

ITEM #1. MISSION STATEMENT

The Mission of the Western Wayne School District is to educate and prepare each student in alliance with family and community, to be a confident, life-long learner, to strive for personal excellence, and to be a responsible citizen of a global society.

ITEM #2. EDUCATIONAL AND ORGANIZATIONAL GOALS

The Western Wayne School District community including staff, parents, business persons, etc. will collectively provide opportunities for students to:

1. Acquire knowledge and skills
2. Develop integrity
3. Process information
4. Think critically
5. Work independently
6. Collaborate with others
7. Adapt to change

The Western Wayne School District shall engage in planned activities during the six years leading toward the achievement of the following organizational goals:

1. Local Assessment Plan
2. Improvement of student achievement
3. Provisions for additional instructional opportunities for students
4. Continuing Professional Education Plan
5. Plan to increase use of technology for learning

ITEM #3. ACADEMIC STANDARDS FOR STUDENT ACHIEVEMENT

The Pennsylvania Academic Standards that have been adopted in Grades 3, 5, 8 and 11 for reading, writing, speaking, listening and mathematics will guide the educational program in these curricular areas. The district is developing and will continue to develop benchmarks for achievement in the other grade levels. The benchmarks will be taught and assessed at each grade level.

Over the course of this plan the district will further develop standards and benchmarks consistent with the state standards as they are approved. These state standards are proposed for:

1. Science and Technology
2. Environment and Ecology
3. Social Studies
4. Arts and Humanities
5. Career Education and Work
6. Health, Safety, and Physical Education
7. Family and Consumer Science
8. World Languages

Until standards are adopted and benchmarks are developed, the objectives written in the district's planned courses will be used as district standards for student achievement.

ITEM#4. HIGH SCHOOL GRADUATION CRITERIA

A. GRADUATION REQUIREMENTS

The Western Wayne School District requires that students earn 21 5/6 credits in order to graduate.

<u>SUBJECT</u>	<u>CREDITS</u>
English	(4)
Mathematics	(3)
Science	(3)
Social Studies	(3)
Physical Education	(1 1/3)
Health	(.50)
Electives	(5)
Art and/or Humanities	(2)

Restructuring of curriculum, instruction, and assessment may necessitate changes and probable increases in graduation requirements during the years of the Strategic Plan.

Although graduation requirements will not be accomplished through clock hours only, students must demonstrate achievement of standards in planned courses in order to be given credit. The passing grade in each course is 70%. Demonstration of achievement of standards could occur in activities or programs external to planned courses. If approved by the Board of Education, a student may attend college and receive credit toward graduation requirements. Students who receive approval from the Administration may conduct independent study under specific guidelines.

Verification of the satisfactory attainment of completion of standards for learning for high school graduation will be done by the Guidance Department. Assessment will vary and be more authentic in order to determine which students are successfully achieving the learning standards. Restructuring efforts will examine the implementation possibilities of such areas as: intensive scheduling, integration of curriculum and courses, portfolio assessment, school-to-work programs, etc.

B. HIGH SCHOOL GRADUATION PROJECT

Prior to high school graduation, all students must complete an interdisciplinary project with the guidance of a mentor. The project, which should be a culminating activity and can be completed by an individual or a group, should be completed and evaluated by the end of the first semester of the student's senior year. To prepare students to complete this requirement, all students will receive orientation and complete a project proposal that receives approval through their English class.

Upon completion, the project will be presented orally to a multidisciplinary panel of administrators, faculty and community representatives. The research writing and presentation of the project must clearly indicate that the student can apply, analyze, synthesize and evaluate information. It must communicate significant knowledge and understanding of the content and concepts of the project. Students must meet these standards and will be given every opportunity to complete this requirement for graduation.

Projects can include after-school or summer activities, be part of a portfolio or be completed through community service, Governor's School, science academies, plays, etc.

Parents will be informed about this requirement at a meeting and/or through written communications mailed home.

ITEM#5. DISTRICT ASSESSMENT PLAN

1. PURPOSE

The general purpose of assessment for the Western Wayne School District is to:

- Promote students' accountability for their learning, including self-evaluation.
- Assist in planning, evaluating and reporting the learning process.
- Help students plan and meet learning goals on a continuous basis.
- Demonstrate student achievement of learning outcomes through diversified presentations.
- Determine if students can apply knowledge to life situations, so as to encourage life-long learning.

2. CURRENT ASSESSMENTS

Currently, a variety of formal and informal instruments and procedures are used to determine transitional and exit outcome achievement. Included are the following:

1. Pa. System of School Assessment
2. Commercial tests such as the IOWA Test of Basic Skills
3. District Assessments:
Documented teacher observation/checklist, teacher-made tests, published tests that accompany texts and planned course assessment which may include portfolios at teacher discretion.

3. ASSESSMENT ACTION PLAN

A committee will be formed to establish benchmarks and to describe the procedures that the Western Wayne School District will use to assess achievement of the standards at each transition point (2-5-8-11).

It is recognized that many of the instruments currently used by the Western Wayne School District to assess specific skills are effective and shall continue to be used.

It is recommended that an Interest Inventory be given in Middle School.

4. STANDARDIZED TESTS

District and State assessment results will be used by the Western Wayne School District to evaluate curriculum and instruction and for parent information.

5. NOTIFICATION OF ASSESSMENT RESULTS

1. Cumulative state and commercial test results shall be reported through a news release and district newsletter. Individual test scores shall be sent to parents of each individual student upon completion of the scores.

2. Planned course assessments shall be reflected on the report cards and parents may request a conference with a student's teacher at any time to review the student's planned course progress.

PLANNED COURSE REVISION

A. OBJECTIVES

To revise and develop district planned courses as required under the planned course definition in Chapter 4.

