

**THE PENNSYLVANIA WRITING  
AND LITERATURE PROJECT**

**YOUTH PROGRAMS**



**Writing  
and  
Reading  
Brighten  
Your  
Mind!**

*This is a work in progress.  
Changes may occur to anthology  
and payroll information.*

**SITE COORDINATOR  
HANDBOOK  
2015**

**Name:** \_\_\_\_\_

# The Pennsylvania Writing and Literature Project Office Staff

## Director

Mary Buckelew  
(610) 436-2998  
e-mail: [mbuckelew@wcupa.edu](mailto:mbuckelew@wcupa.edu)

## *Summer Youth Administration:*

Karen Pawlewicz  
(610) 431-3461  
(610) 291-3513 - cell  
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Debbie Neves  
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## *Office Staff*

Ann Mascherino  
(610) 436-2202  
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## *Co-Directors*

Lynne Dorfman  
Janice Ewing  
Judy Jester  
Patty Koller  
Kim Kraf  
Brenda Krupp  
Brian Kelley  
Tricia Ebarvia  
Chris Kehan  
Kelly Virgin

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West Chester University  
West Chester, PA 19383  
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**YOUTH PROGRAMS OFFICE PHONE: 610-436-3089**

***PAWLP Youth Programs  
Site Coordinator Requirements  
2015***

Dear Youth Program Coordinator,

Thank you for being an integral part of our 31st annual PAWLP Youth Program. We're looking forward to a great summer watching kids have a wonderful time writing and reading. Last year we enrolled over 600 students. We hope this will be our finest summer to date. It will depend on you! You have been asked to join our staff because of your teaching skills, your "camp spirit," and your dedication to the excellence represented by the Writing and Literature Project model.

Site coordinator responsibilities are listed below. Please ask your co-director if you have any questions about any of this information.

**Drop-Off and Pick-Up Time Responsibilities**

**YOU MUST SUPERVISE DROP-OFF AND PICK-UP EVERY DAY. You may NOT leave until the last child has been picked up.** Teachers should arrive at the site 15 minutes before the starting time to receive any paperwork or information from site coordinators and to prepare for the arrival of students. At the West Chester site, parents are expected to drop children off 10 minutes before the program and to pick them up 10 minutes after so they can get the full instructional time. Return with your class to the pick-up site promptly at your ending time and release students to parents when they walk up to get their children. Please do not let children cross intersections to meet parents sitting in cars. ***The parents must come up to get their children.*** If a parent is more than 15 minutes late, please attempt to contact them.

**Student Attendance**

The teacher is responsible to report to you any absences. If a child is absent for two days, phone the home to make sure they are still in attendance.

**Teacher Attendance**

It is important that every effort is made for teachers to be in attendance every day. If a teacher absolutely must miss a day, the substitute rate is \$90/day which is paid directly to the substitute by the absent teacher. Collect the sub fee from the teacher the day before he/she will be absent. All absences must be reported to you as soon as possible since finding substitutes is a difficult task. Your co-director will help assist you in locating a substitute. The regular teacher will absorb the taxes in their paycheck.

### **Introductory Staff Meeting**

The Site Coordinator should schedule a meeting prior to the beginning of the session. All pertinent information should be reviewed at this time. A folder should be provided with all of the following copies:

◆ Class list	◆ Teacher check list
◆ Session outline	◆ Parent comment form
◆ Attendance check list	◆ Student comment form
◆ Cover contest letter and entry form	◆ Discipline policy
◆ Anthology letter	◆ Fire drill procedure
	◆ Student conference form

You are responsible for making your own photocopies prior to the start of the session. Some sites do not allow use of the copy machine. You may call the PAWLP office to arrange a time to use the copy machine. No reimbursements for copies made elsewhere.

### **Introductory Letter**

Please prepare a letter to be given to parents on opening day. The letter should introduce yourself and your teachers and notify parents of upcoming events such information about the Open House on the final day where families can see what the students have been doing and participate in an optional book fair. Please emphasize pick up and drop off times and locations. (See sample letter in appendix)

### **Bathroom Policy**

Children are not permitted to attend the restroom without adult or volunteer supervision. In the event the volunteer is a high school student, a buddy system must be used. We strongly recommend that teachers take their classes as a group.

### **Snacks**

Students will bring their own snack and drink each day. You will need to arrange times and a common place for meeting at snack time. Children are not permitted to leave the site for snack time.

### **Discipline Policy**

A copy of the discipline policy is included in the appendix to this handbook. Please make a copy for each teacher. All problems should be handled by you and reported to the Youth Programs Director, Karen Pawlewicz. Providing supervision is paramount.

