



WEST CHESTER AREA SCHOOL DISTRICT
Combined Education and Pupil Services Committee Meeting
 September 12, 2022
 6:30 p.m.
 Spellman Education Center/Livestream

AGENDA

•	Public Comment	
★	Approval of August 15, 2022 Combined Education and Pupil Services Committee Meeting Minutes	K Shaw/ J Chester
★	Review and Approval of the following ELA Core Instructional Materials: - <i>Amal Unbound</i> by Saeed (Grade 6) - <i>Finding Langston</i> by Cline-Ransome (Grade 6) - <i>A Long Walk to Water</i> by Park (Grade 6) - <i>The Night Diary</i> by Veera Hiranandani (Grade 6) - <i>A Story Like the Wind</i> by Lewis & Weaver (Grade 7) - <i>Patron Saints of Nothing</i> by Ribay (Grade 9) - <i>The Poet X</i> by Acevedo (Grade 9) - <i>The Four Winds</i> by Hannah (Grade 11)	K Bailey
★	Review and Approval of Revised Policy 137 – Home Education Programs	S Missett
★	Review and Approval of Revised Policy 137.1 – Extracurricular Participation by Home Education Students	S Missett
★	Review and Approval to Retire Administrative Guideline 137AG2: Participation in District Activities by Home Education Students	S Missett
★	Review and Approval of Revised Policy 803 – School Calendar	S Missett
•	ASVAB Presentation	S Werner
★	Approval of annual contract renewals	M Kleiman

★ Committee Voting Item

Public Comment Protocol

- Residents wishing to make public comment on agenda items must register prior to the start of the meeting.
- Public comments on agenda items will be taken at the beginning of the meeting prior to voting.
- Policy 903: Public Participation in Board Meetings governs public comment.
- The committee chair or designee will call residents in the order in which they signed in.
- A three-minute timer will be projected on the screen and will start after the speaker gives their name and township/borough.

West Chester Area School District public meetings are live streamed and recorded for the purpose of public broadcast and posting on the Internet. The West Chester Area School District disclaims responsibility for both images, statements and/or actions made by those in attendance at the recorded public meetings.



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

August 15, 2022

Spellman Education Center Board Room

Start: 7:01 pm – Finish: 8:30 pm

Attending Committee Members:

Kate Shaw Joyce Chester, Daryl Durnell, Laura Detre

Other Board Members:

Gary Bevilacqua, Karen Fleming, Karen Herrmann, Sue Tiernan, Stacey Whomsley

Attending Administration

Robert Sokolowski Kalia Reynolds Wayne Birster Melissa Kleiman
 Sara Missett John Scully Jeff Ulmer Michael Wagman

Public Comment: none

Items on Agenda:

- Approval of the June 27, 2022 Education Committee Meeting Minutes
- Approval of Core Instructional Materials for the course Vocal Broadway
- Summer Academy & Extended School Year Presentation
- Student Achievement Data Presentation
- Summer Listening Sessions Overview
- Parent and Student Survey Highlights
- Approval of Renewal of the following Annual Contracts:

Staffing:

- Bayada Home Health Care, Inc.
- CCRES
- Chadds Ford Alternacare Inc. d/b/a CRITICARE
- Delta-T Group, Inc.
- Thomas Kalkiewicz, M.D.
- Dr. David Montgomery DDS
- Epic Health Services (PA), LLC. d/b/a AVEANNA Healthcare
- General Healthcare Resources, LLC dba GHR Education
- The JustiCorp Company d/b/a Justicorp
- Kelly Services
- KenCrest Services
- Pediatric Services of America, LLC dba AVEANNA Healthcare
- Sanare Today, LLC
- Supportive Concepts for Families, Inc.
- US Medical Staffing, Inc.

Interpreter/Translator Services:

- Favia Pernia
- Hilda Matos
- Kathleen Kutch
- Marisol Alvarez
- Mary Daniels
- Morgan Jaffe

- Nick Wang
- Selene Lacayo
- Saury A. Mejia
- Keystone Deaf & Hard of Hearing Services
- No Boundaries Language and Interpreting Services

Chester County Intermediate Unit

Committee Actions/Outcomes to be placed on August 22, 2022 Board Agenda for Approval:

Agenda Item	Vote
Approval of the June 27, 2022 Education Committee Meeting Minutes	3-0
Approval of Core Instructional Materials for the course Vocal Broadway	3-0
Approval of Renewal of the following Annual Contracts- Staffing: <ul style="list-style-type: none"> ○ Bayada Home Health Care, Inc. ○ CCRES ○ Chadds Ford Alternacare Inc. d/b/a CRITICARE ○ Delta-T Group, Inc. ○ Thomas Kalkiewicz, M.D. ○ Dr. David Montgomery DDS ○ Epic Health Services (PA), LLC. d/b/a AVEANNA Healthcare ○ General Healthcare Resources, LLC dba GHR Education ○ The JustiCorp Company d/b/a Justicorp ○ Kelly Services ○ KenCrest Services ○ Pediatric Services of America, LLC dba AVEANNA Healthcare ○ Sanare Today, LLC ○ Supportive Concepts for Families, Inc. ○ US Medical Staffing, Inc. Interpreter/Translator Services: <ul style="list-style-type: none"> ○ Favia Pernia ○ Hilda Matos ○ Kathleen Kutch ○ Marisol Alvarez ○ Mary Daniels ○ Morgan Jaffe ○ Nick Wang ○ Selene Lacayo ○ Saury A. Mejia ○ Keystone Deaf & Hard of Hearing Services ○ No Boundaries Language and Interpreting Services Chester County Intermediate Unit	3-0

