

**UPPER ST. CLAIR BOARD OF SCHOOL DIRECTORS
SCHOOL BOARD MEETING**

MONDAY, JANUARY 27, 2020 - 7:00 PM

**DISTRICT ADMINISTRATION BUILDING
SCHOOL BOARD MEETING ROOM (THIRD FLOOR)**



Customizing Learning,
Nurturing Potential...
Delivering Excellence

6:15 PM - EXECUTIVE SESSION FOR LEGAL MATTERS, STUDENT MATTERS AND PERSONNEL

Notice having been advertised and posted and members duly notified, the regular meeting of the Board of School Directors was held on January 27, 2020 in the District Administration Building Board Room.

School Board Members in attendance:

Mrs. Barbara L. Bolas, President
Mr. Patrick A. Hewitt, Vice President
Mrs. Amy L. Billerbeck
Mrs. Jennifer L. Bowen
Mr. Phillip J. Elias
Dr. Daphna Gans
Mr. Louis P Mafrice, Jr.
Mrs. Angela Peterson
Mrs. Jennifer Schnore

School Personnel in Attendance:

Dr. John T. Rozzo, Superintendent
Dr. Sharon K. Suritsky, Assistant/Deputy Superintendent
Mr. Raymond Berrott, Director of Technology
Mr. Scott P. Burchill, Director of Business & Finance
Mr. Ray Carson, Senior Director of Operations & Administrative Services
Mr. Brad Wilson, Supervisor of Customized & On-Line Learning
Mrs. Cassandra Doggrell, Director of Student Support Services
Mrs. Lauren Madia, Assistant Director of Student Support Services
Mrs. Sarah MacDonald, Board Stenographer
Mrs. Jocelyn Kramer, Solicitor

CALL TO ORDER/PLEDGE OF ALLEGIANCE (Bolas)

Mrs. Bolas called the meeting to order at approximately 7:50pm. Mrs. Bolas noted the meeting was starting a few minutes after 7:00pm, due to Executive Session.

MOMENT OF SILENCE:

- **STEVE MOORE, UPPER ST CLAIR FIRE CHIEF AND RETIRED DISTRICT BUS GARAGE MECHANIC**
- **WILL HARTLEY, RETIRED HIGH SCHOOL TEACHER**

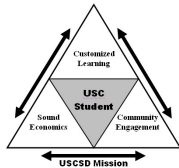
Mrs. Bolas called a moment of silence for two retired District Employees, Steven Moore and Will Hartley.

STAR SPANGLED BANNER (Eliana Zahalsky)

Eliana Zahalsky, a High School Sophomore, sang the Star-Spangled Banner. Eliana noted that she is currently involved in the choir, the musical, stage crew and Smart Desk. Mrs. Bolas thanked Eliana for her beautiful rendition of the Star-Spangled Banner.

READING OF THE MISSION

Dr. Gans Read the following School District Mission Statement:



Developing lifelong learners and responsible citizens for a global society is the mission of the Upper St. Clair School District, served by a responsive and innovative staff who in partnership with the community provides learning experiences that nurture the uniqueness of each child and promotes happiness and success.

SHARED BELIEF STATEMENT #17 FROM STRATEGIC PLAN

Mrs. Bowen Read the following shared Belief Statement #17 from the Strategic Plan:

We believe that:

Effective education fosters students' abilities to listen and communicate, think critically and creatively, and apply their knowledge to all of their decision making.

RESIDENTS' COMMENTS (REGARDING AGENDA ITEMS ONLY)

Note: As per Guidelines for Residents' Comments, please state your name and address and limit your comments to three minutes.

There were no residents' comments at this time.

APPROVAL OF AGENDA (Bolas)

MOTION: By Mrs. Peterson I move that the Board approve the agenda as presented. Second by Dr. Gans and carried by unanimous voice vote.

REPORT FROM STUDENT BOARD REPRESENTATIVES (Gabriella Spina and Karsen Damon)

Gabriella Spina reported on various activities at the High School. She advised that Karsen Damon would not be in attendance for this Board meeting.

Gabriella noted that she was thankful to be part of the Curriculum process. She also reported that February 8th is the Sadie's dance. She noted that during the week of the dance there would be a "theme week" - February 3rd will be the 100th day of school and everyone will receive a popsicle and a glow stick, because they are 100 days smarter. She also commented that the new pool is finally opened and that it is beautiful. She reported that she will be leaving on Friday to go to the Dominican Republic for Kids helping Kids. She advised that during her time in the Dominican Republic, she would be part of a Reforestation project or building an aqueduct for a local community.

PRESENTATION REGARDING SCHOOL BOARD RECOGNITION MONTH (Rozzo)

In honor of School Board Recognition Month, Dr. Rozzo read the PSBA Resolution for School Board Directors Month. The resolution recognizes January as School Board Recognition Month. The School Board Members were gifted with items from Shop@USC, as well items which were personally put together by our Student Board Representatives. Dr. Rozzo stated that on behalf of the entire District he would like to thank the School Board for all they do for our District and our students.

On behalf of the Board, Mrs. Bolas thanked Dr. Rozzo and noted that all of the Board members are grateful to serve the students and community.

APPROVAL OF SCHOOL BOARD DIRECTOR CANDIDATE, MS. JENNIFER SCHNORE - (Bolas)

MOTION: By Gans: I move that the Board approve Ms. Jennifer Schnore as a School Board Director, to fill the seat vacated by Mr. Dante Plutko. Seconded by Mafrice and carried by unanimous voice vote.

The Board approved the new School Board Director candidate, Ms. Jennifer A. Schnore. Ms. Schnore was sworn in by Judge Arnold Klein and joined the Board at the table.

Mrs. Bolas welcomed Ms. Schnore as a member of the School Board Directors, and advised that since it is her first meeting, she could abstain from voting on matters where she may need more information.

Ms. Schnore noted that she is very happy and honored to be filling the vacant seat on the Board of School Directors.

PRESENTATION REGARDING PSSA/KEYSTONE EXAMS AND OTHER PERTINENT STUDENT PERFORMANCE DATA (Rozzo)

Dr. Rozzo, Mr. Wilson, Mrs. Bulazo and Mrs. Pfender presented information regarding student performance data related to the PSSA/Keystone Exams.

Dr. Rozzo opened the presentation with an overview of the school's assessment data. He reported on how well the District is performing, and advised that the purpose of the presentation is to provide an overview of standardized test performance data and share a high-level overview of curricular focus and progress areas.

Mr. Wilson, Mrs. Bulazo and Mrs. Pfender gave an overview of the performance tests by grade level, including the Keystone exams, Standardized Tests including AP and IB scores and ACT and SAT scores.

In conclusion, Dr. Rozzo noted that there has been high achievement in all areas during 2019. He commented that the District has consistently outperformed state averages and that the District's rate of improvement exceeds state averages. He also noted that the Upper St Clair School District is about more than just test scores and that he appreciates the process and support from all who work to make it a great education for our students.

APPROVAL OF MINUTES

MOTION: By Hewitt: I move that the Board approve the minutes of the December 9, 2019 Board Meeting. Seconded by Peterson, abstained by Hewitt and Schnore, and carried my majority voice vote.

MOTION: By Hewitt: I move that the Board approve the minutes of the January 13, 2020 Board Meeting. Seconded by Peterson, abstained by Mafrice and Schnore, and carried my majority voice vote.

SUPERINTENDENT'S REPORT (Rozzo)

APPROVAL OF COMMENDATIONS AND RECOGNITIONS

Dr. Suritsky read the Commendation and Recognitions.

MOTION: By Billerbeck: I move that the Board approve the Commendations and Recognitions, AS ATTACHED. Seconded by Gans and carried by unanimous voice vote.

APPROVAL OF STUDENT DISCIPLINE AGREEMENTS

MOTION: By Mafrice: I move that the Board approve student discipline agreements 1- 2019-2020 and 2-2019-2020. Seconded by Bowen and carried by unanimous voice vote.

ADMINISTRATOR'S REPORT (Rozzo)

APPROVAL TO SOLICIT FIREWALL EQUIPMENT, INSTALLATION AND MAINTENANCE REQUEST FOR PROPOSALS (Berrott, Director of Technology)

MOTION: By Elias: I move to authorize the Administration to solicit request for Firewall Equipment, Installation and Maintenance. Seconded by Mafrice and carried by unanimous voice vote.

APPROVAL OF NOREDINK CONTRACT (Berrott, Director of Technology)

MOTION: By Schnore: I move that the Board approve yearly extensions of the NoRedInk Master Agreement, originally approved by the Board on September 25, 2017, and subsequent purchase orders and renewals, contingent upon acceptable documentation to the Superintendent and Solicitor. Seconded by Mafrice and carried by unanimous voice vote.

SECOND READING AND ADOPTION OF REVISIONS TO POLICY #3033 - FEDERAL FISCAL COMPLIANCE AND UNIFORM GRANT GUIDANCE (UGG) FEDERAL PROCUREMENT REQUIREMENTS (Burchill, Director of Business & Finance)

MOTION: By Gans: I move that the Board approve the revisions to Policy #3033 - Federal Fiscal Compliance and Uniform Grant Guidance (UGG) Federal Procurement Requirements, AS ATTACHED. Seconded by Bowen and carried by unanimous voice vote.

SECOND READING AND ADOPTION OF REVISIONS TO POLICY #3032 - FOOD SERVICES (Burchill, Director of Business & Finance) – ATTACHED

MOTION: By Bowen: I move that the Board approve the revisions to Policy #3032 - Food Services, AS ATTACHED. Seconded by Billerbeck and carried by unanimous voice vote.

FIRST READING OF POLICY #251 - HOMELESS STUDENTS (Madia, Assistant Director of Student Support Services).

Mrs. Madia presented a First Reading of Policy #251 – Homeless Students.

Mrs. Madia noted that this is a new policy. She explained that is a required policy, which ensures the District promptly identifies and provides supports for any students who identify as homeless.

Dr. Rozzo advised that we will have a second reading of this policy.

APPROVAL OF CONSENT AGENDA

MOTION: By Peterson: The Committee recommends and I move that the Board approve the following Consent Agenda items, subject to final approval by the Superintendent and the Solicitor, AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING. Seconded by Bowen and carried by unanimous voice vote.

a. APPROVAL OF PERSONNEL LISTINGS

Approve the Personnel Listings, pending receipt of all paperwork and required clearances, AS ATTACHED.

b. APPROVAL OF FAST TRACK RECOMMENDATIONS

Approve the Fast Track Recommendations, AS ATTACHED.

c. APPROVAL OF AIU TRANSITION MEMORANDUM OF UNDERSTANDING

Approve the AIU Transition Memorandum of Understanding with the Allegheny Intermediate Unit Head Start and Pre-K Counts Programs, in partnership with the Trying Together and the United Way of Southwest, PA, to support best practices in transition to kindergarten with the Upper St Clair School District in the 2019-2020 and 2020-2021 school years.

d. APPROVAL OF STUDENT SUPPORT SERVICES, COMMUNITY SCHOOL WEST

Approve the tuition contracts for the 2019-2020 school year with Allegheny Intermediate Unit (Community School West site).

e. APPROVAL OF INDEPENDENT CONTRACTOR AGREEMENT WITH ARC HUMAN SERVICES FOR THE 2019-2020 SCHOOL YEAR

Approve the Independent Contractor Agreement with Arc Human Services for the 2019-2020 Year.

f. APPROVAL TO SOLICIT BIDS FOR TRANSPORTATION VEHICLES

Authorize the administration to request bids for 72 passenger school bus and 9 passenger smaller vans that are wheelchair accessible.

g. APPROVAL TO PURCHASE SUBSCRIPTION TO POWERSCHOOL'S ELECTRONIC ONBOARDING AND HR EMPLOYEE FILES

Approve the purchase of a subscription to PowerSchool's Electronic Onboarding and HR Employee Files.

**h. APPROVAL OF TREASURER'S REPORT – 1.13.20
INCLUDING SUPPLEMENTAL REPORT – 1.20.20**

Approve the Treasurer's report including approved total of Bill List and Check File Listing as follows:

Fund 10 (General Fund) - \$3,963,365.37
Fund 31 (Capital Reserve Fund) - \$85,503.93
Fund 36 (Construction Fund) - \$1,042,859.94
Fund 50 (School Lunch Fund) - \$544,635.95

i. APPROVAL TO SOLICIT BIDS FOR GENERAL SUPPLIES FOR 2020-2021 SCHOOL YEAR

Authorize the School District to solicit bids for general supplies for the 2020-2021 school year.

j. APPROVAL TO DECLARE ITEMS AS SURPLUS

Declare a list of equipment from Fort Couch surplus and Authorize the administration to sell, exchange, dispose, or donate the items in accordance with the provisions to Policy #3006 - Sale or Disposal of Surplus Property, Equipment, Supplies and Textbooks.

APPROVAL OF CHANGE ORDERS FOR CAPITAL PROJECTS

MOTION: By Hewitt: I move that the Board approve the following change orders for Capital Improvements Projects. Seconded by Peterson and carried by unanimous voice vote.

Change order No.	Vendor	Amount
GC-014	Walter Mucci Construction, Inc.	\$4,827.00
HC-005	East West Manufacturing & Supply	\$24,492.00
EC-006	A-1 Electric, Inc.	\$73,684.00

DISCUSSION REGARDING 2020 STANDING COMMITTEE APPOINTMENTS - (Bolas)

MOTION: By Billerbeck: I move to approve the following standing Committees and appointments. Seconded by Mafrice and carried by unanimous voice vote.

Mrs. Bolas discussed the Standing Committee Appointments. She reported on each Committee and advised which Board member would serve as a representative and/or as an alternate on each Committee.

Mr. Mafrice proposed Ms. Schnore take his place as the alternate on the PSBA Committee; Ms. Schnore advised she would be happy to take Mr. Mafrice's place on the Committee and would love to be a part of PSBA.

