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Nurturing Potential...
Delivering Excellence

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

**TUESDAY, JUNE 20, 2017 - 8:00 A.M.
CENTRAL OFFICE BOARD ROOM**

Notice having been advertised and posted and members duly notified, the regular meeting of the Board of School Directors was held on June 20, 2017 in the Central Office Board Room.

School Board Members in attendance:

Mrs. Angela B. Petersen, President
Mrs. Amy L. Billerbeck, Vice President
Mrs. Barbara L. Bolas
Mr. Phillip J. Elias
Mrs. Buffy Z. Hasco (via speaker phone)
Mr. Patrick A. Hewitt
Mr. Frank J. Kerber
Mr. Harry F. Kunselman
Mr. Louis P. Mafrice, Jr.

School personnel in attendance:

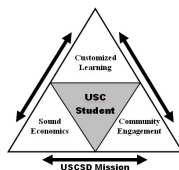
Dr. Patrick O'Toole, Superintendent of Schools
Dr. Sharon Suritsky, Deputy/Assistant Superintendent
Dr. John Rozzo, Assistant Superintendent
Mr. Scott P. Burchill, Director of Business & Finance
Dr. Judith Bulazo, Director of Curriculum & Professional Development
Mrs. Amy Pfender, Director of Student 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 (Petersen)

Mrs. Petersen called the meeting to order at approximately 8:00 a.m.

READING OF THE MISSION

Mr. Hewitt 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 #7 FROM STRATEGIC PLAN

Mr. Mafrice read the following Shared Belief Statement #7 from the Strategic Plan:

We believe that:

a school district, staff, students, parents, and community benefit from an attitude of continuous progress and consistent practices of exploration, forward thinking, and openness to change.

RECOGNITION OF SERVICE - CHERYL TODARO, HIGH SCHOOL SECRETARY

Dr. O'Toole and the Board members recognized Cheryl Todaro, High School Secretary, for her 24 years of dedicated service to the school district from August 1993 when she was hired as a teacher aide at the High School and her role as a secretary in the guidance office at the High School from September 1998 until her retirement in July 2017.

INTRODUCTION OF CHARLES PLANCE

Dr. O'Toole introduced Charles Plance, Aramark Director of Facilities. Mr. Plance assumed the role on June 7 following Mr. Wightkin.

Mr. Plance thanked the Board members for the opportunity to work with the School District. He reviewed his background at his former places of employment at Penn Hills School District and American Red Cross.

APPROVAL OF AGENDA (Petersen)

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

APPROVAL OF MINUTES

MOTION: By Bolas: I move that the Board approve the minutes of the May 15, 2017 Board meeting. Seconded by Kerber, and carried on unanimous voice vote.

MOTION: By Bolas: I move that the Board approve the minutes of the June 5, 2017 Board meeting. Seconded by Kerber, and carried on unanimous voice vote.

SUPERINTENDENT'S REPORT (O'Toole)

APPROVAL OF COMMENDATIONS & RECOGNITIONS - ATTACHED

Dr. Suritsky read the Commendations & Recognitions.

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

APPROVAL OF RESOLUTIONS REGARDING STAFFING

MOTION: By Elias: The Superintendent recommends and I move that the Board approve the following resolutions regarding staffing. Seconded by Kerber, and carried on unanimous roll call vote.

The District staff be decreased by the following positions:

- 1.00 - K-8 Guidance Department Chair
- 1.00 - Boyce Teacher Aide (Special Education)

The District staff be increased by the following positions:

- 1.00 - Middle School Assistant Principal (Grades 5-6)
- 1.00 - Student Support Services Curriculum Leader (District-Wide)
- 1.00 - Student Support Services Intern (Fort Couch/High School)
- 1.00 - Fort Couch Health/Physical Education Teacher
- 1.00 - High School Teacher Aide (Special Education)
- 1.00 - Advancement Assistant (Athletics) - (ECA)
- 1.00 - Boyce IB Middle Years Program Coordinator (ECA)
- 1.00 - Fort Couch IB Middle Years Program Coordinator (ECA)
- 1.00 - High School IB Middle Years Program Coordinator (ECA)
- 1.00 - Director of District Bands (ECA)

APPROVAL OF PERSONNEL LISTINGS - ATTACHED

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

APPROVAL OF SUPERVISOR COMPENSATION PLAN (ACT 93)

MOTION: By Mafrice: The Superintendent recommends and I move that the Board approve the Supervisor Compensation Plan (Act 93) for January 1, 2017 (retroactive) to December 31, 2018 to replace the Act 93 Plans for Transportation and Security AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING. Seconded by Kerber, and carried on unanimous roll call vote.

APPROVAL OF SALARY & MARKET ADJUSTMENT PLAN FOR COMMISSIONED OFFICERS, ADMINISTRATION AND CONFIDENTIAL EMPLOYEES

MOTION: By Kerber: The Superintendent recommends and I move that the Board approve a salary and market adjustment plan for commissioned officers (excluding the Superintendent), administration and confidential employees AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING. Seconded by Bolas, and carried on unanimous roll call vote.

DISCUSSION REGARDING CONSTRUCTION MANAGER INTERVIEWS

There was full discussion regarding the three interviews that were held on June 12 with Massaro CM Services, Inc., PJ Dick, and Turner Construction Company for a construction manager for Capital Projects (Community Complex Building and Pool Addition at the High School and Concession/Restroom Building at Boyce Middle School.

Dr. O'Toole explained that follow-up adjustments were presented by PJ Dick and Massaro in order to have equal comparisons and that Massaro also provided follow-up information in response to a question.

Board members expressed comments regarding the interviews and the reasons for their support of a particular firm, all members in support of hiring PJ Dick. Dr. O'Toole and Mr. Burchill responded to questions and comments of Board members.

Dr. O'Toole offered his recommendation and shared his rationale for his preference that the Board appoint PJ Dick as the construction manager.

There was additional discussion regarding approving PJ Dick for a flat fee versus a percentage fee and the advantages and disadvantages of both.

APPROVAL OF CONSTRUCTION MANAGER FOR CAPITAL PROJECTS

MOTION: By Billerbeck: I recommend that the Board authorize the School District to enter into a Construction Management Agreement with PJ Dick at a base fee of \$421,069 to perform construction management services for Capital Projects (Community Complex Building and Pool Addition at the High School and Concession/Restroom Building at Boyce Middle School) for all work included within the scope of the work of the Project, the terms of such Agreement to be approved by the Superintendent and Solicitor, and that the proper officers of the School District be and are hereby authorized and directed to execute the documents deemed necessary by the parties and to take all appropriate actions to effectuate the purposes of the foregoing. Seconded by Bolas, and carried on unanimous roll call vote.

APPROVAL OF CAPITAL RESERVE BUDGET FOR 2017-18 (O'Toole/Burchill)

MOTION: By Bolas: The administration recommends and I move that the 2017-18 Capital Reserve Budget in the amount of \$588,109 be approved AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING contingent upon certain 2017-18 Capital Expenditures that may be bid and approved at later dates. Seconded by Kerber, and carried on unanimous roll call vote.

ADOPTION OF 2017-18 GENERAL FUND BUDGET (O'Toole/Burchill) - ATTACHED

MOTION: By Kunselman: I move that the Board approve the following resolution adopting the budget for levying of school tax for the 2017-18 school year. Seconded by Billerbeck, and carried on unanimous roll call vote.

RESOLVED, that the budget of the School District of the Township of Upper St. Clair, Allegheny County, Pennsylvania, in the amount of \$79,704,071, after due public notice, be and the same hereby, is finally adopted as the annual budget of the School District of the Township of Upper St. Clair, Allegheny County, Pennsylvania, for the fiscal year beginning the first day of July 2017.

BE IT FURTHER RESOLVED, that the Board of School Directors of the School District of The Township of Upper St. Clair, Allegheny County, Pennsylvania hereby authorizes the appropriation of expenditure of funds as itemized in said budget during the fiscal year beginning the first day of July 2017. The necessary revenue for the same period for the fiscal year beginning July 1, 2017 shall be provided by a Real Estate Transfer Tax adopted May 29, 1953, as amended and supplemented by resolution of June 8, 1987; an Earned Income Tax adopted May 1954; a Mercantile Tax adopted in May 1968; and a School Tax on Real Estate, which is hereby levied and assessed at the rate of 25.156 mills on the dollar on the total amount of the assessed valuation of all property taxable for school purposes in the School District of the Township of Upper St. Clair, Allegheny County, Pennsylvania, or at the rate of \$2.5156 on each \$100 of assessed valuation of taxable property. Of said millage, 3.9186 mills are levied for general purpose and 21.2374 mills are levied pursuant to the authority vested in Section 672 of the Public School Code of 1949, as amended, to pay, in part, the minimum salaries and increments of the teaching and supervisory staff and to pay interest and principal on indebtedness incurred pursuant to the "Local Government Debt Act," as amended.

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

DISCUSSION REGARDING PROPOSALS FOR 2018 LEGISLATIVE PLATFORM

Mrs. Bolas explained that PSBA will be including pension reform, charter schools and financial investments for school district on their 2018 legislative platform. She asked Board members to submit any additional comments to her in the upcoming weeks for additions to PSBA's 2018 legislative platform.

APPROVAL TO AMEND 2017-18 SCHOOL CALENDAR - ATTACHED

Dr. O'Toole explained that after the calendar was approved in March, we received a lot of feedback about the lateness of next year's graduation. Graduation has traditionally been scheduled for the second Thursday in June; however, in 2018, it falls the absolute latest possible. Therefore, Dr. O'Toole recommended that the high school graduation be moved up by one week.

MOTION: By Elias: The Superintendent recommends and I move that the Board amend the 2017-18 School Calendar moving the High School Commencement date from June 14, 2018 to June 7, 2018 AS ATTACHED. Seconded by Bolas, and carried on unanimous voice vote.

APPROVAL OF CONSENT AGENDA

MOTION: By Hewitt: The Committee recommends and I move that the Board approve the following Consent Agenda items. Seconded by Bolas, and carried on unanimous roll call vote.

a. APPROVAL OF RESOLUTIONS TO OPPOSE CHARTER SCHOOL PROVISIONS UNDER HOUSE BILL 97 AND CALLING FOR REFORM OF FUNDING FOR CYBER CHARTER SCHOOLS

Adopt the following resolutions AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING:

Resolution Opposing Charter School Provisions Under House Bill 97
Resolution Calling for Reform of Funding for Cyber Charter Schools

**b. APPROVAL OF 2017-18 CURRICULUM RECOMMENDATIONS
(Suritsky/Rozzo/Bulazo) - ATTACHED**

Approve the 2017-18 Curriculum Recommendations AS ATTACHED.

**c. APPROVAL OF CONTRACT WITH PAETEP FOR TEACHER EVALUATION
MANAGEMENT SYSTEM (Rozzo/Berrott)**

Approve the agreement with EduLink, Inc. for the Pennsylvania Electronic Teacher Evaluation Portal (PAETEP), beginning July 1, 2017, with automatic yearly renewals, contingent upon acceptable documentation to the Superintendent and Solicitor AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING.

**d. ADOPTION OF POLICY #3006 - SALE OR DISPOSAL OF SURPLUS PROPERTY,
EQUIPMENT, SUPPLIES AND TEXTBOOKS [REPLACING POLICY #3006 - SALE OF
SURPLUS FURNITURE, EQUIPMENT AND OTHER TANGIBLE PERSONAL
PROPERTY] (Berrott) - ATTACHED**

Adopt Policy #3006 - Sale or Disposal of Surplus Property, Equipment, Supplies and Textbooks (replacing Policy #3006 - Sale of Surplus Furniture, Equipment and Other Tangible Personal Property AS ATTACHED.

**e. APPROVAL OF CONTRACTS FOR SPECIAL EDUCATION SERVICES FOR
STUDENTS (Pfender)**

Approve the following contracts for special education services for students for the 2017-18 school year, contingent upon documentation acceptable to the Superintendent and Solicitor AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING.

- Occupational therapy services at \$51.00 per hour and physical therapy services at \$57.00 per hour with Steel City Therapy, LLC
- Speech and language therapy services with Crossroads Speech and Hearing at \$55.00 per hour
- eKidz Nursing Services for one student at \$45.00 per hour
- Creative arts programming for two students with Wesley Spectrum Services at \$100 per hour

f. APPROVAL OF TREASURER'S REPORT

Approve the Treasurer's Report AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING, including approved total of Bill List and Check File Listing as follows:

Fund 10 (General Fund) - \$1,950,481.68

g. APPROVAL OF HOMESTEAD & FARMSTEAD EXCLUSION RESOLUTION

Approve the Homestead & Farmstead Exclusion Resolution AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING.

h. APPROVAL OF INSURANCE RENEWALS & STUDENT ACCIDENT INSURANCE

Approve the renewal of the following insurance policies effective July 1, 2017:

Type of Coverage	Carrier	Yearly Premium Amount
Commercial Package, Energy Systems & Auto	PSBA	\$156,235
Pollution	ACE	\$11,020
School Leaders Policy & Cyber	Chartis (AIG)	\$71,288
Umbrella Policy	PSBA	\$21,958
Workers' Compensation	Highmark	\$286,913
Foreign Travel Package	Navigators	\$2,500
Voluntary Student Accident	Life Insurance Company of America	\$30 for coverage during school hours; \$115 for 24x7 coverage

i. APPROVAL OF EXPENSES BETWEEN JUNE 21 THROUGH AUGUST 13 TO BE RATIFIED AT AUGUST 14 BOARD MEETING

Authorize the normal, customary and regular payments of salaries, benefits, and other expenses between June 21, 2017 through August 13, 2017 to be considered for approval/ratification at the August 14, 2017 Board meeting.

j. APPROVAL OF ELECTION OF TREASURER

Re-elect Rebecca Berquist as Treasurer of the School District effective July 1, 2017 through June 30, 2018 at the rate of \$3,500 annually, provided that before entering upon the duties of such office for said term, she shall furnish, at the expense of the School District, a bond in favor of the School District in the amount of \$100,000 conditioned upon the faithful performance of her duties as School Treasurer, in substantially the same form that was furnished to the School District in the 2016-17 school year.

k. APPROVAL OF TAX ASSESSMENT/TAX COLLECTION RATES FOR SERVICES BY TUCKER ARENSBERG

Approve the tax assessment/tax collection rates for services by Tucker Arensberg, P.C. as follows:

Shareholders - \$170/hour
Associates - \$160/hour
Paralegals - \$125/hour

I. APPROVAL OF LEASE FOR TECHNOLOGY EQUIPMENT

Approve Lease Schedule #14 with Apple Financial Services at an interest rate of no more than 1.60% and a yearly cost not to exceed \$77,000 for a three-year term, contingent upon documentation acceptable to the Superintendent and Solicitor AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING.

m. APPROVAL TO DECLARE ITEMS SURPLUS

Authorize the following equipment to be declared surplus and authorize the administration to dispose of the equipment in accordance with Policy #3006 - Sale or Disposal of Surplus Property, Equipment, Supplies and Textbook:

Story & Clark Piano (Serial #388051; USC Barcode #000793)

n. APPROVAL OF INCREASE IN LUNCH PRICING

Approve to increase base lunch prices as follows:

Elementary Regular - \$2.25
Elementary Premium - \$2.60
Middle School Regular - \$2.50
Middle School Premium - \$2.90
Middle School Super Premium - \$3.50
High School Regular - \$2.50
High School Premium - \$2.90
High School Super Premium - \$3.50

COMMITTEE REPORTS

Mrs. Petersen announced that the House and Senate passed legislation that students at career and technical schools who take and pass the NOTCI test are exempt from taking the Keystone Exams.

ANNOUNCEMENT REGARDING EXECUTIVE SESSIONS

Mrs. Petersen announced that an executive session was held on the following date:

June 12, 2017 – Personnel Matters

MATTERS OF INFORMATION - SUPERINTENDENT & ADMINISTRATION

ARAMARK NUTRITION CENTER DIRECTOR - JENNIFER MARKEN

Dr. O'Toole announced that Jennifer Marken has been hired as the Aramark Nutrition Center Director to replace Kimberly Cooper. Mrs. Marken is currently a food service supervisor at Shadyside Hospital and will start with the District on June 21.

REPORT FROM HIGH SCHOOL BACCALAUREATE AND COMMENCEMENT - JUNE 8

Dr. O'Toole thanked the Board and administration for participating in the High School Commencement on June 8. He congratulated the graduates and commented that it is very rewarding as school directors and administrators to see the students at graduation.

AUGUST BOARD MEETING SCHEDULE

Dr. O'Toole announced the Board meeting schedule for August as follows:

August 7 – Committee of the Whole Meeting @ 8:00 am

August 14 – Regular Board Meeting @ 7:00 pm

SPECIAL THANKS TO ADMINISTRATIVE LEADERSHIP TEAM

Dr. O'Toole thanked the administrative leadership team for their work during the 2016-17 school year.

ADJOURNMENT

It was moved, seconded, and carried on unanimous voice vote that the meeting adjourn at approximately 9:22 pm.

Angela B. Petersen, President
BOARD OF SCHOOL DIRECTORS

Scott P. Burchill, Secretary
BOARD OF SCHOOL DIRECTORS

Submitted by: Mary Ann L. Stabile
School Board Stenographer

COMMENDATIONS AND RECOGNITIONS
JUNE, 2017

High School

Congratulations are extended to the following students for being chosen to the Parkway West Career & Technology Center's Director's List of Honor Students for the 3rd quarter of the 2016-17 school year:

Lillian Caudill – Public Safety
Anna Perry – Digital Multimedia
Julie Swiech – Veterinary Tech.
Peyton White – Veterinary Tech.
Lauren Wolfe – Veterinary Tech.

Upper St. Clair High School senior Paul Abrams has been named a National Merit Bayer Scholarship recipient. The scholarship, sponsored by Bayer USA Foundation, provides an annual award of \$2,000 for up to four years of undergraduate study. According to the National Merit Scholarship Corporation, "The National Merit Scholarship Program honors individual students who show exceptional academic ability and potential for success in rigorous college studies." Paul, who will be attending Brown University in Providence, R.I., is one of approximately 1,000 corporate-sponsored National Merit award recipients.

