UPPER ST. CLAIR BOARD OF SCHOOL DIRECTORS
REGULAR BOARD MEETING

MONDAY, JANUARY 28, 2019 - 7:00 PM
CENTRAL OFFICE BOARD ROOM

6:20 PM - EXECUTIVE SESSION - LEGAL & PERSONNEL MATTERS

Customizing Learning,
Nurturing Potential...
Delivering Excellence

Notice having been advertised and posted and members duly notified, the regular meeting of the Board of School Directors was held on January 28, 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
Mr. Phillip J. Elias
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 of Schools
Dr. Sharon Suritsky, Assistant/Deputy Superintendent
Mr. Raymond Berrott, Director of Technology
Mr. Scott P. Burchill, Director of Business & Finance
Dr. Judith Bulazo, Director of Curriculum & Professional Development
Mr. Ray Carson, Director of Human Resources
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 7:00 p.m.

STAR SPANGLED BANNER (High School Pantheon Choir)

The High School Pantheon Choir sang the Star Spangled Banner directed by Lorraine Milovac, High School Choral Teacher. Following their performance Ms. Milovac thanked the Board and Dr. Rozzo for supporting their trip to New York City to perform at the Carnegie Music Hall where they sang three songs by all women composers along with seven other high schools and one college choir. She stated that the trip was unforgettable and one of the best choir trips she ever attended.

Mr. Hewitt commented that he attended the trip with the choir and congratulated the students for their performances and Ms. Milovac for the excellent planning.

RECOGNITION OF DR. JOHN ROZZO, SUPERINTENDENT

Mrs. Billerbeck stated that in addition to January being School Board Recognition Month that the Board will also be recognizing Dr. John Rozzo as Superintendent since he is officially the tenth member of the School Board. She explained that they had planned to recognize and congratulate him at the August Board meeting but it was a very hectic start to the school year.

Mrs. Billerbeck asked Ms. Milovac if the Pantheon Choir could sing another song that they performed in New York at Carnegie Hall and the choir sang "Sing My Child" by Sarah Quartel.

Mrs. Billerbeck presented Dr. Rozzo with a bound booklet of letters from elementary students thanking him for serving as their Superintendent of Schools. She also presented him with a framed collage of photos from when he assumed the role of Superintendent. Mrs. Billerbeck noted that Dr. Rozzo's wife and children were in attendance at the meeting.

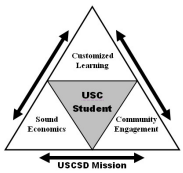
Dr. Rozzo thanked the Board for the recognition stating that is was very unexpected. He also thanked the Board for their trust and confidence in him by appointing him as Superintendent. Dr. Rozzo commented that he is very proud to work with such wonderful families, students and staff members and that there are many good things happening in Upper St. Clair.

Mrs. Billerbeck noted that there are thank you gifts for each of the Board members and Dr. Rozzo from SHOP@USC.

Board members also shared their thanks and appreciation to Dr. Rozzo for his commitment to the students by always thinking of the whole child, being very child centered, for his leadership and professionalism and for the support that he provides to the entire staff on a daily basis.

READING OF THE MISSION

Dr. Gans read the following School District Mission Statement:



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

SHARED BELIEF STATEMENT #18 FROM STRATEGIC PLAN

Mr. Mafrice read the following Shared Belief Statement #18 from the Strategic Plan:

We believe that:

Children do best when they are mentored through their failures as well as their successes.

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 Elias: I move that the Board approve the agenda as presented. Seconded by Petersen, and carried on unanimous voice vote.

REPORT FROM STUDENT BOARD REPRESENTATIVES (Rebecca Speer and Gabriella Spina)

Rebecca Speer and Gabriella Spina reported on various activities at the High School, including the dance team traveling to a national competition in Florida, the Kids Helping Kids Club traveling to the Dominican Republic as a service opportunity, the international studies class traveling to New York, the beginning of the second semester, the successful competitions of the Forensics team, the upcoming Sadies Dance, an advertising video by the swim team, and Mini-Thon tickets being on sale.

PRESENTATION REGARDING SCHOOL BOARD RECOGNITION MONTH (Rozzo/Suritsky)

Dr. Rozzo commented that the Pennsylvania School Boards Association has adopted a resolution recognizing January as School Board Recognition Month. He stated that the gifts from SHOP@USC are small tokens of appreciation for the School Board members for the work that they do on behalf of the children. Dr. Rozzo commented that our Board members far exceed the average number of 10 hours per month working on Board business, that they have a high visibility in the community and the school district, and they genuinely care about doing what is right for students.

Mrs. Billerbeck thanked Dr. Rozzo on behalf of the Board members commenting that it is very rewarding to serve as a member of the School Board.

PRESENTATION REGARDING BOYCE POSITIVE ACTION PROGRAMMING (Dan O'Rourke, Boyce Principal; Christine Mussomeli, Boyce Assistant Principal; Counselors Amy Antonio and Tonia Autieri; Teacher Megan Kennedy; and Students Rosie Brinkman, Maddie Webb, Arth Italiya and Nicholas Fleming)

Dr. Rozzo stated that this month's presentation would be provided by staff and students from Boyce Middle School. He thanked Mr. O'Rourke, Ms. Mussomeli and the team of staff and students who will be participating in the presentation commenting that he has received much positive feedback regarding the program.

Dan O'Rourke, Boyce Principal; Christine Mussomeli, Boyce Assistant Principal; Counselors Amy Antonio and Tonia Autieri; Teacher Megan Kennedy; and Students Rosie Brinkman, Maddie Webb, Arth Italya and Nicholas Fleming shared a presentation regarding the Boyce Positive Action Program.

During the presentation students Arth Italya and Nicholas Fleming led everyone in a mindfulness activity. Students Rosie Brinkman and Maddie Webb spoke about how the program focuses on the aspects of being respectful, responsible, prepared, productive and safe. Megan Kennedy shared information regarding CASEL, Tonia Autieri spoke about advisor time, Christine Mussomeli outlined the clubs available for students, and Amy Antonio spoke about the guidance curriculum and outreach projects.

Mrs. Billerbeck and Board members thanked the students, teachers and administrators for their very informative presentation.

Dr. Rozzo also thanked the students and staff for the great job that they did giving their presentation and provided a special thanks to the parents for taking the time to attend the meeting with their children.

UPDATE REGARDING REFINANCING OPPORTUNITY FOR 2009 BUILD AMERICA BONDS (Mike Bova, Boenning & Scattergood/Burchill)

Mike Bova of Boenning & Scattergood provided an update regarding the opportunity to refinance the 2009 Build America Bonds, including a refunding summary, analysis of savings over time, and the option of upfront savings and depositing it into the pension fund. Lisa Chiesa of Clark Hill LLC reviewed the debt resolution.

Mr. Bova, Ms. Chiesa and Mr. Bova responded to questions and comments of Board members.

Mrs. Billerbeck thanked the financing team for providing the opportunity for a savings of taxpayers' money.

APPROVAL OF MINUTES

MOTION: By Petersen: I move that the Board approve the minutes of the December 10, 2018 Board meeting. Seconded by Bolas, and carried on unanimous voice vote.

MOTION: By Petersen: I move that the Board approve the minutes of the January 14, 2019 Board meeting. Seconded by Bolas, and carried on unanimous voice vote.

APPROVAL OF INVESTMENT BANKER FOR 2009 REFUNDING OPPORTUNITY AND TO PROCEED WITH PREPARATIONS FOR FINANCING (Burchill)

MOTION: By Bolas: I move that the Board appoint Boenning & Scattergood as investment banker for the proposed refinancing of the 2009 Build America Bonds and for Boenning & Scattergood and the School District to proceed with the preparations for the proposed refinancing. Seconded by Mafrice, and carried on unanimous roll call vote.

APPROVAL OF BOND COUNSEL FOR 2009 REFUNDING OPPORTUNITY (Burchill)

MOTION: By Hewitt: I move that the Board appoint Clark Hill PLC as bond counsel for the proposed refinancing of the 2009 Build America Bonds at a fee of no more than $25,000 plus fees and expenses. Seconded by Bolas, and carried on unanimous roll call vote.

APPROVAL OF RESOLUTION AUTHORIZING THE INCURRENCE OF NON-ELECTORAL INDEBTEDNESS (Burchill)

MOTION: By Plutko: I move that the Board authorize the incurring of nonelectoral debt by the issuance of General Obligation Bonds in the aggregate principal amount not to exceed sixty-two million and 00/100 dollars ($62,000,000) with maximum savings as provided in Section 11.01; covenanting to pay and pledging all available taxing power for the payment of the bonds, establishing a sinking fund and appointing a sinking fund depository; fixing the form, maximum interest rates, maturity dates, redemption and other provisions for the payment thereof; covenanting to accept a proposal for the purchase of the bonds; authorizing a filing of required documents with the Department of Community and Economic Development; ratifying and directing certain actions of officers; and making certain other covenants and provisions in respect of the bonds. Seconded by Petersen, and carried on unanimous roll call vote.

SUPERINTENDENT'S REPORT (Rozzo)

APPROVAL OF COMMENDATIONS & RECOGNITIONS - *ATTACHED*

Dr. Suritsky read the Commendations & Recognitions.

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

ADMINISTRATOR'S REPORT

APPROVAL OF SPECIAL EDUCATION AND STUDENT SUPPORT SERVICES AGREEMENT/CONTRACT (Pfender)

MOTION: By Gans: I move that the Board approve a tuition/expense agreement /contract with Pittsburgh Mercy for 1:1 job coaching and support for one student at $71.00/hour for approximately 22 hours for the remainder 2018-19 school year, contingent upon documentation acceptable to the Superintendent and Solicitor, AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING. Seconded by Plutko, and carried on unanimous roll call vote.

