



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

August 15, 2022

7:00 p.m.

Spellman Education Center/Livestream

**AGENDA**

•	Public Comment	
★	Approval of June 27, 2022 Education Committee Meeting Minutes	K. Shaw
★	Approval of Core Instructional Materials for the course Vocal Broadway	K Barnello
•	Summer Academy & Extended School Year Presentation	S. Missett/ PJ Dakes/ D Stanton
•	Student Achievement Data Presentation	K. Reynolds/ D. Whitmire/ I. Kerr/ R. Eberly
•	Parent and Student Survey Highlights	R. Sokolowski
•	Summer Listening Sessions Overview	R. Sokolowski
★	Approval of Renewal of the following Annual Contracts: <b>Staffing:</b> <ul style="list-style-type: none"><li>• Bayada Home Health Care, Inc.</li><li>• CCRES</li><li>• Chadds Ford Alternacare Inc. d/b/a CRITICARE</li><li>• Delta-T Group, Inc.</li><li>• Thomas Kalkiewicz, M.D.</li><li>• Dr. David Montgomery DDS</li><li>• Epic Health Services (PA), LLC. d/b/a AVEANNA Healthcare</li><li>• General Healthcare Resources, LLC dba GHR Education</li><li>• The JustiCorp Company d/b/a Justicorp</li><li>• Kelly Services</li><li>• KenCrest Services</li><li>• Pediatric Services of America, LLC dba AVEANNA Healthcare</li><li>• Sanare Today, LLC</li><li>• Supportive Concepts for Families, Inc.</li><li>• US Medical Staffing, Inc.</li></ul> <b>Interpreter/Translator Services:</b> <ul style="list-style-type: none"><li>• Favia Pernia</li><li>• Hilda Matos</li><li>• Kathleen Kutch</li></ul>	M. Kleiman

	<ul style="list-style-type: none"><li>• Marisol Alvarez</li><li>• Mary Daniels</li><li>• Morgan Jaffe</li><li>• Nick Wang</li><li>• Selene Lacayo</li><li>• Saury A. Mejia</li><li>• Keystone Deaf &amp; Hard of Hearing Services</li><li>• No Boundaries Language and Interpreting Services</li></ul> <p><b>Chester County Intermediate Unit</b></p>	
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★ Committee Voting Item

<p style="text-align: center;"><i>Public Comment Protocol</i></p> <ul style="list-style-type: none"><li>• Residents wishing to make public comment on agenda items must register prior to the start of the meeting.</li><li>• Public comments on agenda items will be taken at the beginning of the meeting prior to voting.</li><li>• Policy 903: Public Participation in Board Meetings governs public comment.</li><li>• The committee chair or designee will call residents in the order in which they signed in.</li><li>• A three-minute timer will be projected on the screen and will start after the speaker gives their name and township/borough.</li></ul>
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**WEST CHESTER AREA SCHOOL DISTRICT  
Education Committee Meeting**

**June 27, 2022**

**Spellman Education Center Board Room**

**Attending Education Committee Members:**

Kate Shaw (Chair)  Joyce Chester  Daryl Durnell  Laura Detre

**Other Board Members:**

Gary Bevilacqua  Karen Fleming  Karen Herrmann  Sue Tiernan  
 Stacey Whomsley

**Administration:**

Robert Sokolowski  Kalia Reynolds  Tammi Florio  Melissa Kleiman  
 Dawn Mader  Sara Missett  John Scully  Michael Wagman

**Public Comment:**

Name	Subject of Testimony
Judi DiFonzo	Policy 218, 227
Rachel Langan	Policy changes

**Items on Agenda:**

- Review and Approval of May Combined Education and Pupil Services Committee Meeting Minutes
- Review and Approval of Revised Board Policy 218, Student Discipline
- Review and Approval of Revised Administrative Guideline, 218AG1, Code of Student Conduct/Disciplinary Action Schedule (*formerly known as Student Code of Conduct/Disciplinary Action Schedule*)
- Review and Approval of Revised Board Policy 218.3 - Student Integrity
- Review and Approval of Revised Policy 220, Student Expression/Dissemination of Materials (*formerly known as Student Expression/Distribution and Posting of Materials*)
- Review and Approval of name change and revisions of Administrative Guideline 220AG1: Guidelines for Student Expression/Dissemination of Materials (*formerly known as Guidelines for Student Expression /Distribution and Posting of Materials*)
- Review and Approval of Revised Policy 227: Controlled Substances/ Paraphernalia

**Education Committee Actions/Outcomes to be placed on June 27, 2022 Board Agenda for Approval:**

Agenda Item	Vote
Approval of the May Education and Pupil Services Committee Meeting Minutes	<b>3-0</b>
Approval of Revised Board Policy 218, Student Discipline	<b>3-0</b>
Approval of Revised Administrative Guideline, 218AG1, Code of Student Conduct/Disciplinary Action Schedule ( <i>formerly known as Student Code of Conduct/Disciplinary Action Schedule</i> )	<b>3-0</b>

Agenda Item	Vote
Approval of Revised Board Policy 218.3, Student Integrity	<b>3-0</b>
Approval of Revised Policy 220, Student Expression/Dissemination of Materials (formerly known as Student Expression/Distribution and Posting of Materials)	<b>3-0</b>
Approval of Revised Administrative Guideline 220AG1, Guidelines for Student Expression/Dissemination of Materials (formerly known as Guidelines for Student Expression /Distribution and Posting of Materials)	<b>3-0</b>
Approval of Revised Policy 227, Controlled Substances/ Paraphernalia	<b>3-0</b>

**Education Committee June Board Consent Agenda Items:**

Approval to Establish the following Account(s):
<ul style="list-style-type: none"> <li>• Peirce MS Ink Cartridge Funds</li> <li>• Rustin HS SPCA Club</li> </ul>

Approval to Terminate the following Account(s):
<ul style="list-style-type: none"> <li>• Rustin HS Ski Club Account</li> </ul>

Approval of the following Study/Excursion trip(s):
<ul style="list-style-type: none"> <li>• East HS Track &amp; Field – Shippensburg, PA, May 26-May 28, 2022</li> <li>• Henderson HS Track &amp; Field – Shippensburg, PA, May 27-May 28, 2022</li> <li>• Rustin Track &amp; Field – Shippensburg, PA, May 26-May 28, 2022</li> <li>• Rustin Spanish AP – Guatemala/Belize, June 28-July 8, 2023</li> </ul>

Items to discuss later: none

Next Meeting date: **Monday, August 8, 2022**

# WEST CHESTER AREA SCHOOL DISTRICT

ADMINISTRATIVE GUIDELINE

APPROVED: August 1, 2015

REVISED: July 19, 2018

## 108AG2 - CORE INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION FORM

Committee Members:	
Kristen Barnello, Sean Ryan, Jon Kreamer, Kendra Werner, Ann Ellis, Melody Dunn, Catherine Yost, Melissa Bennett, Luanne Sims	
Core Instructional Materials Considered:	
Musicals: The Definitive Illustrated Story (2021)	
Musicals: The Definitive Illustrated Story (2015)	
Instructional Material(s) Being Recommended:	
Title: Musicals: The Definitive Story	
Author: DK Publishing	
Publisher: DK Publishing	Latest Revision: 2021
List Price: \$20	Copyright Date: 2021
Recommended for subject(s): Vocal Broadway	
Grade(s): 9-12	
Recommended for students with high, average, low reading ability: All	
Results of Committee Voting:	
<u>6</u> Affirmative	
Comments:	
<u>0</u> Negative	
Comments:	

**108AG2 - TEXTBOOK AND CORE NOVEL/NON-FICTION BOOK SELECTION AND ADOPTION FORM**

Pg. 2 of 3

Below is the composite evaluation of the recommended materials by the CIM Selection and Adoption Committee. An explanation of the terms used follows the evaluation checklist.

<b>CONTENT AND METHOD</b>	<b>EXC.</b>	<b>GOOD</b>	<b>FAIR</b>	<b>POOR</b>	<b>N/A</b>
Theoretical foundation	2	3			1
Research-based Content	3	3	1		
Standards-aligned	1	3			3
Learning Objectives		1			6
Lesson Implementation/Preparation (for educators)	1	1	1		4
Tech integration		1			6
Target Audience	3	4			
Reflection of Diversity	3	2	1		
Respect for Diversity	3	3		1	
Multiple Viewpoints	2	3		1	1
Reading Level	4	3			
Organization	5	2			
Style of material	5	2			
Instructions			1	1	5
Activities	1		1		5
Levels of Rigor		3			4
Cost of implementation	4	1			2

**CONTENT AND METHOD**

1. Theoretical Foundation: The material is based on current education and behavioral change theory and research. The theoretical underpinnings contained within the resources are described.
2. Research-based Content: The resources provide content that is research-based, accurate, and current.
3. Standards-aligned: The resources provide clear connections to the appropriate state and national standards
4. Learning Objectives: Includes clear, measurable learning and behavioral objectives. Objectives are clearly linked to theoretical underpinnings.

**108AG2 - TEXTBOOK AND CORE NOVEL/NON-FICTION BOOK SELECTION AND ADOPTION FORM**

Pg. 3 of 3

5. Lesson Implementation/Preparation (for educators): Includes all the materials and information needed for implementing the lesson, acquiring support materials, and preparing for the class (including guidelines for lessons).
6. Tech-integration: The program offers interactivity that highlights various technologies.
7. Target Audience: Identifies the intended audience and is tailored to this audience.
8. Reflection of Diversity: Reflects the diversity of the intended audience. Includes multilingual handouts and educational reinforcements when appropriate.
9. Respect for Diversity: Ideas and principles included in the materials respect all aspects of diversity.
10. Multiple Viewpoints: The materials present a balanced view of the topic, recognizing any aspects that are not yet clearly understood or open to debate.
11. Reading Level: All terminology is clear, correctly used and spelled throughout content. The materials are written at grade level which is appropriate for the intended audience.
12. Organization: Is logically and sequentially organized.
13. Style of material: Content displays evidence of understanding of principles of literacy and plain language (format, font, visuals, color, text construction, depth, detail, complexity).
14. Instructions: All instructions are easy to understand and follow.
15. Activities: Any activities used to reinforce the educational messages are practical to implement.
16. Levels of Rigor: The materials provide a means to offer students a varying level of rigor through differentiation.
17. Cost of implementation: Fiscally responsible pricing options exist.

(Any other points of special merit or omissions may be given on a separate and attached page.)

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_ Approved: \_\_\_\_\_ Disapproved: \_\_\_\_\_ Return to \_\_\_\_\_  
Committee

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Superintendent

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Education Committee

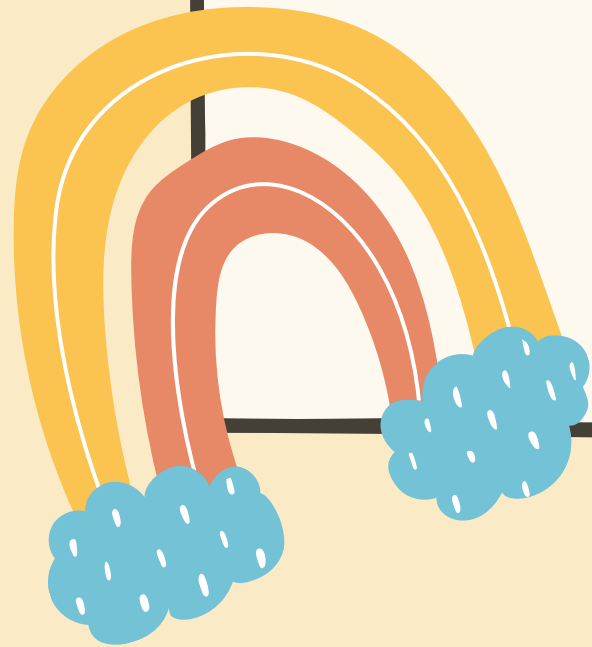
Final Board Action: \_\_\_\_\_



**WEST CHESTER AREA SCHOOL DISTRICT**  
**2023 SUMMER LEARNING PROGRAMS**



Education Committee  
Monday, August 15, 2022







# SUMMER PROGRAMS BY THE NUMBERS:



Summer Academy:  
2020-2021: 575 Registered  
2021-2022: 222 Registered

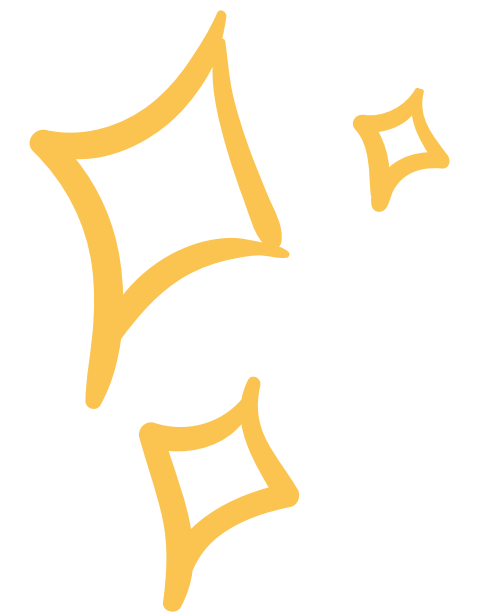
Tutoring:  
2020-2021: 383 (K-5 Only)  
2021-2022: 723 (K-12)

