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# Pennsylvania Department of Education

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

## **Student Services Report** **Monday, November 24, 2008**

**Entity:** Antietam SD  
**Address:** 100 Antietam Rd Stony Ck Mills  
Reading, PA 19606-1018  
**Phone:**  
**Contact Name:**

### **Organization Description**

The Antietam School District is located in Berks County, southeast and adjacent to the City of Reading. The district encompasses approximately 5.3 square miles and is comprised of two municipalities: Mt. Penn Borough and Lower Alsace Township. As a predominantly residential community with little commercial and industrial businesses, the district currently serves approximately 1100 students in a community of 7500 residents.

According to projections from the Pennsylvania Department of Education, the district will see a continuing increase in enrollment despite minimal space for residential building. Enrollments over the next ten years will be dependent upon birth rates, migration, age composition of the community, and the role of non-public education. Projections indicate that the district will see an increase to approximately 1500 students (Revised: 08/2007 - 2006 Enrollments) over the next ten years. Similarly, the district has experienced a significant change in socio-economic status and diversity during the past ten (10) years. During that time period, the district has welcomed an increase in culturally diverse students from less than 5% of the population to more than 30% in our current population. Additionally, the district has experienced an increase in students qualifying for the school lunch program from less than 10% to our current level at over 30%.

The Antietam School District is comprised of three separate facilities. The Mt. Penn Primary Center, opened for the 2005-06 school year, is a kindergarten and first grade facility serving all 159 students in a full-day program. The Mt. Penn Elementary Center services 421 students in grades 2 — 6. The Antietam Middle-Senior High School, located in Lower Alsace Township, serves 541 students in grades 7 — 12 and has an adjoining building for District Administration.

The district is one of 18 public school districts in the Berks County Intermediate Unit #14 service area. There is a close working relationship among the member districts with collaboration, staff development, and joint purchasing occurring at virtually every level with the coordination of the Intermediate Unit. We provide a free and appropriate public education for all of our students and when a student is identified as eligible for special education, the IEP team decisions about specific programming for those students are implemented. Students receive their instruction in the general curriculum as much as possible, with supplementary aids and services, unless the IEP team determines that replacement instruction is necessary for the student to acquire skills. In Antietam, we have 18.5% of students that are identified for special education services. Similar to other districts in our region, we have noted a significant increase in the number of students with autism spectrum disorders and severe behavioral disorders placing greater demands on the resources of the district.

The Antietam Middle-Senior High School is structured in a block scheduling format, currently utilizing a semester block approach. Due to the constraints of time with mandated PSSA testing, proposed graduation competency assessments, and AP test schedules, the District will move to an alternating day block format for the 2008-09 school year. Academically, this school utilizes a three-tier homogeneous grouping technique for grades 9 — 12 and offers advanced placement courses as follows: English 12, Computer Science, Calculus I & II, American History, Statistics, and Biology I & II. Five-year course sequences in German and Spanish are also available. Additionally, thirty-five technical career areas are available to Antietam students through the Berks County Career and Technical Centers located in Oley and Leesport. The district is an approved Dual-Enrollment grant participant with the Reading Area Community College, offers comprehensive programs for special education and gifted students, and encouraging seniors to participate in career awareness internships in local businesses and professional offices.

## **Core Purpose**

### **Mission**

"Antietam's Commitment: A community partnership pledged to lifetime achievement."

### **Vision**

In keeping with our stated mission, the Antietam School District in conjunction with our community will provide a sound educational experience in a caring and supportive environment that fosters lifetime learning which:

- Challenges and empowers all students in a rigorous standards-based curriculum

- Utilizes technology and data-driven decision making to foster sound educational practices
- Develops the foundation for a socially responsible, life-long learner
- Emphasizes problem solving, analytical and creative thinking
- Promotes a culture of respect

## Shared Values

1. We believe that all children can learn and the limits of individual learning are unknown.
2. The role of the school community is to work cooperatively to support the needs of the students.
3. All students are entitled and the District has the responsibility to create a safe and caring learning environment.
4. The education of our children is a shared responsibility between the students, the school, the home, and the community.
5. We believe that the future our children will live and work in will be a vastly different and ever changing world, and we must prepare them to be life-long learners prepared for the challenges of that future.
6. We believe in the need for continuous improvement utilizing a decision-making model that is student-centered, collaborative, data-driven, and research based.
7. Technology enhances educational programs, promotes academics achievement, and is essential in the management of the District.
8. Healthy school communities respect differences, welcome diversity, and promote cultural diversity.
9. Excellence in education and the personal and professional growth of all staff members are essential for continuous improvement.
10. The district is responsible for providing educational excellence within the fiscal resources of the community.
11. Good citizenship requires responsibility, hard-work, self-discipline, appropriate decision-making, and integrity.
12. The district believes co-curricular participation is an integral aspect of the whole school program.

