West Chester Area School District
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, November 11, 2019
DATE: November 7, 2019

At the meeting of the Education Committee on Monday, November 11, 2019, five (5) agenda topics will be addressed. They are as follows:

2020-2021 School Calendar: S. Missett

Dr. Missett will share with the board feedback for consideration of the 2020-2021 school year calendar. This is the second reading for the calendar.

New Course Proposals: I. Kerr and K. Barnello

The Curriculum Supervisors will present three new middle school Unified Arts elective courses for 8th grade students. These courses are part of a redesign of the 8th grade Unified Arts schedule to provide students greater choice and continuity. Mr. Kerr will introduce Innovative Coding and Junior Entrepreneur. Dr. Barnello will propose Guitar. All three course proposals require board action.

Inclusion of Career Internships on High School Transcript: D. Foley and R. Sokolowski

Mrs. Foley and Dr. Sokolowski will preview with the board plans to include career internships on the transcripts for high school students. This inclusion further legitimizes the importance of the connections between school and career, supports the college admission process, and will improve our ability to track these experiences.

New Administrative Guideline 217AG1 – Application for Diploma for Eligible Veterans:
R. Sokolowski
Dr. Sokolowski will present to the board a new administrative guideline that details the application process for military veterans to receive their high school diploma.

Revised Policy 217 – Graduation Requirements: R. Sokolowski

Dr. Sokolowski will present to the board a revised board policy related to the application process for military veterans to receive their high school diploma.

Late Start Time Taskforce Update: J. Scanlon

Dr. Scanlon will update the board on the start time task force committee findings.

Please do not hesitate to contact us with any questions.

cc: Dr. Jim Scanlon, Superintendent

REGULAR SESSION

AGENDA

★ Approval of the Education Committee Meeting Minutes of October 14, 2019   S. Tiernan
(see attached)

★ Approval of Proposed 2020-2021 School Calendar (see attached)   S. Missett

★ Approval of New Unified Art Elective Course Proposal – *Innovative Coding*   I. Kerr
(see attached)

★ Approval of New Unified Art Elective Course Proposal – *Junior Entrepreneur*   I. Kerr
(see attached)

★ Approval of New Unified Art Elective Course Proposal – *Guitar*   K. Barnello
(see attached)

● Review of Plan to Include Career Internships on High School Transcripts   D. Foley
R. Sokolowski

★ Approval of New Administrative Guideline 217AG1 - Application for Diploma   R. Sokolowski
for Eligible Veterans (see attached)

★ Approval of Revised Policy 217 – Graduation Requirements (see attached)   R. Sokolowski

● Late Start Time Taskforce Update (see attached)   J. Scanlon

★ Education Committee Voting Item

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

Meeting Minutes
October 14, 2019
Start: 7:00 PM   **Finish: 7:44 PM**

Attending Committee Members: Sue Tiernan, M. Christopher Tabakin
Other Board Members: Karen Herrmann, Kate Shaw
Administration: Jim Scanlon, Robert Sokolowski, Sara Missett, Tammi Florio, Michael Wagman
New Course Presenters: Kristen Barnello, Ian Kerr

Items listed on the Education Committee Regular Agenda of October 14, 2019:
1. Approval of the Education Committee Meeting Minutes of September 9, 2019
2. Approval of Proposed 2020-2021 School Calendar
3. Approval of New Science Elective – *Family Consumer Science, Child Development 3 Honors*
4. Approval of New Social Studies Dual Enrollment Course Proposal – *The Cold War - Field Studies*
5. Approval of New Music Dual Enrollment Course Proposals – Studio Production and *Scoring for Film and Television*
6. Approval of New Course Proposal – *Social Media Marketing*
7. Desmos Demonstration

