

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

**TUESDAY, JUNE 21, 2016 - 7:00 P.M.
CENTRAL OFFICE BOARD ROOM**



Customizing Learning,
Nurturing Potential...
Delivering Excellence

6:30 PM - EXECUTIVE SESSION - NEGOTIATIONS & PERSONNEL MATTERS

Notice having been advertised and posted and members duly notified, the regular meeting of the Board of School Directors was held on June 21, 2016 in the Central Office Board Room.

School Board Members in attendance:

Mrs. Buffy Z. Hasco, President
Mrs. Angela B. Petersen, Vice President
Mrs. Amy L. Billerbeck
Mrs. Barbara L. Bolas
Mr. Phillip J. Elias
Mr. Patrick A. Hewitt (via speaker phone)
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, Assistant/Deputy Superintendent
Dr. John Rozzo, Assistant Superintendent
Ms. Frosina Cordisco, Director of Business & Finance
Dr. Judith Bulazo, Director of Curriculum & Professional Development
Mr. Raymond Berrott, Director of Technology
Mrs. Amy Pfender, Director of Student Support Services
Mrs. Mary Ann Stabile, Stenographer
Mr. Robert Prorok, Solicitor

CALL TO ORDER/PLEDGE OF ALLEGIANCE (Hasco)

Mrs. Hasco called the meeting to order at approximately 7:00 p.m.

MOMENT OF SILENCE IN MEMORY OF LARRY DANKO, STREAMS CUSTODIAN

Mrs. Hasco requested a moment of silence in memory of Larry Danko, who had been a custodian at Streams Elementary School for the past 12 years. Mr. Danko passed away unexpectedly on June 11.

READING OF THE MISSION

Mr. Elias 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 #8 FROM STRATEGIC PLAN

Mr. Kunselman shared the following Shared Belief Statement #8 from the Strategic Plan:

We believe that:

a safe learning environment is a right and a responsibility for all stakeholders.

RESIDENTS' COMMENTS (REGARDING AGENDA ITEMS ONLY)

There were no residents' comments at this time.

APPROVAL OF AGENDA (Hasco)

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

RECOGNITION OF SERVICE (O'Toole)

Dr. O'Toole and Board members recognized the following staff members for their dedicated service to the School District. Each of the staff members were presented with Certificates of Recognition, USC iPad portfolios, and engraved candy jars.

JETTIE KAPLAN, STREAMS HEAD SECRETARY

Jettie began her tenure with the District in August 1986 as a secretary at Central Office. In November 1988, Jettie became the Head Secretary at Streams Elementary School and is retiring on June 30 after 30 years of dedicated service to the School District.

Dr. Claire Miller, Streams Elementary School Principal, Dr. Judy Bulazo, Director of Curriculum & Professional Development, and Board members offered their thanks and appreciation to Jettie for her many years of dedicated service to Streams Elementary School and the School District.

DOREEN LEECH, TECHNOLOGY SUPPORT COORDINATOR

Doreen was hired as a Teacher Aide at Boyce Middle School in September 1988 and became the Boyce Computer Center Secretary in 1991. In October 1996, Doreen moved to Central Office as a Confidential Secretary and assumed the Technology Support Coordinator role in January 1998. Doreen is retiring effective July 1 after 28 years of dedicated service to the School District.

Mr. Ray Berrott, Director of Technology, Dr. Judy Bulazo, and Board members offered their thanks and appreciation to Doreen for her many years of dedicated service to the School District.

The following staff members who were unable to attend the Board meeting were also recognized for their dedicated service to the School District:

PETER HESS, BAKER CUSTODIAN

Peter was hired as a fulltime custodian at Fort Couch Middle School in August 2008. During his tenure with the District, Peter also worked at Eisenhower Elementary School and most recently at Baker Elementary School. Peter is retiring on June 30 after 8 years of dedicated service with the School District.

IRENE KOESTNER, BOYCE HEAD SECRETARY

Irene was hired as a Teacher Aide at Boyce Middle School in September 1997. In 2001, Irene became a secretary at Boyce and the Head Secretary in July 2013. Irene is retiring on June 30 after 19 years of dedicated service with the School District.

APPROVAL OF MINUTES

MOTION: By Kerber: I move that the Board approve the minutes of the May 16, 2016 Board meeting. Seconded by Mafrice, and carried on unanimous voice vote. (Mr. Kerber abstained)

MOTION: By Kerber: I move that the Board approve the minutes of the June 6, 2016 Board meeting. Seconded by Mafrice, and carried on unanimous voice vote.

RECOMMENDATION REGARDING CHANGE ORDER FOR HIGH SCHOOL STADIUM TURF REPLACEMENT (McLean)

Mr. McLean presented a recommendation for a change order for the High School Stadium Turf Replacement. He explained that the change order relates to the stone base along the sideline collector drains to ensure adequate drainage and the ability to keep the existing goalpost foundations. The change order would be a net credit due to the School District of \$3,800.

SUPERINTENDENT'S REPORT (O'Toole)

APPROVAL OF CHANGE ORDER #1 FOR HIGH SCHOOL STADIUM TURF REPLACEMENT

MOTION: By Petersen: I move that the Board approve the following change order for the High School Stadium Turf Replacement AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING. Seconded by Kerber, and carried on unanimous roll call vote.

<u>Change Order No.</u>	<u>Vendor</u>	<u>Amount</u>
1	Fieldturf	(\$3,800.00)

APPROVAL OF COMMENDATIONS & RECOGNITIONS - ATTACHED

Dr. Suritsky read the Commendations & Recognitions.

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

SECOND READING AND ADOPTION OF POLICY #6022 - ADMINISTERING NALOXONE (O'Toole/Pfender) - ATTACHED

Dr. O'Toole presented a second reading of Policy #6022 – Administering Naloxone. He explained that in order for the District to be ready for implementing this policy in August and securing the free drugs from the state, that the Board would need to have this policy adopted in June rather than the usual practice of a two-month review.

MOTION: By Billerbeck: The Superintendent recommends and I move that the Board adopt Policy #6022 - Administering Naloxone AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING. Seconded by Bolas, and carried on unanimous voice vote.

Mrs. Billerbeck noted that the Youth Steering Committee was pleased to hear that the School District would be adopting a policy regarding the administration of Naloxone.

ADOPTION OF 2016-17 GENERAL FUND BUDGET - ATTACHED

Dr. O'Toole explained that minor changes have been made to the 2016-17 General Fund Budget since the last review on June 6 due to an increase in real estate revenues, insurance policy savings, and the reinstatement of a net .5 FTE teacher for world language. He recommended that the Board adopt the 2016-17 General Fund Budget in the amount of \$76,208,222.

MOTION: By Elias: I move that the Board approve the following resolution adopting the budget for levying of school tax for the 2016-17 school year. Seconded by Petersen, 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 \$76,208,222, including \$80,947 for bid supplies, 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 2016.

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 2016. The necessary revenue for the same period for the fiscal year beginning July 1, 2016 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 24.3388 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 \$2.43388 on each \$100 of assessed valuation of taxable property. Of said millage, 3.9186 mills are levied for general purpose and 20.4202 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.

APPROVAL OF RESOLUTION REGARDING STAFFING

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

The District staff be decreased by the following positions effective July 1, 2016:

- 0.40 - Elementary Art Teacher (Baker)
- 0.50 - Elementary Resource Teacher (Baker)
- 1.00 - Elementary Teacher (Baker)
- 1.00 - Elementary Teacher (Eisenhower)
- 0.50 - World Language Teacher (Boyce)
- 1.00 - Math Resource Teacher (Boyce)
- 0.50 - Family and Consumer Science Teacher (Boyce)
- 0.50 - Family and Consumer Science Teacher (Fort Couch)
- 1.00 - High School Social Studies Teacher
- 1.00 - Technology Systems Coordinator (Central Office)
- 1.00 - Teacher Aide (Baker)
- 2.00 - Teacher Aides (High School)

The District staff be increased by the following positions effective July 1, 2016:

- 0.50 - Elementary Teacher (Streams)
- 0.40 - Biology/Chemistry Teacher (High School)
- 1.00 - High School Special Education Teacher
- 1.00 - School Psychologist (High School)
- 1.00 - Technology Systems Specialist (Central Office)
- 1.00 - Communications Specialist (Central Office)
- 1.00 - High School 1:1 Learning Initiative Facilitator - ECA
- 1.00 - Guidance Department Chairperson (K-8) - ECA

APPROVAL OF REVISED 2016-17 SCHOOL CALENDAR - ATTACHED

MOTION: By Bolas: The Superintendent recommends and I move that the Board approve the Revised 2016-17 School Calendar designating the last student day as Thursday, June 8 AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING. Seconded by Kerber, and carried on unanimous voice vote.

APPROVAL OF PARTICIPATION IN END-OF-COURSE SKILLS TEST PROGRAM WITH KENNEDY SCHOOL OF DRIVING, INC.

MOTION: By Kerber: The Superintendent recommends and I move that the Board authorize the Superintendent and Board President to sign the Acceptance of Participation for the End-of-Course Skills Test Program administered by Kennedy School of Driving, Inc., contingent upon documentation acceptable to the Superintendent and Solicitor, based on the Commonwealth of Pennsylvania approved program and test AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING. Seconded by Billerbeck, and carried on unanimous roll call vote.

APPROVAL OF CONSENT AGENDA

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

a. APPROVAL PERSONNEL LISTINGS - ATTACHED

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

b. APPROVAL OF 2016-17 CURRICULUM RECOMMENDATIONS (Suritsky/Rozzo/Bulazo) - ATTACHED

Approve the 2016-17 Curriculum Recommendations AS ATTACHED.

c. APPROVAL OF ITEMS TO DECLARE SURPLUS - (Berrott)

In accordance with Policy #3006 - Sale of Surplus Furniture, Equipment and Other Tangible Personal Property, that the Board declare equipment surplus AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING and that the administration be authorized to bid the sale of the items, donate the items, dispose of the items as appropriate or advertise via public Internet auction.

d. APPROVAL OF CONTRACTS FOR SPECIAL EDUCATION SERVICES FOR 2016-17 (Pfender)

Approve the following contracts for special education services for the 2016-17 school year AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING.