To revise and develop district planned courses that are coordinated (written) and articulated (taught) within and across organizational levels and subject areas.

*As a point of reference, traditional grade levels in relation to organizational levels are primary (PreK-2), intermediate (grades 3-5), middle (grades 6-8), high school (grades 9-12).

B. ACTIVITIES

The committee recommends the following cycle be followed to review and revise curriculum:

	<u>Subject Area</u>	<u>Year</u>
1.	Math	2001-2003
2.	Science	2002-2004
3.	Language Arts, Music and Art	2003-2005
4.	Social Studies, Driver Education	2004-2006
5.	Foreign Language, Health, Physical Education	2005-2006
1.	Business, Home Economics, Technology Education	2006-2007

The activities that follow represent planned course revision and development over a six-year time line to take place each year for a specific group of professional personnel.

Focusing on curriculum, instruction, assessment and credentialing, staff development is scheduled in the following areas in order to prepare for the revision and development of planned courses:

See Professional Development Action Plan
Chapter 4
Restructuring Principles
Curriculum Development (Design-Down and Clarity-of-Focus).

C. TIME LINE

Summer of each year
Days designated throughout school year

Intermediate Unit The Curriculum and Instruction Department of the local intermediate unit will be called upon to provide technical assistance throughout the implementation of this action plan.

Pennsylvania Department of Education Upon request from the local district, assistance will be provided by the regional strategic planning team from PDE.

Special Programs Funds from special programs will be utilized where applicable in the revision and development of planned courses, e.g., Dwight D. Eisenhower Mathematics and Science Program; Drug Free Schools and Communities Act.

Time Line The resources will be provided throughout each year of the action plan, as well as opportunities for district personnel to react continuously to the planned courses under revision and development, to help ensure a coordinated and articulated curriculum within and across organizational levels.

The action plan for the revision and development of the planned courses shall be implemented through the framework of the organizational levels. Planned courses will be revised and developed by professional personnel working together from primary, intermediate, middle, and high school levels over a six-year period for specific subject areas.

D. COMPLETION DATES

The action plan will begin in the 2001-2002 school year and will be completed by 2006-2007.

A strategic plan midpoint progress report will be submitted to the Pennsylvania Department of Education, Division of School Based Improvement, by September 30, 2004.

Additionally, each year's progress reports will be submitted to the chairpersons of the Strategic Plan Steering Committee (SPSC) regarding implementation efforts, progress of the revision and development of planned courses. These reports will be completed by building-level principals in consultation with personnel revising and developing planned courses and the district-wide administrator responsible for curriculum development.

Every effort should be made to coordinate this action plan with the staff development committee.

E. PROGRAM EVALUATION

The administration shall be responsible for coordinating with the local intermediate unit an on-site evaluation which will entail the following:

Dates of the on-site team visit

Preparation of data for the on-site team to examine the status of this action plan

Schedules of district/building personnel to be interviewed by the visiting team

Coordination of visiting team members with the intermediate unit chairperson

Dissemination of information regarding the on-site visiting team activities to district/building personnel and community

Preparation of the final evaluation report of this action plan

Dissemination of the findings of the evaluation to all school-community members

Utilization of this report as part of the needs analysis for the next strategic plan

F. EVALUATION COMPLETION DATES

The final evaluation of this action plan will be completed no later than May 30, 2007.

G. ADDITIONAL RECOMMENDATIONS

1. To continue a continuous/design down curriculum Pre-K-12.
2. Research Multi-Age Education to ascertain its effectiveness as a method of educating young children.
 1. Rationale
To address the fact that children learn at different rates.
To explore a different way to give all students an opportunity to experience academic, social and emotional success in the school environment.
 2. Suggested Activities
Establish a committee from the primary level to research multi-age education.
Review the research.
Program visitations.
Practitioner presentations to staff.

Curriculum specialists demonstrate how to integrate subjects and teach multiple levels before implementation.
Utilize resources such as teachers and administrators from other districts.
 3. Estimated Cost
Subs for committee members to be able to visit other schools (already budgeted).
Curriculum specialist as needed.
Workshops, in-service programs and/or courses as needed.
 4. Persons Responsible for Implementation
Principal of pilot building
3. In-service professional staff, Pre-K-12, concerning assessment.
 1. Rationale- All students should be given the opportunity to reach their fullest potential.
 2. Suggested Activities – Team interaction and discussion to

explore the in-service benefits of assessment practices, workshops, to share skills in recognizing individual abilities and age-appropriate expectations.

3. Estimated Cost- cost of substitutes
4. Integrate community and school to develop excellent learning experiences and career awareness.

1. Rationale- The mission of the Western Wayne School District is to educate and prepare each student in alliance with family and community, to be a confident, life-long learner, to strive for personal excellence, and to be a responsible citizen of a global society.

Expose students to a wide variety of experiences both within and outside the community in order to facilitate their transition from school to work/higher education, and to foster students' confidence in making career choices.

There is a need to improve communication and understanding between school and community. A concerted effort to develop a sense of unity and pride will facilitate a shared responsibility for accomplishments, as well as shortcomings.

2. Suggested Activities- Invite people from the immediate and extended community to share their talents, knowledge and experience with students through presentations, "job shadowing" and mentoring.

Improve and expand mentoring. Provide an orientation course to certify community participants.

Expand the community service program.

Expand the tutoring program.

Compile (according to grade level) an intra-district resource list of available speakers, agencies, etc.

Update and critique list, providing feedback to programs and presenters.

Establish and implement an effective adult education program.

Establish a planned Pre-K-12 curriculum in the field of technology and computer usage.

