



**WEST CHESTER AREA SCHOOL DISTRICT**  
**Education Committee Meeting**  
June 21, 2021  
6:45 p.m.  
Spellman Education Center Board Room

**AGENDA**

★	Approval of the May 10, 2021 Education Committee Meeting Minutes (see attached)	S. Tiernan
★	Approval of 3 <sup>rd</sup> Grade Social Studies Texts (see attached)	K. Barnello
★	Approval of Health and Safety Plan for 2021-2022 (see attached)	R. Sokolowski

★ *Committee Voting Item*

***Committee Protocol for Responding to Comments from the Public:***

- 1. There will be a public comment period at the end of the meeting on agenda items only (Policy 903).*
- 2. A community member will be called upon by the Committee Chair.*
- 3. If the comment can be answered quickly, or can be answered in order to clarify information, someone will respond.*
- 4. If a community member has a more detailed question about a topic, the committee chair may refer the person to the superintendent or appropriate administrator to make an appointment so the question can be answered in more detail.*



**WEST CHESTER AREA SCHOOL DISTRICT  
Education Committee**

**May 10, 2021  
Virtual Meeting  
Start: 6:30 PM – Finish: 7:06 PM**

**Attending Committee Members:**

Sue Tiernan (Chair),  Joyce Chester,  Daryl Durnell,  Kate Shaw

**Other Board Members:**

Gary Bevilacqua,  Brian Gallen,  Karen Herrmann,  Chris McCune,  Randell Spackman

**Administration:**

Jim Scanlon,  Robert Sokolowski,  Sara Missett,  Tammi Florio,  Michael Wagman,  Dawn Mader,  Steve Werner

**Items on Agenda:**

- Approval of the April 12, 2021 Education Committee Meeting Minutes
- Approval of Revised Board Policy 001 - Name and Classification
- Approval of New Spanish Textbook Recommendation
- Approval of YMWIC West Chester Summer Experience Contract
- Update of New Supplemental Materials for ELD - English Language Development Program
- Update of Glen Acres Elementary Kindergarten Merge to Fern Hill Elementary School Due to Renovation Schedule
- Update of Fern Hill Elementary School Principal Search

**Education Committee Agenda Actions/Outcomes to be placed on May 26th Board Agenda for Board Approval:**

<b>Agenda Item</b>	<b>Vote</b>
<b>Approval of the Education Committee Meeting Minutes – April 12, 2021</b>	<b>4-0</b>
<b>Approval of Revised Board Policy 001 - Name and Classification</b>	<b>4-0</b>
<b>Approval of New Spanish Textbook Recommendation</b>	<b>4-0</b>
<b>Approval of YMWIC West Chester Summer Experience Contract</b>	<b>4-0</b>

**May 26th Board Consent Agenda Items:**

- Approval to Establish East HS Tri-M Music Honors Society

**Policies and Administrative Guidelines for 2<sup>nd</sup> Reading Approval on the May 26<sup>th</sup> Board Consent Agenda:**

- Approval of Revised Board Policy 247 – Hazing
- Approval of Revised Board Policy 249 – Bullying/Cyberbullying
- Approval of New Administrative Guideline 247AG1 – Hazing/Retaliation Report Form
- Approval of Administrative Guideline 249AG1 – Bullying/Cyberbullying/Retaliation Report Form

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

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WCASD EDUCATION COMMITTEE

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TO: Board of School Directors  
FROM: Sara M. Missett, Ed.D.  
Dawn Mader  
Tammi Florio, Ed.D.  
Robert Sokolowski, Ed.D.  
Michael Wagman  
SUBJECT: Education Committee Agenda for Monday, June 21, 2021  
DATE: June 16, 2021

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At the meeting of the Education Committee on Monday, June 16, 2021 two (2) agenda topics will be addressed. They are as follows:

**3<sup>rd</sup> Grade Social Studies Texts:** K. Barnello

Dr. Barnello will share a recommendation to purchase McGraw-Hill's Impact Social Studies for third grade. This inquiry-based program allows our students to delve into the overarching themes of our social studies curriculum. The physical and digital resources align to the PA Core standards and can be personalized by teachers to meet the needs of all students.

**WCASD Health and Safety Plan for 21-22:** R. Sokolowski

Dr. Sokolowski will review the WCASD Health and Safety Plan which will be effective June 28, 2021. The ARP-ESSER grant requires that this information be shared with the public and reviewed at least every six months.

Please do not hesitate to contact us with any questions.

cc: Dr. Jim Scanlon, Superintendent

# WEST CHESTER AREA SCHOOL DISTRICT

ADMINISTRATIVE GUIDELINE

APPROVED: August 1, 2015

REVISED: July 19, 2018

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

<b>Committee Members:</b> Kristen Barnello, Saanvi Bhatvia, Donna Burgess, Jamie Capriotti, Kristen Cheney, Joyce Chester, Rebecca Eberly, Tammi Florio, Lauren Haugh, Morgan Jackson, Karisma Jaini, Erin Kane, Katie Kourakis, Alexis Kubovsak, Rebecca Lambert, Cindy Le, Dawn Mader, Ashley Melanson, Sara Missett, Wilni Pappillon, Ella Prieto, Amy Robinson, Malia Ann Salisbury Jones, Christine Sommer, Lisa Stoddard, Jackie Van Schooneveld, Gayatri Venkatesan, Deb Whitmire, Sam Zang	
<b>Core Instructional Materials Considered:</b>	
1) Savvas	
2) Houghton Mifflin Harcourt	
3) Social Studies.com	
4) McGraw - Hill	
<b>Instructional Material(s) Being Recommended:</b>	
<b>Title:</b> IMPACT Social Studies	
<b>Author:</b> Fisher, D.; Khan, N. ; Valbuena, R; & Banks, J.	
<b>Publisher:</b> McGraw Hill	<b>Latest Revision:</b>
<b>List Price:</b> \$71,183.93	<b>Copyright Date:</b> 2020
<b>Recommended for subject(s):</b> Soc. St.	<b>Grade(s):</b> 3
<b>Recommended for students with high, average, low reading ability:</b> Yes	
<b>Results of Committee Voting:</b>	
<u>  8  </u> Affirmative	
Comments: See Attached	
<u>  9  </u> Negative	
Comments: See Attached	

**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	3	7			2
Research-based Content	3	8			1
Standards-aligned	5	6			1
Learning Objectives	7	4		1	
Lesson Implementation/Preparation (for educators)	4	7			1
Tech integration	5	5	2		
Target Audience	3	6	3		
Reflection of Diversity	4	6	2		
Respect for Diversity	4	7	1		
Multiple Viewpoints	4	4	4		
Reading Level	3	5	3		1
Organization	4	5	2	1	
Style of material	5	6	1		
Instructions	5	6	1		
Activities	4	6	2		
Levels of Rigor	5	4	3		
Cost of implementation		X			