BUSINESS & FINANCE

APPROVAL TO EXTEND NATURAL GAS CONTRACTS

MOTION: By Mafrice: I move that the Board approve the Master Natural Gas Sales Agreement with UGI Energy Services, LLC at Nymex - $.39/Dth for service at the bus garage and all schools with the exception of Streams effective September 1, 2019 through August 31, 2022, 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 on unanimous roll call vote.

CONSENT AGENDA

MOTION: By Elias: 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 Gans, and carried on unanimous roll call vote.

a. APPROVAL OF RESOLUTION IN ACCORDANCE WITH ACT 1 (Rozzo/Burchill) – *ATTACHED*

Adopt the Act 1 Resolution certifying that the School District will not raise taxes for the 2019-20 school year beyond a rate that exceeds the index of 2.3% as calculated by the Pennsylvania Department of Education.

b. APPROVAL OF RESOLUTION REGARDING STAFFING (Rozzo/Burchill)

Approve the following resolution regarding staffing:

The District staff be increased by the following position:

1.00 Boyce Part-Time Nutrition Center Worker (4.75 hours/day)

c. APPROVAL OF FAST TRACK CURRICULUM RECOMMENDATIONS (Suritsky/Bulazo) - *ATTACHED*

Approve the Fast Track Curriculum Recommendations AS ATTACHED.

d. APPROVAL OF THREE-YEAR SUBSCRIPTION FOR ALICE TRAINING (Carson)

Approve a 36-month subscription for the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) training program for a total amount of $17,275.00.

e. APPROVAL OF TREASURER'S REPORT - 1-14-19 INCLUDING SUPPLEMENTAL REPORT - 1-28-19

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

Fund 10 (General Fund) - $5,456,832.26
Fund 31 (Capital Reserve Fund) - $5,010.28
Fund 36 (Construction Fund) - $2,374,428.46
Fund 50 - (School Lunch Fund) - $146,086.13

f. APPROVAL TO SOLICIT BIDS FOR GENERAL SUPPLIES FOR 2019-20 SCHOOL YEAR

Authorize the School District to solicit bids for general supplies for the 2019-20 school year.

g. APPROVAL TO DECLARE ITEMS SURPLUS

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

h. APPROVAL TO SOLICIT BIDS FOR SCHOOL BUSES

Authorize the administration to request bids for 72-passenger school buses.

i. APPROVAL OF JOINT PURCHASING RESOLUTION/AGREEMENT WITH ALLEGHENY INTERMEDIATE UNIT FOR 2019-20 SCHOOL YEAR

Approve a resolution authorizing the participation in and appointment of representatives to the Allegheny Intermediate Unit Joint Purchasing Program.

j. APPROVAL OF LETTERS OF AGREEMENT WITH BOY SCOUTS OF AMERICA

Approve the Letters of Agreement with the Laurel Highlands Council of the Boy Scouts of America establishing use of the Challenge Course at Camp Guyasuta by Fort Couch Middle School.

APPROVAL OF PERSONNEL LISTINGS - *ATTACHED*

MOTION: By Billerbeck: I move that the Board approve the Personnel Listings, pending receipt of all paperwork and required clearances, AS ATTACHED. Seconded by Plutko, and carried on unanimous roll call vote.

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

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

Change Order No.	Vendor	Amount
GC-004	Walter Mucci Construction, Inc.	$14,505.00

COMMITTEE REPORTS

Mr. Mafrice reported that he attended the SHASDA Meeting on September 17 where Jocelyn Kramer and Megan Turnbull of Weiss Burkardt Kramer, LLC spoke on a number of subjects. The next meeting will be a Student Forum held in March.

Mrs. Bolas reported on training seminars sponsored by the Pennsylvania School Boards Association both held at the USC High School. She also reported regarding webinars regarding the state budget.

Dr. Gans reported regarding the food drive for South Hills Interfaith Movement that the Parent Teacher Council is coordinating during the month of February. She stated that non-perishable food items could be dropped off at the schools for the food drive.

Mrs. Petersen announced that the Youth Steering Committee would be sponsoring its third youth activity for Boyce Middle School students on February 23.

ANNOUNCEMENT REGARDING EXECUTIVE SESSIONS (Billerbeck)

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

January 14, 2019 – Personnel, Student, Safety/Security and Legal Matters
January 28, 2019 – Legal & Personnel Matters

MATTERS OF INFORMATION - SUPERINTENDENT & ADMINISTRATION

BOARD GOALS UPDATE

Mrs. Billerbeck provided an update regarding Board Goals. She explained that Mr. Carson was asked to make a recommendation regarding how to proceed with the Board Goals process. Mr. Carson met with all Board members to review their individual priorities and has provided his recommendation regarding goal discussion areas. Those areas include the five-year strategic plan, alignment process, Board development/governance, financial and operations to all align with the Strategic Plan and development of annual School District Goals. Mrs. Billerbeck stated that a Board dinner would be scheduled to work on finalizing the Board Goals.

2019-20 SCHOOL CALENDAR

Dr. Rozzo stated that a proposed 2019-20 School Calendar would be presented at the February 11 Committee meeting with an adoption at the Board meeting in February. He noted that his goal is to provide the school calendar earlier for the following school year possibly by November.

SAFE2SAY SOMETHING PARENT INFORMATION SESSIONS - BOYCE THEATRE (7:30 PM)

Dr. Rozzo announced that two information sessions for parents have been scheduled for 7:30 pm at the Boyce Theatre on the following dates:

Tuesday, February 5
Tuesday, February 13

Dr. Rozzo thanked Mr. Carson and Chief Bryson for planning and leading the program for the parents.

ADJOURNMENT

It was moved, seconded, and carried on unanimous voice vote that the meeting adjourn at approximately 9:01 p.m.

EXECUTIVE SESSION - LEGAL MATTERS

The Board adjourned into executive session to discuss legal 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

COMMENDATIONS & RECOGNITIONS
JANUARY 2019

Boyce

Sixth grader Rohan Mehta earned first place in the school-level National Geographic Bee at Boyce Middle School. Rohan now advances to the qualifying exam, where the top 100 students qualify to compete at the March 2019 Pennsylvania State Bee in Harrisburg.
Placing at the school-level National Geographic Bee were:
First Place: Rohan Mehta
Second Place: Nathaniel (Nate) Stohl
Third Place Tie: Lylah Kateeb and Braidyn Recker
The National Geographic Bee is open to students in grades four through eight. Students first compete in the school-level, and then champions move on to complete a qualifying test. From the qualifying test, 100 top-scoring students in each state are invited to compete in the State Bees. Each state champion then represents his/her state in the National Geographic Bee Championship.

A team of Boyce Middle School sixth graders earned three first place finishes at the VEX IQ Challenge Tournament- advancing to the state/regional championship in March 2019.
The robotics team, the Gear Grinders, is comprised of:
John (Owen) Bell
Ian Dvorin
Ryan Hyatt
Rohan Mehta
Carlee Santel
During the tournament, the team competed against 22 teams of sixth through eighth graders from throughout the Pittsburgh region. The team earned a total of three first place awards, including: Robot Skills, Teamwork Award and STEM Research Project Award. The team also received the Excellence Award, the competition's highest honor.

High School

The High School Speech and Debate team placed first overall in debate, as well as second in speech at the Sterner Steel City Classics at Central Catholic High School on January 5. Fifteen high schools from throughout the Pittsburgh region competed in the tournament.

Several individuals and teams earned high honors at the event:

Congressional Debate
First Place: Caroline Wolfe - Outstanding Speaker

Impromptu
Second Place: Rhea Punjabi
Fifth Place: James (Brandon) Walker

Duo Interpretation
Second Place: Amelia White and Ellen Duff

Extemporaneous Speaking
Second Place: Paarth Shankar
Third Place: Hridhay Reddy
Sixth Place: Rushikesh (Rushi) Kulkarni

Dramatic Interpretation
Second Place: Mayka Chaves
Fifth Place: Bryce Keating

Humorous Interpretation
Second Place: Soudip (Riwk) Sen
Fifth Place: Madeline (Maddie) Nolen

Prose/Poetry
First Place: Richa Mahajan
Fourth Place: Annika Chaves

Original Oratory
Third Place: Neha Patel

Lincoln-Douglas Debate
Third Place: Claire Chen
Fifth Place: Sunny Chai

Public Forum Debate
Second Place: Mathena Jencka and Anika Sinha
Third Place: Dina Leyzarovich and Meghan Joon
Fifth Place: Dev Patel and Ashley Eichberg

Parliamentary Debate
First Place: Arushi Khaitan, Eshita Chhajlani and Mallika Matharu
Third Place: Ayush Sharma, Chand Vadalia and Abdullah (Basir) Khan

The High School Forensics team had another successful tournament at the North Allegheny Invitational Debate on January 12. The team finished second overall, gathering first place in debate and second place in speech. Twenty-five high schools from Pennsylvania and West Virginia competed in the event.
Other results from the day include:

Public Forum
Third Place: Yash Jajoo and Devan Ekbote
Fourth Place: Meghan Joon and Dina Leyzarovich

Parliamentary
Fourth Place: Rushikesh (Rushi) Kulkarni, Andrew Rosello and Dev K. Patel
Third Place: Ayush Sharma, Abdullah (Basir) Khan and Chand Vadalia

Lincoln-Douglas Debate
Third Place: Eshita Chhajlani

International Extemporaneous Speaking
Fifth Place: Antara Cleetus
Sixth Place: Hridhay Reddy

