

Teaching, Learning & Equity Committee Meeting

Monday, October 19, 2026 6:30 PM

Spellman Education Center Board Room/Livestream, 782 Springdale Drive, Exton, PA 19341

A. OPENING

A.1. Call to Order

Speaker (s) : Director
Parkinson

A.2. Roll Call

B. PUBLIC COMMENT

B.1. Public Comment Protocol

B.2. Public Comment

C. MEETING MINUTES APPROVAL

C.1. Approval of September 22, 2026 Teaching,
Learning & Equity Committee Meeting Minutes

Teaching, Learning & Equity Committee Meeting
Tuesday, September 22, 2026 6:33 PM
Spellman Education Center Board Room/Livestream
782 Springdale Drive
Exton, PA 19341

Minutes are considered draft until approved at the next committee meeting.

A. OPENING

A.1. Call to Order

- Director Parkinson called the meeting to order at

A.2. Roll Call

- Committee members present: Director Parkinson (chair), Director Campbell, Director Dietre, Director Frey (phone)
- Other Board members present: President Durnell, Vice President Bevilacqua, Director Jackson, Director Lahm, Director Fleming
- Administrators present: D. Christopher, J. Conley, S. Missett, J. McGowan, K. Reynolds, W. Birster, J. Scully, M. Kleiman, S. Brown, K Coulter, B. Ritter

B. PUBLIC COMMENT

Name	Agenda Topic
Judy DiFonzo	PAYS Survey and Literacy

C. MEETING MINUTES APPROVAL

C.1. Approval of August 17, 2026 Teaching, Learning & Equity Committee Meeting Minutes 4-0

D.DISCUSSION

- D.1. Screen Time Updates - Mr. McGowan
- D.2. PAYS Survey Results Presentation - Mrs. Kleiman, Mrs. Coulter and Mrs. Ritter
- D.3. WCASD Curriculum Resource Listing - Dr. Brown

E. ACTION ITEMS

- E.1. Approval of PSBA Leadership Positions 4-0
- E.2. Approval of Contract with Engage! Learning, LLC - Dr. Brown 4-0
- E.3. Approval of Services Agreement with Reading Assist - Dr. Brown 4-0
- E.4. Approval of two (2) Pupil Services Contracts – Mrs. Kleiman 4-0 (both)

F. MONTHLY ROUTINE ITEMS (these are not voted on by the committee; however, they will appear on the Board Consent Agenda) – School Excursions and their cost (comment from Durnell)

G. NEXT MEETING DATE ANNOUNCEMENT

- G.1. The next Teaching, Learning & Equity Committee meeting is on October 19, 2026

H. ADJOURNMENT 7: 28 PM

D. **ACTION ITEMS**

D.1. Calendar 2027-2028 School Year First Reading

Speaker(s) : Dr.
Missett

August 2027

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

Student 2 Teacher 6
 Student 2 Teacher 6

September 2027

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

Student 20 Teacher 21
 Student 22 Teacher 27

October 2027

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

Student 18 Teacher 19
 Student 40 Teacher 46

November 2027

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

Student 19 Teacher 20
 Student 59 Teacher 66

December 2027

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

Student 17 Teacher 17
 Student 76 Teacher 83

January 2028

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

Student 20 Teacher 20
 Student 96 Teacher 103

February 2028

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

Student 20 Teacher 20
 Student 116 Teacher 123

March 2028

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

Student 22 Teacher 23
 Student 138 Teacher 146

April 2028

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

Student 17 Teacher 17
 Student 155 Teacher 163

May 2028

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

Student 20 Teacher 21
 Student 175 Teacher 184

June 2028

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

Student 7 Teacher 7
 Student 182 Teacher 191

	New Teacher Induction
	Teacher Inservice, schools closed
	Half-Day, PM Teacher Inservice
	Schools Closed
	First Day of School
	Last Day of School
	End of Secondary Marking Periods
	End of Elementary Trimesters
	Parent Conferences
	Async PD Day
	Snow Day

Total Days - Students: 182 Teacher: 191

Date	Holiday	Date	Holiday	Date	Holiday
Sep 6	Labor Day	Dec 24	Christmas Eve	Jan 27	Ramadan
Oct 2	Rosh Hashana	Dec 25	Christmas Day	Feb 27	Eid Al Fitr
Oct 11	Yom Kippur	Dec 31	New Year's Eve	Apr 16	Easter
Oct 29	Diwali	Jan 1	New Year's Day	May 5	Eid Al-Adha
Nov 2	Election Day	Jan 17	MLK Jr. Day	May 29	Memorial Day
Nov 25	Thanksgiving	Feb 21	President's Day	Jun 19	Juneteenth

D.2. October 2026 AP & Collegiate Opportunities
Update

Speaker(s): Dr. Brown

Advanced Placement & Collegiate Opportunities Update

Department of Teaching, Learning, & Equity
October 2026

Review of Collegiate Opportunities with the WCASD

Collegiate Opportunities

- **Advanced Placement**

- Prescribed curriculum written by the College Board. Exams are administered once per year (May).

- **Dual Enrollment**

- Courses from WCU that students that take at a college campus with a college professor and receive both high school and college credit.

- **Concurrent Enrollment**

- Courses from **WCU** that students that take at our schools with our teachers and receive both high school and college credit.
- Courses from **UPITT** that students that take at our schools with our teachers and receive both high school and college credit.

Advanced Placement Update

Course Offerings &
Exam Statistics

Our AP Course Offerings

AP Capstone
Program:
Seminar &
Research

Art 2D
Art 3D
Drawing
Art History

English Language
& Composition

English Literature &
Composition

Biology
Chemistry
Physics 1
Physics C: Electricity &
Magnetism
Physics C: Mechanics
Environmental Science

Calculus AB
Calculus BC
Statistics

Music Theory

Comp Sci A
CS Principles
Networking

French
German
Italian
Latin
Spanish

American Government & Politics
European History
Human Geography
Macroeconomics
Microeconomics
Psychology
US History

AP Exam Score Distribution, 23-24SY

AP Score	1	2	3	4	5
Number of Exams	127	376	599	624	468
% of Exams	6%	18%	27%	28%	21%
# of Students	119	322	485	460	287

76 % scored 3+

AP Exam Score Distribution, SY 24-25

AP Score	1	2	3	4	5
Number of Exams	57	332	719	873	546
% of Exams	11%	13%	28%	35%	22%
# of Students	52	293	569	617	329

85 % scored 3+

AP Exam Score Distribution, SY 25-26

AP Score	1	2	3	4	5
Number of Exams	54	399	813	925	599
% of Exams	2%	14%	29%	33%	21%
# of Students	50	334	608	641	352

83% scored 3+



AP Scholars

	District		
	2026	2025	2024
Scholars w/ Distinction	260	212	167
Scholars w/ Honors	126	111	81
AP Scholars	202	186	142
AP Capstone Diploma	56	23	6
AP Seminar & Research Certificate	30	22	10

AP Scholars

	EHS			HHS			RHS		
	2026	2025	2024	2026	2025	2024	2026	2025	2024
Scholars w/ Distinction	96	63	75	96	106	74	68	43	18
Scholars w/ Honors	49	44	27	42	31	36	35	23	18
AP Scholars	71	61	46	66	67	75	65	58	21
AP Capstone Diploma	15	2	2	10	8	1	31	13	3
AP Seminar & Research Certificate	2	0	0	3	1	7	25	21	3

College Credit Report

	District		
	2026	2025	2024
Graduating Class Summary	41.1%	37.7%	34.7%
12th Grade	26.0%	27.1%	23.2%
11th Grade	40.7%	35.5%	29.6%
10th Grade	26.6%	26.9%	20.5%

College Credit Report

	EHS			HHS			RHS		
	2026	2025	2024	2026	2025	2024	2026	2025	2024
Graduating Class Summary	49%	41.0%	45.0%	39.5%	45.4%	32.8%	41.8%	29.0%	29.1%
12th Grade	30.2%	31.0%	35.2%	26.1%	34.1%	22.9%	22.0%	16.6%	13.6%
11th Grade	51.4%	45.2%	32.4%	36.4%	31.8%	38.4%	39.8%	41.8%	20.9%
10th Grade	37.4%	29.4%	21.8%	25.0%	28.5%	24.5%	26.1%	29.4%	19.7%

Student Demographics, SY 24-25

	Gender		Race				
	Male	Female	White	Asian / Pacific Islander	Black	Hispanic	Multi- Racial
District	51.3%	48.7%	70.9%	9.1%	4.7%	9.7%	5.5%
AP Students	44.5%	55.5%	72.0%	16.5%	2.9%	4.6%	4.0%

Student Demographics, SY 25-26

	Gender		Race				
	Male	Female	White	Asian / Pacific Islander	Black	Hispanic	Multi- Racial
District	51.3%	48.7%	70.1%	9.5%	4.8%	9.6%	6.1%
AP Students	45.1%	54.9%	75.2%	13.0%	3.4%	4.2%	4.2%

**Thank you for your
continued support of the
WCASD!**

E. **DISCUSSION ITEMS**

E.1. High School and Middle School Schedules Updates **Speaker(s) :** Dr.
Conley

PREPARING FOR 2027–28

Middle and High School Implementation Update

Honoring Our Legacy While Planning Ahead



The world our
students are
entering is not
the same world
we entered.

