



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

June 15, 2020
5:30 p.m.
ZOOM Meeting

REGULAR SESSION MEETING

AGENDA

Pupil Services Committee:

- Wellness Meeting Update L. Ranieri

Education Committee:

- ★ Approval of the Education Committee Meeting Minutes of May 11, 2020 (see attached) S. Tiernan
- ★ Approval of New French Textbooks (see attached) C. Eagles
- Review of Elementary Optional Online Summer Learning Program (see attached) S. Missett
- ★ Approval of Resolution – Required 15-1502(a) of the Public School Code- Designated Local Holidays – 2020-21 WCASD Calendar (see attached) S. Missett
- Review of NovaCare Middle School Athletic Training Services Contract (see attached) R. Sokolowski
- ★ Policy 200 Revision – Enrollment of Students (see attached) L. Ranieri
Policy 204 Revision – Attendance (see attached) R. Sokolowski
Policy 208 Revision – Withdrawal from School (see attached)
Policy 209 Revision – Health Examinations/Screenings (see attached)
Policy 233 Revision – Suspension and Expulsion (see attached)
- ★ Final Redistricting Plan Update (see attached) J. Scanlon
- Review of proposed Health & Safety Plan for re-opening of schools J. 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
Education Committee**

**Meeting Minutes
May 11, 2020**

Start: 6:37 PM

Finish: 7:33 PM

Attending Committee Members: Sue Tiernan (Chair: Education Committee) Daryl Durnell,
Kate Shaw

Other Board Members: Chris McCune, Gary Bevilacqua, Randell Spackman, Brian Gallen,
Karen Herrmann

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

Items listed on the Education Committee Regular Agenda of May 11, 2020:

1. Approval of the 2019-2020 School Calendar
2. Approval of Biology Textbooks
3. Approval of Flexible Instructional Day Application
4. Redistricting Update

A. Committee Actions and Outcomes:

1. Approval of the 2019-2020 School Calendar **VOTE: 3 - 0**
2. Approval of Biology Textbooks **VOTE: 3 - 0**
3. Approval of Flexible Instructional Day Application **VOTE: 3 - 0**

B. Items to be placed on upcoming Board Agenda:

1. Approval of the 2019-2020 School Calendar
2. Approval of Biology Textbooks
3. Approval of Flexible Instructional Day Application

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

None

D. Items to be discussed at a later date:

None

WEST CHESTER AREA SCHOOL DISTRICT

ADMINISTRATIVE GUIDELINE

APPROVED: August 1, 2015

REVISED: July 19, 2018

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

Committee Members: Dr. Christine Eagles, Ms. Pam Bastings (teacher), Ms. Molly Page (teacher),	
Ms. Melody Dela Cruz (teacher), Ms. Shannon Strauss (teacher), Ms. Sylvie Minier (teacher),	
Ms. Nicole Forrest (Asst. Principal), Ms. Kate Nasuti (parent), Ms. Jen Drap (parent)	
Core Instructional Materials Considered: Teachers reviewed and considered 6 different French textbooks.	
These were narrowed down to two that were considered by the committee.	
Instructional Material(s) Being Recommended:	
Title: EntreCultures 1-4, APprenons	
Author: Wayside Publishing	
Publisher: Wayside	Latest Revision: 2020
List Price: \$223.18	Copyright Date: 2020
9 years on-line access for Flextext	
Recommended for subject(s): French 1-5 AP	Grade(s): 7-12
Recommended for students with high, average, low reading ability: average to high	
Results of Committee Voting:	
<u>9</u> Affirmative	
Comments:	
<u>0</u> Negative	
Comments:	

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

Pg. 2 of 3

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

CONTENT AND METHOD	EXC.	GOOD	FAIR	POOR	N/A
Theoretical foundation	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		X			

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

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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:



Elementary Summer Math

Students are challenged to explore the concepts of numeracy every day.
The resources linked below provide specific types of activities.

Did you know that daily conversations with children about numbers can enhance their interest and ability in mathematics?

- ★ Estimate quantities and measurements
- ★ Identify parts of a whole
- ★ Work with money (mentally or with objects)
- ★ Explore [Math on the sidewalk](#)

Reading math-related stories with children can boost their interest in mathematics. The sites below include books and apps to explore.

- ★ [Bedtimemath](#)
- ★ [Math For Kids](#)
- ★ [40 Children's Books that Foster a Love of Math](#)
- ★ [10 Books to Spark a Love of Math](#)

Student Resources

Problem Solving

The problem-solving sites help students apply their sense of numeracy. Greg Tang's Summer Challenge provides a fun and easy-to-implement idea at home.

K-2

- [Greg Tang Math Summer Challenge](#)
- [Collection of Place Value Activities](#)
 - [Place Value Yahtzee](#)
 - [Place Value Scavenger Hunt](#)
- [Math Playground](#)
- [Little Monkey Number Lines](#)
- [SplashLearn](#)

3-5

- [Greg Tang Math Summer Challenge](#)
- [Rio School District Weekly Activities](#)
- [Math Playground](#)
- [Number Puzzles](#)

Fluency

The fluency sites help students practice and maintain the relationship between numbers. Fluency does not mean speed.

K-5

- [Freckle](#)
- [Greg Tang Math Games](#)
- [Tangy Tuesday/Wordy Wednesday Worksheets](#)
- [Prodigy Math*](#)
- [ABCYA*](#)
- [XtraMath](#)

Be sure to provide an appropriate amount of time for students to complete each fact. Fluency does not mean speed.

Coding Resources

The coding sites provide the resources and instruction necessary for elementary block-coding.

K-5

- [Code.org](#)
- [CodeMonkeyJr*](#)
- [ScratchJr](#) (K-2)
- [Scratch](#) (3-5)
- [Kodable*](#)
- [Tynker*](#)

*These sites and apps have both free access and paid features.



Elementary Summer Reading

Students are being challenged to read 20–30 minutes a day as they let books take them on adventures they've never imagined!

Did you know that starting in kindergarten:

- ★ If a student reads 20 minutes a day at home, he or she will hear 1.8 million words per year?
- ★ The student will have read for 851 hours by 6th grade.
- ★ The student will likely score better than 90% of his or her peers on standardized tests.

Choose a book from the list, or view more summer reading suggestions from the options below, and let the adventure begin!

- ★ [American Library Association Notable Books](#)
- ★ [Chester County Library System](#)
- ★ [Common Sense Media Summer Reading List](#)
- ★ [Imagination Soup Summer Reading List](#)
- ★ [Read Brightly Summer Reading Central](#)

Ages 6–8		Ages 9–12	
Title	Author	Title	Author
<i>Today is Monday</i>	Eric Carle	<i>The Great Shelby Holmes</i>	Elizabeth Eulberg
<i>Hair Love</i>	Matthew A. Cherry	<i>Strongheart: Wonder Dog of the Silver Screen</i>	Candace Fleming & Eric Rohmann
<i>Please, Baby Please</i>	Spike Lee	<i>Jurassic World: Fallen Kingdom Dinosaur Survival Guide</i>	David Lewman
<i>Pacho Nacho</i>	Silvia Lopez	<i>Tight</i>	Torrey Maldonado
<i>There is a Bird on Your Head</i>	Mo Willems	<i>Stat: Standing Tall and Talented</i>	Amar'e Stoudemire
<i>Meet Yasmin!</i>	Saadia Faruqi	<i>The War that Saved my Life</i>	Kimberly Brubaker Bradley
<i>Arthur's Camp-Out</i>	Lillian Hoban	<i>The Boy Who Harnessed the Wind</i>	William Kamkwamba
<i>The Incredible Book Eating Boy</i>	Oliver Jeffers	<i>SuperPower Field Guide: Beavers</i>	Rachel Poliquin
<i>All are Welcome</i>	Alexandra Penfold	<i>Roll of Thunder, Hear my Cry</i>	Mildred Taylor
<i>My Toothbrush is Missing</i>	Jan Thomas	<i>Jada Sly: Artist and Spy</i>	Sherri Winston
<i>Ivy and Bean</i>	Annie Barrows	<i>Souder</i>	William H. Armstrong
<i>Jada Jones: Sleepover Scientist</i>	Kelly Starling Lyons	<i>Shouting at the Rain</i>	Lynda Mullaly Hunt
<i>My Big Fat Zombie Goldfish</i>	Mo O'Hara	<i>Lost in the Pacific, 1942</i>	Tod Olson
<i>Oh, the Places You'll Go</i>	Dr. Seuss	<i>No Fixed Address</i>	Susan Nielsen
<i>The Giving Tree</i>	Shel Silverstein	<i>The Girl who Drew Butterflies: How Maria Merian's Art Changed Science</i>	Joyce Sidman

COMING SOON...



ELEMENTARY SUMMER LEARNING PROGRAM



More information regarding our weekly summer programs is coming soon. In the meantime, some details can be found below. A registration link will soon be provided with program descriptions and dates.

- 4 Day Weekly Programs (Monday-Thursday)
 - Weeks of: June 22, June 29, July 6, July 13, July 20, July 27
 - Variety of Topics including: English/Language Arts, Math, Book Clubs, Wellness, and more!
 - Live and self-paced options will be available to fit your family's schedule.
- 

FREE FOR ALL FAMILIES!

**BOARD OF SCHOOL DIRECTORS OF THE
WEST CHESTER AREA SCHOOL DISTRICT**

RESOLUTION

June 22, 2020

WHEREAS, Section 15-1502(a) of the Public School Code of 1949 provides:

“Except as provided in Subsection (c), no school shall be kept open on any Saturday for the purpose of ordinary instruction, except when Monday is fixed by the Board of School Directors as the weekly holiday, or on Sunday, Memorial Day, Fourth of July, Christmas, Thanksgiving, the first of January, **and up to five (5) additional days designated as local holidays in the adopted school calendar by the Board of School Directors as official local school district holidays ...**”

WHEREAS, the Board of School Directors of the West Chester Area School District/Intermediate Unit (herein “Board”) has adopted a school calendar for the 2020-2021 school year (herein “Exhibit ‘A’”);

WHEREAS, it is the intention of this Resolution to designate five (5) additional days to be designated as local holidays in the Board’s adopted school calendar as official local school holidays.

NOW, THEREFORE, the Board hereby resolves as follows:

1. The following five (5) additional days will be designated as local holidays in the adopted school calendar by the Board for the 2020-2021 school year:

<u>Labor Day – September 7, 2020</u>
<u>Friday, November 27, 2020</u>
<u>Martin Luther King’s Birthday – January 18, 2021</u>
<u>President’s Holiday – February 15, 2021</u>
<u>Spring Break – April 2, 2021</u>

2. In all other respects, the adopted school calendar for the 2020-2021 school year shall remain as set forth in Exhibit “A.”

