



**WEST CHESTER AREA SCHOOL DISTRICT**  
**Combined Pupil Services and Education Committee Meeting**

August 12, 2019  
6:30 p.m.  
East High School Library

**REGULAR SESSION**

**AGENDA**

- |  |               |
|--|---------------|
| ★ Approval of June 10 Pupil Services Committee Meeting Minutes               | S. Tiernan    |
| ★ Approval of Revised Board Policy 227 – Controlled Substances/Paraphernalia | L. Ranieri    |
| • Summer Program Summary   | L. Ranieri    |
| ★ Approval of the June 10 Education Committee Meeting Minutes                | S. Tiernan    |
| ★ Approval of Revised Board Policy 217 – Graduation Requirements             | R. Sokolowski |
| • Student Achievement Report   | R. Sokolowski |
| • Senior Survey Report   | R. Sokolowski |
| ★ Voting Item  |               |

*Committee Protocol for Responding to Comments from the Public-*

- 1. A community member will be called upon by the Committee Chair.*
- 2. If the comment can be answered quickly, or can be answered in order to clarify information, someone will respond.*
- 3. If a community member has a more detailed question about a topic, the committee chair may refer the person to the superintendent or appropriate administrator to make an appointment so the question can be answered in more detail.*

**Pupil Services Meeting Minutes**  
**June 10, 2019**  
**Pupil Services Committee Meeting**

**Attended:**

**Attending Committee Members:** Joyce Chester, Sue Tiernan, Randell Spackman

**Other Board Members:** Karen Herrmann, Kate Shaw, Chris McCune

**Administration:** Tammi Florio, Robert Sokolowski, Sara Missett, Michael Wagman, Jim Scanlon

**Ms. Chester opened the meeting at 6:38 pm.**

**Items listed on the Pupil Services Committee Regular Agenda of May 13, 2019:**

1. May 13, 2019 Pupil Services Committee Minutes
2. Policy 246 Student Wellness Revision First Reading Approval
3. Fern Hill Elementary Spanish line update

**A. Actions and Outcomes:**

**B. Items to be placed on upcoming Board Agenda:**

1. Approval of May 13, 2019 Pupil Services Committee Minutes vote: 3-0
2. Approval of Policy 246 Student Wellness Revision First Reading vote:3-0

**C. Items to be placed on the Consent Agenda:**

1. Approval of Policy 246 Student Wellness Revision First Reading

**D. Items to be discussed at a later date:**

**None**

**The meeting ended at 7:10 pm.**

**Next Meeting: Monday, August 12, 2019 – 6:30 pm**

Book	Policy Manual
Section	200 Pupils
Title	Controlled Substances/Paraphernalia
Code	227
Status	Review
Adopted	August 1, 2015
Last Reviewed	June 22, 2015

### **Purpose**

The Board finds that the possession, use, distribution or delivery of controlled substances by students while engaged in activities subject to control by the district is a matter of concern and injurious to the health, safety and welfare of students.

Through curriculum, the ~~Child Study~~ **Multi Tiered Systems of Supports** Team, community support and resources, strong and consistent administrative and faculty commitment, rehabilitative efforts and disciplinary procedures, the district will strive to educate, prevent, and intervene in the use and abuse of all controlled substances by students.

### **Definitions**

~~Child Study Team~~ **Multi Tiered Systems of Supports (MTSS)** - a multidisciplinary team that includes teachers, administrators, nurse, and counselors. This team is trained to understand and work with adolescent chemical use, abuse, and dependency. The team's primary role is to identify, refer and intervene when student chemical substance use, abuse, possession, and/or distribution is suspected.

**Controlled substance** - controlled substances include, but are not limited to: alcohol, drugs, narcotics and/or other health endangering compounds such as anabolic steroids and other performance enhancing substances, tranquilizers, amphetamines, synthetic opiates, marijuana, LSD and other hallucinogens, glue, solvent-containing substances, look-alike drugs, any prescription or patent drug, any other mood-altering substance, and all regulated and controlled substances identified and prohibited by federal and state laws. [\[1\]](#)  
[\[3\]](#)

**Cooperative behavior** - is the student's willingness to reasonably and helpfully work with staff and school personnel, and to comply with ~~Child Study~~ **Multi Tiered Systems of Supports** Team requests and recommendations.

**Distribution** - to attempt to or to succeed in delivering, selling, passing, sharing, or giving to another person, or to assist in distributing any controlled substance as defined by this policy.

**Drug paraphernalia** - includes all equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance. Paraphernalia includes, but is not limited to: [\[3\]](#)

1. Isomerization devices used, intended for use or designed for use in increasing the potency of any species of plant which is a controlled substance.

2. Testing equipment used, intended for use or designed for use in identifying or in analyzing the strength, effectiveness or purity of controlled substances.
3. Scales and balances used, intended for use or designed for use in weighing or measuring controlled substances.
4. Diluents and adulterants, such as quinine hydrochloride, mannite, dextrose, and lactose, used, intended for use, or designed for use in cutting controlled substances.
5. Separation gins and sifters used, intended for use, or designed for use in removing twigs and seeds from or in otherwise cleaning or refining marijuana.
6. Blenders, bowls, containers, spoons and mixing devices used, intended for use or designed for use, in compounding controlled substances.
7. Capsules, balloons, envelopes and other containers used, intended for use or designed for use, in packaging small quantities of controlled substances.
8. Containers and other objects used, intended for use or designed for use in storing or concealing controlled substances.
9. Hypodermic syringes, needles, and other objects used, intended for use or designed for use in injecting controlled substances into the human body.
10. Objects used, intended for use or designed for use in ingesting, inhaling or otherwise introducing alcohol, marijuana, cocaine, hashish, hashish oil or any other controlled substance into the human body, including, but not limited to:
  - a. Metal, wooden, acrylic, glass, stone, plastic or ceramic pipes with or without screens, permanent screens, hashish heads or punctured metal bowls.
  - b. Water pipes.
  - c. Carburetion tubes and devices.
  - d. Smoking and carburetion masks.
  - e. Roach clips; meaning objects used to hold burning material such as a marijuana cigarette, that has become too small or too short to be held in the hand.
  - f. Miniature cocaine spoons and cocaine vials.
  - g. Chamber pipes.
  - h. Carburetor pipes.
  - i. Electric pipes.
  - j. Air-driven pipes.
  - k. Chillums.
  - l. Bongs.
  - m. Ice pipes or chillers.
  - n. Vaporizers.
  - o. E-cigarettes when used as a delivery device for controlled substances.

In determining whether an object is drug paraphernalia, school authorities shall consider, in addition to all other logically relevant factors; statements by an owner or by anyone in control of the object concerning its use; the proximity of the object, in time and space, to a direct violation of this policy; the proximity of the object to controlled substances; the existence of any residue or controlled substances on the object; direct or circumstantial evidence of the intent of an owner, or of anyone in control of the object; to deliver it to persons

whom s/he knows, or should reasonably know; intend to use the object to facilitate a violation of this policy; the innocence of an owner or of anyone in control of the object, as to a direct violation of this policy, should not prevent a finding that the object is intended for use or designed for use as drug paraphernalia; instructions, oral or written, provided with the object concerning its use; descriptive materials accompanying the object which explain or depict its use; national and local advertising concerning its use; the manner in which the object is displayed for sale; whether the owner, or anyone in control of the object, is a legitimate supplier of like or related items to the community, such as a licensed distributor or dealer of tobacco products; direct or circumstantial evidence of the ratio of sales of the objects to the total sales of the business enterprise; the existence and scope of legitimate uses for the object in the community; and expert testimony concerning its use.

**Immediate precursor** - a substance which is designated as being a principal compound commonly used or produced primarily for use, and which is an immediate chemical intermediary used or likely to be used in the manufacture of a controlled substance.[3]

**Look-alike drugs** - substances that are designed or intended to resemble a controlled substance prohibited by this policy, or used in a manner likely to induce others to believe the material is a controlled substance.