**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

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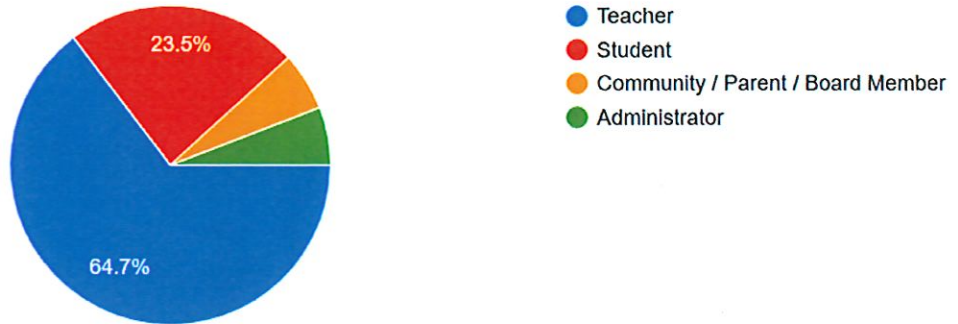
Final Board Action:

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**Attachment 1: Results of Committee Voting**

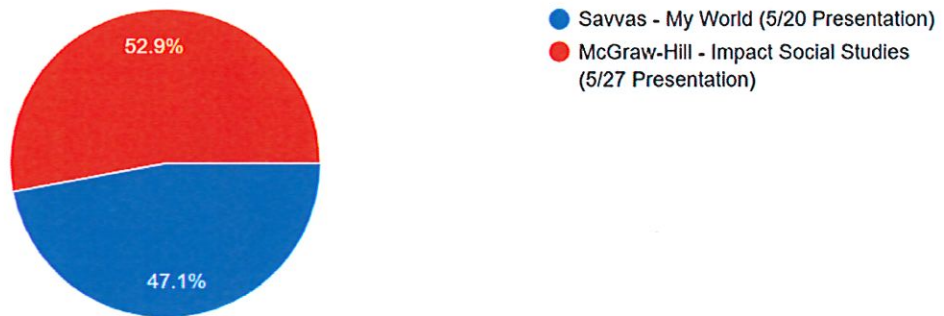
What is your role?

17 responses



What product do you think will be best for our 3rd grade students?

17 responses



**\*\*NOTE:** In this graphic, it should be noted that one participant selected "McGraw-Hill" in the drop down, however all comments from this member indicated that they intended to support the implementation of Savvas.

**Votes by group:**

	Students	Teachers	All Others
Savvas	3	6	0
McGraw Hill	1	5	2



## Why do you think this is the best product for our students?

- Chunking of materials easily achieved digitally - Digital Textbook/Inquiry Journal are interactive (note taking, drag & drop etc.). - Assignment Sync and Grade Pass Back coming Summer 2021 - Time management support for teachers - Multiple text options: Online Current Events, Leveled Text Sets, Textbook - Research and inquiry focused

I believe the content from McGraw-Hill is stronger and offers more diversity and perspectives on different historical events which is always better for our students. I also think the content is more challenging and encourages more higher order thinking.

Its material was significantly more encompassing on an international level and provided students with multiple perspectives. McGraw Hill was very diverse and further touched on the culture and politics of nations beyond the United States, which I found to be good exposure for developing young minds whose societal views are being shaped by the information they are taught.

Their materials seem more comprehensive and reliable than Savvas. I love that the current events articles regularly update as well.

I really like the inquiry-based learning and how the projects are based off the Essential Question, strong literacy connection, Impact News (current events updated monthly), read aloud component. The graphic novel appearance will engage the students in their reading, as this is what many prefer as their independent reading texts.

I think the inquiry model that they use is powerful; the way the essential questions are engaging and spark civic mindedness. Purposeful diversity and inclusion from various lenses. Text to speech available for assessments. Current events updated frequently available in different grade bands.

From the Special Education lens, it really provides accommodations for all learners and visually more appealing and easier for students to navigate and use. It is also easier for the teachers to use as well.

I think that this is the best product for our students because of the following reasons:

1. Students can annotate directly in the inquiry journal while learning the material. This will help keep students engaged in what they are learning.
2. The organization of the program is user friendly.
3. Students have access to articles in a magazine on the same topic, but with different reading levels. This allows the teacher/student to find what is needed in one place.
4. Each lesson explains the outcomes at the very beginning for the students.
5. The pictures and topics are current. Each chapter has a lesson "IMPACT today" which keeps students interested in what they're learning.
6. Each chapter has a section called, "People You Should Know" that contains a diverse group of people.
7. Each chapter has an Explore Words section at the beginning which would be helpful for our ELD and at-risk population.
8. IMPACT News - high interest
9. There are opportunities for students to collaborate with one another throughout the chapters.

**What concerns do you have about this product?**

Just like any product, it needs to be supplemented.

McGraw Hill's content seemed to be at a higher reading level than some 3rd graders who are still developing language skills would be comfortable with. Furthermore, its content review sections may be tough for kids to understand, so strong teacher guidance in comprehending the material would be recommended if this was used in a classroom.

There are a lot of different parts to this product, and I worry that it will be overwhelming to third grade teachers who are also trying to learn and implement Foundations next year.

I am concerned that there is no choice for leveled materials to meet the needs of below or above grade level readers.

District will need to create a scope and sequence to best use this product since the given content minutes in the master schedule may not be enough to complete what they consider a daily lesson. That would be a concern with either product. The SAVAAS product has so many add ons that I feel will not be used to due time constraints and will overwhelm teachers.

Just making sure we are able to touch on all parts of the standards and curriculum objectives that may be missing along with representing an equal amount of diversity.

We would need to add what we currently use for studying ancient civilizations to the curriculum if we went with this program - chapter 3 would be the perfect place to start the unit. It provides much needed background knowledge and incorporates cultures around the world.

Research Companion – 780 \*\*  
IMPACT Explorer Magazine – 710 \*\*\*



Chapter	Article	Page(s)	Lexile
1	Paving the Way West	4	870L
1	Tornado Alley	6–7	790L
1	Facing Climate Change	8–9	800L
1	The Lake Effect	10–11	590L
2	The Hoover Dam	18–19	750L
2	Disaster!	22	780L
2	It's Dry Out There!	24–25	620L
2	Trashing the Ocean	26	600L
3	Then and Now: State Fairs	32–33	660L
3	An Unfair Law	36–37	700L
3	The World's Game	40	520L
4	Corn: King of Crops	48–49	740L
4	Rebuilding After Disaster	50–51	800L
4	In My Neighborhood	52	730L
5	Check It Out: Libraries	58–59	800L
5	Dolores Huerta: Speaking with Seven Tongues	60–61	640L
5	The Dog Wash	62–63	540L
6	Fresh from the Farmer	70–71	600L
6	Harvesting Pennies	76–77	760L

\* Within *IMPACT Social Studies*, the readability of the text in each grade is across a range of Lexile levels. This becomes what is understood to be an appropriate level of text complexity.

\*\* For the Research Companion, this number indicates the average of all content within the Research Companion.

