



WEST CHESTER AREA SCHOOL DISTRICT
Education Committee
May 11, 2020
6:30 p.m. Spellman Education Center
Conference Room A126

REGULAR SESSION

AGENDA

- ★ Approval of 2019-2020 School Calendar (see attached) S. Missett
- ★ Approval of Biology Textbooks (see attached) P. Joyce
- ★ Flexible Instructional Day Application (see attached) T. Florio
- Redistricting Update (see attached) J. Scanlon

★ Education 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.*

Final Calendar for the 2019-2020 School Year

August 2019

S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Days: Student 4/ Teacher 8

September 2019

S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Days: Student 19/ Teacher 19

October 2019

S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Days: Student 21/ Teacher 22

November 2019

S	M	T	W	R	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Days: Student 17/ Teacher 19

December 2019

S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Days: Student 15/ Teacher 15

January 2020

S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Days: Student 21/ Teacher 21

February 2020

S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Days: Student 19/ Teacher 19

March 2020

S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Days: Student 16/ Teacher 22

April 2020

S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Days: Student 16/ Teacher 20

May 2020

S	M	T	W	R	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Days: Student 16/ Teacher 20

June 2020

S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Days: Student 4/ Teacher 6

- Teacher Inservice, schools closed
- Half-Day, PM Teacher Inservice
- Schools Closed
- First Day of School
- Last Day of School
- End of secondary Marking Period
- End of Elementary Trimesters
- Parent Conferences-See details below
- Remote Learning Planning Day Teachers
- Remote Learning for Students
- District Closed During Remote Learning

Total Day Count: Student 168/ Teacher 191

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: Dr. Paul Joyce, Dr. Chris Lunardi, Rob King, Taylor Forest, Bryan Moose, Mary Ellen Megan O'Brien, Priyanka Gupta	
Core Instructional Materials Considered: Teachers reviewed and considered 8 different biology textbooks. These were narrowed down to two that were considered by the committee.	
Instructional Material(s) Being Recommended:	
Title: Biology: Concepts and Connections	
Author: Campbell	
Publisher: Pearson	Latest Revision:2021
List Price: \$177.47	Copyright Date:2021
6 years on-line access for Mastering Biology	
Recommended for subject(s): Biology	Grade(s): 9 th grade accelerated honors
Recommended for students with high, average, low reading ability: average to high	
Results of Committee Voting:	
<input checked="" type="checkbox"/> Affirmative Comments:	
<input type="checkbox"/> 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.

Campbell Biology, Concepts and Connections (Concepts) Robert King

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

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:



Describe the procedure for notifying all students, parents, and professional staff prior to a flexible instructional day being instituted.

Once PDE approves the application, the WCASD Superintendent will explain to all stakeholders what a Flexible Instructional Day is and how it might be used.

“A Flexible Instructional Day (FID) Program is a tool available to public school entities to be used as an alternate approach to delivering instruction if a circumstance arises that prevents instruction in the customary manner.”

The Superintendent will inform all stakeholders that the District may choose to utilize up to five (5) Flexible Instructional Days in lieu of school closures due weather, epidemic, law enforcement emergency, transportation inoperability, etc.

If a Flexible Instructional Day needs to be instituted, the Superintendent will contact all stakeholders via website posting, email, auto dialer call, and text in both English and Spanish. Stakeholders include the school board, management team, staff, students, and families.

A message such as the following would be sent through the District’s notification system alerting families of a potential FID.

Potential Flexible Instruction Day (FID) Tomorrow: The weather forecast leading into tomorrow may result in conditions unsafe for travel. You will be notified if school buildings are closed tomorrow. If the West Chester Area School District decides to close buildings tomorrow, a Flexible Instruction Day (FID) will be in effect. If you receive an announcement that school buildings are closed, information regarding FID activities will be sent home by teachers, emailed, or posted on teachers’ Schoology pages by tomorrow morning.

Describe the procedure for instituting a flexible instructional day, including (if applicable) the use of technology and equitable accommodations for students and professional staff lacking sufficient home access to devices and/or the Internet. Please provide an alternative method of delivering instruction, should there be issues with the availability of technology or student access to the materials during a flexible instructional day.

All staff K-12 and all students in grades 6-12 have 1:1 devices. In the spring of 2020, the District deployed over 700 iPads and 100 hot spots to families of K-5 students who needed technology access. In the fall of 2020, the District will survey families to ascertain the need for additional Internet access. Students are permitted to use personal devices to access lesson materials unless they require an app on a District device.

If a student experiences Internet disruption or other difficulties on a Flexible Instructional Day, the parent can provide a letter which will allow the student to complete missed work upon return to school. Students will not be penalized if they provide evidence that sufficient support to complete the work was not available.

Families with students in grades 3-12 have access to Schoology, and families with students in K-2 have access to SeeSaw. On a Flexible Instructional Day, new learning will be delivered directly to students by their teachers via Schoology, Seesaw, email or through other educational resources including paper packets. If time permits prior to the Flexible Instructional Day, elementary students will take home their devices or learning packets. If time does not permit, a make-up day will be scheduled instead of a Flexible Instructional Day.

Reasonable and appropriate supports are in place to meet the needs of all learners. Reading specialists will offer differentiated support on Flexible Instructional Days. English Language Development teachers will provide instruction in language acquisition skills and provide differentiated support. Special Education and Gifted Resource Teachers will focus on individual goals and implementing IEPs and GIEPs, including direct instruction. School counselors can provide pro-social skills or coping skill lessons and meet with students in small groups and/or individually. Caseworkers can reach out to families as needed to help them access educational services. Other related services, such as speech and occupational therapy, may continue via tele-therapy sessions and related activities. School nurses will be available to respond to health related questions and concerns. Parents will be provided with resources to address their specific area of concern.

Describe the responsibilities of professional staff during a flexible instructional day.

If possible, prior to the first Flexible Instructional Day, the District will host and record parent trainings in English and Spanish to show parents how to access learning materials on Schoology and Seesaw. Parents and students will have their login and password information in advance. The expectation that all students and staff abide by the District Acceptable Use Policy will be explained.

Teachers are expected to share the learning activities with students and families via Schoology, Seesaw, email, or learning packets before the start of the Flexible Instructional Day. Teachers will use live or recorded video when they deliver 20-30 minutes of direct instruction per class. In addition, teachers will offer time each day to be available for small group follow up, feedback, or student-family communication during office hours. Work hours will be flexible for planning, collaboration, and attending meetings.

At Elementary, the focus will be reading, writing, and math. At Secondary, assignments will be provided for all classes that would meet on the Flexible Instructional Day.

Describe the responsibilities of students during a flexible instructional day.

Students are expected to attend class virtually and participate through discussion posts and the completion of assignments. Students are invited to attend live (synchronous) instruction when offered; if lessons are recorded, students will have opportunities to

engage in asynchronous learning. Teachers will observe student contributions during synchronous sessions and/or review assignments that students post asynchronously. Every effort will be made to provide students and families with a flexible schedule for learning and with prompt answers to questions raised during the Flexible Instructional Day.

Describe the procedure for tracking student participation (i.e., attendance) during a flexible instructional day.

Elementary teachers will assess student attendance based on log-in analytics, discussion posts, and work completion whether digital or paper copy. Secondary students will log into homeroom via Schoology to mark their attendance. Meaningful participation can be achieved synchronously and asynchronously. If students are not participating, the teacher will contact the family and alert the principal; counselors and caseworkers are available to help as needed.

Upload as *six separate* PDF files named “Appendix [LETTER]_FID19” exemplars designed to progress the learning for all students in support of course objectives and representative of instruction on a flexible instructional day.

- Appendix A: English Language Arts exemplar (*any level within grades K-8*)
- Appendix B: English Language Arts exemplar (*any level within grades 9-12*)
- Appendix C: Mathematics exemplar (*any level within grades K-8*)
- Appendix D: Mathematics exemplar (*any level within grades 9-12*)
- Appendix E: Science exemplar (*any level within grades 9-12*)
- Appendix F: Social Studies exemplar (*any level within grades 9-12*)

Exemplars must include the following design elements: reference standards, establish expectations for instructional outcomes, identify opportunities for accommodations, list resources to be utilized, delineate student participation, and define evidence of learning

To be completed later:

For 2020-2021 applications, also upload the following:

- **Official approved board minutes** – Upload, as a single PDF file named “Approved Board Minutes_FID20”, approved board minutes that evidences that the Board met, reviewed and approved the submission of this application and includes the tally of the votes between April 15 and September 1, 2020. PDE will review FID program applications and notify of acceptance/denial by no later than November 1, 2020. You may not use any Flexible Instructional Days in 2019-20 school year. If accepted, the FID program would begin in the 2020-21 school year. A public school entity may not institute a FID prior to PDE accepting the FID program application.

LESSON PLAN

Template for the submission of local exemplars
representative of instruction on a flexible instructional day

PDE review shall verify completeness of submission only, not quality or compliance.

LOCAL EDUCATION AGENCY (LEA) NAME

West Chester Area School District

English Language Arts Math Social Studies Science | K-8 9-12

STANDARD(S) ADDRESSED *(include alpha numeric and standard descriptor)*

Standard - CC.1.3.1.F

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

LESSON TITLE

Schoolwide Poetry Unit Lesson "Poems Make Pictures in Our Minds" Using Our Five Senses in Poetry

LESSON GOALS *(planned instructional outcomes)*

1. Schoolwide Lesson Goal: "Students will use these sensory images and details found in poems to help them visualize what poets are trying to convey."
2. Students will record their ideas about the five senses related to one topic. They may turn their ideas into a poem.

ACTIVITIES *(step-by-step directions for active student participation in support of planned instructional outcome. If instruction is to be delivered via the Internet, please include alternative pathways for lesson completion for those without Internet access.)*

1. Students will review the presentation linked below. The teacher will send the students the presentation to review. The teacher will send a print copy if needed to ensure all students have access to the material. Alternatively, students who are able could review the presentation with their teacher during a Zoom session.
 - a. Linked presentation:
https://docs.google.com/presentation/d/1Hc3o444Erps0Hh_4jy9d4W35E9-zoKzEypbDdujOQeQ/edit?usp=sharing
 - b. During the presentation, the teacher pauses and asks questions to the students. The teacher may ask the students to pause and think, write something in their journal, or share their thoughts aloud.
2. Students will choose how they will respond to the video. The goal is to record their ideas about the five senses related to one topic. They may turn their ideas into a poem.
 - a. Option 1: Complete Seesaw activity to be reviewed by the teacher.
 - i. Linked Seesaw:
https://app.seesaw.me/pages/shared_activity?share_token=JHsHZp9fQ96IeKdp3_BVFQ&prompt_id=prompt.f7262625-1a1a-43a2-b848-a81e291fc833
 - b. Option 2: Follow directions for a journal prompt completed by pencil and paper. The journal entry could be shared to the teacher in an email or Seesaw.

RESOURCES *(materials and/or tools required to complete the activities)*

LESSON PLAN

Template for the submission of local exemplars
representative of instruction on a flexible instructional day

Teacher Resources: Google slides, Schoolwide Poetry Unit, *The Bill Martin Jr. Big Book of Poetry by Jr. (Ed.) Bill Martin.*

Student resources: Teacher presentation, Seesaw application and/or pencil and paper

OPPORTUNITIES FOR ACCOMMODATIONS AND MODIFICATIONS *(options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)*

1. The presentation can be adapted to include audio recordings, or students could follow the presentation in Zoom.
2. The Seesaw application allows the teacher to individually assign students and assignment.
3. General education and special education teachers can work together to adjust and assign the activity as needed. For example,
 - a. For this lesson, the teacher could provide a model, the activity could have students recording their voice rather than writing, or teachers can work with students via Zoom.
 - b. Simplified directions with similar learning outcomes
 - c. Remediation with the teacher using email, Seesaw, Zoom
 - d. Resubmission of assignment for full credit
 - e. Extended time for submitting assignment, extended time on assessments
 - f. Teacher videos with step-by-step explanation
 - g. Supplementary materials translated into Spanish are available and used to support our current instruction.

ASSESSMENT(S) *(evidence of learning)*

The teacher will review and provide feedback on the students' responses.

LESSON PLAN

Template for the submission of local exemplars
representative of instruction on a flexible instructional day

PDE review shall verify completeness of submission only, not quality or compliance.

LOCAL EDUCATION AGENCY (LEA) NAME

West Chester Area School District

English Language Arts Math Social Studies Science | K-8 9-12

STANDARD(S) ADDRESSED *(include alpha numeric and standard descriptor)*

- CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CC.1.3.9–10.E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

LESSON TITLE

Self-Governance in “The Great City” by Walt Whitman

LESSON GOALS *(planned instructional outcomes)*

- Students can determine how the central idea of a text develops through the language used by the author from beginning to end.
- Students can analyze a text for structural decisions made by the author to create an effect.
- Students can determine how current events from when a piece was written affects how the author creates their work.

ACTIVITIES *(step-by-step directions for active student participation in support of planned instructional outcome. If instruction is to be delivered via the Internet, please include alternative pathways for lesson completion for those without Internet access.)*

1. In a recorded mini-lesson, the teacher will prepare students to read and study “The Great City” by Walt Whitman.
2. The students will read “The Great City” and write their preliminary understanding of the poem.
3. The students will read the introduction to the article “Designing the ‘The Great City’: Walt Whitman’s Vision as an Urban Planner.” ([article](#))
4. The students will compare the article’s information to their preliminary analysis.
5. The students will read “The Great City” a second time, considering the information they learned in the introduction and from their preliminary analysis.
6. The students will answer the question: “Given the focus on self-governance in Whitman’s ‘The Great City,’ what needs to change in our society to ensure that the third stanza becomes the norm?” This question will be answered on Schoology in the form of a discussion board.
7. The students will respond to two of their classmate’s answers using the information they gleaned from both the article and the poem.