Congratulations are extended to High School juniors, James Boston (Bass) and Alexa Drecnik (Flute) on being accepted into the Pittsburgh Youth Symphony Orchestra, Pittsburgh's premier youth orchestra. The PYSO is comprised of approximately 90 to 100 musicians, who range in age from 14 to 20. Members are accepted through a highly competitive annual audition and participate in concerts at Heinz Hall, Soldiers and Sailors Memorial Hall, Carnegie Music Hall and various outreach locations.

Congratulations are extended to Upper St. Clair High School senior Aditi Chattopadhyay. Her paper titled, "Demonstration Study: A Protocol to Combine Online Tools and Databases for Identifying Potentially Repurposable Drugs," was published on MDPI.com, a platform for peer-reviewed, scientific open-access journals.

The paper was written as a follow up to her Pennsylvania Junior Academy of Science project, completed during her junior year. Aditi will attend Carnegie Mellon University, School of Computer Science this fall.

Upper St. Clair High School senior Tyler Besselman was recently awarded a National Security Language Initiative for Youth scholarship for 2017-18. Tyler will study at the Wenzao Ursuline University of Languages in Taiwan, from August 2017 through June 2018. While in Taiwan, Tyler will reside with a Taiwanese host family and will participate in intensive Mandarin Chinese instruction, one-on-one Chinese tutoring, four hours of elective university courses as well as monthly cultural activities and excursions.

The women's varsity 2X team of senior Osa Wheeler and junior Maddie McConaghy advanced to nationals after earning a bronze medal at the MidWest Scholastic Rowing Championship May 13-14, 2017 at Dillon Lake in Ohio. The 2017 Scholastic Rowing Association of America National Regatta was held on May 26-27 on the Cooper River in Camden, NJ.

Congratulations are extended to two Upper St. Clair High School seniors who finished among the top 10 in the nation in the National Catholic Forensic League Grand Nationals May 27-28 in Louisville, Ky. Raahema Durrani earned a spot in the National Final Round of the Lincoln Douglas Debate, finishing second on a 3-2 decision – one ballot from a National Championship. Erik Warmbein was a semifinalist in Dramatic Performance – finishing seventh in the nation.

Upper St. Clair High School senior Harvey Kane recently became the most decorated long jumper in school history. Harvey won the PIAA Class 3A Long Jump Championship with a mark of 23 feet, 0.5 inch on May 27, 2017, at Shippensburg University. This achievement gives Harvey two state championships for long jump this academic year. On June 7, 2017, Harvey was named to the Boys' All-State Second Team by the Pennsylvania Track & Field Coaches Association. He plans to continue his academic and athletic career at Duquesne University.

Congratulations to the Upper St Clair Girls Lacrosse Team players that have received honors and recognition during the 2017 season.

Senior Lauren Piecknick was selected for the 2017 WPIAL 3A All-Star Team. This marks Lauren's second year receiving this honor.

Senior Lauren Piecknick, Junior Emily Megonnell and Sophomore Caroline Hendrix were selected for the 2017 Class 3A Section 1 All-Stars.

Junior Emily Megonnell, and Sophomores Olivia Gerlach, Lindsay Newton, and Hannah Thompson were selected as All-Americans to the US Lacrosse Western PA National Team. They traveled to Yale University over the Memorial Day weekend to compete against other elite regional teams from across the country.

Sophomore Aria Dietrich was selected as a Brine All-American for the Pennsylvania team. She will travel to Richmond Virginia in July to compete against teams from across the country at the Brine National Lacrosse Classic.

Congratulations are extended to high school junior, Kevin Kwok and senior, Liam Gibbons for capturing the WPIAL Class 3A doubles title on May 12 at Club Sport and Health in Monroeville. Kevin and Liam pulled out a 7-6, 6-4 victory to give the Panthers their first WPIAL doubles title since 2007.

Upper St. Clair High School Senior, Carly DeCock, has been awarded the Pennsylvania Music Educators Association District 1 Scholarship of \$1,000. The award, given to a PMEA District 1 Senior who has participated in PMEA Festivals and has definite plans for a career in music education or music-related field, is based on music achievement and academic excellence. Carly plans to major in Music Education with a concentration in Voice at Baldwin Wallace Conservatory of Music.

Ft. Couch

A team of eighth graders from Upper St. Clair's Fort Couch Middle School finished fourth overall and first in long-term performance at the Odyssey of the Mind World Finals May 24-27 at Michigan State University. The USC team competed in a division with 71 teams representing 29 states and nine countries.

The Fort Couch World Finals team is comprised of eighth graders Victoria Cuba, Brianna Lin, Joseph Markovitz, Max Murtough, Sammie Seewald, Constantine Tripodes and Eric Wang. This marks the second year in a row that this OM team has advanced to the World Finals.

Ft. Couch/Boyce

Sixth grader Keshav Narasimhan and seventh grader Daniel Wang advanced to the statewide 24 Challenge competition for their performance at the regional competition on May 11, 2017, at the Allegheny Intermediate Unit.

Keshav finished first in the sixth grade division and Daniel took first place in the 7/8 division. At the Pennsylvania State 24 Challenge Math Tournament, Keshav and Daniel will compete against the top finishers from more than 20 intermediate units from throughout the commonwealth.

Boyce

A team of Boyce students recently was named to the National Math Olympiad Honor Roll for scoring in the top 10 percent among 3,154 teams from 44 countries in the International Mathematical Olympiads for Elementary and Middle School program.

Phillip Markovitz's perfect score netted him the Dr. George Lenchner Award, which was

bestowed to only 71 sixth-graders out of 77,774 students in his division. He also won a gold pin for scoring in the top two percent of all registered students.

Other Boyce sixth-grade gold pin winners were, Alex Todd, Ben Wasson, Quinton Miller, Keshav Narasimhan and Evan Sarkett as well as fifth graders Brian McFerran, Lucas Bishop and Leona Chen.

Fifteen Boyce students won silver pins for scoring among the top 10 percent, including: sixth graders Rebecca Lang, Carter McClintock-Comeaux, Sahil Bhalodia, Maya Leyzarovich, John Scherer, Jasmine Dietiker, Carter Chui, Matthew Earley, Colin Liang and Mariah Ranier as well as fifth graders Libby Eannarino, Alex Sun, Mahir Parmar and Arya Patel.

Fifth grader Shiven Verma recently earned the top score among 80 Boyce Middle School students participating in the Pennsylvania Mathematics League competition.

Two students tied for second place – Marco Carone and Rachel Thomas. In a three-way tie for third place are Roshan Segall, Ben Leggat and Emily Wetterau.

Earning honorable mention are Jacob Artnak, Tanav Dandekar, Kate Falce, Matthew Fibbi, Leo Masse, Sreeja Meda, Luke Ralyea, Daniel Seewald, Lauren Teeney and Ananya Tripathi.

PERSONNEL LISTINGS**DATE: June 20, 2017****Board Meeting****Administrative Staff – Change of Status (Building)**

Name	From	To	Effective
Mussomeli, Christine	1.0 High School Assistant Principal	1.0 Boyce Assistant Principal	7-1-17

Professional Staff – Elections (Curriculum Leader)

Name	Location	Assignment	Effective	Salary
Madia, Lauren	Ft. Couch	Curriculum Leader, Student Support Services	7-1-17	\$ 8,500 (Pro-rated)
Tobin, Joshua	Ft. Couch	Curriculum Leader, Middle School Social Studies	7-1-17	\$ 8,000 (Pro-rated)

Professional Staff – Elections

Name	Location	Assignment	Effective	Salary
Homer, Amy	Boyce	1.0 Elementary Teacher (Temporary Professional Employee)	8-17-17	\$50,650

Professional Staff – Elections LTS

Name	Location	Assignment	Effective	Salary
Comfort, Karlie	Boyce	Elementary Teacher (Long-term Substitute for E. Baxter Anticipated dates 2017-2018 school year	8-23-17	\$51,000
Kenny, Jessica	Eisenhower	Elementary Teacher (Long-term Substitute for E. Kristan 8-23-17 through 11-30-17	8-23-17	\$48,700 (Pro-rated)
McVicker, Lauren	Eisenhower	Elementary Teacher (Long-term Substitute) for L. Gaudelli 8-23-17 through 1-17-18	8-23-17	\$50,300 (Pro-rated)
Ruslavage, Charles	High School	Physics Teacher (Long-term Substitute) for T. Smith 8-23-17 through 1-17-18	8-23-17	\$51,000 (Pro-rated)
Wilson, Kristen	Streams	Elementary Teacher (Long-term Substitute) for L. Bogus anticipated dates 8-23-17 through 12-7-17	8-23-17	\$48,700 (Pro-rated)

Professional Staff – Change of Status (New Assignment)

Name	Location	Assignment	Effective
Mellinger, Matthew	Ft. Couch	Health & Phys Ed Teacher	8-23-17

Professional Staff – Additional Appointment

Name	Location	Assignment	Effective	Salary
Junko, Mike	District-Wide	Advancement Assistant – Athletics (Extra Curricular Activities)	2017-18 school year	\$29,665

Professional Staff – Change of Status (Building)

Name	From	To	Effective
McGrath, Megan	1.0 Streams Elementary Teacher	1.0 Eisenhower Elementary Teacher	8-23-17
Petrarca, Pamela	1.0 Baker Elementary Teacher	1.0 Eisenhower Elementary Teacher	8-23-17

Professional Staff – Leave of Absence

Name	Location	Assignment	Type of Leave	Leave Dates
Gaudelli, Lauren	Eisenhower	Elementary Teacher	Personal Leave	5-17-17 through 6-9-17
Urso, Kellee	Streams	Elementary Teacher	Personal Leave	4-20-17 through 6-9-17
Weaver, Kristin	Ft. Couch	German Teacher	Personal Leave	5-17-17 through 6-9-17

Professional Staff – Change of Status (Long-term Assignment Dates)

Name	Location	From	To
Burkhart, Brian	Ft. Couch	Social Studies Teacher (Long-term Substitute) for N. Boyd anticipated dates 3-16-17 through last day of teacher responsibility for the 2016-2017 school year	Social Studies Teacher (Long-term Substitute) for N. Boyd 3-16-17 through last day of teacher responsibility for the 2016-2017 school year

Professional Staff – Change of Status (Leaves)

Name	Location	Assignment	From	To
Gaudelli, Lauren	Eisenhower	Elementary Teacher	Personal Leave Anticipated leave dates 8-23-17 through 1-15-18	Personal Leave 8-23-17 through 1-15-18
Kristan, Erica	Eisenhower	Elementary Teacher	Personal Leave Anticipated leave dates 8-23-17 through 11-29-17	Personal Leave 8-23-17 through 11-29-17
Urso, Kellee	Streams	Elementary Teacher	Personal Leave Anticipated leave dates 8-23-17 through 1-12-18	Personal Leave 8-23-17 through 1-12-18

Classified Staff – Change of Status (Assignment)

Name	From	To	Effective
Cottrill, Deana	.5 Eisenhower Teacher Aide	1.0 Eisenhower Teacher Aide	8-23-17
Heil, Tchad	1.0 High School Teacher Aide	1.0 High School Secretary \$41,641.50 (pro-rated)	6-27-17

Classified Staff – Change of Status (Building)

Name	From	To	Effective
Rollick, Mary Jean	1.0 Boyce Teacher Aide	1.0 Ft. Couch Teacher Aide	8-23-17

Classified Staff – Leave of Absence

Name	Location	Assignment	Type of Leave	Leave Dates
Rudge, Leo	High School	Maintenance Technical	Personal Leave	Beginning 6-27-17
Stabile, Christopher	Streams	Head Custodian	Personal Leave	Return to Work 5-23-17

Classified Staff – Resignation

Name	Location	Assignment	Notification Date	Last Date Worked
Glover, Doris	Ft. Couch	Teacher Aide	6-6-17	8-22-17
Smock, Lois	Boyce	Part-Time Nutrition Center Employee	6-2-17	8-28-17

Other Staff – Leave of Absence

Name	Location	Assignment	Type of Leave	Leave Dates
Lassige, Donna	Bus Garage	Bus Driver	Personal Leave	Return to Work 5-30-17

Student Support Services Intern

Name	Effective	Salary
Mathews, Gordon	2017-2018 school year	\$ 35,000

Extended School Year Program - Additions

Classified:

Name	Position	Effective
Conners, Susan	Teacher Aide	6-12-17 through 6-16-17

Summer School Teachers

Name	Position (Dates)
Kennedy, Florence Kathleen	STEAM Team Investigates PNC Park (7/10 – 7/14)

District Substitute List – Additions

Professional:

Name	Type of Substitute	Effective
Davis, William	Health & Phys Ed PK-12, Biology 7-12, General Science 7-12	5-18-17
Edwards, Anne	Nurse	6-1-17
Festa, Madelyn	Elementary PK-4	5-18-17
Light, Alexander	Music PreK-12	5-22-17
Magnotti, Amanda	PreK-4, Special Education PreK-8	5-22-17

Classified:

Name	Type of Substitute	Effective
Freeman, Deborah	Nutrition Center Worker	5-17-17
Maddigan, Thomas	Summer Custodian	5-23-17
Philips, Kara	Nutrition Center Worker	5-26-17
Smock, Lois	Nutrition Center Worker	8-29-17

Other:

Name	Type of Substitute	Effective
Kitterman, Tammy	Sub Bus Driver	8-4-17

District Substitute List – Deletions

Professional:

Name	Type of Substitute	Effective
Allemang, Michelle	Elementary K-6	6-5-17
Beck, Robert	Health/Phys Ed K-12	6-5-17
Bolton, Christina	Ele School Counseling K-6, Secondary School Counseling 7-12, Elementary K-6	6-5-17
Closky, Sheldon	Bus/Comm/Info Tech K-12	6-5-17
Craft, Brooke	Special Ed PK-8, Grades Pk-4	6-5-17
Daum, Sarah	Reading Spec K-12, Elementary K-6	6-5-17
Delauter, Ashley	Elementary K-6	6-5-17

Denardo, Briana	Art K-12	6-5-17
Faini, Lindsey	MusicK-12	6-5-17
Hoffman, Alyssa	Grades Pk-4	6-5-17
Holley, John Adam	English 7-12	6-5-17
Karidis, Joye	Mathematics 7-12	6-5-17
Lavine, Diane	Mathematics 7-12	6-5-17
Leslie, Megan	Elementary K-6, Spec Ed N-12	6-5-17
Lostetter, Lea	Elementary K-6	6-5-17
Michael, Robert	English 7-12	6-5-17
Munscher, Jessica	Grades Pk-4	6-5-17
Poletti, Anthony	Social Studies 7-12	6-5-17
Prebula, Lauren	Grades Pk-4, Special Ed Pk-8	6-5-17
Ricciuti, Jacob	Health/Phys Ed K-12	6-5-17
Rickard, Windelin	Mid-Level English 7-9, Mid-Level Science 7-9, Elementary K-6	6-5-17
Simon, Maria	English 7-12	6-5-17
Slates, Anne	French K-12, English 7-12	6-5-17
Steinberger, Marcia	Elementary K-6	6-5-17
Weber, Kaitlyn	Grades Pk-4	6-5-17
Wharton, Lauren	School Nurse	6-5-17
Williams, Cari	Elementary K-6, Reading Specialist K-12	6-5-17
Wineland, Krista	Health/Phys Ed K-12	6-5-17
Zidik, Abigail	English 7-12	6-5-17
Zuri, William	Mathematics 7-12	6-5-17

Classified:

Name	Type of Substitute	Effective
Leap, Rita	Custodian	6-5-17
Lucas, Lisa	Nutrition Center	6-5-17
Penkrot, Kristen	Aide/Secretary/Attendant	6-5-17

Extra-Curricular Activities – New Appointments (2017-2018 School Year)

Name	Position	Salary
Alfera, Jocelyn	Assistant Girls Soccer Volunteer	\$ 0
Cervi, Larry	Director Fall Play	\$ 2,600
Finley, Brittany	Assistant Girls Soccer Volunteer	\$ 0
Froelich, Keith	St. Clarion Sponsor	\$ 2,151
Hugar III, Albert	Assistant Girls Varsity Volleyball Coach	\$ 2,150
Jackson, Chrissy	Assistant Girls Varsity Volleyball Coach	\$ 2,150
Little, Keith	Assistant Girls Soccer Volunteer	\$ 0
Mathews, Gordon	Assistant Varsity Football Coach	\$ 4,360
Mathews, Gordon	Summer Football Camp-Sports Conditioning	\$ 625
Mellinger, Matthew	Summer Football Camp-Sports Conditioning	\$ 625
Mellinger, Matthew	Assistant Varsity Football Coach	\$ 4,360
Morais-Nascimento, Victor	Head Girls Volleyball Coach	\$ 5,100
Seybert, John	Director of District Bands	\$ 4,500
Shade, Allison	Volunteer Girls Field Hockey	\$ 0
Simpson, Mary (Maggie)	Assistant Girls Field Hockey	\$ 2,150
Wregget, Courtney	Assistant Hip Hop Coach	\$ 800
Witnewski, Tim	Middle School Football	\$ 2,500
Zemba, Ashley	Volunteer Girls Basketball Coach	\$ 0

Extra-Curricular Activities – Re-Appointments (2017-2018 School Year)