Board Consent Agenda Items:

- **Approval to terminate the following student activity account(s):**
 - Class of 2022 Student Activity Account
- **Approval of any overnight trips**
 - Henderson HS Cheerleading – Greeley, PA, August 22-25, 2022

Items to be discussed at a later date: None

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: Kevin Liebsch, Jenni Southmayd, Ashley Melanson, Robbi Giuliano, Katie Mesi, Connie Rosenberger, Melissa Bennett, Kristen Swift, Miruna Vasilescu	
Core Instructional Materials Considered: Amal Unbound by Aisha Saeed	
Instructional Material(s) Being Recommended:	
Title: Amal Unbound	
Author: Aisha Saeed	
Publisher: Puffin Publishing	Latest Revision: 2018
List Price: \$9	Copyright Date: 2018
Recommended for subject(s): English Language Arts	
Grade(s): 6	
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.

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

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

Superintendent

Education Committee

Final Board Action: _____

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: Dionne Fears, Kristen Barnello, Katie Enns, Robbi Giuliano, Katie Mesi, Michelle West, Kristen Thrift, Melissa Mortisch	
Core Instructional Materials Considered: Finding Langston by Lesa Cline-Ransome	
Instructional Material(s) Being Recommended:	
Title: Finding Langston	
Author: Lesa Cline-Ransome	
Publisher: Holiday House	Latest Revision: 2021
List Price: \$8	Copyright Date: 2018
Recommended for subject(s): English Language Arts	
Grade(s): 6	
Recommended for students with high, average, low reading ability: All	
Results of Committee Voting:	
<u>6</u> Affirmative Comments:	
<u>1</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.

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

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

Superintendent

Education Committee

Final Board Action: _____

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: Kara Bailey, Ashley Melanson, Tracy Gomez, Katie Mesi, Loralynne Yost, Theresa Phethean, Kristen Thrift, Amanda Howe	
Core Instructional Materials Considered: A Long Walk to Water by Linda Sue Park	
Instructional Material(s) Being Recommended:	
Title: A Long Walk to Water	
Author: Linda Sue Park	
Publisher: Clarion Books	Latest Revision: 2010
List Price: \$9	Copyright Date: 2010
Recommended for subject(s): English Language Arts	
Grade(s): 6	
Recommended for students with high, average, low reading ability: All	
Results of Committee Voting:	
<u>7</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.

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

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

Superintendent

Education Committee

Final Board Action: _____

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: Erin Stephen, Kara Bailey, Sharon Mongeluzi, Robbi Giuliano, Katie Mesi, Michele Curay-Cramer, Stephanie Anderson, Briana Latta, Siyona Gupta, Addison Grote	
Core Instructional Materials Considered: The Night Diary by Veera Hiranandani	
Instructional Material(s) Being Recommended:	
Title: The Night Diary	
Author: Veera Hiranandani	
Publisher: Puffin Publishing	Latest Revision: 2018
List Price: \$9	Copyright Date: 2018
Recommended for subject(s): English Language Arts	Grade(s): 6
Recommended for students with high, average, low reading ability: All	
Results of Committee Voting:	
<u>9</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.

CONTENT AND METHOD	EXC.	GOOD	FAIR	POOR	N/A
Theoretical foundation	4	2			3
Research-based Content	4	3			2
Standards-aligned	5	2			2
Learning Objectives	5	2			2
Lesson Implementation/Preparation (for educators)	3	3			3
Tech integration		2			7
Target Audience	8				1
Reflection of Diversity	8				1
Respect for Diversity	8				1
Multiple Viewpoints	4	5			
Reading Level	4	4			1
Organization	5	3			1
Style of material	7	2			
Instructions	2	1			6
Activities	2	1			6
Levels of Rigor	3	4			2
Cost of implementation	3	2	1		3

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

Superintendent

Education Committee

Final Board Action: _____

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: Joe DiAntonio, Ashley Melanson, Cindy Claffey, Katie Mizak, Amberlee Haggerty, Becky Blair, Meghan Reikob, Priyanka Gupta	
Core Instructional Materials Considered: A Story Like the Wind by Gill Lewis and Jo Weaver	
Instructional Material(s) Being Recommended:	
Title: A Story Like the Wind	
Author: Gill Lewis and Jo Weaver	
Publisher: Oxford University Press	Latest Revision: 2018
List Price: \$16	Copyright Date: 2017
Recommended for subject(s): English Language Arts	
Grade(s): 7	
Recommended for students with high, average, low reading ability: All	
Results of Committee Voting:	
<u>7</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.