1. Rationale-

The mission statement formulated by the Steering Committee states that Western Wayne School District is to educate each student to be an adaptable, life-long learner and a responsible citizen in a global society. The Steering Committee pointed out that technology skills (e.g. access to information, computer literacy and uses of technology) are future trends for all students. There is an ongoing need to relate learning to our ever-changing technological society. Computer and technological awareness are available to students, but do not follow any planned pattern in our district.

Recommended Pattern Focus:

Primary-awareness, comfort, identification, exposure

Intermediate-usage, beginning of skills

Middle-mastery of keyboarding

High School application of skills

2. Suggested Activities-

See Technology Plan

5. Encourage professional peer interaction among faculty.

a. Rationale- Faculty will share their areas of expertise to enhance the professional growth of their colleagues.

b. Suggested Activities

Establish a system for sharing information gathered at seminars/conferences.

Establish a database system available to all staff, allow cross references of peer "experts". (For example, if an elementary teacher needed information on physics, whom would he or she talk with?)

Allow time for peer visitation to observe routines, implementation of various programs, etc.

Facilitate Peer Coaching opportunities

Allow for team planning time; encourage the exchange of ideas and information.

Among levels, schedule meetings designed for the exchange of information on academic and social expectations.

TECHNOLOGY PLAN

Vision Statement

To complement and enhance the instructional program and student achievement, the Western Wayne School District shall provide technology resources so that:

1. Students can competently use existing technology to achieve higher standards of learning and can confidently adapt to emerging technology as a tool for lifelong learning.
2. Teachers can utilize existing and emerging technology as tools to enhance and extend their teaching methods and available content.
3. Administrators can utilize technology to more effectively and efficiently operate the district.

Strategic Goals

1. Develop PreK-12 technology curriculum, which includes performance tasks to be mastered at each grade level and reflects national standards.
2. Integrate technology curriculum into the core curriculum for grades PreK-12.
3. Develop and implement a system (rubric) for evaluating technology and technology-based teaching and learning resources.

4. Maintain the technology infrastructure (computers, local area networks, wide area network, telecommunications systems, etc.) so that it constantly reflects current technology and provides quick flexibility for educational growth and changes.
5. Continually evaluate the use of technology to resolve emerging needs and promote enhanced communications with students, teachers, administrators, parents and community members.

ITEM#6. PLAN TO IMPROVE STUDENT ACHIEVEMENT

Students and their parents in the Western Wayne School District will continue to receive interim reports if a student is not achieving sufficient progress in a planned course. Such reports may include, but are not limited to:

1. phone contacts
2. conferences
3. weekly reports
4. mid-term reports
5. progress reports

It is recommended that the remediation process would start when identified by interim reports so that the problem can be dealt with before it develops into a larger one.

It is recommended that a task force be formed (2001-2002) to develop a district-wide remediation plan for students not performing well on PSSA.

Specific suggestions to be considered for use through the remediation process are as follows:

1. Team teaching
2. Peer tutoring program
3. Business involvement suggest curriculum revisions to meet career needs
4. Parental involvement/volunteers who would be trained as tutors, use variations of materials

5. Remediation tutoring scheduled as an essential part of the curriculum
6. Schedule periodic remediation in the school calendar
7. Look at research and study an established school excellence model, which provides for student support
8. Title One
9. Summer School
10. After-school program
11. Alternative class structure e.g. Multi-Age, Looping, Transitional

ITEM #7. WESTERN WAYNE SCHOOL DISTRICT INDUCTION PLAN
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- A. The Purpose of the Induction Plan and its relationship to the student academic standards is:
 1. To help professional staff understand and fulfill their role in accomplishing the school or district student academic standards.
 2. To increase the retention of promising professional staff.
 3. To refine effective classroom techniques and procedures by
 1. Reinforcing effective classroom management skills.
 2. Reinforcing effective instruction and assessment.
 4. To build a professional relationship between the inductee and the induction team by
 1. Developing induction teams from a pool of qualified teachers.
 2. Providing training for induction team members.
 3. Providing opportunities for conferencing between inductees and team members.
 5. To build an awareness of well-being by
 1. Fostering professional attitudes and positive self-esteem.
 2. Defining community, district, and building expectations.
 3. Defining beginning teacher expectations.
 6. To build a knowledge base of essential resources, policies, and procedures at
 1. The building level

2. The district level
 3. The intermediate unit level
 4. The state level
 5. The federal level
2. The District Adopted Student Academic Standards are those standards adopted by the state.
 3. Needs Assessment
 1. The inductee evaluation survey attached to this plan will be used annually.
 2. Outgoing inductees will provide feedback that will shape the induction experience for the subsequent year.
 4. Compliance and Implementation
 1. Regulations
 1. All first-year professional staff participate in the program.
 2. There is a mentor relationship between the inductee and the induction team.
 3. The program includes a study of the Code of Conduct for Educators (24 P.S.//1.101-27-2702).
 4. Records of participation are maintained.
 2. Mission
 1. The induction process of the Western Wayne School District is a program to provide support for staff new to the district as temporary professional or professional employees. This process will provide planned experiences and activities to increase and enhance each new teacher's knowledge and to further develop professional competencies.
 3. Induction Council (District Level) – Membership and Function:
 1. Membership
 1. Superintendent or designee
 2. An administrator from each building
 3. A teacher representative from each building elected by the teachers of that building.
 2. Function
 1. Coordinate District Induction program
 2. Plan in-service for new professional staff based upon individual needs
 3. Evaluate district program and modify as needed
 4. Meet a minimum of once a year at the discretion of the superintendent or designee
 4. Induction Team – Building Level – Membership and Function
 1. Membership
 1. Building Principal