Science Lab | 1960

South Junior High School (Now Stetson Middle School)

Our Students in Science Classes Today



Our Why: Reimagining the Student Experience



Through the Portrait of a Graduate process, our community helped define the skills students need to thrive beyond WCASD.



Adaptability



Communication



Empathy



Problem Solving



Responsibility

Our schedules should create opportunities for students to practice those skills throughout the day: going deeper, collaborating, solving problems, and taking greater ownership of their learning.

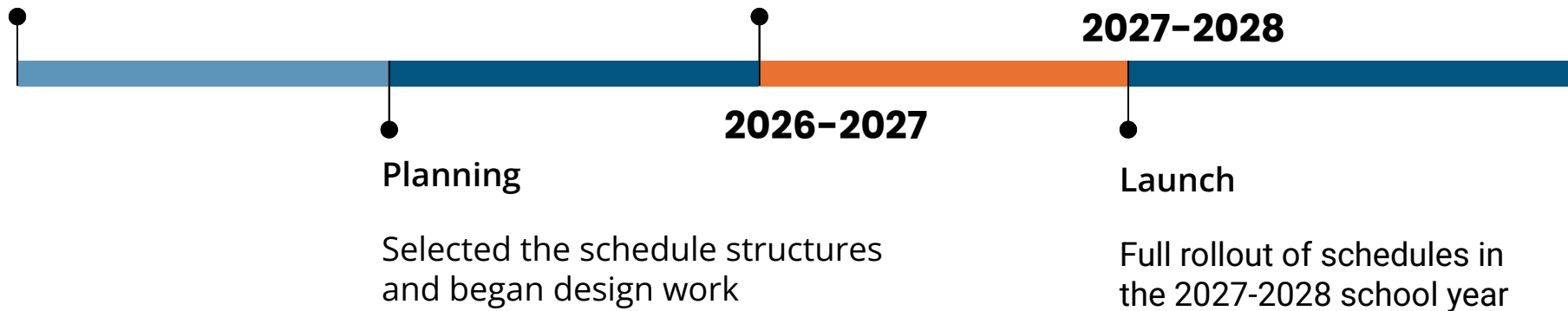
Where We Are Today

Research and Development

Explored models, gathered feedback, identified priorities

Implementation

Working through staffing, instruction, student supports, logistics, and communication



Middle School Status

Mock schedules, student supports, lunch/recess, staffing, and professional learning are being refined.

High School Status

The additional year is being used to test schedules, refine course structures, prepare staff, and strengthen student and family supports.

Middle School Schedule: Overview

Block		A Day	B Day
Homeroom & Advisory	FY	Homeroom & Advisory	Homeroom & Advisory
Block 1	FY	World Cultures and Geography	English Language Arts
Block 2	S1	Physical Education	Art
	S2	STEM	Health
Lunch / Recess	FY	Lunch/Recess	Lunch/Recess
Block 3	S1	FCS	Music
	S2	Tech & Eng	Comp Sci
Block 4	FY	Math	Science

Key Schedule Features

- Four 78- Minute Learning Blocks
- Daily 30-Minute Advisory Time
- Lunch Paired with Recess

Middle School Schedule

Moving From Model to Implementation

Focused on Testing the Schedule Against the Reality of the School Day

- 1 Tested the Schedule**
Developed mock student schedules across specialized programs and supports.
- 2 Worked Through Operations**
Examined lunch, recess, staffing, duties, transitions, facilities and delay schedules.
- 3 Defined Student Support**
Advanced the intervention period as a structured opportunity for academic support, enrichment, belonging and student ownership.
- 4 Prepared for Instruction**
Identified professional learning priorities for teaching effectively in extended blocks.

ALSO REVIEWED

Instructional
Minutes

Course Access
and Equity

PowerSchool
Feasibility

Middle School Schedule

Next Steps

The System

Finalize the Day

- Master Schedule
- Unified Arts Rotation
- Lunch and Recess
- Advisory Period
- Operating Expectations

Confirm Student Access

- Balanced Sections
- Staffing
- Specialized Programs
- Student Supports

The People

Prepare Staff

- Extended Instructional Blocks
- Student Engagement
- Differentiation
- Classroom Management

Prepare Families & Students

- Sample Student Days
- Course and Elective Information
- Advisory Details
- Family Discussion Opportunities

Highlight: One Change We're Excited About

Daily Advisory Period

A dedicated time in every student's week for support, connection, and exploration.

What Students Will Experience

- Time to get academic help
- Teacher access and check-ins
- Goal-setting and organization
- Clubs, projects, and enrichment
- Opportunities to build connection

Why It Matters

Students do not all need the same thing at the same time.

Advisory creates a consistent place in the day to respond to different needs.

High School Schedule: Overview



Key Schedule Features

- Lunch & choice time for all students (L&L)
- Lengthen instructional periods
- Retain access to 8 schedulable slots (rotation)

High School Schedule: 8 Day Schedule

	A	B	C	D	E	F	G	H
1	Concert Choir	English	US History	PE(S1)/ UL(S2)	Concert Choir	English	US History	PE(S1)/ UL(S2)
2	English	US History	PE(S1)/ UL(S2)	Concert Choir	English	US History	PE(S1)/ UL(S2)	Concert Choir
3	US History	PE(S1)/ UL(S2)	Concert Choir	English	US History	PE(S1)/ UL(S2)	Concert Choir	English
L&L	LUNCH AND LEARN							
4	Digital Design 2	Pre-Calc	Physics Lab	Physics	Digital Design 2	Pre-Calc	Physics Lab	Physics
5	Pre-Calc	Social Skills	Physics	Digital Design 2	Pre-Calc	Social Skills	Physics	Digital Design 2
6	Social Skills	Physics	Digital Design 2	Pre-Calc	Social Skills	Physics	Digital Design 2	Pre-Calc

Additional Year Progress

1

Built Implementation Teams

Developed building-based teams at East, Henderson, and Rustin to coordinate planning, feedback, and implementation.

2

Tested Student Access

Reviewed the schedule across specialized programs, TCHS, music, labs, electives, and student support needs.

3

Tested the Schedule

Used PowerSchool modeling to identify course conflicts, staffing pressures, section balance, lunch impacts, and schedule feasibility.

4

Prepared for Instruction

Identified professional learning priorities for extended periods, student engagement, differentiation, assessment, and inclusive practices.

ALSO REVIEWED

Graduation
Requirements

Assessments

Student
Programming
Proposals

High School Schedule

Next Steps

The System

Finalize the Schedule

- Course & Credit Structures
- Update Course Guide
- Finalize L&L Planning
- Staffing & Section Balance
- Redesign Areas of Buildings

Confirm Student Access

- Evaluate:
 - Specialized Programs
 - TCHS & Career Pathways
 - Music / Labs / Electives
 - Student Supports

The People

Prepare Staff

- Extended Learning Period
- Student Engagement
- Differentiation
- Assessment
- Inclusive Practices

Prepare Families & Students

- Course Selection Guidance
- Lunch & Learn Details
- Counselor Resources
- Family Information Sessions
- Sample Student Days

Highlight: One Change We're Excited About

Increased Student Autonomy & Ownership

More than changing when and how students attend class, the new schedule reshapes the school day to expand student choice and ownership, creating meaningful opportunities to practice responsibility, manage time and learning, and develop greater independence.

What Students Will Experience

- More choice in use of parts of the day
- Time to seek help, connect with teachers, or work independently
- Greater responsibility for managing time and priorities

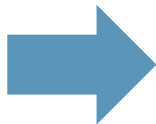
Why It Matters

High school should help students practice the skills they will need in life.

This schedule creates intentional opportunities for students to make choices, use time responsibly, seek support, and build the confidence that prepares them for college, career, and life.

District Priorities: How They Benefit Our Students

**Student Learning
Experience**



Student Outcome

Students experience a school day with more time for deeper learning, meaningful support, connection, and choice.

Portrait of a Graduate



Student Outcome

Students have more opportunities to practice the skills they will need after graduation, not just learn about them.

