



**WEST CHESTER AREA SCHOOL DISTRICT**  
**Education Committee Meeting**  
February 13, 2023  
7:00 p.m.  
Spellman Education Center/Livestream

**AGENDA**

•	Public Comment	
•	Approval of January 9, 2023 Education Committee Meeting Minutes	K. Shaw
•	eSports	M. Wagman
•	6 <sup>th</sup> Grade English and Reading	K. Bailey
•	ESSER Spending	K. Reynolds
•	Equity Update	U. Martin
★	Before and After School Program	S. Missett
★	Committee Voting Item	

*Public Comment Protocol*

- Residents wishing to make public comment on agenda items must register prior to the start of the meeting.
- Public comments on agenda items will be taken at the beginning of the meeting prior to voting.
- Policy 903: Public Participation in Board Meetings governs public comment.
- The committee chair or designee will call residents in the order in which they signed in.
- A three-minute timer will be projected on the screen and will start after the speaker gives their name and township/borough.

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**WEST CHESTER AREA SCHOOL DISTRICT**  
**Education Committee**

**January 9, 2023**  
**Spellman Education Center Board Room**  
**Start: 7:00 pm – Finish: 7:58 pm**

**Attending Committee Members:**

☒ Kate Shaw (Edu. Chair) ☐ Joyce Chester ☒ Daryl Durnell ☒ Laura Detre

**Other Board Members:**

☐ Gary Bevilacqua ☐ Karen Fleming ☒ Karen Herrmann ☒ Sue Tiernan ☒ Stacey Whomsley

**Administration:**

☐ Robert Sokolowski ☒ Kalia Reynolds ☐ Wayne Birster ☒ Melissa Kleiman  
☒ Sara Missett ☒ John Scully ☐ Jeff Ulmer ☒ R. Eberly ☒ K. Barnello

**Public Comment: NONE**

**Items on Agenda:**

- Approval of November 14, 2022 Combined Education and Pupil Services Committee Meeting Minutes
- Approval of 2023-24 Curriculum Updates Presentation
- Approval of Resolution – Required 15-1502(a) of the Public School Code – Designated Local Holidays - 2023-2024 WCASD Calendar
- Seal of Biliteracy
- High School Scheduling Update

**Education Committee Actions/Outcomes to be placed on January 23, 2023 Board Agenda for Approval:**

<b>Agenda Item</b>	<b>Vote</b>
Approval of the November 14, 2022 Education Committee Meeting Minutes	<b>3-0</b>
Approval of 2023-24 Curriculum Updates Presentation	<b>3-0</b>
Approval of Resolution – Required 15-1502(a) of the Public School Code – Designated Local Holidays - 2023-2024 WCASD Calendar	<b>3-0</b>

**Board Consent Agenda Items:**

<b>Approval of the following Study/Excursion trip(s):</b>
<ul style="list-style-type: none"><li>• Rustin High School 10<sup>th</sup> - 12<sup>th</sup> grade Orchestra – Conestoga High School, PA 01/26/2023 – 01/28/2023</li><li>• East High School Science Olympiad – Pennsylvania State University, University Campus, PA 01/13/2023 – 01/14/2023</li><li>• Henderson High School Mock Trial – University of Pittsburgh 01/06/2023 – 01/08/2023</li><li>• East High School French rising 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade – France 06/21/2024 – 06/29/2024</li><li>• Rustin High School 10<sup>th</sup> - 12<sup>th</sup> Music Department – Atglen, PA 1/12/2023 – 1/14/2023</li><li>• East High School 10<sup>th</sup> - 12<sup>th</sup> Choir – Octorara, PA 01/12/2023 – 01/14/2023</li></ul>

<b>Approval to establish the following Student Activity Account(s):</b>
<ul style="list-style-type: none"><li>• Henderson HS – Class of 1972 Scholarship</li></ul>



**Items to be discussed at a later date:** None

# Academic Leveling in 6th Grade Language Arts & Reading

February 2023





# Tonight's Presentation



- The Why
- Guiding Questions
- Research-Based Practices
- Next Steps

Our mission is...



Educating and  
Inspiring Our  
Students to  
Achieve Their  
Personal Best.



# Why we started this work:



- Originated with our 6th Grade Language Arts and Reading teachers
- Ease the transition from elementary to middle school for our students.

# Our Focus Questions



1. How do we ensure that our structures meet the needs of all learners?
2. What are the academic levels and how are they currently used in the WCASD?
3. What does the research tell us about leveling into different classes in middle school?
4. What are research-based practices for teaching reading and writing?

# How do we ensure that our structures meet the needs of all learners?



**“Our results indicate that de-tracking reforms - which postpone tracking, reduce the number of tracks, or smooth out the distinctions across tracks - have the potential to reduce inequality in educational based opportunities based on social background without harming overall student achievement.”**

(Terin and Triventi 2022)

# Reviewed Recent, Rigorous Research



## **Quality Criteria:**

- Published within last 15 years
- Published in prestigious peer-reviewed academic journals
- Focus on quantifiable evidence of effect: academic achievement

## **Two types of articles:**

- Individual studies of tracking in school districts, states, or countries
- Meta-analyses that reviewed all existing research on tracking that met stringent methodological quality standards

# Research on Academic Tracking is Clear on these points:



**Detracking increases academic achievement overall**

**Detracking increases academic achievement in particular for:**

1. Students with lower ability
2. Historically underrepresented students (Black and Hispanic/Latino)
3. Low-income students

**Detracking either does not reduce or slightly increases academic achievement for high-ability students.**

**The earlier tracking begins, the stronger the negative effect on academic achievement for low-ability, minoritized and low-income students.**



# What are academic levels and how are they currently used in the WCASD?



## **Language Arts 6 Accelerated Honors**

Students learn to analyze, explain and evaluate elements of literature and write at an accelerated pace and is recommended for avid readers, advanced writers, critical thinkers and those who have a passion for Language Arts.

## **Language Arts 6 Honors**

Teaches students to analyze, explain, and evaluate elements of literature and writing at a challenging pace.

## **Language Arts 6 Grade Level**

Teaches students to explain, evaluate and analyze elements of literature and writing a continuous pace.

## **Reading Through Time 6 Honors**

This course is for self directed students who apply advanced reading strategies independently across all content areas.

## **Reading Through Time 6 Grade Level**

This course is for students who need additional instruction and practice in developing reading skills and strategies in all content areas.



# What does the research tell us about leveling in middle school?



**“Students’ sense of school belonging is based on their perceptions of the degree to which they are accepted, appreciated and supported by teachers and peers.”**

(Legette and Kurtz-Costes 2020)

# What are research-based practices for reading and writing?



**Students must read complex texts of increasing complexity in each grade, initially with scaffolding and then independently, until they build the skills necessary to read at the college and career readiness level.**

(Lewis & Strong, 2020, pg 5)

# Next Steps



## → Spring

- ◆ Continue to research academic levels and its impacts on all students.
- ◆ Hear from our families and students about their experiences in leveled and unleveled courses.
- ◆ Continue to engage in conversation and professional development with elementary and middle school faculty and administrators.
- ◆ Convene an exploratory committee to continue this work.

## → Summer

- ◆ As an Exploratory Committee, we will:
  - Engage in conversation with districts that have removed leveling.

Our mission is...



Educating and  
Inspiring Our  
Students to  
Achieve Their  
Personal Best.



## **Academic Leveling in 6th Grade Language Arts & Reading**

### **1. How do we ensure that our structures meet the needs of all learners?**

#### **School Differences in Tracking Effects on Achievement**

Maureen T. Hallinan, School Differences in Tracking Effects on Achievement, *Social Forces*, Volume 72, Issue 3, March 1994, Pages 799–820, <https://doi.org/10.1093/sf/72.3.799>

##### **Abstract**

This article examines whether tracking students for instruction can have a differential effect on student achievement across schools. Two mechanisms are posited for possible school effects: (1) school differences in the determinants of track placement and (2) school variance in the opportunities for learning presented to students by track. I argue that track placement is influenced by characteristics of a school's track structure, by assignment criteria, by the flexibility of track membership, and by a school's scheduling priorities. Differential growth in achievement within track level across schools is explained by school differences in track size and homogeneity, in the quantity and quality of instruction within track, and in the determinants of academic achievement. Longitudinal data from two cohorts of more than 4,000 students provide empirical evidence of school differences in tracking practices and tracking effects on learning. Policy implications of the results for the school choice debate and for organizational and pedagogical practice are discussed.

#### **The Effect of School Tracking on Student Achievement and Inequality: A Meta-Analysis**

Terrin, É., & Triventi, M. (2022). The Effect of School Tracking on Student Achievement and Inequality: A Meta-Analysis. *Review of Educational Research*, 0(0). <https://doi.org/10.3102/00346543221100850>

##### **Abstract**

This meta-analysis examines the effects of sorting secondary students into different tracks (“between-school” tracking) or classrooms (“within-school” tracking) on the efficiency and inequality levels of an educational system. Efficiency is related to the overall learning achievement of students, whereas inequality can refer to “inequality of achievement” (i.e., the dispersion of outcomes) or “inequality of opportunity” (i.e., the strength of the influence of family background on student achievement). The selected publications are 53 analyses performed in the period from 2000 to 2021, yielding 213 estimates on efficiency and 230 estimates on inequality. The results show that the mean effect size (Hedge’s  $G$ ) of tracking on efficiency is not statistically significant ( $G = -.063$ ), whereas it is significantly positive ( $G = .117$ ) on inequality. We further set out to explain variation in effect sizes by (a) policy characteristics, (b) the operationalization of main variables, (c) the research design, (d) the set of control variables included in the statistical analyses, and (e) the quality of the study, year of publication, and publication status (peer reviewed or not peer reviewed).

## **When high achievers and low achievers work in the same group: The role of group heterogeneity and processes in project-based learning**

Cheng, Rebecca & Lam, Shui-fong & Chan, Joanne. (2008). When high achievers and low achievers work in the same group: The roles of group heterogeneity and processes in project-based learning. *The British journal of educational psychology*. 78. 205-21. 10.1348/000709907X218160.

### **Abstract**

There has been an ongoing debate about the inconsistent effects of heterogeneous ability grouping on students in small group work such as project-based learning. The present research investigated the roles of group heterogeneity and processes in project-based learning. At the student level, we examined the interaction effect between students' within-group achievement and group processes on their self- and collective efficacy. At the group level, we examined how group heterogeneity was associated with the average self- and collective efficacy reported by the groups. The participants were 1,921 Hong Kong secondary students in 367 project-based learning groups. Student achievement was determined by school examination marks. Group processes, self-efficacy and collective efficacy were measured by a student-report questionnaire. Hierarchical linear modelling was used to analyse the nested data. When individual students in each group were taken as the unit of analysis, results indicated an interaction effect of group processes and students' within-group achievement on the discrepancy between collective- and self-efficacy. When compared with low achievers, high achievers reported lower collective efficacy than self-efficacy when group processes were of low quality. However, both low and high achievers reported higher collective efficacy than self-efficacy when group processes were of high quality. With 367 groups taken as the unit of analysis, the results showed that group heterogeneity, group gender composition and group size were not related to the discrepancy between collective- and self-efficacy reported by the students. Group heterogeneity was not a determinant factor in students' learning efficacy. Instead, the quality of group processes played a pivotal role because both high and low achievers were able to benefit when group processes were of high quality

### **Academic Tracking.**

Viadero, D. (2005, March 9). Academic Tracking. *Education Week*, 24(26), 10.

<https://link.gale.com/apps/doc/A215122017/GPS?u=pl2978&sid=bookmark-GPS&xid=5981f961>

### **Abstract**

An international study suggests that rigid tracking of students into different classes by their academic ability provides little or no payoff for improving a nation's overall academic achievement.

The report--published online last month by the nonprofit National Bureau of Economic Research in Cambridge, Mass.-- is based on cross-national testing data for students in 18 to 26 economically advanced nations, some of which track students early in their school careers and some of which do not.



## **An International Comparison of Achievement Inequality in Within-and Between-School Tracking Systems**

Ability Grouping; "An International Comparison of Achievement Inequality in Within- and Between-School Tracking Systems". (2014, May 21). *Education Week*, 33(32), 4.

<https://link.gale.com/apps/doc/A369878352/GPS?u=pl2978&sid=bookmark-GPS&xid=d64b8010>

### **Abstract**

Regardless of the form it takes, academic tracking does little to close achievement gaps between students, according to a 20-nation study published this month in the *American Journal of Education*.

Around the world, researchers say, tracking tends to take two forms: traditional rigid high school tracking, such as that between academic and vocational programs; and a subtler, more flexible system in which students can enroll in different levels of classes for different subjects. To compare student outcomes for countries using each system, researchers drew on data from the 2003 Program for International Student Assessment, or PISA, math results for 99,000 15-year-olds in 3,400 schools.

While the two systems differ in important ways, "in terms of the key outcome math achievement gaps between tracks they do not differ dramatically," concludes author Anna K. Chmielewski, a postdoctoral fellow in Michigan State University's Pathways to Adulthood program.

## **Does School Tracking Affect Equality of Opportunity? New International Evidence.**

Brunello, G., & Checchi, D. (2007). Does School Tracking Affect Equality of Opportunity? New International Evidence. *Economic Policy*, 22(52), 781–861. <http://www.jstor.org/stable/4502215>

### **Abstract**

This paper investigates whether the interaction between family background and secondary school tracking affects human capital accumulation. A widely shared view is that more tracking reinforces the role of parental privilege, and thereby reduces equality of opportunities. This may occur for several reasons, including peer effects (more talented students are gathered together), teacher sorting (better teachers prefer teaching better students), differences in curricula (academic oriented schools-like the German gymnasium, the French lycee, the British grammar school or the Italian liceo-teach abilities that increase the probability of entering college) and/or differences in resource endowment. Compared to the current literature, which focuses on early outcomes, such as test scores at 13 and 15 years old, we look at later outcomes, including literacy, dropout rates, college enrolment, employability and earnings. While we do confirm the common view that school tracking reinforces the impact of family background when looking at educational attainment and labour market outcomes, we do not confirm the same results when studying its impact on literacy and on-the-job training. Overall school tracking has an ambiguous effect in our sample of countries. On the one hand, and consistently with the previous literature, tracking has a detrimental impact on educational attainment, because it prevents some individuals from further progressing to the tertiary level of education (the diversion effect). On the other hand, the curricula offered in vocational schools seem more effective in promoting further training and adult competences (the specialization effect), thereby reducing the impact of parental background on these two outcomes. Thus, reducing the extent of student tracking, either by raising the age offirst selection or by reducing the number of tracks available, may be appropriate for increasing intergenerational mobility in educational attainment, but may increase social exclusion for people from disadvantaged backgrounds.