### **Fire Drills**

On the first day of the session, site coordinators must hold a fire drill practice with all students and teachers. Choose a time when all teachers will bring their students to the designated area. The access route must be posted in each classroom by the door. The site coordinator may use the same access routes that are used by the school. There should be a designated area for all students to line up by classes. Teachers are responsible to count all students and let the site coordinator know if there are any children missing.

The site coordinator must complete the Fire Drill Evacuation Procedure form and attach it to a copy of the evacuation procedure for the site. This should be attached to the site coordinator report.

### **Medical Concerns**

Minor health concerns, such as slight headaches, should be distinguished from serious concerns. Teachers must report all accidents and medical concerns to you. Keep a record of all accident and medical treatment in the accident log (see sample in appendix). Information regarding students' medical needs will be on the class list that you will give the teachers. Each site coordinator will be provided with a first aid kit. Band-Aids and gloves are available for all teachers in the supply boxes.

### **Open House**

The site coordinator will hold an Open House on the final day of the session for the families of the students to visit the classrooms, possibly share refreshments, and participate in an optional book fair. Some sites have a bookseller who will set up and collect payment. Some independent bookstores contribute a percentage of their profits to our scholarship fund. Other sites have a Scholastic book fair delivered. The site coordinator is responsible for setting up the fair, collecting money (cash or checks made payable to PAWLP), and delivering the proceeds to the PAWLP Office. Please discuss this with your co-director and be sure you understand what will happen at your site. Some sites provide refreshments at the Open House, although many sites do not. If you choose to provide refreshments, please be aware that the Project no longer reimburses this expense. An invitation should be sent to parents to inform them about the Open House Celebration (see sample in Appendix).

### **Anthology Information**

Check every page to make sure it is ready to duplicate. These pages must be camera-ready so that they will photocopy nicely. Also, make sure the child's name is on the page. Teachers should review each child's submission for violence, swear words, and avoidance of the complete name of other people. If a piece seems inappropriate, the child should be encouraged to modify the piece or submit another. Each teacher should also submit an anthology page. All pages must be in alphabetical order by class, with the teacher page at the end. Each child should submit one anthology page. You must handle situations when children do not hand in pages. They are all due on the last day! If a student page is missing, notify the parent to verify the missing page. (See sample Anthology page in the Appendix). If you prepare an introductory page for your anthology, please also submit it electronically to [amascherino@wcupa.edu](mailto:amascherino@wcupa.edu) in case we need to make revisions and/or corrections.

## Table of Contents

The PAWLP office will supply you with two copies of the student information sheet (class lists) for each teacher based upon the information in our database. The first copy is for the teachers to keep. The second copy is for the teachers to verify that the information for the Table of Contents page of the anthology is correct. This should be done on the first day of class. If we have spelled a child's name incorrectly or listed the wrong grade level or school, please write the corrections on the sheet. If a student attends a non-public school, please be sure we have the correct name of the school and the town in which the school is located. The second, revised class list page should be attached to the front of your anthology pages. Do not number the pages. (See sample Class List page in appendix)

## Reports

Student conference summary- Each family receives a narrative about their child. This report is divided into four sections. The heading includes the first and last name of the child, site, and teacher. The top half of the page is a section for teachers to list writing activities presented and shared readings. This part of the report will be used for every child. The bottom half of the page should be a personalized narrative on the child's strengths and includes a box for the student to tell what he/she has read and list their writing and reading goals. **These reports need to be checked and rechecked.** We have had cases where inaccurate information was reported to parents, and we must avoid that situation. **Please have these reports prepared accurately and turned in to your site coordinator by Wednesday of week 2.** See sample in appendix. You may want to use the conference grid to gather information about your student. (See samples).

## Paperwork Summary Sheet

A sheet will be provided for you to check and make sure that you have all of the required paperwork from each teacher (See sample in Appendix). Simply fill in the names of the teachers and check off each category of paperwork. If a student does not have some of the required work, please attempt to get this work from them. If this is not possible, please note this in the comment section for that student. Coordinators should follow up with a phone call to the parent. Sometimes students chose not to do an anthology page. This is okay, but we need to know so that we do not hold up the publication thinking that we lost a child's work. Parents tend to get upset when their children don't get published.

## Coordinator's Report

The site coordinator is responsible for writing a 2-3 page summary of the session. This should include the following: participant summary, teaching staff, facility, snacks, literacy celebration, and a general summary. (Sample coordinator reports in Appendix)

**Site Coordinators will be paid after all paperwork has been reviewed by the co-directors.**

Thank you again for working for the Youth Programs of the Pennsylvania Writing and Literature Project. We are sure that you will find this to be one of the most enjoyable experiences that you have ever had. Please inform your co-director of any questions or problems that you might have. Good luck, and enjoy yourself!