**BOARD OF SCHOOL DIRECTORS OF THE
WEST CHESTER AREA SCHOOL DISTRICT**

Attest: _____
Board Secretary

By: _____
Board President

CERTIFICATION

I, _____, hereby certify that I am the Secretary of the Board of School Directors of the West Chester Area School District/Intermediate Unit, and the foregoing Resolution was duly adopted by the Board of School Directors at a duly advertised meeting held on _____, 2020, at which time a quorum was present, the Resolution being approved by a vote of _____ to _____ on the _____ day of _____, 2020.

By: _____
Board Secretary



Book	Policy Manual
Section	200 Pupils
Title	Enrollment of Students
Code	200
Status	Review
Adopted	August 1, 2015
Last Revised	April 23, 2018
Last Reviewed	December 15, 2014

Authority

The district shall enroll eligible school age students in accordance with Board policy and applicable laws and regulations. The entitlement and requirements to secure enrollment shall apply equally to resident students residing with their parents/legal guardians; emancipated minors; nonresident students living with district residents who are supporting children gratis, including students residing in the district as the result of the military deployment of parents/guardians; children living with preadoptive parents who reside in the district; nonresident students living in facilities or institutions within the district; and nonresident students living in foster homes.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

Definitions

School age shall be defined as the period from the earliest admission age for the district's kindergarten program until graduation from high school or the end of the school term in which the student reaches the age of twenty-one (21) years, whichever occurs first.[\[1\]](#)[\[5\]](#)

District of residence shall be defined as the school district in which a student's parent/legal guardian resides.[\[2\]](#)[\[3\]](#)

An **emancipated minor** shall be defined as a student under the age of twenty-one (21) who has established a domicile apart from the continued control and support of a parent/guardian. Emancipation of a minor is a question of fact, which is not presumed, and is not solely dependent upon the employment status of the minor. The burden of establishing emancipation is on the student seeking emancipated status.

Homeless students may reside in shelters, hotels, motels, cars, tents or be temporarily doubled-up with a resident family because of a lack of housing. Homeless students lack a fixed, regular, and adequate nighttime residence. Included within the definition of **homeless students** are unaccompanied homeless youth.[\[6\]](#)

Unaccompanied homeless youth shall be defined as any child who is not in the physical custody of a parent/guardian, including a student who has run away from home, been thrown out of a home, abandoned, or separated from a parent/guardian.

Guidelines

School Age Requirements

Kindergarten –

Children are eligible for admission to kindergarten if they have attained the age of five (5) years on or before September 1.[7]

First Grade –

Children are eligible for admission to the first grade if they have attained the age of six (6) years on or before September 1.[8][9]

They shall be admitted to school during the first two (2) weeks of the annual school term, and thereafter at the district's discretion, except (a) children who are ~~eight (8)~~ **six (6)** years of age may begin school at any time during the school year; and (b) children who are ~~above the age of six (6) but below the age of eight (8)~~ **who and** have entered primary school in another public or private school and have transferred to a district public school may be admitted at any time during the school year.[8][10]

Early Admission

The Board may admit into the first grade a child who is five (5) years old and demonstrates readiness for entry by the first day of the school term, upon the written request of the parent/guardian, recommendation of the district psychologist, and approval of the Superintendent.[11]

The Board is not required to admit into first grade any child whose age is less than the district's established admission age for first grade.[11]

Special exceptions may also be made for students not meeting the age requirements for admission, who transfer from programs in other school districts, in accordance with administrative guidelines.

Special Education

District residents who (a) are eligible for special education in accordance with Chapter 14 of the regulations of the State Board of Education, or any successor regulations thereto; (b) are under the age of twenty-one (21) and have a Graduation Equivalency Diploma (GED) and have not graduated from an accredited public or private high school program, shall remain eligible to receive free public education from the school district through the end of the school term of their twenty-first year.[12][13]

Enrollment Requirements of Resident Students

School age children shall be entitled to attend the schools of their district of residence.[1][2][3][14]

The district shall normally enroll eligible school age students the next business day, but no later than five (5) business days after application.[3]

The district shall not enroll a student until the parent/guardian has supplied:[1][2][3][15][16]

1. Proof of child's age

Acceptable documentation includes: birth certificate, notarized copy of a birth certificate, baptismal certificate, copy of the record of baptism – notarized or duly certified and showing the date of birth, statement from the parents or another relative indicating the date of birth, a valid passport, or a prior school record indicating the date of birth.

2. Immunizations required by law

Acceptable documentation includes: either the child's immunization record, a written statement from the former school district, or from a medical office that the required immunizations have been administered, or that a required series is in process, or verbal assurances from the former school district, or a medical office that the required immunizations have been completed, with records to follow.

3. Proof of residency

Acceptable documentation includes: a deed, a lease, current utility bill, current credit card bill, property tax bill, vehicle registration, driver's license, or DOT identification card. The district may require that more than one (1) form of residency confirmation be provided. In verifying residency, the district shall

require only such information as is deemed reasonable in light of a family's circumstances.

4. Parental Registration Statement

A sworn statement or affirmation attesting to whether the student has been or presently is suspended or expelled for offenses involving drugs, alcohol, or weapons; willful infliction of injury to another person; or any act of violence committed on school property must be provided for a student to be admitted to any school entity.[17][18]

However, the district shall not deny or delay a student's enrollment based upon information contained in the student's certified disciplinary record or Parental Registration Statement, but may provide alternative education services to students who have committed weapons offenses, in accordance with applicable law.[19]

5. Home Language Survey

The district shall administer a home language survey to all students enrolling in the district's schools for the first time.[3][20]

Upon enrollment, the district shall contact the student's former school and request a certified copy of the student's education and, if applicable, the student's discipline records. The district shall enroll eligible students within five (5) business days of application regardless of receipt of records from previous districts.[18]

Documentation that will be requested from former districts may include: (a) picture identification; (b) health or physical examination records; (c) academic records; (d) attendance records; (e) Individualized Education Program; and (f) other special education records.

Items that will not be requested are: (a) social security number; (b) the reason for the child's placement if not living with natural parents; (c) child's or parent's visa; (d) agency records; or (except for the limited circumstances below) (e) a court order or records relating to a dependency proceeding.

Homeless Students

In the case of homeless students, traditional concepts of residence and domicile do not apply. The district shall immediately enroll identified homeless students, even if the student or parent/guardian is unable to produce the required documents, in accordance with Board policy and applicable law.[6]

Emancipated Minor

Emancipated minors and unaccompanied homeless students may enroll without any additional assistance from a parent/guardian.

Immigrant Students

The district shall not inquire as to the immigration status of a student as part of the enrollment process. A child's right to be admitted to school may not be conditioned on the child's immigration status. Students are to be enrolled following the same guidelines above.[3]

Custody Agreements

A student may only have one (1) school district of residence. If the parents of a child share joint custody and the child's time is evenly divided between the residences of each parent, the parents may select one (1) of the school districts and enroll the child in that district.[3]

When the parents of a student reside in different school districts, the student may attend the school district of residence of the parent with whom the student lives for a majority of the time, unless a court order or court approved custody agreement specifies otherwise.[3]

If the individual enrolling the child is relying on a court order or custody agreement as the basis for enrolling the child, the district may require submission of the court order or custody agreement. The district shall not require submission of a custody order or agreement as a condition of enrollment under any other circumstance.

Enrollment and Placement of Twins and Higher Order Multiple Siblings

Twins or higher order multiple siblings shall be enrolled in the district in the same manner as all other students. Placement of twins or higher order multiple siblings in particular classrooms within the district shall be determined in accordance with applicable law.[21][22]

Preadoptive and Adoptive Students

Students living with preadoptive parents who are receiving adoption assistance subsidies, preadoptive foster payments, Supplemental Security Income (SSI), or Transitional Assistance for Needy Families (TANF), are entitled to attend public school within the district. Students living in preadoptive or adoptive situations are considered residents of the district and are entitled to all free school privileges accorded to resident students. [2]

Students of Military Personnel

When residents are military personnel who are deployed and their children are living with relatives within the district, the students are entitled to attend school in the district. The students should be enrolled following the same guidelines as nonresident guardianship situations. See Students Living With Resident Adult Other Than Parent below for registration procedures. [2]

Students and Families With Limited English Proficiency

Students and families with limited English proficiency will be provided translation and interpretation services to the extent needed to help the family understand the enrollment process and enroll the students properly. [20]

Address Confidentiality Program (ACP)

Some families may enroll a student using an ACP card which lists a post office box as their address. This is their legal address and school districts shall not require additional information regarding their residence. School records from the student's former school will be forwarded through the ACP. If there are questions about the family's eligibility for enrollment, contact the ACP at 1-800-563-6399.

Enrollment Requirements of Nonresident Students

The Board shall require that appropriate legal documentation showing dependency or guardianship or a sworn statement of full residential support be filed with the Superintendent's designee before an eligible nonresident student may be accepted as a student in the district. The Board may require a resident to submit additional, reasonable information to substantiate a sworn statement, in accordance with guidelines issued by the Department of Education. [2][23]

The Board reserves the right to verify claims of residency, dependency and guardianship, and to remove from school attendance a nonresident student whose claim is invalid. [2]

If information contained in the sworn statement of residential support is found to be false, the student shall be removed from school after notice is given of an opportunity to appeal the student's removal, in accordance with Board policy. [2][24]

The Board shall not be responsible for the transportation to or from school of any student residing outside of school district boundaries.

Tuition rates shall be determined in accordance with statute, if applicable. [25][26][27]

Students Living With Resident Adult Other Than Parent

When a student is living with a district resident, who is supporting the child without personal compensation (gratis), the child may attend the district's public schools of that resident. [2]

Before enrolling a new student who lives with a relative or friend of the family, the building principal or his/her designee shall refer the relative/other adult to the Assistant Superintendent. The Assistant Superintendent or his/her designee shall discuss the status of the unofficial guardianship with that person. If the Assistant

Superintendent or his/her designee believes that the official/unofficial guardianship establishes the child's legal domicile in the district, s/he will ask the person to follow the requirements of this policy and complete and sign the necessary forms/affidavits. The person shall present the completed documentation to the Assistant Superintendent or his/her designee for review and approval before the student may be enrolled. Once the documentation is provided, the district will enroll the child and permit him/her to begin to attend school without delay, but in no case more than five (5) days.[\[2\]](#)[\[23\]](#)

A resident's receipt of Supplemental Security Income (SSI), Transitional Assistance for Needy Families (TANF), preadoptive or adoptive support, maintenance on public or private health insurance, support from the United States military or military personnel or child support payments shall not be deemed to be personal compensation or gain.

