



Customizing Learning,
Nurturing Potential...
Delivering Excellence

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

**WEDNESDAY, JUNE 19, 2019 - 8:00 AM
CENTRAL OFFICE BOARD ROOM**

7:30 AM - EXECUTIVE SESSION - PERSONNEL AND SAFETY/SECURITY MATTERS

Notice having been advertised and posted and members duly notified, the regular meeting of the Board of School Directors was held on June 19, 2019 in the Central Office Board Room.

School Board Members in attendance:

Mrs. Amy L. Billerbeck, President
Mrs. Barbara L. Bolas, Vice-President
Mrs. Jennifer L. Bowen
Dr. Daphna Gans
Mr. Patrick A. Hewitt
Mr. Louis P. Mafrice, Jr.
Mrs. Angela B. Petersen
Mr. Dante R. Plutko, Jr.

School personnel in attendance:

Dr. John T. Rozzo, Superintendent
Dr. Sharon Suritsky, Assistant/Deputy Superintendent
Mr. Raymond Berrott, Director of Technology
Dr. Judith Bulazo, Director of Curriculum & Professional Development
Mr. Scott P. Burchill, Director of Business & Finance
Mrs. Amy Pfender, Director of Student Support Services
Mr. Brad Wilson, Supervisor of Customized & On-Line Learning
Mrs. Mary Ann Stabile, Stenographer
Mr. Robert Prorok, Solicitor

CALL TO ORDER/PLEDGE OF ALLEGIANCE (Billerbeck)

Mrs. Billerbeck called the meeting to order at approximately 8:11 a.m.

READING OF THE MISSION

Mrs. Bowen 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 #5 FROM STRATEGIC PLAN

Mr. Plutko read the following Shared Belief Statement #5 from the Strategic Plan:

We believe that:

An exemplary educational institution aims to promote an environment of academic excellence and pride in the school community.

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 (Billerbeck)

MOTION: By Hewitt: I move that the Board approve the agenda as presented. Seconded by Gans, and carried by unanimous voice vote.

APPROVAL OF MINUTES

MOTION: By Bolas: I move that the Board approve the minutes of the May 20, 2019 Board meeting. Seconded by Petersen, and carried by unanimous voice vote. (Mrs. Bowen and Mr. Mafrice abstained from voting.

MOTION: By Bolas: I move that the Board approve the minutes of the June 3, 2019 Board meeting. Seconded by Petersen, and carried by unanimous voice vote.

PRESENTATION REGARDING CHANGE ORDERS FOR CAPITAL PROJECTS (McLean)

Mr. McLean of McLean Architects and Mr. Brennen of PJ Dick provided additional information regarding the changes orders that are being recommended for approval. Although the figures have not been finalized for Change Order GC-009-1 (stadium bathroom ceiling changes) and GC-009-2 (athletic entrance bollards), they were confident that the total costs are expected to be less than the not exceed figures presented. They also provided additional information regarding Change Order GC-009-5 and the process and details of the requirements by the township for the retaining wall. Mr. McLean, Mr. Brennan, Dr. Rozzo, and Mr. Berrott responded to questions and comments of Board members.

APPROVAL OF CHANGE ORDERS FOR CAPITAL PROJECTS (Burchill/Brennan/McLean)

MOTION: By Petersen: I move that the Board approve the following change order for Capital Improvements at High School and Boyce, pending final approval by the Superintendent. Seconded by Mafrice, and carried by unanimous roll call vote.

<u>Change Order No.</u>	<u>Vendor</u>	<u>Amount</u>
GC-009-1	Walter Mucci Construction, Inc. ASI #19 - Stadium Bathroom Ceiling Changes	\$ 57,895.00 (not to exceed)

MOTION: By Petersen: I move that the Board approve the following change order for Capital Improvements at High School and Boyce, pending final approval by the Superintendent. Seconded by Mafrice, and carried by unanimous roll call vote.

<u>Change Order No.</u>	<u>Vendor</u>	<u>Amount</u>
GC-009-2	Walter Mucci Construction, Inc. Athletic Entrance Bollards	\$ 45,000.00 (not to exceed)

MOTION: By Petersen: I move that the Board approve the following change orders for Capital Improvements at High School and Boyce. Seconded by Mafrice, and carried by unanimous roll call vote.

<u>Change Order No.</u>	<u>Vendor</u>	<u>Amount</u>
GC-009-3	Walter Mucci Construction, Inc.	\$ 884.00
GC-009-4	Walter Mucci Construction, Inc.	\$ 33,653.00
GC-009-5	Walter Mucci Construction, Inc.	\$ 71,724.00
HC-001-1	East West Manufacturing & Supply	\$(10,700.00)
HC-001-2	East West Manufacturing & Supply	\$ 8,286.00

APPROVAL OF MEMORANDUM OF UNDERSTANDING WITH TOWNSHIP POLICE DEPARTMENT (Bryson)

Chief of School Police Sean Bryson reviewed the Memorandum of Understanding with the Township Police Department, including new language included. He noted the requirement in the Safe Schools Act to renew the MOU every two years. Chief Bryson responded to questions and comments of Board members. Dr. Gans and Mrs. Billerbeck commended Chief Bryson for the number of positive comments they have received from parents and residents regarding his competency in leading the District's school police force and the positive relationship that he has with the Township Police Department.

There was discussion regarding minor changes that could occur to the MOU following review by the Township. The Board requested that wording be added to the motion that the Board would approve the MOU pending final approval to be provided by the Superintendent and Chief of School Police.

MOTION: By Mafrice: I move that the Board approve the renewal of a Memorandum of Understanding with the Upper St. Clair Township Police Department required by the Safe Schools Act with terms and conditions approved by the Solicitor and final approval by the Superintendent and Chief of School Police AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING. Seconded by Bolas, and carried by unanimous roll call vote.

APPROVAL OF CAPITAL RESERVE BUDGET FOR 2019-20 (Rozzo/Burchill)

Mr. Burchill responded to questions that were asked at the June 3 Committee meeting regarding constructing a conference room including HVAC and technology at the bus garage and electrical work at Boyce, Fort Couch and Eisenhower.

MOTION: By Gans: The administration recommends and I move that the 2019-20 Capital Reserve Budget in the amount of \$395,442 be approved AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING contingent upon certain 2018-19 Capital Expenditures that may be bid and approved at later dates. Seconded by Plutko, and carried by unanimous roll call vote.

ADOPTION OF 2019-20 GENERAL FUND BUDGET (Rozzo/Burchill) - ATTACHED

Dr. Rozzo thanked Mr. Burchill, Mrs. Berquist and the finance team for presenting a balanced budget with a 2% increase, less than the maximum allowed, as well as the lowest increase in expenditures in the past seven years. He noted that the budget meets the needs of the students while being fiscally responsible. He thanked the administrators and everyone involved in the budget process.

Mrs. Billerbeck thanked Dr. Rozzo, Mr. Burchill, the finance team and administrators for presenting the balanced budget. She noted that difficult decisions were made during the process with much cooperation and collaboration while maintaining supporting the students' needs along with fiscal responsibility.

MOTION: By Bowen: I move that the Board approve the following resolution adopting the budget for levying of school tax for the 2019-20 school year. Seconded by Bolas, and carried by unanimous roll call vote.

RESOLVED, that the budget of the School District of the Township of Upper St. Clair, Allegheny County, Pennsylvania, in the amount of \$85,642,128, after due public notice, be and the same hereby, is finally adopted as the annual budget of the School District of the Township of Upper St. Clair, Allegheny County, Pennsylvania, for the fiscal year beginning the first day of July 2019.

BE IT FURTHER RESOLVED, that the Board of School Directors of the School District of The Township of Upper St. Clair, Allegheny County, Pennsylvania hereby authorizes the appropriation of expenditure of funds as itemized in said budget during the fiscal year beginning the first day of July 2019. The necessary revenue for the same period for the fiscal year beginning July 1, 2019 shall be provided by a Real Estate Transfer Tax adopted May 29, 1953, as amended and supplemented by resolution of June 8, 1987; an Earned Income Tax adopted May 1954; a Mercantile Tax adopted in May 1968; and a School Tax on Real Estate, which is hereby levied and assessed at the rate of 26.3775 mills on the dollar on the total amount of the assessed valuation of all property taxable for school purposes in the School District of the Township of Upper St. Clair, Allegheny County, Pennsylvania, or at the rate of \$2.63775 on each \$100 of assessed valuation of taxable property. Of said millage, 3.9186 mills are levied for general purpose and 22.4589 mills are levied pursuant to the authority vested in Section 672 of the Public School Code of 1949, as amended, to pay, in part, the minimum salaries and increments of the teaching and supervisory staff and to pay interest and principal on indebtedness incurred pursuant to the "Local Government Debt Act," as amended.

BE IT FURTHER RESOLVED, that all taxpayers required to pay the tax on real estate imposed by the School District, pursuant to the foregoing resolution within two months after the date of tax notice, shall be entitled to a discount of two percent (2%) on the amount of such taxes; and all taxpayers who shall fail to make payment of any such taxes charged against them for four months after the date of the tax notice, shall be charged a penalty in the amount of ten percent (10%) of such taxes which will be added to the taxes by the tax collector and collected by him or her with interest according to applicable law thereafter on these such and all other delinquent real estate taxes at a rate of ten percent (10%) per annum, or in the alternative, if taxpayers elect to pay such taxes in installments, payments shall be in accordance with the Resolution Providing an Option to Taxpayers for Installment Payment of Real Estate Taxes Pursuant to the Taxpayer Relief Act (Act 1 of 2006) as modified in June 2011 by Act 25 of 2011, and adopted by the District Board of School Directors on June 25, 2012.

SUPERINTENDENT'S REPORT (Rozzo)

APPROVAL OF COMMENDATIONS & RECOGNITIONS - ATTACHED

Dr. Suritsky read the Commendations & Recognitions.

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

APPROVAL OF EMPLOYMENT AGREEMENT FOR SENIOR DIRECTOR OF OPERATIONS AND ADMINISTRATIVE SERVICES

MOTION: By Hewitt: I move that the Board approve the Employment Agreement for Senior Director of Operations and Administrative Services with Mr. Ray Carson effective July 1, 2019 through September 2, 2024, pending final approval by the Superintendent and Solicitor, AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING. Seconded by Petersen, and carried by unanimous roll call vote.

APPROVAL OF RESOLUTION REGARDING STAFFING

MOTION: By Bolas: I move that the Board approve the following resolution regarding staffing. Seconded by Petersen, and carried by unanimous roll call vote.

The District staff be increased by the following position:

0.30 - German (Boyce)

APPROVAL OF REVISIONS TO POLICY #3002 - ORGANIZATIONAL CHART - ATTACHED

MOTION: By Petersen: I move that the Board approve the revisions to Policy #3002 – Organizational Chart AS ATTACHED. Seconded by Plutko, and carried by unanimous voice vote.

APPROVAL OF CONTRACT WITH ALLEGHENY INTERMEDIATE UNIT FOR PARTICIPATION IN PA-EDUCATOR.NET COMPUTERIZED RECRUITING SYSTEM

MOTION: By Mafrice: I move that the Board approve the Contract for Service with the Allegheny Intermediate Unit for Participation in the PA-Educator.net Computerized Recruiting System at an annual fee of \$3,000, pending final approval by the Superintendent and Solicitor, AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING. Seconded by Petersen, and carried by unanimous roll call vote.

ADMINISTRATIVE REPORTS

APPROVAL OF STEP BY STEP LEARNING SERVICES AGREEMENT FOR TITLE II NON-PUBLIC SCHOOL STUDENTS (Bulazo)

MOTION: By Gans: I move that the Board approve the Step By Step Learning, LLC Services Agreement to provide Multi Tiered System of Support professional development model to St. Louise School, the cost of total services in the amount of \$4,684.00 to be paid with funds received in a Title II grant, contingent upon documentation acceptable to the Superintendent and Solicitor, AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING. Seconded by Mafrice, and carried by unanimous roll call vote.

APPROVAL OF AGREEMENTS WITH TANG COMPANY LLC FOR PROFESSIONAL DEVELOPMENT WORKSHOPS (Suritsky/Bulazo)

Dr. Bulazo shared information regarding the opportunity to partner with Tang Company LLC to provide professional development opportunities focusing on best practices in mathematics instruction to the professional staff. Dr. Suritsky noted that \$25,000 of funding has been provided from an anonymous donor that has made this opportunity possible. Dr. Rozzo added that this family has anonymously donated \$25,000 per year for the past three years to be used for enhancements to instructional practices. He commented regarding the District's appreciation for the donation and the family's commitment to provide additional donations over the next two school years. Mrs. Billerbeck also thanked the family for their

donations as well as the administration for their efforts to offer quality professional development opportunities for the staff.

MOTION: By Bowen: I move that the Board approve Agreements with Tang Company LLC to provide professional development workshops on August 21-22, 2019 for a total cost of \$17,000 and on February 10, 2020 for a total cost of \$7,500, contingent upon documentation acceptable to the Superintendent and Solicitor, AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING. Seconded by Bolas, and carried by unanimous roll call vote.

APPROVAL OF SPECIAL EDUCATION AND STUDENT SUPPORT SERVICES AGREEMENTS/CONTRACTS (Pfender)

MOTION: By Plutko: I move that the Board approve the following Special Education and Student Support Services Agreements/Contracts, contingent upon documentation acceptable to the Superintendent and Solicitor, AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING. Seconded by Gans, and carried by unanimous roll call vote.