Sincerely,

*Mary Buckelew,*

Director

*Karen Pawlewicz,*

Youth Programs Administrator

*Debbie Neves,*

Youth Programs Co-Director

## **2015 Youth Site Coordinator Responsibilities**

### **Pre-program responsibilities**

- Promote and advertise the Youth programs at your site to encourage enrollment. For example: advertise in the District Newsletter, website and local TV station. Visit Home and School meetings, place brochures in public libraries and local businesses, and attend local camp fairs
- Assist with distribution of brochures and flyers
- Assist PAWLP Office in assuring appropriate classroom space and conditions have been identified
- Provide directions to the site and arrange drop-off/pick-up locations. The office will post the maps on our website.
- Assist Co-Directors in identifying and enrolling staff members to teach in the summer program
- Solicit sources of scholarships for children at the site from local Home and School Associations and area businesses
- Attend a planning meeting on March 21
- Notify teachers of particular student health concerns in their class. Health concerns should be highlighted on your copy of the student registration form
- Confirm with co-director the booksellers and visiting author dates and times
- Photocopy all appropriate paperwork for distribution to teachers, parents, and students. You may use the copy machine at the PAWLP office. Please call to arrange a time since the copy machine is used extensively in the summer. No reimbursements for copies produced elsewhere
- Arrange a time to pick up supplies and class lists at the PAWLP office, preferably the week before your session begins. Call Ann Mascherino at 610-436-2202 or e-mail amascherino@wcupa.edu.
- Arrange a meeting with the teachers prior to the start of the session

### **During-program responsibilities**

- Follow procedures in Youth Programs Session Outline
- Distribute supplies and class lists to teachers (These will be supplied by PAWLP Office)
- Provide rules, class locations, and other pertinent information to parents on opening day
- Monitor and facilitate late arrivals/late pickups – remain at site until all children are picked up
- Supervise student aides, if available. Aides are never to be left alone with the class or with an individual student.
- Non-teaching site coordinators: check in with classroom teachers daily to see if any help, supplies, etc. are needed
- Teaching site coordinators: assist co-directors in monitoring and evaluating teachers
- Submit evaluations of teachers to the summer administrator and PAWLP Office
- Return and place calls to parents as needed
- Coordinate the cover contest
- Plan and prepare the parent Open House
- Collect covers to be included in the anthologies
- Collect and organize paper work from teachers
- Report any site issues to the Youth Administrator as soon as possible

### **Post-program responsibilities**

- Organize and return all left-over supplies to PAWLP Office. Please use the checklists provided.
- Schedule appointment within one week after session for a final de-briefing with your co-director
- Bring all paperwork including anthology pages in camera-ready form, revised class lists, cover winner, and supplies to final de-briefing meeting at PAWLP Office with your co-director
- Submit Site Coordinators' Report with all other paperwork to discuss at de-briefing (refer to Handbook for samples)

## **2015 PAYROLL GUIDELINES**

**From: The PAWLP office – Mary Buckelew (610) 436-2998  
Ann Mascherino (610) 436-3089**

**We will make every effort to pay Summer Youth Staff in a timely fashion. Due to the size of the staff involved in our youth programs, the following payroll forms must be completed before the season starts. We cannot guarantee prompt payment for those who do not comply with this request.**

### **NEW TEACHERS and SITE COORDINATORS**

(even those without a definite assignment)

Must return to the PAWLP office the entire payroll packet:

- Criminal Record Check – must be within one year of the first date of camp
- Child Abuse Clearance – must be within one year of the first date of camp
- FBI fingerprint clearance – must be within one year of first day of camp
- WCU Application for Employment
- Worker’s Compensation Notification
- Employment Eligibility Verification Form & Proof of Identification
- W-4 for 2015 Form
- Summer Program Staff Demographic Form
- Local Earned Income Tax Residence Certification form
- Emergency Contact Information form

**Please return forms to the PAWLP office at your teacher or site coordinator meeting, or NO LATER than June 1, 2015.**

### **RETURNING TEACHERS and SITE COORDINATORS**

(even those without a definite assignment)

- Payroll Demographic Sheet
- W-4 2015 (only if you want your Federal withholding changed)
- Criminal Record Check – must be within one year of the start date of camp
- Child Abuse Clearance – must be within one year of the start date of camp
- Emergency Contact Information form

**Please return forms to the PAWLP office at your teacher or site coordinator meeting, or NO LATER than June 1, 2015.**

It is imperative that we receive any demographic changes now as well as in the future. All paychecks and W-2’s are generated from the Chancellor’s Office in Harrisburg, so any changes have to be documented in the PAWLP office in order for us to contact Harrisburg. Checks for all site coordinators and teachers whose assignments are confirmed by the co-directors are available for pickup after 12:00 p.m. or mailed one week following the end of the session if all paperwork is completed.