## **Four decades of research on the effects of detracking reform: Where do we stand? - A systematic review of the evidence**

Rui, N. (2009), Four decades of research on the effects of detracking reform: Where do we stand?—A systematic review of the evidence. *Journal of Evidence-Based Medicine*, 2: 164-183.

<https://doi.org/10.1111/j.1756-5391.2009.01032.x>

### **Abstract**

**Objective** To review and synthesize evidence about academic and non-academic effects of detracking reform.

**Methods** Fifteen studies conducted from 1972 to 2006 were located and reviewed, including 4 experimental studies, 2 quasi-experimental studies, 7 observational studies, and 2 qualitative studies. Meta-analyses using fixed effects and random effects models were conducted for all and subsets of selected studies (by the academic ability of students and research design), followed by extensive discussion of individual studies.

**Results** Generally speaking, students in detracked groups performed slightly better academically than their equivalent-ability peers in tracked groups ( $d = 0.087$ ,  $k = 22$ ,  $N = 15,577$ ,  $p < 0.0001$ ), using a fixed effects model. A random effects model also indicated the overall positive effects of detracking ( $d = 0.202$ ,  $k = 22$ ,  $N = 15,577$ ,  $p < 0.01$ ). However, the effect sizes of individual studies are generally heterogeneous with  $I^2(21) = 94.033$ . Using a random effects model, the study shows that average or high ability students in detracked groups performed no differently than their equivalent-ability peers in tracked groups with a 95% confidence interval of  $(-0.047, 0.388)$ . For low-achieving students, both the fixed effects model [ $d = 0.113$ ,  $k = 8$ ,  $p < 0.0001$ , 95% CI  $(0.056, 0.169)$ ] and random effects model [ $d = 0.283$ ,  $k = 8$ ,  $p < 0.005$ , 95% CI  $(0.087, 0.479)$ ] revealed positive effects of detracking on student achievement for the 8 low-ability subgroups in 6 studies. The evidence with respect to the non-academic impact of detracking is mixed.

**Conclusion** The findings suggest that the detracking reform had appreciable effects on low-ability student achievement and no effects on average and high-ability student achievement. Therefore, detracking should be encouraged, especially in schools where the lower-track classes have been traditionally assigned fewer resources.

## **The effects of early tracking on student performance: Evidence from a school reform in Bavaria**

Piopiunik (2014). The effects of early tracking on student performance. *Economics of Education Review*, 42.

### **Abstract**

This paper evaluates a school reform in Bavaria that moved the timing of tracking in low- and middle-track schools from grade 6 to grade 4; students in high-track schools were not affected. To eliminate state-specific and school-type-specific shocks, I estimate a triple-differences model using three PISA waves. The results indicate that the reform reduced the performance of 15-year-old students both in low- and middle-track schools. Further evidence suggests that the share of very low-performing students increased in low-track schools.



## 2. What are the academic levels and how are they currently used in WCASD?

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## 3. What does the research tell us about leveling into different classes in middle school?

### **Curricular Tracking, Students' Academic Identity, and School Belonging**

Legette, K. B., & Kurtz-Costes, B. (2021). Curricular Tracking, Students' Academic Identity, and School Belonging. *The Journal of Early Adolescence*, 41(7), 961–981. <https://doi.org/10.1177/0272431620977659>

#### **Abstract**

Curricular tracking is common in many countries, yet this school practice might have unintended consequences for students' attitudes toward school. We examined the changes in adolescents' school belonging among sixth graders placed in honors versus regular math, with academic identity as a mediator in this relation. Early adolescents ( $N = 322$ ; 72% White; 164 girls) in the southeastern United States completed measures of school belonging and academic identity at the beginning and end of their sixth-grade year. With parent education, prior math achievement, and prior school belonging controlled, honors math placement predicted increases in school belonging from the beginning to the end of students' sixth-grade year, and this association was positively mediated by academic identity. Results of this study are important for further understanding the influences of tracking on students' motivational beliefs.

## **The Effect of School Tracking on Student Achievement and Inequality: A Meta-Analysis**

Terrin, É., & Triventi, M. (2022). The Effect of School Tracking on Student Achievement and Inequality: A Meta-Analysis. *Review of Educational Research*, 0(0). <https://doi.org/10.3102/00346543221100850>

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## **Early Adolescents’ Aspirations and Academic Tracking: An Exploratory Investigation**

Akos, P., Lambie, G. W., Milsom, A., & Gilbert, K. (2007). Early Adolescents’ Aspirations and Academic Tracking: An Exploratory Investigation. *Professional School Counseling*, 11(1), 57–64.  
<http://www.jstor.org/stable/42732739>

### **Abstract**

Early adolescents make early career decisions in the form of curriculum choices for high school, and these choices can influence future postsecondary education and career paths. This exploratory study examined relationships between school and demographic variables and 522 eighth graders' choices of high school academic tracks. Analysis of variance and chi-square analyses identified statistically significant relationships between curricular choices and various school and demographic variables. The potential for aspiration gaps and implications for school counselor educational and career planning are discussed.

## **Better Together? Heterogeneous Effects of Tracking on Student Achievement**

Matthewes, Sönke Hendrik, Better Together? Heterogeneous Effects of Tracking on Student Achievement (December 2018). DIW Berlin Discussion Paper No. 1775, Available at SSRN: <https://ssrn.com/abstract=3299322> or <http://dx.doi.org/10.2139/ssrn.3299322>

### **Abstract**

This study estimates mean and distributional effects of early between-school ability tracking on student achievement. For identification, I exploit heterogeneity in tracking regimes between German federal states. After comprehensive primary school, about 40% of students are selected for the academic track and taught in separate schools in all states. The remaining students, however, are either taught comprehensively or further

tracked into two different school forms depending on the state. I estimate the effects of this tracking on students' mathematics and reading test scores with a difference-in-difference-in-differences estimator to eliminate unobserved heterogeneity in achievement levels and trends between states. I find substantial achievement gains from comprehensive versus tracked schooling at ages 10–12. These average effects are almost entirely driven by low-achievers. I do not find evidence for negative effects of comprehensive schooling on the achievement of higher performing students. My results show that decreasing the degree of tracking in early secondary school can reduce inequality while increasing the efficiency of educational production.

#### 4. What are research-based practices for teaching reading and writing?

##### **The National Council of Teachers of English**

The National Council of Teachers of English (NCTE) is a professional organization for educators and scholars in the field of English language arts. Founded in 1911, NCTE is one of the largest and most influential organizations dedicated to the improvement of language and literacy education in the United States.

The NCTE's mission is to support and encourage the teaching of the English language arts and to promote the professional growth of its members. It accomplishes this by providing resources, advocacy, and professional development opportunities for teachers and scholars. The NCTE also publishes several journals, books, and standards documents that provide guidance and support for language arts education.

[www.ncte.org](http://www.ncte.org)

##### **The Chester County Intermediate Unit**

The Chester County Intermediate Unit (CCIU) is a regional educational service agency in Pennsylvania, serving the students and educators of Chester County. The CCIU was established in 1971 as a way to provide centralized support and services to the schools in the county, and it is governed by a board of directors made up of representatives from each of the local school districts.

[www.cciu.org](http://www.cciu.org)

##### **The Pennsylvania Writing and Literature Project**

The Pennsylvania Writing and Literature Project (PAWLP) is a professional development organization for teachers of writing and literature in the state of Pennsylvania. It is affiliated with the National Writing Project and is one of over 200 sites in the National Writing Project network.

The PAWLP's mission is to improve the teaching of writing and literature in Pennsylvania by providing high-quality professional development opportunities for teachers. Through its programs and workshops, the PAWLP helps teachers to deepen their understanding of writing and literature, and to develop effective teaching strategies that engage and motivate their students.

<https://www.wcupa.edu/education-socialWork/writing-project/>

## **Literacy Instruction with Disciplinary Texts: Strategies for Grade 6-12**

Lewis, W. E., & Strong, J. Z. (2020). Literacy Instruction with Disciplinary Texts. The Guilford Press.

To develop strong disciplinary literacy skills, middle and high school students need to engage with diverse types of challenging texts in every content area. This book provides a blueprint for constructing literacy-rich instructional units in English language arts, science, and social studies. The authors describe how to design interconnected text sets and plan lessons that support learning and engagement before, during, and after reading. Presented are ways to build academic vocabulary and background knowledge, teach research-based comprehension strategies, and guide effective discussions and text-based writing activities. Chapters also cover how to teach students to write argumentative, informative, and narrative essays, and to conduct discipline-specific inquiry

# **ESSER SPENDING AND IMPACT IN THE WCASD**

Education Committee Meeting  
February 13, 2023

# AGENDA

ESSER Funds Spent

Impact on Learning Opportunities

Planned Spending



# OVERVIEW

As part of the federal support provided to assist states in their COVID-19 response efforts, Congress established the Elementary and Secondary School Emergency Relief (ESSER) Fund.

Since receiving ESSER funding in the 2020 school year, the West Chester Area School District (WCASD) has spent **\$6.6 million** of the funding to address both immediate pandemic-related needs and long-term district improvements.

# REMOTE AND CYBER LEARNING

This category comprised **32%** of the district's ESSER spending. Purchased necessary licenses, online programming, and technology equipment to effectively support virtual learning.

An example of spending includes, **\$666,000** on iPads, computers, hotspots, and technical equipment, and **\$737,000** on remote learning software and supplies.



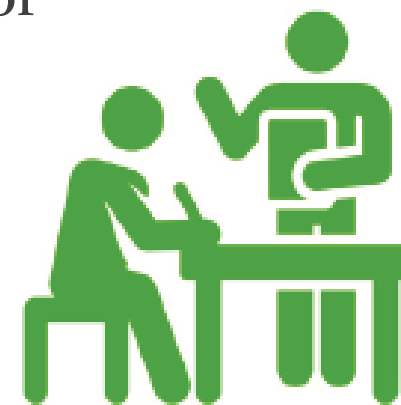
**\$2.15M**



# LEARNING OPPORTUNITIES

This category comprised **30%** of the district's ESSER spending. Offered free summer programming, book clubs, and additional tutoring resources for students at the secondary and elementary levels.

ESSER funded summer learning and enrichment programs reached **90%** capacity, and over **700** students took advantage of ESSER Funded tutoring services.

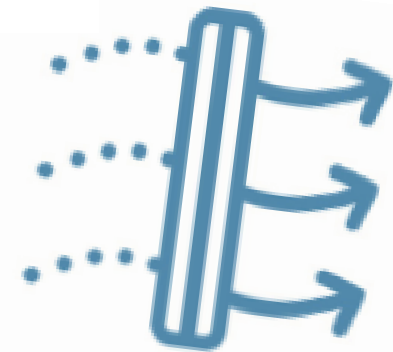


**\$2M**

# SAFETY AND CLEANING MATERIALS

This category comprised **26%** of the district's ESSER spending. Bought personal protective equipment, cleaning supplies, and furniture for all district buildings in addition to enhancing routine cleaning procedures.

Increased the replacement rate of air filters in all district buildings from quarterly to **monthly**.



**\$1.7M**

# STUDENT WELLNESS SUPPORT

This category comprised **12%** of the district's ESSER spending. Hired and contracted additional specialists and staff as well as conducted trainings to address student needs.

WCASD currently has a team of **12** faculty and staff members dedicated to assisting students with mental health concerns, **3** of which are paid for with ESSER funding.