Students Placed in Resident's Home/Foster Care

Any child placed in the home of a district resident by a court or government agency shall be admitted to district schools and shall receive the same benefits and be subject to the same responsibilities as resident students.[\[28\]](#)

In addition, this includes students in foster care or awaiting foster care placement; although, the district will contact the Department of Children, Youth & Families for a Best Interest Determination (BID) meeting.

Students as Residents of Institutions

A child who is living in or assigned to a facility or institution for the care or training of children located within this district is not a legal resident of the district by such placement; but s/he shall be admitted to district schools, and a charge shall be made for tuition in accordance with statute.[\[26\]](#)[\[29\]](#)[\[30\]](#)[\[31\]](#)[\[32\]](#)[\[33\]](#)[\[36\]](#)[\[37\]](#)

Students Incarcerated in Adult Facilities

A juvenile who is eligible for educational services and is confined to an adult local correctional institution following conviction for a criminal offense shall receive educational services from the school district in the same manner and extent as an expelled student.[\[34\]](#)[\[35\]](#)

A juvenile who is eligible for educational services and is confined to an adult local correctional institution following a charge for a criminal offense shall receive educational services from the school district in the same manner and extent as a student placed in an alternative education program for disruptive students.[\[34\]](#)

Students returning from a delinquency placement are entitled to an informal hearing prior to being placed in an alternative education program. The purpose of the hearing is to determine whether the student is currently fit to return to the regular classroom or meets the definition of a disruptive student.

Future Residents

All nonresident students entering school in September who will become residents by November 1 of the same school year shall be admitted tuition free for the months of September and October. In the event such students do not become residents until after November 1, the Superintendent shall waive tuition payments for the month during which the student becomes a resident of the area.[\[25\]](#)

Parents of students who claim admission on the basis of future residency shall be required to demonstrate proof of the anticipated residency.

The Board reserves the right to verify such claims and to remove from school a nonresident student whose claim is invalid.[\[2\]](#)

Former Residents

All resident students who cease to live within the boundaries of the district after April 1 shall be allowed to finish the school year at no tuition charge.[\[25\]](#)

All resident students who cease to live within the boundaries of the district before April 1 may be allowed to finish the school year at no tuition charge, upon approval of the Superintendent or designee.

Any member of the senior class who ceases to be a resident before April 1 may be permitted to complete his/her senior year, tuition free, upon approval of the Superintendent or designee.

Delegation of Responsibility

The Superintendent or designee shall annually notify students, parents/guardians, and staff about the district's policy on student enrollment and admissions by publishing such policy in the student handbook, parent newsletters, district website, and other efficient methods. [\[4\]](#)

Legal

1. 24 P.S. 1301
2. 24 P.S. 1302
3. 22 PA Code 11.11
4. 22 PA Code 11.41
5. 22 PA Code 11.12
6. Pol. 251
7. 22 PA Code 11.14
8. 24 P.S. 1304
9. 22 PA Code 11.15
10. 24 P.S. 1326
11. 22 PA Code 11.16
12. 22 PA Code 14.101 et seq
13. Pol. 113
14. 22 PA Code 12.1
15. 24 P.S. 1303a
16. Pol. 203
17. 24 P.S. 1304-A
18. Pol. 216.1
19. 24 P.S. 1317.2
20. Pol. 138
21. 24 P.S. 1310.1
22. Pol. 206
23. 22 PA Code 11.19
24. Pol. 906
25. 24 P.S. 1316
26. 24 P.S. 2561
27. Pol. 607
28. 24 P.S. 1305
29. 24 P.S. 1306
30. 24 P.S. 1307
31. 24 P.S. 1308
32. 24 P.S. 1309
33. 22 PA Code 11.18
34. 24 P.S. 1306.2
35. 24 P.S. 1318
36. 24 P.S. 1310
37. 24 P.S. 2562
- 24 P.S. 503
- 22 PA Code 4.41

Book	Policy Manual
Section	200 Pupils
Title	Attendance
Code	204
Status	Review
Adopted	August 1, 2015
Last Revised	June 26, 2017

Purpose

The Board requires that school age students enrolled in district schools attend school regularly, in accordance with state laws. The educational program offered by the district is predicated upon the presence of the student and requires continuity of instruction and classroom participation.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)

Compulsory Attendance Ages

With certain exceptions, children from the ages of ~~eight (8)~~ **six (6)** to ~~seventeen (17)~~ **eighteen (18)**, inclusive, must be in attendance at a school in which the subjects required by law and the State Board of Education are taught in the English language.[\[2\]](#)[\[5\]](#)

Authority

Attendance shall be required of all students enrolled in district schools during the days and hours that the school is in session, except that a principal or teacher may excuse a student for temporary absences when s/he receives satisfactory evidence of mental, physical, or other urgent reasons that may reasonably cause the student's absence. The term urgent reasons shall be strictly construed and is not intended to permit irregular attendance.[\[3\]](#)[\[7\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)

The Board considers the following conditions to constitute reasonable cause for absence from school:

1. Sickness.[\[12\]](#)[\[9\]](#)
2. Quarantine.
3. Death in immediate family.
4. Weather so inclement as to endanger the health of the child or make roads impassable.
5. Observance of a religious holiday.[\[13\]](#)
6. Educational tours and trips, with prior approval.[\[14\]](#)
7. Other exceptional reasons, with the approval of the administration.

Attendance need not always be within school facilities. A student shall be considered in attendance if present at any place where school is in session by authority of the Board; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in an approved and properly supervised

independent study, work-study or career education program; the student is receiving approved homebound instruction. [\[3\]](#)[\[11\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)

All absences occasioned by observance of the student's religion shall be excused, and no student so excused shall be deprived of an award or eligibility to compete for an award or the opportunity to make up a test given on the religious holiday. The administration shall excuse the student for those days that the parent/guardian provides written documentation of the religious holiday. [\[13\]](#)

The Board shall, upon written request of the parents/guardians, release from attendance a student participating in a religious instruction program. Such instruction shall not require the child's absence from school for more than thirty-six (36) hours per school year, and its organizers must inform the Board of the child's attendance record. The Board shall not provide transportation to religious instruction. A penalty shall not be attached to an absence for religious instruction. [\[13\]](#)[\[20\]](#)

The Board shall permit a student to be excused for participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group upon written request prior to the event. [\[6\]](#)[\[9\]](#)

The Board will recognize other justifiable absences for part of the school day. These shall include medical or dental appointments, court appearances, family emergencies, or other urgent reasons. [\[11\]](#)[\[12\]](#)

The Board shall excuse the following students from the requirements of attendance at district schools, upon request and with the required approval:

1. On certification by a physician or submission of other satisfactory evidence and on approval of the Department of Education, children who are unable to attend school or apply themselves to study for mental, physical, or other reasons that preclude regular attendance. [\[9\]](#)[\[10\]](#)[\[21\]](#)
2. Students enrolled in nonpublic or private schools in which the subjects and activities prescribed by law are taught. [\[3\]](#)[\[22\]](#)
3. Students attending college who are also enrolled part-time in district schools. [\[23\]](#)
4. Students attending a home education program in accordance with law. [\[24\]](#)[\[25\]](#)
5. Students fifteen (15) or sixteen (16) years of age whose enrollment in private trade or business schools has been approved. [\[3\]](#)
6. Students fifteen (15) years of age, and fourteen (14) years of age who have completed the highest elementary grade, engaged in farm work or private domestic service under duly issued permits. [\[10\]](#)
7. Students sixteen (16) years of age regularly employed during the school session and holding a lawfully issued employment certificate. [\[10\]](#)[\[16\]](#)

The Board may excuse the following students from the requirements of attendance at district schools:

1. Students receiving tutorial instruction in a field not offered in the district's curricula from a properly qualified tutor approved by the Superintendent, when the excusal does not interfere with the student's regular program of studies. [\[3\]](#)[\[15\]](#)[\[18\]](#)
2. School age children unable to attend school upon recommendation of the school physician and a psychiatrist or school psychologist, or both, and with approval of the Secretary of Education. [\[21\]](#)
3. Students enrolled in special schools conducted by the Chester County Intermediate Unit or the Department of Education. [\[3\]](#)

The Board shall report to appropriate authorities infractions of the law regarding the attendance of students below the age of seventeen (17). The Board shall issue notice to those parents/guardians who fail to comply with the statutory requirements of compulsory attendance that such infractions of the statute will be prosecuted. [\[7\]](#)[\[26\]](#)[\[27\]](#)

Educational Tours/Trips

The Board may excuse a student from school attendance to participate in an educational tour or trip not sponsored by the district if the following conditions are met: [\[14\]](#)

1. The parent/guardian submits a written request for excusal prior to the absence.
2. The student's participation has been approved by the Superintendent or designee.
3. The adult directing and supervising the tour or trip is acceptable to the parents/guardians and the Superintendent.

The Board may limit the number and duration of tours or trips for which excused absences may be granted to a student during the school term.

Delegation of Responsibility

The Superintendent or designee shall annually notify students, parents/guardians, and staff about the district's attendance policy by publishing such policy in the student handbook, district website and other efficient methods.[\[6\]](#)[\[39\]](#)

The Superintendent or designee shall develop procedures for the attendance of students which:

1. Ensure a school session that conforms with requirements of state law and regulations.[\[28\]](#)[\[29\]](#)[\[30\]](#)[\[31\]](#)[\[37\]](#)[\[38\]](#)
2. Govern the keeping of attendance records in accordance with state statutes.[\[32\]](#)[\[33\]](#)
3. Distribute annually to staff, students, and parents/guardians Board policies and school rules and regulations governing student attendance, absences, and excusals.[\[6\]](#)
4. Impose on students who cut class, have unexcused lateness to class, or leave school without permission appropriate incremental disciplinary measures for infractions of school rules.[\[26\]](#)[\[27\]](#)[\[34\]](#)[\[35\]](#)[\[36\]](#)
5. Identify the habitual truant, investigate the causes of truant behavior, and consider modification of the student's educational program to meet particular needs and interests.
6. Ensure that students legally absent have an opportunity to make up work.
7. Issue written notice to any parent/guardian who fails to comply with the compulsory attendance statute, within three (3) days of any proceeding brought under that statute. Such notice shall inform the parent/guardian of the date(s) the absence occurred; that the absence was unexcused and in violation of law; that the parent/guardian is being notified and informed of his/her liability under law for the absence of the student; and that further violations during the school term will be prosecuted without notice.[\[26\]](#)[\[27\]](#)

See 204AG1 - Attendance Guidelines for more details.