**Manufacture** - the production, preparation, propagation, compounding, conversion or processing of a controlled substance, other drug or device or the packaging or repackaging of such substance or articles but does not include the activities of a practitioner who, as an incident to his/her administration, or dispensing such substance or article in the course of his/her professional practice, prepares, compounds, packages or labels such substance or article. The term **manufacturer** means a person who manufactures a controlled substance, other drug or device.[3]

**Marijuana** - consists of all forms, species and/or varieties of the genus *Cannabis sativa* L., whether growing or not; the seeds therefore; the resin extracted from any part of such plant; and every compound, manufacture, salt, derivative, mixture or preparation of such plant, its seeds or resin.[3]

**Narcotic** - means any of the following, whether produced directly or indirectly by extraction from substances of vegetable origin, or independently by means of chemical synthesis or by a combination of extraction and chemical synthesis: (i) opium, (ii) any opiate having an addiction-forming or addiction-sustaining capacity similar to morphine, but not including the isoquinoline alkaloids or opium, (iii) any compound, manufacture, salt, derivative or preparation of opium or any opiate, and (iv) any substance, compound, manufacture, salt derivative or preparation thereof, which is chemically identical with any of the substances referred to in (i), (ii) or (iii).[3]

**Possession, Active** - to possess or hold without attempt to distribute any controlled substance.

**Possession, Constructive** - a person's ability and intent to exercise control over, individually or with other persons, any controlled substance. Ability and intent to control a prohibited substance may be inferred from all the circumstances.

**Prescription medication** - consists of medication prescribed by a licensed physician and requiring administration during school hours in accordance with the procedures set forth in Board policy.[4][5]

**Reasonable suspicion** - is generally defined as a conclusion arrived at by a reasonable, prudent and conscientious mind, from facts at hand; it is not caused by such improper motives as a dislike for the student or malice, but only from the facts which are known. If they logically, rationally, and in the exercise of good common sense, lead a reasonable, prudent and discreet person to conclude that a student has illegal material on school property or on his/her person, this is a reasonable suspicion, but there must be a fair and conscientious consideration of only the facts that are known.

**Uncooperative behavior** - is the student's resistance or refusal, either oral, physical or passive, to comply with reasonable school personnel requests or recommendations. Defiance, assault, deceit and flight are examples of uncooperative student behavior. Uncooperative behavior includes refusal to comply with ~~Child Study~~ **Multi Tiered Systems of Supports** Team requests and recommendations.

**Under the influence** - shall include any consumption or ingestion of controlled substances by a student.

### **Authority**

The Board prohibits any student from knowingly possessing, using, transmitting, manufacturing, selling, distributing or being under the influence of any controlled substance during travel to and from school; on

school property; in school buses, vans or other vehicles used by, owned by, leased by or under the control of the district; while participating in a school activity/event held away from the school; or who conspires, aids, or abets the use, abuse, active possession or constructive possession of controlled substances.[\[6\]](#)[\[7\]](#)[\[8\]](#)

The following rules, regulations, and guidelines shall be used by all district personnel when situations involve students' unlawful possession, use, transmission, manufacturing, sale, distributing and/or abuse of controlled substances or drug paraphernalia.

Appropriate disciplinary action will be taken by the Board as outlined in applicable Board policy.[\[9\]](#)[\[10\]](#)[\[11\]](#)

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)

### Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property, and would otherwise violate the Code of Student Conduct/Disciplinary Action Schedule if any of the following circumstances exist:[\[9\]](#)

1. The conduct occurs during the time the student is traveling to and from school, or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.[\[18\]](#)[\[19\]](#)
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school that would violate the Code of Student Conduct/Disciplinary Action Schedule if conducted in school.
5. The conduct involves the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

### **Delegation of Responsibility**

The Superintendent or his/her designee shall develop administrative regulations to identify and control substance abuse in the schools which:

1. Establish procedures to appropriately manage situations involving students suspected of using, possessing, being under the influence, or distributing controlled substances.[\[20\]](#)[\[21\]](#)[\[22\]](#)
2. Disseminate to students, parents/guardians, and staff the Board policy and administrative regulations governing student use of controlled substances.

### **Guidelines**

#### Limitations

None of the provisions of this policy shall be construed to prohibit or regulate a student's use, possession, or transportation of medication prescribed for that student by a licensed physician according to that student's needs.[\[4\]](#)[\[5\]](#)

#### Medication

The administration of all medication shall be in accordance with applicable Board policy.[\[4\]](#)[\[5\]](#)

#### Responsibility

All personnel of the school district shall report to their immediate supervisor any student, employee, or other person who violates the Board's controlled substance prohibition.

The supervisors shall report such information to the Superintendent immediately and confirm the same in writing as soon as possible relating to the specific sequence of events in each case.

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of possession, use or sale of controlled substances to the Office for Safe Schools.[17][21]

### Search and Seizure

Appropriate searches and seizures of contraband on school premises shall be conducted in compliance with Board policy. Student searches must be justified at their inception by reasonable suspicion that policy or law has been violated or is being violated, and that evidence of the violation will be disclosed by the search. The search actually conducted must be reasonable related in scope to the circumstances which justified the search at its inception.[23]

### Violation of Policy for Possession and/or Use

A student who violates this policy shall be subject to the following disciplinary, rehabilitative and punitive actions. The Board reserves the right to use any other lawful measures deemed necessary to control and eliminate the use of controlled substances even if the same is not provided for specifically in any rule or regulation enumerated herein.

An infraction occurs when a student manufactures, uses, abuses, possesses, actively or constructively, or is under the influence of controlled substances or drug paraphernalia during travel to and from school, on school property, in school buses, vans or other vehicles, used by or owned by, leased by, or under control of the district, or while participating in a school activity/event held away from school premises, or at any school-sponsored activity anywhere, or who conspires, aides, or abets the use, abuse, active possession or constructive possession of controlled substances.

#### *First Offense –*

1. The principal will be immediately notified of any violation of this policy. The principal shall initiate appropriate disciplinary action in accordance with the district's policies.[9][11]
2. The principal or designee will meet with the student to ascertain the circumstances related to a possible policy violation.
3. The principal or designee will promptly notify the student's parent(s)/guardian(s) concerning the incident and will seek additional information that could guide disposition of the possible policy violation.
4. The student may be sent home or removed from the school to receive medical attention, if required. When parent(s)/guardian(s) cannot be reached, the principal or other school authority will decide to obtain medical treatment for the student or to temporarily isolate the student.
5. The principal will notify the appropriate legal authorities for investigation and disposition, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[17]
6. The principal or designee will schedule a hearing in accordance with Board policy.[11]
7. Should it be determined the offense was committed by the student, the student will be externally suspended from school for ten (10) days.

#### *Second Offense –*

1. Any person who violates this policy a second time commits a second offense. All requirements, procedures, due process, and penalties that govern a first offense under this policy will apply under the second offense. In addition, the following disciplinary action and requirements apply:
  - a. The student will obtain a drug and alcohol assessment and will comply with all assessment recommendations as a condition for readmission to school after the suspension or required rehabilitation. Any student who receives a second offense and who refuses to obtain a drug and alcohol assessment, or who obtains the assessment and does not comply with the assessment recommendations, will be recommended for expulsion. **Expulsion** is exclusion from school by the Board for a period that exceeds ten (10) school days and may be permanent.

### *Additional Requirements –*

Any student who violates this policy (regardless of the number of offenses) will:

1. Be assessed by a licensed drug and alcohol designated facility, or similar type alternative program approved by the administration, and comply with any recommendations from the evaluation and any recommendations that follow, until the date of discharge from the provider, not to exceed one (1) calendar year. If the recommendations are not followed, the student will be recommended for expulsion.
2. Parent(s)/Guardian(s) may select similar type alternative programs for students to attend as specified in paragraph (1) above. However, parent(s)/guardian(s) must have the principal's written approval prior to any student's participation in an alternative program. Prior to receiving the principal's written approval for a student to attend an alternative program, parent(s)/guardian(s) must give written consent to the principal or designee to obtain all complete records when the student attends an alternative program. The district will not pay any expense incurred by the student or parent(s)/guardian(s) when the student participates in an alternative program.
3. While a student is suspended out-of-school and attending the alternate education program, s/he shall not participate in or attend as a spectator any school-sponsored activity. School-related and/or school-sponsored activities include, but are not limited to, clubs, musical groups, publications, athletics, and other activities such as National Honor Society, Student Council, and class activities (spirit week, Homecoming, class trips, fundraisers, dances, proms, and commencement). Further, the student must successfully complete the assessment within seven (7) days of the informal hearing, by a drug and alcohol facility, or district-approved program.
4. Eligibility for participation in school extracurricular activities (including athletics, clubs, and organizations) shall be further limited in accordance with the Extracurricular Code of Conduct.
5. If the student refuses to participate in or does not successfully complete the programs mentioned herein, as scheduled by the district, the student will be recommended for expulsion.

### Violation for Distribution

A student who violates this policy shall be subject to the following disciplinary, rehabilitative, and punitive actions. The Board reserves the right to use any other lawful measures deemed necessary to control and eliminate the use and distribution of controlled substances even if the same is not provided for specifically in any rule or regulation enumerated herein. An infraction occurs when a student attempts to or succeeds in delivering, distributing, or transmitting controlled substances or possesses with the intent to distribute, deliver or transmit.