Evidence of Learning



Student Outcome

Students have time to show what they know through discussion, application, projects, labs, feedback, and learning experiences.

Path to Fall 2027



Communications

- Website updated with current information & FAQs
- Regular staff and family updates
- School-level communication from principals
- Family meetings & student previews
- Translated materials & interpretation for access

Family Touchpoints

- December - MS Parent Information Night
- January 20, 2027 - HS Course Selection Night
- February 10, 2027 - MS 101

As implementation gets closer, communication will move from broad updates to increasingly specific, school-level information.

A Strong Start

Day One Success

Students understand the structure of their day, know where to go for help, and can begin using the new schedule with confidence.

Success looks like:

- Students know how the day works
- Staff are prepared to support them
- Families know what to expect
- Core operations run smoothly
- Support is easy to access when questions arise

Bumps We're Planning For

- Questions as students adjust to new routines
- Different levels of comfort with longer periods
- Lunch, advisory, or transition routines that need refinement
- Building-specific issues we cannot fully predict in advance

How We'll Respond

- Monitor student, staff, and family feedback
- Use building teams to identify issues quickly
- Adjust routines & communication as needed
- Share what we are learning with the Board and community

Questions

Educate and inspire our students to achieve their personal best.

E.2. Screen Time

Speaker(s) : Mr.
McGowan

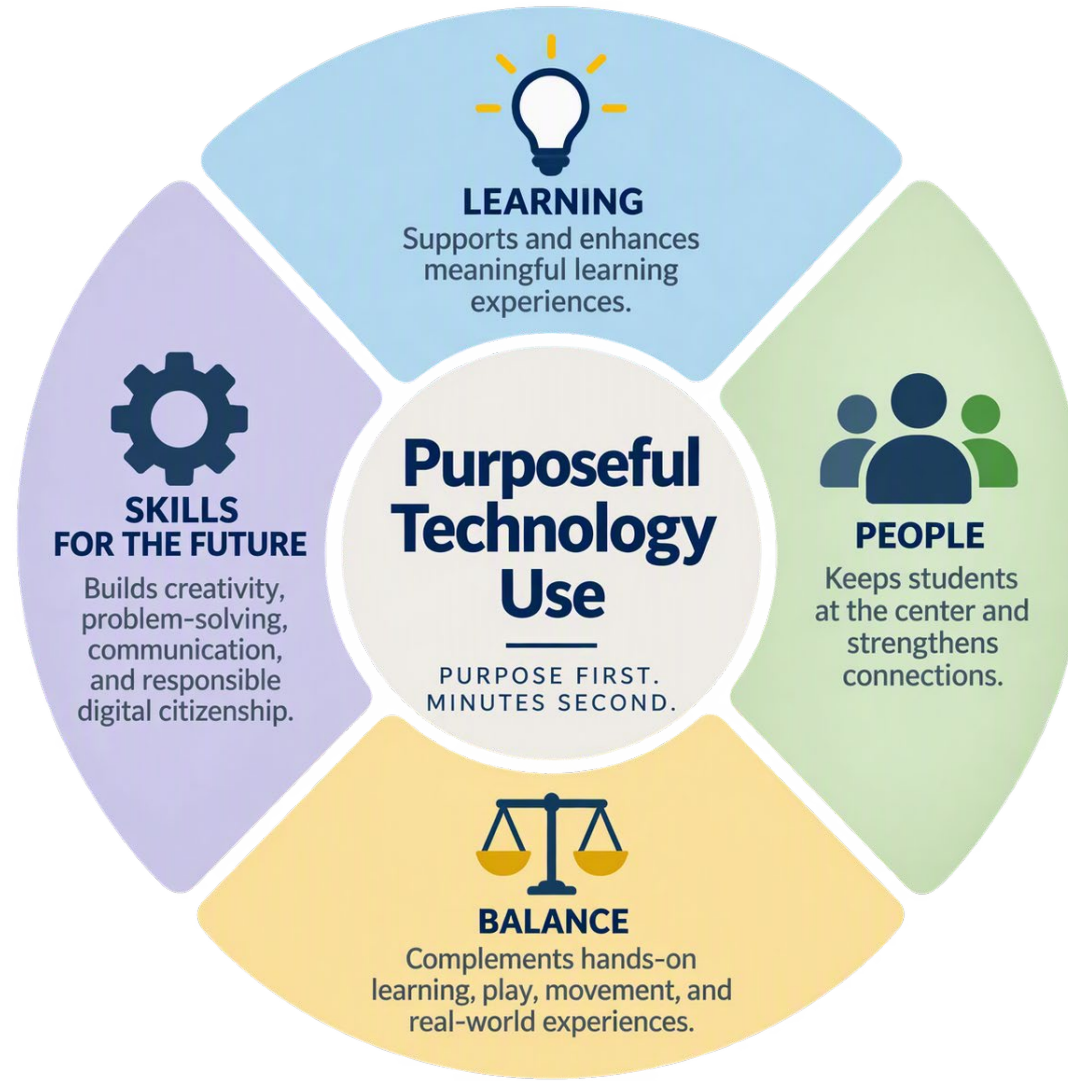
Purposeful Technology Use: WCASD Vision for Balanced Learning

Teaching, Learning and Equity Committee

10/19/2026

WEST CHESTER AREA
SCHOOL DISTRICT





Purposeful Technology Use in Practice

Examples are a snapshot of current district-approved resources, not a complete list.

INSTRUCTIONAL PURPOSE	WHAT STUDENTS ARE DOING	DISTRICT-APPROVED RESOURCES
Create & Communicate	Creating original work, sharing ideas, collaborating, and demonstrating learning.	Canva, Seesaw, Google Workspace, Procreate Digital Illustration
Practice, Apply & Problem-Solve	Reinforcing skills, applying learning, coding, computational thinking, intervention, enrichment, and targeted practice.	IXL, Happy Numbers, Typing Agent, Kodable, Scratch Jr, Micro:bit, Raz-Kids, Teach Your Monster
Explore & Build Knowledge	Reading, researching, investigating, accessing content, and deepening understanding.	TCI, BrainPOP, DiscoveryEd., Newsela, PebbleGo, Britannica, MackinVIA, Epic!, Modern Classrooms, Snorkl
Assess & Receive Feedback	Demonstrating understanding, monitoring progress, receiving feedback, and participating in required assessments.	Schoology, Seesaw, IXL, Happy Numbers, Firefly, PSSA, Acadience

WATCH THE STACKING EFFECT: Students experience technology cumulatively across the day and week. Before adding an activity, consider the total experience and coordinate across classes.