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

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

Superintendent

Education Committee

Final Board Action: _____

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: Sean Ryan, Kristen Barnello, Jessica Pribish, Connie Rosenberger, Jennifer Ozgur, Katie Enns, Stephanie Anderson, Brianna Latta, Isabella Richardson, Abby O'Connor	
Core Instructional Materials Considered: Patron Saints of Nothing by Randy Ribay	
Instructional Material(s) Being Recommended:	
Title: Patron Saints of Nothing	
Author: Randy Riby	
Publisher: Penguin Books	Latest Revision: 2019
List Price: \$11	Copyright Date: 2019
Recommended for subject(s): English Language Arts	
Grade(s): 9	
Recommended for students with high, average, low reading ability: All	
Results of Committee Voting:	
<u> 5 </u> Affirmative Comments:	
<u> 1 </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.

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

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

Superintendent

Education Committee

Final Board Action: _____

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: Jason Sherlock, Kara Bailey, Natalie Cardamone, Erica Feeko, Michele Curay-Cramer, Katie Enns, Priyanka Gupta, Nancy Wood, Miruna Vasilescu, Ariyana Rivera	
Core Instructional Materials Considered: The Poet X by Elizabeth Acevedo	
Instructional Material(s) Being Recommended:	
Title: The Poet X	
Author: Elizabeth Acevedo	
Publisher: Harper Collins	Latest Revision: 2018
List Price: \$13	Copyright Date: 2018
Recommended for subject(s): English Language Arts	Grade(s): 9
Recommended for students with high, average, low reading ability: All	
Results of Committee Voting:	
<u>7</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.

CONTENT AND METHOD	EXC.	GOOD	FAIR	POOR	N/A
Theoretical foundation	2				5
Research-based Content	1	1			5
Standards-aligned	4	1			2
Learning Objectives	3	2			2
Lesson Implementation/Preparation (for educators)	3				4
Tech integration	1	1			5
Target Audience	5	2			
Reflection of Diversity	7				
Respect for Diversity	7				
Multiple Viewpoints	5	2			
Reading Level	6	1			
Organization	6				1
Style of material	7				
Instructions	2				5
Activities	2				5
Levels of Rigor	3	3			1
Cost of implementation	3	1			3

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

Superintendent

Education Committee

Final Board Action: _____

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: Stephen Brown, Samantha Zang, Jennifer Bannister, Lindsay Giunta, Amy Chessock, Jessica Knox, Nancy Wood, Jodi Nawrocki, Abby DeMaioribus	
Core Instructional Materials Considered: The Four Winds by Kirstin Hannah	
Instructional Material(s) Being Recommended:	
Title: The Four Winds	
Author: Kristin Hannah	
Publisher: St. Martin's Publishing Group	Latest Revision: 2021
List Price: \$29	Copyright Date: 2021
Recommended for subject(s): English Language Arts	
Grade(s): 11	
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.

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

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

Superintendent

Education Committee

Final Board Action: _____



Book	Policy Manual
Section	100 Programs
Title	Home Education Programs
Code	137
Status	Review
Adopted	August 1, 2015
Last Reviewed	August 24, 2015

Authority

Home education programs for students **of compulsory school age** residing in the school district shall be conducted in accordance with state law and regulations. [\[1\]](#)[\[2\]](#)[\[3\]](#)

Definitions

Appropriate Education - a program consisting of instruction in the required subjects for the time required by law and in which the student demonstrates sustained progress in the overall program. [\[2\]](#)

Hearing Examiner - shall not be an officer, employee, or agent of the Department of Education or of the school district or intermediate unit of residence of the child in the home education program.

Home Education Program - a program conducted in compliance with law by the parent/guardian or person having legal custody of a child. A home education program shall not be considered a nonpublic school under the provisions of law.

Supervisor - the parent/guardian or person having legal custody of a child who is responsible for providing instruction, provided that such person has a high school diploma or its equivalent.

Delegation of Responsibility

The Superintendent or designee shall develop and distribute administrative guidelines for registering and monitoring home education programs.

Guidelines

Eligibility/Affidavits

~~A notarized affidavit of the parent/guardian or person having legal custody of the child shall be filed p~~
Prior to commencement of the home education program and annually thereafter on August 1, the parent/guardian or person having legal custody of the child shall file a notarized affidavit with the Superintendent or designee setting forth the information required by law. An unsworn declaration made under penalty of perjury may be submitted when compliant with and

permitted by law. The document The affidavit shall set forth:[2]

1. Name of the supervisor of the home education program who will be responsible for the provision of instruction.
2. Name and age of each child who will participate in the home education program.
3. Address and telephone number of the home education program site.
4. That subjects required by law are offered in the English language, including an outline of proposed education objectives by subject area.
5. Evidence that the child has been immunized and has received the health and medical services required for students of the child's age or grade level.[4][5]
6. Certification signed by the supervisor that the supervisor, all adults in the home, and persons having legal custody of a child in the home education program have not been convicted of criminal offenses as enumerated in the School Code.[6]
7. **That the home education program shall comply with the provisions of Section 1327.1, 24 P.S. §13-1327.1.**