\*\*\* For the *IMPACT Explorer Magazine*, this number indicates the average of all content within the *IMPACT Explorer Magazine*. The detail that follows indicates the Lexile level for each individual article, where appropriate.

One of the aims of the *IMPACT Explorer Magazine* is to provide articles at different readability levels across all units. McGraw-Hill does not Lexile poems, songs, infographics, or the graphic spreads. The Lexile index is designed for use with running text and standard writing practices— full sentences, paragraphs, etc. That being said, MetaMetrics (the company that identifies the Lexile levels) runs their analysis using their full set of tools on all the text, so the score provided is the average for all texts. McGraw-Hill conducts our analysis using what is available to us on a part of MetaMetrics's system.

Lexile is just one tool for assessing readability. Lexile levels are affected by sentence length and structure, vocabulary (of which higher-level academic vocabulary does affect a score), dates, and names.



## Grade 3 Inquiry Projects

### Chapter 1

#### *Understanding Your Community*

In this project, you will work with a team to identify the features that make your community special. Then your team will use pictures, words, and maps to create a travel brochure about your community.

### Chapter 2

#### *Improving the Environment*

In this project, you will think of a way to improve your community's environment. Then your team will create a plan for an improvement and present it to the class.

### Chapter 3

#### *Planning a Cultural Event*

In this project, you will work with a team to create a plan for a holiday or festival your school could hold to celebrate the different cultures of your classmates.

### Chapter 4

#### *Community Time Line*

In this project, you will work with a small group to create a time line showing the sequence of key events that played a role in the development of your community.

### Chapter 5

#### *Creating a Classroom Constitution*

In this project, you will work with your class to create a classroom constitution that sets the rules everyone must follow to make your classroom a fair and safe community.

### Chapter 6

#### *Blogging About a Local Business*

In this project, you will work with a small group to create a blog about a local business and describe how it helps your community.



Because learning changes everything.®

**QUOTE PREPARED FOR:**

West Chester Area Sch Dist  
782 SPRINGDALE DR  
EXTON, PA 19341-2850  
ACCOUNT NUMBER: 432589

**SUBSCRIPTION/DIGITAL CONTACT:**

**CONTACT:**

**SALES REP INFORMATION:**

Nancy Quinlan  
nancy.quinlan@mheducation.com  
(610) 986-5175

Section Summary	Value of All Materials	Free Materials	Product Subtotal
Impact Social Studies-- Grade 3	\$97,542.50	(\$32,219.00)	\$65,323.50
<b>PRODUCT TOTAL*</b>	<b>\$97,542.50</b>	<b>(\$32,219.00)</b>	<b>\$65,323.50</b>
<b>ESTIMATED S&amp;H**</b>			\$5,860.43
<b>ESTIMATED TAX**</b>			\$0.00
<b>GRAND TOTAL*</b>			<b>\$71,183.93</b>

\* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

\*\*Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

**PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER**

**SEND ORDER TO:**

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605  
Email: orders\_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 06/02/2021

ACCOUNT NAME: West Chester Area Sch Dist

EXPIRATION DATE: 07/17/2021

QUOTE NUMBER: NQUIN-05032021-003

ACCOUNT #: 432589

PAGE #: 1



Because learning changes everything.®

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
<b>Impact Social Studies-- Grade 3</b>					
IMPACT SS PENNSYLVANIA COMMUNITIES COMPLETE P/D STUDENT 6 YR SUB BUNDLE GRADE 3	978-1-26-432724-9	925	\$70.62	\$0.00	\$65,323.50
IMPACT SOCIAL STUDIES OUR COMMUNITIES TEACHER EDITION GRADE 3	978-0-07-691381-7	43	\$138.00	\$5,934.00	*Free Materials
IMPACT SOCIAL STUDIES OUR COMMUNITIES EXPLORER MAGAZINE TEACHING GUIDE GRADE 3	978-0-07-697906-6	43	\$84.00	\$3,612.00	*Free Materials
IMPACT SOCIAL STUDIES PENNSYLVANIA TEACHER CENTER 6 YEAR SUBSCRIPTION GRADE 3	978-1-26-432702-7	43	\$399.00	\$17,157.00	*Free Materials
IMPACT SOCIAL STUDIES PENNSYLVANIA CONNECTIONS GRADE 3	978-1-26-432343-2	43	\$12.00	\$516.00	*Free Materials
<b>Professional Development</b>					
STAFF DEVELOPMENT	SD0000001	2	\$2,500.00	\$5,000.00	*Free Materials
<b>Professional Development Subtotal:</b>				<b>\$5,000.00</b>	<b>\$0.00</b>
<b>Impact Social Studies-- Grade 3 Subtotal:</b>				<b>\$32,219.00</b>	<b>\$65,323.50</b>

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Because learning changes everything.®

**QUOTE PREPARED FOR:**

West Chester Area Sch Dist  
782 SPRINGDALE DR  
EXTON, PA 19341-2850  
ACCOUNT NUMBER: 432589

**CONTACT:**

VALUE OF ALL MATERIALS	\$97,542.50
FREE MATERIALS	(\$32,219.00)
PRODUCT TOTAL*	\$65,323.50
ESTIMATED SHIPPING & HANDLING**	\$5,860.43
ESTIMATED TAX**	\$0.00
<b>GRAND TOTAL</b>	<b>\$71,183.93</b>

**SUBSCRIPTION/DIGITAL CONTACT:**

Comments:

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**Terms of Service:**

By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

Terms Of Service

Provisions required by Subscriber State law

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting [www.mheducation.com](http://www.mheducation.com) (or [www.mhecoast2coast.com](http://www.mhecoast2coast.com)).

School Purchase Order Number: \_\_\_\_\_

\_\_\_\_\_  
Name of School Official (Please Print)

\_\_\_\_\_  
Signature of School Official

**PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER**

**SEND ORDER TO:**

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605  
Email: [orders\\_mhe@mheducation.com](mailto:orders_mhe@mheducation.com) | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

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PAGE #: 3

# 3rd Grade Social Studies

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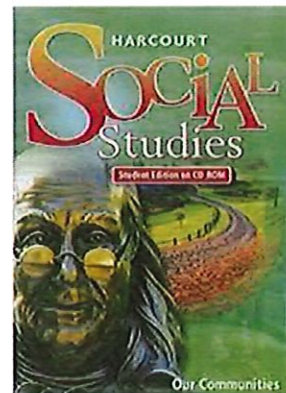
Core Instructional Materials Recommendation  
Dr. Kristen Barnello  
Dr. Rebecca Eberly



Why do we need  
new materials?



Our current text was published in 2005.  
It was approved by the Board in 2016.  
It is now out of print.





