
WCASD EDUCATION COMMITTEE

TO: Board of School Directors
FROM: Tammi L. Florio, Ed.D.
Sara M. Missett, Ed.D.
Robert Sokolowski, Ed.D.
Michael Wagman
SUBJECT: Education Committee Agenda for Monday, May 13, 2019
DATE: May 6, 2019

At the meeting of the Education Committee on Monday, May 13, four (4) agenda topics will be addressed. They are as follows:

Approval of Resolution – Required 15-1502(a) of the Public School Code – Designated Local Holidays - 2019-2020 WCASD Calendar: S. Missett

Dr. Missett will present the resolution outlining five local holidays in 2019-2020, as required by PA School Code noted above.

Approval of AP Music Theory Textbook: K. Barnello

Dr. Barnello will present the recommendation from the AP Music Theory Textbook Selection Committee for board approval.

Approval of Grades 4-5 Text Sets: D. Dinsmore and R. Mitchell

Mrs. Dinsmore and Dr. Mitchell will present the recommendations from the Grades 4-5 Text Sets Selection Committee for board approval. This recommendation includes two core English Language Arts texts for grades 4 through 5.

For grade 4, the whole class books are:

- *Crenshaw* by Katherine Applegate
- *Mr. Chickee's Funny Money* by Christopher Paul Curtis
- *Because of Winn Dixie* by Kate DiCamillo
- *There's an Owl in the Shower* by Jean Craighead George

The whole class books for grade 5 are:

- *Bud, Not Buddy* by Christopher Paul Curtis
- *Restart* by Gordon Korman
- *Wonder* by R. J. Palacio
- *Hatchet* by Gary Paulsen

Work Force Advisory Council: D. Foley

Career Education Counselor, Mrs. Donna Foley will highlight this year's high school student career education experiences, and will present a summary of our Workforce Advisory Council's career education framework for the 2019-2020 school year. The Workforce Advisory Council is a collaboration between the West Chester Area School District and the Greater West Chester Chamber of Commerce.

Please do not hesitate to contact us with any questions.

cc: Dr. Jim Scanlon, Superintendent



WEST CHESTER AREA SCHOOL DISTRICT
Education Committee Meeting
May 13, 2019
7:00 p.m. Spellman Education Center
Conference Room A126

REGULAR SESSION

AGENDA

- ★ Approval of the Education Committee Meeting Minutes of April 8, 2019 (see attached) S. Tiernan
- ★ Approval of Resolution – Required 15-1502(a) of the Public School Code – Designated Local Holidays – 2019-2020 WCASD Calendar (see attached) S. Missett
- ★ Approval of AP Music Theory Textbook (see attached) K. Barnello
- Approval of Grade 4 Text Sets (see attached) D. Dinsmore
★ *Crenshaw* by Katherine Applegate R. Mitchell
★ *Mr. Chickee’s Funny Money* by Christopher Paul Curtis
★ *Because of Winn Dixie* by Kate DiCamillo
★ *There’s an Owl in the Shower* by Jean Craighead George
- Approval of Grade 5 Text Sets (see attached) D. Dinsmore
★ *Bud, Not Buddy* by Christopher Paul Curtis R. Mitchell
★ *Restart* by Gordon Korman
★ *Wonder* by R. J. Palacio
★ *Hatchet* by Gary Paulsen
- Summary of Workforce Advisory Council 2019-2020 Career Education Framework (see attached) D. Foley

- ★ Education Committee Voting Item

Committee Protocol for Responding to Comments from the Public-

1. A community member will be called upon by the Committee Chair.
2. If the comment can be answered quickly, or can be answered 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

April 8, 2019

Start: 7:00 PM

Finish: 8:11 PM

Attending Committee Members: Sue Tiernan, Joyce Chester, Randell Spackman

Other Board Members: Gary Bevilacqua, Brian Gallen, Karen Herrmann, Kate Shaw

Administration: Robert Sokolowski, Sara Missett, Tammi Florio, James Scanlon, Michael Wagman, John Scully

Items listed on the Education Committee Regular Agenda of April 8, 2019:

1. Approval of the Education Committee Meeting Minutes of March 11, 2019
2. Approval of the School Start Time Study
3. Approval of Revised Board Policy 307 – Student Teachers/Interns
4. Approval of New Administrative Guideline 307AG1 – Student Teachers/Interns Guidelines
5. Approval of New Board Policy 225 – Student Debt
6. Approval of Revised Board Policy 815.3 – Lending Technology Equipment
7. Approval of Final 2018-2019 School Calendar and Update of Reformatted 2019-2020/ 2020-2021 School Calendars

A. Committee Actions and Outcomes:

1. Approval of the Education Committee Meeting Minutes of February 11, 2019 **VOTE: 3 - 0**
2. Approval of the School Start Time Study **VOTE: 3 - 0**
3. Approval of Revised Board Policy 307 – Student Teachers/Interns **VOTE: 3 - 0**
4. Approval of New Administrative Guideline 307AG1 – Student Teachers/Interns Guidelines **VOTE: 3 - 0**
5. Approval of New Board Policy 225 – Student Debt **VOTE: 3 - 0**
6. Approval of Revised Board Policy 815.3 – Lending Technology Equipment **VOTE: 3 - 0**
7. Approval of Final 2018-2019 School Calendar **VOTE: 3 - 0**

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

- Approval of the School Start Time Study
- Approval of Revised Board Policy 307 – Student Teachers/Interns
- Approval of New Administrative Guideline 307AG1 – Student Teachers/Interns Guidelines
- Approval of New Board Policy 225 – Student Debt
- Approval of Revised Board Policy 815.3 – Lending Technology Equipment
- Approval of Final 2018-2019 School Calendar

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

Approval of the following Study/Excursion trip(s):

- Henderson HS Wrestling – Souderton, PA – Fri-Sat 3/1-3/2/19
- East HS Swimming – Lewisburg, PA – Thurs-Sat 3/14-3/16/19
- Rustin HS Swimming – Lewisburg, PA – Thurs-Sat 3/14-3/16/19
- Rustin HS Ice Hockey – Pittsburg, PA – Fri-Sat 3/22-3/23/19
- Rustin HS Ice Hockey – Cleveland, OH – Wed-Mon 3/27-4/1/19
- East HS DECA – Orlando, FL – Sat-Wed 4/27-5/1/19
- Henderson HS Academic Team – Atlanta, GA – Fri-Mon 5/24-5/27/19
- East HS Academic Team – Alexandria, VA – Thurs-Sun 5/30-6/2/19

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

RESOLUTION

May 28, 2019

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 2019-2020 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 2019-2020 school year:

<u>Labor Day – September 2, 2019</u>
<u>Winter Break – January 1, 2020</u>
<u>Martin Luther King’s Birthday – January 20, 2020</u>
<u>President’s Holiday – February 17, 2020</u>
<u>Spring Break – April 10, 2020</u>

2. In all other respects, the adopted school calendar for the 2019-2020 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 _____, 2019, at which time a quorum was present, the Resolution being approved by a vote of _____ to _____ on the _____ day of _____, 2019.

By: _____
Board Secretary



WEST CHESTER AREA SCHOOL DISTRICT

2019-2020 SCHOOL DISTRICT CALENDAR

Approved
11-26-2018

August 2019

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

Days: Student 4/ Teacher 8

September 2019

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

Days: Student 19/ Teacher 19

October 2019

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

Days: Student 21/ Teacher 22

November 2019

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

Days: Student 17/ Teacher 19

December 2019

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

Days: Student 15/ Teacher 15

January 2020

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

Days: Student 21/ Teacher 21

February 2020

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

Days: Student 19/ Teacher 19

March 2020

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

Days: Student 22/ Teacher 22

April 2020

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

Days: Student 18/ Teacher 19

May 2020

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

Days: Student 20/ Teacher 20

June 2020

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

Days: Student 10/ Teacher 11

- Teacher Inservice, schools closed
- Half-Day, PM Teacher Inservice
- Schools Closed
- First Day of School
- Last Day of School
- End of secondary Marking Period
- End of Elementary Trimesters
- Parent Conferences-See details below

Elem Sneak-A-Peek & Open House Dates

- 8/22 Elementary Sneak-A-Peek
- 8/27 Grades 1-2 Open House at all elementary schools
- 8/28 Grades 3-5 Open House at all elementary schools
- 9/4 Grade 6 Open House- all middle schools
- 9/5 Grades 7-8 Open House- all middle schools
- 9/19 Grades 9-12 Open House- all high schools

State Testing Dates

- 10/16 PSATs
- 12/2-12/13 Keystone Test Window Wave 1
- 1/6-1/17 Keystone Test Window Wave 2
- 4/20-4/24 PSSA Testing ELA
- 4/27-5/01 PSSA Testing Math
- 5/4-5/8 PSSA Testing Science & PSSA Make-Up Window

Graduation Dates

- 6/3 Graduation at Henderson High School
- 6/4 Graduation at East High School
- 6/5 Graduation at Rustin High School

Marking Period and Trimester Dates

- 11/1 End of 1st Marking Period
- 11/25 End of 1st Trimester
- 1/22 End of 2nd Marking Period
- 1/23 Beginning of 2nd Semester
- 3/5 End of 2nd Trimester
- 3/26 End of 3rd Marking Period

- 8/12-8/16 New Teacher Induction
- 8/19-8/22 Teacher In-service
- 8/21 Kindergarten Open House
- 8/26 First day of school for students
- 8/30 Schools closed
- 9/2 Schools and District Office closed
- 9/30 Schools closed
- 10/9 Schools closed
- 10/28 Teacher In-service - no school for students
- 11/5 Teacher In-service- no school for students
- 11/25 Half day for elementary students; Full day for middle & high school students
- 11/26 Half day for elementary & middle school students; Full day for high school students
- 11/27 No school for students
- 11/28, 11/29 Schools and District Office closed
- 12/23-1/1 Schools Closed; 12/24 & 12/25 District Office closed
- 1/1 Schools and District Office closed
- 1/17 Teacher In-service PM; half day for students
- 1/20 Schools and District Office closed
- 2/17 Schools and District Office closed
- 3/11-3/12 Half day for elementary school students; Full day for middle & high school students
- 3/13 No school for elementary students; full day for middle & high school students
- 3/25 Teacher In-service PM; half day for students
- 4/9-4/13 Schools closed; 4/10 District office closed
- 4/28 Schools Closed
- 5/25 Schools and District Office Closed
- 6/10 Half day for students grades K-12
- 6/11 Half day for students grades K-12
- 6/12 Last student day; half day for all students; high school students make-ups only
- 6/15 Teacher last day - In-service

There are 4 days built in at the end of the school year. If there are no school closures, the last day will be June 8. If there are more than 4, April 9 and 13 will become school days.

WEST CHESTER AREA SCHOOL DISTRICT 2019-20 School Calendar

8/12-8/16	New Teacher Induction
8/19-8/22	Teacher In-service
8/21	Kindergarten Open House
8/22	Elementary Sneak-A-Peek
8/26	First day of school for students
8/27	Grades 1-2 Open House at all elementary schools
8/28	Grades 3-5 Open House at all elementary schools
8/30	Schools closed
9/2	Schools and District Office closed
9/4	Grade 6 Open House- all middle schools
9/5	Grades 7-8 Open House- all middle schools
9/19	Grades 9-12 Open House- all high schools
9/30	Schools closed
10/9	Schools closed
10/16	PSATs
10/28	Teacher In-service - no school for students
11/1	End of 1st Marking Period
11/5	Teacher In-service- no school for students
11/25	Half day for elementary students; Full day for middle & high school students
11/26	Half day for elementary & middle school students; Full day for high school students
11/27	No school for students
11/28, 11/29	Schools and District Office closed
11/25	End of 1st Trimester
12/23-1/1	Schools Closed; 12/24 & 12/25 District Office closed
12/2-12/13	Keystone Test Window Wave 1
1/1	Schools and District Office closed
1/17	Teacher In-service PM; half day for students
1/20	Schools and District Office closed
1/22	End of 2nd Marking Period
1/23	Beginning of 2nd Semester
1/6-1/17	Keystone Test Window Wave 2
2/17	Schools and District Office closed
3/5	End of 2nd Trimester
3/11-3/12	Half day for elementary school students; Full day for middle & high school students
3/13	No school for elementary students; full day for middle & high school students
3/25	Teacher In-service PM; half day for students
3/26	End of 3rd Marking Period
4/9-4/13	Schools closed; 4/10 District office closed
4/20-4/24	PSSA Testing ELA
4/27-5/01	PSSA Testing Math
4/28	Schools Closed
5/25	Schools and District Office Closed
5/4-5/8	PSSA Testing Science & PSSA Make-Up Window
6/3	Graduation at Henderson High School
6/4	Graduation at East High School
6/5	Graduation at Rustin High School
6/10	Half day for students grades K-12
6/11	Half day for students grades K-12
6/12	Last student day; half day for all students; high school students make-ups only
6/15	Teacher In-Service

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: <u>Kristen Barnello, Sue Tiernan, Nicole Forrest, Melody Dunn, Ann Ellis, Meg Cordaro, Jack Hontz, Joh Kreamer, Michael Startup, Kendra Werner, Kathi Schallack</u>	
Core Instructional Materials Considered: 1. The Musician's Guide to Theory & Analysis (Norton)	
2. Tonal Harmony (McGraw - Hill)	
Instructional Material(s) Being Recommended:	
Title: The Musician's Guide to Theory & Analysis (Norton)	
Author: Clendinning & Marvin	
Publisher: W.W. Norton	Latest Revision: 2016
List Price: \$85.00 (Text Only) \$172 (Text & All Supplemental)	Copyright Date: 2016
Recommended for subject(s): AP Music Theory	Grade(s): 10 - 12
Recommended for students with high, average, low reading ability: High (AP)	
Results of Committee Voting: 11 - 0	
<input checked="" type="checkbox"/> Affirmative	
Comments: Content was rigorous enough for AP exam, text was accessible enough for H.S. students	
<input type="checkbox"/> Negative	
Comments:	