Transfers

~~When a home education program is relocating to another school district, the supervisor is responsible to follow the requirements of law.[2]~~

If a home education program is relocating to another Pennsylvania school district, the supervisor must request from the Superintendent or designee a letter of transfer for the home education program. The request must be made by registered mail thirty (30) days prior to relocation.[3]

The Superintendent or designee shall issue the letter of transfer within thirty (30) days after receipt of the supervisor's registered mail request.[3]

The supervisor shall file the letter of transfer with the superintendent of the new district of residence.[3]

If a home education program is out of compliance, the Superintendent or designee shall inform the home education supervisor and superintendent of the new district of residence of this status and the reason for denial of the transfer letter.[3]

If a home education program is in hearing procedures, the Superintendent or designee shall inform the home education supervisor, hearing examiner and superintendent of the new district of residence of this status and the reason for denial of the transfer letter.[3]

If the Superintendent or designee is informed of pending proceedings related to a home education program relocating to the district, s/he shall continue the home education program until the appeal process is finalized.[3]

Instructional Program

The instructional program for home education students shall include such courses as required by law.[3]

~~A student who is enrolled in a home education program shall be deemed to have met the requirements if the program provides a minimum of one hundred eighty (180) days of instruction, or nine hundred~~

~~(900) hours of instruction per year at the elementary level, or nine hundred ninety (990) hours per year at the secondary level.~~[\[2\]](#)

~~At the elementary level, the following courses shall be taught: English, to include spelling, reading, and writing; arithmetic; science; geography; history of the United States and Pennsylvania; civics; safety education, including regular and continuous instruction in the dangers and prevention of fires; health and physiology; physical education; music; and art.~~

~~At the secondary level, the following courses shall be taught: English, to include language, literature, speech, and composition; science; geography; social studies, to include civics, world history, history of the United States and Pennsylvania; mathematics, to include general mathematics, algebra and geometry; art; music; physical education; health; and safety education, including regular and continuous instruction in the dangers and prevention of fires.~~

~~Courses of study may include, at the discretion of the supervisor: economics; biology; chemistry; foreign languages; trigonometry; or other age appropriate courses required by the State Board of Education.~~

Requirements of Supervisor

~~In order to demonstrate that appropriate education is occurring, the supervisor shall provide and maintain on file for each student enrolled in the home education program a portfolio of records and materials.~~[\[2\]](#)

~~The portfolio shall consist of a log, made contemporaneously with the instruction, that designates by title the reading materials used; samples of any writings; worksheets, workbooks or creative materials used or developed by the student; and in grades three, five and eight results of nationally normed standardized achievement tests in reading, language arts, and mathematics or results of statewide tests administered in these grade levels.~~

~~The supervisor shall ensure that the nationally normed standardized tests or the statewide tests are not administered by the child's parent/guardian.~~

Evaluation Requirements

~~A teacher or administrator who evaluates a portfolio at the elementary level or secondary level shall meet the requirements established in law.~~[\[2\]](#)

~~An annual written evaluation of the student's educational progress as determined by a licensed clinical or school psychologist, a teacher certified by the Commonwealth, or a nonpublic school teacher or administrator is required. The evaluation shall also be based on an interview of the child and a review of the portfolio and shall certify whether or not an appropriate education is occurring. At the request of the supervisor, persons with other qualifications may conduct the evaluation with the prior consent of the Superintendent. In no event shall the evaluator be the supervisor or his/her spouse.~~

~~Documentation required by this policy shall be provided to the district Superintendent or designee at the conclusion of each school year. The Superintendent shall determine whether the child is receiving appropriate education, as defined in this policy and law, as a program consisting of instruction in the required subjects for the time required and in which the student demonstrates sustained progress in the overall program.~~

~~If the Superintendent or designee has a reasonable belief that, at any time during the school year, appropriate education may not be occurring in the home education program, s/he may require documentation pertaining to the portfolio to be submitted to the district by certified mail with return receipt requested within fifteen (15) days, and the evaluation to be submitted within thirty (30) days.~~

~~If the Superintendent or designee determines, based on documentation, that appropriate education is not occurring, s/he shall send a letter to the supervisor stating that in his/her opinion appropriate education is not occurring in the home education program and shall return all documentation, specifying what aspect(s) of the documentation are inadequate.~~

~~The supervisor of the program shall have twenty (20) days from receipt of the certified letter to submit additional documentation demonstrating that appropriate education is taking place. If documentation is not submitted within that time, the home education program shall be out of compliance; and the student shall be promptly enrolled in the public or a nonpublic school.~~

~~If the supervisor of the program feels agreed, s/he can request a hearing with the Superintendent about the program process. The student shall be enrolled in a public or nonpublic school during the hearing process.~~

