



**WEST CHESTER AREA SCHOOL DISTRICT**  
**Combined Education and Pupil Services Committee Meeting**  
 May 9, 2022  
 6:30 p.m.  
 Spellman Education Center/Livestream

**AGENDA**

•	Public Comment	
★	Approval of April 11, 2022 Combined Education and Pupil Services Committee Meeting Minutes	K. Shaw/ J. Chester
•	Teacher on Special Assignment (TOSA) Presentation	S. Missett
★	Approval of <i>Illustrative Mathematics</i> K-8 Math Textbook Recommendations	I. Kerr
★	Approval of <i>Big Ideas Learning - Algebra 1 &amp; Algebra 2</i> Textbook Recommendations	I. Kerr
★	Approval of <i>The Practice of Statistics</i> Textbook Recommendation	I. Kerr
★	Approval of <i>HMH United States History</i> Grades 7 & 8 Social Studies Textbook Recommendations	K. Barnello
★	Approval of Dr. Reggie Candio Psychologist Agreement	L. Ranieri
•	Pediatric Therapeutic Support (PTS) presentation	L. Ranieri

★ Committee Voting Item

*Public Comment Protocol*

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

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**WEST CHESTER AREA SCHOOL DISTRICT  
Combined Education and Pupil Services Committee Meeting**

**APRIL 11, 2022  
Spellman Education Center Board Room  
Start: 6:30 – Finish: 7:33 pm**

**Attending Education Committee Members:**

Kate Shaw (Chair)  Joyce Chester  Daryl Durnell  Laura Detre

**Attending Pupil Services Committee Members:**

Joyce Chester (Chair)  Daryl Durnell  Laura Detre  Kate Shaw

**Other Board Members:**

Gary Bevilacqua  Karen Fleming  Karen Herrmann  Sue Tiernan  
 Stacey Whomsley

**Administration:**

Robert Sokolowski  Kalia Reynolds  Tammi Florio  Dawn Mader  Sara Missett  
 Leigh Ann Ranieri  Michael Wagman

**Public Comment:**

Name	Subject of Testimony
Judi DiFonzo	Public Comment

**Items on Agenda:**

- Approval of the February 14, 2022 Education Committee Meeting Minutes
- Approval of final revised 2021-22 School Calendar
- Approval of High School Scheduling
- K-12 Summer Programming
- Approval of the January 10, 2022 Pupil Services Committee Meeting Minutes
- Approval of Sweet Stevens Pool Counsel Annual Agreement
- Approval of Pediatric Therapeutic Support (PTS) three year Contract
- Approval of Heather Kumor Wilson Reading Tutor Annual Contract
- Special Education Monitoring Result Overview

**Education Committee Actions/Outcomes to be placed on April 25, 2022 Board Agenda for Approval:**

Agenda Item	Vote
Approval of the February 14, 2022 Education Committee Meeting Minutes	<b>4-0</b>
Approval of Final Revised 2021-2022 School Calendar	<b>4-0</b>
Approval of High School Scheduling	<b>4-0</b>

**Pupil Services Committee Actions/Outcomes to be placed on April 25, 2022 Board Agenda for Approval:**

<b>Agenda Item</b>	<b>Vote</b>
Approval of the January 10, 2022 Pupil Services Committee Meeting Minutes	<b>4-0</b>
Approval of Sweet Stevens Pool Counsel Annual Agreement	<b>4-0</b>
Approval of Pediatric Therapeutic Support (PTS) three year Contract	<b>4-0</b>
Approval of Heather Kumor, Wilson Reading Tutor Annual Contract	<b>4-0</b>

**Education Committee April Board Consent Agenda Items:**

- **Approval to establish/terminate:**
  - East HS Model UN
- **Approval of any overnight trips**
  - Stetson MS Science Olympiad, Altoona, PA, April 29-30, 2022
  - East HS Band/Orchestra PMEA, Pocono Manor, PA, April 7-9, 2022
  - Henderson HS Academic Team, Atlanta, GA, May 27-29, 2022
  - Rustin HS Model UN, New York, NY, March 23-26, 2022
  - Rustin HS Science Olympiad, Altoona, PA, April 29-30, 2022

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



# West Chester Area School District

OUR MISSION IS TO EDUCATE AND INSPIRE OUR STUDENTS  
TO ACHIEVE THEIR PERSONAL BEST



# Education Committee

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**Monday, May 9, 2022**

## ***Teacher on Special Assignment (TOSA) Report***

**Mr. Peter Altland**

**Mrs. Melody Dunn**

**Mr. Steve Fitch**

**Mr. Anthony Froio**

**Mrs. Lisa Stoddard**

**Mr. Jason Thompson**

# WCASD Principal's To Do List 2021 - 2022

- ❑ Prioritize Social and Emotional Learning
- ❑ Increase visibility throughout the building
- ❑ Strengthen school community upon return from pandemic-based instructional models



## Healing & *Learning*

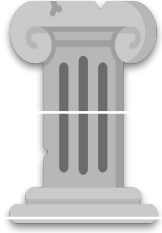


**Working  
Solution:**

**Hire Teachers on  
Special Assignment**

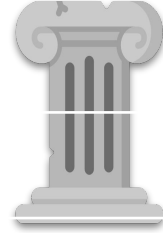


# TOSAs Tenets of Focus



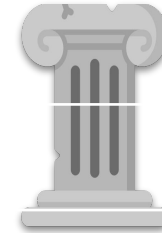
## Communication

- ❑ Deliver effective and concise communication
- ❑ Be empathetic and compassionate
- ❑ Audience consideration
- ❑ Determining appropriate method and timing of communication
- ❑ Having hard conversations



## Collaboration

- ❑ Establish an open and honest working relationship
- ❑ Give and receive helpful feedback
- ❑ Create shared ownership and commitment to team needs



## Problem Solving

- ❑ Responsive and flexible to staff and student needs
- ❑ Brainstorm a variety of solutions
- ❑ Gauge staff, student, and community impact of decision-making
- ❑ Be curious, not judgmental



# A TOSA Provides Support By:

- ❑ Providing academic and emotional support for students.
- ❑ Support and advance building and district initiatives.
- ❑ Collaboration with mentor principals to deepen administrator skills and build a succession plan.
- ❑ Provide positive behavior support.
- ❑ Increase parent engagement.
- ❑ Further the goals of the Comprehensive Plan







# What Does a TOSA Do?

Attend weekly principal meetings  
 District and building strategic plans  
 Oversee cafeteria/recess supervision  
 Observe and write formal staff evaluations  
 Supervise building coverage  
 Professional Development Planning  
 Problem Solving  
 School Culture  
 Staff attendance  
 Ensure Academic Success  
 Discipline SEL PLCs  
 Development of staff manual  
 Positive behavior rewards  
 Facilitate student clubs  
 Supervise teaching staff  
 Supervision of arrival and departure of students  
 Principal newsletter to community  
 Oversee Emergency/Crisis Plan

Intervention planning and process adjustment  
 Benchmark Assessments  
 In-Service Days  
 Surveys  
 Email and phone calls to families  
 IEP 504  
 PSSA  
 PBIS  
 Scheduling  
 Recruitment and selection of building staff  
 Supervise technology plan  
 State reporting  
 Book Review  
 MTSS  
 PTO meetings  
 Budget/Facility use  
 Hearing Officer  
 District Interviewing and Hiring  
 Staff Workshops  
 Data review  
 Team Leaders meetings  
 Equity Team  
 Curriculum timeline implementation  
 Coordinate school pictures  
 Overall administration and operation of building  
 Parent Conferences  
 Coordinate with curriculum & grade level leaders  
 Management meetings



# What's the Difference?

## TOSA v. Secondary Assistant Principal

### How are they alike?

- ❑ Provide a visible presence in the building
- ❑ Build relationships and rapport with students and staff
- ❑ Work collaboratively with teachers to develop proactive supports for students in need

### How do they differ?

An Assistant Principal can...

- ❑ Evaluate teachers and conduct staff observations
- ❑ Oversee discipline beyond the level of a detention



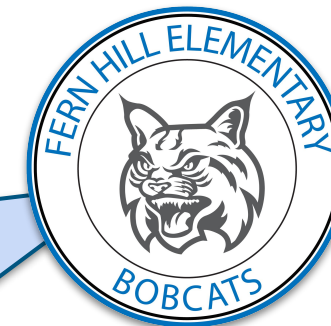
# Building a School Community Through Positive Culture

Mr. Peter Altland

2022-2025 WCASD Comprehensive Plan: Goal 3 Student Involvement

“As the sole administrator in an elementary building, I am grateful for the opportunity to present as a team with Mr. Altland and increase our visibility throughout the building throughout the day including arrival, dismissal, lunch, and recess. This visibility allows us to strengthen our connection with students and staff while improving school culture.”

~ **Dr. Jenni Southmayd, FHE Principal**



Post-pandemic education has been a challenge, with more and more students showing a need of more individualized attention, more check-ins with teachers, etc. What was once a few outlier students, now come through in bunches and we are looking at groups of students with whom we do daily spot checks, manage behaviors, proactively make schedule changes, bus supports, and so forth. Without the extra help, our typical role as educational leaders gets pushed to the background as we would need to react to situations. The TOSA allows us to be proactive and support students before situations arise.”

~ **Mr. John Meanix, SWS Principal**





# Supporting Student & Family Engagement

Mrs. Melody Pierce Dunn

2022-2025 WCASD Comprehensive Plan: Goal 1 Access to District Planning

“Mrs. Dunn has positively contributed to effective, timely, organized and planned communication with families and students. She has supported consistency in communication across schools, facilitated ongoing communication to families and students, and has helped communicate initiatives and transition information relating to middle school and kindergarten.”

- Mrs. Donna Ryan, GAE Principal



“The time Mrs. Dunn has spent at Hillsdale building relationships with teachers, students, and parents has positively impacted our school community. She has been especially effective in connecting the school and home so parents know what is going on at school in general and specifically with their child.”

- Mrs. Paige Merten, HDE Principal



# Making Connections and Building Relationships

Mr. Steven Fitch

2022-2025 WCASD Comprehensive Plan: Goal 3 Student Involvement

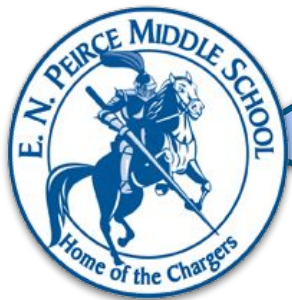
“Steve has been an amazing resource for the high school. As we are coming out of the pandemic, we have seen many more students in crisis and mental health. Our discipline and counseling referrals can be overwhelming. Steve has been able to help administration with discipline, visibility, supervision, and student safety. The TOSA position also cultivates leadership.”