LESSON PLAN

Template for the submission of local exemplars
representative of instruction on a flexible instructional day

RESOURCES *(materials and/or tools required to complete the activities)*

- Link to article: Click [HERE](#).
- Link to poem: Click [HERE](#).
- Link to discussion board on Schoology.
- Computer with internet access as provided by WCASD.
- Teacher created mini-lesson posted on Schoology
- Teacher created PowerPoint for students who do not have internet access in the home.

OPPORTUNITIES FOR ACCOMMODATIONS AND MODIFICATIONS *(options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)*

1. Students who do not have internet access in the home will be provided a paper copy of the information necessary to complete the assignment.
2. Students who do not have internet access in the home will complete the preliminary analysis and answer the question in writing on paper. They will participate in the discussion upon their return to school.
3. EL teacher can contact students on the emergency day when they would normally support the student. Additionally, support can be offered through push-in or follow-up from EL teacher upon returning to school.
4. The lesson is differentiated in that it allows students to create their own interpretation of the poem through the reading of the article.
5. Students who have IEPs or language differences will have the lesson adapted according to their needs. For example,
 - a. Simplified directions with similar learning outcomes
 - b. Remediation with the teacher using email, Schoology, Zoom
 - c. Resubmission of assignments for full credit
 - d. Extended time for submitting assignments, extended time on assessments
 - e. Teacher videos with step-by-step explanation
 - f. Notecards to be used on assessments for students with accommodations
 - g. Supplementary materials translated into Spanish are available and used to support our current instruction.

ASSESSMENT(S) *(evidence of learning)*

- Students will be assessed on their understanding of the poem and the article through formative assessment measures on their responses in Schoology.
- Students who are unable to use Schoology will be assessed through the paper copies of their assignments upon their return to school.

LESSON PLAN

Template for the submission of local exemplars
representative of instruction on a flexible instructional day

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LOCAL EDUCATION AGENCY (LEA) NAME

West Chester Area School District (WCASD)

English Language Arts Math Social Studies Science | K-8 9-12

STANDARD(S) ADDRESSED *(include alpha numeric and standard descriptor)*

CC.2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.

LESSON TITLE

The first quadrant of the coordinate plane

LESSON GOALS *(planned instructional outcomes)*

I can graph points in the first quadrant on the coordinate plane and interpret the points when solving real world mathematical problems

ACTIVITIES *(step-by-step directions for active student participation in support of planned instructional outcome. If instruction is to be delivered via the Internet, please include alternative pathways for lesson completion for those without Internet access.)*

1. Students will watch an introductory video produced by the teacher explaining the relationships between the x and y-axes and the coordinate pair (x,y).
2. Students will complete and submit teacher designed homework problems where they plot points in the first quadrant
3. Students will participate in a [Desmos Coordinate Plane Activity](#) to further visualize the concept and provide formative feedback to the teacher.
4. Students will participate in synchronous review session via online conferencing software to answer student questions and review homework problems.
5. Students without internet access were assigned reading and practice problems using a textbook. They were also permitted to ask questions and receive instruction using traditional phone call.

RESOURCES *(materials and/or tools required to complete the activities)*

1. Internet enabled computer (supplied by district as part of 1:1 initiative), or tablet or cell phone
2. Holt McDougal – Math in Focus Textbook
3. Teacher created videos posted on WCASD – LMS (Schoology)
4. [Desmos Coordinate Plane Activity](#)
5. Video conference platform such as Schoology Conferences, Zoom for instruction and remediation

OPPORTUNITIES FOR ACCOMMODATIONS AND MODIFICATIONS *(options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)*

1. Simplified directions for multistep problems, simplified problems with similar learning outcomes

LESSON PLAN

Template for the submission of local exemplars
representative of instruction on a flexible instructional day

2. Remediation with the teacher using email, Schoology, Zoom
3. Resubmission of assignments for full credit including homework
4. Extended time for submitting all assignments, extended time on assessments
5. Teacher videos with step-by-step explanations of how to solve practice problems
6. Notecards to be used on assessments for students with accommodations
7. Supplementary materials translated into Spanish are available and used to support our current textbook instruction.

ASSESSMENT(S) *(evidence of learning)*

1. Students will complete the Desmos Activity to share their progression of learning.
2. Students will be provided answers for the book-assigned problems to self-assess their progress.
3. Students may post questions using a discussion board through Schoology.

LESSON PLAN

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PDE review shall verify completeness of submission only, not quality or compliance.

LOCAL EDUCATION AGENCY (LEA) NAME

West Chester Area School District (WCASD)

English Language Arts Math Social Studies Science | K-8 9-12

STANDARD(S) ADDRESSED *(include alpha numeric and standard descriptor)*

CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically

LESSON TITLE

Visualizing equations graphically

LESSON GOALS *(planned instructional outcomes)*

I can graph two-variable equations using multiple methods and strategies.

ACTIVITIES *(step-by-step directions for active student participation in support of planned instructional outcome. If instruction is to be delivered via the Internet, please include alternative pathways for lesson completion for those without Internet access.)*

1. Students will watch an introductory video produced by the teacher explaining the relationships between the slope and y-intercept of a given line.
2. Students will complete and submit teacher designed homework problems where they practice identifying the slope and y-intercept of a line and graphing it on a coordinate plane. Tasks will also require students to identify the slope and y-intercept of a given line on a coordinate plane.
3. Students will participate in a [Desmos Marbleslides Activity](#) to further visualize the concept and provide formative feedback to the teacher.
4. Students will participate in synchronous review session via online conferencing software to answer student questions and review homework problems.
5. Students without internet access were assigned reading and practice problems using a textbook. They were also permitted to ask questions and receive instruction using traditional phone call.

RESOURCES *(materials and/or tools required to complete the activities)*

1. Internet enabled computer (supplied by district as part of 1:1 initiative), or tablet or cell phone
2. Holt McDougal – Algebra 1 Textbook
3. Teacher created videos posted on WCASD – LMS (Schoology)
4. [Desmos Marbleslides Activity](#)
5. Video conference platform such as Schoology Conferences, Zoom for instruction and remediation

OPPORTUNITIES FOR ACCOMMODATIONS AND MODIFICATIONS *(options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)*

1. Simplified directions for multistep problems, simplified problems with similar learning outcomes

LESSON PLAN

Template for the submission of local exemplars
representative of instruction on a flexible instructional day

2. Remediation with the teacher using email, Schoology, Zoom
3. Resubmission of assignments for full credit including homework
4. Extended time for submitting all assignments, extended time on assessments
5. Teacher videos with step-by-step explanations of how to solve practice problems
6. Notecards to be used on assessments for students with accommodations
7. Supplementary materials translated into Spanish are available and used to support our current textbook instruction.

ASSESSMENT(S) *(evidence of learning)*

1. Students will complete the Desmos Activity to share their progression of learning.
2. Students will be provided answers for the book-assigned problems to self-assess their progress.
3. Students may post questions using a discussion board through Schoology.

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LOCAL EDUCATION AGENCY (LEA) NAME

West Chester Area School District (WCASD)

English Language Arts Math Social Studies Science | K-8 9-12

STANDARD(S) ADDRESSED *(include alpha numeric and standard descriptor)*

3.2.10.A3 – Describe phases of matter according to the kinetic molecular theory

Assessment Anchor – CHEM.B.2 Chemical Relationships and Reactions

Anchor Descriptor – CHEM.B.2.2 Explain how the kinetic molecular theory relates to the behavior of gases.

Eligible Content – CHEM.B.2.2.1 Utilize mathematical relationships to predict changes in the number of particles, the temperature, the pressure, and the volume in a gaseous system (i.e., Boyles law, Charles’s law, Dalton’s law of partial pressures, the combined gas law, and the ideal gas law).

LESSON TITLE

Using Kinetic Molecular Theory to predict the behavior of gas particles in a closed system. Exploring the relationships between pressure, volume, and temperature according to Boyle’s law, Charles’s law, and Gay-Lussac’s law.

LESSON GOALS *(planned instructional outcomes)*

1. Students will be able to explain the relationship between pressure, volume, and temperature as it applies to the Kinetic Molecular Theory and the behavior of gases.
2. Students will be able to predict changes in pressure, volume, and temperature based on the inverse and direct relationships explained by Boyle’s law, Charles’s law and Gay-Lussac’s law.
3. Students will be able to complete a virtual lab assignment where they will be asked to collect data, make graphs, perform calculations, analyze data, and predict outcomes.

ACTIVITIES *(step-by-step directions for active student participation in support of planned instructional outcome. If instruction is to be delivered via the Internet, please include alternative pathways for lesson completion for those without Internet access.)*

1. Students will watch an introductory video produced by the teacher explaining the relationships between pressure, volume, and temperature as evidenced by Boyle’s law, Charles’s law, and Gay-Lussac’s law.
2. Students will complete and submit teacher designed homework problems where they explore direct and inverse relationships between pressure, volume, and temperature of gases.

LESSON PLAN

Template for the submission of local exemplars
representative of instruction on a flexible instructional day

3. Students will complete and submit a virtual lab activity using the PhET Interactive Simulation where they can manipulate pressure, volume, and temperature of gases. <https://phet.colorado.edu/en/simulation/gas-properties>
4. Students will participate in synchronous review session via online conferencing software to answer student questions and review homework problems.
5. Students without internet access were assigned reading and practice problems using a textbook. They were also permitted to ask questions and receive instruction using traditional phone call.

RESOURCES *(materials and/or tools required to complete the activities)*

1. Internet enabled computer (supplied by district as part of 1:1 initiative), or tablet or cell phone
2. Holt McDougal – Modern Chemistry Textbook
3. Teacher created videos posted on WCASD – LMS (Schoology)
4. <https://phet.colorado.edu/en/simulation/gas-properties>
5. Video conference platform such as Schoology Conferences, Zoom for instruction and remediation

OPPORTUNITIES FOR ACCOMMODATIONS AND MODIFICATIONS *(options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)*

1. Simplified directions for multistep problems, simplified problems with similar learning outcomes
2. Remediation with the teacher using email, Schoology, Zoom
3. Resubmission of assignments for full credit including homework and labs
4. Extended time for submitting all assignments, extended time on assessments
5. Teacher videos with step-by-step explanations of how to solve practice problems
6. Notecards to be used on assessments for students with accommodations
7. Supplementary materials translated into Spanish are available and used to support our current textbook instruction.

ASSESSMENT(S) *(evidence of learning)*

1. Students will complete multiple teacher designed practice problems utilizing the concepts explored in Boyle's law, Charles's law, and Gay-Lussac's law. These assignments will be reviewed by teachers and students will be provided with opportunities for remediation and resubmission.
2. Students will complete a virtual lab using an instructional simulation tool available for free through the University of Colorado – PhET program.
3. Students will complete a formal assessment and submit through Schoology (LMS).
4. Students will post questions using a discussion board through Schoology.

LESSON PLAN

Template for the submission of local exemplars
representative of instruction on a flexible instructional day

PDE review shall verify completeness of submission only, not quality or compliance.

LOCAL EDUCATION AGENCY (LEA) NAME

West Chester Area School District

English Language Arts Math Social Studies Science | K-8 9-12

STANDARD(S) ADDRESSED *(include alpha numeric and standard descriptor)*

5.2.W.B Analyze strategies used to resolve conflicts in society and government.

8.1.W.A: Evaluate patterns of continuity and change over time, applying context of events.

LESSON TITLE

REVOLT!

LESSON GOALS *(planned instructional outcomes)*

As we have been studying in class, people revolt against their governments for a variety of reasons – social, economic, and political. Today, you going to REVOLT against someone or something. You get to pick, but you need to voice your grievances and argue your position.

ACTIVITIES *(step-by-step directions for active student participation in support of planned instructional outcome. If instruction is to be delivered via the Internet, please include alternative pathways for lesson completion for those without Internet access.)*

All detailed in this [Google Slide](#) – Teachers will add voice over to personalize for their own students.

1. Review the “Anatomy of a Revolution” (Slide deck and previous text read in class)
2. See my example of my revolution
3. Pick someone or something you want to revolt against and identify your 4 stages of the revolution.
4. Post in FlipGrid to try to get your classmates to support your revolution.
5. Using the UpVote tool in FlipGrid, show your support for other causes and respond to AT LEAST two peers as to why you support their cause.
6. OPTIONAL – bonus

RESOURCES *(materials and/or tools required to complete the activities)*

- Student device (1:1 Initiative)
- Schoology
- Anatomy of a Revolution (text)
- Google Slide deck
- FlipGrid

OPPORTUNITIES FOR ACCOMMODATIONS AND MODIFICATIONS *(options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)*

1. Teachers will modify components of the lesson as needed to meet the specific needs of IEPs, GIEPs, 504, and ELD students.

LESSON PLAN

Template for the submission of local exemplars
representative of instruction on a flexible instructional day

2. Teachers will collaborate with case managers and ELD teachers to modify in accordance with student paperwork, for example:
 - a. Simplified directions with similar learning outcomes
 - b. Remediation with the teacher using email, Schoology, Zoom
 - c. Resubmission of assignments for full credit including homework
 - d. Extended time for submitting all assignments, extended time on assessments
 - e. Teacher videos with step-by-step explanations
 - f. Notecards to be used on assessments for students with accommodations
 - g. Supplementary materials translated into Spanish are available and used to support our current textbook instruction.

ASSESSMENT(S) *(evidence of learning)*

1 – Student Assignment of their proposed revolution will demonstrate the students understanding of how a revolution evolves.

2 – FlipGrip Post – Students will need to present an argument to get their peers to support their cause.



Redistricting 2021-2022

Education Committee Meeting

May 11, 2020



Purpose of Tonight

- Provide the baseline data from which we will operate
- Show current attendance boundaries
- Provide opportunity for feedback on transition plans for 21-22 school year



What is the criteria being used to redistrict?