Appropriate Education/Compliance Determination

A home education evaluator shall certify that an appropriate education is occurring in the home education program. The supervisor shall submit the certification to the Superintendent or designee by June 30 of each year. If the supervisor fails to submit the certification, the Superintendent or designee shall send a letter to the supervisor notifying the supervisor that s/he has ten (10) days to submit the certification. [3]

If the Superintendent or designee has a reasonable belief at any time during the school year that appropriate education may not be occurring in the home education program, s/he may submit a letter to the supervisor requiring an evaluation be conducted and that an evaluator's certification stating that an appropriate education is occurring be submitted to the district by the supervisor within thirty (30) days. The letter shall include the basis for the Superintendent's or designee's reasonable belief. [3]

If the Superintendent or designee has a reasonable belief that the home education program is out of compliance with the School Code requirements, s/he shall submit a letter to the supervisor requiring a certification be submitted within thirty (30) days indicating the program is in compliance. The letter shall include the basis for the Superintendent's or designee's reasonable belief. [3]

As required by law, all letters shall be sent by certified mail, return receipt requested, and the time for submission of the requested documentation begins upon receipt of the letter. [3]

Right of Hearing(s)

~~**If the supervisor fails to submit a certification as required,** the Board shall provide for a proper hearing by a duly qualified and impartial hearing examiner within thirty (30) days of the request for a hearing. The examiner shall render a decision within fifteen (15) days of the hearing, except that s/he may require the establishment of a remedial education plan, mutually agreed to by the Superintendent and supervisor of the home education program, which shall continue the home education program. The decision of the examiner may be appealed by either the supervisor or the Superintendent to the Secretary of Education or Commonwealth Court. [2]~~

~~If the hearing examiner finds that the documentation does not indicate that **an** appropriate education is **not** taking place in the home education program, the home education program shall **will** be **determined** out of compliance; and the student shall **will** be promptly enrolled in a public **district school, a** or nonpublic school **or a licensed private academic school.**~~

Appeal

~~**The supervisor or Superintendent may appeal the decision of the hearing examiner to the Secretary of Education, Commonwealth Court or Court of Common Pleas. The home education**~~

program may continue during the appeals process.[3]

Loan of Instructional Materials

The district shall, at the request of the supervisor, lend to the home education program copies of the school's planned courses, textbooks, and other curriculum materials appropriate to the student's age and grade level.[2]

Student Portfolio and Evaluations

For each student participating in the home education program, the supervisor shall:[3]

- 1. Maintain a portfolio of records and materials as set forth in the School Code.**
- 2. Provide an annual written evaluation of the student's educational progress by a home education evaluator as set forth in the School Code.**

Requirements of Supervisor

In order to demonstrate that appropriate education is occurring, the supervisor shall provide and maintain on file for each student enrolled in the home education program a portfolio of records and materials.[2]

The portfolio shall consist of a log, made contemporaneously with the instruction, that designates by title the reading materials used; samples of any writings; worksheets, workbooks or creative materials used or developed by the student; and in grades three, five and eight results of nationally-normed standardized achievement tests in reading, language arts, and mathematics or results of statewide tests administered in these grade levels.

The supervisor shall ensure that the nationally-normed standardized tests or the statewide tests are not administered by the child's parent/guardian.

Evaluation Requirements

A teacher or administrator who evaluates a portfolio at the elementary level or secondary level shall meet the requirements established in law.[2]

An annual written evaluation of the student's educational progress as determined by a licensed clinical or school psychologist, a teacher certified by the Commonwealth, or a nonpublic school teacher or administrator is required. The evaluation shall also be based on an interview of the child and a review of the portfolio and shall certify whether or not an appropriate education is occurring. At the request of the supervisor, persons with other qualifications may conduct the evaluation with the prior consent of the Superintendent. In no event shall the evaluator be the supervisor or his/her spouse.

Graduation Requirements

The following minimum courses in grades 9 through 12 are established as a requirement for graduation in a home education program: four (4) years of English; three (3) years of mathematics; three (3) years of science; three (3) years of social studies; and two (2) years of arts and humanities.[2]

The school district shall not award a diploma or acknowledge completion of a student's education in a home education program.

Diplomas

~~The school district shall not award a diploma or acknowledge completion of a student's education in a home education program.~~

Students who complete all of the graduation requirements of the home education program shall receive a high school diploma issued by the supervisor or a Pennsylvania Department of Education approved diploma-granting organization.[3]

Students With a Disability

A home education program shall meet compulsory attendance requirements for a student with a disability only when the program addresses the specific needs of the student and is approved by a teacher with a valid **Pennsylvania** education certificate from the Commonwealth to teach special education, or a licensed clinical or certified school psychologist. Written notice of such approval must be submitted with the required affidavit.[1]

The supervisor may request that the school district or intermediate unit of residence provide services that address the specific needs of a student with a disability.

When the provision of services is agreed to by both the supervisor and the school district or intermediate unit, all services shall be provided in the public schools or in a private school licensed to provide such programs and services.