A. **Committee Actions and Outcomes:**
   1. Approval of the Education Committee Meeting Minutes of September 9, 2019 **VOTE: _2_ - _0_**
   2. Approval of Proposed 2020-2021 School Calendar **VOTE: _2_ - _0_**
   3. Approval of New Science Elective – *Family Consumer Science, Child Development 3 Honors* **VOTE: _2_ - _0_**
   4. Approval of New Social Studies Dual Enrollment Course Proposal – *The Cold War - Field Studies* **VOTE: _2_ - _0_**
   5. Approval of New Music Dual Enrollment Course Proposals – Studio Production and *Scoring for Film and Television* **VOTE: _2_ - _0_**
   6. Approval of New Course Proposal – *Social Media Marketing* **VOTE: _2_ - _0_**

B. **Items to be placed on upcoming Board Agenda:**
   1. Approval of Proposed 2020-2021 School Calendar, First Reading
   2. Approval of New Science Elective – *Family Consumer Science, Child Development 3 Honors*
   3. Approval of New Social Studies Dual Enrollment Course Proposal – *The Cold War - Field Studies*
   4. Approval of New Music Dual Enrollment Course Proposals – Studio Production and *Scoring for Film and Television*
   5. Approval of New Course Proposal – *Social Media Marketing*

C.   Items to be placed on the upcoming Board Consent Agenda:
1. Approval to Activate the following Account(s):
- East HS Class of 2023
- Henderson HS Class of 2023
- Rustin HS Class of 2023
- Henderson HS Artnerships

2. Approval of the following Study / Excursion trip(s):
- Rustin HS Science Olympiad – Ithica, NY – Fri-Sat 11/22/19-11/23/19*
- Henderson HS Indoor Track – New Haven, CT – Fri-Sat 1/10-1/11/20*
- Rustin HS Science Olympiad – Solon, OH – Fri-Sat 1/31-2/1/20*
- Henderson HS DECA – Hershey, PA – Wed-Fri 2/19-2/21/20*
- East HS 9th-12th Grade Music – Orlando, FL – Thurs-Sun 4/16-4/19/20*

D.   Items to be discussed at a later date:
None

WCASD EDUCATION COMMITTEE

TO: Board of School Directors,
FROM: Sara M. Missett, Ed.D.
SUBJECT: 2020 – 2021 School Calendar
DATE: November 6, 2019

After vetting the school calendar with our community, the Calendar Committee received 34 responses via email regarding the proposed 2020 – 2021 school calendar. There were two emerging themes from community comments:

1. When we start school.
2. The length of time we have off from school in early April 2021.

There has been one edit to the 2020 – 2021 school calendar since the Education Committee met on Monday, October 14, 2019. The Calendar Committee added four inclement weather days to the 2020 – 2021 school calendar. An updated calendar is attached for your convenience.

Please do not hesitate to contact me with any questions.

cc: Dr. Jim Scanlon, Superintendent

August 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 1/ Teacher 5

September 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 19/ Teacher 19

October 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 22

November 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 17/ Teacher 19

December 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 17/ Teacher 17

January 2021

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 19/ Teacher 19

February 2021

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						

Days: Student 19/ Teacher 19

March 2021

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 23/ Teacher 23

April 2021

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 19/ Teacher 19

May 2021

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 19/ Teacher 20

June 2021

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 12/ Teacher 13

Legend

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

186 Days for Students [182]
195 Days for Teachers [191]
4 Snow Days built-in

Course Proposal
2020-2021

Course Name:
Innovative Coding

Course Type:
8th Grade: Every day for one quarter

Course Description:
The purpose of the coding course is for students to explore and apply programming skills to build and design games, animations and digital designs. Students will interact with complex problems through coding in a variety of languages. Students will develop analytical skills that are supported by computational thinking and logic to allow them to recognize the different ways to solve a problem.

Rationale:
The current market calls for digital citizens that have a fundamental understanding of computer coding that applies to computational thinking and logic. Information Technology continues to experience exponential growth globally. This course is intended to provide students with computer science skills in order to create programs geared toward specific interests. With a strong population of students who are equally passionate about gaming and coding, the merging of these two concepts aims to further student understanding of both fields as well as prepare them for continued study.