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: Ryan Axt, Teacher; Ashley Venegas, Teacher, Susan Zacharkiw, Instructional Coach; Denise Kelly, Reading Specialist;	
Christine Sommer, Instructional Coach; Angelica Rodriguez, Teacher; Tammi Taylor, Librarian; Carolyn Wood, Teacher; Ashley Melanson, Teacher; Anne Korb,	
Teacher; Alliston Mastrilli, Reading Specialist; Megan Pellak, Teacher; Debbie Dinsmore, Teacher-on-Assignment; Richard Mitchell, ELA Supervisor; Anne Korb and Allison Mastrilli, Parents of	
students in the district; Ellen Gacomis, building administrator	
Core Instructional Materials Considered: <u>The enclosed novels have been selected to be read as whole class novels in conjunction with text sets that will be provided to students according to students' interest levels and abilities. Each whole-class text will be read with teacher guidance. After the whole-class text has been completed, students will read a group novel that contains similar themes.</u>	
Instructional Material(s) Being Recommended:	
Title: Crenshaw	
Author: Katherine Applegate	
Publisher: Squarefish	Latest Revision: 2017
List Price: \$7.99	Copyright Date: 2015
Recommended for subject(s): English/Language Arts	Grade(s): 4
Recommended for students with high, average, low reading ability: This text is recommended for all ability levels in the 4th grade classroom.	
Results of Committee Voting:	
<input type="checkbox"/> Affirmative Comments:	
<input type="checkbox"/> Negative Comments:	

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

Pg. 2 of 3

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

CONTENT AND METHOD	EXC.	GOOD	FAIR	POOR	N/A
Theoretical foundation					x
Research-based Content					x
Standards-aligned		x			
Learning Objectives					
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	\$7.99 x 335	\$2676.65			

CONTENT AND METHOD

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

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

Pg. 3 of 3

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

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

Reviewed by: _____ Date: _____ Approved: _____ Disapproved: _____ Return to _____
Committee

Superintendent

Education Committee

Final Board Action: _____

WEST CHESTER AREA SCHOOL DISTRICT

ADMINISTRATIVE GUIDELINE

APPROVED: August 1, 2015

REVISED: July 19, 2018

108AG2 -CORE INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION FORM

Committee Members: Ryan Axt, Teacher; Ashley Venegas, Teacher, Susan Zacharkiw, Instructional Coach; Denise Kelly, Reading Specialist;	
Christine Sommer, Instructional Coach; Angelica Rodriguez, Teacher; Tammy Taylor, Teacher; Carolyn Wood, Teacher; Ashley Melanson, Teacher; Anne Korb,	
Teacher; Alliston Mastrilli, Reading Specialist; Megan Pellak, Teacher; Debbie Dinsmore, Teacher-on-Assignment; Richard Mitchell, ELA Supervisor; Anne Korb and Allison Mastrilli, Parents of	
students in the district; Ellen Gacomis, building administrator	
Core Instructional Materials Considered: <u>The enclosed novels have been selected to be read as whole class novels in conjunction with text sets that will be provided to students according to students' interest levels and abilities. Each whole-class text will be read with teacher guidance. After the whole-class text has been completed, students will read a group novel that contains similar themes.</u>	
Instructional Material(s) Being Recommended:	
Title: Mr. Chickee's Funny Money	
Author: Christopher Paul Curtis	
Publisher: Yearling	Latest Revision: N/A
List Price: \$6.99	Copyright Date: 2007
Recommended for subject(s): English/Language Arts Grade(s): 4	
Recommended for students with high, average, low reading ability: This text is recommended for all ability levels in the 4th grade classroom.	
Results of Committee Voting:	
<input type="checkbox"/> Affirmative Comments:	
<input type="checkbox"/> Negative Comments:	

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

Pg. 2 of 3

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

CONTENT AND METHOD	EXC.	GOOD	FAIR	POOR	N/A
Theoretical foundation					x
Research-based Content					x
Standards-aligned		x			
Learning Objectives					
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	335 x \$6.99	\$2341.65			

CONTENT AND METHOD

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

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

Pg. 3 of 3

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

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

Reviewed by: _____ Date: _____ Approved: _____ Disapproved: _____ Return to _____
Committee

Superintendent

Education Committee

Final Board Action: _____

WEST CHESTER AREA SCHOOL DISTRICT

ADMINISTRATIVE GUIDELINE

APPROVED: August 1, 2015

REVISED: July 19, 2018

108AG2 -CORE INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION FORM

Committee Members: Ryan Axt, Teacher; Ashley Venegas, Teacher, Susan Zacharkiw, Instructional Coach; Denise Kelly, Reading Specialist; Christine Sommer, Instructional Coach; Angelica Rodriguez, Teacher; Tammi Taylor, Librarian; Carolyn Wood, Teacher; Ashley Melanson, Teacher; Anne Korb, Teacher; Alliston Mastrilli, Reading Specialist; Megan Pellak, Teacher; Debbie Dinsmore, Teacher-on-Assignment; Richard Mitchell, ELA Supervisor; Anne Korb and Allison Mastrilli, Parents of students in the district; Ellen Gacomis, building administrator	
Core Instructional Materials Considered: The enclosed novels have been selected to be read as whole class novels in conjunction with text sets that will be provided to students according to students' interest levels and abilities. Each whole-class text will be read with teacher guidance. After the whole-class text has been completed, students will read a group novel that contains similar themes.	
Instructional Material(s) Being Recommended:	
Title: Because of Winn Dixie	
Author: Kate DiCamillo	
Publisher: Candlewick	Latest Revision: N/A
List Price: \$7.99 - book is owned by WCASD	Copyright Date: 2015
Recommended for subject(s): English/Language Arts Grade(s): 4	
Recommended for students with high, average, low reading ability: This text is recommended for all ability levels in the 4th grade classroom.	
Results of Committee Voting:	
<input type="checkbox"/> Affirmative Comments:	
<input type="checkbox"/> Negative Comments:	

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

Pg. 2 of 3

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

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

CONTENT AND METHOD

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

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

Pg. 3 of 3

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

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

Reviewed by: _____ Date: _____ Approved: _____ Disapproved: _____ Return to _____
Committee

Superintendent

Education Committee

Final Board Action: _____

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: Ryan Axt, Teacher; Ashley Venegas, Teacher, Susan Zacharkiw, Instructional Coach; Denise Kelly, Reading Specialist; Christine Sommer, Instructional Coach; Angelica Rodriguez, Teacher; Tammi Taylor, Librarian; Carolyn Wood, Teacher; Ashley Melanson, Teacher; Anne Korb, Teacher; Alliston Mastrilli, Reading Specialist; Megan Pellak, Teacher; Debbie Dinsmore, Teacher-on-Assignment; Richard Mitchell, ELA Supervisor; Anne Korb and Allison Mastrilli, Parents of students in the district; Ellen Gacomis, building administrator	
Core Instructional Materials Considered: The enclosed novels have been selected to be read as whole class novels in conjunction with text sets that will be provided to students according to students' interest levels and abilities. Each whole-class text will be read with teacher guidance. After the whole-class text has been completed, students will read a group novel that contains similar themes.	
Instructional Material(s) Being Recommended:	
Title: There's an Owl in the Shower	
Author: Jean Craighead George	
Publisher: Harper Collins	Latest Revision: N/A
List Price: \$6.99 - book is owned by WCASD	Copyright Date: 1997
Recommended for subject(s): English/Language Arts Grade(s): 4	
Recommended for students with high, average, low reading ability: This text is recommended for all ability levels in the 4th grade classroom.	
Results of Committee Voting:	
<input type="checkbox"/> Affirmative Comments:	
<input type="checkbox"/> Negative Comments:	

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

Pg. 2 of 3

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

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

CONTENT AND METHOD

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

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

Pg. 3 of 3

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

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

Reviewed by: _____ Date: _____ Approved: _____ Disapproved: _____ Return to _____
Committee

Superintendent

Education Committee

Final Board Action: _____

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: Ryan Axt, Teacher; Ashley Venegas, Teacher, Susan Zacharkiw, Instructional Coach; Denise Kelly, Reading Specialist;	
Christine Sommer, Instructional Coach; Angelica Rodriguez, Teacher; Tammi Taylor, Librarian; Carolyn Wood, Teacher; Ashley Melanson, Teacher; Anne Korb,	
Teacher; Alliston Mastrilli, Reading Specialist; Megan Pellak, Teacher; Debbie Dinsmore, Teacher-on-Assignment; Richard Mitchell, ELA Supervisor; Anne Korb and Allison Mastrilli, Parents of	
students in the district; Ellen Gacomis, building administrator	
Core Instructional Materials Considered: The enclosed novels have been selected to be read as whole class novels in conjunction with text sets that will be provided to students according to students' interest levels and abilities. Each whole-class text will be read with teacher guidance. After the whole-class text has been completed, students will read a group novel that contains similar themes.	
Instructional Material(s) Being Recommended:	
Title: Bud, not Buddy	
Author: Christopher Paul Curtis	
Publisher: Yearling	Latest Revision: N/A
List Price: \$7.19	Copyright Date: 2002
Recommended for subject(s): English/Language Arts	Grade(s): 5
Recommended for students with high, average, low reading ability: This text is recommended for all ability levels in the 5th grade classroom.	
Results of Committee Voting:	
<input type="checkbox"/> Affirmative Comments:	
<input type="checkbox"/> Negative Comments:	

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

Pg. 2 of 3

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

CONTENT AND METHOD	EXC.	GOOD	FAIR	POOR	N/A
Theoretical foundation					x
Research-based Content					x
Standards-aligned		x			
Learning Objectives					
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	\$7.19 x 335	\$2408.65			

CONTENT AND METHOD

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

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

Pg. 3 of 3

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

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

Reviewed by: _____ Date: _____ Approved: _____ Disapproved: _____ Return to _____
Committee

Superintendent

Education Committee

Final Board Action: _____

WEST CHESTER AREA SCHOOL DISTRICT

ADMINISTRATIVE GUIDELINE

APPROVED: August 1, 2015

REVISED: July 19, 2018

108AG2 -CORE INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION FORM

Committee Members: Ryan Axt, Teacher; Ashley Venegas, Teacher, Susan Zacharkiw, Instructional Coach; Denise Kelly, Reading Specialist;	
Christine Sommer, Instructional Coach; Angelica Rodriguez, Teacher; Tammi Taylor, Librarian; Carolyn Wood, Teacher; Ashley Melanson, Teacher; Anne Korb,	
Teacher; Alliston Mastrilli, Reading Specialist; Megan Pellak, Teacher; Debbie Dinsmore, Teacher-on-Assignment; Richard Mitchell, ELA Supervisor; Anne Korb and Allison Mastrilli, Parents of	
students in the district; Ellen Gacomis, building administrator	
Core Instructional Materials Considered: <u>The enclosed novels have been selected to be read as whole class novels in conjunction with text sets that will be provided to students according to students' interest levels and abilities. Each whole-class text will be read with teacher guidance. After the whole-class text has been completed, students will read a group novel that contains similar themes.</u>	
Instructional Material(s) Being Recommended:	
Title: Restart	
Author: Gordon Korman	
Publisher: Scholastic	Latest Revision: N/A
List Price: \$5.94	Copyright Date: 2017
Recommended for subject(s): English/Language Arts	Grade(s): 5
Recommended for students with high, average, low reading ability: This text is recommended for all ability levels in the 5th grade classroom.	
Results of Committee Voting:	
<input type="checkbox"/> Affirmative Comments:	
<input type="checkbox"/> Negative Comments:	

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

Pg. 2 of 3

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

CONTENT AND METHOD	EXC.	GOOD	FAIR	POOR	N/A
Theoretical foundation					x
Research-based Content					x
Standards-aligned		x			
Learning Objectives					
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	\$5.94 x 335	\$1989.90			

CONTENT AND METHOD

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

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

Pg. 3 of 3

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

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

Reviewed by: _____ Date: _____ Approved: _____ Disapproved: _____ Return to _____
Committee

Superintendent

Education Committee

Final Board Action: _____

WEST CHESTER AREA SCHOOL DISTRICT

ADMINISTRATIVE GUIDELINE

APPROVED: August 1, 2015

REVISED: July 19, 2018

108AG2 -CORE INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION FORM

Committee Members: Ryan Axt, Teacher; Ashley Venegas, Teacher, Susan Zacharkiw, Instructional Coach; Denise Kelly, Reading Specialist; Christine Sommer, Instructional Coach; Angelica Rodriguez, Teacher; Tammi Taylor, Librarian; Carolyn Wood, Teacher; Ashley Melanson, Teacher; Anne Korb, Teacher; Alliston Mastrilli, Reading Specialist; Megan Pellak, Teacher; Debbie Dinsmore, Teacher-on-Assignment; Richard Mitchell, ELA Supervisor; Anne Korb and Allison Mastrilli, Parents of students in the district; Ellen Gacomis, building administrator	
Core Instructional Materials Considered: The enclosed novels have been selected to be read as whole class novels in conjunction with text sets that will be provided to students according to students' interest levels and abilities. Each whole-class text will be read with teacher guidance. After the whole-class text has been completed, students will read a group novel that contains similar themes.	
Instructional Material(s) Being Recommended:	
Title: Wonder	
Author: R. J. Palacio	
Publisher: Knopf	Latest Revision: N/A
List Price: \$14.44 - book is owned by WCASD	Copyright Date: 2012
Recommended for subject(s): English/Language Arts Grade(s): 5	
Recommended for students with high, average, low reading ability: This text is recommended for all ability levels in the 5th grade classroom.	
Results of Committee Voting:	
<input type="checkbox"/> Affirmative Comments:	
<input type="checkbox"/> Negative Comments:	