U.S. Extemporaneous Speaking
First Place: Paarth Shankar

Informative Speaking
Second Place: Neha Patel

Persuasive
First Place: Aya Dakroub

Poetry & Prose
First Place: Annika Chaves

Dramatic Interpretation
Second Place: Mayka Chaves
Third Place: Hashim Durrani
Fourth Place: Samuel (Sammy) Levy

Humorous Interpretation
Sixth Place: Madeline (Maddie) Nolen

Duo Interpretation
Sixth Place: Ellen Duff and Amelia White

Parkway West Career and Technology Center released their Director's List of Honor Students for the first quarter 2018-2019.
Students who appeared on the list, are as follows:
Christopher Beaver
Alexis Boyko
Ariana Braughler
Gabrielle Caudill
Alex Gillespie
Lucas (Luke) Gillespie
Ethan Hanson
Madison Jordan
Anahya Vidale

Upper St. Clair School District
Administrative Offices
1820 McLaughlin Run Road
Upper St. Clair, Pa. 15241
412.833.1600 | www.uscsd.k12.pa.us

Customizing Learning,
Nurturing Potential...
Delivering Excellence

UPPER ST. CLAIR SCHOOL DISTRICT
ACT 1 RESOLUTION

WHEREAS, on June 27, 2006, the Pennsylvania legislature passed Act 1 of Special Session 2006, entitled, the "Taxpayer Relief Act" (hereinafter "Act 1");

WHEREAS, Act 1 requires school districts to limit tax increases to the level set by an inflation index unless the tax increase is approved by voters in a referendum or the school district obtains from the Department of Education or a court of common pleas certain referendum exceptions;

WHEREAS, Act 1 does, however, allow a board of school directors to elect to adopt a resolution indicating that it will not raise the tax rate of any tax for the support of public schools for the following fiscal year by more than its index, provided this resolution must be adopted no later than 110 days prior to the date of the election immediately preceding the upcoming fiscal year.

WHEREAS, the Act 1 index for the 2019-20 fiscal year is 2.3%;

WHEREAS, the Upper St. Clair Board of Director has made the decision that it shall not raise the rate of any tax for the support of the Upper St. Clair School District for the 2019-20 fiscal year by more than its index.

AND NOW, on this 28th day of January, 2019, it is hereby RESOLVED by the Upper St. Clair (hereinafter "District") Board of Directors (hereinafter "Board") the following:

1. The Board certifies that it will not increase any school district tax for the 2019-20 school year at a rate that exceeds the index as calculated by the Pennsylvania Department of Education.

2. The Board certifies that it will comply with the procedures set forth in Section 687, of the Pennsylvania Public Code (hereinafter "School Code"), 24 P.S §6-687, for the adoption of its proposed and final budget.

3. The Board certifies that increasing any tax at a rate less than or equal to the index will be sufficient to balance its final budget of the 2019-20 fiscal year.

4. The Administration of the District will submit the District's information on a proposed increase in the rate of tax levied for the support of the District to the Pennsylvania Department of Education on the uniform form prepared by the Pennsylvania Department of Education no later than five days after the Board's adoption of this Resolution.

5. The Administration of the District will send a copy of this Resolution to the Pennsylvania Department of Education no later than five days after the Board's adoption of this Resolution.

6. The Board understands and agrees that by passing this resolution it is not eligible to seek referendum exceptions under Section 333(f) of Act 1 and is not eligible to request approval from the voters through a referendum to increase a tax rate by more than the index as established for the 2018-19 fiscal year.

7. Once this Resolution is passed, the Administration of the District is not required to comply with the preliminary budget requirements set forth in paragraphs (a) and (c) of Section 311 of Act 1. Provided, however:

   (a) The Board understands and agrees that, upon receipt of the information submitted by the District as set forth in paragraphs 4 and 5 above, the Pennsylvania Department of Education shall compare the District's proposed percentage increase in the rate of the tax with the index.
   (b) Within ten days of the receipt of this information, the Pennsylvania Department of Education shall inform the District whether its proposed tax rate is less than or equal to the index.
   (c) If the Pennsylvania Department of Education determines that the District's proposed increase in the rate of the District's tax exceeds the index, the District is subject to the preliminary budget requirements as set forth in paragraph (a) and (c) of Section 311 of Act 1.

ADOPTED by the Upper St. Clair Board of School Directors on January 28, 2019.

Scott P. Burchill, Secretary
BOARD OF SCHOOL DIRECTORS

ATTEST:

Mary Ann L. Stabile, Stenographer
BOARD OF SCHOOL DIRECTORS

(SEAL)

TO: Board of School Directors

DATE: January 9, 2019

FROM: Dr. Sharon Suritsky
Dr. Judy Bulazo

SUBJECT: 2018 – 2019
Fast Track Recommendations

	Requires Board Approval	For Your Information
All Curricular Areas Evaluate, identify, and implement enhancements to District programming that promotes positive school climate/culture, student connectivity, and social emotional learning	√	
Adopt an updated program of standardized testing in grades 1 and 2 and continue to study standardized assessment options at grade 5.	√	
Revise the middle school report card.	√	
Pilot a year-long, credit-bearing course integrating service learning and social entrepreneurship in the 2019-2020 school year.		√
Arts Add an introductory cooking course (Introduction to Culinary Skill 1 & 2) that integrates fundamental knowledge for cooking equipment, safe food preparation, and the skills necessary to cook independently.	√	
Add an advanced semester food elective course (Personal Nutrition) that integrates fundamental knowledge for independent living and lifelong wellness.	√	
Add an advanced semester food elective course (Global Foods) that integrates food preparation, culture, geography, climate, and world history to build fundamental knowledge of international education.	√	

TO: Board of School Directors

DATE: January 9, 2019

FROM: Dr. Sharon Suritsky
Dr. Judy Bulazo

SUBJECT: 2018 – 2019
Fast Track Recommendations

	Requires Board Approval	For Your Information
Counseling Further develop the Career Exploration Opportunity to ensure career decision making processing skills in students.	√	
ELA Pilot the *Leveled Literacy Intervention*, a research-based reading intervention program, in grades 5 and 6.		√
Offer AP Literature and Language as two separate yearlong courses in the senior year.	√	
Mathematics Update the *Guidelines for Meeting Individual Needs* document to synthesize information about the accelerated math testing guidelines, process, and criteria at the elementary level.	√	
Research core mathematics programs at the elementary and middle school level.		√
Offer and develop the new IB Mathematics: Analysis and Approaches SL and HL courses over the next two school years, eliminating the current IB Math courses and Advanced Math Topics.	√	

TO: Board of School Directors

DATE: January 9, 2019

FROM: Dr. Sharon Suritsky
Dr. Judy Bulazo

SUBJECT: 2018 – 2019
Fast Track Recommendations

	Requires Board Approval	For Your Information
Social Studies Pilot a course for all 9th grade social studies students (enrolled in academic, MYP, honors, MYP honors) called S*haping the Modern World 1: Regions/Systems*		√
World Language Create and implement a middle school World Language curriculum based on current models of proficiency-based instruction and language acquisition through the use of Comprehensible Input practices.	√	
Revise the current eighth grade cumulative proficiency test to an authentic interpersonal proficiency-based assessment *(Can Do Café)*.	√	

Table of Contents

	CONTENT AREA	PAGE
	EL/MS/HS All Areas	1 - 2
	EL/MS All Areas	3 - 4
	MS All Areas	5 - 6
	HS All Areas	7 - 8
	HS Arts	9 - 12
	HS Counseling	13 - 15
	MS English Language Arts	16
	HS English Language Arts	17
	EL Mathematics	18 - 19
	EL Mathematics Appendix	20 - 22
	EL/MS Mathematics	23 - 24
	HS Mathematics	25
	HS Social Studies	26 - 29
	MS World Language	30 - 34

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Amy Pfender, Lauren Madia, Jennifer Kirk

Level: K-12

Area: Student Support Services

Date: November 2018

Curriculum Recommendation

1. Evaluate existing K to 12 USC curriculum and programs which focus on positive school climate/culture, student connectivity, and social emotional learning.
2. Identify effective curriculum and programs, which will contribute to developing positive school climate/culture, student connectivity, and social emotional learning.
3. Implement level-specific plans which incorporate identified programs/curriculum into already existing level-specific positive action programs.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Since 2009, positive student programming has been included as part of the District's strategic plan. In the 2015-2020 strategic plan, Goal #3 of the plan for Safety and Security states: Enhance the implementation of programming and services that prevent and respond to students' personal well-being and safety concerns, as well as those that enhance student relationships and connectivity to the school. 2. The District has incorporated the Olweus Bullying Prevention Program and Project ACHIEVE, evidence-based school improvement models, which included a focus on positive school and classroom climate. 3. Currently, each building includes a component of positive action planning which promotes positive school climate and culture. 4. In the fall of 2017, students in grades 6, 8, 10, and 12 participated in the Pennsylvania Youth Survey (PAYS). Results indicated that a large percentage of students feel safe at school and that bullying is addressed by staff; however, students still report being bullied for a variety of reasons.	1. Administrative Approval 2. Develop two sets of committees: a. District level which includes district administrators, counselors, school psychologists, teachers, curriculum leaders/department chairs and students. b. Building level which includes principals, counselors and teachers. 3. Using the Collaborative for Academic, Social and Emotional Learning (CASEL) Framework, evaluate existing curriculum and programs to identify current needs and key areas to be addressed. 4. Identify specific curriculum and programs for review and analysis. 5. Create a timeline for program review and essential components of effective curriculum and programming. 6. Organize a community input group to provide feedback on Steps #3 through #5.	To include purchase of programs/curriculum, workshop rate for teacher work during the 18-19 SY, and summer of 19-20 SY, and substitute teacher costs Up to $25,000 total	**Approved.** Continuing to update and improve programming that addresses a positive and inclusive culture is a paramount value of our District.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Amy Pfender, Lauren Madia, Jennifer Kirk **Level:** K-12

Area: Student Support Services **Date**: November 2018

Curriculum Recommendation

1. Evaluate existing K to 12 USC curriculum and programs which focus on positive school climate/culture, student connectivity, and social emotional learning.
2. Identify effective curriculum and programs, which will contribute to developing positive school climate/culture, student connectivity, and social emotional learning.
3. Implement level-specific plans which incorporate identified programs/curriculum into already existing level-specific positive action programs. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. Despite the District's ongoing focus on positive school climate/culture, student connectivity, and social-emotional learning, additional work needs to be completed in this area. Based on input from students, staff, and community, the USCSD has identified the need to review current practices, which contribute to positive school climate and culture. Areas for review should include the following: bullying and cyberbullying prevention, social media education, student and staff connectivity, educating students on bias, developing messages of unification and language matters.	7. Develop curriculum recommendations in Spring 2018/ FastTrack 2019 to incorporate findings in order to have more coordinated positive action programming that builds positive school climate/culture, student connectivity, and student social emotional learning.		