Legal	1. 24 P.S. 1301
	2. 24 P.S. 1326
	3. 24 P.S. 1327
	4. 22 PA Code 11.12
	5. 22 PA Code 11.13
	6. 22 PA Code 11.41
	7. 22 PA Code 12.1
	8. Pol. 200
	9. 24 P.S. 1329
	10. 24 P.S. 1330
	11. 22 PA Code 11.23
	12. 22 PA Code 11.25
	13. 22 PA Code 11.21
	14. 22 PA Code 11.26

14. 22 PA Code 11.29
15. 22 PA Code 11.22
16. 22 PA Code 11.28
17. Pol. 115
18. Pol. 116
19. Pol. 117
20. 24 P.S. 1546
21. 22 PA Code 11.34
22. 22 PA Code 11.32
23. 22 PA Code 11.5
24. 24 P.S. 1327.1
25. Pol. 137
26. 24 P.S. 1333
27. 24 P.S. 1354
28. 24 P.S. 1501
29. 24 P.S. 1504
30. 22 PA Code 4.4
31. 22 PA Code 11.1
32. 24 P.S. 1332
33. 24 P.S. 1339
34. 24 P.S. 1338
35. Pol. 218
36. Pol. 233
37. 22 PA Code 11.2
38. 22 PA Code 11.3
39. 24 P.S. 510.2
24 P.S. 1333.1
24 P.S. 1333.2
22 PA Code 11.8
22 PA Code 11.24
22 PA Code 11.31
22 PA Code 11.31a
42 Pa. C.S.A. 6302
Pol. 103.1
Pol. 113
Pol. 113.3
Pol. 114
Pol. 118



Book	Policy Manual
Section	200 Pupils
Title	Withdrawal From School
Code	208
Status	Review
Adopted	August 1, 2015
Last Reviewed	December 15, 2014

Purpose

The Board affirms that even though law requires attendance of a student only between the ages of ~~eight (8)~~ **six (6)** and ~~seventeen (17)~~ **eighteen (18)**, it is in the best interests of both students and the community that students complete the educational program that will equip them with required skills and increase their chances for a successful life beyond school. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

Authority

The Board directs that whenever a student wishes to withdraw, efforts should be made to determine the underlying reason for such action. District resources and staff shall be utilized to assist the student in pursuing career goals.

No student of compulsory school age will be permitted to withdraw without the written consent of a parent/guardian and supporting justification.

The Board shall approve the withdrawal of students attending college full-time. [\[5\]](#)

Guidelines

Counseling services shall be made available to any student who states an intention to withdraw permanently.

Information shall be given to help a withdrawing student define educational and life goals and develop a plan for achieving those goals.

Students shall be informed about the tests for General Educational Development.

Delegation of Responsibility

The building administrator shall ensure the timely return of all district-owned supplies and equipment in the possession of the student.

Legal

1. 24 P.S. 1326
 2. 24 P.S. 1327
 3. 22 PA Code 11.13
 4. 22 PA Code 12.1
 5. 22 PA Code 11.4
- Pol. 000



Book	Policy Manual
Section	200 Pupils
Title	Health Examinations/Screenings
Code	209
Status	Review
Adopted	August 1, 2015
Last Revised	June 26, 2017

Authority

In compliance with the School Code, the Board shall require that district students submit to health and dental examinations in order to protect the school community from the spread of communicable disease and to ensure that the student's participation in health, safety, and physical education courses meets his/her individual needs and that the learning potential of each student is not lessened by a remediable physical disability.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

Guidelines

Each student shall receive a comprehensive health examination conducted by the school physician upon original entry, in sixth grade, and in eleventh grade.[\[2\]](#)[\[4\]](#)[\[5\]](#)

Each student shall receive a comprehensive dental examination conducted by the school dentist upon original entry, in third grade, and in seventh grade.[\[3\]](#)[\[4\]](#)[\[5\]](#)

A private health and/or dental examination conducted at the parents'/guardians' request and expense shall be accepted in lieu of the school examination. The district shall accept reports of privately conducted physical and dental examinations completed within one (1) year prior to a student's entry into the grade where an exam is required.[\[5\]](#)

The Superintendent or his/her designee shall develop guidelines for head lice (209AG1-Guidelines for Head Lice) and for ~~The Superintendent or his/her designee shall develop guidelines for comprehensive health/and or dental exams deadlines (209AG2-~~Guidelines for State Mandated Comprehensive Health and Dental Exams**).**

The school nurse or medical technician shall administer to each student vision tests, hearing tests, tuberculosis tests, other tests deemed advisable, and height and weight measurements, at intervals established by the district. Height and weight measurements shall be used to calculate the student's weight-for-height ratio.[\[2\]](#)[\[4\]](#)[\[6\]](#)

Parents/Guardians of students who are to receive physical and dental examinations or screenings shall be notified. The notice shall include the date and location of the examination or screening and notice that the parents/guardians may attend. The notice shall encourage the parent/guardian to have the examination or screening conducted by the student's private physician or dentist at the parent's/guardian's expense to promote continuity of care. Such statement may also include notification that the student may be exempted from such examination or screening if it is contrary to the parent's/guardian's religious beliefs.

A student who presents a statement signed by the parent/guardian that a medical examination is contrary to his/her religious beliefs shall be examined only when the Secretary of Health determines that **facts exist indicating that the student would presents a substantial menace to the health of others in contact with the student if the student is not examined.**[7][8]

Where it appears to school health officials or teachers that a student deviates from normal growth and development, or where school examinations reveal conditions requiring health or dental care, the parent/guardian shall be **notified of the apparent need for a special examination by the student's private physician or dentist.** informed, and a recommendation shall be made that the parent/guardian consult a private physician or dentist. The parent/guardian shall be required to report to the school **whether a special examination occurred.** the action taken subsequent to such notification. If the parent/guardian fails to report **whether the examination occurred within a reasonable time after being notified of the apparent need and the abnormal condition persists, appropriate school health personnel** action taken, the school nurse or school physician shall arrange a special medical examination for the student.[2][4][9]

Parents/Guardians of students who are to receive physical and dental examinations or screenings shall be notified. The notice shall include the date and location of the examination or screening and notice that the parent/guardian may attend or may have the examination or screening conducted privately at the parent's/guardian's expense. Such statement may also include notification that the student may be exempted from such examination or screening if it is contrary to the parent's/guardian's religious beliefs.[10][11][12]

The Superintendent or his/her designee shall develop guidelines for head lice (209AG1 Head Lice).

In the event that the parent/guardian objects to or refuses to obtain a regular or special medical or dental examination or refuses to permit the child to be examined as arranged by the school nurse or school physician, the school nurse, in consultation with the school physician, shall determine whether the student appears to have unaddressed health conditions such that under the circumstances the refusal should be reported to the Pennsylvania Department of Health or other appropriate authorities.

Where school health officials or staff have reasonable cause to suspect that a student may be the victim of child abuse, the school employee shall make a report of suspected child abuse in accordance with law and Board policy.[13][14]

Health Records

The district shall maintain for each student a comprehensive health record which includes a record of immunizations and the result of tests, measurements, regularly scheduled examinations and special examinations.[2]

All health records shall be confidential and shall be disclosed only when necessary for the health of the student, when requested by the parent/guardian, in accordance with law and Board policy, or as otherwise may be required by law.[13][14]

The district may disclose information from health records to appropriate parties in connection with an emergency when necessary to protect the health or safety of the student or other individuals, in accordance with applicable law and Board policy.[15][16][17][18][19][20]

Designated district staff shall request from the transferring school the health records of students transferring into district schools. Staff shall respond to such requests for the health records of students transferring from district schools to other schools.[13]

The district shall destroy student health records in accordance with the district's records retention schedule and consistent with law.[13][15]

Delegation of Responsibility

The Superintendent or designee shall instruct all staff members to continually observe students for conditions that indicate serious health problems or disability and to promptly report such conditions to the school nurse.
[2]

The Superintendent or designee shall ensure that notice is provided to all parents/guardians regarding the existence of and eligibility for the Children's Health Insurance Program (CHIP).[\[9\]](#)

Legal

1. 24 P.S. 1401
2. 24 P.S. 1402
3. 24 P.S. 1403
4. 22 PA Code 12.41
5. 24 P.S. 1407
6. 28 PA Code 23.1 et seq
7. 24 P.S. 1419
8. 28 PA Code 23.45
9. 24 P.S. 1406
10. 24 P.S. 1405
11. 28 PA Code 23.2
12. 20 U.S.C. 1232h
13. 24 P.S. 1409
14. Pol. 216
15. Pol. 800
- 22 PA Code 403.1
- 24 P.S. 1401-1419



Book	Policy Manual
Section	200 Pupils
Title	Suspension and Expulsion
Code	233
Status	Review
Adopted	August 1, 2015
Last Reviewed	June 22, 2015

Purpose

The Board recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process. The Board shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting students with disabilities shall be governed by applicable state and federal law and regulations.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

Authority

The Board may, after a proper hearing, suspend or expel a student for such time as it deems necessary, or may permanently expel a student.[\[2\]](#)[\[6\]](#)[\[7\]](#)

Guidelines

Exclusion From School - Suspension

The principal or person in charge of the school may suspend any student for disobedience or misconduct for a period of one (1) to ten (10) consecutive school days and shall immediately notify the parent/guardian and the Superintendent in writing when the student is suspended.[\[2\]](#)[\[7\]](#)

No student may be suspended without notice of the reasons for which s/he is suspended and an opportunity to be heard on his/her own behalf before the school official who holds the authority to reinstate the student. Prior notice is not required where it is clear that the health, safety or welfare of the school population is threatened. Suspensions may not be made to run consecutively beyond the ten-school day period.[\[2\]](#)

When a suspension exceeds three (3) school days, the student and parent/guardian shall be given the opportunity for an informal hearing with the designated school official.[\[2\]](#)[\[6\]](#)

Informal hearings under this provision shall be conducted by the building principal or his/her designee.

Purpose of Informal Hearing

The purpose of the informal hearing is to permit the student to explain the circumstances surrounding the event leading to the suspension, to show why the student should not be suspended, and to discuss ways to avoid future offenses.[\[6\]](#)

Due Process Requirements for Informal Hearing

1. The student and parent/guardian shall be given written notice of the reasons for the suspension.[\[6\]](#)

2. The student and parent/guardian shall receive sufficient notice of the time and place of the informal hearing.
3. The student may question any witnesses present at the informal hearing.
4. The student may speak and produce witnesses.
5. The school district shall offer to hold the informal hearing within five (5) days of the suspension.