- **THE WATSON INSTITUTE (EDUCATION AND BEHAVIOR SUPPORT ACADEMY)**

Tuition for 8 student placements at \$47,865 per student (full year)

- **THE WATSON INSTITUTE (WISCA-SOCIAL CENTER FOR ACADEMIC ACHIEVEMENT)**

Tuition for 2 student placements at \$45,825 per student (full year)

- **THE WATSON INSTITUTE SERVICE AGREEMENT**

Training and consultation up to \$875 per day

- **THE WATSON INSTITUTE SOCIAL WORK SERVICES**

Social Work Services at \$90,000 (full year)

- **GOODWILL OF SOUTHWESTERN PENNSYLVANIA (PROJECT SEARCH)**

Vocational Services for 1 student at \$16,335 (full year)

- **ST. ANTHONY POST-SECONDARY PROGRAM**

Vocational, academic and living skills for 2 students at \$18,000 per student (full year)

APPROVAL OF CONSENT AGENDA

MOTION: By Hewitt: I move that the Board approve the following Consent Agenda items, contingent upon documentation acceptable to the Superintendent and Solicitor, AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING. Seconded by Bolas, and carried by unanimous roll call vote.

a. APPROVAL OF RESOLUTIONS REGARDING STAFFING (Rozzo/Pfender)

Approve the following resolutions regarding staffing effective July 1, 2019:

The District staff be decreased by the following positions:

0.50 - Health Room Aide (Streams)
1.00 - Director of District Bands (ECA)

The District staff be increased by the following positions:

0.50 - Health Room Aide (High School)
0.50 - K-12 Performing Arts Curriculum Leader

b. APPROVAL OF PERSONNEL LISTINGS (Rozzo/Carson) - ATTACHED

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

c. APPROVAL OF TWO VOTING DELEGATES AT PSBA DELEGATE ASSEMBLY ON OCTOBER 18, 2019 (Billerbeck)

Authorize two school board members to attend the Pennsylvania Schools Boards Association conference October 16-18, 2019 in Hershey, Pennsylvania to serve as voting delegates at the Delegate Assembly on Friday, October 18, 2019.

d. APPROVAL OF 2019-20 CURRICULUM RECOMMENDATIONS (Suritsky/Bulazo) - ATTACHED

Approve the 2019-20 Curriculum Recommendations AS ATTACHED.

e. ADOPTION OF POLICY #3015 - NONDISCRIMINATION/DISCRIMINATORY HARASSMENT - SCHOOL AND CLASSROOM PRACTICES TO REPLACE POLICY #3015 - NO HARASSMENT OF STUDENTS POLICY (Pfender) - ATTACHED

Adopt Policy #3015 - Nondiscrimination/Discriminatory Harassment - School and Classroom Practices to replace Policy #3015 - No Harassment of Students Policy AS ATTACHED.

f. APPROVAL OF REVISIONS TO POLICY 6008.6 - BULLYING AND CYBERBULLYING (Pfender) - ATTACHED

Adopt revisions to Policy #6008.6 - Bullying and Cyberbullying AS ATTACHED.

g. APPROVAL OF SERVICES AGREEMENT WITH ALLEGHENY INTERMEDIATE UNIT FOR 2019-20 (Pfender)

Approve the Services Agreement with the Allegheny Intermediate Unit for the 2019-20 school year.

h. APPROVAL OF STUDENT SUPPORT SERVICES CONTRACTS (Pfender)

Approve the following student support services contracts:

- **STEEL CITY THERAPY, LLC - OCCUPATIONAL AND PHYSICAL THERAPY SERVICES FOR 2019-20**

Occupational therapy services at \$51.00 per hour and physical therapy services at \$57.00 per hour for the 2019-20 school year

- **CROSSROADS SPEECH AND HEARING - SPEECH AND LANGUAGE THERAPY FOR 2019-20**

Speech and language therapy services at \$56.00 per hour for the 2019-20 school year

- **EDINSIGHT (ONHANDS) - MANAGEMENT AND SHARING OF EDUCATIONAL ADMINISTRATIVE DATA THREE YEAR RENEWAL**

Management and sharing of educational and administrative data at \$24,032.64 per year (3% increase annually during the term of the agreement from 2019-20 through 2021-22 school years)

- **KEYSTONE OAKS SCHOOL DISTRICT (PROJECT SUCCEED) - ALTERNATIVE EDUCATION OPTION FOR 2019-20**

Alternative educational option for students at \$10,000 for up to 15 students for the 2019-20 school year

- **ALLEGHENY INTERMEDIATE UNIT (COMMUNITY SCHOOL WEST SITE) ALTERNATIVE EDUCATION PROGRAM EDUCATIONAL SERVICES AGREEMENT FOR REMAINDER OF 2018-19**

Enrollment for one student at \$72.00 per day for the remainder of the 2018-19 school year

i. APPROVAL TO RATIFY AMENDMENT TO RETIREE BILLING SERVICES AGREEMENT (Carson)

Ratify Amendment No. 1 to Retiree Billing Services Agreement with AMCA Systems, LLC to provide retiree billing services at \$4.00 per individual retiree billed for one year and increase the rate by \$.10 per individual retiree per year every July 1.

j. APPROVAL OF TREASURER'S REPORT

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

Fund 10 (General Fund) - \$1,221,720.79
 Fund 36 (Construction Fund) - \$85,322.38
 Fund 50 - (School Lunch Fund) - \$87,159.90

k. APPROVAL OF HOMESTEAD & FARMSTEAD EXCLUSION RESOLUTION

Approve the Homestead & Farmstead Exclusion Resolution for the 2019-20 school year.

I. APPROVAL OF EXPENSES BETWEEN JUNE 19 THROUGH AUGUST 16 TO BE RATIFIED AT AUGUST 19 BOARD MEETING

Authorize the normal, customary and regular payments of salaries, benefits, and other expenses between June 19, 2019 through August 16, 2019 to be considered for approval/ratification at the August 19, 2019 Board meeting.

m. APPROVAL OF ELECTION OF TREASURER

Re-elect Rebecca Berquist as Treasurer of the School District effective July 1, 2019 through June 30, 2020 at the rate of \$3,500 annually, provided that before entering upon the duties of such office for said term, she shall furnish, at the expense of the School District, a bond in favor of the School District in the amount of \$100,000 conditioned upon the faithful performance of her duties as School Treasurer, in substantially the same form that was furnished to the School District in the 2018-19 school year.

n. APPROVAL OF INSURANCE RENEWALS AND STUDENT ACCIDENT INSURANCE

Approve the renewal of the following insurance policies effective July 1, 2019:

Type of Coverage	Carrier	Yearly Premium Amount
Commercial Package, Energy Systems & Auto	CM Regent	\$166,122
Pollution	ACE	\$11,802
School Leaders Policy & Cyber	AIG	\$69,703
Umbrella Policy	CM Regent	\$20,703
Workers' Compensation	Highmark	\$342,148
Foreign Travel Package	Navigators	\$4,316
Voluntary Student Accident	AG Administrators	\$30 for coverage during school hours; \$115 for 24x7 coverage

o. APPROVAL OF 403(B) PLAN DOCUMENTS AND THIRD PARTY ADMINISTRATOR SERVICES AGREEMENT

Approve the 403(b) Plan Documents and Third Party Administrator Services Agreement with the following investment vendors:

National Life Group
Lincoln Investment
AXA Advisors
Kades Margolis
ING/VOYA

p. APPROVAL TO DECLARE EQUIPMENT SURPLUS

Declare the following equipment surplus and authorize the administration to sell, exchange, dispose, or donate the item in accordance with the provisions of Board Policy #3006 - Sale or Disposal of Surplus Property, Equipment, Supplies and Textbooks:

Yamaha Fiberglass Sousaphone, Serial #344252

q. APPROVAL OF ONE-YEAR EXTENSION TO ARAMARK FACILITIES AGREEMENT

Approve a one-year extension to the Facilities Services Agreement with Aramark for the period July 1, 2019 through June 30, 2020.

ANNOUNCEMENT REGARDING EXECUTIVE SESSIONS (Billerbeck)

Mrs. Billerbeck announced that executive sessions were held on the following dates:

June 3, 2019 – Personnel Matters

June 19, 2019 – Personnel and Safety/Security Matters

MATTERS OF INFORMATION - SUPERINTENDENT & ADMINISTRATION

REPORT FROM HIGH SCHOOL COMMENCEMENT & BACCALAUREATE - JUNE 6

Dr. Rozzo congratulated the high school graduates and wished them well in their next journey in life. He also commended everyone who was involved in planning the Commencement event.

AUGUST BOARD MEETING SCHEDULE

Dr. Rozzo announced the meeting schedule for August as follows:

August 5, 2019 – Committee Meeting @ 8:00 AM

August 19, 2019 – Regular Board Meeting @ 7:00 PM

UPDATE REGARDING FACILITIES POLICY

Dr. Rozzo announced that the administration is working on revising their facilities usage policy and evaluating the usage and costs of the facilities. He noted that it has been quite some time since the policy has been updated and that a first reading of a revision to the policy will be presented to the Board in August.

UPDATE REGARDING BOARD GOALS (Billerbeck)

Mrs. Billerbeck explained that as a follow-up to the Board Goals Workshop she proposed that a Board Development and Governance Ad Hoc Committee be established of four Board members at most. She noted that Mrs. Bolas would be chairing the team and that Dr. Gans and Mrs. Bowen also expressed their interest in serving on the ad hoc committee. She requested Board members to let her know if they were also interested in serving and that a motion would be presented in August regarding the ad hoc committee's charge and time frame.

ADJOURNMENT

It was moved, seconded, and carried by unanimous voice vote that the meeting adjourn at approximately 9:32 a.m.

EXECUTIVE SESSION - SAFETY/SECURITY MATTERS

The Board adjourned into executive session to discuss safety/security matters.

Amy L. Billerbeck, President
BOARD OF SCHOOL DIRECTORS

Scott P. Burchill, Secretary
BOARD OF SCHOOL DIRECTORS

Submitted by: Mary Ann L. Stabile
School Board Stenographer

Budget Update & Capital Reserve Budget 2019 - 20

June 19, 2019



Upper St. Clair School District

Customizing Learning,
Nurturing Potential ...

Delivering Excellence

2019-20 Budget Update

- May 6 deficit was (\$209,034) with a 2.0% real estate tax increase.
- May 20 deficit is (\$12,260) with a 2.0% real estate tax increase.
- Current budget is balanced with a 2.0% real estate tax increase.
- Expenditures are budgeted at \$85,642,128.

Capital Reserve Budget 2019-20

Bldg.	Project	Description	Budget 2019-20
Eisenhower & Streams	Building Envelope	Exterior Window & Door Caulking	\$94,900
Boyce & HS	Plumbing	Sanitary Piping Repairs and Replacement	\$94,000
Bus Garage	Construction	Construct conference room including HVAC & technology	\$20,000
High School	Electrical	Upgrade all locker room lighting to LED	\$11,542
Boyce, Eisenhower & Ft. Couch	Electrical	Replace pringle switches with a retrofill replacement breakers	\$175,000
		Total Capital	\$395,442
		Projected balance 6/30/2019	\$356,000
		Budgeted transfers 2019-20	\$266,814
		Budgeted expenditures 2018-19	(\$395,442)
		Ending Balance 6/30/2020	\$227,372

Future Capital Considerations

Capital Project Forecasting

- Key areas to monitor are the HS roof, Boyce track & turf field, elementary schools
- Capital Reserve is in place to address smaller facility issues
- Consider hiring a professional to do a formal facilities plan
- Administration will make a recommendation for a plan of action in the 2019-20 school year.

USCSD 2019-20 Budget Timeline



Date	Budget Action
June 19, 2019	Adopt 2019-20 Final General Fund and Capital Reserve Budgets



Questions?



COMMENDATIONS & RECOGNITIONS

JUNE 2019

BOYCE

A team of 5th graders, named the Wildwoods, finished second at the Allegheny County 2019 Junior Envirothon held May 17th at South Park. The Junior Envirothon was created to help increase knowledge and interest in the county and state Envirothon competitions that are held at the high school level.

Team members included:

Sara Gillespie

Ayan Amin

Tony Chen

Lylah Kateeb

Benjamin Whiteford

FORT COUCH

Mahesh Lakshminarayanan placed first in the Alice Challenge, Middle School Good Neighbor category. The Alice Challenge is a computer programming competition for students in grades 6-12. Winners of each category will be recognized at the Finalists Showcase and award ceremony on June 12th at Carnegie Mellon University.

The Fort Couch Middle School Symphonic winds and jazz bands earned top honors at the Music in the Parks Festival held May 31-June 1st at Hershey Park. In addition to both bands earning first place in the concert band and jazz ensemble categories, they also received the Hershey Park Esprit de Corps Award.

HIGH SCHOOL

Nicholas Atland earned fourth place honors in the annual Congressional Art Competition, sponsored by the Congressional Arts Caucus of the United States House of Representatives. Nicholas was recognized for his photograph, titled "Over the Mon." Nicholas will have his award-winning photo displayed in Congressman Doyle's Bethel Park office.

Paarth Shankar placed 14th in Extemporaneous Speaking at the National Catholic Forensic League Grand National Tournament held May 25-26th in Milwaukee, Wisconsin. Next, the team is in the National Speech and Debate Association National Tournament, which is set for June 16-21st in Dallas, Texas.

Reese Benonis has earned a college-sponsored Merit Scholarship. Reese has been selected to receive the National Merit University of Alabama Scholarship. Reese, who will attend the University of Alabama this fall, plans to pursue a degree in mechanical engineering. Only finalists who plan to attend a college or university that sponsors Merit Scholarship awards can be considered for one. Winners are selected by officials of the sponsoring college or university. Students enter the scholarship competition by completing the PSAT, the National Merit Scholarship Qualifying Test, during their junior year.

Upper St. Clair High School administrators recognized five outstanding students with May 2019 Deans' Awards. The awardees and the teachers who nominated them were honored at a special breakfast on June 5th.

Awardees include:

Shane Bowman

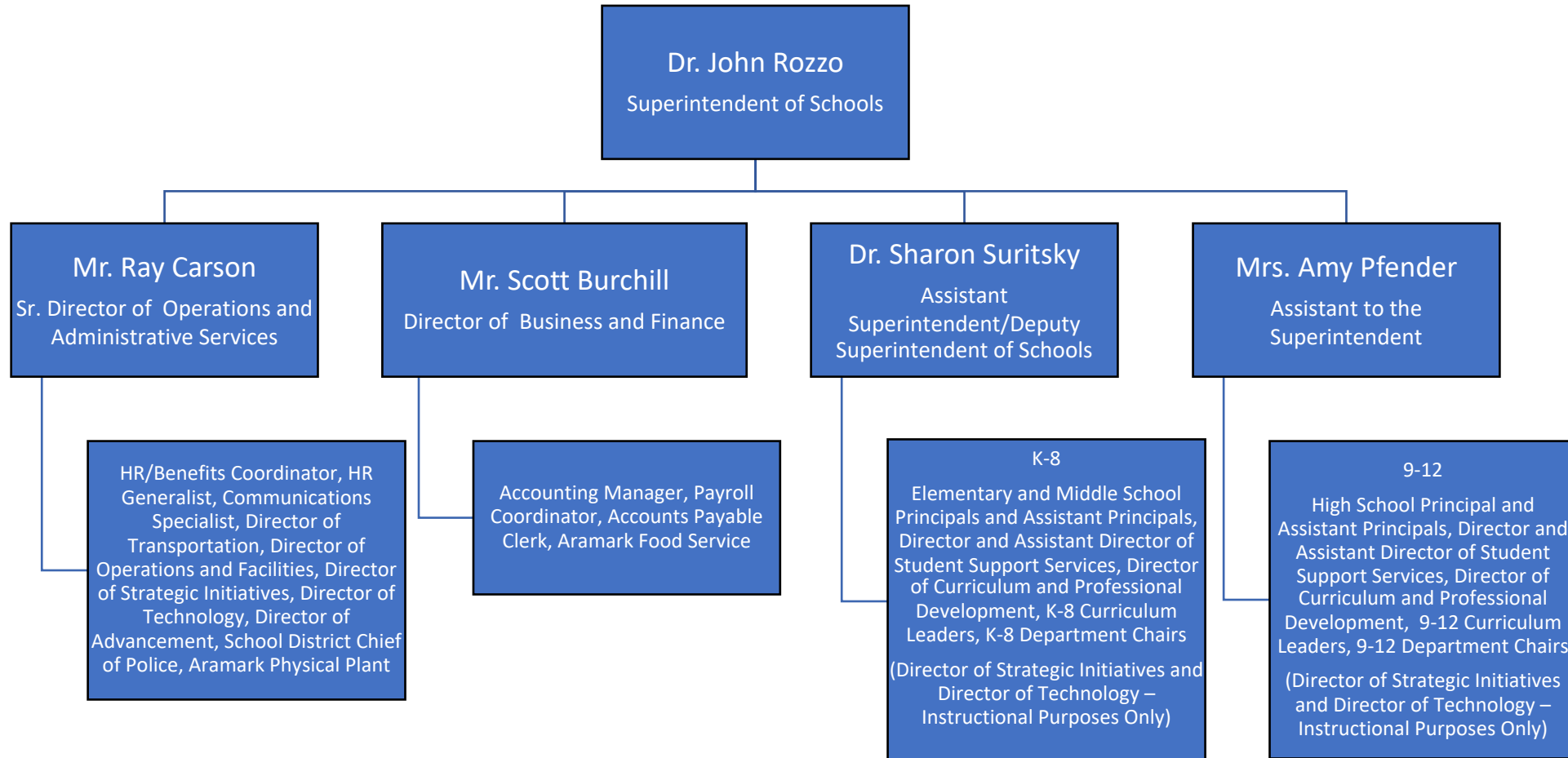
Jordan Holleran

Mariah Kramer

Olivia Noto

Judy Wang

Policy 3002 - Organizational Chart: Administrative Leadership Team



PERSONNEL LISTINGS**DATE: June 19, 2019****Board Meeting****Elections**

Name	Location	Assignment	Effective	Salary
McGrath, Megan	Eisenhower	(1.0) Elementary Language Arts Curriculum Leader (K-2)	7-1-19	\$8,000 (pro-rated)
Marnik, Carly	Eisenhower	1.0 Elementary Teacher (Professional Employee)	8-14-19	\$55,950 (pro-rated)
Miltenberger, Lucia	Eisenhower	Part Time Cook/Baker	8-19-19	\$12.95/hr
Poniatowski, Kathryn	High School	1.0 Special Ed Teacher (Temporary Professional Employee)	8-14-19	\$61,620 (pro-rated)
Robinson, Jessica	Ft. Couch	1.0 School Counselor (Temporary Professional Employee)	8-14-19	\$52,340 (pro-rated)