Book Clubs:  
312 Unique Registered (593 Total)



# SOCIAL-EMOTIONAL SUMMER LEARNING!

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities. It teaches the ability to manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

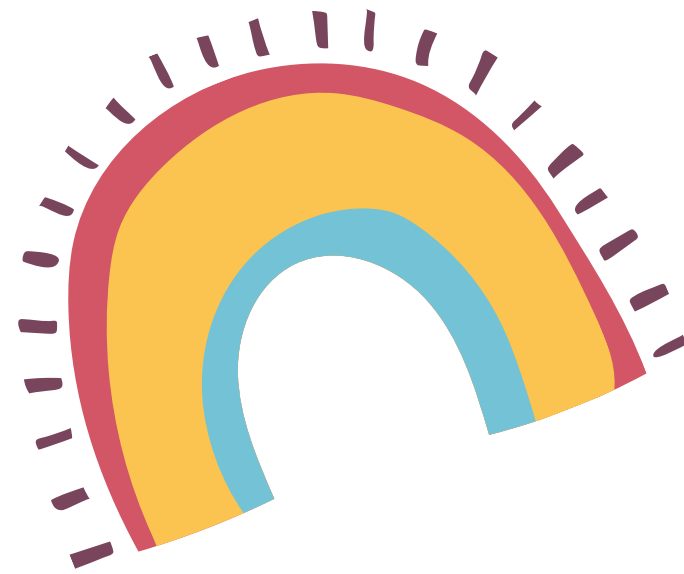


# SOCIAL-EMOTIONAL SUMMER LEARNING!

SEL work focused on learning  
empathy and problem solving skills

## FIVE CORE COMPETENCIES OF SEL

- Responsible Decision-Making Skills
- Self-Awareness
- Relationship skills
- social awareness
- self-management

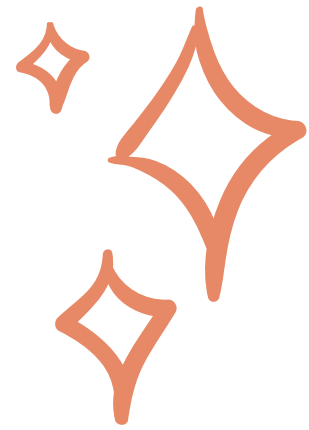


# EAST GOSHEN ELEMENTARY SUMMER ACADEMY

Over 120 students from East Goshen, Exton, Fern Hill, and Glen Acres joined together for Summer Academy this year.

Our teachers and students had the opportunity to have five fun weeks of learning reading, writing, math, doing STEM activities, and social-emotional learning.



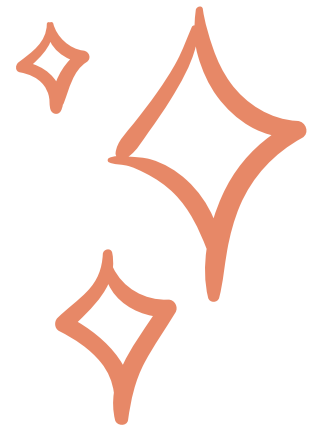


# SUMMER ACADEMY AT STARKWEATHER

JESSICA KEOGH AND  
LISA STODDARD  
SITE ADMINISTRATORS

This summer, Starkweather welcomed 167 WCASD students from East Bradford, Hillsdale, Mary C. Howse, Penn Wood, Starkweather and Westtown-Thornbury for five weeks of fun in learning.





**SUMMER ACADEMY  
AT  
EGE, HDE AND SWE  
  
STEM ACTIVITIES**

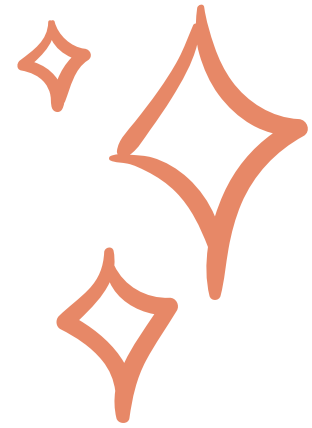
Teachers incorporated literacy and math into weekly STEM activities that correlated with weekly themes.

Examples:

Space Camp

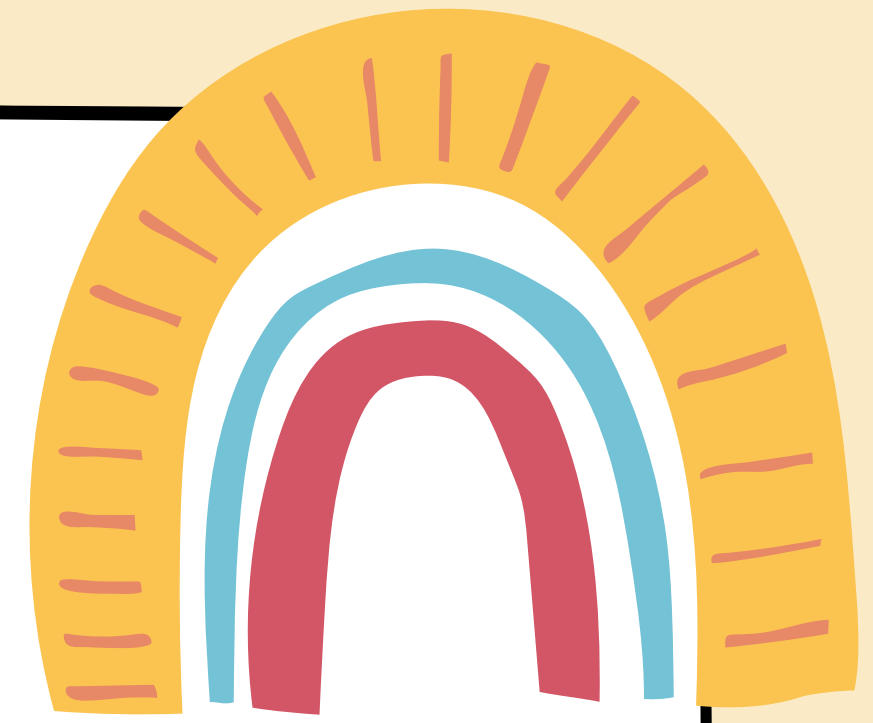
Nature Creations



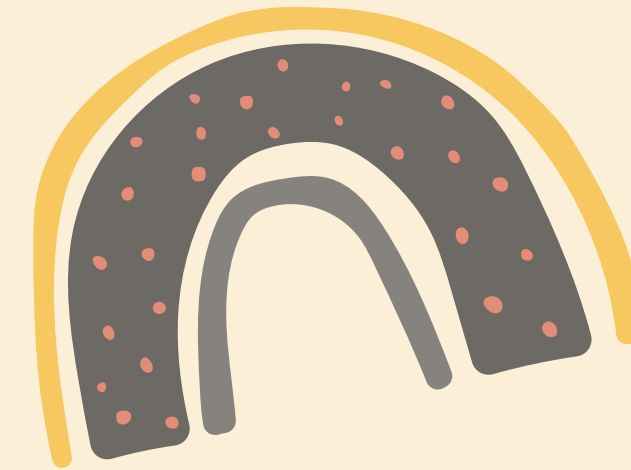
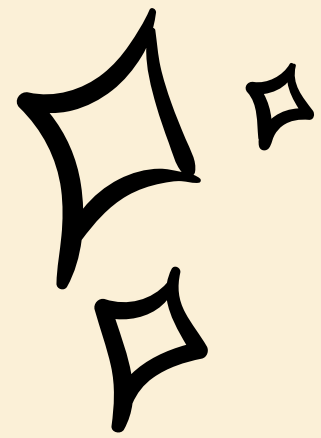


# JUMP START

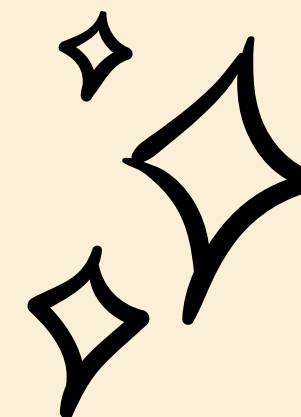
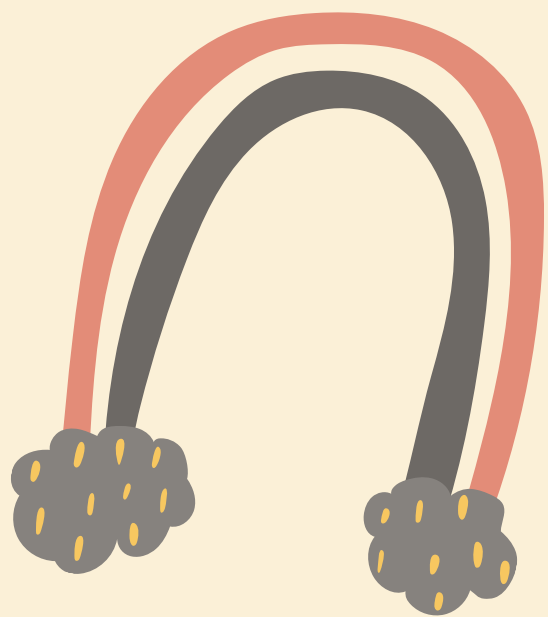
Jason Thompson  
Steve Fitch



- 200 (K-5) ELD students served
- Full-day programming
- Breakfast and lunch served
- AM: standards-based remediation in math, reading and SEL lessons
- PM: Experiential learning and building background knowledge to support language development



ANYTIME, ANYWHERE  
LEARNING





# Extended School Year

Summer 2022



# All About ESY

- 5 week program for Learning Support and Emotional Support
- 6 week program for Life Skills, Autistic Support, Multiple Disabilities Support
- Locations- Fern Hill Elementary, East Bradford Elementary, Henderson High School

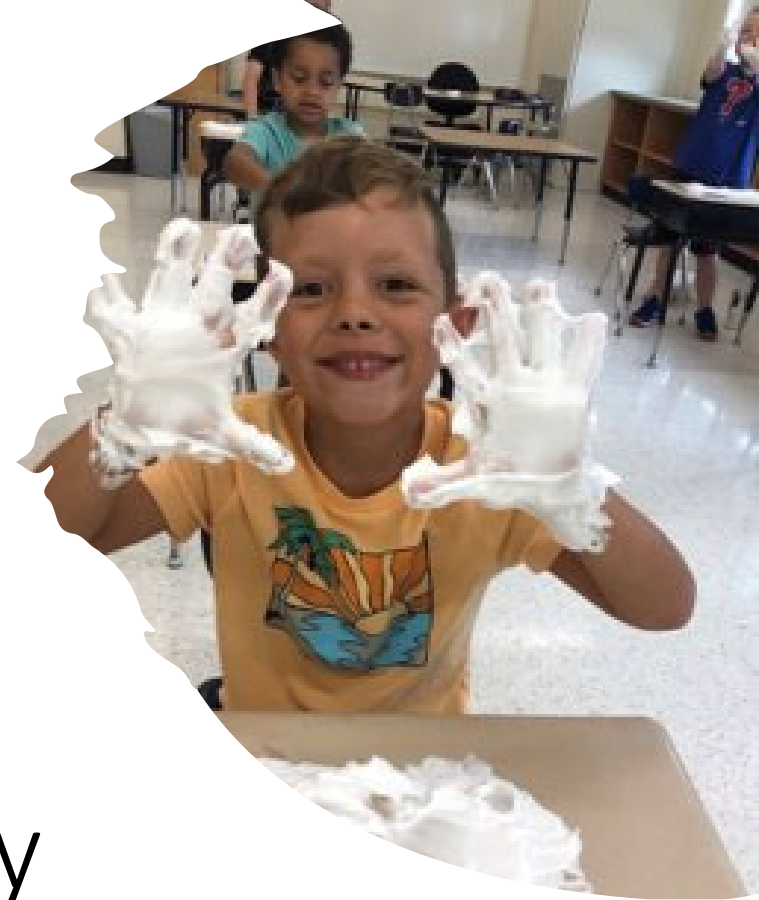




## Average attendance



- 5 week elementary –134 (2021 was 115)
- 6 week elementary –65 (2021 same)
- 5 week secondary- 23 high school students and 47 middle school students
- 6 week secondary- 18 high school students and 29 middle school students attended

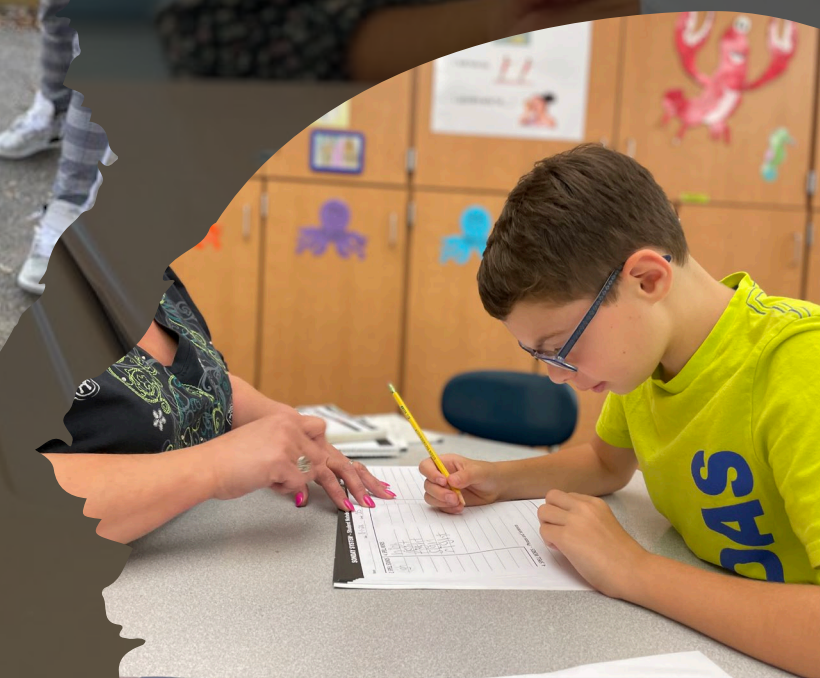


## 5 week elementary program academic day

- Language Arts – reading and writing
- Math
- Instruction based on IEP goals\*

# 6 Week ESY Academic Day

- Instruction on IEP Goals
- OT, PT, S/L, Vision, Hearing
- Lunch/Recess





# Special Activities



Zoo on Wheels  
Fire Truck Visit  
Bubble Party



# Middle and High School – Academics

## English Language Arts

- Phonemes
- Decoding skills
- Reading fluency and comprehension
- Writing activities



## Math

- Math computation
- Money identification and concepts
- Understanding/telling time
- Measuring
- Sequencing

# Community-Based Activities



•6 week High School students went on a community-based outing to Rita's Water Ice.