Name	Position	Salary
Althaus, Bryan	Summer Football Camp-Sports Conditioning	\$ 1,050*
Althaus, Bryan	Assistant Football	\$ 5,240
Beard, Garrett	Middle School Coordinator	\$ 2,300
Cardone, Alissa	Assistant Field Hockey	\$ 2,150
Carlino, Laura	National Honor Society Sponsor	\$ 1,634
Casey, Samandra	Middle School Girls Volleyball	\$ 2,000
Chase, Bethany	French Club	\$ 968
Chermak, Maureen	Head Girls Cross Country	\$ 3,380
Clark, Kevin	Deer Valley Coordinator	\$ 1,300
Coleman, Terry	Summer Football Camp-Sports Conditioning	\$ 800*
Coleman, Terry	Assistant Football	\$ 2,000
Corr, Patrick	Summer Football Camp-Sports Conditioning	\$ 1,250*
Corr, Patrick	Assistant Football	\$ 5,240
Corr, Patrick	Middle School Coordinator	\$ 2,300
Coyle, Ryan	Summer Football Camp-Sports Conditioning	\$ 1,050*
Coyle, Ryan	Assistant Football	\$ 5,240
Criner, Vivian	.5 Deer Valley Assistant Coordinator	\$ 1,182
Cuscino, Mike	Head Girls Golf	\$ 3,600
Darakos, Joanna	.5 Spanish Club	\$ 484
Dudley, Matt	Deer Valley Coordinator	\$ 1,300
Edwards, Ben	.5 Multi-Cultural Club	\$ 400
Edwards, Ben	Forensic Sponsor	\$ 4,520
Fackenthal, Brett	Assistant Boys Soccer	\$ 2,850
Figura, Joseph	Summer Football Camp-Sports Conditioning	\$ 1,050*
Figura, Joseph	Assistant Football	\$ 5,240
Flynn, Todd	Head Boys Golf	\$ 2,500
Fox, Paul	Marching Band Admin Assistant	\$ 1,100
Froelich, Keith	Campus News Network	\$ 2,571
Gaetano, Sam	Head Middle School Football (8 th Grade)	\$ 3,000
Gibson, Katie	Middle School Student Council Sponsor (Fort Couch)	\$ 880
Graceffo, Joe	Summer Football Camp-Sports Conditioning	\$ 150*
Graceffo, Joe	Assistant Athletic Director	\$ 3,565
Gremba, Justin	Middle School Girls Volleyball	\$ 2,000
Gremba, Justin	Middle School Student Council Sponsor (Boyce)	\$ 880
Gray, Dave	Head Girls Soccer	\$ 5,500
Gray, Mike	Assistant Girls Soccer (.75)	\$ 2,047
Hanna, Kierah	Marching Band Assistant – Auxiliary	\$ 4,050
Henderson, Matt	1:1 Boyce Learning Initiative Facilitator	\$ 5,500
Holzer, Dan	Head Boys Basketball	\$ 8,200
Holzer, Dan	Senior Class Sponsor	\$ 2,571
Hufnagel, Jeff	Assistant Middle School Football	\$ 2,500
Hunsberger, Thomas	Middle School Choral Director (FC)	\$ 2,100
Hunsberger, Thomas	Producing Artistic Director Fall Play	\$ 2,000
Jackson, Terry	FRIENDS Event Leader	\$ 422
Jaffe, Alexandra	Assistant Girls Soccer	\$ 2,800
Jones, Patrick	Marching Band Assistant – Drumline	\$ 2,900
Kelly, Nancy	Assistant Girls Tennis	\$ 2,300
Kistler, Lynne	PJAS Sponsor	\$ 968
Kopaz, Lynne	German Club Co-Sponsor	\$ 484
Lardas, Constantina	Latin Club	\$ 968
Levine, Steve	Head Middle School Cross Country	\$ 2,000
Loboda, Luke	Head Middle School Football (7 th Grade)	\$ 3,000
Lopez-Cuscino, Maria Andrea	Volunteer Girls Golf	\$ 0

Magliocca, Eric	Assistant Boys Soccer	\$ 2,800
Malarkey, Jerry	Head Baseball	\$ 5,800
Manion, Pat	FBLA Club	\$ 1,316
Marks, Laura	1:1 HS Learning Initiative Facilitator	\$ 3,500
Milovac, Lorraine	High School Choral Director	\$ 2,600
Milovac, Lorraine	.75 Thespians Club	\$ 968
Morton, Shawn	Summer Football Camp-Sports Conditioning	\$ 1,050*
Morton, Shawn	Assistant Football	\$ 5,340
Mulroy, Lyn	FRIENDS Sponsor	\$ 1,369
Nicholson, Jared	Assistant Middle School Football	\$ 2,500
Ogden, Chris	Assistant Middle School Swim	\$ 1,200
Palazzolo, Patricia	World Affairs Club Sponsor	\$ 968
Palombine, Stephen	Summer Football Camp-Sports Conditioning	\$ 800*
Palombine, Stephen	Assistant Football	\$ 1,000
Palmer, Jace	Middle School Girls Volleyball	\$ 2,000
Pickell, Donald	Marching Band Director	\$ 5,200
Petrick, Doug	Head Boys Cross Country	\$ 3,380
Petrick, Jonathan	Volunteer Boys Cross Country	\$ 0
Radziukinas, Mike	Assistant Middle School Football	\$ 2,500
Render, Jim	Summer Football Camp-Sports Conditioning	\$ 1,300*
Render, Jim	Head Football	\$13,000
Renhoff, Johanna	German Club Co-Sponsor	\$ 484
Riesmeyer, Paul	Head Middle School Swim	\$ 2,000
Robbins, Tim	Summer Football Camp-Sports Conditioning	\$ 1,050*
Robbins, Tim	Assistant Football	\$ 5,240
Rocco, Mary Rae	Head Field Hockey	\$ 3,600
Schetley, Jennifer	Middle School Choral Director (BO)	\$ 2,100
Schneider, Uwe	Head Boys Soccer	\$ 5,500
Schraven, Dave	Assistant Middle School Swim	\$ 1,200
Sears, John	Summer Football Camp-Sports Conditioning	\$ 150*
Sebastiao, Kate	.5 Spanish Club	\$ 484
Sivillo, Ron	USC Law Club	\$ 791
Smigel, Robyn	Mural Club Sponsor (formerly known as Art Club)	\$ 484
Sumanski, Sharon	Assistant Girls Soccer	\$ 2,800
Trovato, John	Summer Football Camp-Sports Conditioning	\$ 1,050*
Trovato, John	Assistant Football	\$ 5,340
Valentine, Erika	Clairvoyant Co-Sponsor	\$ 2,570
Valentine, Erika	Art Club Sponsor	\$ 484
Villani, Renee	Head Girls Tennis	\$ 4,000
Von Bloch, Jessica	Assistant Middle School Cross Country	\$ 1,200
Wagner, Greg	Assistant Athletic Director	\$ 3,565
Wagner, Greg	Assistant Girls Soccer (.25)	\$ 753
Watson, Dave	Forensic Sponsor	\$ 2,389
Willard, Terry	HS Stage Crew	\$ 3,700
Willard, Terry	Theater – Technical Director (BO)	\$ 1,500
Willard, Terry	Technical Director Fall Play	\$ 1,500
Yochum, Tom	Assistant Boys Soccer	\$ 2,800
Zebo, Jack	Interact	\$ 968
Zelenski, Dan	.5 Multi-Cultural Club	\$ 400

***Funded from camp proceeds**

Extra-Curricular Activities – Deletions

Name	Position	Last Date Worked
Batanian, Janis	Head Middle School Swim	10-18-16
Brown, Neal	Assistant Girls Varsity Volleyball Coach	10-26-16
Buccilli, Daniela	Montage Sponsor	6-9-17

Cambareri, Joseph	MS Asst. Wrestling Coach	1-31-17
Cervi, Larry	Interim Director Fall Play	11-4-16
Dolcich, Danielle	Assistant Field Hockey	10-25-16
Englert, William	Acting Athletic Director	5-23-17
Fauth, Daniel	Varsity Head Softball Coach	6-6-17
Gaetano, Sam	Middle School Football Assistant Coach	10-19-16
Hall, John	Director Fall Play	11-4-16
Hamilton, Matthew	Assistant Girls Varsity Volleyball Coach	10-26-16
Hoyga, Matt	Assistant Football	11-4-16
Hunsberger, Thomas	Director Fall Play	11-4-16
Lohman, Elle	Assistant Cheer	2-22-17
Long, Lexi	Head Cheer Coach	2-22-17
Matthews, Gordon	Head Middle School Football	10-19-16
Mellinger, Matt	Assistant Boys Golf	9-22-16
Osbourne, Cindy	FRIENDS Event Leader	6-9-17
Polfus, Jill	Middle School Choreographer (FC)	11-4-16
Riesmeyer, Paul	Assistant Middle School Swim	10-18-16
Svaranowic, Shayna	Assistant Cheer	2-22-17
Wagner, Greg	HS Boys Assistant Golf Coach	10-6-16
Zelenski, Dan	Assistant Football	10-26-16
Yochum, Tom	St. Clarion Sponsor	6-9-17

FINAL GENERAL FUND BUDGET

Fiscal Year 2017-2018

General Fund Budget Approval

Date of Adoption of the General Fund Budget: 06/20/2017



President of the Board - Original Signature Required

6/20/17
Date

Secretary of the Board - Original Signature Required

6/20/17
Date

Chief School Administrator - Original Signature Required

6/20/17
Date

Scott Burchill

Contact Person

(412)833-1600

Extn :2054

Telephone

Extension

sburchill@uscscd.k12.pa.us

Email Address

**CERTIFICATION OF ESTIMATED ENDING FUND BALANCE
FROM 2017-2018 GENERAL FUND BUDGET**

24 PS 6-688

(10/2010)

SCHOOL DISTRICT : Upper Saint Clair SD	COUNTY : Allegheny	AUN : 103029203
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No school district shall approve an increase in real property taxes unless it has adopted a budget that includes an estimated, ending unreserved undesignated fund balance (unassigned) less than or equal to the specified percentage of its total budgeted expenditures:

Total Budgeted Expenditures	Fund Balance % Limit (less than or equal to)
Less Than or Equal to \$11,999,999	12.0%
Between \$12,000,000 and \$12,999,999	11.5%
Between \$13,000,000 and \$13,999,999	11.0%
Between \$14,000,000 and \$14,999,999	10.5%
Between \$15,000,000 and \$15,999,999	10.0%
Between \$16,000,000 and \$16,999,999	9.5%
Between \$17,000,000 and \$17,999,999	9.0%
Between \$18,000,000 and \$18,999,999	8.5%
Greater Than or Equal to \$19,000,000	8.0%

Did you raise property taxes in SY 2017-2018 (compared to 2016-2017)?

Yes ☒
No

If yes, see information below, taken from the 2017-2018 General Fund Budget.

Total Budgeted Expenditures	\$79704071
Ending Unassigned Fund Balance	\$2178231
Ending Unassigned Fund Balance as a percentage (%) of Total Budgeted Expenditures	2.7%

The Estimated Ending Unassigned Fund Balance is within the allowable limits.

Yes ☒
No

I hereby certify that the above information is accurate and complete.

SIGNATURE OF SUPERINTENDENT 	DATE 6/20/17
--	------------------------

DUE DATE: AUGUST 15, 2017

**CERTIFICATION OF USE OF PDE-2028
FOR PUBLIC INSPECTION OF 2017-2018 PROPOSED BUDGET**

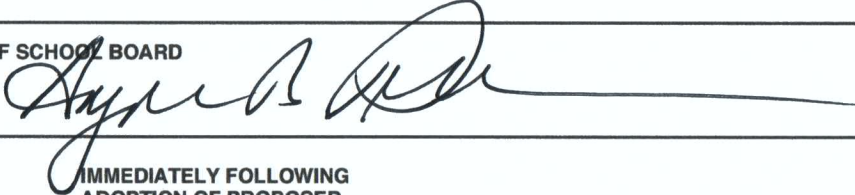
24 PS 6-687(a)(1)

(03/2006)

School District Name : Upper Saint Clair SD	County : Allegheny	AUN Number : 103029203
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Section 687(a)(1) of the School Code requires the president of the board of school directors of each school district to certify to the Department of Education that the proposed budget was prepared, presented and will be made available for public inspection using the uniform form prepared and furnished by the Department of Education.

I hereby certify that the above information is accurate and complete.

SIGNATURE OF SCHOOL BOARD PRESIDENT 	DATE 5/16/2017
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DUE DATE:
IMMEDIATELY FOLLOWING
ADOPTION OF PROPOSED
FINAL GENERAL FUND BUDGET

<u>Val Number</u>	<u>Description</u>	<u>Justification</u>
8060	Ending Fund Balance Entry and Budgetary Reserve: If 5900 Budgetary Reserve is not equal to 0, a justification must be entered below.	The reserve is a standard annual budgetary account for unknown occurrences.
8080	Ending Fund Balance Entry and Budgetary Reserve: If 0850 Estimated Ending Unassigned Fund Balance is not equal to 0, a justification must be entered below.	The unassigned fund balance is the school district's savings account that is carefully monitored.

ITEM	AMOUNTS	
Estimated Beginning Unreserved Fund Balance Available for Appropriation and Reserves Scheduled For Liquidation During The Fiscal Year		
0810 Nonspendable Fund Balance	1,493,103	
0820 Restricted Fund Balance		
0830 Committed Fund Balance		
0840 Assigned Fund Balance		
0850 Unassigned Fund Balance	2,180,939	
Total Estimated Beginning Unreserved Fund Balance Available for Appropriation and Reserves Scheduled For Liquidation During The Fiscal Year		<u>\$2,180,939</u>
Estimated Revenues And Other Financing Sources		
6000 Revenue from Local Sources	61,635,093	
7000 Revenue from State Sources	16,764,243	
8000 Revenue from Federal Sources	1,302,027	
9000 Other Financing Sources		
Total Estimated Revenues And Other Financing Sources		<u>\$79,701,363</u>
Total Estimated Fund Balance, Revenues, and Other Financing Sources Available for Appropriation		<u>\$81,882,302</u>

LEA : 103029203 Upper Saint Clair SD

	<u>Amount</u>
REVENUE FROM LOCAL SOURCES	
6111 Current Real Estate Taxes	52,767,908
6112 Interim Real Estate Taxes	400,000
6113 Public Utility Realty Taxes	60,000
6150 Current Act 511 Taxes - Proportional Assessments	6,090,450
6400 Delinquencies on Taxes Levied / Assessed by the LEA	650,000
6500 Earnings on Investments	80,000
6700 Revenues from LEA Activities	175,000
6800 Revenues from Intermediary Sources / Pass-Through Funds	625,000
6910 Rentals	280,619
6920 Contributions and Donations from Private Sources	200,000
6940 Tuition from Patrons	75,000
6990 Refunds and Other Miscellaneous Revenue	231,116
REVENUE FROM LOCAL SOURCES	\$61,635,093
REVENUE FROM STATE SOURCES	
7110 Basic Education Funding	4,320,980
7271 Special Education funds for School-Aged Pupils	1,880,677
7311 Pupil Transportation Subsidy	862,202
7312 Nonpublic and Charter School Pupil Transportation Subsidy	87,010
7320 Rental and Sinking Fund Payments / Building Reimbursement Subsidy	807,000
7330 Health Services (Medical, Dental, Nurse, Act 25)	85,000
7340 State Property Tax Reduction Allocation	1,389,362
7505 Ready to Learn Block Grant	332,045
7810 State Share of Social Security and Medicare Taxes	1,309,527
7820 State Share of Retirement Contributions	5,690,440
REVENUE FROM STATE SOURCES	\$16,764,243
REVENUE FROM FEDERAL SOURCES	
8514 NCLB, Title I - Improving the Academic Achievement of the Disadvantaged	92,156
8515 NCLB, Title II - Preparing, Training and Recruiting High Quality Teachers and Principals	70,966
8516 NCLB, Title III - Language Instruction for Limited English Proficient and Immigrant Students	11,464
8731 ARRA - Build America Bonds	1,052,441
8810 School-Based Access Medicaid Reimbursement Program (SBAP) Reimbursements (Access)	75,000
REVENUE FROM FEDERAL SOURCES	\$1,302,027
TOTAL ESTIMATED REVENUES AND OTHER SOURCES	79,701,363

AUN: 103029203 Upper Saint Clair SD

Multi-County Rebalancing Based on Methodology of Section 672.1 of School Code

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Page - 1 of 3

Act 1 Index (current): 2.5%

Calculation Method:	Rate	
Approx. Tax Revenue from RE Taxes:	\$52,767,908	
Amount of Tax Relief for Homestead Exclusions	<u>\$1,389,362</u>	
Total Approx. Tax Revenue:	\$54,157,270	
Approx. Tax Levy for Tax Rate Calculation:	\$55,546,542	
	Allegheny	Total

2016-17 Data		
a. Assessed Value	\$2,152,742,007	\$2,152,742,007
b. Real Estate Mills	24.3388	
I. 2017-18 Data		
c. 2015 STEB Market Value	\$1,866,166,934	\$1,866,166,934
d. Assessed Value	\$2,208,083,250	\$2,208,083,250
e. Assessed Value of New Constr/ Renov	\$0	\$0
2016-17 Calculations		
f. 2016-17 Tax Levy	\$52,395,157	\$52,395,157
(a * b)		
2017-18 Calculations		
g. Percent of Total Market Value	100.00000%	100.00000%
h. Rebalanced 2016-17 Tax Levy	\$52,395,157	\$52,395,157
(f Total * g)		
i. Base Mills Subject to Index	24.3388	
(h / a * 1000) if no reassessment		
(h / (d-e) * 1000) if reassessment		
Calculation of Tax Rates and Levies Generated		
j. Weighted Avg. Collection Percentage	97.43474%	97.43474%
k. Tax Levy Needed	\$55,546,542	\$55,546,542
(Approx. Tax Levy * g)		
I. 2017-18 Real Estate Tax Rate	25.1560	
(k / d * 1000)		
III. m. Tax Levy Generated by Mills	\$55,546,542	\$55,546,542
(I / 1000 * d)		
n. Tax Levy minus Tax Relief for Homestead Exclusions		\$54,157,180
(m - Amount of Tax Relief for Homestead Exclusions)		
o. Net Tax Revenue Generated By Mills		\$52,767,908
(n * Est. Pct. Collection)		

Act 1 Index (current): 2.5%

Calculation Method:	Rate	
Approx. Tax Revenue from RE Taxes:	\$52,767,908	
Amount of Tax Relief for Homestead Exclusions	<u>\$1,389,362</u>	
Total Approx. Tax Revenue:	\$54,157,270	
Approx. Tax Levy for Tax Rate Calculation:	\$55,546,542	
	Allegheny	Total

Index Maximums		
p. Maximum Mills Based On Index (i * (1 + Index))	24.9472	
q. Mills In Excess of Index (if (l > p), (l - p))	0.2088	
r. Maximum Tax Levy Based On Index (p / 1000 * d)	\$55,085,494	\$55,085,494
IV. s. Millage Rate within Index? (If l > p Then No)	No	
t. Tax Levy In Excess of Index (if (m > r), (m - r))	\$461,048	\$461,048
u. Tax Revenue In Excess of Index (t * Est. Pct. Collection)	\$449,221	\$449,221

Information Related to Property Tax Relief		
V. Assessed Value Exclusion per Homestead	\$9,285	
Number of Homestead/Farmstead Properties	5951	5951
Median Assessed Value of Homestead Properties		\$231,800

Act 1 Index (current): 2.5%

Calculation Method:	Rate
Approx. Tax Revenue from RE Taxes:	\$52,767,908
Amount of Tax Relief for Homestead Exclusions	<u>\$1,389,362</u>
Total Approx. Tax Revenue:	\$54,157,270
Approx. Tax Levy for Tax Rate Calculation:	\$55,546,542
	Allegheny
	Total