## What do we teach in 3rd Grade Social Studies?

<b>Trimester 1: Our Communities</b>	<b>Trimester 2: Studying the World Around Us</b>	<b>Trimester 3: Our Economy</b>
<b>Unit Essential Question:</b> How can I be the best citizen in my communities?	<b>Unit Essential Question:</b> How does studying places around the world, both past and present, make us better citizens?	<b>Unit Essential Question:</b> How do economies work?
<b>Recommended End of Unit Service Learning:</b> Operation Patriotism (Veterans Day)	<b>Recommended End of Unit Service Learning:</b> The Water Project, UN World Water Day	<b>Recommended End of Unit Service Learning:</b> Alex' Lemonade Stand

***"Educating and inspiring our students to achieve their personal best."***

## What do our students already know?

<b>Kindergarten</b>	<b>1st Grade</b>	<b>2nd Grade</b>
Play-Based learning Building our school community Conflict Resolution Concepts of Time Basic map skills Basic economic terms	Theme-Based Learning Different Communities Geographies of different places Our Nation - Symbols and People Economic Understanding	Building leadership capacity Public goods & services Timelines & Chronology People in the economy

***"Educating and inspiring our students to achieve their personal best."***

## Our Evaluation Process

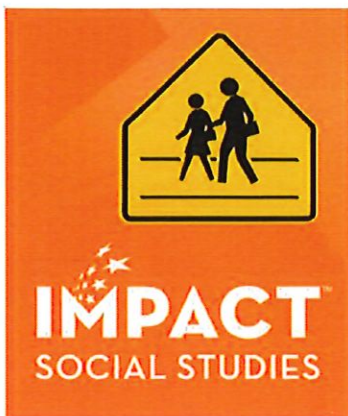
- ❖ Dr. Barnello reviewed approximately 10 different social studies products for consideration as our new 3rd grade Core Instructional Materials.
- ❖ 4 were selected to bring forth to our CIM Committee
  - The committee consists of District Administrators, Building Administrators, Teachers, Parents, Students, and Board representation.
- ❖ The committee met 4 times during the 2020-21 school year.
  - Meeting 1: January 27, 2021
    - Committee members used their demo accounts to access the 4 products and explore each in depth over the course of 10 weeks.
  - Meeting 2: April 13, 2021 - Debrief and narrow down to two
  - Meeting 3: May 20, 2021 - In depth look into Savvas
  - Meeting 4: May 27, 2021 - In depth look into McGraw-Hill

## Our Evaluation Criteria

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

CONTENT AND METHOD	EXC.	GOOD	FAIR	POOR	N/A
Theoretical foundation					
Research-based Content					
Standards-aligned					
Learning Objectives					
Lesson Implementation Preparation (for educators)					
Tech integration					
Target Audience					
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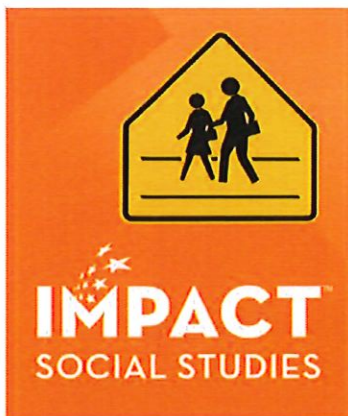
## Our Recommendation – McGraw–Hill: IMPACT



McGraw-Hill's Guiding Principles for IMPACT Social Studies:

- ❖ Equity, Diversity, and Inclusion
- ❖ Language Learners - IMPACTO is a fully parallel program, completely in Spanish
- ❖ Culturally Responsive Teaching
- ❖ Social-Emotional Learning

## Our Recommendation – McGraw–Hill: IMPACT



McGraw-Hill's Guiding Principles for IMPACT Social Studies:

- ❖ Inquiry model of learning
- ❖ Multiple Perspectives
- ❖ Literacy
- ❖ Global Perspective
- ❖ Citizenship
- ❖ Reading the Word to Read the World



# What is included

- ❖ Print and digital access for 6 years
- ❖ Materials are also fully available in Spanish

### Extension Resources:

- ❖ Impact News for students
- ❖ Training Center for Teachers





**Lesson 3** How Do People Get What They Want and Need?

**Lesson Outcomes**

**What Am I Learning?**  
In this lesson, you will use your investigative skills to learn how markets and trade provide people with what they want and need.

**Why Am I Learning It?**  
Reading and talking about markets and trade will help you understand how the items in your life got to you from other places.

**How Will I Know That I Learned It?**  
You will be able to write a story telling how an item in your classroom came to be there.

**Talk About It** COLLABORATE


**Look** closely at the picture. Where are these people? What do you think they are doing?



Buyers and sellers at a marketplace

Chapter 6 Lesson 3 265

264 Lesson 3 How Do People Get What They Want and Need?



**River Communities**

A river is a large natural stream of water that flows into another body of water. The place where a river starts is called its source. A river's source is frequently in the mountains. Melting snow and rainwater flow down a mountainside and may create small streams. This water flows into rivers. Then it travels to other bodies of water, including oceans or lakes.

Throughout history, many civilizations have grown along rivers. In the United States, people settled near rivers and formed communities. One of these communities is St. Louis, Missouri. It is located where several rivers come together, including the Mississippi and Missouri Rivers. St. Louis began as a trading post in 1764. Today, St. Louis remains a transportation center for shipping along the Mississippi.

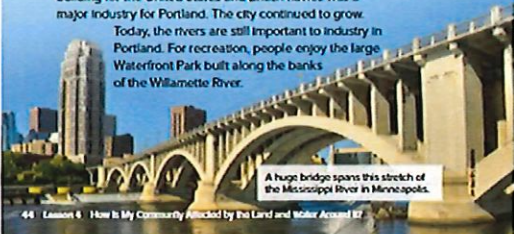
Another river community is Portland, Oregon. It is near where the Columbia and Willamette Rivers meet. This location helped the city grow. In the nineteenth century, it became an important port city. During World War II, shipbuilding for the United States and British navies was a major industry for Portland. The city continued to grow.

Today, the rivers are still important to industry in Portland. For recreation, people enjoy the large Waterfront Park built along the banks of the Willamette River.

Why are river communities so popular? Living near rivers offers fertile land for growing crops. It offers fresh water for drinking, too. Rivers also provide fish and other foods. They are a reliable way to transport goods. Rivers are also used to produce hydroelectricity, energy made by moving water. Many people earn a living working in industries that have to do with electricity.

Similar to mountain communities, river communities are great places for recreation. River communities offer walking, jogging, and biking trails. They also provide opportunities for boating, kayaking, and other water sports.

However, river communities are not without problems. Some communities have to deal with water pollution from factories. Flooding during certain times of the year is also a problem. In 2016, for example, nineteen floods caused damage to many communities, including ones in Louisiana, West Virginia, and Maryland.




A huge bridge spans this stretch of the Mississippi River in Minneapolis.

44 Lesson 4 How Is My Community Affected by the Land and Water Around It?

**Stop and Check**

**Find Details** As you read, add new information to the graphic organizer on page 35 in your Inquiry Journal.



River communities offer opportunities for water sports.