● **STEEL CITY THERAPY, LLC FOR OCCUPATIONAL THERAPY SERVICES**

Occupational therapy services at \$50.00 per hour and physical therapy services at \$56.00 per hour (full year)

● **CHILDREN'S INSTITUTE FOR ESY TUITION**

Extended School Year tuition for four students at \$3,600 per student (1 month)

● **CROSSROADS SPEECH & HEARING FOR SPEECH AND LANGUAGE THERAPY**

Speech and language therapy services at \$55.00 per hour (full year)

**e. APPROVAL OF TREASURER'S REPORT (6-6-16)
INCLUDING SUPPLEMENTAL REPORT (6-21-16)**

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) - \$2,340,805.39
Fund 31 (Capital Reserve Fund) - \$11,075.17

f. APPROVAL OF HOMESTEAD & FARMSTEAD EXCLUSION RESOLUTION

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

g. APPROVAL OF INSURANCE RENEWALS & STUDENT ACCIDENT INSURANCE

Approve the renewal of the following insurance policies effective July 1, 2016:

Type of Coverage	Carrier	Yearly Premium Amount
Commercial Package, Energy Systems & Auto	PSBA	\$161,489
Pollution	ACE	\$11,020
School Leaders Policy & Cyber	Chartis (AIG)	\$71,386
Umbrella Policy	PSBA	\$24,700
Workers' Compensation	Highmark	\$321,065
Foreign Travel Package	Navigators	\$2,500
Voluntary Student Accident	Life Insurance Company of America	\$30 for coverage during school hours; \$115 for 24x7 coverage

h. APPROVAL OF 2016-17 SOUTH CENTRAL BUDGET

Approve the operation budget for the South Central Area Special Schools Committee for the 2016-17 school year, totaling \$175,000, AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING.

**i. APPROVAL OF EXPENSES BETWEEN JUNE 22 THROUGH JULY 31
TO BE RATIFIED AT AUGUST BOARD MEETING**

Authorize the normal, customary and regular payments of salaries, benefits, and other expenses between June 22, 2016 through July 31, 2016 to be considered for approval/ratification at the August 15, 2016 Board meeting.

j. APPROVAL OF ELECTION OF TREASURER

Re-elect Rebecca Berquist as Treasurer of the School District effective July 1, 2016 through June 30, 2017 at the rate of \$3,000 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 2015-16 school year.

k. APPROVAL OF LEASES FOR TECHNOLOGY EQUIPMENT

Approve the following leases with Apple Financial Services, contingent upon documentation acceptable to the Superintendent and Solicitor, AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING.

- Lease Schedule #11 (5th grade and High School teacher iPads and cases) at an interest rate of no more than 1.90% and a monthly cost not to exceed \$6,105 for a three-year term.
- Lease Schedule #12 (elementary teacher laptops) at an interest rate of no more than 1.90% and a monthly cost not to exceed \$2,465 for a five-year term.
- Lease Schedule #13 (replacement core switch) at an interest rate of no more than 2.39% and a monthly cost not to exceed \$4,576 for a five-year term (eRate eligible).

l. APPROVAL OF ACT 93 PLAN (CURRICULUM LEADERS) EXTENSION THROUGH SEPTEMBER 30, 2016

Approve the Act 93 Plan (Curriculum Leaders) extension through September 30, 2016.

m. APPROVAL OF ACT 93 PLAN (ADMINISTRATORS) EXTENSION THROUGH AUGUST 31, 2016

Approve the Act 93 Plan (Administrators) extension through August 31, 2016.

COMMITTEE REPORTS

CAPITAL PROJECTS REVIEW AD HOC COMMITTEE (O'Toole)

Dr. O'Toole reported that the Capital Projects Review Ad Hoc Committee met on Monday, June 13. He explained that there was discussion regarding the aspects of private funding and mechanisms for sponsorship and private donors for the proposed capital projects. Dr. O'Toole stated that the Ad Hoc Committee would continue to meet over the summer.

PSBA UPDATE

Mrs. Bolas provided a legislative update from a meeting that she attended sponsored by the Pennsylvania School Boards Association.

ANNOUNCEMENT REGARDING EXECUTIVE SESSIONS

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

June 6, 2016 – Personnel & Negotiations Matters
June 13, 2016 – Personnel & Negotiations Matters
June 21, 2016 – Personnel & Negotiations Matters

MATTERS OF INFORMATION - SUPERINTENDENT & ADMINISTRATION

REPORT FROM HIGH SCHOOL BACCALAUREATE & GRADUATION - JUNE 9

Dr. O'Toole thanked the staff who worked on the evening plans for the High School Baccalaureate and Graduation. He congratulated the graduates and thanked the Board members and administrators for their participation. Dr. O'Toole noted that the Baccalaureate speaker was Brian Gaudio, graduate from the Class of 2009.

AUGUST BOARD MEETING SCHEDULE

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

August 1 – Committee of the Whole Meeting
August 15 – Regular Board Meeting

SPECIAL RECOGNITION

Dr. O'Toole and members of the Board recognized Mary Ann Stabile, Executive Assistant to the Superintendent and School Board Stenographer, who celebrated her 30th anniversary in her present position with the School District on June 16.

SPECIAL THANKS

Dr. O'Toole thanked the Board for all of their work in adopting the 2016-17 General Fund Budget. He explained that they were able to adopt a budget while maintaining high quality educational programs. Dr. O'Toole noted that there were a number of strategic cuts made in the budget for next school year; however, he is optimistic regarding the long-range budget projections.

ADJOURNMENT

It was moved, seconded, and carried on unanimous voice vote that the meeting adjourn at approximately 8:12 p.m.

Buffy Z. Hasco, President
BOARD OF SCHOOL DIRECTORS

Frosina C. Cordisco, Secretary
BOARD OF SCHOOL DIRECTORS

Submitted by: Mary Ann L. Stabile
School Board Stenographer

COMMENDATIONS AND RECOGNITIONS

JUNE, 2016

High School

Seven Upper St. Clair High School students participated in the Covestro Pittsburgh Regional Science and Engineering Fair held on April 1-2, 2016 at Heinz Field. Now in its 77th year, the competition invites students in grades 6-12 to submit research projects in various fields of science, mathematics, and engineering.

Sahil Doshi earned the 1st Place award in the Senior Physics category for his project titled "Phase Field Modeling of Dendritic Growth." Sahil also won the Perseverance Award-Associate Scientist and sponsor awards from Eaton Corporation, Innovation Works, and United States Steel.

Vedant Parekh earned the 1st Place award in the Senior Earth/Space/Environment category. Vedant also won affiliate awards from the American Meteorological Society and the ASU Walton Sustainability Solutions Initiatives, the sponsor awards from the Pittsburgh Coal Mining Institute of America and the Society for Mining, Metallurgy & Exploration, and the Perseverance Award-Associate Scientist. Vedant's project was titled "Breathing Battery."

Vashisth Parekh earned the 1st Place award in the Senior Chemistry Division for his project titled "eBatt: A Printable Battery." Vashisth won sponsor awards from Alcoa Technical Center, American Chemical Society, CMU Leonard Gelfand Center for Service Learning and Outreach, Chemical Association of Pittsburgh, Duquesne University Bayer School of Natural and Environmental Sciences, and United States Steel. Vashisth also won scholarship awards from Carnegie Mellon University, Chemical Association of Pittsburgh, Indiana University of Pennsylvania, La Roche College, and St. Francis University as well as the Perseverance Award-Associate Scientist. Vashisth and his teacher sponsor, Ms. Lynn Kistler, were invited to attend the Society of Analytical Chemists of Pittsburgh/American Chemical Society Annual Awards Dinner held at Duquesne University on May 23.

Mahima Reddy earned a scholarship award from Indiana University of Pennsylvania and the Perseverance Award-Associate Scientist. Her project was titled "Determining if T-bet Overexpression Induces Immune Factors In Vitro."

Kriti Shah earned the Perseverance Award-Associate Scientist for her project "ULuminate—Human Light Bulb." Kriti worked with sophomore Alex Brufsky on the project.

Connor Byrnes earned a scholarship award from the Duquesne University Summer Undergraduate Research Program. He also won an affiliate award from the Stockholm Junior Water Prize/Water Environment Federation. Connor's project was titled "StreamDuino."

Sophomore Kevin Chen has earned first place in the Category S-First Year Chemistry, Large Schools event at the annual contest for secondary schools sponsored by the Pittsburgh Section of the American Chemical Society. The purpose of the contest is to recognize outstanding achievement by students and their teachers as well as encourage interest in chemistry among school students. Kevin and his teacher, Dr. Dominic Frollini, attended the awards dinner at Duquesne University on May 23.

The USA Biology Olympiad is the premier competition for biology in the U.S. Six Upper St. Clair High School students put their skills to the test with a fifty-minute exam covering a wide range of biology topics including plant and animal anatomy and physiology, cell biology, genetics and evolution, and ecology. Congratulations are extended to freshman Sam Ding who scored in the top 10% nationwide.

Students from USC participated in the Region 7 PJAS Competition held at Duquesne University on February 6 sharing their scientific research to a panel of judges in a 10-minute presentation. Aditi Chattopadhyay, Mahima Reddy, and Tanvika Sriram, each earned a 1st place and the opportunity to attend the PJAS State Competition at Penn State University. Aditi and Mahima each earned a 1st place at the state competition that is attended by over 2000 students from across Pennsylvania. In addition, both girls interviewed and earned scholarship offers from the PSU Eberly College of Science. Mahima also was one of 3 students selected to attend an expenses paid trip to the American Association for the Advancement of Science (AAAS) National Convention held in February of 2017.

High School junior Mahima Reddy's poem, titled "Monsoon Season," was published in the May 2016 issue of Teen Ink magazine. Mahima's previous work has also been published on Teen Ink's website including a book review of "Genghis Khan and the Making of the Modern World" by Jack Weatherford and a science fiction short story titled, "Evolving a Competition."

Sydney Closser, a sophomore at the high school is a Delegate of the Congress of Future Science and Technology Leaders. The Congress is an honors-only program for high school students passionate about science, technology, engineering, or math. Sydney was nominated to represent Upper St. Clair based on her academic achievement, leadership potential, and passion for science and technology.

A team of Upper St. Clair High School students recently finished among the top five in the Pittsburgh Data Jam. Team members included Aditi Chattopadhyay, Kevin Chen, Mary Lucas, Yash Lahoti, Pramod Narayanan, Mahima Reddy and Kriti Shah. The Pittsburgh Data Jam introduces Pittsburgh area high school students to big data and data analytics. The event offered students the opportunity to participate in a data analysis competition, data analysis exercises, data visualization tools, field visits to big data companies in Pittsburgh and seminars with data scientists. Students presented their findings to a panel of Pittsburgh Data Jam judges on April 22, 2016, in the University of Pittsburgh's Cathedral of Learning.