Leaves of Absence

Name	Location	Assignment	Type of Leave	Leave Dates
Boltz, Kaitlyn	Boyce	Elementary Teacher	Personal Leave	Anticipated leave 2019-2020 school year
Dare, Sharon	Ft. Couch	Part Time Nutrition Center Worker	Personal Leave	5-31-19 through 6-13-19
Durkin, Daniel	High School	Social Studies Teacher	Personal Leave	Anticipated leave 2019-2020 school year
Gaudelli, Lauren	Eisenhower	Elementary Teacher	Personal Leave	Anticipated leave dates 8-26-19 through 1-17-20
Lassige, Donna	Bus Garage	Bus Driver	Personal Leave	5-16-19 through 6-12-19
McCullough, Gary	Boyce	Elementary Teacher	Military Leave	5-20-19, 5-31-19, 6-7-19, 6-10-19, 6-13-19
Moskovitz, Brittany	Baker	Elementary Teacher	Personal Leave	Anticipated leave dates 8-26-19 through 11-19-19
Stringe, Julie	Baker	Special Ed Teacher	Personal Leave	4-22-19 through 10-15-19
Urso, Kellee	Streams	Elementary Teacher	Personal Leave	3-29-19 through 1-10-20
Weaver, Kristen	.2 Boyce / .8 Ft. Couch	German Teacher	Personal Leave	5-13-19 through 6-13-19
Wheeler, Katie	Baker	Special Ed Teacher	Personal Leave	8-19-19 through 10-18-19

Change of Status (Long-term Assignment Dates)

Name	Location	From	To
McLean, Laura	Streams	Elementary Teacher (Long-term Substitute for K. Schaffer) 2018-2019 school year	Elementary Teacher (Long-term Substitute for K. Schaffer) 8-15-18 through 5-24-19

Change of Status (Hire Date)

Name	Assignment	Hire Date From	Hire Date To
Madia, Lauren	1.0 Assistant Director of Student Support Services	To Be Determined	7-16-19
Swanson, Christopher	Substitute School Police Officer	To Be Determined	5-23-19

Change of Status (Assignment)

Name	From	To	Effective
Conte, Jacob	Student Help (\$7.25/hr)	Technology Intern (\$15.00/hr)	6-17-19
Kluckman, Lauren	.5 Boyce German Teacher	.8 Boyce German Teacher	8-19-19
Lagania, Yasmina	1.0 Ft. Couch Math Resource Teacher	1.0 Ft. Couch Math Teacher	8-19-19
Medina, Adriana	Streams Part Time Nutrition Center Worker (\$12.03/hr)	Streams Part Time Cook/Baker (\$12.95/hr)	8-19-19
Seybert, John	.5 Performing Arts Curriculum Leader	1.0 Performing Arts Curriculum Leader	7-1-19
St. Cyr, Gwendaline	Streams Cook/Baker (\$13.45/hr)	Streams Nutrition Center Supervisor (\$16.00/hr)	7-1-19
Smith, Rhoda	.5 High School Health Room Aide	1.0 High School Health Room Aide	8-19-19
Wilson, Bradley	1.0 Supervisor of Strategic Initiatives	1.0 Director of Strategic Initiatives	7-1-19

Change of Status (Building)

Name	From	To	Effective
Hansen, Annette	.55 Ft. Couch / .45 Eisenhower School Nurse	1.0 Ft. Couch School Nurse	8-19-19
Lazarova, Anne	.5 Eisenhower / .5 Ft. Couch School Nurse	1.0 Eisenhower School Nurse	8-19-19
Pawloski, Glenn	1.0 High School Custodian	1.0 Boyce Custodian	6-20-19
Schaffer, Krisanne	1.0 Streams Elementary Teacher	1.0 Eisenhower Elementary Teacher	8-19-19
Vargo, Jami	.7 Streams / .3 High School School Nurse	1.0 Streams School Nurse	8-19-19

Change of Status (Salary)

Name	From	To	Effective
Garbin, Ann	Eisenhower Nutrition Center Manager (\$15.15/hr)	Eisenhower Nutrition Center Manager (\$16.00/hr)	7-1-19
Holzworth, Cynthia	Baker Nutrition Center Manager (\$14.70 /hr)	Baker Nutrition Center Manager (\$16.00 /hr)	7-1-19
Niedermeyer, Sharon	Boyce Nutrition Center Manager (\$14.50 /hr)	Boyce Nutrition Center Manager (\$16.00 /hr)	7-1-19

Department Chairs – Reappointments (2019-2020)

Name	Position	Salary
Cain, Lisa	Elementary and Middle School Physical Education	\$2,150
Clermont, Marc-Andre	HS World Language	\$2,150
Cusick, Carolyn	Technical/Practical Arts	\$2,150
Fisher, Holly	Nurse	\$2,150
Hess, Elizabeth	High School Physical Education	\$2,150
Husak, Virginia	Library	\$2,150
Mosler, Jodi	Special Education	\$2,150
Tena, Angela	K-8 World Language	\$2,150

Department Chair – Resignation

Name	Position	Notification Date	Last Day Worked
Criswell, Joshua	Fine Arts	5-21-19	Last day of Department Chair responsibility for the 2018-19 school year

District Substitute List – Additions

Professional:

Name	Type of Substitute	Effective
Carr, Meghan	Teacher - Early Childhood PK-4 & Special Education PK-8	6-4-19
Karsh, Jonathan	Custodian	6-17-19
Krofcheck, Trisha	Nutrition Center Worker	5-30-19
Poniatowski, Kathryn	Teacher - Early Childhood N-3, Special Ed PK-12	To Be Determined

District Substitute List – Deletions

Professional:

Name	Type of Substitute	Effective
Grayburn, Anne Marie	Teacher - Math 7-12 & Music K-12	6-5-19
Neustein, Benjamin	Teacher - Biology 7-12/Environmental Ed Pk-12/Earth and Space Science 7-12/Art Pk-12	6-5-19
Ouellette, Olivia	Teacher - English 7-12	6-10-19
Passodelis, Kellie	Teacher - English 7-12	6-5-19
Sauret, Marie	Teacher - French K-12	6-5-19
Trapp, Thomas	Teacher - Social Studies 7-12	6-5-19

Paid Intern – Technology Deletion

Name	Assignment	Effective
Bahr, Jacob	Technology Intern	6-13-19

Extended School Year Program 2019

Classified:

Name	Position	Effective
Froehlich-Walk, Clare	Special Education Aide	6-17-2019 through 7-5-2019
Harkleroad, Marybeth	Special Education Aide	6-17-2019 through 8-2-2019
Nulph, Rosemarie	Special Education Aide	6-24-2019 through 7-26-2019
Shuback, Jennifer	Special Education Aide	6-24-2019 through 7-19-2019
Quinn, Sandra	Special Education Aide	6-17-2019 through 7-26-2019

Sibert, Jessica	Special Education Aide	6-17-2019 through 7-5-2019
Walsh, Tammy	Special Education Aide	6-17-2019 through 8-16-2019
Markkovitz, Noah	Special Education Aide	6-17-2019 through 7-5-2019

Extra-Curricular Activities – New Appointments (2019-2020 School Year)

Name	Position	Salary
Althaus, Bryan	Assistant Varsity Football Coach	\$ 3,500
Cafaro, Dan	Assistant Varsity Football Coach	\$ 4,000
Capers, Wayne	Assistant Varsity Football Coach	\$ 4,000
Donati, Jeff	Summer Football Camp-Sports Conditioning	\$ 2,000**
Donati, Jeff	Assistant Varsity Football Coach	\$ 5,100
Elias, Phil	Volunteer Assistant Varsity Football Coach	\$0
Gaetano, Sam	Assistant Varsity Football Coach	\$ 4,000
Jones, Patrick*	Band Assistant: Band Camp Instructor	\$ 600
King, Will	Band Assistant: Front Line/Battery Instructor	\$ 4,000
Mosler, Jodi	Deer Valley Coordinator (.50)	\$1,000
Polfus, Jill*	Band Assistant: Marching Band Auxiliary Coordinator	\$ 5,000
Prete, Kimberly	Band Assistant: Color Guard (Flags) Instructor (.50)	\$ 2,025
Rush, Paul	Band Assistant: Percussion Coordinator/Battery Instructor	\$ 6,500
Stephenson, Matt	Assistant Boys Varsity Soccer Coach	\$ 2,800
Stilley, Tom	Summer Football Camp-Sports Conditioning	\$ 1,100**
Stilley, Tom	Assistant Varsity Football Coach	\$ 5,340

Extra-Curricular Activities – Re-Appointments (2019-2020 School Year)

Name	Position	Salary
Beard, Garrett*	Middle School Coordinator	\$ 2,300
Binkley, Michael*	Assistant Theater Technician Sponsor - High School & Boyce	\$ 750
Bowers, Andrew	IB Middle Years Program Coordinator	\$ 3,000
Bowers, Andrew	1:1 Learning Initiative Facilitator	\$ 3,500
Calveti, Greg*	Assistant Middle School Cross Country Coach	\$ 1,200
Caragein, Christina*	Boyce IB Middle Years Program Coordinator	\$ 3,000
Carik, Anna	Assistant Girls Soccer Coach	\$ 3,250
Casey, Samandra	Middle School Girls Volleyball Coach	\$ 2,000
Cervi, Larry	Fall Play Drama Director	\$ 2,600
Chermak, Maureen*	Cross Country Head Coach	\$ 3,880
Clark, Kevin*	Deer Valley Coordinator	\$ 2,500
Corona, Cara	Fall Play Costume Assistant	\$ 500
Corr, Patrick*	Summer Football Camp-Sports Conditioning	\$ 1,200**
Corr, Patrick*	Assistant Varsity Football Coach	\$ 5,340
Corr, Patrick*	Middle School Coordinator	\$ 2,300
Criner, Vivian	Deer Valley Coordinator (.50)	\$1,000
Dudley, Matt*	Deer Valley Coordinator	\$ 2,500
English, Alicia	Assistant Cheerleader Coach	\$ 2,355
Falascino, Caren*	Assistant Middle School Cross Country Coach	\$ 1,200
Ferguson, Drew	Assistant Girls Volleyball Coach	\$ 2,150
Ficorilli, Josh	Summer Football Camp-Sports Conditioning	\$ 1,100**
Ficorilli, Josh	Assistant Varsity Football Coach	\$ 5,340
Figura, Joseph	Summer Football Camp-Sports Conditioning	\$ 1,100**
Figura, Joseph	Assistant Varsity Football Coach	\$ 5,340
Flynn, Todd	Head Boys Golf Coach	\$ 4,600

Follini, Dom	Assistant JV Wrestling Coach	\$ 2,500
Fox, Paul	Marching Band Admin Assistant (Band Announcer)	\$ 1,100
Gloekler, Dan	Assistant Girls Volleyball Coach	\$ 2,150
Gray, Dave	Head Girls Soccer Coach	\$ 6,400
Gray, Michael	Assistant Girls Soccer Coach	\$ 1,250
Gremba, Justin*	Middle School Girls Volleyball Coach	\$ 2,000
Gremba, Justin*	Boyce Student Council Co-Sponsor	\$ 440
Henderson, Matt*	Boyce 1:1 Learning Initiative Facilitator	\$ 5,500
Holzer, Danny*	High School Boys Basketball Coach	\$ 9,200
Homer, Amy*	Boyce Student Council Co-Sponsor	\$ 440
Hunsberger, Tom*	Fall Play Producing Artistic Director	\$ 2,000
Hunsberger, Tom*	Fort Couch Choral Director	\$ 3,000
Kamberis, Megan	Dance Coach	\$ 1,650
Kamberis, Megan	Hip Hop Coach	\$ 1,450
Kelly, Nancy	Assistant Girls Tennis	\$ 2,300
Lascek, Carolyn	Pantherettes Instructor (.50)	\$ 2,025
Levine, Steve*	Head Middle School Cross Country Coach	\$ 2,000
Loboda, Luke*	Head Middle School Football (7 th Grade)	\$ 3,000
Loomis, Katy	Head Girls Golf Coach	\$ 4,600
Martocci, Matt*	Assistant Boys Golf Coach	\$ 2,800
Mathews, Gordon*	Summer Football Camp-Sports Conditioning	\$ 550**
Mathews, Gordon*	Assistant Varsity Football Coach	\$ 5,060
Mellinger, Matt*	Summer Football Camp-Sports Conditioning	\$ 550**
Mellinger, Matt*	Assistant Varsity Football Coach	\$ 5,000
Milovac, Lorraine*	High School Choral Director	\$ 2,600
Mollica, Josh	Head Wrestling Coach	\$ 7,950
Morais-Nascimento, Victor	Head Girls Volleyball Coach	\$ 5,100
Morton, Shawn*	Summer Football Camp-Sports Conditioning	\$ 900**
Morton, Shawn*	Assistant Varsity Football Coach	\$ 5,340
Nicholson, Jared*	Assistant Middle School Football Coach	\$ 2,500
Oprison, Isabella	Middle School Girls Volleyball	\$ 1,500
Ozanich, Amanda	Head Cheerleader Coach	\$ 6,000
Palmer, Jace*	Middle School Girls Volleyball	\$ 2,000
Petrick, Doug*	Head Cross Country Coach	\$ 3,880
Petrick, Jonathan	Volunteer Cross Country Coach	\$ 0
Pickell, Donald*	Marching Band Director	\$ 7,000
Polfus, Jill*	Middle School Girls Volleyball	\$ 1,500
Radziukinas, Mike	Assistant Middle School Football Coach	\$ 2,500
Robbins, Tim*	Summer Football Camp-Sports Conditioning	\$ 700**
Robbins, Tim*	Assistant Varsity Football Coach	\$ 5,500
Rocco, Mary Rae	Head Field Hockey Coach	\$ 4,600
Schlichting, Jane	Head Coach Middle School Swim	\$ 2,000
Schneider, Uwe*	Head Boys Soccer Coach	\$ 7,000
Schraven, Dave	Assistant Coach Middle School Swim	\$ 1,800
Serio, Pete*	High School Girls Basketball Coach	\$ 9,200
Smith, Rebecca*	PYP Coordinator	\$ 3,000
Sumansky, Sharon	Assistant Girls Soccer Coach	\$ 3,250
Villani, Renee	Head Girls Tennis	\$ 5,000
Wagner, Greg*	Assistant Athletic Director	\$ 3,565
Wagner, Greg*	Assistant Girls Soccer Coach	\$ 1,250