~ **Dr. Jason Sherlock, Henderson High School Principal**



“Mr. Fitch has provided Peirce Middle school with the much needed help to support our students, staff, and administration this school year. The pandemic continues to impact the school day. We have seen a significant increase in the number of discipline and counseling referrals. Mr. Fitch has provided assistance with supervision and school safety, student discipline, PSSA testing, and course selection.

~ **Mr. Joe DiAntonio, Peirce Middle School Principal**





# Healing and Learning

## Mr. Anthony Froio

2022-2025 WCASD Comprehensive Plan: Goal 3 Student Involvement

“With our renewed, post-pandemic commitment this year to strengthening relationships with students, social-emotional learning, and restorative practices, Anthony’s support has been incredibly helpful. His presence on our team has directly impacted these efforts, and it has improved the quality and quantity of the interventions that we’ve been able to provide to Rustin students. I can’t imagine what this year would have been like without Anthony’s support.”

~ **Dr. Chris Lunardi, Assistant Principal Rustin High School**



“Anthony Froio, our Stetson TOSA, was essential support during PSSA preparation.”

~ **Mrs. Erin Stephen, Assistant Principal Stetson Middle School**



Anthony has proven to be a well rounded high school administrator. The benefit of the real time experience that he has gained while serving as a TOSA has been immeasurable. He truly can perform any duty required of a high school administrator. Serving in this role has without question prepared Anthony for serving as a school administrator in the WCASD.

~ **Dr. Michael Marano, Principal Rustin High School**





# Empowering Students through Peer Mentoring

Mrs. Lisa Stoddard

2022-2025 WCASD Comprehensive Plan: Goal 3 Student Involvement

“Lisa has been instrumental in supporting our 8<sup>th</sup> to 9<sup>th</sup> grade transition here at East. This year she’s helped create a full 150 student mentor program and has implemented an in class support program at Fugett where our sophomores and juniors go to Fugett twice a week to work with sixth grade students in academics. Additionally, her work with our East students has directly led to improved attendance and academic success through her work with teachers, students, parents, and the MTSS process.”

~ **Dr. Stephen Brown, East High School Principal**



“The TOSA position at FMS has been helpful in providing another level of administrative support with the organization of student schedules, discipline, and student programming. Lisa has been a trusting adult that students have connected with as a member of the FMS family.”

~ **Ms. Dionne Fear, Fugett Middle School Principal**





# Maintaining Systems that Support Learning

Mr. Jason Thompson

2022-2025 WCASD Comprehensive Plan: Innovative Teaching and Learning

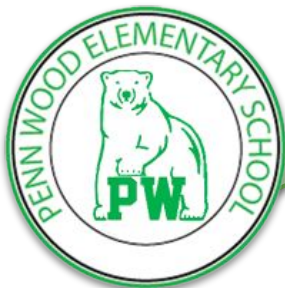
The impact Mr. Thompson has had on our school in his role as TOSA has been immeasurable. From leading professional development to creating the master schedule and collaborating with the school counselor on SEL for the students, Mr. Thompson has been an asset to the school. Having a teacher on special assignment in this role provided me with more time to focus on instruction in the classrooms and visibility throughout the school while also building the leadership capacity within our district. I would welcome the opportunity to continue working with a TOSA in the future.

~ **Dr. Shawn Cruice, Westtown Thornbury Principal**



Jason has brought a student-centered dynamic to the Penn Wood school community. The TOSA position supports Penn Wood's Equity, SEL, MTSS and PLC teams. As soon as Jason began his work at Penn Wood grades 3-5 began CDT assessments in the ELA content areas. From there, teachers were able to analyze ELA data and engage in corrective and enrichment instruction. Jason has been an enthusiastic problem solver and what is most impressive is that he is never too busy to support a student in need.

~ **Dr. Michael Garvin, Penn Wood Principal**





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*Thank You!*



# WEST CHESTER AREA SCHOOL DISTRICT

ADMINISTRATIVE GUIDELINE

APPROVED: August 1, 2015

REVISED: July 19, 2018

## 108AG2 -CORE INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION FORM

Committee Members:	
Erin Bushnell (teacher - GSE), Rebecca Eberly (district admin), Kristin Gerber (parent), Ian Kerr (district admin)	
Lesley Kennedy (parent), Ryan Kulesza (teacher/instr. coach - EXE), Cheryl Rude (teacher - GAE)	
Christine Sommer (teacher/instr. coach - SWS), Jennifer Southmayd (building admin - FHE)	
Core Instructional Materials Considered:	
Eureka Math^2	
Illustrative Mathematics	
Instructional Material(s) Being Recommended:	
Title: Illustrative Mathematics	
Author: McCallum, Nowak, et. al.	
Publisher: Kendall Hunt	Latest Revision: 2022
List Price: \$25/student	Copyright Date: 2022
Recommended for subject(s): Mathematics	Grade(s): K-8
Recommended for students with high, average, low reading ability: Recommended for all students	
Results of Committee Voting:	
8 ___ Affirmative	
Comments:	
0 ___ Negative	
Comments:	

**108AG2 - TEXTBOOK AND CORE NOVEL/NON-FICTION BOOK SELECTION AND ADOPTION FORM**

Pg. 2 of 3

Below is the composite evaluation of the recommended materials by the CIM Selection and Adoption Committee. An explanation of the terms used follows the evaluation checklist.

<b>CONTENT AND METHOD</b>	<b>EXC.</b>	<b>GOOD</b>	<b>FAIR</b>	<b>POOR</b>	<b>N/A</b>
Theoretical foundation	7	2			
Research-based Content	7	2			
Standards-aligned	5	4			
Learning Objectives	5	4			
Lesson Implementation/Preparation (for educators)	5	3	1		
Tech integration	4	4		1	
Target Audience	8	1			
Reflection of Diversity	5	3	1		
Respect for Diversity	3	5	1		
Multiple Viewpoints	5	4			
Reading Level	7	2			
Organization	4	5			
Style of material	5	4			
Instructions	7	2			
Activities	6	3			
Levels of Rigor	4	5			
Cost of implementation	4	3			2

**CONTENT AND METHOD**

1. Theoretical Foundation: The material is based on current education and behavioral change theory and research. The theoretical underpinnings contained within the resources are described.
2. Research-based Content: The resources provide content that is research-based, accurate, and current.
3. Standards-aligned: The resources provide clear connections to the appropriate state and national standards
4. Learning Objectives: Includes clear, measurable learning and behavioral objectives. Objectives are clearly linked to theoretical underpinnings.

**108AG2 - TEXTBOOK AND CORE NOVEL/NON-FICTION BOOK SELECTION AND ADOPTION FORM**

Pg. 3 of 3

5. Lesson Implementation/Preparation (for educators): Includes all the materials and information needed for implementing the lesson, acquiring support materials, and preparing for the class (including guidelines for lessons).
6. Tech-integration: The program offers interactivity that highlights various technologies.
7. Target Audience: Identifies the intended audience and is tailored to this audience.
8. Reflection of Diversity: Reflects the diversity of the intended audience. Includes multilingual handouts and educational reinforcements when appropriate.
9. Respect for Diversity: Ideas and principles included in the materials respect all aspects of diversity.
10. Multiple Viewpoints: The materials present a balanced view of the topic, recognizing any aspects that are not yet clearly understood or open to debate.
11. Reading Level: All terminology is clear, correctly used and spelled throughout content. The materials are written at grade level which is appropriate for the intended audience.
12. Organization: Is logically and sequentially organized.
13. Style of material: Content displays evidence of understanding of principles of literacy and plain language (format, font, visuals, color, text construction, depth, detail, complexity).
14. Instructions: All instructions are easy to understand and follow.
15. Activities: Any activities used to reinforce the educational messages are practical to implement.
16. Levels of Rigor: The materials provide a means to offer students a varying level of rigor through differentiation.
17. Cost of implementation: Fiscally responsible pricing options exist.

(Any other points of special merit or omissions may be given on a separate and attached page.)

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_ Approved: \_\_\_\_\_ Disapproved: \_\_\_\_\_ Return to \_\_\_\_\_  
Committee

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Superintendent

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Education Committee

Final Board Action: \_\_\_\_\_

# WEST CHESTER AREA SCHOOL DISTRICT

ADMINISTRATIVE GUIDELINE

APPROVED: August 1, 2015

REVISED: July 19, 2018

## 108AG2 -CORE INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION FORM

Committee Members:	
Erin Gillespie (teacher - HHS), Joan Hohwald (teacher - HHS), Brian Hutchinson (parent),	
Ian Kerr (district admin), Elisha Ozer (building admin), Adam Smith (parent), Nina Stamenova (teacher - RHS),	
Kelly Subasic (teacher - FMS)	
Core Instructional Materials Considered:	
Big Ideas Learning - Algebra 1 & Algebra 2	
Houghton Mifflin Harcourt - Into AGA (Algebra 1 & Algebra 2)	
Instructional Material(s) Being Recommended:	
Title: Big Ideas Learning - Algebra 1 & Algebra 2	
Author: Ron Larson/Laurie Boswell	
Publisher: Cengage Learning	Latest Revision: 2022
List Price: \$118.60	Copyright Date: 2022
Recommended for subject(s): Algebra 1 & Algebra 2	Grade(s): 7 - 12
Recommended for students with high, average, low reading ability: Recommended for all students	
Results of Committee Voting:	
8 <input type="checkbox"/> Affirmative	
Comments:	
0 <input type="checkbox"/> Negative	
Comments:	

**108AG2 - TEXTBOOK AND CORE NOVEL/NON-FICTION BOOK SELECTION AND ADOPTION FORM**

Pg. 2 of 3

Below is the composite evaluation of the recommended materials by the CIM Selection and Adoption Committee. An explanation of the terms used follows the evaluation checklist.

<b>CONTENT AND METHOD</b>	<b>EXC.</b>	<b>GOOD</b>	<b>FAIR</b>	<b>POOR</b>	<b>N/A</b>
Theoretical foundation	4	4			
Research-based Content	6	2			
Standards-aligned	4	4			
Learning Objectives	6	2			
Lesson Implementation/Preparation (for educators)	6	2			
Tech integration	6	2			
Target Audience	5	3			
Reflection of Diversity	6	2			
Respect for Diversity	5	3			
Multiple Viewpoints	4	4			
Reading Level	5	3			
Organization	4	4			
Style of material	4	4			
Instructions	5	3			
Activities	4	4			
Levels of Rigor	4	4			
Cost of implementation	4	3			1

**CONTENT AND METHOD**

1. Theoretical Foundation: The material is based on current education and behavioral change theory and research. The theoretical underpinnings contained within the resources are described.
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**108AG2 - TEXTBOOK AND CORE NOVEL/NON-FICTION BOOK SELECTION AND ADOPTION FORM**

Pg. 3 of 3

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17. Cost of implementation: Fiscally responsible pricing options exist.