Chapter 1 Lesson 4 45



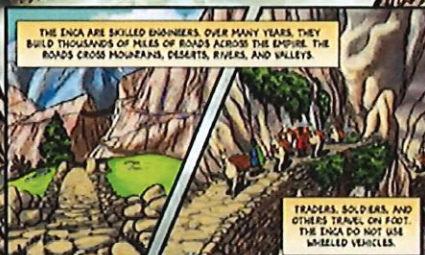
WC

## MESSENGER

DURING THE 1400S AND 1500S, THE CITY OF CUSCO IN PERU IS THE CAPITAL OF THE POWERFUL INCA EMPIRE. FROM CUSCO, INCA EMPERORS CONTROL A VAST TERRITORY OF MOUNTAINS AND LOWLANDS.




THE INCA ARE SKILLED ENGINEERS. OVER MANY YEARS, THEY BUILD THOUSANDS OF MILES OF ROADS ACROSS THE EMPIRE. THE ROADS CROSS MOUNTAINS, DESERTS, RIVERS, AND VALLEYS.



TRADERS, SOLDIERS, AND OTHERS TRAVEL ON FOOT. THE INCA DO NOT USE WHEELED VEHICLES.

## INCA EMPIRE

INFORMATION ALSO TRAVELS ALONG THE ROADS. OFFICIAL MESSAGES ARE CARRIED BY TRAINED RUNNERS CALLED CHASQUIS.



CHASQUIS ARE CHOSEN AT AN EARLY AGE. IN THEIR TRAINING, THEY LEARN ABOUT THE QUIPU, A RECORD-KEEPING SYSTEM THAT USES KNOTTED STRINGS. INSTEAD OF A WRITING SYSTEM, THE INCA HAVE QUIPUS TO STORE INFORMATION.

LOOK CAREFULLY. THESE KNOTS TELL HOW MUCH CORN IS IN THE STORAGE HOUSE.



THE CHASQUIS ARE RELAY RUNNERS, TRAVELING FROM ONE STATION TO THE NEXT. EACH ONE RUNS ABOUT 6 TO 9 MILES. HE BLOWS ON A GONGE SHELL TO ANNOUNCE HIS ARRIVAL.

I HEAR THE HORN. SOON IT WILL BE MY TURN TO RUN!



WHEN THE CHASQUI ARRIVES, HE GIVES THE QUIPU TO THE NEXT RUNNER. HE MAY ALSO PASS ALONG PACKAGES OR SPOKEN MESSAGES.

THE CHASQUIS MAKE IT POSSIBLE FOR A MESSAGE TO TRAVEL 150 MILES IN ONE DAY. THE INCA CAN COMMUNICATE QUICKLY OVER LONG DISTANCES—EVEN WITHOUT WHEELED VEHICLES OR HORSES!



38 Chapter 3 People and Communities
Chapter 3 39

WC

## THE World's GAME



People play soccer all around the world. They have different names for the game. In England, they call it *football*. In most Spanish-speaking countries, it's called *fútbol*. In the United States, people call it soccer. But no matter what people call it, the game is pretty much the same the world over.

The only equipment people need to play soccer is a round ball and markers for two goals. Every game is played between two teams. Each team tries to get the ball into the other team's goal. Players move the ball down the field by kicking it. Only goalies can touch the ball with their hands on the field of play.

Soccer connects more people across the world than almost any other sport. Women and men play it. Girls and boys play it, too. In the United States, there are soccer leagues for children who are six years old or even younger. Today, soccer might be the most popular sport on Earth!



Teenage girls play a match of football in Lebanon.



Brazilian children play futbol on a beach.



Soccer is becoming more and more popular in the United States.

### Take Action!

### More to Explore

What else are you curious about? Here are more questions that you can research and discuss.

What kinds of activities take place at your state fair?

What was life like for Chinese immigrants in the 1800s?

Why were the chasquis important for the Inca Empire?

**WordBlast**

- If you **exclude** someone from a game, how might that person feel? Why?
- What might an **exhibit** about the chasquis of the Inca Empire include?
- What kinds of **regalia** are worn at powwows?
- What changed for Chinese immigrants when the Chinese Exclusion Act was repealed?

**Reflect**

What makes a community unique?

40 Chapter 3 People and Communities
Chapter 3 41





## A Helping Hand

Volunteering isn't just for grownups. Kids can lend a helping hand, too. Here are some ideas.

- Volunteer at an animal shelter. Maybe you can walk dogs or play with cats.
- Raise money for a charity you care about. Organize a bake sale or a penny drive.
- Sort cans and boxes at a food bank or plan a food drive.
- Clean up a park or beach. Help keep your community clean and safe.



### CONNECT THROUGH LITERATURE

## The Dog Wash

By Katharine Colton

Every year Tessa's family gave a **donation** to the local animal shelter. It was the least they could do. After all, they'd adopted their dog, Banjo, from the shelter. And their two cats. And even their pet rabbit!

This year Tessa and her brother Jameel wanted to do something more to help the shelter. "Mr. Grayson said they need a new roof for the kennel," Tessa told Dad at breakfast. "That's expensive, right?"

"It sure is," said Dad. "They'll need a mountain of donations to pay for a roof."

Just then Banjo burst through the back door, his leash trailing behind him. Mom followed.

"Watch out!" she yelled. "Banjo jumped in a mud puddle, and—" It was too late. Banjo gave himself a mighty shake. Mud sprayed in every direction.

"Oh, yuck!" said Jameel, wiping mud from his face.

### WordBlast

The word **donation** comes from the Latin word **donum**, which means "gift." How does this help you understand the meaning of donation?



"That gives me an idea!" said Tessa. "We can have a dog wash to raise money for the shelter!"  
 "That sounds like fun!" said Jameel.  
 "Great!" said Mom. "You can practice by washing Banjo right now."  
 Tessa and Jameel looked at their muddy dog. "If we can clean him up, we can handle anything," said Tessa.  
 Two weeks later, Tessa and Jameel waited in the school parking lot. Tessa checked to make sure they had everything: Hoses. Buckets. Pet shampoo. Towels. Dog treats.  
 "Do you think anyone will come?" Jameel asked.  
 "I hope so!" Tessa said. "We put up posters everywhere. Principal Nash said she'd tell everyone she knows."  
 A car pulled up, and two big dogs hopped out, followed by their owner.  
 "Here we go!" Tessa cried. She grabbed a hose.  
 By the end of the morning, Tessa and Jameel were exhausted. They had no idea how many dogs they'd washed. But their money jar was full. They couldn't wait to present it to the animal shelter. They had another surprise to share, too. A local restaurant owner had come to the dog wash with her poodle. She said the restaurant would help pay for the shelter's new roof!  
 Even Banjo had a great day. Everyone was too busy to give him a bath.