•6 week Middle School students went to Marshall Square Park.



•Several high school students participated in the CCIU Discover program for job training and skills with a coach at Longhorn Steakhouse and two YMCA locations.





# Functional Life Skills

- Secondary students participated in weekly cooking activities in groups within the family/consumer science classroom.
- Students worked on food preparation, following a recipe, measuring ingredients and using a stove, oven, griddle and other kitchen tools.



# WCASD STUDENT ACHIEVEMENT DATA

Education Committee Presentation

Summer 2022

# Spring 2022

<b>Reading Data</b>		<b>Made Benchmark</b>		<b>Grew a year in a year</b>		<b>Total % Benchmark OR Increased</b>	
<b>Grade</b>	<b>Benchmark Goal</b>	<b>Raw #</b>	<b>%</b>	<b>Raw #</b>	<b>%</b>	<b>Raw #</b>	<b>%</b>
<b>K</b>	Level 4+	628/839	75%	N/A	N/A	628/839	75%
<b>1</b>	18+	584/899	65%	123/899	14%	707/899	79%
<b>2</b>	28+	677/901	75%	59/901	7%	736/901	82%
<b>TOTAL</b>		1889/2639	72%	182/1800	10%	2071/2639	78%

# DRA Historical Data

<b>Rdg Data</b>		<b>2019</b>		<b>2021</b>		<b>2022</b>	
<b>Grade</b>	<b>Goal</b>	<b>Made Benchmark</b>	<b>Plus Growth</b>	<b>Made Benchmark</b>	<b>Plus Growth</b>	<b>Made Benchmark</b>	<b>Plus Growth</b>
<b>K</b>	Level 4+	84%	N/A	69%	N/A	75%	N/A
<b>1</b>	18+	75%	85%	59%	87%	65%	79%
<b>2</b>	28+	86%	86%	78%	92%	75%	82%
<b>TOTAL</b>		81%	86%	68%	89%	72%	78%

# Elementary Effectiveness Measures

## Kindergarten Developmental Reading Assessment (DRA)

DRA	2017 last year HDK	2018 first year FDK	2019 pre-pandemic	2020 pandemic	2021 hybrid year	2022 in-person
Kindergarten Reading At or Above Grade Level	67%	87%	83%	no data	69%	75%
Kindergarten Reading Above Grade Level Only	37%	47%	49%	no data	38%	40%

- ❖ *While we have not yet returned to pre-pandemic levels of K reading achievement, we experienced an 8.6% growth over last year.*
- ❖ *With more students going to preschool post-pandemic, we anticipate more students ending their K year reading at or above grade level.*

# Math Benchmark - Kindergarten

Domain	Accuracy % Fall	Accuracy % Winter	Accuracy % Spring
Numbers & Operations in Base Ten	54%	72%	81%
Operations & Algebraic Thinking	46%	67%	78%
Counting & Cardinality	58%	70%	80%
Geometry	47%	62%	84%
Measurement & Data	53%	64%	86%

# Math Benchmark - 1st Grade

Domain	Accuracy % Fall	Accuracy % Winter	Accuracy % Spring
Numbers and Operations in Base Ten	56%	74%	79%
Operations and Algebraic Thinking	53%	74%	83%
Geometry	52%	66%	82%
Measurement & Data	50%	64%	82%

<b>Math Benchmark (class of 2033)</b>	<b>1st grade</b>	<b>2nd grade</b>	<b>Number of test takers</b>
<b>Ethnicity</b>	<b>Spring 21</b>	<b>Spring 22</b>	
All	71	70	773
African American	37	31	22
Am. Indian/Alaskan native	39	39	1
Asian	87	82	67
Hispanic	49	50	57
Multi-racial	65	64	49
Pacific Islander	N/A	N/A	0
White	72	72	577



<b>Math Benchmark (class of 2033)</b>	<b>2nd grade</b>	<b>3rd grade</b>	<b>Number of test takers</b>
<b>Ethnicity</b>	<b>Spring 21</b>	<b>Spring 22</b>	
All	71	72	805
African American	47	52	23
Am. Indian/Alaskan native	N/A	N/A	0
Asian	87	87	76
Hispanic	35	39	73
Multi-racial	67	64	41
Pacific Islander	N/A	N/A	0
White	73	74	589

<b>Math Benchmark (class of 2033)</b>	<b>3rd grade</b>	<b>4th grade</b>	<b>Number of test takers</b>
<b>Ethnicity</b>	<b>Spring 21</b>	<b>Spring 22</b>	
All	66	73	793
African American	29	34	22
Am. Indian/Alaskan native	88	88	1
Asian	88	85	64
Hispanic	32	36	69
Multi-racial	58	62	38
Pacific Islander	N/A	N/A	0
White	69	68	599

<b>Math Benchmark</b> (class of 2033)	<b>4th grade</b>	<b>5th grade</b>	<b>Number of test takers</b>
<b>Ethnicity</b>	<b>Spring 21</b>	<b>Spring 22</b>	
All	70	72	711
African American	42	42	31
Am. Indian/Alaskan native	N/A	N/A	0
Asian	84	87	46
Hispanic	39	43	62
Multi-racial	68	73	38
Pacific Islander	N/A	N/A	0
White	74	74	534

# Elementary Effectiveness Measures

Students in Grade 3-5 scoring 80% or better on the final report card this year in reading and math. **\*2019-20 Pass/Fail due to COVID**

Subject and Grade	18-19	20-21	21-22
<b>Math</b>	90.89	90.54	94.12
<b>3</b>	93.53	92.17	94.72
<b>4</b>	90.51	90.81	94.82
<b>5</b>	88.94	88.53	94.82
<b>Reading</b>	92.18	90.28	93.75
<b>3</b>	93.06	90.44	92.44
<b>4</b>	91.76	89.64	95.36
<b>5</b>	91.81	90.77	93.48
<b>Total</b>	91.53	90.41	93.94

# K-12 Effectiveness Measures

<b>WIDA/ ACCESS Score</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>
<b>5 or higher</b>	24 (5%)	17 (4%)	18 (4%)	22 (5%)
<b>4-4.9</b>	128 (27%)	125 (25%)	98 (23%)	81 (17%)
<b>3-3.9</b>	175 (37%)	165 (34%)	126 (30%)	159 (34%)
<b>1.0-3.8</b>	143 (30%)	174 (36%)	177 (42%)	209 (44%)
<b>Total Test Takers</b>	470	481	419	471

# Middle School Effectiveness Measures

**Percentage of students earning passing grades remains high:**

- English - 99.25 %**
- Math - 97.9 %**
- Science - 98.8%**
- Social St.- 99%**

**Percentage of historically unperforming students earning passing grades remains high:**

- English - 93.03 %**
- Math - 94.56 %**
- Science - 96.8%**
- Social St. - 96.8%**

**Percentage of identified (IEP) students earning passing grades remains high:**

- English - 95.77 %**
- Math - 96.75 %**
- Science - 96.9%**
- Social St. - 97.4%**

# Middle School Effectiveness Measures

## All Students

<i>Percentage of Student(s)...</i>	2019-2020	2021-2022
<b>Enrolled in Level 1 or Accelerated Math Class</b>	<b>61.55%</b>	<b>62.27%</b>
<b>Enrolled in at least one Level 1 or Accelerated Math /English Class</b>	<b>29.08%</b>	<b>31.03%</b>
<b>Participating in Funded Athletics/Activities</b>	<b>48.24%</b>	<b>51.75%</b>
<b>16 or more Cumulative Absences</b>	<b>.71%</b>	<b>8.85%</b>
<b>3 or more Level Two or Three Disciplinary Offenses</b>	<b>.67%</b>	<b>1.76%</b>

# Middle School Effectiveness Measures

## Focus on Disproportionality

<i>Percentage of Minority Student(s)...</i>	<b>2019-2020</b>	<b>2021-2022</b>
<b>Enrolled in Level 1 or Accelerated Math Class</b>	<b>28.53%</b>	<b>29.19%</b>
<b>Enrolled in at least one Level 1 or Accelerated Math /English Class</b>	<b>9.37%</b>	<b>10.66%</b>
<b>Participating in Funded Athletics/Activities</b>	<b>30.47%</b>	<b>38.83%</b>
<b>16 or more Cumulative Absences</b>	<b>1.06%</b>	<b>15.23%</b>
<b>3 or more Level Two or Three Disciplinary Offenses</b>	<b>1.33%</b>	<b>6.09%</b>



# Algebra Keystone

## Proficient and Advanced

	Class of 2018	Class of 2019	Class of 2020	Class of 2023
<b>% of 11th grade students tested</b>	<b>85.33%</b>	<b>89.47%</b>	<b>87.54%</b>	<b>88.67%</b>

# Literature Keystone

## Proficient and Advanced

	Class of 2018	Class of 2019	Class of 2020	Class of 2023
<b>% of 11th grade students tested</b>	<b>85.67%</b>	<b>86.69%</b>	<b>87.02%</b>	<b>94.02%</b>

# Biology Keystone

## Proficient and Advanced

	Class of 2018	Class of 2019	Class of 2020	Class of 2023
<b>% of 11th grade students tested</b>	<b>85.00%</b>	<b>85.88%</b>	<b>86.86%</b>	<b>94.86%</b>

# High School Effectiveness Measures

## All Students

<i>Percentage of Student(s)...</i>	<b>2019-2020</b>	<b>2021-2022</b>
<b>Enrolled in AP/Accelerated Honors Classes</b>	<b>55.43%</b>	<b>57.33%</b>
<b>Enrolled in Computer and/or CAD Courses</b>	<b>9.43%</b>	<b>7.76%</b>
<b>Enrolled in Dual Enrollment Courses (Juniors and Seniors)</b>	<b>5.49%</b>	<b>6.04%</b>
<b>Enrolled in at least one Art/Music Course</b>	<b>27.61%</b>	<b>24.68%</b>
<b>Participating in Funded Athletics/Activities</b>	<b>62.43%</b>	<b>53.77%</b>
<b>16 or more Cumulative Absences</b>	<b>2.8%</b>	<b>12.62%</b>
<b>3 or more Level Two or Three Disciplinary Offenses</b>	<b>1.48%</b>	<b>3.14%</b>

# High School Effectiveness Measures

## Focus on Disproportionality

<b>Percentage of Minority Student(s)...</b>	<b>2018-2019</b>	<b>2021-2022</b>
<b>Enrolled in AP/Accelerated Honors Classes</b>	<b>28.57%</b>	<b>28.63%</b>
<b>Enrolled in Computer and/or CAD Courses</b>	<b>4.41%</b>	<b>4.71%</b>
<b>Enrolled in Dual Enrollment Courses (Juniors and Seniors)</b>	<b>2.91%</b>	<b>3.36%</b>
<b>Enrolled in at least one Art/Music Course</b>	<b>20.66%</b>	<b>22.03%</b>
<b>Participating in Funded Athletics/Activities</b>	<b>38.66%</b>	<b>34.46%</b>
<b>16 or more Cumulative Absences</b>	<b>6.25%</b>	<b>20.65%</b>
<b>3 or more Level Two or Three Disciplinary Offenses</b>	<b>3.75%%</b>	<b>6.03%</b>



# 2021-22 District Survey Highlights

Family and Student Districtwide Surveys

# Overview

During the 2021-22 school year, two district surveys were issued:

- Mid-Year Survey, February 2022
- End-of-Year Survey, May 2022

Survey audiences include:

- WCASD Families
- Elementary and Secondary Students

Survey Responses:

- Over 7,000 total responses from the mid-year and end-of-year for both the WCASD family and student surveys



English ▾

Thank you for taking time to give us your thoughts! We value and appreciate your anonymous feedback.