UPDATE REGARDING BOARD GOVERNANCE AD-HOC COMMITTEE (Bolas)

- **USC PRINCIPLES OF GOVERNANCE**
- **COMMITTEE UPDATES**

MOTION: By Elias: Adopt the PSBA Board Governance and Leadership Principles, as revised. Seconded by Peterson and carried by unanimous voice vote.

Mrs. Bolas gave an update on the Board Governance Ad-Hoc Committee. She noted there were not any changes in the USC Principles of Governance Document, so she was bringing that document forth for approval. Mrs. Bolas thanked Dr. Gans and Mrs. Bowen for all of their hard work and research on the Governance documents.

Mrs. Bolas reported that the Onboarding and Continuing Education document is not ready for Board approval, as she has received significant input from Board members. She advised she will collate all the feedback she has received.

COMMITTEE REPORTS

Dr. Gans reported that the PTC Wellness Committee is hosting, along with other organizations, two screenings of the documentary "SCREENAGERS: Growing up in the Digital Age". The screenings will be shown on February 18th at 10am at the McLaughlin Run Road Activity Center and at 7pm at the Community and Recreation Center. There will also be a follow-up documentary with two screenings in March. She noted these films are an important resource to parents, improving communication between community organizations, the District and parents regarding screen time and technology on mental health.

Dr. Gans also gave an update on the PTC SHIM food-drive. She advised that Ms. Schnore is leading the food-drive efforts.

Ms. Schnore reported on the annual District-wide food-drive for SHIM. She noted that the food-drive will end the last school day of February and that the school is partnering with South Hills Movers. South Hills Movers will take all of the food to SHIM from the schools. She noted that every school will have a collection box at the front office.

Mrs. Bowen reported, that with coordination from Ms. Schnore, The Youth Steering Committee will hold its Spring Winter Blast on February 22nd for fifth and sixth graders at the Community Recreation Center. She also noted that adult volunteers (with clearances) are needed for the event.

Mrs. Billerbeck noted that the SHIM food-drive will overlap with Winter Blast, so kids are asked to bring non-perishable items to the Winter Blast, as there will be many collection bins at the event.

RESIDENTS' COMMENTS - REGARDING ANY ITEM

Note: As per Guidelines for Residents' Comments, please state your name and address and limit your comments to three minutes.

There were no residents' comments at this time.

MATTERS OF INFORMATION - SUPERINTENDENT & ADMINISTRATION

● OPENING OF HIGH SCHOOL SWIMMING POOL

Dr. Rozzo gave an update on the Opening of the High School Swimming Pool. He reported that everyone was very excited that the grand opening of the pool and the first swim meet fell on Senior Rec night. He also noted that the first practice at the new pool was the day before the meet and that all the students were thrilled to be in the new location.

Mrs. Bolas commented it was wonderful to have Senior Rec night at the new pool and that she was happy so many Board members were able to attend. She noted that all the effort that went into getting the pool open is much appreciated.

EXECUTIVE SESSION WAS HELD FOR LEGAL MATTERS, STUDENT MATTERS AND PERSONNEL

Mrs. Bolas announced that Executive Session was held for Legal Matters, Student Matters and Personnel.

ADJOURNMENT

It was moved, seconded and carried by unanimous voice vote that the meeting adjourn at approximately 8:30pm.

Barbara L. Bolas, President
BOARD OF SCHOOL DIRECTORS

Scott P. Burchill, Secretary
BOARD OF SCHOOL DIRECTORS

Submitted by: Sarah MacDonald
School Board Stenographer

3032 Food Services**Purpose**

The Board recognizes that students require adequate, nourishing food and beverages in order to grow, learn and maintain good health. The Board directs that students shall be provided with adequate space and time to eat meals during the school day.

Authority

The Food Service Program shall be operated in compliance with all applicable state and federal laws and regulations, as well as federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture (USDA).

The District shall ensure that, in the operation of the food service program, no student, staff member, or other individual shall be discriminated against on the basis of race, color, national origin, age, sex or disability.

Food sold by the school may be purchased by students and District employees, but only for consumption on school premises. The price charged to students shall be established by the District in compliance with state and federal laws.

Non-program food shall be priced to generate sufficient revenues to cover the cost of such items. A non-program food shall be defined as a food or beverage, other than a reimbursable meal or snack that is sold at the school and is purchased using funds from the child nutrition account. Non-program foods include but are not limited to adult meals and à la carte items. All sales of non-program food shall be recorded to the Food Service Fund.

Delegation of Responsibility

Operation and supervision of the Food Service Program shall be the responsibility of the Director of Business & Finance and the Food Services Director.

A statement financial summary of the receipts and expenditures for Food Service Fund shall be presented to the Board monthly for approval. Cafeterias shall be operated on a nonprofit basis. A periodic financial review of the cafeteria accounts shall be made by the Accounting Manager.

The individuals responsible for the operation and supervision of the Food Service Program shall ensure that school meals meet the standards required by the School Breakfast Program, the National School Lunch Program and the Special Milk Program.

The Superintendent or designee shall comply with state and federal requirements for conducting cafeteria health and safety inspections and ensuring employee participation in appropriate inspection services and training programs.

The Superintendent or designee shall develop and disseminate administrative regulations to implement this policy.

The Superintendent or designee shall annually notify students, parents/guardians and employees concerning the contents of this policy and applicable administrative regulations. Notification shall include information related to nondiscrimination.

Guidelines

To reinforce the district's commitment to nutrition and student wellness, foods served in school cafeterias shall:

1. Be carefully selected to contribute to students' nutritional well-being and health.
2. Meet the nutrition standards specified in law and regulations and approved by the Board.
3. Be prepared by methods that will retain nutritive quality, appeal to students, and foster lifelong healthy eating habits.
4. Be served in grade-level appropriate quantities, at reasonable prices.

The District shall use USDA Foods for school menus available under the Child Nutrition USDA Foods Programs.

All funds derived from the operation, maintenance or sponsorship of the Food Service Program shall be deposited in the separate Food Service Fund, in the same manner as other District funds. Such funds shall be expended in the manner approved and directed by the Board, but no amount shall be transferred from the Food Service Fund to any other account or fund; however,

District cash advances to the Food Service Program may be reimbursed to the District's General Fund.

Free/Reduced-Price School Meals and Free Milk

The District shall provide free and reduced-price school meals and/or free milk to students in accordance with the terms and conditions of the National School Lunch Program, the School Breakfast Program and the Special Milk Program.

The District shall conduct direct certification three (3) times per year using the Pennsylvania Student Eligibility System (PA-SES) to identify students who are eligible for free school meal benefits without the need for submission of a household application. Direct certification shall be conducted:

1. At or around the beginning of the school year.
2. Three (3) months after the initial effort.
3. Six (6) months after the initial effort.

The District may also conduct direct certification on a weekly or monthly basis.

Throughout the school year, the administration and/or school counselors should make an effort to provide information regarding the free and reduced-price meal program to families.

Accommodating Students With Special Dietary Needs

The District shall make appropriate food service and/or meal accommodations to students with special dietary needs in accordance with applicable law, regulations and Board policy.

School Meal Service and Accounts

To ensure the effective operation of the District's Food Service Program and delivery of school food program meals to students, the district shall:

1. Assign individual school meal accounts to each student for the purchase of meals served in school cafeterias, which ensure that the identity of each student is protected.

2. Parents/Guardians are encouraged to deposit money in their child's cafeteria account so that adequate money is readily available to purchase school breakfast and lunch. Parents/Guardians can deposit money by sending a check or cash with their child to school. Parents/Guardians may also deposit online by using the District's online payment system. A convenience fee may apply for using this service which is imposed by the online service, not the District.
3. All nonsufficient fund (NSF) checks will be charged a twenty-five dollar (\$25.00) fee, and the check amount will be deducted from the student's lunch account. After two (2) recorded NSF actions per school year, the district will no longer accept payment by check.
4. Notify parents/guardians when the student's school meal account reaches a low balance.
5. Notify parents/guardians when the student's school meal account reaches a negative balance. The notice shall include information on payment options.
6. In addition to parent communication, the Nutrition Center staff may direct communications to students enrolled in grades 9-12, regarding a low or negative balance if the communications are made discreetly to the student.
7. For students in kindergarten through 8th grade, communication regarding the meal account balance may not be made to the student.
8. Provide a school food program meal to each student who does not have the money to pay for the school food program meal or who has a negative balance in his/her school meal account, unless the student's parent/guardian has specifically provided written notice to the district to withhold a school food program meal.
9. Non-program foods (à la carte items and adult meals) cannot be charged to a lunch account with a negative balance.

When a student owes money for five (5) or more school food program meals, the district shall make at least two (2) attempts to contact the student's parent/guardian and shall provide the application for free/reduced-price school meal benefits to the parent/guardian to apply for benefits under federal

school meal programs. The district may offer assistance to parents/ guardians with applying for free/reduced-price school meal benefits.

The District shall be permitted to contact the student's parent/guardian by means of a letter addressed to the parent/guardian that is delivered by the student. Also, the District may communicate directly with the parent/guardian via phone or email regarding low or negative student account balances.

Furthermore, the District is permitted to provide a student with their meal account balance if that student asks for the balance information.

District schools shall be prohibited from:

1. Publicly identifying or stigmatizing a student who cannot pay for a school food program meal or who has a negative school meal account balance.
2. Requiring a student who cannot pay for a school food program meal to perform chores or other work to pay for the meal, unless chores or other work are required of all students regardless of their ability or inability to pay for a school food program meal.
3. Requiring a student to discard a school food program meal after it was served to the student due to the student's inability to pay for the meal or due to a negative school meal account balance.

This policy and any applicable procedures or administrative regulations regarding school meal charges and school meal accounts shall be communicated annually to school administrators, school food service personnel, other appropriate school staff, and contracted food service personnel.

The district shall provide parents/guardians with access to a written copy of this policy and any applicable procedures or administrative regulations at the start of each school year, when a student enrolls in school after the start of the school year, and when a parent/guardian is notified of a negative school meal account balance.

Collection of Unpaid Meal Charges

All reasonable efforts shall be made by the District to collect unpaid meal charges from parents/guardians. The District may utilize emails and/or phone

calls to communicate directly with the parent/guardian concerning a negative balance. Efforts taken in the collection shall not have a negative impact on the student involved, but shall focus primarily on the parents/guardians responsible for providing funds for meal purchases.

Students with account balances of greater than fifty dollars (\$50.00) will receive a certified letter from the District indicating that if payment is not made within fourteen (14) days, the account may be turned over to the District Magistrate's Office or a collection agency. Any further court costs or collection fees incurred by this section will be the responsibility of the parent/guardian.

For graduating seniors with a positive lunch account balance, a letter along with an election form from the Food Service Department will be sent within two (2) weeks of the end of the school year. The parent/guardian can elect to transfer the remaining balance to another student, donate the balance to towards delinquent lunch accounts, or request a refund if the balance is greater than ten dollars. If an election form is not returned, the remaining balance will be donated towards delinquent lunch accounts. All refund checks will be mailed to the parent/guardian. Donations will be deposited into the Food Service Account using a separate revenue account.

After the graduating class's final school day, the Food Service Department will send a final obligation notice for all negative accounts to the parent/guardian. For graduating seniors with a negative lunch account balance, payment must be made by June 30th or the account may be turned over to the District Magistrate's Office or a collection agency.

Delinquent debt can carry over to the immediate subsequent school year if the delinquent debt is being actively pursued using the collection procedures identified in the school's Local Meal Charge Policy. When all the collection procedures identified in this Policy have been exhausted, the unpaid debt will be removed from the food service account after receiving a transfer from the General Fund.

Procurement

Procurement of goods or services for the food service program shall meet the requirements of applicable law, regulations and Board policy and procedures.

Professional Standards for Food Service Personnel

The District shall comply with the professional standards for school food service personnel who manage and operate the National School Lunch and School Breakfast Programs. For purposes of this policy, professional standards include hiring standards for new food service program directors and annual continuing education/training for all individuals involved in the operation and administration of school meal programs. Such professional standards shall apply to both district-operated food service programs and contracted food service programs.

School Food Safety Inspections

The District shall obtain two (2) safety inspections per year in accordance with local, state, and federal laws and regulations.

The District shall post the most recent inspection report and release a copy of the report to members of the public, upon request.

School Food Safety Program

The District shall comply with federal requirements in developing a food safety program that enables district schools to take systematic action to prevent or minimize the risk of foodborne illness among students.

The District shall maintain proper sanitation and health standards in food storage, preparation and service, in accordance with applicable state and local laws and regulations and federal food safety requirements.

ADOPTED: April 23, 2018
 REVISED: January 27, 2020

3033 Federal Fiscal Compliance and Uniform Grant Guidance (UGG) Federal Procurement Requirements

Authority

The Board shall review and approve all applications for federal funds submitted by the district.

Delegation of Responsibility

The Board designates the Superintendent as the district contact for all federal programs and funding.

The Superintendent or designee shall develop administrative procedures governing the procurement, use, management and disposal of goods, materials and equipment purchased with federal grant funds. At a minimum, the administrative procedures shall ensure:

1. Expenditures of federal grant funds are completed in accordance with federal requirements.
2. Title to and control of location, custody and security of equipment and/or property purchased with federal funds are maintained.

The Federal Programs Coordinator or designee shall track and document all federal programs expenditures and verify budgetary information required for those programs.

Procurement – Federal Programs

This document is intended to integrate standard district purchasing procedures with additional requirements applicable to procurements that are subject to the federal Uniform Grant Guidance regulations and/or U.S. Department of Agriculture (USDA) regulations governing school food service programs. The district maintains the following purchasing procedures, in accordance with federal and state laws, regulations and Board policy.

2019 2020 Procurement Thresholds		
PA State Quotation Threshold	\$11,300	Adjusted based on Consumer Price Index published in PA Bulletin
PA State Bid Threshold	\$21,000	Adjusted based on Consumer Price Index published in PA Bulletin
Federal Micro-Purchase Threshold	Up to \$10,000	Adjusted periodically and published in Federal Register
Federal Small Purchase	Between \$10,000-\$250,000	Adjusted periodically and published in Federal Register
Federal Simplified Acquisition Threshold	\$250,000	Adjusted periodically and published in Federal Register

*This Procurement attachment shall be reviewed annually and amounts updated accordingly.