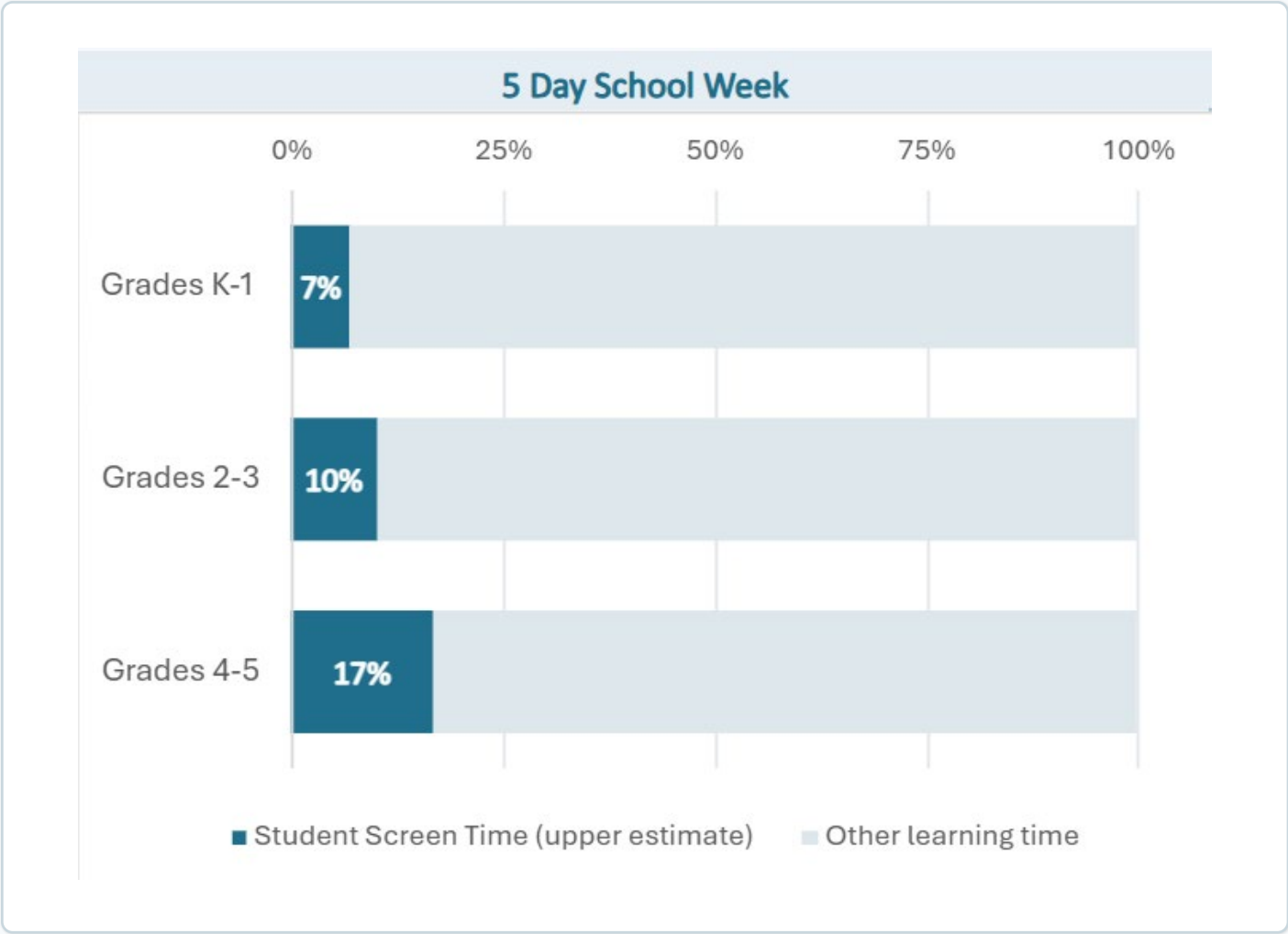
Grade-Band Guidance

Planning ranges are guardrails for a typical week, not rigid limits or compliance thresholds.

	GRADES K-1	GRADES 2-3	GRADES 4-5
Required Use <i>District tools students are expected to use weekly as part of core instruction, practice, assessment, or feedback.</i>	Happy Numbers Math: 30 min/week	IXL Math: 30 min/week ELA: 30 min/week	IXL Math: 30 min/week ELA: 30 min/week
Flexible Use <i>Teachers have flexibility in how remaining technology time is used beyond required weekly tools.</i>	Approximately 40-80 minutes/week	Approximately 60-120 minutes/week	Approximately 140-240 minutes/week
Total Use <i>Estimate of student screen time including required plus flexible use.</i>	75-125 min/week Approx. 15-25 min/day	120-180 min/week Approx. 25-35 min/day	200-300 min/week Approx. 40-60 min/day
Extended Use <i>Occasional additional time for research, writing, publishing, or projects. Not an additional weekly target.</i>	May add approximately 30 minutes in some weeks	May add approximately 60 minutes in some weeks	May add approximately 90 minutes in some weeks
Continuous Use <i>Aim for a break after 10-15 minutes of uninterrupted screen time.</i>	Aim for a break after 10-15 minutes of uninterrupted screen time.		
Screen-Free Boundaries Technology should not be used as a reward or during recess, free time, or routine transitions. Passive viewing should be avoided. Homework should not require a device because students do not take iPads home, excluding Flexible Instruction Days.			

A Small Part of a Balanced School Week

Upper estimates shown in the context of a five-day school week with six-hour school days.



The weekly ranges shown here are based on a five-day school week with six-hour school days. They illustrate the higher end of the typical independent screen-time range for each grade band within the context of a full school week.

Independent student screen time remains a small portion of the full school week.

K-5 Purposeful Technology Use Guidelines

Purpose First. Minutes Second.

WCASD is committed to preserving the experiences that matter most in childhood and learning. Through continuous reflection, stakeholder feedback, and thoughtful decision-making, we strive to create balanced learning environments where technology is used purposefully, and students remain at the center of every decision.

Not all screen time is equal. A classroom with less screen time is not automatically a better classroom, and a classroom with more technology is not automatically a better classroom. The value of technology depends on its purpose, how it is used, and the learning experiences it supports.

The accompanying K-5 Purposeful Technology Use Guidelines translate this vision into practice. They provide shared expectations, planning guardrails, and developmentally appropriate guidance while preserving the flexibility needed for high-quality teaching and learning. The guidelines support reflection and decision-making, not minute-by-minute compliance tracking.

Building on Established Practice

These guidelines build upon years of district work, including digital resource reviews, a rigorous app approval process, and professional learning focused on accessibility and purposeful technology integration. They bring these efforts together within a shared framework for balanced learning that will continue to evolve through implementation, reflection, and stakeholder feedback.

Why This Work Matters

As technology has become increasingly integrated into teaching and learning, educators, families, and community members have raised important questions about balance, developmental appropriateness, passive use, student privacy, accessibility, and student well-being. WCASD welcomes those conversations as part of its responsibility to examine how curriculum, instruction, technology, and learning environments work together to support students.

Technology can improve access, support communication and collaboration, foster creation, offer meaningful feedback, and expand how students participate and demonstrate learning. At the same time, digital experiences should not crowd out teacher interaction, relationships, reading, writing, discussion, movement, play, hands-on exploration, collaboration, or creativity.

This work is not about choosing between technology and traditional learning. It reflects a unified approach that protects balance while preparing students to learn, contribute, and develop the skills and dispositions reflected in WCASD's Portrait of a Graduate.

Our Vision for Balanced Learning

Guided by the district's Portrait of a Graduate, WCASD designs learning experiences that help students communicate, solve problems, empathize, adapt, and act responsibly. Technology has value when it strengthens these experiences, but it is a means to learning, never the outcome.

Balanced learning intentionally combines purposeful technology use with essential experiences such as discussion, movement, hands-on learning, creativity, collaboration, and teacher interaction.

From Vision to Practice

The K-5 Purposeful Technology Use Guidelines are a practical outcome of this broader vision. They create a shared framework for educators, school leaders, families, and community members while recognizing that classroom learning cannot be captured by a single number.

The Guidelines Are Designed To:

- Support planning, reflection, and conversation about purposeful technology use.
- Provide grade-band ranges and guidance that reflect developmental differences.
- Clarify what counts as independent student screen time and what does not.
- Promote awareness of the stacking effect, in which activities can accumulate across the day or week.
- Preserve flexibility for occasional extended use, accessibility, and other student-specific needs.
- Help maintain consistency in the student experience across classrooms and schools.

Implementation

These guidelines were shaped by input from educators, school leaders, district departments, families, and community partners across WCASD. Continued dialogue, reflection, and partnership will help ensure technology is used purposefully, thoughtfully, and in ways that best support students.

Continuous Review

As instructional practices, curricular resources, student needs, and research evolve, WCASD will continue to revisit and refine its approach. What is learned through K-5 implementation will also help inform the future development of purposeful technology use guidance for grades 6-12.

Purpose First. Minutes Second.

Purposeful technology use supports curriculum, learning goals, and student needs. Technology should be appropriate for the students, setting, and moment, and selected for the value it adds to learning rather than simply because it is available. Across these experiences, WCASD promotes active use over passive consumption.

Minutes Still Matter

“Minutes Second” does not mean minutes are irrelevant. Time on a device remains an important consideration, especially in the elementary grades. WCASD provides grade-band ranges to help educators reflect on practice, consider cumulative use, and plan balanced learning experiences. These ranges are guardrails, not rigid limits.

Continuous Use

The continuous-use guidance refers to uninterrupted attention to an individual device screen, not the total length of a learning activity. It reflects broader principles of developmentally appropriate instruction, including movement, changes in focus, and regular opportunities to look away from a screen.

An activity may continue beyond the suggested interval. Teachers can continue the learning by incorporating discussion, movement, hands-on work, or another change in focus rather than keeping students continuously fixed on a screen.

K-5 Purposeful Technology Use Guidelines

Purpose First. Minutes Second.

How the Planning Ranges Were Developed

Current research emphasizes the purpose and quality of technology use rather than prescribing specific time limits. The district planning ranges were developed by considering required instructional tools, existing classroom practices, grade-level differences, stakeholder input, and the district's goal of preserving balanced learning experiences. They are practical planning guidance, not research-defined limits or compliance thresholds, and will be revisited as implementation experience, instructional needs, resources, and research evolve.