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

Pg. 2 of 3

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

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

CONTENT AND METHOD

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

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

Pg. 3 of 3

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

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

Reviewed by: _____ Date: _____ Approved: _____ Disapproved: _____ Return to _____
Committee

Superintendent

Education Committee

Final Board Action: _____

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: Ryan Axt, Teacher; Ashley Venegas, Teacher, Susan Zacharkiw, Instructional Coach; Denise Kelly, Reading Specialist; Christine Sommer, Instructional Coach; Angelica Rodriguez, Teacher; Tammi Taylor, Librarian; Carolyn Wood, Teacher; Ashley Melanson, Teacher; Anne Korb, Teacher; Alliston Mastrilli, Reading Specialist; Megan Pellak, Teacher; Debbie Dinsmore, Teacher-on-Assignment; Richard Mitchell, ELA Supervisor; Anne Korb and Allison Mastrilli, Parents of students in the district; Ellen Gacomis, building administrator	
Core Instructional Materials Considered: The enclosed novels have been selected to be read as whole class novels in conjunction with text sets that will be provided to students according to students' interest levels and abilities. Each whole-class text will be read with teacher guidance. After the whole-class text has been completed, students will read a group novel that contains similar themes.	
Instructional Material(s) Being Recommended:	
Title: Hatchet	
Author: Gary Paulsen	
Publisher: Simon and Schuster	Latest Revision: N/A
List Price: \$8.13 - book is owned by WCASD	Copyright Date: 2006
Recommended for subject(s): English/Language Arts Grade(s): 5	
Recommended for students with high, average, low reading ability: This text is recommended for all ability levels in the 5th grade classroom.	
Results of Committee Voting:	
<input type="checkbox"/> Affirmative Comments:	
<input type="checkbox"/> Negative Comments:	

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

Pg. 2 of 3

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

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

CONTENT AND METHOD

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

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

Pg. 3 of 3

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

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

Reviewed by: _____ Date: _____ Approved: _____ Disapproved: _____ Return to _____
Committee

Superintendent

Education Committee

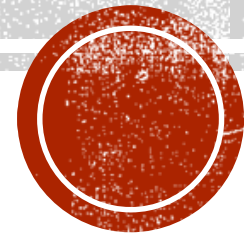
Final Board Action: _____

WORKFORCE ADVISORY COUNCIL PLAN 2019-2020



May 2019

Donna Foley
Career Education Counselor



CAREER EDUCATION 18-19 EVENTS

Event	Students
TruMark Financial Reality Fair	195
Ace Mentoring Program (architecture, engineering and construction)	21
Youth Leadership Program (YLP)	26
Junior Achievement (JA)	11
Pennsylvania Free Enterprise (PFEW)	51
Future Plan Evening Event	300+
20 Job Shadowing Opportunities	254
Learn to Earn Internships	22

Total: 880

Career Days x 3 = Estimated 2,700



Workforce Advisory Council Plan

A collaboration between
West Chester Area School District &
Greater West Chester Chamber of Commerce

Goal

Career readiness for all students, contributing to the vitality and sustainability of our region's economy.



Objective: Provide high school students with a solid foundation in career education, 21st century skills development, and sustainable employment opportunities within our region's workplace.

Strategy 1

Engage stakeholders to identify which specific industries are driving growth, and what are the projections for, and firsthand regional employer experiences of, workforce gaps and opportunities in our region.

Action Steps...

- A. Define “sustainable family wages” for Chester County, and then determine primary focus within our region’s HPO’s (High Priority Occupations).



Sustainable family wages defined as “the ability to have access to independent housing, transportation, utilities, food, etc.” (reasonable standard of living).

- **Construction/Energy**
- **Healthcare Services**
- **Advanced Manufacturing & Logistics**
- **Information Technology**
- **Professional & Business Services**

Strategy 2

Engage stakeholders to identify education, training, and 21st century skills requirements, and school and work-based implementation opportunities, for workforce development/growth in our region.

Action Steps...

- A. Establish educator professional development, including firsthand experience of 21st century skills, in the current and future workplace environment.
- B. Review school-based curriculum/classroom learning for transference of targeted and measurable 21st century skills training, aligned with future workplace skill requirements, and housed in/accessible via an individual student portfolio.
- C. Develop community-based opportunities for student exploration, transference, and practice of 21st century skills in the workplace.



Strategy 3

Engage stakeholders to identify student and family awareness and perceptions of growth industries in our region, and related post-secondary education, training and skills development.

Action Steps...

- A. Engage parents of incoming 9th graders and newly registered students through the high school orientation program.
- B. Survey parents and students regarding awareness and perceptions.
- C. Reimagine Career Day and Job Shadowing to better engage students, parents and the community.
- D. Use Naviance (comprehensive software program) and social media to engage parents, students, and the community through the use of videos, webinars, and “live” events.



Workforce Advisory Council Plan

Summary

- **Three core initiatives**
 - ✓ Educator immersion in the workplace to enhance classroom, to workplace, to classroom learning for all students.
 - ✓ Career experiences in the classroom/building (i.e. guest speakers, digital showcases).
 - ✓ Student workplace experiences (i.e. career showcases, job shadow, internship).
- **Primary focus**
 - ✓ Identify barriers/obstacles that limit student career education participation and learning (i.e. awareness & perception of skilled trades, academic/career/social development challenges, student/parent access to events, including internships).





Workforce Advisory Council 2019 - 2020

Chairpersons:

Donna Foley, West Chester Area School District (WCASD)
Mark Yoder, Greater West Chester Chamber of Commerce (GWCC)



Executive Committee

Dr. Sarah Missett, WCASD Director of Secondary Education
Mr. Bill Ronayne, Brandywine Valley HVAC, Owner
Ms. Laura Aloisio, Dave's Automotive and Repair, Co-Owner

Subcommittee Chairpersons:

Regional Industry Demand and
Gap Analysis

Doug Gianforte
Kevin Fagan

GBuild Construction Managers
WCASD EHS Principal

Education, Training, 21st Century
Skills Requirements & Supply

Patti Burt
Jason Sherlock

Chester County Hospital; HHS Parent
WCASD HHS Principal

Workforce Awareness &
Perception

Tina DePrisco
Michael Marano

WayPoint Consulting; HHS Parent
WCASD RHS Principal

Introduction:

The West Chester Area School District and the Greater West Chester Chamber of Commerce, through a collaborative effort between teachers, administrators, parents*, students, community members, post-secondary educators, and business leaders, will embark on a Workforce Advisory Council process throughout the winter and spring of 2019.

By 2025, more than six in 10 Pennsylvania jobs will require some form of postsecondary education or training. In addition, the overwhelming majority of STEM jobs in Pennsylvania (91 percent) will require some form of postsecondary education and training. Currently, 45 percent of Pennsylvanians hold these credentials and a significant skills gap - especially for “middle skills” occupations requiring some postsecondary training but not a four year degree - continues to persist for the commonwealth’s current and emerging workforce. ¹

Pennsylvania’s economic future depends on having a well-educated and skilled workforce that is prepared to meet the current and projected demands of a global, knowledge based, 21st century economy. Therefore, it is imperative that Pennsylvania students’ at all educational levels have access to high quality academic and technical education as well as opportunities to assess interests, build skills, and identify and explore careers aligned to those interests and skills. Regardless of their postsecondary plans, all students should leave secondary education with a solid foundation in career education and work. ²

Establishment of an Advisory Council is a key component of the Pennsylvania Department of Education Chapter 339 and Future Ready PA Index for all school districts in the Commonwealth. It is a process which affords an opportunity to determine priorities, and set goals related to visions we desire to become realities over the three-year duration of this plan.

Approximately forty six (46) stakeholders will serve as part of the Workforce Advisory Council. Each member will commit to participating in two to three meetings of the committee as a whole, as well as multiple subcommittee meetings. Each subcommittee will author its own plan, while two opportunities will be designated for feedback and input from all committee members.

Throughout the process, the committee will center its thinking on the best opportunities the District and community can provide for our students, and how these opportunities can best result in student and community success - anchored in the question, “What do we want to be able to say three years from now that we cannot say today?” Resulting from this thinking is a collection of three action plans that reflect the following prioritized areas: 1.) *Regional Industry Demand and Gaps*; 2.) *Education, Training, 21st Century Skills Requirements and Supply*; and 3.) *Workforce Awareness & Perceptions*.

The core of this document consists of the three action plans, with our initial focus at the high school level. The first page of each action plan will present a summary of the overall goal, strategies, and action steps designed to accomplish the goal, with each subsequent page delineating the more specific details of each action step. Also included in this document are terms and definitions that may be unfamiliar in the context in which they are used in this process. The table of contents below will guide you to each section of the document.

-
1. A.P. Carnevale, N. Smith, and J. Strohl, **Recovery: Job Growth and Education Requirements Through 2020** , Georgetown University, Center on Education and the Workforce, June 2013 https://cew.georgetown.edu/wp-content/uploads/StateProjections_6.1.15_agc_v2.pdf
 2. The Pennsylvania Career Education and Work Standards identify what students should know and be able to do at grades 3, 5, 8, and 11 in four specific areas: career awareness and preparation; career acquisition (getting a job); career retention and advancement; and entrepreneurship. In addition, Pennsylvania regulation (Chapter 339) requires school districts to develop and implement career/occupational exploration plans for students in grades K-12 that are aligned with the state’s Career Education and Work Standards <https://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/CEWStandards/Main/Career%20Readiness%20Guidance.pdf>

Thank you for your interest in and support of the West Chester Area School District, the Greater West Chester Chamber of Commerce, and the community in which we live and serve!

** Majority of participating business leaders and educators are also parents.*

Contents:	
Section:	Page
Introduction	2
Committee Membership	3
Goal & Objective; Overview of Strategies & Actions Steps	5
Action Plan One: Regional Industry Demand and Gap Analysis	6
Action Plan Two: Education, Training, and 21 st Century Skills Requirements and Supply	8
Action Plan Three: Workforce Awareness & Perception (regional HPO's & related levels of education/training)	10
Terms and Definitions	12
Resources	14
Addendum: 1A - Industry Outlook; 1B - Action Plan by Priority & Quarter	15

Workforce Advisory Council Leadership Committee

SUBCOMMITTIES		
# 1: Industry Demand & Gaps	#2: Ed/Training/Skills Requirements & Supply	#3: Workforce Awareness & Perception
MEMBERS	COMPANY	SUB #
Mark Sammarone	Arthur Hall Insurance/GWCC	1
Bill Ronayne	Brandywine Valley HVAC	1
Marybeth DiVincenzo	Chester County Economic Development (CCEDC)	1
Kirk Williard	Chester County Intermediate Unit (CCIU – CTCE)	1
Michele Kichline/Daniel Arbucias	Chester County Commissioner	1
Brendan Murphy	Edward Jones, former Naval Officer	1
Holly Graver	Fulton Bank	1
Doug Gianforte	Gbuild Construction Managers	1
Robin Barbacane	Renhead	1
Deb Watson	Technical College High School (TCHS)	1
Joe Torchiana	Torchiana ATI	1
Sara M. Missett	WCASD Director of Secondary Education	1
Kevin Fagan	WCASD East High School Principal	1
Pat Bokovitz	Workforce Development Board	1
Linda Sterthous	Barclay Friends	2
Patti Burt	Chester County Hospital	2
Christy Cosgrove	La Difference Salon & Spa	2
Rick Lubker	Lubker Distribution	2
Mike O'Rourke	O'Rourke Steel	2

Lisa Thompson	Otto's BMW	2
Frank Pancoast	Pancoast-Clifford	2
Jeremy Branch	Penn State University	2
Chris Kaminski	Sigma Data Systems	2
Brian Lindros	WCASD East High School Counselor	2
Carol Lill	WCASD East High School Teacher	2
Korey Bell	WCASD Henderson High School Counselor	2
Jason Sherlock	WCASD Henderson High School Principal	2
Gracie Cleveland	WCASD Rustin High School Senior	2
Jim Scanlon	WCASD Superintendent	2
Carol Rothera	WCASD Supervisor of Student Services	2
Eileen Jenkins	West Chester University	2
Cori Leary	Barclay Friends	3
Jim Lauckner	Chester County Economic Development (CCEDC)	3
Laura Aloisio	Dave's Automotive and Repair	3
Karen Kozachyn	Delaware County Community College (DCCC)	3
Deb Maccariella	East High School PTO; Human Services	3
Kathi Madanci	ShopRite West Chester	3
Chris Tolsdorf	Tolsdorf Oil Lube Express	3
Ken Knickerbocker	Vista Today	3
Tina DePrisco	WayPoint Consulting	3
Robert Sokolowski	WCASD Assistant Superintendent	3
Abigail Hicks	WCASD East High School Senior	3
Michael Marano	WCASD Rustin High School Principal	3
Grace Barry	WCASD Rustin Counselor	3
Mark Yoder	GWCC	Chair
Donna Foley	WCASD Career Education Counselor	Chair
Paul Scheuritzel	Larsson and Scheuritzel PC	Post subcommittee
Carolyn Comitta	PA House of Representative	Post subcommittee
Jackie Felicetti	Chester County Hospital	Post subcommittee
Matthew Lagoy	Janney Montgomery Scott LLC	Post subcommittee

Goal & Objective; Overview of Strategies & Actions Steps

Goal: Career readiness for all students, contributing to the vitality and sustainability of our region’s economy.

Objective: To provide high school students with a solid foundation in career education, 21st century skill development, and sustainable employment opportunities within our region’s workplace.

Strategy 1: Engage stakeholders to identify which specific industries are driving growth, and what are the projections for, and first-hand regional employer experiences of, workforce gaps and opportunities in our region.