Coverage for any missed days is the responsibility of the teacher and is discussed in the teacher handbook.

**Youth Programs Session Outline**  
**For Site Coordinators**

Day 1 – Distribute supplies and class packets to teachers  
Organize classes  
Conduct opening speech to parents to introduce self, teachers and program  
Distribute t-shirts  
Distribute Opening Day letter to students  
Collect Class List pages – Make sure PAWLP office gets changes

Day 2 – Ordinary day

Day 3 – Ordinary day – See next page for elements of a typical day and goals of the program

Day 4 – Ordinary day  
Distribute cover contest/anthology letter

Day 5 – Ordinary day

Day 6 – Ordinary day  
Make arrangements for Open House  
Check with custodial staff for open house tables  
Check with bookseller

Day 7 – Invitation to Gallery/Open House distributed to students  
Remind students about cover contest  
Discuss with teachers any concerns about Parent Reports/paperwork

Day 8 – Cover contest. Entries collected prior to the beginning of class  
Prepare entries to be judged at snack  
Collect student conference summary sheets from teachers, proof read and return to teachers for corrections  
Begin collecting and reviewing anthology pages

Day 9 – Remind students to wear t-shirts on last day  
Remind teachers to organize supply materials  
Use WCU check list to assist in organizing supplies

Day 10 – Set up for Open House including possible refreshments, room decoration, and space for bookseller  
Give out cover contest award  
Celebrate and enjoy time with parents and students for a job well done  
Sit down with teachers to collect paper work. \*\*  
**Organize** all material being returned to WCU

**\*\*All reports (lesson plans, student evaluations, and attendance record) are due, as well as pages for the anthology (in ABC order)**

**A typical day might include:**

- *Community building activities*
  - *Four to five writing activities*
  - *Writing in a variety of genres of prose and poetry*
  - *Conferring and sharing with the teacher and fellow students*
  - *Reading from mentor texts*
  - *Reading with a purpose such as looking at sentence structure, punctuation, syntax, and word choice*
  - *Read alouds*
  - *Feedback in the writer's notebook*
  - *Reflecting, goal setting*
- 

***The goals of the program are:***

- to inspire students to love writing and reading
- to introduce students to the tools they need to become better writers
- to encourage students to collect writing ideas in their writer's notebooks
- to stretch students capabilities in writing and reading
- to help students learn to read like writers
- to help students see themselves as writers with individual voices, unique in their manner of expression

# YOUTH SUPPLIES

Session \_\_\_\_\_ Site \_\_\_\_\_ Classes: \_\_\_\_\_

## Site Coordinator's Box

Packed		Returned
_____	PAWLP Youth stationary	
_____	Bright paper for Open House Invitations	
_____	1 ream of copy paper	
_____	1 electric pencil sharpener	_____
_____	1 highlighter	_____
_____	1 stapler (filled)	_____
_____	1 box staples	_____
_____	1 First Aid kit	_____
_____	1 Accident Report Form	_____
_____	1 Roll of Scotch Tape	_____
_____	1 Pen	_____
_____	1 bottle of white out	_____
_____	1 Permanent Marker	_____
_____	1 Sketch Pad for Cover Contest Winner	
_____	1 new box of Colored Pencils for Cover Contest Winner	
_____	Expanding folder for paperwork	_____
_____	Sample Anthologies	
_____	Chart paper to share with all teachers	_____
_____	Construction paper to share with all teachers	_____

**Returned by:**

**Please return the electric pencil sharpener, stapler and staples, scotch tape dispenser, first aid kit, expanding folder, and all other supplies that have not been consumed.**

**Thanks!**

# YOUTH SUPPLIES

## Teacher's box

	Returned
_____ 15 envelopes for student conf. forms	_____
_____ 15 notebooks	_____
_____ 1 tablet of white lined paper	_____
_____ 1 bottle of white out	_____
_____ 15 youth program pencils	_____
_____ 15 extra pencils	_____
_____ 1 scotch tape	_____
_____ 1 stapler (filled)	_____
_____ 1 roll masking tape	_____
_____ 1 pair of shears	_____
_____ 4 black pens	_____
_____ 4 black flair pens	_____
_____ 2 boxes of broad tip markers	_____
_____ 2 boxes of fine tip markers	_____
_____ 2 boxes of colored pencils	_____
_____ 2 boxes of crayons	_____
_____ 3 glue sticks	_____
_____ 1 plastic pencil sharpener	_____
_____ 1 box paper clips	_____
_____ 1 small post-it notes (1-1/2"x2")	_____
_____ 1 medium post-it notes (3"x3")	_____
_____ 5 pairs of small scissors	_____
_____ 1 ruler	_____
_____ 15 pocket folders	_____
_____ 1 box chalk + 1 blackboard eraser	_____
_____ 2 dry erase markers	_____
_____ 1 dictionary	_____
_____ 1 thesaurus	_____
_____ 1 highlighter	_____
_____ 1 box of tissues	_____
_____ 1 bag of gloves and band aids	_____
_____ Staple remover	_____
_____ Thumb tacks	_____
_____ 1 hand sanitizer	_____
_____ 1 sample Anthology	_____

