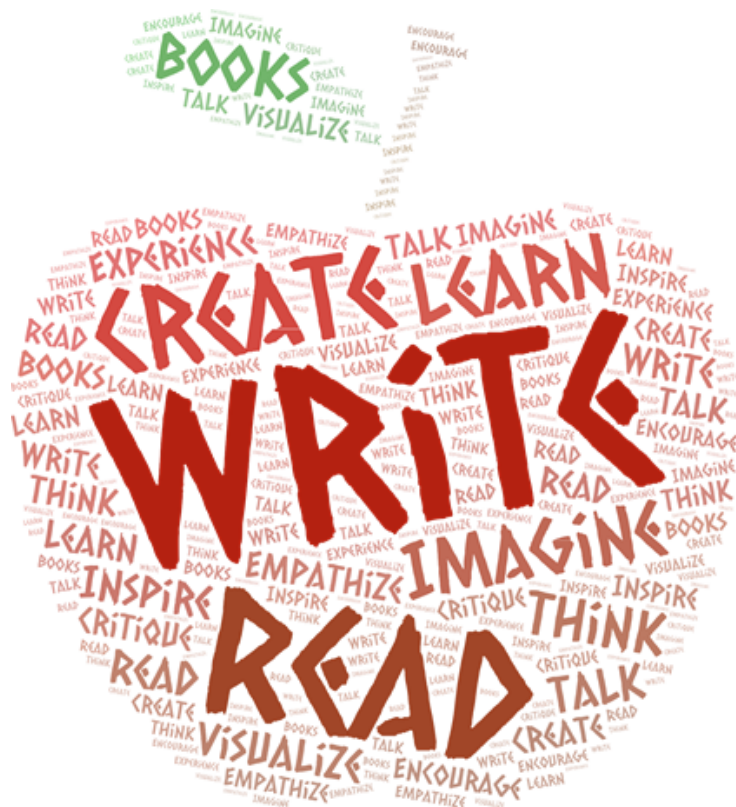


# THE PENNSYLVANIA WRITING AND LITERATURE PROJECT

## YOUTH PROGRAMS



## SITE COORDINATOR HANDBOOK

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

# **The Pennsylvania Writing and Literature Project**

West Chester University  
West Chester, PA 19383  
Web site: <http://www.pawlp.org>

## **Faculty**

### **Director**

Pauline Schmidt  
[pschmidt@wcupa.edu](mailto:pschmidt@wcupa.edu)  
610-436-2202

### **Associate Directors**

Emily Aguiló-Peréz and Jason Vanfosson  
[eaguiloperez@wcupa.edu](mailto:eaguiloperez@wcupa.edu) [jvanfosson@wcupa.edu](mailto:jvanfosson@wcupa.edu)

### **PAWLP Summer Youth Administration**

#### **PAWLP Summer Youth Director**

Kathy Garrison  
cell: 610-453-5031  
[kathygarrison@mac.com](mailto:kathygarrison@mac.com)

#### **PAWLP Summer Youth Co-Director**

Melissa Elison  
cell: 610-329-8787  
[elisonms@yahoo.com](mailto:elisonms@yahoo.com)

### **WCU Administration**

#### **Program Administrator**

Cyndy Pilla  
610-436-2598  
[cpilla@wcupa.edu](mailto:cpilla@wcupa.edu)

## ***PAWLP Youth Programs Site Coordinator Requirements***

Dear Youth Program Coordinator,

Thank you for being an integral part of our annual PAWLP Youth Program. We're looking forward to a great summer watching kids have a wonderful time writing and reading. 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
	♦ 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, Kathy Garrison. **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. If you choose to provide refreshments, please be aware that the Project does not reimburse for this expense. An invitation should be sent to parents to inform them about the Open House Celebration (see sample in Appendix).

### **Anthology Information**

Each teacher will prepare an anthology that will showcase at least one piece from each student in the class. More guidelines follow.

### **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 brief 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. 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,  
Pauline Schmidt, Director

Kathy Garrison, Co-director

## **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 TBD
- 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.
- 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
- Oversee Anthology production
- Plan and prepare the parent Open House
- 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 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)



# PAYROLL GUIDELINES

**From: The PAWLP office – Pauline Schmidt, pschmidt@wcupa.edu or**

**Cyndy Pilla cpilla@wcupa.edu or 610-436-2598**

**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 Form
- Mandatory Reporting Form
- Summer Program Staff Demographic Form
- Local Earned Income Tax Residence Certification form
- Emergency Contact Information form

It is imperative that WCU's Human Resources office 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 order for us to contact Harrisburg.