Rationale for Strategy: Annually, the Pennsylvania Department of Labor & Industry prepares a baseline list of HPOs that are in demand by employers, have evolving skill needs, and are likely to provide family-sustaining wages. This list is created using federal, state, and local labor market data as well as projections based on U.S. Department of Labor models. Recognizing that data alone does not completely capture workforce trends, the second step of the HPO process aims to refine the initial HPO list based on input from workforce development and other professionals including economic developers, business and labor leaders, and educators. Critical to this effort is the contribution of local area collaborations of these professionals, who work together to define immediate and anticipated training needs and other human resource challenges.

<https://www.workstats.dli.pa.gov/Documents/High%20Priority%20Occupations/HPO%20Methodology%20040218.pdf>

Action Steps	Priority	Timeline
A. Define “sustainable family wages” for Chester County and determine priority HPO focus.	1	4-5-19 Completed
B. Identify and eliminate roadblocks for student shadow/internship opportunities and create means for publicizing opportunities.	See Strategy 2	
C. Maximize scheduling and calendar opportunities to provide students with real work experience in order to develop essential skills, such as customer service, work ethic and active listening.	See Strategy 2	
D. Create opportunities to inform faculty and staff about how their work in the classroom connects to the current and mid to long-terms job market, as it relates to the identified HPO’s.	See Strategy 2	
E. Educate students and families about the variety of programs available through the school district and county, such as Technical Career High School (TCHS) that may serve to equip students not intending to enroll in college so that they are also prepared to meet expectations of the current and mid to long-term job market.	See Strategy 3	

Strategy 2: Engage stakeholders to identify education, training, and 21st century skills requirements, and school and work-based implementation opportunities, for workforce development/growth in our region.

Rationale for Strategy: Recent research, policy literature, and federal legislation all suggest that comprehensive work-based learning programs contain three key components; (1) alignment of classroom

and workplace learning, (2) application of academic, technical, and employability skills in a work setting, (3) and support from classroom or workplace mentors. <https://cte.ed.gov/wbltoolkit/>. Secondary and post-secondary learning should be considered.

Action Steps	Priority	Timeline
A. Establish educator (i.e. school teachers, administrators, counselors) professional development, including firsthand experience of 21st century skills, in the current and future workplace environment.	1	Q1, Q2 2019-2020
B. Review school-based curriculum/classroom learning for transference of targeted and measurable 21st century skills training, aligned with future workplace skill requirements, and housed in/accessible via an individual student portfolio.	2	Q1, Q2, Q3 2019-2020
C. Develop community-based opportunities for student exploration, transference, and practice of 21st Century skills in the workplace.	2	Q1, Q2, Q3 2019-2020

Strategy 3: Engage stakeholders to identify student and family awareness and perceptions of growth industries in our region, and related post-secondary education, training and skills development.

Rationale for Strategy: As described in the Chester County Local Area PY2017-2019 WIOA Multi-Year Local Plan, “While the high rate of bachelor’s and postgraduate degrees in Chester County is often cited as a point of pride, it does create a wider gap between the education attainment of residents and the education levels needed for employment in Chester County and the region.” Assessing awareness and perceptions is a critical first step in closing the education and employment gap in our county.

<https://www.chesco.org/DocumentCenter/View/41079/Chester-County-Multi-Year-Local-Plan-Final-August-2017>

Action Steps	Priority	Timeline
A. Engage parents of incoming 9 th graders and transfer students through the summer orientation program.	1	Summer 2019
B. Survey of parents and students.	1	Q1, Q2 2019-2020
C. Reimagine Career Day and job shadowing to better engage students, parents and the community.	2	Q2, Q3 2019-2020
D. Use Naviance and social media to engage parents, students and the community through the use of videos, webinars, and “live” events.	3	Q4 2019-2020

Strategy 1: Engage stakeholders to identify which specific industries are driving growth, and what are the projections for, and first-hand regional employer experiences of, workforce gaps and opportunities in our region.

The Workforce Advisory Council has identified the following five regional High Priority Occupations (HPO’s) as primary (but not exclusive) focus for our career education program (see Occupational Outlook Handbook for list of sectors within each industry):

1. **Construction/Energy**
2. **Healthcare Services**
3. **Advanced Manufacturing & Logistics**

4. **Information Technology**

5. **Professional & Business Services** (including financial, hospitality & tourism)

In addition to projected growth (see addendum 1A), sustainable family wages were also considered, and defined as – “the ability to have access to independent housing, transportation, utilities, food, etc.” (standard of living). Annual wage estimates of a minimum of \$35k - \$40k (individual) and \$50k - \$60k (couple), assuming little to no debt, are needed to achieve a reasonable standard of living in our county.

Action Step 1A					
Description of Action Step	Defining “sustainable family wages” for Chester County and determine program HPO focus				
People Responsible	Workforce Advisory Council				
Indicator of Implementation (include time frames)	<table border="1"> <tr> <td> <ul style="list-style-type: none"> Determine criteria for what constitutes a “sustainable family wage” for residents of Chester county/region </td> <td>4-5-19 Completed</td> </tr> <tr> <td> <ul style="list-style-type: none"> Identify priority HPO’s </td> <td>4-5-19 Completed</td> </tr> </table>	<ul style="list-style-type: none"> Determine criteria for what constitutes a “sustainable family wage” for residents of Chester county/region 	4-5-19 Completed	<ul style="list-style-type: none"> Identify priority HPO’s 	4-5-19 Completed
<ul style="list-style-type: none"> Determine criteria for what constitutes a “sustainable family wage” for residents of Chester county/region 	4-5-19 Completed				
<ul style="list-style-type: none"> Identify priority HPO’s 	4-5-19 Completed				
Notes	<p>HPO List: https://www.workstats.dli.pa.gov/Documents/High%20Priority%20Occupations/2018%20WDA%20HPO%20Lists.xlsx Chester County At-A-Glance https://www.workstats.dli.pa.gov/Documents/High%20Priority%20Occupations/2018%20WDA%20HPO%20Lists.xlsx Chester County Profile https://www.workstats.dli.pa.gov/Documents/County%20Profiles/Chester%20County.pdf</p> <p>Occupational Outlook Handbook (for list of sectors under each HPO): https://www.bls.gov/ooh/</p>				
Action Step 1B	<i>Will be addressed in Action Step 2</i>				
Description of Action Step	Identify and eliminate roadblocks for student shadow/internship opportunities and create means for publicizing opportunities.				
People Responsible	Committee members in conjunction with survey of students. Point person, Donna Foley.				
Indicator of Implementation (include time frames)	At least three roadblocks identified, including steps to ameliorate.				
Action Step 1C	<i>Will be addressed in Action Step 2</i>				
Description of Action Step	Maximize scheduling and calendar opportunities to provide students with real work experience in order to develop essential skills, such as customer service, work ethic and active listening.				
People Responsible	Asst. Superintendent, Director for Secondary Schools, High School Principals				
Indicator of Implementation	An updated, more flexible school bell schedule that enables students to meet district course requirements as well as maximize opportunities for personal/career growth.				

Notes	This initiative is currently underway, as high school administration and central office administration work to refine a plan.
Action Step 1D	<i>Will be addressed in Action Step 2</i>
Description of Action Step	Creating opportunities to inform faculty and staff about how their work in the classroom connects to the current and mid to long-terms job market, as it relates to the identified HPO's.
People Responsible	Donna Foley, Student Services Supervisor-Carol Rothera, High School administration, Curriculum Supervisors, Business Leaders
Indicator of Implementation (include time frames)	At least one event or opportunity per school year to talk with staff about the connections between HPO and high school course work.
Action Step 1E	<i>Will be addressed in Action Step 2 & 3</i>
Description of Action Step	Educating students and families about the variety of programs available through the school district and county, such as Technical Career High School (TCHS) that may serve to equip students not intending to enroll in college so that they are also prepared to meet expectations of the current and mid to long-term job market.
People Responsible	Donna Foley, Carol Rothera-Student Services Supervisor, Sara Missett - Director of Secondary Schools, Leigh Ann Ranieri-Director of Student Service, Community Organizations (GWCC, CCEDC, CCIU, etc.)
Indicator of Implementation (include time frames)	At least one parent/family event per school year that can serve as an opportunity to inform families about available programming. An ongoing resource available to WCASD families that can be used to get information and access to further assistance as needed.

Strategy 2: Engage stakeholders to identify education, training, and 21st century skills requirements, and school and work-based implementation opportunities, for workforce development/growth in our region.

Action Step 2A	Educator professional development, including firsthand experience of 21st century skills, in the current and future workplace setting
Description of Action Step	Establish opportunities for educator (i.e. teachers, counselors, administrators, supervisors) immersion in the workplace, to experience firsthand, workplace technical and soft skill requirements that may then be integrated back into classroom learning, counseling department curriculum and the like.
People Responsible	Donna Foley (WCASD), Mark Yoder (GWCC), CCIU/TCHS, WCASD: Curriculum Supervisors, Director of Secondary Ed, Supervisor Student Services, Principals

Indicator of Implementation (include time frames)	<ul style="list-style-type: none"> Educator Community/workplace site visits. 	Q1, Q2, Q3, Q4 2019-2020
	<ul style="list-style-type: none"> Create 12-month calendar in coordination with community organizations & events (i.e. Chambers of Commerce, CCEDC, ITAG, Health Care Connect, Manufacturing Alliance, and more); include list of community resources. 	Q1, Q2, Q3, Q4 2019-2020
	<ul style="list-style-type: none"> Educator Participation in Field Trips, Showcases, Job Shadowing, Community Events. 	Q2, Q3, Q4 2019-2020
	<ul style="list-style-type: none"> Digital learning from business community into the classroom (i.e. zoom). 	Q3, Q4 2019-2020
Action Step 2B	Review school-based curriculum/classroom learning for transference of targeted and measurable 21st century skills training, aligned with future workplace skill requirements, and housed in/accessible via an individual student portfolio.	
Description of Action Step	This step brings full circle the alignment of 21st century (tech/soft) skills taught within the classroom/school curriculum (including counseling curriculum), transference to the workplace (Action Step 2C), and back to the classroom/school curriculum to be processed (reinforcement) and documented (Naviance – college & career software program).	
People Responsible	Curriculum Supervisors, Teachers, Director of Secondary Ed, Business Leaders, Students/Parents, CCIU/TCHS, Donna Foley	
Indicator of Implementation (include time frames)	<ul style="list-style-type: none"> Survey teachers, students, parents, community/businesses regarding skills strengths/deficits. 	Q1, Q2 2019-2020
	<ul style="list-style-type: none"> Determine required skills gaps (workplace to classroom). 	Q2, Q3 2019-2020
	<ul style="list-style-type: none"> Identify methods for teaching, measuring, assessing skills gaps in the classroom and business setting. 	Q3, Q4 2019-2020
	<ul style="list-style-type: none"> Develop process for aligning, transferring, reinforcing, and documenting skills into a student portfolio. 	Q3, Q4 2019-2020
	<ul style="list-style-type: none"> Consider graduation requirements for skills-based learning. 	Q4 2019-2020
Action Step 2C	Develop community-based opportunities for student exploration, transference, and practice of 21st century skills in the workplace	
Description of Action Step	Establish opportunities for high school student immersion into the workplace, to experience firsthand, workplace technical and soft skill requirements.	
People Responsible	Donna Foley (WCASD), Mark Yoder (GWCC), Community/Business Leaders, WCASD: Curriculum Supervisors, Director of Secondary Ed, Supervisor Student Services, Principals, Faculty	

Indicator of Implementation (include time frames)	<ul style="list-style-type: none"> Develop/maintain a 12 month calendar of workplace learning experiences, including faculty point person (chaperone). 	Q1, Q2 2019-2020
	<ul style="list-style-type: none"> Workplace field trips, showcases, job shadowing, internships, community events (job fairs, summer academies, etc.). 	Q1, Q2, Q3, Q4 2019-2020
	<ul style="list-style-type: none"> Maximizing scheduling and calendar opportunities to provide students with real work experience in order to develop essential skills, such as customer service, work ethic and active listening. 	Q1, Q2, Q3, Q4 2019-2020
	<ul style="list-style-type: none"> Further develop work-to-school based learning (i.e. Career Day, Speaker series, etc.). 	Q1, Q2, Q3, Q4 2019-2020
	<ul style="list-style-type: none"> Digital learning from business community into the classroom (i.e. Zoom – video conferencing software). 	Q3, Q4 2019-2020

Strategy 3: Engage stakeholders to identify student and family awareness and perceptions of growth industries in our region, and related post-secondary education, training and skills development.

