowing for participants to build upon each other's comments. Participants were asked to respond to the following questions.

- **What do stakeholders value regarding the schools? What strengths do they desire to retain and build upon?**
- **What are the issues this District currently faces, and, will face in the next three to five years?**
- **What personal and professional characteristics are expected in a new Superintendent?**

### Community Focus Groups (18 Participants)

September 10, 2018 – September 11, 2018

#### Strengths

- Academic opportunities for top level Student-Magnet/Career school
- Amazing academics for smart kids
- Caring teachers/principals
- Children can be successful in anything because of diversity
- Course offerings; early college admission
- Cyber school and homeschooling opportunities
- District provides opportunities for students – it's about what they make of the opportunities
- District tries to meet everyone's needs
- Diversity of students
- Dual enrollment fosters college readiness
- Elementary teachers do a great job providing emotional support
- Engagement of students in extra-curricular, clubs, athletics
- Good job with diverse population/life skills
- Meet the needs of all the students with a diverse population
- Music Program
- Offerings of programs High –Low
- Progressive school district – “stays modern”
- Provides what students need to succeed
- PTA discussions with Dr. Joe are productive.
- Safe school
- Size of the districts
- Strong Special education programs
- Strong support for educators
- Strong support from community for school
- Students are college/career ready upon graduation

#### Challenges/Concerns/Issues

- Balance class size more equitable in all schools
- Board and administration are viewed as dysfunctional (they should work as a team)
- Board is at odds with themselves
- Board taking control of everything
- CASD is perceived as average, but has potential to be Good even Great
- Concerns – be proactive not reactive

- Concerns with the increase of ESL population
- Cyber bullying training is needed
- Expand communications with community leaders keep community aware of what is going on at schools. Parents seemed to be left out of the loop when it comes to the children's education –too many voids in the communications-doesn't seem to be a plan in place to guide the district over the next five years
- Getting candidates to run for the Board is a problem
- Given demographics, schools need to wary of PADOE watch list status
- Helping students forming a plan to move forward
- Identify mental health issues
- Increasing drug problems
- Increasing STD problems/challenges for health community agencies
- Morale need to be kept up for the sake of children
- Morale needs to be monitored
- Needs to be an open door with admin without fear of retribution
- Nepotism is rampant in the district
- Parent involvement needs to improve
- Professional development needs to improve
- Recognize what the teachers do with their own money
- School safety
- Seek alternative education for the average student
- Some don't view the "national search as advantageous"
- State testing is taking precedent over instruction
- Students being raised by parents who are not as caring as in the past
- The system cannot be constantly be "beat down"
- Zoning of students/open enrollment /redistricting needs to be addressed to offset financial deficits

### **Desired Characteristics**

- Able to communicate and speak to the community through various venues: radio; television; social media, etc.
- Able to focus on education and the quality of the program
- Able to think "out of the box" i.e. shared services and revenue centers to generate funds and save money for the district
- Cares about kids and education
- Collaborator/problem solver/good listener
- Consistent presence in all buildings
- Demonstrates effective use of data
- Exceptional leader, able to hit the ground running
- Exceptional visionary leadership
- Focused on education and equality for all students
- Must be about kids
- Have a passion for speaking and describing different approaches to work
- Have a vision/able to plan for future
- Integrity-Transparent-Well Spoken
- Interacts with staff
- Leave politics at door
- Makes connections with professionals
- Needs to have a personal relationship with the community

- Needs to live in the community
- Owns “screwups” (Makes public communication a priority)
- Presence in community
- Problem solver
- Progressive approach in a somewhat conservative community
- Recognized by members of the public as the CASD Superintendent
- Resourceful/thinks out of the box/able to network with community leaders
- Role model for students
- Should have an open door for parents and for children
- Someone to take us from “good to great”
- Someone who recognizes what teachers do
- Strong communicator who can educate BOD on their roles as board members
- Strong in the Arts /Music
- Strong visionary with superior team building skills
- Students’ voices should be heard
- Team builder/people person
- Understand people in the middle need to matter
- Understands the use of Analytics (from all test scores and other sources)