Process:
A district committee was formed in 2018-2019 to review the current schedule and course offerings of middle school Unified Arts classes. The goals of the committee focused on enhancing student exposure to computer science, more contiguous learning as well as an emphasis on student choice. In collaboration with the Supervisor of Mathematics & Computer Science, Middle School/High School Computer Science teachers began exploration of course options in Spring, 2019 to begin formulating a curriculum proposal that tied to the recently state-adopted Computer Science Teachers Association Standards. The proposal is based on the following:

1. Innovative Coding will be adopted and named as such in the course selection guide.
2. The course will be instructed by a certified Business, Computer, and Information Technology teacher.
3. The course will meet 6 times per cycle, for a total of 45 days.
4. The course will be offered to all students in grade 8.

Proposed Resources:
The process of identifying resources has been ongoing and will continue throughout year one of implementation of Innovative Coding. The budget request for this proposal is approximately $2,400 which will include funding for curriculum development and teacher professional development, including specification in the coding language Python. These costs will be included in the WCASD curriculum proposals budget for the 2020-2021 academic year and will not increase the overall curricular budget for the district.

Curriculum Overview:
The course will provide a quick introduction to many of the same standards as the AP Computer Science Principles (AP-CSP) course while highlighting the main themes throughout the study of computer science: (1) Problem Solving (2) Computational thinking, (3) Algorithm and Program Development and (4) Responsible Computing.

The overarching goal of Innovative Coding is to further enhance students' experiences of computer science in our Middle School classrooms to bridge to the high school course of study, As noted above in addition to the AP-CSP themes, CSTA has set goals and objectives for pre-high school study of computer science. Developing the students' computational thinking through the *"Programming Process"* via a balance of simple computational games and skills of their personal interests.

Topics will focus on basic coding strategies including, iterations, loops, variables and conditionals. Computational thinking and logic will be fostered as students analyze and implement strategies to solve creative and complex tasks in an ever-changing world of Information Technology.

Course Proposal
2020-2021

Course Name:
Jr. Entrepreneur

Course Type:
8th Grade: Every day for one quarter

Course Description:
The purpose of this course is to allow students to develop entrepreneurial skills. They will work in teams to research and identify a need and develop a solution. Students will gain an introductory knowledge of effective digital project development. Using software, students will create a variety of projects to promote their idea including a business plan, company logo, website and multimedia presentation.

Rationale:
The current global market calls to be familiar with modern business practices specifically skills including Critical Thinking, Creativity, Collaboration and Communication. They should also have a fundamental understanding of marketing and branding. The branding process is a systematic approach to creating and promoting a product or service brand. It is essential to the success of any marketing and business development program. Marketing refers to activities undertaken by a company to promote the buying or selling of a product or service. The merging of these two concepts aims to further student understanding of both fields as well as prepare them for continued study. This course is intended to provide students with an authentic exposure to a collaborative and competitive scenario that plays out in real-time.

Process:
A district committee was formed in 2018-2019 to review the current schedule and course offerings of middle school Unified Arts classes. The goals of the committee focused on enhancing student exposure to computer science, more contiguous learning as well as an emphasis on student choice. In collaboration with the Supervisor of Mathematics & Computer Science, Middle School/High School Computer Science teachers began exploration of course options in Spring 2019 to begin formulating a curriculum proposal that tied to the recently state-adopted Computer Science Teachers Association Standards. The proposal is based on the following:

1. Jr. Entrepreneur will be adopted and named as such in the course selection guide.
2. The course will be instructed by a certified Business, Computer, and Information Technology teacher.

3. The course will meet 6 times per cycle, for a total of 45 days.
4. The course will be offered to all students in grade 8.