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Amy Pfender and Lauren Madia

Level: Grades 1 and 2

Area: Student Support Services

Date: November 2018

Curriculum Recommendation

Adopt an updated program of standardized testing in grades 1 and 2 and continue to study standardized assessment options at grade 5.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. In November 2017, a curriculum recommendation was approved for student standardized assessment options in grades 1 and 2. 2. During the spring of 2018, Grade 2 continued with the current assessment practices in order to have consistent assessment data from the student's previous first grade year. Grade 1 students participated in the OLSAT only. 3. A committee of administrators, curriculum leaders, and resource teachers met during the summer of 2018 to review options and discuss next steps. 4. After reviewing current curriculum based measures, the overall use and functionality of the Terra Nova Complete Battery test results, and upcoming progress monitoring practices, the committee recommends that the Otis-Lennon School Ability Test (OLSAT) provide the necessary standardized data at grades 1 and 2.	1. Administrative approval 2. Students in grades 1 and 2 will begin to participate in the OLSAT only. 3. Continue to review and investigate a pilot administration of the OLSAT at Grade 5 in the fall of 2019. 4. Review elementary handbooks to update standardized program information.	Costs for the 18-19 SY assessments are in the current budget at $15,000 Costs for additional assessment implementation will be included in the 19-20 SY budget	**Approved.** Streamlining assessments to provide essential data while maximizing instructional time will be helpful in assuring student growth and progress.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Amy Pfender and Lauren Madia

Level: Grades 1 and 2

Area: Student Support Services

Date: November 2018

Curriculum Recommendation

Adopt an updated program of standardized testing in grades 1 and 2 and continue to study standardized assessment options at grade 5. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. The reduction in testing days will provide more instructional time for students. 6. Additional committee input identified that a group assessment measure is also necessary later in a student's educational career.			

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: MSLT **Level**: Middle School

Area: All Areas **Date**: November 2018

Curriculum Recommendation

Revise the middle school report card.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The current middle school report was last revised over a decade ago. Since that time, there have been many changes to middle school programming, including the significant shift to the PA Common Core Standards, strategic planning initiatives, one-to-one technology for students, electronic gradebooks, and the Canvas learning management system. 2. Communication of performance and grades has been impacted by the use of an online gradebook and the Canvas learning management system. Students and parents are provided with significantly more information than when the current report card was developed. The formative and summative assessment information that is provided on a daily and weekly-basis will be considered in determining needed revisions. 3. A revised elementary report card was implemented in the 2015-16 school year and provides detailed information on skills in each subject area. This change creates the need to examine the ways in which the middle school report card can provide the needed reporting progression from the elementary years to high school grade reporting.	1. Administrative approval. 2. Form a report card leadership team that consists of curriculum leaders and teacher representation from all content areas. Make determinations regarding the purpose of the report card and examine a variety of report card types. Begin to draft some preliminary ideas related to types of revisions that may be needed. 3. Convene a parent input committee to review ideas related to purpose and types of reporting possibilities. Gather data on parent opinions related to desired report card information and categories 4. Form a Comprehensive Team that includes wider staff representation to begin the formal revision process Create a first draft of a new report card. 5. Make use of curriculum time to get feedback from all teachers. Reconvene a parent committee to gain input on the potential revisions.		**Approved.** The District's middle school philosophy should play a strong role in determinations related to a revised report card.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: MSLT

Level: Middle School

Area: All Areas

Date: November 2018

Curriculum Recommendation

Revise the middle school report card. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. The middle school report card currently lists very general skills for each subject area, but these skills are only addressed if a student is struggling. Taking a more positive approach to skill reporting is more strongly aligned with the philosophy of the school district and would provide more meaningful information to students and parents. 5. The current formatting of the report card is not as streamlined and succinct as desired.	6. Make revisions based on input and create a new draft to be presented as a part of the spring 2019 curriculum panel for a pilot in 2019-20. 7. Seek administrative and Board approval. 8. Work with the technology department on the electronic formatting of the report card. 9. Create training for teachers and parents as well as related documentation to facilitate a sound understanding of the new report card.		

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

Customizing Learning, Nurturing Potential... Achieving Excellence

Name: Tim Wagner and Giulia Gouker **Level**: High School

Area: HSLT Interdisciplinary Studies **Date**: November 26, 2018

Curriculum Recommendation

Pilot a year-long, credit-bearing course integrating service learning and social entrepreneurship in the 2019-2020 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This recommendation follows a study conducted in the summer of 2018 to research the potential for a service learning course at the secondary level. 2. This recommendation supports the approved HSLT goal to "inject an entrepreneurial spirit of innovation, collaboration, and problem-solving in student programs including leadership academies, STEAM, and more." 3. This recommendation coincides with the current high school initiative to incorporate Project-Based Learning into classroom curriculum. High-quality, project-based learning "enables students to master academic content and skills, develop skills necessary for future success, and build personal agency needed to tackle life's and the world's challenges." The course framework would be designed around the six elements of successful project-based learning: intellectual challenge and accomplishment, authenticity, public product, collaboration, project management, and reflection (Buck Institute for Education 2018).	1. Seek administrative approval. 2. Finalize course framework. 3. Establish community partnerships with organizations with which students might engage in service-learning work. 4. Secure funding for auxiliary course costs. 5. Seek professional development around teacher instruction in a service-learning course. 6. Provide future recommendation for course texts and resources. 7. Update Program of Studies to reflect the course offering for the 2019-2020 school year	One teacher; up to 30 hours in summer workshop (30hrs x $30.20 = $906) Workshop/ Conference fees for professional development	**Approved.** This course captures the growing interest of young adults in finding ways that they can design careers related to their interests and their desires to have a positive impact on the world.

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

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Tim Wagner and Giulia Gouker

Level: High School

Area: HSLT Interdisciplinary Studies

Date: November 26, 2018

Curriculum Recommendation

Pilot a year-long, credit-bearing course integrating service learning and social entrepreneurship in the 2019-2020 school year. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. With increasing focus on college-, career-, and life-readiness, service learning as an instructional strategy fosters positive student outcomes. "When students' interests and career aspirations are explored and connected through curriculum, their high school experience is elevated… Additionally, civically engaged students make greater scholastic progress during high school . . ." (*Redefining Ready*). 5. Service-learning experiences provide students with unique opportunities to develop skills in problem-solving, leadership, critical thinking, self-direction, and reflection. Furthermore, students who participate in direct-service hone interpersonal skills, practice empathy, consider equity, promote activism, and feel a greater sense of belonging to both school and community (Drexel University 2017).			

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Tim Wagner, Carolyn Cusick, Miranda Gray

Level: High School

Area: Family & Consumer Science

Date: November 14, 2018

Curriculum Recommendation

Add an introductory cooking course (Introduction to Culinary Skill 1 & 2) that integrates fundamental knowledge for cooking equipment, safe food preparation, and the skills necessary to cook independently.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The previous structure of the food program included four semester long courses (Foods I, II, III, and IV). Given the strategic goal of creating customized pathways for students, this recommendation replaces the introductory Foods I with an introductory self-paced, choice driven course called Introduction to Culinary Skill that student could take for 1 semester, 1 year, or two separate semesters. 2. All previous curriculum taught in Foods I will continue to be a part of the required modules that students must learn, making up about 23% of the curriculum. All new, choice based curriculum will make up an additional 77% of the curriculum. Required modules (Modules 1-7) must be completed by the student during the first semester. After completing the required Modules, students may choose the Module(s) they would like to study. 3. According to a study done by the USDA, people between the ages of 18-21 spend on average just 21 minutes a day preparing meals, and buy more frozen and pre-prepared meals than people of any other age. Students who have a foundational knowledge of culinary skill are more likely to engage in cooking meals at home. 4. This replacement course would provide students the opportunity to gain those foundational culinary skills at their own pace, while also providing them with an opportunity to learn about food topics that interest them. This course would study basic food preparation, small meal cooking, convenience food, dorm room cooking, and a variety of typical meals eaten by the majority of the American population. By the end of the required Module 7, each student would have had the opportunity to cook at least 30 meals individually or in pairs.	1. Seek administrative approval. 2. Update program of study. 3. Create course description, course unit plans and update previously written curriculum in rubicon atlas. 4. Inform counselors, students, and parents about the new course offering. 5. Provide additional workshop time for teacher to develop curriculum, course materials, and study possible project connections with STEAM.	Up to 2 day with substitute x 1 teacher = $200 Up to 12 hours of flex time x 1 teacher	**Approved.** A self-paced, self-directed course is in alignment with the District's philosophy of customizing learning.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Tim Wagner, Carolyn Cusick, Miranda Gray

Level: High School

Area: Family & Consumer Science

Date: November 14, 2018

Curriculum Recommendation

Add an introductory cooking course (Introduction to Culinary Skill 1 & 2) that integrates fundamental knowledge for cooking equipment, safe food preparation, and the skills necessary to cook independently. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. Creating a self-paced Introduction to Culinary Skill will further customize student learning by allowing students to learn at their own pace, providing them with choice in most assignments, and allowing them to choose their modules of study after they have completed the required foundational modules.			