1. Schedule **secondary** buildings to **90% to 95%** of capacity
2. Schedule **elementary** buildings at **93% to 98%** of capacity
3. **Maintain MS/HS feeder patterns** (FMS to EHS; SMS to RHS; PMS to HHS)
4. Schedule buildings with **free and reduced lunch rates within 8 points** of district average (currently 17.4%)
5. **Do not split middle schools**
6. Allow **high school students (9-12) to finish** their current feeder pattern
7. Include a transition plan
8. Consider **eliminating the split at Fern Hill** – currently some students go to PMS and some go to FMS
9. Consider ways to **move as few students** as possible



Role of Steering Committee

- **Help to minimize impact on students** – Are there areas, issues we need to consider as we look at attendance boundaries?
- **Provide help developing transition plans:**
 - » Grandfathering
 - » Bus transportation topics
 - » Orientation for students and parents
 - » Other topics
- **Help with Community feedback meetings**



Assumptions for this Process

1. We estimated number of **students projected** to come **from developments not yet completed.**
2. We will schedule projected **enrollment from developments already approved and under construction.**
3. **Crebilly Farms** enrollment will need to be addressed with additions to Hillsdale and Starkweather. We **won't** add those students **until the development is approved.**



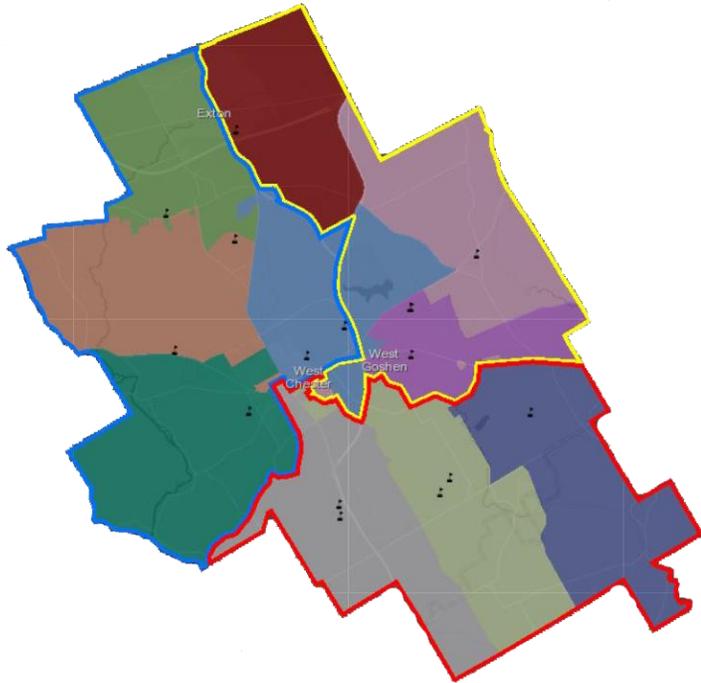
Assumptions for this Process

4. Capacities assume the **removal of all modular classrooms**, however modular classrooms will not be removed until **after implementation of new boundaries**.
5. Consideration must be given to **allow students in areas** from the 2014 redistricting plan, to **complete the feeder pattern** they started in 2015.

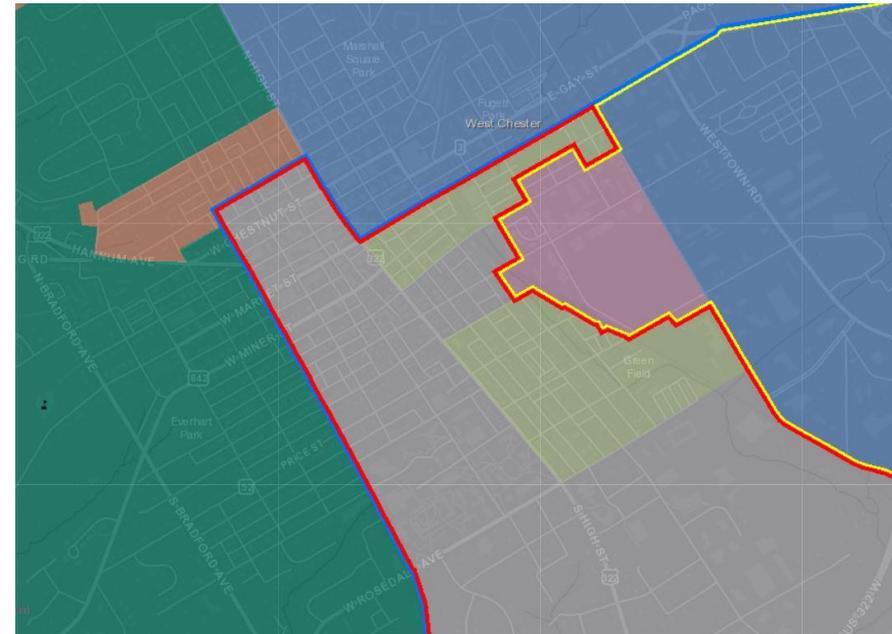


A view of the current maps

Current attendance boundaries



Borough boundaries



<https://www.wcasd/boundaries>



Draft – Proposed Boundaries Middle and High School Changes 3 Areas impacted - A, D, N (section I removed)