### *First Offense –*

1. The principal will be immediately notified of any violation of this policy. The principal shall initiate appropriate disciplinary action in accordance with the district's policies.[9][11]
2. The principal or designee will meet with the student who will explain the circumstances related to a possible policy violation.
3. The principal or designee will promptly notify the student's parent(s)/guardian(s) concerning the incident and will seek additional information that could guide disposition of the possible policy violation.
4. The principal will notify the appropriate legal authorities for appropriate investigation and disposition, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[17]
5. The principal or designee will schedule a hearing in accordance with Board policy.[11]
6. Should it be determined the offense was committed by the student, the student will be externally suspended from school for ten (10) days, and a Board hearing shall be held with administration recommendation for exclusion of the student from school for period to be determined by the Board.
7. Refer the student to an appropriate agency for counseling and treatment.
8. While a student is suspended out-of-school and attending the alternate education program, s/he shall not participate in or attend as a spectator any school-sponsored activity. School-related and/or school-



sponsored activities include, but are not limited to, clubs, musical groups, publications, athletics, and other activities such as National Honor Society, Student Council, and class activities (spirit week, Homecoming, class trips, fundraisers, dances, proms, and commencement).

9. Eligibility for participation in school extracurricular activities (including athletics, clubs, and organizations) shall be further limited in accordance with the Extracurricular Code of Conduct.

### Anabolic Steroids

In addition to the consequences in this policy, anabolic steroid use bears additional consequences in regard to extracurricular participation.

The Board prohibits the use of anabolic steroids, except for valid medical purposes, by any student involved in school-related athletics or extracurricular activities. Body building and muscle enhancement, increasing muscle bulk or strength, or the enhancement of athletic ability are not valid medical purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid under the provisions of the law.[\[24\]](#)

Education regarding the dangers of anabolic steroids shall be provided in other district controlled substance (drug and alcohol) programs.[\[25\]](#)

The following minimum penalties are prescribed for any student found in violation of the anabolic steroid regulations required above, in addition to the consequences outlined in this policy. Violation of those rules and regulations include:[\[26\]](#)

1. **First Offense** – the student shall be suspended from school athletics and extracurricular activities for the remainder of the season.
2. **Second Offense** – the student shall be suspended from school athletics and extracurricular activities for the remainder of the season and the following season.
3. **Third Offense** – the student shall be permanently suspended from school athletics and extracurricular activities.

No student shall be eligible to resume participation in school athletics or extracurricular activities unless there has been a medical determination that no residual evidence of steroids exists. The Board may require participation in any drug counseling, rehabilitation, testing, or other programs, beyond those already detailed herein, as a condition of reinstatement into a school athletic or extracurricular activities program.[\[26\]](#)

### Student Seeking Help

Any student who is self-referred, or who is voluntarily referred by anyone else and who seeks help with a controlled substance use/abuse and/or dependency, and who is not under the immediate influence of a controlled substance is not subject to the provisions of this policy as outlined for FIRST OFFENSE VIOLATIONS.

School personnel to whom a student reports, and from whom s/he seeks help may consult with the student, or may refer the student to a faculty member designated by the principal (e.g., counselor, Intervention Specialist, ~~Child Study~~ **Multi Tiered Systems of Supports** Team, nurse, etc.).

If help is required, the designated faculty member may advise and assist the student in seeking appropriate psychological, medical, or other types of help.

If medical treatment appears necessary, the parent(s)/guardian(s) shall be notified.

Follow-up by the Intervention Specialist or ~~Child Study~~ **MTSS** case manager with the student and the referral agency shall be imperative.

### ~~Child Study~~ **Multi Tiered Systems of Supports** Team

#### *Referral Phase –*

Referrals may come from a multitude of sources. Staff, students, parents/guardians, etc., may inform the ~~Child Study~~ **Multi Tiered Systems of Supports** Team of any suspicions, issues, behaviors, or concerns that appear to be drug/alcohol or mental health related. Community concerns also will be noted and these will be investigated if they seem appropriate.

### *Assessment Phase –*

Once a referral has been received and considered, appropriate members of the team will be assigned to start the tracking by collecting data from attendance, discipline, counselors, and the nurse. These records will be reviewed by the whole team and a decision made to get further information from the appropriate teachers or to make an alternate assignment immediately. All data collected from teachers on observable behavior, academic performance, and physical appearance will be confidential. If the data strongly suggests D/A or M/H concerns, the team may have the Intervention Specialist complete a screening. Once fully satisfied that the student's profile reflects D/A or M/H concerns an intervention will be planned.

### *Intervention Phase –*

During this phase the Intervention Specialist will be actively involved in determining the appropriate modality of treatment and proper placement (in-patient or out-patient).

This may require meetings with the student, or student and parent/guardian where information that has been gathered is discussed and options are explored.

### Suspected Visitors

Visitors suspected of using, possessing, transmitting, manufacturing, selling, transporting, or distributing controlled substances or of encouraging or promoting such activity while on school property or during the course of school-sponsored activities shall be reported to the building principal, who shall report the visitors to local law enforcement officials, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[17][27][28]

### Reasonable Suspicion/Testing

If based on the student's behavior, medical symptoms, vital signs or other observable factors, the building principal has reasonable suspicion that the student is under the influence of a controlled substance, the student may be required to submit to drug or alcohol testing. The testing may include but is not limited to the analysis of blood, urine, saliva, or the administration of a Breathalyzer test.

### Use of Breathalyzer

All students, whether during the school day, prior to or during an extracurricular, interscholastic, or other school-related or school-sponsored function, whether conducted on or away from school property, may be required to submit to a Breathalyzer as a condition of participation in the extracurricular, interscholastic, or other school-related or school-sponsored function.

It is not the intent of the policy to randomly test students. It is the intent of the Breathalyzer procedure to serve as a deterrent to students attending district functions after consuming alcohol.

Refusal to submit to a Breathalyzer procedure will be considered to be a positive test and the student will be disciplined in accordance with Board policy.

Legal

1. 21 U.S.C. 812
3. 35 P.S. 780-102
4. Pol. 210
5. Pol. 210.1
6. 22 PA Code 12.3
7. 24 P.S. 510
8. 24 P.S. 511
9. Pol. 218
10. Pol. 227
11. Pol. 233
12. 20 U.S.C. 1400 et seq
13. 22 PA Code 10.23
14. Pol. 103.1
15. Pol. 113.1
16. Pol. 113.2
17. Pol. 805.1
18. Pol. 122
19. Pol. 123
20. 24 P.S. 1302.1-A
21. 24 P.S. 1303-A
22. 42 Pa. C.S.A. 8337
23. Pol. 226
24. 35 P.S. 807.1
25. 35 P.S. 807.2
26. 35 P.S. 807.3
27. Pol. 904
28. Pol. 907
- 20 U.S.C. 7114
- 20 U.S.C. 7161
- 21 U.S.C. 801 et seq
- 22 PA Code 10.2
- 22 PA Code 10.21
- 22 PA Code 10.22
- 22 PA Code 10.25
- 22 PA Code 403.1
- 34 CFR Part 300
- 35 P.S. 780-101 et seq
- 35 P.S. 807.1 et seq
- Pol. 000
- Pol. 805



# Pupil Services Department

Highlights of Summer 2019

# Highlights



Summer ESY Updates



ELL Summer Programs



Achieve Progress Transition  
(APT)

# Overview of Extended School Year (ESY)



5 Week Program: 6/24- 7/25 (Mon.- Thurs, 3.5 hours per day)



6 Week Program: 6/24- 8/1 (Mon.- Thurs, 5.5 hours per day)



Tutoring: Individualized per student needs



Elementary Program:

5 Week Program: Fern Hill Elementary

6 Week Program: East Bradford Elementary



Secondary Program (Middle and High): Henderson High School

# ESY Program- Elementary

## 5 week Program

- 14 Learning Support Classes –some combined for co-teaching where available
- 3 Social Skills Classes

## 6 Week Program

- 5 Autistic Support Classes
- 2 Multiple Disabilities Classes
- 2 Life Skills Classes
- 1 Extended Learning Support Classes

# Elementary ESY

## 5 week Program

- Daily student average attendance – 111
- Total # of teachers- 17
- Each classroom had one para – social skills/ES classes had 2-3 per classroom
- Total: 23 paraprofessionals
- Students were provided with Wilson Reading Tutoring, Vision Support, Hearing Support, Speech/Language Therapy, Occupational Therapy, and Physical Therapy depending on IEP goals/needs