** When using federal funds, Federal Procurement Requirements cannot supersede the PA School Code, unless the requirements are more restrictive.

Responsibility for Purchasing

The Board has outlined standard district purchasing responsibility, methods of purchasing, price quotations and bid requirements in Board policies administrative procedures:

Purchase Methods

When a request for purchase of equipment, supplies or services has been submitted and approved as outlined below, the procurement method to be used will be determined based on the type of purchase and the total cost of the purchase as further outlined below. This procedure outlines how the cost thresholds for determining when the quote or formal bidding procedures that are required by state law must be modified when making purchases for federally funded purposes to which the Uniform Grant Guidance or USDA regulations apply, so as to comply with both state and federal requirements. At each point where requirements for food service-related procurement under USDA regulations differ, a note will refer to the Food Service Program Notes at the end of this procedure. Final determination of which purchasing procedures are to be applied is delegated to the Superintendent under the authority of the Board.

Standard Procurement Documents and Purchase Request Process

The district shall use requisitions for purchase requests in accordance with the applicable purchase method.

The district shall use paper purchasing records, which are pre-numbered and are accessible to designated purchasing staff in the Business Office.

Purchase requests by an employee must be submitted to the building administrator or immediate supervisor. Purchase of all budgeted items or items approved by an administrator or supervisor must be initiated by use of a purchase order or requisition submitted to the Director of Business & Finance.

Purchase orders and requisitions shall contain information including, but not limited to:

1. Description of the services to be performed or goods to be delivered.
2. Location of where services will be performed or goods will be delivered.
3. Appropriate dates of service or delivery.

Documentation on purchase orders and requisitions shall be maintained in accordance with the district's Records Management Policy and records retention schedule.

Contracts shall be reviewed by the school solicitor prior to submission to the Board for approval.

Contracts to which the Uniform Grant Guidance apply shall contain the clauses specified in Appendix II to 2 CFR Part 200 (Contract Provisions for Non-Federal Entity Contracts Under Federal Awards), when applicable.

[See Food Service Program Notes below for specific clauses required by USDA regulations to be included in cost reimbursable procurement contracts.]

Micro-Purchases Not Requiring Quotes or Bidding

For purposes of this procedure, micro-purchase means a purchase of equipment, supplies or services for use in federally funded programs using simplified acquisition procedures, the aggregate amount of which does not exceed a base amount of \$10,000. The micro-purchase dollar threshold is adjusted periodically by the federal government, and the threshold most recently established and published in the Federal Register shall apply if other than \$10,000.

Note: The micro-purchase maximum for federal purposes is slightly lower than the amount below which the School Code allows purchase for nonfederal purposes to be made without obtaining at least three (3) written or telephonic quotes or using formal competitive bidding.

The micro-purchase method is used in order to expedite the completion of its lowest dollar small purchase transactions and minimize the associated administrative burden and cost. Procurement by micro-purchase is the acquisition of equipment, supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold.

To the extent practicable, the district distributes micro-purchases equitably among qualified suppliers when the same or materially interchangeable products are identified and such suppliers offer effectively equivalent rates, prices and other terms. The Director of Business & Finance will be responsible to determine the equitable distribution of micro-purchases.

Micro-purchases may be awarded without soliciting competitive quotations if the district considers the price to be reasonable. The district will maintain evidence of this reasonableness in the records of all micro-purchases. Reasonable means that sound business practices were followed and the purchase is comparable to market prices for the geographic area. Such determinations of reasonableness may include comparison of the price to previous purchases of the same item or comparison of the price of items similar to the item being purchased.

Even if the cost of a purchase qualifies it as a micro-purchase, bidding or small purchase procedures may be used optionally when those procedures may result in cost savings.

Small Purchase Procedures

For purposes of this procedure, small purchase procedures are those relatively simple and informal procurement methods for securing equipment or supplies that cost more than the amount qualifying as a micro-purchase and do not cost \$21,000 or more, or in the case of services other than construction, maintenance or repair on school facilities, where the total cost does not exceed the \$250,000 federal Simplified Acquisition Threshold at which formal competitive bidding or competitive proposals are required. Small purchase procedures cannot be used for purchases of equipment or supplies or for construction, repair or maintenance services costing \$21,000 or more because the School Code requires formal competitive bidding at that level of cost.

The base amount at which bidding is required under state law for purchases of equipment, supplies and construction, maintenance or repair services on school facilities is adjusted for inflation annually, and the amount most recently established and published in the Pennsylvania Bulletin shall apply if other than \$21,000.

The federal Simplified Acquisition Threshold at which competitive bidding or competitive proposals are required is adjusted periodically by the federal government, and the threshold most recently established and published in the Federal Register shall apply if other than \$250,000.

Because state law does not require competitive bidding for the purchase of services other than construction, maintenance or repairs on school facilities regardless of total cost, small purchase procedures, including a request for proposal (RFP) procedure, may be used for procurement of such other services except when the estimated total cost will be at or over the federal threshold at which formal competitive bidding or competitive proposals are required \$250,000.

[See Food Service Program Notes below for exemption from bidding for purchases of perishable food items costing less than \$250,000.]

If small purchase procedures are used, written or telephonic price or rate quotations are obtained from at least three (3) qualified sources and records of quotes are maintained.

Formal Competitive Bidding

Publicly Solicited Sealed Competitive Bids:

For purchases of equipment or supplies, or of services for construction, maintenance or repairs of school facilities, sealed competitive bids are publicly solicited and awarded to the lowest responsive and responsible bidder when the total cost is estimated to be \$21,000 or more.

Note: The amount at which formal competitive bidding or competitive proposals are required by federal regulations is much higher than the base amount at which the School Code requires competitive bidding. Therefore, the lower base amount specified by the School Code, as annually adjusted, is used to determine when bidding will be used for purchases of equipment or supplies, or for obtaining services for construction, maintenance or repairs on school facilities.

State law does not require bidding for the purchase of services other than construction, maintenance or repairs on school facilities regardless of total cost. For procurement of such other services for federally funded purposes to which the Uniform Grant Guidance applies, formal competitive bidding or competitive proposals will be used when the estimated total cost will be at or over the federal threshold of \$250,000.

The federal Simplified Acquisition Threshold at which competitive bidding or competitive proposals are required is adjusted periodically by the federal government, and the threshold most recently established and published in the Federal Register shall apply if other than \$250,000.

For procurement of services costing at or over the \$250,000 federal threshold other than for construction, maintenance or repairs on school facilities, the use of competitive sealed bidding is considered feasible and appropriate when:

1. A complete, adequate, and realistic specification or purchase description is available;
2. Two (2) or more responsible bidders are willing and able to compete effectively for the business; and
3. The procurement lends itself to a firm fixed-price contract and the selection of the successful bidder can be made principally on the basis of price.

Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid

when prior experience indicates that such discounts are usually taken advantage of. Any or all bids may be rejected if there is a sound documented reason.

[See Food Service Program Notes below for reference to state requirements regarding contracts with food service management companies and contractors of pre-plated meals.]

Competitive Proposals

State law does not require public school entities to solicit competitive bids for services other than construction, repairs or maintenance of school facilities, for which competitive bidding is required if the cost will be a base amount of \$21,000 or more. State law allows competitive proposals relating to work on facilities in lieu of bidding only in the context of guaranteed energy savings contracts.

Federal regulations allow the use of competitive proposals as an alternative to formal competitive bidding when conditions are not appropriate for the use of sealed bids.

In the case of services other than for construction, repairs or maintenance of school facilities costing less than that threshold, the district may use small purchase procedures or micro-purchase procedures as applicable based on total cost. A request for proposal (RFP) process can also meet or exceed the small purchase competition requirements under state law for the acquisition of services other than for construction, repairs or maintenance of school facilities, and can be used if the total cost will be less than \$250,000.

When permitted, the technique of competitive proposals is normally conducted with more than one (1) source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded. Competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The district shall comply with other applicable state and federal law and regulations, Board policy and administrative regulations regarding purchasing; the district may consult with the school solicitor or other qualified counsel in determining the required process for purchasing through competitive proposals when necessary.

If this method is used, the following requirements apply:

1. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical.
2. Proposals must be solicited from an adequate number of qualified sources.
3. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

An alternative form of competitive proposal is permitted only for qualifications-based procurement of architectural and engineering services, in which price is not a selection factor and reasonable compensation is negotiated after source selection. This alternative is not permitted for procurement of other types of services.

Competitive proposals shall be evaluated by the Director of Business & Finance based on factors including but not limited to:

- Cost.
- Experience of contractor.

- Availability.
- Personnel qualifications.
- Financial stability.
- Minority business, women's business enterprise, or labor surplus area firm status.
- Project management expertise.

Evaluations shall be completed in a timely manner, documented and shall be reviewed by the Director of Business & Finance.

Contract/Price Analysis

The district performs a cost or price analysis in connection with every procurement action in excess of \$250,000, including contract modifications.

A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the Director of Business & Finance must come to an independent estimate prior to receiving bids or proposals. As part of the analysis, the Upper St. Clair School District will enact established business practices which may include evaluation of similar prior procurements and a review process.

Negotiated Profit

In any procurement in which there has been no price competition, or in which a cost-analysis is performed, profit must be negotiated separately as an element of price. Accordingly, solicitations of bids, proposals or quotes shall require that bids, proposals or quotes be limited to costs other than profit, and exclude profit.

To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

When profit must be negotiated as a separate element of the total price, it shall be negotiated by the Director of Business & Finance.

Noncompetitive Proposals (Sole Sourcing)

Procurement by noncompetitive proposals means procurement through solicitation of a proposal from only one (1) source and may be used only when one or more of the following circumstances apply:

1. The item is available only from a single source.
2. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation. An emergency exists whenever the time required for the Board to act in accordance with regular procedures would endanger life or property or threaten continuance of existing school classes.
3. The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the district.

4. After solicitation of a number of sources, the district determines the competition is inadequate.

In addition to standard procurement policy and procedures, the district will document the grounds for using the noncompetitive method in lieu of an otherwise required competitive method of procurement, which may include written confirmation from the contractor as the sole source of the item. Documentation must be submitted to and maintained by the Business Office.

All noncompetitive proposals will ultimately be approved by the Board. The district may utilize legal advice from the solicitor regarding noncompetitive proposals.

Profit must be negotiated separately for noncompetitive proposals, and a cost or price analysis will also be performed for noncompetitive proposals when the price exceeds \$250,000.

Purchase Cards

The district approves the use of procurement cards for permissible purchases by designated employees to improve the efficiency of purchasing activities, reduce processing expenses, improve controls for small-dollar purchases, and streamline contractor payment.

Procurement cards may be used for purchases under federal programs.

Full and Open Competition

All procurement transactions must be conducted in a manner providing full and open competition. In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, or invitations for bids or requests for proposals must be excluded from competing for such procurements. Some of the situations considered to be restrictive of competition include but are not limited to:

1. Placing unreasonable requirements on firms in order for them to qualify to do business.
2. Requiring unnecessary experience and excessive bonding.
3. Noncompetitive pricing practices between firms or between affiliated companies.
4. Noncompetitive contracts to consultants that are on retainer contracts.
5. Organizational conflicts of interest.
6. Specifying only a “brand name” product instead of allowing “an equal” product to be offered and describing the performance or other relevant requirements of the procurement.
7. Any arbitrary action in the procurement process.

Minority Businesses, Women's Business Enterprises, Labor Surplus Area Firms

The district must take necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. Affirmative steps must include:

1. Placing qualified small and minority business and women's business enterprises on solicitation lists.
2. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources.
3. Dividing total purchasing requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority business and women's business enterprises.
4. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses and women's business enterprises.
5. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce.
6. Requiring the prime contractor, if subcontracts are let, to take the affirmative steps listed above.

Geographical Preferences Prohibited

The district must conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state, local, or tribal geographical preferences in the evaluation of bids or proposals, except in those cases where applicable federal statutes expressly mandate or encourage geographic preference. When contracting for architectural and engineering (A/E) services, geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

[See Food Service Program Notes below for permissibility of geographic preferences and "Buy American" practices in purchasing certain food products]

Prequalified Lists

The district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the district must not preclude potential bidders from qualifying during the solicitation period.

[See Food Service Program Notes below for reference to state requirements regarding contracts with food service management companies and contractors of pre-plated meals.]

Solicitation Language

The district must ensure that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth

those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

Avoiding Acquisition of Unnecessary or Duplicative Items

The district must avoid the acquisition of unnecessary or duplicative items. Additionally, consideration must be given to consolidating or breaking out procurements to obtain a more economical purchase; and, where appropriate, an analysis must be made of leases versus purchase alternatives, and any other appropriate analysis to determine the most economical approach.

These considerations are given as part of the process to determine the allowability of each purchase made with federal funds.

Use of Intergovernmental Agreements and Cooperative Purchasing

To foster greater economy and efficiency, the district enters into state and local intergovernmental agreements where appropriate for cooperative purchasing or use of common or shared goods and services, as permitted by the Intergovernmental Cooperation Act, the School Code and the Commonwealth Procurement Code.

When procuring supplies or services for federally funded purposes to which the Uniform Grant Guidance applies, the district shall verify that the organization conducting the procurement pursuant to such agreements complies with the applicable procurement methods, requirements and standards of the Uniform Grant Guidance as outlined in this procedure.

Use of Federal Excess and Surplus Property

The district considers the use of federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.

Debarment and Suspension

The district awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

[See Food Service Program Notes below for reference to state requirements regarding contracts with food service management companies and contractors of pre-plated meals.]

The district may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over \$25,000 the district verifies that the contractor with whom the district intends to do business is not excluded or disqualified.

All successful contractors must provide written certification that they have not been suspended or debarred from federal projects. The Director of Business & Finance will be responsible for verification. Such verification may include accessing the online federal System for Award Management (SAM) to determine whether any relevant party is subject to any suspension or debarment restrictions.