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Tim Wagner, Carolyn Cusick, Miranda Gray

Level: High School

Area: Family & Consumer Science

Date: November 14, 2018

Curriculum Recommendation

Add an advanced semester food elective course (Personal Nutrition) that integrates fundamental knowledge for independent living and lifelong wellness.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The previous structure of the food program included four semester long courses (Foods I, II, III, and IV). Given the strategic goal of creating customized pathways for students, this recommendation creates an advanced elective course that would follow a prerequisite Intro to Culinary Skills. 2. According to the FDA, long-term health and well-being are directly related to the preparation and consumption of nutrient-dense foods on daily basis. Delicious and nutritious recipes can be prepared by careful adaptation of recipes. 3. This new level of course would allow students to explore beyond the core content of food preparation, safety and sanitation, and making basic meals. The course would study the relationship between nutrition and food, giving students the opportunity to build a foundation of nutritional understanding and learn how to create food alternatives that meet their nutritional needs. 4. Creating a new Nutrition and Wellness class will further customize student learning by giving students the opportunity to concentrate on an area of interest and develop a foundation of knowledge that could be used in any medical, nutritional, or health related field.	1. Seek administrative approval. 2. Update program of study. 3. Create course description, course unit plans and update previously written curriculum in rubicon atlas. 4. Inform counselors, students, and parents about the new course offering. 5. Provide additional workshop time for teacher to develop curriculum, course materials, and study possible project connections with STEAM. 6. Explore opportunities to engage the community...	Up to 2 days with substitute x 1 teacher = $200 Up to 12 hours of flex time x 1 teacher	**Approved.** This course supports the District's efforts to promote students' current and lifelong wellness.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Tim Wagner, Carolyn Cusick, Miranda Gray

Level: High School

Area: Family & Consumer Science

Date: November 14, 2018

Curriculum Recommendation

Add an advanced semester food elective course (Global Foods) that integrates food preparation, culture, geography, climate, and world history to build fundamental knowledge of international education.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The previous structure of the food program included four semester long courses (Foods I, II, III, and IV). Given the strategic goal of creating customized pathways for students, this recommendation creates an advanced elective course course that would follow a prerequisite Intro to Culinary Skills. 2. International education can be a primary means in which we are able to bridge the cultural and linguistic divide that not only exists within our country, but also globally. According to a study done by Oxford, international education of our youth is one of the fundamental pillars needed to address social inequalities in the United States. Through the lens of Global foods, students will have to opportunity *learn to appreciate other cultures, languages, national histories, and global problems in order to become effective leaders and members of society.* 3. This new level of course would allow students to explore beyond the core content of food preparation, safety and sanitation, and making basic meals. The course would study the relationship between food and culture, geography, and world history, giving students the opportunity to build perspective and remain open-minded and understanding of others. 4. Creating a new Global Foods class will further customize student learning by giving students the opportunity to concentrate on an area of interest and develop a foundation of international education.	1. Seek administrative approval. 2. Update program of study. 3. Create course description, course unit plans and update previously written curriculum in rubicon atlas. 4. Inform counselors, students, and parents about the new course offering. 5. Provide additional workshop time for teacher to develop curriculum, course materials, and study possible project connections with STEAM. 6. Explore opportunities to engage the community...invite outside experts?	Up to 2 days with substitute x 1 teacher = $200 Up to 12 hours of flex time x 1 teacher	**Approved.** The interdisciplinary nature of this course will benefit students in a variety of ways.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

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

Area: Counseling **Date**: November 26, 2018

Curriculum Recommendation

Further develop the Career Exploration Opportunity to ensure career decision making processing skills in students.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Career Education and Work – in accordance with 22 Pa. Code §4.12(5), career education and work – is defined as "understanding career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society, technology, government and economy and their effect on individuals and careers. 2. The CEW standards address four areas of knowledge: • Career Awareness and Preparation (Section 13.1); • Career Acquisition (Getting a Job) (Section 13.2); • Career Retention and Advancement (Section 13.3); • Entrepreneurship (Section 13.4). 3. Job shadowing and internships are considered a best practice and a critical component of any career development program. It will provide students the opportunity to experience, first hand, the current career demands and future market expectations. 4. USCHS students have continued to express interest in exploring career interests outside of the school setting. A more formal program will give them greater access and more choices of potential sites.	1. Seek administrative approval. 2. Identify which students already participate in Community Based Learning, Apprenticeships, and Parkway. Ensure that these students' transcripts appropriately reflect these experiences. 3. Establish business partnerships with five organizations by spring 2019, moving to ten business partnerships by 2020-2021. 4. Identify five of the total 16 career clusters to prototype a cohort model for career exploration. For each of these five cohorts 25 students in the class of 2020 will participate in an alumni luncheon and a one-day job shadowing experience. 5. Replicate these five cohort groups in 2019-2020 to refine the process. By the 2020-2021 school year, establish a responsive number of cohorts based the total number of juniors, minus those who participate in Community Based Learning, Apprenticeships, and Parkway.		**Approved.** Students will gain great experiences to enhance their ability to select a well-matched career.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

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

Area: Counseling **Date**: November 26, 2018

Curriculum Recommendation

Further develop the Career Exploration Opportunity to ensure career decision making processing skills in students. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. We currently offer Career Exploration Opportunities to students who express interest. Additionally, internship opportunities through the Gifted Program and Community Based Learning reach additional subsets of students. A more extensive career interest program will provide accessibility to "in the workforce" opportunities for all students. 6. Expanding students' access to experiential learning opportunities aligns with the HSLT Recommendation from spring 2018, that states to expand the Community Based Learning Program beyond the school day and school year to cultivate students' career decision-making skills.	6. Explore graduation requirements related to career exploration.		

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

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

Area: Counseling **Date**: November 26, 2018

Curriculum Recommendation

Further develop the Career Exploration Opportunity to ensure career decision making processing skills in students. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
7. The US Bureau of Labor Statistics suggests "If job shadowing gives you a taste of what an occupation is like, imagine how helpful getting experience could be. Students can begin getting career-related experiences in high school through internships, employment, and other activities. Taking part in different experiences is another step toward helping you to figure out what you like—and what you don't." Torpey, E. (2015). Career planning for high schoolers. Career Outlook, US Bureau of Labor Statistics. Retrieved from https://www.bls.gov/careeroutlook/2015/article/career-planningfor-high-schoolers.html			

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Kate Ruth and Marissa Dyer

Level: Grades 5 and 6

Area: English Language Arts

Date: November 8, 2018

Curriculum Recommendation

Pilot the *Leveled Literacy Intervention*, a research-based reading intervention program, in grades 5 and 6.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. 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 ELA to align our curriculum and instructional practice to allow our students to reach and exceed these standards. 2. While previous years' work has included differentiating support students receive, no formal intervention program has been used in order to support struggling readers. 3. With the availability of flexible intervention time and the data indicating that there are students reading below benchmark, Boyce is piloting the use of Leveled Literacy Intervention during the remainder of the 2018-2019 school year. 4. Leveled Literacy Intervention was designed by Fountas & Pinnell and supplements the elementary's core guided reading instruction. It is a short-term intervention. It is implemented multiple times a week within a small group setting.	1. Seek administrative approval. 2. Provide professional development for resource teachers involved in implementation and instruction of Leveled Literacy Intervention. 3. Continue to monitor data using the MAP Growth Reading assessment to assure continued efficacy of the program.	$5,400 from the 2018-19 budget	**Approved.** Matching interventions and related materials to student needs will provide the opportunity for maximum student growth improvement.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Melissa Tungate

Level: High School

Area: English Language Arts

Date: November 26, 2018

Curriculum Recommendation

Offer AP Literature and Language as two separate yearlong courses in the senior year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The AP Literature and Language courses have historically been combined into one course offering with a focus on Literature in the first semester and Language in the second semester. However, AP recognizes them as two separate courses. A study of local school districts reveals that USC is the only district that offers these courses combined as one. 2. The curriculum for these courses is demanding, and by dividing the courses into two separate offerings, students will be able to move at a more comfortable pace, allowing for more in-depth reflection. 3. By offering these courses as two separate options for students, they may be able to make a course selection that more closely aligns with their needs and interests. The AP Language course is nonfiction, and the AP Literature course centers on fiction.	1. Seek administrative approval. 2. Update Program of Studies to reflect the change for offerings for the 2019-2020 school year. 3. Continue to work to divide and/or create curriculum for both courses. 4. Draft a follow-up curriculum recommendation for the spring process.		**Approved.** This change increases students' opportunities to make interest-based choices in a required area of study.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Shannon Dominick and Andrew Lucas