Returned by: \_\_\_\_\_

Please be sure the pencil sharpener, stapler, scotch tape dispenser, scissors, blackboard eraser, dictionary, and thesaurus are returned to us, along with the left over supplies. We realize many of the other items will be consumed and/or returned partially used but we can use them as our office supplies throughout the year and many items (such as the markers, colored pencils, crayons, etc.) can be used again next summer. **Any items that cannot be reused such as dried out markers, glue sticks and broken crayons may be discarded.**

Your site coordinator has a pad of large chart paper and construction paper for all teachers to use as needed.

**THANKS!**



**Youth Program Student Aide**  
**Job Description**  
**2015**

Student aides are under the supervision of the Site Coordinator at their assigned Youth site. These are middle/high school students who reside in or near the school district hosting the Youth Program. The site coordinator may select a student aide. The project does not pay for student aides. This makes a good graduation project for a volunteer.

**Student aides may:**

- Assist site coordinator in distribution of supplies
- Assist site coordinator in conducting anthology cover contest
- Collect cover contest entries and organize for publication
- Collect anthology pieces from each class
- Type anthology entries for students who do not have access to a computer
- Organize, lay-out, and format anthology pieces
- Assist booksellers if applicable
- Assist with the Open House

**Interested candidate, please fill out the attached form and return it to the Site Coordinator in your area.**

**\*\*Site coordinators: Student Aides are never to be left alone with the students.\*\***

**Youth Program Student Aide  
Application Form  
2015**

NAME: \_\_\_\_\_

STREET ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP \_\_\_\_\_

HOME PHONE NUMBER: (     ) \_\_\_\_\_ - \_\_\_\_\_

SITE REQUESTED: \_\_\_\_\_

NAME OF SITE COORDINATOR: \_\_\_\_\_

**Please return this form to:  
The Pennsylvania Writing and Literature Project  
West Chester University  
West Chester, PA 19383**

**Thank you for your interest in the  
Pennsylvania Writing and Literature Project Youth Program.**



## Teacher Evaluation Form

Name \_\_\_\_\_ Grade \_\_\_\_\_

Site \_\_\_\_\_ Time in \_\_\_\_\_

Observed by \_\_\_\_\_ Time out \_\_\_\_\_

<b>On-Site Visit</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>
<b>Lesson plans available and up-to-date</b>		
<b>Students actively engaged in learning</b>		
<b>Positive classroom environment</b>		
<b>Student work is visible/displayed throughout the classroom</b>		
<b>Utilization of PAWLP's philosophy of teaching Writing/Reading</b>		

**Comments:**

<b>Paperwork</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>
<b>Lesson plans/Day-to-day summary completed and handed in</b>		
<b>Student conference form completed:</b> _____ summary		
_____ specific to individual child		

**Comments:**

## Site Coordinator Evaluation Form

Name \_\_\_\_\_

Site \_\_\_\_\_

Date visited \_\_\_\_\_

<u>Pre-Session</u>	Satisfactory	Needs Improvement
<b>Attended site coordinator meetings:</b> _____ April or May  _____ De-briefing		
<b>Communicated with co-director whenever necessary</b>		

Comments:

<u>On-site visit</u>	Satisfactory	Needs Improvement
<b>Positive rapport with parents, teachers, and students</b>		
<b>Site well organized and running smoothly</b>		

Comments:

<u>Post-Session</u>	Satisfactory	Needs Improvement
<b>All paperwork collected, organized and handed in</b>		
<b>Supplies returned in a neat and orderly manner</b>		
<b>Site coordinator report completed and submitted</b>		

Comments:

# PENNSYLVANIA WRITING and LITERATURE PROJECT

## YOUNG WRITERS/YOUNG READERS Class List - GAR

**Sample Class List**

<b>Name</b>	<b>Grade completed</b>	<b>School</b>	<b>School District/ Location of School</b>
Beth Blythe	2	Concord Elementary School	Garnet Valley SD
Paul Chen	2	Bethel Springs Elementary School	Garnet Valley SD
John Daly	1	Concord Elementary School	Garnet Valley SD
Cory Furlong	2	Garnet Valley Elementary School	Garnet Valley SD
Trisha Kumar	1	Concord Elementary School	Garnet Valley SD
Joshua Laucius	2	Concord Elementary School	Garnet Valley SD
Emily Murphy	1	Pennell Elementary School	Penn-Delco SD
Anna Petrucci	1	Concord Elementary School	Garnet Valley SD
Timothy Putman	2	Bethel Springs Elementary School	Garnet Valley SD
Dallas Rapoport	1	Concord Elementary School	Garnet Valley SD
Matthew Shantz	1	St. Agnes School	West Chester, PA
Dana Teano	1	Delaware Co. Christian School	Newtown Square, PA
Jenna Van Wyk	1	Concord Elementary School	Garnet Valley SD