(Any other points of special merit or omissions may be given on a separate and attached page.)

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_ Approved: \_\_\_\_\_ Disapproved: \_\_\_\_\_ Return to \_\_\_\_\_  
Committee

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Superintendent

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Education Committee

Final Board Action: \_\_\_\_\_

# WEST CHESTER AREA SCHOOL DISTRICT

ADMINISTRATIVE GUIDELINE

APPROVED: August 1, 2015

REVISED: July 19, 2018

## 108AG2 -CORE INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION FORM

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Ian Kerr (district admin), Elisha Ozer (building admin), Adam Smith (parent), Nina Stamenova (teacher - RHS),	
Kelly Subasic (teacher - FMS)	
Core Instructional Materials Considered:	
The Practice of Statistics (Tabor et.al.)	
Stats Modeling the World (Bock et. al.)	
Instructional Material(s) Being Recommended:	
Title: The Practice of Statistics (Tabor et.al.)	
Author: Starnes, Tabor	
Publisher: Bedford, Freeman, & Worth	Latest Revision: 2020
List Price: \$159.96	Copyright Date: 2020
Recommended for subject(s): Adv. Placement Statistics    Grade(s): 11 - 12	
Recommended for students with high, average, low reading ability: Recommended for students in AP Stats	
Results of Committee Voting:	
8 <input type="checkbox"/> Affirmative	
Comments:	
0 <input type="checkbox"/> Negative	
Comments:	



**108AG2 - TEXTBOOK AND CORE NOVEL/NON-FICTION BOOK SELECTION AND  
ADOPTION FORM**

Pg. 2 of 3

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<b>CONTENT AND METHOD</b>	<b>EXC.</b>	<b>GOOD</b>	<b>FAIR</b>	<b>POOR</b>	<b>N/A</b>
Theoretical foundation	4	4			
Research-based Content	5	3			
Standards-aligned	5	3			
Learning Objectives	6	2			
Lesson Implementation/Preparation (for educators)	6	2			
Tech integration	6	2			
Target Audience	5	3			
Reflection of Diversity	4	4			
Respect for Diversity	4	4			
Multiple Viewpoints	4	4			
Reading Level	6	2			
Organization	5	2	1		
Style of material	5	2	1		
Instructions	4	4			
Activities	6	2			
Levels of Rigor	5	3			
Cost of implementation	4	2			2

**CONTENT AND METHOD**

1. Theoretical Foundation: The material is based on current education and behavioral change theory and research. The theoretical underpinnings contained within the resources are described.
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**108AG2 - TEXTBOOK AND CORE NOVEL/NON-FICTION BOOK SELECTION AND ADOPTION FORM**

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Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_ Approved: \_\_\_\_\_ Disapproved: \_\_\_\_\_ Return to \_\_\_\_\_  
Committee

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Superintendent

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Education Committee

Final Board Action: \_\_\_\_\_

# WEST CHESTER AREA SCHOOL DISTRICT

ADMINISTRATIVE GUIDELINE

APPROVED: August 1, 2015

REVISED: July 19, 2018

## 108AG2 -CORE INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION FORM

Committee Members: See attached.	
Core Instructional Materials Considered:	
HMH United States History	
McGraw Hill - Social Studies (American History)	
Instructional Material(s) Being Recommended:	
Title: HMH United States History	
Author:	
Publisher: HMH	Latest Revision: Regularly updated (digital)
List Price: Digital Content: \$96 / Student (6 yrs)	Copyright Date: 2018
Print Textbook: \$97.90 / book	
Recommended for subject(s): American History	Grade(s): 7th & 8th Grades
Recommended for students with high, average, low reading ability: Yes	
Results of Committee Voting:	
8 Affirmative	
Comments: See presentation included in Board Packet	
3 Negative	
Comments: See presentation included in Board Packet	

**108AG2 - TEXTBOOK AND CORE NOVEL/NON-FICTION BOOK SELECTION AND  
ADOPTION FORM**

Pg. 2 of 3

Below is the composite evaluation of the recommended materials by the CIM Selection and Adoption Committee. An explanation of the terms used follows the evaluation checklist.

<b>CONTENT AND METHOD</b>	<b>EXC.</b>	<b>GOOD</b>	<b>FAIR</b>	<b>POOR</b>	<b>N/A</b>
Theoretical foundation	4	11			
Research-based Content	7	8			
Standards-aligned	8	7			
Learning Objectives	8	6	1		
Lesson Implementation/Preparation (for educators)	3	10	2		
Tech integration	5	9	1		
Target Audience	4	9	2		
Reflection of Diversity	3	9	3		
Respect for Diversity	3	9	3		
Multiple Viewpoints	3	10	2		
Reading Level	5	8	1		
Organization	5	8	1		
Style of material	3	12			
Instructions	3	11	1		
Activities	3	10	2		
Levels of Rigor	3	9	3		
Cost of implementation	1	6	1		7

**CONTENT AND METHOD**

1. Theoretical Foundation: The material is based on current education and behavioral change theory and research. The theoretical underpinnings contained within the resources are described.
2. Research-based Content: The resources provide content that is research-based, accurate, and current.
3. Standards-aligned: The resources provide clear connections to the appropriate state and national standards
4. Learning Objectives: Includes clear, measurable learning and behavioral objectives. Objectives are clearly linked to theoretical underpinnings.

**108AG2 - TEXTBOOK AND CORE NOVEL/NON-FICTION BOOK SELECTION AND  
ADOPTION FORM**

Pg. 3 of 3

5. Lesson Implementation/Preparation (for educators): Includes all the materials and information needed for implementing the lesson, acquiring support materials, and preparing for the class (including guidelines for lessons).
6. Tech-integration: The program offers interactivity that highlights various technologies.
7. Target Audience: Identifies the intended audience and is tailored to this audience.
8. Reflection of Diversity: Reflects the diversity of the intended audience. Includes multilingual handouts and educational reinforcements when appropriate.
9. Respect for Diversity: Ideas and principles included in the materials respect all aspects of diversity.
10. Multiple Viewpoints: The materials present a balanced view of the topic, recognizing any aspects that are not yet clearly understood or open to debate.
11. Reading Level: All terminology is clear, correctly used and spelled throughout content. The materials are written at grade level which is appropriate for the intended audience.
12. Organization: Is logically and sequentially organized.
13. Style of material: Content displays evidence of understanding of principles of literacy and plain language (format, font, visuals, color, text construction, depth, detail, complexity).
14. Instructions: All instructions are easy to understand and follow.
15. Activities: Any activities used to reinforce the educational messages are practical to implement.
16. Levels of Rigor: The materials provide a means to offer students a varying level of rigor through differentiation.
17. Cost of implementation: Fiscally responsible pricing options exist.

(Any other points of special merit or omissions may be given on a separate and attached page.)

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_ Approved: \_\_\_\_\_ Disapproved: \_\_\_\_\_ Return to \_\_\_\_\_  
Committee

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Superintendent

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Education Committee

Final Board Action: \_\_\_\_\_

### Grade 7 & 8 Social Studies CIM Committee

<b>Name</b>	<b>Bldg</b>	<b>Role</b>
Kate Shaw	Board / SEC	Board Member
Dionne Fears	FMS	Building Adim
Tammi Florio	SEC	District Admin
Dawn Mader	SEC	District Admin
Kristen Barnello	SEC	District Admin
Chris Cromwell	SEC	District Admin - ITC
Mary Beth Clifton	SEC	District Admin - ITS
Jennifer Smith	FMS	Parent
Patricia Haws	SMS	Parent
Siyona Gupta	FMS	Student
Gracie Haws	SMS	Student
Felix Vincent	FMS	Student
Connor Arrison	PMS	Student
Morgan Jackson	PMS	Student
Georgia Green	SMS	Student
Marnie Mojzes	FMS	Teacher - ELD
Theresa Phethean	PMS	Teacher - RS
Bill McCauley	FMS	Teacher - Soc St 7th
Andy Logan	SMS	Teacher - Soc St 7th
Jim Ronayne	PMS	Teacher - Soc St 7th
Kelly Franciscus	SMS	Teacher - Soc St 8th
Kolby Gonzalez	PMS	Teacher - Soc St 8th
Christian Agudelo	FMS	Teacher - Soc St 8th
Steven DeWitt	SMS	Teacher- Soc St 8th

# 7th & 8th Grade American History

Core Instructional Materials Recommendation  
May 8, 2022  
West Chester Area School District  
Education Committee



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## Committee Facilitators



Dr. Kristen Barriello  
Asst. Director of Teaching  
& Learning - Secondary



Mr. James Ronayne  
District Department Lead -  
6-12 Social Studies

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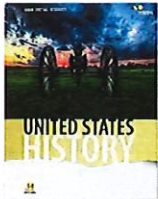
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## Our Recommendation: HMH United States History



HMH's Guiding Principles for their Social Studies:

- ❖ Grounded in the C3 Framework, and extensive use of Primary Sources to allow for student analysis.
- ❖ Digital content is designed to enrich and support student learning.
- ❖ The United States is a pluralistic society and the materials celebrate the obstacles, successes, and contributions of all Americans.

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## Our Committee

**Teachers** - Social Studies,  
Reading Specialists, English  
Language Development

**Community members** - Parents,  
students, and School Board  
Member

**Administrators** - District &  
building representation

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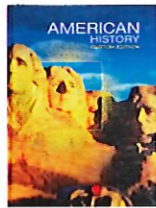
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## Why do we need new materials?

Our current text was published in 2016.  
It was approved by the Board in 2016.

It is a "custom" book and the digital  
content will be expiring.



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## What do we teach in 7th & 8th Grade History?

