



**WEST CHESTER AREA SCHOOL DISTRICT**  
**Pupil Services and Education Committees**  
March 9, 2020  
6:30 p.m. Spellman Education Center

**REGULAR SESSION MEETING**

**AGENDA**

**Pupil Services Committee:**

- ★ Approval of the Pupil Services & Education Committee Meeting Minutes of February 10, 2020 (see attached) J. Chester  
S. Tiernan

**Education Committee:**

- ★ Approval of Revised Policy 222 – Smoking, Tobacco, and Vaping Products- Students *formerly known as Tobacco/Nicotine* (see attached) R. Sokolowski
- ★ Approval of Revised Policy 227 – Controlled Substances/Paraphernalia (see attached) R. Sokolowski
- Career Education Update (see attached) D. Foley  
A. Kleckner
- Late Start Time Report (see attached) Dr. Scanlon

- ★ Committee Voting Item

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

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



**WEST CHESTER AREA SCHOOL DISTRICT  
Pupil Services and Education Committees**

**Meeting Minutes  
February 10, 2020**

**Start: 6:31 PM**

**Finish: 7:47 PM**

**Attending Committee Members:** Sue Tiernan, Joyce Chester, Kate Shaw, Daryl Durnell

**Other Board Members:** Randell Spackman

**Administration:** Jim Scanlon, Robert Sokolowski, Leigh Ann Ranieri, Sara Missett, Tammi Florio, Michael Wagman, Steven Werner, Ian Kerr

**Items listed on the Pupil Services and Education Committee Regular Agenda of  
February 10, 2020:**

1. Approval of the Pupil Services & Education Committee Meeting Minutes of January 13, 2020
2. Approval of Sweet, Stevens, Katz and Williams Annual Contract
3. Individualized Education Program Progress Monitoring Overview
4. Flexible Seating Survey Report
5. 2nd Grade Achievement Update
6. Desmos Update

**A. Committee Actions and Outcomes:**

1. Approval of the Pupil Services & Education Committee Meeting Minutes of January 13, 2020 **VOTE: 4 - 0**
2. Approval of Sweet, Stevens, Katz and Williams Annual Contract **VOTE: 4 - 0**

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

1. Approval of Sweet, Stevens, Katz and Williams Annual Contract

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

1. Approval of the following Study / Excursion trip(s):
  - Rustin HS Cheerleading – Orlando, FL – Thur-Mon 2/6-2/10/20\*
  - Henderson HS Chamber Choir – Lansdale, PA – Thur-Sat 2/27-2/29/20\*
  - Henderson HS FBLA – Hershey, PA – Mon-Wed 4/6-4/8/20\*
2. Second Approval of Revised Administrative Guideline 918AG1 – Title I Parent and Family Engagement Guidelines
3. Second Approval of Revised Administrative Guideline 918AG2 – Title I Parent and Family Engagement School-Parent and Family Compacts

\*Indicates trips that are competitions

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

None

Book	Policy Manual
Section	200 Pupils
Title	Smoking, Tobacco and Vaping Products-Students (formerly known as Tobacco/Nicotine)
Code	222
Status	Review
Adopted	August 1, 2015
Last Revised	March 25, 2019

### **Purpose**

The Board recognizes that tobacco, nicotine and **vaping products, including the product marketed as Juul and other electronic cigarettes**, nicotine delivery products presents a health and safety hazard that can have serious consequences for both users and nonusers, and the safety and environment of the schools. **The purpose of this policy is to prohibit student possession, use, purchase and sale of tobacco and vaping products, including Juuls and other electronic cigarettes.**

**The Board further prohibits student smoking of any non-tobacco products or the possession of non-tobacco products in a form in which they may be smoked, including but not limited to non-tobacco cigarettes, cigars and little cigars (collectively "non-tobacco products").**

### **Definitions**

For purposes of this policy, ~~tobacco~~ includes a lighted or unlighted cigarette, cigar, cigarillo, little cigar, pipe or other smoking product or material and smokeless tobacco in any form including chewing tobacco, snuff, dip or dissolvable tobacco pieces, possessing or using tobacco paraphernalia, including but not limited to: lighters and matches.

For purposes of this policy, ~~nicotine~~ shall mean a product that contains or consists of nicotine in a form that can be ingested by chewing, smoking, inhaling or through other means.

For purposes of this policy, a **nicotine delivery product** shall mean a product or device used, intended for use or designed for the purpose of ingesting nicotine or another substance. This definition includes, but is not limited to, any device or associated product used for what is commonly referred to as vaping or juuling.

**State law defines the term tobacco product to broadly encompass not only tobacco but also vaping products including Juuls and other electronic cigarettes (e-cigarettes). Tobacco products, for purposes of this policy and in accordance with state law, shall be defined to include the following:**  
[1][2]

**Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means, including, but not limited to, a cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, snuff and snus.**

**Any electronic device that delivers nicotine or another substance to a person inhaling from the device, including, but not limited to, electronic nicotine delivery systems, an electronic cigarette, a cigar, a pipe and a hookah.**

**Any product containing, made or derived from either:**

**Tobacco, whether in its natural or synthetic form; or**

**Nicotine, whether in its natural or synthetic form, which is regulated by the United States Food and Drug Administration as a deemed tobacco product.**

**Any component, part or accessory of the product or electronic device listed in this definition, whether or not sold separately.**

### **Authority**

The Board prohibits possession, use, **purchase**, or sale of tobacco, ~~nicotine and nicotine delivery products~~ **and vaping products including the product marketed as Juul and other e-cigarettes** by **or to** students **regardless of whether such products contain tobacco or nicotine** at any time in a school building and on any property, buses, vans, and vehicles that are owned, leased, or controlled by the school district. [\[1\]](#)[\[2\]](#)[\[3\]](#)

The Board also prohibits possession, use, **purchase**, or sale of tobacco, ~~nicotine and nicotine delivery products~~ **and vaping products including the product marketed as Juul and other e-cigarettes** by **or to** students at school-sponsored activities that are held off school property.