Maintenance of Procurement Records

The district must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

Time and Materials Contracts

The district may use a time and materials type contract only: (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost to the district is the sum of: the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, each contract must set a ceiling price that the contractor exceeds at its own risk. Further, the district must assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

Settlements of Issues Arising Out of Procurements

The district alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the district of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

Protest Procedures to Resolve Dispute

The district maintains protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency. Protest procedures will be acted on in accordance with current state law and regulations, established district administrative regulations and the advice of the solicitor.

Food Service Program Notes:

Exemption from Bidding for Perishable Food Items - The School Code exempts purchases of perishable food items from bidding requirements. Bidding for perishable food items is required only if the cost would be at or over the federal threshold at which formal competitive bidding is required (\$250,000). Small purchase procedures may be used for purchases below \$250,000, or micro-purchase procedures for purchases below \$10,000. Use of bidding should be considered as an option if it is feasible and likely to result in cost savings.

Geographic Preferences - The district is permitted to apply a geographic preference when procuring unprocessed locally grown or locally raised agricultural products. When a geographic preference is applied, the district has discretion to determine the local area to which the geographic preference option will be applied.

Unprocessed locally grown or locally raised agricultural products means only those agricultural products that retain their inherent character. The effects of the following food handling and preservation techniques shall not be considered as changing an agricultural product into a product of a different kind or character: cooling; refrigerating; freezing; size adjustment made by peeling, slicing, dicing, cutting, chopping, shucking, and grinding; forming ground products into patties without any additives or fillers; drying/dehydration; washing; packaging (such as placing eggs in cartons), vacuum packing and bagging (such as placing vegetables in bags or combining two (2) or more types of vegetables or fruits in a single package); the addition of ascorbic acid or other preservatives to prevent oxidation of produce; butchering livestock and poultry; cleaning fish; and the pasteurization of milk.

Buy American - The district shall purchase, to the maximum extent practicable, domestic commodities or products for food service purposes. The term domestic commodity or product means:

1. An agricultural commodity that is produced in the United States; and
2. A food product that is processed in the United States substantially using agricultural commodities that are produced in the United States.

Mandatory Contract Clauses - The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts:

1. Allowable costs will be paid from the nonprofit school food service account to the contractor net of all discounts, rebates and other applicable credits accruing to or received by the contractor or any assignee under the contract, to the extent those credits are allocable to the allowable portion of the costs billed to the school food authority;
2. (a) The contractor must separately identify for each cost submitted for payment to the school food authority the amount of that cost that is allowable (can be paid from the nonprofit school food service account) and the amount that is unallowable (cannot be paid from the nonprofit school food service account); or

(b) The contractor must exclude all unallowable costs from its billing documents and certify that only allowable costs are submitted for payment and records have been established that maintain the visibility of unallowable costs, including directly associated costs in a manner suitable for contract cost determination and verification;
3. The contractor's determination of its allowable costs must be made in compliance with the applicable departmental and program regulations and Office of Management and Budget cost circulars;
4. The contractor must identify the amount of each discount, rebate and other applicable credit on bills and invoices presented to the school food authority for payment and individually identify the amount as a discount, rebate, or in the case of other applicable credits, the nature of the credit. If approved by the state agency, the school food authority may permit the contractor to report this information on a less

frequent basis than monthly, but no less frequently than annually;

5. The contractor must identify the method by which it will report discounts, rebates and other applicable credits allocable to the contract that are not reported prior to conclusion of the contract; and
6. The contractor must maintain documentation of costs and discounts, rebates and other applicable credits, and must furnish such documentation upon request to the school food authority, the state agency, or the department.

Contracts with Food Service Management Companies - Procedures for selecting and contracting with a food service management company (FSMC) shall comply with guidance provided by the Pennsylvania Department of Education, Division of Food and Nutrition, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts.

Pre-Plated Meals - Procedures for selecting and contracting with contractors of pre-plated meals shall comply with guidance provided by the Pennsylvania Department of Education, Division of Food and Nutrition, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts.

ADOPTED: June 20, 2018
 REVISED: October 14, 2019
 REVISED: January 27, 2020

Personal Listing**Board Meeting****01-27-2020****Election**

Staff Name	Location	New Assignment	New Assignment Status
Brooks, Maggie	Substitute	Substitute Teacher	Substitute
Ferrari-Engel, Rachel	High School	Technical Director, Spring Musical	ECA
Follini, Dominick	Ft Couch	Assistant Middle School Wrestling Coach	ECA
Interthal, Raymond	High School	Assistant Softball Coach	ECA
Kushner, Carrie	Substitute	Substitute Teacher (Note: This is in addition to Streams .5 Resource position)	Substitute
Mayberry, Kate	Substitute	Substitute Nurse	Substitute
Mayfield, Justin	High School	Assistant Boys Varsity Lacrosse Coach	ECA
Milk, Sarah	Substitute	Substitute Teacher (Note: This is in addition to Streams .5 ESL position)	Substitute
Rivera, Jennissa	High School	Nutrition Center General Worker	PT
Rodgers, Jackie	High School	Assistant HS Track & Field Coach	ECA
Yarosh, Julianna	High School	Assistant HS Track & Field Coach	ECA

Change of Status

Staff Name	Location	Current Assignment	Current Assignment Status	New Assignment	New Assignment Status	Effective Date
Jaquay, Mary Elizabeth	Substitute	Substitute Teacher	Substitute	1.0 Science Teacher (Long-term Substitute for Gary McCullough)	LTS	01-02-2020 through the last day of Teacher Responsibility for 2019-2020 school year
McCullough, Gary	Boyce	Elementary Teacher	FT	Military Leave beginning 1-2-20	Leave	01-02-2020
Rudzke, Jennifer	Central Office	Psychologist - Temporary Professional Employee	FT	Psychologist - Professional Employee	FT	01-15-2020
Rzodkiewicz, Amy	Ft. Couch	Special Ed Teacher	FT	Personal Leave beginning 12-3-2019	Leave	12-03-2019 through 12-20-2019
Stringe, Tracey	High School	Secretary	FT	Secretary	Leave	01-06-2020
Williams, Roberts	Bus Garage	Transportation Supervisor	FT	Bus Driver	PT	02-03-2020

Reappointment

Staff Name	Location	Current Assignment	Current Assignment Status
Aguglia, Bill	High School	Head Varsity Softball Coach	ECA
Avon, Andy	High School	Boys JV Lacrosse Assistant Coach	ECA
Beall, James	High School	Assistant Baseball Coach	ECA
Bowers, Andrew	High School	Boys JV Lacrosse Head Coach	ECA
Capers, Wayne	High School	Football Spring Conditioning	ECA
Chafee, Dan	High School	Assistant Baseball Coach	ECA
Chafee, Greg	High School	Assistant Baseball Coach	ECA
Christy, Kyle	High School	Boys Varsity Lacrosse Goalie Coach	ECA

Comfort, Karlie	High School	Assistant Varsity Softball Coach	ECA
Corr, Pat	High School	Football Spring Conditioning	ECA
Cosgrove, Matt	High School	Assistant HS Track & Field Coach	ECA
Donati, Jeff	High School	Football Spring Conditioning	ECA
Ficorilli, Josh	High School	Head Boys Volleyball	ECA
Flinter, Jack	High School	Boys Varsity Lacrosse Offensive Coordinator	ECA
Froelich, Keith	High School	Assistant Boys Tennis	ECA
Frolini, Dominick	High School	Assistant HS Track & Field Coach	ECA
Gannon, Pat	High School	Assistant Baseball Coach	ECA
Henderson, Matthew	Boyce Middle	Spring Musical Technical Director	ECA
Laffey, Bri	High School	Head Girls Lacrosse	ECA
Lehman, Craig	High School	Assistant Boys Volleyball	ECA
Lloyd, Gordon	High School	Boys Varsity Lacrosse Coach / Face Off Specialist	ECA
Malarkey, Jerry	High School	Head Baseball Coach	ECA
Morton, Shawn	High School	Football Spring Conditioning	ECA
Nuri, Molly	High School	Assistant Girls Lacrosse	ECA
Petrick, Doug	High School	Head HS Track & Field Coach	ECA
Rice, David	High School	Boys Varsity Lacrosse Assistant Coach	ECA
Robbins, Tim	High School	Football Spring Conditioning	ECA
Romain, Brandon	High School	Head Boys Tennis	ECA
Shafrath, Gerritt	High School	Boys Varsity Lacrosse Assistant Coach	Volunteer
Simmers, Emma	High School	Assistant Girls Lacrosse	ECA
Stafan, Brian	High School	Boys JV Lacrosse Assistant Coach	Volunteer
Stilley, Tom	High School	Football Spring Conditioning	ECA
Wagner, Greg	High School	Assistant HS Track & Field Coach	ECA
Yarosh, John	High School	Assistant HS Track & Field Coach	ECA
Yates, Brian	High School	Boys Varsity Lacrosse Head Coach	ECA

Retirement

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date
Hoedeman, Kathleen	Boyce	1.0 Elementary Teacher	FT	Last day of Teacher Responsibility for 2019-2020 school year

Resignation

Staff Name	Location	Current Assignment	Effective Date
Bruns, Jayne	N/A	Secretary/Teacher Aide/Attendant	01-08-20
Caragein, Chrissy	High School	Assistant Track & Field Coach	01-13-20
Davis, Stacey	N/A	Secretary/Teacher Aide/Attendant	01-08-20
Dean, Kirk	Substitute	Substitute Security Guard	12-12-19
Fox, Paul	Substitute	Substitute Teacher	01-27-20
Grace,Dianne	Boyce	Nutrition Center Worker	1-30-20
Karsner, Kevin	Ft Couch	Assistant Middle School Wrestling Coach	10-23-19
Kelley, Zachary	Ft Couch	Head Middle School Wrestling Coach	10-23-19

Kohnfelder, Natalie	Substitute	Substitute Teacher	01-10-20
Lang, Richard	Substitute	Substitute Certified Teacher	12-20-20
Murray, Kristina	High School	Nutrition Center Worker	12-8-19
Podrasky, Dorothy	Bus Garage	Bus Attendant	1-3-20
Quinlan, Martina	High School	Nutrition Center Worker & Substitute Custodian	1-2-20
Stile, Elizabeth	High School	Nutrition Center Worker	12-2-19

TO: Board of School Directors

Date: January 13, 2020

FROM: Dr. Sharon Suritsky
Dr. Judy Bulazo
Mrs. Amy Pfender

Subject: 2019-2020
Fast Track Recommendations

	Requires Board Approval	For Your Information
All Curricular Areas		
Adjust year-long, credit-bearing course integrating service learning and social entrepreneurship to a semester-long course.	✓	
English Language Arts - HS		
Adopt <i>The Turtle of Oman</i> by Naomi Shihab Nye and <i>Before We Were Free</i> by Julia Alvarez as supplemental texts for ESL Strategies in the second semester.	✓	
Revise the core resources for the Spring semester of AP Literature & Composition 12 to align with the newly released AP College Board unit recommendations.	✓	
Formalize a supplemental reading program in Academic English 9 by adopting the novels <i>Lord of the Flies</i> , <i>Animal Farm</i> , and play <i>A Raisin in the Sun</i> .	✓	
Pilot a revision of core resources in the Writing for Self-Reflection Unit in Academic English 11.		✓
Adopt <i>Hit Makers: The Science of Popularity in an Age of Distraction</i> for second semester of AP English Language.	✓	
Offer a new online video communication course, Video Media Essentials.	✓	

TO: Board of School Directors

Date: January 13, 2020

FROM: Dr. Sharon Suritsky
Dr. Judy Bulazo

Subject: 2019-2020
Fast Track Recommendations

	Requires Board Approval	For Your Information
English Language Arts - MS Continue textual evaluations for grades 5-8 based on reading level, interest level and big ideas.	✓	
Pilot use of supplemental grammar resource.		✓
Expressive Arts Examine the Family and Consumer Science Program at Boyce to determine potential content enhancements and changes.		✓
Guidance Utilize the College Board established Wednesday testing date.	✓	
Math Offer College in HS Statistics through University of Pittsburgh.	✓	
Music Redesign Jazz Course by piloting two new courses, <i>Jazz Lab Ensemble</i> and <i>Honors Jazz</i> .	✓	
Science Pilot new STEAM course called <i>Technology Now and Tomorrow</i> .	✓	

TO: Board of School Directors

Date: January 13, 2020

FROM: Dr. Sharon Suritsky
Dr. Judy Bulazo

Subject: 2019-2020
Fast Track Recommendations

	Requires Board Approval	For Your Information
Adjust <i>Introduction to Architecture</i> and <i>Advanced Architecture</i> from full year to semester courses.	✓	
Research PBL course. Credits for Science and English Language Arts.		✓
Social Studies Pilot a 10 th grade course, " <i>Shaping the Modern World</i> ".	✓	
Study potential for semester-long, elective dedicated to teaching the Holocaust.		✓
Student Support Services Pilot the SMARTS program with students that have been identified.		✓
World Language Rename International Studies I and II to Intercultural Studies I and II.	✓	
Offer an AP Chinese course as an independent study option.	✓	
Provide honors designation to the Chinese 4 course.	✓	

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UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020



Name: HSLT **Level:** High School

Area: HSLT / Interdisciplinary Studies **Date:** January 6, 2020

Curriculum Recommendation

Adjust the year-long, credit-bearing course integrating service learning and social entrepreneurship to a semester-long course.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. This recommendation follows a study conducted in the summer of 2018 to research the potential for a service learning course at the secondary level.
2. A revision to the length of the course (from yearlong to semester) reflects (a) expressed and perceived need in terms of student scheduling and (b) alignment with other electives of a similar nature.
3. This recommendation supports the approved HSLT goal to “inject an entrepreneurial spirit of innovation, collaboration, and problem-solving in student programs including leadership academies, STEAM, and more.”