Defining the Guidelines

- **Districtwide Philosophy:** The principles of purpose first, active use, balance, and screen-free boundaries apply across all classrooms and learning environments.
- **Student Screen Time:** Student screen time includes any time students use a device, whether individually, with a partner, or in a group. For some students, technology is an essential support for access, communication, or other specific needs and may appropriately extend time.
- **Teacher-led Instruction:** Teacher-led instruction may include displaying content, modeling with a projected screen, or using a short video to support discussion and learning. When students are not using individual devices, this time is not included in the screen-time ranges.
- **Grade-Band Minutes:** The time ranges reflect a typical week in students' grade-level classrooms and do not include Unified Arts experiences. Additionally, district benchmarking, state assessments, and other required assessments may add to students' overall device use.

Purposeful Technology Use in Practice

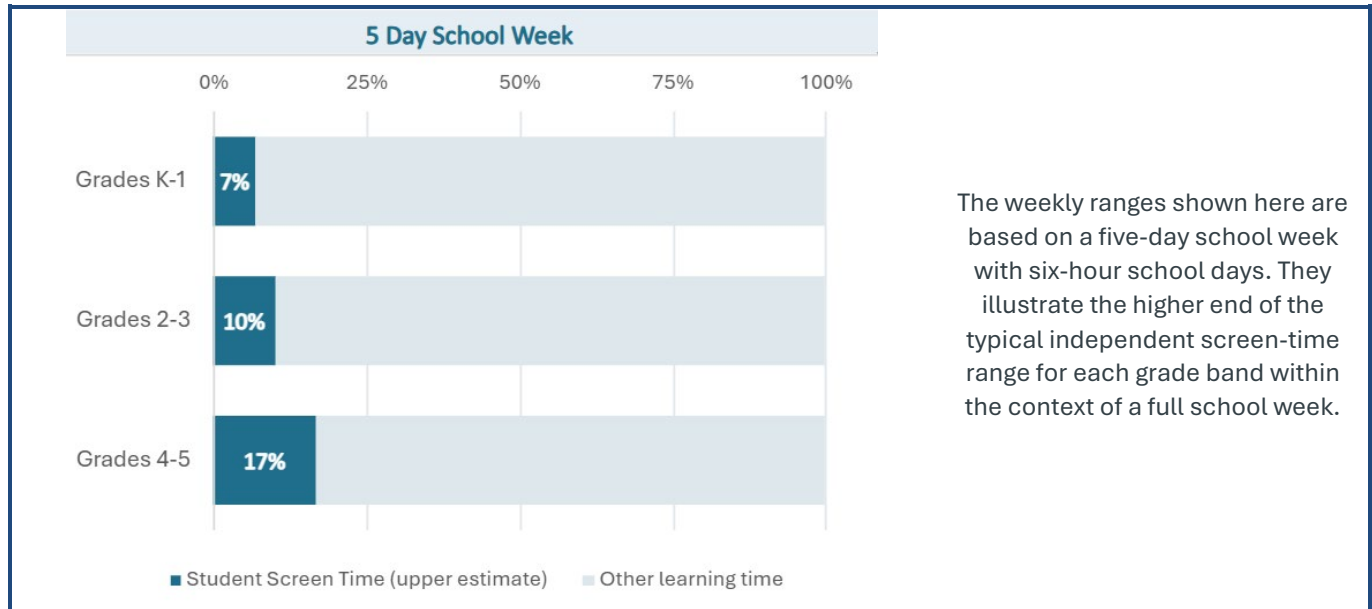
The examples below provide a snapshot of current district-approved resources, not a complete list. Teachers may have access to additional tools, and resources may vary slightly by building based on each school's state-submitted continuous improvement plan or other specific instructional needs.

Instructional Purpose	What Students Are Doing	District-Approved Resources
Create & Communicate	Creating original work, sharing ideas, collaborating, and demonstrating learning.	Canva, Seesaw, Google Workspace, Procreate Digital Illustration
Practice, Apply & Problem-Solve	Reinforcing skills, applying learning, coding, computational thinking, intervention, enrichment, and targeted practice.	IXL, Happy Numbers, Typing Agent, Kodable, Scratch Jr, Micro: bit, Raz-Kids, Teach Your Monster
Explore & Build Knowledge	Reading, researching, investigating, accessing content, and deepening understanding.	TCI, BrainPOP, DiscoveryEd., Newsela, PebbleGo, Britannica, MackinVIA, Epic! Modern Classrooms, Snorkl
Assess & Receive Feedback	Demonstrating understanding, monitoring progress, receiving feedback, and participating in required assessments.	Schoology, Seesaw, IXL, Happy Numbers, Firefly, PSSA, Acadience
Watch the Stacking Effect: Teachers often plan technology use one activity at a time, but students experience it cumulatively across the day and week. Before adding an activity, consider students' total experience. In departmentalized settings, coordinate with colleagues so device use across classes remains balanced.		

Grade-Band Guidance

	Grades K-1	Grades 2-3	Grades 4-5
Required Use <i>District tools students are expected to use weekly as part of core instruction, practice, assessment, or feedback.</i>	Happy Numbers Math: 30 min/week	IXL Math: 30 min/week ELA: 30 min/week	IXL Math: 30 min/week ELA: 30 min/week
Flexible Use <i>Teachers have flexibility in how remaining technology time is used beyond required weekly tools. The focus remains instructional, not time spent on a specific application.</i>	Approximately 40-80 minutes per week	Approximately 60-120 minutes per week	Approximately 140-240 minutes per week
Total Use <i>An estimate of student screen time including required plus flexible use.</i>	75-125 min/week Approx. 15-25 min/day	120-180 min/week Approx. 25-35 min/day	200-300 min/week Approx. 40-60 min/day
Extended Use <i>Occasionally, additional time may be appropriate for purposeful work such as research, writing, publishing, or projects. This time is not intended as an additional weekly target.</i>	May add approximately 30 minutes in some weeks	May add approximately 60 minutes in some weeks	May add approximately 90 minutes in some weeks
Continuous Use	Aim for a break after 10-15 minutes of uninterrupted screen time.		
Screen Free Boundaries Technology should not be used as a reward or during recess, free time, or routine transitions such as arrival, snack, and dismissal. Passive viewing should also be avoided, including video read-alouds used in place of an available book, and videos shown without teacher-led interaction. Homework should not require a device because students do not take iPads home, excluding Flexible Instruction Days.			

A Small Part of a Balanced School Week



F. MONTHLY ROUTINE ITEMS (these are not voted on by the committee, however, they will appear on the Board Consent Agenda)

Form A – Application to Establish Account



WEST CHESTER AREA SCHOOL DISTRICT
Application to Establish Account

Submit 3 copies of this form to the Assistant Superintendent or Director of Elementary Education for submission to the Board

Note: All funds collected by student organizations shall be deposited in an activity fund in a bank designated by the Board. No school-sponsored student organization is permitted to establish an account separate from the WCASD activities fund.

Date: 9/15/2026

Check appropriate box:
☒ Student Activity Account (Fund 50)
☐ Trust Account (Fund 51)

Building: East HS

Name of Account: East Fall and Spring Theater

State the purpose for which this account is intended: Funding Fall and Spring Productions

List source(s) of revenue: Ticket Sales / Fundraising

List types of expenses to be incurred: Set construction, costumes, Props

How long do you plan to keep this account active? Indefinitely

By signing below, you acknowledge that you have read Board Policies 618 and 618AG1 Student Activity Funds and will adhere to these policies.

Ella Bauer
Student Officer's Signature

Ella Bauer
Student Officer's Name Printed

[Signature]
Faculty Sponsor's Signature

Julian Swiggett
Faculty Sponsor's Name Printed

[Signature]
Principal's Signature

[Signature]
Signature of Asst. Superintendent/Dir. of El. Ed.

BOARD ACTION

This request was: ☐ APPROVED
☐ DISAPPROVED

by the West Chester Area School Board at their meeting held on: _____ meeting date

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

Board Secretary's Signature

Date

1 copy to Assistant Superintendent/Director of Elementary Education, 1 copy to Business Office, 1 copy to Principal

Form B – Application to Terminate Account



WEST CHESTER AREA SCHOOL DISTRICT
Application to Terminate Account

Date: 9/28/26
School: Henderson High School
Name of Account: Women in Business
Account Number: 084221
Ending Account Balance: \$229.24
Disposition of remaining funds: DECA 50-000 221 018-221

Check appropriate box:

- ☒ Student Activity Account (Fund 50)
☐ Trust Account (Fund 51)

Graduated
Student Officer's Signature

Graduated
Student Officer's Name Printed

Glenn Vanderkast
Faculty Sponsor's Signature

Faculty Sponsor's Name Printed

[Signature]
Principal's Signature

[Signature]
Signature of Asst. Superintendent/ Dir. of El. Ed.