The Board prohibits student possession or use of products marketed and sold as tobacco cessation products or for other therapeutic purposes, except as authorized in the Board's Medication policy. **unless otherwise permitted by law.**

**The Board prohibits the smoking or possession of non-tobacco products, at any time in a school building, on any property, buses, vans, or vehicles that are owned, leased, or controlled by the school district, or at schools-sponsored activities that are held off of school property.**

~~In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.~~ [\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)

### **Delegation of Responsibility**

The Superintendent or designee shall annually notify students, parents/guardians, and staff about the Board's ~~tobacco/nicotine~~ **and vaping products** policy by publishing information in student handbook(s), Code of Student Conduct/Disciplinary Action Schedule, parent(al) newsletters, posters, and by other efficient methods such as posted notices, signs and on the district website. [\[1\]](#)

The Superintendent or designee shall develop administrative regulations to implement this policy.

### **Guidelines**

~~Students found in violation of this policy shall be subject to appropriate disciplinary action.~~

### **Parental Report**

#### **Reporting**

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving possession, use, **purchase** or sale of **a tobacco or vaping product, including the product marketed as Juul and other electronic cigarettes**, ~~nicotine or nicotine delivery products~~ immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian. [\[9\]](#)[\[10\]](#)[\[11\]](#)

### **Office for Safe Schools Report**

The Superintendent shall annually, by July 31, report all incidents of possession, use or sale of tobacco, **and vaping** ~~nicotine or nicotine delivery~~ products by students to the Office for Safe Schools on the required form. [\[9\]](#)[\[12\]](#)

Additional Provisions—Tobacco Only

**Law Enforcement Incident Report**

The Superintendent or designee may report incidents of possession, use or sale of **tobacco and vaping products, including Juuls or other e-cigarettes**, by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the school police, school resource officer (SRO) or to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[9][10][12][13][14]

**Guidelines**

**Students found in violation of this policy shall be subject to appropriate disciplinary action.**

**If a student is found to be in violation of this policy due to the possession or smoking of any non-tobacco product, and the non-tobacco product constitutes a controlled substance under District policy, the violation shall be addressed under the District's controlled Substances/Paraphernalia policy.**

A student convicted of possessing or using tobacco in violation of this policy may be fined up to fifty dollars (\$50) plus court costs, and attorney's fees, or admitted by the court to alternative adjudication in lieu of imposition of a fine.[15]

**Tampering with devices installed to detect use of tobacco or vaping products shall be deemed a violation of this policy and subject to disciplinary action.**

**Students with Disabilities**

**In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.**

Legal

1. 35 P.S. 1223.5
2. 18 Pa. C.S.A. 6305
3. 20 U.S.C. 7183
4. 22 PA Code 10.23
5. 20 U.S.C. 1400 et seq
6. Pol. 103.1
7. Pol. 113.1
8. Pol. 113.2
9. Pol. 805.1
10. 22 PA Code 10.2
11. 22 PA Code 10.25
12. 24 P.S. 1303-A
13. 22 PA Code 10.22
14. 24 P.S. 1302.1-A
15. 18 Pa. C.S.A. 6306.1
- 20 U.S.C. 7114
- 20 U.S.C. 7181 et seq
- 24 P.S. 510
- 34 CFR Part 300
- Pol. 000

Book	Policy Manual
Section	200 Pupils
Title	Controlled Substances/Paraphernalia
Code	227
Status	Review
Adopted	August 1, 2015
Last Revised	September 23, 2019
Last Reviewed	June 22, 2015

## **Purpose**

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

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

## **Definitions**

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

**Controlled substance** - controlled substances include, but are not limited to: alcohol, drugs, narcotics and/or other health endangering compounds such as anabolic steroids and other performance enhancing substances, tranquilizers, amphetamines, synthetic opiates, marijuana, LSD and other hallucinogens, glue, solvent-containing substances, look-alike drugs, any prescription or patent drug, any other mood-altering substance, and all regulated and controlled substances identified and prohibited by federal and state laws. [\[1\]](#)  
[\[2\]](#)[\[3\]](#)[\[4\]](#)

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

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

**Drug paraphernalia** - includes all equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance. Paraphernalia includes, but is not limited to: [\[2\]](#)

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

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

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

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

**Immediate precursor** - a substance which is designated as being a principal compound commonly used or produced primarily for use, and which is an immediate chemical intermediary used or likely to be used in the manufacture of a controlled substance.[2]

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

**Manufacture** - the production, preparation, propagation, compounding, conversion or processing of a controlled substance, other drug or device or the packaging or repackaging of such substance or articles but does not include the activities of a practitioner who, as an incident to his/her administration, or dispensing such substance or article in the course of his/her professional practice, prepares, compounds, packages or labels such substance or article. The term **manufacturer** means a person who manufactures a controlled substance, other drug or device.[2]

**Marijuana** - consists of all forms, species and/or varieties of the genus *Cannabis sativa* L., whether growing or not; the seeds therefore; the resin extracted from any part of such plant; and every compound, manufacture, salt, derivative, mixture or preparation of such plant, its seeds or resin.[2]