## **Building Administrators and Central Office Administrators (56 Participants)**

September 10, 2018 and September 11, 2018

### **Strengths**

- Accessibility of Superintendent and cabinet
- Acquisition English School and the Magnet School
- ACT 93 work group/ talented pool of employees
- Administration leads with students in mind and what impacts learning
- Administration appreciates diversity and the way it’s embraced
- Courses offered at the secondary level
- Cyber option is great
- Diversified student population
- Diversity embraced by faculty and staff
- Educational and Instruction meet the educational needs of CASD students
- Education Foundation separate from school budget
- Educational level of the Act93 Group very impressive
- Educational opportunities
- Extra-curricular programs clubs –activities and athletics
- Facilities are great
- IB Program getting off the ground well
- Kids come first in our hearts
- Many community members and staff just not okay with current levels of achievement
- Outstanding Special Education Department and resources for Special Education
- Perform well academically compared to other PA school districts with similar demographics
- Quality Staff
- Resources for numerous academic options for students
- Resources in in school community
- Rich traditions. A number who graduate come back

- Small town philosophy in an ongoing increasing urban environment
- Staff able to accept additional work when staff who leave are not replaced
- Strong educational workforce
- Strong support services
- Student first mentality of school community
- Students have a variety of options and career paths to follow District of Choice
- Support for teachers
- The number of educational opportunities that are not available in other districts
- Upon graduation students come back to Chambersburg to live and work

### Challenges/Concerns/Issues

- A plan of redistricting is needed to effectively utilize classroom space
- Better job at partnering with the community
- Board committees are not functional
- Board needs to let administration run the district
- Cabinet group needs to be pulled together
- Communication is fractured/splintered
- Community is a challenge
- Creating a vision from which all work can be done
- Cuts to curriculum and instruction have caused limited support for programs
- Decisions should be made based on vision
- Decrease in Curriculum staff lack of instructional coaches
- Difficult to maintain program and resource levels
- District is going backwards
- Educational initiatives are planned and prepared for implementation through Cabinet Administration, but never are implemented with students
- Eight hundred plus ELL students; 18 Languages; 56% free and reduced lunch students; no additional funding; under staffed
- Focus on Finances –yo-yo effect on raising taxes-- needed to support school system— even contribution of funds from tax payer’s year to year
- Geographic size of district is a challenge
- Increase to Special Ed population with no increase of staff to support students’ needs
- Mental Health issues with students are not being addressed due to a lack of funds
- Need a plan to re-align the student attendance zones aligned to provide equal placement of all students (balance enrollment)
- Need to hire staff new staff when there is an opening due to previous staff leaving the district –currently district is not filling the vacated position at all levels
- Need to regain the functionality of a K-12 system
- No clear response between Cabinet members
- No plan for educational programs/no vision or financial plan to support vision
- On-going increase of student population across the board –not able to properly support influx of diverse population due to lack of teaching staff and paraprofessionals
- Optional educational delivery: cyber; 1-1-initiatives in future magnet school; alternative school
- Perception BOD are split working individually not as a whole. Some micro-manage teachers and administrators
- Perception that Board does not like administration
- Politics driving education decisions within school community

- Redistricting of students and proper usage of facilities to deliver education
- Response to Intervention resources have been lost
- Special Education is overwhelmed
- Staff diversity is not representative of student body
- Successes not built upon because of budget freezes
- There is a lack of community understanding as to what administrators do
- Too many people doing multiple jobs
- Too much focus on money. Board major focus is on taxes and cutting budget
- Updating computers. Not occurring due to lack of funds and outdated computers which need to be replaced are constantly being repaired