Upper St. Clair High School senior Saraj Quinto recently finished seventh in the nation in the Dramatic Performer category of the National Catholic Forensic League Grand Nationals in Sacramento, Calif.

Saraj, captain of the speech and debate team, along with 25 other Upper St. Clair High School students qualified to participate in the event, which was held May 28-29, 2016.

In addition, Raahema Durrani, a junior, went 5-0 in preliminary rounds becoming the first Upper St. Clair debater ever to do so at a national tournament and ended up placing 17th nationally.

Fort Couch

Nine Fort Couch students placed in the top 30 in the first round of the 2016 Mathematics Council of Western Pennsylvania First Year Algebra/Integrated Math II Contest. Congratulations are extended to Eri Hayakawa who finished as the 3rd Place Winner in the 2016 overall competition.

A team of Upper St. Clair seventh graders recently finished third among 60 teams at the Odyssey of the Mind World Finals at Iowa State University. The Fort Couch Middle School students competed in the division two Classics Problem. Team members include Victoria Cuba, Brianna Lin, Joseph Markovitz, Max Murtough, Sammie Seewald, Constantine Tripodes and Eric Wang. The students were coached by Laura Murtough, Stacey Seewald and Meridith Markovitz.

Boyce/Ft. Couch

Three Upper St. Clair middle school students recently qualified to compete in the first ever Pennsylvania statewide Challenge 24 math competition on June 15, 2016, in Harrisburg. Sixth grader Daniel Wang and eighth grader Braden Yates won their respective grade divisions and seventh grader Christian Chiu was a finalist at the countywide tournament, sponsored by the Allegheny Intermediate Unit.

Boyce

Boyce Middle School's accelerated math team earned the rank of Highest Team Achievement for the fifth consecutive year in the international Mathematical Olympiads for Elementary and Middle School program.

The team-score is the sum of the 10 highest total individual scores. Boyce's highest scoring students and winners of the Gold Pin indicating placement in the top two percent of all 86,436 registered students were Bear Bottonari, Phoebe Chen, Sophie Chen, Eden Ma, Alexander Todd, Daniel Wang and Adam Zheng.

In addition, sixth grader Sophie Chen achieved a perfect score of 25 and was awarded the George Lenchner Award, a special medallion named for the organization's founder, for her accomplishment.

The Board is committed to enhancing the health and safety of individuals within the school environment. The District will identify specific locations for the storage of Naloxone and protocols for administration in emergency situations to assist individuals suspected to be experiencing an opioid overdose.

The following words and phrases, when used in this policy, shall have the meaning given to them in this section:

Definitions

Drug overdose-shall mean an acute medical condition, including, but not limited to, severe physical illness, coma, mania, hysteria, or death, which is the result of the consumption or use of one or more controlled substances causing an adverse reaction. An individual's condition may be deemed to be a drug overdose if a prudent person, possessing an average knowledge of medicine and health, would reasonably believe that the condition is in fact a drug overdose and requires immediate medical attention.

Naloxone (Narcan)-shall mean a medication that can reverse an overdose caused by an opioid drug. As a narcotic antagonist, Naloxone displaces opiates from receptor sites in the brain and reverses respiratory depression that usually is the cause of overdose deaths.

Opioid-shall mean illegal drugs such as heroin, as well as prescription medications used to treat pain.

Delegation of Responsibility

The Superintendent or designee, in consultation with the school nurse(s) and the school physician, shall establish appropriate internal procedures for the acquisition, stocking, and administration of Naloxone and related emergency response procedures.

The school physician shall be the prescribing and supervising medical professional for the District's stocking and use of Naloxone. The Director of Student Support Services or designee shall obtain a standing order from the school physician for the administration of Naloxone.

The school nurse shall be responsible for building-level management of Naloxone. Each school nurse and any other individual(s) authorized by the Superintendent shall be trained in the administration of Naloxone.

Guidelines

Communication

Each building stocking Naloxone will have the school nurse, along with District administration, plan for annually informing all parents/guardians and staff about this policy and specifically:

- The availability of Naloxone to treat opioid drug overdoses and what it does;
- The symptoms of opioid drug overdoses;
- The manner in which individuals should report suspected overdoses;
- The protection from criminal prosecution provided by law for persons who:
 - report a suspected overdose using their real name and remain with the overdosing person until emergency medical services (EMS) or law enforcement arrive
 - are the individual whose overdose they report
- The protection from civil liability provided by law for persons who report overdoses or administer Naloxone in overdose emergencies.

Standing Order from the School Physician

The school physician shall provide and annually renew a standing order for administration of Naloxone to students suspected to be experiencing an opioid overdose. The standing order shall be maintained in the Superintendent's office, and copies of the standing order shall be kept in each location where Naloxone is stored.

Training

Before any school nurse or individual may have custody of Naloxone or administer Naloxone under this policy the person(s) must:

- Complete an online Pennsylvania Department of Health training program about recognizing opioid-related overdoses, administering Naloxone, and promptly seeking medical attention for drug overdoses.
- Provide evidence of training completion and place in personnel file.

A list of School District individual(s) who successfully complete such training shall be maintained, updated, and kept in the school nurse's office and the School District Central Office.

Acquisition, Storage, and Disposal

Naloxone shall be safely stored in the school nurse's office or other location designated by the school nurse in accordance with the drug manufacturer's instructions. Naloxone shall be made readily accessible to those individuals who have completed the required training to administer in the event of a suspected drug overdose. All properly trained individuals shall be informed of the exact location where Naloxone is being stored within the school nurse's office or other location.

The school nurse shall obtain sufficient supplies of Naloxone pursuant to the standing order in the same manner as other medical supplies acquired for the school health program. The school nurse or designee shall regularly inventory and refresh Naloxone stocks, and maintain records thereof, in accordance with the established internal procedures, manufacturer recommendations, and Department of Health Guidelines.

Administration of Naloxone

When responding to a suspected drug overdose, trained District designees shall follow the steps outlined:

1. Call for medical help immediately (Dial 9-1-1)
2. Check for signs of opioid overdose
3. Perform initial rescue breathing (or CPR if needed), as instructed in training
4. Administer Naloxone, as instructed in training
5. Continue the rescue breathing (or CPR if needed), as instructed in training
6. Administer second dose of Naloxone, if needed, as instructed in training
7. Place in recovery position, as instructed in training
8. Stay with the individual until emergency medical help arrives
9. Cooperate with EMS personnel responding to the incident
10. Notify the building administrator or designee of the incident

Referral to Law Enforcement and Parental Notification

The Superintendent or designee shall immediately report incidents involving the use of controlled substances on school property, at any school-sponsored activity, or during transportation to or from a school or school-sponsored activity, to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

The Superintendent or designee shall immediately notify the parent/guardian of any student directly involved in an incident involving use of controlled substances. The Superintendent or designee shall inform the parent/guardian whether or not the local police department has jurisdiction over the school property, has been

there, or may be notified of the incident. Documentation will occur of the attempts to reach the parent/guardian.

Referral to Student Assistance Program

Any student who experiences a drug overdose shall be referred to the District's Student Assistance Program.

Indemnification

The School District shall indemnify and hold harmless any person who administers Naloxone in good faith to another individual experiencing a suspected drug overdose, if all of these conditions apply:

- The person did not act with the intent to harm or with reckless indifference to a substantial risk or harm in administering Naloxone to the individual.
- The person successfully completed the training presented in this policy.
- The person promptly sought additional medical assistance before or immediately after administering Naloxone.
- The person is administering Naloxone pursuant to this policy.

Resources

[Pennsylvania Department of Health-Opioid Abuse](#)

[Naloxone: Frequently Asked Questions](#)

[Naloxone Program for Schools](#)

ADOPTED: June 21, 2016

Upper St. Clair School District

Final Budget

2016-17 General Fund Budget – PDE 2028

June 21, 2016

FINAL GENERAL FUND BUDGET

Fiscal Year 2016-2017

General Fund Budget Approval

Date of Adoption of the General Fund Budget: 06/21/2016



President of the Board - Original Signature Required

6/21/16
Date

Secretary of the Board - Original Signature Required

6/21/16
Date

Chief School Administrator - Original Signature Required

6/21/16
Date

FROSINA C CORDISCO

Contact Person

(412)833-1600

Extn :2054

Telephone

Extension

fcordisco@uscscd.k12.pa.us

Email Address

**CERTIFICATION OF ESTIMATED ENDING FUND BALANCE
FROM 2016-2017 GENERAL FUND BUDGET**

24 PS 6-688

(10/2010)

SCHOOL DISTRICT : Upper Saint Clair SD	COUNTY : Allegheny	AUN : 103029203
--	------------------------------	---------------------------

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 2016-2017 (compared to 2015-2016)?

Yes

☒

No

☐

If yes, see information below, taken from the 2016-2017 General Fund Budget.