**Narcotic** - means any of the following, whether produced directly or indirectly by extraction from substances of vegetable origin, or independently by means of chemical synthesis or by a combination of extraction and chemical synthesis: (i) opium, (ii) any opiate having an addiction-forming or addiction-sustaining capacity similar to morphine, but not including the isoquinoline alkaloids or opium, (iii) any compound, manufacture, salt, derivative or preparation of opium or any opiate, and (iv) any substance, compound, manufacture, salt derivative or preparation thereof, which is chemically identical with any of the substances referred to in (i), (ii) or (iii).[2]

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

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

**Prescription medication** - consists of medication prescribed by a licensed physician and requiring administration during school hours in accordance with the procedures set forth in Board policy.[3][4]

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

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

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

**Authority**

The Board prohibits any student from knowingly possessing, using, transmitting, manufacturing, selling, distributing or being under the influence of any controlled substance during travel to and from school; on school property; in school buses, vans or other vehicles used by, owned by, leased by or under the control of the district; while participating in a school activity/event held away from the school; or who conspires, aids, or abets the use, abuse, active possession or constructive possession of controlled substances.[5][6][7]

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

Appropriate disciplinary action will be taken by the Board as outlined in applicable Board policy.[8][9][10]

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[11][12][13][14][15][16]

### Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property, and would otherwise violate the Code of Student Conduct/Disciplinary Action Schedule if any of the following circumstances exist:[8]

1. The conduct occurs during the time the student is traveling to and from school, or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.[17][18]
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school that would violate the Code of Student Conduct/Disciplinary Action Schedule if conducted in school.
5. The conduct involves the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

### **Delegation of Responsibility**

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

1. Establish procedures to appropriately manage situations involving students suspected of using, possessing, being under the influence, or distributing controlled substances.[19][20][21]
2. Disseminate to students, parents/guardians, and staff the Board policy and administrative regulations governing student use of controlled substances.

### **Guidelines**

#### Limitations

None of the provisions of this policy shall be construed to prohibit or regulate a student's use, possession, or transportation of medication prescribed for that student by a licensed physician according to that student's needs.[3][4]

#### Medication

The administration of all medication shall be in accordance with applicable Board policy.[3][4]

#### Responsibility

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

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

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of possession, use or sale of controlled substances to the Office for Safe Schools.[16][20]

### Search and Seizure

Appropriate searches and seizures of contraband on school premises shall be conducted in compliance with Board policy. Student searches must be justified at their inception by reasonable suspicion that policy or law has been violated or is being violated, and that evidence of the violation will be disclosed by the search. The search actually conducted must be reasonable related in scope to the circumstances which justified the search at its inception.[22]

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

A student who violates this policy shall be subject to the following disciplinary, rehabilitative and punitive actions. The Board reserves the right to use any other lawful measures deemed necessary to control and eliminate the use of controlled substances even if the same is not provided for specifically in any rule or regulation enumerated herein.[8][10]

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

#### *First Offense –*

1. The principal will be immediately notified of any violation of this policy. The principal shall initiate appropriate disciplinary action in accordance with the district's policies.[8][10]
2. The principal or designee will meet with the student to ascertain the circumstances related to a possible policy violation.
3. The principal or designee will promptly notify the student's parent(s)/guardian(s) concerning the incident and will seek additional information that could guide disposition of the possible policy violation.
4. The student may be sent home or removed from the school to receive medical attention, if required. When parent(s)/guardian(s) cannot be reached, the principal or other school authority will decide to obtain medical treatment for the student or to temporarily isolate the student.
5. The principal will notify the appropriate legal authorities for investigation and disposition, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[16]
6. The principal or designee will schedule a hearing in accordance with Board policy.[10]
7. Should it be determined the offense was committed by the student, the student will be externally suspended from school for ten (10) days.

#### *Second Offense –*

1. Any person who violates this policy a second time commits a second offense. All requirements, procedures, due process, and penalties that govern a first offense under this policy will apply under the second offense. In addition, the following disciplinary action and requirements apply:
  - a. The student will obtain a drug and alcohol assessment and will comply with all assessment recommendations as a condition for readmission to school after the suspension or required rehabilitation. Any student who receives a second offense and who refuses to obtain a drug and

alcohol assessment, or who obtains the assessment and does not comply with the assessment recommendations, will be recommended for expulsion. **Expulsion** is exclusion from school by the Board for a period that exceeds ten (10) school days and may be permanent.[10]

*Additional Requirements –*

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

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

Violation for Distribution

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

*First Offense –*

1. The principal will be immediately notified of any violation of this policy. The principal shall initiate appropriate disciplinary action in accordance with the district's policies.[8][10]
2. The principal or designee will meet with the student who will explain the circumstances related to a possible policy violation.
3. The principal or designee will promptly notify the student's parent(s)/guardian(s) concerning the incident and will seek additional information that could guide disposition of the possible policy violation.
4. The principal will notify the appropriate legal authorities for appropriate investigation and disposition, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[16]
5. The principal or designee will schedule a hearing in accordance with Board policy.[10]
6. Should it be determined the offense was committed by the student, the student will be externally suspended from school for ten (10) days, and a Board hearing shall be held with administration recommendation for exclusion of the student from school for period to be determined by the Board.

7. Refer the student to an appropriate agency for counseling and treatment.
8. While a student is suspended out-of-school and attending the alternate education program, s/he shall not participate in or attend as a spectator any school-sponsored activity. School-related and/or school-sponsored activities include, but are not limited to, clubs, musical groups, publications, athletics, and other activities such as National Honor Society, Student Council, and class activities (spirit week, Homecoming, class trips, fundraisers, dances, proms, and commencement).
9. Eligibility for participation in school extracurricular activities (including athletics, clubs, and organizations) shall be further limited in accordance with the Extracurricular Code of Conduct.