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 or 5

Make arrangements for Open House  
Check with custodial staff for open house tables  
Check with bookseller (optional)

Day 5 or 6 – Invitation to Gallery/Open House distributed to students

Discuss with teachers any concerns about Parent Reports/paperwork  
Check student conference summary sheets from teachers, proof read  
Check anthology pages

Day 7 - Remind students to wear t-shirts on last day

Remind teachers to organize supply materials  
Use WCU check list to assist in organizing supplies  
Put together anthologies

Day 8– Set up for Open House including possible refreshments, room decoration, and space for

bookseller  
Distribute anthologies  
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**

**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!**

## Coordinator's Checklist

[illegible]

## Teacher Evaluation Form

Name \_\_\_\_\_

Grade \_\_\_\_\_

Site \_\_\_\_\_

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

Observed by \_\_\_\_\_

Time out \_\_\_\_\_

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

Comments:

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

Comments:

## Site Coordinator Evaluation Form

Name \_\_\_\_\_

Site \_\_\_\_\_

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

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

Comments:

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

Comments:

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

Comments:

# PENNSYLVANIA WRITING and LITERATURE PROJECT

## YOUNG WRITERS/YOUNG READERS

### Class List - GAR

**Sample Class List**

Name	Grade completed	School	School District/ Location of School
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**



## Pennsylvania Writing and Literature Project Youth Programs Attendance Report

**Teacher's Name** \_\_\_\_\_ **Site** \_\_\_\_\_

**Student names in ABC order please**

[illegible]

**PA Writing and Literature Project  
Youth Programs**

Student's name:

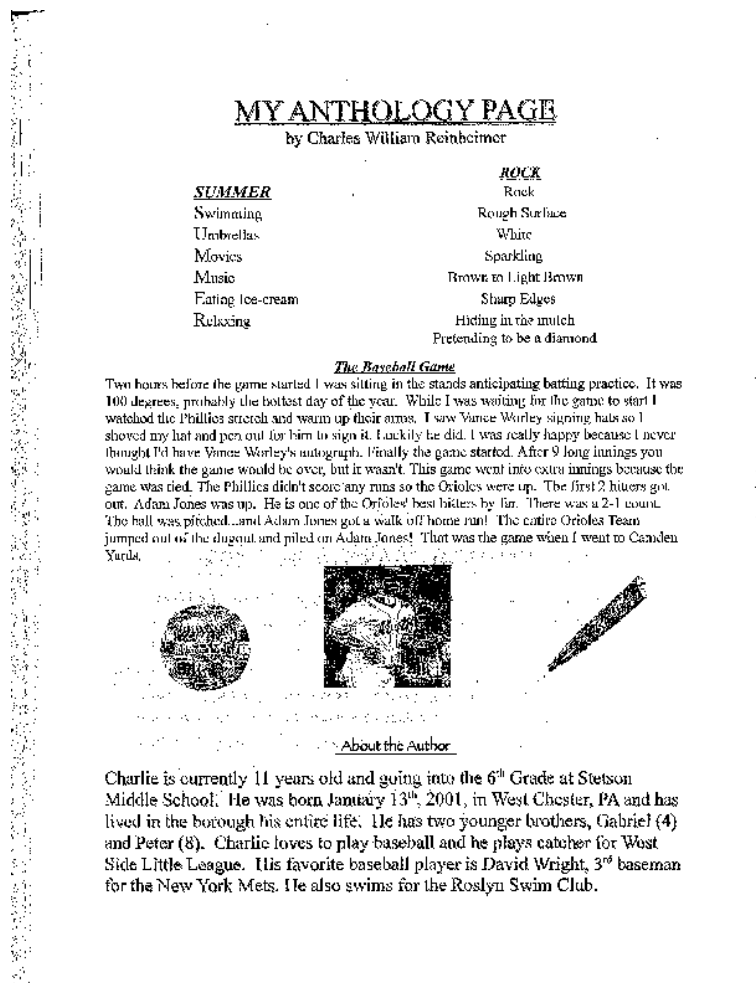
# SITE COORDINATORS Anthology

## Guidelines

**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!\*\*\*\***



# Teacher Checklist

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

Teacher's Name: \_\_\_\_\_

Student	Anthology Page	Student Conference Sheet	Cover Contest	Comments

**Please enter student names in ABC order.**

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

Please circle the program your child attended.

Young Writers/Young Readers  
Sci -Fi, Fantasy, Horror Writing

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 610-436-2202 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

**REMEMBER---KEEP WRITING AND READING!**

## Pennsylvania Writing and Literature Project 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 Kathy Garrison or Cyndy Pilla 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 Kathy Garrison at 610-453-5031.

**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  
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: 14 -- 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!