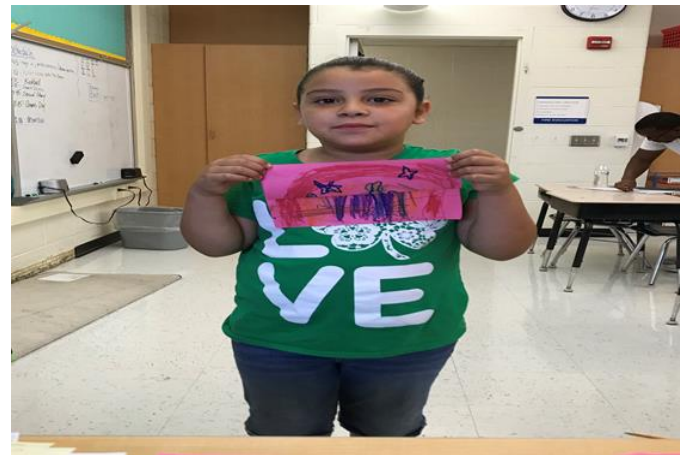
## 6 Week Program

- Daily student average attendance -57
- Total # of teachers- 10
- Approximately 65 paraprofessionals
- Students were provided with , Vision Support, Hearing Support, Speech/Language Therapy, Occupational Therapy, and Physical Therapy depending on IEP goals/needs



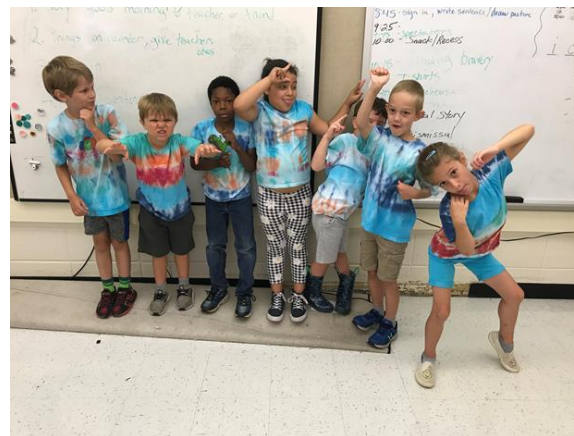
# 5 week program academic day

- Language Arts – reading and writing
- Math
- Instruction based on IEP goals\*
- 20 minute recess
- Snack



## Social Skills program -

This year's theme was The Lion King. They acted like lions, elephants, snakes and other animals of the Pridelands. Students practiced positive peer interactions, turn taking, and working together to create a presentation.





Getting ready to learn with team building exercises!

objective: learn how to try new things and learning  
sensory strategies to relax the body

# 6 Week ESY Academic Day

- Instruction in Reading, Writing, Math
- Based off of individual IEP goals
- OT, PT, S/L, APE, Vision, Hearing
- Lunch/Recess





# Learning is Fun



# Secondary ESY 5 week program



53 students attended the 5 wk. ESY this year



Learning Support Teachers provided instruction in reading, writing and math per students' IEPs



Emotional Support Teachers provided instruction in social skills instruction within the school setting and the community

# Secondary ESY 6 week program



30 students attended the 6 wk. ESY  
this year

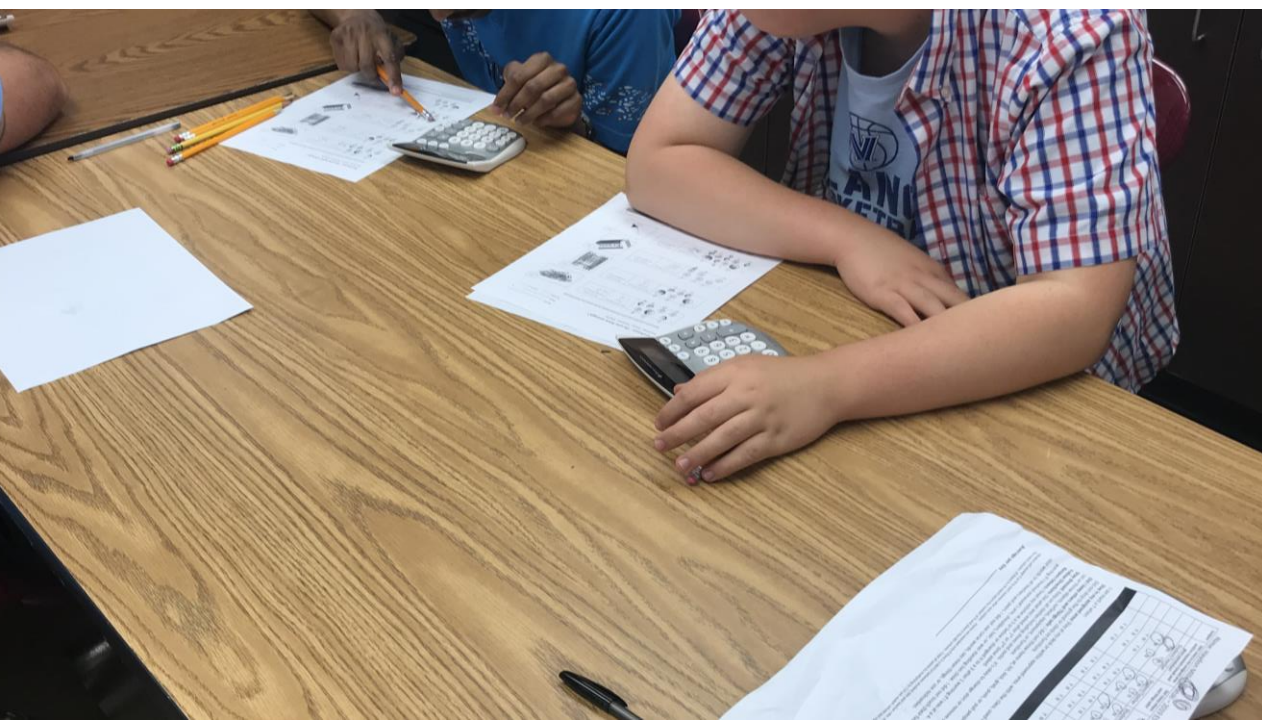
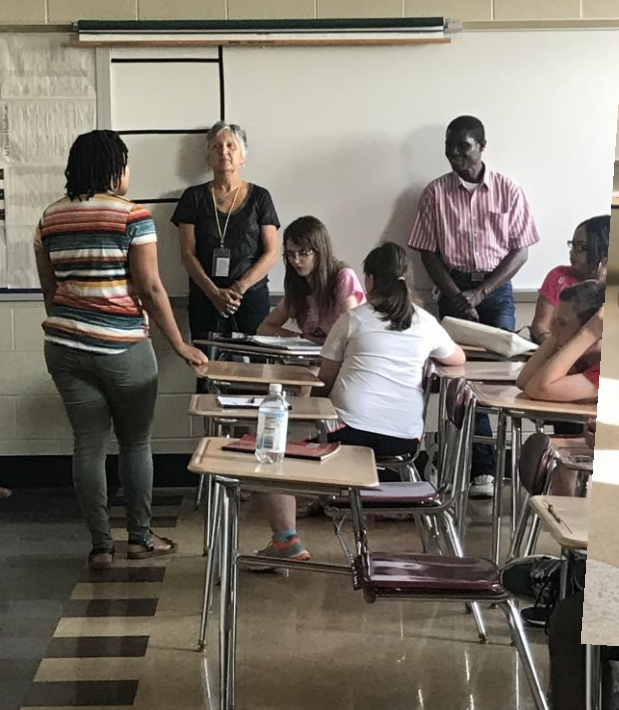


Life Skills/Autistic Support teachers –  
provided instruction in  
functional academics and community  
based instruction



OT, PT, SL, APE, Vision, Orientation and  
Mobility, Hearing Support & Nursing  
services provided





## Academics

Addressing IEP goals in reading, writing, math



# Social Skills

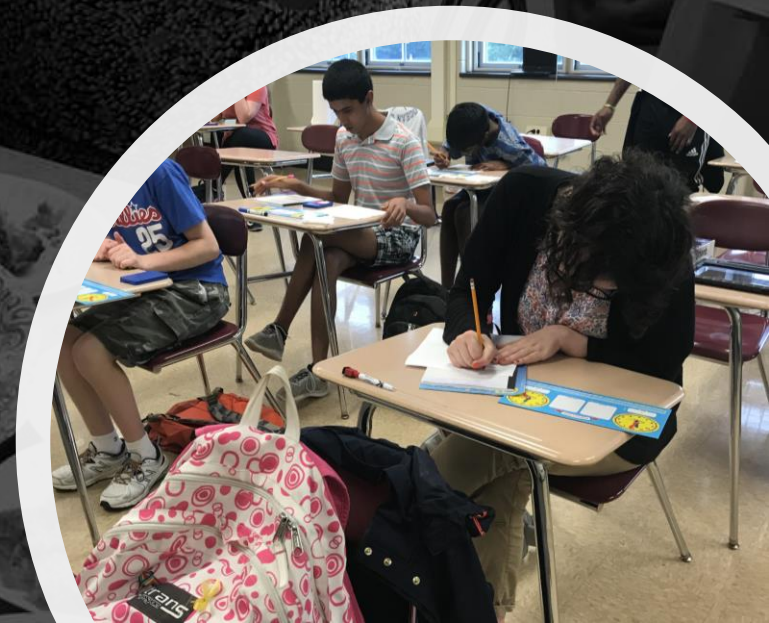
- Students worked on social skills in both the classroom setting as well as natural environments.
- Students worked on conversation skills, conflict resolution, and navigating the community and everyday skills.
- Center on Central and Activan gave the students the opportunity to practice their social skills as well as step outside of their comfort zones with art and movement activities.





