



COMMUNITY UPDATE

Fall 2019

POINTS of PRIDE

INSPIRE • ENGAGE • EMPOWER





SCHOOLS FOR THE FUTURE: **THE EXCITEMENT IS BUILDING**

ROSSMOYNE ELEMENTARY SCHOOL

After much planning and design, work on the new Rossmoynne Elementary School has begun. Rossmoynne is the first of four projects included in Phase I of our Feasibility Study. The current school will remain in use until the new building is complete. While our hope is that the new school will be ready for the start of the 2020-2021 school year, delays in approvals, along with any other unforeseen setbacks throughout construction, will place that timeline in question. Upon completion, Rossmoynne will operate as a K-5 until additional projects are completed, and it can transition to a K-4.

INTERMEDIATE SCHOOLS

Two other projects are currently undergoing significant planning, which are the two intermediate schools. The intermediate schools will serve grades 5 and 6. The



LEARN MORE

For additional information and updates, please visit the Feasibility & Facilities page on the District website.

intermediate school in the northern end of the District that will feed into Allen Middle School and then Cedar Cliff High School will be located on the current Fairview Elementary campus. Given current circumstances, we would anticipate that the intermediate school at Fairview would open in the 2022-2023 school year.

In August, the District finalized the purchase of approximately 95 acres at a property located at Valley and Beinhower Roads. This site will allow for future growth, which could include an elementary building and additional athletic fields. It will also be the location for the intermediate school in the southern end of the District that will feed into Crossroads Middle School and then Red Land High School will be built on that property. We anticipate this school will open in the 2021-2022 school year.



“At the core of our instructional needs is an unrelenting resolve to ensure every single student in the West Shore School District has the benefit of learning in a climate-controlled environment.”

Todd Stoltz, Superintendent of Schools

ALLEN MIDDLE SCHOOL

The final project of Phase I would be substantial renovation to Allen Middle School, which would serve grades 7 and 8. There are no definite timelines associated with this project yet, but we would hope to have the renovations completed for the 2023-2024 school year. Assuming these timelines hold true, New Cumberland Middle School would cease operation in June 2023.

OPPOSITE PAGE

Aerial view of construction taking place behind the existing Rossmoyne Elementary School.

RIGHT

On September 3, 2019, members of the School Board and administration joined students and families to celebrate the construction of their new school!



READY SET GROW



DISTRICT AQUAPONICS LAB OPENS

On the second floor, in the former planetarium at Cedar Cliff High School, students are looking down where they once looked up. This summer, the District partnered with Integrated Agricultural Systems (INTAG) to construct an aquaponics lab unlike any other INTAG had designed before.

The indoor lab combines conventional aquaculture (raising fish and other aquatic animals in tanks) and hydroponics (producing plants in water rather than soil) into a symbiotic system used to grow fish, fruits, vegetables, feedstock, and other plant products year-round. And while the primary goal of this aquaponics facility is education, the possibility also exists for produce grown at the lab to be sold or donated in the future.

For now, the system constructed for West Shore students will act as a STEAM lab where students from all 14 schools are able to experiment with plant propagation, food production, aquaculture technical skills, and hydroponic plant growth. Additionally, high school students can use the lab to conduct real-world research in areas including plant lighting manipulation, propagation techniques, crop rotation studies, and fish breeding/rearing practices. Beyond the clear research and occupational training opportunities the lab provides, the system will also assist in teaching time management, problem solving, and leadership strategies.

Funding for the lab was made possible through a grant from the Pennsylvania Department of Labor & Industry for approximately \$250,000 which the District received in collaboration with the South Central Workforce Investment Board.



AQUAPONICS
is growing fish and
plants together
in one system. Fish
are raised and their
waste is then used
as a food source for
plants. The plants
in turn filter water
for the fish.

DONE WITH DIRT



Tower gardens, an aeroponic growing system, allow you to grow plants indoors or outdoors without soil. Aeroponic systems use water, liquid nutrients, and a soilless growing medium to quickly and efficiently grow plants, making them perfect for classroom gardening systems!

All West Shore secondary schools and elementary schools with first grade classes now have tower gardens to support STEAM education and our science curriculum.



CROSSROADS MIDDLE SCHOOL
students assembled their own tower gardens!



HIGHLAND ELEMENTARY
third grade students are
all (green) thumbs.

to ecology and an understanding of the relationship between living organisms and their physical environment.