To move the survey forward or backward, use the arrows at the bottom of the screen and click submit once completed. Please note that you will not be able to return to this survey once it is complete or if it is closed before completion, but you may start a new survey response if you lose access to the current one or if you have additional children attending school in the district. This survey has a total of 19 questions.

1. Your child's home School/Building:

2. Your child's grade level:

3. Rigor level of most of your child's classes:

*Surveys created in the online platform Qualtrics and distributed via emails, links, and Schoology.*

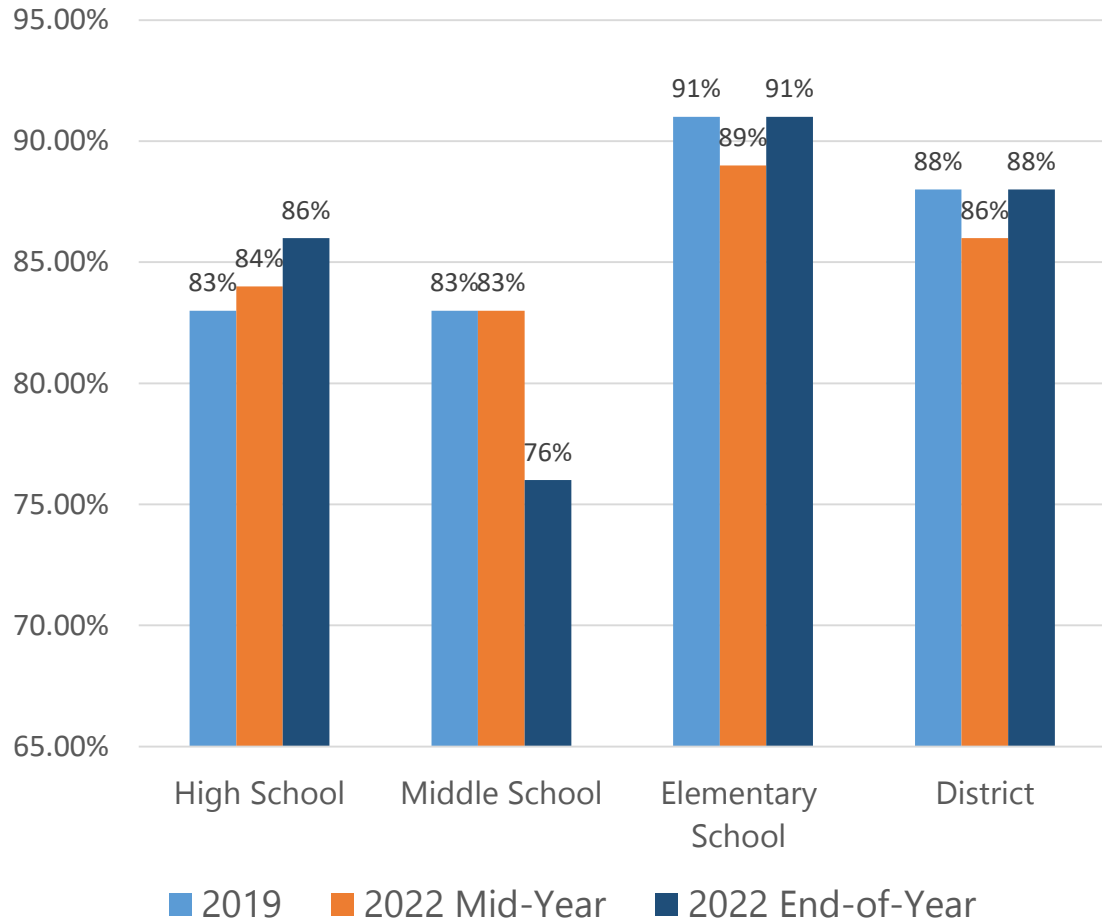
# Family Survey Highlights

A Comparison of the 2019 and 2021-22 Survey Responses

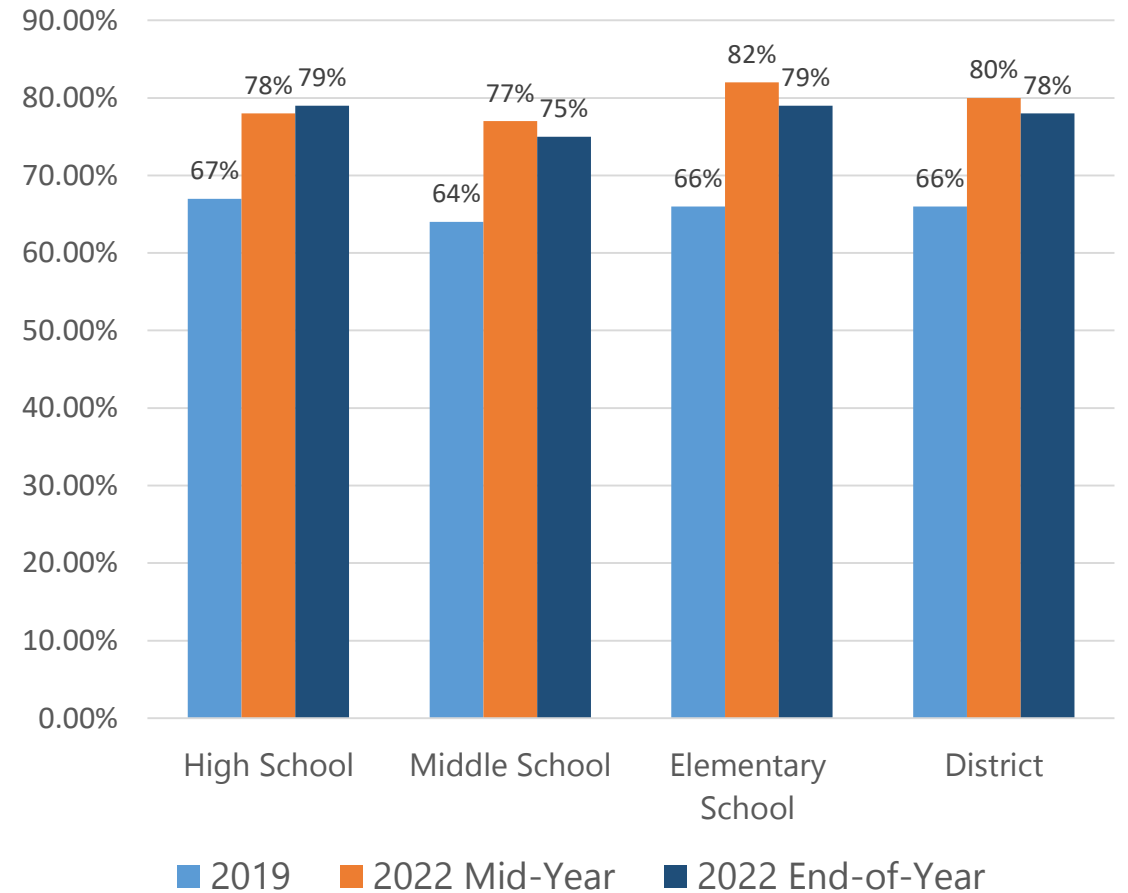


# Family Survey Highlights: Student Experience

I am satisfied with the learning experiences my child receives.

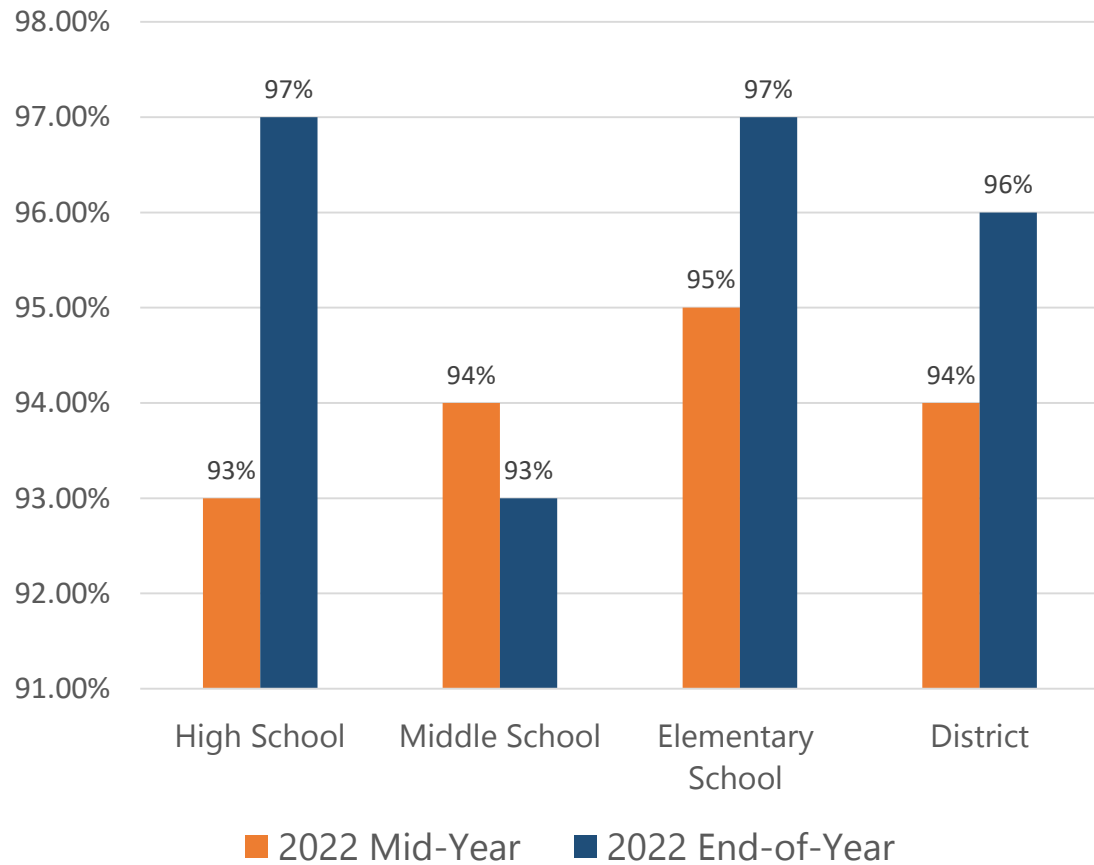


I am satisfied with the counseling services my child receives.

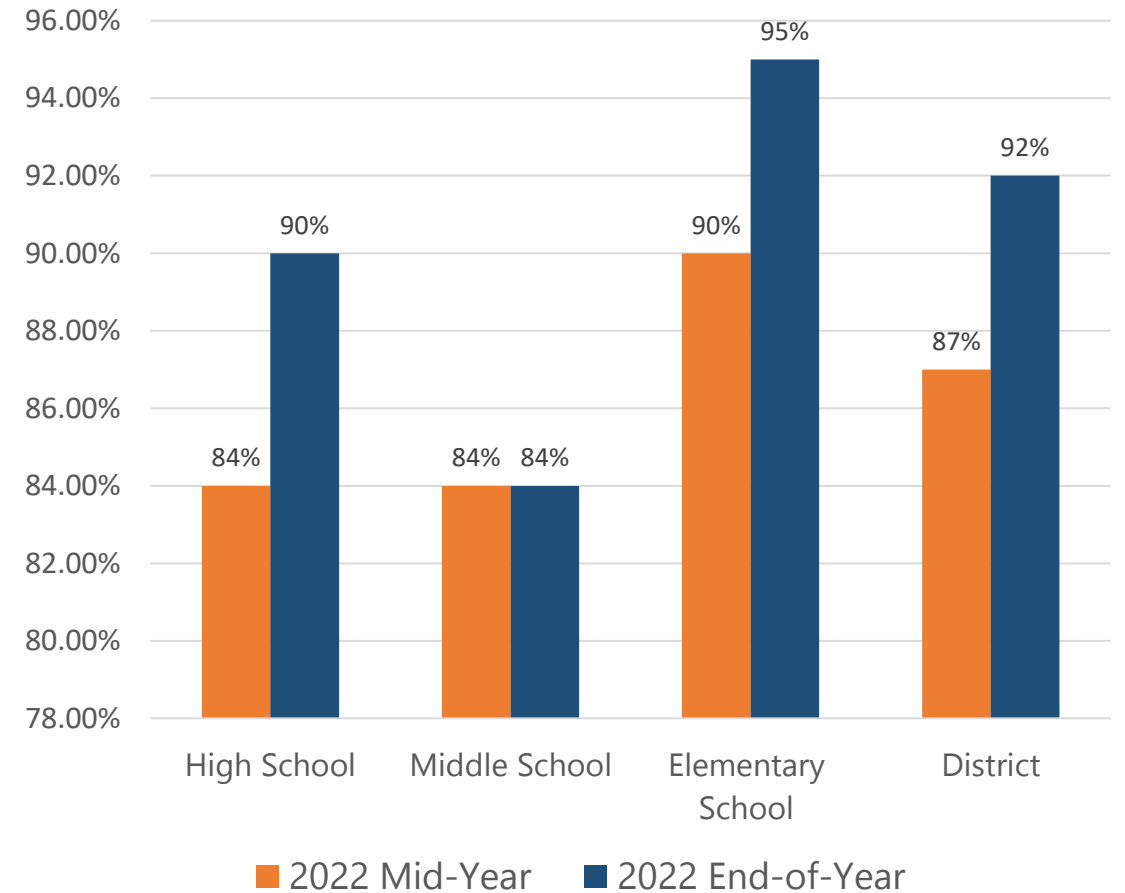


# Family Survey Highlights: 2021-22 Student Experience

My child's teacher(s) uses technology in ways that support learning and communication.