### Desired Characteristics

- Ability to translate a vision to others
- Ability to work with unions/understand contracts negotiated
- Able to articulate/communicate with the community –be transparent and trustworthy
- Able to balance budget, experience with BOD providing leadership and direction
- Able to hold all employees especially the cabinet accountable –need to build a strong cabinet to carry out a vision developed by all key stakeholders of the school community
- Able to lead BOD and CASD without micro-managing-delegate and follow up to ensure directives are implemented
- Academically focused with a strong vision and commitment the CASD school community
- Articulate that community is a partner, not an adversary
- Assumes leadership role. Indecision is not acceptable
- Be a part of the community –great listening skills
- Building a level of trust through a “team” approach
- Can work with Board on balancing budget
- Charisma, able to use the word “no” with explanation and passion
- Communicates decisions made to the entire school community
- Cultural competency
- Define clearly all roles of the CASD school community beginning with the BOD
- Diverse background
- Empowers everyone to do their work
- Energy and love of the job
- Equitable, strong communicator, trustworthy with a commitment to lead the cabinet following a chain of command
- Experience in standing up to union leadership
- Integrity-visionary-team building skills-ability to communicate –translate and implement the vision
- Must understand diversity of population and urban/rural poverty
- Part of the community residence as well as professional role
- Plan for the dynamics of a district changing from rural to urban
- Politically savvy
- Positive and charismatic
- Should have respect for Special Education
- Stability. knowing when it’s time to make the next move
- Superior communicator
- Support of teaching, student centered, understands CASD’s diversity

- Understands Special Education operations/laws
- Understands systems management and the link between systems in place
- Visionary leader who can build team cohesiveness from BOD thru cabinet level

### **Teachers (5 Participants)**

September 10, 2018 and September 11, 2018

#### **Strengths**

- A collegial work place – positive environment
- Clubs & Activities
- Clubs and activities are great
- Dedicated Staff
- Diverse district and population
- Downtown events involve the entire community
- Family environment –caring not only for students but also staff
- Friday building notices are integral part of communication
- Small town mentality with an urban trend
- Sports for Boys and Girls
- Staff family oriented
- Staff is amazing. Here for the right reasons
- We stay because it's about the kids
- Weekly communications

#### **Challenges/Concerns/Issues:**

- Adult and continuing Education should be offered at the Middle school
- Board members only listen to certain people and respond directly to them
- CASD growing new staff/resources will be needed to meet the challenges of the influx of Special Ed and ESL students
- Change of culture occurring more urban trend occurring each year –while traditional views of community still exist of “how things used to be”
- Communication a problem, questions do not get answered
- Community events should coincide with the school
- Court of public opinion drives to many decisions
- Decision being made do not have the best interest of children—
- Doors need to be open to invite all (community) people in
- Eliminated students of the month-- recognition loss of community interaction with BOD and Superintendent
- Get rid of the “stick to the script” teacher philosophy
- High school becoming overcrowded
- High School need to communicate better with the middle school and community
- Lack of trust of the BOD and Cabinet
- Little or no communications being made pertaining the district to the teachers /staff at the elementary and middle school staff
- Majority of staff at elementary /Middle school could not tell you who was in charge of who at the cabinet level
- Making decision based on what's best for all kids instead of certain individuals
- Making sound educational decisions which will have a direct impact on student learning
- Need better communication through Friday Notice

- No leadership “too many too many cooks in the kitchen” who is making the decisions driving education?
- Parent and family outreach needs more attention
- Perception the core of the public opinion influences the BOD making decisions individually to satisfy constituents
- Student-of-the-month should be re-instated
- Students of month were canceled –should be reinstated great opportunity for schools to show what their tax dollars are being used for –Kids!
- Transparency needs to improve

### **Desired Characteristics**

- Be strong enough to lead in a positive manner
- change culture while building a cohesive team
- Encourage us to pull together
- Flexible- passionate-have love in their heart for children
- Hold all CASD employees accountable/ fair treat all equal
- Know your staff –build relationships with all school community members
- Lives in district
- Not married to testing for achievement results
- Sacrifice self for the good of others – especially the kids
- Select staff based on best qualified
- Show up and participate in what’s going on
- Strong core values
- Strong leader who will not be influenced by special groups
- Trust classroom teachers to do the job – not just the curriculum
- Trustworthy
- Understands the CASD culture / able to
- Visibility in the community
- Visible to all students & staff
- We need to know who the Superintendent is
- Willing to lead a servant capacity

### **Central Office Staff and Support Staff (15 Participants)**

September 10, 2018 and September 11, 2018

#### **Strengths**

- Benefits of working here are substantial
- Choice school options Career /Technical
- Consistency of being in the same environment
- District creates a nice “work life” balance
- Hometown feel
- Pride in school district and working in district
- Special Ed programs/Technology in Magnet School 1-1 initiative
- Stability
- Wide range of educational programs 9-12