Total Budgeted Expenditures	\$76208225
Ending Unassigned Fund Balance	\$2372602
Ending Unassigned Fund Balance as a percentage (%) of Total Budgeted Expenditures	3.1%

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

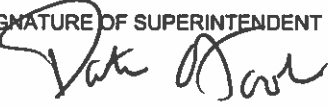
Yes

☒

No

☐

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

SIGNATURE OF SUPERINTENDENT 	DATE 6/21/16
---	------------------------

DUE DATE: AUGUST 15, 2016

**CERTIFICATION OF USE OF PDE-2028
FOR PUBLIC INSPECTION OF 2016-2017 PROPOSED BUDGET**

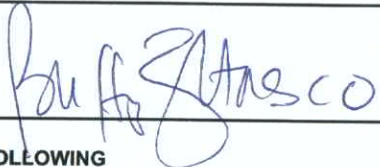
24 PS 6-687(a)(1)

(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 5/16/2016
---	--------------------------

DUE DATE: IMMEDIATELY FOLLOWING
ADOPTION OF PROPOSED
FINAL GENERAL FUND BUDGET

<u>ITEM</u>	<u>AMOUNTS</u>
Estimated Beginning Unreserved Fund Balance Available for Appropriation and Reserves Scheduled For Liquidation During The Fiscal Year	
0810 Nonspendable Fund Balance	1,479,959
0820 Restricted Fund Balance	
0830 Committed Fund Balance	
0840 Assigned Fund Balance	
0850 Unassigned Fund Balance	2,199,925
Total Estimated Beginning Unreserved Fund Balance Available for Appropriation and Reserves Scheduled For Liquidation During The Fiscal Year	<u>2,199,925</u>
Estimated Revenues And Other Financing Sources	
6000 Revenue from Local Sources	58,184,641
7000 Revenue from State Sources	16,142,762
8000 Revenue from Federal Sources	2,053,499
9000 Other Financing Sources	
Total Estimated Revenues And Other Financing Sources	<u>76,380,902</u>
Total Estimated Fund Balance, Revenues, and Other Financing Sources Available for Appropriation	<u>78,580,827</u>

LEA : 103029203 Upper Saint Clair SD

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	<u>Amount</u>
REVENUE FROM LOCAL SOURCES	
6111 Current Real Estate Taxes	49,730,046
6112 Interim Real Estate Taxes	100,000
6113 Public Utility Realty Taxes	60,000
6150 Current Act 511 Taxes - Proportional Assessments	6,245,453
6400 Delinquencies on Taxes Levied / Assessed by the LEA	830,000
6500 Earnings on Investments	20,000
6700 Revenues from LEA Activities	200,000
6910 Rentals	292,090
6920 Contributions and Donations from Private Sources	400,000
6940 Tuition from Patrons	75,000
6990 Refunds and Other Miscellaneous Revenue	232,052
REVENUE FROM LOCAL SOURCES	58,184,641
REVENUE FROM STATE SOURCES	
7110 Basic Education Funding	4,339,904
7271 Special Education funds for School-Aged Pupils	1,949,240
7310 Transportation (Pupil and Nonpublic/CS)	1,015,000
7320 Rental and Sinking Fund Payments / Building Reimbursement Subsidy	940,788
7330 Health Services (Medical, Dental, Nurse, Act 25)	87,000
7340 State Property Tax Reduction Allocation	1,389,982
7810 State Share of Social Security and Medicare Taxes	1,303,596
7820 State Share of Retirement Contributions	5,117,252
REVENUE FROM STATE SOURCES	16,142,762
REVENUE FROM FEDERAL SOURCES	
8512 IDEA, Part B	626,472
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)	200,000
REVENUE FROM FEDERAL SOURCES	2,053,499
TOTAL ESTIMATED REVENUES AND OTHER SOURCES	76,380,902

Act 1 Index (current): 2.8%

Calculation Method:	Rate	
Approx. Tax Revenue from RE Taxes:	\$49,730,046	
Amount of Tax Relief for Homestead Exclusions	<u>\$1,389,982</u>	
Total Approx. Tax Revenue:	\$51,120,028	
Approx. Tax Levy for Tax Rate Calculation:	\$52,395,157	
	Allegheny	Total

2015-16 Data		
a. Assessed Value	\$2,110,438,941	\$2,110,438,941
b. Real Estate Mills	23.0355	
I. 2016-17 Data		
c. 2014 STEB Market Value	\$1,842,287,184	\$1,842,287,184
d. Assessed Value	\$2,152,742,007	\$2,152,742,007
e. Assessed Value of New Constr/ Renov	\$0	\$0
2015-16 Calculations		
f. 2015-16 Tax Levy	\$48,615,016	\$48,615,016
(a * b)		
2016-17 Calculations		
g. Percent of Total Market Value	100.00000%	100.00000%
h. Rebalanced 2015-16 Tax Levy	\$48,615,016	\$48,615,016
(f Total * g)		
i. Base Mills Subject to Index	23.0355	
(h / a * 1000) if no reassessment		
(h / (d-e) * 1000) if reassessment		
Calculation of Tax Rates and Levies Generated		
j. Weighted Avg. Collection Percentage	97.50000%	97.50000%
k. Tax Levy Needed	\$52,395,157	\$52,395,157
(Approx. Tax Levy * g)		
I. 2016-17 Real Estate Tax Rate	24.3388	
(k / d * 1000)		
III. m. Tax Levy Generated by Mills	\$52,395,157	\$52,395,157
(l / 1000 * d)		
n. Tax Levy minus Tax Relief for Homestead Exclusions		\$51,005,175
(m - Amount of Tax Relief for Homestead Exclusions)		
o. Net Tax Revenue Generated By Mills		\$49,730,046
(n * Est. Pct. Collection)		

Act 1 Index (current): 2.8%

Calculation Method:	Rate	
Approx. Tax Revenue from RE Taxes:	\$49,730,046	
Amount of Tax Relief for Homestead Exclusions	<u>\$1,389,982</u>	
Total Approx. Tax Revenue:	\$51,120,028	
Approx. Tax Levy for Tax Rate Calculation:	\$52,395,157	
	Allegheny	Total

Index Maximums		
p. Maximum Mills Based On Index (i * (1 + Index))	23.6804	
q. Mills In Excess of Index (if (l > p), (l - p))	0.6584	
r. Maximum Tax Levy Based On Index (p / 1000 * d)	\$50,977,792	\$50,977,792
IV. s. Millage Rate within Index? (If l > p Then No)	No	
t. Tax Levy In Excess of Index (if (m > r), (m - r))	\$1,417,365	\$1,417,365
u. Tax Revenue In Excess of Index (t * Est. Pct. Collection)	\$1,381,931	\$1,381,931

Information Related to Property Tax Relief		
V. Assessed Value Exclusion per Homestead	\$9,666	
Number of Homestead/Farmstead Properties	5908	5908
Median Assessed Value of Homestead Properties		\$230,000

Act 1 Index (current): 2.8%

Calculation Method:	Rate
Approx. Tax Revenue from RE Taxes:	\$49,730,046
Amount of Tax Relief for Homestead Exclusions	<u>\$1,389,982</u>
Total Approx. Tax Revenue:	\$51,120,028
Approx. Tax Levy for Tax Rate Calculation:	\$52,395,157
	Allegheny
	Total

State Property Tax Reduction Allocation used for: Homestead Exclusions	\$1,389,982	Lowering RE Tax Rate	\$0	\$1,389,982
Prior Year State Property Tax Reduction Allocation used for: Homestead Exclusions	\$0			\$0
Amount of Tax Relief from State/Local Sources				\$1,389,982

CODE									
6111 <u>Current Real Estate Taxes</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>	
<u>County Name</u>	<u>Taxable Assessed Value</u>	<u>Real Estate Mills</u>	<u>Tax Levy Generated by Mills</u>						
Allegheny	2,152,742,007	24.3388	52,395,157				97.50000%		
Totals:				2,152,742,007	52,395,157	-	1,389,982	=	51,005,175 X 97.50000% = 49,730,046
				<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%	1,072,090,600	5,360,453		
6152	Current Act 511 Occupation Taxes			0.000	0.000	0	0		
6153	Current Act 511 Real Estate Transfer Taxes			0.500%	0.000%	115,000,000	575,000		
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	206,666,667	310,000		
6159	Current Act 511 Taxes, Other Proportional Assessments			0	0	0	0		
Total Current Act 511 Taxes – Proportional Assessments						1,393,757,267	6,245,453		
Total Act 511, Current Taxes							6,245,453		
Act 511 Tax Limit -->				1,842,287,184	X	12	22,107,446		
				Market Value		Mills	(511 Limit)		

LEA : 103029203 Upper Saint Clair SD

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
		2015-16 (Rebalanced)	2016-17				2015-16 (Rebalanced)	2016-17		
6111	Current Real Estate Taxes									
	Allegheny	23.0355	24.3388	5.66%	No	2.8%				
6120	Current Per Capita Taxes, Section 679					2.8%				
	Current Act 511 Taxes – Flat Rate Assessments									
6141	Current Act 511 Per Capita Taxes					2.8%				
6142	Current Act 511 Occupation Taxes - Flat Rate					2.8%				
6143	Current Act 511 Local Services Taxes					2.8%				
6144	Current Act 511 Trailer Taxes					2.8%				
6145	Current Act 511 Business Privilege Taxes - Flat Rate					2.8%				
6146	Current Act 511 Mechanical Device Taxes - Flat Rate					2.8%				
6149	Current Act 511 Taxes, Other Flat Rate Assessments					2.8%				
	Current Act 511 Taxes – Proportional Assessments									
6151	Current Act 511 Earned Income Taxes	0.500%	0.500%	0.00%	Yes	2.8%				
6152	Current Act 511 Occupation Taxes					2.8%				
6153	Current Act 511 Real Estate Transfer Taxes	0.500%	0.500%	0.00%	Yes	2.8%				
6154	Current Act 511 Amusement Taxes					2.8%				
6155	Current Act 511 Business Privilege Taxes					2.8%				
6156	Current Act 511 Mechanical Device Taxes - Percentage					2.8%				
6157	Current Act 511 Mercantile Taxes	0.0015	0.002	33.34%	No	2.8%				
6159	Current Act 511 Taxes, Other Proportional Assessments					2.8%				

LEA : 103029203 Upper Saint Clair SD

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<u>Description</u>	<u>Amount</u>
1000 Instruction	
1100 Regular Programs - Elementary / Secondary	31,823,170
1200 Special Programs - Elementary / Secondary	9,229,663
1300 Vocational Education	258,220
1400 Other Instructional Programs - Elementary / Secondary	282,312
Total Instruction	41,593,365
2000 Support Services	
2100 Support Services - Students	2,033,768
2200 Support Services - Instructional Staff	3,846,494
2300 Support Services - Administration	4,517,562
2400 Support Services - Pupil Health	627,810
2500 Support Services - Business	1,015,930
2600 Operation and Maintenance of Plant Services	7,752,971
2700 Student Transportation Services	4,517,574
2800 Support Services - Central	276,780
2900 Other Support Services	61,966
Total Support Services	24,650,855
3000 Operation of Non-Instructional Services	
3200 Student Activities	1,219,126
Total Operation of Non-Instructional Services	1,219,126
5000 Other Expenditures and Financing Uses	
5100 Debt Service / Other Expenditures and Financing Uses	8,135,064
5200 Interfund Transfers - Out	359,815
5900 Budgetary Reserve	250,000
Total Other Expenditures and Financing Uses	8,744,879
Total Estimated Expenditures and Other Financing Uses	76,208,225