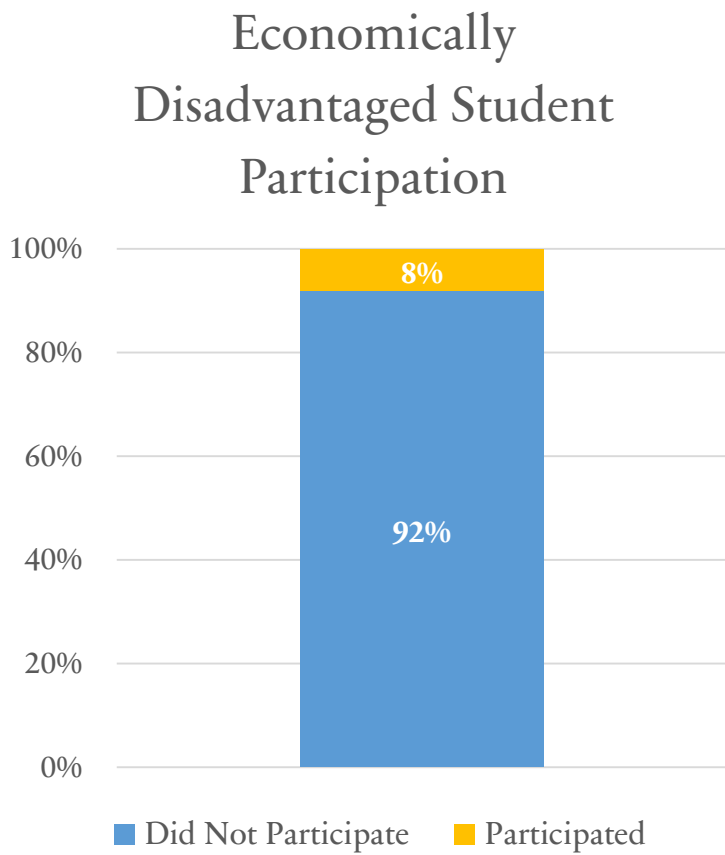
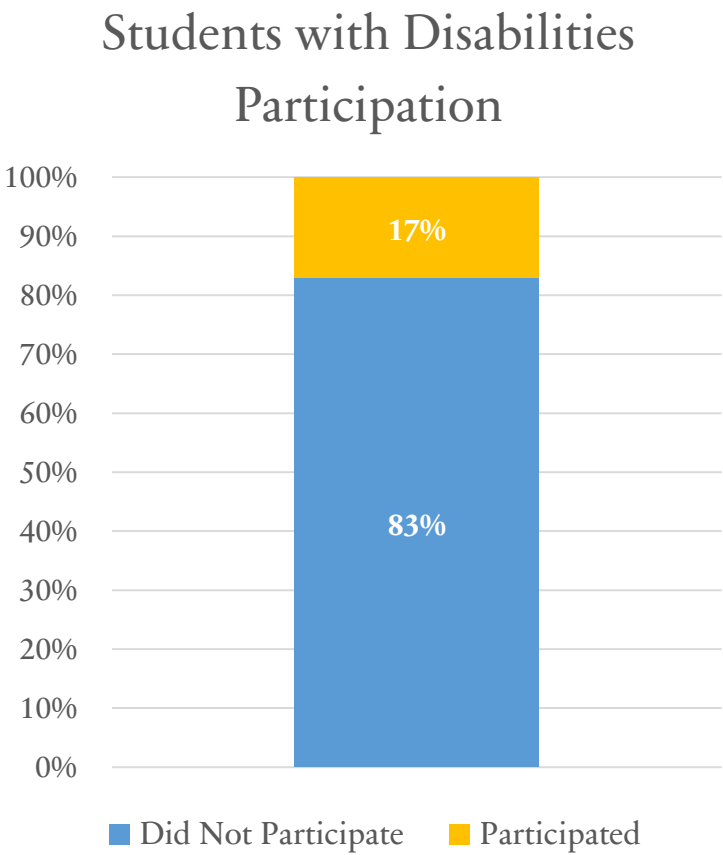
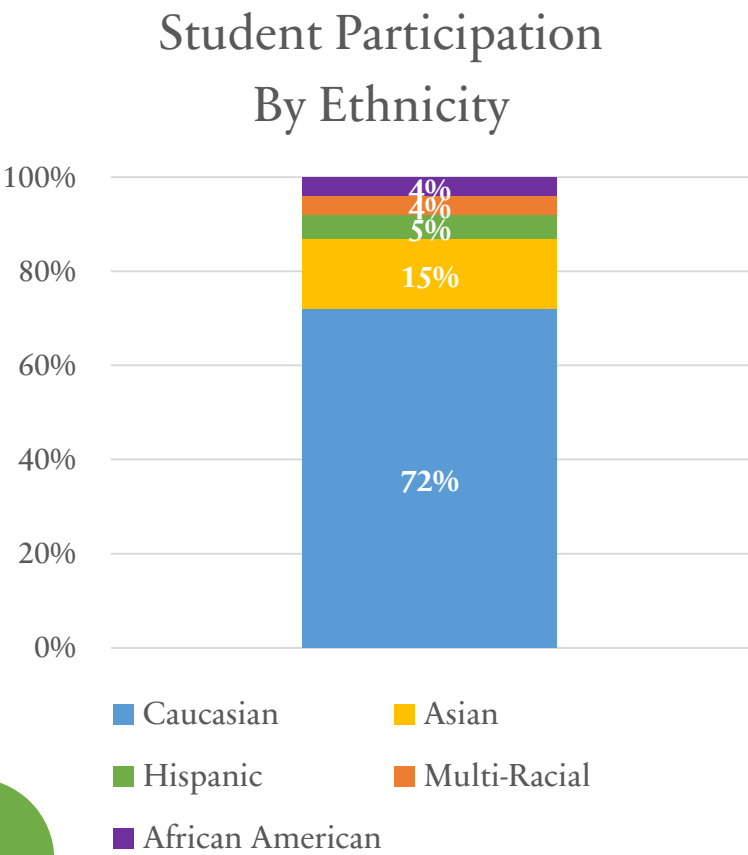


**\$799K**

# IMPACT ON LEARNING OPPORTUNITIES

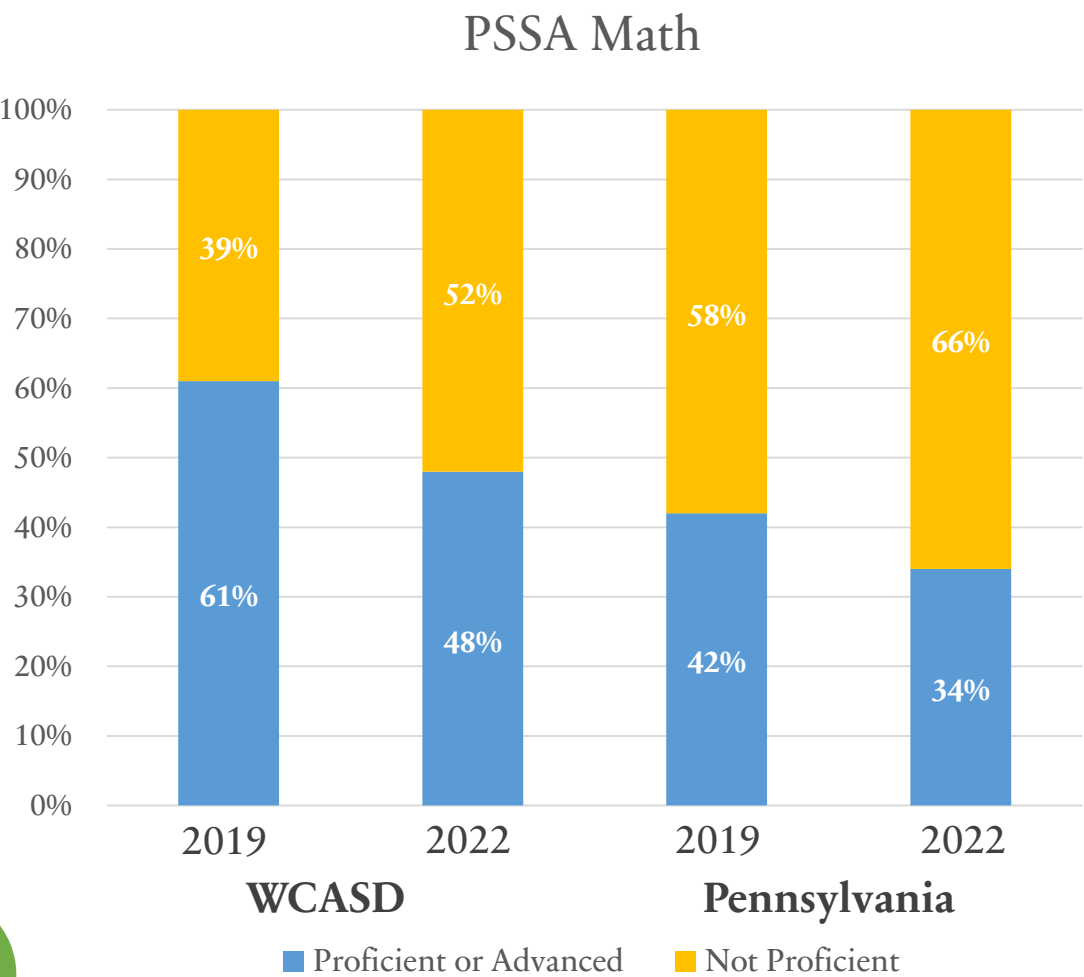
To close gaps that arose as a result of the pandemic, the WCASD spent roughly **\$2 million** in ESSER funds over the last two school years. Through these funds, the district offered research-based enrichment activities such as free summer programming, book clubs, and additional tutoring resources for students.

## Which Students Benefited Directly From ESSER Funded Programs?

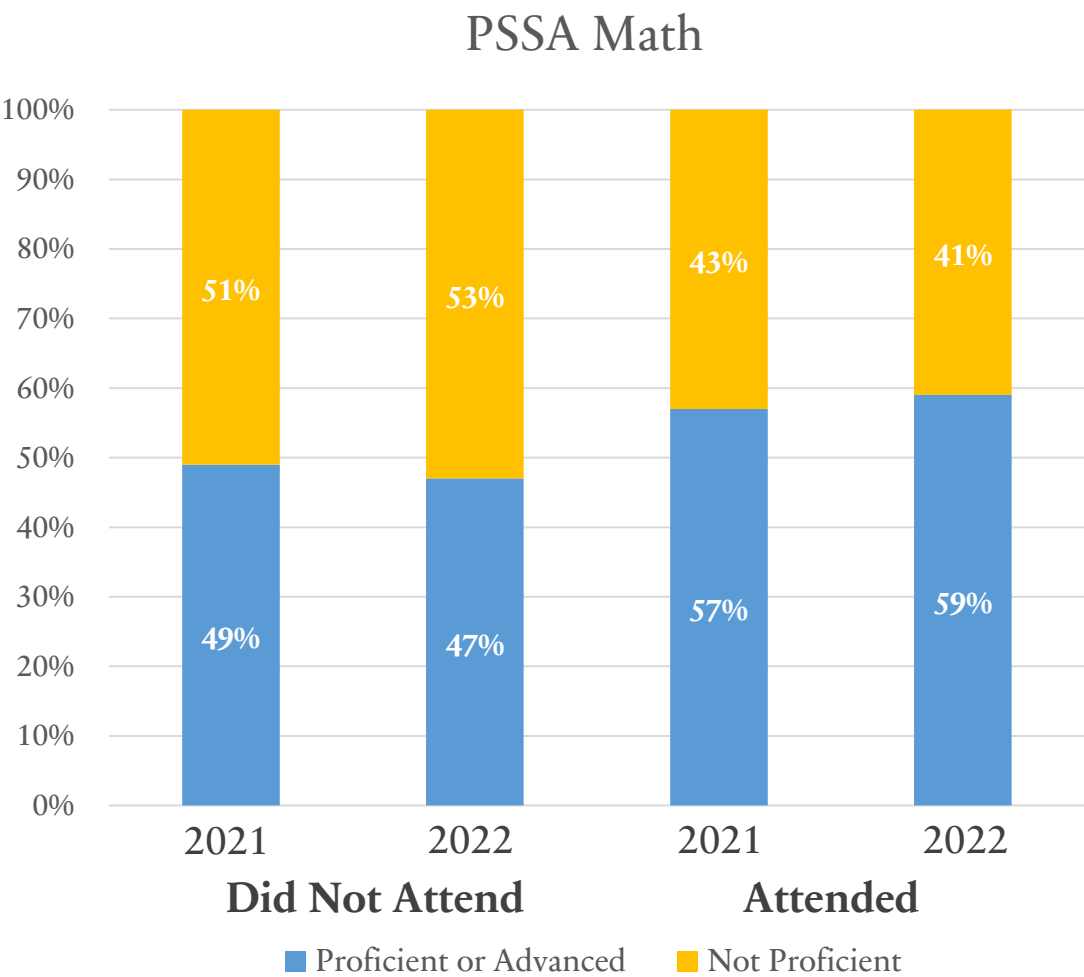


# IMPACT ON LEARNING OPPORTUNITIES

District and State Level Comparison of the Pandemic’s Impact on Student Achievement



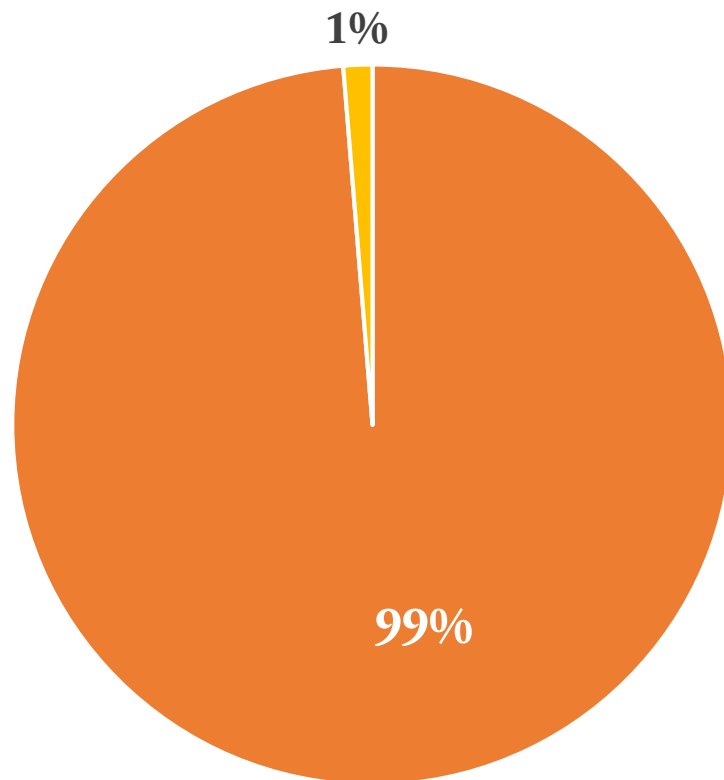
Percentage of Tested Students by Proficiency Attended ESSER Funded Summer 2021 Program



# SUMMER PROGRAMMING RESPONSES

Do you feel that your child's summer learning experience maintained his or her academic skills?