Willard, Terry	Head Theater Technician Sponsor - High School & Boyce	\$ 5,200
Werner, Mary Elizabeth	Fall Play Painter Assistant	\$ 500
Witenske, Tim	Summer Football Camp-Sports Conditioning	\$ 600**
Witenske, Tim	Middle School Football Coach	\$ 2,500
Witenske, Tim	Volunteer Assistant Varsity Football Coach	\$ 0

Extra-Curricular Activities – Deletions

Name	Position	Last Date Worked
Binkley, Michael*	Fall Play Producer	6-28-19
Coleman, Terry*	Assistant Varsity Football Coach	11-2-18
Coyle, Ryan	Assistant Varsity Football Coach	11-2-18
Cuscino, Mike	Head Girls Golf Coach	10-19-18
Gaetano, Sam	Head Coach Middle School Football (8 th Grade)	11-2-18
Gibson, Katie*	Fort Couch Student Council Sponsor	6-12-19
Jackson, Terry*	Assistant Coach Co-Ed Track	5-20-19
Jones, Patrick*	Percussion Director	5-18-19
Kinzel, Rebecca	Assistant Rifle Coach	2-22-19
Lopez-Cuscino, Maria Andrea	Volunteer Girls Golf	10-19-18
McKinney, Chuck	Assistant Varsity Football Coach	11-2-18
Palombine, Stephen	Assistant Varsity Football Coach	11-2-18
Polfus, Jill*	Majorettes Instructor	5-18-19
Seybert, John	Director of District Bands	5-18-19
Shade, Allison	Assistant Girls Field Hockey	11-2-18
Tambellini, Brandon	Assistant Marching Band Director	6-4-19
Turina, Josh	Assistant Boys Varsity Soccer Coach	10-29-18
Wregget, Courtney	Assistant Hip Hop Coach	2-1-19

*USCSD Employee

**Funded from summer camp proceeds

Summer School Teachers (2019)

Name	Position	Last Date Worked
Beard, Garrett	Summer School Wellness PE	6-17-19 through 7-11-19
Bowers, Andrew	Fort Couch Middle School Leadership Academy	7-22-19 through 7-26-19
Brinkhoff, Carol	Boyce Middle School Leadership Academy	7-22-19 through 7-26-19
Calano, Kathryn	Fort Couch Middle School Leadership Academy	7-22-19 through 7-26-19
Caragein, Christine	STEAM Creative Design	7-29-19 through 8-9-19
Carlino, Laura	High School Leadership Academy	7-22-19 through 7-26-19
Chase, Bethany	High School Leadership Academy	7-22-19 through 7-26-19
Cilli, Kristin	STEAM Creative Design	7-29-19 through 8-9-19
Cusick, Carolyn	Scratch – Programming	6-24-19 through 6-27-19
Davia, Michael	Fort Couch Middle School Leadership Academy	7-22-19 through 7-26-19
Densmore, Leslie	Elementary STEAM Camp “EdZOOcation”	7-15-19 through 7-19-19
Dille, Pam	Elementary STEAM Camp “EdZOOcation”	7-15-19 through 7-19-19
Ebrecht, Chad	High School Leadership Academy	7-22-19 through 7-26-19
Edwards, Ben	High School Leadership Academy	7-22-19 through 7-26-19
Erwin, Monica	High School Leadership Academy	7-22-19 through 7-26-19
Finley, Becky	Summer School Wellness PE	6-17-19 through 7-11-19
Gehrlein, Bill	Boyce Middle School Leadership Academy	7-22-19 through 7-26-19
Gouker, Giulia	High School Leadership Academy	7-22-19 through 7-26-19
Gray, Miranda	High School Leadership Academy	7-22-19 through 7-26-19

Gremba, Justin	Boyce Middle School Leadership Academy	7-22-19 through 7-26-19
Gremba, Justin	STEAM Creative Design	7-29-19 through 8-9-19
Henderson, Matt	STEAM Creative Design	7-29-19 through 8-9-19
Hess, Elizabeth	High School Leadership Academy	7-22-19 through 7-26-19
Hoburg, Russell	High School Leadership Academy	7-22-19 through 7-26-19
Hughes, Melissa	High School Leadership Academy	7-22-19 through 7-26-19
Hunsberger, Tom	Fort Couch Middle School Leadership Academy	7-22-19 through 7-26-19
Junko, Misty	Summer School Wellness PE	6-17-19 through 7-11-19
Kearney, Melissa	Elementary Reading Lab	6-24-19 through 7-3-19
Kennedy, Kathleen	Elementary STEAM Camp “EdZOOcation”	7-15-19 through 7-19-19
Manion, Kara	Elementary STEAM Camp “EdZOOcation”	7-15-19 through 7-19-19
Mathews, Gordon	High School Leadership Academy	7-22-19 through 7-26-19
Mauder, Julie	Boyce Middle School Leadership Academy	7-22-19 through 7-26-19
McGrath, Megan	Elementary Leadership Academy	7-22-19 through 7-26-19
Meston, Kara	Elementary STEAM Camp “EdZOOcation”	7-15-19 through 7-19-19
Miller, Steve	Python Course	7-8-19 through 7-12-19
Moeslein, Antoinette	High School Leadership Academy	7-22-19 through 7-26-19
Nicholson, Jared	High School Leadership Academy	7-22-19 through 7-26-19
O’Korn, Amy	Elementary STEAM Camp “EdZOOcation”	7-15-19 through 7-19-19
O’Leary, Barbara	Elementary STEAM Camp “EdZOOcation”	7-15-19 through 7-19-19
Petrarca, Pam	Elementary STEAM Camp “EdZOOcation”	7-15-19 through 7-19-19
Rauber, Kristen	Elementary STEAM Camp “EdZOOcation”	7-15-19 through 7-19-19
Rodgers, Catlyn	Elementary STEAM Camp “EdZOOcation”	7-15-19 through 7-19-19
Schade, Carrie	Back-to-School Reading Camp	8-5-19 through 8-9-19
Smirniw, Leslie	Elementary Leadership Academy	7-22-19 through 7-26-19
Snyder, Lauren	Elementary STEAM Camp “EdZOOcation”	7-15-19 through 7-19-19
Stash, Kristen	Summer School Wellness PE	6-17-19 through 7-11-19
Wiesemann, Erik	Elementary Leadership Academy	7-22-19 through 7-26-19
Wiesemann, Erik	Elementary STEAM Camp “EdZOOcation”	7-15-19 through 7-19-19
Zelenski, Daniel	High School Leadership Academy	7-22-19 through 7-26-19

TO: Board of School Directors

DATE: June 3, 2019

FROM: Dr. Sharon Suritsky
Dr. Judy Bulazo

SUBJECT: 2019 – 2020
Curriculum Recommendations

Requires Board Approval

For Your Information

All Curricular Areas Explore possibilities for creating interdisciplinary Gold Standard project- or problem-based learning courses for students.		✓
Counseling Study Multi-Tier System of Supports (MTSS) Tier 2 interventions, supports, screeners, and progress monitoring measures to be implemented at the high school level.		✓
English Language Arts Develop new whole group comprehension lesson plans in grade 2.		✓
Continue the literacy assessment pilot of the MAP assessment with all teachers and students in grades 3-8.		✓
Move Antigone by Sophocles from a core text to a supplemental text in Academic and Honors English 10.	✓	
Restructure Honors English 11 American Literature.	✓	
Realign and adopt recommended resources in Honors English 11, Ap English Literature and Composition, and AP Language and Composition.	✓	

TO: Board of School Directors

DATE: June 3, 2019

FROM: Dr. Sharon Suritsky
Dr. Judy Bulazo

SUBJECT: 2019 – 2020
Curriculum Recommendations

Requires Board Approval

For Your Information

Mathematics Pilot the math portion of the MAP diagnostic assessments in grades 5-7.		✓
Offer a full-year academic-level Algebra I course at the high school.	✓	
Science Begin a comprehensive evaluation of programming and material options in elementary science.		✓
Adopt one additional Engineering is Elementary (EIE) unit for grades 1-4.	✓	
Adopt the Pearson program, <i>Elevate Science: Course 3</i> in grade 8.	✓	
Pilot the Pearson program, <i>Elevate Science: Course 2</i> in grades 6 and 7.	✓	
Social Studies Implement new curriculum alignment, in grades 5-8.	✓	
World Language Develop assessments and unit plans to begin implementation of a Comprehensible Input based WL curriculum in grades 6 - 8.	✓	
Revise French II Course curriculum	✓	

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UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020

Name: Caty DeWalt, Tim Wagner

Level: High School

Area: HSLT

Date: March 26, 2019

Curriculum Recommendation

Explore the possibilities for creating interdisciplinary Gold Standard project- or problem-based learning (PBL) courses for students at the high school.

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. Form an ad hoc team of teachers interested in this type of instruction.
3. Research PBL and related instructional models for best practices.
4. Develop a flexible organizational framework for PBL course offerings.
5. Brainstorm potential courses and interdisciplinary partnerships with an eye toward meeting gold standards for PBL.
6. Within smaller course teams, explore project ideas and driving questions and align them with academic and college and career readiness standards to create pilot curriculum.

Approved.

This process should help to inform the High School’s current Problem-Based Learning initiative.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: _____ Caty DeWalt, Tim Wagner _____

Level: _____ High School _____

Area: _____ HSLT _____

Date: _____ March 26, 2019 _____

Curriculum Recommendation

Continued (2 of 2)...

To explore the possibilities for creating interdisciplinary Gold Standard project- or problem-based learning (PBL) courses for students at the high school.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

3. As part of the International Baccalaureate Organization's revamping of the Middle Years Programme curriculum, schools must now offer students at least one interdisciplinary unit for each year of the program. Offering PBL courses would help to fulfill this requirement at the high school.
4. 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).

7. Propose these curricula as pilot courses during fast track curriculum recommendations in the fall of 2019, for the 2020-2021 school year.

Approved.

This process should help to inform the High School's current Problem-Based Learning initiative.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019

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

Area: Counseling **Date:** 3/27/19

Curriculum Recommendation

Study Multi-Tier System of Supports (MTSS) Tier 2 interventions, supports, screeners, and progress monitoring measures to be implemented at the high school level.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Implementing MTSS Tier 2 supports aligns with the USCSD Strategic Plan, specifically the High School Experience: - 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. 2. Tier 1 supports have been implemented formally for students throughout the second semester in Collaborative Team Meetings..	1. Seek administrative approval. 2. Attendance at Fall 2018 MTSS Conference. 3. Bi-weekly Planning meetings of MTSS Team throughout school year (18-19 and 19-20) 4. Attendance at MTSS webinar trainings 5. Coordinate summer workshop for research, planning and school visits.	Conference expenses approx \$1500 Summer meeting days X 2 @ \$30.20/hr= \$362.40	Approved. Work should be completed in collaboration with the new Director of Pupil services and the middle school Student Support Services Teams.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: _____ Shannon Dressler, Jennifer Kirk, Dan Zelenski _____

Level: _____ High School _____

Area: _____ Counseling _____

Date: _____ 3/27/19 _____

Curriculum Recommendation

Continued (2 of 3) ...

To study Multi-Tier System of Supports Tier 2 interventions, supports, screeners, and progress monitoring measures to be implemented at the high school level.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

3. Tier 1 Supports: Provide individual reteaching opportunities with content teacher (i.e. meeting before/after school, during free mods/duty time, etc., Facilitate academic learning accommodations within the classroom setting (i.e differentiated lessons, formative assessments, small-group instruction, long-term project breakdown etc.), Assign to Resource Center, Assign Peer Tutor, Facilitate Schedule change, Refer to Study Skills Group, Refer to Counseling, Coordinate parent meeting with teachers, Make Parent contact (email or phone), Retest for mastery, Assign to Office Hours, Change assigned seat, Offer specific positive praise, Provide clear and consistent expectations (re: classroom behavior; homework completion.
4. Research-based, data driven Tier 2 interventions are designed for a targeted population, typically about 15% of the student population. These targeted students are those who do not demonstrate success from Tier 1 intervention.

Approved.

Work should be completed in collaboration with the new Director of Pupil services and the middle school Student Support Services Teams.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: _____ Shannon Dressler, Jennifer Kirk, Dan Zelenski _____

Level: _____ High School _____

Area: _____ Counseling _____

Date: _____ 3/27/19 _____

Curriculum Recommendation

Continued (3 of 3) ...

To study Multi-Tier System of Supports Tier 2 interventions, supports, screeners, and progress monitoring measures to be implemented at the high school level.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

5. 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.”

Retrieved from <https://medium.com/inspired-ideas-prek-12/the-who-and-how-of-mtss-in-secondary-schools-fc5b31485ba8>
(McGraw Hill)

6. This recommendation allows for movement toward an eventual seamless K-12 MTSS.

Approved.

Work should be completed in collaboration with the new Director of Pupil services and the middle school Student Support Services Teams.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018

Name: Kristy Berrott

Level: Grades 2

Area: ELA

Date: April 5, 2019

Curriculum Recommendation

Develop new whole group comprehension lesson plans to support reading comprehension and vocabulary instruction in second grade.

Reason(s) for Recommendation

1. This current recommendation is a result of the 2017-2018 guided reading curriculum recommendation to *study best practices in guided reading and explore related materials to align with the PA Core Standards and to allow for the development of reading comprehension skills in all students.*
2. Through the work centered upon guided reading instruction, research supported the importance of teacher modeling comprehension strategies for young readers.
3. As a result, teachers reflected upon their current whole group comprehension lesson plans and identified the need to develop new plans that align with student needs within the PA Common Core Standards.
4. These lessons will model, for students, the application of various comprehension skills within informational text and literature. Students will then apply these skills to their independent reading level during the guided reading instructional time.

Implementation Steps

1. Administrative approval.
2. Provide summer work time for a core group of teachers to identify skills, genres, and texts to be utilized within the lessons plans. They will also write the lesson plans for instruction.
3. If needed, teachers will continue development during the 2019-2020 school year.

Cost

Summer workshop time for 6 teachers at \$30.20 per hour for 2 days = \$2,174.40

New books: 36 weeks of instruction x 15 books = 540 books.
540 books * \$10 per book = \$5,400 total

Administrative Reaction

Approved.

Continuing to attend to alignment and instructional moedling will provide for effective reading programming.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018

Name: _____ Becky Kabala, Kate Ruth, Kristy Berrott _____ **Level:** _____ Grades 3-8 _____

Area: _____ ELA _____ **Date:** _____ March 14, 2019 _____

Curriculum Recommendation

Continue the literacy assessment pilot of the MAP assessment with all teachers and students in grades 3-8.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
- This current recommendation is a continuation of last year's recommendation to: <i>Expand the literacy assessment pilot to include the use of the MAP assessment with all teachers and students in grades 3-8.</i> - In SY 2018-19, all Elementary and Middle School ELA teachers, as well as most of the Special Education teachers, received formal training on MAP assessment process and data analysis. While teachers have used this data in meaningful ways to inform instruction, there are still many considerations for the implications of this data. - In addition, teachers would like to observe the consistency of the data over time in terms of its correlation with student performance in the classroom and on standardized tests. There is need to develop a protocol for analyzing this data and implementing changes. Time is needed for conversations and planning to occur.	- Administrative approval. - Provide summer work time for a core group of teachers to consider a protocol for data analysis and use. - Schedule meetings to review end of year data for the purpose of planning instruction and adjusting student groups for SY 2019-20.	\$12.50 per student <u>Grades 3 & 4:</u> 600 students = \$7,500; <u>Grades 5-8:</u> 1300 students = \$16,250 - 5,200 (shared cost w/ 5-8 Math Dept. = \$11,050 Total: \$18,550	Approved. Careful consideration of the cost/benefit of assessments is always in the best interest of our students.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: _____ Becky Kabala, Kate Ruth, Kristy Berrott _____ **Level:** _____ Grades 3-8 _____

Area: _____ ELA _____ **Date:** _____ March 14, 2019 _____

Curriculum Recommendation

Continue (2 of 2) ...