**Teacher – Pat Mosley, GARNET VALLEY SD**



## Sample Letter regarding Anthology

Dear Young Writers/Young Readers Program Students and Parents,

The following are a few notes about our cover contest and anthology. Please ask your teacher if you have any questions.

**Cover Contest:** We will hold a contest for the best cover for our anthology next week on Wednesday. Everyone can enter. Here is what you need to do:

1. Use the paper provided by your teacher to draw your cover design.
2. Please make sure the picture drawn stays within the outline on the paper.
3. The picture can be of anything, but it is more likely to win if it is about writing and reading.
4. The cover should be drawn with a thin, felt-tipped marker or black pen. (You may want to do the picture in pencil first, and then go over it with the marker/pen.)
5. On the cover, the following information must be present:
  - 31st Annual Young Writers/Young Readers Program
  - Site Name: \_\_\_\_\_
  - Your full name printed in the box in the lower right hand corner
6. You cannot use other people's designs (i.e. Barney, Mickey Mouse, etc.).
7. Your cover must be turned in by the beginning of class next Wednesday. We vote during snack time.

PA Writing and Literature Project Youth Programs	
Child's original drawing goes here	
	Student's name

**PA Writing and Literature Project  
Youth Programs**

Student's name:

## 2015 SITE COORDINATORS

**Anthology:** Every participant may submit one page for the anthology. You can pick any pieces you want as long as they fit on one page. Here are a couple of notes.

1. Your page must be typed. Make sure the page is dark enough for photo copying.
2. An "About the Author" paragraph must appear on your anthology page. Also note: **Your full name should appear on the page.**
3. All papers must have a complete **1" margin** around all sides so that none of the writing gets lost in the photocopying or binding.
4. Please do not use the full name of other people, do not use swear words, and do not write about violence. Remember that other children, parents, and teachers will be reading your work.
5. See the sample anthology page below. Additional sample anthology pages are available through your child's teacher.

**\*\*\*\*Please show this paper to your parent/guardian so that they can make sure that your cover and anthology pages will turn out great!\*\*\*\***

MY ANTHOLOGY PAGE  
by Charles William Reinheimer

<u>SUMMER</u>	<u>ROCK</u>
Swimming	Rock
Umbrellas	Rough Surface
Movies	White
Music	Sparkling
Eating ice-cream	Brown to Light Brown
Relaxing	Sharp Edges
	Hiding in the muck
	Pretending to be a diamond

The Baseball Game

Two hours before the game started I was sitting in the stands anticipating batting practice. It was 100 degrees, probably the hottest day of the year. While I was waiting for the game to start I watched the Phillies stretch and warm up their arms. I saw Vince Worley signing hats so I shoved my hat and pen out for him to sign it. Luckily he did. I was really happy because I never thought I'd have Vince Worley's autograph. Finally the game started. After 9 long innings you would think the game would be over, but it wasn't. This game went into extra innings because the game was tied. The Phillies didn't score any runs so the Orioles were up. The first 2 hitters got out. Adam Jones was up. He is one of the Orioles' best hitters by far. There was a 2-1 count. The ball was pitched...and Adam Jones got a walk off home run! The entire Orioles Team jumped out of the dugout and piled on Adam Jones! That was the game when I went to Camden Yards.



About the Author

Charlie is currently 11 years old and going into the 6<sup>th</sup> Grade at Stetson Middle School. He was born January 13<sup>th</sup>, 2001, in West Chester, PA and has lived in the borough his entire life. He has two younger brothers, Gabriel (4) and Peter (8). Charlie loves to play baseball and he plays catcher for West Side Little League. His favorite baseball player is David Wright, 3<sup>rd</sup> baseman for the New York Mets. He also swims for the Roslyn Swim Club.



**Pennsylvania Writing and Literature Project Youth Programs  
2015 Parent Comment Form**

Please circle the program your child attended.

Young Writers/Young Readers  
Young Writers – Computers  
Creative Writing for Teens

Special program: \_\_\_\_\_

How did you hear about our Youth Programs?

Did your child enjoy the program? (Please explain)

What benefits did your child receive from the program? (Please explain)

Do you have any suggestions on how to improve our program?

What did you think of your child's instructor?

