

# GREENCASTLE-ANTRIM SCHOOL DISTRICT

## ORGANIZATIONAL PROFILE

### Organizational Environment

Greencastle-Antrim School District (GASD) is a K-12 public education school system located in the Cumberland Valley within south-central Pennsylvania. GASD borders Maryland and is bisected by Interstate 81. It lies south of Chambersburg in Franklin County and covers 72 square miles including the Greencastle Borough and Antrim Township. GASD has a history of providing quality educational experiences for approximately 3,100 students. GASD consists of four school buildings including a center for environmental studies and a technology center, all located on a 120-acre campus, affording many positive opportunities for students to engage in educational programs outside of their school building. This one campus design allows for streamlined efficiency of curriculum, staffing, transportation, and security.

### Educational Program and Service Offerings

GASD offers a kindergarten through 12<sup>th</sup> grade public school program with buildings at the following levels: primary (K-2), elementary (3-5), middle (6-8), and high school (9-12). The district also includes a center for environmental studies called "Tayamentasachta." The district offers services through a variety of educational settings designed to meet individual student needs. These include:

- Franklin Virtual Academy (FVA) – district-operated online cyber program for grades K-12
- Academy for Character Education (ACE) – on campus alternative educational program for grades 6-12
- Virtual Classroom (VC) – consortium effort between FVA and ACE for at-risk students in grades 11-12

Other instructional programs and services beyond the typical requirements include vocational programs through the Franklin County Career and Technology Center (FCCTC), and dual enrollment offered through Hagerstown Community College, Penn State Mont Alto, Wilson College, and Shippensburg University, providing students the opportunity to gain college credit while still in school. College Academy is offered to students within our high school, using our teachers who also serve as adjunct professors for Hagerstown Community College. Students in these classes gain both high school and college credits. Greencastle-Antrim High School (GAHS) offers thirteen advanced placement courses and a World Language Academy, which allows students to take online classes in multiple languages.

Pupil services include an Instructional Support Team (K-5), Student Assistance Program (K-12), various intervention programs, guidance support, nursing services, school-based counseling, comprehensive career exploration program (K-12), Character Counts, and Olweus Antibullying Program. An accelerated program in grades 2 and 3 empowers students to work above grade level and an accelerated program in grades 6-12 enables students to take higher level classes beyond their current grade level.

### Mission, Vision Motto, and Values

GASD's mission, vision, motto, and values (Figure 1) guide the decision-making process across the entire district and help shape the culture of the District. These were developed as part of a comprehensive planning process completed during the 2017-2018 school year and approved by our board of school directors in the fall of 2018.

Quality instruction is a core competency as the district places great value on meeting the needs of every individual student using a continuum of services to ensure that each one is college or career ready. This is evidenced through parent survey data indicating that GASD is their school district of choice.

**Figure 1 GASD Mission, Vision, Motto, Values**

<p style="text-align: center;"><b>GASD Mission</b> A community invested in empowering our students to strive for excellence to succeed in the future.</p> <p style="text-align: center;"><b>GASD Vision</b> Every student will experience personal success and positively impact the world.</p> <p style="text-align: center;"><b>Motto</b> Empowering students for success</p> <p style="text-align: center;"><b>Values</b> Commitment – Respect – Integrity – Standards    Children First</p>
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Beliefs guide behavior. Subsequently, to achieve anything you must have beliefs that serve as a foundation through both the good and challenging times. These are the true north of our organization's compass.

Our beliefs about children and learning are:

- We believe that all children can learn.
- We believe the learning environment must be safe and secure.
- We believe that success follows a child's ability to read, write and apply mathematics.
- We believe that to be successful a child must develop strong character.
- We believe that educational programs must be individualized, and instruction varied.