Exclusion From Class - In-School Suspension

No student may receive an in-school suspension without notice of the reasons for which s/he is suspended and an opportunity to be heard prior to the time the suspension becomes effective. The parent/guardian shall be informed of the suspension action taken by the school.[3]

Should the in-school suspension exceed ten (10) consecutive school days, the student and parent/guardian shall be offered an informal hearing with the building principal. Such hearing shall take place prior to the eleventh day of the in-school suspension. The procedure shall be the same as the procedure for informal hearings held in connection with out-of-school suspensions.[3][6]

The district shall provide for the student's education during the period of in-school suspension.[3]

The Superintendent or his/her designee shall develop administrative regulations pertaining to in-school suspension and Saturday School.

Expulsion

Expulsion is exclusion from school by the Board for a period exceeding ten (10) consecutive school days. The Board may permanently expel from the district rolls any student whose misconduct or disobedience warrants this sanction. No student shall be expelled without an opportunity for a formal hearing before the Board, a duly authorized committee of the Board, or a qualified hearing examiner appointed by the Board, and upon action taken by the Board after the hearing.[2][6][7]

A building principal may request that the Superintendent authorize the expulsion of a student.

The Superintendent shall recommend to the Board expulsion of the student, and shall support his/her recommendation with a comprehensive written report. The Superintendent shall also provide the Board with documentation that the student and his/her parents/guardians have received proper notification of the hearing and the student's rights.

Expulsion Hearings

A formal hearing shall be required in all expulsion actions.[2][6][7][8]

The formal hearing shall observe the due process requirements of:[6]

1. Notification of the charges in writing by certified mail to the student's parent/guardian.
2. At least three (3) days' notice of the time and place of the hearing, which shall include a copy of this policy, hearing procedures, and notice of the right to representation by legal counsel. A student may request the rescheduling of the hearing when s/he demonstrates good cause for an extension.
3. The hearing shall be private unless the student or parent/guardian requests a public hearing.
4. Representation by counsel at the parent's/guardian's expense and parent/guardian may attend the hearing.
5. Disclosure of the names of witnesses against the student and copies of their written statements or affidavits.
6. The right to request that witnesses against the student appear in person and answer questions or be cross-examined.
7. The right to testify and present witnesses on the student's behalf.

8. A written or audio record shall be kept of the hearing and a copy made available to the student at the student's expense, or at no charge if the student is indigent.
9. The hearing shall be held within fifteen (15) school days of the notice of charges, unless a delay is mutually agreed to by both parties or is delayed by:
 - a. The need for laboratory reports from law enforcement agencies.
 - b. Evaluations or other court or administrative proceedings are pending due to a student's invoking his/her rights under the Individuals with Disabilities Education Act (IDEA).
 - c. Delay is necessary due to the condition or best interests of the victim in cases of juvenile or criminal court involving sexual assault or serious bodily injury.
10. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

Adjudication

A written adjudication shall be issued after the Board has acted to expel a student. The adjudication may include additional conditions or sanctions. [15]

Attendance/School Work During Suspension and Prior to Expulsion

Students serving an out-of-school suspension must make up missed exams and work, and shall be permitted to complete assignments pursuant to established guidelines. [2][9]

Students who are facing an expulsion hearing must be placed in their normal classes if the formal hearing is not held within the ten-school day suspension, subject to certain limitations.

If it is not possible to hold the formal hearing within the first ten (10) school days, the school district may exclude such a student from class for up to five (5) additional – fifteen (15) total – school days if, after an informal hearing, it is determined that the student's presence in his/her normal class would constitute a threat to the health, safety or welfare of others.

Any further exclusion prior to a formal hearing may be only by mutual agreement. Such students shall be given alternative education, which may include home study.

Attendance/School Work After Expulsion

Students who are under seventeen (17) years of age are still subject to compulsory school attendance even though expelled and shall be provided an education. **Beginning with the academic year 2020-2021, compulsory school age shall mean no later than age six (6) until age eighteen (18); at that time, students under eighteen (18) years of age shall be subject to compulsory school attendance, and even though expelled, shall be provided an education.**

The parent/guardian has the initial responsibility of providing the required education and shall, within thirty (30) days, submit written evidence to the school that the required education is being provided or that they are unable to do so. If the parent/guardian is unable to provide for the required education, the school district shall, within ten (10) days of receipt of the parent's/guardian's notification, make provision for the student's education.

The Board may provide an educational program to the student immediately upon expulsion and may waive the 30-day period, at its discretion.

Students With Disabilities

A student with a disability shall be provided educational services as required by state and federal laws and regulations and Board policies. [10][11]

Alternative School

Assignment to the Alternative School or other alternative education program shall be in accordance with Board policy. [12]

Delegation of Responsibility

The Superintendent or his/her designee shall develop administrative regulations to implement this policy which include:

1. Publication of a Code of Student Conduct/Disciplinary Action Schedule, in accordance with Board policy on student discipline.[13]
2. Procedures that ensure due process when a student is being deprived of the right to attend school.
3. Regulations regarding student records which require that records of disciplinary suspension be maintained in accordance with Board policy on student records.[14]
4. The name of a student who has been disciplined shall not become part of the agenda or minutes of a public meeting, nor part of any public record of the Board. Such students may be designated by code.
5. Any student who has been expelled may apply for readmission to school upon such conditions as may be imposed by the Board.
6. Procedures for lesser levels of discipline including after-school detention.

Legal

1. [20 U.S.C. 1400 et seq](#)
2. [22 PA Code 12.6](#)
3. [22 PA Code 12.7](#)
4. [22 PA Code 14.143](#)
5. [34 CFR Part 300](#)
6. [22 PA Code 12.8](#)
7. [24 P.S. 1318](#)
8. [2 Pa. C.S.A. 101 et seq](#)
9. Pol. 204
10. Pol. 113
11. Pol. 113.1
12. Pol. 132
13. Pol. 218
14. Pol. 216
15. [2 Pa. C.S.A. 101](#)
- [22 PA Code 12.3](#)
- Pol. 000

REDISTRICTING STEERING COMMITTEE

Final Redistricting Proposal

Respectfully submitted to the
West Chester Area School District
Board of School Directors -
Combined Pupil Services and Education Committee

June 2020

Redistricting Steering Committee Members

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INTRODUCTION

The West Chester Area School District will be changing school attendance boundaries for the 2021-2022 school year, a process known as redistricting.

Our district population has seen a lot of change. Our 2019-20 enrollment is at 12,079, an all-time high. In addition, 3,200 new housing units have been approved within district boundaries, and we project our enrollment to approach 13,000 students over the next seven years. These enrollment projections have been carefully calculated with the help of experienced demographers who specialize in school enrollment and take into consideration which kinds of housing units tend to bring school children and what percentage of families choose public schools.

We will begin the process in the fall of 2019 by assembling a committee to analyze attendance boundaries and identify issues to consider. It will be comprised of school administrators, Board members, teachers, transportation staff, and parents. The committee will consider current school enrollments and projected enrollments. They will also develop scenarios that will shift attendance boundaries to balance our school enrollments.

The process of redistricting is one of the most emotional and difficult that any school district goes through. Unfortunately, in order to operate in a sound manner and provide enough space, we must shift our attendance boundaries to match enrollment. We are extremely careful about the way in which we analyze attendance boundaries and make decisions. Every effort will be made to ease transitions for students and to move as few students as possible. We are very sensitive to the difficult nature of this process and we will do our very best to be fair.

In reviewing enrollment numbers and building capacities in our schools, it became apparent that some redistricting would be necessary to balance out our enrollment numbers. The administration created the following parameters: administration began working on parameters that would be included in the plan. Those parameters were:

- Schedule buildings to between 90% and 98% of capacity – Many of our schools are operating beyond the current capacity and we have been using modular classrooms and band rooms for classroom space. We want buildings to be below their capacities to recapture that space.
- Maintain middle school-high school feeder patterns (Fugett MS->East HS, Peirce MS->Henderson HS, Stetson MS->Rustin HS)
- Schedule buildings with free and reduced lunch rates within 8 percentage points of the district average of 17.4%. We believe in maintaining diverse populations in our schools.
- Include transition plans for changes. Our committee will work to address transition plans for students who will need to move from one to school to another.
- Allow all high school students (9-12) to finish their current feeder pattern.

- Consider eliminating the split feeder pattern at Fern Hill. Fern Hill students attend Peirce & Fugett, and can be a point of anxiety for students moving from 5th to 6th grade. We may be able to address this concern.
- Consider ways to move as few students as possible. We always want to minimize disruption, but we do need to provide relief to some of our crowded schools and place more than 500 students in the new elementary school.

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.
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.

SUMMARY OF PROCESS

The steering committee met on November 12, 2019, January 14, 2020, and March 3, 2020. Boundary maps were reviewed and the committee provided thoughtful feedback.

A list of “Frequently Asked Questions” that were addressed during the process along with the minutes of those meetings can be found at the end of this report.

The revised school boundary maps were presented to the community during a public meeting in February. Due to the coronavirus and the closure of PA schools, the second community meeting in March was cancelled. The revised maps were posted on the redistricting webpage and a virtual meeting was held via ZOOM on May 21, 2020.

The maps were presented at the May Combined Pupil Services and Education Committee meeting. The final report will be presented and voted upon at the June Pupil Services and Education Committee meeting. If the committee approves the redistricting plan, the plan will be placed on the Regular School Board Meeting Agenda for a full board vote at the June 22 board meeting.

Click on the links below to view:

- [Final proposed boundary maps](#)
- [List of neighborhood changes](#)

FINAL FREE & REDUCED LUNCH POPULATIONS BY SCHOOL

School	Total Student Count	Free/Reduced Students	%
East	1,384	182	13%
Henderson	1,331	207	16%
Rustin	1,362	148	11%
Total High School	4,077	537	13%
Fugett	1,025	135	13%
Peirce	1,090	157	14%
Stetson	948	142	15%
Total Middle School	3,063	434	14%
East Bradford	469	74	16%
East Goshen	553	74	13%
Exton	588	63	11%
Fern Hill	452	94	21%
Glen Acres	492	92	19%
Greystone	583	89	15%
Hillsdale	564	97	17%
Mary C Howse	499	50	10%
Penn Wood	510	67	13%
Sarah Starkweather	787	93	12%
Westtown-Thornbury	577	92	16%
Total Elementary School	6,074	885	15%
Total District	13,214	1,856	14%

TRANSITION PLAN

The final recommended map moves 30 current high school students (.07%), 25 current middle school students (.08%), and 877 current elementary school students (22%). Greystone Elementary school will receive 583 students; 446 current students (51% of students being moved) and 137 new students. We have established transition plans for students impacted by the redistricting in 2021 as well as plans for the upcoming 2020-21 school year.