# Functional Skills

- This summer the students loved having access to a full kitchen! Cooking activities addressed a variety of functional and social skills.
- Some students prepared lunches for their classmates. Students shopped for the items they needed on twice during ESY at Giant, then some students prepared the meal on Wednesdays for the other students.
- Last trip of the 6 week program was to The Bowling Palace to work on the leisure, safety and socialization skills and celebrate a great 6 weeks of hard work.





# ELL Jump Start Program- Elementary

## Continue to Increase Enrollment

2015: 25 students

2016: 162

2017: over 180

2018: 147

2019: 150

## Structure of the Day

Activities based on building background knowledge and experiential learning  
STEAM On-Site Visitors and Activities



# ELL Jump Start Program- Elementary

STEAM (Science, Technology, Engineering, Art, and Math) activities were provided after the academic portion of the day. ELL students can find STEAM activities less intimidating and more approachable due to the lower language demands inherent to these fields.



# APT Academy-ESY

## (ACHIEVE, PROGRESS and TRANSITION)

- 10 total students attended the ESY- APT program
- 10 different mental health diagnosis
- 6 week program-Tuesday and Thursday-7:30-11:00
- Program location: Henderson High School

### Goals:

1. Continue to develop and practice coping strategies
2. Medication Management
3. Monitor mental health at risk behaviors
4. Prepare for transition to home school

# Pupil Services Department



THANK YOU AND HAVE A WONDERFUL REST OF THE SUMMER!

Dr. Leigh Ann Ranieri, Director of Pupil Services

Melissa Kleiman, Supervisor of Special Education (Rustin Feeder)

PJ Dakes, Supervisor of Special Education (Henderson Feeder)

Lisa Phifer, Supervisor of Special Education (EAST Feeder Pattern)

Carol Rothera, Supervisor of Student services

Steve Werner, Supervisor of Assessment & Special Education Reevaluations





West Chester Area School District  
EDUCATION COMMITTEE

Meeting Minutes

June 10, 2019

Start: 7:12 PM

Finish: 8:44 PM

**Attending Committee Members:** Sue Tiernan, Joyce Chester, Randell Spackman

**Other Board Members:** Chris McCune, Brian Gallen, Karen Herrmann, Kate Shaw

**Administration:** Robert Sokolowski, Sara Missett, Tammi Florio, James Scanlon, Michael Wagman, Steven Werner

**Items listed on the Education Committee Regular Agenda of June 10, 2019:**

1. Approval of the Education Committee Meeting Minutes of May 13, 2019
2. Class of 2020 High School Graduation Gown Review
3. Approval of Revised Board Policy 150 – Title 1 Comparability
4. Approval of Revised Board Policy 906.1 – Complaints Federal Programs
5. K-1 Achievement Report
6. Common Assessments Report
7. Redistricting Timeline
8. Resolution Supporting HB 526 and SB 34

**A. Committee Actions and Outcomes:**

1. Approval of the Education Committee Meeting Minutes of April 13, 2019 **VOTE: 3 - 0**
2. Approval of Revised Board Policy 150 – Title 1 Comparability **VOTE: 3 - 0**
3. Approval of Revised Board Policy 906.1 – Complaints Federal Programs **VOTE: 3 - 0**
4. Approval of Resolution Supporting HB 526 and SB 34 **VOTE: 3 - 0**

**B. Items to be placed on the upcoming Board Agenda:**

- Approval of Revised Board Policy 150 – Title 1 Comparability
- Approval of Revised Board Policy 906.1 – Complaints Federal Programs
- Approval of Resolution Supporting HB 526 and SB 34

**C. Items to be placed on the upcoming Board Consent Agenda:**

1. Approval of the following Study/Excursion trip(s):
  - East HS Girls Track – Shippensburg, PA – Thurs-Sat 5/23-5/25/19
  - East HS Boys Track – Shippensburg, PA – Thurs-Sat 5/23-5/25/19
  - Henderson HS Boys Track – Shippensburg, PA – Fri-Sat 5/24-5/25/19
  - Rustin HS Science Olympiad – Ithaca, NY – Wed-Sun 5/29-6/2/19
  - Henderson HS FBLA – San Antonio, TX – Thurs-Wed 6/27-7/3/19
  - Rustin HS Biological Science – Galapagos Islands, Ecuador – Mon-Thurs 7/15-7/25/19
  - Henderson HS Wrestling – Dagsboro, DE – Sat-Sun 12/27-12/28/19
  - Rustin HS German – Germany – Mon-Wed 6/22-7/1/20
2. Approval of the Request for Proposal for Title I Improving Basic Programs and Title IIA Supporting Effective Instruction services to the Chester County Intermediate Unit



Book	Policy Manual
Section	200 Pupils
Title	Graduation Requirements
Code	217
Status	Review
Adopted	October 27, 2014
Last Revised	March 29, 2016

**Purpose**

The Board will acknowledge each student's successful completion of the instructional program appropriate to the student's interests and needs by awarding diplomas or certificates at graduation ceremonies.

**Authority**

The Board shall adopt the graduation requirements students must achieve, which shall include course completion and grades, completion of a culminating project, local district assessments, and state assessments.[\[1\]](#)[\[2\]](#)[\[3\]](#)

The Board shall award a regular high school diploma to every student enrolled in this district who meets the requirements of graduation established by this Board.[\[1\]](#)[\[4\]](#)[\[5\]](#)

The Board shall permit a student with a disability, whose Individualized Education Program (IEP) prescribes continued educational services, and who has attended four (4) years of high school, to participate in commencement ceremonies with his/her graduating class and receive a certificate of attendance. The student may receive a high school diploma when s/he completes his/her Individualized Education Program (IEP).[\[6\]](#)[\[7\]](#)[\[8\]](#)

The requirement for graduation shall be the completion of required assessments, work, and studies representing the instructional program assigned to grades 9 through 12, which shall be aligned with established academic standards.[\[5\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)

The Board requires that each candidate for graduation shall have earned 23.8 credits, in the following subject areas:

4 credits	English
4 credits	Social Science
3 credits	Mathematics
3 credits	Science
2 credits	Arts and Humanities
5 credits	Electives
2.8 credits	Health and Physical Education
23.8 credits	TOTAL CREDITS

In addition to satisfactorily completing the credits set forth above, students in the Class of 2019**20** and beyond shall also be required to comply with the Keystone Exam requirements set forth herein in order to be eligible to graduate.



## **Delegation of Responsibility**

The Superintendent or designee shall be responsible for the planning and execution of graduation ceremonies which appropriately mark this important achievement.

## **Guidelines**

Accurate recording of each student's achievement of academic standards shall be maintained, as required by law and State Board regulations.[12][13]

Students shall be informed of graduation requirements they are expected to complete.

Periodic warnings shall be issued to students in danger of not fulfilling graduation requirements.[14]

A student who has met the minimum requirements shall be eligible for a diploma and shall have the option of an early graduation or remaining in school to complete the senior year.

No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure, but s/he may be denied participation in the graduation ceremony when personal conduct so warrants. Such exclusion shall be regarded as a school suspension.

A list of all candidates for the award of a diploma shall be submitted to the Board for its approval.