Instructor's Name: \_\_\_\_\_

General comments:

Thank you for taking the time to help us evaluate our program. Please feel free to contact the Youth Programs Office at (610) 436-3089 if you would care to share any other concerns or comments. If you prefer to mail this to the office, send to:

PA Writing and Literature Project  
West Chester University  
West Chester, PA 19383



## Pennsylvania Writing and Literature Project 2015 Youth Programs Discipline Policy

This list is not meant to cover every possibility, but shows what kind of behavior is unacceptable. Discipline violations will be handled at the discretion of the Site Coordinator. Behavior that is verbally or physically harmful to others will not be tolerated and is cause for dismissal. Notify Youth Administrators Karen Pawlewicz or Debbie Neves of all discipline issues.

DISCIPLINE VIOLATION		CONSEQUENCES
1. Classroom disturbances	1st offense	teacher discipline
	2nd offense	parental notification
	3rd offense	dismissal from program
2. Leaving campus/school grounds	1st offense	teacher discipline and parental notification
	2nd offense	coordinator notifies parent
3. Profanity/abusive language	1st offense	teacher discipline
	2nd offense	parental notification
	3rd offense	dismissal from program
4. Disrespect to adults/students	1st offense	teacher discipline
	2nd offense	coordinator notifies parent
	3rd offense	dismissal from program
5. Fighting	1st offense	parental notification and possible dismissal from program based on severity of incident
7. Cigarette smoking	1st offense	teacher or coordinator discipline and parental notification
	2nd offense	dismissal from program
8. Vandalism to student, school, or University property	1st offense	restitution, parental notification and possible dismissal from program based on severity of incident
	2nd offense	restitution, coordinator notifies parent and automatic dismissal from program
9. Stealing	1st offense	automatic dismissal from program <i>West Chester University programs:</i> Incident will be referred to the campus Public Safety department for disciplinary action. <i>Off-site programs:</i> Site coordinators have the authority to refer incidents to local law enforcement officials.
10. Internet		Students are not permitted to access the Internet under any circumstances. All students who have access to computers must get the Internet policy form signed.

This policy is a guide for site coordinators and teachers. It is not to be distributed to parents. If you have any questions please contact Karen Pawlewicz at (610) 436-3089.

**Fire Drill Evacuation Report Form  
PAWLP Youth Programs**

**Site:** \_\_\_\_\_

**Date of Fire Drill practice:** \_\_\_\_\_

**Time of Fire Drill practice:** \_\_\_\_\_

**Name(s) of students not in attendance on day of Fire Drill:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Please attach this form to a copy of your Fire Drill Procedures.  
This should be attached to your Site Coordinator's Report.  
Thank you.**

**Summer Youth 2015**  
**Pennsylvania Writing and Literature Project**  
**Internet Access Form**  
**For Young Writers on Computers**

The Summer Youth Computer Writing Classes sponsored by the Pennsylvania Writing and Literature Project are not Internet based courses. The computer courses do not require use of the Internet. Students utilize word processing programs to work on their personal writing. Internet access will not be allowed, and those students found using the Internet may be dismissed from class. In this light, we ask that parents and students sign the Internet Awareness form below and return it to their teacher the next day.

I understand that my son/daughter does not need to access the Internet for his or her PAWLP Summer Youth Computer Writing Class. If my son or daughter does access the Internet during class time, this may constitute grounds for dismissal from the class.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
date

I agree that I will not access the Internet at any time during my PAWLP Summer Youth Writing Class. If I should access the Internet during class time, I may be removed from the class.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
date

# Student Conference Form

Date \_\_\_\_\_

Teacher \_\_\_\_\_

Site \_\_\_\_\_

Child's Name \_\_\_\_\_

<b>Writing activities presented:</b>	<b>Shared Readings:</b>
<b>Strengths:</b>	<b>I have read:</b>  <b>My writing and reading goals are:</b>

**Conference Notes**


## **Accident Report Log**

<b>Date</b>	<b>Child's Name</b>	<b>Nature of Accident</b>	<b>Action taken</b>
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# SAMPLE REPORT

## Coordinator's Report 2010 Young Writers/Young Readers and Creative Writing for Teens Garnet Valley School District

### Participant Summary:

The site boasted 57 students, ranging from first through twelfth grades during the two weeks! Students were divided into four groups: 1<sup>st</sup> through 2<sup>nd</sup> graders, 10 – 3<sup>rd</sup> graders, 12 – 4<sup>th</sup> graders, 12 – 5<sup>th</sup> through 7<sup>th</sup> graders, and 9 – 9<sup>th</sup> through 12<sup>th</sup> graders. Many of the students have attended the camp in the past, either at Garnet Valley, or at other sites. Most parents enrolled their students knowing exactly what to expect, and many students arrived eager to write and share.