- ❖ The Geography of the United States
- ❖ The Peopling of the Americas
- ❖ European Exploration
- ❖ English Colonial Period
- ❖ The Road to the Revolution
- ❖ The American Revolution
- ❖ A New Nation
- ❖ Thinking Like an Historian
- ❖ A Constitution for the United States
- ❖ The Early Republic
- ❖ The Age of Jackson
- ❖ Westward Expansion
- ❖ Society & Culture Before the Civil War
- ❖ Sectionalism: The road to the Civil War
- ❖ The Civil War
- ❖ Reconstruction
- ❖ Industrial & Economic Growth
- ❖ The Progressive Era

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## An Overview of the Evaluation Process

- A Needs Assessment was conducted due to expiring digital content
- Discussion with the current 7th & 8th Grade teachers - What they liked about the current textbook and what they hoped to improve.
- Internal review of a multitude of products, including Savvas, HMH, McGraw Hill, and others.
- Meetings with our current Social Studies teachers to identify the best products to consider as a Committee.
- Committee Convened and considered two products - HMH and McGraw Hill

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## Our Evaluation Criteria

- ❖ Current Essential Questions
- ❖ Technology Integration
- ❖ Readability / Accessibility for ALL learners
- ❖ Authenticity of history
- ❖ Cost of implementation

CONTENT AND METHOD	ENG.	GEOR.	FLOR.	FLOR.	FLOR.	FLOR.	FLOR.
Classroom Activities							
Research-based Learning							
Standards-aligned							
Learning Assessment							
Lesson Implementation Preparation /or Adjustment							
Link to grade							
Target Audience							
Methodology of Instruction							
Region of Delivery							
Teacher's Experience							
Reading Level							
Organization							
Style of material							
Assessments							
Materials							
Length of Page							
Cost of implementation							

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## Digital Content

Unit 4  
The American Revolution

- Lesson 1: The American Revolution
- Lesson 2: The American Revolution
- Lesson 3: The American Revolution
- Lesson 4: The American Revolution
- Lesson 5: The American Revolution
- Lesson 6: The American Revolution
- Lesson 7: The American Revolution
- Lesson 8: The American Revolution
- Lesson 9: The American Revolution
- Lesson 10: The American Revolution

Each lesson includes a variety of resources, such as:

- ❖ Readings with a Graphic Organizer
- ❖ Spanish / English Guided Reading Workbook
- ❖ Extension activities
- ❖ Assessments

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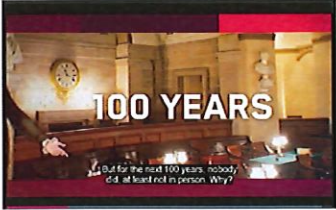


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## Integrated Supports for all learners



Some of the supports built into the HMH content includes:

- ◆ Multimedia activities with closed captions

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## Integrated Supports for all learners

Area of Support	Key Note
Visual	Visual supports are used to help students understand and remember information. Examples include graphic organizers, diagrams, and charts.
Audio	Audio supports are used to help students understand and remember information. Examples include audiobooks, audio recordings, and audio descriptions.
Text	Text supports are used to help students understand and remember information. Examples include text-to-speech, text-to-image, and text-to-audio.
Image	Image supports are used to help students understand and remember information. Examples include image-to-text, image-to-audio, and image-to-image.
Video	Video supports are used to help students understand and remember information. Examples include video-to-text, video-to-audio, and video-to-image.
Interactive	Interactive supports are used to help students understand and remember information. Examples include interactive whiteboards, interactive software, and interactive games.

Some of the supports built into the HMH content includes:

- ◆ Multimedia activities with closed captions
- ◆ Graphic Organizers for all lessons

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## Integrated Supports for all learners

The American Revolution / La Guerra de Independencia

**Key Terms and People / Personas y palabras clave**

General George Washington / El general George Washington  
 British / Británicos  
 Continental Congress / Congreso Continental  
 Declaration of Independence / Declaración de Independencia  
 Loyalists / Leales  
 Patriots / Patriotas  
 Revolutionary War / Guerra Revolucionaria  
 Signers / Firmantes  
 Treaty of Paris / Tratado de París

Some of the supports built into the HMH content includes:

- ◆ Multimedia activities with closed captions
- ◆ Graphic Organizers for all lessons
- ◆ Spanish / English Workbook

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## Integrated Supports for our teachers

Kenzie Teaching Guide Book	Cengage Field Style Resources	Rubric Collections
Digital Organization	Writing Activities	Student Reading Workbook
Assessment	Primary Source Database	Alternative Assessment Rubrics
Reference Materials	Student eBook	Student Edition PDF
Teacher eBook	Teacher Study PDF	Teacher Presentation
Align Analyze Entry	Featured Site	Innovative Supreme Court Case Studies
HMH eBooks		

[Show All Everything](#)

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## Expert Content Authors



[Dr. William Devereil](#)  
University of Southern  
California



[Dr. Deborah Gray White](#)  
Rutgers University

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## Committee Feedback

I found two beneficial points in favor of the the HMH System:

- It is extremely reminiscent of the Holt Series that our district used prior to our acquiring the Pearson program. Students found the look of text book to be very appealing. The maps, graphs, charts and images looked great. Also and just as important the Holt text (and it appears the HMH test as well) used Kylene Beers Ed.D, as the chief literacy consultant. She is an authority on adolescent literacy and struggling readers. The literacy strategies she infused in the text are most effective.
- The online materials are currently operational.

I like this textbook the best. I wish the current events section was updated more often.

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## Committee Feedback

I preferred this textbook out of all of our options. However, the only part that seemed weak were the current events section. I wish it was updated more frequently.

I would like to see more in the way of adapted lessons/assessment for English learners. The other textbook offered more resources for making ELD accommodations.

I appreciated the research-based literacy strategies incorporated throughout these materials. I also thought the digital content was much more accessible to teachers and students.

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## Connections to our Comprehensive Plan

### Goal Area 1: Access to District Programming

- ❖ Develop coherent and aligned assessments
- ❖ Increase engagement

### Goal Area 2: Innovative Teaching & Learning

- ❖ Embed innovative and technological resources

### Goal Area 3: Student Involvement

- ❖ Foster engaging academic opportunities

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## Cost and Inclusions

- ❖ Total cost over two years: **\$214, 676.50**
- ❖ Includes:
  - Student Materials (priced for 2,000 students - Gr. 7 & 8)
    - 6 year subscription to digital content
    - 500 copies of the print textbook (classroom sets)
  - Teacher Materials (priced for 16 Teachers)
    - Professional Development Sessions
    - 6 years license for teacher access
    - Teacher guide bundle

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## Next Steps

### Pending Board Approval:

- ❖ Purchase materials
  - 7th Grade - 22-23SY Budget
  - 8th Grade - 23-24SY Budget
- ❖ Summer Workshops
  - Aligning the new materials to our curriculum
- ❖ Professional Development
  - August, Sept. 26, and Nov. 8
  - Access to the Online Teacher Support Center
- ❖ Implementation
- ❖ Ongoing support

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Thank you for your continued support!



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Lesson 2: Native American Cultures -

Native American Culture	Key Facts
<b>Anasazi</b>	lived in the Southwest; grew maize, beans, and squash; skilled basket makers; built adobe houses, cliff dwellings called pueblos, and kivas; declined after AD 1300
<b>Mound Builders</b>	lived and farmed in the Ohio river valley after 1000 BC; included the Hopewell and Mississippian cultures; known for building large earthen mounds, trade, and the Mississippian city of Cahokia; declined before European arrival
<b>North and Northwest</b>	lived in the far north and northwest regions of North America; Arctic cultures were known for living in igloos, hunting large game, and using dogs to pull sleds; Subarctic people lived in villages, hunted deer, fished, and gathered food; cultures in the Pacific Northwest were known for totems and potlatches
<b>West and Southwest</b>	lived in California, the Great Basin region, and in the desert Southwest; California cultures gathered acorns for food and spoke many languages; Great Basin cultures gathered food, trapped small animals, and shared a language; Southwest cultures grew maize, squash, and beans and lived in adobe homes
<b>Great Plains</b>	lived in the Great Plains region, from Canada to Texas; known for farming and hunting; used buffalo for food, clothing, and shelter (coverings for teepees); included the Sioux, Mandan, and Pawnee; some were matrilineal
<b>Northeast and Southeast</b>	lived in woodlands and river valleys of northeastern and southeastern North America; known for farming (squash, corn, beans), hunting, fishing, gathering, living in longhouses, using wampum (strings of beads) for money, the Iroquois League
<b>Language</b>	more than 300 languages belonging to 29 language families were spoken in North America; California had more than 200 languages; Uto-Aztecian was the largest language family, covering about a fourth of the United States
<b>Beliefs and Practices</b>	despite differences, Native Americans had some similar beliefs and practices—spiritual connection with the natural world; ideas about land

## The American Revolution/La Guerra de Independencia

### Lesson/Lección 3



#### MAIN IDEAS/IDEAS PRINCIPALES

1. Thomas Paine's *Common Sense* led many colonists to support independence./*Sentido común*, de Thomas Paine, hizo que muchos colonos estuvieran a favor de la independencia.
2. Colonists had to choose sides when independence was declared./Los colonos tuvieron que tomar partido cuando se declaró la independencia.
3. The Declaration of Independence did not address the rights of all colonists./La Declaración de Independencia no garantizaba los derechos de todos los colonos.

### Key Terms and People/Personas y palabras clave

**Common Sense/Sentido común** a 47-page pamphlet that argued against British rule over America/panfleto de 47 páginas en contra de que Gran Bretaña gobernara las colonias norteamericanas

**Thomas Paine/Thomas Paine** author of *Common Sense* who wrote that citizens, not monarchs, should make laws/autor de *Sentido común*, que escribió que tenían que ser los ciudadanos, no los monarcas, quienes dictaran las leyes

**Thomas Jefferson/Thomas Jefferson** the main author of the Declaration of Independence/autor principal de la Declaración de Independencia

**Declaration of Independence/Declaración de Independencia** the document that formally announced the colonies' break from Great Britain/documento que anunció formalmente que las colonias se separaban de Gran Bretaña

**Loyalists/leales** colonists, sometimes called Tories, who remained loyal to Britain/colonos, también conocidos como Tories, que siguieron siendo leales a Gran Bretaña

### Lesson Summary/Resumen de la lección

#### PAINE'S COMMON SENSE/EL SENTIDO COMÚN DE PAINE

*Common Sense* was a pamphlet published anonymously. Written by **Thomas Paine**, it expressed his views that citizens, not kings, should pass laws. As word of the pamphlet spread throughout the colonies, it eventually sold about 500,000 copies. The pamphlet made a strong case for political and economic freedom. It supported the right to military self-defense. *Common Sense* changed the way many colonists viewed their king./*Sentido común* fue un panfleto que se publicó anónimamente. Escrito por **Thomas Paine**, expresaba sus ideas acerca de que los ciudadanos, y no los monarcas, debían crear las leyes.