## **Keystone Exams**

### **Classes of 2020 and 2021**

~~Beginning with the Class of 2019, For the Classes of 2020 and 2021, except as may be otherwise permitted by law, students will be required to take a Keystone Exam demonstrate proficiency in each of the content areas listed below by passing a Keystone Exam in order to be eligible for graduation:~~ [\[1\]](#)[\[2\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)

**Students in the Classes of 2019 and beyond 2020 and 2021** Required Exams: Algebra 1, Biology, English Literature

~~Students in the Class of 2019 and beyond who do not score proficient or above on the Keystone Exams will receive supplemental instruction and will retake the Keystone Exams until a final passing grade is achieved. A project based assessment in lieu of a Keystone Exam may be permitted, if a student in grade 12 or a student with an IEP has:~~

- ~~1. Met the attendance requirements of the district.~~
- ~~2. Completed the related coursework.~~
- ~~3. Participated in a satisfactory manner in supplementary instruction.~~
- ~~4. Not achieved a proficient or better score after at least one (1) attempt on the exam.~~

~~A student below grade 12 may be permitted to demonstrate proficiency in a content area through a project based assessment in lieu of a Keystone Exam if the student has:~~

- ~~1. Met the attendance requirements of the district.~~
- ~~2. Completed the related coursework.~~
- ~~3. Participated in a satisfactory manner in supplementary instruction.~~
- ~~4. Not achieved a proficient or better score after at least two (2) attempts on the exam.~~

In the event that a parent/guardian determines that a Keystone Exam is in conflict with his/her religious beliefs and desires his/her student to be excused from the Keystone Exam, the parent/guardian shall file a written request with the Superintendent that states the objection. ~~In lieu of the Keystone Exam, the student shall complete a project based assessment, provided the student has:~~

1. ~~Met the attendance requirements of the district.~~
2. ~~Completed the related coursework.~~

### **Class of 2022 and Beyond**

**Words in this section that have been defined by 24 PS. 1-121 shall have the meaning ascribed therein.**

**For the Class of 2022 and beyond, except as may be otherwise permitted by law, there exists five pathways to satisfying state required Keystone Exam graduation requirements for Algebra I, Literature and Biology.**

**1. Keystone Proficiency Pathway: A score of proficient or advanced on each of the Keystone Exams- Algebra I, Literature and Biology;**

**2. Keystone Composite Pathway: A satisfactory composite score on the Keystone Exams in Algebra I, Biology and Literature;**

**3. Alternate Assessment Pathway: Successful completion of locally established, grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not receive at least a proficient score AND one of the following:**

- a. **Attainment of an established score on an approved alternate assessment;**
- b. **Attainment of at least the Gold Level on the ACT WorkKeys assessment;**
- c. **Attainment of an established score on the Advanced Placement Program exam in an academic content area associated with each Keystone Exam on which the student did not achieve at least a proficient score;**
- d. **Attainment of an established score on an International Baccalaureate Diploma Program exam in an academic content area associated with each Keystone Exam on which the student did not achieve at least a proficient score;**
- e. **Successful completion of a concurrent enrollment course in an academic content area associated with each Keystone Exam on which student did not achieve at least a proficient score;**
- f. **Successful completion of a pre-apprenticeship program; or**
- g. **Acceptance into an accredited four-year nonprofit institution of higher education and evidence of the ability to enroll in a college-level, credit-bearing coursework.**

**4. Evidence Based Pathway: Successful completion of locally established, grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve at least a proficient score and demonstration of three pieces of evidence that reflect readiness for meaningful postsecondary engagement consistent with the student's goals and career plan, which shall include:**

**a. One of the following:**

- i. **Attainment of an established score on the ACT WorkKeys assessment;**
- ii. **Attainment of an established score on a SAT Subject Test;**
- iii. **Acceptance to an accredited nonprofit institution of higher education other than an accredited four-year nonprofit institution of higher education and evidence of the ability to enroll in college-level, credit-bearing course work;**
- iv. **Attainment of an industry-recognized credential, as identified in the industry credential resource book or in the industry-based learning guidelines compiled by the PA Department of Education;**
- v. **Attainment of an established score on an Advanced Placement Program exam;**
- vi. **Attainment of an established score on an International Baccalaureate Diploma Program exam; or**
- vii. **Successful completion of a concurrent enrollment course or a postsecondary course. AND**

**b. Two additional pieces of evidence from a list established by the secretary and approved by the State Board of Education, which shall include, but not be limited to:**

- i. Any additional items listed under section 4.A;**
- ii. Satisfactory completion of a service learning project that received advance approval for use as a rigorous and objective piece of evidence by the Superintendent or his designee. A service learning project shall include global, national, State, local or in-school projects as defined by the Department;**
- iii. Attainment of a score of proficient or advanced on a Keystone Exam;**
- iv. A letter guaranteeing full-time employment;**
- v. A certificate of successful completion of an internship, externship or cooperative education program; OR**
- vi. Satisfactory compliance with the National Collegiate Athletic Association's core courses for college-bound student athletes with a minimum GPA of 2.0 or the equivalent on an alternative grading scale.**

**5. CTE Pathway: Students in the Class of 2022 and beyond who are considered to be CTE Concentrators shall be deemed proficient if the student can meet all of the following requirements:**

- a. Completes locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the CTE Concentrator did not achieve proficiency. Completion of grade-based requirements in any science and technology and environment and ecology course shall satisfy the requirements for the academic content area associated with the Keystone Exam in Biology; AND**
- b. Completes one of the following:**
  - i. Attains an industry-based competency certification related to the CTE Concentrator's program of study; OR**
  - ii. Demonstrates a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study as demonstrated by performance on benchmark assessments, course grades and other factors consistent with the CTE Concentrator's goals and career plan and determined for the CTE Concentrator by the Superintendent in consultation with an area vocational-technical school director or principal of a comprehensive high school. The determination shall be made no later than the end of eleventh grade, or, for a student enrolled in a one-year program, the end of the first semester of twelfth grade.**

**Completion of grade-based requirements in any science and technology and environment and ecology course shall satisfy the requirements for the academic content area associated with the Keystone Exam in Biology.**

**A student with a disability who satisfactorily completes a special education program developed by an individualized education program team under the Individuals with Disabilities Education Act that does not otherwise meet the requirements shall be granted and issued a regular high school diploma.**

**The locally established grade requirements shall be set forth by administrative regulation.**

**Established and composite scores shall be established by the Commonwealth, and shall be set forth in an administrative regulation.**

**In the event that a parent/guardian determines that a Keystone Exam is in conflict with his/her religious beliefs and desires his/her student to be excused from the Keystone Exam, the parent/guardian shall file a written request with the Superintendent that states the objection. In lieu of the Keystone Exam, the student shall complete the Alternative Assessment Pathway, the Evidence Based Pathway or the CTE Pathway to satisfy the requirement.**

#### Granting Diplomas to Residents With GED's

~~Individuals who have earned an equivalency diploma by passing the General Educational Development (GED) examination may receive a West Chester Area School District high school diploma, if they:~~

- ~~1. Are residents of the district and are at least twenty-one (21) years old when application is made for the district diploma.~~
- ~~2. Present evidence of equivalency diploma achievement.~~
- ~~3. Have an eighty percent (80%) attendance report at the district's GED Program and passed the GED.~~

~~Under no circumstances shall a GED applicant receive a diploma prior to the date that they would have ordinarily graduated had they remained in high school.~~

#### Diplomas for Veterans

In order to honor and recognize veterans who left high school prior to graduation to serve in World War II, Korea or Vietnam, the Board shall grant a diploma to a veteran who completes the required application and meets the following requirements:[\[4\]](#)

1. Was honorably discharged from the Armed Forces of the United States of America.
2. Served in the United States military between September 16, 1940, and December 31, 1946 or between June 27, 1950 and January 30, 1955 or between February 28, 1961 and May 7, 1975.
3. Attended high school between 1937 and 1946 during WWII or between 1947 and 1955 during the Korean Conflict or between 1958 and 1975 during the Vietnam War and would have been a member of the graduation class during 1941 through 1950 for WWII or 1951 through 1957 for the Korean Conflict and 1961 through 1975 for the Vietnam War but did not graduate due to entry into military service.
4. Is a current resident of this district or attended high school in this district or a predecessor of this district.

Upon proper application, the Board may award a diploma posthumously to a veteran who meets the stated requirements. The Superintendent shall submit to the Board for its approval the names of veterans eligible for a high school diploma.