Continue the literacy assessment pilot of the MAP assessment with all teachers and students in grades 3-8.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

4. Lastly, because of the time and resources needed for this assessment to be given three times per year, an additional year long pilot is being recommended.

Summer workshop time for 8 teachers at \$30.20 per hour for 1 days = \$1,449.60

Approved.

Careful consideration of the cost/benefit of assessments is always in the best interest of our students.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020

Name: Melissa Tungate

Level: High School

Area: English Language Arts

Date: March 26, 2019

Curriculum Recommendation

Move *Antigone* by Sophocles from a core text to a supplemental text in Academic and Honors English 10.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. The current 10th grade curriculum includes an extensive study of Greek Mythology. Shifting *Antigone* to a supplemental offers more versatility within the Mythology Unit and provides students more choice in exploring their interests in the supplemental program.
2. *Oedipus Rex* was moved from core to supplemental in the AP curriculum and was removed from the IB Diploma Program Curriculum. Therefore, students no longer benefit from the direct instruction of the Oedipus cycle.
3. *Antigone* is appropriate for a 10th grade independent reading study. Because students are able to read and comprehend this text with minimal teacher support, it would more effectively be offered as a choice for interested students.

1. Seek administrative approval.
2. Update Rubicon Atlas for Honors and Academic English 10.
3. Begin teaching *Antigone* as a supplemental text in the 2019-2020 school year.

Approved.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: Melissa Tungate

Level: High School

Area: English Language Arts

Date: March 26, 2019

Curriculum Recommendation

Continued (2 of 2)...

Move *Antigone* by Sophocles from a core text to a supplemental text in Academic and Honors English 10.

Reason(s) for Recommendation

Implementation Steps

Cost

**Administrative
Reaction**

4. Provisions for additional instructional time creates opportunities for teachers to effectively and thoroughly complete Project Based Learning (PBL) experiences. Transitioning *Antigone* to a supplemental text will provide students with more opportunity and class time to develop project based learning.

Approved.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020



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

Area: English **Date:** March 26, 2019

Curriculum Recommendation

Restructure Honors English 11 American Literature from a study of literature in chronological sequence to an historical themed approach.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
- This survey course has previously been taught in a chronological manner through the use of American historical tempers that aligned with the structure of the junior year American History course. The restructuring of the high school social studies curriculum, in a manner in which historical sequence is no longer the central organizing factor, provides the opportunity for a similar revision to this course. - The restructuring of Honors English 11 will allow for a focus on relevant and engaging themes that promote connections between current American issues and their historical roots. In contrast to the study of a series of texts in an historical timeline, this course will now emphasize literary themes that promote thoughtful consideration of historical issues allowing students to make relevant connections to their own lives.	- Seek administrative approval. - Realign resources (see recommendation 3.) - Update Rubicon Atlas. - Convene a team of teachers for summer workshop to update Rubicon and revise assessments. - Begin teaching new course in 2019-2020 school year.	Up to 12 hours for up to 2 (\$30.20 x 12 x 2 = \$724.80)	Approved. Coordinating initiatives that are interdisciplinary in nature as well as continuing to enhance instructional programming to engage students are commendable reasons and approaches to curriculum change.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: _____ Melissa Tungate _____

Level: _____ High School _____

Area: _____ English _____

Date: _____ March 26, 2019 _____

Curriculum Recommendation

Continued (2 of 2) ...

Restructure Honors English 11 American Literature from a study of literature in chronological sequence to an historical themed approach.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. Most of the texts will remain the same with a few changes, including the order and manner in which they are presented. The recommendation to offer AP Literature and Language as separate courses in the senior year beginning in the 2019-20 school year, has also provided the opportunity to evaluate the relevance of texts in each of these three courses. Therefore, thoughtful recommendations are being made for some text changes (<i>see next recommendation</i>).			Approved. Coordinating initiatives that are interdisciplinary in nature as well as continuing to enhance instructional programming to engage students are commendable reasons and approaches to curriculum change.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020

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

Area: English Language Arts **Date:** March 26, 2019

Curriculum Recommendation

Realign and adopt recommended resources in Honors English 11, AP English Literature and Composition, and AP Language and Composition.
(see chart for specific revisions.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. A curriculum recommendation was approved to offer the AP Literature, Language and Composition course as two separate courses beginning in the 2019-20 school year. This change requires both curriculum adjustments and text alignment. In addition, modifications to the Honors English 11 curriculum are currently being recommended, providing the opportunity for consideration of text adjustments within and between all three of these courses. 2. Adjustments to texts and resources will allow each course to more effectively meet the desired outcomes. The AP College Board guidelines have been considered as well as the goals of each of these courses, student interest, level of rigor, and exposure to a variety of genres and seminal works of literature. (access the link below for resource recommendations). https://docs.google.com/document/d/1pm37nT2vOXtj2p23rV7idD1fB0lJcD4y2JMm3YZmAQY/edit?usp=sharing	1. Seek administrative approval. 2. Update Rubicon Atlas for Honors English 11, AP English Literature and Composition, and AP English Language and Composition. 3. Begin teaching the new curriculum in all three courses in the 2019-2020 school year. 4. Purchase additional books. 5. Conduct summer workshop for teachers to make the changes in Rubicon, create unit plans, and develop lessons and materials.	Total book budget: \$6810.00 (budgeted for 2019-2020 year) Up to 2 teachers up to 18 hours paid @ \$30.20 = 1,087.20 for summer workshop	Approved. Given the changes to these courses, it is timely, efficient, and prudent to realign resources in this manner.

Addendum: Course/Text Revisions for
Honors English 11, AP English Literature & Composition, and AP English Language & Composition

Course	Text/Units	Change	Rationale
<i>AP Language & Composition</i>	<i>The Language of Composition Anthology</i> (BFW Publishers, 3rd edition)	Core text adoption	This anthology provides a collection of thematically organized nonfiction essays/texts that align with the framework of the course.
	<i>Grit: The Power of Passion and Perseverance</i> by Angela Duckworth	Core text adoption	<i>Grit</i> provides for the addition of a full-length, contemporary, nonfiction text with relevant, real-life themes and applications.
	Non-Fiction Texts on Rationalism	Move from Honors English 11	Due to the thematic change to Honors English 11, these shorter, nonfiction texts now become a better fit in the AP Language & Composition course.
<i>AP Literature & Composition</i>	<i>A Connecticut Yankee in King Arthur's Court</i> by Mark Twain	Core text adoption	This text provides a full-length piece of comedy, a Horatian satire, that provides a balance with the core Juvenalian text, <i>A Modest Proposal</i> by Swift.
	<i>Crime and Punishment</i> by Fyodor Dostoevsky	Core to supplemental/research option	In addition to <i>Crime and Punishment</i> , students read <i>Heart of Darkness</i> , which is also a work of psychological fiction that deals with similar

			themes; <i>Crime and Punishment</i> requires up to 6 weeks of instructional time, leaving little time for a satire unit, the content of which is assessed on the AP Literature and Composition exam.
Honors English 11	<i>The Things They Carried</i> by Tim O'Brien	Supplemental option to core text	This contemporary text addresses the theme of conflict including content related to the Vietnam War, PTSD, the past, internal and external conflicts. It also pairs with the Monuments and Memorials unit in this course.
	<i>Our Town</i> by Thornton Wilder	Supplemental option to a core text	This play fits in the themes of Community and replaces <i>The Crucible</i> as a core drama for students in Honors English 11.
	<i>Ethan Frome</i> by Edith Wharton	Core to supplemental/research option	The Realism unit does not fit thematically with the redesign.
	<i>The Crucible</i> by Arthur Miller	Core to supplemental/research option	The Puritanism unit does not fit thematically with the redesign.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Andrew Lucas **Level:** Middle School

Area: Mathematics **Date:** March 14, 2019

Curriculum Recommendation

Pilot the math portion of the MAP diagnostic assessments in 5th, 6th, and 7th grades to gain understanding of students' mathematical growth and achievement to use in planning small group instruction and interventions.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
- Pennsylvania adopted the PA Core Standards in July 2013. A recommendation was made in 2013 to begin the process of converting our curriculum to the PA Core. The District has been working in the area of math to align our curriculum and instructional practice to allow our students to reach and exceed these standards. - PVAAS data provided by the state measures students' growth in their knowledge and understanding of the PA Core Standards. Teachers and schools are assessed according to these growth measures. Middle School math teachers having been using this data to inform and refine instruction each year since the scores were released. - Unfortunately, since these scores are only released once each year, any changes that are driven by these data points are reactionary. Teachers have found it difficult to use PVAAS data to help plan instruction and intervention for individual students.	- Administrative approval. - Schedule training times over the summer and/or during the first in-service days to teach teachers how to administer the assessment. - Provide additional training during the school year on how to interpret and utilize data that is collected. - Schedule meetings to review data for the purpose of planning instruction and adjusting student groups. Determine how programs like Buzzmath, Sumdog, and Khan Academy can be used to meet these needs. - Purchase necessary materials. - Compare released PVAAS data to the predictive data that MAP provides to determine the efficacy of the program.	\$4.50 per student for approx. 600 students = \$2700. \$1000 for training Summer workshop time for 6 teachers at \$30.20 per hour for 1 days = \$1,087.20	Approved. The value of the data should be considered along with the administration time and coordinated with the use of the MAP reading assessment.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Andrew Lucas **Level:** Middle School

Area: Mathematics **Date:** March 14, 2019

Curriculum Recommendation

Continued (2 of 3)...

Pilot the math portion of the MAP diagnostic assessments in 5th, 6th, and 7th grades to gain understanding of students' mathematical growth and achievement to use in planning small group instruction and interventions.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

4. Tools like EasyCBM have been used at Boyce in the past to help plan RtI support, however teachers always felt that the information provided by this assessment provides minimal feedback regarding students' strengths and needs.
5. The math portion of the MAP test was piloted one on 7th grade team this year. The data produced was robust and provided a more immediate view of what students know and are able to do. The teacher who piloted the test was able to make adjustments at the midway point of the year for individual students.
6. Teachers in 5th and 6th grade have expressed an interest in participating in the MAP assessment pilot for the coming school year. Since MAP data travels with each individual student from grade to grade, expanding the pilot to other grades will allow us to get a more accurate picture of student growth.

Approved.

The value of the data should be considered along with the administration time and coordinated with the use of the MAP reading assessment.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: _____ Andrew Lucas _____

Level: _____ Middle School _____

Area: _____ Mathematics _____

Date: _____ March 14, 2019 _____

Curriculum Recommendation

Continued (3 of 3)...

Pilot the math portion of the MAP diagnostic assessments in 5th, 6th, and 7th grades to gain understanding of students' mathematical growth and achievement to use in planning small group instruction and interventions.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
7. MAP data could potentially assist us in being more effective in determining which students we target for intervention and will provide more immediate feedback about what specific PA Core strands these students are struggling with. These data could be used in concert with our Sumdog and Buzzmath programs to provide additional practice and instruction on these concepts. 8. Correlations between math and reading ability can be established by comparing MAP reading and math scores. This will help to determine which students are struggling with mathematical concepts and which are struggling with reading comprehension.			Approved. The value of the data should be considered along with the administration time and coordinated with the use of the MAP reading assessment.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: Steve Miller, Shannon Strayer **Level:** High School

Area: Mathematics **Date:** March 26, 2019

Curriculum Recommendation

Offer a full-year academic-level Algebra I course at the high school.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
- Currently the Algebra I offerings at the high school include Conceptual Algebra I, Part A and Conceptual Algebra I, Part B. Part A is a year-long course, for students who have completed pre-algebra in 8th grade. Part B is a year-long course for students who have completed Part A. Together these courses represent a complete Algebra I curriculum for students who would benefit from learning Algebra over two years. This two-year course is not designed for students who are able to learn Algebra at the more traditional one-year pace. - Students who move into the district who haven't had Algebra I in 8th grade due to their school's curriculum sequence have no option other than to take the two-year approach that we currently offer, even though that may not be appropriate for them. - Students who are in the district taking pre-algebra in 8th grade who show developmental gains that would enable them to successfully complete Algebra 1 in one year do not have that opportunity in 9th grade. - The curriculum for this course would mirror the one-year course that is currently taught to the majority of the 8th grade students.	- Seek administrative approval. - Update the Program of Studies. - Provide summer workshop time/ change of assignment time for organization and development of course materials	1 teacher x 30 hours @ \$30.20 = \$906	Approved. The addition of this course will need to be considered and implemented within the scope of all Algebra I course offerings, giving careful consideration to and monitoring enrollment and staffing.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018

Name: Pamela Dillie **Level:** Elementary

Area: Elementary Science **Date:** March , 2019

Curriculum Recommendation

Begin a comprehensive evaluation of programming and material options in elementary science.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
- ASSET is the organization through which we currently receive our elementary science materials as well as professional development services related to the units we have chosen. Teachers receive a kit of materials for each science unit, allowing for students to have a very hands-on, inquiry-based science experience. ASSET serves as an organization that provides the professional development, consultation services, and a materials rental program that work together to assure smooth and effective science programming for area school districts. - ASSET is discontinuing their materials leasing program beginning in the 2019-20 school year. Our current plan is to continue the same science programming over the next few years allowing time to fully and extensively study other options. - A comprehensive evaluation of available options for our science programming will be conducted. During this evaluation, current strengths as well as gaps or needs will be determined.	- Gain Administrative approval. - Provide summer workshop and curriculum time necessary to support this recommendation. - Gather a group of teachers from each level and each building to explore options. Teacher input is imperative to this revision.	No additional cost beyond the proposed elementary science budget. Summer Workshop pay for teachers at (\$30.20 per hour.) Science kit replenishment resources.	20

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Pamela Dillie **Level:** Elementary

Area: Elementary Science **Date:** March , 2019

Curriculum Recommendation

Continued (2 of 2)...

Begin a comprehensive evaluation of programming and material options in elementary science.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

4. The curriculum will continue to be revised to meet the needs of of 21st century learners through the examination of the scope and sequence of the existing USC framework. Consideration of the Next Generation Science Standards will continue to guide our curriculum development and materials selection.
5. S.T.E.A.M. education has become an important component in American education. Our District is committed to S.T.E.A.M. education. We need to continue to provide opportunities and to continue to evolve in sound and appropriate ways at the elementary level within and beyond our core science curriculum.