Proposed Resources:
In order to effectively support student development of their concept, digital video cameras are required to provide access to the tools that are currently in use in the professional setting. As this course is designed with an emphasis on collaboration, there is a need for 15 devices per teacher in order to provide enough for each group. Additionally, time is required for curriculum development. The budget request for this proposal is approximately $18,000. These costs will be included in the WCASD curriculum proposals budget for the 2020-2021 academic year.

Curriculum Overview:
This course will provide students an introduction of marketing and branding. Collaboration will serve to enhance the learning process through personal interaction and feedback from fellow students. Competition will keep students solidly engaged in the coursework, with each student doing their best effort toward a common goal. Using software, students will create a variety of projects to promote their idea including a business plan, company logo, website and multimedia presentation.

The overarching goal of Jr. Entrepreneur is to combine the students' experience with regards to computer science and business education. In addition, the course will include standards within High School Business and Computer Science curriculum.

Course Proposal
2020-21

Course Name:
Guitar

Course Type:
8th Grade: Every day for one quarter

Course Description:
This is an introductory class intended for students of all musical backgrounds. Students in the WCASD will have the opportunity to explore their love of music through guitar and enhance their ability to access styles of music not always found in the traditional band, chorus or orchestra ensembles, such as pop or rock. Objectives include exploring the fundamentals of guitar performance, reading traditional notation, tablature and chord charts, playing individually as well as in groups, understanding the musical concepts of melody, harmony, rhythm, and form and to develop a deeper appreciation for all styles of music.

Rationale:
The 3 middle schools are equipped with 20 acoustic guitars that currently are used in the general music courses for brief introductions to guitar (15 class sessions). Having the ability to offer a one-quarter class to students who wish to further explore an instrument, especially to those who may not belong in an ensemble course is a unique opportunity for all students. Guitar is an instrument that students of all ability levels can easily access and achieve success within a short amount of time.

Process:
A district committee was formed in 2018-2019 to review the current schedule and course offerings of middle school Unified Arts classes. The goals of the committee focused on a need for more contiguous learning as well as an emphasis on student choice. In collaboration with the Supervisor of Fine Arts & Social Studies, the middle school music educators began the curricular review process in 2018 and determined the current 15 classes per quarter Classroom Music 8 course was not meeting the committee objectives. The educators agreed a guitar course that meets every day for 1 quarter would provide the contiguous learning as well as an opportunity for students who showed interest from 7th grade to go more in-depth into the study of guitar. The schedule changes for all 8th grade U.A. classes also allow for all students to take the course, rather than classroom music students exclusively.

Proposed Resources:
This proposal will not require any additional resources, as we currently teach guitar within our Classroom 8 course that will be retired.

Curriculum Overview:
This course is intended for any 8th-grade student with an interest in learning the guitar, regardless of musical experience or background. Students will play individually and as a group, music from a variety of genres, time periods, and tempos. The Hal Leonard Guitar Method Book 1 Second Edition will be utilized to teach notation, rhythms, tablature, and chord diagrams. Students will also learn about the history of the guitar, as well as famous composers and their impact on the music we listen to today.

Book	Policy Manual
Section	200 Pupils
Title	Application for Diploma for Eligible Veterans
Code	217AG1
Status	Review

Please open, print and complete the attached form.

📄 217AG1 Application for Diploma for Eligible Veterans.pdf (258 KB)

WEST CHESTER AREA SCHOOL DISTRICT

No. 217AG1

ADMINISTRATIVE GUIDELINE
APPROVED:
REVISED:

217AG1- Application for Diploma for Eligible Veterans

Applicant's Name: _____ _____ _____
                         Last   First   Middle

Mailing Address: _____

City, State, Zip: _____

Date of Birth: _____ _____ _____
                    Month   Day   Year

Email Address: _____

Name of high school attended: _____

Dates of attendance: _____

Year applicant would have graduated: _____

Date entered military service: _____ Branch of service: _____

Date applicant honorably discharged: _____

I verify that the above information is accurate.