Action Step 3A			
Description of Action Step	Engage parents of incoming 9 th graders and transfer students through the summer orientation program.		
People Responsible	Donna Foley, school counselors, administrative teams, PTO, business community		
Indicator of Implementation (include time frames)	<table border="1"> <tr> <td> <ul style="list-style-type: none"> Parents of incoming 9th graders and transfer students' orientation meeting. </td> <td>Summer 2019</td> </tr> </table>	<ul style="list-style-type: none"> Parents of incoming 9th graders and transfer students' orientation meeting. 	Summer 2019
<ul style="list-style-type: none"> Parents of incoming 9th graders and transfer students' orientation meeting. 	Summer 2019		
Notes	<i>Recommend creating plan for counselors to perform follow up with parents</i>		
Action Step 3B			
Description of Action Step	Survey of parents and students. Create pilot to ensure successful target of responses. Survey should include an opportunity for participants to respond to facts about growth industries, and post-secondary training and education. Survey data should be used for follow up discussions, focus groups, more specific subsequent surveys.		
People Responsible	Donna Foley (WCASD), Mark Yoder (GWCC), Community/Business Leaders, WCASD: Curriculum Supervisors, Director of Secondary Ed, Supervisor Student Services, Counselors, Principals		
Indicator of Implementation	<table border="1"> <tr> <td> <ul style="list-style-type: none"> Identify a one month timeframe - use email and social media to push out and encourage participation. </td> <td>Q1 2019</td> </tr> </table>	<ul style="list-style-type: none"> Identify a one month timeframe - use email and social media to push out and encourage participation. 	Q1 2019
<ul style="list-style-type: none"> Identify a one month timeframe - use email and social media to push out and encourage participation. 	Q1 2019		

Action Step 3C			
Description of Action Step	Reimagine Career Day and job shadowing to better engage students, parents and the community.		
People Responsible	Donna Foley (WCASD), Mark Yoder (GWCC), Community/Business Leaders, WCASD: Curriculum Supervisors, Director of Secondary Ed, Supervisor Student Services, Counselors, Teachers, Principals, Parents, Students		
Indicator of Implementation (include time frames)	<table border="1"> <tr> <td> <ul style="list-style-type: none"> Form a subcommittee of counselors, teachers, parents, students and community members; meet throughout one school year to develop a coordinated plan to reimagine and link these events. </td> <td style="text-align: center;">Q2 2019</td> </tr> </table>	<ul style="list-style-type: none"> Form a subcommittee of counselors, teachers, parents, students and community members; meet throughout one school year to develop a coordinated plan to reimagine and link these events. 	Q2 2019
<ul style="list-style-type: none"> Form a subcommittee of counselors, teachers, parents, students and community members; meet throughout one school year to develop a coordinated plan to reimagine and link these events. 	Q2 2019		
Notes	<i>These should be used to promote alternative pathways for students and should provide parents with the opportunity to be educated and involved.</i>		
Action Step 3D			
Description of Action Step	Use Naviance and social media to engage parents, students and the community through the use of videos, webinars, and “live” events such as “signing day” (school to work).		
People Responsible	Donna Foley, Jen Neill, Counselors, Teachers, Mark Yoder, Business Leaders		
Indicator of Implementation (include time frames)	<table border="1"> <tr> <td> <ul style="list-style-type: none"> Consider/implements number and type of platforms utilized </td> <td style="text-align: center;">Q3, Q4 2019</td> </tr> </table>	<ul style="list-style-type: none"> Consider/implements number and type of platforms utilized 	Q3, Q4 2019
<ul style="list-style-type: none"> Consider/implements number and type of platforms utilized 	Q3, Q4 2019		

Terms and Definitions

Career Education and Work (CEW) - in accordance with 22 Pa. Code § 4.12(5), career education and work - is defined as “understanding career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society, technology, government and economy and their effect on individuals and careers. Development of knowledge and skill in job-seeking and job-retaining competencies and, for students completing vocational-technical programs, the skills to succeed in the occupation for which they are prepared.”

Career/Industry Clusters –Career Clusters provide 16 groupings of occupations and career pathways that help students explore similarly grouped career options. Coordinated by the National Association of State Directors of Career Technical Education Consortium, the model serves as an organizing tool for schools, small learning communities, academies and magnet schools to help focus curriculum and bring relevance into the classroom.

Career Plan – In accordance with the CEW standards, a career plan is a “document or similar item developed by the student that identifies a series of educational studies and experiences to prepare them for postsecondary education or work, or both, in a selected career cluster or area.”

Career Portfolio – In accordance with the CEW standards, a career portfolio is “an ongoing, individualized collection of materials (electronic or hard copy) that documents a student’s educational performance, career exploration, and employment experiences over time. While there is no prescribed or standard format that a career portfolio must take, it typically includes a range of work, containing assignments by the teacher/counselor and selections by the student. It serves as a guide for the student to transition to postsecondary education/training, or the workplace, or both.”

College and Career Readiness – Pennsylvania learners will be prepared for meaningful engagement in postsecondary education, in workforce training, in career pathways, and as responsible, involved citizens.

Curriculum – A series of planned instruction aligned with the academic standards in each subject that is coordinated, articulated, and implemented in a manner designed to result in achievement at the proficient level by all students.

Future Ready PA Index - The Future Ready PA Index is a collection of school progress measures related to school and student success. The Index includes a range of assessment, on-track, and readiness indicators, to more accurately report student learning, growth, and success in the classroom and beyond.

High Priority Occupations (HPO’s) – High Priority Occupations are job categories that are in demand by employers, have evolving skill needs, and are likely to provide family-sustaining wages. They are occupations that generally require some amount of training but no more than a four-year degree.

K-12 School Guidance Plans -22 Pa. Code § 339.31 requires all school entities integrate the CEW standards into the curriculum and establishes a written plan for the development and implementation of a comprehensive, sequential program of guidance services for kindergarten through 12th grade. The plan must be designed to promote equal opportunity and address the guidance service areas outlined in 22 Pa. Code § 339.32, including guidance services provided to AVTS/CTCs and implementation of CEW standards. The local board of school directors must approve the plan, and upon request make it available to the Secretary of Education.

Nontraditional Careers - In accordance with the CEW standards, nontraditional careers are defined as fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Pennsylvania Career Education and Work (CEW) Standards – In 2006, the Pennsylvania State Board of Education promulgated regulations (22 Pa. Code Chapter 4) 16 establishing the state Academic Standards for Career Education and Work (CEW standards).

These standards describe what students should know and be able to do at four grade levels (3, 5, 8 and 11) in four areas:

- Career Awareness and Preparation (Section 13.1);
- Career Acquisition (Getting a Job) (Section 13.2);
- Career Retention and Advancement (Section 13.3); and
- Entrepreneurship (Section 13.4).

The CEW standards are required education for all students enrolled in Pennsylvania public school entities. Through a comprehensive approach, the CEW standards complement all disciplines and other academic standards by identifying skills and competencies students need to become “career ready.” These skills are identified in the standards, but each school entity determines how the standards inform curriculum and instruction.

Pennsylvania CareerZone – Located at pacareerzone.org, Pennsylvania CareerZone is a free online tool developed by the Pennsylvania Department of Education to assist **students with** career awareness, exploration, and planning. The site includes an Interest Profiler, Work Importance Profiler, and Assess Yourself assessment based on the Holland Codes for self-exploration, as well as comprehensive information on 900 occupations.

School Entity – A local public education provider (for example, school district, charter school, cyber charter school, area vocational-technical school [AVTS], career and technology center [CTC] or intermediate unit).

Stakeholder - Stakeholder includes all parties with a legitimate interest in our WCASD student education and workforce development within our region.

Student Evidence – Student evidence is defined as documentation or artifacts, written or electronic, demonstrating a student’s application of one or more CEW standard.

Successful Completion – Denotes a standard in which the school entity evaluates career activity/evidence using the same evaluation policies and procedures the school entity uses to determine mastery and/or passing of a locally-graded assignment. If an activity is not already factored into a course grade, the school entity should evaluate the student’s work in a similar manner to ensure quality and mastery. In general, participation alone does not demonstrate sufficient evidence of successful completion; instead, evidence must suggest that each student has engaged in meaningful, standards-aligned activities or experiences that enhance career awareness, preparation, readiness, and entrepreneurship.

Terms and Definitions Source: Career Readiness Indicator for the Future Ready PA Index and ESSA Accountability: Guidelines for Evidence Collection, Monitoring, and Reporting (excluding “Future Ready PA Index” and “Stakeholders”) <https://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/CEWStandards/Main/Career%20Readiness%20Guidance.pdf>

**Workforce Advisory Council 2019
RESOURCES**



<https://www.workstats.dli.pa.gov/Pages/default.aspx>
<https://www.workstats.dli.pa.gov/Pages/ProductsAtoZ.aspx>



WORKFORCE DATA AND RESOURCES

Data Reports and Summaries <http://www.chesco.org/3802/Data>

Chester County Workforce Development Area (WDA) Workforce Highlights
http://www.chesco.org/DocumentCenter/View/45456/Chester-WDB-Highlights_May-30-2018

Chester County at a Glance
<https://www.chesco.org/DocumentCenter/View/45089/Chester-County-at-a-Glance?bidId=>



<http://pa-chestercounty.civicplus.com/DocumentCenter/View/20778/VISTA2025?bidId=>

VISTA2025 Chester County's Economic Development Strategy 2018 Progress Report
<https://vista2025.files.wordpress.com/2018/11/vista-2025-progress-report-final-11-13-18.pdf>



<https://www.pasmart.gov/about/>

Next Generation Industry Partnership Criteria (Grant Money)
<https://www.dli.pa.gov/Businesses/Workforce-Development/Documents/Next-Generation-IPs/Criteria%20for%20NGIPs.pdf>



<https://www.ccls.org/219/Education>



<https://www.chesco.org/DocumentCenter/View/41079/Chester-County-Multi-Year-Local-Plan-Final-August-2017>



<https://nscresearchcenter.org/signaturereport11/>



<https://nces.ed.gov/surveys/SurveyGroups.asp?Group=2>

ADDENDUM

1A.

Industry Outlook to 2024



2014-24 Industry Projections – Chester County WDA

Industry	Empl.	Proj. Empl.	Empl. Change	
			Volume	Percent
Total Jobs	255,630	276,790	21,160	8.3%
Goods Producing Industries	32,460	33,570	1,110	3.4%
Agriculture, Mining & Logging	2,710	2,790	80	3.0%
Construction	9,730	11,250	1,520	15.6%
Manufacturing	20,020	19,520	-500	-2.5%
Services-Providing	209,040	228,820	19,780	9.5%
Trade, Transportation & Utilities	45,960	47,540	1,580	3.4%
Information	4,930	4,890	-40	-0.8%
Financial Activities	22,940	26,330	3,390	14.8%
Professional & Business Services	44,840	51,090	6,250	13.9%
Education & Health Services	49,170	54,550	5,380	10.9%
Leisure & Hospitality	19,250	21,710	2,460	12.8%
Other Services, Except Public Admin.	13,220	14,290	1,070	8.1%
Federal, State & Local Government	8,750	8,410	-340	-3.9%

Source: Long-Term Industry Employment Projections, 2014-24;
<http://www.workstats.dli.pa.gov/Products/LongTermIndustryProjections/Pages/default.aspx>

Slide 16

These industries as defined by the Bureau of Labor Statistics: https://www.bls.gov/iag/tgs/iag_index_naics.htm
Construction (NAICS 23)

- Construction of Buildings (NAICS 236)
- Heavy and Civil Engineering Construction (NAICS 237)
- Specialty Trade Contractors (NAICS 238)

Financial Activities

- Finance and Insurance (NAICS 52)
 - Monetary Authorities - Central Bank (NAICS 521)
 - Credit Intermediation and Related Activities (NAICS 522)
 - Securities, Commodity Contracts, and Other Financial Investments and Related Activities (NAICS 523)
 - Insurance Carriers and Related Activities (NAICS 524)
 - Funds, Trusts, and Other Financial Vehicles (NAICS 525)

Professional and Business Services

- Professional, Scientific, and Technical Services (NAICS 54)

The professional, scientific, and technical services sector is part of the professional and business services supersector.

The Professional, Scientific, and Technical Services sector comprises establishments that specialize in performing professional, scientific, and technical activities for others. These activities require a high degree of expertise and training. The establishments in this sector specialize according to expertise and provide these services to clients in a variety of industries and, in some cases, to households. Activities performed include: legal advice and representation; accounting, bookkeeping, and payroll services; architectural, **engineering, and specialized design services; computer services; consulting services; research services; advertising services; photographic services; translation and interpretation services; veterinary services; and other professional, scientific, and technical services.**

- [Management of Companies and Enterprises](#) (NAICS 55)
- [Administrative and Support and Waste Management and Remediation Services](#) (NAICS 56)
 - [Administrative and Support Services](#) (NAICS 561)
 - [Waste Management and Remediation Services](#) (NAICS 562)
- [Health Care and Social Assistance](#) (NAICS 62)
 - [Ambulatory Health Care Services](#) (NAICS 621)
 - [Hospitals](#) (NAICS 622)
 - [Nursing and Residential Care Facilities](#) (NAICS 623)
 - [Social Assistance](#) (NAICS 624)

**Addendum 1B
Action Plan by Priority**

Subcommittee	Action Steps	Priority	Timeline
3	<ul style="list-style-type: none"> • Engage parents of incoming 9th graders and transfer students through the summer orientation program. 	1	Summer 2019
2	<ul style="list-style-type: none"> • Establish educator (i.e. school teachers, counselors) professional development, including firsthand experience of 21st century skills, in the current and future workplace environment. 	1	Q1, Q2 2019-2020
3	<ul style="list-style-type: none"> • Survey of parents and students about knowledge of high priority occupations and post-secondary training/education choices 	1	Q1, Q2 2019-2020
2	<ul style="list-style-type: none"> • Review school-based curriculum/classroom learning for transference of targeted and measurable 21st century skills training, aligned with future workplace skill requirements, and housed in/accessible via an individual student portfolio. 	2	Q1, Q2, Q3 2019-2020
2	<ul style="list-style-type: none"> • Develop community-based opportunities for student exploration, transference, and practice of 21st Century skills in the workplace. 	2	Q1, Q2, Q3 2019-2020
3	<ul style="list-style-type: none"> • Reimagine Career Day and job shadowing to better engage students, parents and the community. 	2	Q2, Q3 2019-2020
3	<ul style="list-style-type: none"> • Use Naviance and social media to engage parents, students and the community through the use of videos, webinars, and “live” events. 	3	Q4 2019-2020