The following is the transition plan for students impacted by Redistricting in the 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 Peirce MS in 21-22 year** may finish at Peirce MS but will then attend East HS in fall, 2022. (no transportation provided) *OR*
- **Any middle school students changing feeder pattern and is in 6th grade by fall, 2021 may** finish the feeder pattern at Peirce MS and Henderson HS 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)
- Any student on **Apple Drive (section D)** who was attending Peirce MS in fall, 2019 may finish the feeder pattern (transportation provided). Since fall, 2019 this area has been transitioning from Henderson HS to East HS feeder. All new residents have been enrolling in Exton ES/Fugett MS/East HS feeder pattern.

The following is the transition plan for the 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 ES, East Goshen ES, or Fugett MS. (*transportation provided*)
- **Newly enrolled students changing feeder patterns** may not enroll in the following schools in fall, 2020: Greystone ES, Fern Hill ES, Exton ES.
- **All 5th grade students at Fern Hill ES changing the feeder pattern from Peirce MS to Fugett MS** may enroll at Fugett MS in 6th grade in fall, 2020 rather than wait until grade 7 in fall, 2021. (*transportation provided*)
- **Students from elementary schools (Mary C. Howse, Fern Hill, Glen Acres, Exton, and Hillsdale) 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.
- **Parent/Teacher Organizations** may allocate some money for startup funds for Greystone (Mary C. Howse, Fern Hill)
- **We will be sure to have special orientations** for families switching schools, and we welcome feedback on making the transitions.
- **An 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.

TIMELINE

The redistricting timeline follows:

DATE	ACTIVITY
Monday, June 10, 2019	Presentation to Education Committee regarding the process for redistricting
July & August 2019	<ul style="list-style-type: none"> • Administration conducts analysis of housing projects • Estimated enrollment numbers targeted for each school building based on operational capacity
September, 2019	<ul style="list-style-type: none"> • Redistricting parameters developed • Board approves redistricting parameters • Email sent to community with update and timeline • Estimated number of students projected from various developments, and logged into transportation software. • FAQ's posted on the district website
October, 2019	Form Steering Committee
November 12, 2019	Steering Committee Meeting – Spellman, 6:30 pm
December 3, 2019	Steering Committee Meeting – Spellman, 6:30 pm
January 14, 2020	Steering Committee Meeting – Spellman, 6:30 pm
February 4, 2020	Community Update Meeting - Stetson MS, 6:30 pm
March 3, 2020	Steering Committee Meeting – Spellman, 6:30 pm
March 31, 2020	Community Update Meeting - Stetson MS, 6:30 pm
April and May 2020	Final report prepared for school board.
May 11, 2020	Final report presented to Education Committee – Spellman, 6:30 pm
June 22, 2020	Board votes on redistricting plan – Spellman, 7:00 pm
September, 2020	Administration works on transition plans
November, 2020	Principal of Greystone ES named
January, 2021	Staff transfer process begins
April, 2021	Staffing assignments completed
July, 2021	Bus stop assignments and bus schedules completed
August, 2021	Opening of Greystone Elementary School

FREQUENTLY ASKED QUESTIONS – DEVELOPED AT THE BEGINNING OF THE PROCESS

1. Why do school districts change or “redistrict” their attendance boundaries?

As neighborhood demographics change over time, schools often see shifts in enrollment. Some schools may become crowded while others may have empty classrooms. It's up to each school district to carefully monitor and evaluate when it's time to change attendance boundaries to accommodate these changing populations.

2. Why is West Chester going through the process of redistricting?

Our district population has seen a lot of change. Our 2019-20 enrollment is at 12,079, an all-time high. In addition, 3,200 new housing units have been approved within district boundaries, and we project our enrollment to approach 13,000 students over the next seven years. These enrollment projections have been carefully calculated with the help of experienced demographers who specialize in school enrollment and take into consideration which kinds of housing units tend to bring school children and what percentage of families choose public schools.

As we have been renovating, we've been placing additions on some of our schools and using modular units to accommodate growth. However, the growth has exploded and in 2018 our School Board authorized the construction of a new elementary school, Greystone Elementary in northern West Goshen Township. It is set to open in Fall 2021.

3. When will we start the redistricting process?

We will begin the process in the fall of 2019 by assembling a committee to analyze attendance boundaries and identify issues to consider. It will be comprised of school administrators, Board members, teachers, transportation staff, and parents. The committee will consider current school enrollments and projected enrollments. They will also develop scenarios that will shift attendance boundaries to balance our school enrollments.

Information will be sent to parents and staff asking for volunteers to be part of the committee. The superintendent will evaluate requests to ensure there is a balance of representation from all schools and all parts of the district. An email address will be set up for residents to provide input, all of which will be shared with our committee and School Board. The committee is expected to present a report to the Board in June 2020.

4. What enrollment criteria will be used to develop new attendance boundaries?

Our goal is to bring all schools into 90-98% of their enrollment capacity. This provides adequate space for anticipated growth and is considered a 'best practice' in the public school industry. We will also strive to balance our school populations so that the number of students who qualify for free and reduced lunch at any school is within eight percentage points of the district average of 17.4%. "Free and reduced lunch" is a federal program to help qualifying families offset the cost of lunches. Our

School Board is committed to balancing these numbers so that we don't inadvertently create some schools with much higher rates of lower income students.

5. Will my school be impacted by the redistricting?

It is likely that most, if not all, of our elementary schools may face some redistricting. Many of our elementary schools do not have any room for expansion, and are expected to see enrollment growth with their current attendance boundaries. We will need to reduce student populations in some schools in order to provide space, and therefore some students in each of the following schools will most likely need to be redistricted:

- a. Glen Acres
- b. Mary C. Howse
- c. Fern Hill
- d. Exton
- e. Hillsdale
- f. Peirce Middle School

In addition, some students in the other elementary schools in the district may also need to be redistricted in order to accommodate enrollment shifts.

However, we will do this with the utmost of care and try to "grandfather" as many students as possible through transitions so that students who are nearing the end of their time in a school are not moving to a different school.

6. The thoughts of my child having to switch schools is very upsetting. My child has formed friendships and made connections at our school. We even purchased our home based on our attendance boundaries. Is this process fair?

The process of redistricting is one of the most emotional and difficult that any school district goes through. Unfortunately, in order to operate in a sound manner and provide enough space, we must shift our attendance boundaries to match enrollment. We are extremely careful about the way in which we analyze attendance boundaries and make decisions. Every effort will be made to ease transitions for students and to move as few students as possible. We are very sensitive to the difficult nature of this process and we will do our very best to be fair.

7. What other transition plans are you considering?

We will be sure to include transition plans for changes, so that students who will be moving from one school to another will have an opportunity to meet teachers, the principal, and other students in the new school before they move at the beginning of the school year.

We will allow all high school students (grades 9-12) to finish at their current school so long as they can find transportation to/from school.

We will maintain middle school-to-high school feeder patterns (Fugett MS sends to East HS; Peirce MS sends to Henderson HS; Stetson MS sends to Rustin HS.)

We will consider eliminating the split feeder pattern at Fern Hill Elementary School (Fern Hill students attend both Peirce and Fugett middle schools).

We will consider reducing the number of elementary schools that service the borough of West Chester. The borough of West Chester covers one square mile. Currently we send students who live in the borough to six of our 10 elementary schools. If we can reduce that number, and send students to a school that may be closer to their neighborhood, we will consider doing so.

8. Will high school students who are being redistricted to a different feeder pattern be allowed to finish at their current high schools?

Yes, any student who has started in 9th grade by the fall of 2021 will be able to finish in their current high school as long as they can find transportation to and from school.

9. Will elementary and/or middle school students who are being redistricted to a different school be allowed to finish at their current schools?

In the past, we have allowed students to finish the last grade level in their respective schools such as fifth grade, and eighth grade. Due to the rapid number of students enrolling in the district, buildings may not have the capacity for us to be able to do that.

A decision will be made at the conclusion of the redistricting report.

10. When I hear that our schools are crowded, I'm concerned about class sizes. Are our class sizes getting larger?

Class sizes are not getting larger, and with rare exception, we have maintained our class size guidelines, which are:

K – First Grade: Maximum of 25 students

Grades 2 – 3: Maximum of 27 students

Grades 4 – 5: Maximum of 30 students

Middle and High School Classes: Scheduled at an average of 25 students

On the rare occasion that class sizes exceed our guidelines we have added a classroom aide to help with instruction and class management.

11. How will you keep me informed?

Community updates will be provided via email, website, as well as public meetings. An email will be set up to provide input. All input will be shared with our committee and School Board.

APPENDIX A - STEERING COMMITTEE MEETING MINUTES

The Steering Committee met from November 2019 to March 2020. The meeting minutes follow:

Redistricting Committee Minutes-November 12, 2019

In attendance: Anupama Anne, Michael Arnold, Adam Bidegary, Wayne Birster, Leigh Ann Bradley, Jeff Bryant, Maria Chavez, Cindy Chok, Michel Comstock, Alexis Cooper, Kate Coulter, Danielle Crilley, Christine Cucinotta, Kristin DeFrancesco, Cynthia Dieckmann, Jason Duhan, Rebecca Eberly, Meghan Edwards, Kevin Fagan, Kimberly Fallon, Tammi Florio, Anthony Froio, Deanna Gabe, Mary Gadaletto, Brian Gallen, Hope Gilman, Joanna Gool, Christina Gotro, Crystal Grace-Green, Lynda Hennigan, Lynda Hickey, Camille Holstein, Bobby Jacob, Kellie Keenan, Sriram Kudaravalli, Mike Marano, Justin Matys, Alice McVeigh, Andrew Mease, Richard A Mitchell, Christina Morley, Dante Mucci, Elisha Ozer, Carly Pilotti, Michele Porco, John Purcell, Jeyanthi Ramadurai, Leigh Ann Ranieri, Kristin Ray, Michael Reese, Erin Rodgers, Donna Ryan, John Scully, Bob Sokolowski, Heather Stewart, Lisa Stoddard, Mark P. Thompson, John Timko, Kerri Turner, Laura Turner, Jeff Ulmer, Joe Vaccaro, Nicole Verbos, Tony Wadyko, Michael Wagman, Steve Werner, Will Wood, Jasmine Worrell Dutton, Kevin Yearing, Shalene Zaucha

Minutes

The first meeting of the redistricting committee took place on Tuesday, November 12, 2019, 6:30 pm in the Spellman Education Center. Superintendent, Jim Scanlon opened the meeting with comments about the task at hand for the committee. With more than 4000 apartment and home units approved, or soon to be approved, the school district is anticipating an additional 1,197 students over the next five years. The school board approved the construction of a new elementary school to open in fall, 2021.