FOSS K-8 Scope and Sequence

GRADE	PHYSICAL SCIENCE	EARTH SCIENCE	LIFE SCIENCE
6-8	Gravity and Kinetic Energy ^{*3} Waves [*]	Planetary Science ²	Human Systems Interactions [*] Heredity and Adaptation [*]
	Chemical Interactions ²	Earth History ²	Populations and Ecosystems ²
	Electromagnetic Force [*] Variables and Design ^{*3}	Weather and Water ²	Diversity of Life
5	Mixtures and Solutions	Earth and Sun	Living Systems
4	Energy	Soils, Rocks, and Landforms	Environments
3	Motion and Matter	Water and Climate	Structures of Life
2	Solids and Liquids	Pebbles, Sand and Silt	Insects and Plants
1	Sound and Light	Air and Weather	Plants and Animals
K	Materials and Motion	Trees and Weather	Animals Two by Two

K-5 NGSS Carolina Biological Matrix

Building Blocks of Science Curriculum for Grades K–5

Teach the new standards in just 30 minutes a day!

	Physical Science	Life Science	Earth/Space Science
Kindergarten	<u>Push, Pull, Go</u>	<u>Living Things and Their Needs</u>	<u>Weather and Sky</u>
1st Grade	<u>Light and Sound Waves</u>	<u>Exploring Organisms</u>	<u>Sky Watchers</u>
2nd Grade	<u>Matter</u>	<u>Ecosystem Diversity</u>	<u>Earth Materials</u>
3rd Grade	<u>Forces and Interactions</u>	<u>Life in Ecosystems</u>	<u>Weather and Climate Patterns</u>
4th Grade	<u>Energy Works!</u>	<u>Plant and Animal Structures</u>	<u>Changing Earth</u>
5th Grade	<u>Structure and Properties of Matter</u>	<u>Matter and Energy in Ecosystems</u>	<u>Earth and Space Systems</u>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2015-2016

Name: _____ Pamela Dille _____

Level: _____ Elementary _____

Area: _____ Science / S.T.E.A.M. _____

Date: _____ March, 2019 _____

Curriculum Recommendation

Adopt one additional *Engineering is Elementary (EIE)* units as a supplemental science component to enhance our existing science curriculum in grades 1-4.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. We currently have one Engineering is Elementary (EIE) unit integrated into our science curriculum. The EIE units provide design challenges and lessons that partner with our existing science curricula, and are an important component of our STEAM initiative. We are proposing the purchase of one additional EIE unit (Grades 1-4).
2. The EIE units support USC's S.T.E.A.M. focus as well as Next Generation Science Standards. The expansion of the EIE program will help our students to apply their knowledge and develop the skills of creativity, inquiry, innovation, problem solving and collaboration. The EIE units take our current science topics to the next level by providing the students with opportunity to use their newly acquired scientific content knowledge while applying the engineering design cycle.

1. Gain Administrative approval.
2. Adopt one additional supplement per grade level per building:
3. Tentative:
 - 1st - Designing Plant Packages /extension of New Plants
 - 2nd - Improving a Playdough Process / extension of Changes
 - 3rd grade-Cleaning an Oil Spill / extension of Chemical Testing
 - 4th grade-Designing an Earthquake Proof building / extension of Land & Water
4. Provide summer workshop and curriculum time necessary to support this recommendation. Schedule professional development for the new Engineering is Elementary modules.
5. Study and adjust the pacing of current social studies and science units in order to allow for implementation of these units.

No additional cost beyond the proposed elementary science budget.

Cost per EIE kit- \$50 each manual per teacher and \$100 for the materials per grade level. (included in the science budget).

Approved.

Continuing to enhance STEAM Programming at the elementary level will provide students with the opportunity to learn critical thinking skills and demonstrate creativity.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2015-2016

Name: _____ Pamela Dille _____

Level: _____ Elementary _____

Area: _____ Science / S.T.E.A.M. _____

Date: _____ March, 2019 _____

Curriculum Recommendation

Continued (2 of 2)...

Adopt one additional *Engineering is Elementary (EIE)* units as a supplemental science component to enhance our existing science curriculum in grades 1-4.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. The EIE program was developed at the Boston Museum and is an awarding winning program recognized transforming education by introducing engineering concepts and practices at the elementary level. The first EIE unit was purchased and introduce in 2015 following a complete evaluation of available resources. It has been well received by students, teachers and administrators.		Staff development covered under professional development portion of Science budget. (If needed: Summer Workshop Time for teachers at \$30.20 per hour.	Approved. Continuing to enhance STEAM Programming at the elementary level will provide students with the opportunity to learn critical thinking skills and demonstrate creativity.
			25

EiE Curriculum Units

20 hands-on engineering design challenges! Choose the EiE unit that complements the science topics you teach.

You can use EiE curriculum units at the same time as your science units—or afterwards. Browse the units below to see which EiE units will work best in your classroom.

Electricity	Rocks	Balance & Forces	Insects
 An Alarming Idea: Designing Alarm Circuits Physical Science 1-5 Grades Classroom Electrical Engineering	 Solid as a Rock: Replicating an Artifact Earth & Space Science 1-5 Grades Classroom Materials Engineering	 To Get to the Other Side: Designing Bridges Physical Science 1-5 Grades Classroom Civil Engineering	 The Best of Bugs: Designing Hand Pollinators Life Science 1-5 Grades Classroom Agricultural Engineering
Human Body	Landforms	Light	Magnetism
 No Bones About It: Designing Knee Braces Life Science 1-5 Grades Classroom Biomedical Engineering	 A Stick in the Mud: Evaluating a Landscape Earth & Space Science 1-5 Grades Classroom Geotechnical Engineering	 Lighten Up: Designing Lighting Systems Physical Science 1-5 Grades Classroom Optical Engineering	 The Attraction is Obvious: Designing Maglev Systems Physical Science 1-5 Grades Classroom Transportation Engineering

Organisms	Ecosystems	Astronomy	Plants
 Just Passing Through: Designing Model Membranes Life Science 1-5 Grades Classroom Bioengineering	 A Slick Solution: Cleaning an Oil Spill Life Science 1-5 Grades Classroom Environmental Engineering	 A Long Way Down: Designing Parachutes Earth & Space Science 1-5 Grades Classroom Aerospace Engineering	 Thinking Inside the Box: Designing Plant Packages Life Science 1-5 Grades Classroom Package Engineering
Solids & Liquids	Simple Machines	Energy	Sound
 A Work in Progress: Improving a Play Dough Process Physical Science 1-5 Grades Classroom Chemical Engineering	 Marvelous Machines: Making Work Easier Physical Science 1-5 Grades Classroom Industrial Engineering	 Now You're Cooking: Designing Solar Ovens Physical Science 1-5 Grades Classroom Green Engineering	 Sounds Like Fun: Seeing Animal Sounds Physical Science 1-5 Grades Classroom Acoustical Engineering
Floating & Sinking	Earth Materials	Water	Air & Weather
 Taking the Plunge: Designing Submersibles Physical Science 1-5 Grades Classroom Ocean Engineering	 A Sticky Situation: Designing Walls Earth & Space Science 1-5 Grades Classroom Materials Engineering	 Water, Water Everywhere: Designing Water Filters Earth & Space Science 1-5 Grades Classroom Environmental Engineering	 Catching the Wind: Designing Windmills Earth & Space Science 1-5 Grades Classroom Mechanical Engineering

Next

Engineering Adventures Curriculum Units

Choose from ten units with fun, hands-on engineering design challenges based on real events around the world!

Electrical	Avalanche	Acoustic Devices	Flying Technologies
 Light Up the Night: Electrical Engineering 1-5 Grades Classroom	 A Slippery Slope: Avalanche Engineering 1-5 Grades Classroom	 Made to My Ears: Acoustical Engineering 1-5 Grades Classroom	 The Sky's the Limit: Aeronautical Engineering 1-5 Grades Classroom
Rockets and Revers	Bubble Worlds	Art Drop Packages	Earthquakes
 Lift Off: Aerospace Engineering 1-5 Grades Classroom	 Bubble Bonanza: Materials Engineering 1-5 Grades Classroom	 To the Rescue: Package Engineering 1-5 Grades Classroom	 Shake Things Up: Earthquake Engineering 1-5 Grades Classroom
Recycled Racers	Invasive Species		
 Go Green: Green Engineering 1-5 Grades Classroom	 Hop to It: Mechanical Engineering 1-5 Grades Classroom		

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Caren Falascino **Level:** Middle School

Area: Science **Date:** March 14, 2019

Curriculum Recommendation

Adopt the Pearson resource, *Elevate Science: Course 3* in 8th grade.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. The science department piloted the program, *Elevate Science: Course 3*, during the 2018-2019 school.
2. During the pilot the teachers used the readings, the critical thinking questions, labs, activities, demonstrations engineering challenges and real life examples. These resources were aligned with the USC Objectives, and the PA State Standards.
3. The hands on labs that previously have been adopted as part of the USC curriculum are still valued and these experiences were integrated into the new program.
4. This program includes a consumable workbook that provides non-fiction reading opportunities and reading in the context area to support the District and and State literacy standards.
5. The Pearson program will continue to be updated each year to expose our students to new discoveries in science, PA State Standards and the Next Generation Science Standards (NGSS).

1. Administrative approval.
2. Teachers will continue training during the summer by a Pearson representative.
3. Adopt the Pearson program, *Elate Science: Course 3*.
4. Explore technology as a tool to supply resources for the program..

Expensive of the program.
340 @ \$93.97 = \$31,949.80 (\$5,324.97/ year)
(These funds have been budgeted during the 2018-19 school year.)

Summer workshop training: 2 Teachers for 6 hours
@\$30.20 = 362.40

Approved.

The match of these resources to the current curriculum is very strong and should enhance to the middle school science program.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020



Name: _____ Caren Falascino _____ **Level:** _____ Middle School _____

Area: _____ Science _____ **Date:** _____ March 14, 2019 _____

Curriculum Recommendation

Continued (2 of 2) ...

Adopt the Pearson resource, *Elevate Science: Course 3* in 8th grade.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

6. The Elevate series' technology component allowed students to complete readings at grade level. This online component enhanced our use of the technology in the middle school.
7. The Pearson, *Elevate Science: Course 3* will supplement the present USC Objectives and the teaching philosophy of Upper St. Clair School District.

Approved.

The match of these resources to the current curriculum is very strong and should enhance to the middle school science program.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019

Name: Caren Falascino

Level: Middle School

Area: Science

Date: March 14, 2019

Curriculum Recommendation

Pilot the Pearson resource, *Elevate Science: Course 2* in 6th and 7th grade.

Reason(s) for Recommendation

1. The department continuously reviews the anchors and student performance that are tested on the PSSA science test. After examination of the curriculum and evaluating student scores there is a need for additional content to supplement the labs, activities, and hands on experiences.
2. This pilot would allow us to continue using our labs and technology advances, but will enhance the use of nonfiction reading to support the District and and State literacy standards. This resource will be updated each year to expose our students to new discoveries in science, PA State Standards and the Next Generation Science Standards (NGSS).
3. The Pearson Elevate series has a technology component that provided students with movies, engineering challenges
4. In the program the students will be given a new workbook each year. This book will organize the student's learning for the year and allow a review for the PSSA test. The cost provided for the program is for a subscription for six years.

Implementation Steps

1. Administrative approval.
2. Teachers will be trained during the summer by a Pearson representative.
3. Pilot the Pearson program, *Elevate Science: Course 2*, during the first semester in 7th grade and the second semester in 7th grade.
4. Explore technology as a tool to supply resources for the program.
5. At the conclusion of the first nine weeks during the 2019-2020 school year, a review of the unit will be completed to determine if the program should be adopted.

Cost

Possible
Summer
Workshop
Time

4 Teachers
for 6 hours
@\$30.20 =
\$724.80

Administrative Reaction

Approved.

The match of
these resources
to the current
curriculum is
very strong and
should enhance
to the middle
school science
program.

Course 1, continued

Disciplinary Core Idea	Science Standard	Elevate Science Topics
ESS2.A – Earth Materials and Systems ESS2.B – Plate Tectonics/Large-Scale System Interactions ESS2.C – Roles of Water in Earth's Surface Processes ESS1.C – History of Planet Earth ESS3.B – Natural Hazards	MS-ESS2-2 MS-ESS2-3 MS-ESS3-2	Topic 8: Plate Tectonics Lesson 1: Evidence of Plate Motions Lesson 2: Plate Tectonics and Earth's Surface Lesson 3: Earthquakes and Tsunami Hazards Lesson 3: Volcanoes and Earth's Surface
ESS2.B – Plate Tectonics/Large-Scale System Interactions ESS1.C – History of Planet Earth ESS3.B – Natural Hazards	MS-ESS2-3 MS-ESS3-2	Topic 9: Earth's Surface Systems Lesson 1: Weathering and Soil Lesson 2: Erosion and Deposition Lesson 3: Water Erosion Lesson 4: Glacial and Wave Erosion
LS1.A – Structure and Function LS4.A – Evidence of Common Ancestry and Diversity	MS-LS1-1 MS-LS1-2 MS-LS1-3 MS-LS4-2	Topic 10: Living Things in the Biosphere Lesson 1: Living Things Lesson 2: Classification Systems Lesson 3: Viruses, Bacteria, Protists, and Fungi Lesson 4: Plants and Animals

Course 2

Disciplinary Core Idea	Science Standard	Elevate Science Topics
LS1.A – Structure and Function LS2.B – Cycles of Matter and Energy Transfer in Ecosystems LS1.C – Organization for Matter and Energy Flow in Organisms PS3.D – Energy in Chemical Processes and Everyday Life	MS-LS1-1 MS-LS1-2 MS-LS1-3 MS-LS1-6 MS-LS1-7 MS-LS2-3	Topic 1: The Cell System Lesson 1: Structure and Function of Cells Lesson 2: Cell Structures Lesson 3: Obtaining and Removing Materials Lesson 4: Cell Division Lesson 5: Photosynthesis Lesson 6: Cellular Respiration
LS1.A – Structure and Function LS1.D – Information Processing	MS-LS1-3 MS-LS1-8	Topic 2: Human Body Systems Lesson 1: Body Organization Lesson 2: Systems Interacting Lesson 3: Supplying Energy Lesson 4: Managing Materials Lesson 5: Controlling Processes
LS1.B – Growth and Development of Organisms LS3.A – Inheritance of Traits LS3.B – Variation of Traits	MS-LS1-4 MS-LS1-5 MS-LS3-2	Topic 3: Reproduction and Growth Lesson 1: Patterns of Reproduction Lesson 2: Plant Structures for Reproduction Lesson 3: Animal Behaviors for Reproduction Lesson 4: Factors Influencing Growth
LS2.A – Interdependent Relationships in Ecosystems LS2.B – Cycles of Matter and Energy Transfer in Ecosystems	MS-LS2-1 MS-LS2-3	Topic 4: Ecosystems Lesson 1: Living Things and the Environment Lesson 2: Energy Flow in Ecosystems Lesson 3: Cycles of Matter

continued...