Action Plan by Quarter

Subcommittee

3	<ul style="list-style-type: none"> Engage parents of incoming 9th graders and transfer students through the summer orientation program. (awareness & perception). 	Summer 2019
3	<ul style="list-style-type: none"> Identify a one month timeframe - use email and social media to push out and encourage participation (awareness & perception). 	Q1 2019
2	<ul style="list-style-type: none"> Survey teachers, students, parents, community/businesses regarding skills strengths/deficits. 	Q1, Q2 2019-2020
3	<ul style="list-style-type: none"> Survey of parents and students about knowledge of high priority occupations and post-secondary training/education choices 	Q1, Q2 2019-2020
2	<ul style="list-style-type: none"> Develop/maintain a 12 month calendar of workplace learning experiences, including faculty point person (chaperone). 	Q1, Q2 2019-2020
1	<ul style="list-style-type: none"> Identify and eliminate roadblocks for student shadow/internship opportunities and create means for publicizing opportunities. 	Q1, Q2 2019-2020
2	<ul style="list-style-type: none"> Establish educator (i.e. school teachers, counselors) professional development, including firsthand experience of 21st century skills, in the current and future workplace environment. 	Q1, Q2 2019-2020
2	<ul style="list-style-type: none"> Develop community-based opportunities for student exploration, transference, and practice of 21st Century skills in the workplace. 	Q1, Q2, Q3 2019-2020
1	<ul style="list-style-type: none"> Educate students and families about the variety of programs available through the school district and county, such as Technical Career High School (TCHS) that may serve to equip students not intending to enroll in college so that they are also prepared to meet expectations of the current and mid to long-term job market. 	Q1, Q2, Q3, Q4 2019-2020
2	<ul style="list-style-type: none"> Create 12-month calendar in coordination with community organizations & events (i.e. Chambers of Commerce, CCEDC, ITAG, Health Care Connect, Manufacturing Alliance, and more); include list of community resources. 	Q1, Q2, Q3, Q4 2019-2020
2	<ul style="list-style-type: none"> Workplace field trips, showcases, job shadowing, internships, community events (job fairs, summer academies, etc.). 	Q1, Q2, Q3, Q4 2019-2020
1	<ul style="list-style-type: none"> Maximize scheduling and calendar opportunities to provide students with real work experience in order to develop essential skills, such as customer service, work ethic and active listening. 	Q1, Q2, Q3, Q4 2019-2020
2	<ul style="list-style-type: none"> Further develop work-to-school based learning (i.e. Career Day, Speaker series, etc.). 	Q1, Q2, Q3, Q4 2019-2020
2	<ul style="list-style-type: none"> Form a subcommittee of counselors, teachers, parents, students and community members; meet throughout one school year to develop a coordinated plan to reimagine and link these career education events. 	Q2 2019
2	<ul style="list-style-type: none"> Determine required skills gaps (workplace to classroom). 	Q2, Q3 2019-2020
3	<ul style="list-style-type: none"> Reimagine Career Day and job shadowing to better engage students, parents and the community. 	Q2, Q3 2019-2020
2	<ul style="list-style-type: none"> Educator Participation in Field Trips, Showcases, Job Shadowing, Community Events. 	Q2, Q3, Q4 2019-2020

1	<ul style="list-style-type: none"> • Create opportunities to inform faculty and staff about how their work in the classroom connects to the current and mid to long-term job market, as it relates to the identified HPO's 	Q2, Q3, Q4 2019-2020
2	<ul style="list-style-type: none"> • Digital learning from business community into the classroom (i.e. zoom – video conferencing software). 	Q3, Q4 2019-2020
2	<ul style="list-style-type: none"> • Identify methods for teaching, measuring, assessing skills gaps in the classroom and business setting. 	Q3, Q4 2019-2020
2	<ul style="list-style-type: none"> • Develop process for aligning, transferring, reinforcing, and documenting skills into a student portfolio. 	Q3, Q4 2019-2020
2	<ul style="list-style-type: none"> • Consider/implements number and type of platforms utilized. 	Q3, Q4 2019
2	<ul style="list-style-type: none"> • Consider graduation requirements for skills-based learning. 	Q4 2019-2020
3	<ul style="list-style-type: none"> • Use Naviance and social media to engage parents, students and the community through the use of videos, webinars, and “live” events. 	Q4 2019-2020
<i>Notes</i>	<i>Administrative assistant support needed to coordinate initiatives listed above</i>	

West Chester Area School District	
	4-Apr-19
Reflection - 1st Career Exploration (18-19 School Yr) (2019 - 2020) VARIOUS JOB SHADOWING INDUSTRIES/COMPANIES REPRESENTED	
All District High Schools	
Question:	
How has this experience shaped your career readiness and what steps will you take moving forward (i.e. confirmed my interest/lack there of in this career, greater understanding of skills needed/areas needed improvement, gained greater insight into classroom learning, courses needed, etc.)?	
SR'S	
2019	I am even more concerned now than I ever was before that I will not be a millionaire by 30... but I'm still optimistic.
2019	This experience just helped me further confirmed my interest in owning my own business. It helped me learn about each position I need to have implemented in my company.
2019	This has allowed me to be more confident in the path I am taking to get into the space industry; before today, I was worried aerospace engineering with a computer science major might not be good enough to work at a large space company. After today, I feel that I have a much better chance at getting my dream job if I work hard enough with the resources I'm given. It also gave me a look into what's required in the field, which helps me know what to focus on.
2019	Learned about continuing higher level education paid for by employer
2019	Prepared me what I need to do in order to find jobs. What I should expect after college.
2019	This experience has shaped by career readiness by educating me on what is to come in my future endeavors. My journey may not be linear, but eventually I will be able to get where I need to be in the fashion world.
2019	This has shown me what interests I have in engineering and if it's something I would want to do for my life
2019	This SAP experience confirmed my interest in a business career. I believe I am on a good path towards college, internships, and a career in this field.
2019	This experienced confirmed my interest in marketing
2019	This experienced showed me that who you know is more important than what you know. Networking skills and hands on experience is what made all of the speakers successful and while school work is important in its own respect, those two things make or break it in employee selection.
2019	I have learned more about engineering, the career I was thinking about already. This experience confirmed my interest in engineering.
2019	Listening to all of the speakers and hearing their stories, I feel that I am prepared to work in the business world and advance on to college. I learned many valuable tips and information that will help me later in my career.
2019	This experience confirmed my interest in studying statistics. It also showed me that I like data collection and analyzing the numbers to predict events.
JR'S	
2020	This experience gave me valuable information about SAP and this career field and makes me more interested than in considering it.
2020	I realized that I might want to minor in business in college in addition to majoring in computer science.

2020	This experience opened many doors for me. Not only did it confirm that I want to go into the dental field, but it made me gain even more interest in all aspects of being part of the dental team in an office. Additionally, at the job shadowing, I was offered a job as the office's back-up part-time dental assistant! I have now been working at Dr. Stall's office for a month and have seen almost every procedure you can name; tongue and lip ties removed by laser on babies, root canals, implant placements, extractions, basic fillings, whitening treatments, etc. The team has been teaching me all about what being an assistant means, and I love the job so far. I've learned so much already in my first month of working and am so excited for what the future holds for me in the dental field as I continue in my studies in high school and go on to college to be a dental hygienist.
2020	It allowed me to see the hospital and experience being in a trauma center. I am interested in Pediatrics, Radiology, and Trauma. I really enjoyed this experience and I am looking forward to beginning my education/career in medicine.
2020	I learned how to stand out in an interview and learned about different areas and different jobs in the hospital
2020	I have gained a greater understanding of the skills I will need if I choose to pursue this career further
2020	This shadowing experience really made me feel more confident in my career path, and helped me figure out what kind of courses to take in college. I also learned about what do to in college to set myself up for a better future.
2020	I understand that I will need to have critical skills, I had a visual understanding of working in a company. I will take internships that are related to my career to have more related experience and to advance myself.
2020	From this experience, I learned that I don't want to pursue a career in this field. Although I still do appreciate veterinary science, I decided that it's not something I want to continue to explore. I learned from the veterinarians that it can take up to 12 years to complete the education requirement, and that is not something I am interested in.
2020	It taught the importance of networking and internships throughout highschool and college
2020	It was interesting talking to people in the business and marketing divisions of a well known company. They provided a lot of insight on what a day in the life would be and how they got to the position they are in today. They kept on emphasizing the importance of taking on leadership roles in activities at school, so from here, I plan to try and lead some activities in the clubs I am currently in or running.
2020	This has made me garner some much needed experience in the business world, and I learned the nature of different careers available in just one company. In order to learn more, I would do some internships and some more job shadowing.
2020	I thought I was interested in a government job, and political science. I very much enjoyed listening to all of those who worked for the Senator, and while I found their content intriguing, I don't think political science is for me. I am still interested in government, but on a higher scale.
2020	This experience makes me interested in different parts of engineering that I hadn't thought about before. I have a greater understanding of skills needed for this type of work. I already knew that engineering requires math and science courses, and I like them.
2020	Moving forward, I need to take careers that will benefit me for the future, and I need to sign up for volunteering and shadowing.
2020	Helped me decide what career track I want to follow. Offered me tips/information for college applications and after-college career.
2020	My experience attending the FBI job shadow has deepened my interest in the career, though I am not sure whether or not I would actually pursue it. It allowed me to gain further insight regarding the complexities of the functions of the FBI, realizing that almost any specialty or college major could be utilized as an employee of the FBI. I do not see myself becoming a field agent, but I could potentially see myself in analytics, meaning I should focus on critical thinking, problem solving, and communication. Also, I should have a complete understanding of the legal system of the country. In order to achieve advanced levels in the aforementioned categories, useful courses would be high level English classes, statistics, and United States history and government.
2020	This experience has further confirmed my interest in nursing and made me consider a number of paths such as trauma and pediatrics. I believe I have the skills and motivation to pursue this path and succeed.

2020

Before going into this I wasn't sure about business but after thinking about it for a couple weeks and especially after this I think I know what my plan for the future is. I still don't know specifically what I want to do in business, but I am thinking about sales, marketing, or finances. I will continue to focus on these things more and I feel I have plenty to learn and enjoy in business.



**West Chester Area School District
EDUCATION COMMITTEE**

To: Board of School Directors
From: Tammi Florio, Ed. D.
Sara Missett, Ed. D.
Robert Sokolowski, Ed. D.

Date: May 13, 2019

Re: **Education Committee Consent Agenda Items for May Board Approval**

Unless we hear otherwise, the following attached items will appear under the Education Committee as consent items for the May 28, 2019 School Board agenda:

1. Approval of the following Study/Excursion trip(s):
 - East/Henderson/Rustin HS Orchestra – Orlando, FL – Thurs-Mon 4/16-4/20/19*
 - Rustin HS DECA – Orlando, FL – Thurs-Tues 4/25-4/30/19*
 - Henderson HS Winter Guard – Wildwood, NJ – Thurs-Sun 5/2-5/5/19*
 - Rustin HS Marching Band – Indianapolis, IN – Thurs-Sun 11/14-11/17/19*
 - Henderson HS Wrestling – Hall, PA – Fri-Sat 12/13-12/14/19*
 - Henderson HS AP-Spanish – Peru – Tues-Mon 6/16-6/22/20
(Revision of March 11, 2019 Consent Agenda item listed as trip to Spain instead of Peru)

2. Approval to Establish the following Activity Account(s):
 - Rustin HS American Latino Program

*Indicates trips that are competitions. As per policy, they have been approved and the board is being notified.

If after reviewing this information you have any questions, please feel free to contact Bob Sokolowski at 484-266-1016.

WEST CHESTER AREA

APPROVED: August 14, 2019 1AG1

REVISED: December 14, 2017

SCHOOL DISTRICT 121AG1 Application for Approval of Study, Excursion, and Extracurricular Trips and Approval of Bus Transportation

Proposal		<input checked="" type="checkbox"/> New Trip Request	<input type="checkbox"/> Trip Revision Request	<input type="checkbox"/> Trip Cancellation Request
School		East, Henderson & Rustin		Grade/Subject/Club: Orchestra
Teacher(s) in Charge: Charles dePasquale (Rustin), Katrina Kelly (Henderson) & Tim Celfo (East)				
Destination: OrlandoFest Competition / Orlando, FL				
Trip Day(s)/Date(s):		April 16-20, 2020 <u>Thurs - Mon</u>		Competition <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Overnight Trip:		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In State <input checked="" type="checkbox"/> Out of State <input type="checkbox"/> Out of Country	Name Tour Company: _____
Special Instructions (rain date, etc.): <u>None are necessary</u>				
How is it related to curriculum: <u>This is planned competition trip for all three high schools, not only against each other, but also against several other schools that will be in attendance.</u>				
Objectives of the proposed trip: <u>To receive positive comments and high scores from the competition judges.</u>				
Number of Pupils: <u>100</u>		Total Passengers: <u>120</u>	Per Pupil Cost: <u>1,210.00</u>	
Adult Chaperone to Student Ratio: <u>1 / 10</u>		% of Eligible Students Going: <u>100.00%</u>		
Names of Teacher/Staff Chaperones: <u>Charles dePasquale, Katrina Kelly & Tim Celfo</u>				
Other Adult Chaperones: <u>Several additional parents</u>				
Nurses required on this trip: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (refer to 121AG6)				
Estimated Cost				
Substitute(s) Needed:	# Staff	# Days	Cost/Day	Total Cost
	<u>3</u>	<u>2</u>	<u>159.31</u>	<u>955.86</u>
Agency Nurses Needed:			<u>0.00</u>	<u>0.00</u>
Name of Staff Member Driving Students: _____				
Mileage/Tolls: (if applicable) _____				
Hotel/Food/Airfare: (if applicable)			<u>85,200.00</u>	Parents Org is paying this fee.
Registration/Entrance Fee: (if applicable)			<u>36,000.00</u>	Parents Org is paying this fee.
Other Costs: _____				
<input type="checkbox"/> Walking <input type="checkbox"/> Parent Provided Transportation <input type="checkbox"/> Public Transportation <input type="checkbox"/> Bus <input type="checkbox"/> Van/Car Rental <input type="checkbox"/> Coach				
Buses/Rentals/Coaches	# Vehicles	# Days	Cost/Vehicle	Total Cost
	<u>6</u>	<u>5</u>	<u>4,000.00</u>	<u>24,000.00</u>
Rental Company/Carrier: <u>Academy Bus CO. & Lifes A Trip Bus Co.</u>				
Students Leaving From:		<u>East/Fugett Ramp</u>	at <u>5:00</u>	<input type="checkbox"/> am <input checked="" type="checkbox"/> pm
Students Returning To:		<u>East/Fugett Ramp</u>	at <u>2:00</u>	<input type="checkbox"/> am <input checked="" type="checkbox"/> pm
Request Drop off/Pick up (only if using Krapf): <input type="checkbox"/> Yes <input type="checkbox"/> No Drop at: _____ at _____ am/pm Pick up at: _____ at _____ am/pm				
What are the planned activities to assist students who require financial assistance: <u>Numerous fundraisers throughout the school year</u>				
Several fundraisers are planned throughout the school year: <u>Yankee Candle, Polsettias, Wawa Coupons, Restaurant & Bowling Nights, etc.</u>				
Additional Information (bus w/lift, star seat, ski boxes, special instructions) <u>Payments for subs will be divided evenly between the three high school budgets.</u>				
NOTE: The nurse duties will be fulfilled by chaperone parents that are certified nurses.				
Total Cost of Trip: <u>\$ 146,155.86</u>		Pupil Cost: <u>\$121,000.00</u>	Other Funded: <u>\$24,200.00</u>	Total Cost to the District: <u>\$955.86</u>
Requested By: <u>Charles dePasquale</u>		Signature: <u>Charles dePasquale</u>	Date: <u>3/26/19</u>	
Approval				
Principal		Approved	Date: <u>3/26/19</u>	
Supervisor		Approved	Date: <u>4/9/19</u>	
Director of: <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Pupil Services		Approved	Date: <u>4/5/19</u>	
Transportation:			Date: _____	
Schedule Dates:		Contractor: _____		
Krapf Costs:		Additional Costs: _____		