### Anabolic Steroids

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

The Board prohibits the use of anabolic steroids, except for valid medical purposes, by any student involved in school-related athletics or extracurricular activities. Body building and muscle enhancement, increasing muscle bulk or strength, or the enhancement of athletic ability are not valid medical purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid under the provisions of the law.[\[23\]](#)

Education regarding the dangers of anabolic steroids shall be provided in other district controlled substance (drug and alcohol) programs.[\[24\]](#)

The following minimum penalties are prescribed for any student found in violation of the anabolic steroid regulations required above, in addition to the consequences outlined in this policy. Violation of those rules and regulations include:[\[25\]](#)

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

No student shall be eligible to resume participation in school athletics or extracurricular activities unless there has been a medical determination that no residual evidence of steroids exists. The Board may require participation in any drug counseling, rehabilitation, testing, or other programs, beyond those already detailed herein, as a condition of reinstatement into a school athletic or extracurricular activities program.[\[25\]](#)

### Student Seeking Help

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

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

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

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

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

### Multi Tiered Systems of Supports Team

*Referral Phase –*

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

#### *Assessment Phase –*

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

#### *Intervention Phase –*

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

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

#### Suspected Visitors

Visitors suspected of using, possessing, transmitting, manufacturing, selling, transporting, or distributing controlled substances or of encouraging or promoting such activity while on school property or during the course of school-sponsored activities shall be reported to the building principal, who shall report the visitors to local law enforcement officials, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[16][26][27]

#### Reasonable Suspicion/Testing

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

#### Use of Breathalyzer

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

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

Refusal to submit to a Breathalyzer procedure will be considered to be a positive test and the student will be disciplined in accordance with Board policy.[8]

Legal

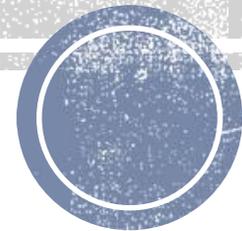
1. 21 U.S.C. 812
2. 35 P.S. 780-102
3. Pol. 210
4. Pol. 210.1
5. 22 PA Code 12.3
6. 24 P.S. 510
7. 24 P.S. 511
8. Pol. 218
9. Pol. 227
10. Pol. 233
11. 20 U.S.C. 1400 et seq
12. 22 PA Code 10.23
13. Pol. 103.1
14. Pol. 113.1
15. Pol. 113.2
16. Pol. 805.1
17. Pol. 122
18. Pol. 123
19. 24 P.S. 1302.1-A
20. 24 P.S. 1303-A
21. 42 Pa. C.S.A. 8337
22. Pol. 226
23. 35 P.S. 807.1
24. 35 P.S. 807.2
25. 35 P.S. 807.3
26. Pol. 904
27. Pol. 907
- 35 P.S. 780-101 et seq
- 35 P.S. 807.1 et seq
- 22 PA Code 10.2
- 22 PA Code 10.21
- 22 PA Code 10.22
- 22 PA Code 10.25
- 22 PA Code 403.1
- 20 U.S.C. 7114
- 20 U.S.C. 7118
- 20 U.S.C. 7161
- 21 U.S.C. 801 et seq
- 34 CFR Part 300
- Pol. 000
- Pol. 805

# Career Education Update

March 9, 2020

Donna Foley, Ashley Kleckner  
Career Education Counselors

Hannah Sarafinas  
Penn State Intern





# Career Education Initiatives & Focus



**Three core initiatives** for helping students link the knowledge & skills learned in the classroom with those required for success in the workplace



1. Educator immersion in the workplace
2. Career experiences in the classroom/building (more teacher inclusion)
3. Student workplace experiences

## Primary focus

- ✓ Identify barriers/obstacles that limit student career education participation and learning
  - awareness & perception of skilled trades
  - academic/career/social development challenges





**NEEDERLAND**  
VIRTUAL REALITY  
Teacher Immersion  
In-Service  
November 2019





# Guest Speaker Series

Javier Suarez, VP of Strategic Partnerships  
Greater Philadelphia Hispanic Chamber of Commerce



143 Students participated from East, Henderson, and Rustin High Schools

## First Language: Spanish +

- Students in ELL Classes
- Hispanic & Latino Students

## First Language: English

- Students in Spanish Courses
- Spanish Teachers

## All Interested Students!

## EMPOWERMENT

The value of diversity in ...

- Language
- Culture
- Contributions to community
- Unlimited potential



## BEING BILINGUAL

Competitive advantages in ...

- World-wide: Global trade & communications
- Workplace: Meaningful interactions
- Personal: Improves cognitive skills



## QVC Hosts WCASD Students Some Student Reflections...



**Which jobs or occupations did you hear about that you can see yourself doing or absolutely not doing!**

*"I love animation and live graphics. When Rob took us through what goes on it blew my mind. Just he alone made me very interested in the job. I could spend hours talking to him as I am very interested now. – Matt 11<sup>th</sup>*

**What would you need to do to get a job in this business or industry (i.e. high school courses and/or training after high school)?**

*"I would want to get faster at editing to meet deadlines if I were to work here". – William 12<sup>th</sup>*

*"Internships and network with professionals"  
– Max 12<sup>th</sup>*

**What are some things you could do to keep a job in this company/industry and to get promoted?**

*"Build connections and be persistent, because simply sticking with something and pushing through with demonstrating hard work can show that you are deserving of promotion". – Alexandra 11<sup>th</sup>*

*"Be open to learning new things from people who have more experience than you". – Devon 11<sup>th</sup>*