2. Mentor Teacher
3. Inductees
4. Resource Personnel as needed –Guidance Counselors, Nurse, Reading Specialist, Librarian, etc.
2. Function
 1. Building Principal is responsible for ensuring the overall induction process in his/her building
 2. Verify the completion of the induction process
 3. The mentor teacher will meet bi-monthly with the inductee to address the progress of the induction process.
5. Selection Criteria for Mentor Teacher and Role of the Mentor Teacher
 1. Criteria
 1. Five years experience in the District
 2. Instructional II Certificate
 3. Demonstrated knowledge of instructional/classroom management techniques
 4. Positive attitude toward the teaching profession and the school district/community.
 5. It is strongly recommended that the mentor teacher and inductee:
 1. Teach at the same grade level, and/or in the same subject area.
 2. Be assigned to classrooms in close physical proximity.
 3. Be provided adequate time for informal and formal conferencing.
 2. Selection – Mentor Teachers
 1. Building Principals will submit a list of nominees to the Superintendent based upon criteria.
 2. Western Wayne Education Association officers will submit a list of nominees to the Superintendent based upon criteria.
 3. District Induction Council will review nominees and mutually select mentor teachers.
 3. Training – Mentor teacher training will be the responsibility of the induction council:
 1. Purpose of Induction
 2. Relationship to District-Adopted Student Academic Standards
 3. Mentoring Process
 4. Coaching and Modeling
 5. Pennsylvania Code of Conduct
 4. Role – Mentor teacher shall
 1. Establish and develop a supportive relationship with the inductee
 2. Work with the inductee on routine building matters, classroom management, materials, and paper work.

3. Meet with the inductee as needs arise, but a minimum of twice a month.
 4. Visit the inductee's classroom as directed by the Building Principal and Building Induction Team.
 5. Receive compensation as determined by the Professional Employees' Contract.
6. Orientation and Role of Inductee
1. Inductee Orientation—Provide time prior to school opening for
 1. Distribution and explanation of handbooks, policies, contracts, business office forms, curriculum materials, etc.
 2. Western Wayne Education Association business.
 3. Classroom preparation.
 4. Meet with building level induction team—no later than the second week school is in session (September).
 2. Inductee Role
 1. Meet with the mentor teacher on a regular basis.
 2. Interact with induction team members.
 3. Communicate needs to respective induction team members.
 4. Consider suggestions or recommendations made by induction team members.
 5. Participate in beginning teacher seminars and activities.
 6. Become familiar with and use the services of the Association.
 3. Inductee Program Evaluation
 1. The Superintendent of Schools or designee directs each Building Principal and Building Induction Team to log meeting dates and experiences of each inductee as related to the Induction Program.
 2. Inductee shall be formally evaluated by Building Principal four times per year according to District Policy.
 3. District Induction Council shall evaluate the program in May. Adjustments and revisions shall be made at this time.

CODE OF CONDUCT FOR EDUCATORS

MISSION

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth be

establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

INTRODUCTION

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. //12-1251 – 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P.S. /12-1255(a) (10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

PURPOSE

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and

technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

PRACTICES

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

1. Professional educators shall abide by the Public School Code of 1949 (24 P.S. //1-101-27-2702), other school laws of the Commonwealth, sections 1201(a) (1), (2) and (4) and (b) (1), (2) and (4) of the Public Employee Relations Act (43 P.S. //1101.1201 (a) (1), (2) and (4) and (b) (1), (2) and (4) and this chapter.
2. Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.
3. Professional educators shall maintain high levels of competence throughout their careers.
4. Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political

- beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases of discrimination is not all-inclusive.
5. Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
 6. Professional educators shall impart to their students principles of good citizenship and societal responsibility.
 7. Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
 8. Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
 9. Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
 10. Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

CONDUCT

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of //235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

LEGAL OBLIGATIONS

- (a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P.I. 397, No. 141) (24 P.S. //12-1251-12-1268), known as the Teacher Certification Law.

- (b) The professional educator may not engage in conduct prohibited by:
1. The Public School Code of 1949 (24 P.S. //1.101-27-2702) and other laws relating to the schools or the education of children.
 2. The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P.L. 883, No. 170) (65 P.S. //401-413), known as the Public Official and Employee Ethics Law.
- (c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

CERTIFICATION

The professional educator may not:

1. Accept employment, when not properly certificated, in a position for which certification is required.
2. Assist entry into or continuance in the education profession of an unqualified person.
3. Employ, or recommend for employment, a person who is not certificated appropriately for the position.

CIVIL RIGHTS

The professional educator may not:

1. Discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
2. Interfere with a student's or colleague's exercise of political and civil rights

and responsibilities.

IMPROPER PERSONAL OR FINANCIAL GAIN

The professional educator may not:

1. Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
2. Exploit a professional relationship for personal gain or advantage.

RELATIONSHIPS WITH STUDENTS

The professional educator may not:

1. Knowingly and intentionally distort or misrepresent evaluations of students.
2. Knowingly and intentionally misrepresent subject matter or curriculum.
3. Sexually harass or engage in sexual relationships with students.
4. Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

PROFESSIONAL RELATIONSHIPS

The professional educator may not:

1. Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
2. Knowingly and intentionally distort evaluations of colleagues.
3. Sexually harass a fellow employee.
4. Use coercive means or promise special treatment to influence professional decisions of colleagues.
5. Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law,

agency regulations or standards.

Western Wayne School District Continuing Professional Education Plan (Act 48)

1. A description of the individuals who developed the plan and how they were selected. All required groups are included.

The Continuing Professional Education Committee is coordinated by the Director of Curriculum and the President of the Western Wayne Education Association (WWEA), or their designees. The Western Wayne Education Association requested, via a memo, interested bargaining unit members to serve on the Committee. Bargaining unit members are divided equally (4 each) among elementary, middle, and high school teachers and were chosen by their peers. Educational specialists (1 school nurse, 1 guidance counselor) were chosen by educational specialists; special education teachers (2) were chosen by special education teachers. Administrators were chosen by administrators. Parents and community members were chosen by the district.