Participation in Curricular Nondistrict Programs

~~The Board shall permit s~~ Students in home education programs to **may** participate in CCIU Technical College High School programs in accordance with 137AG1 Home Education Program Administrative Guidelines.

Extracurricular Participation in District Programs

~~The Board shall permit s~~ Students in home education programs to **may** participate in the following extracurricular programs only (in accordance with **137.1 Extracurricular Participation by Home School Students**, 137AG2 Home Education Program Participation in District Activities Guidelines):[7]

- ~~1. Performing and visual arts activities, including band, chorus, theatre, art, and the Arts and Enrichment Program.~~
- ~~2. Interscholastic athletic teams at the middle school and high school levels only.~~

Legal

1. 24 P.S. 1327
2. 24 P.S. 1327.1
3. 22 PA Code 11.31a
4. Pol. 203
5. Pol. 209
6. 24 P.S. 111
7. Pol. 137.1

Book	Policy Manual
Section	100 Programs
Title	Extracurricular Participation by Home Education Students
Code	137.1
Status	Review
Adopted	August 1, 2015
Last Reviewed	November 24, 2014

Authority

The Board shall approve participation in the district's extracurricular activities and interscholastic athletic programs by a student enrolled in a home education program who meets all the conditions stated in Board policy.[1][2][3][4][5]

The Board shall not provide individual transportation for students enrolled in home education programs who participate in the district's extracurricular activities or interscholastic athletic programs. When the district provides transportation to and from an away competition, game, event or exhibition and requires district students to use district transportation, home education students shall be required to use the transportation provided by the district.

The Board shall establish and collect student activity fees for participation in extracurricular activities in accordance with Board policy.[6]

Guidelines

Students attending home education programs shall be given an equal opportunity to compete for positions and participate in district extracurricular activities and interscholastic athletic programs.

A home education student may participate in extracurricular activities and interscholastic athletic programs only at the school building the student would be assigned to if s/he was enrolled in the school district **except where the activities or programs which are located in other school buildings are otherwise open to district students from schools located in the same attendance areas where the home school student resides. Home education students may only participate in activities or programs which are open to their grade level.**

Prior to trying-out or joining an activity, a home education student shall submit required documents and written verification of eligibility to the building principal or designee.

To be considered in attendance in accordance with Board policy, the home education student must participate in a full, normally scheduled academic program, in accordance with the planned home education program ~~and submitted documentation.~~[5][7]

The following conditions shall govern participation in the district's extracurricular activities and interscholastic athletic programs by home education students, who shall:

1. Be a resident of the school district.
2. Meet the required eligibility criteria.[3][4]
3. Maintain appropriate insurance coverage, consistent with the coverage requirements for district students.[4]
4. Comply with Board policies and school rules and regulations regarding extracurricular activities, interscholastic athletics, and student discipline.[3][4][8]
5. Comply with policies, rules and regulations, or their equivalent, of the activity's governing organization.[1][2].
6. Meet attendance and reporting requirements established for all participants of the activity or program.[7]
7. Meet the requirements for physical examinations and physical fitness and any height and/or weight restrictions.[2][4]
8. Comply with all requirements and directives of the district staff, coaches and administrators involved with the extracurricular activity or interscholastic athletic program.
9. **Home education students shall come to district property solely for the purpose of participating in the programs and activities and will leave the district property when the activity, program or event is completed, except for those period of times when the public is generally admitted to district property or buildings.**

~~The Board shall permit~~ Students in home education programs to **may** participate in the following extracurricular and interscholastic programs only:

1. Performing and visual arts activities, including band, chorus, theatre, art and the Arts and Enrichment Program.
2. Interscholastic athletic teams ~~at the middle school and high school levels only.~~
3. **Extracurricular clubs**

If a class for credit held during the school day by the school district is required for participation in activities that take place outside of the class, home education students shall not be eligible to participate in such activities.

Delegation of Responsibility

The building principal or designee shall receive and review verification from the parent/guardian that a student has met and continues to meet the established eligibility criteria for an extracurricular activity or interscholastic athletic program.

Legal

1. [24 P.S. 511](#)
2. [24 P.S. 1327.1](#)
3. Pol. 122
4. Pol. 123
5. Pol. 137
6. Pol. 122.1
7. Pol. 204
8. Pol. 218



Book	Policy Manual
Section	100 Programs
Title	Home Education Program - Participation in District Activities Guidelines
Code	137AG2
Status	Active
Adopted	August 1, 2015

Students in home education programs who participate in district activities shall abide by all guidelines, regulations, and conditions as determined by the administration and approved by the Superintendent and shall include the following requirements:

1. Regular academic eligibility determinations similar to those required of the students within the West Chester Area School District.
2. Compliance with the Disciplinary Policy and with directions and requirements of all teachers, coaches, or administrators involved with the programs.
3. Transportation to and from the schools for home educated students shall be the sole responsibility, expense, risk, and liability of the home educated students.
4. Home educated students shall come to school buildings solely for the purpose of participating in the programs and will leave the school building and property when the program or event is completed, except to the extent of times when the public is generally admitted to school district property or buildings.
5. Payment of any fees paid by regularly enrolled students shall also apply to home education students.