# Career Showcases, Shadows, Field Trips & Guest Speaker Series

October 2019 – February 2020

*More to come!*

INDUSTRY	STUDENTS
Agricultural, Food, & Natural Resources	80
Architecture & Construction	36
Arts, A/V Tech & Communications	111
Business, Management & Administration, Finance, Entrepreneurship, Marketing, Sales & Service	290
Health Sciences	8
Information Technology	53
Manufacturing	69
Science, Technology, Engineering & Mathematics	19
Education & Training	29
Government & Public Administration	16
<b>TOTAL TO DATE</b>	<b>711</b>

- New York City MET Museum
- Upper Dublin H.S. Film Workshop
- College Hunks Hauling Junk/Legion Fitness
- 76ers Marketing Night
- Greater Philadelphia Hispanic Chamber of Commerce
- Greater West Chester Chamber
- Paoli Hospital
- PwC
- DFT, Inc.
- SouthCo

- Bernardon Architecture
- Herr Foods, Inc.
- Delaware County Court House
- Drug Enforcement Administration
- Moody's Analytics
- Vanguard
- Garnet Ford
- Fox 29 News
- QVC
- Stroud Water Research Center
- DCCC STEM Career Day

Counselor & Faculty Coordinated Events



# Addition of New Internship Program

## Introduced a 15 week Semester Internship Program

- Available to Juniors & Seniors
- Fall & Spring Semester
- Allows for full course load
- Designation on Transcript
- Participants: 5 juniors, 2 seniors
  - Bryn Mawr Rehab
  - Chester County Bar Association
  - Healthy Kids Running Series
  - Long & Foster Realty Group
  - WCASD Career Education (2)
  - WCASD Speech Therapy





# Overcoming Student Barriers

## ***Awareness & Perceptions***

(middle skilled trades & post-secondary ed/training options)

- Incoming 9<sup>th</sup> grader & new student parent orientation night – 3 high schools (fall)
- Career Ready Chesco: Preparing Tomorrow's Workforce Today (fall)
- College & Post Secondary Planning Night (spring)

## ***Development Challenges***

(academic/career/social)

- Individual senior support (counselor referrals)
- Targeted mentoring opportunities for minority students
  - Hispanic Chamber
  - Small Business Association
  - T3 Diversity Solutions
  - Latino Luncheon Meetups

## ***Access to Events***

(guest speakers, job shadows & internships)

- Bringing guest speakers to students
- Targeted job shadow/workshops for minority students
  - [Moody's Analytics](#)
  - [Wings for Success](#)
- Organizing transportation for community trips



# Mentor Biographies

## **Javier Suarez**

**VP Strategic Partnerships  
Greater Phil Hispanic Chamber of Commerce**

La Salle Bachelor's Degree: Communications  
Columbian Decent  
Fluent in English & Spanish

### ***Some career highlights...***

Executive producer of the Hispanic Choice Awards, known widely as Philadelphia's premier red carpet event honoring Latino professionals.

President and CEO of the Hispanic Yellow Pages with publications (serving Philadelphia & Camden, Atlantic, and Cumberland counties in NJ). In 2011 he sold the company to a local media firm.

Produced the largest outdoor festival in Philadelphia for Latin music fans called Festival de las Americas (25,000 + fans annually).

- Minority Business Leader Award (2014) Philadelphia Business Journal
- Brillante Award for Entrepreneurial Excellence (2014) National Society of Hispanic MBA's (Prospanica)
- "Most Influential Latinos" (2007 & 2010) Philadelphia's Multicultural Affairs Congress (now PHL Diversity) and Impacto Newspaper.

## **Wilma Bonilla**

**Lender Relations & Economic  
Development Specialist**

**U.S. Small Business Administration**

Magna Cum Laude Bachelor's Degree in Labor Relations as well as a Juris Doctorate from the University of Puerto Rico, Rio Piedras Campus  
Fluent in English & Spanish

### ***Some career highlights...***

Lead Attorney for the Office of Disaster Assistance's Field Operations Center – East in relation to PR Declaration 15322

- successfully oversaw the legal process for disaster loans after Hurricane Maria devastated the island of Puerto Rico in 2017.

Servicing Manager and Closing Attorney for PYMES Financial Partners, Inc., a Certified Development Company under the SBA 504 program.

Moved to the U.S. June 2019

## **Tiffany Gillespie**

**Chief Executive Officer  
T3 Diversity Solutions**

La Salle Bachelor's Degree: Criminal Justice,  
Public Relations (minor)

### ***Some career highlights...***

Provides women and minority owned businesses with the consulting, access, and support needed to successfully navigate the global marketplace and position their companies for accelerated financial growth, especially in industries where gender & racial diversity is lacking.

Adjunct Drexel University Professor

Advisory Board Member for La Salle University's Center for Entrepreneurship and Innovation

Author of 4 written works

- 2 – time recipient of a Citation from the City of Philadelphia for entrepreneurship, civic responsibility & social justice.
- Recipient of a Citation from the State of Pennsylvania for civic responsibility and social justice.
- Philadelphia's Boom 103.9 FM "30 Under 30" Awardee.
- FunTimes Magazine's "Top 30 People to Watch" Awardee



# In the Works...

## ***Career Education & Work (CEW) Standards For All***

- Foundational programming to include:
  - **Career Awareness & Preparation**
  - **Career Acquisition**
  - **Career Retention & Advancement**
  - **Entrepreneurship**

***Focus on student skills & interests that span industries & training***

## ***Consistent Message via Marketing Materials***

- Communicate CEW standards across all career ed programming
- The “ask” – expectations for our business partners
- The “why” – benefits to our students, families, and local/regional community
- Workforce Advisory Council

## ***“Explore the Real World” Event***

*(formerly known as Career Day)*

- All Rustin Students (1295)
- April 15, 2020
- Guest Speakers
- Panel Discussions
- Career Showcase/ Job Shadow (300 students)



# West Chester Area School District

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



# School Start Time Task Force

March 9, 2020

## Final Report to Education Committee

- Student voices
- Process to complete the study
- Survey data
- Costs
- Recommendations



*What are WCASD students saying about high school start times?*

West Chester Area School District high school students talked with Superintendent Dr. Jim Scanlon about the possibility of later start times.