## Current Student Services

| Service                                   | Comment   |
|---|---|
| Counselor                                 | Provides services for counseling, networking with county agencies, family supports                                      |
| Nurse                                     | Provides services for nursing medical needs for individual students   |
| Psychologist                              | Provides initial and triennial reevaluation for special education services, also provides counseling services as needed |
| Speech and Language Pathologist           | Provides speech and language therapy individually, in a group, and on a consultative basis.                             |
| Occupational Therapist                    | Provides occupational therapy individually, in a group, and on a consultative basis.                                    |
| Physical Therapist                        | Provides physical therapy individually, in a group and on a consultative basis.   |
| D.A.R.E. program for elementary students  |   |
| Individualized student Section 504 plans  |   |
| Small group and individual counseling for |   |

|   |  |
|---|--|
| anger management and/or drug and alcohol problems |  |
| Antietam School District website                  |  |
| Summer school programs                            |  |
| Extended school year elementary program           |  |

## Needs Assessment

Antietam's PSSA Math scores have successfully met AYP. Scores have improved in grades four, eighth and eleventh. Scores have decreased slightly in grades three, five, sixth, and seventh. Our district has aligned the curriculum with the standards and will be incorporating curriculum mapping in the future. Standardized assessments have been incorporated in all grades three to eleven (4-Sight) and the data will be analyzed bi-annually and used to improve instructional practices.

Antietam's PSSA Reading scores have successfully met AYP. Scores have improved in grades three, sixth and eighth. Scores have decreased slightly in grades four, five, seventh, and eleventh. Our district has aligned the curriculum with the standards and will be incorporating curriculum mapping in the future. Standardized assessments have been incorporated in all grades three to eleven (4-Sight) and the data will be analyzed and used to improve instructional practices

Antietam's ethnicity enrollment has increased slightly over the past five years. Although there has been no growth in the asian or indian population, both the black and hispanic population have seen a slight increase of approximately 1-2 percent per year. The caucasian population has decreased by 1-2 percent per year over the past five years. Professional development activities addressing the change in ethnicity within our district have been incorporated for a number of years, and all new instructors within our district have attended professional development within our induction program. A new ESL highly qualified instructor has been added to our staff, and her services are shared among the 3 buildings within our district. The district will continue to evaluate the necessity for sensitivity training and/or the need for additional ESL instructors.

Antietam School District has a very strong special education department. Although there has been a growth in the special education population, the district offers learning support, emotional support and life skill classrooms within each building. In addition to the classroom support, a psychologist, speech and occupational therapists, transportation and alternative educational settings are offered and available for all students.

In support of autism spectrum disorders, the district provides for evaluations and then plans for appropriate services managed within our district rather than, in outside placements.

## Action Plan - Narratives

### Developmental Services

Antietam School district provides developmental services for students that address their developmental needs throughout their enrollment. Developmental services offered in our district include guidance counseling, psychological services, health services. In addition, nutritional services provide both breakfast and lunch through the Federal and State funded school meal program.

### Diagnostic, Intervention and Referral Services

Antietam School District offers diagnostic, intervention, and referral services for all students who may be experiencing problems attaining their educational achievement. The services available include Special Education, guidance counselors, school psychologists, SAP, or referral to other school based or school associated professionals for appropriate community based services. The services provide diagnostic services to identify barriers that may limit the student's success in

school and incorporate activities or actions that reduce or eliminate barriers to the student's success.

The district is currently involved in investigation of Response to learning (Rtl) as a means to intervene with students with academic and/or behavioral issues. Additionally, transition activities for our students moving from grade 6 to grade 7 that have been in place are constantly evaluated for effectiveness and adequacy.

### **Consultation and Coordination Services**

Antietam School District coordinates with local agencies that provide consultation for students that may be experiencing chronic problems that may be outside the scope of the student services professionals within the district. These services include, but are not limited to, Service Access Management, alternative education, and mental health facilities such as Kidspace and Partners. The consultation services are used to assist in the diagnosis, intervention or referral of students who face barriers to their success in the educational school setting.