Home Education students may only participate in programs offered in the school located in the attendance areas that home educated students would attend if they were enrolled in the West Chester Area School District and programs which are eligible for their similar grade level, except where programs which are located in other school buildings are otherwise open to West Chester Area School District students from schools located in the same attendance areas where the Home School students reside.



Book	Policy Manual
Section	800 Operations
Title	School Calendar
Code	803
Status	Review
Adopted	August 1, 2015
Last Reviewed	July 27, 2015

Purpose

The Board recognizes that preparation of an annual school calendar is necessary for the efficient operation of the district.

Authority

The Board shall determine annually the days and the hours when the schools shall be in session for instructional purposes, in accordance with state law and regulations. In certain situations, the state Secretary of Education may approve a district's request for a change in this regulation.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

Approval of the school calendar by the Board shall require a first and second reading.

The school calendar shall normally consist of a minimum of 180 student days and the number of teacher days contracted by the bargaining unit.[\[1\]](#)[\[5\]](#)[\[6\]](#)

The Board reserves the right to alter the school calendar when it is in the best interests of the district.

Delegation of Responsibility

The Superintendent shall submit a proposed calendar for the succeeding year by the March Board meeting.

Guidelines

Starting Dates

School will begin for students no earlier than seven (7) days prior to and no later than seven (7) days after Labor Day.

Non-Classroom Days

The following non-classroom days shall be scheduled on the day designated by the federal government: Labor Day, Thanksgiving Thursday and Friday, Martin Luther King Jr. Day, Presidents' Day, and Memorial Day.

There shall be a winter vacation generally incorporating the period between December 24 and January 1. Classes shall resume on the first weekday after the New Year's legal holiday unless that day is a Thursday or Friday, in which case classes shall resume the following Monday.

There shall be a spring vacation preceding Easter Sunday.

The Superintendent can recommend days to be made up due to inclement weather.

Staff Days

There will be teacher in-service days preceding the first student day and during the school year.

Parent/Teacher conferences ~~will~~ **may** be scheduled once in the fall semester and once in the spring semester.

The calendar shall reflect student attendance requirements by law and state regulation.[7]

Legal

1. 24 P.S. 1501
2. 24 P.S. 1502
3. 24 P.S. 1503
4. 24 P.S. 1504
5. 22 PA Code 4.4
6. 22 PA Code 11.1
7. Pol. 204



West Chester Area School District

OUR MISSION IS TO EDUCATE AND INSPIRE OUR STUDENTS
TO ACHIEVE THEIR PERSONAL BEST

ASVAB CEP

**Armed Services Vocational Aptitude Battery
Career Exploration Program**



ASVAB CEP

- The ASVAB is a free multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success
- Examinees receive a score on what is called the Armed Forces Qualification Test (AFQT). AFQT scores are computed using the Standard Scores from four ASVAB subtests:
 - Arithmetic Reasoning, Mathematics Knowledge, Paragraph Comprehension, and Word Knowledge
- 3 hour total assessment time, offered to students in grades 10, 11, and 12
- ASVAB Participation **does not** obligate students to talk with military representatives or consider a military career
- The district will default to “**Not to Release**” any information to the recruiting service. Students will record only their name and school address on test booklet



Results and Career Inventory

ASVAB Score Interpretation

- Results will be available 1-2 weeks after test completion
- A representative will be available to interpret the results

Career Exploration Program

- 90 question interest inventory, partners with ASVAB results
- Students asked to rank statements
 - Example: Attend art class (like, indifferent, dislike)
- Career planning program tied to national career clusters and American School Counselor Association (ASCA) standards

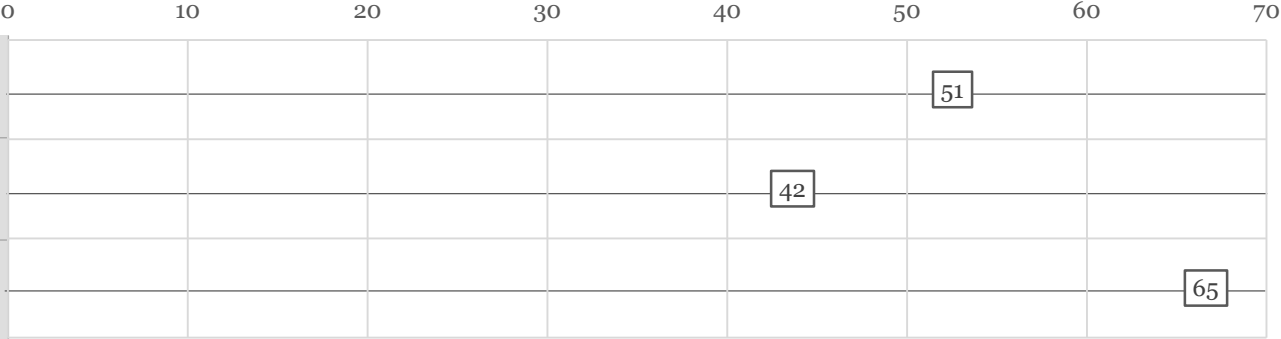
Sample Student Summary Report

11th Grade Standard Score Bands

	11th Grade Females	11th Grade Males	11th Grade Students	11th Grade Standard Score
--	--------------------	------------------	---------------------	---------------------------