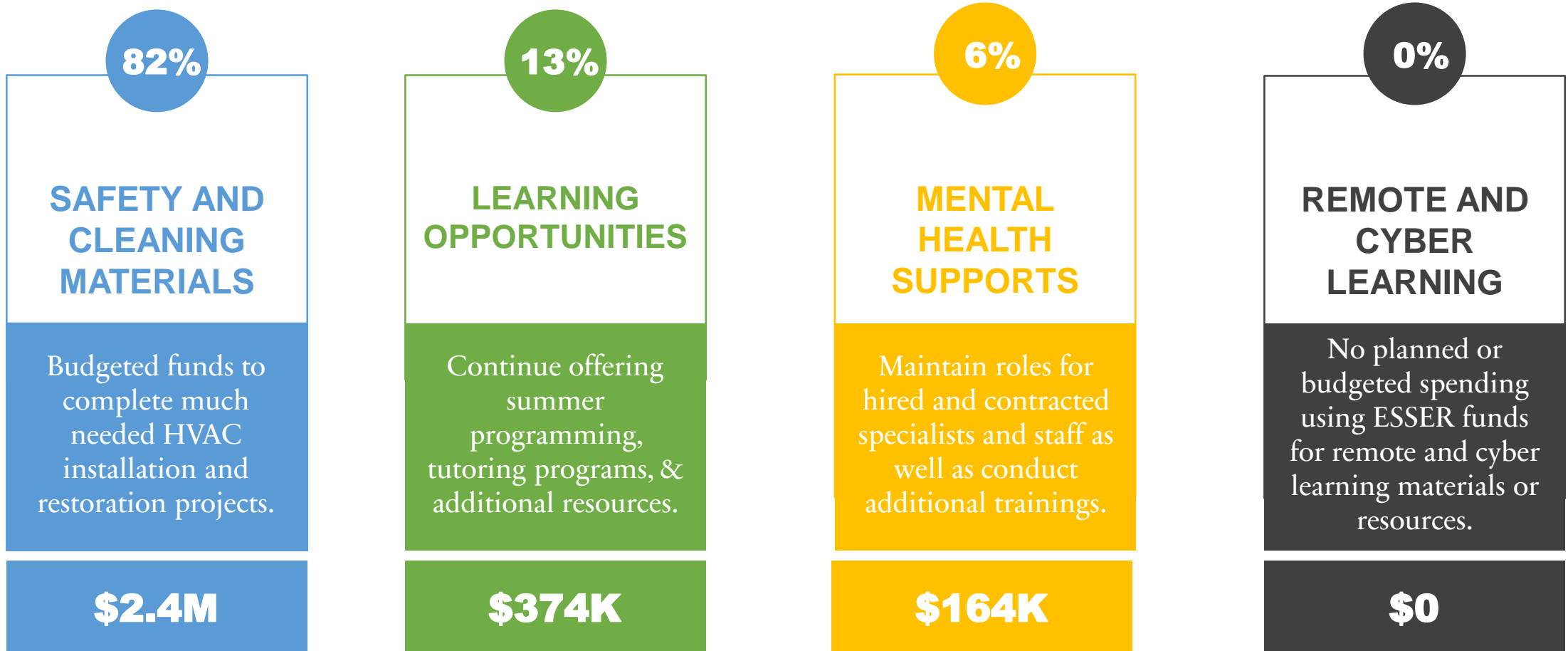
■ Yes ■ No



“ My girls loved the summer program and are so sad that it's ending! They were definitely hesitant about attending school over the summer, but quickly determined that they really enjoyed their teachers and friends. ”

# PLANNED ESSER SPENDING

The WCASD plans to spend the remaining **\$3 million** of the district's ESSER funds over the course of the 2023 and 2024 school years. All ESSER funds must be spent by September 30, 2024 per grant requirements.





**QUESTIONS?**



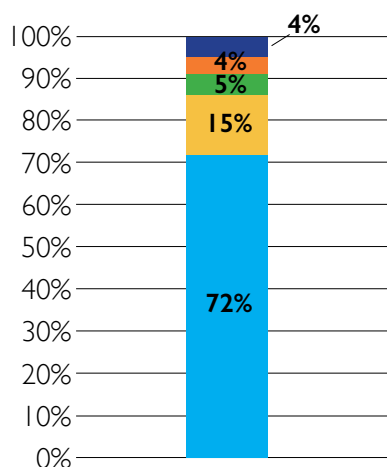
# Impact of ESSER Funding on Learning Opportunities

To close gaps that arose for students as a result of the pandemic, the WCASD spent roughly \$2 million in ESSER funds over the last two school years. Through these funds, the district offered research-based activities such as free summer programming, book clubs, and additional tutoring resources for students. Students involved in these programs not only show an improvement in testing scores, but their families also noted a better retention of academic skills.

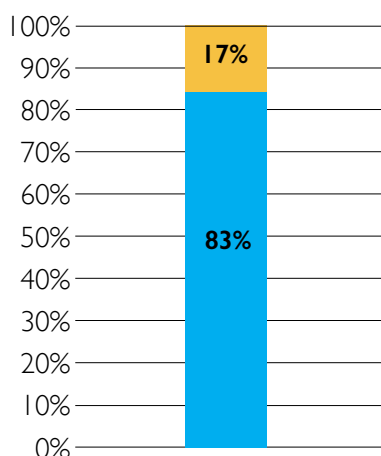
## Which WCASD Students Benefited Directly From ESSER Funded Programs?

ESSER Funded programs to encourage learning opportunities following the pandemic were open to all WCASD students and families in the summer of 2021. In the summer of 2022, the WCASD focused on supporting those students shown to be most in need of additional learning opportunities. In 2021, **1,639** students participated in summer programming.

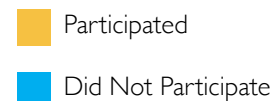
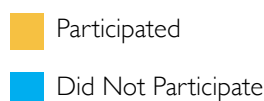
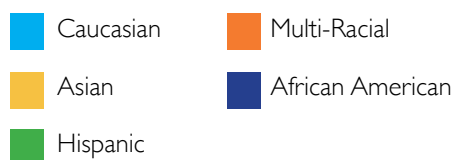
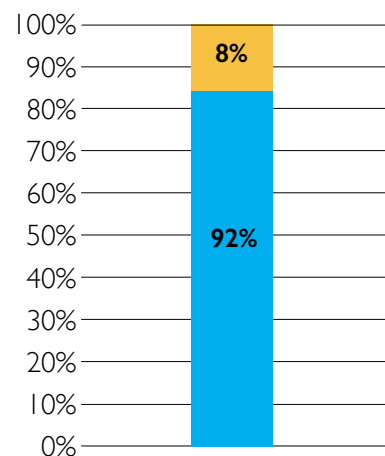
Student Participation  
by Ethnicity



Students with  
Disabilities Participation

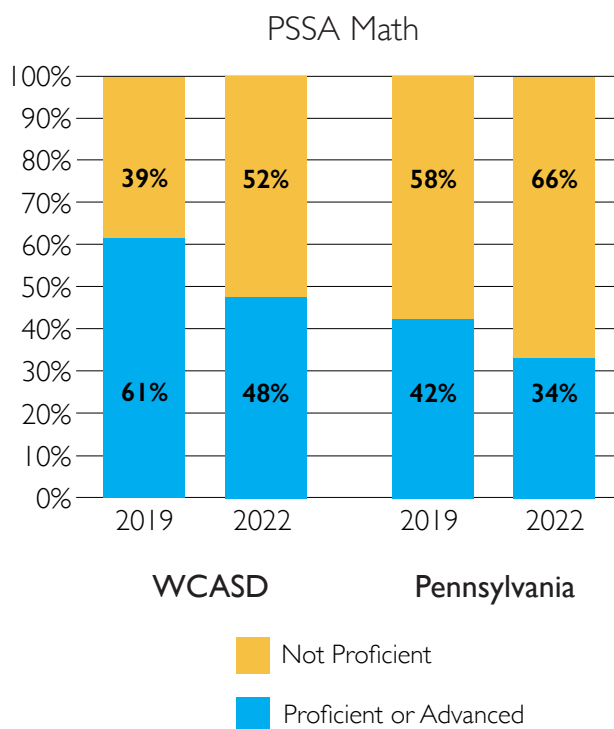


Economically Disadvantage  
Student Participation

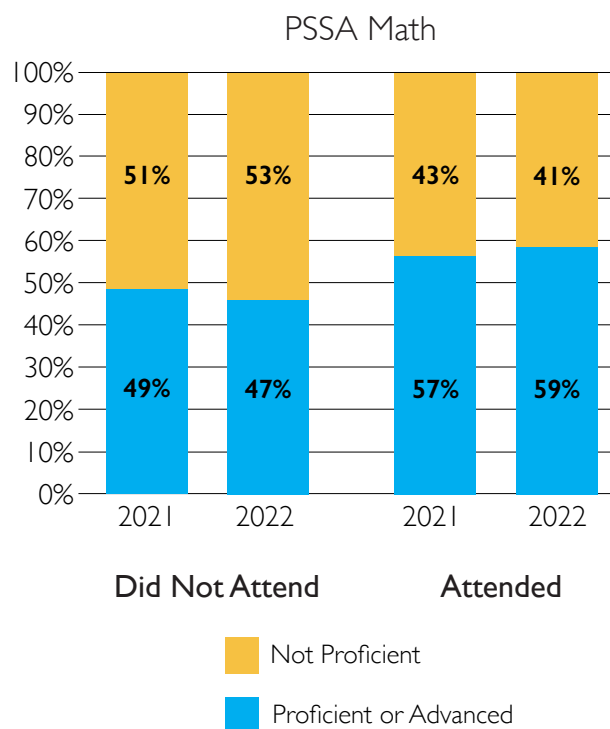


# Impact of ESSER Funding on Learning Opportunities

District and State Level Comparison of the Pandemic's Impact on Student Achievement

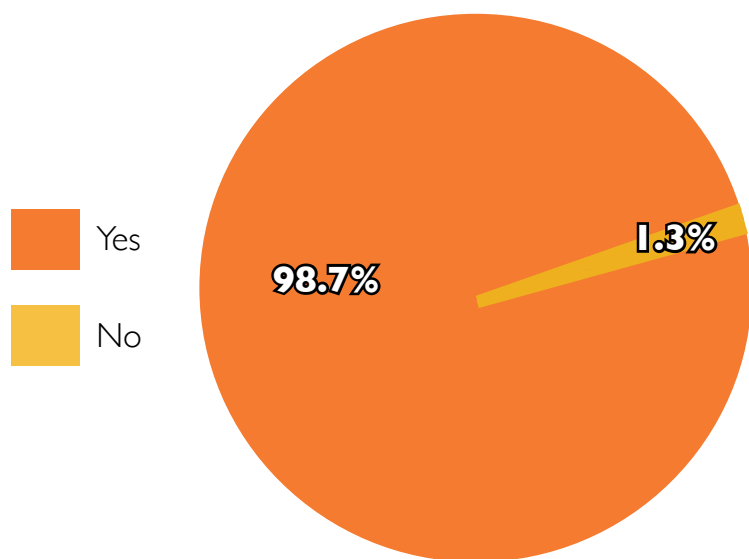


Percentage of Tested Students by Proficiency Attended ESSER Funded Summer 2021 Program



## Summer Programming Responses

Do you feel that your child's summer learning experience maintained his or her academic skills?



### Parent Comments:

"My girls loved the summer program and are so sad that it's ending! They were definitely hesitant about attending school over the summer, but quickly determined that they really enjoyed their teachers and friends."

"All of the staff did an awesome job! We appreciate that the district offers this as an opportunity for students, especially keeping the cost free so all can access. Thank you again for all you have done to make this happen."



# 4 Ways ESSER Funds Have Been Spent in the WCASD

As part of the federal support provided to assist states in their COVID-19 response efforts, Congress established the Elementary and Secondary School Emergency Relief (ESSER) Fund. ESSER funds were then distributed to each state and allocated to school districts and charter schools. Since receiving the ESSER funding in the 2020 school year, the West Chester Area School District (WCASD) spent \$6.6 million of the funding to address both immediate pandemic-related needs and long-term district improvements.

## 1 Remote and Cyber Learning

\$2.15M

Purchased necessary licenses, online programming, and technology equipment to effectively support virtual learning.

**\$666,000** was spent on laptops, computers, hotspots, and additional technical equipment, and **\$737,000** on remote learning software and supplies.



## 2 Learning Opportunities

\$2M

Offered free summer programming, book clubs, and additional tutoring resources for students at the secondary and elementary levels.

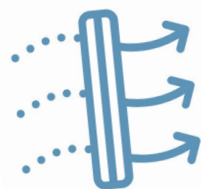
ESSER funded summer learning and enrichment programs reached **90%** capacity, and over **700** students took advantage of ESSER funded tutoring services.



## 3 Safety and Cleaning Materials

Bought personal protective equipment, cleaning supplies, and furniture for all district buildings in addition to enhancing routine cleaning procedures.

Increased the replacement rate of air filters in all district buildings from quarterly to **monthly**.



\$1.7M

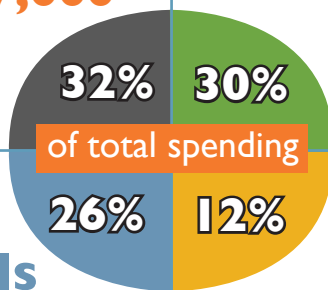
## 4 Mental Health Support

Hired and contracted additional specialists and staff as well as conducted trainings to address student needs.

WCASD currently has a team of **12** faculty and staff members dedicated to assisting students with mental health concerns, **3** of which are paid for with ESSER funding.



\$799K



## 4

# Planned Spending Areas for ESSER Funds in the WCASD

As part of the federal support provided to assist states in their COVID-19 response efforts, Congress established the Elementary and Secondary School Emergency Relief (ESSER) Fund. ESSER funds were then distributed to each state and allocated to school districts and charter schools. The WCASD plans to spend the remaining \$3 million of the district's ESSER funds over the course of the 2023 and 2024 school years. All ESSER funds must be spent by September 30, 2024 per grant requirements.

## 1 Safety and Cleaning Materials

\$2.4M

Budgeted funds to complete much needed HVAC installation and restoration projects.

As part of Glen Acres Elementary School's renovations, a **new HVAC system**

will be installed while Westtown-Thornbury Elementary School benefits from **HVAC restoration**.



## 2 Learning Opportunities

\$374K

Plan for continued offerings of summer programming, tutoring programs, and additional resources for students at the secondary and elementary levels.