In an attempt to further enhance the school-to-home communication, the district employs several techniques including; parent-teacher conferences, ProgressBook web-based grading, ConnectEd parent notification system, parent teacher league meetings, and monthly principal newsletters.

### **Student Assistance Program**

Antietam School District provides a student assistance program (SAP) at both the elementary and middle/senior high school. The program offers services for students that may be facing barriers in their personal or educational life. The committee members include teachers, counselors, and administrators as well as an outside consultant that meets with the team weekly.

The process for the Student Assistance Program is as follows:

- Students are referred by parents, staff, or peers
- Team meets to discuss and follow through the referral
- Following data collection, the team meets to determine intervention or recommendations
- Support and follow up continues as needed

### **Communication**

The Antietam School District provides information to students and parents/guardians about the educational opportunities of the school instructional program in a variety of ways. The district maintains parent contact through the utilization of the Connect-Ed parent notification program, telephone, electronic and traditional mail, school calendar, student handbooks, and Progress Book grade reporting system as well as regularly scheduled parent meetings (open house, conferences, PTL).

The district will also include parents/guardians in our training for implementation of the revised Chapter 14 and IDEA, effective instruction in reading/language arts and math, supporting students with autism while in our school as well as providing for transition to post-high school life.

Career information and assessments are provided to students and parents/guardians to help them become aware of the world of work and career options. This information is accessed through the guidance counselor in independent and group settings, throughout classroom instruction, participating in the Career-Technical Center program provided in our district, as well as the use of a standardized interest inventory and career portfolios. This information is communicated through parent meetings, newsletters, and curricular handbooks.

Information to parents and guardians about the health needs of their children are provided through the registered school nurse, the wellness committee newsletter and parent meeting, or school related health referral services. Information is communicated through parent meetings, student handbook, newsletters, district website, mailings (email and postal), as well as through district policies.

The General Education Provisions Act regarding protection of pupil rights when student assessments using surveys are administered is communicated through both the student handbook and letters to the parents. If students (if 18) or the parents/guardian choose to refuse to participate in a survey they are given the choice to 'opt' out. This is also communicated via the handbook and letters home to the parents.

Communication techniques described above are integrated throughout the LEA's action plan. Newsletters are published monthly at the building level, as well as at the administrative level. They are distributed to the students and posted on the website. School calendars, school handbooks, and policies regarding extracurricular activities are sent home at the beginning of each school year as well as available in the school building offices. The variety of communication techniques incorporated in Antietam School District support the educational opportunities, career opportunities, and health and wellness of each student in our district.

## Action Plan

### Goal: Best Practices

*Description:* Further implement best research and practices, along with State Standards and anchors, to improve curricula, instruction, strategies, assessment, and resources on a district-wide basis to improve student motivation and learning.

### Strategy: Assessment

*Description:* Implement active professional learning experiences targeting increasing the skills and knowledge necessary to assess student work and accurately analyze and evaluate data.

*Activities:*

| Activity   | Description  |  |
|--|--|--|
| Professional Training  | Services provided by BCIU professional trainers and private contractors to assist ASD professional and administrative staff in gaining new and emerging skills. Specific areas to include: assessment, assessment guides, and data analysis. |  |
| Person Responsible   | Timeline for Implementation  | Resources  |
| Larry Mayes  | Start:9/2/2008<br>Finish: 9/2/2012   | \$10,000.00  |
| Professional Development Activity Information  |  |  |
| Number of Hours Per Session  | Total Number of Sessions Per School Year   | Estimated Number of Participants Per Year          |
| 2  | 3  | 100  |
| Organization or Institution Name   | Type of Provider   | Provider's Department of Education Approval Status |
| Berks County Intermediate Unit<br>Curriculum specialists and professional trainers to be named | <ul style="list-style-type: none"> <li>• Intermediate Unit</li> <li>• Individual</li> </ul>  | Approved   |

|   |  |  |
|---|--|--|
| later   |  |  |
| <b>Knowledge and Skills</b>   | <b>Research and Best Practices</b>   | <b>Designed to Accomplish</b>  |
| Through the utilization of professional trainers, the district staff will learn new and emerging trends for enhanced instruction  |  | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul> |
| <b>Educator Groups Which Will Participate in this Activity</b>  |  |  |
| <b>Role</b>   |  |  |
| <ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>School counselors</li> <li>Other educational specialists</li> </ul> |  |  |
| <b>Follow-up Activities</b>   | <b>Evaluation Methods</b>  |  |
| <ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Peer-to-peer lesson discussions</li> </ul>        | <ul style="list-style-type: none"> <li>Participant survey</li> <li>Review of participant lesson plans</li> </ul> |  |

**Strategy: Curriculum**

*Description:* Continue the use of a five-year cycle to review and revise the District curriculum to ensure alignment with State Standards, Anchors, and best practices in all curricular areas.