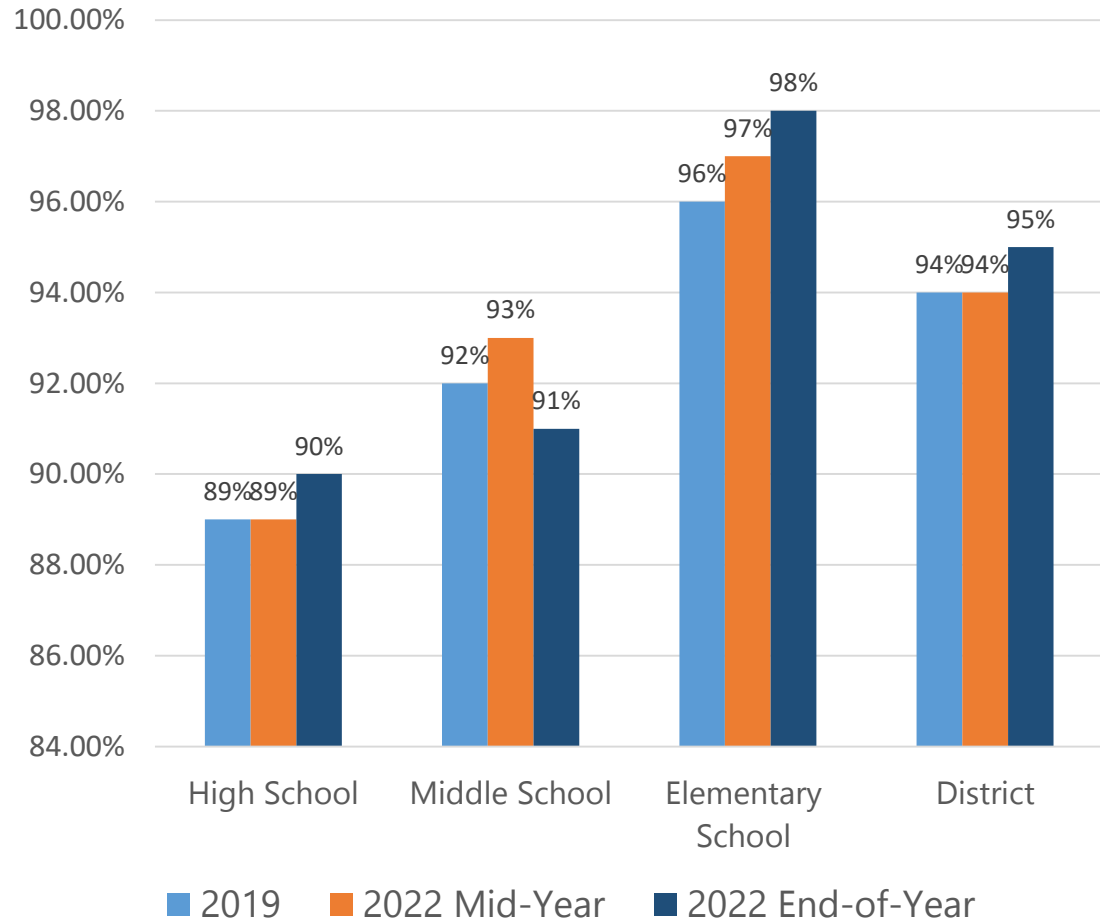


Overall my child is having/had a good school year.

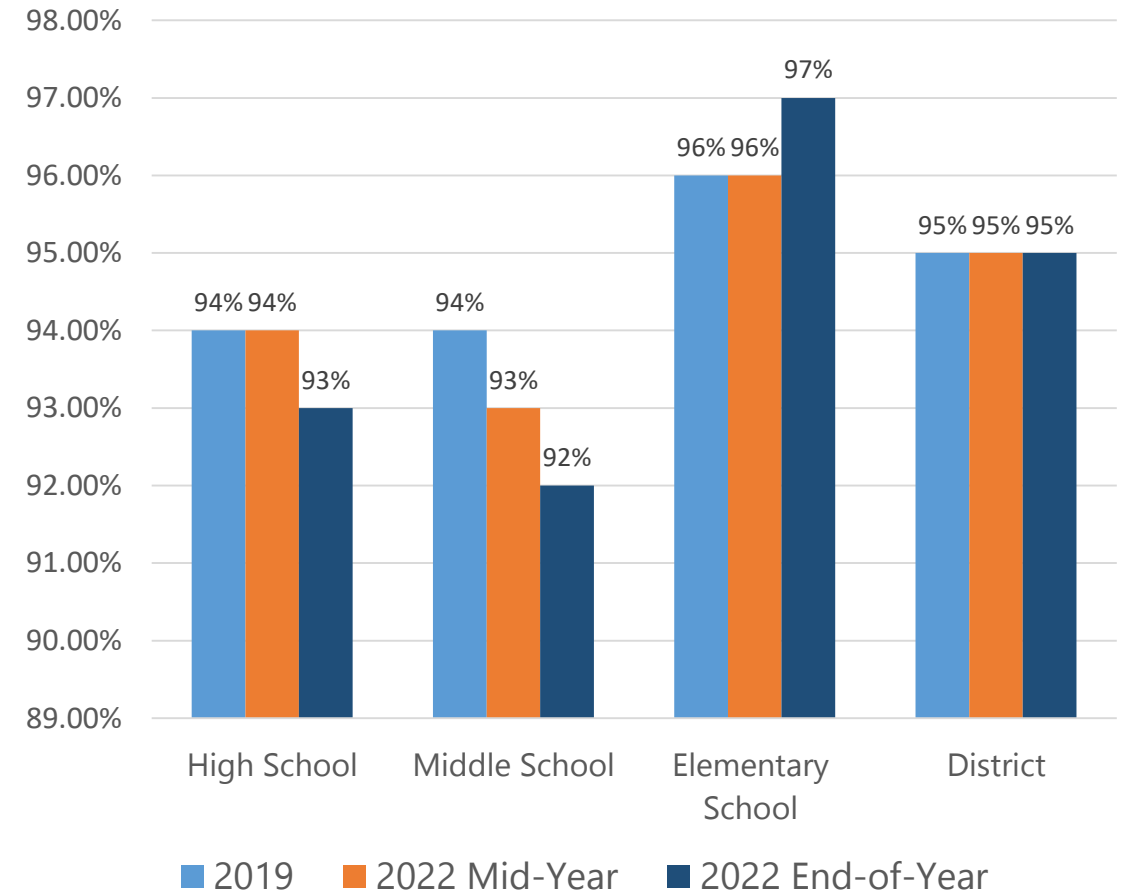


# Family Survey Highlights: Communication

My child's school regularly communicates with parents.

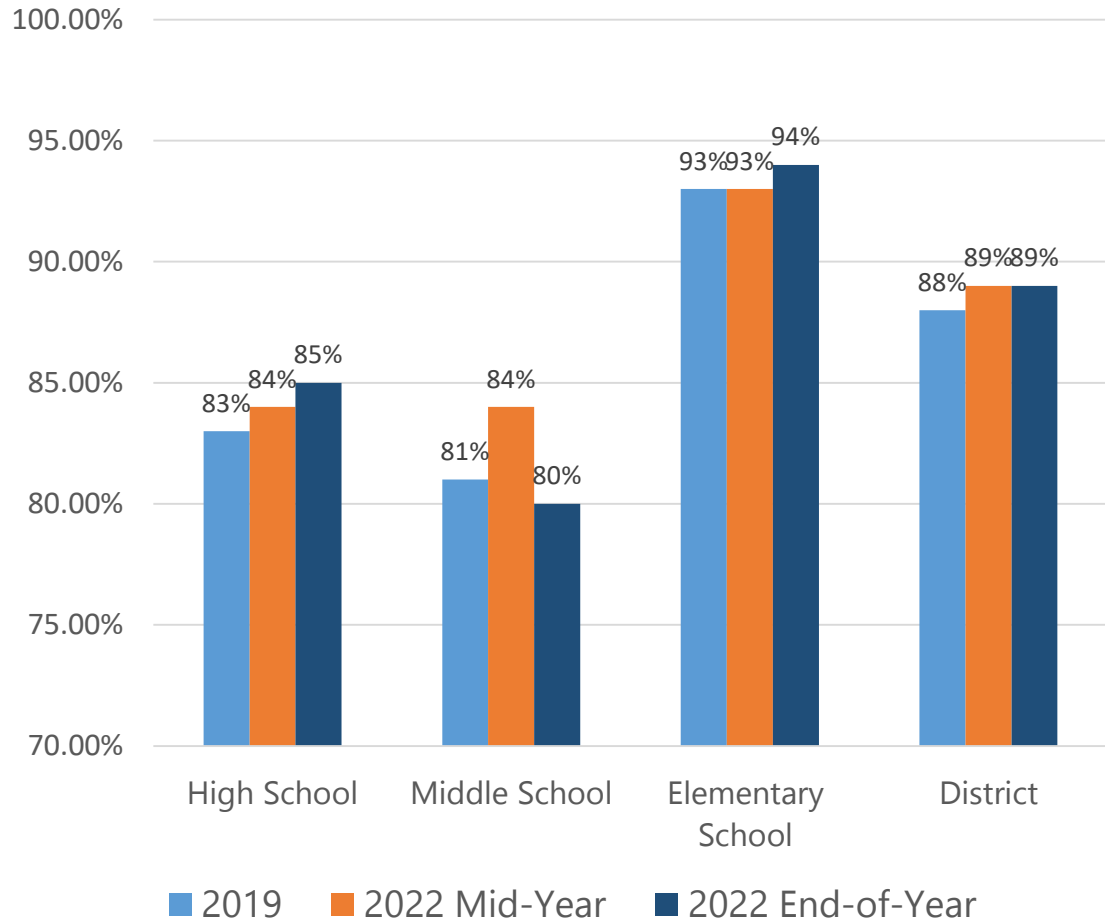


The district regularly communicates important information or events.