_____   _____
Applicant Signature   Date

I am applying on behalf of the applicant, who is deceased. I verify that the above information is accurate.

_____   _____   _____
Signature   Date   Relationship to
                                                              Veteran

Book	Policy Manual
Section	200 Pupils
Title	Graduation Requirements
Code	217
Status	Review
Adopted	October 27, 2014
Last Revised	September 23, 2019
Prior Revised Dates	3/29/2016

Purpose

The Board will acknowledge each student's successful completion of the instructional program appropriate to the student's interests and needs by awarding diplomas or certificates at graduation ceremonies.

Authority

The Board shall adopt the graduation requirements students must achieve, which shall include course completion and grades, completion of a culminating project, local district assessments, and state assessments.[1][2][3]

The Board shall award a regular high school diploma to every student enrolled in this district who meets the requirements of graduation established by this Board.[1][4][5][6][7][8]

The Board shall permit a student with a disability, whose Individualized Education Program (IEP) prescribes continued educational services, and who has attended four (4) years of high school, to participate in commencement ceremonies with his/her graduating class and receive a certificate of attendance. The student may receive a high school diploma when s/he completes his/her Individualized Education Program (IEP).[1][9][10][11][12][13][14]

The requirement for graduation shall be the completion of required assessments, work, and studies representing the instructional program assigned to grades 9 through 12, which shall be aligned with established academic standards.[5][6][7][11]

The Board requires that each candidate for graduation shall have earned 23.8 credits, in the following subject areas:

4 credits	English
4 credits	Social Science
3 credits	Mathematics
3 credits	Science
2 credits	Arts and Humanities
5 credits	Electives
2.8 credits	Health and Physical Education
23.8 credits	TOTAL CREDITS

In addition to satisfactorily completing the credits set forth above, students in the Class of 2020 and beyond shall also be required to comply with the Keystone Exam requirements set forth herein in order to be eligible

to graduate.

Delegation of Responsibility

The Superintendent or designee shall be responsible for the planning and execution of graduation ceremonies which appropriately mark this important achievement.

Guidelines

Accurate recording of each student's achievement of academic standards shall be maintained, as required by law and State Board regulations.[8][15][16]

Students shall be informed of graduation requirements they are expected to complete.[1][2][3][6][7][8][11]

Periodic warnings shall be issued to students in danger of not fulfilling graduation requirements.[8]

A student who has met the minimum requirements shall be eligible for a diploma and shall have the option of an early graduation or remaining in school to complete the senior year.

No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure, but s/he may be denied participation in the graduation ceremony when personal conduct so warrants. Such exclusion shall be regarded as a school suspension.[17][18]

A list of all candidates for the award of a diploma shall be submitted to the Board for its approval.

Keystone Exams

Classes of 2020 and 2021 -

For the Classes of 2020 and 2021, except as may be otherwise permitted by law, students will be required to take a Keystone Exam in each of the content areas listed below in order to be eligible for graduation:[1][2][19][20][21]

Students in the Classes of 2020 and 2021 Required Exams: Algebra 1, Literature, Biology

Class of 2022 and Beyond -

Words in this section that have been defined by 24 PS. 1-121 shall have the meaning ascribed therein.[22]

For the Class of 2022 and beyond, except as may be otherwise permitted by law, there exist five (5) pathways to satisfying state required Keystone Exam graduation requirements for Algebra I, Literature and Biology:

1. Keystone Proficiency Pathway: A score of proficient or advanced on each of the Keystone Exams - Algebra I, Literature and Biology;