Why do you think *Common Sense* was so popular?/¿Por qué crees que *Sentido común* fue tan popular?

**Lesson/Lección 3, *continued/continuación***

Cuando en las colonias se corrió la voz de la existencia del panfleto, llegaron a venderse unos 500,000 ejemplares. El panfleto exponía muy buenos argumentos a favor de la libertad política y económica. Además, apoyaba el derecho de defensa militar propia. *Sentido común* cambió la opinión que muchos colonos tenían acerca del rey.

**INDEPENDENCE IS DECLARED/SE DECLARA LA INDEPENDENCIA**

The first point argued by **Thomas Jefferson** in the **Declaration of Independence** was that all men possess unalienable rights. Unalienable rights are rights that cannot be denied. These rights include “life, liberty, and the pursuit of happiness.” Jefferson maintained that King George III had trampled on the colonists’ rights with unfair laws and meddling in colonial governments. Jefferson argued that the colonies had the right to be independent from Britain. He believed in the Enlightenment idea of the social contract. This idea says that citizens should agree to be governed only when governments support their rights. Jefferson said that King George III had violated the social contract, so the colonies should not obey his laws./**El primer argumento de Thomas Jefferson en la Declaración de Independencia** era que todos los hombres tienen derechos inalienables, es decir, derechos que no se les pueden negar. Entre ellos se encuentran el derecho a “la vida, la libertad y la búsqueda de la felicidad”. Jefferson también sostenía que el rey Jorge III había negado los derechos de los colonos al respaldar leyes injustas y entrometerse en los gobiernos coloniales. Además, Jefferson afirmaba que las colonias tenían derecho a independizarse de Gran Bretaña. Creía en la idea del contrato social originada durante la Ilustración, que establece que los ciudadanos deben aceptar ser gobernados solo cuando los gobiernos respetan sus derechos. Jefferson decía que el rey Jorge III había violado el contrato social, por lo que las colonias no debían obedecer sus leyes.

Why did Jefferson think the colonies should not obey King George III?/¿Por qué pensaba Jefferson que las colonias no debían obedecer al rey Jorge III?



**Lesson/Lección 3, *continued/continuación***

On July 4, 1776, the Continental Congress voted in favor of the Declaration of Independence. In approving the Declaration, the Congress finally broke away from Great Britain. Today we celebrate the Fourth of July as the birthday of our nation./El 4 de julio de 1776, el Congreso Continental votó a favor de la Declaración de Independencia y así se separó, finalmente, de Gran Bretaña. Hoy en día, el Cuatro de Julio festejamos el nacimiento de nuestra nación.

Not everyone rejoiced over the approval of the Declaration. Patriots and **Loyalists** became divided. Sometimes family members were on opposite sides during the war. More than 50,000 Loyalists left the colonies during the Revolution./No todos se alegraron con la aprobación de la Declaración de Independencia. Crecieron las diferencias entre los patriotas y los leales. Hubo casos en los que los miembros de una misma familia tomaron partido por bandos diferentes durante la guerra. Más de 50,000 leales abandonaron las colonias durante la Guerra de Independencia.

What did some families experience during the war?/¿Qué sucedió con algunas familias durante la guerra?

**UNFINISHED BUSINESS/DECLARACIÓN INCOMPLETA**

The Declaration did not mention certain colonists. Abigail Adams, wife of delegate John Adams, tried to influence him to include women's rights in the Declaration. It did not happen. Enslaved African Americans also had no rights under the Declaration. Slavery was legal in all colonies in July 1776. The Revolutionary War would not end the fight over slavery, even though New England states worked toward ending it in the 1780s./La Declaración no mencionaba a ciertos colonos. Abigail Adams, esposa del delegado John Adams, intentó convencerlo de incluir los derechos de las mujeres en la Declaración, pero no lo logró. Los esclavos afroamericanos tampoco tenían ningún derecho según la Declaración de Independencia. En julio de 1776, la esclavitud era legal en todas las colonias. La Guerra de Independencia no daría fin al conflicto de la esclavitud, aunque los estados de Nueva Inglaterra empezaron a tomar medidas para abolirla en la década de 1780.

Name two groups who had no rights under the Declaration./ Menciona dos grupos que no tenían derechos según la Declaración de Independencia.

Lesson/Lección 3, *continued/continuación***CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA****Critical Thinking: Develop/Pensamiento crítico:**

**Desarrollar** Imagine that you are a delegate to the Second Continental Congress. Deliver a two-minute speech arguing that the Declaration should also give women and enslaved people rights./**Imagina que eres un delegado del Segundo Congreso Continental. Pronuncia un discurso de dos minutos en el que argumentes que la Declaración también debería otorgar derechos a las mujeres y a los esclavos.**

<i>Common Sense</i> <b>Sentido Común</b>	Patriots/ <b>patriotas</b>	Thomas Paine/ <b>Thomas Paine</b>
Declaration of Independence/ <b>Declaración de Independencia</b>	Thomas Jefferson/ <b>Thomas Jefferson</b>	unalienable/ <b>inalienables</b>
Loyalists/ <b>leales</b>		

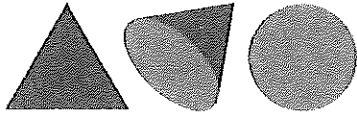
**DIRECTIONS/INSTRUCCIONES** Answer each question by writing a sentence that contains at least one term from the word bank./**Responde las preguntas con una oración que contenga al menos una palabra del banco de palabras.**

1. What did Thomas Paine write to encourage the colonists to declare independence?/**¿Qué escribió Thomas Paine para alentar a los colonos a declarar la independencia?**
2. What did the Second Continental Congress do to formally declare the colonies free from Great Britain?/**¿Qué hizo el Segundo Congreso Continental para declarar formalmente la independencia de las colonias de Gran Bretaña?**
3. What group of colonists faced hostility because they sided with the British?/**¿Qué grupo de colonos fue blanco de hostilidades debido a que tomaron partido por los británicos?**

Lesson/Lección 3, *continued/continuación*

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4. Who was the main author of the Declaration of Independence, and what three main points did he make in the document?/¿Quién fue el autor principal de la Declaración de Independencia? ¿Cuáles son los tres argumentos principales que destacó en el documento?



# Houghton Mifflin Harcourt

Proposal #008246479

Prepared For

## West Chester Area School Dist

Attention:

Kristen Barnello

[kbarnello@wcasd.k12.pa.us](mailto:kbarnello@wcasd.k12.pa.us)

For the Purchase of:

### HMH US History Survey- Class Sets of Textbooks

Prepared By

Lisa Bruder

[lisa.bruder@hnhco.com](mailto:lisa.bruder@hnhco.com)

Please submit this proposal with your purchase order.

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

For greater detail, the complete Terms of Purchases may be reviewed here:

<http://www.hnhco.com/common/terms-conditions>

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Kristen Barnello  
[kbarnello@wcasd.k12.pa.us](mailto:kbarnello@wcasd.k12.pa.us)

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FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

## Proposal for West Chester Area School Dist

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b><u>US History</u></b>					
<b>Student Digital Licenses</b>					
1789437	9780358399162 United States History Student License Digital 6 Year Includes: Digital Student Resources 6 Year Grade 6-8 Implementation Success	\$96.00	2,000	\$192,000.00	
<b>Total for Student Digital Licenses</b>				<b>\$192,000.00</b>	
<b>Teacher Digital Licenses</b>					
1808157	9780358553113 United States History Teacher License Digital 6 Year Includes: United States History Digital Teacher Resources 6 Year Access to Teacher's Corner	\$450.00			16
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1655736	9780544917736 2018 United States History Teacher Guide Bundle	\$150.00	16	\$2,400.00	
<b>Student Materials</b>					
1599244	9780544454149 2018 United States History Student Edition	\$37.00	500	\$18,500.00	
<b>Total for A la Carte Items Available for Purchase</b>				<b>\$20,900.00</b>	
<b><u>Total for US History</u></b>				<b>\$212,900.00</b>	

**Professional Services - Social Studies (MS) US History Survey  
Implementation Success Plan**

1693412	9781328851413 Social Studies Getting Started Live Online Two-Hours Middle School The Getting Started live online session is streamlined to focus on preparing teachers for their first weeks of instruction. Participants engage in a variety of interactive experiences to learn about the organization and resources of Social Studies. The goal is to build confidence and prepare teachers for a strong start with Social Studies.		4		
1728636	9781328580887 Social Studies Follow-Up Live Online 1 1-Hour Grades 6-8 Follow-Up sessions build upon the Getting Started to help teachers take full advantage of Social Studies components, assessments, differentiation, and digital tools to meet the needs of their students. An HMH Services team member will work with you to choose from key Social Studies classroom-focused topics to create a personalized Follow-Up 1 hour live online session(s).		7		
<b><u>Total for Professional Services - Social Studies (MS) US History Survey</u></b>				<b>\$ 0.00</b>	

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Kristen Barnello  
kbarnello@wcasd.k12.pa.us

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k12orders@hnhco.com  
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Proposal for  
West Chester Area School Dist

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
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<i>Total Savings:</i>	\$7,200.00
<i>Subtotal Purchase Amount:</i>	\$212,900.00
<i>Shipping &amp; Handling:</i>	\$1,776.50
<i>Sales Tax:</i>	\$0.00
<hr/> <i>Total Cost of Proposal (PO Amount):</i>	<b>\$214,676.50</b>

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Proposal for  
**West Chester Area School Dist**

**Total Cost of Proposal (PO Amount): \$214,676.50**

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - o Point of Contact for Print materials
  - o Point of Contact for Digital materials
  - o Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.
 

<b>Ship to:</b> West Chester Area School District 782 Springdale Dr Exton, PA 19341-2850	<b>Sold to:</b> West Chester Area School District 782 Springdale Dr Exton, PA 19341-2850
---	---
- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Shipping Point.
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase.

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For greater detail, the complete Terms of Purchase may be reviewed here: <http://www.hmhco.com/common/terms-conditions>

Date of Proposal: 10/28/2021

Proposal Expiration Date: 7/29/2022



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Attention:  
 Kristen Barnello  
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Send **Orders** to:  
 k12orders@hnhco.com  
 FAX: 800-269-5232  
 HMH Orders  
 9400 Southpark Center Loop  
 Orlando, FL 32819-8647



Supporting  
WCASD's  
Students  
Since 2006

---



TEAMS • TOOLS • TECHNOLOGY



# What We Provide

- 1. Physical Therapy (5)**
- 2. Occupational Therapy (12 OT, 1 COTA)**
3. Psychology (supplemental)
4. Speech (supplemental)
5. Nursing (supplemental)
6. Behavioral and Mental Health Staff (supplemental)

# Long Term Stability of Therapy Team

14/18 PTS therapists have been with WCASD more than ten years. 8/18 have been in the district since the inception of the contract in 2006

# What We Provide

PTS' business model is to charge only for therapy services and *give away* the programs and supports that have the biggest impact on classroom performance.