What would you do if you got more sleep in the morning?

What are some areas we need to consider if we make this change?



# Timeline



**April 29, 2019** – Kick off meeting with community and staff

**July and August** – Committee meetings

**September, 2019** – Sleep expert presentations to high school and community

**October and November** – Committees met

**December 4** – Community Update

**January 8, 2020 – 6:30 p.m.** – Committees meet

**February, 2020** – Administration prepares final report

**March 9, 2020** – final report presented to Board Education Committee

# Districts that have changed find teens *are* sleeping more



Teens get more sleep and more  
"overnight therapy" sleep



Absenteeism reduced by 25%  
and graduation rates go up



Standardized test scores in math  
and reading go up by 2 to 3  
percentage points



Students and families are  
happier and less stressed



Car crash  
rates go down

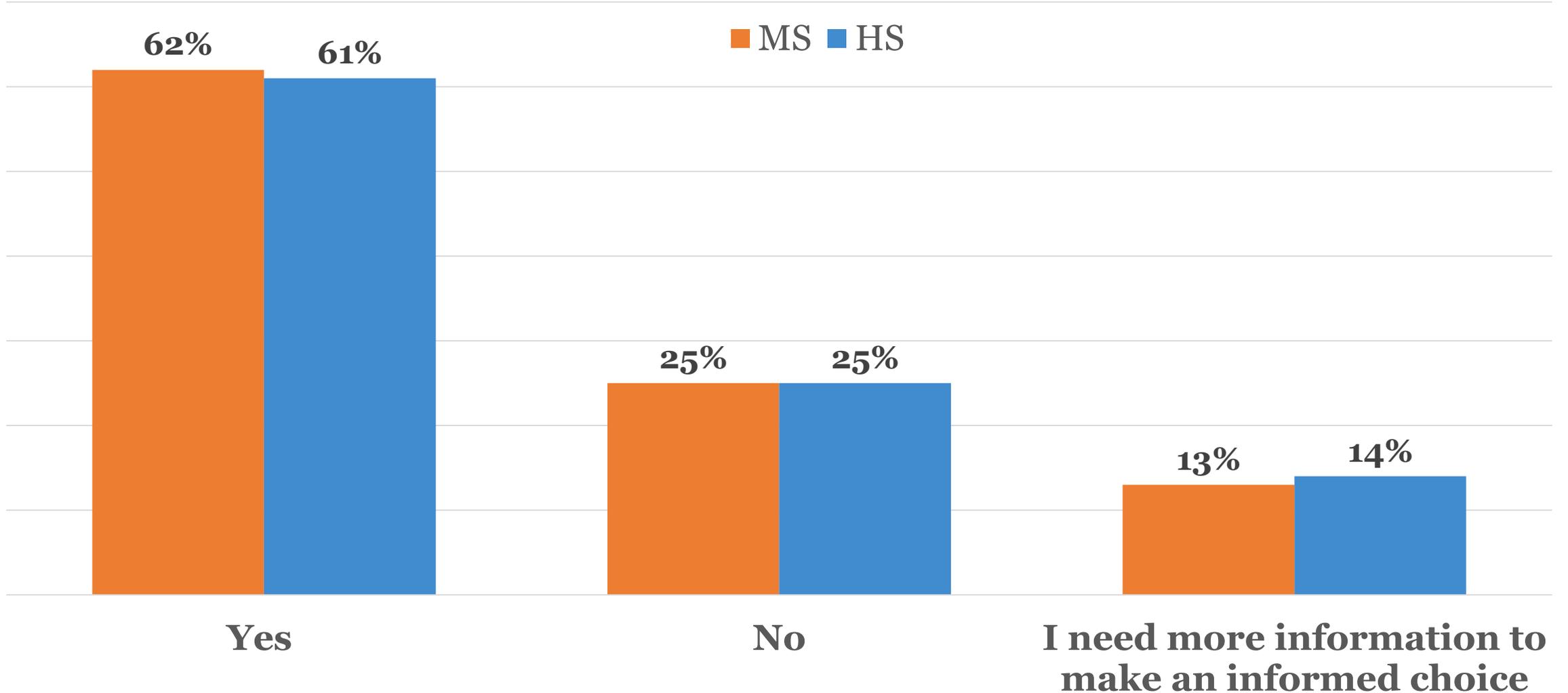


Potential economic  
benefits



# Should the West Chester Area School District consider starting school later for secondary students?

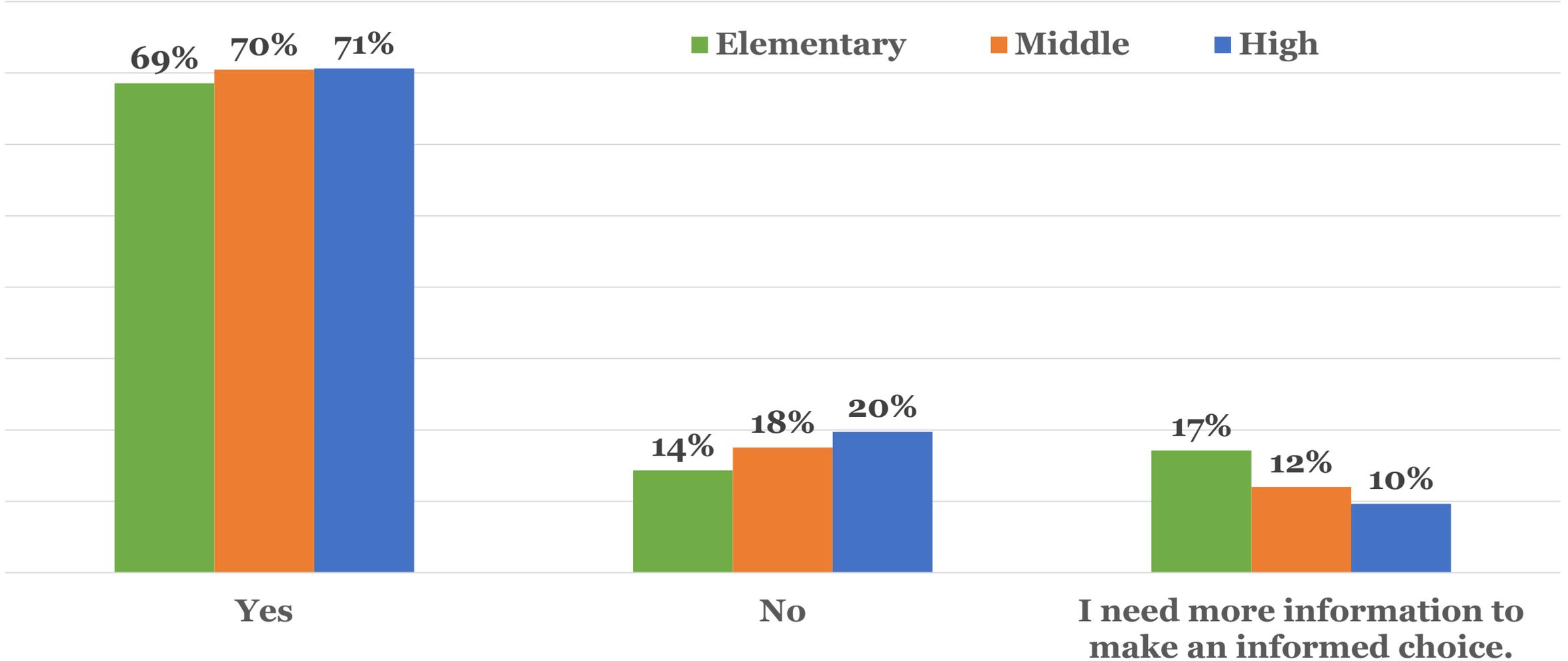
*Student responses in April, 2019 (n= 2,287)*