2. Keystone Composite Pathway: A satisfactory composite score on the Keystone Exams - Algebra I, Literature and Biology;

3. Alternate Assessment Pathway: Successful completion of locally established, grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not receive at least a proficient score AND one of the following:

   a. Attainment of an established score on an approved alternate assessment;

   b. Attainment of at least the Gold Level on the ACT WorkKeys assessment;

   c. Attainment of an established score on the Advanced Placement Program exam in an academic content area associated with each Keystone Exam on which the student did not achieve at least a proficient score;

   d. Attainment of an established score on an International Baccalaureate Diploma Program exam in an academic content area associated with each Keystone Exam on which the student did not achieve

at least a proficient score;

e. Successful completion of a concurrent enrollment course in an academic content area associated with each Keystone Exam on which student did not achieve at least a proficient score;

f. Successful completion of a pre-apprenticeship program; or

g. Acceptance into an accredited four-year nonprofit institution of higher education and evidence of the ability to enroll in a college-level, credit-bearing coursework.

4. Evidence Based Pathway: Successful completion of locally established, grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve at least a proficient score and demonstration of three (3) pieces of evidence that reflect readiness for meaningful postsecondary engagement consistent with the student's goals and career plan, which shall include:

    a. One of the following:

        i. Attainment of an established score on the ACT WorkKeys assessment;

        ii. Attainment of an established score on a SAT Subject Test;

        iii. Acceptance to an accredited nonprofit institution of higher education other than an accredited four-year nonprofit institution of higher education and evidence of the ability to enroll in college-level, credit-bearing course work;

        iv. Attainment of an industry-recognized credential, as identified in the industry credential resource book or in the industry-based learning guidelines compiled by the PA Department of Education;

        v. Attainment of an established score on an Advanced Placement Program exam;

        vi. Attainment of an established score on an International Baccalaureate Diploma Program exam; or

        vii. Successful completion of a concurrent enrollment course or a postsecondary course.

    b. AND:

        i. Two (2) additional pieces of evidence from a list established by the secretary and approved by the State Board of Education, which shall include, but not be limited to:

        ii. Any additional items listed under section 4.a;

        iii. Satisfactory completion of a service learning project that received advance approval for use as a rigorous and objective piece of evidence by the Superintendent or his designee. A service learning project shall include global, national, state, local or in-school projects as defined by the Department;

        iv. Attainment of a score of proficient or advanced on a Keystone Exam;

        v. A letter guaranteeing full-time employment;

        vi. A certificate of successful completion of an internship, externship or cooperative education program; OR

        vii. Satisfactory compliance with the National Collegiate Athletic Association's core courses for college-bound student athletes with a minimum GPA of 2.0 or the equivalent on an alternative grading scale.

5. CTE Pathway: Students in the Class of 2022 and beyond who are considered to be CTE Concentrators shall be deemed proficient if the student can meet all of the following requirements:

a. Completes locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the CTE Concentrator did not achieve proficiency. Completion of grade-based requirements in any science and technology and environment and ecology course shall satisfy the requirements for the academic content area associated with the Keystone Exam in Biology; AND

b. Completes one of the following:

   i. Attains an industry-based competency certification related to the CTE Concentrator's program of study; OR

   ii. Demonstrates a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study as demonstrated by performance on benchmark assessments, course grades and other factors consistent with the CTE Concentrator's goals and career plan and determined for the CTE Concentrator by the Superintendent in consultation with an area vocational-technical school director or principal of a comprehensive high school. The determination shall be made no later than the end of eleventh grade, or, for a student enrolled in a one-year program, the end of the first semester of twelfth grade.

6. Completion of grade-based requirements in any science and technology and environment and ecology course shall satisfy the requirements for the academic content area associated with the Keystone Exam in Biology.

7. A student with a disability who satisfactorily completes a special education program developed by an individualized education program team under the Individuals with Disabilities Education Act that does not otherwise meet the requirements shall be granted and issued a regular high school diploma.

8. The locally established grade requirements shall be set forth by administrative regulation.

9. Established and composite scores shall be established by the Commonwealth, and shall be set forth in an administrative regulation.