High School – 69 students affected

- » 34 current students affected
- » 35 new high school students affected

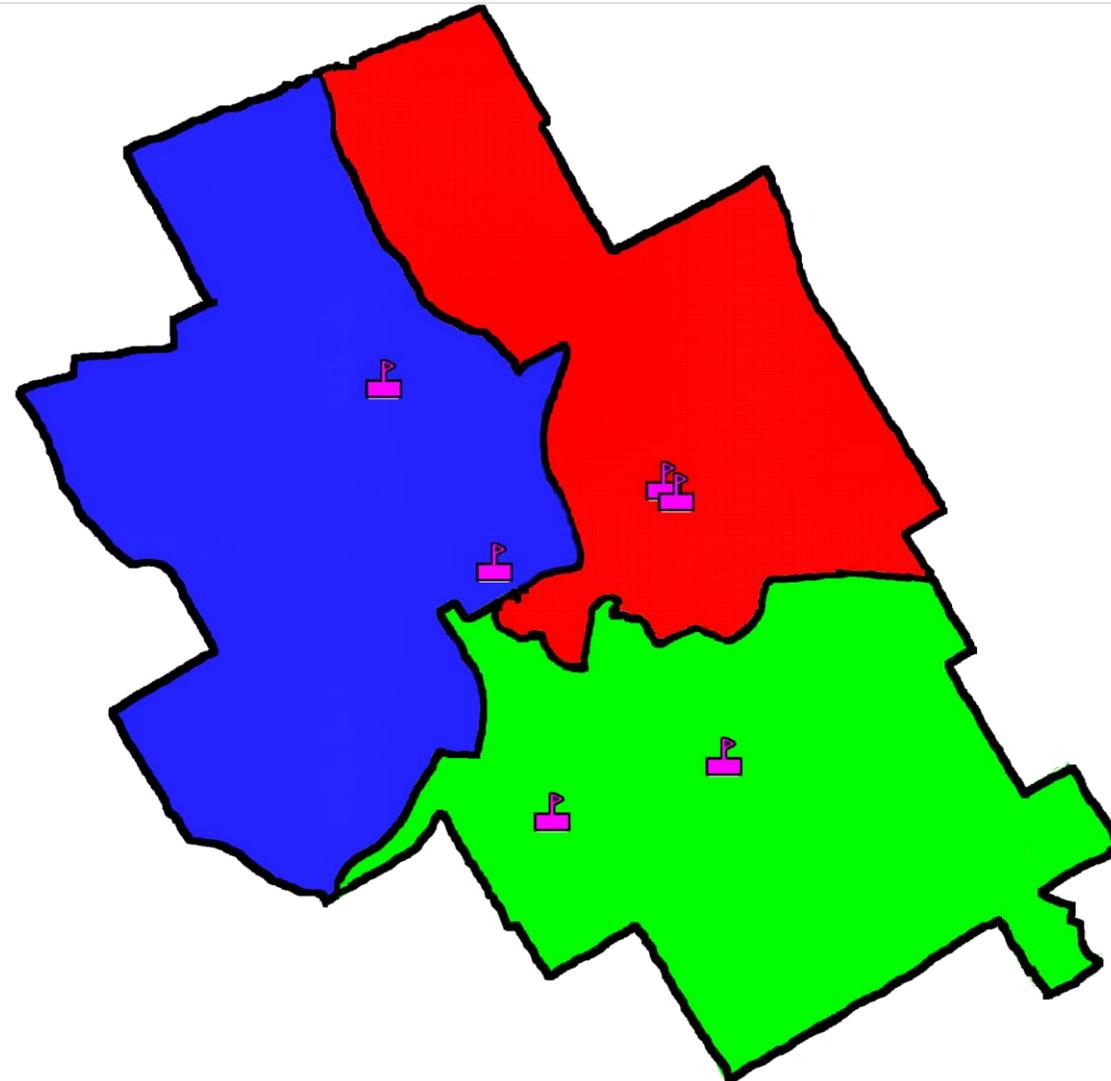
Middle School – 68 students affected

- » 26 current middle school students
- » 42 new middle school students



Secondary Boundaries

Current Secondary Boundaries

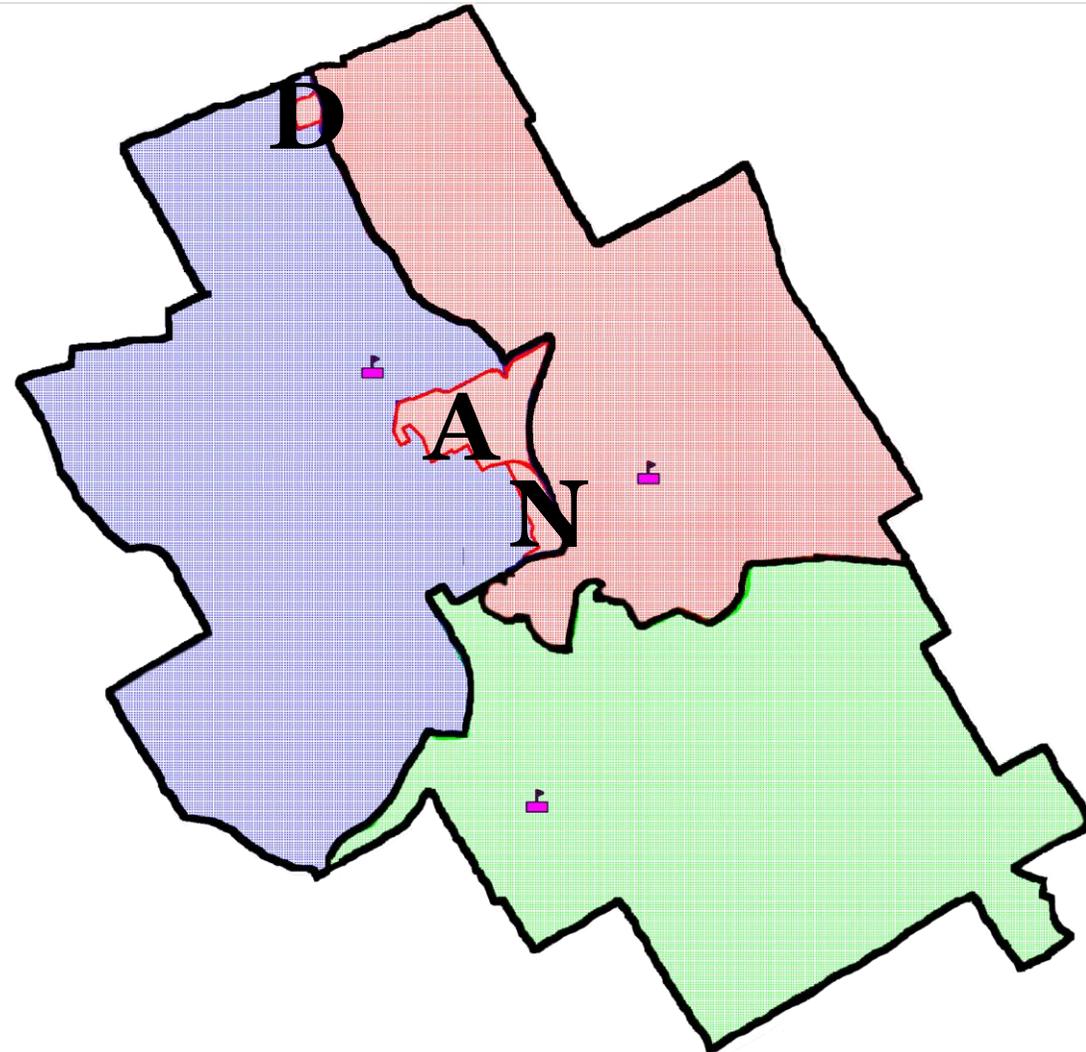


- Peirce MS/
Henderson HS
- Fugett MS/
East HS
- Stetson MS/
Rustin HS



Secondary Boundaries

Proposed Boundary Changes & Current Outline

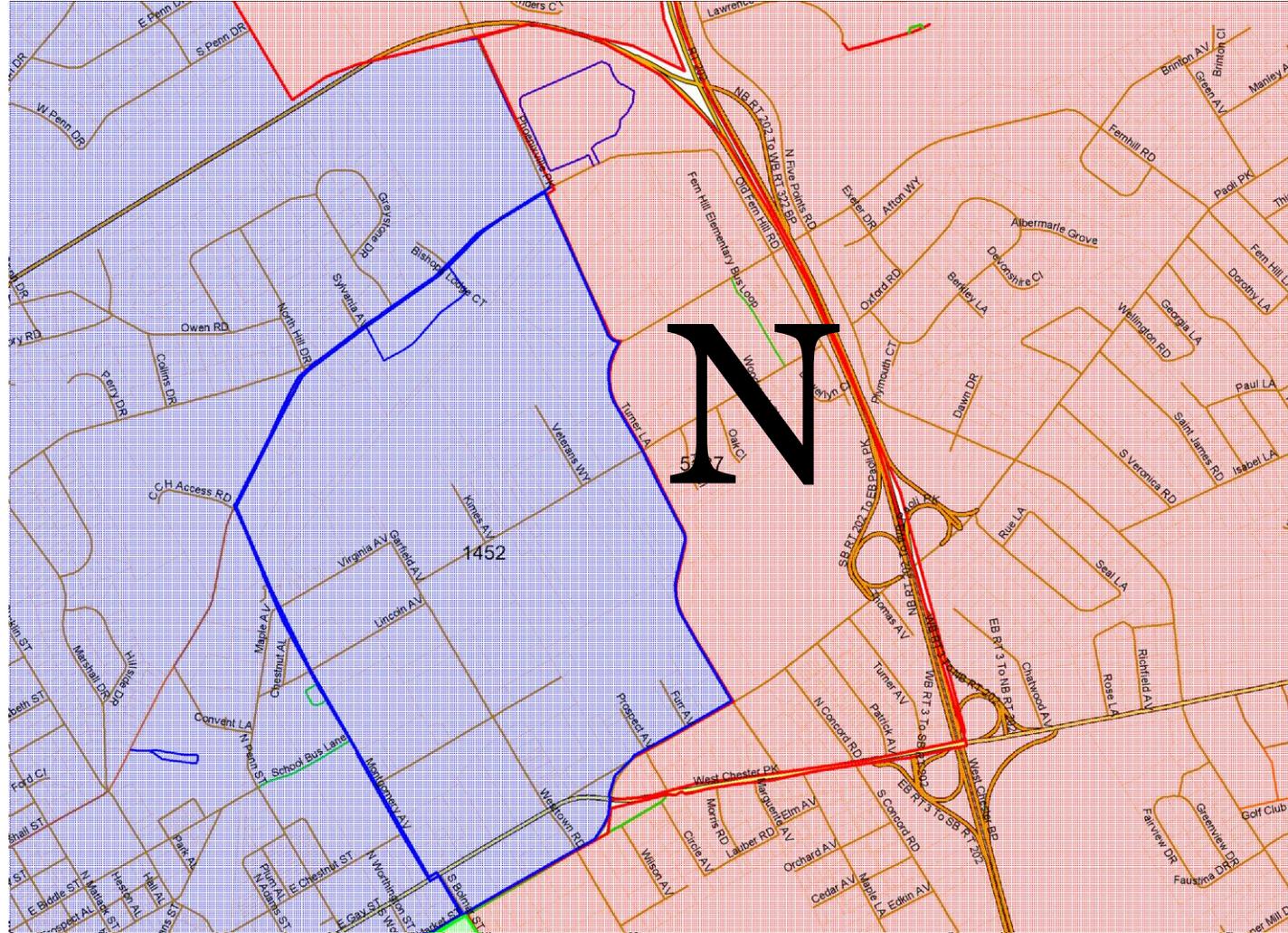


- Peirce MS/
Henderson HS
- Fugett MS/
East HS
- Stetson MS/
Rustin HS



Secondary Boundaries

Change from letter I to N





Draft – Proposed Boundaries Elementary School Changes

11 Areas Affected - A through M (section H removed)

Total of 1,063 students affected

- » 877 current students
- » 186 new students

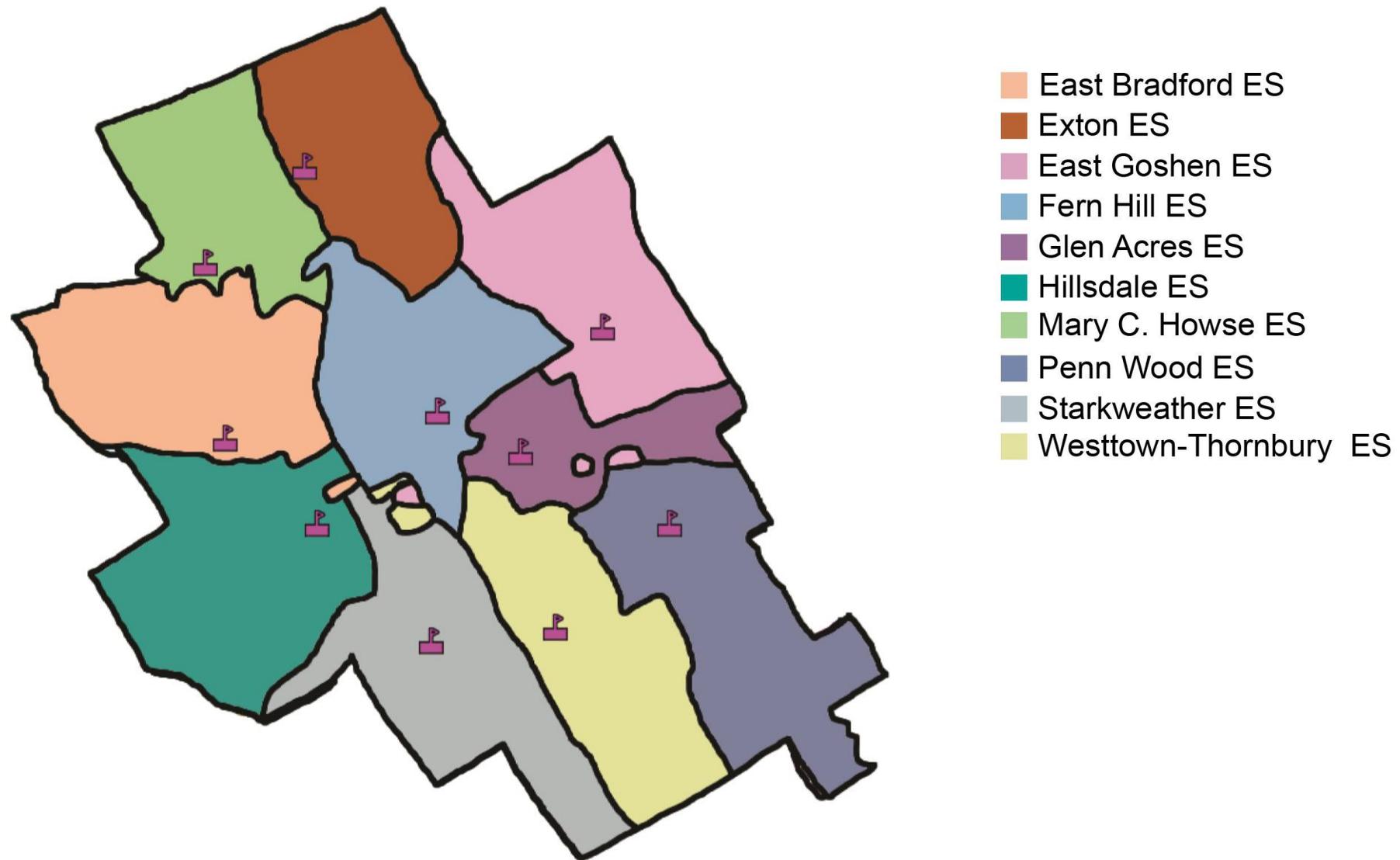
583 students going to Greystone Elementary School (new school)