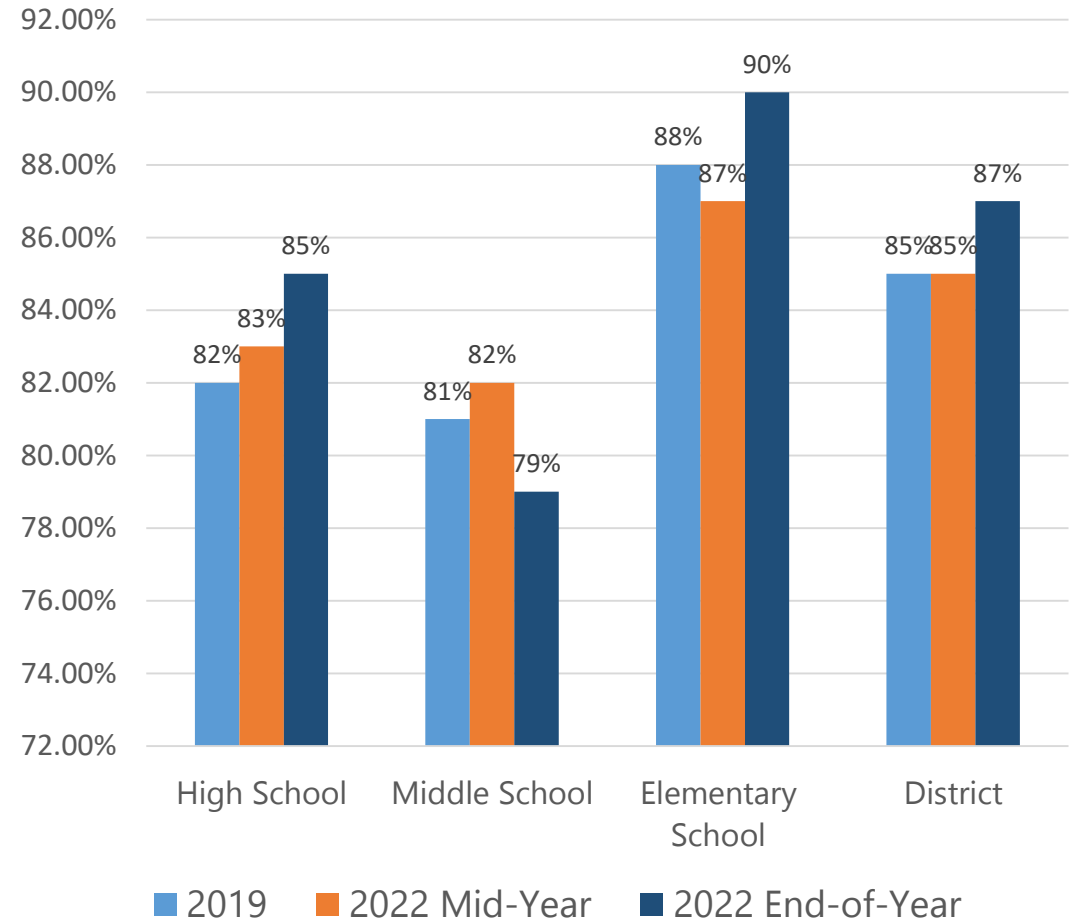


# Family Survey Highlights: Community

## My child's school fosters a positive environment.



## I would recommend my child's school to others.

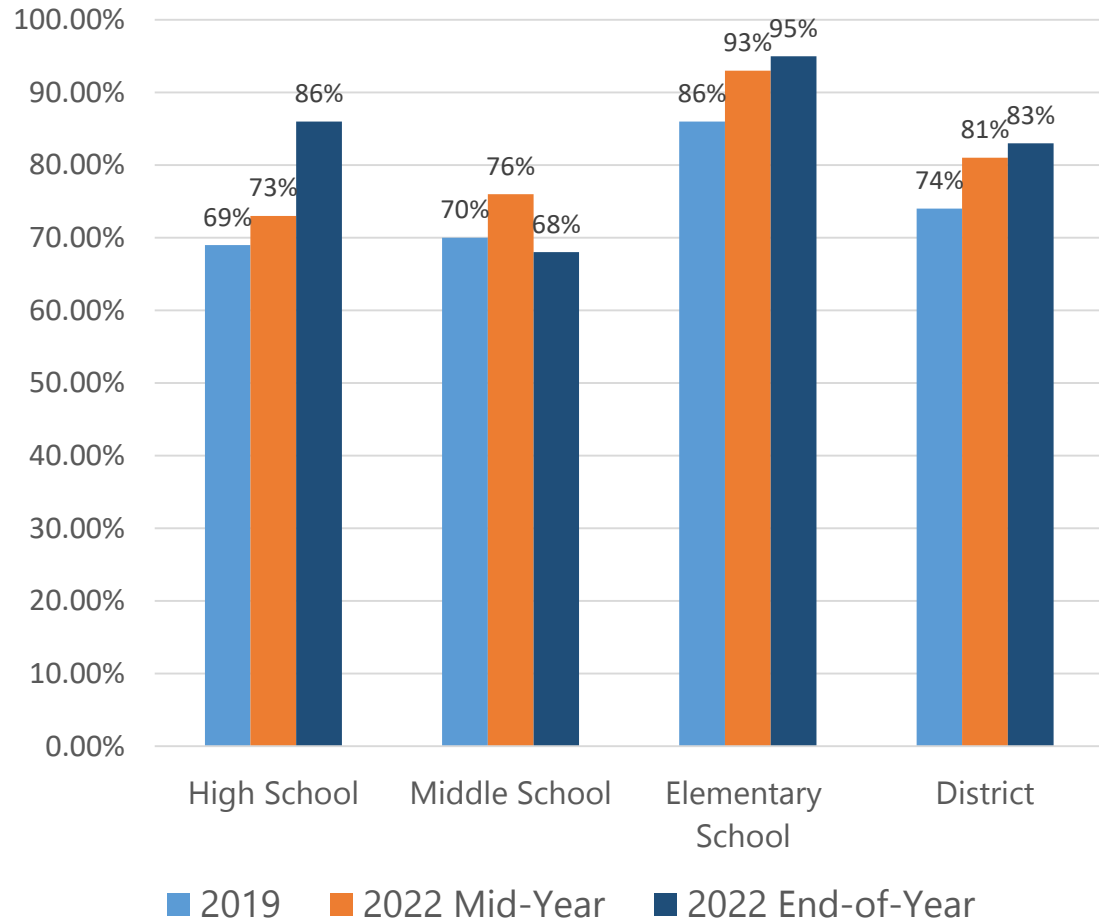


# Student Survey Highlights

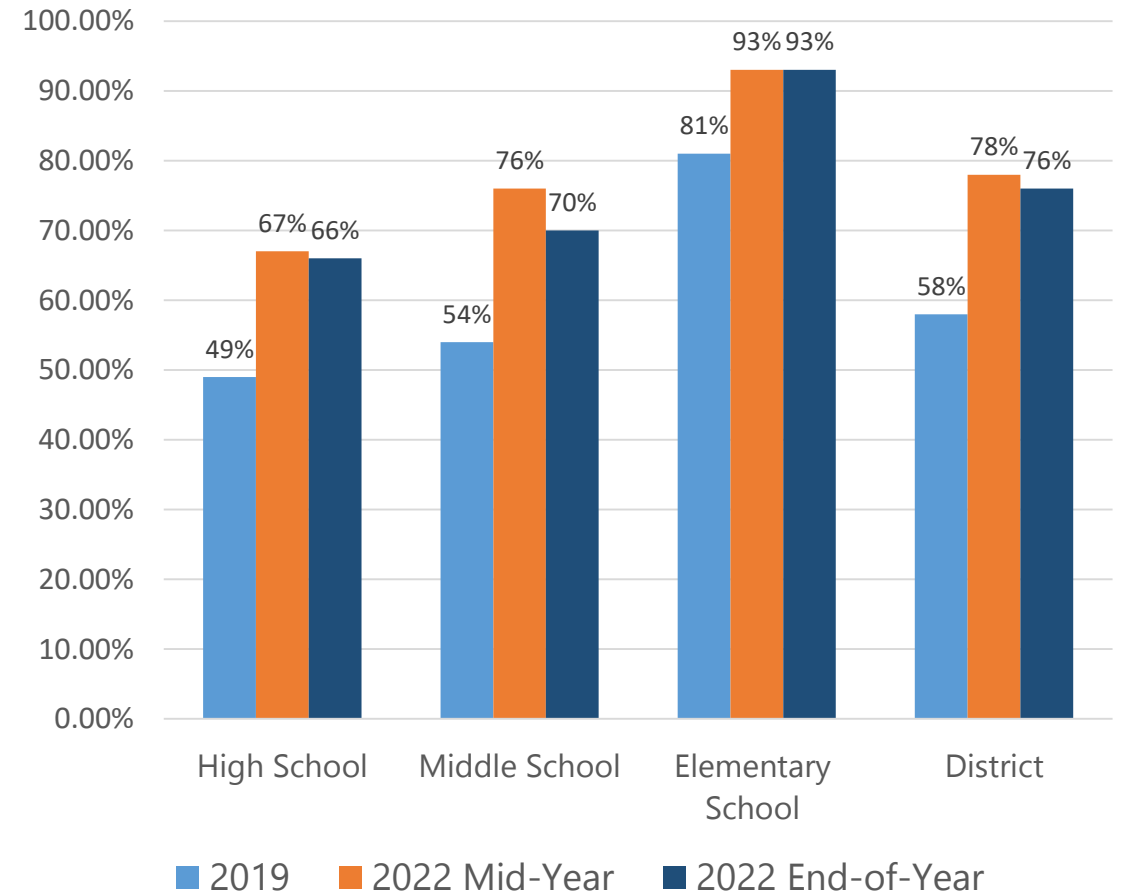
A Comparison of the 2019 and 2021-22 Survey Responses

# Student Survey Highlights: Student Experience

## My teachers ask questions that help me think about my learning.

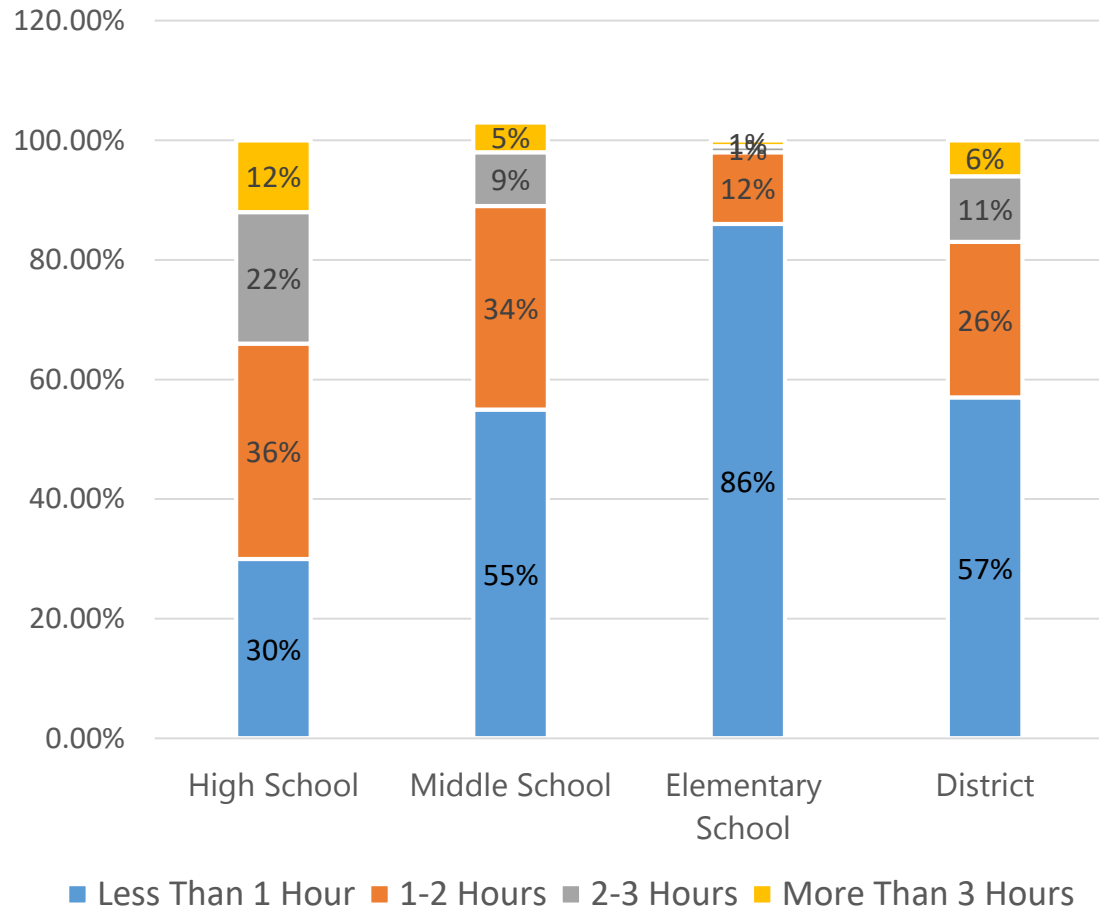


## My teachers make learning engaging and interactive.

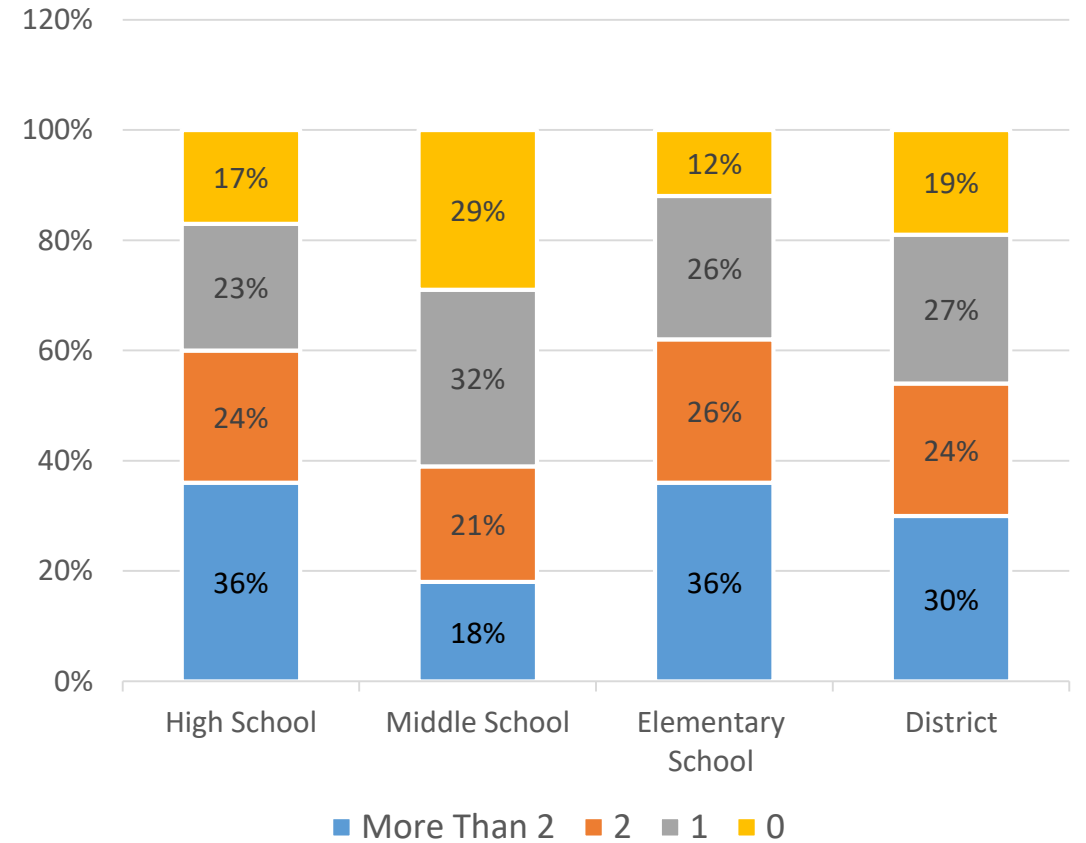


# Student Survey Highlights: 2021-22 Student Experience

On average, I spend \_\_\_\_\_ completing homework on a daily basis.