BOARD ACTION

This request was: ☐ APPROVED
☐ DISAPPROVED

by the West Chester Area School Board at their meeting held on: _____

meeting date

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

[Signature]
Board Secretary's Signature

Date

Form B – Application to Terminate Account



WEST CHESTER AREA SCHOOL DISTRICT
Application to Terminate Account

Date: 9/15/2026 Check appropriate box:
☒ Student Activity Account (Fund 50)
School: Henderson High School ☐ Trust Account (Fund 51)
Name of Account: Morgan's Message
Account Number: 094221
Ending Account Balance: \$ 0.00
Disposition of remaining funds: N/A none remaining

graduated
Student Officer's Signature

graduated
Student Officer's Name Printed

[Signature]
Faculty Sponsor's Signature

Lauren Mullen
Faculty Sponsor's Name Printed

[Signature]
Principal's Signature

[Signature]
Signature of Asst. Superintendent/ Dir. of El. Ed.

BOARD ACTION

This request was: ☐ APPROVED
☐ DISAPPROVED

by the West Chester Area School Board at their meeting held on: _____ meeting date

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

Board Secretary's Signature

Date

Form B – Application to Terminate Account



WEST CHESTER AREA SCHOOL DISTRICT
Application to Terminate Account

Date: 9/14/20

School: HENDERSON

Name of Account: PICKLEBALL

Account Number: 075221

Ending Account Balance: \$799.05

Disposition of remaining funds: ST. JUDE'S HOSPITAL DONATION

Check appropriate box:

☒ Student Activity Account (Fund 50)

☐ Trust Account (Fund 51)

GRADUATED
Student Officer's Signature

BRADLEY L TREADWAY
Student Officer's Name Printed

[Signature]
Faculty Sponsor's Signature

BRADLEY L TREADWAY
Faculty Sponsor's Name Printed

[Signature]
Principal's Signature

[Signature]
Signature of Asst. Superintendent/ Dir. of El. Ed.

BOARD ACTION

This request was: ☐ APPROVED
☐ DISAPPROVED

by the West Chester Area School Board at their meeting held on: _____ meeting date

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

Board Secretary's Signature

Date

Form B – Application to Terminate Account



WEST CHESTER AREA SCHOOL DISTRICT
Application to Terminate Account

Date: 9/23/26

Check appropriate box:

- ☒ Student Activity Account (Fund 50)
☐ Trust Account (Fund 51)

School: Henderson High School

Name of Account: Bracelets for Patients

Account Number: 50-000- 221 056- 221

Ending Account Balance: \$0

Disposition of remaining funds: N/A

Meliah
N/A - graduated
Student Officer's Signature

Mariah Jackson
N/A - graduated
Student Officer's Name Printed

Sarah Ferguson
Faculty Sponsor's Signature

Sarah Ferguson
Faculty Sponsor's Name Printed

[Signature]
Principal's Signature

[Signature]
Signature of Asst. Superintendent/ Dir. of El. Ed.

BOARD ACTION

This request was: ☐ APPROVED
☐ DISAPPROVED

by the West Chester Area School Board at their meeting held on: _____

meeting date

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

Board Secretary's Signature

Date

Form B – Application to Terminate Account



WEST CHESTER AREA SCHOOL DISTRICT
Application to Terminate Account

Date: 9/30/26

School: HHS

Name of Account: ENGin

Account Number: 50-000-221 027-221

Ending Account Balance: 142.01

Disposition of remaining funds: Student Assistance 51-000-221 234-221

Check appropriate box:

☒ Student Activity Account (Fund 50)

☐ Trust Account (Fund 51)

[Signature]
Student Officer's Signature

Megha Krishnan
Student Officer's Name Printed

No longer with WCASD
Faculty Sponsor's Signature

Laura Donnelly
Faculty Sponsor's Name Printed

[Signature]
Principal's Signature

[Signature]
Signature of Asst. Superintendent/ Dir. of El. Ed.

BOARD ACTION

This request was: ☐ APPROVED
☐ DISAPPROVED

by the West Chester Area School Board at their meeting held on: _____ meeting date

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

Board Secretary's Signature

Date

Form B – Application to Terminate Account



WEST CHESTER AREA SCHOOL DISTRICT
Application to Terminate Account

Date: 9/1/2026

School: Bayard Rustin H.S.

Name of Account: French Club

Account Number: 50-000-223-084-223

Ending Account Balance: 0.00

Disposition of remaining funds: n/a

Check appropriate box:

- ☒ Student Activity Account (Fund 50)
☐ Trust Account (Fund 51)

Cooper Boreman
Student Officer's Signature

Cooper Boreman
Student Officer's Name Printed

Shannon Strauss
Faculty Sponsor's Signature

Shannon Strauss
Faculty Sponsor's Name Printed

Dr. Maggie Hunt
Principal's Signature
Principal

[Signature]
Signature of Asst. Superintendent/ Dir. of El. Ed.

BOARD ACTION

This request was: ☐ APPROVED
☐ DISAPPROVED

by the West Chester Area School Board at their meeting held on: _____
meeting date

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

Board Secretary's Signature

Date

Form A – Application to Establish Account



WEST CHESTER AREA SCHOOL DISTRICT
Application to Establish Account

Note: All funds collected by student organizations shall be deposited in an activity fund in a bank designated by the Board. No school-sponsored student organization is permitted to establish an account separate from the WCASD activities fund.

Date: 9/16/2020

Check appropriate box:

☒ Student Activity Account (Fund 50)

☐ Trust Account (Fund 51)

Building: Rustin High School

Name of Account: Feast For Families

State the purpose for which this account is intended: Raising money for food donations, & Families during holidays.

List source(s) of revenue: Bake Sale & donations

List types of expenses to be incurred: Food and bags

How long do you plan to keep this account active? indefinitely

By signing below, you acknowledge that you have read Board Policies 618 and 618AG1 Student Activity Funds and will adhere to these policies.

Rosie Batchelor
Stella Meers
Student Officer's Signature

Rosie Batchelor
Stella Meers
Student Officer's Name Printed

Carmen Encarnacion
Faculty Sponsor's Signature

Carmen Encarnacion
Faculty Sponsor's Name Printed

Dr. Maggie Hunt
Dr. Maggie Hunt
Principal's Signature

[Signature]
Signature of Asst. Superintendent/Dir. of El. Ed.

BOARD ACTION

This request was: ☐ APPROVED
☐ DISAPPROVED

by the West Chester Area School Board at their meeting held on: _____
meeting date

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

Board Secretary's Signature

Date

Form A – Application to Establish Account



WEST CHESTER AREA SCHOOL DISTRICT
Application to Establish Account

Note: All funds collected by student organizations shall be deposited in an activity fund in a bank designated by the Board. No school-sponsored student organization is permitted to establish an account separate from the WCASD activities fund.

Date: 9/14/2026

Check appropriate box:

☒ Student Activity Account (Fund 50)

☐ Trust Account (Fund 51)

Building: Bayard Rustin

Name of Account: Yellow Ribbon Club

State the purpose for which this account is intended: To raise suicide + mental health awareness.

List source(s) of revenue: _____

List types of expenses to be incurred: _____

How long do you plan to keep this account active? 2-3 years

By signing below, you acknowledge that you have read Board Policies 618 and 618AG1 Student Activity Funds and will adhere to these policies.

Margaret Perritt

Student Officer's Signature

Margaret Perritt

Student Officer's Name Printed

Nicole Ray

Faculty Sponsor's Signature

Nicole Ray

Faculty Sponsor's Name Printed

Dr. Maggie Hunt

Principal's Signature
Principal

[Signature]

Signature of Asst. Superintendent/Dir. of El. Ed.