#### Effective Date

~~The amendments to this policy adopted by the Board at a public meeting on March 29, 2016 shall go into effect on July 1, 2016, beginning with the Class of 2017.~~

Legal

1. 22 PA Code 4.24
2. 22 PA Code 4.51
3. 22 PA Code 4.52
4. 24 P.S. 1611
5. 24 P.S. 1613
6. 24 P.S. 1614
7. 22 PA Code 11.27
8. Pol. 113
9. 22 PA Code 4.12
10. Pol. 102
11. Pol. 127
12. Pol. 213
13. Pol. 216
14. Pol. 212
15. 22 PA Code 4.4
16. 22 PA Code 4.51b
17. 22 PA Code 4.51c
- 22 PA Code 4.13
- 22 PA Code 11.4
- 22 PA Code 11.5
- 22 PA Code 11.8
- Pol. 100
- Pol. 233



# **WCASD 2019 PSSA & KEYSTONE DATA**

Education Committee Presentation

Summer 2019



By Test: PSSA

# ELA/Reading PSSA

Proficient and Advanced Comparison 17-18 & 18-19

Grade	State ELA 2017-18	WCASD ELA 2017-18	WCASD ELA 2018-19	County Comparison
3	63.5	81.4	78.3	
4	59.8	79.6	85.3	
5	59.4	83.3	79.9	
6	62.5	82.2	82.0	
7	61.9	80.3	80.6	
8	61.5	79.5	73.7	

By Test: Keystone

# Literature Keystone

Proficient and Advanced

	Class of '17	Class of '18	Class of '19	Class of '20
Literature	93.77%	85.67%	86.69%	87.02%



# Math PSSA

Proficient and Advanced Comparison 17-18 & 18-19

Grade	State Math 2017-18	WCASD Math 2017-18	WCASD Math 2018-19	County Comparison
3	54.1	73.4	70.1	
4	43.5	67.5	70.4	
5	45.2	70.3	66.3	
6	39.6	57.3	59.9	
7	38.9	57.5	56.0	
8	31.1	48.0	45.4	

By Test: Keystone

# Algebra Keystone

Proficient and Advanced

	Class of '17	Class of '18	Class of '19	Class of '20
Algebra	92.19%	90.42%	89.47%	87.54%

By Test: Keystone

# Math PSSA compared to Algebra Keystone

Percent Proficient and Advanced

	8 <sup>th</sup> Grade Math PSSA	11 <sup>th</sup> Grade Algebra Keystone Score	Difference
Class of '17	84.6%	92.2%	+7.6
Class of '18	88.7%	90.4%	+1.7
Class of '19	51.9%	89.5%	+37.6
Class of '20	52.2%	87.5%	+35.3

By Test: PSSA

# Science PSSA

Proficient and Advanced Comparison 17-18 &amp; 18-19

Grade	State Science 2017-18	WCASD Science 2017-18	WCASD Science 2018-19	County Comparison
4	75.5	92.4	92.6	
8	53.9	76.4	76.2	

By Test: Keystone

# Biology Keystone

Proficient and Advanced

	Class of '17	Class of '18	Class of '19	Class of '20
Biology	89.45%	85.86%	85.88%	86.86%

# Elementary Effectiveness Measures

## ➤ 2<sup>nd</sup> Trimester Math Assessment

	2017-2018			2018-2019			1 Yr Diff		
	3	4	5	3	4	5	3	4	5
District	65.6	68.9	70.5	67.7	71.6	79.0	+ 2.1	+2.7	+8.5

## ➤ Attendance

School Year	17-18	18-19	1 Yr Diff
13+ Absences	3.02%	2.15%	Decrease of 0.87 or 28.8%
20+ Absences	0.56%	0.21%	Decrease of 0.35 or 62.5%



# Elementary Effectiveness Measures

- 99.16% of 5th graders met Career Readiness Standards.
- WIDA ACCESS

ACCESS Score	16-17	17-18	18-19	1 Year Difference
5 or higher	11	48	29	<b>-19</b>
4	67	115	143	<b>+28</b>
3	144	150	166	<b>+16</b>
<b>Total Test Takers</b>	334	437	469	<b>+32</b>

# Middle School Effectiveness Measures

- Percentage of students earning passing grades remains high:
  - ❑ *English- 99.25%*
  - ❑ *Reading- 98.8%*
  - ❑ *Math- 97.9*
- Funded Activity participation is at an all-time high. (35.53)
- District honors band, chorus and orchestra participation is at an all-time high. (8.91)
- 97.35% of 8th Graders met Career Readiness Standards.
- Students with 3 or more Level Two or Three disciplinary offenses decreased by nearly 30%.

# Middle School Effectiveness Measures

Focus on Disproportionality

Minority Students in Level 1 or Accelerated Math Classes	2017-2018	2018-2019
District Increase	25.66%	26.38%

Minority Students Participating in Funded Athletics/Activities	2017-2018	2018-2019
District Increase	35.19%	35.53%

Minority Students with 3 or more Level Two or Three Disciplinary Offenses	2017-2018	2018-2019
District Decrease	4.96%	3.13%

Minority Students with 20 or more Cumulative Absences	2017-2018	2018-2019
District Increase	.25%	.85%

Minority Students with 13 or more Cumulative Absences	2017-2018	2018-2019
District Decrease	6.82%	5.41%

# High School Effectiveness Measures

- 9<sup>th</sup> grade promotion rate is at an historic high (98.5%).
- 97.97% of 11th Graders met Career Readiness Standards.

- Honor Roll Students

Percentage of students achieving Honor Roll Status	2017-2018	2018-2019	1 Year Diff
District	49.79%	55.74%	<b>Increase of 5.95 or 11.95%</b>

- Computer/CAD Courses based on 19-20 projections

Percentage of students enrolled in Computer and/or CAD Courses	2018-2019	2019-2020	1 Year Diff
District	8.43%	10.74%	<b>Increase of 2.31 or 27.40%</b>

# High School Effectiveness Measures

## Focus on Disproportionality

<i>Percentage of Minority Student(s)...</i>	2017-2018	2018-2019
enrolled in Accelerated Honors Courses	12.08%	14.16%
enrolled in Advanced Placement Classes	15.46%	15.53%
enrolled in Computer and/or CAD Courses	3.86%	6.11%
enrolled in Dual Enrollment Courses (Juniors and Seniors)	0.49%	4.18%
enrolled in Level 1 or Accelerated Math Classes	25.66%	26.38%
enrolled in at least one Art/Music Course	34.88%	20.66%
participating in Funded Athletics/Activities	37.92%	40.41%
with 20 or more Cumulative Absences	10.66%	7.47%
with 13 or more Cumulative Absences	19.91%	16.92%
with 3 or more Level Two or Three Disciplinary Offenses	6.73%	5.50%

# SENIOR SURVEY REPORT 2016-2019





# INTRODUCTION

- Feature of Naviance
- Fours years of data
- Frequency of application
- Acceptance rates
- Ranking sources:
  - Barron's: (1) Most competitive, (2) Highly Competitive Plus, (3) Highly Competitive, (4) Very Competitive Plus
  - U.S. News and World Report: National Universities, National Liberal Arts Colleges, **Regional Universities**, Regional Colleges

# POST SECONDARY PLANS

## 2018-2019 SUMMARY

	2018 Graduates		2019 Graduates		% Change in 2019
Postsecondary Plan	Total	%	Total	%	
PA State Community College	77	8.54%	67	7.1%	-0.31%
PA State Private 2-yr College	7	0.78%	2	0.21%	-0.57%
PA State University	162	17.96%	159	16.77%	-1.19%
PA State-Related Commonwealth University	189	20.95%	263	27.74%	6.79%
PA State Private 4-year College or University	154	17.07%	133	14.03%	-3.04%
PA State Other Postsecondary School (AST/ASB Degree)	0	0.00%	10	1.05%	1.05%
PA State Other Postsecondary School (nondegree)	18	2.00%	7	0.74%	-1.26%
Out of State 2-Year College	11	1.22%	3	0.32%	-0.90%
Out of State 4-Year College	224	24.83%	264	27.84%	3.01%
Out of State Other Postsecondary School	0	0.00%	2	0.21%	0.21%
Farm Worker	1	0.11%	0	0.00%	-0.11%
Homemaker	0	0.00%	0	0.00%	0.00%
Military	14	1.55%	12	1.27%	-0.29%
White Collar Worker	8	0.89%	1	0.11%	-0.78%
Blue Collar Worker	28	3.10%	12	1.27%	-1.84%
Service Worker	9	1.00%	13	1.37%	0.37%
Unknown	0	0.00%	0	0.00%	0.00%
	902		948		