LEA : 103029203 Upper Saint Clair SD

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<u>Description</u>	<u>Amount</u>
1000 Instruction	
1100 <u>Regular Programs - Elementary / Secondary</u>	
100 Personnel Services - Salaries	18,985,504
200 Personnel Services - Employee Benefits	11,528,380
300 Purchased Professional and Technical Services	121,770
400 Purchased Property Services	36,052
500 Other Purchased Services	331,659
600 Supplies	672,527
700 Property	26,554
800 Other Objects	120,724
Total Regular Programs - Elementary / Secondary	31,823,170
1200 <u>Special Programs - Elementary / Secondary</u>	
100 Personnel Services - Salaries	4,016,506
200 Personnel Services - Employee Benefits	2,658,419
300 Purchased Professional and Technical Services	1,885,974
400 Purchased Property Services	22,588
500 Other Purchased Services	385,758
600 Supplies	59,668
800 Other Objects	200,750
Total Special Programs - Elementary / Secondary	9,229,663
1300 <u>Vocational Education</u>	
500 Other Purchased Services	258,220
Total Vocational Education	258,220
1400 <u>Other Instructional Programs - Elementary / Secondary</u>	
100 Personnel Services - Salaries	180,306
200 Personnel Services - Employee Benefits	88,140
300 Purchased Professional and Technical Services	13,766
800 Other Objects	100
Total Other Instructional Programs - Elementary / Secondary	282,312
Total Instruction	41,593,365
2000 Support Services	
2100 <u>Support Services - Students</u>	
100 Personnel Services - Salaries	1,188,591
200 Personnel Services - Employee Benefits	696,327
300 Purchased Professional and Technical Services	89,150
500 Other Purchased Services	7,050
600 Supplies	49,700
700 Property	2,000
800 Other Objects	950
Total Support Services - Students	2,033,768
2200 <u>Support Services - Instructional Staff</u>	
100 Personnel Services - Salaries	1,486,154
200 Personnel Services - Employee Benefits	845,416

LEA : 103029203 Upper Saint Clair SD

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<u>Description</u>	<u>Amount</u>
300 Purchased Professional and Technical Services	121,760
400 Purchased Property Services	117,036
500 Other Purchased Services	34,900
600 Supplies	392,696
700 Property	846,942
800 Other Objects	1,590
Total Support Services - Instructional Staff	3,846,494
2300 <u>Support Services - Administration</u>	
100 Personnel Services - Salaries	2,446,134
200 Personnel Services - Employee Benefits	1,404,223
300 Purchased Professional and Technical Services	397,500
500 Other Purchased Services	140,582
600 Supplies	59,468
700 Property	10,000
800 Other Objects	59,655
Total Support Services - Administration	4,517,562
2400 <u>Support Services - Pupil Health</u>	
100 Personnel Services - Salaries	365,907
200 Personnel Services - Employee Benefits	232,193
300 Purchased Professional and Technical Services	14,500
400 Purchased Property Services	800
500 Other Purchased Services	950
600 Supplies	13,460
Total Support Services - Pupil Health	627,810
2500 <u>Support Services - Business</u>	
100 Personnel Services - Salaries	435,966
200 Personnel Services - Employee Benefits	243,425
300 Purchased Professional and Technical Services	100,544
400 Purchased Property Services	100,650
500 Other Purchased Services	131,000
600 Supplies	3,000
800 Other Objects	1,345
Total Support Services - Business	1,015,930
2600 <u>Operation and Maintenance of Plant Services</u>	
100 Personnel Services - Salaries	2,535,370
200 Personnel Services - Employee Benefits	1,794,193
300 Purchased Professional and Technical Services	1,276,686
400 Purchased Property Services	1,154,489
500 Other Purchased Services	421,038
600 Supplies	316,286
700 Property	254,909
Total Operation and Maintenance of Plant Services	7,752,971
2700 <u>Student Transportation Services</u>	
100 Personnel Services - Salaries	1,526,429
200 Personnel Services - Employee Benefits	659,272

LEA : 103029203 Upper Saint Clair SD

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<u>Description</u>	<u>Amount</u>
300 Purchased Professional and Technical Services	8,500
400 Purchased Property Services	283,446
500 Other Purchased Services	1,317,500
600 Supplies	383,984
700 Property	337,243
800 Other Objects	1,200
Total Student Transportation Services	4,517,574
2800 <u>Support Services - Central</u>	
100 Personnel Services - Salaries	130,391
200 Personnel Services - Employee Benefits	113,289
300 Purchased Professional and Technical Services	15,000
500 Other Purchased Services	13,000
600 Supplies	4,500
800 Other Objects	600
Total Support Services - Central	276,780
2900 <u>Other Support Services</u>	
500 Other Purchased Services	61,966
Total Other Support Services	61,966
Total Support Services	24,650,855
3000 Operation of Non-Instructional Services	
3200 <u>Student Activities</u>	
100 Personnel Services - Salaries	783,678
200 Personnel Services - Employee Benefits	332,889
300 Purchased Professional and Technical Services	62,500
400 Purchased Property Services	5,000
500 Other Purchased Services	4,000
600 Supplies	7,275
800 Other Objects	23,784
Total Student Activities	1,219,126
Total Operation of Non-Instructional Services	1,219,126
5000 Other Expenditures and Financing Uses	
5100 <u>Debt Service / Other Expenditures and Financing Uses</u>	
800 Other Objects	5,045,064
900 Other Uses of Funds	3,090,000
Total Debt Service / Other Expenditures and Financing Uses	8,135,064
5200 <u>Interfund Transfers - Out</u>	
900 Other Uses of Funds	359,815
Total Interfund Transfers - Out	359,815
5900 <u>Budgetary Reserve</u>	
800 Other Objects	250,000

<u>Description</u>		<u>Amount</u>
Total Budgetary Reserve		250,000
Total Other Expenditures and Financing Uses		8,744,879
TOTAL EXPENDITURES		76,208,225

LEA : 103029203 Upper Saint Clair SD

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<u>Cash and Short-Term Investments</u>	<u>06/30/2016 Estimate</u>	<u>06/30/2017 Projection</u>
General Fund	5,100,000	5,100,000
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	1,270,000	460,000
Debt Service Fund		
Food Service / Cafeteria Operations Fund	50,000	50,000
Child Care Operations Fund		
Other Enterprise Funds		
Internal Service Fund		
Private Purpose Trust Fund	11,000	11,000
Investment Trust Fund		
Pension Trust Fund		
Activity Fund		
Other Agency Fund		
Permanent Fund		
Total Cash and Short-Term Investments	6,431,000	5,621,000

<u>Long-Term Investments</u>	<u>06/30/2016 Estimate</u>	<u>06/30/2017 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		

LEA : 103029203 Upper Saint Clair SD

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<u>Long-Term Investments</u>	<u>06/30/2016 Estimate</u>	<u>06/30/2017 Projection</u>
Permanent Fund		
Total Long-Term Investments		
TOTAL CASH AND INVESTMENTS	6,431,000	5,621,000

LEA : 103029203 Upper Saint Clair SD

<u>Long-Term Indebtedness</u>	<u>06/30/2016 Estimate</u>	<u>06/30/2017 Projection</u>
General Fund		
0510 Bonds Payable	116,440,000	113,350,000
0520 Extended-Term Financing Agreements Payable	2,825,268	2,520,715
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences	1,365,000	1,365,000
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Long-Term Liabilities		
Total General Fund	\$120,630,268	\$117,235,715
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		

LEA : 103029203 Upper Saint Clair SD

<u>Long-Term Indebtedness</u>	<u>06/30/2016 Estimate</u>	<u>06/30/2017 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		

LEA : 103029203 Upper Saint Clair SD

<u>Long-Term Indebtedness</u>	<u>06/30/2016 Estimate</u>	<u>06/30/2017 Projection</u>
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		

LEA : 103029203 Upper Saint Clair SD

<u>Long-Term Indebtedness</u>	<u>06/30/2016 Estimate</u>	<u>06/30/2017 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		

LEA : 103029203 Upper Saint Clair SD

<u>Long-Term Indebtedness</u>	<u>06/30/2016 Estimate</u>	<u>06/30/2017 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	\$120,630,268	\$117,235,715

LEA : 103029203 Upper Saint Clair SD

<u>Short-Term Payables</u>	<u>06/30/2016 Estimate</u>	<u>06/30/2017 Projection</u>
General Fund	775,000	775,000
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		
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	\$775,000	\$775,000
TOTAL INDEBTEDNESS	\$121,405,268	\$118,010,715

LEA : 103029203 Upper Saint Clair SD

Account Description	Amounts
0810 Nonspendable Fund Balance	1,479,959
0820 Restricted Fund Balance	
0830 Committed Fund Balance	
0840 Assigned Fund Balance	
0850 Unassigned Fund Balance	2,372,602
Total Ending Fund Balance - Committed, Assigned, and Unassigned	\$2,372,602
5900 Budgetary Reserve	250,000
Total Estimated Ending Committed, Assigned, and Unassigned Fund Balance and Budgetary Reserve	\$4,102,561

UPPER ST. CLAIR SCHOOL DISTRICT 2016-17 REVISED ADOPTED SCHOOL CALENDAR

2016

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	1

October						
S	M	T	W	T	F	S
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

2017

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

May						
S	M	T	W	T	F	S
30	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

(6-21-16)

**UPPER ST. CLAIR SCHOOL DISTRICT
2016-17 REVISED ADOPTED SCHOOL CALENDAR**

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

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 Thursday, December 22.

Spring Recess commences at the close of school on Friday, April 7.

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.