Members of the committee are as follows:

Act 48 CPE Coordinators

D. Carl Peet—Director of Curriculum
Laurie Tylutki—WWEA representative

Elementary teachers

Karen Firmstone—R. D. Wilson
Kerrie Fitzsimmons—R. D. Wilson
Georgia Ackermann—Hamlin
Susan Pignatello—Hamlin

Middle school teachers

Dian Altemier
Margaret Christman
William Gershey
Jerri Hanna

High school teachers

Barbara Ebert

Walt Matechak

Steve Salley

Betty Stoner

Education Specialists

Christine Davis—nurse

Faye White—guidance counselor

Special Education teachers

Mary Coleman—high school

Michelle Mistishin—R. D. Wilson

Administration

Ellen Faliskie—principal, Hamlin and Lake Elementary

Lorna Johns— Director of Instructional Services

See Memorandum of Understanding between WWEA and WWSD.

2. A description of the needs assessment and how the plan meets the educational and staff development needs of the school entity, its professional educators, students, and the community.

The Western Wayne School District has assessed the educational and staff development needs of our school district, our professional staff, the students we serve and the community we serve. This assessment was conducted through the following resources:

School District:

1. The vision, mission, and goals established in the strategic planning process
2. School profile information

Professional Staff:

1. Induction plan
2. Staff evaluations of previous staff development programs
3. CPE survey conducted in April 2001

Students:

1. PSSA
2. Iowa Achievement Tests

Community:

1. Wayne County Labor Market Study, Fall 1998

A review of this data by the CPE committee resulted in an identification of the following major categories of professional education needs:

2. Experiences which increase professional staff's knowledge of effective parent cooperation; school safety; classroom management; awareness of high risk student guidelines; assertive discipline; stress management techniques; using computers for professional tasks; integration of technology PreK-12; current trends in specific grade and subject areas.
3. Aligning curriculum and assessment with the PA Academic Standards as determined by evaluation of information from assessments identifying student strengths and weaknesses.
4. Implementation of instructional strategies and assessment practices in reading, writing, and math that result in increased student achievement of the PA Academic Standards.
5. Experiences which familiarize professional staff with strategies for teaching the high performance workplace skills of Communication, Critical Thinking, Interpersonal Skills and Teamwork.
6. Implementation of instructional strategies and assessment practices which incorporate workplace/application skills into the curriculum.

- 1. The professional education needs/goals that will be met by completion of each continuing professional education option and how it relates to areas of assignment and certification.**

1. To provide continuing professional education to those members of the professional staff as defined by Act 48 of 1999.
2. To strengthen personal, professional and collective organizational capacity to achieve the adopted academic standards (Chapter 4).
3. To establish varied activities to support continuing professional education that is linked to the school entity's strategic plan.
4. To increase the knowledge and skills of the district's professional staff in order that they promote increased student achievement.
5. To promote the physical and mental well-being of professional staff in order that they positively influence students.
6. To foster cooperation and collegiality among professional staff.
7. To promote the effective inclusion of exceptional students into the regular curricular and instructional program to the maximum practical extent.

8. To assist professional staff in acquiring the knowledge and skills to plan and implement effective adaptations and accommodations for exceptional students so as to improve their achievement in the regular curriculum.
9. To educate the professional staff in methods of writing curricula and documenting the alignment of curricular objectives with state standards.
10. To increase the professional staff's understanding of physical, emotional, and mental conditions that negatively affect student achievement, and to assist staff in planning and implementing strategies to help students to compensate for these conditions and to meet academic standards.
11. To instruct professional staff in the "best practices" for teaching students in all curriculum areas.
12. To assist teachers in developing plans to manage student behavior in order to promote increased achievement.
13. To help teachers learn and implement effective practices in student assessment, remedial learning activities to increase student achievement and the identification of benchmarks of achievement at all grade levels.
14. To increase the knowledge and skills of all professional staff in the effective use of technological tools in the curriculum and for administrative and student-support functions.
15. To assist professional staff in developing and implementing effective measures to promote the safety and security of all students and staff.
16. To instruct professional staff in methods of creating and maintaining effective partnerships with parents so as to increase student achievement.
17. To promote the retention of active certification by all professional staff and to encourage the attainment of additional certificates.

Delivery System

The Western Wayne Continuing Professional Education Committee has approved the following list of educational options to meet the needs of the professional staff that have been listed above. Every professional staff member may choose from the options below. The stated definitions will apply.

1. Collegiate Credit: Undergraduate or graduate college credit granted by a college or university approved by PDE and/or Western Wayne's CPE committee, for the successful completion of an approved course in an area of the professional educator's assignment or certification.
2. Collegiate Studies: A formal program or course of study at an institution of higher education approved by PDE and/or Western Wayne's CPE committee, leading to the awarding of an academic degree or credit.