### Teaching Staff:

This year, our teaching staff was extraordinary! All of the teachers had the kids excited and actively engaged every day, which was evident by how excited the kids were to arrive in the morning! It was great to see teachers share ideas with one another as well. Their professional and enthusiastic attitudes make the program what it is! All classrooms displayed student work and class models as well as writing “tools” for idea generation and word choices.

Michelle Monteith was new to our program this year, but what a fantastic addition! She is enthusiastic, extremely hands-on, and the kids loved her! Her lessons were well-planned and thought out with diligence. She was fantastic with the 1<sup>st</sup> and 2<sup>nd</sup> graders and encouraged their somewhat new writing skills. Michelle filled the room and hallway with examples of the kids' writing! How fun for them to see their own work each day! I am hopeful that Michelle will join us again next year!

Jessica Palo is our veteran teacher and provides a wealth of helpful information and enthusiasm. Jess thoroughly enjoyed the 5<sup>th</sup>-7<sup>th</sup> grade students! As usual, she's a great fit! Jess could work with any age without any trouble! The students love her, and she is extremely approachable and knowledgeable. The kids loved all of her interactive writing activities and reading. She does an amazing job helping students to get their ideas down on paper and making sure that they feel excited about their own writing. She was phenomenal! She truly exudes enthusiasm and a love for teaching. The kids and Mrs. Palo all had a great time, and this was evident every time I entered the room. Their work was posted throughout the classroom in brilliant displays of creativity. She even took them outside to write for a writing marathon and again for an “illustrious scavenger hunt” (when the weather cooperated).

Mary Shunk had a rough two weeks personally, but no one would ever guess it! She completely exudes enthusiasm and a love for teaching. The kids and Mrs. Shank all had a great time, and this was evident every time I entered the room. Their work was posted throughout the classroom in brilliant displays of creativity. The kids created reader's theatre skits for the parents, and did a great job! They demonstrated their impressive writing skills and group work! She's FABULOUS and so very energetic! I look forward to having her return again next year!

Shelley McAllister joined us as a substitute for Mary for one day and did a phenomenal job. I was very pleased with her enthusiasm and hard work.

Another veteran to the program is Pat Mosley! She, too, was phenomenal. She really encouraged the writers, and even managed to get some reluctant writers to enjoy

the camp! Pat is very interactive and enthusiastic. She constantly had the kids doing active writing and they are often technology-based! They wrote scripts for and animated objects, created a short movie, and wrote fabulous poetry! I hope Pat will join us again next year.

Furthermore, I taught the Creative Writing for Teens class – the fourth year here at Garnet Valley. The students were excellent, and really enjoyed their time here (according to their evaluations of the program)! I really enjoyed teaching them, and the program went really well! The two-week option seemed to work really well for my students! Our favorite activity over the two-week period was a poetry unit! We had such a great experience!

**Facility:**

Bethel Springs Elementary School is an excellent facility to hold the program because of its air conditioning and room layout. The rooms are spacious and had been cleaned already, and they provided an excellent environment for our students. The custodial and secretarial staff was wonderful. They were very helpful and kind! Steve Piasecki, the principal, was also extremely helpful and courteous! He was an excellent asset, especially during the first few days of pickup and drop-off! Each room had a smart board and that was a fabulous.

The grounds of Bethel Springs are much nicer than the other elementary schools, and we were able to spend much of our writing time outside when the weather allowed! There is even a beautiful nature path with benches at the end, which is great for writing! And, they were nice enough to put the older kids in larger chairs to make it more comfortable for them.

Overall, I highly recommend the use of Bethel Springs again next year!

**Snacks and Supplies:**

The supplies provided were fine this year. Snacks for our Open House were purchased at Target this year!

**Visiting Author:**

Eric Wight, our visiting author, scheduled two sessions with the kids on Wednesday, July 8<sup>th</sup>. The older group attended the second session, and the younger group attended the first. He was an enthusiastic person, with great information about writing. He was extremely interactive, and excellent for both age groups. I would recommend him again without any reservations.

**Literacy Celebration:**

This year, we set up the large group instruction room with refreshments and the cover contest winners. Student work was displayed in their respective classrooms, and the teachers created a short program for the parents, where students shared their work. Miss Monteith's students shared their favorite pieces with the parents, while Ms. Mosley's students made a movie skit and slideshow. Mrs. Shank and Mrs. Palo's students created reader's theatre skits.

We look forward to having a book fair again next year.

**Summary:**

This year was a huge success. Our numbers were strong, and the Creative Writing for Teens was successful.

I thoroughly enjoyed the opportunity of site coordinating here at Garnet Valley. With such a great staff and Karen Venuto's help, and the support of FOUR excellent teachers, I felt that this program went very smoothly. Hopefully we will all be back again next year!