*Activities:*

| Activity                                       | Description   |           |
|--|---|-----------|
| Explore Pre-Kindergarten for District Students | The Antietam School District will begin an exploration of pre-kindergarten programs that have demonstrated a successful transition for students from home to a full-day kindergarten program in order to better prepare our students for the rigors of the standards. |           |
| Person Responsible                             | Timeline for Implementation   | Resources |
| Shirley Feyers                                 | Start:6/9/2008<br>Finish: 10/31/2008  | \$0.00    |

**Strategy: Instructional Practices**

*Description:* Provide a comprehensive system of high quality instruction with high and consistent expectations, and effective interventions to enable students to reach their maximum potential.

*Activities:*

| Activity   | Description   |   |
|--|---|---|
| Changing Student Populations   | Provide ongoing professional development to address the needs of a changing student population including; low-income students, English Language Learners, and special education students. |   |
| Person Responsible   | Timeline for Implementation   | Resources   |
| Larry Mayes  | Start:9/2/2008<br>Finish: 1/1/2013  | \$2,500.00  |
| Professional Development Activity Information  |   |   |
| Number of Hours Per Session  | Total Number of Sessions Per School Year  | Estimated Number of Participants Per Year   |
| 2  | 3   | 100   |
| Organization or Institution Name   | Type of Provider  | Provider's Department of Education Approval Status  |
| Berks County Intermediate Unit<br>Curriculum specialists and professional trainers as opportunities arise. | <ul style="list-style-type: none"> <li>School Entity</li> <li>Intermediate Unit</li> <li>Individual</li> </ul>  | Approved  |
| Knowledge and Skills   | Research and Best Practices   | Designed to Accomplish  |
| Educators will gain information and resources to meet the needs of students with specific learning issues. |   | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-</li> </ul> |

|   |   |  |
|---|---|--|
|   |   | <p>based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul> |
| <b>Educator Groups Which Will Participate in this Activity</b>  |   |  |
| <b>Role</b>   |   |  |
| <ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>   |   |  |
| <b>Follow-up Activities</b>   | <b>Evaluation Methods</b>   |  |
| <ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Peer-to-peer lesson discussions</li> </ul> | <ul style="list-style-type: none"> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Participant survey</li> </ul> |  |

**Strategy: Professional Development**

*Description:* Expand our professional development programs to: 1) focus on student developmental needs; 2) emphasize meeting needs of all students in the classroom.

*Activities:*

| Activity                      | Description  |           |
|-------------------------------|--|-----------|
| Student Intervention Programs | Update and revise strategies for dealing with at-risk students; such as, student assistance program, service access management, and alternative education programs |           |
| Person                        | Timeline for Implementation  | Resources |

|                    |                                     |        |
|--------------------|-------------------------------------|--------|
| <b>Responsible</b> |                                     |        |
| Brooke Romaniello  | Start:8/28/2008<br>Finish: 1/5/2014 | \$0.00 |

**Goal: Educational Climate**

*Description:* As the Antietam school district becomes more economically and socially diverse and the social pressures of students become more challenging, the district needs to make formal efforts to create a learning climate that is safe and supports the social and emotional growth of students individually and as a group

**Strategy: School Climate**

*Description:* Improve and maintain a positive school climate that is supportive of student and staff performance.

*Activities:*

| <b>Activity</b>           | <b>Description</b>   |                  |
|---------------------------|--|------------------|
| Needs Assessment          | The district will seek to continually assess student, staff, and community opinions on school climate to determine direction for improving school climate by utilizing web-based surveys |                  |
| <b>Person Responsible</b> | <b>Timeline for Implementation</b>   | <b>Resources</b> |
| Larry Mayes               | Start:9/2/2008<br>Finish: 9/4/2012   | \$1,500.00       |

**Goal: Mathematics**

*Description:* At least 56% of all students will be proficient in mathematics by 2008 and 67% by 2011, as measured by the annual statewide PSSA assessments.