PERSONNEL LISTINGS**DATE: June 21, 2016****Board Meeting****Professional Staff – Elections**

Name	Location	Assignment	Effective	Salary
Barker, Amy	Streams	1.0 Elementary Teacher (Temporary Professional Employee)	8-17-16	\$51,600
Conrad, Anne	Streams	1.0 Elementary Teacher (Temporary Professional Employee)	8-17-16	\$52,700
Freedman, Dana	Ft. Couch	1.0 Special Ed Teacher (Professional Employee)	8-17-16	\$55,095
Kraskosky, Kelly	High School	1.0 Spanish Teacher (Temporary Professional Employee)	8-17-16	\$50,000
Morgan, Kelsey	Eisenhower	1.0 Special Ed Teacher (Temporary Professional Employee)	8-15-16	\$49,500 (pro-rated)
Robbibaro, Emily	High School	English Teacher (Long-term Substitute) for S. O'Rourke for the 2016-2017 school year	8-17-16	\$53,800

Professional Staff – Change of Status (Assignment)

Name	From	To	Effective
Hoburg, Russell	.6 High School Biology/Chemistry Teacher	1.0 High School Biology/Chemistry Teacher	8-17-16
Jackson, Terry	1.0 Boyce Math Resource Teacher	1.0 High School Special Education Teacher	8-17-16
Kluckman, Lauren	1.0 Boyce German Teacher	.5 Boyce German Teacher	8-17-16
Sabo, Amanda	.5 Streams Elementary Teacher	1.0 Streams Elementary Teacher	8-17-16

Professional Staff – Change of Status (Building)

Name	From	To	Effective
Boyd, Nicole	1.0 High School Social Studies Teacher	1.0 Ft. Couch Social Studies Teacher	8-17-16
Colella, Nikki	1.0 Ft. Couch Family & Consumer Sciences Teacher	1.0 High School Family & Consumer Sciences Teacher	8-17-16
Criner, Vivian	1.0 Boyce Family & Consumer Sciences Teacher	.5 Boyce Family & Consumer Sciences Teacher / .5 Ft. Couch Family & Consumer Sciences Teacher	8-17-16
Gaudelli, Lauren	1.0 Streams Elementary Teacher	1.0 Eisenhower Elementary Teacher	8-17-16

Professional Staff – Leave of Absence

Name	Location	Assignment	Type of Leave	Leave Dates
Alloway, Emily	High School	Mathematics Teacher	Personal Leave	Anticipated leave dates 2016-2017 school year
Covelli, Jaclyn	Baker	Elementary Teacher	Personal Leave	Anticipated leave dates 9-26-16 through 12-22-16
Kirk, Jennifer	High School	Guidance Counselor	Personal Leave	5-13-16 through 6-10-16
Solomon, Jayme	Eisenhower	Elementary Teacher	Personal Leave	8-17-16 through 1-3-17
Zora, Catherine	Eisenhower	Elementary Teacher	Personal Lave	Return to work 6-3-16

Professional Staff – Change of Status (Leaves)

Name	Location	Assignment	From	To
Decroo, Jennifer	Eisenhower	Special Ed Teacher	Personal Leave 3-15-16 through 6-7-16	Personal Leave 3-15-16 through 6-8-16
Solomon, Jayme	Eisenhower	Elementary Teacher	Anticipated leave dates 1-19-16 through 5-30-16	1-4-16 through the last day of teacher responsibility for the 2015-2016 school year
Yoest, Melissa	Boyce	Special Ed Teacher	Personal Leave 8-20-15 through 6-8-16	Personal Leave 8-20-15 through 6-9-16

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

Name	Location	From	To
Rogers, Joseph	Eisenhower	Elementary Teacher (Long Term Substitute for Jayme Solomon) anticipated dates 1-4-16 through 5-30-16	Elementary Teacher (Long Term Substitute for Jayme Solomon) 1-4-16 through 6-13-16

Curriculum Leader – Resignation

Name	Location	Assignment	Last Date Worked
Smith, Rebecca	Streams	Curriculum Leader – Elementary Social Studies	6-13-16

Other Staff – Elections

Name	Location	Assignment	Effective Date	Salary
Marino, Anthony	Central Office	Technology Systems Specialist	6-22-16	\$40,000(pro-rated)
Vojtko, Tina-Marie	Central Office	Communications Specialist	7-1-16	\$58,000
Tarcon, Brooke	High School	Student Activities Assistant	6-27-16	\$30,000 (pro-rated)

Other Staff – Revised Salary

Name	Location	Assignment	Effective Date	Prior Salary Amount	Revised Salary Amount
Stabile, Mary Ann	Central Office	Executive Assistant	1-1-16	\$60,452	\$61,452

Classified Staff – Leave of Absence

Name	Location	Assignment	Type of Leave	Leave Dates
Pawloski, Glenn	High School	Custodian	Personal Leave	Return to work 6-11-16

Classified Staff – Resignation

Name	Location	Assignment	Notification Date	Last Date Worked
Biondo, Joyce	High School	Part-Time Nutrition Center Worker	5-10-16	5-27-16
Lattner, Deborah	High School	Part-Time Nutrition Center Worker	6-5-16	6-10-16
Witzel, Naomi	Eisenhower	Part-Time Nutrition Center Worker	5-26-16	6-9-16
Zigmond, Kelly	High School	Part-Time Custodian	5-17-16	5-16-16

Classified Staff – Deceased

Name	Location	Assignment	Notification Date	Last Date Worked
Danko, Larry	Streams	Custodian	6-11-16	6-10-16 (deceased 6-11-16)

Other Staff – Leave of Absence

Name	Location	Assignment	Type of Leave	Leave Dates
Colbert, Richard	Bus Garage	Bus Driver	Personal Leave	5-6-16 through 5-20-16
Leech, Doreen	Central Office	Technology Support Coordinator	Personal Leave	Return to work 5-31-16
Lovett, Susan	Central Office	Technical Systems Specialist	Personal Leave	6-6-16 through 9-2-16
Powell, Harry	High School	Security Guard	Personal Leave	Returned to work 6-1-16

Department Chairs – Reappointments

Name	Position	Salary
Cain, Lisa	Elementary and Middle School Physical Education	\$2,150
Criswell, Joshua	Fine Arts	\$2,150
Cusick, Carolyn	Technical/Practical Arts	\$2,150
Hess, Elizabeth	High School Physical Education	\$2,150
Husak, Virginia	Library	\$2,150
MacWhinnie, Valeria	Nurse	\$2,150
Mosler, Jodi	Special Education	\$2,150

Department Chairs – New Appointments

Name	Position	Salary
Zirngibl, Michelle	SHOP @ USC	\$2,150

District Substitute List – Additions

Professional:

Name	Type of Substitute	Effective
Mulholland, Lois	Spanish	1-3-17

Classified:

Name	Type of Substitute	Effective
Cusick, Hannah	Custodian (summer)	6-7-16
Despines, Manoli	Custodian (summer)	6-21-16
Kelly, Darla	Secretary (summer)	6-13-16
Latner, Deborah	Nutrition Center	6-11-16
McGlaughlin, Sean	Custodian (summer)	6-20-16
Nalitz, Emily	Aide/Secretary/Attendant	8-17-16
O'Grady, Garrett	Custodial (summer)	5-31-16
Powell, John (Jack)	Custodian (summer)	6-27-16
Roley, William N.	Custodial (summer)	6-6-16
Walsh, Tammy	Secretary (summer)	6-13-16
Zigmond, Kelly	Custodial	5-17-16

District Substitute List – Deletions

Professional:

Name	Type of Substitute	Effective
Krugh, Lauren	Mathematics	6-13-16
Mysliwiec, Matthew	Social Studies	6-10-16

Extra-Curricular Activities – Re-Appointments (2015-2016 School Year)

Name	Position	Salary
Althaus, Bryan	Spring Sports Conditioning	\$ 50
Coleman, Terry	Spring Sports Conditioning	\$ 700
Corr, Patrick	Spring Sports Conditioning	\$ 300
Coyle, Ryan	Spring Sports Conditioning	\$ 100
Dudley, Matthew	Deer Valley Coordinator	\$ 1,300
Figura, Joseph	Spring Sports Conditioning	\$ 50
Geisler, Karl	Spring Sports Conditioning	\$ 50
Hoyga, Matthew	Spring Sports Conditioning	\$ 250

Morton, Shawn	Spring Sports Conditioning	\$ 300
Palombine, Stephen	Spring Sports Conditioning	\$ 1,100
Render, James	Spring Sports Conditioning	\$ 700
Robbins, Timothy	Spring Sports Conditioning	\$ 300
Steele, Kelsey	Latin Club Sponsor	\$ 968
Trovato, John	Spring Sports Conditioning	\$ 50
Zelenski, Daniel	Spring Sports Conditioning	\$ 250

Extra-Curricular Activities – New Appointments (2016-2017 School Year)

Name	Position	Salary
Binkley, Michael	Producer (Asst. Director) Fall Play	\$ 1,000
Gaetano, Sam	Assistant Middle School Football	\$ 2,250
Kavanagh, Jessica	Fall Play Assistant (Costumes)	\$ 700*

Extra-Curricular Activities – Re-Appointments (2016-2017 School Year)

Name	Position	Salary
Althaus, Bryan	Assistant Football	\$ 5,240
Batanian, Janis	Head Middle School Swim	\$ 1,800
Beard, Garrett	Head Middle School Girls Volleyball	\$ 1,800
Beard, Garrett	Middle School Coordinator	\$ 3,600
Borst, Craig	Head Boys Golf	\$ 2,150
Brown, Neal	Assistant Girls Volleyball	\$ 2,250
Bryan, Chris	Assistant Middle School Football	\$ 2,150
Cardone, Alyssa	Assistant Field Hockey	\$ 3,380
Chermak, Maureen	Head Girls Cross Country	\$ 1,500
Coleman, Terry	Assistant Football	\$ 5,240
Corr, Patrick	Assistant Football	\$ 2,200
Corr, Patrick	Middle School Coordinator	\$ 1,725
Coyle, Ryan	Assistant Football	\$ 5,240
Cuscino, Mike	Head Girls Golf	\$ 3,600
Dolchic, Danielle	Assistant Field Hockey	\$ 2,150
Figura, Joseph	Assistant Football	\$ 5,240
Fox, Paul	Marching Band Admin Assistant	\$ 1,100
Gehrlein, William	Assistant Middle School Cross Country	\$ 1,200
Geisler, Karl	Assistant Football	\$ 2,450
Graceffo, Joe	Assistant Athletic Director	\$ 3,565
Gremba, Justin	Head Middle School Girls Volleyball	\$ 1,800
Gray, Dave	Head Girls Soccer	\$ 5,100
Gray, Mike	Assistant Girls Soccer	\$ 1,725
Hamilton, Matt	Assistant Girls Volleyball	\$ 2,150
Hinsey, Alex	Head Girls Volleyball	\$ 4,800
Hanna, Kierah	Marching Band Assistant – Auxiliary	\$ 4,050
Hall, John	Director Fall Play	\$ 2,600
Holzer, Dan	Head Boys Basketball	\$ 8,200
Hoyga, Matt	Assistant Football	\$ 3,860
Hunsberger, Thomas	Middle School Choral Director (FC)	\$ 1,600
Jaffe, Alex	Assistant Girls Soccer	\$ 2,400
Jones, Patrick	Marching Band Assistant – Drumline	\$ 2,900
Kelly, Nancy	Assistant Girls Tennis	\$ 2,300
Lang, Richard	Middle School Pit Orchestra Director (FC)	\$ 750
Levine, Steve	Head Middle School Cross Country	\$ 1,800
Loboda, Luke	Head Middle School Football	\$ 2,500
Lohman, Elle	Assistant Cheer	\$ 1,655
Long, Lexi	Head Cheer	\$ 3,450
Malarkey, Jerry	Head Baseball	\$ 5,800
Magliocca, Eric	Assistant Boys Soccer	\$ 2,800
Martocci, Matt	Assistant Athletic Director	\$ 3,565
Matthews, Gordon	Head Middle School Football	\$ 2,500