BOARD ACTION

This request was: ☐ APPROVED
☐ DISAPPROVED

by the West Chester Area School Board at their meeting held on: _____
meeting date

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

Board Secretary's Signature

9/14/2026

Date

WEST CHESTER AREA
SCHOOL DISTRICT

REVISED: March 25, 2024

Application for Approval of Study, Excursion, PIAA Sanctioned Athletic,
and Extracurricular Trips and Approval of Bus Transportation

Proposal ☒ New Trip Request ☐ Trip Revision Request ☐ Trip Cancellation Request																						
School: <u>East High School</u> Grades: <u>9-12</u> Subject/Club/Sport: <u>Indoor color guard</u>																						
Teacher(s)/Coach(es) in Charge: <u>Alyssa (AK) Chin-Sang Hazel</u>																						
Destination: <u>UGI Pittsburgh Regional, Norwin HS 251 McMahon Dr Irwin, PA 15642</u>																						
Trip Day(s)/Date(s): <u>2/5-2/6/27</u> Competition: ☒ Yes ☐ No PIAA: ☐ Yes																						
~ Overnight Trip: ☒ Yes ☐ No ☒ In State ☐ Out of State ☐ Out of Country Name Tour Company: _____																						
Special Instructions (rain date, etc.): _____																						
How is it related to curriculum (Not for PIAA): _____																						
Objectives of the proposed trip (Not for PIAA): _____																						
Number of Pupils: <u>13</u> Total Passengers: <u>21</u> Per Pupil Cost: <u>\$434</u>																						
Adult Chaperone to Student Ratio: <u>4.6 / 2.2</u> % of Eligible Students Going: _____																						
Names of Teacher/Staff Chaperones: <u>Alyssa (AK) Chin-Sang Hazel, Alex Maier</u>																						
~ Other Adult Chaperones: <u>Joy Crozier, Amanda Howe, Tamei Campbell</u>																						
Nurses required on this trip: ☐ Yes ☒ No (refer to 121AG6)																						
Estimated Cost																						
	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th># Staff</th> <th># Days</th> <th>Cost/Day</th> <th>Total Cost</th> <th>%</th> <th>Budget Code/Account/Project</th> </tr> </thead> <tbody> <tr> <td>Substitute(s) Needed:</td> <td><u>0</u></td> <td><u>0</u></td> <td><u>202.13</u></td> <td><u>0.00</u></td> <td></td> <td></td> </tr> <tr> <td>Agency Nurses Needed:</td> <td><u>0</u></td> <td><u>0</u></td> <td><u>0.00</u></td> <td><u>0.00</u></td> <td></td> <td></td> </tr> </tbody> </table>		# Staff	# Days	Cost/Day	Total Cost	%	Budget Code/Account/Project	Substitute(s) Needed:	<u>0</u>	<u>0</u>	<u>202.13</u>	<u>0.00</u>			Agency Nurses Needed:	<u>0</u>	<u>0</u>	<u>0.00</u>	<u>0.00</u>		
	# Staff	# Days	Cost/Day	Total Cost	%	Budget Code/Account/Project																
Substitute(s) Needed:	<u>0</u>	<u>0</u>	<u>202.13</u>	<u>0.00</u>																		
Agency Nurses Needed:	<u>0</u>	<u>0</u>	<u>0.00</u>	<u>0.00</u>																		
Name of Staff Member Driving Students: <u>N/A</u>																						
Mileage/Tolls: (if applicable) _____																						
Hotel/Food/Airfare: (if applicable) <u>544.92</u>																						
Registration/Entrance Fee: (if applicable) _____																						
Other Costs: _____																						
☐ Walking ☐ Parent Provided Transportation ☐ Public Transportation																						
☐ Bus ☐ Van/Car Rental ☒ Coach																						
	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th># Vehicles</th> <th># Days</th> <th>Cost/Vehicle</th> <th>Total Cost</th> <th>%</th> <th>Budget Code/Account/Project</th> </tr> </thead> <tbody> <tr> <td>Buses/Rentals/Coaches</td> <td><u>1</u></td> <td><u>2</u></td> <td><u>4752.00</u></td> <td><u>0.00</u></td> <td></td> <td><u>Dooster paying directly</u></td> </tr> </tbody> </table>							# Vehicles	# Days	Cost/Vehicle	Total Cost	%	Budget Code/Account/Project	Buses/Rentals/Coaches	<u>1</u>	<u>2</u>	<u>4752.00</u>	<u>0.00</u>		<u>Dooster paying directly</u>		
	# Vehicles	# Days	Cost/Vehicle	Total Cost	%	Budget Code/Account/Project																
Buses/Rentals/Coaches	<u>1</u>	<u>2</u>	<u>4752.00</u>	<u>0.00</u>		<u>Dooster paying directly</u>																
~ Rental Company/Carrier: <u>Kraft Coach</u>																						
Students Leaving From: <u>East High School front door</u> at <u>5pm</u> ☐ am ☒ pm																						
Students Returning To: <u>East High School front door</u> at <u>3:00</u> ☒ am ☐ pm																						
~ Request Drop off/Pick up (only if using Kraft): ☐ 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: <u>We have nine (9) fundraisers</u>																						
Additional Information (bus w/lift, star seat, ski boxes, special instructions)																						
Total Cost of Trip: <u>\$5744.92</u> Pupil Cost: <u>\$434.00</u> Other Funded: <u>\$536.92</u> Total Cost to the District: <u>\$0</u>																						
Requested Travel Advance (Min. \$300): _____																						
Requested By: <u>Alyssa (AK) Chin-Sang Hazel</u> Signature: <u>[Signature]</u> Date: <u>9/9/26</u>																						

Approval			
Principal _____	Approved _____	Date: 7/11/24	
Supervisor/ Athletic Director _____	Approved _____	Date: 9/11/26	
Director of: ☐ Elementary ☒ Secondary ☐ Pupil Services	Approved _____	Date: 9/14/26	
Transportation: _____		Date: _____	
Schedule Dates: _____	Contractor: _____		
Krapf Costs: _____	Additional Costs: _____		
Spellman Office Only: Overnight Trip will appear on the _____ Board Consent Agenda.			

**Application for Approval of Study, Excursion, and
Extracurricular Trips and Approval of Bus Transportation – Page 2**

Instructions:

1. The sponsoring teacher requesting the trip arranges the transportation by contacting the van/bus/coach company to determine cost and availability <u>before submitting the trip application</u>. Do not send this application to the outside transportation company. 2. All information must be completed on the form. <u>Incomplete forms/forms with missing information will be returned</u>. All costs must be on the form <u>prior</u> to submitting for approval. All expenses must be listed and include the budget code (activity account, building, or district budget code). If students or booster organizations are paying a tour company directly, include that information in the budget code line. If there are no costs, please write "0". Check appropriate box for New Trip Request or Trip Revision Request. 3. Indicate the destination of the trip to be visited and address. Include the trip date(s) and day(s) of the week. Each single day trip requires its own form. Multiple day trips cannot be combined on one form. If this trip is for a competition, check the appropriate box. Overnight trips must have prior Board approval. Include any additional special instructions. Explain how the trip supplements or enriches the classroom curriculum. 4. Include the number of students and total passengers on the trip. The teacher to student ratio is one (1) certified classroom teacher for every thirty (30) students, plus one (1) parent volunteer for every ten (10) elementary students, and one (1) parent volunteer for every fifteen (15) middle and high school students per Policy 121. For long trips or adult passengers, requirement should be based on two (2) passengers per seat. If unsure, check with your carrier.
5. Cost Section – <u>Fill in all costs associated with this trip</u>. The sub rate is \$202.13 per day. The sub cost line is pre-calculated at \$202.13 based on the number of subs required. Make sure you indicate if a full or half day sub is needed. Budget accounts must be included. Include transportation information and costs here. 6. Regardless of mode of transportation, fill in departure location and time the students are leaving from this location. Include specific pick up area (front door, café, etc.). 7. Fill in returning location and time the students will be returning to this location. Arrival time will be the time the bus will discharge passengers at the location. Complete regardless of mode of transportation. 8. Include the planned activities (fundraising) for financial assistance and any additional information. 9. If the trip is not approved, the form will be returned to the school principal with comments below.
10. After principal approval, forward the trip application to the appropriate director. <u>Krapf Bus transportation requests will be sent to the Transportation Department</u>. Krapf will indicate acceptance of assignment by scheduling date and signing form. Krapf bus cost and any additional transportation costs will be entered at the bottom of the form. 11. REVISIONS - Once the trip form has been submitted to the director, ANY changes that need to be made must be made on a copy of the <u>original trip request form</u>. Check the Trip Revision Request at the top of the form and indicate the changes. Approval process to the principal, then director, then to transportation (if Krapf).

Please Note:

- ~Make sure you distinguish between Krapf Bus and Krapf Coach. They are two different divisions.
- ~Cancellations – notify the building principal, who will notify District office. If Krapf is the carrier, contact the Transportation Office (x1041). Provide the Krapf ID number assigned for that trip.