The following information was presented:

1. The role of the steering committee was discussed and include:

- 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

2. Parameters for the process were discussed and include:

- Schedule secondary buildings at 90%-95% of capacity
- Schedule elementary buildings at 93% to 98% of capacity
- Maintain middle school/high school feeder patterns (Fugett MS/East HS, Peirce MS/Henderson HS, Stetson MS/Rustin HS)

- Schedule buildings with free and reduced lunch rates within 8 percentage points of the district average of 17.4%
- Include transition plans for changes
- Allow all high school students (9-12) to finish their current feeder pattern
- Possibly reduce or eliminate split elementary school at Fern Hill (Fern Hill ES attends Peirce & Fugett.)
- Consider ways to move as few students as possible.

Building capacities were reviewed and the following table demonstrates the enrollment capacities calculated for each building. Already removed from the calculations are rooms such as music, art, band, library, gym space, special education classrooms, and rooms for small group instruction such as Reading, speech, and English Language Learners.

Elementary Schools

School	enrollment
East Bradford	458
East Goshen	583
Exton	611
Fern Hill	554
Glen Acres	554
Greystone	611
Hillsdale	554
Mary C. Howse	554
Penn Wood	554
Starkweather	633
Westtown-Thornbury	611*
Total students	6278

Middle Schools

School	enrollment
Fugett	926
Peirce	926
Stetson	879
Total	2731

High Schools

School	enrollment
East	1425
Henderson	1493
Rustin	1309
Total	4228

* (assumes 4 room addition by 2021)

The 2014 Redistricting Plan was reviewed and a history of redistricting going back to 1971 was provided. The 2014 plan included a section called “Future Considerations.” That section outlined five areas of the district that are typically moved during a redistricting process. The report noted if redistricting took place before these children finished their feeder pattern that consideration be given to them to finish the school feeder pattern they started.

Current boundary maps were reviewed and the location of the new Greystone Elementary School, in West Goshen Twp. was shown. Neighborhoods around the new school will be attending the new school. Because the 590 home development behind the school will not be built out by the time the school opens, space will need to be

allocated to allow for growth in this building, thus it will not open with its maximum capacity of 611 students.

Assumptions for the process were reviewed. Those include:

1. We are working on estimated number of students projected to enroll for developments not completed yet.
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 officially approved.
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 4, 6, 18, 22, and 26 from the 2014 redistricting plan, to complete the feeder pattern they started in 2015.

Questions from the committee included:

1. **Can we consider neighborhood schools, particularly in the borough of West Chester?** *This was a parameter established in 2014, and the last committee was able to reduce the number of schools servicing the borough from ten to six. While we can look at that again, it is not a parameter established by the school board.*
2. **Have we spoken with the townships about the number of developments being approved?** *Yes, our last update was done in September. Our Business Office and Facilities' Office have been updating these lists since spring, 2019.*
3. **Will we consider creating attendance boundaries for people who want to move away from the Sunoco Pipeline, but remain in their current feeder pattern?** *No, this was not a parameter established by the board, however when the boundaries are drawn, it may create those opportunities.*
4. **When will we begin to review a boundary map?** *The first map will be reviewed at the December 3 meeting. It will start with carving out the Greystone boundary and placing the expected students from developments into existing schools.*

The next meeting will be held on Tuesday December 3, 6:30 p.m. at the Spellman Education Center – 782 Springdale Drive, Exton.

Redistricting Committee Minutes-December 3, 2019

In attendance: Anupama Anne, Natalie Aquila, Michael Arnold, Gary Bevilacqua, Adam Bidegary, Wayne Birster, Brittany Brown, Jeff Bryant, Kevin Campbell, Stephanie Cherup, Cindy Chok, Michel Comstock, Alexis Cooper, Kate Coulter, Danielle Crilley, Christine Cucinotta, Rebecca Davis-Awan, Kristin DeFrancesco, Jason Duhan, Rebecca Eberly, Meghan Edwards, Kevin Fagan, Kimberly Fallon, Tammi Florio, Anthony Froio, Deanna Gabe, Mary Gadaletto, Brian Gallen, Hope Gilman, Joanna Gool, Christina Gotro, Crystal Grace-Green, Bobby Jacob, Jasmine Jones, Sriram Kudaravalli, Mike Marano, Phil Matilla, Justin Matys, Alice McVeigh, Sara Missett, Christina Morley, Dante Mucci, Elisha Ozer, Carly Pilotti, Michele Porco, John Purcell, Leigh Ann Ranieri, Kristin Ray, Michael Reese, Jason Ritter, Erin Rodgers, Donna Ryan, Jim Scanlon, John Scully, Bob Sokolowski, Heather Stewart, Lisa Stoddard, Mark

Thompson, John Timko, Kerri Turner, Laura Turner, Jeff Ulmer, Peggy Upton, Nicole Verbos, Tony Wadyko, Michael Wagman, Will Wood, Jasmine Worrell Dutton, Joanne Yarnall, Kevin Yearling, Shalene Zaucha

Minutes

The second meeting of the redistricting committee took place on Tuesday, December 3, 2019, at 6:30 pm in the Spellman Education Center. Superintendent, Jim Scanlon opened the meeting with a review of the parameters. He then reviewed the enrollment by building with neighborhood moves projecting out to the year 2025. Dr. Scanlon reviewed 15 possible moves to change attendance boundaries to place the projected 13,047 students in schools.

The committee then broke into groups to provide comments and questions for each area.

Section B (Northside of Goshen Rd. from Rt. 100 to Phoenixville Pike (North Hills))

If my child is in 4th or 5th grade at FHE the year Greystone opens, will the child be allowed to finish at FHE?

Section D (Ryers Hunt Dev; Dunwoody Dev);

Section F (East & West side of Phoenixville Pike from Boot Rd. to King Rd., inc. village of Shannon & Mary Jane Lane)

Section L (East & West side of Phoenixville Pk., from Greenhill Rd. to Boot; including Hamlet Hills Dev.)

- Great that we were able to keep all of the Exton children remaining in the EHS feeder pattern!
- Overall redistricting (at this time), does not impact a very large amount of existing students (except at Exton school)
- Half of the population at Exton will change with those proposed map.
- Taking "solid" neighborhoods (Ryers Hunt, VOS, Hamlet Hill) that are foundational and trading for more transient areas.
- Could we consider moving a neighborhood like Exton Station (so just one neighborhood) instead of three different ones impacted?
- Should we consider the H area to go to EGE (instead of FHE, are they closer to EGE?) and the moving one of the other areas that you proposed to move to FHE.
- Wondering if there is a diversity break down for each of the schools with proposed changes?
- Wondering if there is a percentage of single-family homes, apartments, etc. for each school with the proposed changes? Is this important information to have?
- Wondering if 5th graders and 8th graders will be able to stay in current school?
- Wondering if any lower grade children will be able to stay in current school (if parent provides transportation), especially if older sibling is in 5th grade and choosing to stay?)

Section F (East & West side of Phoenixville Pike from Boot Rd. to King Rd., including village of Shannon & Mary Jane Lane)

- Do we need to take both sides of the road? Take only Shannon side?
- If we consider moving students to East Goshen would that put EGE over capacity?
- Wants to see overlay of ES/MS/HS

Section E (Borough – East of High; South of Goshen Rd.; West of Montgomery; North of Market

- All going to new elementary school (Greystone)
- Will maintain feeder pattern (HHS)
- 77 students from FHE to Greystone
- Wondering will 4th and 5th graders at FHE have the option to stay at FHE?

Section G (Southside Shoen Rd. @ Whiteland West Dev (Apple Drive)

- Wondering what will happen to siblings when one is grandfathered in and the other is not. Will there be options for them?
- Wondering for Apple Drive neighborhood, what happens to those with a Shoen Road address?
- Wondering for Apple Drive neighborhood, if they have to move, could the bus route be safer by having kids not cross Shoen Road?

Section H (Northside of WC Pike from Five Points Rd. to Strasburg Rd. intersection)

Concern: GAE is concerned that losing Area H to Fern Hill would decrease the diversity at GAE. Specifically, losing Goshen Terrance and WG Mobile Home Park would decrease the Indian/Asian (55) and Hispanic (15) populations at GAE.

Question: Could less diverse apartment complex or community be re-districted from GAE into another elementary school so that GAE could maintain its diversity.

Observation: It is clear to see that students need to come out of GAE. While this proposal may have an immediate impact on the school's diversity, it is important to note that the entire district will only continue to become more ethnically and economically diverse.

Section I (Eastside of Rt 322 from Lafayette to Hoopes Park/Parke Hollow to West of High St.)

- Moving existing students out of HDE to EBE to make room for students (Darlington Ridge) who do not live in the district yet, and have no affiliation to an elementary school.
- Darlington Ridge is located closer to SWE at a defined boundary point.
- Put Darlington Ridge development at EBE and do not move 68 kids out of HDE
- Moving 68 students out of HDE – these are all borough children. Borough areas are consistently disrupted for redistricting
- Crebilly – again, giving preference to students who don't exist yet and moving our children for their sake

Section I (Eastside of Rt. 322 from Lafayette to Hoopes Park/Parke Hollow to West of High St.); Section K (Darlington Ridge); Section M (Copeland School Rd. – South of Boot Rd. to Harmony Hill Rd.)

- Eliminate letter I, M to prevent displacing two groups of students from their current schools which are not projected to be overcrowded (EBE and HDE)
- Darlington Ridge students (Section K) will attend EBE, or Hillsdale, NOT Starkweather

The next committee meeting will take place on January 14, 2020, 6:30 pm at Spellman.