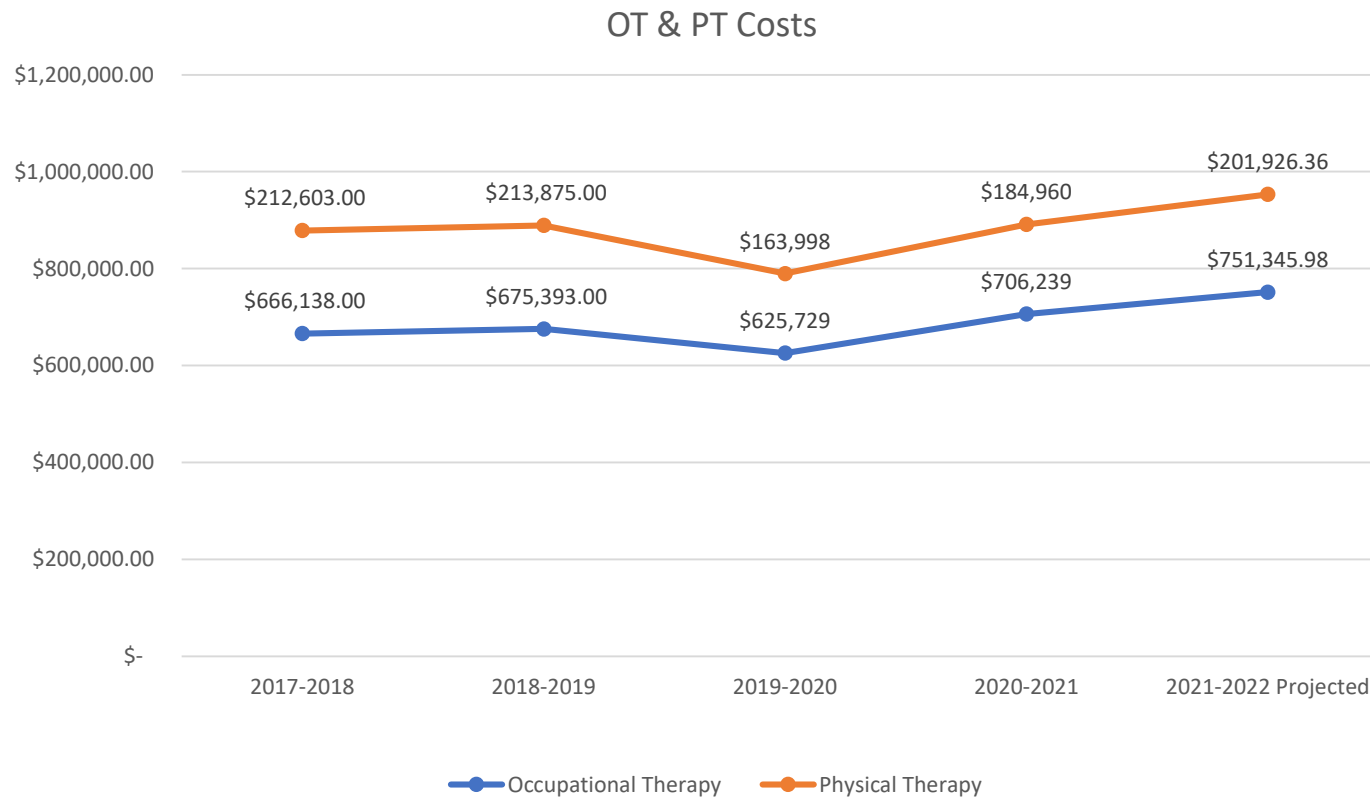


# A Growing District with Growing Needs

WCASD's student population receiving special education services increased by 17% between 2017 and 2022. OT/PT costs increased only 8.5% over the same period.

Year	December 1 <sup>st</sup> child count	PTS Total OT/PT Cost	% of students with a disability	Autism %	OHI %	SLD %	ID %	MD %	ED %
2017-18	1586	\$878,741	13.3	12.3	28.5	32.5	4.1	1.2	6.7
2018-19	1728	\$889,268	14.4	12.2	29	33.6	3.9	1.3	7.3
2019-20	1814	\$789,727	15.0	13	30.4	32.4	3.5	1.1	7.3
2020-21	1817	\$891,197	15.2	13.4	31.1	30.8	3.6	1	7.8
2021-22	1852	\$953,271 est.							

# Long Term Cost Stability



Although there are more students on caseload this year, due to the pandemic, Average Cost per Student is down 12% for OT and 11% for PT compared to last year.

# Occupational Therapy

# Physical Therapy

## Key Data Points

	2020-2021	2021-2022
Grouping %	33.3%	49.8%
Efficiency	82.5%	93.7%
Saved by grouping	\$41,867	\$67,278
Discharges	52	75

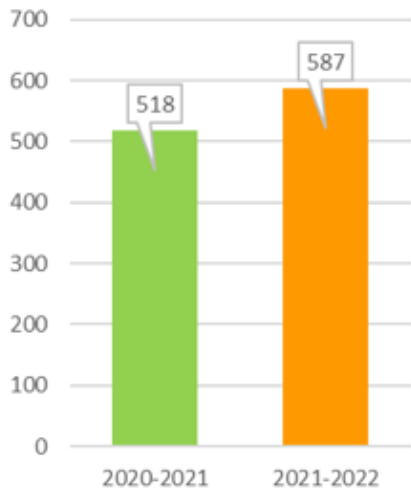
*Discharge Date Ranges: 8/20 - 12/16 vs 12/17 - 1/31*

## Key Data Points

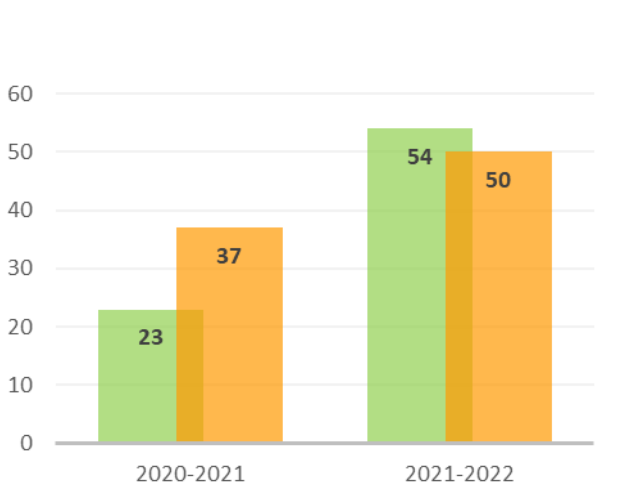
	2020-2021	2021-2022
Grouping %	16.7%	26.6%
Efficiency	76.8%	87.8%
Saved by grouping	\$5,436	\$9,624
Discharges	9	9