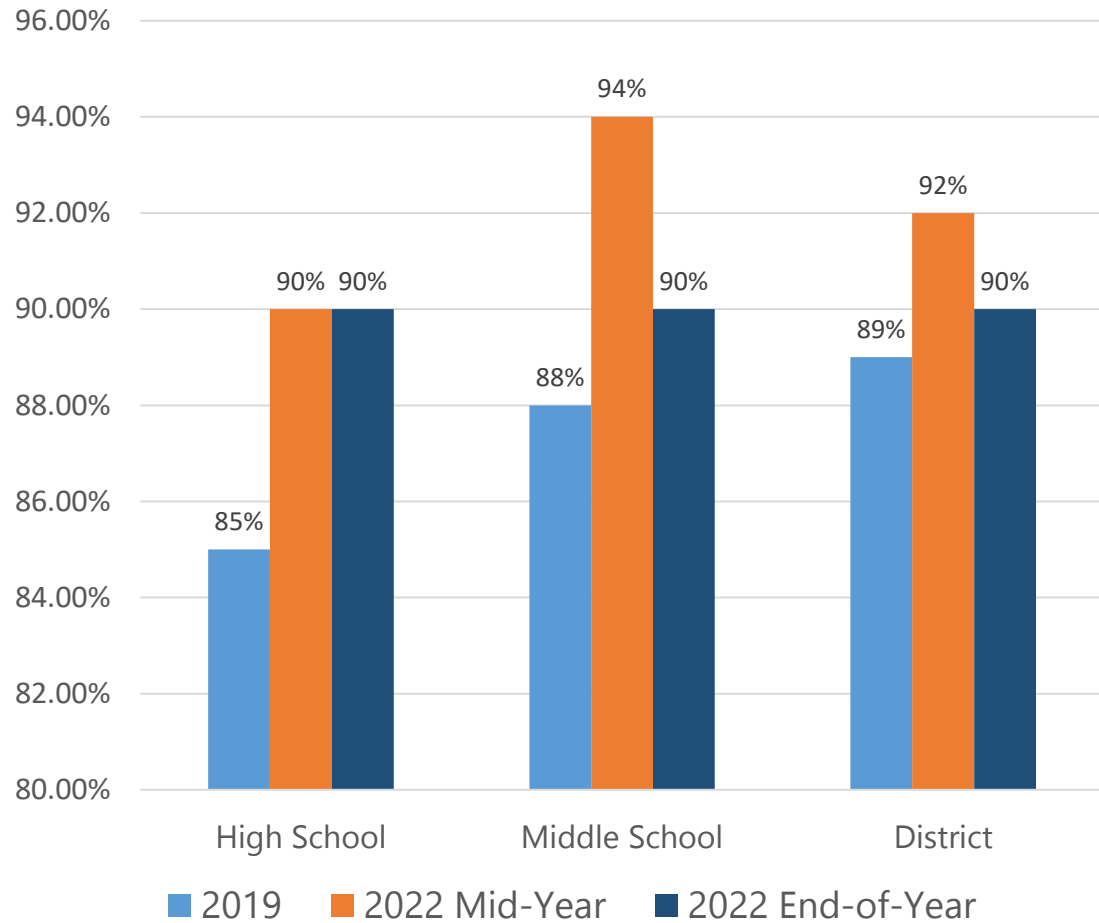


How many school activities or extracurricular clubs are you involved in?

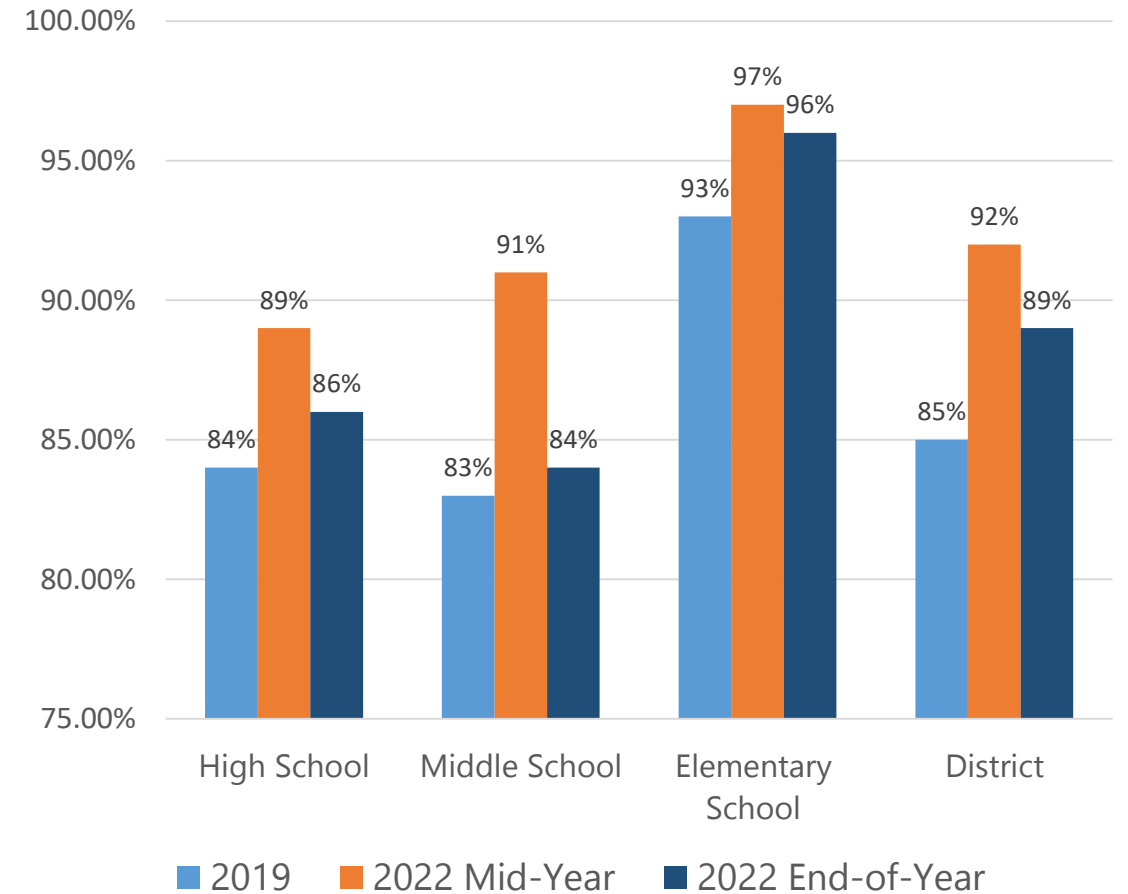


# Student Survey Highlights: Communication

My teachers clearly communicate expectations for learning.



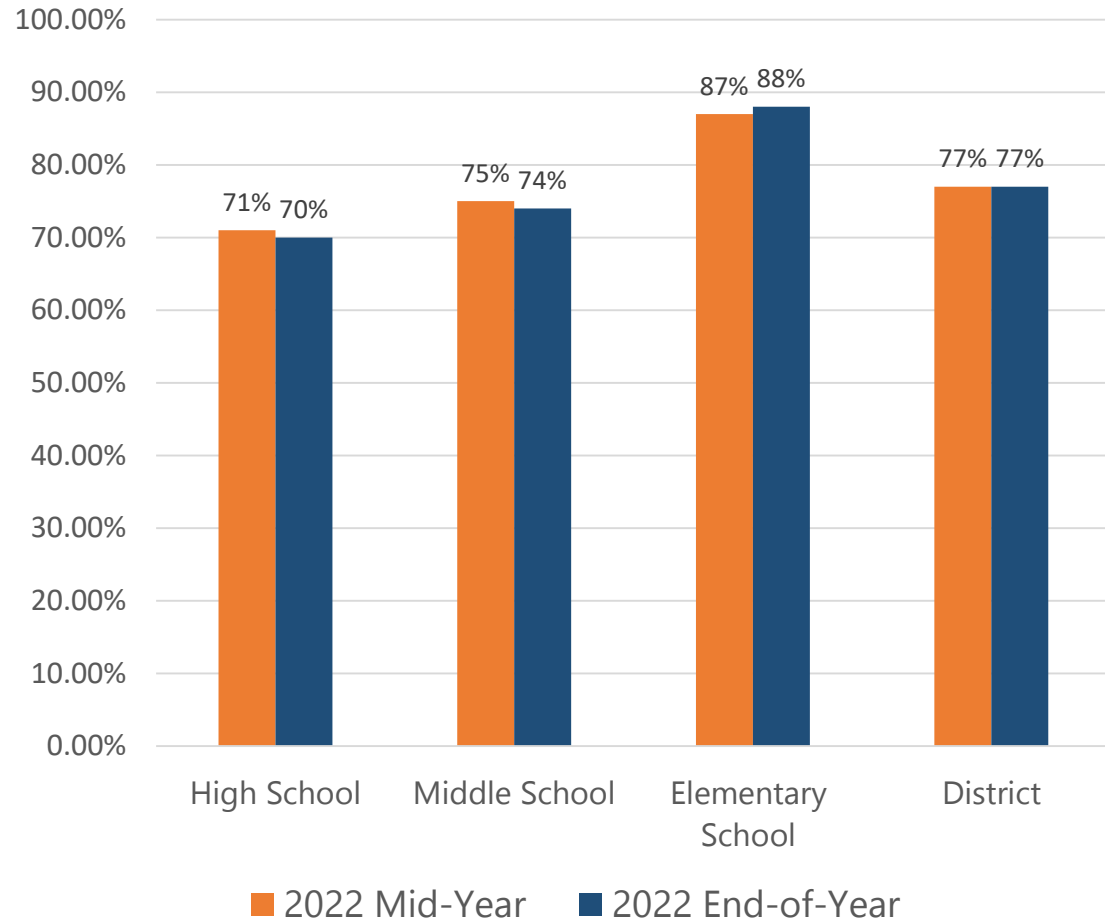
I can access my teachers when I need support with my learning.





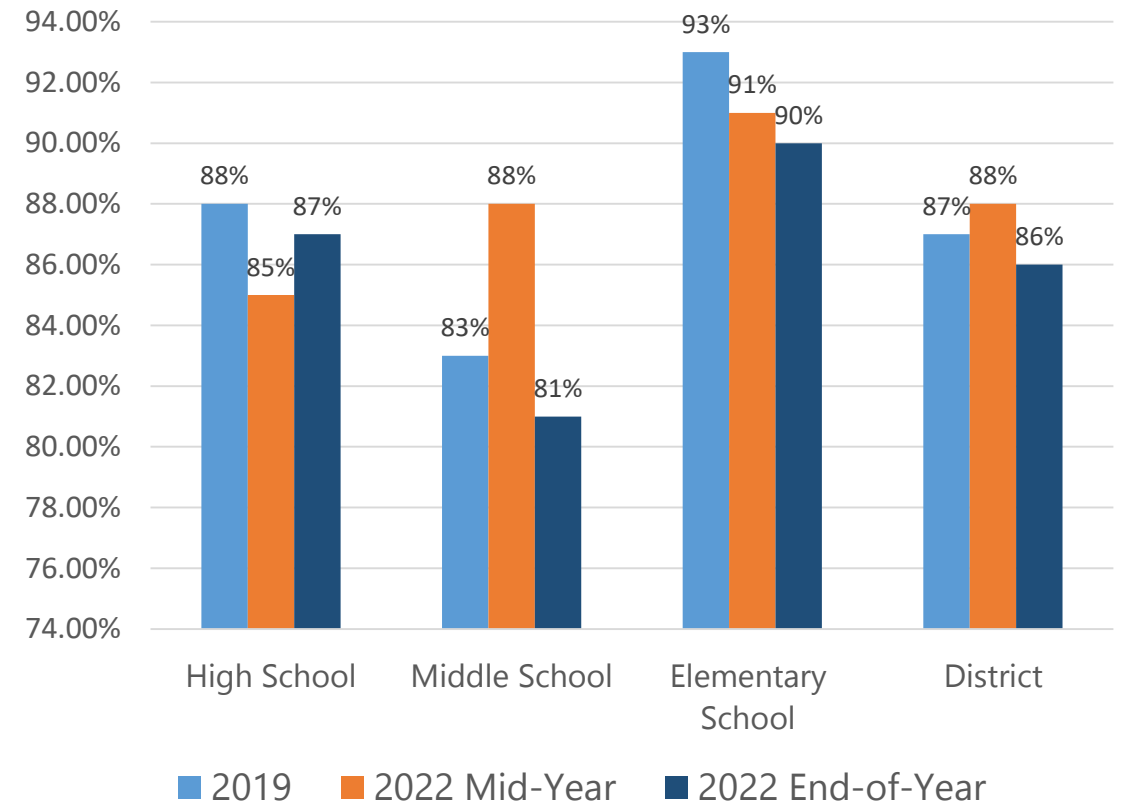
# Student Survey Highlights: Community

I can identify who to go to when I need to talk about my feelings at school.