May 28, 2019 Board Consent Agenda

WEST CHESTER AREA SCHOOL DISTRICT

No. 121AG1

APPROVED: August 1, 2015
REVISED: December 14, 2017

121AG1 Application for Approval of Study, Excursion, and Extracurricular Trips and Approval of Bus Transportation

Proposal <input checked="" type="checkbox"/> New Trip Request <input type="checkbox"/> Trip Revision Request <input type="checkbox"/> Trip Cancellation Request														
School		Rustin High School		Grade/Subject/Club: 9 - 12 DECA										
Teacher(s) In Charge: Christine McCarter and Shirley leClerc														
Destination: Rosen Plaza Hotel, 9700 International Dr, Orlando, FL 32819														
Trip Day(s)/Date(s):		April 25-30		Competition <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No										
~ Overnight Trip: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In State <input checked="" type="checkbox"/> Out of State <input type="checkbox"/> Out of Country Name Tour Company: _____														
Special Instructions (rain date, etc.): _____														
How is it related to curriculum: <u>DECA is a co-curricular element of the Marketing program. Students will participate in marketing competitions with students from around the world.</u>														
Objectives of the proposed trip: <u>To provide the students with training in leadership, communication, problem solving and marketing principles.</u>														
Number of Pupils:		11		Total Passengers:		13								
Adult Chaperone to Student Ratio:		1 to		8		% of Eligible Students Going: 92.00%								
Names of Teacher/Staff Chaperones: Christine McCarter														
~ Other Adult Chaperones: _____														
Nurses required on this trip: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (refer to 121AG6)														
Estimated Cost														
	# Staff	# Days	Cost/Day	Total Cost	%	Budget Code/Account/Project								
Substitute(s) Needed:	2	4	159.31	1,274.48	50%	1-1320-000-20-04-223-315 (637.24)								
					50%	1-1110-000-20-04-223-315 (637.24)								
Agency Nurses Needed:			0.00	0.00										
Name of Staff Member Driving Students: _____														
Hotel/Food/Airfare: (if applicable)				- 10,644.80										
Registration/Entrance Fee: (if applicable)				1,000.00										
(<table style="float: right; margin-left: 20px;"> <tr> <td>50-000-223-018-223</td> <td>(9485.00)</td> </tr> <tr> <td>1-1320-000-20-04-223-580</td> <td>(3159.80)</td> </tr> <tr> <td>1-1320-000-20-04-223-811</td> <td>(200.00)</td> </tr> <tr> <td>50-000-223-018-223</td> <td>(800.00)</td> </tr> </table>							50-000-223-018-223	(9485.00)	1-1320-000-20-04-223-580	(3159.80)	1-1320-000-20-04-223-811	(200.00)	50-000-223-018-223	(800.00)
50-000-223-018-223	(9485.00)													
1-1320-000-20-04-223-580	(3159.80)													
1-1320-000-20-04-223-811	(200.00)													
50-000-223-018-223	(800.00)													
<input type="checkbox"/> Walking <input type="checkbox"/> Parent Provided Transportation <input type="checkbox"/> Public Transportation <input type="checkbox"/> Bus <input type="checkbox"/> Van/Car Rental <input type="checkbox"/> Coach														
	# Vehicles	# Days	Cost/Vehicle	Total Cost	%	Budget Code/Account/Project								
Buses/Rentals/Coaches				0.00										
~ Rental Company/Carrier: _____														
Students Leaving From:		_____ at _____		<input type="checkbox"/> am <input type="checkbox"/> pm										
Students Returning To:		_____ at _____		<input type="checkbox"/> am <input type="checkbox"/> pm										
~ Request Drop off/Pick up (only if using Krapf): <input type="checkbox"/> Yes <input type="checkbox"/> No Drop at: _____ at _____ <input type="checkbox"/> am <input type="checkbox"/> pm														
Pick up at: _____ at _____ <input type="checkbox"/> am <input type="checkbox"/> pm														
What are the planned activities to assist students who require financial assistance: _____														
School store is helping to support all students														
Additional information (bus w/lift, star seat, ski boxes, special instructions) _____														
Total Cost of Trip: \$12,919.28 Pupil Cost: \$ 6,105.00 Other Pupil: \$280.00 Total Cost to the District: \$ 4,634.28.														
Requested By: Christine McCarter		Signature: Christine McCarter		Date: 4/9/19.										
Approval														
Principal		Approved: _____		Date: 4/23/19										
Supervisor		Approved: _____		Date: _____										
Director of: <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Pupil Services		Approved: _____		Date: 4/25/19										
Transportation: _____		Contractor: _____		Date: _____										
Schedule Dates: _____														

May 28, 2019 Board Consent Agenda

WEST CHESTER AREA
SCHOOL DISTRICT

No. 121AG1

APPROVED: August 1, 2015
REVISED: December 14, 2017

121AG1 Application for Approval of Study, Excursion, and
Extracurricular Trips and Approval of Bus Transportation

Proposal <input checked="" type="checkbox"/> New Trip Request <input type="checkbox"/> Trip Revision Request <input type="checkbox"/> Trip Cancellation Request	
School: <u>Henderson High School</u>	Grade/Subject/Club: <u>Winter Guard</u>
Teacher(s) in Charge: <u>Jennifer Smith</u>	
Destination: <u>Wildwood, New Jersey</u>	
Trip Day(s)/Date(s): <u>May 2nd - May 5th</u> Competition <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
~ Overnight Trip: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In State <input checked="" type="checkbox"/> Out of State <input type="checkbox"/> Out of Country Name Tour Company: _____	
Special Instructions (rain date, etc.): _____	
How is it related to curriculum: <u>It is the culminating set of performances for our season.</u>	
Objectives of the proposed trip: <u>Compete in prelims for our class, then hopefully advance to semi-finals, then to finals.</u>	
Number of Pupils: <u>12</u>	Total Passengers: <u>14</u>
Adult Chaperone to Student Ratio: <u>2 / 6</u>	Per Pupil Cost: <u>0.00</u>
% of Eligible Students Going: <u>100.00%</u>	
Names of Teacher/Staff Chaperones: <u>Jennifer D'Antonio</u>	
~ Other Adult Chaperones: _____	
Nurses required on this trip: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (refer to 121AG6)	
Estimated Cost	
	# Staff # Days Cost/Day Total Cost % Budget Code/Account/Project
Substitute(s) Needed:	_____ _____ 159.31 0.00 _____ _____
Agency Nurses Needed:	_____ _____ _____ _____ _____ _____
Name of Staff Member Driving Students: _____	
Mileage/Tolls: (if applicable) _____	
Hotel/Food/Airfare: (if applicable)	\$ <u>2100.00</u>
Registration/Entrance Fee: (if applicable)	\$ <u>150.00</u>
Other Costs:	_____
<input type="checkbox"/> Walking <input type="checkbox"/> Parent Provided Transportation <input type="checkbox"/> Public Transportation	
<input checked="" type="checkbox"/> Bus <input type="checkbox"/> Van/Car Rental <input type="checkbox"/> Coach	
	# Vehicles # Days Cost/Vehicle Total Cost % Budget Code/Account/Project
Buses/Rentals/Coaches	<u>1</u> <u>4</u> <u>741.00</u> <u>741.00</u> <u>100%</u> <u>Paid for by booster club</u>
~ Rental Company/Carrier: <u>Student Transportation America (STA)</u>	
Students Leaving From: <u>Henderson</u>	at <u>11:00</u> <input checked="" type="checkbox"/> am <input type="checkbox"/> pm
Students Returning To: <u>Henderson</u>	at <u>2:00</u> <input type="checkbox"/> am <input checked="" type="checkbox"/> pm
~ Request Drop off/Pick up (only if using Krapf): <input type="checkbox"/> Yes <input type="checkbox"/> No Drop at: _____ at _____ <input type="checkbox"/> am <input type="checkbox"/> pm	
Pick up at: _____ at _____ <input type="checkbox"/> am <input type="checkbox"/> pm	
What are the planned activities to assist students who require financial assistance:	
Covered by boosters	
Additional Information (bus w/lift, star seat, ski boxes, special instructions)	
Total Cost of Trip: \$ <u>2991.00</u> Pupil Cost: \$ _____ Other Funded: \$ <u>2991.00</u> Total Cost to the District: \$ <u>0</u>	
Requested By: <u>Jennifer Smith</u>	Signature: _____ Date: <u>03/25/2019</u>
Approval	
Principal	Approved: _____ Date: <u>3/26/19</u>
Supervisor	Approved: _____ Date: _____
Director of: <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Pupil Services	Approved: _____ Date: <u>3/28/19</u>
Transportation:	Date: _____
Schedule Dates:	Contractor: _____
Krapf Costs:	Additional Costs: _____
Spellman Office Only: Overnight Trip will appear on the <u>May 28, 2019</u> Board Consent Agenda.	

✓ APR 03 2019

WEST CHESTER AREA SCHOOL DISTRICT

No. 121AG1

APPROVED: August 1, 2015
REVISED: December 14, 2017

121AG1 Application for Approval of Study, Excursion, and Extracurricular Trips and Approval of Bus Transportation