State Property Tax Reduction Allocation used for: Homestead Exclusions	\$1,389,362	Lowering RE Tax Rate	\$0	\$1,389,362
Prior Year State Property Tax Reduction Allocation used for: Homestead Exclusions	\$0			\$0
Amount of Tax Relief from State/Local Sources				\$1,389,362

2017-2018 Final General Fund Budget				Local Education Agency Tax Data			
LEA : 103029203 Upper Saint Clair SD				REAL ESTATE, PER CAPITA (SEC. 679), EIT/PIT (ACT 1), LOCAL ENABLING (ACT 511)			
Printed 6/14/2017 4:36:34 PM				Page - 1 of 1			
CODE							
6111 <u>Current Real Estate Taxes</u>							
<u>County Name</u>	<u>Taxable Assessed Value</u>	<u>Real Estate Mills</u>	<u>Tax Levy Generated by Mills</u>	<u>Amount of Tax Relief for Homestead Exclusions</u>	<u>Tax Levy Minus Homestead Exclusions</u>	<u>Percent Collected</u>	<u>Net Tax Revenue Generated By Mills</u>
Allegheny	2,208,083,250	25.1560	55,546,542			97.43474%	
Totals:	2,208,083,250		55,546,542	- 1,389,362 =	54,157,180 X	97.43474% =	52,767,908
				<u>Rate</u>	<u>Estimated Revenue</u>		
6120	<u>Current Per Capita Taxes, Section 679</u>			\$0.00	0		
6140	<u>Current Act 511 Taxes – Flat Rate Assessments</u>			<u>Rate</u>	<u>Add'l Rate (if appl.)</u>	<u>Tax Levy</u>	<u>Estimated Revenue</u>
6141	Current Act 511 Per Capita Taxes			\$0.00	\$0.00	0	0
6142	Current Act 511 Occupation Taxes – Flat Rate			\$0.00	\$0.00	0	0
6143	Current Act 511 Local Services Taxes			\$0.00	\$0.00	0	0
6144	Current Act 511 Trailer Taxes			\$0.00	\$0.00	0	0
6145	Current Act 511 Business Privilege Taxes – Flat Rate			\$0.00	\$0.00	0	0
6146	Current Act 511 Mechanical Device Taxes – Flat Rate			\$0.00	\$0.00	0	0
6149	Current Act 511 Taxes, Other Flat Rate Assessments			\$0.00	\$0.00	0	0
Total Current Act 511 Taxes – Flat Rate Assessments						0	0
6150	<u>Current Act 511 Taxes – Proportional Assessments</u>			<u>Rate</u>	<u>Add'l Rate (if appl.)</u>	<u>Tax Levy</u>	<u>Estimated Revenue</u>
6151	Current Act 511 Earned Income Taxes			0.500%	0.000%	1,023,090,000	5,115,450
6152	Current Act 511 Occupation Taxes			0.000	0.000	0	0
6153	Current Act 511 Real Estate Transfer Taxes			0.500%	0.000%	12,000,000	600,000
6154	Current Act 511 Amusement Taxes			0.000%	0.000%	0	0
6155	Current Act 511 Business Privilege Taxes			0.000	0.000	0	0
6156	Current Act 511 Mechanical Device Taxes – Percentage			0.000%	0.000%	0	0
6157	Current Act 511 Mercantile Taxes			0.0015	0.000	250,000,000	375,000
6159	Current Act 511 Taxes, Other Proportional Assessments			0	0	0	0
Total Current Act 511 Taxes – Proportional Assessments						1,285,090,000	6,090,450
Total Act 511, Current Taxes							6,090,450
Act 511 Tax Limit -->					1,866,166,934 X	12	22,394,003
					Market Value	Mills	(511 Limit)

Tax Function	Description	Tax Rate Charged in:		Percent Change in Rate	Less than or equal to Index	Index	Additional Tax Rate Charged in:		Percent Change in Rate	Less than or equal to Index
		2016-17 (Rebalanced)	2017-18				2016-17 (Rebalanced)	2017-18		
6111	<u>Current Real Estate Taxes</u>									
	Allegheny	24.3388	25.1560	3.36%	No	2.5%				
	<u>Current Act 511 Taxes – Proportional Assessments</u>									
6151	Current Act 511 Earned Income Taxes	0.500%	0.500%	0.00%	Yes	2.5%				
6153	Current Act 511 Real Estate Transfer Taxes	0.500%	0.500%	0.00%	Yes	2.5%				
6157	Current Act 511 Mercantile Taxes	0.0015	0.0015	0.00%	Yes	2.5%				

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<u>Description</u>	<u>Amount</u>
1000 Instruction	
1100 Regular Programs - Elementary / Secondary	33,040,220
1200 Special Programs - Elementary / Secondary	10,006,040
1300 Vocational Education	314,069
1400 Other Instructional Programs - Elementary / Secondary	215,293
Total Instruction	\$43,575,622
2000 Support Services	
2100 Support Services - Students	2,220,510
2200 Support Services - Instructional Staff	2,737,637
2300 Support Services - Administration	4,743,089
2400 Support Services - Pupil Health	652,677
2500 Support Services - Business	954,619
2600 Operation and Maintenance of Plant Services	7,578,644
2700 Student Transportation Services	4,326,984
2800 Support Services - Central	1,105,638
2900 Other Support Services	62,600
Total Support Services	\$24,382,398
3000 Operation of Non-Instructional Services	
3200 Student Activities	1,642,481
Total Operation of Non-Instructional Services	\$1,642,481
5000 Other Expenditures and Financing Uses	
5100 Debt Service / Other Expenditures and Financing Uses	9,293,570
5200 Interfund Transfers - Out	410,000
5900 Budgetary Reserve	400,000
Total Other Expenditures and Financing Uses	\$10,103,570
Total Estimated Expenditures and Other Financing Uses	\$79,704,071

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<u>Description</u>	<u>Amount</u>
1000 Instruction	
1100 <u>Regular Programs - Elementary / Secondary</u>	
100 Personnel Services - Salaries	19,769,990
200 Personnel Services - Employee Benefits	11,709,902
300 Purchased Professional and Technical Services	253,579
400 Purchased Property Services	34,044
500 Other Purchased Services	270,485
600 Supplies	837,293
700 Property	20,352
800 Other Objects	144,575
Total Regular Programs - Elementary / Secondary	\$33,040,220
1200 <u>Special Programs - Elementary / Secondary</u>	
100 Personnel Services - Salaries	4,372,668
200 Personnel Services - Employee Benefits	2,966,400
300 Purchased Professional and Technical Services	1,381,108
400 Purchased Property Services	19,588
500 Other Purchased Services	1,088,201
600 Supplies	69,325
800 Other Objects	108,750
Total Special Programs - Elementary / Secondary	\$10,006,040
1300 <u>Vocational Education</u>	
500 Other Purchased Services	314,069
Total Vocational Education	\$314,069
1400 <u>Other Instructional Programs - Elementary / Secondary</u>	
100 Personnel Services - Salaries	142,154
200 Personnel Services - Employee Benefits	73,139
Total Other Instructional Programs - Elementary / Secondary	\$215,293
Total Instruction	\$43,575,622
2000 Support Services	
2100 <u>Support Services - Students</u>	
100 Personnel Services - Salaries	1,318,325
200 Personnel Services - Employee Benefits	758,976
300 Purchased Professional and Technical Services	89,039
500 Other Purchased Services	10,385
600 Supplies	43,150
800 Other Objects	635
Total Support Services - Students	\$2,220,510
2200 <u>Support Services - Instructional Staff</u>	
100 Personnel Services - Salaries	1,089,188
200 Personnel Services - Employee Benefits	782,606
300 Purchased Professional and Technical Services	109,465
400 Purchased Property Services	81,174
500 Other Purchased Services	44,900
600 Supplies	567,064

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<u>Description</u>	<u>Amount</u>
700 Property	60,000
800 Other Objects	3,240
Total Support Services - Instructional Staff	\$2,737,637
2300 <u>Support Services - Administration</u>	
100 Personnel Services - Salaries	2,491,412
200 Personnel Services - Employee Benefits	1,495,164
300 Purchased Professional and Technical Services	491,000
500 Other Purchased Services	142,888
600 Supplies	54,550
700 Property	10,000
800 Other Objects	58,075
Total Support Services - Administration	\$4,743,089
2400 <u>Support Services - Pupil Health</u>	
100 Personnel Services - Salaries	375,375
200 Personnel Services - Employee Benefits	245,222
300 Purchased Professional and Technical Services	16,100
400 Purchased Property Services	900
500 Other Purchased Services	1,200
600 Supplies	13,880
Total Support Services - Pupil Health	\$652,677
2500 <u>Support Services - Business</u>	
100 Personnel Services - Salaries	381,811
200 Personnel Services - Employee Benefits	223,910
300 Purchased Professional and Technical Services	105,000
400 Purchased Property Services	108,948
500 Other Purchased Services	129,700
600 Supplies	3,000
800 Other Objects	2,250
Total Support Services - Business	\$954,619
2600 <u>Operation and Maintenance of Plant Services</u>	
100 Personnel Services - Salaries	2,567,070
200 Personnel Services - Employee Benefits	1,830,097
300 Purchased Professional and Technical Services	1,299,706
400 Purchased Property Services	401,384
500 Other Purchased Services	419,418
600 Supplies	1,060,719
800 Other Objects	250
Total Operation and Maintenance of Plant Services	\$7,578,644
2700 <u>Student Transportation Services</u>	
100 Personnel Services - Salaries	1,530,187
200 Personnel Services - Employee Benefits	683,127
300 Purchased Professional and Technical Services	8,500
400 Purchased Property Services	250,170
500 Other Purchased Services	1,426,100
600 Supplies	421,500

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<u>Description</u>	<u>Amount</u>
700 Property	6,000
800 Other Objects	1,400
Total Student Transportation Services	\$4,326,984
2800 <u>Support Services - Central</u>	
100 Personnel Services - Salaries	636,358
200 Personnel Services - Employee Benefits	415,780
300 Purchased Professional and Technical Services	39,500
400 Purchased Property Services	8,500
500 Other Purchased Services	5,000
800 Other Objects	500
Total Support Services - Central	\$1,105,638
2900 <u>Other Support Services</u>	
500 Other Purchased Services	62,600
Total Other Support Services	\$62,600
Total Support Services	\$24,382,398
3000 <u>Operation of Non-Instructional Services</u>	
3200 <u>Student Activities</u>	
100 Personnel Services - Salaries	786,184
200 Personnel Services - Employee Benefits	351,264
300 Purchased Professional and Technical Services	166,800
400 Purchased Property Services	30,355
500 Other Purchased Services	23,500
600 Supplies	228,528
800 Other Objects	55,850
Total Student Activities	\$1,642,481
Total Operation of Non-Instructional Services	\$1,642,481
5000 <u>Other Expenditures and Financing Uses</u>	
5100 <u>Debt Service / Other Expenditures and Financing Uses</u>	
800 Other Objects	5,025,600
900 Other Uses of Funds	4,267,970
Total Debt Service / Other Expenditures and Financing Uses	\$9,293,570
5200 <u>Interfund Transfers - Out</u>	
900 Other Uses of Funds	410,000
Total Interfund Transfers - Out	\$410,000
5900 <u>Budgetary Reserve</u>	
800 Other Objects	400,000
Total Budgetary Reserve	\$400,000
Total Other Expenditures and Financing Uses	\$10,103,570
TOTAL EXPENDITURES	\$79,704,071

LEA : 103029203 Upper Saint Clair SD

<u>Cash and Short-Term Investments</u>	<u>06/30/2017 Estimate</u>	<u>06/30/2018 Projection</u>
General Fund	5,100,000	5,050,000
Public Purpose (Expendable) Trust Fund		
Other Comptroller-Approved Special Revenue Funds		
Athletic / School-Sponsored Extra Curricular Activities Fund		
Capital Reserve Fund - § 690, §1850		
Capital Reserve Fund - § 1431	600,000	550,000
Other Capital Projects Fund		
Debt Service Fund		
Food Service / Cafeteria Operations Fund	30,000	20,000
Child Care Operations Fund		
Other Enterprise Funds		
Internal Service Fund		
Private Purpose Trust Fund		
Investment Trust Fund		
Pension Trust Fund		
Activity Fund		
Other Agency Fund		
Permanent Fund		
Total Cash and Short-Term Investments	\$5,730,000	\$5,620,000

<u>Long-Term Investments</u>	<u>06/30/2017 Estimate</u>	<u>06/30/2018 Projection</u>
General Fund		
Public Purpose (Expendable) Trust Fund		
Other Comptroller-Approved Special Revenue Funds		
Athletic / School-Sponsored Extra Curricular Activities Fund		
Capital Reserve Fund - § 690, §1850		
Capital Reserve Fund - § 1431		
Other Capital Projects Fund		
Debt Service Fund		
Food Service / Cafeteria Operations Fund		
Child Care Operations Fund		
Other Enterprise Funds		
Internal Service Fund		
Private Purpose Trust Fund		
Investment Trust Fund		
Pension Trust Fund		
Activity Fund		
Other Agency Fund		

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<u>Long-Term Investments</u>	<u>06/30/2017 Estimate</u>	<u>06/30/2018 Projection</u>
Permanent Fund		
Total Long-Term Investments		
TOTAL CASH AND INVESTMENTS	\$5,730,000	\$5,620,000

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<u>Long-Term Indebtedness</u>	<u>06/30/2017 Estimate</u>	<u>06/30/2018 Projection</u>
General Fund		
0510 Bonds Payable	114,120,000	121,000,000
0520 Extended-Term Financing Agreements Payable	2,788,303	1,876,915
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences	1,300,000	1,300,000
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Long-Term Liabilities		
Total General Fund	\$118,208,303	\$124,176,915
Public Purpose (Expendable) Trust Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Long-Term Liabilities		
Total Public Purpose (Expendable) Trust Fund		
Other Comptroller-Approved Special Revenue Funds		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Long-Term Liabilities		
Total Other Comptroller-Approved Special Revenue Funds		
Athletic / School-Sponsored Extra Curricular Activities Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Long-Term Liabilities		
Total Athletic / School-Sponsored Extra Curricular Activities Fund		
Capital Reserve Fund - \$ 690, \$1850		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		

<u>Long-Term Indebtedness</u>	<u>06/30/2017 Estimate</u>	<u>06/30/2018 Projection</u>
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Long-Term Liabilities		
Total Capital Reserve Fund - \$ 690, \$1850		
Capital Reserve Fund - \$ 1431		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Long-Term Liabilities		
Total Capital Reserve Fund - \$ 1431		
Other Capital Projects Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Long-Term Liabilities		
Total Other Capital Projects Fund		
Debt Service Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Long-Term Liabilities		
Total Debt Service Fund		
Food Service / Cafeteria Operations Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		

Long-Term Indebtedness	06/30/2017 Estimate	06/30/2018 Projection
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Long-Term Liabilities		
Total Food Service / Cafeteria Operations Fund		
Child Care Operations Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Long-Term Liabilities		
Total Child Care Operations Fund		
Other Enterprise Funds		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Long-Term Liabilities		
Total Other Enterprise Funds		
Internal Service Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Long-Term Liabilities		
Total Internal Service Fund		
Private Purpose Trust Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Long-Term Liabilities		
Total Private Purpose Trust Fund		

<u>Long-Term Indebtedness</u>	<u>06/30/2017 Estimate</u>	<u>06/30/2018 Projection</u>
Investment Trust Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Long-Term Liabilities		
Total Investment Trust Fund		
Pension Trust Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Long-Term Liabilities		
Total Pension Trust Fund		
Activity Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Long-Term Liabilities		
Total Activity Fund		
Other Agency Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Long-Term Liabilities		
Total Other Agency Fund		
Permanent Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		

2017-2018 Final General Fund Budget		Schedule Of Indebtedness (DEBT)	
LEA : 103029203 Upper Saint Clair SD			
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<u>Long-Term Indebtedness</u>	<u>06/30/2017 Estimate</u>	<u>06/30/2018 Projection</u>	
0530 Lease-Purchase Obligations			
0540 Accumulated Compensated Absences			
0550 Authority Lease Obligations			
0560 Other Post-Employment Benefits (OPEB)			
0599 Other Long-Term Liabilities			
Total Permanent Fund			
Total Long-Term Indebtedness	\$118,208,303	\$124,176,915	

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<u>Short-Term Payables</u>	<u>06/30/2017 Estimate</u>	<u>06/30/2018 Projection</u>
General Fund	500,000	500,000
Public Purpose (Expendable) Trust Fund		
Other Comptroller-Approved Special Revenue Funds		
Athletic / School-Sponsored Extra Curricular Activities Fund		
Capital Reserve Fund - § 690, §1850		
Capital Reserve Fund - § 1431		
Other Capital Projects Fund		
Debt Service Fund		
Food Service / Cafeteria Operations Fund	100,000	100,000
Child Care Operations Fund		
Other Enterprise Funds		
Internal Service Fund		
Private Purpose Trust Fund		
Investment Trust Fund		
Pension Trust Fund		
Activity Fund		
Other Agency Fund		
Permanent Fund		
Total Short-Term Payables	\$600,000	\$600,000
TOTAL INDEBTEDNESS	\$118,808,303	\$124,776,915

Account Description	Amounts
0810 Nonspendable Fund Balance	1,493,103
0820 Restricted Fund Balance	
0830 Committed Fund Balance	
0840 Assigned Fund Balance	
0850 Unassigned Fund Balance	2,178,231
Total Ending Fund Balance - Committed, Assigned, and Unassigned	\$2,178,231
5900 Budgetary Reserve	400,000
Total Estimated Ending Committed, Assigned, and Unassigned Fund Balance and Budgetary Reserve	\$4,071,334

UPPER ST. CLAIR SCHOOL DISTRICT 2017-18 ADOPTED SCHOOL CALENDAR

2017

July						
S	M	T	W	T	F	S
						1
2	3	~~4~~	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September						
S	M	T	W	T	F	S
					1	2
3	~~4~~	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	~~13~~	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	~~23~~	~~24~~	25
26	27	28	29	30		

December						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	~~25~~	~~26~~	~~27~~	~~28~~	~~29~~	30
31						

2018

January						
S	M	T	W	T	F	S
	~~1~~	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March						
S	M	T	W	T	F	S
				1	~~2~~	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	~~26~~	~~27~~	~~28~~	~~29~~	~~30~~	31