3. Continuing Professional Education courses: Planned program of studies conducted for credit by providers that are approved by PDE and/or Western Wayne's CPE committee to increase professional educators' knowledge and improve their skills.
4. Continuing Professional Education hours: Time-on-task at programs, activities, conferences, workshops or learning experiences related to an area of the professional educator's assignment or certification, or relating to needs defined by the school entity in the CPE plan.
5. Professionally Related Master's or Doctorate Degree: Master's or doctorate degree which pertains to the current or anticipated educational program of the school entity, as assessed by the professional staff member selecting this option.
6. PDE Approved In-Service Courses: Courses offered by in-service councils as approved by PDE.
7. Western Wayne School District Courses: CPE committee will develop standards regarding district courses.
8. Continuing Professional Education Courses, Programs, Activities or Learning Experiences: Continuing professional education courses, programs, activities, or learning experiences relating to the professional staff member's area of assignment or certification.
9. Correspondence, Internet, and Video Courses: CPE committee will develop approval guidelines regarding courses.
10. Curriculum Development: School entity-sponsored individual and group work on educational programs.
11. Educator in the Workplace: Educator in the workplace experiences where the work relates to the professional staff member's area of assignment.
12. Professional Conferences: Participating in or presenting at educationally-related meetings, seminars and workshops sponsored by groups, including professional organizations, government agencies and commercial sponsors; participate in regional/state/national development projects for education professionals such as the Governor's Institute.
13. Classroom Observations of Professional Staff: Observations of educational activities with the approval of the teacher(s) involved, and with notification to the appropriate supervisor(s)/administrator(s) in and out of the District.
14. Technical Courses/Seminars Related to Certification: Attending or presenting at a course/seminar, which is technical in nature and related to the area of certification.
15. Professional-Related Grant Writing: Developing a proposal in a specific area of expertise to bring funds into the District.

16. Participation in and Induction Program as a Mentor Teacher: Serving as a mentor teacher as described in the District's Induction Plan.
17. Cooperative Teacher Program—Student Teachers: Serving as a cooperative teacher for a student teacher.
18. In-Service/Staff Development: Programs offered through the entity to meet needs identified in the entity's Act 48 Plan and the Strategic Plan, including those offered in cooperation with other entities and institutions of higher education.
19. Continuing Professional Education Committee: Serving on the entity's Continuing Professional Education Committee.
20. Textbook and Materials Selection: Serving on a textbook and materials selection committee.
21. Visitations: Participating in visitations for the purpose of improving instruction and student achievement, including, but not limited to, business and industry sites, historical sites, other schools.
22. Building Problem-Solving Meeting: A series of planned meetings for the purpose of group identification and restructuring of activities to resolve an educational problem within a building as needed and identified by Building Principal and teaching staff.
23. Participation in School Evaluation Programs: Serving as a member of any evaluating team "in and out of the entity."
24. Student Assistance Program: Training to serve on a Student Assistance Team or to facilitate student support groups; participating in Student Assistance Team networking, team maintenance, and update programs.
25. Collegial Study Groups: Teacher-initiated group inquiry directed to accomplishing planned course of study or related learner outcomes.
26. Personally-Designed Option: An individually created professional development experience approved by the Professional Development Committee.
27. Writing New Curriculum: Initiating and writing new courses within the existing curriculum.
28. Community Relations Activity: Participating in activities to promote parent/community/school partnerships such as Parent-to-Parent.
29. Teaching I.U. or Adult Education Courses: Serving as the instructor of an approved I.U. course or entity adult-education course.
30. Curriculum Enrichment: Individual and group work on educational programs beyond current curriculum requirements.
31. Independent Study: Individual or group pursuit of information on a job-related topic. May include reading, interviews, action research, etc.

32. In-District Professional Development Presentations: The presentations of seminars, workshops, lectures, etc. in the District.
33. Out-of-District Professional Development Presentations: The presentation of seminars, workshops, lectures, etc. out of the District.
34. Publication: Publishing material in a professional or academic journal, write or collaborate with others in writing a textbook.
35. Peer Coaching: Participating in peer coaching training and serving as a peer coach.
36. Sabbatical Leaves: As per contract.
37. Professional Recognition: Be recognized for innovative curriculum development and teaching practices through funding grant awards, PSEA's IPD Innovative Teaching Awards, Teacher of the Year, Millken and other sources acknowledging excellence; receive National Board Certification.
38. Test Assessing: Serving as an assessor or trainer for local, regional, state, national assessments such as PSSA, Advanced Placement exams, etc.
39. Other Options: Other options that are not listed above should be brought to the CPE Committee for approval.

2. A list of providers approved by the Continuing Professional Education Committee to provide the continuing professional education options listed in the plan.

Providers not specifically listed below should be brought to the CPE Committee for approval.

1. Pennsylvania Intermediate Units
2. Pennsylvania School Entities (public, private and charter)
3. Pennsylvania Department of Education
4. Providers approved by intermediate units
5. Providers approved by school entities
6. Providers approved by the Pennsylvania Department of Education
7. All accredited universities and colleges in Pennsylvania and other states.
8. Agencies that have formed school/business partnerships with the district
9. Subcontractors who are providing services that meet needs identified in the plan including, but not limited to online training and courses, national consultants, and experts in the areas, which have been identified as needs in the plan.
10. Local, State and National Professional Organizations including, but not limited to:
 - National Education Association
 - Pennsylvania State Education Association

Western Wayne Education Association
National Council of Teachers of Mathematics
National Council of Teachers of English
National Council of Teachers of Social Sciences
National Science Education Association
Association of Supervision and Curriculum Development
Pennsylvania School Librarians Association
Pennsylvania School Boards Association
Association of School Psychologists of Pennsylvania
Pennsylvania Psychological Association
Pennsylvania State Team (math, science, and technology)
Pennsylvania Association of School Administrators
National Association of Elementary and Secondary Principals
Northeast Council of Elementary Administrators
Pennsylvania Association of School Nurses and Practitioners
Pennsylvania Department of Health
American Medical Association
National Association of School Nurses

1. Access PA
2. Anthracite Museum
3. State and national professional conferences
4. Keystone State Reading Association and all local councils
5. International Reading Association
6. All Pennsylvania State Agencies and Departments
7. Pennsylvania Interscholastic Athletic Association
8. Wyoming Valley Montessori Program
9. Scranton Public Library
10. Indiana Wesleyan University
11. Performance Learning Systems
12. Delta Kappa Gamma
13. Phi Delta Kappa
14. Canter Associates
15. American Red Cross
16. American Heart Association
17. All local, state and national human services agencies such as Lackawanna County Commission on Drug and Alcohol Abuse
18. Pennsylvania Power and Light
19. Bureau of Educational Research
20. Society for Developmental Education
21. Any and all providers approved by the CPE committee.