## 3 Mental Health Supports

Maintain roles for hired and contracted specialists and staff as well as conduct additional trainings to address student needs.

Mental health and prevention trainings are scheduled for all **17** WCASD school buildings to grow staff's understand of strategies and techniques for assisting students.



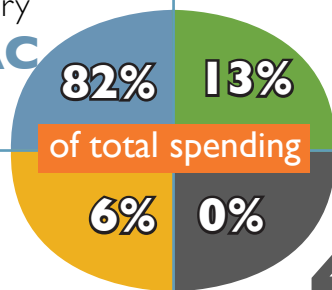
164K

## 4 Remote and Cyber Learning

There is no planned or budgeted spending using ESSER funds for remote and cyber learning materials or resources.



\$0





**WEST CHESTER AREA SCHOOL DISTRICT**  
**PROGRESS UPDATE**  
**TO EDUCATIONAL EQUITY AUDIT**

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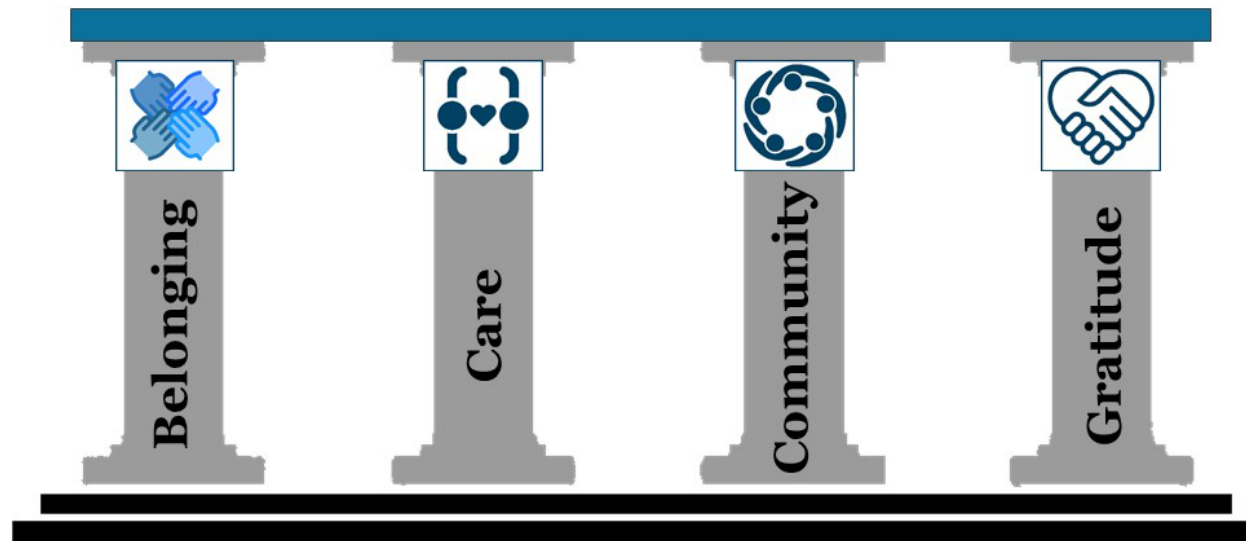
February 13, 2023

# WCASD MISSION STATEMENT:

**To educate and inspire our students to achieve their personal best**

## EQUITY

ensures all students get what they need to learn



# AGENDA:

**Comprehensive Plan Goals**

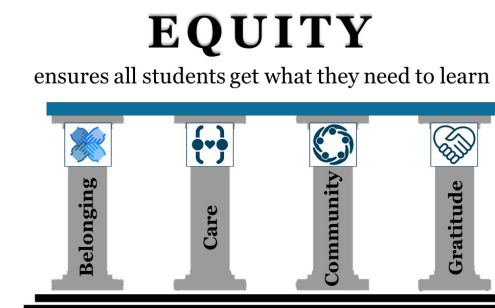
**Priorities**

**Current Actions**

- **GOAL 1: Access to District Programming**
- **GOAL 2: Innovative Teaching and Learning**
- **GOAL 3: Student Involvement**

**Future Actions**


**Next Step**





# WCASD Comprehensive Plan Goals

- Access to District Programming
- Innovative Teaching and Learning
- Student Involvement



**West Chester  
Area School District**

**Comprehensive Plan  
2022-25**

*“What do we want to be able to say  
three years from now that we  
cannot say today?”*

### Planning for the Future Comprehensive Planning Process

During the comprehensive planning process, the WCASD gathered feedback from District stakeholders to effectively set goals related to the visions that we want to make realities over the next three years. There are five goal areas with distinct strategies or focus areas that will guide the District as it looks toward the future.

#### 1 Access to District Programming

Expand access to comprehensive district programming to provide equitable opportunities for all students.

1. Improve recruitment, hiring, and retention
2. Develop coherent and aligned assessments
3. Increase engagement

#### 2 Innovative Teaching and Learning

Use engaging and effective instructional strategies to advance student learning, achievement, and agency.

1. Provide structures for a cross-curricular and collaborative teaching and learning approach
2. Embed innovative and technological resources
3. Develop and expand pathways for learning
4. Establish a curriculum review cycle

#### 3 Student Involvement

Create more opportunities for students to engage in school academically, socially and emotionally.

1. Increase student participation
2. Create opportunities for positive interactions
3. Foster engaging academic opportunities

#### 4 Fiscal and Capital Planning

Create a financial plan that provides annual budgets that adhere to Act 1 regulations, responds to 21<sup>st</sup> century learning needs and preserves the current level of educational excellence.

1. Compile balanced budgets
2. Review and update the capital plan
3. Increase sustainable revenue sources

#### 5 Special Education Planning

Meet the needs of all students in the least restrictive environment.

1. Indicators of Improvement and Planning
2. Disproportionality
3. Least Restrictive Environment
4. Positive Behavior Support
5. Personnel Professional Development



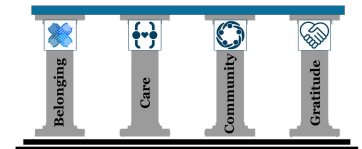
# PRIORITIES

- Working with HR to increase hiring staff representative of the WCASD students
- Updating equity page on district website
- Community gathering to organize school partnership of mentors and tutors
- Implementation of root cause analysis

- Train and implement a restorative approach to discipline
- Lead and facilitate the DELT
- Work with consultants to provide specific content area and districtwide PD
- Coordinate and approve equity goals for each building

## EQUITY

ensures all students get what they need to learn



# GOAL 1: Access to District Programming

**AUDIT:** *Provide more intensive professional development in the areas of differentiated instruction and student engagement for all professional staff members with an increase in accountability through administration oversight*


- Co-teaching at middle school for English Learner, Reading Support, and Content Area Teachers
- Support to MTSS teams to set goals, targeted interventions, progress monitoring, and follow through
- SeeSaw aligned curricular activities
- Compliance Improvement Monitoring (CIM) Process



# GOAL 1: Access to District Programming

**AUDIT:** *Creating more direct avenues of communication between schools so that positive actions and successes can be shared where appropriate and implemented consistently*

## CURRENT ACTION:

- Implemented Ellevation as a data warehouse for sharing information for English Learners
  - Schoology pages and cross-district Professional Learning Community (PLCs)
  - Consistent Professional Development and workshops for all English Learner teachers across district
  - In-service focusing on English Language Learners, culturally relevant
- 
- A decorative graphic in the bottom right corner consisting of a cluster of colorful circular icons. These icons represent various concepts such as social media (Twitter, YouTube, Instagram), education (graduation cap, book, apple), technology (laptop, smartphone), and general communication (speech bubble, mail, heart). The icons are arranged in a dynamic, overlapping pattern.





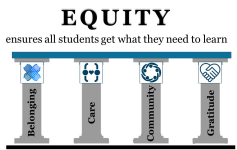
# GOAL 1: Access to District Programming

**AUDIT:** *Provide meaningful outreach and support to diverse parents and caregivers. Developing plans and resources that purposefully and explicitly engage and partner with historically marginalized families to support academic and social development of their children.*

## CURRENT ACTION:

- Monthly Padres Latinos Meetings with Spanish speaking community, focusing on timely needs ex registration, new math program
- Community and District Resource Fair for English Learner families
- Started a Ukrainian support group for incoming families
- Provide PD and implemented Talking Points across the district to increase communication with secretaries, nurses, admin, teachers
- Create accessible shuttle stops to ensure more of WCASD English Learners can attend Summer Jump Start program

**Padres Latinos**



# GOAL 1: Access to District Programming

**AUDIT:** *Reviewing and revitalizing the equity-based work of principals, the District Equity Leadership Team (DELT) and school-based equity teams*

## CURRENT ACTION:

- Bi-monthly DELT meetings include principals and equity advocates who collaborate on addressing long and short term goals
- Currently each school is conducting a root cause analysis to address an equity barrier that impedes academic performance
- Professional Development to support, differentiate, and provide equitable access to English Learner in Tier I.

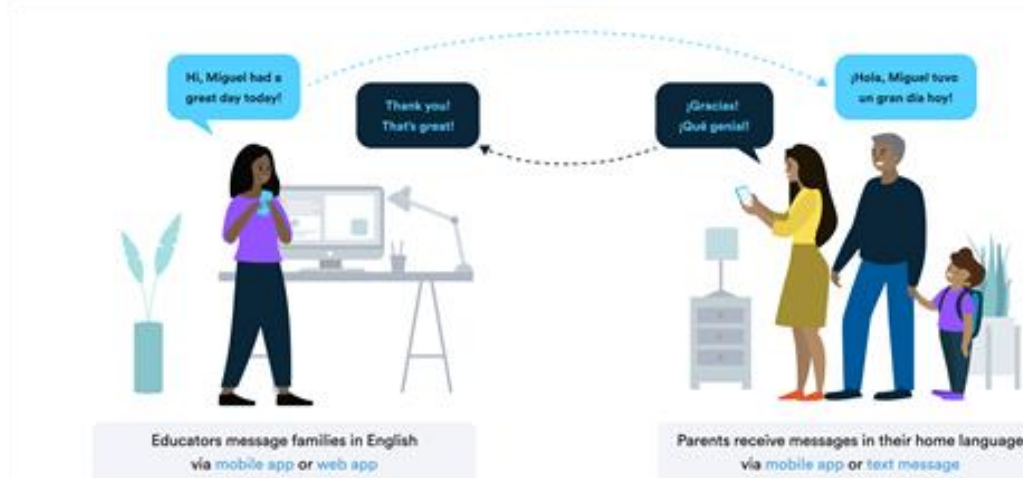


# GOAL 2: Innovative Teaching and Learning

**AUDIT:** *Developing an equity-focused theory of change and logic model and revisit the WCASD Three-Year Comprehensive Plan: 2019-2022 to include strategies and action steps that identify, assess and address equitable outcomes for students.*

## CURRENT ACTION:

- Teachers emphasize the teaching of strategies and themes which allows student choice
- Cultural competency is a key focus in Reading and English classes
- Implemented Talking Points – capacity to communicate in up to 140 languages





# GOAL 2: Innovative Teaching and Learning

**AUDIT:** *Reviewing the current Beyond Diversity training in order to broaden and deepen its reach, impact, and sustainability as a model for change*

## CURRENT ACTION:

- Partnering with the Howard Group to address the needs of Diversity, Equity, and Inclusion Workshops
- Expanded the definition of equity to include, race, language, ableism, LGBTQ, gender, and socioeconomic status
- Monthly sessions focused on core goals
- Collaboration with Teaching & Learning on text selection



# GOAL 3: Student Involvement

**AUDIT:** *Ensuring that the K-12 curriculum reflects the cultures relevant to the school district's diverse population and all students' understandings of equity and social justice.*

## CURRENT ACTION:

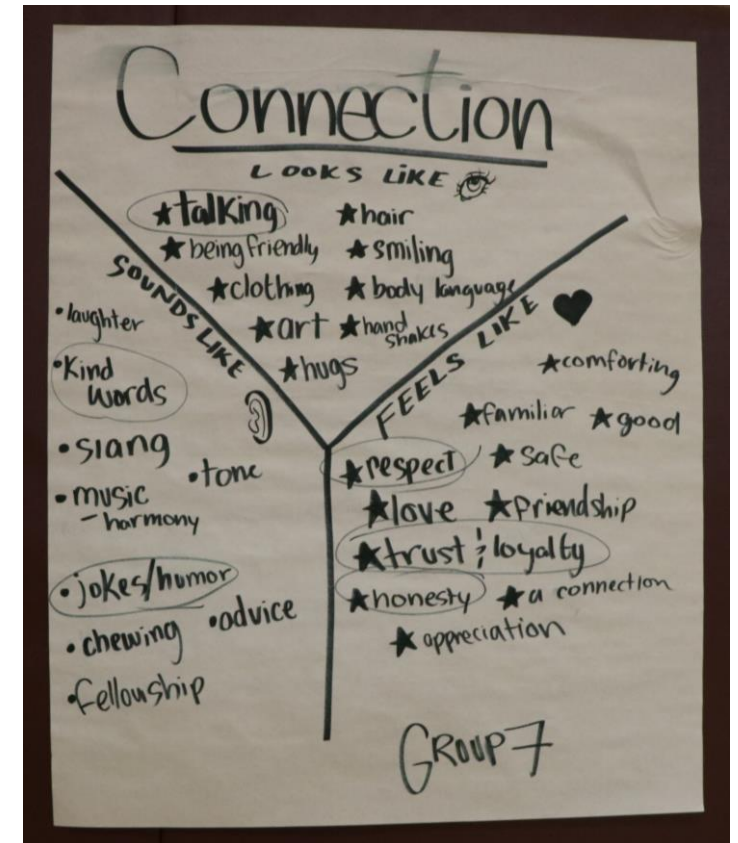
- Adding courses of student interest that focus on race and ethnicity.
- Streamlining to align to diverse cultures
- Integrated non-Western instruments to the core instruction (Ukuleles in '22-23SY and Global Drums in '23-24SY)