April						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	~~25~~	26
27	~~28~~	29	30	31		

June						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

○ = Teacher Inservice/
No School for Students

✕ = No School

◇ = Half Day Early Dismissal for Students

△ = Snow Make-Up Day

■ = Early Dismissal

UPPER ST. CLAIR SCHOOL DISTRICT 2017-18 ADOPTED SCHOOL CALENDAR

August 16	New Teacher Orientation			
August 17	New Teacher Induction			
August 23	Teacher Inservice #1 (Staff Opening Day)*		<u>Student</u>	<u>Teacher</u>
August 24	Teacher Inservice #2 (Act 80)*			
August 25	Teacher Inservice #3 (Act 80)*			
August 28	Teacher Inservice #4 (Classroom Management #1/Flex)*	August	3	7
August 29	FIRST DAY OF SCHOOL FOR STUDENTS	September	20	20
September 4	NO SCHOOL - LABOR DAY	October	20	22
September 7	Elementary Open Houses (Early Dismissal @ 12:45 pm)	November	19	20
September 14	High School Open House (Early Dismissal @ 12:35 pm)	December	16	16
September 27	First Marking Period Progress Reports	January	21	22
September 28	Boyce Open House (Early Dismissal @ 1:15 pm)	February	18	20
October 5	Fort Couch Open House (Early Dismissal @ 1:15 pm)	March	17	17
October 13	Half Day Early Dismissal for Students - Act 80** (Teachers' Professional Development)	April	20	21
		May	21	21
October 27	First Marking Period Ends	June	8	10
October 30	Teacher Inservice #5 (Classroom Management #2)*			
October 31	Teacher Inservice #6 (Parent/Teacher Conferences/Inservice) - Act 80*	Total Days	183	196
November 7	Teacher Inservice #7 (Parent/Teacher Conferences/Inservice) - Act 80*			
November 10	First Marking Period Report Cards			
November 22	Half Day Early Dismissal for Thanksgiving Recess**			
November 23 & 24	NO SCHOOL - THANKSGIVING RECESS			
December 5	Second Marking Period Progress Reports			
December 25 - January 1	NO SCHOOL - WINTER RECESS			
January 12	First Semester & Second Marking Period Ends			
January 15	Teacher Inservice #8 (Classroom Management #3)*			
January 16	Second Semester Begins			
January 26	Second Marking Period Report Cards			
February 15	Third Marking Period Progress Reports			
February 16	Teacher Inservice #9 (Act 80)*			
February 19	Teacher Inservice #10 (Act 80)*			
March 2	Half Day Early Dismissal for Students - Act 80**			
March 23	Third Marking Period Ends			
March 26 - March 30	NO SCHOOL - SPRING RECESS			
April 2	Teacher Inservice #11 (Classroom Management #4)*			
April 13	Third Marking Period Report Cards			
May 3	Fort Couch Celebration of Learning (Early Dismissal @ 1:15 pm)			
May 4	Fourth Marking Period Progress Reports			
May 10	Elementary Schools S.T.A.R. Night (Early Dismissal @ 12:45 pm)			
May 24	Boyce Celebration of Learning (Early Dismissal @ 1:15 pm)			
May 25	Snow Make-Up Day #1			
May 28	NO SCHOOL - MEMORIAL DAY			
June 7	High School Commencement			
June 12	Second Semester & Fourth Marking Period Ends - Pending Snow Make-Up Days			
June 12	LAST DAY OF SCHOOL FOR STUDENTS - Pending Snow Make-Up Days			
June 13	Teacher Inservice #12 (Classroom Management #5) - Pending Snow Make-Up Days (Snow Make-Up Day #2)			
June 14	Teacher Inservice #13/Flex (Snow Make-Up Day #3)			
June 18	Kennywood Day			
June 26	Report Cards Available on USC Parent Portal for High School and Middle Schools/Mailed for Elementary Schools			

*No School for Students on Teacher Inservice Days

**Half Day Early Dismissal Times for Students

October 13, November 22, and March 2:

High School - 10:55 a.m.

Elementary Schools - 11:30 a.m.

Middle Schools - 11:55 a.m.

Winter Recess commences at the close of school on Friday, December 22.

Spring Recess commences at the close of school on Friday, March 23.

In accordance with Basic Education Circular 24 P.S. §15-1502, Days Schools Not to be Kept Open, the following days are official local School District holidays: Labor Day, Thanksgiving Day, the day after Thanksgiving, Christmas Eve, Christmas Day, New Year's Eve, New Year's Day, Memorial Day, and Independence Day.

TO: Board of School Directors

DATE: June 2, 2017

FROM: Dr. Sharon Suritsky
Dr. John Rozzo
Dr. Judith Bulazo

SUBJECT: Curriculum Recommendations

	Requires Board Approval	For Your Information
All Areas Pilot a Peer-Tutoring Program at the middle/high school level.		✓
Counseling/Student Support Services Change the position title of “Guidance Counselor” to “School Counselor” at all levels.	✓	
Language Arts Develop updated framework for guided reading and explore materials to align with PA Core Standards at the elementary level.		✓
Revise the ELA writing curriculum at the elementary level to align with PA Core Standards.	✓	
Research tier II interventions strategies in reading for grades K – 6.		✓
Research and pilot reading assessments to gain understanding of students’ reading comprehension in grades 3 – 8.		✓
Formally adopt texts as options for reading in the middle level.	✓	
Continue textual evaluations at the middle level.		✓
Pilot an online Vocabulary Workshop in grades 5 and 6.		✓
Adopt <i>I Will Always Write Back</i> as a supplemental option in Academic and Honors English 10/MYP.	✓	
Mathematics Adopt the enVisionmath 2.0 program for grade 1.	✓	
Adopt the Buzzmath program as a resource in grade 6.	✓	
Modify the curricula for Algebra, Part A and Part B to align with PA core standards for middle school and high school.	✓	

TO: Board of School Directors

DATE: June 2, 2017

FROM: Dr. Sharon Suritsky
Dr. John Rozzo
Dr. Judith Bulazo

SUBJECT: Curriculum Recommendations

	Requires Board Approval	For Your Information
Develop a customized “Personalized Pathways in Computer Science” elective at the high school.	✓	
Physical Education/Wellness Pilot an 8 th grade wellness course as part of the expressive arts rotation.		✓
Science Adopt the FOSS <i>Sound and Light</i> module in 2 nd grade to replace the existing <i>Balancing and Weighing</i> unit.	✓	
Examine framework of science modules in grades K – 4.		✓
Offer “STEAM Survivor Camp”, a summer Engineering camp at the middle school level.	✓	
Review and revise the middle school science curriculum.	✓	
Adopt the textbook <i>Chemistry</i> at the high school.	✓	
Adopt the textbook <i>Forensic Science Fundamentals and Investigations</i> at the high school.	✓	
Social Studies/ELA Research and develop a course that explores women’s issues.		✓
Social Studies Pilot the development of customized, skill-based units in 7 th grade.		✓
Adopt <i>By the People: A History of the US</i> at the high school.	✓	
Design and implement a skill and competency-based framework at the high school.	✓	

TO: Board of School Directors

DATE: June 2, 2017

FROM: Dr. Sharon Suritsky
Dr. John Rozzo
Dr. Judith Bulazo

SUBJECT: Curriculum Recommendations

	Requires Board Approval	For Your Information
STEAM Study the potential of a STEAM Lab (Maker Space/Innovation Hub) in each elementary building.		✓
Adopt the STEAM Innovation and Design Course at Boyce Middle School and pilot an extension of this programming to grades 7 & 8.	✓	
Student Support Services Pilot the Foundations Reading Program in grades K – 3.		✓
World Languages Examine the current Intro to Spanish and Intermediate Spanish courses to determine ways to prepare students for transition from middle to high school Spanish.		✓
Establish a scope and sequence across all languages to meet ACTFL writing proficiency benchmarks and reinforce writing styles.	✓	

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UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Jennifer Kirk & Lauren Madia

Level: High School & Fort Couch

Area: All Areas

Date: March 27, 2017

Curriculum Recommendation

1. Pilot a Peer-Tutoring Program to assist with academic support during Period 7 at Fort Couch Middle School as a pass/fail elective course.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Peer Tutoring is an opportunity for students to connect with another student who has previously done well in a course. The Bureau of Student Council, from Harvard University, references reasons to engage in peer tutoring: a. Discussing new information and concepts they are learning; b. Reviewing material they already know; c. Refreshing mastery of material they have forgotten; d. Preparing for an exam or presentation; e. Getting academic assistance in addition to the help provided by the course teacher. 2. Numerous research has supported the peer tutoring process: a. Peer tutoring usually results in significant cognitive gains for both the tutor and the tutee. b. When students teach students, the result is marked improvement in student learning which increases the productivity of the school. c. Effects on both tutors and students were positive in the areas of learning, attitude toward subject matter, and self-concept. (Cont'd.)	1. Administrative approval. 2. Determine credit worth, .5 (two days a week) or 1 (four days a week) per semester. Each day consists of the high school student leaving at dismissal for Fort Couch (2:20 P.M.) and being dismissed from Fort Couch at 3:15. 3. Identify the amount of need for tutors at Fort Couch Middle School with input from Fort Couch teachers. 4. Identify criteria that students must meet in order to be considered for peer tutoring. (i.e. GPA, disciplinary record, attendance, teacher recommendations, etc.). 5. Modify existing electronic Peer Tutoring Application. 6. Create portfolio-based assessment to be used as product each semester, based upon the ASCA Standards for Students, competencies & indicators. 7. Math, ELA, Science, and World Languages are areas of need for extra support during Period 7 at Fort Couch. Specific students that excel in these content areas would need to be selected. (Cont'd.)	Substitute day this spring to complete Student Application & Portfolio Assessment. Substitute days (one per semester) to review portfolios.	<u>Approved.</u> This is a wonderful extension of the success of this programming at the high school level. 5

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Jennifer Kirk & Lauren Madia **Level:** High School & Fort Couch
Area: All Areas **Date:** March 22, 2017

Curriculum Recommendation

1. Pilot a Peer-Tutoring Program to assist with academic support during Period 7 at Fort Couch Middle School as a pass/fail elective course. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. Peer tutoring is widely used in higher education in a variety of forms (writing center, Student Support Services, etc.). This process would further promote self-regulatory and self-assessment skill growth, and development for college preparation. 4. Period 7 at Fort Couch Middle School has proven an invaluable asset for students seeking support and enrichment in certain subject areas, specifically from their team teachers. It is an environment conducive to academic support and enrichment. Providing additional individuals would allow students to receive more individualized attention at the conclusion of their school day. 5. This year, the School Counseling departments, their intern, and volunteer students have partnered together for those in need of community service hours. Students who need extra support at Fort Couch are paired with a volunteer student who then serves as peer tutor. This serves as an opportunity to reinforce current volunteer students, as well as attract those interested in community learning and those who may not be able to tutor during the school day, by enrolling for credit and designating transcript recognition for an after school program. Additionally, the program engages high school students as positive role models to the Fort Couch students. (Cont'd.)	8. Share Application with Curriculum Leaders to spread awareness of program. 9. Identify students to enroll as Peer Tutors. 10. Coordinate with bus garage to identify a bus that is available for students to ride from the High School to Fort Couch. 11. Distribute and collect passenger addendums for students who plan to ride with other peer tutors. 12. Conduct peer tutoring training and awareness activity with identified students. 13. Provide students with an elective credit. 14. Consult with School Counseling Department to align process for student recruitment.		6

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Jennifer Kirk & Lauren Madia **Level:** High School & Fort Couch
Area: All Areas **Date:** March 22, 2017

Curriculum Recommendation

1. Pilot a Peer-Tutoring Program to assist with academic support during Period 7 at Fort Couch Middle School as a pass/fail elective course. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
6. Fort Couch teachers were surveyed about this year's tutoring program, and their responses were positive. 7. Some volunteer students have disengaged from the program after finishing their community service hours. This credit and transcript recognition would continue to motivate students to help their peers who need the extra support. Students have already begun to earn community-based credit as peer tutors in the High School, as well as technical support at the USCHS SmartDesk Initiative. 8. This credit-based course will not replace teacher assistance during period 7; instead it will supplement the supports that are currently in place, especially when students require individualized assistance.			7

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Lauren Madia & Jennifer Kirk **Level:** All levels

Area: Student Support Services - Counseling **Date:** May 2017

Curriculum Recommendation

1. Change the position title of “Guidance Counselor” to “School Counselor” for all counselors at all levels.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. State certification area is listed as “School Counselor”. 2. The term “Guidance Counselor” is an outdated title that reflects a person who provides only vocational direction. 3. The title “School Counselor” is used by all associated professional organizations and reflects a professional with a specific Master’s degree, who is trained in specific counseling skills, who provides a variety of services to all students, following a National Model of program delivery. 4. The document “Who Are School Counselors” by the American School Counselor Association, quotes <i>An Examination of School Counselor Involvement in School-Family-Community Partnerships</i>, J. Bryan, C. Holcomb-McCoy, Professional School Counseling, June 2007.: “The school counselor is an integral system support for the school-family-community relationship that meet the personal/social, academic, and career needs of a large number of students through collaboration, coordination, and consultation with school and community stakeholders.” This quote reflects the role that USC counselors play in all buildings at all levels. 5. The USCEA Collective Bargaining Agreement refers to the position as “counselor”; therefore, an adjustment from guidance counselor to school counselor can occur without additional dialogue between stakeholder organizations.	1. Administrative approval. 2. Update terminology in publications and forms including titles for curriculum leader and department chair.	No cost associated other than time to update existing forms, etc. to reflect the change.	<u>Approved.</u> 8

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Kristy Berrott & Becky Kabala **Level:** Elementary (K-4)

Area: ELA **Date:** March 7, 2017

Curriculum Recommendation

1. Develop an updated framework for guided reading instruction based on best practices and explore related materials to align with the PA Core Standards and to allow for the development of reading comprehension skills in all students.

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. Significant work has been completed in the area of phonics, grammar, comprehension, and writing. These areas continue to be refined. Addressing guided reading instruction is the next logical step. 3. Guided reading is a main component of the balanced literacy framework our instruction is based. This instructional time allows for teachers to customize learning to focus on the comprehension needs of a small group of students. Maximizing this time is important for the continued growth and progress of all students in reading. 4. Teachers have expressed a need for professional development in guided reading instruction in order to better understand the structure of this time and the expectations of students at the table and during independent application. This will provide consistency across classrooms and buildings.	1. Administrative approval. 2. Research best practices in guided reading. Reference the work of Jan Richardson (professional book & video lessons). 3. Convene a team of teachers with representation from each grade level and building. Begin the process of creating a structure for instructional time at each grade level. 4. Study and consider the necessary resources to support teaching and learning. Review the fit of existing materials and the need for additional resources. 5. Research new materials/texts that are needed. Make purchases and develop support material for teachers. 6. Provide professional development for teachers.	Summer workshop time for 15 teachers at \$30.20 per hour for 1 day = \$2,718 Professional materials for teachers Instructional materials	<u>Approved.</u> Effective reading instruction at the elementary level is critical to the future success of all students. This recommendation will also be helpful in supporting consistency of instruction across buildings and grade levels 9

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Kristy Berrott **Level:** Elementary

Area: ELA (Kindergarten) **Date:** March 14, 2017

Curriculum Recommendation

2. Revise and implement the English Language Arts writing curriculum to align with the PA Core Standards and to allow for the development of writing strategies for all students.

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. This recommendation follows last year's recommendation to study the writing curriculum and best practices in writing instruction. 2. Significant work has been completed in revising the writing curriculum within grades 1-4. Rewriting and implementing a new kindergarten writing curriculum is the next logical step. 3. Writing is an important skill for communication. Writing is critical to expressing ideas and sharing information with others. Students must write to express learning and show application of skills in all academic areas. The PA Core Standards emphasize writing within and across content areas.	1. Administrative approval. 2. Convene a team of teachers with representation from each building during the summer of 2017 to review the existing writing curriculum and develop a plan for revision. 3. Convene the K teachers during the 2017-2018 school year to revise and develop the new writing curriculum. 4. As the curriculum is developed, study and consider the necessary resources for implementation. Review the fit of existing materials and the need for additional resources. 5. Research new materials/mentor texts that are needed. Make purchases and develop support material for teachers. 6. Implement new writing curriculum during the 2018-2019 school year.	Summer workshop time for 6 teachers at \$30.20 per hour for 1 day = \$1,087 Instructional materials	<u>Approved.</u> The attention given to strong writing instruction at the elementary level is to be commended. 10

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Elementary Curriculum Leadership Team, Kate Ruth

Level: Elementary / Middle

Area: ELA

Date: Spring 2017

Curriculum Recommendation

1. Research tier II intervention strategies in reading for grades K-6.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Over the course of the past several years, the District has realigned curriculum to meet the new PA Core Standards. These standards have raised the level of expectation for student performance in the areas of reading and math. It is natural for some students to require additional instruction, beyond the core classroom instruction, that may include additional exposure, or different methods. 2. The District takes seriously its mission to meet the needs of all learners and to customize instruction. With reading being at the core of learning in all disciplines, it is important for us to examine the ways in which we provide additional instruction for those students who demonstrate a need. The field of reading and interventions continues to evolve, and the options for remediation have improved and increased, making it an optimal time to re-examine programs, resources, and delivery methods.	1. Administrative approval. 2. Form a core team of representative professionals to begin an investigation and study in the spring of 2017. 3. Analyze data to assess the type of student who could benefit from structured intervention and the types of reading needs that are frequently occurring in the population of students at-risk. 4. Continue work over the summer researching and examining materials, programs, and delivery methods. 5. Determine if pilots would be appropriate and make recommendations in the fall of 2017.		<u>Approved.</u> Continuing to find additional strategies for struggling learners is an important effort.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Becky Kabala & Kate Ruth **Level:** Grades 3-8

Area: ELA **Date:** March 7, 2017

Curriculum Recommendation

2. Research and pilot an alternative benchmark reading assessment tool to gain understanding of students' reading comprehension to use in planning small group instruction and interventions focused on growth of all students.