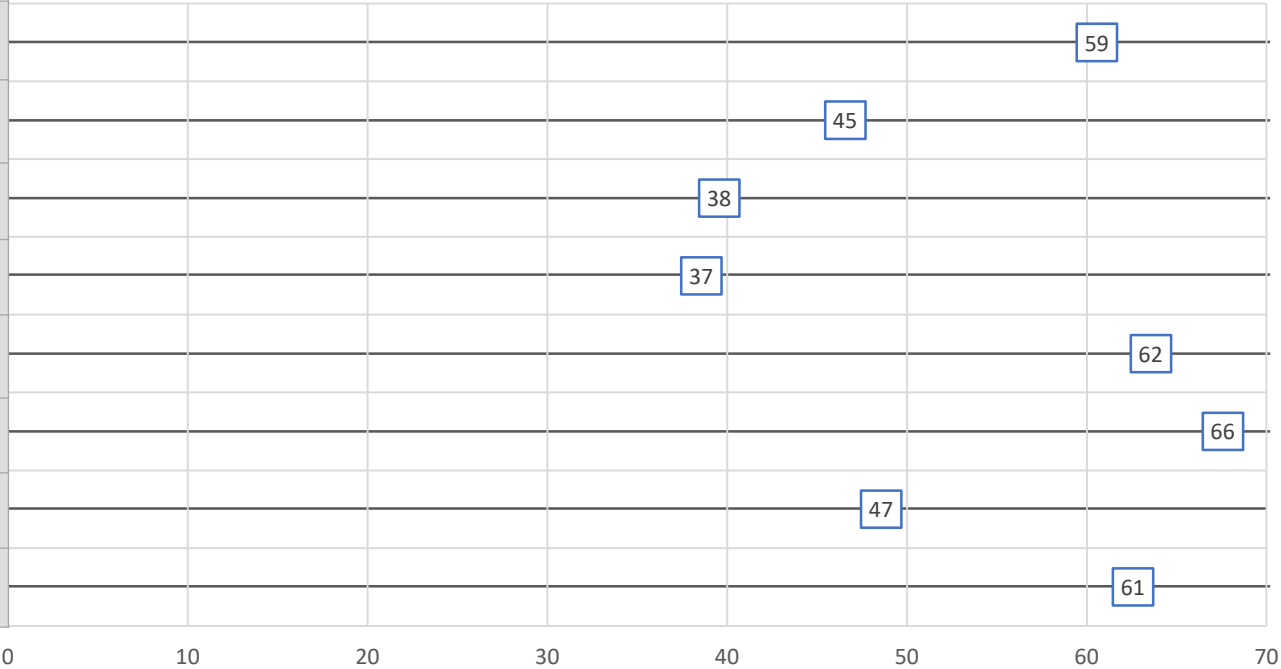
Career Exploration Scores

Science and Technical Skills	66	43	54	51
Math Skills	22	17	19	42
Verbal Skills	97	95	96	65



ASVAB Tests

Mechanical Comprehension	95	76	85	59
Auto and Shop Information	53	21	37	45
Electronics Information	13	10	11	38
Mathematics Knowledge	14	12	13	37
Paragraph Comprehension	92	91	91	62
Word Knowledge	98	95	96	66
Arithmetic Reasoning	43	30	37	47
General Science	91	81	86	61



Why offer the ASVAB CEP at WCASD?

- Identifies skills and abilities related to career exploration
- Helps predict academic success
- Local schools offering ASVAB:
 - Downingtown East/West/Stem, Owen J. Roberts, Twin Valley, Avon Grove, Oxford, Octorara, Solanco, Coatesville, Phoenixville, and TCHS
- Fulfills 1 of the 8 career artifact requirements under Chapter 339: PA Career and Future Readiness
- Satisfies Act 158 as an Alternate Assessment Graduation Pathway



Logistics

- Military Entrance Processing Station representative* administers the exam
- PA National Guard Representative present during the exam
- Kelly McCreesh (EHS/RHS) and Dave Robertson (HHS) will be the test coordinators for their respected buildings, which includes the following responsibilities:
 - Advertise ASVAB to students, families, counselors, and teachers
 - Coordinate test space and time with administrators
 - Track student registrations
 - Schedule follow up session of the career exploration program and the interpretation of results with PA National Guard representative

**Not a military representative or recruiter.*



Next Steps

Before ASVAB

- Select a date at each high school
- Coordinate testing space
- Communicate ASVAB offering
 - Naviance, announcements, Schoology
- Require a permission slip that includes details, dates, and general information

After ASVAB

- Schedule follow up sessions with a PA National Guard representative to interpret results