**Strategy: Curriculum Resources**

*Description:* Provide the necessary materials and services in order to increase the number of students meeting or exceeding the proficiency level in mathematics.

*Activities:*

| <b>Activity</b>                | <b>Description</b>   |                  |
|--------------------------------|--|------------------|
| Special Education Math Program | Restructure special education math program using SRA mathematics to meet the requirements of NCLB and IDEA |                  |
| <b>Person Responsible</b>      | <b>Timeline for Implementation</b>   | <b>Resources</b> |
| Brooke Romaniello              | Start:8/28/2008<br>Finish: 6/2/2009  | \$15,000.00      |

**Goal: Parent and Community Relations**

*Description:* Review the current methods for reaching out to and communicating with parents and the community with the intent of improving and expanding upon those interactions.

**Strategy: Parent and Community Information**

*Description:* The district will strive to further enhance the communication with parents and community about assessment, instruction, and other general information about the district

*Activities:*

| <b>Activity</b>  | <b>Description</b>  |   |
|--|---|---|
| Academic Progress Reporting  | Continue to refine the district elementary report cards to coincide with standards-based assessment integrated with the district electronic grade reporting program |   |
| <b>Person Responsible</b>  | <b>Timeline for Implementation</b>  | <b>Resources</b>  |
| Kerry Hoffman  | Start:8/27/2008<br>Finish: 5/28/2009  | \$0.00  |
| <b>Professional Development Activity Information</b>   |   |   |
| <b>Number of Hours Per Session</b>   | <b>Total Number of Sessions Per School Year</b>   | <b>Estimated Number of Participants Per Year</b>          |
| 2  | 3   | 50  |
| <b>Organization or Institution Name</b>  | <b>Type of Provider</b>   | <b>Provider's Department of Education Approval Status</b> |
| Antietam School District   | <ul style="list-style-type: none"> <li>School Entity</li> </ul>   | Approved  |
| <b>Knowledge and Skills</b>  | <b>Research and Best Practices</b>  | <b>Designed to Accomplish</b>                             |
|  |   |   |
| <b>Educator Groups Which Will Participate in this Activity</b>   |   |   |
| <b>Role</b>  | <b>Grade Level</b>  |   |
| <ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Other educational specialists</li> </ul> | <ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Elementary (grades 2-5)</li> </ul>   |   |
| <b>Follow-up Activities</b>  | <b>Evaluation Methods</b>   |   |
|  |   |   |

| <b>Activity</b>           | <b>Description</b>  |                  |
|---------------------------|---|------------------|
| Meetings                  | In addition to maintaining the current parent meetings held at each building, the district will continue and expand community-based meetings for all stakeholders in the community. |                  |
| <b>Person Responsible</b> | <b>Timeline for Implementation</b>  | <b>Resources</b> |
| Larry Mayes               | Ongoing   | \$0.00           |

| <b>Activity</b>           | <b>Description</b>  |                  |
|---------------------------|---|------------------|
| Public Communications     | The district will maintain and enhance the utilization of the district website, district and school newsletters to provide information on assessments, curriculum, and student achievement. |                  |
| <b>Person Responsible</b> | <b>Timeline for Implementation</b>  | <b>Resources</b> |
|                           |   |                  |

|             |         |            |
|-------------|---------|------------|
| Larry Mayes | Ongoing | \$2,500.00 |
|-------------|---------|------------|

**Strategy: Parent Contact**

*Description:* Maintain and enhance regular parent contact.

*Activities:*

| Activity                | Description   |           |
|-------------------------|---|-----------|
| Maintain Communications | The district will maintain and enhance parent contact through utilization of the Connect-Ed parent notification program, telephone, electronic and traditional mail, and Progress Book grade reporting system, in addition to regularly scheduled Back-to-School nights and parent-teacher organizations. |           |
| Person Responsible      | Timeline for Implementation   | Resources |
| Larry Mayes             | Ongoing   | \$0.00    |

| Activity           | Description  |           |
|--------------------|--|-----------|
| Parent Conferences | Continue the practice of using flexible time to meet the individual needs of parents/guardians in order to facilitate elementary conferences and evening secondary guidance appointments |           |
| Person Responsible | Timeline for Implementation  | Resources |
| Kerry Hoffman      | Ongoing  | \$0.00    |

**Goal: Reading**

*Description:* At least 63% of all students will be proficient in reading by 2008 and 72% by 2011, as measured by the annual statewide PSSA assessments.