Proposal <input checked="" type="checkbox"/> New Trip Request <input type="checkbox"/> Trip Revision Request <input type="checkbox"/> Trip Cancellation Request																			
School: <u>Rustin High School</u>	Grade/Subject/Club: <u>Rustin Marching Band</u>																		
Teacher(s) in Charge: <u>M. Shoremount</u>																			
Destination: <u>Indianapolis, IN (Lucas Oil Stadium)</u>																			
Trip Day(s)/Date(s): <u>Thursday 11/14/19- Sunday 11/17/19</u>	Competition: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																		
Overnight Trip: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In State <input checked="" type="checkbox"/> Out of State <input type="checkbox"/> Out of Country	Name Tour Company: <u>Music Travel Consultants</u>																		
Special Instructions (rain date, etc.): <u>None</u>																			
How is it related to curriculum: <u>The Marching Band will compete in the Bands of America Grand National Championships</u>																			
PMEA Region 6 Band festival.																			
Objectives of the proposed trip: <u>To perform the 2019 field show to the best of their ability.</u>																			
Number of Pupils: <u>65</u>	Total Passengers: <u>75</u> Per Pupil Cost: <u>853.00</u>																		
Adult Chaperone to Student Ratio: <u>1 / 7</u>	% of Eligible Students Going: <u>100.00%</u>																		
Names of Teacher/Staff Chaperones: <u>M. Shoremount, and Marching Band Staff members</u>																			
Other Adult Chaperones: _____																			
Nurses required on this trip: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (refer to 121AG6)																			
Estimated Cost																			
Substitute(s) Needed:	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th># Staff</th> <th># Days</th> <th>Cost/Day</th> <th>Total Cost</th> <th>%</th> <th>Budget Code/Account/Project</th> </tr> </thead> <tbody> <tr> <td><u>2</u></td> <td></td> <td><u>159.31</u></td> <td><u>318.62</u></td> <td></td> <td><u>1-110-000-20-16-203-315</u></td> </tr> <tr> <td>Agency Nurses Needed:</td> <td></td> <td><u>0.00</u></td> <td><u>0.00</u></td> <td></td> <td></td> </tr> </tbody> </table>	# Staff	# Days	Cost/Day	Total Cost	%	Budget Code/Account/Project	<u>2</u>		<u>159.31</u>	<u>318.62</u>		<u>1-110-000-20-16-203-315</u>	Agency Nurses Needed:		<u>0.00</u>	<u>0.00</u>		
# Staff	# Days	Cost/Day	Total Cost	%	Budget Code/Account/Project														
<u>2</u>		<u>159.31</u>	<u>318.62</u>		<u>1-110-000-20-16-203-315</u>														
Agency Nurses Needed:		<u>0.00</u>	<u>0.00</u>																
Name of Staff Member Driving Students: _____																			
Mileage/Tolls: (if applicable) _____																			
Hotel/Food/Airfare: (if applicable) _____																			
Registration/Entrance Fee: (if applicable) _____																			
Other Costs: _____																			
<input type="checkbox"/> Walking <input type="checkbox"/> Parent Provided Transportation <input type="checkbox"/> Public Transportation <input type="checkbox"/> Bus <input type="checkbox"/> Van/Car Rental <input checked="" type="checkbox"/> Coach																			
Buses/Rentals/Coaches:	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th># Vehicles</th> <th># Days</th> <th>Cost/Vehicle</th> <th>Total Cost</th> <th>%</th> <th>Budget Code/Account/Project</th> </tr> </thead> <tbody> <tr> <td><u>2</u></td> <td><u>4</u></td> <td><u>0.00</u></td> <td><u>0.00</u></td> <td></td> <td></td> </tr> </tbody> </table>	# Vehicles	# Days	Cost/Vehicle	Total Cost	%	Budget Code/Account/Project	<u>2</u>	<u>4</u>	<u>0.00</u>	<u>0.00</u>								
# Vehicles	# Days	Cost/Vehicle	Total Cost	%	Budget Code/Account/Project														
<u>2</u>	<u>4</u>	<u>0.00</u>	<u>0.00</u>																
Rental Company/Carrier: <u>TBD (Part of package from travel company)</u>																			
Students Leaving From: <u>Rustin Auditorium</u>	at <u>6:00</u> <input checked="" type="checkbox"/> am <input type="checkbox"/> pm																		
Students Returning To: <u>Rustin Auditorium</u>	at <u>9:00</u> <input checked="" type="checkbox"/> am <input type="checkbox"/> pm																		
Request Drop off/Pick up (only if using Krapf): <input type="checkbox"/> Yes <input type="checkbox"/> No Drop at: _____ at _____ am/pm																			
Pick up at: _____ at _____ am/pm																			
What are the planned activities to assist students who require financial assistance: _____																			
The Band boosters provide fundraising opportunities and scholarships for students with financial need. <u>Students will pay boosters</u>																			
Additional information (bus w/lift, star seat, ski boxes, special instructions) <u>+ boosters pay all expenses.</u>																			
None																			
Total Cost of Trip: \$ <u>55,445.00</u>	Pupil Cost: \$ <u>55,445.00</u> Other Funded: \$ _____ Total Cost to the District: \$ <u>- 0 -</u>																		
Requested By: <u>Michael Shoremount</u>	Signature: <u>[Signature]</u> Date: <u>04/04/2019</u>																		
Approval																			
Principal	Approved: <u>[Signature]</u> Date: <u>4/9/19</u>																		
Supervisor	Approved: _____ Date: _____																		
Director of: <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Pupil Services	Approved: <u>[Signature]</u> Date: <u>4/5/19</u>																		
Transportation:	Approved: _____ Date: _____																		
Schedule Dates: _____	Contractor: _____																		
Krapf Costs: _____	Additional Costs: _____																		
<u>Spellman Office Only:</u> Overnight Trip will appear on the <u>May 28, 2019</u> Board Consent Agenda.																			

WEST CHESTER AREA SCHOOL DISTRICT

ADMINISTRATIVE GUIDELINE
APPROVED: September 25, 2017
REVISED:

121AG8 Application for Approval of Overnight PIAA Sanctioned Athletic Trip

PROPOSAL			
<input checked="" type="checkbox"/> New Trip Request		<input type="checkbox"/> Trip Revision Request	
<input type="checkbox"/> Trip Cancellation			
School: <u>Henderson High School</u>		Sport: <u>Wrestling</u>	
Coach(s) in charge: <u>Rob Beighley, Caleb Edwards, Cody Lind</u>		In Season: <input checked="" type="checkbox"/> Post Season: <input type="checkbox"/>	
Destination: <u>King of the Mountain - 64 Keystone Central Drive Mill Hall, PA 17751</u>			
Trip Day(s)/Date(s): <u>Friday December 13th and Saturday December 14th, 2019</u>			
Number of Students: <u>14</u> Total Passengers: <u>17</u> % of Eligible Students going: <u>100%</u>			
Adult Chaperone to Student ratio: <u>1</u> / <u>4</u>			
Names of Coach/Staff Chaperones: <u>Rob Beighley, Caleb Edwards, Cody Lind</u>			
~ Other Adult Chaperones: _____			
Nurse required on this trip: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Refer to 121AG6)			
ESTIMATED COST			
Substitute(s) needed: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		If so, how many: _____	
Name of Staff Member Driving Students: <u>Rob Beighley, Caleb Edwards, Kevin Kocherperger</u>			
Mileage/Tolls: (if applicable)	0	_____	
Hotel/Food/Airfare: (if applicable)	0	_____	
Meal(s): (allowance \$31.50/Adult, \$20.00/Student)	0	_____	
Registration/Entrance Fee: (if applicable)	_____	_____	
<input type="checkbox"/> Walking <input type="checkbox"/> Parent Providing Trans. <input type="checkbox"/> Public Transportation <input type="checkbox"/> Bus <input checked="" type="checkbox"/> Van/Car Rental <input type="checkbox"/> Coach # of Buses/Rentals/Coaches <u>2</u> \$340.00 1-3200-000-20-30R-221 Program 444			
~ Rental Company/Carrier: <u>Fred Beans Ford</u>			
~ Request Drop and Pick (Krapf Only): <input type="checkbox"/> Yes <input type="checkbox"/> No			
Drop at: _____		at _____ <input type="checkbox"/> AM <input type="checkbox"/> PM	
Pick up: _____		at _____ <input type="checkbox"/> AM <input type="checkbox"/> PM	
Students Leaving From: <u>Henderson on 12/14/ 2019</u>		at <u>3</u> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM	
Students Returning To: <u>Henderson on 12/15/ 2019</u>		at <u>8</u> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM	
TOTAL Cost of Trip: \$ <u>340.00</u>		Pupil Cost: \$ <u>0</u> TOTAL Cost to the District: \$ <u>340.00</u>	
Requested by: <u>Rob Beighley</u>		Signature: <u>Rob Beighley</u> Date: <u>3-29-19</u>	
APPROVAL			
Principal:	Approved: <u>[Signature]</u>	Date: <u>3-29-19</u>	
Athletic Director:	Approved: <u>[Signature]</u>	Date: <u>3-27-19</u>	
Director of Secondary Education	Approved: <u>[Signature]</u>	Date: <u>4/8/19</u>	
Transportation:	Date: _____		
Scheduled Date: _____	Contractor: _____		
Krapf Cost: _____	Additional Cost: _____		
Spellman Office Only: Overnight Trip will appear on the <u>May 28, 2019</u> Board Consent Agenda.			

WEST CHESTER AREA SCHOOL DISTRICT

No. 121AG1

APPROVED: August 1, 2015
REVISED: December 14, 2017

121AG1 Application for Approval of Study, Excursion, and Extracurricular Trips and Approval of Bus Transportation

Proposal <input checked="" type="checkbox"/> New Trip Request <input type="checkbox"/> Trip Revision Request <input type="checkbox"/> Trip Cancellation Request																						
School: <u>Henderson High School</u>	Grade/Subject/Club: <u>Spanish 3, 4, 5, AP</u>																					
Teacher(s) in Charge: <u>Grace Malizia; Michelle West</u>																						
Destination: <u>Lima, Cuzco, Machu Picchu, Peru</u>																						
Trip Day(s)/Date(s): <u>June 16-22, 2020</u>	Competition <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No																					
~ Overnight Trip: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In State <input type="checkbox"/> Out of State <input checked="" type="checkbox"/> Out of Country Name Tour Company: <u>Explorica</u>																						
Special Instructions (rain date, etc.): _____																						
How is it related to curriculum: <u>Students study Peru throughout the Spanish 4 curriculum. Students will also improve their oral fluency in Spanish</u>																						
Objectives of the proposed trip: <u>Enhance oral fluency and language acquisition; Global and cultural competence; Spanish communication; cultural connections</u>																						
Number of Pupils: <u>18</u>	Total Passengers: <u>20</u> Per Pupil Cost: <u>2,891.00</u>																					
Adult Chaperone to Student Ratio: <u>1 / 8</u>	% of Eligible Students Going: <u>100.00%</u>																					
Names of Teacher/Staff Chaperones: <u>Grace Malizia; Michelle West</u>																						
~ Other Adult Chaperones: <u>Other Henderson staff (if needed); Staff will be CPR/First Aid certified</u>																						
Nurses required on this trip: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (refer to 121AG6)																						
Estimated Cost																						
	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th># Staff</th> <th># Days</th> <th>Cost/Day</th> <th>Total Cost</th> <th>%</th> <th>Budget Code/Account/Project</th> </tr> </thead> <tbody> <tr> <td>Substitute(s) Needed:</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">159.31</td> <td style="text-align: center;">0.00</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Agency Nurses Needed:</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0.00</td> <td style="text-align: center;">0.00</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> </tbody> </table>		# Staff	# Days	Cost/Day	Total Cost	%	Budget Code/Account/Project	Substitute(s) Needed:	0	0	159.31	0.00	_____	_____	Agency Nurses Needed:	0	0	0.00	0.00	_____	_____
	# Staff	# Days	Cost/Day	Total Cost	%	Budget Code/Account/Project																
Substitute(s) Needed:	0	0	159.31	0.00	_____	_____																
Agency Nurses Needed:	0	0	0.00	0.00	_____	_____																
Name of Staff Member Driving Students:	<u>N/A</u>																					
Mileage/Tolls: (if applicable)	_____																					
Hotel/Food/Airfare: (if applicable)	_____																					
Registration/Entrance Fee: (if applicable)	_____																					
Other Costs: <u>Roundtrip airfare; all transportation; sightseeing; hotels; breakfast/dinner; tour guide</u>	<u>52,038.00</u>																					
<input type="checkbox"/> Walking <input type="checkbox"/> Parent Provided Transportation <input type="checkbox"/> Public Transportation <input type="checkbox"/> Bus <input type="checkbox"/> Van/Car Rental <input type="checkbox"/> Coach																						
	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th># Vehicles</th> <th># Days</th> <th>Cost/Vehicle</th> <th>Total Cost</th> <th>%</th> <th>Budget Code/Account/Project</th> </tr> </thead> <tbody> <tr> <td>Buses/Rentals/Coaches</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">0.00</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> </tbody> </table>		# Vehicles	# Days	Cost/Vehicle	Total Cost	%	Budget Code/Account/Project	Buses/Rentals/Coaches	_____	_____	_____	0.00	_____	_____							
	# Vehicles	# Days	Cost/Vehicle	Total Cost	%	Budget Code/Account/Project																
Buses/Rentals/Coaches	_____	_____	_____	0.00	_____	_____																
~ Rental Company/Carrier: <u>Explorica Travel</u>																						
Students Leaving From: <u>Philadelphia International Airport</u>	at <u>TBD</u> <input type="checkbox"/> am <input type="checkbox"/> pm																					
Students Returning To: <u>Philadelphia International Airport</u>	at <u>TBD</u> <input type="checkbox"/> am <input type="checkbox"/> pm																					
~ Request Drop off/Pick up (only if using Krapf): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Drop at: _____ at _____ <input type="checkbox"/> am <input type="checkbox"/> pm																						
Pick up at: _____ at _____ <input type="checkbox"/> am <input type="checkbox"/> pm																						
What are the planned activities to assist students who require financial assistance:																						
<u>Teachers will assist students in holding fundraisers throughout the year (ie Homecoming Carnival; Bake sales; spring car wash, etc.)</u>																						
Additional Information (bus w/lift, star seat, ski boxes, special instructions)																						
Total Cost of Trip: <u>52,038.00</u> Pupil Cost: <u>52,038.00</u> Other Funded: \$ _____ Total Cost to the District: <u>\$ - 0 -</u>																						
Requested By: <u>Grace Malizia</u>	Signature: <u><i>Grace Malizia</i></u> Date: <u>02/22/2019</u>																					
Approval																						
Principal	Approved: <u><i>[Signature]</i></u> Date: <u>2/22/19</u>																					
Supervisor	Approved: <u><i>[Signature]</i></u> Date: _____																					
Director of: <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Pupil Services	Approved: <u><i>[Signature]</i></u> Date: <u>2/25/19</u>																					
Transportation:	Date: _____																					
Schedule Dates: _____	Contractor: _____																					

Students register/pay online - cover all trip costs

March Board Consent Agenda



WEST CHESTER AREA SCHOOL DISTRICT
APPLICATION TO ESTABLISH ACCOUNT

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

Date: 4-17-19

Check appropriate box:

Student Activity Account (Fund 50)

Building: Bayard Rustin High School

Trust Account (Fund 51)

Name of Account: American Latino Program

State the purpose for which this account is intended:

The ALP club is fairly new at Rustin and our mission is to provide opportunities for members to learn and share their Latin culture and at same time promoting the academic achievement, cultural awareness and community service.

List Source(s) of revenue:

Fundraising, grants

List types of expenses to be incurred:

field trips, college visits, social activities

How long do you plan to keep this account active: _____

Estefanie Rodriguez
Student Officer's Signature

Estefanie Rodriguez
Student Officer's Name Printed

Kimberly In
Faculty Sponsor's Signature

Kimberly Freese
Faculty Sponsor's Name Printed

Dr. Michael Mareno
Principal's Signature

Jana M. Thrussett
Signature of Director of Secondary Education

BOARD OF EDUCATION ACTION

This request was: APPROVED

DISAPPROVED

by the Board of Education at their meeting held on :

_____ Meeting Date

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

Board Secretary's Signature

Date