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. DIBELS is the benchmark assessment tool used in grades K-2 to assess students' basic reading skills. This assessment provides information about a variety of reading skills and is used in planning small group instruction and interventions. 3. DIBELS is used to monitor the progress of those students reading below grade level in grades 3 & 4. This assessment is given three times throughout the year. 4. The district does not have a benchmark assessment tool to assess all students' reading comprehension in grades 3 & 4. This type of assessment tool is needed to gather data on students' grade level reading skills. This data will be used to plan for small group instruction and intervention. 5. Teachers have expressed a need for tools to gather data on students' reading comprehension.	1. Administrative approval. 2. Gather information from teachers about they type of data needed to better impact instruction. 3. Convene a team of reading specialists and grade level teachers to explore assessments. 4. Present assessment options to teachers for exploration, discussion, and feedback. 5. Select an assessment program. The assessments need to be given with fidelity across grade levels and building. 6. Purchase necessary materials.	Summer workshop time for 9 teachers at \$30.20 per hour for 1 days = \$1,630.80 Materials for teachers Student materials	<u>Approved.</u> 12

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



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

Area: English Language Arts **Date:** March 21, 2017

Curriculum Recommendation

1. Formally adopt texts in grades 5-8 as options for reading instruction.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This is a continuation of recommendations proposed and approved in spring of 2013 and 2014. This work was anticipated to be a multi-year endeavor and is the reason for the current recommendation to continue this process. 2. The pairing and sequencing of titles for grades 5-8 has occurred as part of a spring 2016 recommendation, and in the process, it was found that some titles still needed approval. 3. Based on previous pilots, the following titles have been identified to be adopted to the reading curriculum at this time: <u>Boyce</u> <i>Rules</i> (Lord, 2006) <i>Homer P. Figg</i> (Philbrick, 2009) <i>When You Reach Me</i> (Stead, 2009) <i>Eleven</i> (Giff, 2008) <i>Zlata's Diary</i> (Filipovic, 1993) <i>Dead End in Norvelt</i> (Gantos, 2011) <u>Fort Couch</u> <i>Claudette Colvin</i> (Hoose, 2009) <i>All the Broken Pieces</i> (Burg, 2009) <i>Nothing But the Truth</i> (Avi, 1991)	1. Administrative approval. 2. From the list of adopted texts in grades 5-8, continue to examine current novel pairings, sequences, student data, and PA Core Comprehension standards to determine if moving novels to different grade levels or times of the year would be appropriate. 3. Evaluate additional titles to pilot and approve for use through a summer work project.	Summer Work Project: 5 teachers @ \$30.20/hr. for 1 day = \$906	<u>Approved.</u> 13

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



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

Area: English Language Arts **Date:** March 21, 2017

Curriculum Recommendation

2. Continue textual evaluations for grades 5-8 based on reading level, interest level, big ideas, genre, age appropriateness, and interdisciplinary connections.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Numerous texts have been piloted and adopted since spring 2013 and spring 2014 in grades 5-8. Selection and sequencing of these texts has occurred over the past years, most recently as a component of a spring 2016 curriculum recommendation. 2. The pairing and sequencing of titles has led to the identification of potential needs to adjust pairings and/or sequencing in order to expose students to a range of genres through rigorous and engaging texts, as well as to make interdisciplinary connections when possible. 3. This process has led to the need for continued review of some 5th and 6th grade novel pairings. 4. In addition, 8th grade teachers are interested in identifying a text of higher complexity and rigor related to the 3rd quarter Civil Rights Unit.	1. Administrative approval. 2. Continue evaluation of texts for reading levels, interest levels, and age appropriateness based on established criteria and evaluation tool. Consideration will continue to be made for novels that tie to the social studies' curriculum or that offer a global perspective. A focus on nonfiction text will be held, as well. 3. Work to continue mapping out novel pairings and sequences for grades 5 and 6 during curriculum meetings and PLCs. 4. Identify texts to be piloted in order to allow for customization of instruction and increased use of nonfiction. Summer flex time will be needed in addition to curriculum time for the process. 5. Pilot new 8th grade Q3 title(s) during the 2017-18 school year. 6. Continue the process of moving novels that are beneficial for student learning and based on novel appropriateness.	Summer Work Project: 3 eighth grade teachers @ \$30.20/hr. for 1 day = \$543.60 Money is included in the 2017-2018 budget to support the cost incurred by purchasing additional texts.	<u>Approved.</u> Text selection is a critical component to ELA programming at the middle school level.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



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

Area: English Language Arts **Date:** March 21, 2017

Curriculum Recommendation

3. Pilot an online Vocabulary Workshop program in 5th and 6th grade ELA classes.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This recommendation is a follow-up to a pilot of a formal vocabulary program, which began in some 8th and 9th grade classes in 2015-16 and expanded to 7th through 10th grade in 2016-17. 2. The PA Core standards are published in the English Language Arts (ELA) areas of reading, writing, and grammar. The new strands were studied by the USCSD ELA Common Core Committee (CCC) during the 2012-2013 and 2013-2014 school years. 3. Teachers have provided positive feedback to the implementation of Sadlier Vocabulary Workshop at grades 7 and 8. Given the rigorous, multifaceted, and consistent instructional approach of Sadlier, teachers in grades 5 and 6 are interested in piloting Sadlier Vocabulary Workshop.	1. Administrative approval. 2. Purchase Sadlier's Vocabulary Workshop license for the year. 3. Support 5th and 6th grade teachers through a summer flex time offering as they plan for implementation of the program. 4. Support 5th and 6th grade teachers throughout the year through webinar trainings and continued discussion of appropriate classroom use. 5. Discuss and evaluate the program's effectiveness at the end of the 2017-2018 school year.	Money is included in the 2017-2018 budget to support the cost of Sadlier Vocabulary Workshop.	<u>Approved.</u> A consistent approach to vocabulary instruction in fifth through tenth grade will provide a cohesive experience in an essential area of literacy.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



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

Area: English Language Arts **Date:** March 27, 2017

Curriculum Recommendation

1. Adopt *I Will Always Write Back* by Caitlin Alifirenka and Martin Ganda as a supplemental text option in Academic and Honors English 10/MYP.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The introduction of <i>I Will Always Write Back</i> will broaden the scope of the literature covered in the tenth grade curriculum, intended as a World Literature course, to include the continent of Africa. 2. The themes throughout <i>I Will Always Write Back</i> are age appropriate and engaging for teen readers as the story teaches lessons about friendship, overcoming obstacles, diversity, commonality between cultures, poverty. 3. <i>I Will Always Write Back</i> promotes global awareness as it addresses struggles facing families and students in rural Zimbabwe, and provides opportunities for incorporating current-events and nonfiction texts into the curriculum. 4. <i>I Will Always Write Back</i> is written at a level appropriate for a supplemental text and can be easily read and understood by tenth grade students without additional support. 5. <i>I Will Always Write Back</i> is co-authored by a female author and male African author (who are also the book's protagonists) adding racial and gender diversity to the curriculum. Both authors are active human rights advocates and numerous, current teaching materials exist to aid in instruction (essays, articles, videos, etc.). (Cont'd.)	1. Administrative approval. 2. Create unit plan and update Rubicon Atlas. 3. Collaborate with teachers in other departments to build awareness /make interdisciplinary connections. 4. Begin implementation in the fall 2018-2019 school year.	Summer workshop for up to 3 teachers, up to 12 flex and up to 12 paid workshop hours (12 hours X \$30.20/hr = \$362.40 X 3 teachers = \$1,087.20)	<u>Approved.</u> Adding contemporary literature with a global focus can be challenging. This novel meets many of the needs and goals for this course. 16

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



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

Area: English Language Arts **Date:** March 27, 2017

Curriculum Recommendation

1. Adopt *I Will Always Write Back* by Caitlin Alifirenka and Martin Ganda as a supplemental text option in Academic and Honors English 10/MYP. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
6. <i>I Will Always Write Back</i> builds a platform for various pen-pal correspondence (international or local). 7. Adjusting <i>The Odyssey</i> unit to teach excerpts as part of the Greek Mythology unit would allow time for this addition. 8. <i>I Will Always Write Back</i> has won a number of awards, including the Parents' Choice Book Award, The Notable Social Studies Trade Book for Young People Awards, and the Cybils Awards Nomination for Young Adult Nonfiction.			17

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Shannon Dominick **Level:** Elementary

Area: Mathematics **Date:** February 21, 2017

Curriculum Recommendation

1. Adopt the 2017 PA Core/Common Core edition of Pearson's *enVisionmath 2.0* at first grade.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The proposed adoption of Pearson's <i>enVisionmath 2.0</i> mathematics program at first grade is supported for the following reasons: a. <i>enVisionmath</i> was successfully adopted and implemented beginning with the 2011-2012 school year. It is currently the mathematics curriculum for second through sixth grade. b. The <i>enVisionmath 2.0</i> edition is aligned to current PA Core Standards and Common Core Standards. The program also emphasizes process standards, called Mathematical Practices, such as abstract and verbal reasoning, critiquing, and modeling mathematics in a variety of ways. c. The program supports a mathematics environment that balances inquiry-based thinking and procedural knowledge through both content and instruction. d. <i>enVisionmath 2.0</i> will increase rigor and provide students with a broader foundation of mathematical knowledge. This foundation will allow for more authentic customization of skills and instruction to more effectively meet the diverse needs of first grade students. (Cont'd.)	- Administrative approval. - Distribute instructional and supplemental materials purchased by the district as well as those provided by the publisher. - Schedule summer and school year training to support adopting teams. Staff development sessions will be three-tiered and focus on program components, instructional techniques, and content differentiation development. - Determine pacing and standards-lesson alignment needs at first grade. Update and distribute <i>USC Elementary Math Pacing Guide</i>. - Develop a plan for sharing the new math programs with parents and the community. - Review elementary report card to ensure alignment between the descriptors and the math objectives/standards.	Up to 13 teachers for 2 days @ \$30.20 workshop rate = \$785.20 Up to 12 hours of Flex Time per teacher for training <u>1st Grade:</u> \$10,396. (manuals, classroom manipulatives, digital components) <i>Student workbooks not included as a "new" cost for the adoption.</i>	<u>Approved.</u> Continuing to be responsive to student needs and performance is vital. 18

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Shannon Dominick **Level:** Elementary

Area: Mathematics **Date:** February 21, 2017

Curriculum Recommendation

1. Adopt the 2017 PA Core/Common Core edition of Pearson's *enVisionmath 2.0* at first grade.. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
e. The program does support the identified recommendations for expanding and enhancing excellence in mathematics education from the United States Department of Education <i>Report of the National Mathematics Advisory Panel</i> (March 2008). These include: - inquiry-based mathematics instruction - increased balance of content and process standards - strong emphasis on number sense and place value development - enhanced instruction in algebraic reasoning - increased opportunity for alternative thinking and mental math strategies. f. This math program has digital and technological capabilities that align with the <i>USC Strategic Plan</i> goals for educational technology.			19

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



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

Area: Mathematics **Date:** March 21, 2017

Curriculum Recommendation

1. Adopt the Buzzmath program for all 6th grade students as a resource for customizing and enriching instruction.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. A recommendation was made for the 2016-2017 school year to pilot the Buzzmath program for all 6th grade classrooms. The purpose of the recommendation was to provide students with both enrichment and remediation opportunities as well as opportunities for self-paced and self-directed learning. The other stated purpose of the pilot was to explore the feasibility of expanding this program to other grade levels. 2. In addition to Buzzmath, we have explored the following programs, some of which were free and some of which were paid subscriptions: • IXL Math • Ten Marks • Khan Academy • Sumdog Teachers reported that Buzzmath was much more effective at meeting students needs and had fewer glitches with their programming. In addition, the data reported back to teachers was more robust and easier to apply to the students' everyday learning. (Cont'd.)	1. Administrative approval. 2. Provide time for teachers to meet over the summer to share and coordinate best practices for implementing Buzzmath in the classroom. Identify and agree to expected practices for all teachers. 3. Offer several webinar training sessions from Buzzmath over the summer so that teachers can be familiar with the program. 4. Meet with RtI teachers to review how Buzzmath should be implemented for our RtI students. 5. Provide time at curriculum and PLC meetings throughout the school year to collaborate on data that has been collected through the program and to share additional best practices.	Up to 12 hours of workshop pay each for 5 teachers = 60 hours x \$30.20 = \$1812. \$1890 for 420 licenses	<u>Approved.</u> 20

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



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

Area: Mathematics **Date:** March 21, 2017

Curriculum Recommendation

1. Adopt the Buzzmath program for all 6th grade students as a resource for customizing and enriching instruction. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. Teachers further reported that Buzzmath has been very beneficial for our RtI and struggling learners. It has given them opportunities to fill in mathematical gaps and has proven to be a strong motivational tool. The program has already had a strong affect on mathematical mindsets, work ethic, and performance on local assessments. 4. Buzzmath has also been helpful for our enrichment students. The program has provided them with additional learning opportunities as well as chances to drive their own learning further at their own pace. 5. Finally, this program has provided our sixth grade teachers with another tool for helping our students to meet the rigors of the PA Core standards. All Buzzmath content is fully aligned with the standards and provides students additional opportunities to engage this content with authentic practice materials and assessments.			21

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Andrew Lucas and Steve Miller **Level:** Middle and High School

Area: Mathematics **Date:** March 21, 2017

Curriculum Recommendation

1. Modify the current curricula for the Algebra, Part A and Part B courses to match the rigor and complete the alignment with the PA Core standards.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Since the 2010-2011 school year, students who struggled in Pre-Algebra have had the opportunity to take Algebra over the course of two years with half of the objectives being taught in 8th grade and the second half being taught in 9th grade. 2. In 2013-2014, the middle school math department participated in a year-long project to rewrite our assessments and to realign our instruction to match the rigor of those assessments. In 2014-2015, we modified Algebra, Part A and B to more closely match our Algebra course. 3. The PA Core Standards were adopted in 2014. Since then the middle school math department has been making adjustments to our instruction to match the rigor of the new assessments. 4. Students in Algebra, Parts A and B have shown tremendous growth with the changes we have made. PVAAS data show that these students have exceeded or met the growth standard in each of the past two years. 5. While mathematical growth has been outstanding, students are still not always reaching the achievement goal of proficient on the Keystone exams. Teachers would like to modify the curriculum they are currently using to increase the rigor of the current course. This project would involve revising the scope and sequencing of the curriculum and developing new materials where needed.	1. Administrative approval. 2. Teachers will meet to determine which concepts within the current course need to be modified to complete the alignment with the Keystone eligible content. 3. Pacing guides will be developed to finalize scope and sequencing for the revised courses. 4. New materials will be developed for those concepts we do not yet teach. This process will take place over the summer and throughout the 2017-2018 school year. 5. Teachers will work to modify the current summative assessments to match the new content this is developed.	Up to 12 hours of workshop pay each for two teachers = 24 hours x \$30.20 = \$724.80.	<u>Approved.</u> Continuing to be responsive to student needs and performance in meeting the standards is vital. 22

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



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

Area: Mathematics **Date:** March 27, 2017

Curriculum Recommendation

1. Develop a customized "Personalized Pathways in Computer Science" elective to be offered in the 2018-19 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The number of students taking computer science courses at the high school has dramatically increased over the past few years with an increasing number of students beginning their study of computer science in the freshman year. Many students complete all of our computer science offerings by the end of their sophomore or junior year. Often these students would like to study computer science further, but we currently offer no formal option for these students. 2. The emergence of free online courseware from reputable institutions has opened up an opportunity for students to learn material that was previously unavailable to them at the high school level. Specifically, the Coursera and edX sites offer courseware from institutions such as MIT, Harvard, and Stanford to name a few. The large variety of specialized topics in this courseware allows students to choose the direction of their further studies in computer science. Offering a one semester, pass/fail "Personalized Pathways in Computer Science" course would give students the ability to create an individualized learning path within the computer science discipline. (Cont'd.)	1. Administrative approval. 2. Research and evaluate a number of courses on courseware sites including edX and Coursera to create a set of curated online courses that could qualify for this course. 3. Develop learning paths that would be combinations of these online courses, which are typically 4 to 6 weeks in length, that would suffice to earn a semester credit. 4. Collaborate with other curriculum leaders to find opportunities to use this course to support related courses in other disciplines. 5. Offer "Personalized Pathways in Computer Science" in the <i>Program of Studies</i> for the 2018-19 school year.	30 workshop hours x \$30.20 = \$906	<u>Approved.</u> This is a phenomenal approach to meeting the needs and interests of the students who need to gain an introduction to the area of programming or who desire to challenge themselves at the highest levels. 23

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



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

Area: Mathematics **Date:** March 27, 2017

Curriculum Recommendation

1. Develop a customized "Personalized Pathways in Computer Science" elective to be offered in the 2018-19 school year. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. Offering this computer science course as a one semester, pass/fail course would also open up entry points in computer science for students on the opposite end of the spectrum, who might be otherwise intimidated by taking a computer science course. Some of the topics offered could be introductory in nature and could cater to these students' individual interests. 4. While the online courseware material and enrollment in these online courses are free, students can additionally choose to pay a fee (typically ~\$50) to receive an official certification of completion by the institution offering the course. These certifications could be of value to students with respect to college admissions and/or future employment.			24

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Lisa Cain, John Rozzo, Judy Bulazo **Level:** Middle School

Area: PE/Wellness **Date:** March 27, 2017

Curriculum Recommendation

1. Pilot an 8th grade wellness course at Fort Couch Middle School as part of the expressive arts rotation.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The Pennsylvania health standards address significant and extensive concepts that are important to students at this age level, given the choices that they face as they transition into adults. These standards are currently being addressed through instruction that occurs in physical education, guidance, family and consumer science, and science. Streamlining the instructional delivery by offering a comprehensive wellness course for eighth grade students would provide for a more cohesive instructional experience that would allow students to make connections between important topics. 2. The new wellness course will allow for more comprehensive instruction in areas of nutrition, emergencies, first aid and safety, healthy living, systems of the body, and current events in the field of health. 3. Recent changes in middle school expressive arts programming have provided the opportunity for a wellness course to be considered.	1. Administrative approval. 2. Utilize personnel from all affected departments to conduct a thorough review of the current curriculum and the alignment with the PA standards. 3. Develop a new curriculum that addresses the standards in a more comprehensive manner. 4. Determine what units and/or objectives need to be removed from the areas of physical education, guidance, family and consumer science, and science that can be placed in the wellness course. Determine appropriate replacement topics based on the standards in these areas. 5. Implement the course beginning in the fall of 2017. 6. Determine successes and challenges and make recommendations for future programming.	Summer workshop time: 60 hours @ \$30.20 = \$1812.00	<u>Approved.</u> 25