### Workforce Profile

GASD employs a workforce of approximately 320 individuals with a variety of skills and abilities. (Figure 2)

Figure 2 Workforce Profile	
<b>Gender</b>	79% Female, 21% Male
<b>Role</b>	6% Administrators, 58% Professional Staff, 2% Business Office Staff, 34% Support Staff
<b>Status</b>	83% Full-Time, 17% Part-Time
<b>Education Level</b>	2% Doctorate, 46% Masters, 21% Bachelors, 7% Associates, 23% High School Graduates
<b>Ethnicity</b>	99% White, 0.3% American Indian/ Alaska Native, 0.3% Black or African American, 0.3% Hispanic or Latino
<b>Bargaining Units</b>	Greencastle-Antrim Education Association (GAEA)

In May of 2017, a new superintendent began in the district. The superintendent is commissioned by the Commonwealth of Pennsylvania and is under a contract. GASD’s administrative team (AT) includes one Chief Educational Officer (CEO), one recently appointed Chief Financial Support Services Officer (CFSSO), one Director of Special Education, four principals, and six assistant principals. GASD employs 182.5 professional staff, and approximately 140 support staff. Bus drivers, maintenance and technology staff have been subcontracted. All instructional paraprofessionals, which are part of the support staff, meet a minimum standard of twenty hours of professional development to be considered highly qualified by the Pennsylvania Department of Education (PDE). Remaining support staff, including cafeteria and secretarial employees, are specifically trained for their respective positions. The district has one bargaining unit, Greencastle-Antrim Education Association (GAEA), which represents the professional staff. The district subcontracts substitute services for both professional and support staff needs. GASD utilizes a volunteer program across the district to enhance educational services to students.

Key drivers of both professional and support staff engagement include organizational reputation, a positive work environment, reward and recognition, self-selected opportunities for participation in professional learning, and a student focused purpose. These key drivers also impact our subcontracted segments. GASD continually looks for ways to further engage all workforce groups.

GASD’s health and safety requirements mirror that of other K-12 educational institutions and include the regulatory requirements of PDE, Occupational Safety and Health Administration (OSHA), and the Food and Drug Administration (FDA). The district regularly engages in safety drills at each building and provides specialized training for administration with local law enforcement. GASD provides

training in character education, anti-bullying programs and a variety of other safety and security measures.

**Assets**

Key facilities within GASD are its four school buildings, center for environmental studies, outdoor classroom, maintenance facility, ACE building, and technology center. Additional facilities include storage, concession, athletic fields and 42 acres of land for possible future expansion.

GASD provides a robust server and network infrastructure aimed to increase the efficiency of business operations that promotes the application of realized gains to the instructional needs of our students and staff. The district’s IT systems are student-centered to improve performance, while accommodating a variety of learning styles. They are also designed to prepare students to become productive members of our local and global communities. GASD aims to provide technologies that are systematically planned and implemented for the maximum return on investment.

In the past few years, GASD has made significant enhancements to core infrastructure to grow and sustain educational and business demands. The district also leverages throttling and content filtering technologies to ensure bandwidth is being utilized appropriately and efficiently to maximize educational benefits. As for devices categorized as infrastructure, approximately 830 devices are supported, which include phones, servers, network equipment, and security cameras.

Approximately 3500 devices are supported within the district – comprised of student and staff mobile devices, desktop computers, document cameras, interactive whiteboards, printers, and Apple TVs, and iPads.

**Regulatory Requirements**

GASD is governed by state and federal laws, but its primary regulator is PDE, which defines specific requirements for employee evaluation, educational delivery including a free and appropriate education (FAPE) in the least restrictive environment (LRE), as well as school safety and financial standards (Figure 3).

Figure 3 Regulatory Environment	
Regulatory Body	Regulatory Areas
PDE	Education, Evaluation, Operation Assessment
U.S. DOL PA DOL	FLSA, FMLA, ADA, USERRA, UC, WC, PA Worker and Community Right to Know Act, COBRA
PLRB	PERA /Collective Bargaining Agreement (CBA)
OSHA	Health and safety, hazardous materials, emergency preparedness, workplace violence
HHS	ACA, HIPAA
PHRC, EEOC	ADEA, EOE

GASD also complies with various local, state, and federal mandates for daily operations. GASD operates under the expectation of open meetings as well as the PA Sunshine Law, which sets guidelines for the Board of School Directors.

**Organizational Structure**

GASD is governed by a nine-member Board of Directors (BOD) elected at large to serve four-year terms. The BOD hires and evaluates the superintendent. The board meets bi-monthly to review district performance and set overall policy. The BOD works directly with the Superintendent, CEO, and CFSSO to set direction and formulate goals for the district. The CEO and CFSSO report to the superintendent. The four principals, and the Director of Special Education report to the CEO. Support service directors (Technology, Food Services, Human Resources, Maintenance and Transportation) report to the CFSSO, while assistant principals report to their respective building principals. The Parent Teacher Organization (PTO) is comprised of elected board of officers who work with parents and teachers and meet on a monthly basis. The PTO operates without district oversight and consults with district administration during meetings.