# Should the West Chester Area School District consider starting school later for secondary students?

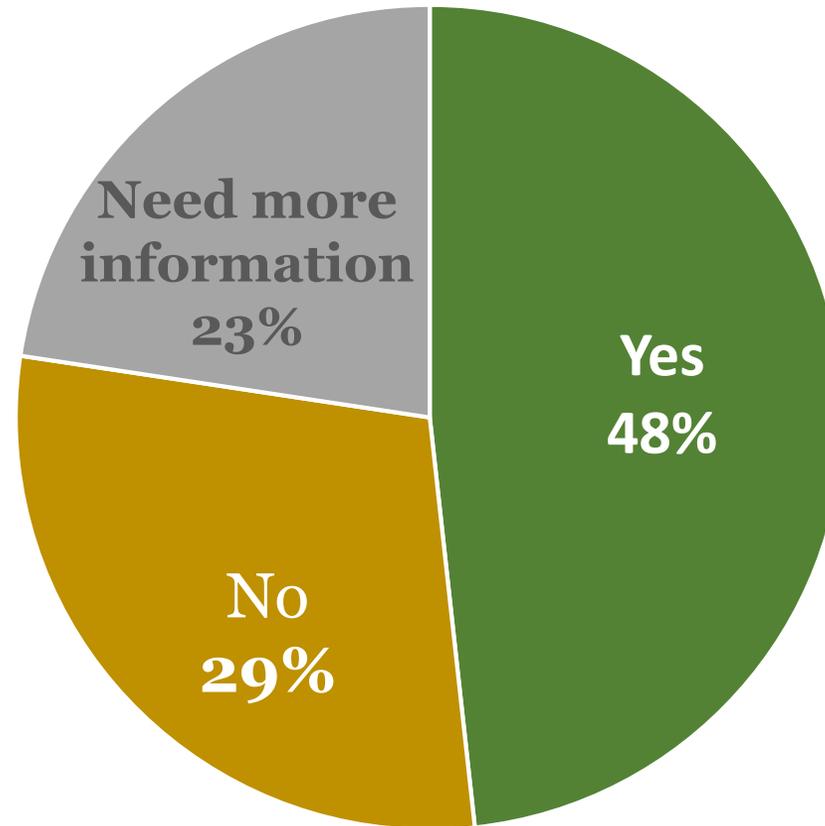
*Parent responses in April, 2019 (n=2,515)*





# Should the WCASD consider starting school later for secondary students?

*Staff responses in April 2019 (n=460)*





# Current Schedule

Schools	School Day
<b>EHS, HHS, RHS, FMS</b>	7:30 am – 2:15 pm
<b>PMS, SMS</b>	8:05 am – 2:50 pm
<b>EBE, EGE, EXE, GAE</b>	8:40 am – 3:10 pm
<b>FHE, HDE, MCH, PWE, SWS, WTE</b>	9:10 am – 3:40 pm



# Possible options/scenarios

## Option 1

Schools	School Day
SMS, PMS	8:05 am -2:50 pm
EHS, HHS, RHS, FMS	8:30 am – 3:15 pm
ALL ES	9:10 am -3:40 pm

## Option 2

Schools	School Day
ALL HS/MS	8:15 am – 2:55 pm
EBE, EGE, EXE, GAE	8:40 am – 3:10 pm
FHE, HDE, MCH, PWE, SWS, WTE	9:10 am -3:40 pm

## Option 3

Schools	School Day
ALL HS/MS	8:30 am – 3:15 pm
ALL ES	9:10 am -3:40 pm



# Findings: Impact on Transportation

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**Option 1** – \$4,152,432 - 56 additional buses/drivers for regular education and 14 for special education. Also requires 2 additional special education aides.