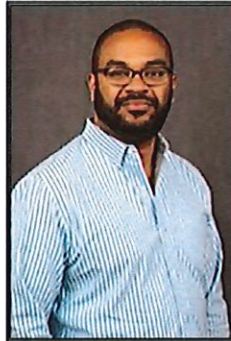
62 Chapter 5 American Citizens, Symbols, and Government

Chapter 5 63

## Expert Panel of Authors



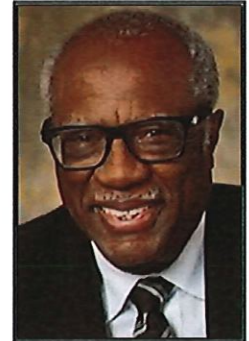
Douglas Fisher, PhD  
 San Diego State Univ  
 College of Educ



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 Clemson Univ  
 College of Educ



Rebecca Valbuena,  
 M.Ed.  
 Glendora USD, CA  
 NCSS Board Member



James Banks, Ph.D.  
 Univ of Washington  
 Ctr of Multicultural  
 Education

## Committee Feedback

### What we liked....

I think the inquiry model that they use is powerful; the way the essential questions are engaging and spark civic mindedness.

McGraw Hill had more content and more tools for teachers. They had multiple textbooks and workbooks, different learning plans for different time constraints, and more.

The graphic novel appearance will engage the students in their reading.

From the Special Education lense, it really provides accommodations for all learners and visually more appealing and easy for students to navigate and use.

### Concerns we have....

Lessons jump from book to book – Many different resources to navigate.

McGraw Hill's content seemed to be at a higher reading level than some 3rd graders who are still developing language skills would be comfortable with.

We would need to add what we currently use for studying ancient civilizations to the curriculum if we went with this program.

## Next Steps

### Pending Board Approval:

- ❖ Purchase materials 21-22SY Budget
  - App. \$72k
- ❖ Continue alignment work - Summer Committees
- ❖ Professional Development
  - August 23, 24, Nov. 2
  - Access to McGraw-Hill's Online Teacher Support Center
- ❖ Implementation
- ❖ Ongoing support



Thank you for your continued support!



**West Chester Area School District**

**Health and Safety Plan**

**2021 - 22**

**This plan goes into effect June 28, 2021**

**Cleaning, Sanitizing, Disinfecting, and Ventilation**

- Routine cleaning of any utilized spaces will be performed each afternoon. Additional cleaning will be implemented on an as needed basis.
- Hand sanitizer stations will be maintained in each entrance area, and students and staff will be encouraged to use them before entering the buildings.
- Water drinking fountains will continue to be turned off. Water filling stations will be available. Students and staff are encouraged to bring their own water bottles.

**Safety Protocols**

- Effective June 28 masks are optional, in accordance with the governor's order and Chester County Health Department recommendations. However, unvaccinated staff members and students are encouraged to wear a mask while indoors.
- Masks are optional for all West Chester Area School District activities.
- No sharing of snacks, pre-packaged snack bags preferred.
- Students will have assigned seats on the school bus.
- Visitors will be allowed on site by appointment only. Unvaccinated visitors are encouraged to wear masks.
- WCASD will follow social distancing, and contact tracing guidance as established by the Chester County Health Department.

**Monitoring Student and Staff Health**

- School nurses will follow CCHD guidance related to communicable diseases including [COVID-19](#).
- Students and staff should report any exposures to COVID-19 or positive

- test results to the school nursing staff and/or to the coaching/athletic staff.
- The school district will maintain adequate personal protective equipment, for use by school nurses, when individuals become ill.

### **Social and Emotional Learning Plan**

- Each building will develop an SEL goal based on a needs assessment conducted by the Chester County Intermediate Unit.
- Prevention Specialists will support the implementation of the SEL plan and adjust the plan based on progress monitoring of the goal.
- Mental health specialists are available in all buildings and can be accessed through the Multi-Tiered System of Supports team process.

### **Educational Delivery Model**

- Parents have the option for full time, in-person learning.
- Parents have the option of participating in the West Chester Cyber Program.

### **Other Considerations**

- Parents will be encouraged to conduct daily health screenings.
- The West Chester Area School District will adhere to any changes in guidance as recommended by the Chester County Health Department.
- The District will participate in any vaccination initiatives offered by the Chester County Health Department.



# ARP ESSER Health and Safety Plan Guidance & Template

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Section 2001(i)(1) of the American Rescue Plan (ARP) Act requires each local education agency (LEA) that receives funding under the ARP Elementary and Secondary School Emergency Relief (ESSER) Fund to develop and make publicly available on the LEA's website a *Safe Return to In-Person Instruction and Continuity of Services Plan*, hereinafter referred to as a *Health and Safety Plan*.

Based on ARP requirements, 90 percent of ARP ESSER funds will be distributed to school districts and charter schools based on their relative share of Title I-A funding in FY 2020-2021. **Given Federally required timelines, LEAs eligible to apply for and receive this portion of the ARP ESSER funding must submit a Health and Safety Plan that meets ARP Act requirements to the Pennsylvania Department of Education (PDE) by Friday, July 30, 2021, regardless of when the LEA submits its ARP ESSER application.**

Each LEA must create a Health and Safety Plan that addresses how it will maintain the health and safety of students, educators, and other staff, and which will serve as local guidelines for all instructional and non-instructional school activities during the period of the LEA's ARP ESSER grant. The Health and Safety Plan should be tailored to the unique needs of each LEA and its schools and must take into account public comment related to the development of, and subsequent revisions to, the Health and Safety Plan.

The ARP Act and U.S. Department of Education rules require Health and Safety plans include the following components:

1. How the LEA will, to the greatest extent practicable, implement prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities in order to continuously and safely open and operate schools for in-person learning;
2. How the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services;
3. How the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC:

- a. Universal and correct wearing of [masks](#);
- b. Modifying facilities to allow for [physical distancing](#) (e.g., use of cohorts/podding);
- c. [Handwashing and respiratory etiquette](#);
- d. [Cleaning](#) and maintaining healthy facilities, including improving [ventilation](#);
- e. [Contact tracing](#) in combination with [isolation](#) and [quarantine](#), in collaboration with State and local health departments;
- f. [Diagnostic](#) and screening testing;
- g. Efforts to provide COVID-19 [vaccinations to school communities](#);
- h. Appropriate accommodations for children with disabilities with respect to health and safety policies; and
- i. Coordination with state and local health officials.

The LEA's Health and Safety Plan must be approved by its governing body and posted on the LEA's publicly available website by July 30, 2021.\* The ARP Act requires LEAs to post their Health and Safety Plans online in a language that parents/caregivers can understand, or, if it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

Each LEA will upload in the eGrants system its updated Health and Safety Plan and webpage URL where the plan is located on the LEA's publicly available website.

The ARP Act requires LEAs to review their Health and Safety Plans at least every six months during the period of the LEA's ARP ESSER grant. LEAs also must review and update their plans whenever there are significant changes to the CDC recommendations for K-12 schools. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website.

LEAs may use the template to revise their current Health and Safety Plans to meet ARP requirements and ensure all stakeholders are fully informed of the LEA's plan to safely resume instructional and non-instructional school activities, including in-person learning, for the current school year. An LEA may use a different plan template or format provided it includes all the elements required by the ARP Act, as listed above.