NURTURING THE NEXT GENERATION



This year, select elementary classrooms will participate in setting up, maintaining, and operating a mini-aquaponics lab.

These mobile carts house a miniature aquaponics system complete with a fish tank, gravel media bed, and grow lights. High school students enrolled in the Introduction to Aquaponics course will visit the elementary classes and teach students how to monitor their mobile system. Students will learn to check pH levels, water temperatures, and water levels; how to operate the pump, lighting, and water system; and how often to feed the fish.

In addition to learning more about how plants grow, the aquaponics carts will expose students

GROWING PARTNERSHIP

In partnership with the Walmart Supercenter in Etters, the District received a generous donation of vegetable, fruit, and plant seeds.

Under the direction of Mr. Justin Weaver, Cedar Cliff High School science teacher, students sorted the large variety of seeds and are in the process of creating an online catalog of available seeds to make it easier for West Shore teachers and students from across the District to request them for projects.

FUTURE FOCUSED:

PATHWAYS FOR SUCCESS AFTER GRADUATION

Prior to graduation, all District high school students will chart their own personalized pathway for a future career inclusive of the skills, training and/or college degree necessary for achieving their postsecondary vision and plan.

EACH STUDENT'S PERSONALIZED ACADEMIC AND CAREER EDUCATION ROADMAP (PACER) MAY CONSIST OF:

- an entirely academic course of study or
- a blend of academic, technical, online, college in the high school or dual enrollment courses
- and all students will plan for pathway experiences [learning opportunities] outside of the regular classroom.

WE WILL:

- ensure our high schools offer rigorous and relevant academics with flexible scheduling and coursework aimed at multiple pathways for students to become college and/or career ready prior to graduation
- ensure the necessary information and supports are in place along with high quality career and personal counseling
- ensure that students can develop meaningful connections and relationships with adults in the school and within the community.



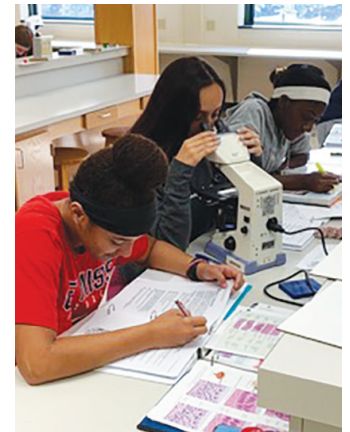
JOB SHADOWING

The Emerging Health Professionals Program at Cumberland Perry Area Vocational Technical School (CPAVTS) is a dual enrollment program with Messiah College that combines skills-based, interactive and university-level classroom learning with shadowing in a health care setting.



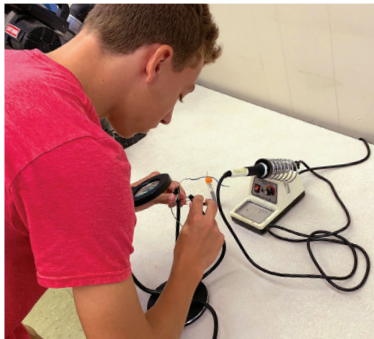
PRE-APPRENTICESHIPS

Thanks to the District's partnership with the York County Alliance for Learning (YCAL), students have the opportunity to participate in a variety of field experiences and pre-apprenticeship programs to develop transferable skills.



HANDS ON LEARNING

In our Community Based Instruction (CBI) program, students rotate through non-paid work experiences with different partners throughout the community. Students learn pre-vocational skills as part of transition planning.



LEADERS OF INNOVATION: CHANGING THE WAY STUDENTS AND STAFF LEARN

HIGH SCHOOL STUDENT CHROMEBOOK INITIATIVE

We are committed to integrating technology in every classroom in order to engage students, accelerate student learning, and ensure our students gain the 21st century skills they need to succeed. This school year, the District is providing a District owned Google Chromebook to each student in grades 9-12 for their use both at school and at home throughout the year.

By providing this versatile tool, at no cost to our families, we hope to enhance learning experiences outside the traditional classroom, and provide new opportunities for students to research, collaborate, problem solve, present information, and connect globally with others.

“When last surveyed, 97% of West Shore School District middle and high school students indicated they had wireless internet at home.”

*Steve Vogelsong
Coordinator of Technology
& Media Services*

STAFF PROFESSIONAL LEARNING PLANS

Beginning with the 2019-2020 school year, each high school teacher will be establishing a professional learning plan, PLP. The ultimate goal of the PLP is to empower staff with what they need to know, understand, and be able to do in order to prepare today's students to become contributing members of the world community tomorrow.