Encourages me to be respectful of others (2019).

My teachers help to create a positive classroom community (2021-22).





# Next Steps

Questions?

**The Mid-Year and End-of-Year Survey Responses were shared with each school to:**

- Better understand the needs of our students and families
- Encourage school leadership to incorporate feedback into their goals and strategies for the coming year

**In the 2022-23 school year, the district plans to:**

- Continue the distribution of a mid-year and end-of-year survey
- Issue the mid-year and end-of-year surveys earlier than in the 2021-22 school year to encourage more participation



# Summer Listening Sessions

with WCASD Elementary School Families

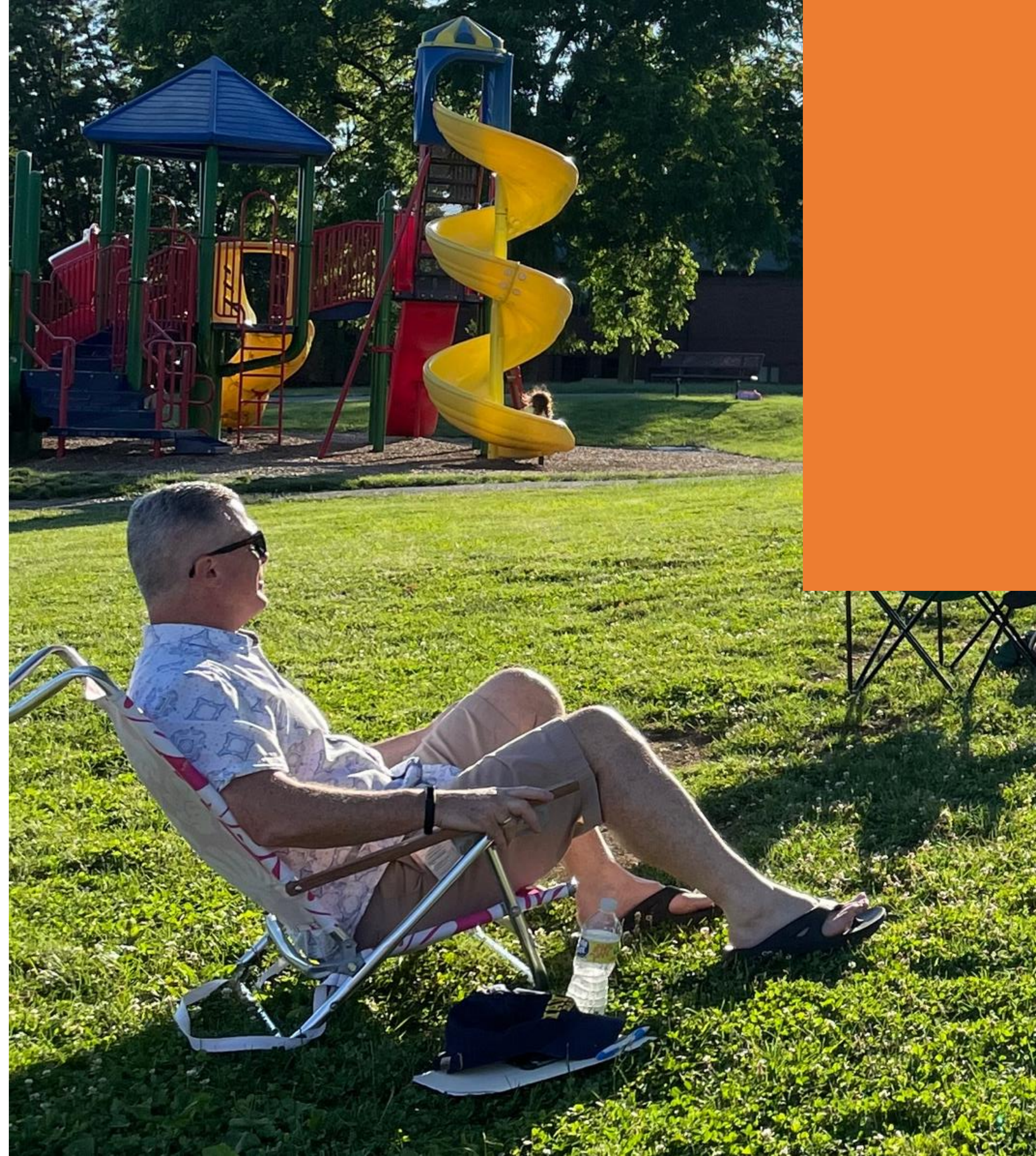


# Overview

## Held from June - July 2022

Families from all eleven WCASD elementary schools were invited to attend an evening listening session with Dr. Sokolowski held at their child's school.

During these sessions families were able to connect with each other, their school's principal, and district administration in a casual environment. Dr. Sokolowski and school leadership learned about the district's areas of strength and growth directly from WCASD families.



# Listening Session District Strengths



# Top 5 WCASD Strengths



Community



Communication



Education



Events



Staff

# Listening Session District Areas for Growth



# Top 5 WCASD Areas for Growth



Behavior



Communication



Consistency



Parent Volunteers



Staffing



# Action Steps and Strategies



## Behavior

- Embedding Social-Emotional Learning (SEL)
- Improved Attendance and Routine
- Student Involvement



## Communication

- Increased Face-to-Face Opportunities
- More Positive Communication
- New Family Orientations



## Consistency

- Be More Proactive and Less Reactive
- Greater Consistency Across all Schools
- More Involvement in Decision Making



## Parent Volunteers

- Establish Needs Across all Schools
- Develop Consistency
- Increase Student-to-Student Mentoring



## Staffing

- Focused Initiatives
- More Community Interaction
- Practice Consistent Gratitude

# Moving Forward



## Elementary Families Listening Sessions

- Build on our strengths
- Address areas for growth
- Continue providing feedback opportunities



## Teacher and Staff Listening Sessions

- Held teacher and staff listening sessions
- Review and address feedback
- Continue providing feedback opportunities



## High and Middle School Families Listening Sessions

- Plan dates for listening sessions



**WEST CHESTER AREA SCHOOL DISTRICT  
Education Committee**

To: Board of School Directors  
From: Sara M. Missett, Ed.D  
Kalia Reynolds, Ed.D  
Michael Wagman  
Cc: Robert Sokolowski, Ed.D  
Date: August 11, 2022  
Re: Consent Agenda Items for August 22, 2022 Board Approval

---

Consent agenda items are action items that are routine, high consensus, or policies the board has 1<sup>st</sup> reading approved with no changes for the 2<sup>nd</sup> reading. These usually do not require discussion by the Board. If any Board member wishes to discuss any item below, please request that it be placed on the regular agenda as a non-consent item.

Unless we hear otherwise, the following will appear under the Education Committee as consent item(s) for the August 22, 2022 School Board agenda:

**Approval to terminate the following Student Activity Account(s):**

- Rustin HS - Class of 2022

**Approval of the following Study/Excursion Trip(s):**

- Henderson HS Cheerleading – Greeley, PA, August 22-25, 2022

If after reviewing this information you have any questions, please feel free to contact Kalia Reynolds: [kreynolds@wcasd.net](mailto:kreynolds@wcasd.net) or 484.266.1016.



WEST CHESTER AREA SCHOOL DISTRICT  
APPLICATION TO TERMINATE ACCOUNT

Submit 3 copies to the Director of Secondary Education for submission to the Board.

Check appropriate box:

Date: 6-May-22

Student Activity Account (Fund 50)

Building: Bayard Rustin High School

Trust Account (Fund 51)

Account Number: 50-000-223-011-223

Name of Account: Class of 2022

Ending Account Balance: \$1,773.25

Disposition of Remaining Funds: to incoming 9th grade class  
(Class of 2026)

Cassidy McHugh  
Student Officer's Signature

Cassidy McHugh  
Student Officer's Name Printed

Rebecca Bowden  
Faculty Advisor's Signature

Rebecca Bowden  
Faculty Advisor's Name Printed

Dr. Michael Marano  
Principal's Signature

\_\_\_\_\_  
Signature of Director of Secondary Education

BOARD OF EDUCATION ACTION

This request was  APPROVED

DISAPPROVED

by the Board of Education at their meeting held on : \_\_\_\_\_  
Meeting Date

Reason for disapproval or qualifications of approval, if applicable, were as follows:  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Board Secretary's Signature

\_\_\_\_\_  
Date



WEST CHESTER AREA SCHOOL DISTRICT  
DEPLETION OF SENIOR CLASS FUNDS

Submit 3 copies to the Director of Secondary Education with  
Application to Terminate Account for submission to the Board.

Date: 6-May-22

**Bayard Rustin High School**

We, the Class of 2022 (year) choose option # [please check your choice below],  
and want the remaining funds in the class treasury depleted in the following manner  
upon graduation. This form will be used as the documentation on file at the building  
noting the class purchase.

1.\* The remaining money to be used to purchase a class gift or to make  
a donation. We, the Class of 2022 (year) want the following  
to be purchased/donated:

Donate to incoming 9th  
grade class (class of 2026).

OR

2. With the remaining money, the Principal and/or their committee  
will purchase a gift of their choosing or make an appropriate donation.

Cassidy McHugh  
Class Officer's Signature

Cassidy McHugh  
Class Officer's Name Printed

Paul Bal  
Faculty Advisor's Signature

Rebecca Bowden  
Faculty Advisor's Name Printed

Dr. Michael Marano  
Principal's Signature

\_\_\_\_\_  
Signature of Director of Secondary Education

\*This method is preferred.

# WEST CHESTER AREA SCHOOL DISTRICT

No. 121AG8

ADMINISTRATIVE GUIDELINE  
APPROVED: September 25, 2017  
REVISED:

## 121AG8 Application for Approval of Overnight PIAA Sanctioned Athletic Trip

<b>PROPOSAL</b>			
<input checked="" type="checkbox"/> New Trip Request		<input type="checkbox"/> Trip Revision Request	
<input type="checkbox"/> Trip Cancellation			
School: <u>Henderson High School</u>		Sport: <u>Cheerleading</u>	
Coach(s) in charge: <u>Rachael McDonald, Megan Whitehead</u>		In Season: <input checked="" type="checkbox"/> Post Season: <input type="checkbox"/>	
Destination: <u>Pine Forest 185 Pineforest Road Greeley Pa 18425</u>			
Trip Day(s)/Date(s): <u>August 22nd thru Aug 25th</u>			
Number of Students: <u>16</u> Total Passengers: <u>18</u> % of Eligible Students going: <u>100%</u>			
Adult Chaperone to Student ratio: <u>1</u> / <u>8</u>			
Names of Coach/Staff Chaperones: <u>Rachael McDonald, Maria Whitehead</u>			
~ Other Adult Chaperones: _____			
Nurse required on this trip: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Refer to 121AG6)			
<b>ESTIMATED COST</b>			
Substitute(s) needed: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		If so, how many: _____	
Name of Staff Member Driving Students: _____			
Mileage/Tolls: (if applicable)		0	
Hotel/Food/Airfare: (if applicable)		0	
Meal(s): (allowance \$31.50/Adult, \$20.00/Student)		0	
Registration/Entrance Fee: (if applicable)		_____	
<input type="checkbox"/> Walking <input type="checkbox"/> Parent Providing Trans. <input type="checkbox"/> Public Transportation <input checked="" type="checkbox"/> Bus <input type="checkbox"/> Van/Car Rental <input type="checkbox"/> Coach    # of Buses/Rentals/Coaches _____ \$1200.00    Booster Paying _____			
~ Rental Company/Carrier: <u>Kraph's</u>			
~ Request Drop and Pick (Krapf Only): <input type="checkbox"/> Yes <input type="checkbox"/> No			
Drop at: _____		at _____ <input type="checkbox"/> AM <input type="checkbox"/> PM	
Pick up: _____		at _____ <input type="checkbox"/> AM <input type="checkbox"/> PM	
Students Leaving From: <u>Henderson on 8/22/22</u>		at <u>8:00</u> <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM	
Students Returning To: <u>Henderson on 8/25/22</u>		at <u>3:00</u> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM	
TOTAL Cost of Trip: \$ <u>1,200.00</u>		Pupil Cost: \$ <u>0</u>	
TOTAL Cost to the District: \$ <u>0</u>			
Requested by: <u>Rachael McDonald</u>		Signature: <u>Rachael McDonald</u> Date: <u>4/29/22</u>	
<b>APPROVAL</b>			
Principal: _____		Approved: <u>[Signature]</u> Date: _____	
Athletic Director: _____		Approved: <u>[Signature]</u> Date: <u>4-29-22</u>	
Director of Secondary Education: _____		Approved: <u>[Signature]</u> Date: <u>8/8/22</u>	
Transportation: _____		Date: _____	
Scheduled Date: _____		Contractor: _____	
Krapf Cost: _____		Additional Cost: _____	
<b>Spellman Office Only: Overnight Trip will appear on the <u>Aug 2022</u> Board Consent Agenda.</b>			