Disapproval Comment:

WEST CHESTER AREA
SCHOOL DISTRICT

REVISED: March 25, 2022

Application for Approval of Study, Excursion, PIAA Sanctioned Athletic,
and Extracurricular Trips and Approval of Bus Transportation

Proposal: ☒ New Trip Request		☐ Trip Revision Request		☐ Trip Cancellation Request	
School: <u>East High School</u>		Grades: <u>9-12</u>		Subject/Club/Sport: <u>Indoor color guard</u>	
Teacher(s)/Coach(es) in Charge: <u>Alyssa (AK) Chin-sang Hazel</u>					
Destination: <u>Winter guard International Championships - Dayton, OH</u>					
Trip Day(s)/Date(s): <u>4/6 - 4/11</u>		Competition: ☒ Yes ☐ No		PIAA: ☐ Yes ☐ No	
~ Overnight Trip: ☒ Yes ☐ No		☐ In State ☒ Out of State ☐ Out of Country		Name Tour Company: _____	
Special Instructions (rain date, etc.): _____					
How is it related to curriculum (Not for PIAA): _____					
Objectives of the proposed trip (Not for PIAA): _____					
Number of Pupils: <u>13-16</u>		Total Passengers: <u>29</u>		Per Pupil Cost: <u>\$1412.41</u>	
Adult Chaperone to Student Ratio: <u>1 / 2.6</u>		% of Eligible Students Going: _____			
Names of Teacher/Staff Chaperones: <u>Alyssa Chin-sang Hazel, Alex Majer</u>					
~ Other Adult Chaperones: <u>Joy Crozier, Amanda Howe, James Campbell, Bridget Cuff</u>					
Nurses required on this trip: ☐ Yes ☐ No (refer to 121AG6)					
Estimated Cost					
	# Staff	# Days	Cost/Day	Total Cost	% Budget Code/Account/Project
Substitute(s) Needed:	<u>0</u>	<u>0</u>	<u>202.13</u>	<u>0.00</u>	
Agency Nurses Needed:	<u>0</u>	<u>0</u>	<u>0.00</u>	<u>0.00</u>	
Name of Staff Member Driving Students: <u>N/A</u>					
Mileage/Tolls: (if applicable) _____					
Hotel/Food/Airfare: (if applicable) _____				<u>3648.92</u>	<u>Booster org</u>
Registration/Entrance Fee: (if applicable) _____					
Other Costs: _____					
☐ Walking ☐ Parent Provided Transportation ☐ Public Transportation ☐ Bus ☐ Van/Car Rental ☒ Coach					
	# Vehicles	# Days	Cost/Vehicle	Total Cost	% Budget Code/Account/Project
Buses/Rentals/Coaches	<u>1</u>	<u>5</u>	<u>11,490</u>	<u>0.00</u>	<u>Booster org</u>
~ Rental Company/Carrier: <u>Kraft Coach</u>					
Students Leaving From: <u>East High School, front door</u>		at <u>10:00</u>		☐ am ☒ pm	
Students Returning To: <u>East High School, front door</u>		at <u>4:00</u>		☒ am ☐ pm	
~ Request Drop off/Pick up (only if using Kraft): ☐ 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: <u>We have nine (9) fundraisers for the season</u>					
Additional Information (bus w/lift, star seat, ski boxes, special instructions)					
Total Cost of Trip: <u>\$16948.92</u>		Pupil Cost: <u>\$1412.41</u>		Other Funded: \$ _____ Total Cost to the District: \$ <u>0</u>	
Requested Travel Advance (Min. \$300): _____					
Requested By: <u>Alyssa (AK) Chin-sang Hazel</u>		Signature: <u>[Signature]</u>		Date: <u>4/4/26</u>	

Approval			
Principal Supervisor/ Athletic Director Director of: ☐ Elementary ☒ Secondary ☐ Pupil Services Transportation: _____ Schedule Dates: _____ Krapf Costs: _____	Approved _____ Approved <u>yes</u> Approved _____ Contractor: _____ Additional Costs: _____	Date: <u>9/11/26</u> Date: <u>9/14/26</u> Date: <u>9/14/26</u> Date: _____	
<u>Spellman Office Only:</u> Overnight Trip will appear on the _____ Board Consent Agenda.			

**Application for Approval of Study, Excursion, and
Extracurricular Trips and Approval of Bus Transportation – Page 2**

Instructions:

1. The sponsoring teacher requesting the trip arranges the transportation by contacting the van/bus/coach company to determine cost and availability <u>before submitting the trip application</u>. Do not send this application to the outside transportation company. 2. All information must be completed on the form. <u>Incomplete forms/forms with missing information will be returned</u>. All costs must be on the form <u>prior</u> to submitting for approval. All expenses must be listed and include the budget code (activity account, building, or district budget code). If students or booster organizations are paying a tour company directly, include that information in the budget code line. If there are no costs, please write "0". Check appropriate box for New Trip Request or Trip Revision Request. 3. Indicate the destination of the trip to be visited and address. Include the trip date(s) and day(s) of the week. Each single day trip requires its own form. Multiple day trips cannot be combined on one form. If this trip is for a competition, check the appropriate box. Overnight trips must have prior Board approval. Include any additional special instructions. Explain how the trip supplements or enriches the classroom curriculum. 4. Include the number of students and total passengers on the trip. The teacher to student ratio is one (1) certified classroom teacher for every thirty (30) students, plus one (1) parent volunteer for every ten (10) elementary students, and one (1) parent volunteer for every fifteen (15) middle and high school students per Policy 121. For long trips or adult passengers, requirement should be based on two (2) passengers per seat. If unsure, check with your carrier.
5. Cost Section – <u>Fill in all costs associated with this trip</u>. The sub rate is \$202.13 per day. The sub cost line is pre-calculated at \$202.13 based on the number of subs required. Make sure you indicate if a full or half day sub is needed. <u>Budget accounts must be included</u>. Include transportation information and costs here. 6. Regardless of mode of transportation, fill in departure location and time the students are leaving from this location. Include specific pick up area (front door, café, etc.). 7. Fill in returning location and time the students will be returning to this location. Arrival time will be the time the bus will discharge passengers at the location. Complete regardless of mode of transportation. 8. Include the planned activities (fundraising) for financial assistance and any additional information. 9. If the trip is not approved, the form will be returned to the school principal with comments below.
10. After principal approval, forward the trip application to the appropriate director. <u>Krapf Bus transportation requests will be sent to the Transportation Department</u>. Krapf will indicate acceptance of assignment by scheduling date and signing form. Krapf bus cost and any additional transportation costs will be entered at the bottom of the form. 11. <u>REVISIONS</u> - Once the trip form has been submitted to the director, ANY changes that need to be made must be made on a copy of the <u>original trip request form</u>. Check the Trip Revision Request at the top of the form and indicate the changes. Approval process to the principal, then director, then to transportation (if Krapf).

Please Note:

- ~Make sure you distinguish between Krapf Bus and Krapf Coach. They are two different divisions.
- ~Cancellations – notify the building principal, who will notify District office. If Krapf is the carrier, contact the Transportation Office (x1041). Provide the Krapf ID number assigned for that trip.

Disapproval Comment:



Field Trip Request

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

Thursday, October 8,
2026

Grade/Subject/Club

Science Olympiad

Grade 9	Grade 10	Grade 11	Grade 12
✓	✓	✓	✓

Trip Type

Out of State

Overnight Trip

Yes

Trip Date - Expected Departure

Friday, November 13, 2026 08:00 AM

Trip Date - Expected Return

Saturday, November 14, 2026 08:00 PM

How is this related to curriculum?

Students will apply classroom knowledge to harder tests and building events as they compete against high schools in the nation

Objectives of the proposed trip

to prepare for regional and state competitions

What are the planned activities to assist students who require financial assistance

fundraising

Special Instructions / additional Information (rain dates, etc)

n/a

Transportation Type

Bus

Bus Company

Krapfs Coach

Pupils	Chaperones	Staff/Teachers/Nurse
30	1	2

Names of Staff / Teacher / Chaperone / Nurse		Is staff driving students	Building
Tanna Whitton	Staff	No	RHS
Scott Taylor	Staff	No	RHS
Drae McComas	Chaperone	No	RHS

Type	Place	Street	City	State	Time
Leaving From	RHS	1100 Shiloh Rd	West Chester	PA	08:00 AM
Destination	Cornell University	Sciences Dr	Ithaca	NY	12:00 PM
Leaving Destination	Cornell University	Sciences Dr	Ithaca	NY	04:00 PM
Returning to	RHS	1100 Shiloh Rd	West Chester	PA	08:00 PM

Additional Staff Needed

Full Day
Substitute(s) \$404.26

Total \$404.26

**Buses/Rentals/Coaches/Van/
Car Rental**

# of vehicles	# of days	Daily Cost per bus
1	1	4384

Funds Collected per Pupil

284.29

Additional/Pupil Costs Total

3740

**Covered by Additional Funding
(no approval needed)**

\$0.00

Bussing Cost

\$4384

**Grand Total Trip Cost
By District**

\$8528.26

Approval Signature:

Overnight trip will appear on the _____ Board Consent Agenda

G. **NEXT MEETING DATE ANNOUNCEMENT**

G.1. The next Teaching, Learning & Equity Committee meeting is on November 16, 2026

H. **ADJOURNMENT**

H.1. Committee Chair calls the meeting to a close