1. Seek administrative approval.
2. Update the *Program of Studies*.

Approved

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020



Name: HSLT **Level:** High School

Area: HSLT / Interdisciplinary Studies **Date:** January 6, 2020

Curriculum Recommendation

(Continued 2 of 2) Adjust the year-long, credit-bearing course integrating service learning and social entrepreneurship to a semester-long course.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. This recommendation coincides with the current high school initiative to incorporate Project-Based Learning (PBL) into classroom curriculum. High-quality PBL enables students to master academic content and skills, develop skills necessary for future success, and build personal agency needed to tackle life's and the world's challenges. The course framework would be designed around the six elements of successful PBL: intellectual challenge and accomplishment, authenticity, public product, collaboration, project management, and reflection.	1. Seek administrative approval. 2. Update the <i>Program of Studies</i>.		Approved

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020

Name: Lauren Madia and Melissa Tungate

Level: High School

Area: English Language Arts

Date: November 19, 2019

Curriculum Recommendation

1. Adopt a *The Turtle of Oman* by Naomi Shihab Nye and *Before We Were Free* by Julia Alvarez as supplemental texts for ESL Strategies in the second semester.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. *The Turtle of Oman* and *Before We Were Free* engage students in high-interest reading, examining pre-immigration stories. These texts also serve as models in writing immigration stories.
2. These books are appropriate reading level for students, increasing the amount of reading completed in English. Students will also be exposed to highly utilized Tier 2 vocabulary words in the texts.
3. Adding these two texts as supplemental options allows for flexibility in designing appropriate instruction for ESL students.
4. *Before We Were Free* received the Pura Belpre Award in 2004.
5. *The Turtle of Oman* received many awards, including the Kirkus Reviews Best Books of 2014, IRA Notable Books for a Global Society 2015, NCTE Charlotte Huck Award for Outstanding Fiction for Children in 2015, and Horn Book Fanfare List: Best Books of 2014, Fiction.

1. Seek administrative approval.
2. Purchase copies of the texts.
3. Implement teaching these texts in the second semester.

None-
Title III funds
used to
purchase
texts.

Approved.

Adding texts that are accessible to ESL students and align with the English curriculum should create both meaningful and rigorous learning opportunities.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: Melissa Tungate

Level: High School

Area: English Language Arts

Date: November 19, 2019

Curriculum Recommendation

2. Revise the core resources for the Spring semester of AP Literature & Composition 12 to align with the newly released AP College Board unit recommendations

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
- The current curriculum includes five long fiction/drama units, two short fiction units, and three poetry units. The College Board recommends three poetry units, three short fiction units, and three long fiction/drama units. - Move <i>Macbeth</i> from a core text to a supplemental option. - The AP Literature & Composition 12 course should expose students to fiction from different time periods, and there is already one work by Shakespeare as a core text. - Students in the AP Literature & Composition 12 class read <i>Hamlet</i> by William Shakespeare as a core text and write a short thematic analysis paper on the play. <i>Hamlet</i> is also more complex than <i>Macbeth</i>, and therefore <i>Hamlet</i> is more appropriate to the AP Literature curriculum. - By moving this play to a supplemental option, students have time to read short fiction, which is an essential part of the AP Literature & Composition course.	- Seek administrative approval. - Revise Rubicon Atlas. - Add <i>Macbeth</i> and <i>Heart of Darkness</i> to the supplemental reading list. - Print free online copies of "A Temporary Matter." - Begin implementation in Spring 2020.	No cost	Approved. This is the logical next phase in the separation of the AP Literature and AP Language courses.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: Melissa Tungate

Level: High School

Area: English Language Arts

Date: November 19, 2019

Curriculum Recommendation

(Continued 2 of 3) - Revise the core resources for the Spring semester of AP Literature & Composition 12 to align with the newly released AP College Board unit recommendations

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

3. Move *Heart of Darkness* from a core text to a supplemental option.
- The course currently has five core works of long fiction/drama and only two units of short fiction. Moving *Heart of Darkness* to a supplemental option allows more time for another short fiction unit.
 - *Heart of Darkness* was published in 1899, and the course already offers students two core works of literature from the late nineteenth century.

1. Seek administrative approval.
2. Revise Rubicon Atlas.
3. Add *Macbeth* and *Heart of Darkness* to the supplemental reading list.
4. Print free online copies of "A Temporary Matter."
5. Begin implementation in Spring 2020.

Approved.

This is the logical next phase in the separation of the AP Literature and AP Language courses.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: Melissa Tungate

Level: High School

Area: English Language Arts

Date: November 19, 2019

Curriculum Recommendation

(Continued 3 of 3) - Revise the core resources for the Spring semester of AP Literature & Composition 12 to align with the newly released AP College Board unit recommendations

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

4. Adopt “A Temporary Matter” by Jhumpa Lahiri to a core short story unit.

- The AP Literature & Composition 12 course requires students to read and analyze short fiction and literature from a variety of time periods.
- Jhumpa Lahiri’s story is part of a Pulitzer Prize-winning collection of short stories, *Interpreter of Maladies*, and allows students to practice working on a number of skills the students must master in this course, provided by College Board.

1. Seek administrative approval.
 2. Revise Rubicon Atlas.
 3. Add *Macbeth* and *Heart of Darkness* to the supplemental reading list.
 4. Print free online copies of “A Temporary Matter.”
- Begin implementation in Spring 2020.

Approved.

This is the logical next phase in the separation of the AP Literature and AP Language courses.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2016-2017

Name: Melissa Tungate

Level: High School

Area: English Language Arts

Date: November 19, 2019

Curriculum Recommendation

3. Formalize a supplemental reading program in Academic English 9 by adopting the novels *Lord of the Flies* by William Golding, *Animal Farm* by George Orwell and the play *A Raisin in the Sun* by Lorraine Hansberry.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. Currently, students self-select texts to read as supplemental options throughout the course of the year. In order to ensure that students have exposure to the literary canon as well as self-selected texts, restructuring provides balance.
2. As Academic English 9 is a genre study, adding the two novels exposes students to additional genres of fiction, including satire and parody. These texts expand reading opportunities.
3. Both novels appear on the College Board's list of Recommended Books for College-Bound Readers.
4. Further, as a genre study, adding a 20th century play allows students to compare and contrast a modern dramatic piece with a Shakespearean work (*Romeo and Juliet*).
5. Playwright Hansberry diversifies the curriculum with a multicultural, female voice.

1. Seek administrative approval.
2. Revise Rubicon Atlas.
3. Coordinate sharing of books with Honors English 9.
4. Collaborate with the Social Studies Department to discuss opportunities for cross-curricular work.

Order additional texts as necessary

Approved.

Refining this part of the ninth grade academic English programming will provide significant benefits to students.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Melissa Tungate

Level: High School

Area: English Language Arts

Date: November 19, 2019

Curriculum Recommendation

(Continued 2 of 2) - Formalize a supplemental reading program in Academic English 9 by adopting the novels *Lord of the Flies* by William Golding, *Animal Farm* by George Orwell and the play *A Raisin in the Sun* by Lorraine Hansberry.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

6. Adding varied, full-length works will help deepen student experience with themes relevant to the core English curriculum and provide opportunities for cross-curricular exploration with Social Studies.
7. The three texts have already been approved for Honors English 9 in either core or supplemental and will provide Academic learners with a more thorough foundation for college and career success.
8. Some of these texts also provide ability for cross-curricular work with Social Studies and the newly-created Shaping the Modern World course for ninth graders.

1. Seek administrative approval.
2. Revise Rubicon Atlas.
3. Coordinate sharing of books with Honors English 9.
4. Collaborate with the Social Studies Department to discuss opportunities for cross-curricular work.

Approved.

Refining this part of the ninth grade academic English programming will provide significant benefits to students.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: Melissa Tungate

Level: High School

Area: English Language Arts

Date: November 19, 2019

Curriculum Recommendation

3. Pilot a revision of core resources in the Writing for Self-Reflection Unit in Academic English 11.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. The inclusion of the genre of poetry creates a more comprehensive curriculum. Poetry is a more accessible vehicle than the novel for the unit's objectives for students to study and to write with an emphasis on resiliency. Also, the current curriculum does not include poetry as core content.
2. Reading and writing poetry fosters higher level literacy, critical thinking, emotional intelligence, and abstract thinking. Contemporary poetry can introduce diverse voices and content and so has the potential to engage more students.
3. The current core resource, *The Catcher in the Rye* by J.D. Salinger, contains themes, subject matter, and language that carry less relevance for today's learners. Poetry provides an open-ended opportunity for students to acquire content as well as to engage in substantive self-reflection.

1. Seek administrative approval.
2. Create unit plan and update Rubicon Atlas.
3. Select poems from various free online sites that address the unit objectives.
4. Begin implementation Spring 2020.

No cost

Approved.

Continuing to refine resources to meet student needs and interests is a worthy goal.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: Melissa Tungate

Level: High School

Area: English Language Arts

Date: November 19, 2019

Curriculum Recommendation

4. Adopt *Hit Makers: The Science of Popularity in an Age of Distraction* by Derek Thompson for the second semester of AP English Language.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. The second semester of AP English Language currently includes no longer texts to supplement the study of shorter nonfiction pieces from the approved textbook.
2. *Hit Makers: The Science of Popularity in an Age of Distraction* supports the goal of the course and fits into a planned unit on Popular Culture. The author Derek Thompson explores the history and psychology behind why and how things become popular, lending itself to a focused study of how he shapes his argument and the evidence he uses to do so, fulfilling standards set by AP College Board.
3. This contemporary text is written in an engaging style and appeals to student interests. The text also earned Book of the Year Selection by the Library Journal.

1. Seek administrative approval.
2. Purchase copies of the text.
3. Create unit plan and update Rubicon Atlas.
4. Begin implementation Spring 2020.

\$10.39 X 30
copies =
\$311.70

Approved.

This text fits well with the thematic unit for which it is being recommended and should be of high interest to students.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: Melissa Tungate

Level: High School

Area: English Language Arts

Date: November 19, 2019

Curriculum Recommendation

5. Offer a new online video communications course, *Video Media Essentials*, that will appeal to students interested in learning skills needed to enhance academic, personal, public service, and/or professional presentations.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. Video skills have become critical to professional presentations and to enhancing general communications in academics, business, and everyday life. Student access to simple video tools has increased their use of and interest in integrating video into their communications.

2. Creating an online option would allow for students with scheduling conflicts or fuller schedules to take a course that would allow them to gain the video communication and presentation skills that have become increasingly important in our digital world. Offering this course in an online format, with an option for self-pacing, also provides students with flexibility related to overall academic demands. This offering would also fulfill the technology content requirement for MYP students.

1. Seek Administrative approval.
2. Create course unit plans and update Rubicon Atlas.
3. Revise the current Intro to Video course objectives, assignments, and assessments (rubrics) to reflect an online course and the personalization described in the rationale.
4. Create the course in Canvas in an online format.
5. Purchase related video software package compatible with student Chromebooks and provide teacher training on the software.
6. Include *Video Communication Essentials* in the program of studies and plan to promote course to students.
7. Implementation of the course in the Fall of 2020.

WeVideo,
\$6,000 yearly
subscription

Teacher
training
\$1400

Total \$7,400

Approved.

Providing an online option for this course should provide more students with the option to take this course and develop these increasingly important skills.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: Melissa Tungate **Level:** High School

Area: English Language Arts **Date:** November 19, 2019

Curriculum Recommendation

(Continued 2 of 2) Offer a new online video communications course, *Video Media Essentials*, that will appeal to students interested in learning skills needed to enhance academic, personal, public service, and/or professional presentations.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

3. Assignments in the online version of the course would be those that could be completed individually or with a partner. Though the skills required in each project would remain consistent for each student and progress accordingly, the topics of the projects would be centered around student choice with flexibility on due dates. This would allow students to use their assignments in presentations for other classes, MYP projects, clubs, activities, student council promotions or for any personal projects of interest to the student.

1. Seek Administrative approval.
2. Create course unit plans and update Rubicon Atlas.
3. Revise the current Intro to Video course objectives, assignments, and assessments (rubrics) to reflect an online course and the personalization described in the rationale.
4. Create the course in Canvas in an online format.
5. Purchase related video software package compatible with student Chromebooks and provide teacher training on the software.
6. Include *Video Communication Essentials* in the program of studies and plan to promote course to students.
7. Implementation of the course in the Fall of 2020.

Approved.

Providing an online option for this course should provide more students with the option to take this course and develop these increasingly important skills.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018

Name: Kate Ruth **Level:** Middle School

Area: English Language Arts **Date:** November 21, 2019

Curriculum Recommendation

Continue to evaluate and select core texts in grades 5-8 in order to address needs related to reading levels, interests, genre, developmentally appropriate topics, representation of diversity and inclusivity, promotion of empathy, and contemporary and classic interdisciplinary connections.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
- Numerous texts have been piloted and adopted since spring 2013 in grades 5-8. Selection and sequencing of these texts has occurred over the past years, most recently as a component of a spring 2017 curriculum recommendation. - The pairing and sequencing of titles has led to the identification of potential needs to adjust pairings and/or sequencing in order to expose students to a range of genres through rigorous and engaging texts. In addition, there has been an identified need for titles that represent diverse characters and promote inclusivity. - This process has led to the need for continued review of some novels and pairings in grades 5-8. - To this end, teachers in grade 7 have reviewed two novels they would like to pilot in Q3: <i>Refugee</i> by Alan Gratz and <i>We Are Displaced</i> by Malala Yousafzai.	- Seek administrative approval. - Conduct pilot. - Continue ongoing discussion about and reading of potential new titles. - If new titles are identified to pilot in Q1 and/or Q2 of SY 2020-2021, present them as part of a Spring 2020 Curriculum Recommendation. - Evaluate additional titles to pilot and approve for use through a summer work project.	Up to 12 hours of summer work time. 7th grade teacher work day to develop materials = 3 substitutes x \$100 each = \$300 Cost of new novels for Q3: \$3800	Approved for pilot and evaluation. Consideration of the rigor of text, match with curriculum objectives, and developmentally appropriate content should be the critical components of this evaluation. Consultation with the School Counseling Department and Student Support Services staff should be utilized in this process.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019

Name: Kate Ruth

Level: Middle School

Area: English Language Arts

Date: November 21, 2019

Curriculum Recommendation

Pilot the use of a supplemental grammar resource.