DISTRICT FINANCES

Each year as the District develops its annual budget, which begins in October and culminates with the adoption of a budget in June, we are faced with finding a solution to a recurring challenge, which occurs when the growth of revenues do not keep pace with the growth of expenditures. Solving this challenge is typically two-fold, using a combination of increasing revenues and reducing expenditures.

To understand why this pattern occurs annually, it is helpful to know what typically drives the need for increased cost, as a number of these factors are beyond the District’s full control.

CLOSER LOOK AT EXPENDITURES

A primary driver leading to increased costs is the mandated contribution to the Pennsylvania School Employees Retirement System (PSERS). For the 2019-2020 school year, the rate of contribution is 34.29%. By way of example, if an employee earns \$100, then the District owes \$34.29 to PSERS. It should be noted that although the State pays 50% of that cost, its impact on the taxpayer is the same.

Another driver is the cost of benefits. Although the District has done significant work over the last several years to contain costs, generally speaking, the cost of health care has not gone down. Programmatic costs for special education, cyber charter schools, and other unfunded mandates issued by the Pennsylvania Department of Education have escalated with little or no additional funding from the State.

When calculating the increased costs related to salaries, benefits (PSERS, health care, etc.), special education, and cyber charter, those increases generally exceed the amount the District could raise taxes under the Act 1 index. By itself, this leaves little room, if any, for additional building, staffing, or resources needed for our students. So, a balancing act of identifying any increased revenues, such as growth in assessed values, new business, additional State funding, interest earnings, etc., along with mitigating increased expenditures, is critical.

2019-2020 EXPENDITURES

\$124,438,262

Instruction	62%
Support Services	29%
Non-Instructional Services	2%
Facilities	1%
Other Financing	7%

2019-2020 REVENUE

\$124,202,204

Local Sources	71%
State Sources	27%
Federal Sources	2%

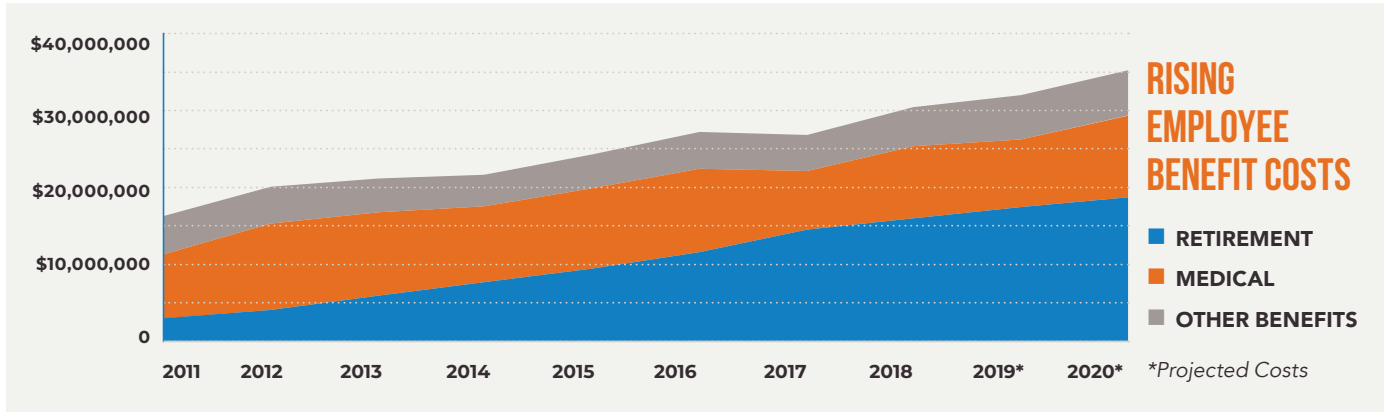
KEEPING OUR FAVORABLE
CREDIT RATING AND
SUBSEQUENT LOWER
INTEREST RATES, CAN
SAVE MILLIONS OF
TAXPAYER DOLLARS IN
THE LONGER TERM.

FUND BALANCE & CAPITAL RESERVES

There was a time when the District relied on the fund balance to pass the annual budget. Revenues were unable to keep pace with expenditures, and despite program cuts, the District’s fund balance was almost entirely depleted. Additionally, there were no funds available in capital reserves to provide relief to the general fund operating budget. Over time the District has recovered financially and has been able to build a considerable fund balance and improve our credit rating. These ratings have translated directly into savings on refinancing of existing debt and lower interest rates on new debt.