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Pamela Dillie **Level:** Elementary

Area: Elementary Science **Date:** March 17, 2017

Curriculum Recommendation

1. Adopt the new FOSS (FULL OPTION SCIENCE SYSTEM) *Sound and Light* module in second grade to replace the existing *Balancing and Weighing* unit.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The current <i>Balancing and Weighing</i> module is no longer available to rent from ASSET. ASSET is beginning to replace several existing modules with new and updated NGSS (Next Generation Science Standards) based science curriculum. 2. FOSS'(Full Option Science System is a research based science curriculum provider); <i>Sound and Light</i> is our replacement choice. The <i>Sound and Light</i> unit reflects and captures essential conceptual learning that we currently do not teach. It also has an integrated engineering and technology component, as we continue to explore ways to integrate engineering into our current curriculum. 3. The <i>Sound and Light</i> module supports our physical science strand and provides students with experiences to develop an understanding of how to observe and manipulate Sound and Light. The FOSS <i>Sound and Light</i> modules covers these four investigations: Sound and Vibrations; Changing Sounds; Light and Shadow; and Light and Mirrors. 4. The module prepares all students to succeed with the NGSS performance expectations. NGSS are the common core standards of science and are aligned with national and state standards. (Cont'd.)	1. Administrative approval. 2. ASSET will provide professional development for the 10 second grade teachers and the cost has been budgeted as part of our implementation plan in the science budget. 3. Summer training for teachers will also be offered as an option and cost will be part of our summer workshop pay. 4. Partner with the elementary music teachers to supplement this module during their music lessons (the engineering piece involves designing musical instruments). 5. Study the IB-PYP Planners in order to determine appropriate alignment to updated science lessons and materials at 2nd grade. Make any appropriate revisions and updates to IB-PYP planners as needed.	No additional cost beyond the proposed elementary science budget. Summer Workshop pay for teachers at (\$30.20 per hour) who choose to attend summer training.	<u>Approved.</u> The positive results from the pilot are encouraging. 26

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Pamela Dillie **Level:** Elementary

Area: Elementary Science **Date:** March 17, 2017

Curriculum Recommendation

1. Adopt the new FOSS (FULL OPTION SCIENCE SYSTEM) *Sound and Light* module in second grade to replace the existing *Balancing and Weighing* unit. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. The feedback received from the pilot teachers was extremely positive. Teachers expressed that the unit engages all students with meaningful and active learning experiences. They stated that the module is inquiry based and has an engineering and technology component to deliver authentic learning experiences. <i>Sound and Light</i> also integrates robust reading and literacy strategies to support the Common Core ELA.			27

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Pamela Dillie Level: Elementary

Area: Elementary Science Date: March 17, 2017

Curriculum Recommendation

1. Adopt the new FOSS (FULL OPTION SCIENCE SYSTEM) *Sound and Light* module in second grade to replace the existing Balancing and Weighing unit. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<u>Overview of the Sound and Light module:</u> Sound and Light Grade 1 The Sound and Light Module provides students with experiences to develop an understanding of how to observe and manipulate sound and light. Students learn that sound comes from vibrating objects. They explore how to change sound volume and pitch, and develop simple models for how sound travels from the source to the receiver. With light, students also work with sources and receivers. They find out what happens when materials with different properties are placed in a beam of light, and explore how to create and change shadows and reflections. Investigation 1: Sound and Vibrations Students explore the production of sound with a door fiddle, tuning forks, a tone generator, cups, sticks, and rubber bands. Students look for vibrations at the sound source and come up with words to describe different sounds. As they learn how to discriminate between different kinds of sounds and what information sounds convey, students find out about sounds that different animals make. Investigation 2: Changing Sounds Students use simple instruments to investigate how to change the volume of sound and the pitch of sound. Using a spoon gong, students develop a model of how sound travels from a source to a receiver. They redesign the spoon gong to make a device to both send and receive sound. Students learn about sound receivers used by different animals. Investigation 3: Light and Shadows Students use flashlights, sunlight, and solid materials that block light to create and change shadows. Students investigate how light interacts with objects that are transparent, translucent, and opaque. Investigation 4: Light and Mirrors Students position mirrors to reflect images. They investigate how to direct light to different locations. They experience what they can see when there is no light, and learn that objects can be seen only when light is available. Students explore the shapes and location of eyes on different animals. Finally, they read about devices that use light to communicate information. ✦			28

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Pamela Dillie **Level:** Elementary

Area: Elementary Science **Date:** March 17, 2017

Curriculum Recommendation

2. Begin to examine our scope and sequence of existing USC framework of science modules in grades K-4. Explore making changes in our program matrix K-4 and perhaps replacing/updating current science modules.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. ASSET is beginning to replace several existing modules with new and updated NGSS (Next Generation Science Standards) based science curriculum. (See new program/module matrixes on the following pages). 2. Continue to revise our curriculum to meet the needs of 21st century learners. We need to keep our focus on the NGSS and continue to produce viable curriculum. The new and current NGSS modules match and prepare students to succeed with their performance expectations. The modules are still inquiry based that offer hands-on investigations that teach core ideas in science. 3. Continue to study any gaps in conceptual learning and discuss possible replacements or additions of science curriculum. 4. S.T.E.A.M. education has become an important component in American education. Our District is committed to S.T.E.A.M. education. We need to continue to provide opportunities and to continue to evolve in sound and appropriate ways at the elementary level. These new modules emphasize engineering along with technology. They also focus on the BIG IDEAS of each unit.	1. Administrative approval. 2. Provide summer workshop and curriculum time necessary to support this recommendation. Teacher input is imperative to this revision. 3. Study any gaps in conceptual learning and discuss any necessary changes to the USC science framework. 4. Study the IB-PYP Planners in order to determine appropriate alignment to updated science lessons and materials grades K-4.. Make any appropriate revisions and updates to IB-PYP planners as needed.	No additional cost beyond the proposed elementary science budget. Summer Workshop pay for teachers at (\$30.20 per hour.)	<u>Approved.</u> This is timely and relevant given the New Generation Science Standards and the District's strategic goal for STEAM. 29

FOSS K-8 Scope and Sequence

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

K-5 NGSS Carolina Biological Matrix

Building Blocks of Science Curriculum for Grades K–5

Teach the new standards in just 30 minutes a day!

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

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



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

Area: Science **Date:** June 2017

Curriculum Recommendation

1. Offer “STEAM Survivor Camp”, a summer 2017 Engineering Camp, for incoming grades 7-8.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This science summer camp will support our District’s current emphasis on S.T.E.A.M. (Science, Technology, Engineering, Arts, and Mathematics) and our S.T.E.A.M. initiative in Upper St. Clair. 2. Our District is committed to S.T.E.A.M. education, and we need to continue to provide opportunities and to evolve in challenging and appropriate ways at the middle school level. 3. A summer engineering experience would support key engineering processes listed in the The Next Generation Science Standards. Through the application of engineering principles, the students would solve numerous challenges and create solutions to real world issues. 4. This camp will prepare our learners to enter the workforce and the many future careers that may not currently exist. 5. The S.T.E.A.M. camp would continue to develop the 21st Century learning skills of creativity, innovation, problem solving, and collaboration.	1. Administrative approval. 2. Conduct a pilot camp during the week of June 12-16 from 9:00-12:00, that is open to all District students entering grades 7-8. Cost is \$185.00. 3. Incorporate a field trip to <i>Flight Trampoline Park</i> during the camp week. The camp participants will apply principles of physics during experience. 4. Gather and review feedback from students/parents/staff at the conclusion of the 2017 camp. Continue to modify and development findings to improve upon the camp concept, content and activities. 5. Make recommendations for spring 2018 based on the results from the pilot STEAM camp of 2017 school year. 6. Continue to coordinate this S.T.E.A.M. camp with District’s strategic planning process.	Summer Workshop pay for camp teachers at (\$30.20 per hour.)	<u>Approved.</u> Summer is a great time to engage students in these experiences. The theme is clever and should be of high interest to middle school students.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Caren Falscino **Level:** Middle School

Area: Science **Date:** June 2017

Curriculum Recommendation

2. Review and revise the 5-8 middle school science curriculum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Due to the Common Core Standards and District Initiatives, the middle school science department has been adding learning objectives to the curriculum. Examples of these learning objectives are engineering challenges, authentic assessments, nonfiction reading, and technical writing. 2. All eighth grade students have a PSSA evaluation. The PSSA assessment anchors and eligible content are to be taught over grades five through eight and the students must show mastery on the PSSA. 3. Hands on, student centered, inquiry-based instruction is valued and expected to ensure that all students are engaged in the curriculum. 4. An examination of the curriculum is needed to eliminate repetition of objectives. Due to the reconfiguration of Boyce Middle School's teaching teams, there has been a decrease in the time for teaching science. With the addition of engineering challenges, authentic assessments, nonfiction reading and technical writing all grades would benefit from a review, and revision of objectives.	1. Administrative approval. 2. Review and revise present middle school science curriculum and examine eligible content assessment anchors for the PSSA. 3. Update Rubicon to reflect the revised objectives and to include engineering challenges, authentic assessments, nonfiction reading, and technical writing.	Summer Workshop pay for camp teachers at (\$30.20 per hour.)	<u>Approved.</u> This is timely and relevant given the New Generation Science Standards, the District's strategic goal for STEAM, and the literacy standards for Science. 33

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Lynn Kistler **Level:** High School

Area: Science **Date:** March 27, 2017

Curriculum Recommendation

1. Adopt *Chemistry*, 10th edition text, including OWL Mastery Learning management software in order to customize support in AP Chemistry.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Students in AP Chemistry possess a variety of skills and knowledge when they begin the course. Most have had 1 year of chemistry while others have taken a full year of organic chemistry, while some others are taking the challenge of the AP Chemistry program as their first introduction to the content. Additionally, students possess a variety of math skills with some students taking Algebra 2, while others are in Functions, Statistics, and Trigonometry or Calculus. 2. The Cengage Chemistry text combined with the OWL Mastery Learning combine to provide a learning platform that can be used for online homework, tutorials and assessments. The OWL program seeks to meet students where they are and include adaptive review modules to guide remediation, text-specific resources to support review and practice, and customized activities that allow students to work at their own pace until they understand each concept and skill. The OWL program was made specifically by chemistry professionals for chemistry students and has been developed with the sole focus of mastering chemistry content. 3. The online text and OWL Mastery Learning are compatible with iPads, laptops, iPhones, and Android devices. This supports the district 1:1 initiative and also BYOD (bring your own device) initiative. (Cont'd.)	1. Administrative approval. 2. Purchase the quoted Cengage package that includes the text (ISBN: 978-1-305-95772-2), access codes for each of the next 6 years, and supplemental materials. 3. Update the course syllabus through the AP Course Audit. 4. Provide Summer Workshop time for instructors to become familiar with all components of the Cengage Zumdahl/OWL program components to provide a customized learning experience for AP Chemistry students.	Summer Workshop: 2 teachers for 40 hours each @\$30.20 per hour = \$2416 45 texts and licenses for 6 year access to Cengage Chemistry and OWL: \$7871	<u>Approved.</u> 34

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Lynn Kistler **Level:** High School

Area: Science **Date:** March 27, 2017

Curriculum Recommendation

1. Adopt *Chemistry*, 10th edition text, including OWL Mastery Learning management software in order to customize support in AP Chemistry. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. The book currently used in the course is the 6th edition of Chemistry and Chemical Reactivity that was copyrighted in 2006. The College Board recommends that a school should make “every effort to acquire textbooks no older than ten years old for use in this course.” Additionally, the College Board revised the AP Chemistry curriculum for the 2014 exam and the new materials support the updated course content. 5. The purchased package will include individual access for each student to the 10th edition ebook with Online Fast Track to a 5 Instant Access, Study Guide, AP Lab Manual, Solutions Guide, Inquiry Based Learning Guide, and access for the teachers to the AP Teacher’s Resource Guide, Teacher’s Resource Manual to AP Lab Manual, Annotated Teacher’s Edition text, and Test Bank. 6. Other texts and digital resources considered include Chemistry: A Molecular Approach (Pearson) and Chemistry: The Molecular Nature of Matter (Wiley).			35

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Lynn Kistler **Level:** High School

Area: Science **Date:** March 27, 2017

Curriculum Recommendation

2. Adopt *Forensic Science Fundamentals and Investigations* (Bertino & Bertino, 2016) for use in the Forensic Science course.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The Forensic Science (formerly Forensic Chemistry) course began in 2003 as an elective at the high school. Upper St. Clair was one of the first high schools to offer forensic science as an elective. Books were purchased for the program in 2004 and at the time, only college level texts were available. As a college text, there were very few supplemental materials available and limited flexibility. 2. In the time since the original purchase, practices and methodology in forensic science have developed and many of the techniques described in the text are out of date. Additionally, relevant current case studies are not provided in the text. 3. The Forensic Science course is undergoing a restructuring of the delivery of the curriculum to include hybrid experiences for students. The goal is to provide customized supports for students as they explore criminal investigation. (Cont'd.)	1. Administrative approval. 2. Purchase texts and online student registration license through the budget process. 3. Provide professional development to attending training on the Bertino program. 4. Provide summer workshop time to align new materials with curriculum.	Summer Workshop time: 40 hours at \$30.20 per hour = \$1208 80 texts and online licenses for 6 year access: \$10542	<u>Approved.</u> 36

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Lynn Kistler **Level:** High School

Area: Science **Date:** March 27, 2017

Curriculum Recommendation

2. Adopt *Forensic Science Fundamentals and Investigations* (Bertino & Bertino, 2016) for use in the Forensic Science course. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. The selected text was written and prepared for the high school student and as such includes correlation to the Next Generation Science Standards (NGSS) and the Common Core Standards (CCS). The reading level is appropriate and allows customization through the online platform, MindTap. This platform includes readings, case studies, multimedia, assessments, and capstone (similar to PBA) projects. These can be customized for each student to maximize their learning experience. The program's virtual labs will permit real world investigations taking advantage of the hybrid experience format. 5. Other texts considered (Criminalistics, Saferstein and Forensic Science, Siegel & Mirakovits) do not provide the online components and are not suitable for high school use.			37

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Leah Humes and Daniela Buccilli

Level: High School

Area: English Language Arts & Social Studies

Date: May 9, 2017

Curriculum Recommendation

1. Research and develop a course that explores women's issues through focused literature and historical studies.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. As was acknowledged in a previously approved Women's Leadership Recommendation submitted by Dr. Angelo and Dr. Suritsky in 2014, adolescent girls face issues unique to their gender largely due to their exposure to intensified social media and implied cultural stereotypes and pressures. http://www.care.org/sites/default/files/documents/EDU-GE-2012-Girls-Leadership-Development-in-Action.pdf http://www.aauw.org/research/crossing-the-line 2. Female leadership and contributions to history and literature have often been sidelined as peripheral classroom content. Students could benefit from learning about female leaders and their accomplishments. Additionally, there has been interest expressed by students about women and minorities in history and in literature. 3. One goal in the USC Strategic Plan focuses on increasing female students in the STEAM courses. The efforts to include more girls in STEAM is similar to the efforts in many fields related to the humanities, as research continually shows that women in leadership roles is more profitable for businesses and that the U.S. has fewer women than others in government leadership positions. http://www.pewresearch.org/fact-tank/2015/01/26/despite-progress-u-s-still-lags-many-nations-in-women-leadership/ https://hbr.org/2016/02/study-firms-with-more-women-in-the-suite-are-more-profitable (Cont'd.)	1. Administrative approval. 2. Conduct a summer workshop to study the most effective course content and delivery method to meet the needs noted in the reasons for recommendation, including reviewing best practices for implementation of women's and gender studies in high schools around the country. 3. Consult with other committees to review other current studies that may impact this recommendation (Social Studies Department course redesign, Hybrid/online learning experiences, AP Seminar, 12th grade Redesign, etc.) 4. Create relationships and partnerships with women leaders in the Pittsburgh community.	Two teachers x 2 sub days (2 X \$200) = \$400 Up to 12 flex hours and up to 12 summer workshop hours for 2 teachers (2 teachers x 12 hours @ \$30.20) = \$724.80	<u>Approved.</u> This could be a unique offering with a cross-curricular approach that addresses the impact of history on today's women. 38

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Leah Humes and Daniela Buccilli

Level: High School

Area: English Language Arts & Social Studies

Date: May 9, 2017

Curriculum Recommendation

1. Research and develop a course that explores women's issues through focused literature and historical studies. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. According to the results of the 2016 Natural Helpers Survey, Upper St. Clair High School females indicated varying levels of stress in areas related to depression, loneliness, fitting in, body image, and drug use. 5. The USCSD mission statement affirms the needs to develop responsible citizens for a global society, providing learning experiences that will promote success and nurture the potential of each student. USC's Strategic Plan also prioritizes social-emotional learning, which the study will also examine. 6. This study could result in a future recommendation that proposes an expansion of diversity in curriculum that most effectively meets these social-emotional needs. 7. The study is an effort to design an elective that continues to customize learning and prepare students for college, career, and life readiness.			39

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: S. Levine, L. Ghilani, A. Bowers, J. Tobin, B. Wilson

Level: 7th Grade (Middle School)

Area: Social Studies

Date: March 21, 2017

Curriculum Recommendation

1. Pilot the development of customized, skill-based units in seventh grade social studies that provide students with opportunities for choice and individualized skill development.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. From our tagline to our mission statement, customizing learning and engaging all students in their learning are consistently included as priorities of the Upper St. Clair School District. To make each possible, student choice/agency is essential. 2. To ensure that Social Studies experiences are meaningful and engaging for students, this approach will ensure that students master basic social-studies related objectives, but can dive deeper in content of interest with special emphasis on modern connections and all strands of social studies education. The content component, however, will be used as the lens through which essential college/career/life skills can be developed. 3. Through the use of common “cognitive skill” vocabulary, students will be able to develop their critical thinking, writing, and communication skills in a clear and intentional manner. To customize learning experiences on these skills, each skill will be measured along a continuum of progress with specific expectations for children to develop one level at a time, with specific criteria for each level. This will allow for students to monitor their own progress, and will also provide teachers with specific details about the growth of their students on specific skills. (Cont’d.)	1. Administrative approval. 2. Summer work time to re-organize content and establish appropriate learning goals within the social studies content area. 3. Summer work time to finalize common vocabulary and performance levels for the various cognitive skills 4. Meet at the beginning of the school-year with support staff to ensure understanding of the approaches that will be used in these courses. 5. Develop a plan for communicating this new approach with parents at the beginning of the year and at Open House to provide clarity of goals and expectations for this new approach. 6. Collaborate on an on-going basis throughout the year with other staff members (7th grade, Social Studies, and beyond) to seek feedback on progress, and begin considering the best practices for future expansion of these practices to other departments/grade levels.	3 teachers, 3 days of work (6 hours/day), \$30.20 \$1,630.80	<u>Approved.</u> 40