10. In the event that a parent/guardian determines that a Keystone Exam is in conflict with his/her religious beliefs and desires his/her student to be excused from the Keystone Exam, the parent/guardian shall file a written request with the Superintendent that states the objection. In lieu of the Keystone Exam, the student shall complete the Alternative Assessment Pathway, the Evidence Based Pathway or the CTE Pathway to satisfy the requirement.

Diplomas for Veterans

In order to honor and recognize veterans who left high school prior to graduation to serve in World War II, Korea or Vietnam, the Board shall grant a diploma to a veteran who completes the required application **(217AG1-Application for Diploma for Eligible Veterans)** and meets the following requirements:[4]

1. Was honorably discharged from the Armed Forces of the United States of America.

2. Served in the United States military between September 16, 1940, and December 31, 1946 or between June 27, 1950 and January 30, 1955 or between February 28, 1961 and May 7, 1975.

3. Attended high school between 1937 and 1946 during WWII or between 1947 and 1955 during the Korean Conflict or between 1958 and 1975 during the Vietnam War and would have been a member of the graduation class during 1941 through 1950 for WWII or 1951 through 1957 for the Korean Conflict and 1961 through 1975 for the Vietnam War, but did not graduate due to entry into military service.

4. Is a current resident of this district or attended high school in this district or a predecessor of this district.

Upon proper application, the Board may award a diploma posthumously to a veteran who meets the stated requirements. The Superintendent shall submit to the Board for its approval the names of veterans eligible for a high school diploma.

Legal

1. 22 PA Code 4.24

2. 22 PA Code 4.51

3. 22 PA Code 4.52

4. 24 P.S. 1611

5. 24 P.S. 1613

6. Pol. 102

7. Pol. 127

8. Pol. 212

9. 24 P.S. 1614

10. 22 PA Code 11.27

11. 22 PA Code 4.12

12. Pol. 113

13. 34 CFR 300.102

14. 34 CFR 300.305

15. Pol. 213

16. Pol. 216

17. Pol. 218

18. Pol. 233

19. 22 PA Code 4.4

20. 22 PA Code 4.51b

21. 22 PA Code 4.51c

22. 24 P.S. 121

22 PA Code 4.13

22 PA Code 11.4

22 PA Code 11.5

22 PA Code 11.8

34 CFR Part 300

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West Chester Area School District

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

School Start Time Task Force
November 11, 2019
School Board Education Committee Meeting

- **Structure of the four committees**

- **Community/Parent Feedback**

- **Summary of Committee work**

Timeline

April 29, 2019 – Kick off meeting with community and staff
July 25, 2019 – First Committee meeting
August 21, 2019 – Second Committee meeting
September 12, 2019 – Wendy Troxel visited high schools and community meeting was held
September 18, 2019 – Community Update on Progress
October 3 – 6:30 p.m. – Committees meet
October 23 – cancelled due to conflicts
November 11 – Update to Board Education Committee
November 20 – 6:30 p.m. – Committees meet
December 4 – 6:30 p.m. – Committees meet
January 8, 2020 – 6:30 p.m. – Committees meet
February, 2020 – Administration prepares final report
Monday, March 9, 2020 – final report presented to Board Education Committee
Monday, March 23 (tentative), 2020 – presentation to school board

Districts that have changed find teens *are* sleeping more

Teens get more sleep and more "overnight therapy" sleep

Absenteeism reduced by 25% and graduation rates go up

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

Students and families are happier and less stressed

Car crash rates go down

Potential economic benefits

Current Schedule

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

Possible options/scenarios

Option 1

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

Option 2

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

Option 3

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

Community/Parent Feedback April-October 2019

- **33 comments: 11 suggestions, comments, considerations, 10 in favor, 12 don't want time changed.**
- **Suggestions to consider:**
- ➤ **include traffic impact study**
- ➤ **effect on bus drivers**
- ➤ **start all secondary at same time**
- ➤ **book to read, "Why we Sleep"**
- ➤ **sports/activity impact**