It may be tempting to use these reserves as justification for eliminating or reducing any proposed tax increases and using the fund balance to pass a budget. However, it is important to keep perspective on the relationship between the fund balance and the operating budget. According to the April 2019 Treasurer’s Report, a “typical” month, included \$8.1 million in cash disbursements and payroll transfers. If we operate under the assumption that good fiscal management would dictate we have at least two months of operating expenses in reserves, the District would require an available cash balance of around \$16 million.

We have consistently taken a conservative approach to our budget, and typically spend less than our budgeted expenditures and receive more than our budgeted revenues. It is important to remember that these two budgets, expenditures and revenues, operate independently. The budgets also need to project conditions up to 18 months into the future. For example, the current budget was largely built in March 2019, and it needs to accurately estimate our costs up to, and including, August 2020. For several years in a row, the District has diverted any budgetary surplus into capital reserves which may cover planned and unplanned large scale repairs, renovations, and replacement costs. The District strives to maintain a healthy fund balance, which includes capital reserves, as a means to be fiscally responsible to its taxpayers.



OUR PRIDE ADDS UP!

2019-2020 Student Enrollment

CALCULATED SEPTEMBER 17, 2019

7,697

HIGH SCHOOL
2,400

MIDDLE SCHOOL
1,858

ELEMENTARY
3,439



**2,750 MILES
TRAVELED BY OUR
BUSES EACH DAY**



**3,582
STUDENT MEALS
SERVED EACH DAY**

574 2019 Graduates



PLANS AFTER GRADUATION

	CEDAR CLIFF	RED LAND
Four-Year Colleges	48%	47%
Two-Year Colleges	23%	18%
Specialized Schools	-	6%
Armed Forces	6%	4%
Employment	15%	17%

REMAINING GRADUATES WERE UNDECIDED



955 STAFF MEMBERS

643 Professional & Administration
312 Classified & Support



IMAGINE: HAVING A DIRECT IMPACT ON WEST SHORE STUDENTS

The West Shore Foundation
invites you to join us at

Gala 2019

Sponsored by 

SATURDAY, OCTOBER 26, 2019
West Shore Country Club

VIP Reception 5:00 - 6:00 p.m. (Limited Tickets Available)
Cocktails & Silent Auction 6:00 - 7:15 p.m. | Dinner 7:30 p.m.



Host - Steve Knight CBS 21 News
Student Demonstrations and Performances
Silent Auction

Former NFL and Penn State Tight End, Kyle Brady
Cedar Cliff H.S., Class of 1990

\$100 per person for Gala Event
Complimentary wine with dinner | Cash bar available

For tickets: one.bidpal.net/wsfgala2019

VIP Reception (Limited Tickets Available) "Unique Paths to Success"
featuring Brewmaster Theo Armstrong offering
Zeroday Brewing Company Beer Tastings and Special Guests
\$150 per person for VIP Reception and Gala Event

Special Rate for WSSD Employees
Please contact Executive Director for details at
executivedirector@westshorefoundation.org or 717.932.1818



WestShoreFoundation.org



WEST SHORE STADIUM ADVERTISING

Limited opportunities for scoreboard and fence advertising at the West Shore Stadium are currently available through the West Shore Foundation.

PRICING

One year.....	\$1,500
Two years.....	\$2,500
Five years.....	\$3,500

Money raised through these sponsorships will be used by the Foundation to support academics, arts, athletics, leadership, and technology. To "sign up," please email executivedirector@westshorefoundation.org.

SUPPORTING INNOVATION

In August, the West Shore Foundation awarded over \$15,000 in Educator Innovation



Grants to District staff including a grant for \$1,838.73 to Mrs. Caitlin Shepski for music integration technology.



WEST SHORE SCHOOL DISTRICT

INSPIRE • ENGAGE • EMPOWER

507 Fishing Creek Road, P.O. Box 803

New Cumberland, PA 17070-0803



ON THE COVER

Brandt Cook, Cedar Cliff High School junior, transplants baby lettuce grown in the Aquaponics lab. Learn more about the District's Aquaponics lab and District-wide programs on pages 4 and 5.

SENIOR CITIZEN GOLD CARDS

Gold Cards entitling senior citizens to free admission to home athletic events, plays and musical productions, and District sponsored programs are available to District residents age 62 and older. To receive a Gold Card, residents need only bring proof of age and residence to the Administration Center for Education.