- » 446 current students
- » 137 new students



Elementary Boundaries

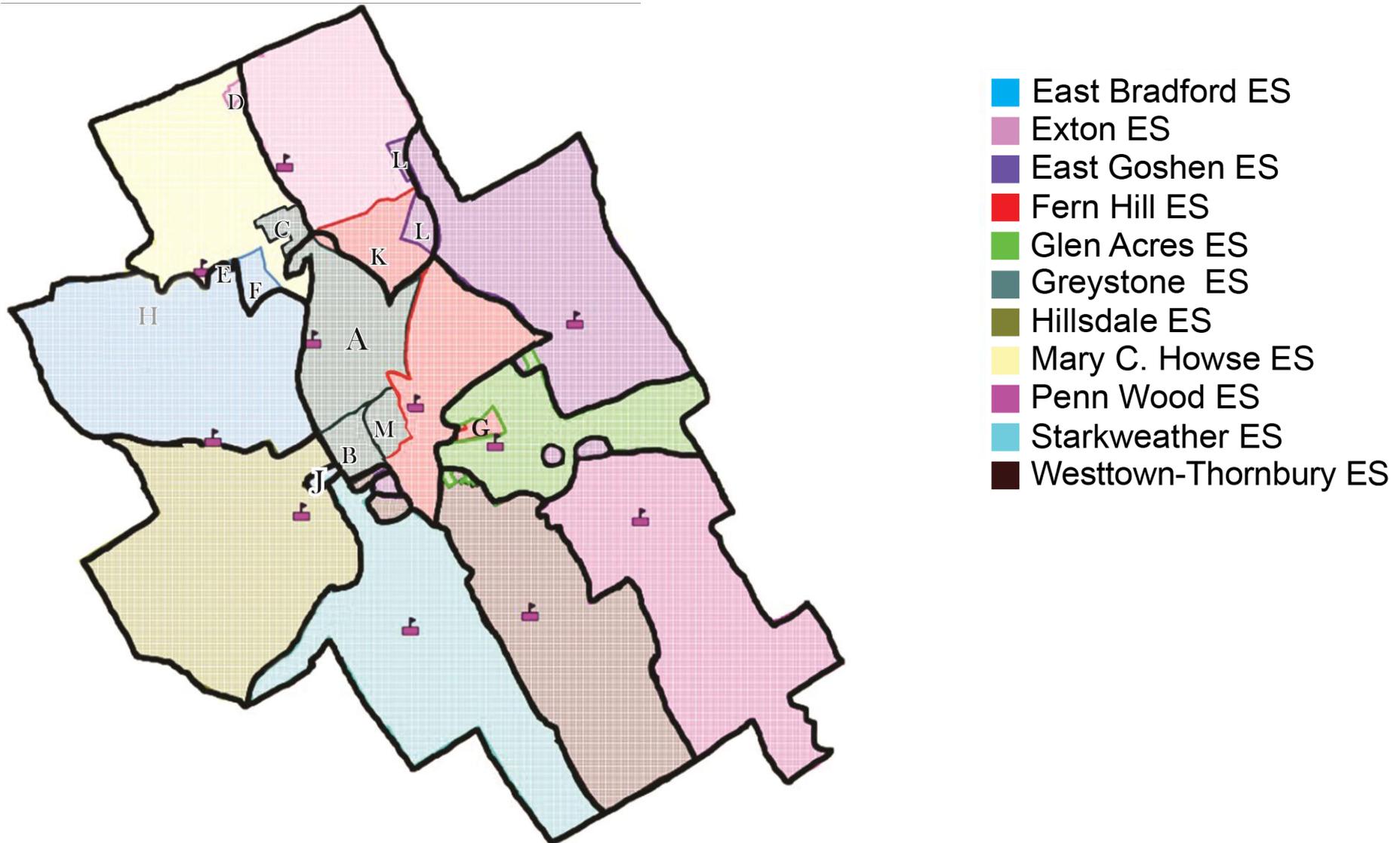
Current Elementary Boundaries





Elementary Boundaries

Proposed Elementary Boundaries & Current Outline

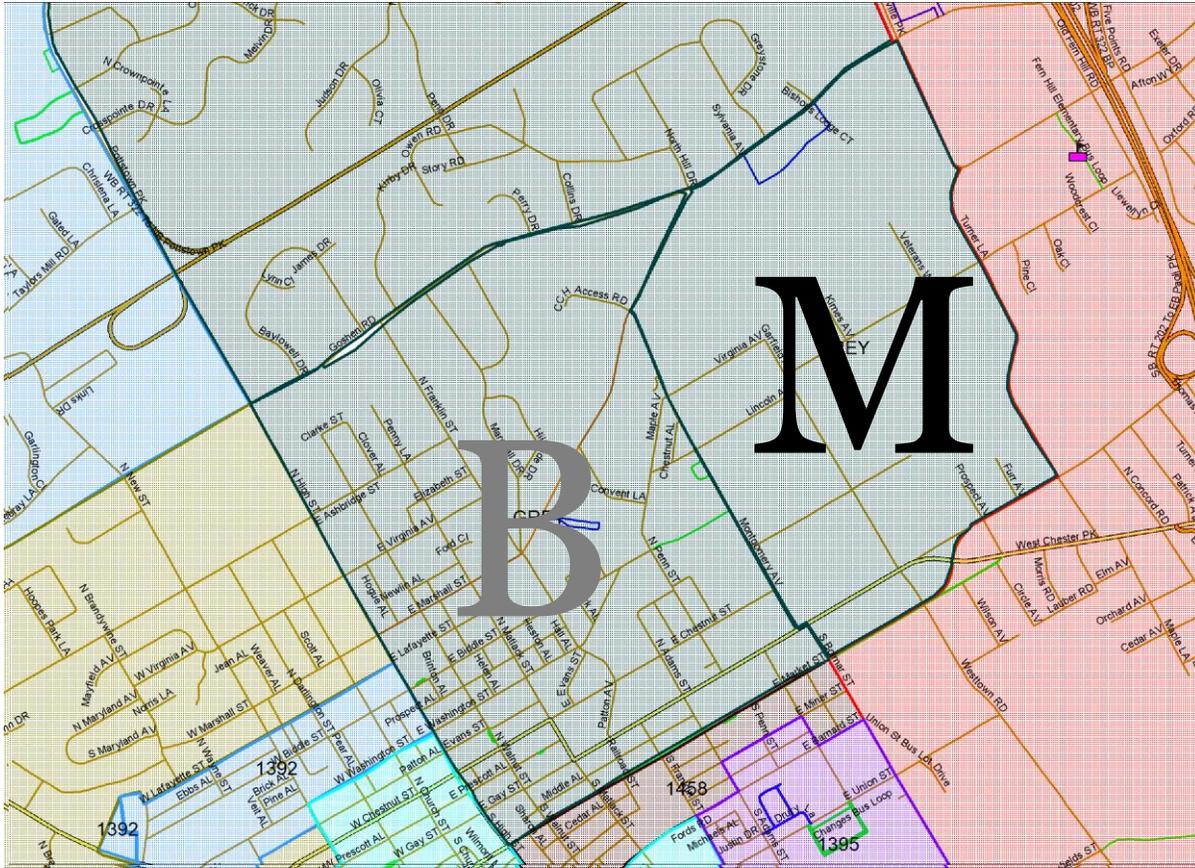




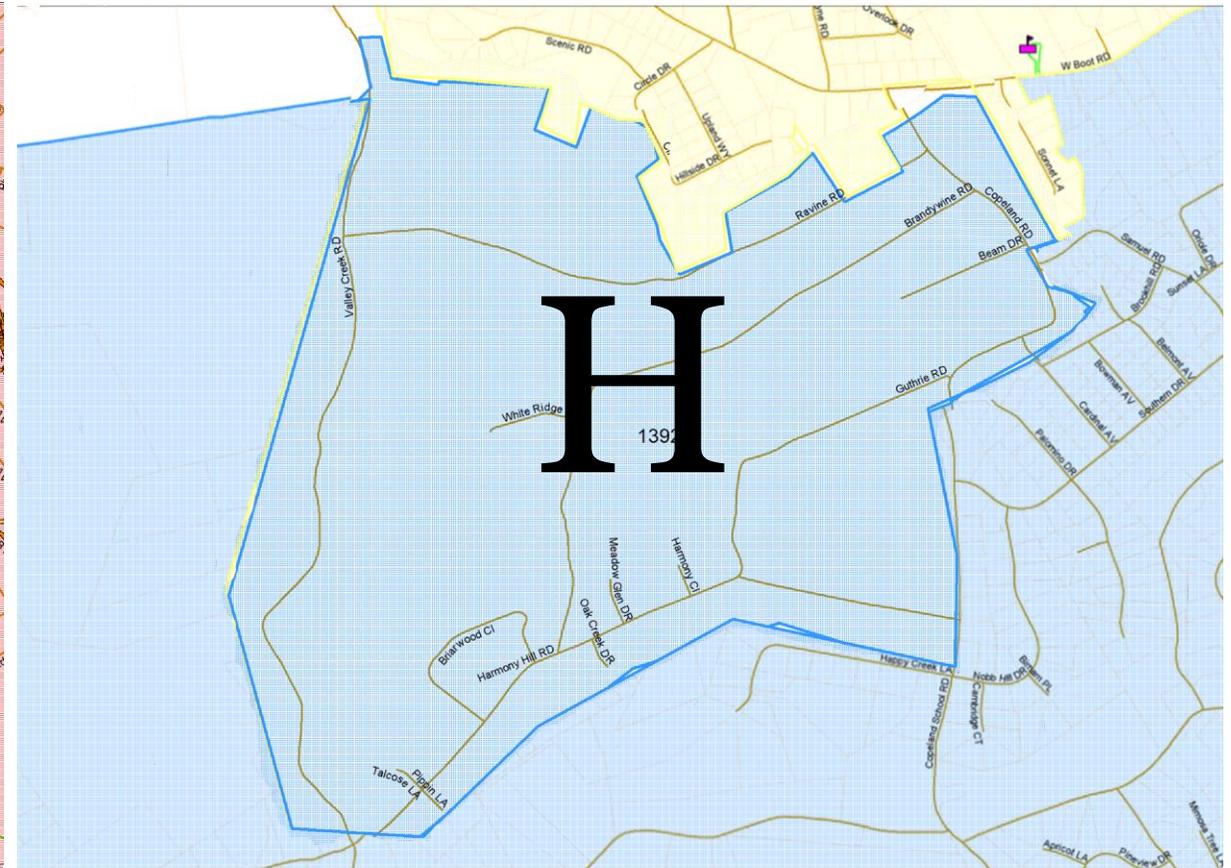
Elementary Boundaries

Addition of M and removal of H

Section M to Greystone ES

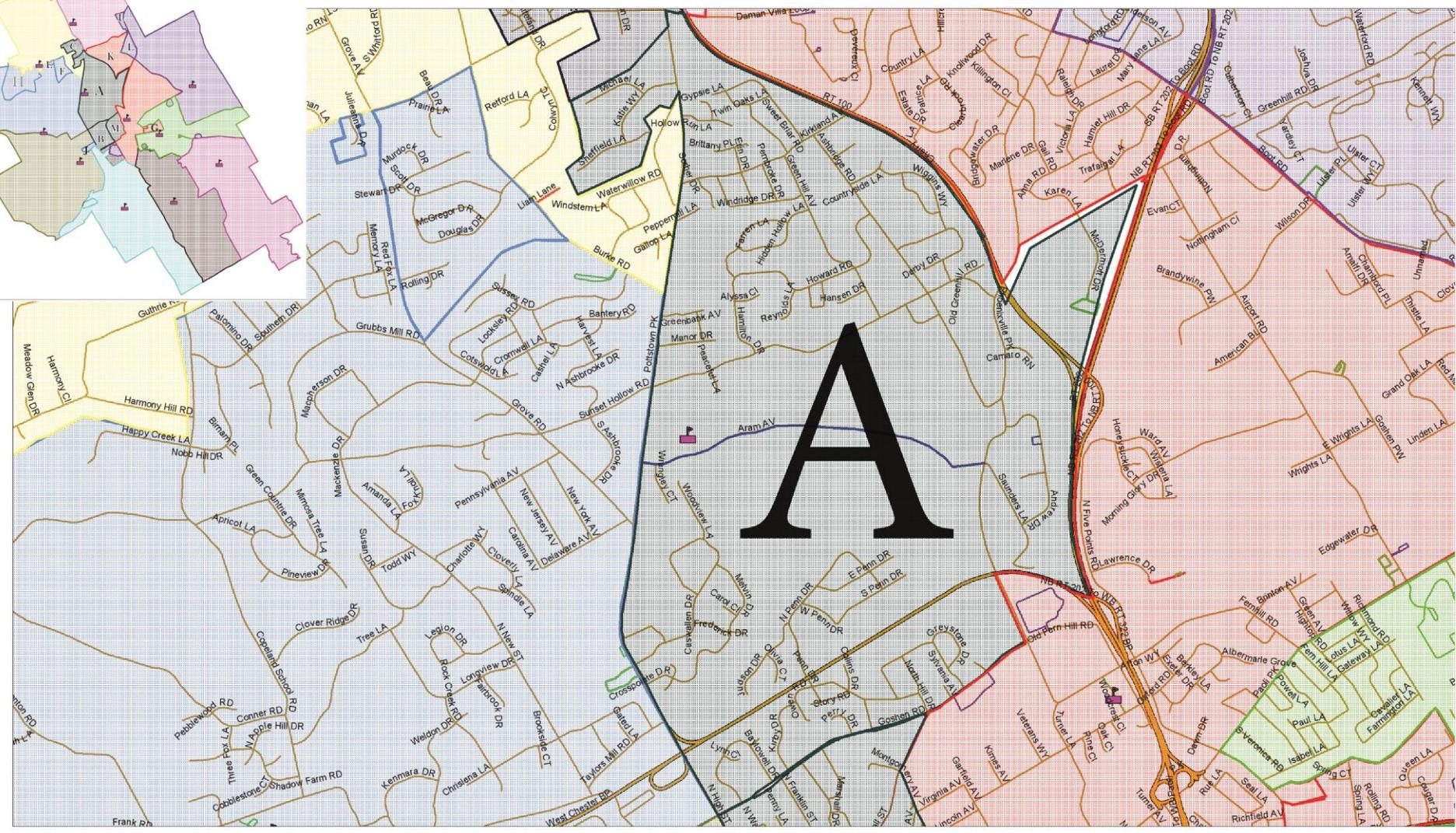
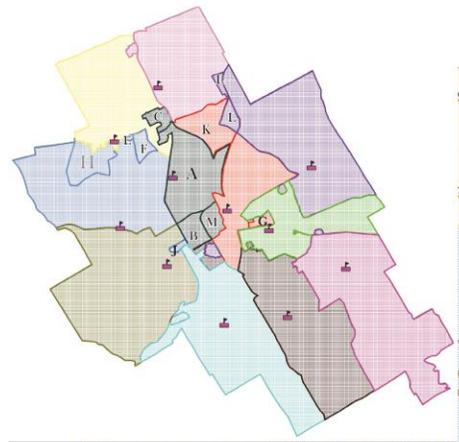


Section H stays at East Bradford ES



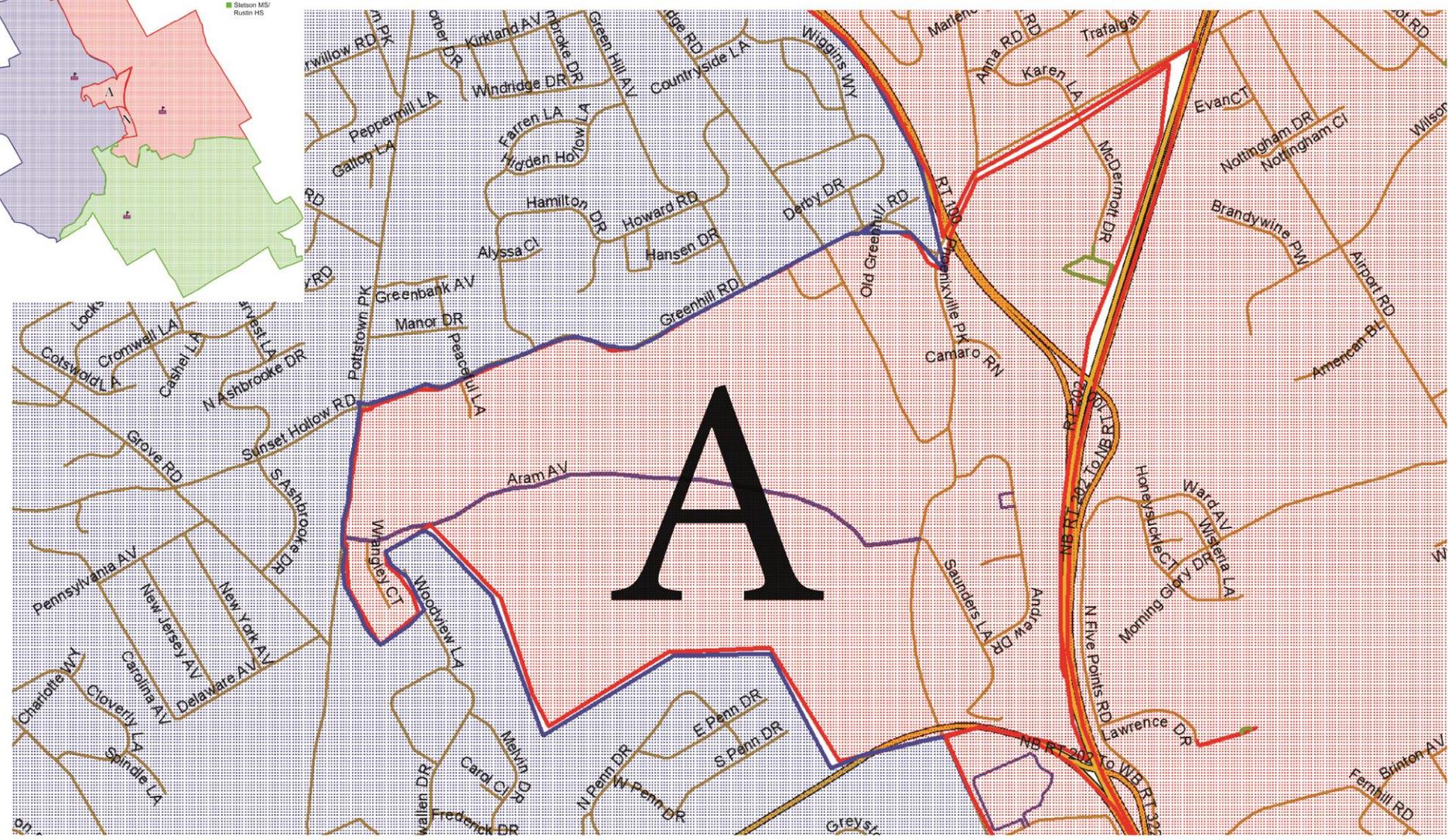
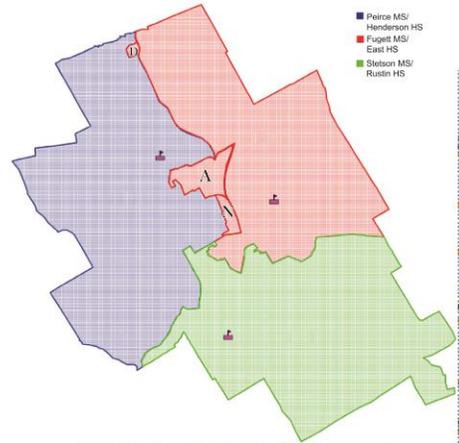