- 3. Plans for professional education activities to meet the goals of the three-year plan. Plans must include objectives, a listing of actions to be taken, timelines for completion, person(s) responsible for implementing the plan and evaluation procedures.**

Three-Year Plan

The Western Wayne Continuing Professional Education Committee has developed the following plan for professional education activities to meet the goals of the three-year plan.

Objectives

The objectives of the plan are:

1. To provide continuing professional education activities for professional staff that will meet the identified needs listed in the Needs Assessment and Goal Setting section of this plan.
2. To educate professional staff in methods and practices that will increase student achievement.
3. To provide opportunities for professional staff to keep certifications active and attain additional certifications.
4. To meet the goals of the Strategic Plan.

Actions

1. The Continuing Professional Education Committee will identify activities to meet the needs, goals and objectives of the plan.
2. The Committee, or the Coordinators, will plan and schedule activities to be approved by the district.
3. Upon review, the Committee may approve activities and providers other than those listed in the plan.

Timelines

1. Continuing professional education activities will be on-going and will be scheduled for the amount of time necessary to accomplish the objective(s).
2. Options to accomplish the goals, objectives, and needs identified as highest priority will be implemented first.
3. Additional activities to meet lower priority needs will be planned for a later time during this three-year plan.

Persons Responsible for Implementing the Plan

1. Ultimately, Mr. Louis Zefran, District Superintendent, is responsible for the implementation of the Continuing Professional Education Plan.
2. Additionally, the Western Wayne Continuing Professional Education Committee Coordinators share implementation responsibilities. They are Mr. D. Carl Peet and Mrs. Laurie Tylutki.

6. A description of the process for reviewing and amending the plan annually.

The Continuing Professional Education Committee previously described in this document will continue to meet throughout the three-year period covered by this plan. End-of-year reviews will be conducted for the purpose of evaluating continuing professional activities for CPE plan amendment. These reviews will include the monitoring of the continuing professional education plan; the determination of emerging needs; the selection and scheduling of learning activities and providers; and an on-going evaluation of continuing professional education activities. The committee will review evaluations of CPE activities and conduct yearly needs assessments for annual updates of the plan. Amendments to the plan, if needed, will be recommended annually by the Continuing Professional Education Committee, and if approved by the Board of Directors, submitted to the Pennsylvania Department of Education for approval.

The Continuing Professional Education Learning Experience Evaluation (PDE-3527) will be used to help determine the impact of CPE activities and to suggest follow-up opportunities. Forms will be reviewed and used during the first, second, and third year of the plan.

7. Evidence that the plan meets the professional education criteria and strikes a balance between content, pedagogy, and other skills.

We believe that the content and design of our continuing professional education plan should be determined by: the learning needs of our professional staff; the organizational needs of the school entity; and, changing state policies and initiatives. Therefore, we will use much of the information developed from the school entity's needs assessment and the Continuing Professional Education Learning Experience Evaluation (PDE-3527) to determine tentative content and time-line for our continuing education offerings. Specific order and content of professional development offerings will be determined by the Continuing

Professional Education Committee, which will meet throughout the three-year plan.

The following professional education criteria will be used to evaluate activities:

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

Evidence that professional education criteria are matched to activities will be monitored through the use of the Professional Education Criteria Form.

CONTINUING PROFESSIONAL EDUCATION PLAN SIGNATURE FORM

School Entity WESTERN WAYNE SCHOOL DISTRICT Date _____

Chief School Administrator LOUIS J. ZEFRA

Telephone (570) 937-4270

Contact Person (if other than above) _____

Telephone (570) 937-4270

We affirm that this Plan has been developed in accordance with the laws, regulations and guidelines regarding continuing professional development and that the Plan has been approved by the Professional Development Committee and School Board.

Signature, Co-chairperson Date Signed

Signature, Co-chairperson Date Signed

Signature, School Board Secretary Date Signed

Signature, School Board President Date Signed

Signature, Chief School Administrator Date Signed

ITEM #8. SCHOOL ORGANIZATION

The building organizational structure of the district is as follows: (1) three elementary schools (one for grades PreK-5, one for grades PreK-2, and one for grades 3-5); (2) one middle school for grades 6-8; and (3) one high school for grades 9-12. The following instructional organizational structure has been selected:

Pre-Kindergarten – 2	=	Primary
Grades 3 – 5	=	Intermediate
Grades 6 – 8	=	Middle School
Grades 9 – 12	=	High School

The district’s transitional standards have been developed at grades 2, 5 & 8. This match between the district and the state-mandated curriculum, through the daily practice of curriculum, instruction, assessment, and credentialing, ensures continuous focus on achievement of the district’s mission, the nine academic goals of quality education and their respective student learning outcomes.

At all organizational levels, planned courses will be revised/developed.

Individual planned courses shall specify relationships to the state standards when adopted or if not adopted to national standards, if available.

ITEM #9. DISTRICT RESOURCES

PROFESSIONAL PERSONNEL

Regarding the district’s mission, goals, and student standards, the district ensures the employment of qualified professional employees (administrators and teachers) to enforce the curriculum, instruction, assessment and credentialing requirements

of state regulations. Thus, properly credentialed personnel shall teach and administer planned courses that are as rigorous as or more challenging than those taught at the time of this strategic plan's development.