▪ *Tax implication per average homeowner - \$99 (2.4%)*

**Option 2** - \$4,521,000 – 61 additional buses/drivers for regular education and 14 for special education. Also requires 5 additional special education aides.

▪ *Tax implication per average homeowner - \$107 (2.6%)*

**Option 3** - \$6,867,000 – 99 additional buses/drivers for regular education and 18 for special education. Also requires an additional 3 special education aides.

▪ *Tax implication per average homeowner - \$163 (3.8%)*



# Other Possibilities

## Option 4

Schools	School Day
<b>ALL HS/MS</b>	8:00 am -2:45 pm
<b>EBE, EGE, EXE, GAE</b>	8:40 am – 3:10 pm
<b>FHE, HDE, MCH, PWE, SWE, WTE</b>	9:10 am -3:40 pm

## Option 5

Schools	School Day
<b>SMS, PMS</b>	7:30 am – 2:15 pm
<b>FMS, EHS, HHS, RHS</b>	8:05 am – 2:50 pm
<b>EBE, EGE, EXE, GAE</b>	8:40 am – 3:10 pm
<b>FHE, HDE, MCH, PWE, SWS, WTE</b>	9:10 am -3:40 pm



# Findings: Impact on Transportation

**When considering variations of certain options, we can reduce the cost for bus transportation:**

- **\*Option 4 (Variation of Option 2) – \$4,258,131** - 61 Additional Buses/Drivers for regular education and 11 for special education. Also requires 1 additional special education aide.
  - **Reduces cost from Option 2 by \$263,000**
  - Tax implication per average homeowner - \$101 (2.4%)
- **\*Option 5 (Variation of Option 1) - \$3,277,554** – 44 additional busses/drivers for regular education and 12 for special education. Also requires 1 additional special education aide.
  - Maintains four tiers of school starting times.
  - **Reduces cost from Option 1 by \$874,878**
  - Tax implication per avg. homeowner - \$78 (1.7%)

*\* The assumptions used to determine costs were based on current contract rates with bus carriers. Future considerations will need to be made with respect to re-negotiating contracts based on average daily use.*



# Other Possibilities

## Option 6

Schools	School Day
<b>FMS, EHS, HHS, RHS</b>	8:30 am -3:15 pm
<b>SMS/PMS</b>	7:45 am – 2:30 pm
<b>EBE, EGE, EXE, GAE</b> <b>FHE, HDE, MCH, PWE, SWE, WTE</b>	9:10 am -3:40 pm

## Option 7

Schools	School Day
<b>SMS, PMS</b>	8:05 am – 2:50 pm
<b>FMS, EHS, HHS, RHS</b>	8:30 am – 3:15 pm
<b>EBE, EGE, EXE, GAE</b> <b>FHE, HDE, MCH, PWE, SWS, WTE</b>	7:45 am -2:30 pm



# Findings: Impact on Transportation

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**Two options that were not part of the parameters but generated many questions during the process:**

- **Option 6 (Start Middle School at 7:45 a.m.) – \$2,675,099**
  - Tax implication per average homeowner - \$64 (1.6%).
- **Option 7 (Start Elementary School at 7:45 a.m.) - \$2,527,072**
  - Tax implication per avg. homeowner - \$60 (1.5%).

*\* These are not recommended since they are beyond the scope of the parameters established for the committee.*



# Findings: Impact on Transportation

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- Sample bus runs during new times found routes to be one to seven minutes longer
- Facility Use rental would not be impacted with change in ending school times
- Transportation contracts may need to be revised to attract additional drivers
- Cost of adding bus runs is dramatic



# Financial Implications

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**The cost of moving start times range from  
\$3.2 to \$6.5 million per year.**

**To raise the funds to pay for this, we would need to:**

- Enact a one-time tax increase (1.7% to 3.8%) above the Act 1 Index, which would require a voter referendum
- Find additional revenue
- Reduce programs



# Possible ways to raise the money

---

1. Go to voter referendum to ask voters to approve a 2.4% tax increase. (\$98 per homeowner) – *Would generate \$4.2 million.*
2. Work with legislators to increase transportation funding.
3. Work with legislators to change the requirement for transporting beyond our borders for non-public, non-special education students – *Would save approximately \$1.5 million.*



# Reasonable ways to raise the money

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1. Use savings from the WCASD Cyber diploma program to go towards transportation – *Would generate \$1 million.*
2. Begin a fund balance account and implement once we reach the necessary funds. *(note – It has taken three budget cycles to save \$4 million in a fund balance to open the new elementary school)*



# Recommendations

*The Start Time Task Force believes there is value in starting schools later, but recognizes fiscal realities of budget planning in the Pennsylvania Act 1 environment*

- 1. Begin a fund balance account and implement once we reach the necessary funds of \$4.2 million.** This will provide necessary funding to start all secondary schools at 8:15, or two middle schools at 8:05 and four secondary schools at 8:30. It would also maintain the current elementary starting times of 8:40 a.m. or 9:10 a.m.
- 2. Seek a voter referendum** for the necessary funding
- 3. Commission another group** to study the ramifications of starting elementary school at 7:45 a.m.