Section A - Elementary



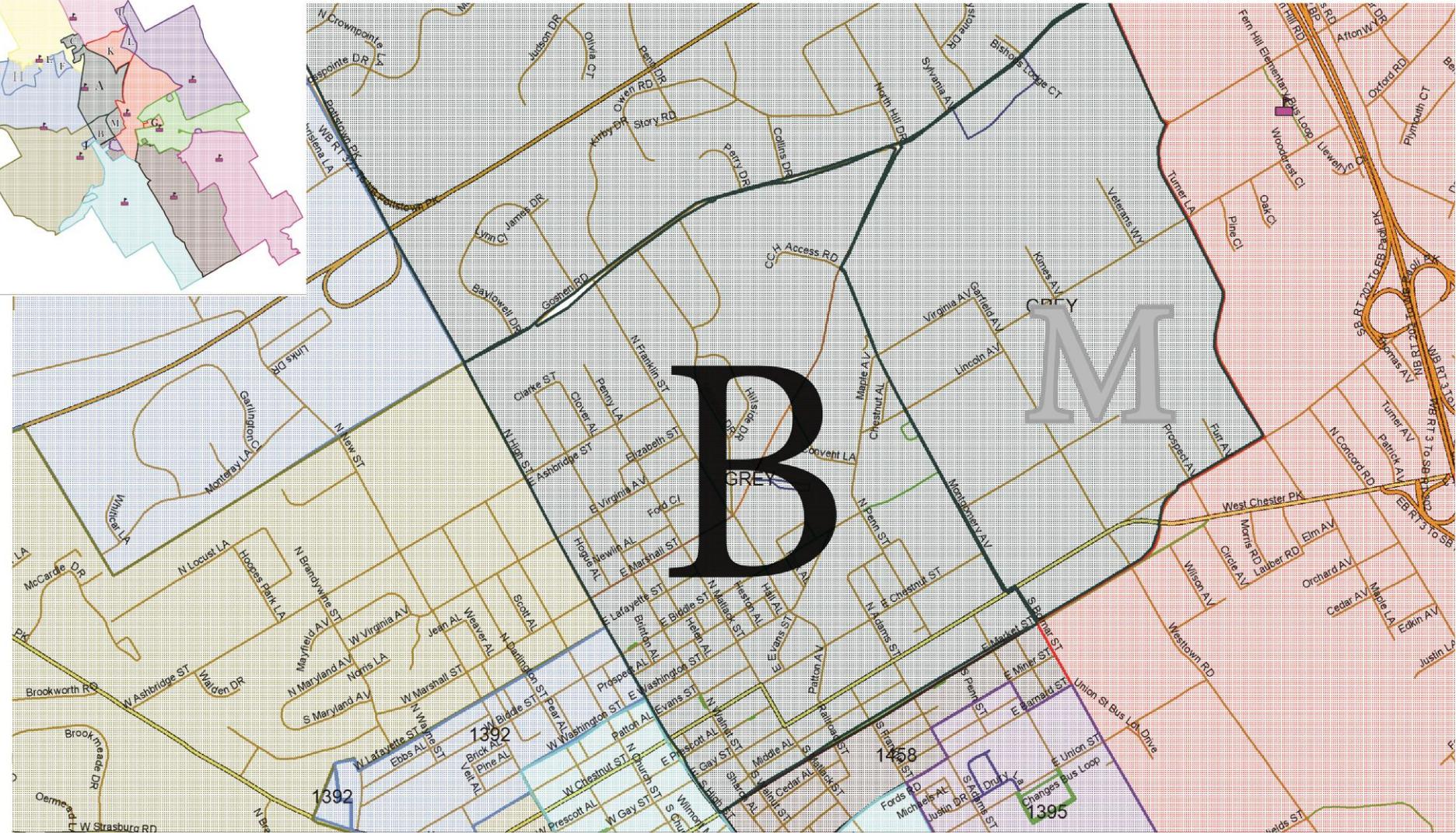
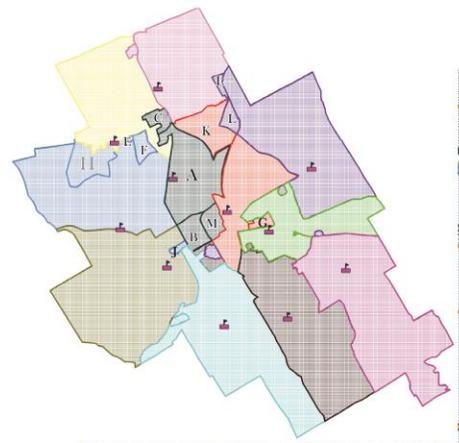


Section A - Secondary



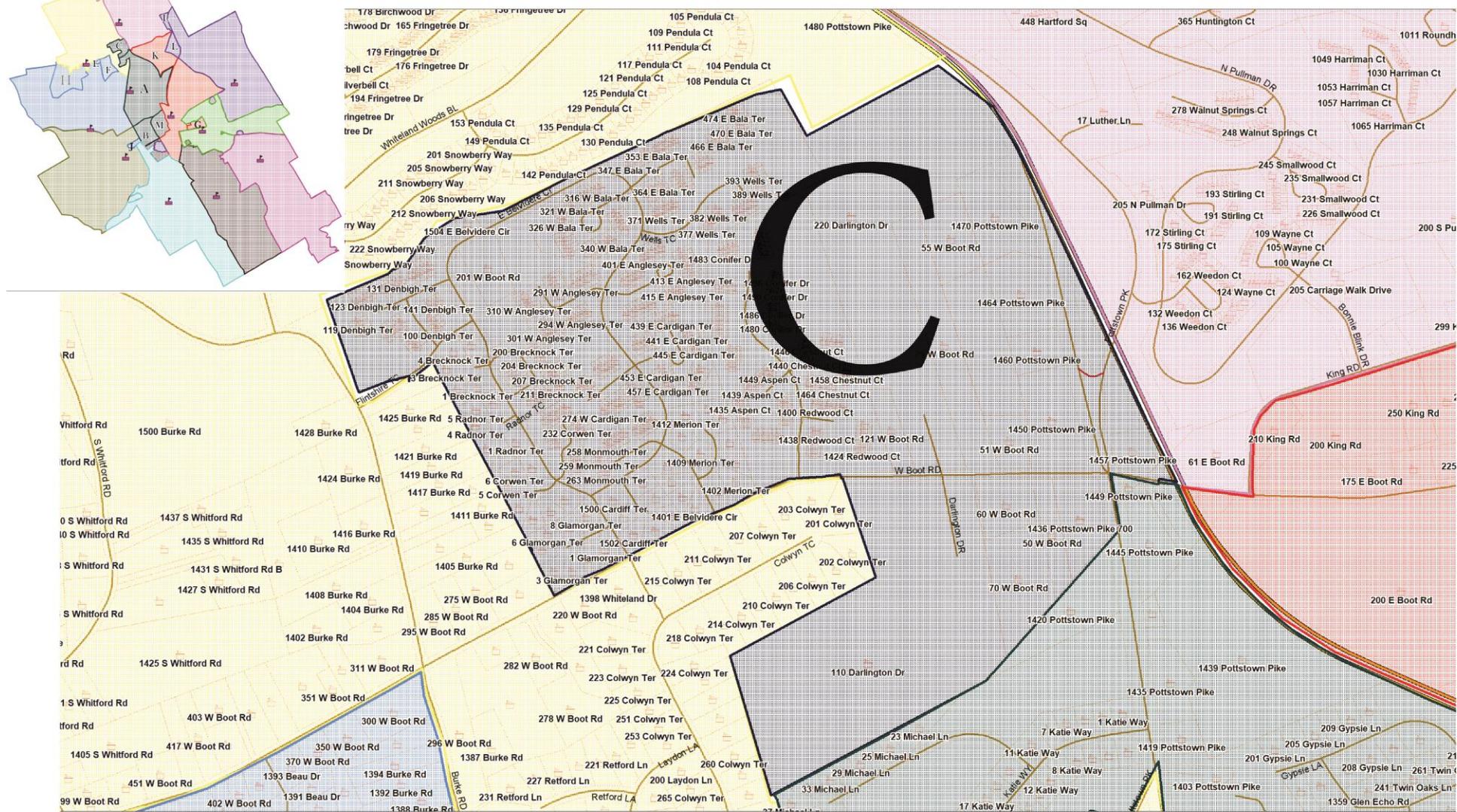
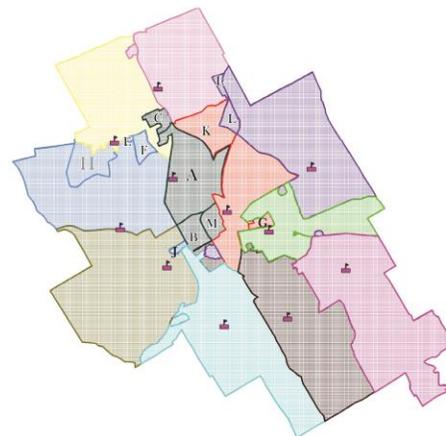


Section B - Elementary



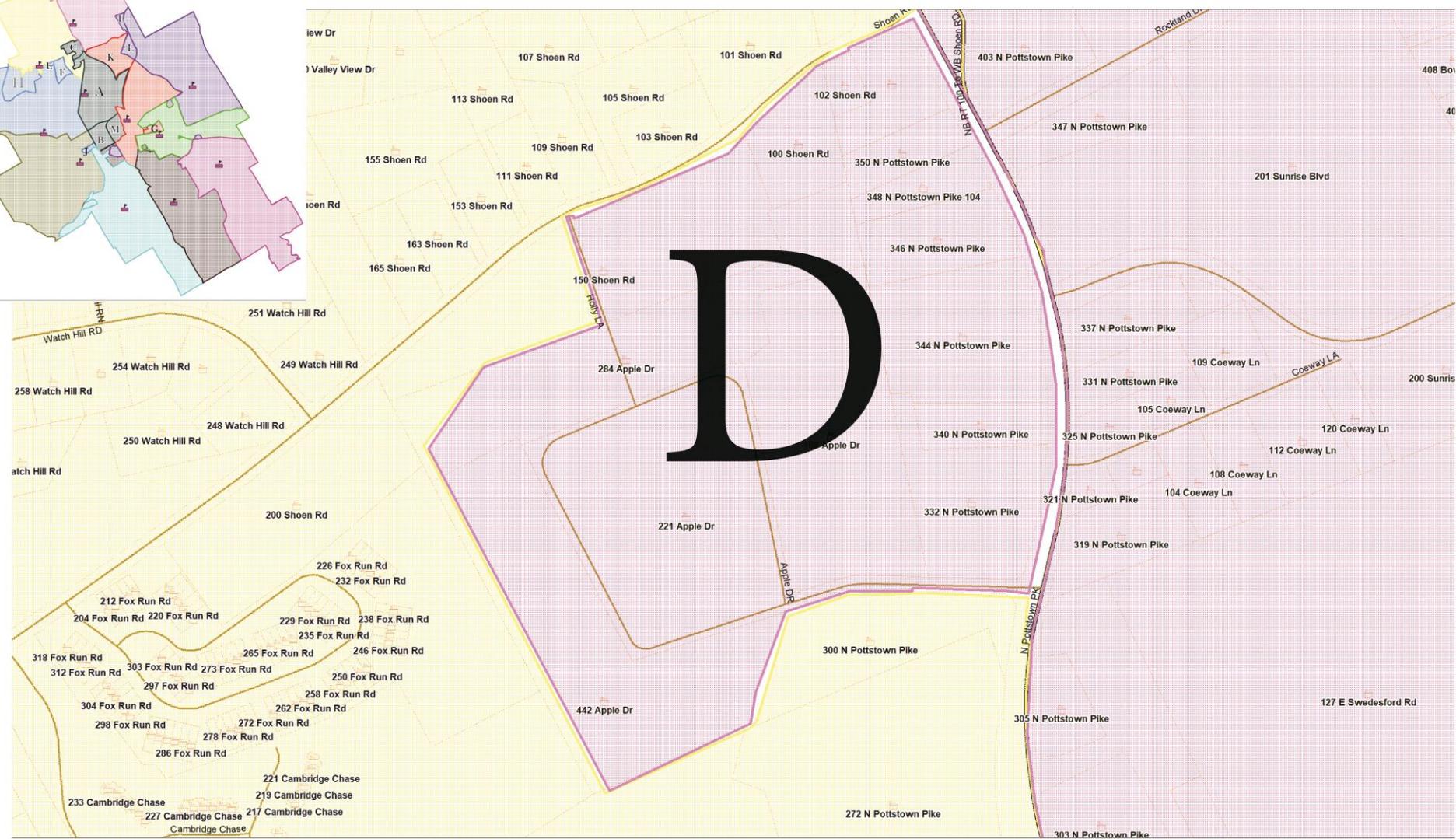
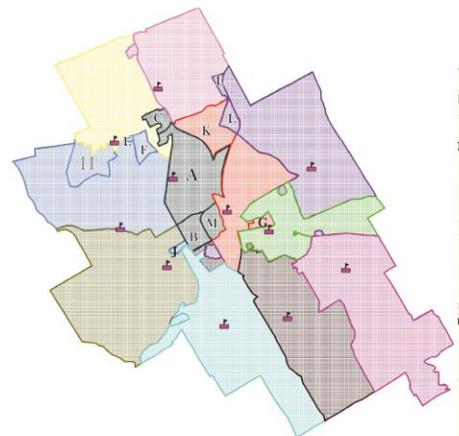