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: S. Levine, L. Ghilani, A. Bowers, J. Tobin, B. Wilson

Level: 7th Grade (Middle School)

Area: Social Studies

Date: March 21, 2017

Curriculum Recommendation

1. Pilot the development of customized, skill-based units in seventh grade social studies that provide students with opportunities for choice and individualized skill development. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. Along with students being able to monitor their own progress, student progress data will be made available for teachers to use both in this current year, as well as in the future, which will enable continuation of progress from year to year with teachers having clear, actionable data to use related to cognitive skills. This data can be used in many ways, including to customize rubrics in a manner that will help students to be appropriately challenged on learning tasks that are common, including essay writing, conducting research, and analyzing primary and secondary source documents. 5. Given the interdisciplinary nature of the cognitive skills that will be developed, the 7th grade social studies team will be able to pilot practices that will be transferable to not only 8th grade social studies, but also to all other subject areas in 7th grade and beyond. The lessons learned through this experience could inform future customized learning plans for all subject areas and grade levels.			41

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Ben Edwards & Tanya Chothani **Level:** High School

Area: Social Studies (IB Diploma Program) **Date:** March 27, 2017

Curriculum Recommendation

1. Adopt *By the People: A History of the US*, a new resource package that aligns with programmatic changes to the IB History of the Americas course and supports customization.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The current IB History of the Americas textbook (copyright 1993) is the same textbook that has been used since the first year the class was taught (2000-2001). 2. The current IB History textbook does not cover the entirety of the IB History curriculum which extends until 2005. The current textbook ends in 1993 with Clinton's election. 3. After a thorough vetting of numerous American history textbooks and supplemental materials, the Pearson textbook <i>By the People: A History of the US, AP Edition</i> by James W. Fraser, copyright 2015, was chosen. (Cont'd.)	1. Administrative approval. 2. Purchase the 25 textbooks that include an e-Text, valid for up to six years. (ISBN: 9780131366183) 3. Update the course syllabus to align with the new IB standards. 4. Provide summer workshop time for instructor to become familiar with the new textbook and successfully implement it into the curriculum.	\$134.97 X 25 books = \$3374.25 30 workshop hrs X \$30.20 per hr = \$906	<u>Approved.</u> 42

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Ben Edwards & Tanya Chothani **Level:** High School

Area: Social Studies (IB Diploma Program) **Date:** March 27, 2017

Curriculum Recommendation

1. Adopt *By the People: A History of the US*, a new resource package that aligns with programmatic changes to the IB History of the Americas course and supports customization. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. The text was selected for the following reasons: - the high reading level for the rigorous nature of the IB History class; - a significant number of primary source materials integrated throughout the text; - the depth of the content area while still covering all necessary material through Obama's presidency; - an equal focus on all areas of the social studies: historical, intellectual, diplomatic, social, economic, etc.; - the design is clear and easy-to-follow. 5. The book contains both a hardcover book plus an online eText edition to support customized learning.			43

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: <u>Doug Kirchner</u>	Level: <u>High School</u>
Area: <u>Social Studies</u>	Date: <u>March 27, 2017</u>

Curriculum Recommendation

2. Design and implement a skill and competency-based social studies framework for the 2018-19 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. While USCHS students experience social studies courses that meet our district's mission to develop "learned and responsible citizens for a global society," the curricular framework for our students needs a more intentional focus on developmentally appropriate scaffolding of content and skills. In essence, our 9-12 social studies courses are silos of excellent teaching/learning, yet they need a more cohesive scope and sequence. 2. The National Council for the Social Studies (NCSS) recently designed a curricular model titled the "C3" framework (College, Career, and Civic Life) that aligns well with our intended goals. The C3 framework aims to: a. enhance the rigor of the social studies disciplines; b. build critical thinking, problem-solving, and participatory skills to become engaged citizens; c. align academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies. (Cont'd.)	1. Administrative approval. 2. Provide summer flex time, workshop hours for interested teachers, and PLC/departments meeting time in 2017-2018. 3. Collaborate with colleagues from other disciplines (e.g. ELA and Science) to determine areas of overlap and potential interdisciplinary learning experiences. 4. Work with colleagues teaching middle level social studies (grades 5-8) to determine the specific social studies content and skills students possess as they enter USCHS. 5. Determine specific scope and sequence, content/skills. Write curriculum during summer of 2017 and throughout 2017-18 school year during PLC and curriculum meetings. 6. Provide professional development for teachers related to the instructional strategies/best practices for the redesigned curriculum. 7. Plan for implementation of new framework in 2018-19.	\$2,355.60 (*13 teachers X 6 hours at \$30.20) *Each member of the HS Social Studies department)	<u>Approved.</u> 44

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Doug Kirchner

Level: High School

Area: Social Studies

Date: March 27, 2017

Curriculum Recommendation

2. Design and implement a skill and competency-based social studies framework for the 2018-19 school year. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. The C3 framework espouses a thematic, inquiry-based approach, which is developmentally appropriate for learners in grades 9-12. After experiencing a blend of thematically and chronologically taught social studies courses at the middle school level, high school students need opportunities to dig deeper into content and skills (e.g. research, writing, and speaking skills). 4. A focus on modern America and the modern world, along with the cognitive skills necessary for civic mindedness (civic literacy and action) are integral components under this approach, and will build throughout grades 9-12 in which students will ultimately be required to “take informed action” (C3 framework). 5. A more seamless 8-9 transition in social studies supports students becoming acquainted more quickly with the type of content, skills, and learning experiences necessary to succeed as social “scientists.”			45

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Judy Bulazo and Pam Dillie **Level:** Elementary

Area: STEAM **Date:** March 17, 2017

Curriculum Recommendation

1. Study the feasibility and potential of creating a STEAM Lab (Maker Space /Innovation Hub) in each of the 3 elementary buildings.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The District's Strategic Plan focuses on STEAM as one of five major areas of emphasis for the next five years. Action plans developed through the strategic of the Boyce Innovation Hub, made primarily possible through grant money and private funding, has been enthusiastically embraced by students and families. The early successes seen in the pilot of a design-thinking, problem based at the heart of this Innovation Hub, has created the impetus to consider this type of programming for students in grades K-4. 2. We continue to look for ways to increase the depth and breadth of STEAM curriculum offerings and improve the integration of STEAM across the curriculum. Within the area of STEAM are embedded the concepts of creativity and innovation and are considered to be valued and need to be integrated into the curriculum and the educational experiences we provide to our students.	1. Administrative approval. 2. Gather a team of representatives from all related areas. Conduct an idea generating and input session related to programming, needs, and uses for innovation spaces and programming. Discuss which design-thinking and Maker Space projects would be offered in this new space for all children K-4th (SWEP ?). 3. Determine potential spaces that fit identified needs and ideas. 4. Seek funding through several grant opportunities. 5. Make programming and space recommendations in the spring of 2018.	No additional cost beyond the proposed elementary science budget. Summer Workshop pay for teachers at (\$30.20 per hour.)	<u>Approved.</u> This is in alignment with the goals of the District's Strategic Plan.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Judy Bulazo **Level:** Middle School

Area: STEAM/Expressive Arts **Date:** Spring 2017

Curriculum Recommendation

1. Adopt the STEAM Innovation and Design Course at Boyce Middle School and pilot an extension of this programming at grades 7 and 8.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The District's Strategic Plan focuses on STEAM as one of the five major areas of emphasis for the course of this five-year plan. Action plans developed through this process have resulted in many recommendations including the addition of this type of programming. Community support for STEAM programming is strong. 2. The STEAM course at Boyce Middle School has been well received by students and parents. Students have been highly engaged and enthusiastic about the learning. Reports from parents have been positive and supportive of the experiences provided through this course. 3. The STEAM Innovation and Design Course has served as a beginning course in developing an Innovation Hub at the middle school level that can provide a bridge to high school programming. Exposing students to these experiences and thinking at an early age will potentially increase the number of students seeking these opportunities at the high school level. (Cont'd.)	1. Administrative approval. 2. Make adjustments to the grades 5-6 curriculum based on the experiences in the pilot. 3. Create curriculum for the pilot course for grades 7 and 8. Research and develop curriculum that includes design-thinking, fabrication, coding and robotics and provides a bridge between the fifth/sixth grade course and those offered at the high school level. 4. Create design-thinking and maker space in the current tech lab space. Utilize pilot offerings in creating the design and furnishings in the lab. 5. Implement pilot course at grades 7 and 8 in the fall of 2017. 6. Determine successes and challenges and make recommendations for future programming.		<u>Approved.</u> The success of this programming has been overwhelming. Expansion to grades 7 and 8 is critical. 47

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Judy Bulazo **Level:** Middle School

Area: STEAM/Expressive Arts **Date:** Spring 2017

Curriculum Recommendation

1. Adopt the STEAM Innovation and Design Course at Boyce Middle School and pilot an extension of this programming at grades 7 and 8. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. It is natural for this programming to now be extended to grades 7 and 8. The technology lab space at Fort Couch Middle School is in alignment with some of the specifications of an MIT FabLab. The equipment, space, and programming can provide an opportunity for an introduction to the materials and processes used at the high school level. This course will allow for systemic and consistent integrated STEAM experiences during the formative middle school years.			48

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Jodi Mosler and Amy Pfender **Level:** K-3

Area: Student Support Services/Special Education **Date:** March 17, 2017

Curriculum Recommendation

1. Pilot the Foundations Reading Program in grades K-3 for the 2017-2018 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. It is necessary to have a selection of programs that are appropriate to meet students' learning styles through a variety of different strategies, support teacher instruction, and provide effective progress monitoring in a learning support classroom. With the implementation of the Pennsylvania Common Core Standards, the USCSD Special Education Plan identified reading as an area of professional development in order to review the continuum of reading programs available to special education students. The PCI reading program was adopted in January 2017. 2. The current reading program, SRA Reading Mastery, has a copyright date of 2007. As a result, the program is not PA Common Core Standard aligned. 3. Teachers are designing supplemental materials to support the curriculum gaps in the current program. (Cont'd.)	1. Administrative approval. 2. Throughout the fall of 2016, elementary special education teachers collaborated to identify what were essential components of an effective special education reading program. Next, they researched several reading programs to identify specific programs to explore. 3. Foundations was one of the programs reviewed. Key components of the program met the essential criteria that special education teachers had identified. 4. An observation of a Foundations lesson took place in February 2017. 5. Purchase two classroom kits (levels to be determined) of the Foundations program and pilot throughout the fall of 2017. 6. In the summer of 2017, identify staff to pilot and review program to identify next steps. (Cont'd.)	Teacher Kit- \$489.00 each = \$978 Student Kit- \$52.00 each = \$104 Additional components of durables and consumables: \$495.00 = \$990 Total: \$2072	<u>Approved.</u> This is a reputable program that should address critical reading needs for this population of students. 49

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Jodi Mosler and Amy Pfender **Level:** K-3

Area: Student Support Services/Special Education **Date:** March 17, 2017

Curriculum Recommendation

1. Pilot the Foundations Reading Program in grades K-3 for the 2017-2018 school year. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. The need still exists for a scientifically research based program to support students outside of utilizing the general education curriculum programs and materials. 5. When reviewing longitudinal data over grade level cohorts, a gradual decline in pass rates is evident. 6. Foundations supports the reading, writing, and language standards through a multisensory, structured, and systematic, cumulative, and explicit program that is research based. 7. The foundational skills of print concepts, phonological awareness, phonics and word study, and fluency are taught. Spelling, vocabulary, and comprehension are integrated. 8. Progress monitoring is an area of need to report student progress or to identify additional interventions.	7. During 2017-2018 curriculum meetings, review the program and identify additional steps of implementation and determine if full adoption should occur. 8. Spring 2018 identify if program should be fully adopted in grades K-3. 9. Potentially look to review program for upper primary grades and middle school (grades 4-6). 10. Identify staff who have completed or are in need of further LETRS professional development.		50

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: L. Kopaz, J. Darakos, K. Lee, K. Sebastiao, C. Montgomery, M. Clermont

Level: High School

Area: World Language

Date: March 27, 2017

Curriculum Recommendation

1. Examine the current Intro to Spanish and Intermediate Spanish courses to determine ways to prepare students for transition from middle to high school Spanish.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Our current Spanish teachers have expressed a need to streamline the Spanish level 1 courses (Intro to Spanish and Intermediate Spanish) to make them more proficiency based and help prepare students to be successful at the Spanish 2 level. 2. With the changing needs of our student population, we need to re-examine the placement of Spanish students from 8th to 9th grade. Currently, students with some background in Spanish are automatically placed into Intermediate Spanish and students who are new to the district are placed in Intro to Spanish. While this reasoning may make sense in most cases, it does not always result in best placement. Teachers have expressed a need to place students based on performance rather than exposure to the language. 3. The High School 1:1 initiative may provide opportunities in these classes to customize learning in ways that were previously impossible. (Cont'd.)	1. Administrative approval. 2. Provide summer flex hours for Spanish teachers to meet and review curriculum and resources. 3. Make a further recommendation based on the findings of the summer team.	Summer workshop time for teachers. Flex time for teachers.	<u>Approved.</u> 51

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: L. Kopaz, J. Darakos, K. Lee, K. Sebastiao, C. Montgomery, M. Clermont

Level: High School

Area: World Language

Date: March 27, 2017

Curriculum Recommendation

1. Examine the current Intro to Spanish and Intermediate Spanish courses to determine ways to prepare students for transition from middle to high school Spanish. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. Our intro and intermediate courses are currently based on the <i>Paso y Paso</i> books which have become dated. The current <i>Paso y Paso</i> books were published in 2000 and contain currently irrelevant vocabulary such as postcard and cassette. The current book also has irrelevant information such as the Mexican school system in the 1990s and places that Europeans used to like to travel in the 90s. Our teachers want to explore whether the introduction and intermediate Spanish classes should be based on this book. 5. While current teachers have inserted proficiency based teaching into the intro and intermediate courses, the overall presentation of the curriculum has to change in order to truly make these classes align with the proficiency focus our department shares.			52

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Marc-André Clermont, Bethany Chase **Level:** High School

Area: World Language **Date:** March 27, 2017

Curriculum Recommendation

2. Establish a scope and sequence across all languages that both meet ACTFL writing proficiency benchmarks and reinforce a variety of writing styles.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. With the changes made by ACTFL, we are finding a need to align our curriculum to national and international standards in a sequence that reinforce the progression of written proficiency. 2. At the higher levels, our students are required to have experience writing the following texts: article, blog, brochure, letters, critique, dissertation, press release, directives, interviews, report, news article, email. Currently, some students do not get much if any practice with some of these writing styles until they reach the upper levels. 3. There is a need to establish a logical progression of developing and mastering writing styles across French, Spanish, and German. Currently, the curriculum does not associate specific writing formats with individual courses. 4. We have found a need to strengthen the path and standardize the sequence to written proficiency in French, Spanish, and German so that every student across the three languages can be exposed to the same writing style in the same year.	1. Administrative approval. 2. Provide flex hours for teachers to meet and create a sequence for the writing styles. 3. Cooperate with the English department to align curriculum as much as possible. 4. Implement the writing styles across the 9-12 French, Spanish, and German curriculums.	Summer Flex time	<u>Approved.</u> This recommendation addresses both rigor and relevance for our students in the crucial area of writing in a second language.

Purpose

The Board recognizes that unneeded, unusable, and/or obsolete property can consume valuable storage space. This policy is intended to efficiently dispose of such property, thus avoiding future unnecessary handling and storage.

Authority

When it has been determined that any real or personal property or equipment is obsolete or unneeded surplus, the Board authorizes that such property or equipment may be sold, exchanged, disposed, or donated in accordance with the following provisions:

1. The property or equipment is no longer required for its originally intended purpose.
2. The property or equipment is considered out-of-date, obsolete, or in unusable condition.
3. The property or equipment is in quantities exceeding any possibility of effective use by the district.

Delegation of Responsibility

Determination as to whether any of the stated criteria apply to property possessed by the district shall be made by the Superintendent and/or designee, who may delegate this responsibility, provided that all requirements of this policy are met.

The Superintendent and/or designee shall be responsible for identifying all school equipment and/or property owned by the school district, which is unusable, obsolete, or in quantities exceeding the possibility of effective use, has been replaced, or is otherwise no longer of value to the school district. As necessary, the Superintendent or designee may call upon other staff to develop criteria to aid in this identification.

School equipment owned by the school district, which is unusable, obsolete, surplus, has been replaced, or is otherwise no longer of value to the district will be listed and presented to the Superintendent.

Guidelines**Disposal Methods**

Items of some value may be disposed of in the following ways:

1. Public sale or auction.
2. Salvage scrap sold to local dealers.

3. Negotiated sale (normally used when disposing of items of substantial value or unique qualities).
4. Request for Proposal method for items of substantial value or unique qualities.
5. Pre-priced sale (large quantities of obsolete or surplus furniture and equipment may be sold by this method).
6. Trade-in on new equipment.
7. Donated to charitable organizations, non-profits and/or other public schools.
8. Discarded or recycled in accordance with all applicable laws.
9. Use of electronic auction sites, including, but not limited to, Municibid, Ebay, and Public Surplus.

Disposal may include dismantling for parts, recycling, donation, or resale to authorized vendors. Equipment being replaced may be traded in on new equipment as part of the purchase procedure.

Items that have no sale value or disposal exceeds the net worth may be donated to charitable organizations, non-profits, or other public schools or otherwise discarded.

Real Estate

The disposal of all real estate shall require approval of the Board and is regulated by sections 707, 708, 709 of the Pennsylvania School Code, as well as all other laws or regulations governing the sale of land or buildings.

Recordkeeping

The Board Secretary shall be responsible for maintaining records of all obsolete and surplus property disposed of during each fiscal year. This summary shall include quantity, description of property, method of disposition, and value received. Such records shall be maintained for a minimum of three (3) years.

ADOPTED: June 20, 2017
(Replaces Policy 3006 - Sale of Surplus Furniture, Equipment and Other Tangible Personal Property)