Course 2, continued

Disciplinary Core Idea	Science Standard	Elevate Science Topics
LS2.A – Interdependent Relationships in Ecosystems LS2.B – Cycles of Matter and Energy Transfer in Ecosystems LS2.C – Ecosystem Dynamics, Functioning and Resilience LS4.D – Biodiversity and Humans ETS1.B – Developing Possible Solutions	MS-LS2-1 MS-LS2-2 MS-LS2-4 MS-LS2-5 MS-LS2-3	Topic 5: Populations, Communities, and Ecosystems Lesson 1: Interactions in Ecosystems Lesson 2: Dynamic and Resilient Ecosystems Lesson 3: Biodiversity Lesson 4: Ecosystem Services
ESS3.A – Natural Resources ESS3.C – Human Impacts on Earth Systems	MS-ESS3-1 MS-ESS3-3 MS-ESS3-4	Topic 6: Distribution of Natural Resources Lesson 1: Nonrenewable Energy Resources Lesson 2: Renewable Energy Resources Lesson 3: Mineral Resources Lesson 4: Water Resources
ESS3.C – Human Impacts on Earth Systems	MS-ESS3-4	Topic 7: Human Impacts on the Environment Lesson 1: Population Growth and Resource Consumption Lesson 2: Air Pollution Lesson 3: Impacts on Land Lesson 4: Water Pollution
PS4.A – Wave Properties PS4.B – Electromagnetic Radiation	MS-PS4-1 MS-PS4-2	Topic 8: Waves and Electromagnetic Radiation Lesson 1: Wave Properties Lesson 2: Wave Interactions Lesson 3: Sound Waves Lesson 4: Electromagnetic Waves Lesson 5: Light
PS2.B – Types of Interactions PS3.A – Definitions of Energy PS3.C – Relationships Between Energy and Forces	MS-PS2-3 MS-PS2-5 MS-PS3-2	Topic 9: Electricity and Magnetism Lesson 1: Electric Force Lesson 2: Magnetic Force Lesson 3: Electromagnetic Force Lesson 4: Electric and Magnetic Interactions
PS4.C – Information Technology and Instrumentation	MS-PS4-3	Topic 10: Information Technologies Lesson 1: Electric Circuits Lesson 2: Signals Lesson 3: Communication and Technology

Course 3

Disciplinary Core Idea	Science Standard	Elevate Science Topics
PS1.A – Structure and Properties of Matter	MS-PS1-1	Topic 1: Atoms and the Periodic Table Lesson 1: Atomic Theory Lesson 2: Periodic Table Lesson 3: Bonding and the Periodic Table Lesson 4: Types of Bonds Lesson 5: Acids and Bases

continued...

Course 3, continued

Disciplinary Core Idea	Science Standard	Elevate Science Topics
PS 1.A – Structure and Properties of Matter PS 1.B – Chemical Reactions ETS1.B – Developing Possible Solutions ETS1.C – Optimizing the Design Solution	MS-PS1-2 MS-PS1-3 MS-PS1-5 MS-PS1-6	Topic 2: Chemical Reactions Lesson 1: Mixtures & Solutions Lesson 2: Chemical Change Lesson 3: Modeling Chemical Reactions Lesson 4: Producing Useful Materials
PS 2.A – Forces and Motion PS 2.B – Types of Interactions PS 3.A – Definitions of Energy PS 3.C – Relationship Between Energy and Forces	MS-PS2-1 MS-PS2-2 MS-PS2-4 MS-PS3-2	Topic 3: Forces and Motion Lesson 1: Describing Motion and Force Lesson 2: Speed, Velocity, and Acceleration Lesson 3: Newton's Laws of Motion Lesson 4: Friction and Gravitational Interactions
LS 3.A – Inheritance of Traits LS 3.B – Variation of Traits LS 1.B – Growth and Development of Organisms LS 4.B – Natural Selection	MS-LS3-1 MS-LS3-2 MS-LS4-4 MS-LS4-5	Topic 4: Genes and Heredity Lesson 1: Patterns of Inheritance Lesson 2: Chromosomes and Inheritance Lesson 3: Genetic Coding and Protein Synthesis Lesson 4: Trait Variations Lesson 5: Genetic Technologies
LS 4.A – Evidence of Common Ancestry and Diversity LS 4.B – Natural Selection LS 4.C – Adaptation	MS-LS4-1 MS-LS4-2 MS-LS4-3 MS-LS4-4 MS-LS4-5 MS-LS4-6	Topic 5: Change Over Time Lesson 1: Early Study of Evolution Lesson 2: Natural Selection Lesson 3: The Process of Evolution Lesson 4: Evidence in the Fossil Record Lesson 5: Other Evidence of Evolution
ESS1.C – History of Planet Earth	MS-ESS1-4	Topic 6: History of Earth Lesson 1: Determining Ages of Rocks Lesson 2: Geological Time Scale Lesson 3: Major Events in Earth's History
ESS2.C – Roles of Water in Earth's Surface Processes ESS2.D – Weather and Climate	MS-ESS2-6	Topic 7: Energy in the Atmosphere and Ocean Lesson 1: Energy in Earth's Atmosphere Lesson 2: Patterns of Circulation in the Atmosphere Lesson 3: Patterns of Circulation in the Ocean
ESS2.C – Roles of Water in Earth's Surface Processes ESS2.D – Weather and Climate ESS3.D – Global Climate Change	MS-ESS2-6 MS-ESS3-5	Topic 8: Climate Lesson 1: Climate Factors Lesson 2: Climate Change Lesson 3: Effects of a Changing Climate
ESS1.A – The Universe and Its Stars ESS1.B – Earth and the Solar System	MS-ESS1-1	Topic 9: Earth-Sun-Moon System Lesson 1: Movement in Space Lesson 2: Earth's Movement in Space Lesson 3: Phases and Eclipses
ESS1.A – The Universe and Its Stars ESS1.B – Earth and the Solar System	MS-ESS1-2 MS-ESS1-3	Topic 10: Solar System and the Universe Lesson 1: Solar System Objects Lesson 2: Learning About The Universe Lesson 3: Stars Lesson 4: Galaxies

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Josh Tobin **Level:** Middle School 5-8

Area: Social Studies **Date:** March 14, 2019

Curriculum Recommendation

Implement new curriculum alignment, in grades 5 through 8, based on the C3 Framework and in coordination with recently recommended changes to high school coursework and curriculum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. A primary goal of k-12 education is preparation for the future. Various entities have described this further to focus on college, career and life readiness (www.RedefiningReady.org). The National Council for the Social Studies (NCSS) has built upon this theme from the Social Studies lens by developing the C3 Framework which focuses on College, Career, and Civic Life. 2. The guiding principles of the C3 Framework (listed below) align w/ District mission, vision, and strategic planning: • Social Studies prepares the nation's young people for college, careers, and civic life. • Inquiry is at the heart of Social Studies. • Social Studies involves interdisciplinary applications and welcomes integration of the arts and humanities. • Social Studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social Studies emphasizes skills and practices as preparation for democratic decision-making. • Social Studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.	1. Administrative approval 2. Continued investigation of print and electronic resources for classroom/teacher use 3. Continued teacher collaboration and development of specific units and assessments within scope of proposed curriculum changes	Up to 12 hours of flex time for up to 9 teachers Up to 12 hours of paid time for up to 5 teachers (\$30.20 x 12 x 5 - \$1,812) Purchase of sample print materials (\$500)	Approved. Significant time, effort, thought, and study have gone into this recommendation and should result in sound and engaging programming for students that leads well into the changes in social studies at the high school level.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: _____ Josh Tobin **Level:** _____ Middle School 5-8

Area: _____ Social Studies **Date:** _____ March 14, 2019

Curriculum Recommendation

Continued (2 of 2)...

Implement new curriculum alignment, in grades 5 through 8, based on the C3 Framework and in coordination with recently recommended changes to high school coursework and curriculum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. Along with these guiding principles, C3 emphasizes the need for foundational Social Studies understanding in the areas of civics, geography, economics, and history. New curriculum changes, particularly in grade 5, will be based on these disciplines. 4. The High School Social Studies department is currently engaged in similar discussions as approved through a previous curriculum recommendation. All changes would align to create a more fluid scope/sequence grades 5-11. A point of particular emphasis will be the transition from Grade 8 to Grade 9.		Teacher planning days (1 per semester)	Approved. Significant time, effort, thought, and study have gone into this recommendation and should result in sound and engaging programming for students that leads well into the changes in social studies at the high school level.

***As a Social Studies department, our mission is
to develop students who are:***

**Civic-
minded and
engaged with the
democratic process**

and take an empowered role in their world.



**Able to confront
complex, modern challenges**

leveraging an understanding and appreciation of our nation's and world's past.



Critical users of information

through open-mindedness and cultural literacy.

GRADE 5 Social Studies Foundations

COURSE GOAL

Understanding of basic social studies concepts

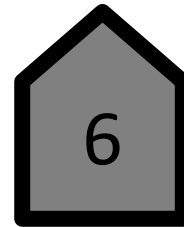
ANTICIPATED CONTENT

Entry level Civics, History, Geography, and Economics

HOW IT'S DIFFERENT

Heavy and intentional emphasis on social studies disciplines

What are the basics of human civilization?



COURSE CONNECTIONS

GRADE 8 America on the World Stage

COURSE GOAL

Understanding America's development into a global power

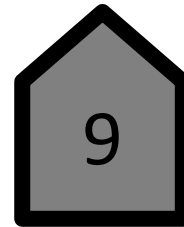
ANTICIPATED CONTENT

American history (Industrial Revolution to end of World War II)

HOW IT'S DIFFERENT

Emphasis on comparing events through international lens (3 views)

What is our interconnected world like?



COURSE CONNECTIONS



How has our country grown and changed over time?

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Angie Tena **Level:** Middle School

Area: World Language **Date:** March 2019

Curriculum Recommendation

Develop assessments and unit plans to begin implementation of a Comprehensible Input based WL curriculum in grades 6-8 in accordance with the Fall 2018 Fast Track Recommendation and a suggested timeline.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
- In keeping with current pedagogy and best practices in World Language education, findings from the congressional Commission on Language Learning and piloted initiatives begun in the 2018-2019 school year, the Middle School World Language programs are ready for the next step towards implementing curricula rooted in Comprehensible Input across the languages. - Effective instruction for lasting acquisition uses rich language that students can understand from the first day (90% target language, 100% comprehension). A model grounded in proficiency-based assessments and comprehensible listening/reading input will allow for a unique and customized curriculum that more specifically meets the needs of USC students. - Proficiency-based best practices are reflected in the ACTFL standards, redesigned AP and IB testing as well as across the discipline nationwide.	- Present the recommendation for approval including suggested timeline for implementation. 6th Grade: Pilot full curricular changes in French, German and Spanish (2019-2020) 7th Grade: Prepare for full implementation in 2020-2021, including piloting of lessons, units and assessments in 2019-2020 8th Grade: Prepare for implementation in 2021-2022 along with review of the 8th grade proficiency assessment - Consider what we have done so far: - Explored, discussed and presented extensive research - Piloted stand alone lessons, assessments and units at Boyce in all three languages - Collaborated among MS Spanish teachers during workshop time to develop preliminary curriculum.		Approved. Implementing change that will provide for lasting acquisition of the language is highly commendable.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Angie Tena **Level:** Middle School

Area: World Language **Date:** March 2019

Curriculum Recommendation

Continued (2 of 2) ...

Develop assessments and unit plans to begin implementation of a Comprehensible Input based WL curriculum in grades 6-8 in accordance with the Fall 2018 Fast Track Recommendation and a suggested timeline.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
	3. Develop classroom practices that align with CI methodology and allow for instruction to occur 90% in the Target Language with 100% comprehension. 4. Define instructional guidelines grounded in high-frequency language patterns, particularly the first and third person forms of the 'Super 7/Sweet 16 Verbs' across languages. 5. Develop common assessments with an emphasis on: a. Proficiency based listening comprehension b. Free Choice Reading/Reading for pleasure in the TL c. Writing for Proficiency 6. Provide professional development through conference/workshop attendance and during department meetings, summer workshops and staff development days.	Summer workshop time for up to 24 hours at \$30.20 per hour for 8 teachers. Substitute Days, 1 per semester for 8 teachers, possibly to visit CI classrooms in the area. Conference attendance for staff in grades 6-8 and/or onsite trainers not to exceed \$5000.	Approved. Implementing change that will provide for lasting acquisition of the language is highly commendable.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020

Name: Marc-André Clermont

Level: High School

Area: High School World Language

Date: 3/22/19

Curriculum Recommendation

Revise the French II course curriculum to create a framework and model for future WL curriculum and course development.

Reason(s) for Recommendation

1. As evidenced by recommendations over the course of the past several years, the world language department continues to be responsive to student needs and relevant developments in the field of World Language instruction. Practices related to cultural proficiency, vertical articulation, integrated performance assessment, and the consistent use of a common proficiency scale between levels and languages are just a few of the enhancements that have been recommended and implemented.
2. In addition to program enhancements at the department level, the goals of the District's Strategic Plan related to reimagining the high school experience have also provided the opportunity for additional instructional improvements for world language courses.

Implementation Steps

1. Administrative Approval
2. Allow for summer time to assess the current course and restructure according to student needs and district initiatives as well as time throughout the year to plan and adjust coursework.
3. Develop appropriate assessments and units for the course.
4. Update Rubicon Atlas to highlight the new changes to the course.
5. Use the redesigned course to update the German and Spanish level 2 courses in the future.

Cost

2 teachers
workshop
time for 30
hours
(\$1807.20)

Administrative Reaction

Approved.

Streamlining
the best
instructional
practices into a
replicable
framework will
provide for
effective and
consistent
experiences in
all world
language
courses.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: Marc-André Clermont

Level: High School

Area: High School World Language

Date: 3/22/19

Curriculum Recommendation

Continued (2 of 3) ...

Revise the French II course curriculum to create a framework and model for future WL curriculum and course development.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

3. Given the complexities and importance of these changes, it is both timely and critical to consider the best ways to incorporate these important elements into a comprehensive world language course framework. This course can then serve as model for the effective integration of the most important practices, with the ability to provide increased consistency in the use of best-practices between language courses..
4. Changes in the course framework would reflect the ACTFL (The American Council on the Teaching of Foreign Languages) recommendations of 90% use of target language within the WL classroom. The emphasis on content and message rather than mastery of individual grammar topics allows for sustained use of the target language, which most often translates to improvements in mastery and retention.
5. Recent **CI (Comprehensible Input)** curriculum recommendations at the lower level have shifted the approach taken towards language acquisition. In order to provide for a smooth 8th to 9th grade transition, the level 2 curriculum must be flexible enough to provide opportunities for CI integration

Approved.

Streamlining the best instructional practices into a replicable framework will provide for effective and consistent experiences in all world language courses.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2019-2020

Name: Marc-André Clermont

Level: High School

Area: High School World Language

Date: 3/22/19

Curriculum Recommendation

Continued (3 of 3) ...

Revise the French II course curriculum to create a framework and model for future WL curriculum and course development.

Reason(s) for Recommendation

Implementation Steps

Cost

**Administrative
Reaction**

6. A successful redesign of the French 2 curriculum would be used as a template for changes in the German and Spanish level 2 courses.

Approved.

Streamlining the best instructional practices into a replicable framework will provide for effective and consistent experiences in all world language courses.

3015 Nondiscrimination/Discriminatory Harassment – School and Classroom Practices

Authority

The District shall provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools without discrimination on the basis of race, color, age, creed, religion, sex/gender (including identity, expression, and orientation), ancestry, national origin, marital status, pregnancy or disability.

[1][2][3][4][5][6][7][8][9][10][11][12][13][14][15][16][17][18][19]

The District strives to maintain a safe, positive learning environment for all students that is free from discrimination. Discrimination is inconsistent with the educational and programmatic goals of the District and is prohibited on school grounds, at school-sponsored activities and on any conveyance providing transportation to or from a school entity or school-sponsored activity.

The District shall provide to all students, without discrimination, course offerings, counseling, assistance, services, any opportunities for employment, athletics and extracurricular activities. The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.

The Board encourages students and third parties who believe they or others have been subject to discrimination to report such incidents promptly to designated employees, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances.

The Board directs that verbal and written complaints of discrimination shall be investigated promptly and that appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of discrimination brought pursuant to this policy shall also be reviewed for conduct which may not be proven discriminatory under this policy but merits review and possible action under other Board policies.