Reason(s) for Recommendation

1. As teachers continue to look for ways to customize students' learning experiences based upon their individual needs, grammar instruction has been identified as an area that is well suited to students' independent practice and mastery at their own individual levels.
2. Numerous programs and applications have been used to enhance grammar instruction and practice, though many have not met the needs of students. Teachers have expressed great interest in finding applications that allow for customization and engaging and effective independent practice.
3. As part of a Spring 2016 curriculum recommendation, NoRedInk was piloted. NoRedInk's premium paid version contains components that offer practice, remediation, and assessment of grammatical concepts. (Grades 5-8)

Implementation Steps

1. Seek administrative approval.
2. Implement a pilot from January - June of 2020 to determine if NoRedInk meets students' and teachers' needs.
3. Based upon the 2020 pilot, determine if a Spring 2020 Curriculum Recommendation to continue program use is warranted.

Cost

Cost of NoRedInk Premium access for all students in grades 5-8 = \$9,600

Administrative Reaction

Approved.

Resources that address and match content needs and provide for differentiation are those that meet District goals.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Dan O'Rourke, Carolyn Cusick, Judy Bulazo

Level: Middle School

Area: Family and Consumer Science

Date: Fall 2019

Curriculum Recommendation

Examine the Family and Consumer Science Program at Boyce to determine potential content enhancements and changes.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. The PA Academic Standards for Family and Consumer Science (FACS) include a broad range of areas that are important to enhancing students' abilities to live and work. These areas include Financial and Resource Management, Balancing Family, Work, and Community Responsibilities, Food Science and Nutrition, and Child Development. The skills addressed in each of these areas focus on building stronger families, communities, careers, and lives.
2. The standards include developmentally appropriate skills for elementary, middle school, and high school levels. In our District, Family and Consumer Science is only taught to all students at the middle school level with electives offered at the high school. In the recent past, middle school instructional staff has been reduced. Both of these factors contribute to the timeliness of reexamining and determining the critical content to be offered at the middle school level.

1. Seek administrative approval.
2. Establish a small committee to examine the standards, interdisciplinary connections, and the ways in which FACS programming can support District goals. Determine the general content that should be addressed at the middle school level.
3. Based on identified content, student needs, and scheduling parameters, determine the best placement for FACS coursework at the middle school level.
4. Develop course outlines and begin to develop units using the Understanding by Design framework.
5. Make recommendations for change through the spring curriculum development process.

Approved.

This is a necessary and exciting step in updating and advancing programming in this area.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Dan O'Rourke, Carolyn Cusick, Judy Bulazo

Level: Middle School

Area: Family and Consumer Science

Date: Fall 2019

Curriculum Recommendation

(Continued 2 of 2) Examine the Family and Consumer Science Program at Boyce to determine potential content enhancements and changes.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

3. The standards for FACS curriculum provide the opportunity for an incredible amount of interdisciplinary connections with core subject areas. In addition, the District's continued focus on college and career readiness skills, as well as student wellness, provides further rationale for the importance of this coursework, determining the best placement for the course at the middle school level, and the critical content that should be addressed.

1. Seek administrative approval.
2. Establish a small committee to examine the standards, interdisciplinary connections, and the ways in which FACS programming can support District goals. Determine the general content that should be addressed at the middle school level.
3. Based on identified content, student needs, and scheduling parameters, determine the best placement for FACS coursework at the middle school level.
4. Develop course outlines and begin to develop units using the Understanding by Design framework.
5. Make recommendations for change through the spring curriculum development process.

Approved.

This is a necessary and exciting step in updating and advancing programming in this area.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Jennifer Kirk **Level:** High School

Area: Counseling **Date:** 11/19/19

Curriculum Recommendation

Utilize the College Board established Wednesday testing date for the PSAT/NMSQT and test all junior students.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
- The PSAT/NMSQT is a practice version of the SAT. The online PSAT score reports provide detailed feedback for each question including the correct answer, the student answer, the difficulty level, and the subscore/cross-test scores related to that question. This information allows students to better prepare for both the SAT and ACT. - PSAT/NMSQT scores (for juniors) are automatically sent to the National Merit Scholarship Corporation, the National Hispanic Recognition Program, the National Scholarship Service, and the Telluride Seminar Scholarships. In addition, College Board partners with groups such as the Asian & Pacific Islander American Scholarship Fund, the Cobell Scholarship (awarded by Indigenous Education, Inc.), and The Jackie Robinson Foundation to connect test takers with scholarships based on their test scores. - The College Board allows one testing PSAT/NMSQT date each school year.	- Administrative Approval - Manage registration of PSAT/NMSQT - Manage schedule and additional logistics via a committee for testing on October 14, 2020. - Test on October 14, 2020.	325 students x \$17= \$5,525	Approved. An analysis should be conducted after the first year to assess the extent to which this process meets the intended goals and the needs of students.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Jennifer Kirk **Level:** High School

Area: Counseling **Date:** 11/19/19

Curriculum Recommendation

(Continued 2 of 2) - Utilize the College Board established Wednesday testing date for the PSAT/NMSQT and test all junior students.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. The College Board identifies the Wednesday test date as the Primary test date. 5. In 2019, 187 juniors and 158 sophomores took the PSAT/NMSQT. 6. Each year, students are unable to take the PSAT/NMSQT due to conflicts with sports events and other extracurricular events on the Saturday test date. 7. Senate Bill 1095, which was signed into law by Governor Tom Wolf on October 24, 2018, shifts Pennsylvania's reliance on high stakes testing as a graduation requirement to provide alternatives for high school students to demonstrate readiness for postsecondary success. Students can meet statewide requirements by: Earning a passing grade on the courses associated with each Keystone Exam, and satisfactorily complete one of the following: an alternative assessment (SAT, PSAT, ACT, ASVAB, Gold Level ACT WorkKeys)	1. Administrative Approval 2. Manage registration of PSAT/NMSQT 3. Manage schedule and additional logistics via a committee for testing on October 14, 2020. 4. Test on October 14, 2020.		Approved. An analysis should be conducted after the first year to assess the extent to which this process meets the intended goals and the needs of students.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020



Name: Corey Langley and Steve Miller **Level:** High School

Area: Mathematics **Date:** 11/19/2019

Curriculum Recommendation

To offer College in High School Statistics (STAT 0200) credit through The University of Pittsburgh for students in Academic Statistics for the 2020-21.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Statistical literacy is a growing need across a variety of disciplines. The ability to work with and understand data is very important in today's job market. Education Week published an article, "Calculus Is the Peak of High School Math. Maybe It's Time to Change That", which supports the need for more students taking statistics in high school. 2. The content in Academic Statistics is college-level introductory statistics and students deserve to be given the opportunity to earn college credit for completing that work. 3. Providing this course would expand our existing and already successful College in High School (CHS) programming. Our existing CHS courses have been beneficial for students and this course would give students who want to earn college credit for math courses other than Calculus an option.	1. Seek Administrative Approval 2. Update the Program of Studies 3. Update Rubicon Atlas to include modifications. 4. Approve and train one math teacher to teach the CHS course through the University of Pittsburgh 5. Provide summer hours for course modifications 6. Purchase textbooks approved by Pitt.	12 hours * \$30.20 = \$362.40 90 books * \$50/book = \$4500	Approved. This recommendation supports ongoing efforts to provide opportunities for students to receive college credits in high school.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020



Name: Corey Langley and Steve Miller **Level:** High School

Area: Mathematics **Date:** 11/19/2019

Curriculum Recommendation

(Continued 2 of 2) - To offer College in High School Statistics (STAT 0200) credit through The University of Pittsburgh for students in Academic Statistics for the 2020-21.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

4. The existing curriculum in Academic Statistics correlates very well with the curriculum in the CHS course (STAT 0200 Basic Applied Statistics). The modifications required to offer Academic Statistics as a CHS course would be minimal and would not affect the profile of the student who is currently served by this course.

1. Seek Administrative Approval
2. Update the Program of Studies
3. Update Rubicon Atlas to include modifications.
4. Approve and train one math teacher to teach the CHS course through the University of Pittsburgh
5. Provide summer hours for course modifications
6. Purchase textbooks approved by Pitt.

Approved.

This recommendation supports ongoing efforts to provide opportunities for students to receive college credits in high school.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: John Seybert **Level:** High School

Area: Music **Date:** November 2019

Curriculum Recommendation

Redesign the jazz course trajectory for the 2020-21 school year by developing and piloting two new courses, *Jazz Lab Ensemble* and *Honors Jazz Ensemble* to replace Jazz Ensemble II and Jazz Ensemble I.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The current progression of courses in the area of jazz performance ensembles, is for students to progress through Jazz Ensemble II, the entry level course, to Jazz Ensemble I, the higher level jazz course, regardless of performance skills or level of commitment to advancement or future study of music. Creating a course to replace Jazz Ensemble I would provide rigor and challenge for students who have the desire to specialize in the area of music and have a strong desire and commitment to advancing their knowledge of music and their performance skills.	1. Seek administrative approval. 2. Share and revise course description and syllabus. 3. Create units of study utilizing the Understanding by Design framework. 4. Establish Audition protocol and assessment procedures. 5. Develop a communication plan to inform students of these changes.		Approved. Providing opportunities for advanced coursework in the performing arts is an exciting endeavor and one that should be monitored to assure opportunities and success for all levels of students.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: John Seybert **Level:** High School

Area: Music **Date:** November 2019

Curriculum Recommendation

(Continued 2 of 4) Redesign the jazz course trajectory for the 2020-21 school year by developing and piloting two new courses, ***Jazz Lab Ensemble*** and ***Honors Jazz Ensemble*** to replace Jazz Ensemble II and Jazz Ensemble I.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

2. The Honors Jazz Ensemble course would target students with significant jazz experience (Grades 9-12) allowing them to become highly conversant with complex harmonic structures; the professional jazz scene and its icons; improvise over various forms, keys, and styles; and compose or arrange for chamber groups. As an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances would serve as a culmination of specific instructional goals. Students would be required to participate in rehearsals and performances outside of the school day to support, extend, and assess learning in the classroom.

1. Seek administrative approval.
2. Share and revise course description and syllabus.
3. Create units of study utilizing the Understanding by Design framework.
4. Establish Audition protocol and assessment procedures.
5. Develop a communication plan to inform students of these changes.

Approved.

Providing opportunities for advanced coursework in the performing arts is an exciting endeavor and one that should be monitored to assure opportunities and success for all levels of students.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: John Seybert **Level:** High School

Area: Music **Date:** November 2019

Curriculum Recommendation

(Continued 3 of 4) Redesign the jazz course trajectory for the 2020-21 school year by developing and piloting two new courses, ***Jazz Lab Ensemble*** and ***Honors Jazz Ensemble*** to replace Jazz Ensemble II and Jazz Ensemble I.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. Honors Jazz Ensemble would be an audition based course. Selection criteria would be based on standards established by.....Performance assessments would be used to assess skill development and would be based on growth, while other assessments would be used to measure understanding in the areas of aural skills, music theory, listening, and research. Rubrics used for assessments would be ones upon which students would be provided feedback related to national performance standards. Students would then have the ability to compare themselves to other performers on a national level. 4. The lack of honors designation in the area of music has caused some talented musicians to <i>decide not to pursue music</i> coursework. They elect to take honors or AP courses in other areas to show a rigorous course schedule to create competitive college applications.	1. Seek administrative approval. 2. Share and revise course description and syllabus. 3. Create units of study utilizing the Understanding by Design framework. 4. Establish Audition protocol and assessment procedures. 5. Develop a communication plan to inform students of these changes.		Approved. Providing opportunities for advanced coursework in the performing arts is an exciting endeavor and one that should be monitored to assure opportunities and success for all levels of students.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: John Seybert **Level:** High School

Area: Music **Date:** November 2019

Curriculum Recommendation

(Continued 4 of 4) Redesign the jazz course trajectory for the 2020-21 school year by developing and piloting two new courses, ***Jazz Lab Ensemble*** and ***Honors Jazz Ensemble*** to replace Jazz Ensemble II and Jazz Ensemble I.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. All Jazz students will not select to perform or study at a higher level of rigor, but will have the desire to participate in a Jazz performance course for more than one year. For this reason, the Jazz II (the current entry level course), will also be replaced by a course that will be able to support students' performance development and growth over the course of their high school experience. 6. The creation of these courses will provide opportunity for a variety of music students' needs to be met.	1. Seek administrative approval. 2. Share and revise course description and syllabus. 3. Create units of study utilizing the Understanding by Design framework. 4. Establish Audition protocol and assessment procedures. 5. Develop a communication plan to inform students of these changes.		Approved. Providing opportunities for advanced coursework in the performing arts is an exciting endeavor and one that should be monitored to assure opportunities and success for all levels of students.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Kistler/Miller **Level:** 9-12

Area: Science/Tech Ed/Math **Date:** November 19, 2019

Curriculum Recommendation

To pilot a new STEAM course called Technology Now and Tomorrow that will present a survey of robotics, computer science and engineering for students in grades 9-12.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. One of the goals of public education is to provide students with the needed skills to succeed in the workplace. In our fast-paced world, knowing what skills students will need in the future is a very difficult task. The Future of Jobs Report, from the World Economic Forum, identifies key technologies that include data analytics, machine learning, virtual reality, 3D printing, and robotics as technologies that companies are most likely to incorporate in the near future. Providing exposure to these skills to a wide range of students will be one method to ensure that students are career ready. 2. Current course offerings provide instruction on these topics including Robotics, Computer Programming and Introduction to Engineering. It is recognized that although students may have an interest in these classes, they may be reluctant to commit to a full semester or a full year for each of these courses. With a very busy schedule in grades 9-11, students may not be able to enroll in these courses to explore them as career options.	1. Administrative approval. 2. Update the Program of Studies to describe the new survey course. 3. Inform students, parents and counselors of the change in the technology and computer science offerings. The introductory level robotics, computer science, and engineering courses will be combined into the survey classes. 4. Begin development of intermediate and advanced level courses in robotics, computer science and engineering to serve as next-level instruction following the Technology Now and Tomorrow survey class. 5. Provide summer workshop as well as PLC time to develop the curriculum for the Technology Now and Tomorrow class.	Summer Workshop time: 3 teachers x 30 hours @\$30.20 = \$2718	Approved. Allowing students to experience each of these STEAM areas should provide exposure to content that can inform students' decision-making related to future course selection.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Kistler/Miller **Level:** 9-12