Level: Elementary

Area: Mathematics

Date: October 10, 2018

Curriculum Recommendation

Update the *Guidelines for Meeting Individual Needs* document to synthesize information about the accelerated math testing guidelines, process, and criteria at the elementary level.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Since the current accelerated placement criteria was originally written, both the USC elementary math curriculum and the placement tests have shifted in response to the increased demands of the Pennsylvania Core Standards. 2. In addition to identifying the mathematical skills expected at each grade level, the PA Core Standards strongly emphasize 8 Mathematical Practices. These practices focus on student development of process skills such as problem solving, critical thinking, attending to precision, and critiquing the reasoning of others. As a result, the acceleration assessments needed to embed these skills as well, rather than just assess procedural knowledge.	1. Administrative approval. 2. Update all documents related to the elementary math curriculum that may contain information about math acceleration. These will now include a reference to the *Guidelines for Meeting Individual Needs.* 3. Notify teachers at the elementary level about the newest procedures and criteria. Make the principle document available to teachers within Canvas. 4. Implement and follow the procedures and criteria beginning the fall of 2018.	No cost	**Approved.** Assuring appropriate student placement is essential to optimizing student learning.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Shannon Dominick and Andrew Lucas

Level: Elementary

Area: Mathematics

Date: October 10, 2018

Curriculum Recommendation

Update the *Guidelines for Meeting Individual Needs* document to synthesizes information about the accelerated math testing guidelines, process, and criteria at the elementary level. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. The process and criteria for math acceleration at the elementary level should be clearly articulated and uniform across all three elementary buildings. The section on accelerated math testing in a document titled *Guidelines for Meeting Individual Needs* has been updated and revised by the Elementary Math Curriculum Leader and the Elementary Gifted Resource teachers to reflect current practices. The document was then reviewed, edited, and approved by members of the Elementary Curriculum Leaders Team (ECLT). 4. The updated process and criteria for math acceleration at the elementary level is outlined in Appendix A: Elementary School Mathematics - Accelerated Placement Process and Criteria. 5. The *Guidelines for Meeting Individual Needs (rev. 2018)* will be provided to administration and faculty to assist in all inquiries and testing of potential students.			

Appendix A: Elementary School Mathematics
Accelerated Placement Process and Criteria

Accelerated Math Instruction

A few students (2% - 4% of students at a grade) may demonstrate a need for instruction that is one grade level above the current grade level. These students show a high aptitude for mathematics, are cognitively sophisticated, and conceptually advanced. Below is an overview of the screening process for identifying these students and implementing their advanced instruction.

Guidelines for Accelerated Instruction – Grades 1, 2, 3

- Screening will occur only in May and June of the year prior to acceleration.
- Students in first, second, third, and fourth grade are eligible.
- Kindergarten students are not eligible for the acceleration screening.
- All gifted students will be tested for acceleration unless there is a parental request to decline the testing process or other extenuating circumstances.
- New second through fourth grade students, whose school records indicate they were accelerated in their previous school, will be considered for the USC acceleration screening process and will be assessed in the same manner outlined below.
- Students will only be allowed one opportunity to take each test. If a student does not qualify for acceleration in the May-June window, they may not be reassessed in the fall. However, students are eligible to go through the screening process again during the following year's May-June window.
- Two-year acceleration opportunities will begin at the middle school level.

Identification Procedure - Grade 4

Students demonstrate mastery (80%) on the Boyce Middle School 5th Grade End of Level Assessment.

Implementation Procedure for Accelerated Instruction, Fourth Level

Refer to Boyce Middle School *Math Acceleration Procedures*.

Appendix A: Elementary School Mathematics
Accelerated Placement Process and Criteria

Two-Year Acceleration

The screening process for two-year acceleration opportunities begin at the middle school level.

Implementation Procedure/Accelerated Instruction - Grades 1, 2, and 3

The above grade level classroom teachers provide instruction.

Implementation Procedure/Accelerated Instruction – Grade 4

The Enrichment Resource Teacher provides fifth grade above level instruction.

Identification, Procedures, and Criteria for Acceleration – Grades 1, 2, and 3

The Enrichment Resource Teacher (ERT) collects student information, makes necessary contacts, and administers assessments.

1. Identification of Potential Students

- The ERT will meet with PLC teams to determine potential student candidates. This recommendation will be based on the student's participation in enrichment, class performance, mathematical thinking skills, and the teacher's general belief that the child would thrive in the accelerated class. Learner traits may also include:
    - quantitative reasoning ability
    - fluid use of complex problem-solving strategies
    - strong computation/mental math skills
    - rapid rate of acquisition of new material
    - social maturity
    - independent work habits
- A parent may also submit a written request that their child be included in the acceleration screening process that takes place in May - June window of each school year.

2. Parent Contact

- The ERT will send parents the accelerated math permission form that asks for written permission to opt their child in or out of the accelerated screening process.

3. Gather achievement data from all prior years

- Data can include, but is not limited to, achievement tests, standardized tests, and current curriculum-based pretests and posttests.

4. Administer *School and College Ability Test* (SCAT)

- SCAT will be administered with fidelity as the first tier of acceleration screening.
- The Johns Hopkins SCAT Administration Manual scoring guidelines will be used, with a passing score of 90th percentile. (John Hopkins University Center for Talented Youth)
- If a student meets or exceeds SCAT requirement, then the student may move on to the next phase of the screening process.
- If a student does not meet or exceed the SCAT requirement, parents will be contacted by email, informed that the screening process has concluded, and that the student will not be accelerated in math for the upcoming year. Students may go through the screening process in the following year's May-June window.

5. Curriculum Based Assessment:

- The second tier of the screening process is to take the Curriculum Based Assessment (CBA) for the grade level trying to be skipped.
- The CBA is a 100-question assessment that proportionally measures the content standards in each of the math domains of the grade level to be skipped.
- Students who meet or exceed a cumulative score of 85% on the CBA will be considered passing.
- If a student does not meet or exceed the CBA requirement, parents will be contacted by email, informed that the screening process has concluded, and that the student will not be accelerated in math for the upcoming year. Parents may request a subtest (by domain) score breakdown.
- For students new to the district, the CBA will comprise all of the posttests of topics that will be skipped. A cumulative score of 85% is considered passing.

6. Determination of Eligibility

- The final decision for placement in the accelerated program will be made by the Enrichment Resource Teacher and the Elementary School Principal.
- Parents of those students who meet all requirements and are to be recommended for acceleration will be notified and must sign a consent form stating that they approve of their child's placement in the accelerated program. If a student score is below mastery on a subtest, independent work will be provided and should be completed over the summer.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Shannon Dominick and Andrew Lucas

Level: Elementary and Middle

Area: Mathematics

Date: December 11, 2018

Curriculum Recommendation

Research core mathematics programs at the elementary and middle school level.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. enVisionMATH 2012 Common Core edition (Pearson) is the core mathematics program used in grades 2 through 6. When the program was purchased in 2012 it was done so with a 6-year license. The license expired during the 2018-2019 school year resulting in the need to explore renewal of this series or explore other viable options. 2. Beginning in the fall of 2018, Pearson discontinued supporting their software platform, SuccessNet. The eventual termination of this platform will prevent teachers and students to access math resource materials, online interactive features, and online assessments. 3. An elementary and middle school work study group will be formed to research the current enVisionMATH 2020 Common Core edition as well as other potential math programs. 4. The work study groups will research program features including, but not limited to, alignment to the PA Core Standards, focus and coherence, level of rigor and application of math skills, integration of the Mathematical Practices, and usability.	1. Administrative approval. 2. Work study groups will determine the potential programs to research. These may include, but are not limited to, the following programs: *a.* *enVisionMATH 2020*, Pearson, 2020 Edition *b.* *Bridges*; The Math Learning Center, 2015 Edition *c.* *Eureka Math*; Great Minds, 2015 Edition *d.* *My Math*; McGraw-Hill, 2017 Edition 3. Work study groups at each level will put forth a recommendation of adoption to their respective math committees. 4. The work study group and Math Curriculum Committee will determine a final recommendation for adoption. 5. Professional development on the new series will begin in the summer of 2019.	Potential teachers substitute costs to pull teachers for study and review.	**Approved.** It is critical to give careful consideration to finding the most relevant and adaptable resources that strongly align with our curriculum.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Shannon Dominick and Andrew Lucas

Level: Elementary and Middle

Area: Mathematics

Date: December 11, 2018

Curriculum Recommendation

Research core mathematics programs at the elementary and middle school level. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. Since the current math series will no longer be available for use during the 2019-2020 school year, the math committees in collaboration with the work study groups will recommend a series adoption to begin in 2019.			

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Steve Miller **Level**: High School

Area: Mathematics **Date**: November 26, 2018

Curriculum Recommendation

Offer and develop the new IB Mathematics: Analysis and Approaches SL and HL courses over the next two school years, eliminating the current IB Math courses and Advanced Math Topics.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. IB is finalizing the development of their new mathematics courses to be taught beginning in the fall of 2019. This development will complete in February 2019. IB will be eliminating all current math courses after next year. 2. The curriculum for Advanced Math Topics was specifically designed to fulfill the IB curriculum requirements for the current IB Mathematics Higher Level course. The requirements for the new courses are not compatible with Advanced Math Topics, so the purpose for this course as it is written will no longer apply after the 2019-20 school year. 3. In anticipation of the changes to the IB curriculum, we added a College in High School Linear Algebra course through the University of Pittsburgh to serve those non-IB students who would typically enroll in Advanced Math Topics.	1. Seek administrative approval. 2. Update the Program of Studies to add the new year 1 SL and HL courses and eliminate the current year 1 courses. 3. Provide IB training for two teachers. 4. Develop the year 1 SL and HL courses for Fall 2019. 5. Update the Program of Studies next year to add the new year 2 SL and HL courses and eliminate the current year 2 courses as well as Advanced Math Topics. 6. Develop the year 2 SL and HL courses for Fall 2020.	Conference costs for two teachers 30 hours x 2 teachers x $30.20 = $1812 30 hours x 2 teachers x $30.20 = $1812	**Approved.** The series of changes represented in this recommendation are well-coordinated and will result in enhanced mathematics programming.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Doug Kirchner and Josh Tobin **Level**: High School