#### **Challenges/Concerns/Issues**

- Board and Superintendent need a reciprocal relationship (deliver for each other)
- BOD overly active with the day to day operations of the school district

- Budget needs to have a gradual increase each year to support the total school operation
- CHECK OUT POLICY ON BOD IN CLASSROOMS OBSERVING STAFF “POP IN VISITS ETC>
- Cultural diversity of the staff (or lack thereof)
- Getting technology updated
- Increase/recruitment of culturally diverse employees
- Keeping current with all aspects of Technology
- Lack of funds needed for keeping up with new technology that will assist employees in their work ex. New software in Business office needed
- Perception the BOD is anti –administrators
- Programs need to meet employee needs
- Recognition of approved titles requiring certification such as: Para-professionals not aides
- Security
- Security of all schools
- Staff are stretched too thin vacated positions approve to be filled does not happen and duties of former employee are distributed to other current staff members
- Team building from the BOD to Cabinet to Building level administrators-
- Technology is antiquated and in need of replacement, but lack of funds causes technology to be repaired
- Top level is splintered and needs to be fixed
- Tradition not valued by students-new population doesn't understand the history of the CASD/community
- Two-way communication with union leadership
- Varying sizes of classes

### Desired Characteristics

- Able to work with unions/contracts
- Approachable
- Clear vision and direction for the entire school community
- Conducts “roundtables” with union leadership
- Doctorate Degree
- Doesn't look down on certain positions
- Educate BOD on their roles as BOD
- Faithfulness
- Forward thinker
- Forward thinker who thinks of the community and district as one
- Icon of school community
- Live in community
- One who believes in teamwork
- One who makes employees feel important
- Open door with all levels of employees
- Ownership of the CASD
- Part of the community
- Positive role model holding all employees accountable for the job they were hired to do
- Staying for a longer period of time (faithfulness to the district)
- Transparent
- Understands the vision of a para-professional
- Work well with unions and civic organizations

## **Business Leadership (5 Participants)**

September 10, 2018 and September 11, 2018

### **Strengths**

- AP courses
- Build upon # of students participating in extra-curricular programs
- Career magnet school
- Diversity
- Diversity is a strength as well as a struggle
- Dual credit programs
- Local Talent for Business /Industry upon graduation
- Music and the arts
- Music Program
- Opportunities for Business partnerships
- Outstanding Teachers
- Provide a private school venue in the magnet school
- Small town feel with an urban attribute
- Teachers are a strength in the district

### **Challenges/Concerns/Issues**

- Administration too top-heavy (Salaries)
- CASD has many characteristics of an urban district
- CASD should be more active in business leadership
- Communication through various venues—TBD for community-business & Industry
- Concerns about social media, parents, and students
- District positioned to grow
- Diversity and struggling students a challenge to deal with
- Financial plan –grants- partnership Bus/Industry-foundations - revenue centers- to support tax base-& state aide
- Growing Haitian, Hispanic and eastern European population
- High school is undersized since it opened
- Investment in early childhood to assist later stages of education
- Lack of communication at all levels BOD-Central office Administration-Building level— perception that all levels are split—school operating without a vision or common cause
- Making sure kids don't fall through the cracks
- Music and the arts are overlooked for athletics
- Need to identify priorities 1-3-5 years out
- Negative news focusing on the school district
- Number of students in school district not equitable –need to look for a balanced enrollment –students at elementary level on the bus for 45 min one way—look at re-districting
- Opportunity to plug into what families are looking for (no private schools in the area)
- Preparation of influx of new families moving into the CASD—strategic planning needed
- Providing for ELL/ESL students and parents who do not speak English
- Realtors tell prospective buyers the district has “a bad reputation”
- Size of facilities and the district (perhaps need to consolidate)