\* The July 30 deadline applies only to school districts and charter schools that received federal Title I-A funds in FY 2020-2021 and intend to apply for and receive ARP ESSER funding.

## **Additional Resources**

LEAs are advised to review the following resources when developing their Health and Safety Plans:

- [CDC K-12 School Operational Strategy](#)
- [PDE Resources for School Communities During COVID-19](#)
- [PDE Roadmap for Education Leaders](#)
- [PDE Accelerated Learning Through an Integrated System of Support](#)
- [PA Department of Health - COVID-19 in Pennsylvania](#)

# Health and Safety Plan Summary: **West Chester Area School District**

**Initial Effective Date: June 29, 2021**

**Date of Last Review: June 28, 2021**

**Date of Last Revision: June 28 2021**

1. How will the LEA, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities in order to continuously and safely open and operate schools for in-person learning?

To the maximum extent practical, the LEA will follow guidance from the CDC and Chester County Health Department to reopen and operate school facilities for in-person learning continuously and safely.

In accordance with the governor's order, masks will be optional; however, unvaccinated visitors, staff members, and students are encouraged to wear a mask while indoors. Students and staff will maintain distancing requirements as much as possible. Hand sanitizer stations will be maintained in each entrance area; students and staff will be encouraged to use them before entering the buildings. Routine cleaning of any utilized spaces will be performed each afternoon. Additional cleaning will be implemented on an as needed basis. Water drinking fountains will continue to be turned off. Water filling stations will be available. Students and staff are encouraged to bring their own water bottles.;

2. How will the LEA ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services?

## **Educational Delivery Model/Academics**

- Parents have the option for full time, in-person learning
- Parents have the option of participating in the West Chester Cyber Program

## **Social and Emotional Learning (SEL) Plan**

- Each building will develop an SEL goal based on a needs assessment conducted by the Chester County Intermediate Unit.
- Prevention Specialists will support the implementation of the SEL plan and adjust the plan based on progress monitoring of the goal.
- Mental health specialists are available in all buildings and can be accessed through the Multi-Tiered System of Supports team process.

## **Student Health and Food Services**

- The District will participate in the United States Department of Agriculture

(USDA) pandemic flexible meal programs. These programs are available free of charge for each child in the household up to age 18. The Programs include:

- Summer Feeding Program - weekly meals distributed at a meal pick up location through August 25th.
- Return to School Program - Beginning August 30, 2021, daily breakfast and lunch will be available at the school for students attending in-person instruction and the weekly meal pick up will continue for families not attending WCASD in person instruction.

3. Use the table below to explain how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC.

ARP ESSER Requirement	Strategies, Policies, and Procedures
<p>a. <b>Universal and correct wearing of <u>masks</u>;</b></p>	<p>Effective June 28 masks are optional, in accordance with the governor’s order and Chester County Health Department recommendations. However, unvaccinated visitors, staff members, and students are encouraged to wear a mask while indoors. Masks are optional for all WCASD activities.</p>
<p>b. <b>Modifying facilities to allow for <u>physical distancing</u> (e.g., use of cohorts/podding);</b></p>	<p>WCASD will follow physical and social distancing guidance as established by the Chester County Health Department.</p>
<p>c. <b><u>Handwashing and respiratory etiquette</u>;</b></p>	<p>Hand sanitizer stations will be maintained in each entrance area; students and staff will be encouraged to use them before entering the buildings.</p>
<p>d. <b><u>Cleaning</u> and maintaining healthy facilities, including improving <u>ventilation</u>;</b></p>	<p>Routine cleaning of any utilized spaces will be performed each</p>



	<p>afternoon. Additional cleaning will be implemented on an as needed basis.</p> <p>Water drinking fountains will continue to be turned off. Water filling stations will be available. Students and staff are encouraged to bring their own water bottles.</p>
<p>e. <b><u>Contact tracing</u></b> in combination with <b><u>isolation</u></b> and <b><u>quarantine</u></b>, in collaboration with the State and local health departments;</p>	<p>WCASD will follow contact tracing guidance as established by the Chester County Health Department.</p>
<p>f. <b><u>Diagnostic</u></b> and screening testing;</p>	<p>Parents will be encouraged to conduct daily health screenings.</p> <p>School nurses will follow CCHD guidance related to communicable diseases including <b><u>COVID-19</u></b>.</p> <p>Students and staff will report any exposures to COVID-19 or positive test results to the school nursing staff and/or to the coaching/athletic staff.</p> <p>The school district will maintain adequate personal protective equipment, for use by school nurses, when individuals become ill.</p>
<p>g. <b>Efforts to provide <u>vaccinations to school communities</u></b>;</p>	<p>The District will participate in any vaccination initiatives offered by the Chester County Health Department.</p>
<p>h. <b>Appropriate accommodations for students with disabilities with respect to health and safety policies; and</b></p>	<p>Individual accommodations related to health and safety will be included in documents as deemed necessary by the IEP and 504 teams.</p>

<p>i. <b>Coordination with state and local health officials.</b></p>	<p>The West Chester Area School District will adhere to any changes in guidance as recommended by the Chester County Health Department.</p>
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## Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **WEST CHESTER AREA SCHOOL DISTRICT** reviewed and approved the Health and Safety Plan on **(INSERT DATE: MONTH, DAY, YEAR)**.

The plan was approved by a vote of:

\_\_\_\_\_ **Yes**

\_\_\_\_\_ **No**

Affirmed on: **(INSERT DATE: MONTH, DAY, YEAR)**

By:

---

*(Signature\* of Board President)*

---

*(Print Name of Board President)*

\*Electronic signatures on this document are acceptable using one of the two methods detailed below.

**Option A:** The use of actual signatures is encouraged whenever possible. This method requires that the document be printed, signed, scanned, and then submitted.

**Option B:** If printing and scanning are not possible, add an electronic signature using the resident Microsoft Office product signature option, which is free to everyone, no installation or purchase needed.



**WEST CHESTER AREA SCHOOL DISTRICT  
Education Committee**

To: Board of School Directors  
From: Tammi Florio, Ed.D  
Dawn Mader  
Sara M. Missett, Ed.D  
Robert Sokolowski, Ed.D  
Michael Wagman  
Date: June 21, 2021  
Re: Consent Agenda Items for June Board Approval

Unless we hear otherwise, the following will appear under the Education Committee as consent items for the June 21, 2021 School Board agenda:

<b>1. Approval to Establish the following Account(s):</b>
<ul style="list-style-type: none"><li>Mary C. Howse ES Field Trip Fund</li><li>Fugett MS Future City</li></ul>
<b>2. Approval of the following Field/Excursion Trip(s):</b>
<ul style="list-style-type: none"><li>East-Henderson HS – France-Italy, Tues-Fri 6.21.22-7.1.22</li></ul>
<b>3. Approval of Revised Board Policy 001 - Name and Classification, Second Reading</b>
<ul style="list-style-type: none"><li>Approval of Revised Board Policy 001 - Name and Classification, Second Reading</li></ul>

If after reviewing this information you have any questions, please feel free to contact Bob Sokolowski at 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: May 5, 2021  
Building: Mary C Howse ES  
Name of Account: Field Trip Fund

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

State the purpose for which this account is intended:

More accurately track funds related to field trips

List Source(s) of revenue:

Field trip funds from Parents & PTO.