Section C - Elementary



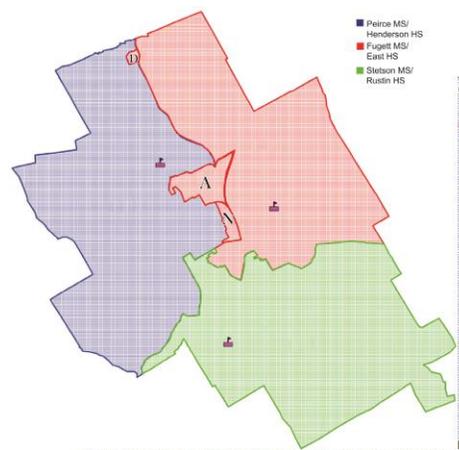


Section D - Elementary

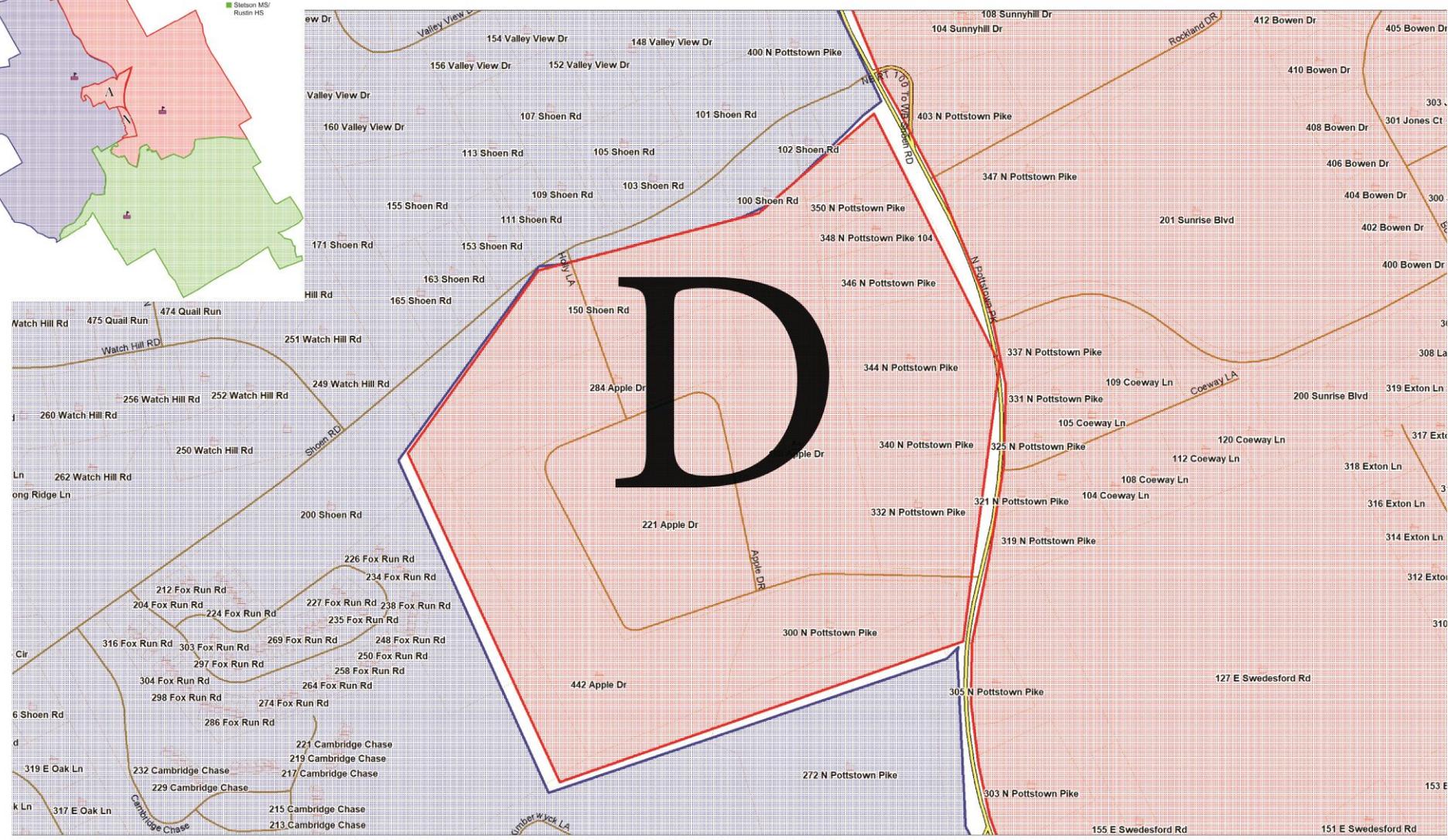




Section D - Secondary

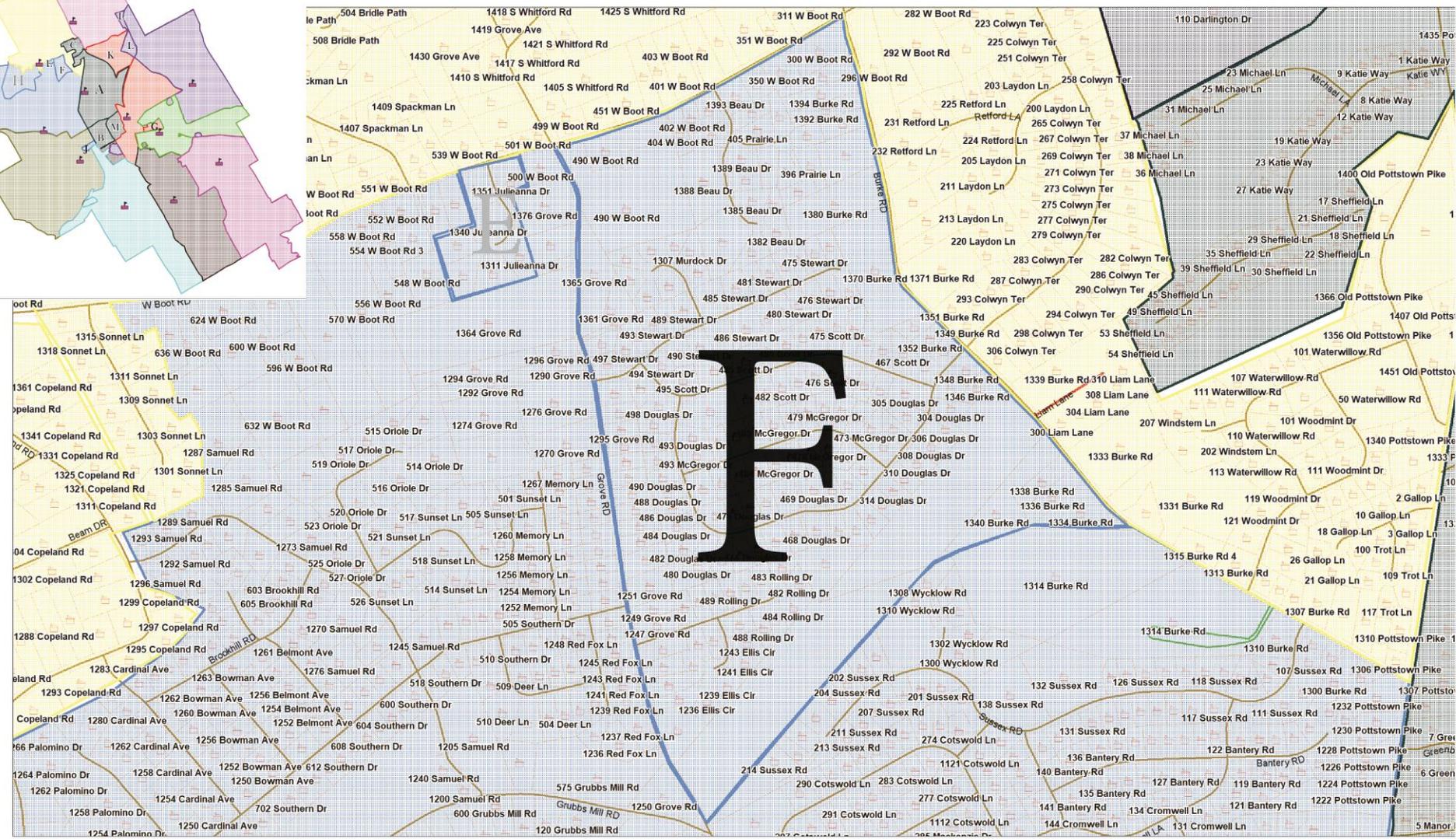
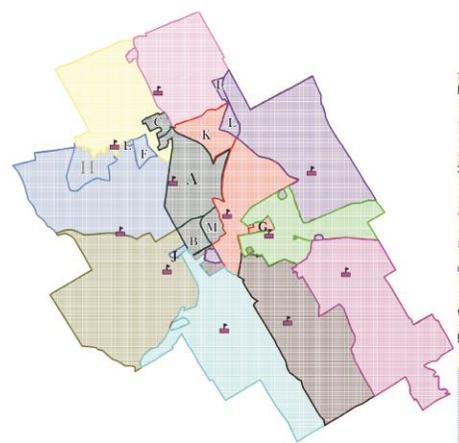


- Peirce MS/
Henderson HS
- Fugitt MS/
East HS
- Stetson MS/
Rustin HS



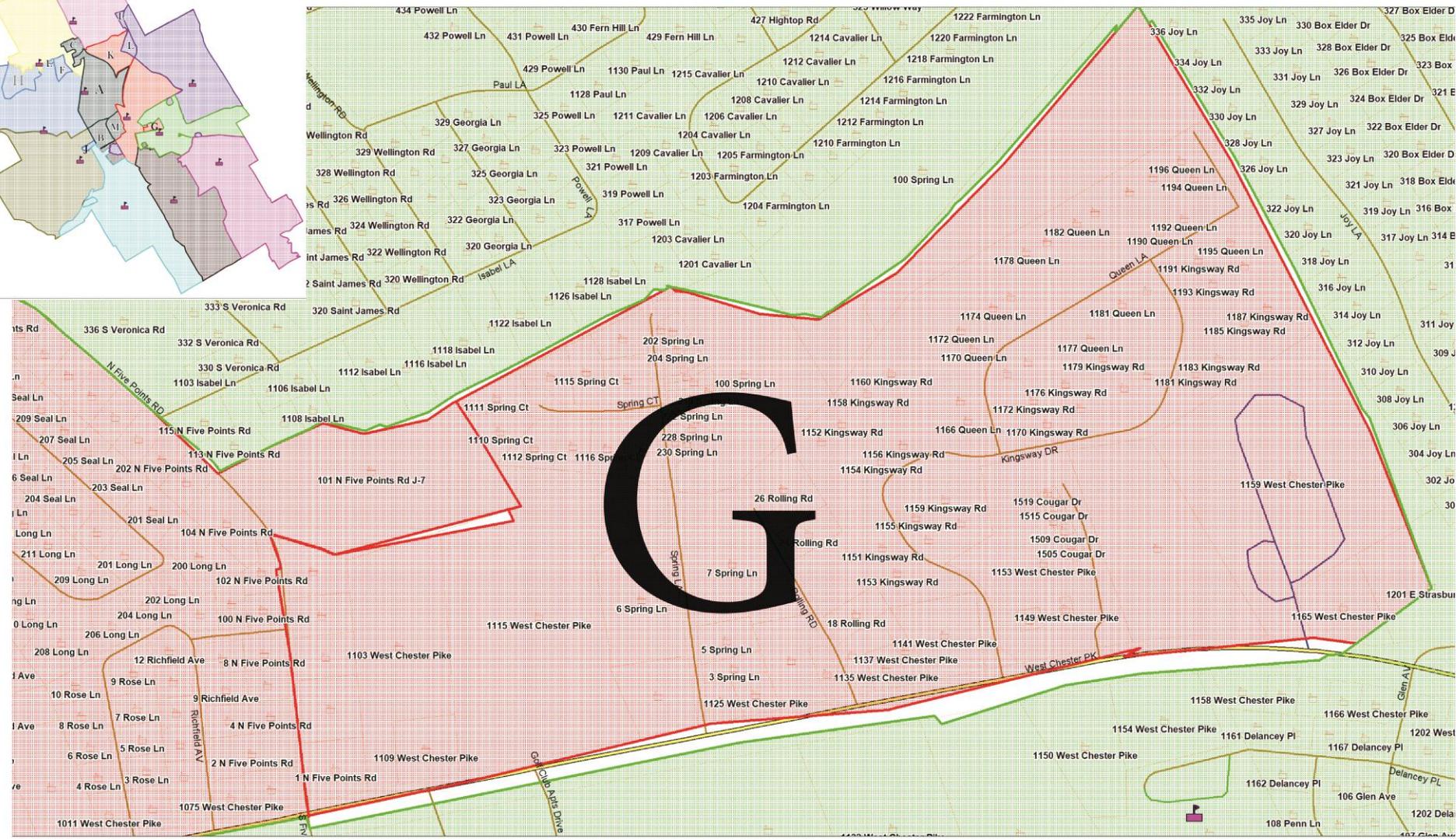
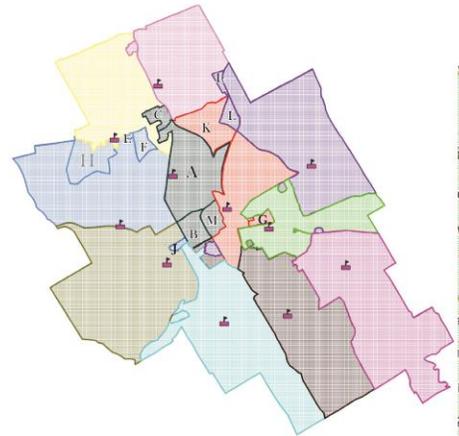


Section F - Elementary



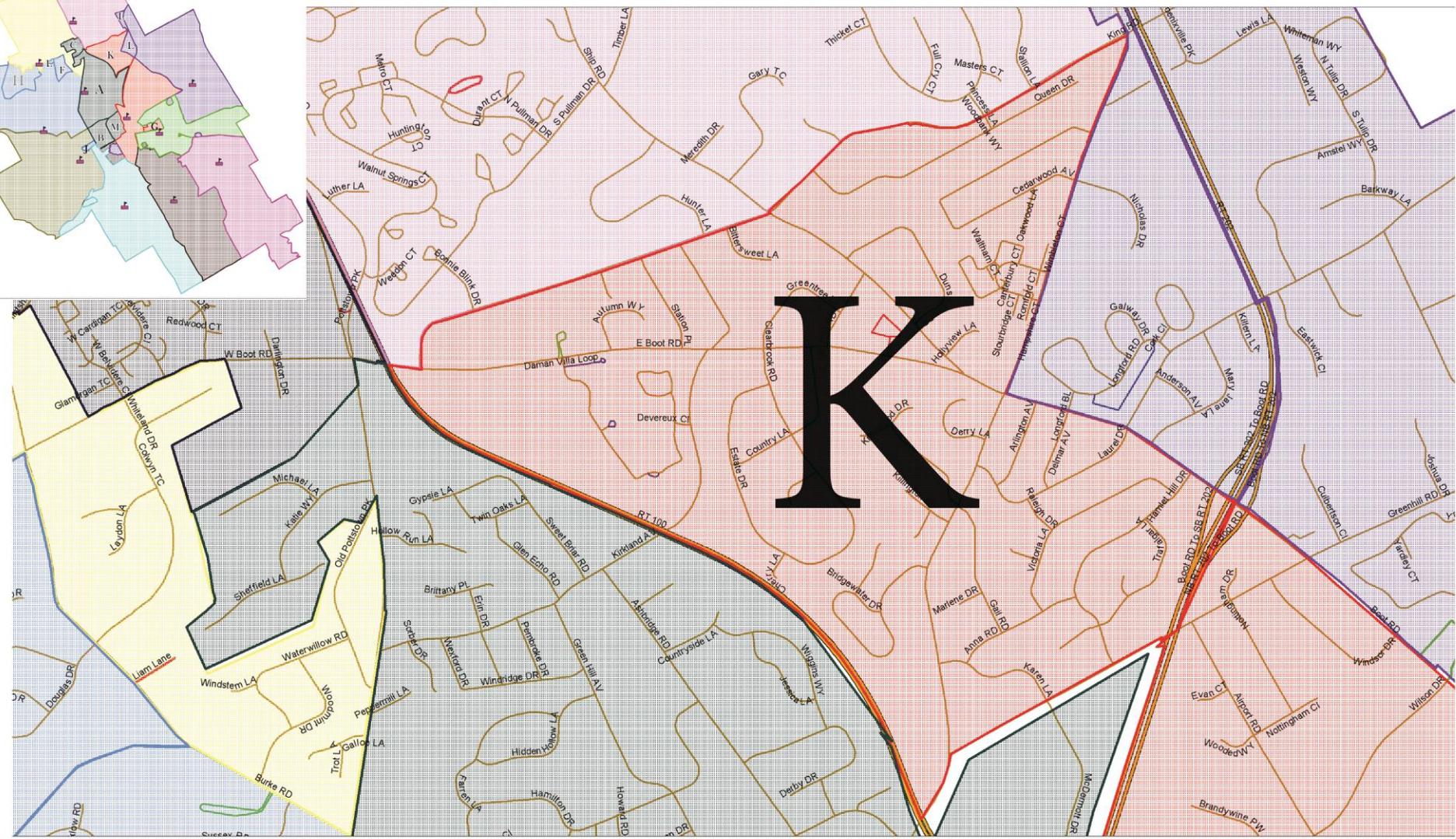
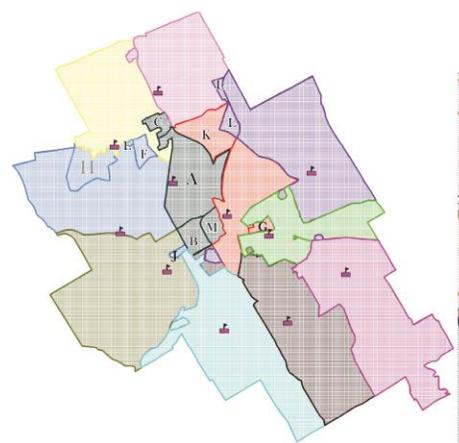