**Student, Other Customers and Stakeholders**

GASD’s key market includes all K-12 eligible students residing in the district with a majority of eligible students attending facilities within the district. As of August 2019, the total number of students enrolled in GASD is 3,100. Families residing in the boundaries of the school district do have the option of seeking education for their children outside of the public-school system. These options include parochial or private institutions, and cyber charter schools; however, the number of students selecting these options is extremely low. Figure 4 summarizes key segments across the student population attending GASD. Additional segments within the student population include students who are enrolled in the Franklin Virtual Academy, students that receive special education services, and students who benefit from English language instruction. Many high school students

partake in dual enrollment programing, and others are enrolled in the FCCTC.

GASD’s key stakeholders include families, local community members, and volunteers. Our parents expect a quality education for their children in a safe and secure environment. The Greencastle-Antrim community expects the District’s graduates to be productive citizens and our volunteers expect a safe, collaborative environment.

Figure 4 GASD Key Student Segments
<b>Schools:</b> Primary K-2 – 652; Elem. 3-5 – 682; M.S. 6-8 – 776; H.S. 9-12 – 993
<b>Race/Ethnicity:</b> American Indian/ Alaskan Native 0.1%; African American 1.9%; Hispanic 4.0%; White 88.4%; Multi-Racial 4%; Asian 1.5%; Native Hawaiian/Pac. Islander 0.5%
<b>Demographics:</b> EL 0.6%; Gifted 2.1%; Special Education 12.2%; Economically Disadvantaged 33.3%

**Suppliers and Partners, Collaborators**

GASD utilizes several key support service suppliers, partners, and collaborators regarding the delivery of its K-12 educational services (Figure 5). Each organization plays an important role in the deployment of the district’s programs and services. They offer innovative ideas to enhance the districts competitive edge. Communication methods vary among providers, but include in-person, email, social media and other means. Our key suppliers are transportation, maintenance, technology and food service. Partners are the many members of our local Greencastle business and civic community providing expertise, gifts, and grant dollars to support student focused initiatives. Collaborators are the volunteers often made up of GASD parents and citizens whose efforts are designed to improve student programs and offerings

Figure 5 Key Suppliers, Partners, Collaborators	
Academic and Student Services	Role
LIU 12, CAIU 15, LLIU 13, PaTTAN	Professional Development
FCCTC	Career and Technical Training
Schoology, Odysseyware	Instructional Platforms
DRC, Fountas and Pinnell (BAS), CDT’s	Assessments
McGraw-Hill, Houghton Mifflin Harcourt, Edgenuity	Instructional Materials/ Assessments
HCC, Shippensburg University, Wilson College, Penn State Mont Alto, Franklin and Marshall	Dual enrollment/ College Advisor
Franklin Learning Center, FVA, Yellow Breeches Ed. Center, Brook Lane, Affinity, ACE	Special and alternative education services
Friese, Gift, Carbaugh, Bentley, Moore, Keifman, Rolling Hills	Subcontractors for Transportation
Feesers, Inc.	Food/beverage suppliers
Healthy Community Partnership, Franklin County Head Start, Children and Youth, Service Access Management, Family Behavioral Resources, Laurel Life, PA Counseling, Momentum, Include Me	Youth advocacy agencies
SchoolMessenger, PowerSchool	District communication/registration
Support	Role
PowerSchool	Student information system
PSBA	Governance oversight/consultation

Questeq, Metz	Subcontractors for custodial/maintenance and technology
Sage, T-Mobile, Century Link, Teleplus, Comcast	Communication equipment/provider
Doing Better Business	Printing/Copiers
EAW Security	Cyber Keys
Educational Support Services	Subcontractors for substitutes
West Penn	Utilities provider
WPS	Multi-functioning printing equipment
Barb Bock / Sue Myers	Franklin County Area Tax Board
Stock and Leader	Legal Counsel
SEK	Local Auditors
Public Financial Management	Financial Advisors
ProSoft	Fund Accounting and Payroll Software
PTO's, Exchange Club	Volunteer/Financial Support
Automated Logic / McClure	HVAC/DDC services supplies
Waste Management	Trash/recycling