List types of expenses to be incurred:

Busses, admissions etc

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

N/A  
Student Officer's Signature

Student Officer's Name Printed

N/A  
Faculty Sponsor's Signature

Faculty Sponsor's Name Printed

[Signature]  
Principal's Signature

[Signature]  
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 \_\_\_\_\_

1 copy Director of Secondary Education, 1 copy returned to Principal, 1 copy to Business Office

625-AG-1. STUDENT ACTIVITY FUNDS

Form A – Application to Establish Account



WEST CHESTER AREA SCHOOL DISTRICT  
APPLICATION TO ESTABLISH ACCOUNT

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

Date: 4/30/21 Check appropriate box:  
 Student Activity Account (Fund 50)  
Building: Fugett  Trust Account (Fund 51)  
Name of Account: Future City

State the purpose for which this account is intended:  
enhance experiences associated with the Future City program and further engineering education in general

List Source(s) of revenue:  
Future City Competition

List types of expenses to be incurred:  
supplies

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

[Signature]  
Student Officer's Signature

Matias Guzman Scherenberg  
Student Officer's Name Printed

Todd Saunders  
Faculty Sponsor's Signature

Todd Saunders  
Faculty Sponsor's Name Printed

[Signature]  
Principal's Signature

[Signature]  
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

1 copy Director of Secondary Education, 1 copy returned to Principal, 1 copy to Business Office

# 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

Proposal <input checked="" type="checkbox"/> New Trip Request <input type="checkbox"/> Trip Revision Request <input type="checkbox"/> Trip Cancellation Request						
School: <u>West Chester East and Henderson</u>			Grade/Subject/Club: <u>French, Latin, Italian (Grades 9-11)</u>			
Teacher(s) in Charge: <u>Margaret Page and Mary Sweeney</u>						
Destination: <u>France and Italy</u>						
Trip Day(s)/Date(s): <u>Tuesday June 21st, 2022 - Friday July 1st, 2022</u>			Competition <input type="checkbox"/> Yes <input checked="" 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 checked="" type="checkbox"/> Out of Country			Name Tour Company: <u>ACIS</u>			
Special Instructions (rain date, etc.): _____						
How is it related to curriculum: <u>A trip to France and Italy allows students to practice the language, and experience the culture of the countries that they have been studying.</u>						
Objectives of the proposed trip: <u>Authentic experiences in the target language and culture and to learn about French, Italian and Roman history</u>						
Number of Pupils: <u>20</u>		Total Passengers: <u>24</u>		Per Pupil Cost: <u>4,993.00</u>		
Adult Chaperone to Student Ratio: <u>1 / 6</u>		% of Eligible Students Going: <u>100.00%</u>				
Names of Teacher/Staff Chaperones: <u>Margaret Page and Mary Sweeney</u>						
~ Other Adult Chaperones: <u>will be added as needed to keep 1 to 6 ratio</u>						
Nurses required on this trip: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No    (refer to 121AG6)						
<b>Estimated Cost</b>						
	# Staff	# Days	Cost/Day	Total Cost	%	Budget Code/Account/Project
Substitute(s) Needed:	<u>0</u>	<u>0</u>	<u>159.31</u>	<u>0.00</u>		
Agency Nurses Needed:	<u>0</u>	<u>0</u>	<u>0.00</u>	<u>0.00</u>		
Name of Staff Member Driving Students: _____						
Mileage/Tolls: (if applicable) _____						
Hotel/Food/Airfare: (if applicable) _____						
Registration/Entrance Fee: (if applicable) _____						
Other Costs: _____						
<input type="checkbox"/> Walking <input checked="" 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				<u>0.00</u>		
~ Rental Company/Carrier: _____						
Students Leaving From: <u>Philadelphia PA</u>		at <u>airport</u>		<input type="checkbox"/> am <input checked="" type="checkbox"/> pm		
Students Returning To: <u>Philadelphia PA</u>		at <u>airport</u>		<input type="checkbox"/> am <input checked="" type="checkbox"/> pm		
~ Request Drop off/Pick up (only if using Krapf): <input type="checkbox"/> Yes <input checked="" 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: <u>We will plan on some fundraising activities, but the cost of the trip is the student's responsibility.</u>						
Additional Information (bus w/lift, star seat, ski boxes, special instructions)						
Total Cost of Trip: <u>119,832.00</u> Pupil Cost: <u>119,832.00</u> Other Funded:    \$ _____    Total Cost to the District:    \$ <u>- 0 -</u>						
Requested By: <u>Margaret Page and Mary Sweeney</u>		Signature: <u>Margaret Page</u> <u>Mary Sweeney</u>			Date: <u>5/27/2021</u>	
<b>Approval</b>						
Principal: <u>[Signature]</u>		Approved: <u>[Signature]</u>		Date: <u>5/27/21</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>6/1/21</u>		
Transportation: _____		Approved: _____		Date: _____		
Schedule Dates: _____		Contractor: _____				

June 28, 2021 Consent Agenda



Book	Policy Manual
Section	000 Local Board Procedures
Title	Name and Classification
Code	001
Status	Second Reading
Adopted	August 1, 2015
Last Reviewed	November 24, 2014

### **Name**

The Board of School Directors shall be known officially as the Board of School Directors of West Chester Area School District, hereinafter sometimes referred to as the "Board".[\[1\]](#)

### **Composition**

West Chester Area School District is comprised of all lands that lie within the municipal boundaries of West Chester Borough and the surrounding townships of East Goshen, West Goshen, East Bradford, West Whiteland, Westtown, and Thornbury in Chester County, as well as Thornbury Township in Delaware County.

### **Purpose**

West Chester Area School District is organized for the purpose of providing a program of public education to serve the needs of the students of the West Chester Area School District.[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

### **Intermediate Unit**

West Chester Area School District is assigned to Chester County Intermediate Unit No. 24.[\[6\]](#)[\[7\]](#)

### **Classification**

West Chester Area School District is classified as a school district of the 2nd class or as defined by state law.[\[8\]](#)

### **Address**

The official address of the Board of School Directors of West Chester Area School District shall be 829 Paoli Pike, West Chester, PA 19380 **782 Springdale Drive, Exton PA 19341.**



Legal

1. 24 P.S. 201
2. PA Const. Art. III Sec. 14
3. 24 P.S. 501
4. 24 P.S. 502
5. 24 P.S. 503
6. 24 P.S. 901-A
7. 24 P.S. 902-A
8. 24 P.S. 202