There are 199 professional employees and an enrollment of 2,560 students. The district also employs 10 administrators in the following positions:

1. Superintendent
2. Assistant Superintendent/Elementary Principal
3. Business Manager
4. Director of Curriculum
5. Director of Instructional Services
6. High School Principal
7. Assistant High School Principal
8. Middle School Principal
9. Assistant Middle School Principal
10. Elementary School Principal

SCHOOL LIBRARY RESOURCES

Each school building contains a library with resources in various media to supplement the district's curriculum, instruction, assessment, and credentialing programs aimed at achieving the mission, goals, and student learning outcomes of the district. At the middle and high school levels, the library provides instruction for students in all planned courses with reference to information skills, including access to traditional and electronic information sources, computer use and research.

Relatedly, the district employs three full-time librarians, one elementary school librarian, one middle school librarian, and one high school librarian.

Planned courses in library education are taught to all students in the elementary (primary and intermediate levels), middle (middle level), and high school (high school level). These planned courses are taught separately in grades kindergarten through eight, and integrated in the pre-kindergarten and high school programs.

PHYSICAL PLANT

The buildings are maintained continuously and promote achievement of the district's mission, goals, and student learning outcomes. Each school contains

facilities for implementation of the curriculum, instruction, assessment and credentialing programs.

Elementary buildings provide active learning experiences in art, music, dance, and theater, and exploration or “hands-on” experiences in science, social studies, and environmental education. At the middle school, facilities provide active learning experiences in the arts and related areas of study, science, environmental education, technology education, and home economics. Additionally, a microcomputer laboratory ensures use and application of microcomputers and software, including word processing and instructional reinforcement. In the high school, laboratories are available for all science planned courses. Facilities are provided for art, music, dance, and theater. Additionally, four microcomputer laboratories ensure use and application of microcomputers and software, including word processing, database, spreadsheets, and telecommunications. The high school physical plant offers facilities for vocational-technical education, business education, foreign language, family life education, and technology education. Finally, Instructional Support Teams, Title I Programs, and Student Assistance Programs are available for individual students.

OTHER RESOURCES

In addition to the above, other resources are available to assist in students’ achievement of the district’s mission, goals, and student learning outcomes. Presently, these resources include, but are not limited to, the following:

1. Professional libraries
1. Local, regional, state and/or national staff development programs for professional personnel
2. Co-curricular/extracurricular programs
3. Outdoor recreational facilities
4. Intermediate Unit programs and services
5. Community service partnerships for students on local and regional levels
6. Educational partnerships with specific organizations, i.e. Wilkes University, Hershey Medical Hospital/Pennsylvania State University
7. Interagency collaborations (i.e. Tri-County Human Services and TreHab, etc.)

ITEM #10. PLANNING PROCESS

Listed below are the members of the Western Wayne School District Strategic Planning Committee. Teachers were selected by teachers, school board members were selected by school board members, and administrators were selected by administrators. Parents and community representatives volunteered to be members of the committee.

SCHOOL BOARD

Grace Clauss
Doris Pliss

ADMINISTRATION

Louis J. Zefran, Superintendent
Mary Caljean, Assistant Middle School Principal
Ellen Faliskie, Hamlin Elementary Center & Lake Elementary School Principal
Carl Peet, Director of Curriculum
Dr. Lorna Johns, Director of Instructional Services

FACULTY

Georgia Ackermann – Hamlin Elementary Center
Gail Barna – Robert D. Wilson Elementary School
Marianne Bell – Lake Elementary School
Jerri Hanna – Western Wayne Middle School
Susan Pignatello – Hamlin Elementary Center
Betty Stoner – Western Wayne High School
Laurie Tylutki – Western Wayne High School

PARENTS

Paul Ackermann
Dave Cummins
Katharine Dodge
Debbie Gillette
Pam Kahn
Melody Robbins
Evie Vitali

Cathy Coar
Chris Farrell
Eydie Morcom
Betty Sullivan
Sally Venesky
Carole Woehrle

COMMUNITY

REPRESENTATIVES

The Strategic Planning Committee developed the components of the plan at the following meetings:

DATE	SUBJECT
January 4, 2001	<ol style="list-style-type: none">1. Orientation2. Strategic Plan Process3. Review of the 1994-2001 Strategic Plan
March 7, 2001	<ol style="list-style-type: none">1. Distribution of the new mission statement2. Presentation of Chapter 4 regulations3. Overview of reading and math standards
April 5, 2001	<ol style="list-style-type: none">1. Subcommittee updates1. Review of PSSA & ITBS test results2. Review projected time line
May 1, 2001	<ol style="list-style-type: none">1. Presentation of the Strategic Plan for approval

Northeastern Educational Intermediate Unit #19 conducted Strategic Planning study group sessions for all Phase II school districts on September 14, 2000; October 16, 2000; November 16, 2000; January 16, 2001; February 13, 2001 and April 11, 2001.

The study group was facilitated by Dr. Lillian DeLeo. The sessions focused on sharing ideas and procedures, reviewing information from The Pennsylvania Department of Education and brainstorming solutions to common problems. These sessions were attended by D. Carl Peet, Director of Curriculum and Louis J. Zefran, Superintendent.

ITEM #11. PLAN FOR ADDITIONAL INSTRUCTIONAL OPPORTUNITIES

The district has implemented several programs to assist students who have difficulty achieving the academic standards and benchmarks. Each component is listed below with appropriate grade levels.

1. Summer school courses (Grades 9-12)
2. Title I remedial mathematics (Grades 1-6)
3. Title I remedial reading (Grades 1-6)
4. Referral to the instruction support team (PreK-5 Lake/Hamlin)
5. Peer tutoring (Grades 6, 7, 8) by (Grades 9, 10, 11, 12)
6. Summer reading program

Additional programs and procedures will be implemented as a result of specific recommendations from the assessment and curriculum committees.