*Discharge Date Ranges: 8/20 - 12/16 vs 12/17 - 1/31*

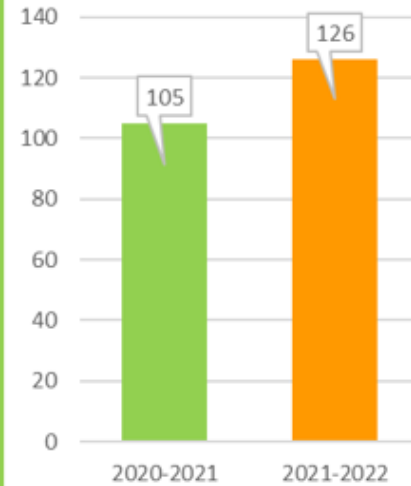
### Caseload



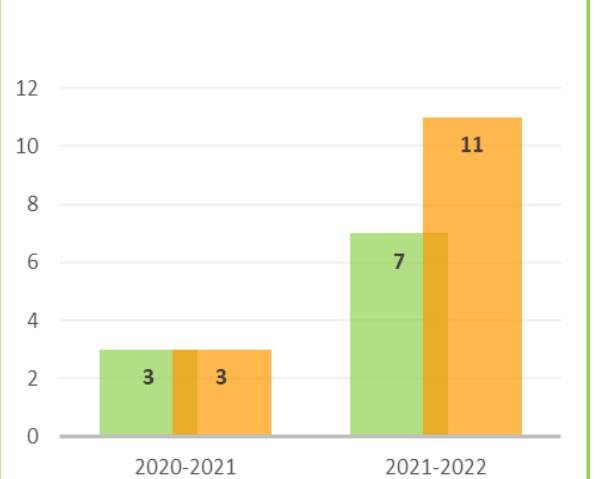
### Referrals



### Caseload

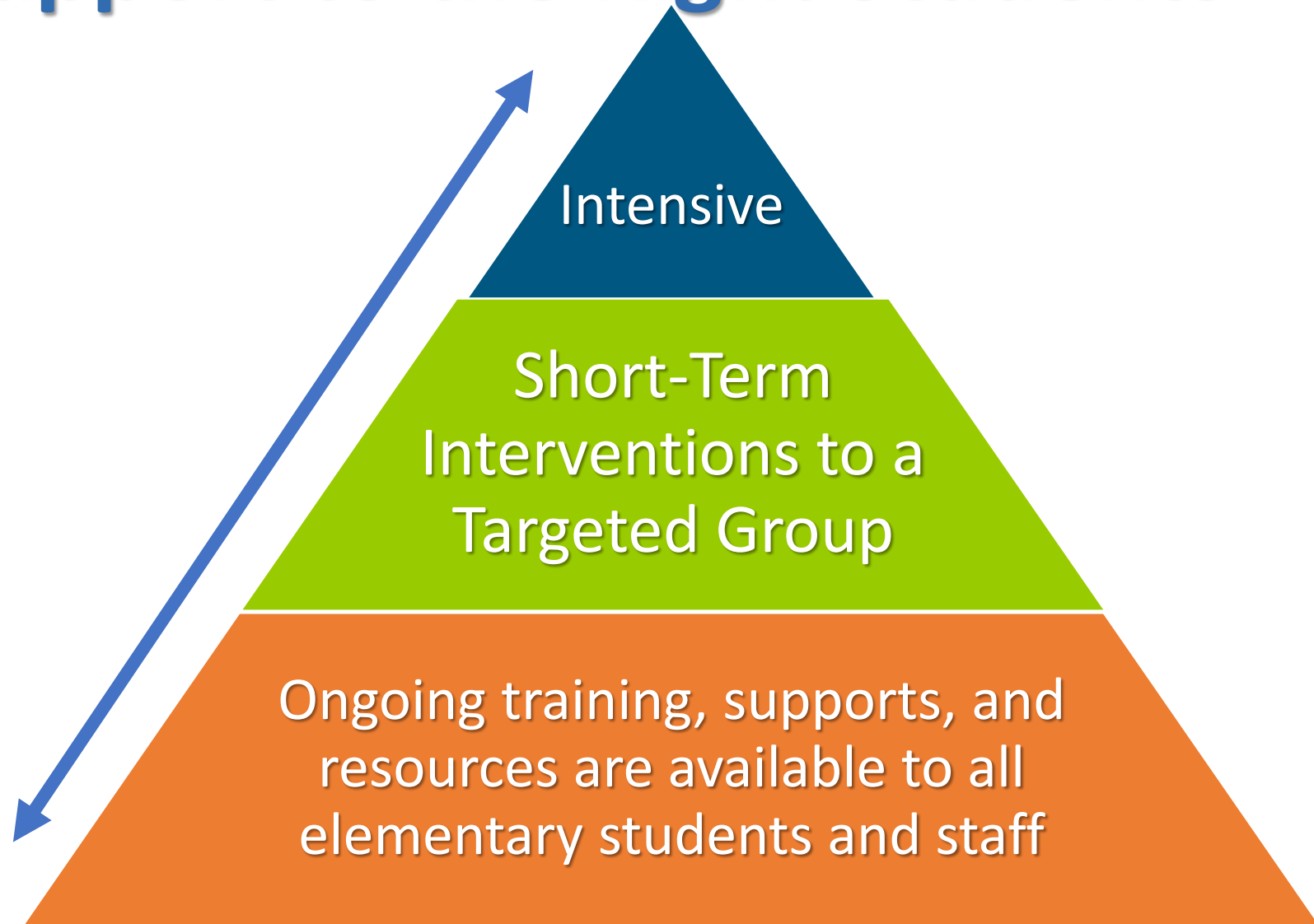


### Referrals



# The Right Support to the Right Students

**Tiered Supports:  
Based on Building  
Capacity, not  
Dependency**



# Why Use an MTSS Model?

---

1. Stop over-identifying or labeling kids to get them help
2. Reduce disproportionality
3. Deliver ***direct therapy services*** on a short-term, as-needed basis (up to one year)
4. Control caseload numbers
5. Reduce unnecessary diagnostic costs
6. Reduce response time to support struggling students



# A Bright Future Ahead

To address the marked increase in Kindergarten Referrals, PTS piloted Kindergarten BootKamp at:

Fern Hill ES

East Goshen ES

Glen Acres ES

Westtown Thornbury ES

We are tracking the results now!



# MTSS Budget by Building

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The district-wide MTSS spending in 2018-2019 was divided up by building based on the per-student allocation.

Each building received a building allocation in 2020 to be used for Tier 3 Direct Services.

Tier 1 & 2 costs are covered by the Pupil Services Budget to encourage global interventions and build capacity.

To date, none of the buildings have used all of their allocation.



**PTS has collaborated with Dr. Ranieri to develop teacher trainings impact children in more than a dozen countries around the globe.**

CONFERENCIA PAI



Experta Internacional  
Pam Hackett

Estrategias para la Recuperación de la Escritura

MIÉRCOLES 02 JUNIO



## “La ruta hacia la inclusión”

Bloques a tratar

**Segundo Día**  
**24 de noviembre de 2020**  
con la participación de:



**Dr. Pam Hackett**  
Invitada internacional de EE.UU

**Tema:** Inclusión para preescolar. Creando un aula apta para TODOS sus estudiantes.



**Lic. Alba Polanco**

**Tema:** Derechos humanos, escuela e inclusión.



**Arq. Luis A. Pérez**

**Tema:** Diseño para TODOS.



**Thank you for partnering with  
PTS to support your students!**

---



**WEST CHESTER AREA SCHOOL DISTRICT  
Education Committee**

To: Board of School Directors  
From: Tammi Florio, Ed.D  
Dawn Mader  
Sara M. Missett, Ed.D  
Kalia Reynolds, Ed.D  
Michael Wagman  
Cc: Robert Sokolowski, Ed.D  
Date: May 5, 2022  
Re: Consent Agenda Items for May 25, 2022 Board Approval

---

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

Unless we hear otherwise, the following will appear under the Education Committee as consent item(s) for the May 25, 2022 School Board agenda:

**Approval to Establish the following Account(s):**

- East HS Academic Team Competition

**Approval of the following Study/Excursion trip(s):**

- East HS Academic Team – Harrisburg, PA, April 28-29, 2022
- East HS Indoor Color Guard – Wildwood NJ, April 28-May 1, 2022
- Fugett MS Science Olympiad – Altoona, PA, April 29-30, 2022

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



WEST CHESTER AREA SCHOOL DISTRICT  
APPLICATION TO ESTABLISH ACCOUNT

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

Date: 3/30/2022

Check appropriate box:

Student Activity Account (Fund 50)

Building: East High School

Trust Account (Fund 51)

Name of Account: Academic Team Competition

State the purpose for which this account is intended:

*Fees for Out of district Competition. Depository for fund raisers & Scholarship winnings. Disbursement of Scholarship*

List Source(s) of revenue:

*Winings from CCU and fund raisers*

List types of expenses to be incurred:

*Competition Fees - Possible Travel Expenses*

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

*Ryan Kim*  
Student Officer's Signature

Ryan Kim  
Student Officer's Name Printed

*Nathan Schlamb*  
Faculty Sponsor's Signature

Nathan Schlamb  
Faculty Sponsor's Name Printed

*[Signature]*  
Principal's Signature

*[Signature]* 4/20/22  
Signature of Director of Secondary Education

BOARD OF EDUCATION ACTION

This request was:  APPROVED

DISAPPROVED

by the Board of Education at their meeting held on : \_\_\_\_\_  
Meeting Date

Reason for disapproval or qualifications of approval, if applicable, were as follows:  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Board Secretary's Signature

\_\_\_\_\_  
Date

# WEST CHESTER AREA SCHOOL DISTRICT

No. 121AG1

APPROVED: August 1, 2015  
REVISED: December 14, 2017

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

<input checked="" type="checkbox"/> <b>Proposal</b> <input checked="" type="checkbox"/> <b>New Trip Request</b> <input type="checkbox"/> <b>Trip Revision Request</b> <input type="checkbox"/> <b>Trip Cancellation Request</b>																						
School: <u>East High School</u>	Grade/Subject/Club: <u>Academic Team</u>																					
Teacher(s) In Charge: <u>Nathan Schlamb, Brent Jones</u>																						
Destination: <u>State Museum of Pennsylvania 300 North St, Harrisburg, PA 17120</u>																						
Trip Day(s)/Date(s): <u>evening of 04/28/2022 through return by 6:00 pm 04/29</u> Competition <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																						
~ Overnight Trip: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> In State <input type="checkbox"/> Out of State <input type="checkbox"/> Out of Country             Name Tour Company: _____																						
Special Instructions (rain date, etc.): <u>Brent will be driving himself, I will be using a rental van to transport the students.</u>																						
How is it related to curriculum: <u>Furthering academic competition and interaction among students and schools</u>																						
Varsity State Championship! _____																						
Objectives of the proposed trip: _____																						
Competing and winning the competition with Varsity teams																						
Number of Pupils: <u>6</u>	Total Passengers: <u>8</u> Per Pupil Cost: _____																					
Adult Chaperone to Student Ratio: <u>3</u> <u>1</u>	% of Eligible Students Going: _____																					
Names of Teacher/Staff Chaperones: <u>Nathan Schlamb (Varsity Coach) and Brent Jones (Asst. Coach)</u>																						
~ Other Adult Chaperones: _____																						
Nurses required on this trip: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No             (refer to 121AG6)																						
<b>Estimated Cost</b>																						
	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th># Staff</th> <th># Days</th> <th>Cost/Day</th> <th>Total Cost</th> <th>%</th> <th>Budget Code/Account/Project</th> </tr> </thead> <tbody> <tr> <td>Substitute(s) Needed:</td> <td><u>2</u></td> <td><u>1</u></td> <td><u>159.31</u></td> <td><u>318.62</u></td> <td></td> <td><u>1-1110-000-20-40-222 315</u></td> </tr> <tr> <td>Agency Nurses Needed:</td> <td></td> <td></td> <td><u>0.00</u></td> <td><u>0.00</u></td> <td></td> <td></td> </tr> </tbody> </table>		# Staff	# Days	Cost/Day	Total Cost	%	Budget Code/Account/Project	Substitute(s) Needed:	<u>2</u>	<u>1</u>	<u>159.31</u>	<u>318.62</u>		<u>1-1110-000-20-40-222 315</u>	Agency Nurses Needed:			<u>0.00</u>	<u>0.00</u>		
	# Staff	# Days	Cost/Day	Total Cost	%	Budget Code/Account/Project																
Substitute(s) Needed:	<u>2</u>	<u>1</u>	<u>159.31</u>	<u>318.62</u>		<u>1-1110-000-20-40-222 315</u>																
Agency Nurses Needed:			<u>0.00</u>	<u>0.00</u>																		
Name of Staff Member Driving Students: <u>Nathan Schlamb</u>																						
Mileage/Tolls: (if applicable)	<u>80.00</u> <u>1-3200-000-20-31-222 580</u>																					
Hotel/Food/Airfare: (if applicable)	<u>350.00</u> <u>1-3200-000-20-31-222 580</u>																					
Registration/Entrance Fee: (if applicable)																						
Other Costs: _____																						
<input type="checkbox"/> Walking <input type="checkbox"/> Parent Provided Transportation <input type="checkbox"/> Public Transportation																						
<input type="checkbox"/> Bus <input checked="" type="checkbox"/> Van/Car Rental <input type="checkbox"/> Coach																						
	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th># Vehicles</th> <th># Days</th> <th>Cost/Vehicle</th> <th>Total Cost</th> <th>%</th> <th>Budget Code/Account/Project</th> </tr> </thead> <tbody> <tr> <td>Buses/Rentals/Coaches</td> <td><u>1</u></td> <td><u>1</u></td> <td><u>188.79</u></td> <td></td> <td></td> <td><u>1-13200-000-20-31-222 513</u></td> </tr> </tbody> </table>		# Vehicles	# Days	Cost/Vehicle	Total Cost	%	Budget Code/Account/Project	Buses/Rentals/Coaches	<u>1</u>	<u>1</u>	<u>188.79</u>			<u>1-13200-000-20-31-222 513</u>							
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Buses/Rentals/Coaches	<u>1</u>	<u>1</u>	<u>188.79</u>			<u>1-13200-000-20-31-222 513</u>																
~ Rental Company/Carrier: <u>Hertz</u>																						
Students Leaving From: <u>East High School</u>	at <u>4:30</u> <input checked="" type="checkbox"/> am <input checked="" type="checkbox"/> pm																					
Students Returning To: <u>East High School</u>	at <u>6:00</u> <input type="checkbox"/> am <input checked="" type="checkbox"/> pm																					
~ Request Drop off/Pick up (only if using Krapf): <input type="checkbox"/> Yes <input type="checkbox"/> No             Drop at: _____ at _____ <input type="checkbox"/> am <input type="checkbox"/> pm Pick up at: _____ at _____ <input type="checkbox"/> am <input type="checkbox"/> pm																						
What are the planned activities to assist students who require financial assistance: _____																						
Additional Information (bus w/lift, star seat, ski boxes, special instructions) _____																						
Total Cost of Trip: \$ <u>748.62</u> Pupil Cost: \$ _____             Other Funded: \$ _____             Total Cost to the District: \$ <u>748.62</u>																						
Requested By: <u>Nathan Schlamb</u>	Signature: <u>[Signature]</u> Date: <u>04/11/2022</u>																					
<b>Approval</b>																						
Principal	Approved: <u>[Signature]</u> Date: <u>4/11/22</u>																					
Supervisor	Approved: _____     Date: _____																					
Director of: <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Pupil Services	Approved: <u>[Signature]</u> Date: <u>4/13/22</u>																					
Transportation:	_____     Date: _____																					
Schedule Dates:	Contractor: _____																					
Krapf Costs:	Additional Costs: _____																					
Spellman Office Only:             Overnight Trip will appear on the <u>MAY 2022</u> Board Consent Agenda.																						