Section G - Elementary



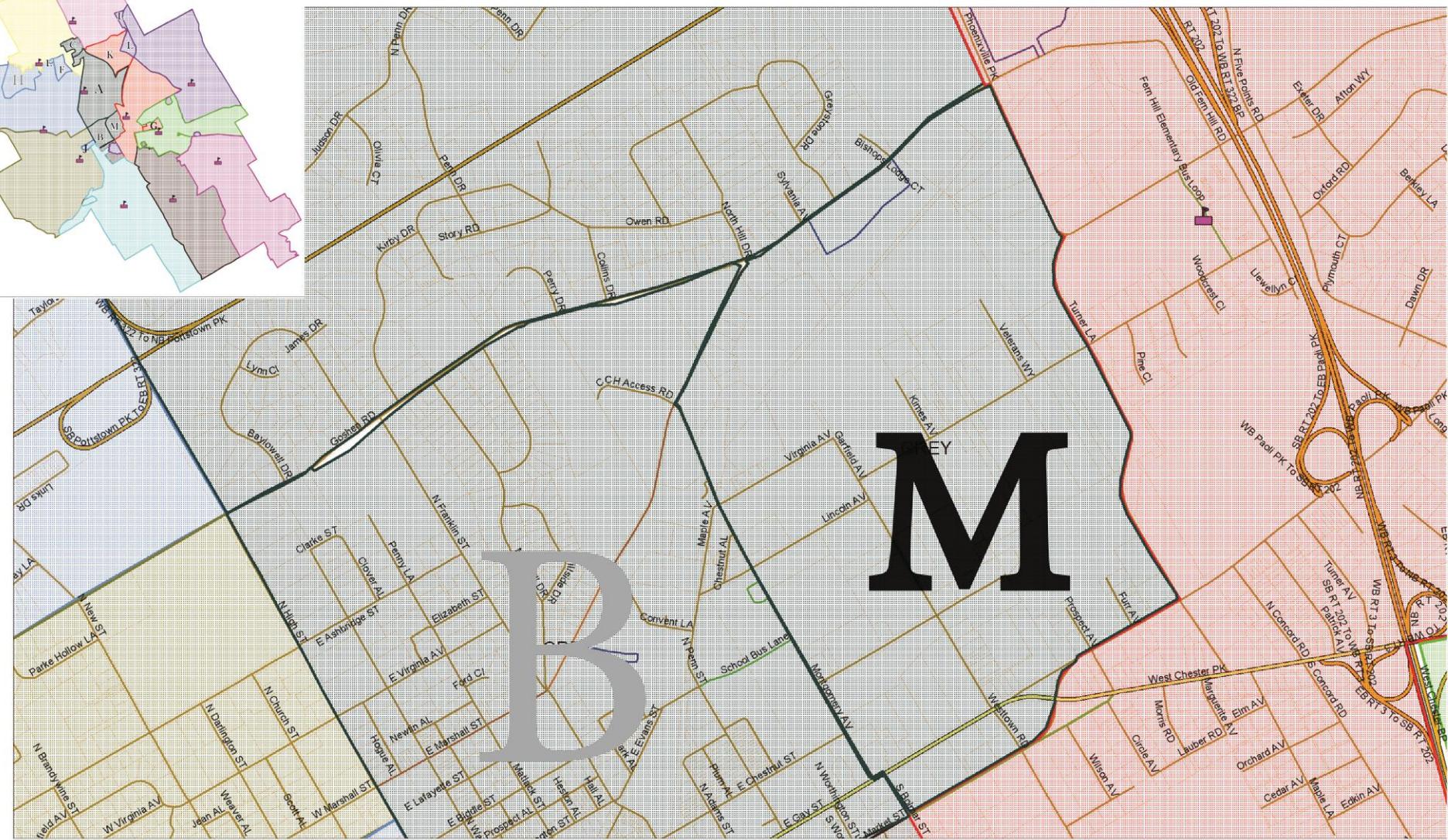
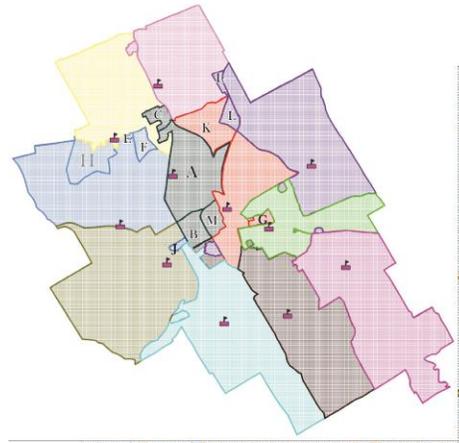


Section K - Elementary



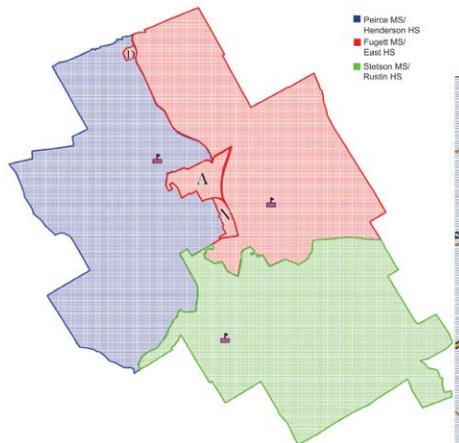


Section M - Elementary

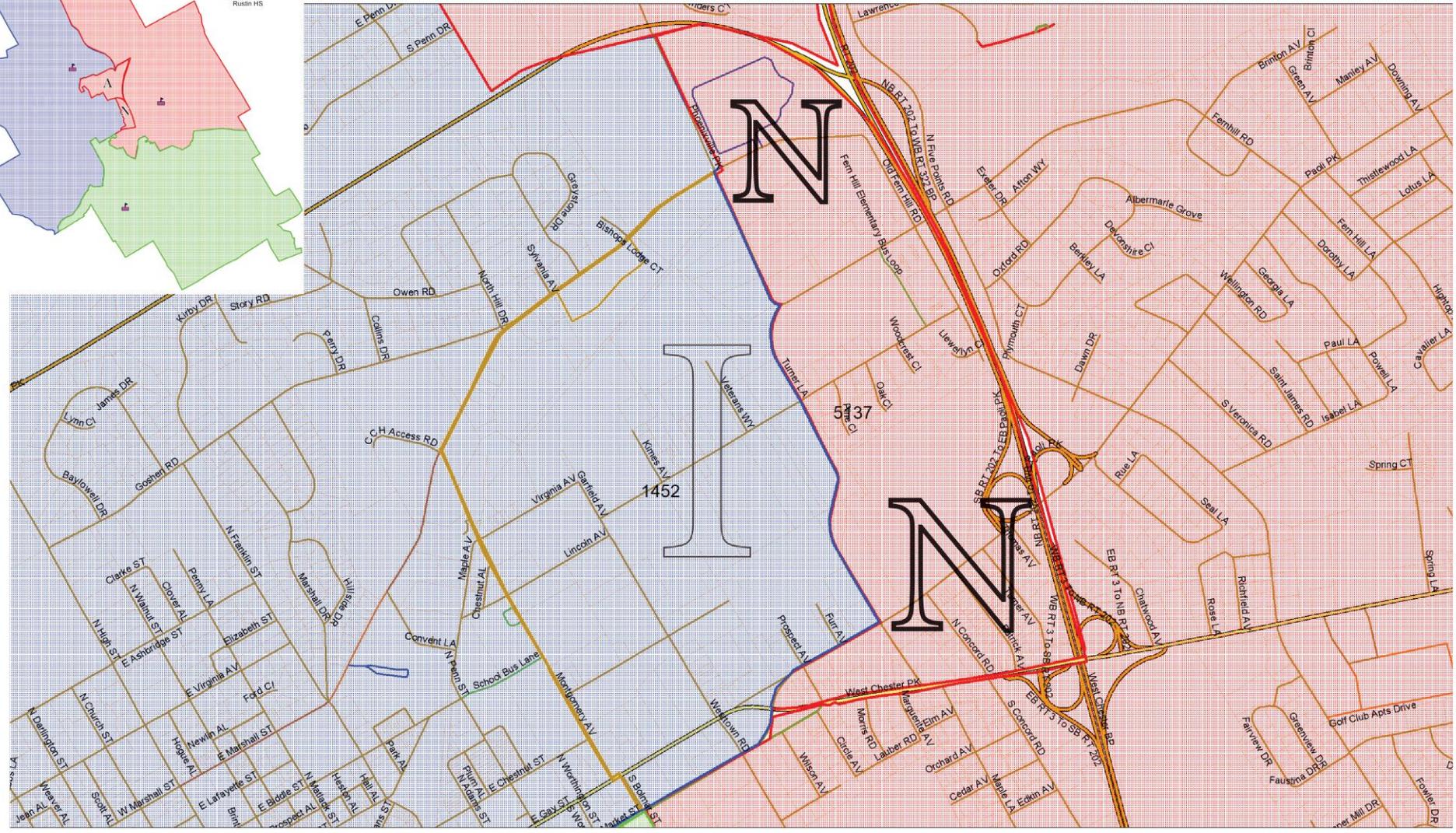




Section N - Secondary



- Peira MS/
Henderson HS
- Fugitt MS/
East HS
- Station MS/
Rustin HS





Summary of student impact

Elementary Enrollment is driving this plan

- High School Students Impacted – 34 current students (.08%)
- Middle School – 26 current students (.08%)
- Elementary School – 877 current students (22%)
- Greystone – Will receive 583 students
 - 446 current students (51% of students being moved)
 - 137 new students



Transition Plan if Impacted by Redistricting in fall, 2021

- **All High school students in 9th grade or higher and in the current high school as of fall 2021** will be permitted to finish that high school (no transportation provided)
- **All 8th grade students finishing at PMS in 21-22 year** may finish at PMS but will then attend EHS in fall, 2022. (no transportation provided) *OR*
- **All middle school students living in areas A (8 students) and N (11 students)** - may finish the feeder pattern at Peirce and Henderson if they are in 6th grade in fall, 2021. (no transportation provided)
- **All 5th grade students finishing their current elementary schools** may finish their schools (no transportation provided)
- **Apple Drive (section D)** –Any student who was attending PMS in fall, 2019 may finish the feeder pattern (transportation provided). Since fall, 2019 this area has been transitioning from HHS to EHS feeder. All new residents have been enrolling in EXE/FMS/EHS feeder pattern.



Transition Plan for 2020-21 school year

- **Newly enrolled students changing feeder patterns** - may enroll in the following schools in fall, 2020 rather than wait until fall, 2021 – East Bradford, East Goshen, Fugett. *(transportation provided)*
- **Newly enrolled students changing feeder patterns** - may not enroll in the following schools in fall, 2020 – Greystone, Fern Hill, Exton.
- **All 5th grade students at Fern Hill changing the feeder pattern from Peirce to Fugett** – may enroll at Fugett in 6th grade in fall, 2020 rather than wait until grade 7 in fall, 2021. *(transportation provided)*
- **Students from elementary schools (MCH, FHE, GAE, EXE, HDE) moving to a new school in fall, 2021** – will be transitioned together during the 2020-21 school year, so transition will be easier in fall, 2021.



Transition Plan for 2020-21 school year

- **Parent/Teacher Organizations** - may allocate some money for start up funds for Greystone (MCH, FHE)
- **We will be sure to have special orientations** - for families switching schools, and we welcome feedback on making the transitions.
- **Elementary Buddy System** - will be set up for students in the spring and fall.
- **Open houses will be scheduled during the spring and summer, 2021** - for students and parents to meet staff, other students and to visit schools.
- **Transition plans** - will be conducted with any student with a special need.



Next steps?

- Thursday May 21, 6:30 p.m. – Community meeting
- Monday June 22, 7 p.m. - School Board to vote on plan
- Feedback on transition considerations sent to redistrictingfeedback@wcasd.net.