**Strategy: Curriculum Resources**

*Description:* Provide the necessary materials and services in order to increase the number of students meeting or exceeding the proficiency level in reading.

*Activities:*

| Activity                          | Description   |            |
|-----------------------------------|---|------------|
| Special Education Reading Program | Restructure special education reading program using SRA reading to meet the requirements of NCLB and IDEA |            |
| Person Responsible                | Timeline for Implementation   | Resources  |
| Brooke Romaniello                 | Start: 8/20/2008<br>Finish: 5/28/2009   | \$3,000.00 |

**Strategic Planning Process**

Fall, 2007: Antietam School District personnel began the process of gathering information, attending informational meetings, and preparing to develop a plan to complete the strategic planning process. The administrative team met to review examples of strategic plans and review the web-based program required for this process.

December, 2007: District administrative personnel participated in numerous webinar presentations regarding the EStrategic Planning Process and reviewed documentation in

preparation for the plan development. Survey instruments were created and planning for collection of data necessary for the plan was begun

January, 2008: Survey instruments were finalized and distributed for collection of data. Administrative team assignments for committee assignments were done and information relevant to the process was discussed and prepared. Volunteers for the strategic planning committee were collected and finalized.

February, 2008: Survey data was collected, analyzed and prepared for distribution to committee members. The initial full committee meeting of all persons involved in the planning process was held and volunteers were assigned to committees. Committee members were provided with documentation specific to their section of the strategic plan as well as the general over-views contained in the plan for review and comment.

March, 2008: All committees met separately at least three times to review documentation and formulate goals, activities, timelines, and resources necessary directly related to their assignment.

April, 2008: Goals, activities, timelines, and resources created by the committees are collected and reviewed for input into the Strategic Plan. All documentation received was input into the plan and draft copies of the committee work was returned to committees for review and revision.

May, 2008: Committee revisions were corrected in the draft plan and all board members and strategic planning committee members received copies of the draft document for review and revision suggestion. Suggestions were collected, assembled and distributed for full committee review.

Late May, 2008: The entire district strategic planning committee is reconvened. Final suggestions are reviewed and discussed. Approval of the final draft (with revisions) were presented. Final revisions were completed and submitted for Board review. Special Education plan submitted to PDE as a separate section for approval.

June, 2008: All committee members and Board members receive a final draft copy of the strategic plan for review.

August, 2008: Final Strategic Plan document was approved by the Antietam School District Board of Directors and submitted to PDE for approval.

### Strategic Planning Committee

| Name              | Affiliation                           | Membership Category                      | Appointed By                 |
|-------------------|---------------------------------------|--|------------------------------|
| Ann Sellers       | ASD Board member                      | Board Member                             | ASD Board of Directors       |
| Beverly Daniels   | ASD Board member                      | Board Member                             | ASD Board of Directors       |
| Brian Patton      | Antietam School District              | Ed Specialist - Instructional Technology | Dr. Larry Mayes              |
| Brooke Romaniello | Antietam School District              | Special Education Representative         | Dr. Larry Mayes              |
| Casey Smith       | ASD professional staff - ESL services | Special Education Representative         | ASD professional association |
| Dan Richards      | ASD professional staff                | Secondary School Teacher                 | ASD professional association |
| Dave Stauffer     | ASD Board member                      | Board Member                             | ASD Board of                 |