Area: Social Studies **Date**: November 26, 2018

Curriculum Recommendation

Pilot a course for all 9th grade social studies students (enrolled in academic, MYP, honors, MYP honors) called S*haping the Modern World 1: Regions/Systems* during the 2019-2020 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. As a component of previous curriculum recommendations (beginning in the spring of 2016) to "Design and implement a skill and competency-based social studies framework" for USCSD students in grades 5-11, this course is the first in a planned roll out of three new core social studies courses at the high school level. The long-term goal is to pilot "Shaping the Modern World 2: Waves of Global Change" for 10th grade students in 2020-2021 and "Civic Engagement Capstone" for 11th grade students in 2021-2022. 2. Shaping the Modern World 1 reimagines our current one-semester 9th grade World Geography course by providing students with a more in-depth, year-long exploration of major world regions and interconnected systems.	1. Seek administrative approval. 2. Update the Program of Studies to reflect the course offering for the 2019-2020 school year. 3. Present a recommendation in the spring for the course's core text and supplemental resources. 4. Provide PLC/department meeting time this spring, along with summer workshop time for teachers. 5. Collaborate with colleagues from other disciplines (e.g ELA and World Language) to determine areas of overlap and potential interdisciplinary learning experiences. 6. Plan for additional curriculum recommendations for subsequent "redesign" courses in 10th and 11th grade.	$2,718* (3 teachers X 30 Change of Assignment hours at $30.20)	**Approved.** This recommend-ation represents significant research and development and will allow for the provision of important, relevant, and practical content while promoting lifelong civic engagement.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Doug Kirchner and Josh Tobin **Level**: High School

Area: Social Studies **Date**: November 26, 2018

Curriculum Recommendation

Pilot a course for all 9th grade social studies students (enrolled in academic, MYP, honors, MYP honors) called "Shaping the Modern World 1: Regions/Systems" during the 2019-2020 school year. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. In order to reach the mission of our USCSD social studies redesign to develop "civically engaged students" who "take an empowered role in their world," our students must know and understand the people, places, and cultures around them. Four essential questions will be addressed: • Who are the people of each region? • Why are the people of each region who they are? • How is each region interconnected? • What are the modern challenges of this region? 4. Shaping the Modern World 1 is built on the multi-disciplinary approach of the C3 Framework, the curricular model of National Council for the Social Studies (NCSS). Students will explore the culture, physical geography, politics, and economics of each world region.			

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Doug Kirchner and Josh Tobin

Level: High School

Area: Social Studies

Date: November 26, 2018

Curriculum Recommendation

Pilot a course for all 9th grade social studies students (enrolled in academic, MYP, honors, MYP honors) called "Shaping the Modern World 1: Regions/Systems" during the 2019-2020 school year. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. This course intentionally builds on the content and skills USCSD students learn in 8th grade, providing for a more seamless transition to the high school. During their first unit in 9th grade, students will continue their prior investigation of U.S. history through an integrated study of the U.S. post-1945, literally picking up where they left off. In addition, the newly designed approach in the 8th grade course will compare and contrast events through an international lens, providing students with more focused practice in perspective-taking, which is the essence of Shaping the Modern World 1. 6. The course will also act as a prerequisite for Shaping the Modern World 2: Waves of Global Change (10th grade) in 2020-2021 by equipping students with an understanding of the unique modern issues facing each region of the world. This understanding will enable them to develop a deeper knowledge of human history and the enduring issues of civilizations.			

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Doug Kirchner and Josh Tobin **Level**: High School

Area: Social Studies **Date**: November 26, 2018

Curriculum Recommendation

Pilot a course for all 9th grade social studies students (enrolled in academic, MYP, honors, MYP honors) called "Shaping the Modern World 1: Regions/Systems" during the 2019-2020 school year. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
7. Creating a year-long, inquiry-based course will open up opportunities for new and improved cross-curricular collaboration among social studies, ELA, World Language, and other disciplines. 8. Project-based learning (PBL) will thus serve as a focal point of the course. For instance, when studying Europe, students will confront the driving question, "How might we make the European Union (EU) a sustainable institution?" This PBL will culminate in a public product requiring students to present their proposals at a mock-European Parliament.			

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Angela Tena **Level**: Middle School

Area: World Languages **Date**: November 8, 2018

Curriculum Recommendation

Create and implement a middle school World Language curriculum based on current models of proficiency-based instruction and language acquisition through the use of Comprehensible Input practices.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. In order to keep pace with the most current pedagogy and best practices in World Language education, the Middle School curriculum should be revisited to ensure a path to second language proficiency. 2. Our nation recognizes that it needs to develop multilingual speakers to remain competitive through the next generation. The Commission on Language Learning, requested by a bipartisan group of congressmen, concludes in part that: • 'Proficiency in English is not sufficient to meet the nation's needs in a shrinking world' • The nation is in need of 'a goal of valuing language education as a persistent national need similar to education in math or English, and to ensure reaching proficiency is within every student's reach.' • 'The Commission recommends ways to organize existing resources so that we can teach more Americans to speak more languages at an earlier age.'	1. Present the recommendation for approval. 2. Consider what we have done so far: a. Explored and presented extensive research b. Discussed examples of the theory in practice c. Determined that we are proficiency based d. Determined that this would be a big change but could be a great change in terms of a proficiency-based model e. Acknowledged concerns and differences of opinion in making this change f. Agreed that we are all about promoting good second language acquisition over 'numbers' in each language area 3. Continue to research and study best practices. 4. Discuss/recommend pilots for the 2018-2019 school year. a. Determine who the pilot teachers will be. b. Structure the pilots to assure smooth transitions between teachers and grade levels c. Research supplies and curricular models for purchase that can be adapted for use in the USC programs.	Substitute Days, 1 per semester for teachers to determine pilot details Conference cost (varied) for pilot teachers	**Approved.** Exploring instructional approaches that can enhance students' abilities to deeply learn and retain a second language at high proficiency levels is commendable.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Angela Tena

Level: Middle School

Area: World Languages

Date: November 8, 2018

Curriculum Recommendation

Create and implement a middle school World Language curriculum based on current models of proficiency-based instruction and language acquisition through the use of Comprehensible Input practices. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. Effective instruction for lasting acquisition uses rich language that students can understand from the first day (Comprehensible Input) for meaningful, engaging communication. Traditional models have not been shown to produce lasting language proficiency for the majority of learners. CI methodology promotes speaking IN the language rather than ABOUT it, also supported in ACTFL's recommendation that 'educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time'. 4. The American Council on the Teaching of Foreign Languages (ACTFL) has updated National Standards, grounded in Performance Descriptors for Language Learners, and organized according to: • Three Ranges of Performance (Novice Range, Intermediate Range, Advanced Range) • 3 Modes of Communication (Interpersonal, Interpretive and Presentational) • Performance Domains (How well the learner is able to understand and be understood within various parameters)	5. Provide professional development through workshop attendance either online or in person and/or during department meetings and staff development days. Provide professional development time as needed for collaboration and development of program model. 6. Recognize that this will be a multi-year process in which the department will work together towards implementation.		

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Angie Tena

Level: Middle School

Area: World Languages

Date: November 8, 2018

Curriculum Recommendation

Create and implement a middle school World Language curriculum based on current models of proficiency-based instruction and language acquisition through the use of Comprehensible Input practices. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. ACTFL standards focus on proficiency-based instruction rather than explicit grammar instruction and encourage maximum use of the target language through comprehensible input and the development of spontaneous use of the language rather than rote memorization. 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. 6. AP Exams were redesigned in 2011 to reflect the ACTFL Modes of Communication and themes. IB Diploma testing is also grounded in proficiency models. A focus on proficiency in the middle years will guide students to higher levels of success at the high school level. 7. There is agreement in the District that this is an approach to be considered, studied, piloted, and potentially adopted.			

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Angela Tena, Erin Lemon, Kristin Weaver, Maria Marchionna

Level: Middle School

Area: World Languages

Date: November 8, 2018

Curriculum Recommendation

Revise the current eighth grade cumulative proficiency test to an authentic interpersonal proficiency-based assessment *(Can Do Café)*.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Our national professional organization, ACTFL (American Council for the Teaching of Foreign Languages), identifies three modes of communication: interpersonal, interpretive, and presentational. In order to deliver proficiency-based instruction and assessments, all three modes should be practiced and tested in the world language classroom. Research-based best practices emphasize understanding and communicating a message, regardless of whether or not grammatical errors are present. This is contrary to previous methods of language instruction that stressed grammar exercises and memorization of vocabulary, phrases, and grammar rules. ACTFL has developed "Can Do" Proficiency Benchmarks as a tool for teachers and students to assess and monitor progress along the proficiency scale (Novice, Intermediate, Advanced).	1. Administrative Approval. 2. Further examination and evaluation of current proficiency-based assessments and activities to align with curricular thematic units. 3. Further research and development of appropriate interpersonal proficiency-based rubrics, guidelines, and prompts, based on the findings of 2018 summer workshop • Can Do Café Teacher Rubric • Can Do Café Student Evaluator Rubric • Thematic Prompts & Images 4. Determination of logistics (location, student:student ratio, scheduling, necessary supplies, etc.) of the Can Do Café 5. If approved, reflection upon and revision of the event, rubrics, and/or prompts to meet the needs of students more effectively	Substitute day for additional development Substitute day for reflection and revision	**Approved.** Measuring language acquisition in an authentic and proficiency - based manner will provide valuable information on student learning and will be useful in informing District programming.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Angela Tena, Erin Lemon, Kristin Weaver, Maria Marchionna

Level: Middle School

Area: World Languages

Date: November 8, 2018

Curriculum Recommendation

Revise the current eighth grade cumulative proficiency test to an authentic interpersonal proficiency-based assessment *(Can Do Café)*.
(continued)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
2. The summer workshop yielded findings that the current test relied heavily on rote memorization, which is not best practice for language learning, and that proficiency-based assessments are more authentic and produce better language speakers. In addition, a proficiency-based rubric that focuses on comprehension and speaking lowers the affective filter in students, so that they feel more comfortable using the target language. The prior assessment focused on memorization and accuracy of the language, rather than communication. 3. The "Can Do Café" serves as a lower-stress, interpersonal, proficiency-based evaluation, which focuses on the student's ability to communicate with peer sympathetic listeners from the high school. This format was chosen to mimic an authentic conversational experience. In addition to assessing students' current proficiency level, peer evaluators will provide meaningful feedback. The high school world language department measures student progress through the advancement of proficiency. It is vital that students have an opportunity to practice their interpersonal communication and informally know where they stand on the proficiency scale.			