### **Desired Characteristics**

- A local candidate
- Able to promote diversity within the school community

- Becomes the face of the school district
- Blue collar type of mentality
- Clear understanding of how to deal with social media
- Collaborator with skills to bring a cohesiveness within the organization
- Creative visionary –able to think outside the box
- Embraces inclusion
- Engaging, visible, and approachable
- Face of the school district
- Have a passion for all students with a heart to serve
- Local candidate
- Looks at facilities issues differently
- Personality that wants to be involved in the district
- Represent a diverse background and experience in a diverse district
- Should establish residency
- Strong leader – not an authoritative bully
- Strong leader with heavy community involvement
- Supports hardworking people who have been dedicated to building Franklin County
- Understand the strength and weakness of working with business community
- Willing to put in more than 40 hours a week

## **Government Leadership (7 Participants)**

September 11, 2018

### **Strengths**

- An amazing place poised for growth and development
- District employees time shows passion
- District functions well academically
- Magnet School Career Center
- Opportunities to build upon career/academic majors & specialized academies
- Passion for learning exhibited by staff
- People make the district
- Preparation of students-career –College ready
- Produces students who can transition to college and careers
- Schools function well CASD and community poised for growth /expansion with numerous opportunities to become great
- Strong community/district employees

### **Challenges/Concerns/Issues**

- Day care is a major issue requiring attention
- Different municipalities making up district have “you -me” attitude
- DOD/school district lacks a vision and a plan to go forward to meet the needs of the school community
- Empower the Superintendent to lead
- Lame duck Superintendent-there is not a captain of the ship leadership is dysfunctional organizational chain of command is not transparent
- Need a 5-10-yr plan to follow-financial/educational-- must be proactive not reactive
- Need for a highly educated graduate in the workplace
- Need for cohesiveness at the BOD –Supt/cabinet level
- No apparent long-range facility plan

- Programs and opportunities need to match the growth profile of the district
- Role of BOD-administration BOD involved too much in the day to day operations of the school –no direction from Supt/cabinet
- Team approach to operation of district needed

### **Desired Characteristics**

- Able to develop partnerships with business/industry
- Able to educate community of the process on all financial issues—transparent communicate
- Able to tell people what they don't want to hear
- Change agent
- Empower/trust
- Expand career and technical programs with business input (partnership)
- Hit the ground running
- Must be able to facilitate cultural change in school and community
- Needs to be a unifier
- Open and transparent
- Politically savvy
- Team builder
- Visionary leader able to develop a team with soft/hard skills to carry out a vision for the CASD

### **Franklin County Educational Leadership (11 Participants)**

September 11, 2018

#### **Strengths**

- Education Foundation offers an outside source of revenues
- Excellent work with students of poverty all year –especially in summer programs in which students receive food
- Notification of school closing
- School choice program-career-technical programs offered at Magnet school
- Tradition can be a strength and a weakness—strength when used to show pride/support in the school district a weakness when the old way of conducting business of educating students –need to accept change
- Types of programs offered at the 9-12 level

#### **Challenges/Concerns/Issues**

- BOD should not micro-manage school district
- Middle States; Strategic Planning; Comprehensive Educational Plan; Comprehensive Financial Plan
- Need a plan to deal with numerous Health issues-especially Mental Health Disorders
- Need to partnership with Chambersburg Library to share services as applicable to save monies
- Needs a plan to follow over the next 5 years:

### **Desired Characteristics**

- Ability to work with the BOD, educate the role of all BOD and Cabinet level employees
- Able to direct the issues of special education and ESL students ongoing growth
- Community minded with a vision that will result in a strategic plan for all stake holders
- Forward thinker-understand diverse population and career / technical programs
- Needs to drive the curriculum—empower staff at all levels to implement and carry out an educational vision
- Provide leadership with school community-be community minded and live in community
- Team builder –able to take old traditions and change if the change is going to benefit the students and school district

### **Community Organizations (8 Participants)**

September 10, 2018 and September 11, 2018

#### **Strengths**

- Academic opportunities for top level Student-Magnet/Career school
- Caring teachers/principals
- Diversity of students
- Engagement of students in extra-curricular, clubs, athletics
- Music Program
- Offerings of programs High –Low
- Progressive –continues to update
- Safe school
- Strong Special education programs
- Strong support for educators