Area: Science/Tech Ed/Math **Date:** November 19, 2019

Curriculum Recommendation

(Continued 2 of 2) - To pilot a new STEAM course called Technology Now and Tomorrow that present be a survey of robotics, computer science and engineering for students in grades 9-12.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. The Technology Now and Tomorrow class will provide an avenue for students to explore a series of mini-courses in technology including robotics, computer programming, and engineering. The survey class, with 12 weeks per topic, will serve as an introduction to each area and provide the base skills for further coursework. 4. A survey course creates a comfortable entry point for those students who may be unsure if they would embrace a course related to technology. It is hopeful that this course would reach a wider number of overall school population and serve as a beginning level of technology education. 5. The Technology Now and Tomorrow class would serve as a prerequisite for intermediate and advanced coursework in these topics.	1. Administrative approval. 2. Update the Program of Studies to describe the new survey course. 3. Inform students, parents and counselors of the change in the technology and computer science offerings. The introductory level robotics, computer science, and engineering courses will be combined into the survey classes. 4. Begin development of intermediate and advanced level courses in robotics, computer science and engineering to serve as next-level instruction following the Technology Now and Tomorrow survey class. 5. Provide summer workshop as well as PLC time to develop the curriculum for the Technology Now and Tomorrow class.		Approved. Allowing students to experience each of these STEAM areas should provide exposure to content that can inform students' decision-making related to future course selection.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020



Name: Kistler/Peskorski **Level:** 9-12

Area: Science & Technology **Date:** November 19, 2019

Curriculum Recommendation

Adjust Introduction to Architecture and Advanced Architecture from full year courses to semester courses.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The architecture course has been offered at Upper St. Clair High School for decades. In the past, students completed hand-drawn designs and gradually added the construction of models that were cut with hand-held knives and assembled with glue. Today's students are using complex 3-dimensional computer-aided modelling programs, laser engravers and 3D printers, the use of which has had a significant impact on the structure of the architecture course. The same content can be completed in a much shorter time period with the addition of technology. 2. Researching school districts around the greater Pittsburgh area has revealed that Upper St. Clair is the only district that still dedicates an entire year to each of these courses.	1. Administrative approval. 2. Update the Program of Studies to reflect the change. 3. Inform students, parents, and counselors of the change from full-year to semester offerings. 4. Conduct a careful and critical analysis of current course to develop a streamlined approach to the necessary content while developing teaching supplements and revising the curriculum.	Summer workshop: 30 hours @ \$30.20 per hours = \$906	Approved. Technological advances have significantly impacted the way in which students interact with these course concepts. Adjusting the pacing, based on these advancements, should provide students with the opportunity to ultimately choose advanced coursework in this area or the ability to explore other semester course options.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Kistler/Peskorski **Level:** 9-12

Area: Science & Technology **Date:** November 19, 2019

Curriculum Recommendation

(Continued 2 of 2) Adjust Introduction to Architecture and Advanced Architecture from full year courses to semester courses.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. A semester course would give more students an opportunity to fit Architecture into their tight schedules. A portion of the student body does not have room in their schedule to take a full year elective, so they are forced into taking “free mods” instead of exploring architecture as a point of interest or possible career path.	- Administrative approval. - Update the Program of Studies to reflect the change. - Inform students, parents, and counselors of the change from full-year to semester offerings. - Conduct a careful and critical analysis of current course to develop a streamlined approach to the necessary content while developing teaching supplements and revising the curriculum.	Summer workshop: 30 hours @ \$30.20 per hours = \$906	Approved. Technological advances have significantly impacted the way in which students interact with these course concepts. Adjusting the pacing, based on these advancements, should provide students with the opportunity to ultimately choose advanced coursework in this area or the ability to explore other semester course options.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Kistler/Tungate (DeWalt, Gouker, Hoburg)

Level: High School

Area: Science/English

Date: November 19, 2019

Curriculum Recommendation

To research and study a year-long, integrated Project-Based Learning (PBL) course combining Environmental Science and Literature for the 2021-2022 school year. This course would provide eleventh-grade students with credits for both Science and English Language Arts.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. In 2014, the US Department of Education unveiled the Employability Skills Framework, which outlined several skills important to the workplace, including soft skills that are not the traditional purview of any one academic discipline, such as “the ability to collaborate as a member of a team” and “systems thinking.” Similar soft skills also make up the College and Career Readiness component of Pennsylvania’s new Future Ready PA Index. Many of these skills, however, are only tangentially addressed by the district’s current curriculum. PBL targets many of these critical skills, while also encouraging in-depth knowledge of content.
2. The district also has, as part of its mission, the development of “life-long learners and responsible citizens for a global society,” which are values that PBL fosters.

1. Seek administrative approval.
2. Identify physical locations in the high school where the course will operate.
3. Research PBL and related instructional models for best practices.
4. Explore project ideas and driving questions and align them with academic and college and career readiness standards.
5. Draft a curriculum and instructional materials for the course including topics of study, rubrics, and other assessment tools with an eye toward meeting gold standards for PBL.
6. Create a course description for the *Program of Studies*.
7. Seek professional development opportunities for PBL best practices.

Approved.

The study related to this potential course focuses on the commendable instructional premises of content integration, study of real-world issues, and a problem-based approach to learning.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020



Name: Kistler/Tungate (DeWalt, Gouker, Hoburg) **Level:** High School

Area: Science/English **Date:** November 19, 2019

Curriculum Recommendation

(Continued 2 of 3) To research and study a year-long, integrated Project-Based Learning (PBL) course combining Environmental Science and Literature for the 2021-2022 school year. This course would provide eleventh-grade students with credits for both Science and English Language Arts.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

3. Environmental science is an area of potentially high interest for students. Given current events and an increased awareness of human interaction with our environment, this course would offer students the opportunity to dig deeply into topics of present day and provide necessary skills to participate in conversations about our future.
4. Studying literature through an Environmental Science lens allows students to explore themes of humans' interaction with and exploitation of nature, as well as provides opportunities to develop skills around research and writing on scientific topics.
5. This course provides students with the opportunity to read more nonfiction texts, building on skills such as identifying viable information sources and interpreting scientific data.

1. Seek administrative approval.
2. Identify physical locations in the high school where the course will operate.
3. Research PBL and related instructional models for best practices.
4. Explore project ideas and driving questions and align them with academic and college and career readiness standards.
5. Draft a curriculum and instructional materials for the course including topics of study, rubrics, and other assessment tools with an eye toward meeting gold standards for PBL.
6. Create a course description for the *Program of Studies*.
7. Seek professional development opportunities for PBL best practices.

Approved.

The study related to this potential course focuses on the commendable instructional premises of content integration, study of real-world issues, and a problem-based approach to learning.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020



Name: Kistler/Tungate (DeWalt, Gouker, Hoburg) **Level:** High School

Area: Science/English **Date:** November 19, 2019

Curriculum Recommendation

(Continued 3 of 3) To research and study a year-long, integrated Project-Based Learning (PBL) course combining Environmental Science and Literature for the 2021-2022 school year. This course would provide eleventh-grade students with credits for both Science and English Language Arts.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

6. Two separate reviews of the literature on PBL found that the type of learning experiences offered by PBL have proven to be highly engaging for students of all ability levels (*"Project-Based Instruction: A Review of the Literature on Effectiveness in Prekindergarten through 12th Grade Classrooms"* by Margaret Holm, 2011 and *"A Review of Research on Project-Based Learning"* by John W. Thomas, 2000).

1. Seek administrative approval.
2. Identify physical locations in the high school where the course will operate.
3. Research PBL and related instructional models for best practices.
4. Explore project ideas and driving questions and align them with academic and college and career readiness standards.
5. Draft a curriculum and instructional materials for the course including topics of study, rubrics, and other assessment tools with an eye toward meeting gold standards for PBL.
6. Create a course description for the *Program of Studies*.
7. Seek professional development opportunities for PBL best practices.

Approved.

The study related to this potential course focuses on the commendable instructional premises of content integration, study of real-world issues, and a problem-based approach to learning.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: Doug Kirchner

Level: High School

Area: Social Studies

Date: November 19, 2019

Curriculum Recommendation

Pilot a course for all 10th grade social studies students called “Shaping the Modern World 2” during the 2020-2021 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
- In the Spring of 2016, the district adopted a social studies curriculum recommendation, "Design and implement a skill and competency-based social studies framework" for students in grades 5-11. The newly proposed pilot course is the second in a planned roll out of three new core social studies courses at the high school level. It will serve as a continuation for students currently enrolled in Shaping the Modern World 1 in 9th grade. - Shaping the Modern World 2 reimagines our current 10th grade World History course by providing students with a more in-depth, year-long exploration of major world regions, interconnected systems, and global challenges.	- Seek administrative approval. - Update the Program of Studies to reflect the course offering for the 2020-2021 school year. - If necessary, present a recommendation in the spring for the course’s core text and supplemental resources. - Provide PLC/department meeting time this spring, along with summer workshop time for teachers. - Collaborate with colleagues from other disciplines (e.g ELA and World Language) to determine areas of overlap and potential interdisciplinary learning experiences. - Plan for additional curriculum recommendations for a subsequent “redesign” course 11th grade.	\$2,718* (3 teachers X 30 Change of Assignment hours at \$30.20)	Approved. It is exciting to see the implementation of the next phase of the comprehensive redesign of social studies programming at the high school level.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: Doug Kirchner

Level: High School

Area: Social Studies

Date: November 19, 2019

Curriculum Recommendation

(Continued 2 of 3) Pilot a course for all 10th grade social studies students called "Shaping the Modern World 2" during the 2020-2021 school year.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

3. In order to reach the mission of our USCSD social studies redesign to develop "civically engaged students" who "take an empowered role in their world," our students must know and understand the people, places, and cultures around them. Four essential questions will be addressed.

- Who are the people of this region?
- Why are the people of this region who they are?
- What are the modern challenges of this region?
- How are these regions interconnected?

4. Shaping the Modern World 2 is built on the multi-disciplinary approach of the C3 Framework, the curricular model of National Council for the Social Studies (NCSS). Students will explore the culture, history, physical geography, politics, and economics of major world regions.

1. Seek administrative approval.
2. Update the Program of Studies to reflect the course offering for the 2020-2021 school year.
3. If necessary, present a recommendation in the spring for the course's core text and supplemental resources.
4. Provide PLC/department meeting time this spring, along with summer workshop time for teachers.
5. Collaborate with colleagues from other disciplines (e.g ELA and World Language) to determine areas of overlap and potential interdisciplinary learning experiences.
6. Plan for additional curriculum recommendations for a subsequent "redesign" course 11th grade.

\$2,718* (3 teachers X 30 Change of Assignment hours at \$30.20)

Approved.

It is exciting to see the implementation of the next phase of the comprehensive redesign of social studies programming at the high school level.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Doug Kirchner

Level: High School

Area: Social Studies

Date: November 19, 2019

Curriculum Recommendation

(Continued 3 of 3) Pilot a course for all 10th grade social studies students called “Shaping the Modern World 2 during the 2020-2021 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. Creating a year-long, inquiry-based course will open up opportunities for new and more intentional cross-curricular collaboration among social studies, ELA and World Language, and other disciplines. In addition, the team-teaching model that has long been established by 10th grade social studies teachers could provide unique opportunities for customized lesson and unit design. 6. Project-based learning (PBL) will serve as a focal point of the course. For instance, students will investigate 21st century global challenges and their historical roots in and across world regions (e.g. socioeconomic, ecological, ideological). Analyzing issues as global citizens in 10th grade will aide students as they learn about "taking informed action" on issues that matter to them as American citizens throughout the intended 11th grade Civic Engagement course in 2021-22.	1. Seek administrative approval. 2. Update the Program of Studies to reflect the course offering for the 2020-2021 school year. 3. If necessary, present a recommendation in the spring for the course’s core text and supplemental resources. 4. Provide PLC/department meeting time this spring, along with summer workshop time for teachers. 5. Collaborate with colleagues from other disciplines (e.g ELA and World Language) to determine areas of overlap and potential interdisciplinary learning experiences. 6. Plan for additional curriculum recommendations for a subsequent “redesign” course 11th grade.		Approved. It is exciting to see the implementation of the next phase of the comprehensive redesign of social studies programming at the high school level.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Leah Humes and Doug Kirchner

Level: High School

Area: Social Studies

Date: November 19, 2019

Curriculum Recommendation

Study the potential to offer a semester-long social studies elective dedicated to teaching about the Holocaust, Human Rights, & Genocide using the interdisciplinary Light Initiative model that fuses the humanities with STEAM.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. Multiple studies have established that learning about the Holocaust engages intellectual curiosity, promotes responsible citizenship, facilitates critical thought, cultivates empathy and leads to personal growth.
2. The LIGHT Initiative's model transcends just teaching content about the Holocaust, Human Rights & Genocide. It is designed to prevent future atrocities, while building highly valuable STEAM skills.
3. The PA General Assembly strongly encourages schools to offer instruction in the Holocaust, genocide and other human rights violations per the passage of Act 70 in 2014.
4. Despite the established importance of studying the Holocaust, there is evidence that American adults increasingly lack such knowledge.

1. Seek administrative approval.
2. Provide PLC/department meeting time this spring, along with summer workshop time to conduct the course study, which could also include:
 - identifying stakeholders and building partnerships with USC colleagues across various disciplines.
 - arranging visits for stakeholders to visit area LIGHT Centers, classrooms or events.
 - considering possible options for a space that could serve as USC's humanities makerspace.
 - continuing to collaborate with LIGHT, Classrooms without Borders and other local organizations for ideas.

TBD

Summer workshop hours at \$30.20 for interested teachers

Approved.