# FREQUENCY

College/University	Applied	Accepted	WCASD % Accepted	College % Acceptance Rate
Pennsylvania State University	1448	1118	77.2%	56%
West Chester University of Pennsylvania	1378	959	69.6%	64%
Temple University	1031	623	60.4%	52%
University of Pittsburgh	909	662	72.8%	55%
University of Delaware	535	366	68.4%	65%
Drexel University	527	401	76.1%	75%
Bloomsburg University of Pennsylvania	455	318	69.9%	78%
Millersville University of Pennsylvania	441	295	66.9%	69%
Delaware County Community College	430	322	74.9%	
Kutztown University of Pennsylvania	341	234	68.6%	80%
Saint Joseph's University	314	213	67.8%	78%
University of Maryland, College Park	273	178	65.2%	48%
Shippensburg University of Pennsylvania	257	158	61.5%	88%
University of South Carolina	229	162	70.7%	72%
James Madison University	228	178	78.1%	72%
Villanova University	227	55	24.2%	27%
University of Pennsylvania	204	24	11.8%	9%
Virginia Tech	176	136	77.3%	71%
Widener University	176	116	65.9%	70%
Boston University	175	73	41.7%	18%
Northeastern University	171	74	43.3%	18%
Indiana University of Pennsylvania	169	124	73.4%	91%
Pennsylvania State University - Brandywine	166	113	68.1%	83%

# MOST COMPETITIVE

College/University	Applied	Accepted	WCASD % Accepted	College % Acceptance Rate
Villanova University	227	55	24.2%	27%
University of Pennsylvania	204	24	11.8%	9%
University of Virginia	155	40	25.8%	30%
New York University	149	39	26.2%	32%
Lehigh University	117	22	18.8%	26%
Cornell University	99	13	13.1%	14%
Bucknell University	98	31	31.6%	30%
Carnegie Mellon University	83	19	22.9%	22%
Johns Hopkins University	79	5	6.3%	13%
Boston College	75	26	34.7%	31%
University of Miami	73	29	39.7%	38%
Franklin & Marshall College	72	24	33.3%	36%
Princeton University	64	5	7.8%	7%
Lafayette College	59	20	33.9%	31%
Georgetown University	56	5	8.9%	17%
University of Richmond	54	23	42.6%	33%
Tulane University	51	9	17.6%	26%
Duke University	50	4	8.0%	11%
Rensselaer Polytechnic Institute	50	29	58.0%	44%
College of William & Mary	49	21	42.9%	37%
Harvard College	48	2	4.2%	5%
University of Southern California	48	6	12.5%	13%
Brown University	46	2	4.3%	9%

# HIGHLY COMPETITIVE PLUS

College/University	Applied	Accepted	WCASD % Accepted	College % Acceptance Rate
Boston University	175	73	41.7%	18%
University of Michigan	100	19	19.0%	24%
American University	95	48	50.5%	29%
Georgia Institute of Technology	81	14	17.3%	23%
Gettysburg College	80	45	56.3%	45%
Dickinson College	49	26	53.1%	47%
University of California, Berkeley	44	10	22.7%	15%
The New School - All Divisions	20	8	40.0%	60%
University of Illinois at Urbana-Champaign	20	10	50.0%	60%
University of Wisconsin, Madison	20	11	55.0%	54%
Worcester Polytechnic Institute	18	9	50.0%	48%
Grove City College	17	10	58.8%	88%
Skidmore College	6	5	83.3%	25%
SUNY College at Geneseo	6	4	66.7%	67%
New College of Florida	5	4	80.0%	69%
Smith College	5	2	40.0%	32%
Bard College	4	4	100.0%	58%
Colorado College	4	0	0.0%	15%
Denison University	4	4	100.0%	34%
Wheaton College IL	4	4	100.0%	85%

# HIGHLY COMPETITIVE

College/University	Applied	Accepted	WCASD % Accepted	College % Acceptance Rate
University of Pittsburgh	909	662	72.8%	55%
University of Maryland, College Park	273	178	65.2%	48%
Northeastern University	171	74	43.3%	18%
Clemson University	109	40	36.7%	51%
Fordham University	109	53	48.6%	46%
Syracuse University	99	48	48.5%	52%
University of Florida	58	36	62.1%	42%
University of Connecticut	51	18	35.3%	53%
Rutgers University-New Brunswick	42	25	59.5%	59%
Stevens Institute of Technology	38	23	60.5%	41%
Loyola University Maryland	36	24	66.7%	66%
University of Georgia	33	6	18.2%	54%
Muhlenberg College	32	18	56.3%	48%
Quinnipiac University	31	26	83.9%	74%
University of California, Santa Barbara	27	10	37.0%	32%
Elon University	23	15	65.2%	72%
University of California, San Diego	23	17	73.9%	30%
Texas A&M University	21	9	42.9%	70%
Emerson College	18	10	55.6%	36%
The University of Texas, Austin	16	3	18.8%	36%
Baylor University	13	8	61.5%	39%
Stony Brook University	13	8	61.5%	42%
Colorado School of Mines	12	8	66.7%	56%



# VERY COMPETITIVE PLUS

College/University	Applied	Accepted	WCASD % Accepted	College % Acceptance Rate
University of Delaware	535	366	68.4%	65%
University of South Carolina	229	162	70.7%	72%
Ursinus College	90	63	70.0%	70%
Susquehanna University	82	63	76.8%	68%
Rochester Institute of Technology	50	34	68.0%	57%
University of Central Florida	37	14	37.8%	50%
University of South Florida, Tampa	34	18	52.9%	44%
King's College	28	16	57.1%	71%
Miami University, Oxford	28	19	67.9%	80%
Indiana University at Bloomington	23	18	78.3%	76%
University of Tennessee, Knoxville	23	20	87.0%	77%
University at Buffalo The State University of New York	12	5	41.7%	57%
University of Denver	12	6	50.0%	58%
Allegheny College	10	7	70.0%	68%
Butler University	9	5	55.6%	65%
Cedarville University	3	3	100.0%	71%
Hope College	3	3	100.0%	76%
Saint Louis University	2	2	100.0%	64%
Willamette University	2	2	100.0%	89%
Salem College	1	0	0.0%	57%

# US NEWS – NATIONAL AND REGIONAL UNIVERSITY RANKINGS

College/University	Applied	Accepted	% Accepted	US News and World Report Rankings
Pennsylvania State University	1448	1118	77.2%	59
West Chester University of Pennsylvania	1378	959	69.6%	68
Temple University	1031	623	60.4%	106
University of Pittsburgh	909	662	72.8%	70
University of Delaware	535	366	68.4%	89
Drexel University	527	401	76.1%	102
Bloomsburg University of Pennsylvania	455	318	69.9%	117
Millersville University of Pennsylvania	441	295	66.9%	103
Delaware County Community College	430	322	74.9%	
Kutztown University of Pennsylvania	341	234	68.6%	137
Saint Joseph's University	314	213	67.8%	12
University of Maryland, College Park	273	178	65.2%	63
Shippensburg University of Pennsylvania	257	158	61.5%	112
University of South Carolina	229	162	70.7%	106
James Madison University	228	178	78.1%	6
Villanova University	227	55	24.2%	49
University of Pennsylvania	204	24	11.8%	8
Virginia Tech	176	136	77.3%	76
Widener University	176	116	65.9%	194
Boston University	175	73	41.7%	42
Northeastern University	171	74	43.3%	44

# FREQUENCY-CLASS 2019

College/University	Applied	Accepted	WCASD % Accepted	College % Acceptance Rate
Pennsylvania State University	361	267	74.0%	56%
West Chester University of Pennsylvania	350	255	72.9%	64%
Temple University	251	192	76.5%	52%
University of Pittsburgh	203	134	66.0%	55%
University of Delaware	137	97	70.8%	65%
Drexel University	134	99	73.9%	75%
Millersville University of Pennsylvania	95	62	65.3%	69%
Delaware County Community College	94	72	76.6%	
Bloomsburg University of Pennsylvania	84	61	72.6%	78%
Saint Joseph's University	84	62	73.8%	78%
University of South Carolina	68	48	70.6%	72%
University of Maryland, College Park	65	46	70.8%	48%
Villanova University	61	11	18.0%	27%
Widener University	56	39	69.6%	70%
Kutztown University of Pennsylvania	55	42	76.4%	80%
Shippensburg University of Pennsylvania	54	36	66.7%	88%
University of Pennsylvania	52	4	7.7%	9%
James Madison University	50	39	78.0%	72%
Virginia Tech	49	38	77.6%	71%
University of Virginia	44	12	27.3%	30%
Immaculata University	43	23	53.5%	82%
New York University	41	10	24.4%	32%
La Salle University	40	29	72.5%	77%