# Future Actions

- Identifying improved pathways for understanding, fostering, and nurturing student voice in authentic ways at every level
- Establishing a Principal's Advisory Board at each secondary school for students to express their voice to building administration.
- Explicitly addressing the systemic issues that are root causes for underrepresentation of students of color in higher level and gifted programming
- Addressing issues of implicit bias so that increasing numbers of faculty and staff members shift away from a deficit mindset and build authentic relationships with students based on mutual trust and respect.
- Data Wise Training at a district and school level

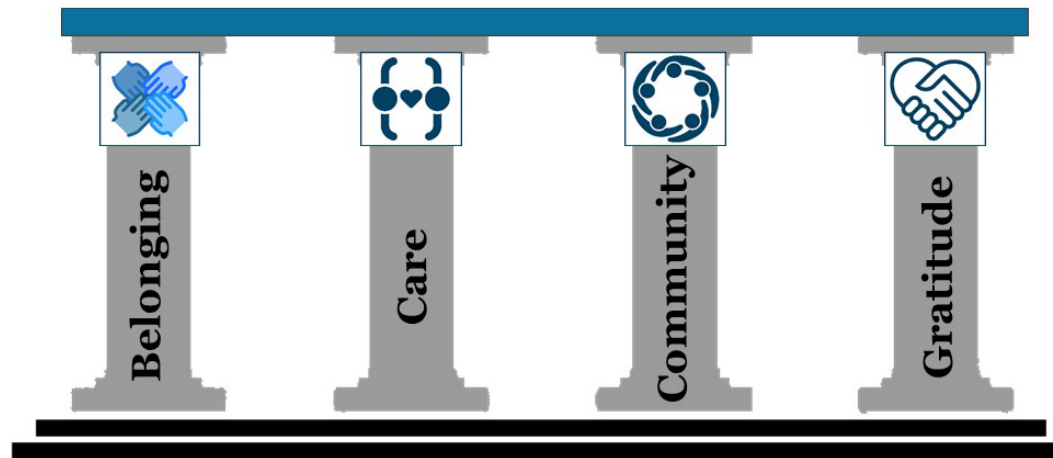


# Next Steps

- Work with DELT members to develop metrics for measuring results
- Provide data to support the impact of the recommendations that have been implemented
- Launch parent and community partnership of mentors and tutors

## EQUITY

ensures all students get what they need to learn





**WEST CHESTER AREA SCHOOL DISTRICT**  
**Education Committee**

To: Board of School Directors  
From: Sara M. Missett, EdD  
Michael Wagman  
Cc: Kalia Reynolds, EdD  
Date: February 13, 2023  
Re: Consent Agenda Items for February 27, 2023 Board Approval

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Consent agenda items are action items that are routine, high consensus, or policies the board has 1<sup>st</sup> reading approved with no changes for the 2<sup>nd</sup> reading. These usually do not require discussion by the Board. If any Board member wishes to discuss any item below, please request that it be placed on the regular agenda as a non-consent item.

Unless we hear otherwise, the following will appear under the Education Committee as consent item(s) for the February 27, 2023, School Board agenda:

<b>Approval to establish the following Student Activity Account(s):</b>
<ul style="list-style-type: none"><li>• Henderson High School – Wake up Warriors</li><li>• Henderson High School – Special Olympics Unified Track &amp; Field</li></ul>



<b>Approval of the following Study/Excursion trip(s):</b>
<ul style="list-style-type: none"><li>• Henderson High School, Choir student 12<sup>th</sup> – Rochester, NY 04/13/2023 – 04/16/2023</li><li>• East High School, 9 -12 grade DECA – Hershey, PA 02/22/2023 – 02/24/2023</li><li>• East High School, Competitive Cheer Team – Orlando, Florida 02/08/2023 – 02/13/2023</li><li>• Rustin High School, 9 -12 grade DECA – Hershey, PA 02/22/2023 – 02/24/2023</li><li>• East High School, 9 - 12 DECA – Susquehanna University, Selinsgrove, PA 03/12/2023 – 03/13/2023</li><li>• Henderson High School, Concert Choir – West Chester, PA 02/16/2023 – 02/18/2023</li><li>• Henderson High School, HOSA – Valley Forge, PA 03/30/2023 – 04/01/2023</li><li>• East High School, 9-12 Music Department – Washington, DC 05/12/2023 – 05/14/2023</li><li>• Rustin High School, Wrestling Team – Indiana University of Pennsylvania, Indiana, PA – 01/12/2023 – 01/14/2023</li></ul>



If after reviewing this information you have any questions, please feel free to contact Kalia Reynolds: [kreynolds@wcasd.net](mailto:kreynolds@wcasd.net) or 484.266.1016.



WEST CHESTER AREA SCHOOL DISTRICT  
APPLICATION TO ESTABLISH ACCOUNT

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

Date: 02/01/2023

Check appropriate box:



Student Activity Account (Fund 50)

Building: Henderson High School



Trust Account (Fund 51)

Name of Account: Special Olympics Unified Track & Field

State the purpose for which this account is intended:

Managing funds from fundraising and donations for the Special Olympics Unified Track & Field team. The account will be used for various team expenses that are not covered by the Special Olympics PA program.

List Source(s) of revenue:

Fundraising and donations

List types of expenses to be incurred:

team banquet, fundraiser initial costs, any team expenses not covered by the Special Olympics PA program

How long do you plan to keep this account active: as long as club/interest exists

Munir Nadar  
Student Officer's Signature

Munir Nadar

Student Officer's Name Printed

Lisa Replogle  
Faculty Sponsor's Signature

Lisa Replogle

Faculty Sponsor's Name Printed

Principal's Signature

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

1 copy Director of Secondary Education, 1 copy returned to Principal, 1 copy to Business Office



WEST CHESTER AREA SCHOOL DISTRICT  
APPLICATION TO ESTABLISH ACCOUNT

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

Date: 1/11/23

Check appropriate box:

☒ Student Activity Account (Fund 50)

Building: Henderson High School

☐ Trust Account (Fund 51)

Name of Account: Wake Up Warriors

State the purpose for which this account is intended:

To give money back to the school through the case worker.

List Source(s) of revenue:

Cafe morning sales.

List types of expenses to be incurred:

Donuts, water heater, hot chocolate, marshmallows, cups

How long do you plan to keep this account active: \_\_\_\_\_

Sophie Rivell 1/11  
Student Officer's Signature

Sophie Rivell 1/11  
Student Officer's Name Printed

[Signature]  
Faculty Sponsor's Signature

Stanley H. Truong  
Faculty Sponsor's Name Printed

[Signature]  
Principal's Signature

[Signature]  
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



# 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>12</u>		
Teacher(s) In Charge: <u>Jonathan K. Kreamer</u>					
Destination: <u>Rochester, NY</u>					
Trip Day(s)/Date(s): <u>April 13-16, 2023</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>N/A</u>					
How is it related to curriculum: <u>Ryan Hughes, senior choir member at HHS, has auditioned and been accepted to NAFME All-Easterns Chorus</u>					
This is related to the arts standards and curriculum of performing varied repertoire, learning varied types of music.					
Objectives of the proposed trip: <u>Ryan will travel to Rochester to rehearse and perform with other high school students from the East Coast.</u>					
Number of Pupils: <u>1</u>		Total Passengers: <u>2</u>		Per Pupil Cost: _____	
Adult Chaperone to Student Ratio: <u>1 / 1</u>				% of Eligible Students Going: <u>100.00%</u>	
Names of Teacher/Staff Chaperones: <u>Jonathan Kreamer</u>					
~ Other Adult Chaperones: _____					
Nurses required on this trip: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (refer to 121AG6)					
<b>Estimated Cost</b>					
	# Staff	# Days	Cost/Day	Total Cost	% Budget Code/Account/Project
Substitute(s) Needed:	<u>1</u>	<u>2</u>	<u>159.31</u>	<u>318.62</u>	<u>100</u> <u>1-3200-000-20-16-966-315</u>
Agency Nurses Needed:			<u>0.00</u>	<u>0.00</u>	
Name of Staff Member Driving Students: _____					
Mileage/Tolls: (if applicable)				<u>454.57</u>	<u>01-3200-000-20-16-966-581</u>
Hotel/Food/Airfare: (if applicable)				<u>724.00</u>	<u>01-3200-000-20-16-966-580</u>
Registration/Entrance Fee: (if applicable)				<u>895.00</u>	<u>01-3200-000-20-16-966-810</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>0</u>			<u>0.00</u>	
~ Rental Company/Carrier: <u>WITH KENNETH HS CHOIR GROUP.</u>					
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: WCASD Music Budget covers 100% of the costs for each student.					
Additional Information (bus w/lift, star seat, ski boxes, special instructions)					
Total Cost of Trip: \$ <u>2,392.19</u> Pupil Cost: \$ <u>0</u> - Other Fund: \$ <u>-</u> Total Cost to the District: \$ <u>2,392.19</u>					
Requested By: <u>Jonathan K. Kreamer</u>			Signature: <u>[Signature]</u>		Date: <u>01/11/2023</u>
<b>Approval</b>					
Principal _____			Approved <u>[Signature]</u>		Date: <u>1/12/23</u>
Supervisor _____			Approved <u>[Signature]</u>		Date: <u>1/13/23</u>
Director of: <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Pupil Services			Approved <u>[Signature]</u>		Date: <u>1/19/23</u>
Transportation: _____					Date: _____
Schedule Dates: _____			Contractor: _____		
Krapf Costs: _____			Additional Costs: _____		
Spellman Office Only: _____ Overnight Trip will appear on the _____ Board Consent Agenda.					



APPROVED: August 1, 2015

REVISED: December 14, 2017

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

<b>Proposal</b>	<input checked="" type="checkbox"/> <b>New Trip Request</b>	<input type="checkbox"/> <b>Trip Revision Request</b>	<input type="checkbox"/> <b>Trip Cancellation Request</b>
School	<u>East High School</u>		
Teacher(s) In Charge:	<u>Carol Lill &amp; Jeff Conner &amp; Joe Halloran</u>		
Destination:	<u>State DECA Conference, Hershey Lodge, 325 University Drive, Hershey, PA</u>		
Trip Day(s)/Date(s):	<u>Carol Lill, Jeff Conner and 7 additional staff members</u>		
Overnight Trip:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In State
Out of State	<input type="checkbox"/>	<input type="checkbox"/> Out of Country	<input type="checkbox"/>
Special Instructions (rain date, etc.):	<u>Wed Feb 22 - Fri Feb 24</u>		
How is it related to curriculum:	<u>Students will be competing in categories related to the curriculum of their business class</u>		
Objectives of the proposed trip:	<u>Students will be competing in areas of business related to curriculum and will compete students from across PA with the hopes of moving onto the international competition.</u>		
Number of Pupils:	<u>143</u>	Total Passengers:	<u>153</u>
Adult Chaperone to Student Ratio:	<u>1</u> / <u>15</u>	Per Pupil Cost:	<u>407</u>
Names of Teacher/Staff Chaperones:	<u>Carol Lill, Jeff Conner, Joe Halloran and 7 additional staff members</u>		
Other Adult Chaperones:	<u>Susan Harootian (parent)</u>		
Nurses required on this trip:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	(refer to 121AG6)
<b>Estimated Cost</b>			
Substitute(s) Needed:	<u>10</u>	<u>3</u>	<u>202.13</u>
Agency Nurses Needed:	<u>1</u>	<u>4</u>	<u>202.13</u>
*additional day for Carol Lill- State Setup			
Name of Staff Member Driving Students:	<u>(*Carol Lill to Hershey)</u>		
Mileage/Tolls: (if applicable)	<u>76.30</u>	<u>113200002004 222 580</u>	
Hotel/Food/Airfare: (if applicable (*See attached details for hotel cost))	<u>3,521.00</u>	<u>113200002004 222 580</u>	
Registration/Entrance Fee: (if applicable) (\$75 x 10 chaperones)	<u>750.00</u>	<u>113200002004 222 811</u>	
Other Costs: <u>student cost (hotel 286*143)+(reg. 75*143)</u>	<u>51,623.00</u>	<u>50-000-222-018-222</u>	
Walking	Parent Provided Transportation		
Bus	Public Transportation		
Van/Car Rental	<input checked="" type="checkbox"/> Coach		
Vehicle	<u>3</u>	<u>2</u>	<u>1,984.00</u>
Buses/Rentals/Coaches (*54 passeng	<u>3</u>	<u>2</u>	<u>1,984.00</u>
Total Cost	<u>5,952.00</u>	<u>100%</u>	<u>50-000-222-018-222</u>
Rental Company/Carrier:	<u>Elite Coach, 1685 West Main Street, Ephrata, PA 17522</u>		
Students Leaving From:	<u>WC East HS (Feb. 22)</u>	at <u>10:00</u>	<input checked="" type="checkbox"/> am <input type="checkbox"/> pm
Students Returning To:	<u>WC East HS (Feb. 24)</u>	at <u>2:15</u>	<input type="checkbox"/> am <input checked="" type="checkbox"/> pm
Request Drop off/Pick up (only if using Krapf):	<input checked="" type="checkbox"/> Yes	No Drop at:	<u>Giant Grocery Store</u> at <u>11:30</u> <input checked="" type="checkbox"/> am <input type="checkbox"/> pm
		Pick up at:	<u>stay with us</u> at <u></u> <input type="checkbox"/> am <input type="checkbox"/> pm
What are the planned activities to assist students who require financial assistance:			
<u>tshirts sponsorships were sold this fall and school store funds can assist students.</u>			
Additional Information (bus w/lift, star seat, ski boxes, special instructions)			
Total Cost of Trip:	<u>\$ 74,746.72</u>	Pupil Cost:	<u>\$ 58,201.00</u>
Other Funded:	<u>\$</u>	Total Cost to the District:	<u>\$ 16,545.72</u>
Requested By:	<u>Carol Lill</u>	Signature:	<u>Carol Lill</u>
		Date:	<u>01/05/2022</u>
<b>Approval</b>			
Principal	Approved:	Date: <u>1/10/23</u>	
Supervisor	Approved:	Date: <u>1/10/23</u>	
Director of: Elementary Secondary Pupil Services	Approved:	Date: <u>1/10/23</u>	
Transportation:	Contractor:	Date: <u></u>	
Schedule Dates:	Additional Costs:		
Krapf Costs:			
Spellman Office Only:	Overnight Trip will appear on the <u></u> Board Consent Agenda.		