[Signature] - APR 14 2022

APPROVED: August 1, 2015  
 REVISED: December 14, 2017

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

<b>Proposal</b>	<b>New Trip Request</b>	<b>Trip Revision Request</b>	<b>Trip Cancellation Request</b>
School	<u>East High School</u>	Grade/Subject/Club:	<u>Indoor Color Guard</u>
Teacher(s) in Charge:	<u>Jeff Molush</u>		
Destination:	<u>Crystal Sands Inn, 307 E Hand Ave, Wildwood, NJ 08260</u>		
Trip Day(s)/Date(s):	<u>04/28/22-05/01/22</u>	Competition	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Overnight Trip:	<input type="checkbox"/> Yes <input type="checkbox"/> No	In State	<input type="checkbox"/> Out of State <input type="checkbox"/> Out of Country
Special Instructions (rain date, etc.):	<u>N/A</u>		
How is it related to curriculum: <u>Perform with the indoor color guard at championships and receive grades and feedback from</u>			
Objectives of the proposed trip: <u>Attend and perform</u>			
Number of Pupils:	<u>11</u>	Total Passengers:	<u>14</u> Per Pupil Cost: <u>-</u>
Adult Chaperone to Student Ratio:	<u>3 / 14</u>	% of Eligible Students Going:	<u>100.00%</u>
Names of Teacher/Staff Chaperones:	<u>Jeff Molush, Alyssa Hazel, Bridget Cuff</u>		
Other Adult Chaperones:	_____		
Nurses required on this trip:	<input type="checkbox"/> Yes <input type="checkbox"/> No	(refer to 121AG6)	
<b>Estimated Cost</b>			
	# Staff	# Days	Cost/Day
Substitute(s) Needed:	<u>0</u>		<u>159.31</u>
Agency Nurses Needed:	<u>0</u>		<u>0.00</u>
Name of Staff Member Driving Students: <u>N/A</u>			
Mileage/Tolls: (if applicable) _____			
Hotel/Food/Airfare: (if applicable) _____			
Registration/Entrance Fee: (if applicable) _____			
Other Costs:	<u>Hotel + Meals will be handled/paid by parents on own</u>		
Walking	Parent Provided Transportation		Public Transportation
Bus	Van/Car Rental	Coach	
	Vehicle	# Days	Cost/Vehicle
Buses/Rentals/Coaches	<u>1</u>	<u>1</u>	<u>826.65</u>
			<u>826.65</u>
			<u>1-1110-000-20-16-955-513</u>
Rental Company/Carrier:	<u>Krapf</u>		
Students Leaving From:	<u>East High School on 4/28</u>	at	<u>3:30</u> am <input type="checkbox"/> pm
Students Returning To:	<u>East High School on 5/1</u>	at	<u>5:30</u> am <input type="checkbox"/> pm
Request Drop off/Pick up (only if using Krapf):	<input type="checkbox"/> Yes <input type="checkbox"/> No	Drop at:	<u>Crystal Sands Motel</u> at <u>6:00</u> am <input type="checkbox"/> pm
		Pick up at:	<u>Aquarius Motor Inn</u> at <u>3:00</u> am <input type="checkbox"/> pm
What are the planned activities to assist students who require financial assistance:			
Additional Information (bus w/lift, star seat, skl boxes, special instructions)			
Total Cost of Trip:	<u>\$ 826.65</u>	Pupil Cost:	_____ Other Funded: \$ _____ Total Cost to the District: <u>826.65</u>
Requested By:	<u>Jeff Molush</u>	Signature:	<u>[Signature]</u> Date: <u>4/11/22</u>
<b>Approval</b>			
Principal	Approved:	<u>[Signature]</u>	Date: <u>4/12/22</u>
Supervisor	Approved:	<u>[Signature]</u>	Date: _____
Director of: Elementary Secondary Pupil Services	Approved:	<u>[Signature]</u>	Date: <u>4/12/22</u>
Transportation:	Approved:	_____	Date: _____
Schedule Dates:	Contractor:	_____	
Krapf Costs:	Additional Costs:	_____	
Spellman Office Only:	<u>Overnight Trip will appear on the May 2022 Board Consent Agenda.</u>		



# WEST CHESTER AREA SCHOOL DISTRICT

No. 121AG1

APPROVED: August 1, 2015  
REVISED: December 14, 2017

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

<b>Proposal</b>						
<input checked="" type="checkbox"/> <b>New Trip Request</b>		<input type="checkbox"/> <b>Trip Revision Request</b>		<input type="checkbox"/> <b>Trip Cancellation Request</b>		
School	Fugett Middle School			Grade/Subject/Club: Science Olympiad		
Teacher(s) in Charge:	Joanne Trombley					
Destination:	Penn State Altoona Campus					
Trip Day(s)/Date(s):	April 29-30, 2022		Competition	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
~ Overnight Trip:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> In State	<input type="checkbox"/> Out of State	<input type="checkbox"/> Out of Country	Name Tour Company: _____
Special Instructions (rain date, etc.):	_____					
How is it related to curriculum:	This is a STEM competiton, so it relates to the science, technology, technology engineering, and math curriculum.					
Objectives of the proposed trip:	The objective is to compete against the top performing school teams from all the other regions of the state of PA.					
Number of Pupils:	14	Total Passengers:	17	Per Pupil Cost:	_____	
Adult Chaperone to Student Ratio:	1 / 3		% of Eligible Students Going:	95.00%		
Names of Teacher/Staff Chaperones:	Joanne Trombley, Priyanka Gupta, Ann Burley					
~ Other Adult Chaperones:	_____					
Nurses required on this trip:	<input type="checkbox"/> Yes		<input checked="" type="checkbox"/> No (refer to 121AG6)			
<b>Estimated Cost</b>						
	# Staff	# Days	Cost/Day	Total Cost	%	Budget Code/Account/Project
Substitute(s) Needed:	_____	_____	_____	0.00	_____	_____
Agency Nurses Needed:	_____	_____	0.00	0.00	_____	_____
Name of Staff Member Driving Students:	_____					
Mileage/Tolls: (if applicable)	_____					
Hotel/Food/Airfare: (if applicable)	_____			832.31	1-1110-000-20-19-967-581	
Registration/Entrance Fee: (if applicable)	_____					
Other Costs:	_____					
<input type="checkbox"/> Walking	<input type="checkbox"/> Parent Provided Transportation		<input type="checkbox"/> Public Transportation			
<input type="checkbox"/> Bus	<input type="checkbox"/> Van/Car Rental		<input type="checkbox"/> Coach			
	# Vehicles	# Days	Cost/Vehicle	Total Cost	%	Budget Code/Account/Project
Buses/Rentals/Coaches	1	1	3,625.64	3,625.64	1,500	1-1110-000-20-19-967-513
				2,125.64		1-1110-000-20-40-328-510
~ Rental Company/Carrier:	US Coachways					
Students Leaving From:	Fugett Front Entrance		at	9:00	<input checked="" type="checkbox"/> am	<input type="checkbox"/> pm
Students Returning To:	Fugett Front Entrance		at	11	<input type="checkbox"/> am	<input checked="" type="checkbox"/> pm
~ Request Drop off/Pick up (only if using Krapf):	<input type="checkbox"/> Yes <input type="checkbox"/> No		Drop at:	_____	at	_____ am <input type="checkbox"/> pm
			Pick up at:	_____	at	_____ am <input type="checkbox"/> pm
What are the planned activities to assist students who require financial assistance:	None					
Additional Information (bus w/lift, star seat, ski boxes, special instructions)	_____					
Total Cost of Trip:	\$ 4,457.95	Pupil Cost:	\$ -	Other Funded:	\$ -	Total Cost to the District: \$ 4,457.95
Requested By:	Joanne Trombley		Signature:	<i>Joanne Trombley</i>		Date: 04/05/2022
<b>Approval</b>						
Principal	<i>[Signature]</i>		Approved	<i>[Signature]</i>		Date: APR 05 2022
Supervisor	<i>[Signature]</i>		Approved	<i>[Signature]</i>		Date: 4/11/22
Director of: <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Pupil Services	<i>[Signature]</i>		Approved	<i>[Signature]</i>		Date: _____
Transportation:	_____					
Schedule Dates:	_____		Contractor:	_____		

OVERNIGHT ON MAY 2022 CONSENT AGENDA