Mellinger, Matt	Assistant Boys Golf	\$ 2,300
Milovac, Lorraine	High School Choral Director	\$ 2,400
Mitchell, Adam	Assistant Girls Volleyball	\$ 2,150
Morton, Shawn	Assistant Football	\$ 5,340
Palmer, Jace	Head Middle School Volleyball	\$ 1,800
Pickell, Donald	Marching Band Director	\$ 5,200
Petrick, Doug	Head Boys Cross Country	\$ 3,380
Polfus, Jill	Middle School Choreographer (FC)	\$ 500
Radziukinas, Mike	Assistant Middle School Football	\$ 2,250
Render, Jim	Head Football	\$12,000
Riesmeyer, Paul	Assistant Middle School Swim	\$ 600
Robbins, Tim	Assistant Football	\$ 5,240
Rocco, Mary Rae	Head Field Hockey	\$ 3,600
Russell, Renee	Head Girls Tennis	\$ 4,000
Schetley, Jennifer	Middle School Choral Director (BO)	\$ 2,100
Schneider, Uwe	Head Boys Soccer	\$ 5,500
Schraven, Dave	Assistant Middle School Swim	\$ 600
Stellute, Dan	Assistant Football	\$ 2,300
Sumanski, Sharon	Assistant Girls Soccer	\$ 2,400
Trovato, John	Assistant Football	\$ 5,340
Wagner, Greg	Assistant Girls Soccer	\$ 645
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
Zelinski, Dan	Assistant Football	\$ 3,860

***Funded from proceeds of ticket sales**

Extra-Curricular Activities – Deletions

Name	Position	Last Date Worked
Dames, Amanda	Assistant Cheer	2-12-15
Kyle, Dave	Assistant Middle School Football	10-23-15
Schowoble, Ryan	Assistant Boys Soccer	10-26-15
Solis, Tyler	Assistant Boys Soccer	10-26-15
Toth, Zolton	Head Middle School Football	10-23-15

Elementary Leadership Academy 7-25-16 through 7-29-16

Name
Alloway, Matthew
Bogus, Lauren
Chanine Jourdan
Conrad, Anne
Covelli, Jaclyn
Dillie, Pamela
Manion, Kara
McCarthy, Renee
McGrath, Megan
McIntyre, Kathryn
Sabo, Amanda
Wheeler, Katie

Middle School Leadership Academy 7-25-16 through 7-29-16

Name
Bianco, Lakyn
Boltz, Kaitlyn
Brinkhoff, Carol
Davia, Michael
Garvey, Sherri
Gehrlein, William

Gibson, Kathryn
Griffith, Nina
Hunsberger, Thomas
Mauder, Julie
Schetley, Jennifer
Stocke, Dennis
Tobin, Joshua
VonBloch, Jessica

High School Leadership Academy 7-25-16 through 7-29-16

Name
Gibson, Kathryn
Haas, Amanda
Marquis, Thomas
Nicholson, Jared
Rennhoff, Johanna
Syme, Colin
Tobin, Joshua
Valentine, Erika
Zelenski, Daniel

Cancellation of Summer School Teachers

Name	Position	Effective
Frollini, Dominick	HS STEAM Academy	6-13-16 through 6-17-16

Summer School Teachers

Name	Position	Effective
Alloway, Matthew	STEAM Investigations	7-18-16 through 7-22-16
Densmore, Leslie	STEAM Investigations	7-18-16 through 7-22-16
Griffith, Nina	Elementary Reading Camp	8-1-16 through 8-5-16
Petrick, Douglas	HS STEAM Academy	6-17-16 (one day)
Toth, Zolton	Wellness	6-16-16 through 7-20-16

Paid Intern – Technology - Additions

Name	Assignment(s)	Effective	Salary
Conte, Jacob	Summer Help	6-22-16	\$7.25/hr.
Hyatt, Matthew	Summer Help	6-22-16	\$7.25/hr.
O'Brien, Daniel	Summer Help	6-22-16	\$7.25/hr.
Rullo, Brian	Summer Help	6-22-16	\$7.25/hr.

Paid Intern – Technology - Resignations

Name	Location	Assignment	Notification Date	Last Date Worked
Marino, Anthony	Central Office	Summer Help	6-16-16	6-21-16

Extended School Year Program

Professional:

Name	Position	Effective Dates
Lucas, Dorothy	Special Education Teacher	6-14-16 through 7-1-16

TO: Board of School Directors

DATE: June 6, 2016

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

SUBJECT: Curriculum Recommendations

	Requires Board Approval	For Your Information
All Areas Study opportunities for course redesign at the high school level.		✓
Audit the service opportunities provided for students at the high school.		✓
Family and Consumer Science Condense the middle school Family and Consumer Science curriculum from a four year to a two year offering.	✓	
Language Arts Revise and implement the ELA writing curriculum at the elementary level to align with the PA Core Standards.	✓	
Revise the phonics curriculum at the Kindergarten level to align with the PA Core Standards.	✓	
Pilot the use of supplemental grammar and writing resources in grades 5 through 8.		✓
Formally select and sequence texts in grades 5 and 6.	✓	
Adopt <i>Our Town</i> as a supplemental drama option in Honors English 11.	✓	
Move <i>Oedipus Rex</i> from a core text to a supplemental option in AP Literature and Language 12.	✓	
Engage in a study process that yields an augmented selection of English 12 research paper options.		✓
Adopt an online grammar program in grades 9 – 11.	✓	
Adopt an online vocabulary workshop program in grades 9 – 11.	✓	
Mathematics Pilot the Buzzmath app as a resource in grade 6.		✓

TO: Board of School Directors

DATE: June 6, 2016

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

SUBJECT: Curriculum Recommendations

	Requires Board Approval	For Your Information
Pilot <i>Algebra and Trigonometry</i> for Conceptual FST at the high school.		✓
Study the feasibility of offering the IB Mathematical Studies SL course at the high school.		✓
Pilot Digital Badging in Programming Languages 1 and 2 at the high school.		✓
Science Offer a summer 2016 Engineering Camp at the elementary level.		✓
Develop and adopt two STEAM inquiry and engineering experiences that are connected to current science units at the middle school level.	✓	
Adopt Campbell Biology for use in Advanced Placement Biology.	✓	
Social Studies/Science/ELA Expand and formalize strategies for incorporating non-fiction reading into all middle school disciplines.		✓
Special Education Pilot a 4-year scope and sequence of math courses for students in the resource setting.		✓
STEAM Pilot design-thinking, problem-based programming at the elementary level.		✓
Develop and pilot the beginning phases of a K – 4 computer science curriculum.		✓
STEAM/Expressive Arts Pilot a design-thinking, problem-based expressive arts course at grades 5 and 6.		✓
Technical Studies Adopt Keyboarding and Technology Applications in grades 7 and 8.	✓	
Wellness Adopt the inclusion of the Martial Arts Fitness Program in grades 5 and 6.	✓	

TO: Board of School Directors

DATE: June 6, 2016

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

SUBJECT: Curriculum Recommendations

	Requires Board Approval	For Your Information
World Languages Update the software in the World Languages lab at the high school to allow for improved conversational experiences and feedback.		✓

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UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: HSLT **Level:** High School
Area: All Areas **Date:** March 15, 2016

Curriculum Recommendation

1. Study opportunities for *course redesign* through analysis of existing course content, delivery methods, scope & sequence, and interdisciplinary opportunities.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The District tagline includes an emphasis on <i>customizing learning</i>. An important component of customization is consistent reflection upon current curricular models. 2. The duration of high school courses is currently one or two semesters for ten mods a week (two mods per day). Within these time parameters course components are woven together to meet the demands of the structured schedule. 3. As a way of reconceptualizing curricular potential within and across academic disciplines, providing staff the opportunity to “deconstruct” courses into component parts may enable instructors to more creatively utilize the semester and daily modular schedule. 4. Deconstructing courses would allow staff to assess how specific content is best delivered and address HSE goal #2 related to time & schedule (course design). 5. One area of particular consideration in course deconstruction is thematically designed courses. Thematically designed courses may bring together staff members from across academic disciplines as common course components are identified and common thematic strands are brought together in a systematic framework. (Cont’d.)	1. Administrative approval. 2. Identify and propose several courses in each department for review. Specifically utilize the high school social studies department as an initial group of participants. <i>(This department is already involved in several key pieces of related work, including but not limited to participation in hybrid course development with the Supervisor of Customization & Online Learning and a pilot PLC between 10th grade English and World History.)</i> 3. Convene teachers to evaluate curriculum for summer workshop / flex projects. Coordinate these efforts alongside the middle school curriculum leaders in order to maintain a coherent 5-12 curriculum.	Up to 12 hours of flex time for 4 teachers and up to 18 workshop hours @ \$30.20 per hour X 4 teachers = \$2,174.40	Approved. 5

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: HSLT Level: High School
Area: All Areas Date: March 15, 2016

Curriculum Recommendation

1. Study opportunities for *course redesign* through analysis of existing course content, delivery methods, scope & sequence, and interdisciplinary opportunities. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
6. Collaborative work will provide academic experiences that are relevant, focus on professional and technical skill development, and support students' application of content across settings. Courses that are thematically structured better align with student interest, help staff assist with student academic performance concerns, and support classroom management strategies.			6

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: HSLT **Level:** High School
Area: All Areas **Date:** March 15, 2016