Community/Parent Feedback
April-October 2019

- send another survey to see what students/families prefer
- Impact on game scheduling with surrounding districts and practicing times esp. during winter
- Childcare needs
- When would students needing extra help meet with teachers
- Will students actually get more sleep

Community/Parent Feedback April-October 2019

➢ **Impact on families with students in elementary school and their activities (logistics)**

➢ **Is it possible to shift ES to an earlier start time.**

Findings
Impact on Students

- **<u>If we maintain the current schedule</u>** - students remain tired

- **<u>If we choose option 1:</u>**
  - Students at SMS and FMS will not benefit from additional rest.
  - HS students may have busier roads to navigate, but they will be driving after more rest.
  - Commuters may adjust their times to avoid buses and HS drivers.
  - HS students would report later for jobs, activities
  - There could be an impact on clubs. Are teacher volunteers willing to stay beyond the contract day?
  - Four ES would start later; students may spend more time in day care.

  <u>If we choose option 2:</u>
  - All secondary students would benefit from additional rest.
  - HS students would report later for jobs, activities, and therapy times, but not as late as option 1 and 3.
  - Does an 8:15 start make as much of an impact as an 8:30 start?
  - There would be no impact to elementary schools.

  <u>If we choose option 3:</u>
  - All students would benefit from additional rest.
  - Four ES would start later; students may spend more time in day care.

Findings
Impact on Parents

- **<u>If we maintain the current schedule</u>** – parents maintain current schedules

- **<u>If we choose any other option:</u>**
  - Parents need to consider childcare arrangements and expenses for childcare
  - Before school care may need to be added at middle school
  - Consider tax implications vs. student benefits – How much will taxes go up?
  - Parents need to consider transportation implications to coordinate family and work commitments (e.g. student driving, parents drop off, etc.)
  - Consideration should be given to look for ways to offset costs
  - The need for two hour delays may be reduced.

Findings
Impact on Staff

- **<u>If we maintain the current schedule</u>** – no staffing schedule changes are required

- **<u>If we choose any other option:</u>**
  - Staff may need to consider childcare arrangements and expenses for childcare.
  - May impact commute to and from school due to different traffic patterns.
  - May impact staff being available to run after school clubs.
  - Teacher contractual day may need to be adjusted to cover various times when students arrive to school.
  - Custodial schedules may need to be altered.
  - Consider sending another staff survey if a start time schedule is changed to address particulars.

Findings
Impact on Transportation

- **Moving the bell time and changing the current 4 tiered approach to a 3 tiered approach will require additional vehicles and drivers:**
  - **Option 1 – $4,152,432** - 56 Additional Buses/Drivers for regular education and 14 for special education. Also requires 2 additional Special Education Aides
    - Tax implication per avg. homeowner - $99 (2.4%)
  - **Option 2 - $4,521,00** – 61 additional busses/drivers for regular education and 14 for special education. Also requires 5 special education aides.
    - Tax implication per avg. homeowner - $107 (2.6%)
  - **Option 3 - $6,867,000** – 99 additional buses/drivers for regular education and 18 for special education. Also requires an additional 3 special education aides.
    - Tax implication per avg. homeowner - $163 (3.8%)
- Sample bus runs during new times found routes to be one to seven minutes longer – This could lead to slightly longer bus runs.
- Facility Use rental could be negatively impacted with change in ending school times.
- Revisions to current transportation contracts may need to take place to attract drivers.
- *Committee will run costs on several scenarios with variations of times. – November 20 committee meeting*

Next Steps

Wednesday, November 20 – 6:30 p.m. – Committees meet – review final transportation findings

Wednesday, December 4 – 6:30 p.m. – Committees meet – review draft of report

Wednesday, January 8, 2020 – 6:30 p.m. – Committees meet – finalize report

February, 2020 – Administration prepares final report and recommendations

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

Monday, March 23, 2020 – presentation to school board