Redistricting Steering Committee Meeting

January 14, 2020
6:30 pm

In attendance: Anne Anupama, Michael Arnold, Gary Bevilacqua, Wayne Birster, Jeff Bryant, Stafanie Cherup, Kate Coulter, Danielle, Crilley, Christine Cucinotta, Kristin DeFrancesco, Cyd Dieckmann, Rebecca Eberly, Mary Gadaletto, Hope Gilman, Joanna Gool, Christina Gotro, Kellie Keenan, Sriram Kudaravalli, Phil Matilla, Justin Matys, Alice McVeigh, Andrew Mease, Christina Morley, Dante, Mucci, Carly Pilotti, Michele Porco, John Purcell, Leigh Ann Ranieri, Kristin Ray, Michael Reese, Jason Ritter, Erin Rodgers, Donna Ryan, John Scully, Bob Sokolowski, Heather Stewart, John Timko, Kerri Turner, Nicole Verbos, Steve Werner, Will Wood, Kevin Yearing.

Minutes

The third meeting of the redistricting committee meeting took place on Tuesday, January 14, 2020, at 6:30 pm in the Spellman Education Center.

Dr. Scanlon, Superintendent, opened the meeting by sharing community email comments. There were 19 comments received from October – January. Comments included questions about the transition plan, whether certain neighborhoods would be moved, if grandfathering is an option as well as specific concerns and suggestions.

The transportation department shared revisions to the map presented at the previous meeting. Map revisions were made based on neighborhood proximity to schools, balancing building capacities and changes to meet the free and reduced lunch parameter. The list of those moves by area is posted on the redistricting webpage.

The preliminary map will be presented publicly at the Community Update Meeting scheduled for Tuesday, February 4, 6:30 pm at Stetson MS.

Redistricting Steering Committee Meeting March 3, 2020 Meeting 6:30 pm

In attendance: Anupama Anne, Michael Arnold, Gary Bevilacqua, Wayne Birster, Michel Comstock, Danielle Crilley, Christine Cucinotta, Rebecca Davis-Awan, Jason Duhan, Rebecca Eberly, Meghan Edwards, Kimberly Fallon, Anothony Froio, Mary Gadaletto, Brian Gallen, Joanna Gool, Christina Gotro, Bobby Jacob, Kellie Keenan, Phil Matilla, Alice McVeigh, Andrew Mease, Christina Morley, Carly Pilotti, John Purcell, Leigh Ann Ranieri, Kristin Ray, Michael Reese, Jason Ritter, Donna Ryan, Jim Scanlon, John Scully, Bob Sokolowski, Heather Stewart, Jeff Ulmer, Tony Wayko, Michael Wagman, Will Wood

The fourth meeting of the redistricting committee took place on Tuesday, March 3, 2020 at 6:30 pm in the Spellman Education Center.

Dr. Scanlon, Superintendent reviewed the revised maps and suggestions for transition plans were discussed.

The committee reviewed several changes and questions to be addressed:

- Based on the initial data that we have there appears to be open seats at: EGE, EBE, FHE, SWE, WTE, PWE
- Should we keep things consistent across the school district? For example, if there is no space at FHE and new K students cannot start there this coming year (20-21), should we allow the other schools? Should we keep this consistent? Or is it fairer to permit families to do this if we have the option to decrease the amount of students who would then need to start at two different schools?
- If we do allow Kindergarten students, what if they have an older sibling – do they get to go to new school early? Or is this idea for only for new K students?
- If we allow 5th graders to stay (which we think we should!), will the district provide transportation?
- If we grandfather MS and HS students into their feeder pattern, can we look at grandfathering that entire family if they have younger children?
- You mentioned that you would allow the existing middle school students to stay in their middle school, are they then grandfathered into their high school too.

Transition Thoughts/Ideas:

- We like the idea of reaching out to the impacted schools feeding into schools (so current FHE → GREY, EXE & GAE → FHE, MCH → EBE (less important since less kids) to start forming a PTO so that Greystone has events, activities, resources up and running the first year.
- Will ALL principals make sure that redistricted students are in the same class next year (20-21)? The FHE and GAE principals were present, but there are other schools which will be impacted (EXE, MCH, HDE). We feel this will be very important in the transition process. Also, looking at EXE – some students are going to EGE and some are going to FHE, so being sure those students are placed with the students going to the right school.

Dr. Scanlon reviewed the recommended changes to the boundary lines.

Review Changes:

Section H. Copeland School Road – Back to EBE

Section I. East side of Montgomery Avenue – Back to HHS but go to Greystone ES

Other Areas:

Section A. Wrangley Court – 14 homes from HHS to EHS

Section C. Indian King – MCH to Greystone ES

Section K. King Road – dividing line between EXE & FHE

Section L. Dunwoody – change

In transition – put section in report about “community” comments

Comments

1. Why pass other schools to get to a school?
2. Can we grandfather 5th?
3. Can we grandfather ALL middle school?

Transition Plan

1. Grandfather 5th Grade
2. Where do we have a problem for many kids in fall, 2020

The committee discussed which schools might have space to accept students in fall, 2020, rather than wait until fall, 2021

- Space for K-5 in EGE & EBE, possibly Exton for K only
- For ES, 5th graders get priority over K or siblings
- 5th Graders = most changing: EXE, MCH FHE
- SEC F. ok to move early
- SEC G. NO to move early
- J & K ok
- Do we want two PTO's at FHE, MCH, EXE during the 20-21 school year because students will move to Greystone in fall, 2021?
- Percent of money from fundraising determined by one PTO in the above three schools.

The committee discussed which schools might have room to accept students in fall, 2020 rather than fall 2021:

From K to new feeder school 20-21-

- EBE has room
- FHE does not have room
- EGE has room
- Administration needs to do deeper analysis of this

Fifth Grade to be allowed to stay in school to finish for 21-22

- GAE? Hopefully, but renovations might be an issue, should have an extra room.
- EXE – Should be able to accommodate
- MCH- Should be able to accommodate
- Administration needs to know breakdown of students

-Middle School students should have a grandfathering option (at least in grade 8)

-Having a PTO early makes sense to help with fundraising, welcoming events and transition.

-Involve School Based transition: Principals, teachers, and Counselors sending and receiving.

-Question: Will busing be provided for students who will be grandfathered?
Administration needs to review this request.



West Chester Area School District

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



DRAFT Health and Safety Plan

Pilot Summer Program

June 15, 2020



Process

- Reviewed PDE and CDC guidelines
- Sought input from the school district's physician
- Nurses reviewed state and national organization guidelines and recommendations
- Consulted with agencies including:
 - Aveanna- Behavioral Supports
 - Pediatric Therapy Services (PTS)- Occupational and Physical Therapy
 - On The Go Kids- Transportation
- Surveyed staff to determine interest
- Surveyed parents to determine interest and seek input



Pilot for students with complex needs

- 5-week program for students identified with complex needs housed at Starkweather ES and Stetson MS
- July 6th-August 6th:
 - 9:00 am -2:30 pm (Starkweather)
 - 7:45 am-1:15 pm (Stetson)
- Students will receive instruction related to their IEP goals
- Related services are available: Speech, Occupational Therapy, Physical Therapy, Art Therapy, Adapted PE and behavioral supports
- The first week will focus on transitioning back to an in person program and establishing routines
- Transportation and lunch will be provided

WC Summer Athletic Training Pilot Program Phased Return to Play

- Fall Sports Only
- Groups of 25 or Less
- All Activity Outdoors
- Skill and Drill Based Non-Contact Practices
- Social Distancing Minimum of Six Feet
- Minimal Use of Shared Equipment (footballs and volleyballs)
- Personal Hydration Required
- Universal Precaution Training for All Athletes and Coaches - “Detraining”
- Attendance for Each Practice
- Only Virtual Team Meetings
- Team Rooms and Locker Rooms Remain Closed



Cleaning, Sanitizing, Disinfecting, and Ventilation

- Administrative offices will be cleaned and all touch surfaces will be disinfected daily.
- Classroom and touch surfaces including pencil sharpeners, sinks, door handles, countertops, student cubbies, cabinet doors, desks and chairs will be cleaned and disinfected on a daily basis. In addition, shared materials will be cleaned between use.
- Bathrooms, hallways, common areas, frequently touched surfaces (water fountains, handrails, door knobs, entrances, etc.) will be cleaned and disinfected twice a day.
- Large group areas, gymnasiums, locker rooms, cafe will be cleaned on a weekly basis unless they are used. Then they will be cleaned in the same manner as classrooms.
- Floors will be swept to remove debris daily, mopping as needed. Wet mop complete areas wall to wall weekly.



Social Distancing and Other Safety Protocols

- Desks will facing the same direction and six feet apart when reasonable.
- No more than 12 students in a classroom; PDE guidelines recommend no more than 25 students in a classroom when feasible.
- Each classroom will be provided with masks, disinfectant and hand sanitizer.
- Staff will wear masks at all time except when in a classroom alone.
- Students in grades 6-12 are required to wear masks when travelling between rooms. In grades K-5 they will be encouraged to wear masks when travelling between rooms.
- Social distancing will be maintained when travelling between rooms.
- Students will stay in the same classroom all day and staff will rotate.
- Students will use the restroom one at a time.
- Adapted PE will be provided implementing social distancing between students.
- Students will sit one student per seat in a row on the bus.



Monitoring Student and Staff Health

- Staff and students temperature will be taken when entering the building.
- If staff or students have a temperature higher than 100, they will be sent home.
- CDC guidelines will be implemented regarding returning to school including being fever free for 72 hours.
- If there is a suspected or confirmed case of COVID 19, we will follow the Chester County Health Department's direction regarding informing parents and staff.
- If a quarantine is required, the CDC and health department guidelines will be followed.



Other Considerations for Students and Staff

- Students who have medical plans as part of their IEP will be implemented in addition to social distancing, frequent hand washing and disinfecting surfaces.
- CDC procedures for students who are at high risk will be followed.
- Additional safety measures will be put in place if there is a possibility of bodily fluids being transmitted including the availability to use face shields, gloves and gowns.



Health and Safety Plan Professional Development

- Staff will receive training in the following areas: proper use of masks for staff and students; appropriate hand washing, social distancing procedures; how to work with students when social distancing isn't feasible; updated CPI restraint procedures; cleaning surfaces in between daily custodial cleaning.
- Students will receive training in the use of masks, hand washing and how to social distance.
- Parents will receive an overview of the pilot and safety procedures that will be implemented.



Timeline

- June 15th - present an overview of the Extended School Year Pilot Health and Safety Plan (HSP) at the Combined Pupil Services and Education Committee Meeting.
- June 22nd - the school board will vote on the Extended School Year Pilot Health and Safety Plan.
- June 23rd - submit the Extended School Year Pilot Health and Safety Plan to PDE.
- July - create a small, targeted task force to review the HSP for opening in the fall; revise the HSP based on the taskforce, recommendations and the updated guidance from PDE.
- July 27th - school board will vote on the final HSP for opening school in the fall.
- July 28th - submit the amended, final HSP to PDE.