# WEST CHESTER AREA SCHOOL DISTRICT

No. 121AG1

APPROVED: August 1, 2015

REVISED: October 13, 2022

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

<b>Proposal</b>		<input checked="" type="checkbox"/> <b>New Trip Request</b>		<input type="checkbox"/> <b>Trip Revision Request</b>		<input type="checkbox"/> <b>Trip Cancellation Request</b>	
School: <u>West Chester East High School</u>				Grade/Subject/Club: <u>Competitive Cheer Team</u>			
Teacher(s) in Charge: <u>Leslie Boccio</u>							
Destination: <u>Orlando, Florida</u>							
Trip Day(s)/Date(s): <u>Wednesday, February 8 through Monday, February 13, 2023</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>If flight were to be cancelled, we would use the alternative plan as we did in the past of a taking a Charter Bus to Orlando. Separate quote would be obtained and received closed to date if needed.</u>							
How is it related to curriculum: _____							
Objectives of the proposed trip: <u>The team will travel to Orlando to perform and compete at UCA Nationals</u>							
Number of Pupils: <u>17</u>		Total Passengers: <u>19</u>		Per Pupil Cost: _____			
Adult Chaperone to Student Ratio: <u>2 / 17</u>				% of Eligible Students Going: <u>100.00%</u>			
Names of Teacher/Staff Chaperones: <u>Leslie Boccio, Jessica Young</u>							
~ Other Adult Chaperones: _____							
Nurses required on this trip: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (refer to 121AG6)							
<b>Estimated Cost</b>							
	# Staff	# Days	Cost/Day	Total Cost	%	Budget Code/Account/Project	
Substitute(s) Needed:	_____	_____	<u>202.13</u>	<u>0.00</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>22,858.00</u>		amount is total cost for team	
Registration/Entrance Fee: (if applicable) _____				<u>700.00</u>		competition fee	
Other Costs: <u>Possibly a bus to the airport</u>				<u>400.00</u>		TBD	
<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	_____	_____	_____	<u>0.00</u>	_____	_____	
~ 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: _____		<input type="checkbox"/> am <input type="checkbox"/> pm	
				Pick up at: _____		<input type="checkbox"/> am <input type="checkbox"/> pm	
What are the planned activities to assist students who require financial assistance:							
Fundraising activities such as car washes, home cheer invitational, flower sales, clothing drive and WAWA hoagie tickets.							
Additional Information (bus w/lift, star seat, ski boxes, special instructions)							
Boosters covers all the additional costs - \$15,050.00							
Total Cost of Trip: \$ <u>23,958.00</u>		Pupil Cost: <u>524.00 each</u>		Other Funded: \$ <u>-</u>		Total Cost to the District: \$ <u>-</u>	
Requested By: <u>Leslie Boccio</u>		Signature: <u>Leslie Boccio</u>		Date: <u>1/6/23</u>			
<b>Approval</b>							
Principal		Approved: _____		Date: _____			
Supervisor <u>Ryan Zehren</u>		Approved: _____		Date: <u>1/6/23</u>			
Director of: <input type="checkbox"/> Elementary <input type="checkbox"/> Secondary <input type="checkbox"/> Pupil Services		Approved: _____		Date: <u>1-9-23</u>			
Transportation: _____		Contractor: <u>[Signature]</u>		Date: <u>1/11/23</u>			
Schedule Dates: _____							



# WEST CHESTER AREA SCHOOL DISTRICT

No. 121AG1

APPROVED: August 1, 2015

REVISED: October 13, 2022

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

<b>Proposal</b> <input checked="" type="checkbox"/> <b>New Trip Request</b> <input type="checkbox"/> <b>Trip Revision Request</b> <input type="checkbox"/> <b>Trip Cancellation Request</b>																																																																																																																																																																																							
School: <u>Rustin High School</u>	Grade/Subject/Club: <u>9 - 12 DECA</u>																																																																																																																																																																																						
Teacher(s) in Charge: <u>McCarter</u>																																																																																																																																																																																							
Destination: <u>325 University Drive, Herhsey, PA 17033</u>																																																																																																																																																																																							
Trip Day(s)/Date(s): <u>Feb. 22 - 24</u>	Competition <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																																																																																																																																																																																						
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Special Instructions (rain date, etc.): _____																																																																																																																																																																																							
How is it related to curriculum: <u>DECA is a co-curricular element of our Marketing Program. Students will compete in marketing events with other DECA members from across the state.</u>																																																																																																																																																																																							
Objectives of the proposed trip: <u>To provide students with training in leadership, communications, problem solving and marketing.</u>																																																																																																																																																																																							
Number of Pupils: <u>50</u>	Total Passengers: <u>55</u> Per Pupil Cost: <u>363.75</u>																																																																																																																																																																																						
Adult Chaperone to Student Ratio: <u>10 / 1</u>	% of Eligible Students Going: <u>95.00%</u>																																																																																																																																																																																						
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<u>1-1360-000-20-03-223-810</u></td> </tr> <tr> <td colspan="7">Other Costs: <u>HOTEL</u>     <u>2,100.00</u>     <u>1-1360-000-20-03-223-580</u></td> </tr> <tr> <td colspan="7"> <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 </td> </tr> <tr> <td></td> <td># Vehicles</td> <td># Days</td> <td>Cost/Vehicle</td> <td>Total Cost</td> <td>%</td> <td>Budget Code/Account/Project</td> </tr> <tr> <td>Buses/Rentals/Coaches</td> <td><u>2</u></td> <td><u>1</u></td> <td><u>900.00</u></td> <td><u>1,800.00</u></td> <td><u>100%</u></td> <td><u>50-000-223-018-223</u></td> </tr> <tr> <td colspan="7">~ Rental Company/Carrier: <u>DuVall</u></td> </tr> <tr> <td colspan="7">Students Leaving From: <u>Rustin Main Lobby</u> at <u>11:30</u>     <input checked="" type="checkbox"/> am     <input type="checkbox"/> pm</td> </tr> <tr> <td colspan="7">Students Returning To: <u>Rustin Gym Lobby</u> at <u>2:00</u>     <input type="checkbox"/> am     <input checked="" type="checkbox"/> pm</td> </tr> <tr> <td colspan="7">~ 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</td> </tr> <tr> <td colspan="7">Pick up at: _____ at _____     <input type="checkbox"/> am   <input type="checkbox"/> pm</td> </tr> <tr> <td colspan="7">What are the planned activities to assist students who require financial assistance: _____</td> </tr> <tr> <td colspan="7">Additional Information (bus w/lift, star seat, ski boxes, special instructions)</td> </tr> <tr> <td colspan="7"> Total Cost of Trip: \$ <u>23,189.13</u>   Pupil Cost: \$ <u>18,187.50</u>   Other Funded: \$ <u>-</u>   Total Cost to the District: \$ <u>5,001.63</u>  Requested By: <u>Christine McCarter</u>   Signature: <u>CHRISTINE MCCARTER</u>   Date: <u>1.9.23</u> </td> </tr> <tr> <td colspan="7"><b>Approval</b></td> </tr> <tr> <td colspan="3">Principal</td> <td colspan="2">Approved: <u>[Signature]</u></td> <td colspan="2">Date: <u>1/17/23</u></td> </tr> <tr> <td colspan="3">Supervisor</td> <td colspan="2">Approved: <u>[Signature]</u></td> <td colspan="2">Date: _____</td> </tr> <tr> <td colspan="3">Director of:   <input type="checkbox"/> Elementary   <input checked="" type="checkbox"/> Secondary   <input type="checkbox"/> Pupil Services</td> <td colspan="2">Approved: <u>[Signature]</u></td> <td colspan="2">Date: <u>1/20/23</u></td> </tr> <tr> <td colspan="3">Transportation:</td> <td colspan="2"></td> <td colspan="2">Date: _____</td> </tr> <tr> <td colspan="3">Schedule Dates: _____</td> <td colspan="2">Contractor: _____</td> <td colspan="2"></td> </tr> </tbody></table>		# Staff	# Days	Cost/Day	Total Cost	%	Budget Code/Account/Project	Substitute(s) Needed:	<u>5</u>	<u>2.5</u>	<u>202.13</u>	<u>2,526.63</u>	<u>50%</u>	<u>1-1110-000-20-40-223-315</u>						<u>50%</u>	<u>1-1360-000-20-03-223-315</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) <u>375.00</u> <u>1-1360-000-20-03-223-810</u>							Other Costs: <u>HOTEL</u> <u>2,100.00</u> <u>1-1360-000-20-03-223-580</u>							<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>2</u>	<u>1</u>	<u>900.00</u>	<u>1,800.00</u>	<u>100%</u>	<u>50-000-223-018-223</u>	~ Rental Company/Carrier: 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<u>1.9.23</u>							<b>Approval</b>							Principal			Approved: <u>[Signature]</u>		Date: <u>1/17/23</u>		Supervisor			Approved: <u>[Signature]</u>		Date: _____		Director of: <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Pupil Services			Approved: <u>[Signature]</u>		Date: <u>1/20/23</u>		Transportation:					Date: _____		Schedule Dates: _____			Contractor: _____			
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 Key

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

<b>Proposal</b>	<input checked="" type="checkbox"/> <b>New Trip Request</b>	<input type="checkbox"/> <b>Trip Revision Request</b>	<input type="checkbox"/> <b>Trip Cancellation Request</b>
School	East High School		
Teacher(s) in Charge:	Carol Lill		
Destination:	Susquehanna University, 514 UNIVERSITY AVENUE, SELINGROVE, PA 17870		
Trip Day(s)/Date(s):	Sunday, March 12, 2023 - Monday, March 13, 2023		
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 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:			
Students will be competed in a sales presentation competition that is directly related to our Marketing and Entrepreneurship class			
Objectives of the proposed trip: Compete against students from across the state in a sales competition and utilizing the sales process.			
Number of Pupils:	8	Total Passengers:	9
Adult Chaperone to Student Ratio:	1 / 8	Per Pupil Cost:	25
Names of Teacher/Staff Chaperones:		Carol Lill	
Other Adult Chaperones:			
Nurses required on this trip:	Yes	<input checked="" type="checkbox"/> No	(refer to 121AG6)
<b>Estimated Cost</b>			
	# Staff	# Days	Cost/Day
Substitute(s) Needed:	1	1	159.31
*additional Day for Carol Lill			
Agency Nurses Needed:			
Name of Staff Member Driving Students:			
Mileage/Tolls: (if applicable)			
Hotel/Food/Airfare: (if applicable)	hotel	89.00	113200002004 222 580
Registration/Entrance Fee: (if applicable)			
Other Costs:			
Walking	Parent Provided Transportation		Public Transportation
Bus	Van/Car Rental		Coach
Enterprise Car Rental	# Vehicle	# Days	Cost/Vehicle
Buses/Rentals/Coaches	1	1	199.00
			199.00
			100%
Rental Company/Carrier:	Enterprise Rental Car		
Students Leaving From:	East High School	at	4:00 am x pm
Students Returning To:	East High School	at	17:00 am x pm
Request Drop off/Pick up (only if using Krapf):	No Drop at:	at	am pm
	Pick up at:	at	am pm
What are the planned activities to assist students who require financial assistance:			
tshirts sponsorships were sold this fall and school store funds can assist students.			
Additional Information (bus w/lift, star seat, ski boxes, special instructions)			
Total Cost of Trip:	\$ 358.31	Pupil Cost:	\$ 200.00
Other Funded:	\$ -	Total Cost to the District:	\$ 158.31
Requested By:	Carol Lill	Signature:	Carol Lill
		Date:	01/23/2023
<b>Approval</b>			
Principal	Approved	Date:	1/24/23
Supervisor	Approved	Date:	
Director of: Elementary	Approved	Date:	1/26/23
Director of: Secondary	Approved	Date:	
Director of: Pupil Services	Approved	Date:	
Transportation:		Date:	
Schedule Dates:		Contractor:	
Krapf Costs:		Additional Costs:	
Spellman Office Only: Overnight Trip will appear on the 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