#### **Challenges/Concerns/Issues**

- Hiring additional custodial and maintenance staff to clean/repair school
- Lack of communication—separate in different schools –all parents do receive the same message
- No continuity in the programs at the elementary schools several schools run different program pending on the teachers getting paid or volunteering—not on even playing field/not equable
- Not focusing on students when trying to settle a contract refused to help students if it wasn't during the contracted hour of work
- Placing students as pawns when threatening going on strike

#### **Desired Characteristics**

- Fair /equitable
- Hard worker/hands on person visibly seen throughout the district
- Honest /Integral/trustworthy
- Treat all families and students equal whether poor or special needs

### **Students (81 Participants)**

September 10, 2018 and September 11, 2018

#### **Strengths**

- Academic options
- Advanced math & Science Programs
- Application of mathematics- hands on learning practical performance related to STEM
- Athletic facilities

- Career/Technology
- Caring Teachers- learning centers –
- Clubs/Activities
- Co-op internships
- Discipline/school safety
- Diverse student population
- Easy access of student management system for students and parents on-line
- Easy to get involved with school
- Educational opportunities for students to get involved in—am & pm activities related to academics-- high level questioning and challenges for those that want to test their limits
- Family atmosphere sense of pride within the school
- flexibility in scheduling
- Focus on career
- Goal setting activity period additional club and interest activities music, chess, photography etc.
- Good test scores/access to technology
- Great teachers/access to technology 1:1 initiative
- Hands on learning
- Option for dual credit
- Positive Relationship in school community
- Project based learning
- Safe & Nurturing School
- Sports, clubs
- Strong teachers and class leaders
- Student management system
- Students respectful of each other
- Supportive teachers when students are struggling
- Teachers and other staff are involved with students well-being
- Teachers are available to talk to before and after school
- Teachers encourage students informally
- Teachers nurture students
- The school district is a community

### **Challenges/Concerns/Issues**

- Administration needs to pay attention to aging resources
- Big thinking (urban) with a small-town history
- Bus routes need to be re-thought
- Cleanliness of bathrooms—privacy of urinals no partitions between urinals
- Communication with high school and relationship with high school
- Dress code is too restrictive
- High school is over crowded
- HS students need to realize they're not in middle school anymore
- Lawn around school –athletic fields need to be mowed regularly
- More breaks other than lunch are needed for students
- Need more Mental health counseling
- Need to meet and welcome all students in service type activities for school community—ice breakers for new students
- No checks on book bags

- Overcrowding in the high school is an issue
- Overcrowding on buses and in classrooms needs to be addressed
- Peer pressure—students not being accepted
- Popularity groups or clicks
- Security of building –during day—entrance doors—no alarms on doors
- Spending on technology needs to be equal with other areas
- Teachers need to teach in different ways
- Textbooks are outdated
- There is a need to have smaller groups for instruction
- Track needs repairing

### **Desired Characteristics**

- Be aware of bullying and handle it well
- Friendly
- Friendly/caring
- Hardworking
- Have an interest in all schools
- Influential with community members to help schools in the CASD
- Involved in all school functions
- Involved/aware/knowledgeable
- Knowledgeable about how schools run
- Knowledgeable in all aspects of school operations
- Maintains an open mind
- Open minded to students
- Open-minded
- Outgoing—personable
- Professional in action/deeds
- Relates well to faculty and parents
- Responsible leader
- Should be a teamwork person
- Should be respectful
- Someone devoted to decisions
- Trustworthy/safe
- Updated knowledge on new technology
- Visible
- Visionary/leader/good listener/ approachable

### **Board Members (7 Participants)**

Varying Dates September 7, 2018 – September 16, 2018

Via Phone Conversation and Personal Interview

### **Strengths**

- Approved school curriculum
- Build upon career programs
- Career Magnet School
- Committee structure (standing and ad hoc) has been working well
- Community
- Dedicated staff and teachers

- Develop plans to have schools within a school focused on academic careers and technologies
- Employees adapt/flexible
- Employees top to bottom all school staff
- Facilities
- Financial resources
- Flexibility/providing options
- Forward thinking
- Good core of teachers and administrators
- New Board candidates have been for common sense
- Programs beginning at early childhood thru high school
- Special education programs
- Teaching staff