The learning concepts and ideas proposed are critically important to creating engaged global citizens. Careful consideration should be given to the options in which these experiences can be provided to students.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Leah Humes and Doug Kirchner

Level: High School

Area: Social Studies

Date: November 19, 2019

Curriculum Recommendation

(Continued 2 of 2) Study the potential to offer a semester-long social studies elective dedicated to teaching about the Holocaust, Human Rights, & Genocide using the interdisciplinary Light Initiative model that fuses the humanities with STEAM.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

5. The creation of a Holocaust, Human Rights & Genocide course under the LIGHT Initiative could align with multiple USCSD initiatives, including *No Place for Hate* and the need for empathy building as demonstrated by Michele Borba's recent professional development session, STEAM education, interdisciplinary teaching strategies, customized learning, and project-based learning. Conducting a study will allow for the exploration of potential collaborative opportunities and partnerships inside and outside of USCSD.

1. Seek administrative approval.
2. Provide PLC/departement meeting time this spring, along with summer workshop time to conduct the course study, which could also include:
 - identifying stakeholders and building partnerships with USC colleagues across various disciplines.
 - arranging visits for stakeholders to visit area LIGHT Centers, classrooms or events.
 - considering possible options for a space that could serve as USC's humanities makerspace.
 - continuing to collaborate with LIGHT, Classrooms without Borders and other local organizations for ideas.

TBD

Summer workshop hours at \$30.20 for interested teachers

Approved.

The learning concepts and ideas proposed are critically important to creating engaged global citizens. Careful consideration should be given to the options in which these experiences can be provided to students.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020



Name: Shannon Dressler, Jennifer Kirk, Dan Zelenski **Level:** High School

Area: Student Support Services **Date:** Fall 2019

Curriculum Recommendation

Pilot the SMARTS program with students who have been identified through a screening process as needing this Tier 2 intervention due to executive function deficits.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
- Based on data from the 2018-19 school year, 67% of S3 referrals included academic concerns, most often related to homework and assignment completion. - In an effort to simplify the PLC/S3 student referral process, a new Student Concern Referral Form was created and is being utilized effective the 2019-20 school year. - As a result, Tier 1 supports are implemented formally for students through the general education curriculum. These Tier 1 supports are documented on the new Student Concern Referral Form. All data is reviewed using the Triage Team Process.	- Seek administrative approval. - Purchase secondary SMARTS online curriculum - Train SRC teachers to properly implement the SMARTS program and collect data for progress monitoring of these students. - Continue professional development trainings of all staff on executive functioning and Tier 1 and 2 supports in this area. - Attendance at MTSS Conference to continue professional developmental around using data to move students through the tiers. - Bi-weekly Planning meetings of MTSS Team throughout school year (2019-20 and 2020-21). - Attendance at MTSS webinar trainings as available.	SMARTS curriculum \$575 for full license Conference expenses approx \$1500 BRIEF protocols \$8/kid	Approved. Addressing supports for students in the area of executive functioning is a significant need and a needed next step that capitalizes on the momentum that has been established in creating a tiered and comprehensive approach to student support at the high school level.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Shannon Dressler, Jennifer Kirk, Dan Zelenski **Level:** High School

Area: Student Support Services **Date:** Fall 2019

Curriculum Recommendation

(Continued 2 of 6) Pilot the SMARTS program with students who have been identified through a screening process as needing this Tier 2 intervention due to executive function deficits.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. In order to provide additional Tier 1 support for student assignment and homework completion, the Structured Resource Center (SRC) was implemented during the 2019-20 school year. This has allowed assigned teachers to provide this support in a setting smaller than the Resource Center. 5. There are students who continue to struggle despite these interventions though, requiring a more intense Tier 2 intervention. More specifically, many students have shown weaknesses in executive functioning. 6. Implementing MTSS Tier 2 supports aligns with the USCSD Strategic Plan, specifically the High School Experience:	1. Seek administrative approval. 2. Purchase secondary SMARTS online curriculum 3. Train SRC teachers to properly implement the SMARTS program and collect data for progress monitoring of these students. 4. Continue professional development trainings of all staff on executive functioning and Tier 1 and 2 supports in this area. 5. Attendance at MTSS Conference to continue professional developmental around using data to move students through the tiers. 6. Bi-weekly Planning meetings of MTSS Team throughout school year (2019-20 and 2020-21). 7. Attendance at MTSS webinar trainings as available.		Approved. Addressing supports for students in the area of executive functioning is a significant need and a needed next step that capitalizes on the momentum that has been established in creating a tiered and comprehensive approach to student support at the high school level.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Shannon Dressler, Jennifer Kirk, Dan Zelenski

Level: High School

Area: Student Support Services

Date: Fall 2019

Curriculum Recommendation

(Continued 3 of 6) Pilot the SMARTS program with students who have been identified through a screening process as needing this Tier 2 intervention due to executive function deficits.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
- Establish a systematic process for teachers to collaborate, plan, and deliver instruction that is responsive to the unique needs of all learners. - Customize structures and learning opportunities to meet the academic and developmental needs of each learner by creatively using time, schedules, and resources. - Provide a comprehensive school experience in which students feel healthy, safe, engaged, supported, challenged, and empowered. 7. Research-based, data driven Tier 2 interventions are designed for a targeted population, typically about 15% of the student population, who are not successful with Tier 1 interventions. These students will be screened by the school psychologist to determine if true deficits exist in executive functioning.	- Seek administrative approval. - Purchase secondary SMARTS online curriculum - Train SRC teachers to properly implement the SMARTS program and collect data for progress monitoring of these students. - Continue professional development trainings of all staff on executive functioning and Tier 1 and 2 supports in this area. - Attendance at MTSS Conference to continue professional developmental around using data to move students through the tiers. - Bi-weekly Planning meetings of MTSS Team throughout school year (2019-20 and 2020-21). - Attendance at MTSS webinar trainings as available.		Approved. Addressing supports for students in the area of executive functioning is a significant need and a needed next step that capitalizes on the momentum that has been established in creating a tiered and comprehensive approach to student support at the high school level.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020



Name: Shannon Dressler, Jennifer Kirk, Dan Zelenski

Level: High School

Area: Student Support Services

Date: Fall 2019

Curriculum Recommendation

(Continued 4 of 6) Pilot the SMARTS program with students who have been identified through a screening process as needing this Tier 2 intervention due to executive function deficits.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

8. While there is an abundance of literature regarding MTSS implementation, "It is no surprise to secondary educators that implementation of Multi-Tier Systems of Supports (MTSS), still known in some places as Response to Intervention (RTI), lags behind their elementary counterparts."
9. Research conducted during the summer revealed minimal programs appropriate to address executive functioning skills at the secondary level. Nevertheless, the SMARTS program is evidence-based and does not require direct instruction from a teacher. This is important because teachers will be implementing this Tier 2 intervention as part of their assigned duty.

1. Seek administrative approval.
2. Purchase secondary SMARTS online curriculum
3. Train SRC teachers to properly implement the SMARTS program and collect data for progress monitoring of these students.
4. Continue professional development trainings of all staff on executive functioning and Tier 1 and 2 supports in this area.
5. Attendance at MTSS Conference to continue professional developmental around using data to move students through the tiers.
6. Bi-weekly Planning meetings of MTSS Team throughout school year (2019-20 and 2020-21).
7. Attendance at MTSS webinar trainings as available.

Approved.

Addressing supports for students in the area of executive functioning is a significant need and a needed next step that capitalizes on the momentum that has been established in creating a tiered and comprehensive approach to student support at the high school level.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Shannon Dressler, Jennifer Kirk, Dan Zelenski **Level:** High School

Area: Student Support Services **Date:** Fall 2019

Curriculum Recommendation

(Continued 5 of 6) - Pilot the SMARTS program with students who have been identified through a screening process as needing this Tier 2 intervention due to executive function deficits.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
10. “SMARTS contains practical tools to teach executive function strategies, also known as executive function skills, for organization, time management, planning, prioritizing, flexible thinking, self-monitoring and checking, and memory.” 11. “Students who successfully complete the SMARTS program show increased motivation to learn, stronger effort, and a desire to use executive function strategies in their school work, homework, and studying. Students also develop the self-understanding to know which strategies work best for them as well as why, where, when and how to use these strategies in their academic work.”	1. Seek administrative approval. 2. Purchase secondary SMARTS online curriculum 3. Train SRC teachers to properly implement the SMARTS program and collect data for progress monitoring of these students. 4. Continue professional development trainings of all staff on executive functioning and Tier 1 and 2 supports in this area. 5. Attendance at MTSS Conference to continue professional developmental around using data to move students through the tiers. 6. Bi-weekly Planning meetings of MTSS Team throughout school year (2019-20 and 2020-21). 7. Attendance at MTSS webinar trainings as available.		Approved. Addressing supports for students in the area of executive functioning is a significant need and a needed next step that capitalizes on the momentum that has been established in creating a tiered and comprehensive approach to student support at the high school level.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Shannon Dressler, Jennifer Kirk, Dan Zelenski **Level:** High School

Area: Student Support Services **Date:** Fall 2019

Curriculum Recommendation

(Continued 6 of 6)) Pilot the SMARTS program with students who have been identified through a screening process as needing this Tier 2 intervention due to executive function deficits.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
12. Students will complete the screening again with the school psychologist after completion of the SMARTS program to provide data for decision making regarding next steps. 13. This recommendation allows for movement toward an eventual seamless district-wide Tier 2 intervention as the SMARTS curriculum is designed for grade 2-12 implementation.	1. Seek administrative approval. 2. Purchase secondary SMARTS online curriculum 3. Train SRC teachers to properly implement the SMARTS program and collect data for progress monitoring of these students. 4. Continue professional development trainings of all staff on executive functioning and Tier 1 and 2 supports in this area. 5. Attendance at MTSS Conference to continue professional developmental around using data to move students through the tiers. 6. Bi-weekly Planning meetings of MTSS Team throughout school year (2019-20 and 2020-21). 7. Attendance at MTSS webinar trainings as available.		Approved. Addressing supports for students in the area of executive functioning is a significant need and a needed next step that capitalizes on the momentum that has been established in creating a tiered and comprehensive approach to student support at the high school level.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: Bethany Chase, Marc-André Clermont

Level: High School

Area: High School World Language

Date: November 19, 2019

Curriculum Recommendation

To rename the *International Studies I and II* courses to *Intercultural Studies I and II*.

Reason(s) for Recommendation

1. The current name is not reflective of the actual course content. International studies courses at the university level typically focus on governments and content related to specific locations in the world. The focus of this course is on cultures and international relations; therefore, the name should indicate this emphasis.
2. The new name will help to provide students with a clearer understanding of the goals of the course.

Implementation Steps

1. Seek administrative approval
2. Update the program of studies to reflect the change in name.

Cost

Administrative Reaction

Approved.

The course title change is representative of the course content.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: Lixia Kang, Marc-André Clermont

Level: High School

Area: HS World Language

Date: November 19, 2019

Curriculum Recommendation

Offer an *AP Chinese* course as an independent study option for students.

Reason(s) for Recommendation

1. Chinese is not offered before high school, so the current sequence of programming finishes at the Chinese four level. Students who begin learning Chinese as freshmen can progress through the four levels of the language by the end of their senior year. Though this serves the majority of students' needs, a smaller number of students, who have had prior exposure to the Chinese language, are capable of progressing beyond level four.
2. Due to our middle school language program, most students begin languages in high school at level two allowing them to progress to an AP leveled language course by senior year. Currently, AP language courses are offered in French, German, and Spanish. Offering an AP language course in Chinese would help to ensure that students who choose to study this language have the same opportunities as students studying other languages.

Implementation Steps

1. Seek board approval
2. Update program of studies
3. Update to an official curriculum for the AP Chinese course and update Rubicon.
4. Train the current Chinese teacher in AP Chinese Language and Culture..

Cost

5 textbooks
(Barron's AP Chinese @ \$30)

\$ 150

30 hours
teacher new
course
summer @
workshop pay (\$30.20)

\$ 906

AP training
for 1 Chinese
teacher

\$2500

Administrative Reaction

Approved.

Finding a streamlined way to meet the needs of this group of students is commendable.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: Lixia Kang, Marc-André Clermont

Level: High School

Area: HS World Language

Date: November 19, 2019

Curriculum Recommendation

(Continued 2 of 2) Offer an AP Chinese course as an independent study option for students.

Reason(s) for Recommendation

3. The number of students for whom an AP Chinese offering is a viable option is small; therefore, there is not a need to create a stand-alone course. Providing students with the ability to access an AP course as an independent study would fulfill the need for the few students who would qualify each year.

Implementation Steps

1. Seek board approval
2. Update program of studies
3. Update to an official curriculum for the AP Chinese course and update Rubicon.
4. Train the current Chinese teacher in AP Chinese Language and Culture.

Cost

5 textbooks
(Barron's AP Chinese @ \$30)
\$ 150

30 hours
teacher new course
summer @ workshop pay (\$30.20)
\$ 906

AP training
for 1 Chinese teacher
\$2500

Administrative Reaction

Approved.

Finding a streamlined way to meet the needs of this group of students is commendable.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Lixia Kang, Marc-André Clermont **Level:** High School

Area: HS World Language **Date:** November 19, 2019

Curriculum Recommendation

Provide honors designation to the *Chinese 4* course.

Reason(s) for Recommendation

1. Currently, level four of every language (Spanish, French, German, and Latin) carries an “honors” designation.
2. Chinese is considered to be a category four language, meaning that the amount of time and stamina needed to become proficient in the language is significantly greater than that of any other language taught at USC, with the exception of Japanese.
3. Data from the Avant test shows that students taking Chinese 4 are performing similarly to those in the fourth level of other languages courses with honors designation. Over the last few years, only about 50% of students who start at Chinese level one progress to level four because of the increasing level of difficulty of the language and the intensity required to be successful in the language. The percentage of students taking level four in other languages is much higher.

Implementation Steps

1. Seek board approval
2. Update the program of studies.

Cost

Administrative Reaction

Approved.

This should create needed alignment and equitability with other language offerings.