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with this policy and the District's legal and investigative obligations. When a parent/guardian requests confidentiality and will not consent to the alleged victim's participation in an investigation, the building principal or designee will explain that the school shall take all reasonable steps to investigate and respond to the complaint consistent with that request for confidentiality as long as doing so does not preclude the school from responding effectively to the discrimination and preventing discrimination of other students.

Retaliation

The Board prohibits retaliation against any person for making a report of discrimination or participating in a related investigation or hearing, or opposing practices the person reasonably believes to be discriminatory. A complaint of retaliation shall be handled in the same manner as a complaint of discrimination.

If it is concluded that a student knowingly made a false complaint under this policy, such student shall be subject to disciplinary action.

Definitions

Responding party is defined as the person identified by the report.

Discriminatory Harassment

Harassment by students, employees or third parties on the basis of race, color, age, creed, religion, sex/gender (including identity, expression, and orientation), ancestry, national origin, marital status, pregnancy, disability or for participation in reports or investigations of alleged discrimination is a form of discrimination and is subject to this policy. A person who is not necessarily an intended victim or target of such harassment but is adversely affected by or witnesses the offensive conduct may file a report of discrimination on his/her own behalf.[20][21][22][23][24][25][26]

For purposes of this policy, **harassment** shall consist of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance and which relates to an individual's or group's race, color, age, creed, religion, sex/gender (including identity, expression, and orientation), ancestry, national origin, marital status, pregnancy or disability when such conduct is:

1. Sufficiently severe, persistent or pervasive; and
2. A reasonable person in the reporting party's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

Sexual Harassment

Sexual harassment is a form of discrimination on the basis of sex and is subject to this policy. For purposes of this policy, **sexual harassment** shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, nonverbal, written, graphic or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of a student's status in any educational or other programs offered by a school; or
2. Submission to or rejection of such conduct is used as the basis for educational or other program decisions affecting a student; or
3. Such conduct deprives a student or group of individuals of educational aid, benefits, services or treatment; or
4. Such conduct is sufficiently severe, persistent or pervasive that a reasonable person in the reporting party's position would find that it unreasonably interferes with the reporting party's performance in school or school-related programs, or otherwise creates an intimidating, hostile, or offensive school or school-related environment such that it unreasonably interferes with the reporting party's access to or participation in school or school-related programs.

Federal law declares sexual violence a form of sexual harassment. **Sexual violence** means physical or sexual acts perpetrated against a person's will or where a person is incapable of giving consent. An individual may be unable to give consent due to an intellectual or other disability. Sexual violence includes but is not limited to rape, sexual assault, sexual battery and sexual coercion.

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Deputy Superintendent as the District's Compliance Officer. All nondiscrimination notices or information shall include the position, office address, telephone number and email address of the Compliance Officer.

The Compliance Officer shall publish and disseminate this policy and complaint procedure at least annually to students, parents/guardians, employees and the public to notify them of where and how to initiate complaints under this policy.

The Compliance Officer is responsible for ensuring adequate nondiscrimination procedures are in place, for recommending new procedures or modifications to procedures and for monitoring the implementation of the District's nondiscrimination procedures in the following areas:

1. Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training - Provision of training for students and staff to prevent, identify and alleviate problems of discrimination.

3. Resources - Maintain and provide information to staff on resources available to alleged victims: the school complaint procedure, making reports to the police, available assistance from domestic violence or rape crisis programs and community health resources including counseling resources.
4. Student Access - Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
5. District Support - Assurance that like aspects of the school program receive like support as to staffing, compensation, facilities, equipment, and related areas.
6. Student Evaluation - Review of tests, procedures, and guidance and counseling materials for stereotyping and discrimination.
7. Complaints - Monitor and provide technical assistance to building principals or designee in processing complaints.

The building principal or designee shall be responsible for completing the following duties promptly upon receipt of a report of discrimination or retaliation from a student, employee or third party:

1. If the building principal is the subject of the complaint, refer the reporting party to the Compliance Officer to carry out these responsibilities.
2. Inform the reporting party about this policy including the right to an investigation of both oral and written complaints of discrimination.
3. Notify the parents/guardians of the alleged victim(s) and responding party(ies) that the school will be investigating the complaint as set forth in this policy, that their child's participation in the investigation is completely voluntary and that students may decline to participate at any stage of the investigation. The parent/guardian of the alleged victim should be notified that the failure to participate may limit the completeness of the investigation and make a finding of a violation difficult. The parent/guardian of the responding party should be notified that failure to participate may limit the completeness of the investigation and result in the finding of a violation without considering information known only to the responding party. Parents/Guardians may be granted the opportunity to accompany their child during an investigatory interview if there is not an immediate health, safety or welfare concern necessitating an immediate interview and their participation does not unreasonably delay the interview. The notices required by this section shall be provided in writing on a form specified by the Compliance Officer or designee.

4. Provide relevant information on resources available to alleged victims: the school complaint procedure, how to report to the police, available assistance from domestic violence or rape crisis programs, and community health resources including counseling resources.
5. Immediately notify the Compliance Officer of the complaint. The Compliance Officer shall assess whether the investigation should be conducted by the building principal, another District employee, the Compliance Officer or an attorney and shall promptly assign the investigation to that individual.
6. After consideration of the allegations and in consultation with the Compliance Officer and other appropriate individuals, promptly implement interim measures as appropriate to protect the reporting party and others as necessary from violation of this policy during the course of the investigation.

Guidelines

Complaint Procedure – Student/Third Party

Step 1 – Reporting

A student or third party who believes s/he has been subject to conduct by any student, employee or third party that constitutes a violation of this policy is encouraged to report the incident immediately to the building principal or school employee. Any person with knowledge of conduct that may violate this policy, is encouraged to report the matter immediately to the building principal or school employee.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal, as well as properly make any mandatory police or child protective services reports required by law.[27]

If the building principal is the subject of a complaint, the student, third party or employee shall report the incident directly to the Compliance Officer.

The reporting party or reporting employee may be encouraged to make the complaint in writing or to use the District's report form available from the building principal, Compliance Officer, and the District website; however, oral complaints shall be accepted, documented and the procedures of this policy implemented. The person accepting the written or verbal complaint may provide the reporting party with factual information about the investigative process, the impact of choosing to seek confidentiality and the right to file criminal charges. In all other respects, the person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the reporting party or those accused of a violation of this policy.

Step 2 – Investigation

The Compliance Officer shall ensure that the individual assigned to investigate the complaint has an appropriate understanding of the relevant laws pertaining to discrimination issues and this policy and how to conduct investigations.

The investigator shall work with the Compliance Officer to assess the anticipated scope of the investigation, who needs to be interviewed and what records may be relevant to the investigation.

The investigator shall conduct an adequate, reliable and impartial investigation. The reporting party and the responding party may suggest additional witnesses and provide other evidence during the course of the investigation. When the initial complaint involves allegations relating to conduct which took place away from school property, school-sponsored activities or school conveyances, the investigation may include inquiries related to these allegations to determine whether they resulted in continuing effects such as harassment in school settings.

The investigation may consist of individual interviews with the reporting party, the responding party, and others with knowledge relative to the allegations. The investigator may also evaluate any other information and materials relevant to the investigation. The person making the report, parties, parents/guardians and witnesses shall be informed of the prohibition against retaliation for anyone's participation in the process and that conduct believed to be retaliatory should be reported. All individuals providing statements or other information or participating in the investigation shall be instructed to keep the matter confidential and to report any concerns about confidentiality to the investigator.

If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Compliance Officer, who shall promptly inform law enforcement authorities about the allegations.[27][28][29]

The obligation to conduct this investigation shall not be negated by the fact that a criminal or child protective services investigation of the incident is pending or has been concluded. The investigator should coordinate with any other ongoing investigations of the allegations, including agreeing to requests for a short delay in fulfilling the District's investigative responsibilities during the fact-finding portion of a criminal or child protective services investigation. Such delays shall not extend beyond the time necessary to prevent interference with or disruption of the criminal or child protective services investigation.

Step 3 – Investigative Report

The investigator shall prepare and submit a written report to the Compliance Officer within thirty (30) days of the initial report of alleged discrimination, unless the nature of the allegations, anticipated extent of the investigation or the availability of witnesses requires the investigator and the Compliance Officer to establish a different due date. The parties shall be notified of the anticipated date the investigative report will be completed and of any changes to the anticipated due date during the course of the investigation.

The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual, the information and evaluation that formed the basis for this determination, whether the conduct violated this policy and of any other violations of law or Board policy which may warrant further District action, and a recommended disposition of the complaint. An investigation into discriminatory harassment or sexual harassment shall consider the record as a whole and the totality of circumstances in determining whether a violation of this policy has occurred, recognizing that persistent and pervasive conduct, when taken together, may be a violation even when the separate incidents are not severe.

The reporting party and the responding party shall be informed of the outcome of the investigation, for example, whether the investigator believes the allegations to be founded or unfounded, within a reasonable time of the submission of the written report to the extent authorized by the Family Educational Rights and Privacy Act (FERPA) and other applicable laws. The responding party shall not be notified of the individual remedies offered or provided to the reporting party.[30][31][32]

Step 4 – District Action

If the investigation results in a finding that some or all of the allegations of the complaint are established and constitute a violation of this policy, the District shall take prompt, corrective action designed to ensure that such conduct ceases and that no retaliation occurs. The District shall promptly take appropriate steps to prevent the recurrence of the prohibited conduct and to address the discriminatory effect the prohibited conduct had on the reporting party and the school or school program environment. District staff shall document the corrective action taken and, where not prohibited by law, inform the reporting party. The Compliance Officer shall follow up by assessing the effectiveness of the corrective action at reasonable intervals.

If an investigation results in a finding that a different policy was violated separately from or in addition to violations of this policy, or that there are circumstances warranting further action, such matters shall be addressed at the conclusion of this investigation or through disciplinary or other appropriate referrals where further evaluation or investigation is necessary.

Disciplinary actions shall be consistent with the Code of Student Conduct, Board policies and administrative regulations, District procedures, applicable collective bargaining agreements, and state and federal laws.

Appeal Procedure

1. If the reporting party or the responding party is not satisfied with a finding made pursuant to the policy or with recommended corrective action, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days of the date of the disposition notice. If the Compliance Officer investigated the complaint, such appeal shall be made to the Superintendent.

2. The individual receiving the appeal shall review the investigation and the investigative report and may also conduct or designate another person to conduct a reasonable supplemental investigation to assess the sufficiency and propriety of the prior investigation.
3. The person handling the appeal shall prepare a written response to the appeal within thirty (30) days of receipt of the written appeal. Copies of the response shall be provided to the reporting party, the responding party and the investigator who conducted the initial investigation.

Legal

1. 20 U.S.C. 1681 et seq
2. 22 PA Code 12.1
3. 22 PA Code 12.4
4. 22 PA Code 15.1 et seq
5. 22 PA Code 4.4
6. 24 P.S. 1301
7. 24 P.S. 1310
8. 24 P.S. 1601-C et seq
9. 24 P.S. 5004
10. 29 U.S.C. 794
11. 42 U.S.C. 12101 et seq
12. 42 U.S.C. 1981 et seq
13. 42 U.S.C. 2000d et seq
14. 43 P.S. 951 et seq
15. Pol. >
16. Pol. >
17. Pol. >
18. Pol. >
19. U.S. Const. Amend. XIV, Equal Protection Clause
20. 29 CFR 1604.11
21. 29 CFR 1606.8
22. Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)
23. Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)
24. Office for Civil Rights - Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability (Oct. 26, 2010)
25. Office for Civil Rights - Resources for Addressing Racial Harassment
26. Office for Civil Rights - Revised Harassment Guidance: Harassment of Students by School Employees, Other Students or Third Parties Title IX (January 2001)
27. Pol. >
28. 18 Pa. C.S.A. 2709
29. Pol. >
30. 20 U.S.C. 1232g
31. 34 CFR Part 99

32. Pol. >
28 CFR Part 35
28 CFR Part 41
34 CFR Part 100
34 CFR Part 104
34 CFR Part 106
34 CFR Part 110

ADOPTED: June 19, 2019 (Replaces Policy #3015 – No Harassment of Students Originally
Adopted – March 13, 1989 and last revised October 24, 2011)

6008.6 Bullying & Cyberbullying**Purpose**

The Board is committed to providing a safe, positive learning environment for District students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by District students.

Definitions

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting that is severe, persistent or pervasive and has the effect of doing any of the following:

1. Substantially interfering with a student's education;
2. Creating an environment that a reasonable person in the reporting party situation would find threatening;
3. Substantially disrupting the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying.

For the purpose of this policy, **District student** includes an individual who is enrolled in a District school, attends class in a District school building, participates in school activities, or rides school District-provided transportation.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.[1]

Responding party is defined as the person identified by the report.

Authority

The Board prohibits all forms of bullying by District students in all school settings. The Board also prohibits all forms of bullying by District students in non-school settings, and will enforce consequences provided under this policy to acts of bullying occurring in a non-school setting to the fullest extent permitted by law.[1]

The Board encourages students who believe they or others have been bullied to report promptly such incidents to the building principal or designee or a school counselor, teacher or other adult District employee, who shall then promptly report such incident to the building principal or designee.

Students are encouraged to use the District's report form, available from the building principal and online on the District's website, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

The Board directs that verbal and written complaints of bullying shall be investigated promptly, and appropriate corrective or preventative action shall be taken when allegations are substantiated. The Board directs that any complaint of bullying brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be bullying under this policy but merits review and possible action under other Board policies.

Discrimination/Discriminatory Harassment

Every report of alleged bullying that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws prohibiting discrimination and discriminatory harassment shall be investigated under both the bullying and nondiscrimination policies with the participation of the Compliance Officer. If, in the course of a bullying investigation, potential issues of discrimination or discriminatory harassment are identified, the Compliance Officer shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying. [2][3]

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of the complaint and the investigation shall be handled in accordance with this policy and the District's legal and investigative obligations.

Retaliation

Reprisals or retaliation relating to reports of bullying or participation in an investigation of allegations of bullying is prohibited and shall be subject to disciplinary action.

Delegation of Responsibility

Each student shall be responsible to respect the rights of others and for ensuring an atmosphere free from bullying.

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

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.[1]

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.[1]

District administration shall annually provide the following information with the Safe School Report:[1]

- a. Board's Bullying Policy.
- b. Report of bullying incidents.
- c. Information on the development and implementation of any bullying prevention, intervention or education programs.

Guidelines

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.[1][4][5]

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the District website.[1]

Incidents of bullying by District students, as defined in this policy, that occur outside the school setting and result in an arrest, citation or conviction that is reported to school authorities by law enforcement or official authorities shall be subject to appropriate disciplinary action.

The filing of knowingly false bullying reports will be punishable under the Student Code of Conduct.

Education

The District may develop, implement and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide District staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.[1][6][7][8]

Consequences for Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:[1][5][9]

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Exclusion from school-sponsored activities.
5. Detention.
6. Suspension.
7. Suspension from School District-provided transportation.
8. Expulsion
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.
11. Transfer to another classroom or school bus.

Legal

1. 24 P.S. 1303.1-A
2. Pol. 103
3. Pol. >
4. 22 PA Code 12.3
5. Pol. >
6. 20 U.S.C. 7118
7. 24 P.S. 1302-A
8. Pol. >
9. Pol. >

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REVIEWED:	August 2012, August 2015, August 2017 - Reviewed by the Upper St. Clair Board of School Directors with no recommendation for revision
REVISED:	June 19, 2019