**Competitive Position**

GASD is one of 500 school districts in the state and six public school districts within Franklin County. GASD competes for students as well as for highly skilled staff members. The student enrollment for 2019-2020 is 3,100. GASD currently has 145 students who are homeschooled, 267 students who attend nonpublic programs (two parochial schools and one private school), and 36 students who attend 10 out of the 180 cyber/charter schools in the state of PA. GASD's total market share is 87%, which means the percentage of school-aged students living within the district boundary lines attend Greencastle Antrim School buildings and/or district operated programs.

GASD currently has one of the highest starting teacher salaries in the surrounding area, which spans into parts of Maryland, Virginia, and West Virginia. This competitive salary is usually indicative of a large applicant pool when positions are posted; administrators utilize a process to find the best candidate who fits the districts' needs. Salary and benefit packages remain highly competitive through an employee's career span. That, along with a positive working culture, allows the district to experience very low turnover rates.

**Competitive Changes**

Academically, GASD has performed above the state average on state assessments in the areas of math, English and science. Our scores have shown a positive trend over the past five years, which is indicated on the GASD School Performance Profile and Future Ready PA Index issued by PDE.

District personnel and the BOD have been monitoring the possibility and expectation of student growth for some time due to the expansion of businesses connected with the Interstate 81 corridor. That expansion, along with several housing developments, will likely result in additional student enrollment. The District currently does not have adequate space within its four school buildings for potential student growth, should that occur. This is a concern because GASD

receives approximately 33% of its total funding from State sources, with the majority of our total budget coming from local taxpayers.

The BOD approved a 5-year technology plan that will provide innovative programing for students across the District as part of an Equal Tech Opportunity (ETO) initiative. Classroom technology has been updated in grades K-12 including the addition of iPads and MAC labs. Students in grades 9-12 received personal iPads at the start of the second semester of the 2019-2020 school year.

**Comparative Data**

GASD uses comparative and competitive data to continually look for ways to improve. (Figure 6).

Figure 6 Comparative Data						
Source and Type	Use			Level		
	A	H	F	N	S	L
College Board - AP, PSAT, SAT	•			•	•	
PSSA and Keystone Assessments	•				•	•
Emetrics, PVAAS - test score analysis	•				•	
Forecast 5, Eidex - Multifaceted comparative analysis	•	•	•		•	•
LIU #12		•				•
S&P - Bond ratings			•	•		
US Bureau of Labor and Statistics		•	•	•		
PA Dept. of Labor		•			•	•
U.S. Department of Education	•	•		•		
PA Dept. of Education	•	•			•	•

**A=Academic H=Human Resources F=Financial N=National S=State L=Local**

**Strategic Context**

GASD's strategic challenges (SC's) and advantages (SA's) are summarized in Figure 7.

**Figure 7 Strategic Advantages & Challenges**

Area	Strategic Advantage	Strategic Challenge
<b>Educational Programs &amp; Services</b>	The district’s employees are focused on personalized learning and student achievement. Employees maximize current resources	Inability to appropriately fund and build capital reserves to allow for renovations and/or additional facilities. The district lacks early childhood programming.
<b>Operations</b>	A one-campus design affords the district easy collaboration and connectivity among students and staff as well as a high level of consistent and pervasive delivery of curriculum and assessment.	State funding formula is not favorable to GASD, which creates a great reliance on local taxes. The district is experiencing lack of adequate space in all four school buildings.
<b>Societal Responsibilities</b>	Community Support for educational services and programs.	Through various surveys, results indicate social emotional learning concerns for some of our students.
<b>Workforce</b>	Our professional staff typically stays in the district once hired; therefore, longevity is a plus.	

**Performance Improvement System**

GASD is looked upon favorably by the local community as well as surrounding school districts; however, the BOD and administrative team consistently look for ways to improve and provide the best service and programs to our students. GASD is using the Baldrige Framework for Performance Excellence as our performance improvement system. GASD has further defined two essential elements for performance improvement:

- GASD Leadership Model keeps community, family, students and team members at the core of all decisions.
- Plan, Do, Study, Act (PDSA) is used to asses changes made within the district.