|                      |                                    |                                     |                              |
|----------------------|------------------------------------|-------------------------------------|------------------------------|
|                      |                                    |                                     | Directors                    |
| Dawn Laub            | ASD professional staff             | Elementary School Teacher           | ASD professional association |
| Ginny Kelbish        | ASD professional staff             | Ed Specialist - School Psychologist | ASD professional association |
| Heather Wamsher      | ASD professional staff             | Special Education Teacher           | ASD professional association |
| James Snyder, Ed.D   | Antietam Middle-Senior High School | Administrator                       | Dr. Larry Mayes              |
| Julia Kleiman-Baer   | ASD Board Member                   | Board Member                        | ASD Board of Directors       |
| Kathy Fegely         | ASD professional staff             | Secondary School Teacher            | ASD professional association |
| Kelly Koch           | ASD Community                      | Parent                              | ASD Board of Directors       |
| Kerry Hoffman        | Mt. Penn Elementary School         | Administrator                       | Dr. Larry Mayes              |
| Larry O'Boyle        | ASD Board member                   | Board Member                        | ASD Board of Directors       |
| Larry W. Mayes, Ed.D | Antietam School District           | Administrator                       | Dr. Larry Mayes              |
| Linda Prussman       | ASD Community                      | Community Representative            | ASD Board of Directors       |
| Lindsey Ott          | ASD professional staff             | Elementary School Teacher           | ASD professional association |
| Mary Benischeck      | ASD professional staff             | Ed Specialist - School Counselor    | ASD professional association |
| Matt Ahearn          | ASD professional staff             | Secondary School Teacher            | ASD professional association |
| Melissa Sallade      | ASD professional staff             | Ed Specialist - School Nurse        | ASD professional association |
| Michele Bleacher     | Mt. Penn Elementary School         | Administrator                       | Dr. Larry Mayes              |
| Michelle Worrall     | ASD Community                      | Parent                              | ASD Board of Directors       |
| Pam Janda            | ASD Support Staff                  | Other                               | ASD Administration           |
| Pat Murray           | ASD Community                      | Parent                              | ASD Board of Directors       |
| Sandra Breneiser     | ASD Community                      | Community Representative            | ASD Board of Directors       |
| Scott Spatz          | ASD professional staff             | Elementary School Teacher           | ASD professional association |
| Shirley Feyers       | Mt. Penn Primary School            | Administrator                       | Dr. Larry Mayes              |
| Staci Fink           | ASD professional staff             | Middle School Teacher               | ASD professional association |
| Sue Blatt            | ASD professional staff             | Special Education Teacher           | ASD professional association |

|                      |                        |                           |                              |
|----------------------|------------------------|---------------------------|------------------------------|
| Susan O'Boyle        | ASD Community          | Parent                    | ASD Board of Directors       |
| Suzanne Daigle-Karow | ASD Community          | Parent                    | ASD Board of Directors       |
| Suzanne Messner      | ASD professional staff | Elementary School Teacher | ASD professional association |
| Tanya Hoffman        | ASD professional staff | Elementary School Teacher | ASD professional association |
| James Reece          | ASD community          | Business Representative   | Dr. Larry Mayes              |
| Lisa Iezzi           | ASD Community          | Parent                    | Dr. Larry Mayes              |
| Anthony Garipoli     | ASD Community          | Community Representative  | Dr. Larry Mayes              |
| Linda Orth           | ASD Community          | Business Representative   | Dr. Larry Mayes              |
| Toni Reece           | ASD Community          | Business Representative   | Dr. Larry Mayes              |

### **Assurance for the Collection, Maintenance, and Dissemination of Student Records**

By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 PA Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to ra-chapter12@state.pa.us).

The Local Education Agency (LEA) assures the following:

- The LEA has a local plan, including policies and procedures, in place for the collection, maintenance, and dissemination of student records in compliance with §12.31(a) and §12.32
- The plan shall be maintained in compliance with §12.31(b) and made available to PDE in compliance with §12.31(c)

### **Assurance for the Operation of Student Services and Programs**

By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 PA Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to ra-chapter12@state.pa.us).

The Local Education Agency (LEA) assures that there are local policies and procedures in place that address:

- Free Education and Attendance (in compliance with §12.1)
- School Rules (in compliance with §12.3)
- Discrimination (in compliance with §12.4)
- Corporal Punishment (in compliance with §12.5)
- Exclusion from School, Classes, Hearings (in compliance with §12.6, §12.7, §12.8)

- Freedom of Expression (in compliance with §12.9)
- Flag Salute and Pledge of Allegiance (in compliance with §12.10)
- Hair and Dress (in compliance with §12.11)
- Confidential Communications (in compliance with §12.12)
- Searches (in compliance with §12.14)
- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. §§ 780-101 - 780-144)

The LEA acknowledges that the above policies shall be maintained locally and be made available to the public upon request. The policies are not to be submitted to the Commonwealth except upon specific request by PDE.

In addition, the LEA assures the following:

- The Student Services Report complies with §12.41(b), §12.41(c), and §12.42 (consistent with the Early Intervention Services System Act (11 P.S. §§875-101 - 875-503))
- Consistent with §445 of the General Education Provisions Act (20 U.S.C.A. §1232h), parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (in compliance with §12.41(d))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with §12.41(e))

### **Supporting Documents - Attachment**

- District Wellness Policy