PERSONNEL LISTINGS
DATE: January 28, 2019
Board Meeting

Professional Staff – Elections (Curriculum Leader)

Name	Location	Assignment	Effective	Salary
Zirngibl, Michelle	High School	Curriculum Leader, Special Education	2-4-19	$ 10,000 (Pro-rated)

Professional Staff – Leave of Absence

Name	Location	Assignment	Type of Leave	Leave Dates
Erbrecht, Chad	High School	Math Teacher	Personal Leave	Beginning 12-19-18
Hansen, Annette	.45 Eisenhower / .55 Ft. Couch	School Nurse	Personal Leave	1-7-19 through 1-18-19
Hendrickson, Katherine	Streams	Elementary Teacher	Personal Leave	Anticipated dates 1-28-19 through 4-5-19
Rose, Kristin	Baker	School Counselor	Personal Leave	1-2-19 through 1-18-19
Schetley, Jennifer	Boyce	Music Teacher	Personal Leave	Return to work 1-21-19

Professional Staff – Change of Status (Change of Hire Date)

Name	Assignment	Change of Hire Date From	Change of Hire Date To
Magill, Kathryn	.5 Central Office School Psychologist to 1.0 Central Office School Psychologist	1-2-19	1-21-19

Professional Staff – Retirement

Name	Location	Assignment	Notification Date	Last Date Worked
Mulroy, Lyn	High School	1.0 Special Ed Teacher	1-23-19	Last day of teacher responsibility for the 2018-19 school year

Classified Staff – Elections

Name	Location	Assignment	Effective	Salary
Hicks, Jill	Eisenhower	.5 Teacher Aide	1-29-19	$19,129 (pro-rated)
Hindmarch, Lois	.5 Eisenhower / .5 Ft. Couch	1.0 Custodian	1-28-19	$29,472 (pro-rated)

Classified Staff – Change of Status

Name	From	To	Effective
Briggs, Timothy	1.0 Eisenhower Custodian ($23.82/hr)	1.0 High School Head Custodian (27.10/hr)	1-29-19
Murphy, Jennifer	Streams Part-time Nutrition Center Worker ($12.03/hr)	Sub Nutrition Center Worker ($10.00/hr)	1-29-19

Classified Staff – Change of Hire Date

Name	Location	Assignment	Hire Date From	Hire Date To
Fennell, Michele	Ft. Couch	1.0 Teacher Aide	To Be Determined	1-28-19

Classified Staff – Leave of Absence

Name	Location	Assignment	Type of Leave	Leave Dates
Ruschel, Robert	High School	Custodian	Personal Leave	Return to Work 1-21-19

District Substitute List – Additions
Professional:

Name	Type of Substitute	Effective
Poling, Ailsa	Grades PK-4	1-30-19

Classified:

Name	Type of Substitute	Effective
Bluemling, Susan	Secretary/Aide/Attendant	1-23-19

Other:

Name	Type of Substitute	Effective
Moore, Richard	School Police Officer	2-1-19

District Substitute List – Deletions

Professional:

Name	Type of Substitute	Effective
Glover, Doris	Elementary K-6	1-28-19
Sparico, Trina	Elementary K-6	1-18-19

Classified:

Name	Type of Substitute	Effective
Hannan, Courtney	Health Room Aide	1-28-19

Extra-Curricular Activities – New Appointments (2018-2019 School Year)

Name	Position	Salary
Anderson, Joseph	HS JV Baseball Coach (volunteer)	$0
Beall, James	HS Assistant Baseball Coach	$1,530
Comfort, Karlie	HS Assistant JV Softball Coach	$2,000
Karidis, Steve	MS Head Softball Coach	$2,000
Nuri, Molly	HS Varsity Girls Assistant Lacrosse Coach	$2,000
Rooney, James	HS Assistant Freshmen Baseball Coach .50	$1,530

Extra-Curricular Activities – Re-Appointments (2018-2019 School Year)

Name	Position	Salary
Aguglia, Jr., William	HS Varsity Softball Coach	$7,800
Avon, Andy	HS Boys Lacrosse Assistant Coach	$1,000
Binkley, Michael	HS Spring Musical Technical Producer	$2,000
Blazek, Debbi	HS Spring Musical Make-Up Director	$1,200**
*Bowers, Andrew	HS Boys Varsity Lacrosse Assistant Coach	$1,000
Butler, Brian	HS Spring Musical Assistant Carpenter	$1,200**
Caragein, Chrissy	HS Track (Coed) Assistant Coach	$2,530
Cervi, Larry	HS Spring Musical Drama Director	$3,000
Chaffee, Greg	HS JV Assistant Baseball Coach	$1,530
Christy, Kyle	HS Boys Varsity Lacrosse Assistant Coach	$700
Corona, Cara	HS Spring Musical Assistant Costumes	$750
Corona, Cara	Fort Couch Musical Costume Manager	$750
*Cosgrove, Matt	HS Track (Coed) Assistant Coach	$2,910
Dodd, Chuck	HS Spring Musical Assistant Stage Manager	$1,200**
Dodd, Jane	Spring Musical Assistant Coordinating Producer	$2,000
Ficorilli, Josh	HS Boys Volleyball Head Coach	$5,100
Flinter, Jack	HS Boys Varsity Lacrosse Assistant Coach	$2,000
Flinter, Keegan	HS Boys Varsity Lacrosse Assistant Coach (volunteer)	$0
*Froelich, Keith	HS Boys Tennis Assistant Coach	$2,300
Frollini, Dom	HS Track (Coed) Assistant Coach	$2,910
Gannon, Patrick	HS Assistant Varsity Baseball Coach	$3,150
*Gremba, Justin	MS Head Coach Boys Volleyball	$2,000
*Hunsberger, Thomas	HS Spring Musical Producing Artistic Director	$3,500
*Jackson, Terry	HS Track (Coed) Assistant Coach	$2,910
Laffey, Brianne	HS Girls Lacrosse Head Coach	$4,600
Lloyd, Gordon	HS Boys JV Lacrosse Assistant Coach	$1,500
Mialki, John	HS Assistant Baseball Coach (volunteer)	$0
*Milovac, Lorraine	HS Spring Musical Vocal Director/Coach	$3,000

Neice, Ashley	HS Track (Coed) Assistant Coach (volunteer)	$0
*Palmer, Jace	MS Assistant Coach Boys Volleyball	$2,000
*Petrick, Doug	HS Track (Coed) Head Coach	$5,600
Petrick, Jonathan	HS Track (Coed) Assistant Coach (volunteer)	$0
*Pickell, Don	HS Spring Musical Pit Orchestra Conductor	$3,000
Rice, David	HS Boys Lacrosse Assistant Coach	$1,045
Romain, Brandon	HS Boys Tennis Coach	$4,000
Rubino, Marilyn	Fort Couch Musical Costume Designer	$1,200
Simmers, Emma	HS Girls Lacrosse Assistant Coach	$2,700
Tobin, Josh	HS Track (Coed) Assistant Coach	$2,530
*Wagner, Greg	HS Track (Coed) Assistant Coach	$2,530
Wallace, Amy	Fort Couch Musical Choreographer	$1,200
Wallace, Amy	HS Spring Musical Assistant Choreographer	$3,000
Werner, Mary Elizabeth	HS Spring Musical Assistant Paint Director	$1,000
Yarosh, John	HS Track (Coed) Assistant Coach	$2,910
Yarosh, Julianna	HS Track (Coed) Assistant Coach (volunteer)	$0
Yates, Brian	HS Boys Lacrosse Head Coach	$4,000

Extra-Curricular Activities – Deletions

Name	Position	Last Date Worked
Chaffee, Dan	HS Assistant Baseball Coach .50	5-15-18
*Chermak, Maureen	HS Track (Coed) Assistant Coach (volunteer)	5-17-18
Hope, Stephen	HS Boys Volleyball Assistant Coach (JV)	5-15-18
Karidis, Steve	HS Assistant Softball Coach	4-23-18
Lohman, Brian	HS Assistant Baseball Coach (volunteer)	5-15-18
*Martocci, Matt	HS Track (Coed) Assistant Coach	5-17-18
*Mellinger, Dana	MS Head Softball Coach	4-23-18
Murray, Rick	HS Boys Volleyball Assistant Coach (volunteer)	5-15-18
Tepe, Sarah	HS Varsity Girls Assistant Lacrosse Coach	5-17-18
Thomas, Jim	HS Track (Coed) Assistant Coach (volunteer)	5-17-18

Extra-Curricular Activities – Revised Salaries (2018-19 School Year)

Name	Position	Prior Board Approved Salary Amount	Revised Board Approved Salary Amount
Lang, Rick	Middle School Assistant Choral Director	$1,500	$750

*District Employee
**Funded From Ticket Sales

Other – Approval of MOU regarding employee 3939 / 01-2019