<b>Proposal</b> <input checked="" type="checkbox"/> <b>New Trip Request</b> <input type="checkbox"/> <b>Trip Revision Request</b> <input type="checkbox"/> <b>Trip Cancellation Request</b>																																																																																																																																																																																																												
School: <u>Henderson High School</u> Grade/Subject/Club: <u>Concert Choir</u>																																																																																																																																																																																																												
Teacher(s) in Charge: <u>Jonathan Kreamer</u>																																																																																																																																																																																																												
Destination: <u>West Chester University</u>																																																																																																																																																																																																												
Trip Day(s)/Date(s): <u>2/16/23-2/18/23</u> Competition: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																																																																																																																																																																																																												
~ Overnight Trip: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> In State <input 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>PMEA Region VI Choir Festival</u>																																																																																																																																																																																																												
Objectives of the proposed trip: <u>8 students from HHS will participate in PMEA Region VI Choir Festival and compete for a chance at All-States. 1 student will be a member at large.</u>																																																																																																																																																																																																												
Number of Pupils: <u>8</u> Total Passengers: <u>9</u> Per Pupil Cost: <u>0.00</u>																																																																																																																																																																																																												
Adult Chaperone to Student Ratio: <u>1 / 8</u> % of Eligible Students Going: _____																																																																																																																																																																																																												
Names of Teacher/Staff Chaperones: <u>Jonathan K. Kreamer</u>																																																																																																																																																																																																												
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<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><u>1</u></td> <td><u>2</u></td> <td><u>159.31</u></td> <td><u>318.62</u></td> <td></td> <td><u>1-3200-000-20-16-966-315</u></td> </tr> <tr> <td>Agency Nurses Needed:</td> <td></td> <td></td> <td><u>0.00</u></td> <td><u>0.00</u></td> <td></td> <td></td> </tr> <tr> <td colspan="7">           Name of Staff Member Driving Students: <u>Students will be dropped off by parents at WCU.</u> </td> </tr> <tr> <td colspan="7">           Mileage/Tolls: (if applicable) _____         </td> </tr> <tr> <td colspan="7">           Hotel/Food/Airfare: (if applicable) _____         </td> </tr> <tr> <td colspan="7">           Registration/Entrance Fee: (if applicable) <u>1,664.00</u> </td> </tr> <tr> <td colspan="7">           Other Costs: _____         </td> </tr> <tr> <td colspan="7"> <input checked="" type="checkbox"/> Walking <input checked="" type="checkbox"/> Parent Provided Transportation <input type="checkbox"/> Public Transportation         </td> </tr> <tr> <td colspan="7"> <input type="checkbox"/> Bus <input type="checkbox"/> Van/Car Rental <input type="checkbox"/> Coach         </td> </tr> <tr> <td></td> <td># Vehicles</td> <td># Days</td> <td>Cost/Vehicle</td> <td>Total Cost</td> <td>%</td> <td>Budget Code/Account/Project</td> </tr> <tr> <td>Buses/Rentals/Coaches</td> <td><u>0</u></td> <td></td> <td></td> <td><u>0.00</u></td> <td></td> <td></td> </tr> <tr> <td colspan="7">           ~ Rental Company/Carrier: _____         </td> </tr> <tr> <td colspan="7">           Students Leaving From: <u>their own homes on Thursday 2/16</u> at <u>8:00</u> <input checked="" type="checkbox"/> am <input type="checkbox"/> pm         </td> </tr> <tr> <td colspan="7">           Students Returning To: <u>their own homes on Saturday 2/18</u> at <u>12:30</u> <input type="checkbox"/> am <input checked="" type="checkbox"/> pm         </td> </tr> <tr> <td colspan="7">           ~ Request Drop off/Pick up (only if using Krapf): <input type="checkbox"/> Yes <input type="checkbox"/> No           Drop at: _____ at _____ am <input type="checkbox"/> pm           Pick up at: _____ at _____ am <input type="checkbox"/> pm         </td> </tr> <tr> <td colspan="7">           What are the planned activities to assist students who require financial assistance:         </td> </tr> <tr> <td colspan="7"> <u>WCASD Music Budget covers 100% of the costs for each student.</u> </td> </tr> <tr> <td colspan="7">           Additional Information (bus w/lift, star seat, ski boxes, special instructions)         </td> </tr> <tr> <td colspan="7">           Total Cost of Trip: \$ <u>1,982.62</u>           Pupil Cost: \$ <u>-</u>           Other Funded: \$ <u>-</u>           Total Cost to the District: \$ <u>1,982.62</u> </td> </tr> <tr> <td colspan="7">           Requested By: <u>Jonathan K. Kreamer</u>           Signature: <u>[Signature]</u>           Date: <u>01/25/2023</u> </td> </tr> <tr> <td colspan="7" style="background-color: #f2f2f2;"> <b>Approval</b> </td> </tr> <tr> <td colspan="7">           Principal: _____           Approved: _____ Date: <u>1/25/23</u> </td> </tr> <tr> <td colspan="7">           Supervisor: _____           Approved: _____ Date: <u>2/2/23</u> </td> </tr> <tr> <td colspan="7">           Director of: <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Pupil Services           Approved: _____ Date: <u>2/16/23</u> </td> </tr> <tr> <td colspan="7">           Transportation: _____           Approved: _____ Date: _____ </td> </tr> <tr> <td colspan="7">           Schedule Dates: _____           Contractor: _____ </td> </tr> <tr> <td colspan="7">           Krapf Costs: _____           Additional Costs: _____ </td> </tr> <tr> <td colspan="7"> <u>Spellman Office Only:</u>           Overnight Trip will appear on the _____ Board Consent Agenda.         </td> </tr> </tbody></table>			# Staff	# Days	Cost/Day	Total Cost	%	Budget Code/Account/Project	Substitute(s) Needed:	<u>1</u>	<u>2</u>	<u>159.31</u>	<u>318.62</u>		<u>1-3200-000-20-16-966-315</u>	Agency Nurses Needed:			<u>0.00</u>	<u>0.00</u>			Name of Staff Member Driving Students: <u>Students will be dropped off by parents at WCU.</u>							Mileage/Tolls: (if applicable) _____							Hotel/Food/Airfare: (if applicable) _____							Registration/Entrance Fee: (if applicable) <u>1,664.00</u>							Other Costs: _____							<input checked="" type="checkbox"/> Walking <input checked="" 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	<u>0</u>			<u>0.00</u>			~ Rental Company/Carrier: _____							Students Leaving From: <u>their own homes on Thursday 2/16</u> at <u>8:00</u> <input checked="" type="checkbox"/> am <input type="checkbox"/> pm							Students Returning To: <u>their own homes on Saturday 2/18</u> at <u>12:30</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 <input type="checkbox"/> pm           Pick up at: _____ at _____ am <input type="checkbox"/> pm							What are the planned activities to assist students who require financial assistance:							<u>WCASD Music Budget covers 100% of the costs for each student.</u>							Additional Information (bus w/lift, star seat, ski boxes, special instructions)							Total Cost of Trip: \$ <u>1,982.62</u> Pupil Cost: \$ <u>-</u> Other Funded: \$ <u>-</u> Total Cost to the District: \$ <u>1,982.62</u>							Requested By: <u>Jonathan K. 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# 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"/> <b>New Trip Request</b> <input type="checkbox"/> Trip Revision Request <input type="checkbox"/> Trip Cancellation Request		
School	Henderson High School		
Teacher(s) in Charge:	Donna Zingani RN CSN, Dr. Crystal Dowdell		
Destination:	SLC Valley Forge Conference Center		
Trip Day(s)/Date(s):	Wednesday March 30, <del>2022</del> <sup>2023</sup> ; Thursday March 31st, <del>2022</del> <sup>2023</sup> ; Friday April 1st, <del>2022</del> <sup>2023</sup>		
~ Overnight Trip:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> In State <input type="checkbox"/> Out of State <input type="checkbox"/> Out of Country		
Special Instructions (rain date, etc.):	NONE		
How is it related to curriculum:	Club members participating in knowledge and skills competitions based on the health care		
Field of their choice:	Members that would like to stay overnight at the competition.		
Objectives of the proposed trip:	For studentst to compete against other students from the state in their desired fieds of interest with Knowledge tests and skill evaluations. To determine if eligible for International leadership Conference.		
Number of Pupils:	6	Total Passengers:	
Adult Chaperone to Student Ratio:	1 / 6	Per Pupil Cost:	350.00
Names of Teacher/Staff Chaperones:	Donna Zingani RN CSN		
~ Other Adult Chaperones:			
Nurses required on this trip:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (refer to 121AG6)		
<b>Estimated Cost</b>			
	# Staff	# Days	Cost/Day
Substitute(s) Needed:	0	0	159.31
Agency Nurses Needed:			0.00
Name of Staff Member Driving Students:	Donna Zingani/Crystal Dowdell		
Mileage/Tolls: (if applicable)			
Hotel/Food/Airfare: (if applicable)	2,100.00		
Registration/Entrance Fee: (if applicable)			
Other Costs:			
<input type="checkbox"/> Walking <input checked="" 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
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:	Fundraising events - bake sales, Chipoltle,		
Additional Information (bus w/lift, star seat, ski boxes, special instructions)	n/a		
Total Cost of Trip:	\$ 2,100.00	Pupil Cost:	\$ 2,100.00
Other Funded:	\$ -	Total Cost to the District:	\$ -
Requested By:	Donna Zingani RN CSN	Signature:	
Date:			
<b>Approval</b>			
Principal	Approved	Date:	2/1/23
Supervisor	Approved	Date:	
Director of: <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Pupil Services	Approved	Date:	2/16/23
Transportation:		Date:	
Schedule Dates:	Contractor:		

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

Proposal	New Trip Request	Trip Revision Request	Trip Cancellation Request
School	East High School	Grade/Subject/Club:	9-12 Music Department
Teacher(s) in Charge:	Christopher Orlando, Kendra Werner, Tim Celfo		
Destination:	Six Flags America and Washington D.C.		
Trip Day(s)/Date(s):	5/12/23-5/14/23	Competition	Yes No
Overnight Trip:	Yes No	In State Out of State Out of Country	Name Tour Company Werner Coach
Special Instructions (rain date, etc.):	N/A		
How is it related to curriculum: We will have multiple performing groups compete on the Saturday of this trip and then we will be visiting some historical locations around the National Mall area on Sunday.			
Objectives of the proposed trip: Depart early Friday evening, compete in the Music in the Parks festival on Saturday, enjoy time in the park after the competition, and then spend time on Sunday in the National mall area with a return time of 6:00p			
Number of Pupils:	80	Total Passengers:	90
Adult Chaperone to Student Ratio:	10 / 80	Per Pupil Cost:	467.00
Names of Teacher/Staff Chaperones:		Christopher Orlando, Kendra Werner, Tim Celfo	
Other Adult Chaperones:		Parents of the students going on the trip	
Nurses required on this trip:		Yes No (refer to 121AG6)	
<b>Estimated Cost</b>			
Substitute(s) Needed:	# Staff 0	# Days	Cost/Day 159.31
Agency Nurses Needed:	0		0.00
Name of Staff Member Driving Students:		N/A	
Mileage/Tolls: (if applicable)			
Hotel/Food/Airfare: (if applicable)	27,380.00		
Registration/Entrance Fee: (if applicable)			
Other Costs:			
Walking	Parent Provided Transportation		Public Transportation
Bus	Van/Car Rental	Coach	
Buses/Rentals/Coaches	Vehicle 2	# Days 3	Cost/Vehicle 4,990.00
Rental Company/Carrier:	Werner Coach		
Students Leaving From:	East High School (Fugett Auditorium Entrance)	at 3:00	am pm
Students Returning To:	East High School (Fugett Auditorium Entrance)	at 6:00	am pm
Request Drop off/Pick up (only if using Krapf):	Yes No	Drop at:	at am pm
		Pick up at:	at am pm
What are the planned activities to assist students who require financial assistance:			
We will be doing multiple fundraisers up until the trip and the money raised by individual students will go directly to their trip balance.			
Additional Information (bus w/lift, star seat, ski boxes, special instructions)			
Total Cost of Trip:	\$ 37,360.00	Pupil Cost:	\$ 37,360.00
Other Funded:	\$	Total Cost to the District:	\$ 0 -
Requested By:	Christopher Orlando	Signature:	Date: 1/26/23
<b>Approval</b>			
Principal	Approved	Date:	1/30/23
Supervisor	Approved	Date:	2/7/23
Director of: Elementary Secondary Pupil Services	Approved	Date:	2/9/23
Transportation:			
Schedule Dates:	Contractor:		
Krapf Costs:	Additional Costs:		
Spellman Office Only:	Overnight Trip will appear on the Board Consent Agenda.		



# WEST CHESTER AREA SCHOOL DISTRICT

ADMINISTRATIVE GUIDELINE  
APPROVED: September 25, 2017  
REVISED: August 19, 2019

## 121AG8 Application for Approval of Overnight PIAA Sanctioned Athletic Trip

<b>PROPOSAL</b>				<input type="checkbox"/> New Trip Request	<input type="checkbox"/> Trip Revision Request	<input type="checkbox"/> Trip Cancellation
School: <u>Ruslin High School</u>		Sport: <u>Wrestling</u>		In Season: <input checked="" type="checkbox"/> Post Season: <input type="checkbox"/>		
Coach(s) In charge: <u>Aston White</u>						
Destination: <u>IUP- Indiana University of PA</u>						
Trip Day(s)/Date(s): <u>1-12- thru 1-14</u>						
Number of Students: <u>11</u> Total Passengers: <u>11</u> % of Eligible Students going: <u>100</u>						
Adult Chaperone to Student ratio: <u>3</u> / <u>11</u>						
Names of Coach/Staff Chaperones: <u>Aston White( Head Coach), Dom Pierucelli( Asst. Coach), &amp; Ryan Resnick( Asst. Coach)</u>						
~ Other Adult Chaperones: _____						
Nurse required on this trip: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Refer to 121AG6)						

ESTIMATED COST	Number	Cost	Budget/Activity Code
Substitute(s) needed: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, how many: _____			
Name of Staff Member Driving Students: _____			
Mileage/Tolls: (If applicable)	_____	_____	_____
Hotel/Food/Airfare: (If applicable)	_____	_____	_____
Meal(s): (allowance \$31.50/Adult, \$20.00/Student)	_____	_____	_____
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 _____ 0.00			
~ Rental Company/Carrier: _____			
~ 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: _____	at _____	<input type="checkbox"/> AM <input type="checkbox"/> PM	
Students Returning To: _____	at _____	<input type="checkbox"/> AM <input type="checkbox"/> PM	
TOTAL Cost of Trip: \$ 0.00		Pupil Cost: \$ 0.00	TOTAL Cost to the District: \$ 0.00
Requested Travel Advance (Min. \$300): \$ _____			

Requested by: <u>Aston White</u>	Signature: <u>Aston White</u>	Date: <u>1/9/2023</u>
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<b>APPROVAL</b>			
Principal: <u>Mike Marano</u>	Approved: <u>[Signature]</u>	Date: <u>1-9-23</u>	
Athletic Director: <u>Devon Landysaff</u>	Approved: <u>[Signature]</u>	Date: <u>1-9-23</u>	
Assistant Superintendent: _____	Approved: <u>[Signature]</u>	Date: <u>1/11/23</u>	
Transportation: _____	Contractor: _____	Date: _____	
Scheduled Date: _____	Additional Cost: _____		
Krapf Cost: _____			
Spellman Office Only: Overnight Trip will appear on the _____ Board Consent Agenda.			