### **Challenges/Concerns/Issues**

- Administrators must have their talents used properly
- Alignment of schools- redistricting
- Avoid just doing the politically correct things
- Avoiding the “Peter Principle” with those we hire
- Being better in communicating specifics of goals and incentives
- Better communication with buildings
- Board has micromanaged district out of red and into the black
- BOD perceived that women are not strong in education/administration
- Build community within the organization
- CASD High School be unified with CMHS
- CMHS be open to all students who apply
- Community influences will go after admin if they don't agree
- Curriculum/Technology 2-3 years behind
- Diversity in younger schools with new programs/lack of funding for implementation
- Divided BOD and split administrators/supervisors
- Elementary Schools are overcrowded, need to be re-districted
- Equipment
- Evaluations of admin staff should be measurable set goals and meet them – don't just talk about them
- Focus next 3-5 years will consist of class size growth
- Focus on academics
- Increase in ESL
- Liaison to CASD community: ESL population/impooverished; Career & academic partners; Develop a sustainable partnership with community and school
- Long range plan needed for facilities
- Mistrust of administration
- Need for curriculum planning and articulation
- Over populated of students in schools
- Raise taxes to fund adequately all programs
- Replace staff whose positions are vacated due to separation of district
- Special populations
- Split BOD/Board members working individually to make decisions concerning CASD
- Teachers need to be directly involved in curriculum

- Technology
- Unifying teachers and administrators

### **Desired Characteristics**

- Able to ride herd on subordinates
- Advocate for community to support education
- Approachable/good listener/ knowledgeable
- Bring the Board and Administration back together
- Change agent. Get district back on track
- Develop partnerships with community within the school
- Diversified in culture
- Experienced in a large school district
- Familiar with curriculum and supervisory roles
- Focus on community relationships
- Good at bringing groups together
- Joins community service clubs and plays active role
- Knowledge of school construction
- Leader in education
- Look very hard for a qualified outsider
- Plan to compliment career and academic majors in CASD HS
- Politically savvy
- Reaches out to the community
- Someone from in the state
- Someone who attends to detail
- Someone who can come in, evaluate talent and use them effectively
- Someone with a proven history. Take the bull by the horns
- Superintendent should have a vision for the integration of technology within a curriculum
- Team builder/bring people together
- Thick skinned
- Visionary leader
- Work with all employees in a professional and respectful manner

## Chambersburg Area School District Superintendent of Schools Desired Characteristics

After seeking input from its Board members, parents, staff, students, and community via focus groups, individual conversations, and an online survey, the Board of Education of the Chambersburg Area School District seeks a strong educational leader who possesses the following characteristics:

- Administrative and teaching experience within an urban/suburban environment.
- Political savvy (State; Federal; Local) in dealing with difficult decisions and varying opinionated personalities.
- Excellent understanding of long and short-term equitable budget planning and implementation supported by a strong sense of financial acumen and responsibility.
- Welcoming and transparent in developing a professional presence that signals accessibility and humility through a strong communication network.
- Understanding of the ongoing necessity to build and maintain a productive working relationship with the Chambersburg Area School District that is focused on a strategic vision with common goals.
- Experience in maintaining and building upon a “safe school” environment.

Regarding leadership experiences and accomplishments, the successful candidate will:

- Demonstrate a deep passion for the achievement of all students.
- Demonstrate successful experience in developing and/or building upon a sound working relationship with a variety of collective bargaining groups.
- Demonstrate a deep respect for evaluating current programs and existing systems before presenting initiatives to change, expand, or eliminate policies and procedures.
- Demonstrate excellence in building, supporting, and maintaining a strong working relationship with community partners like those who support the Chambersburg Area School District.
- Demonstrate previous engagement in community life.
- Demonstrate technological acumen that spans curricular and support services provided by the district.
- Demonstrate successful experience in evaluating district systems and planning for their improvement.
- Demonstrate working experiences with all Board of Education members, all public and non-public community constituent groups, and all groups employed by the district to bridge significant communication gaps while passionately addressing the critical needs of students.