Curriculum Recommendation

2. Audit the service opportunities provided by USCHS for students, evaluate the experiences against the recommendations supported in the report *Turning the Tide*, and create staff development designed to enhance the college admissions process.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. A more comprehensive look at defining career & college readiness will provide Upper St. Clair High School students with the skills and knowledge to more successfully navigate the college admissions process. 2. In January 2016, a report titled <i>Turning the Tide: Concern for Others and the Common Good</i> was released to provide a potential solution to a problem with college admissions. The report describes the problem as such: “High school students often perceive colleges as simply valuing their achievements, not their responsibility for others and their communities. While some colleges have diligently sought to convey to applicants the importance of concern for others and the common good, many other colleges have not. The messages that colleges do send about concern for others are commonly drowned out by the power and frequency of messages from parents and the larger culture emphasizing individual achievement. Further, even when students and parents receive the message that contributions and service to others do count, they often seek to “game” service.” (Cont’d.)	1. Administrative approval. 2. Create and conduct a survey for teachers to explore potential alignment with the recommendations. 3. Create and conduct a survey for students to explore potential alignment with the recommendations. 4. Analyze results as they relate to recommendations in <i>Turning the Tide</i>. 5. In collaboration between administrators and the counseling department, design and provide training to high school teachers with the intent to fulfill the gaps illuminated by the survey results. Specifically, this includes ensuring that service opportunities are meaningful and that teachers are equipped with knowledge of how to design and/or offer such experiences. 6. As a connected phase of implementation, offer general college admissions training for all staff. Use <i>Turning the Tide</i> as a lens for how to strategically support students and families in the college admissions process.		Approved. Taking a collective view of these experiences in order to organize and refine practices will provide for engaging and meaningful opportunities for students. 7

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: HSLT **Level:** High School
Area: All Areas **Date:** March 15, 2016

Curriculum Recommendation

2. Audit the service opportunities provided by USCHS for students, evaluate the experiences against the recommendations supported in the report *Turning the Tide*, and create staff development designed to enhance the college admissions process. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
More than 80 stakeholders in college admissions endorse the report that, “makes the case that college admissions can send compelling messages that both ethical engagement—especially concern for others and the common good—and intellectual engagement are highly important. Colleges can powerfully collaborate to send different messages to high school students about what colleges value.” As a result, the report includes concrete recommendations in three core areas: 1. Promoting more meaningful contributions to others, community service and engagement with the public good. 2. Assessing students’ ethical engagement and contributions to others in ways that reflect varying types of family and community contributions across race, culture and class. 3. Redefining achievement in ways that both level the playing field for economically diverse students and reduce excessive achievement pressure. Additional recommendations are as follows: 1. Meaningful, Sustained Community Service 2. Collective Action that Takes on Community Challenges 3. Authentic, Meaningful Experiences with Diversity Service that Develops Gratitude and a Sense of Responsibility for the Future (Cont'd.)			8

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: HSLT **Level:** High School
Area: All Areas **Date:** March 15, 2016

Curriculum Recommendation

2. Audit the service opportunities provided by USCHS for students, evaluate the experiences against the recommendations supported in the report *Turning the Tide*, and create staff development designed to enhance the college admissions process. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. HSE Goal #3 SEL Essential Activity 5 states, “Explore available outside resources that support students’ social-emotional development and well being.” 4. Ensuring our students are highly qualified for and successful through the college admissions process is a priority of Upper St. Clair High School students and families and the District. Reference: Turning the Tide Inspiring Concern for Others and the Common Good through College Admissions CREATED BY MAKING CARING COMMON, A PROJECT OF THE HARVARD GRADUATE SCHOOL OF EDUCATION			9

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Administration **Level:** Middle School
Area: Family and Consumer Science **Date:** Spring 2016

Curriculum Recommendation

1. Condense the middle school Family and Consumer Science curriculum from a four year offering to a two year offering.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. In a time of limited resources, examination of current programming becomes a priority. Both financial and time constraints become issues as information increases and the needs of our students naturally evolve. In this information era, content changes rapidly, as do the skills students will need to be successful in our society. Our District remains vigilant in continuing to monitor the evolution of our programming to match the changing needs of our students. 2. The Upper St. Clair School District continues to value the skills and competencies that are required to operate within a family and as a consumer in our global economy. Hands-on experiences in these areas, as well as other expressive arts courses, remain critical to our students' development and are an integral part of the District's instructional philosophies and values. It is the responsibility of the school district to make sure this is done as accurately, efficiently, and effectively as possible. 3. Upon review and examination of the Family and Consumer Science Standards and curriculum at the middle school level, consideration was given to the ability of students to develop the skills and meet the standards in a more condensed time frame. It was determined that reducing the offerings from four to two would still result in students achieving the standards and the overall goals related to the current family and consumer science programming. (Cont'd.)	1. Administrative approval. 2. Determine the two grade levels (5-8) at which Family and Consumer Science should be offered. 3. Provide collaborative summer workshop time for curriculum changes to be addressed. 4. Continue to match local curriculum with the National Standards for Family and Consumer Science. 5. Collaborate with other expressive arts areas to enhance offerings and courses and continue to make recommendations for future programming.		Approved. 10

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Administration

Level: Middle School

Area: Family and Consumer Science

Date: Spring 2016

Curriculum Recommendation

1. Condense the middle school Family and Consumer Science curriculum from a four year offering to a two year offering. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. Condensing the Family and Consumer Science curriculum, while examining all of the Middle School Expressive Arts offerings, allows for additional topics to be addressed. In the model for next year, keyboarding and a STEAM design class will be added to the Middle School Expressive Arts rotation. Study and attention to these areas will continue over the next few years to assure that students will receive the most impactful programming that addresses the needs of the 21st century learner.			11

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Kristy Berrott & Becky Kabala **Level:** Elementary

Area: ELA (Grades K-4) **Date:** March 19, 2015

Curriculum Recommendation

1. 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 the area of phonics, grammar, and comprehension. These areas continue to be refined. Rewriting and implementing a new writing curriculum is the next logical step. 3. The PA Core Standards require students to create narrative, informational, and argumentative writing pieces. Students are also required to produce evidence-based analysis of texts and research. 4. 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. (Cont'd)	1. Administrative approval. 2. Continue the research process of ways in which students learn to write and the important curricular and instructional elements of the process. 3. Secure the assistance of professionals from the Reading Achievement Center at the Allegheny Intermediate Unit to assist with the beginning phases of development and in the revision phases of the process (summer & fall). 4. Convene a team of teachers with representation from each grade level and building. In collaboration with a professional consultant, rewrite the ELA writing curriculum. 5. 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. 6. Research new materials/mentor texts that are needed. Make purchases and develop support material for teachers. (Cont'd.)	Summer workshop time for 15 teachers at \$30.20 per hour for 4 days = \$10,872 Teaching Writing @ AIU: 4 teachers at \$600 each = \$2,400 2 days of in-district training with professional consultant Instructional materials	Approved. This is a worthy area to devote study, time, and resources and is essential to our continued alignment to the PA Core Standards. 12

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Kristy Berrott & Becky Kabala **Level:** Elementary

Area: ELA (Grades K-4) **Date:** March 19, 2015

Curriculum Recommendation

1. 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. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. The PSSA tests require 3rd and 4th grade students to write to a narrative, informational, or opinion writing prompt. Additionally, 3rd and 4th grade students must respond to text using academic writing on the PSSA. These new standards and assessments show a major shift and emphasis on students being able to write and respond critically to text through writing. 6. The process of understanding the change in demands of the new standards and assessments has been initiated. Teachers are embracing the changes and now need to have a sequential and explicit curriculum plan to follow. Additional training will be needed.	7. Pilot allocation of instructional minutes to account for writing instruction. 8. Provide professional development to teachers with assistance of professionals from the Reading Achievement Center at the Allegheny Intermediate Unit. 9. Revise elementary report card ELA writing qualifiers to reflect curricular changes.		13

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Kristy Berrott **Level:** Kindergarten
Area: ELA **Date:** March 1, 2016

Curriculum Recommendation

2. Revise kindergarten phonics curriculum, instruction, and practice to align with the PA Core Standards.

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 PA Core. The District has been working diligently in the area of ELA to align our curriculum and practices to allow our students to reach and exceed these standards. 2. Our knowledge of the PA Core and the expectations necessary for the earliest grade levels continue to grow. Data from student performance and evidence-based information gained through professional development experiences have prompted a need and desire for continued refinement of this curricular area. 3. Teachers have expressed a need to revise their existing ELA framework to better meet the needs of their learners and utilize their ELA instructional time more effectively.	1. Administrative approval. 2. Continue the research process of best practices in phonics instruction. 3. Secure the assistance of professionals from the Reading Achievement Center at the Allegheny Intermediate Unit to assist with the beginning phases of development and in the revision phases of the process (spring and late summer). 4. Convene a team of teachers with representation for each building. In collaboration with the AIU, begin the curriculum revisions in the spring. 5. During the summer, convene each of the kindergarten teachers to continue the work of the team and gather resources necessary for implementation. 6. Implement professional development surrounding the revised instructional methods (fall).	Summer workshop time for 6 teachers at \$30.20 per hour for 2 days = \$2,174	Approved. It is encouraging to see the positive impact of teacher training on curriculum development and refinement. 14

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



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

Area: English Language Arts **Date:** May 2, 2016

Curriculum Recommendation

1. Pilot the use of supplemental grammar and writing resources in grades 5 through 8.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The PA Core standards are published in the English Language Arts (ELA) areas of reading, writing, and grammar. The new strands were studied by a USCSD ELA Common Core Committee (CCC) during the 2012-2013 and 2013-2014 school years. 2. As part of the shift to the PA Core Standards, grammar objectives have been revised, leading to a need for additional materials and resources. 3. Numerous programs and applications have been used to enhance grammar instruction and practice, though many have not met the needs of students. Teachers have expressed great interest in finding applications that allow for customization and engaging and effective independent practice. 4. Teachers continue to seek ways to provide students with additional feedback on their writing. However, this does not always happen quickly due to the length of time required to provide thoughtful and meaningful feedback. 5. NoRedInk's premium paid version contains components that offer practice, remediation, and assessment of grammatical concepts. (Grades 5-8) (Cont'd.)	1. Administrative approval. 2. Purchase NoRedInk and VocabularySpellingCity licenses for the year. 3. Support teachers and their use of all three programs throughout the year through webinar trainings and continued discussion of appropriate classroom use. 4. Discuss and evaluate the effectiveness of all three programs at the end of the 2016-2017 school year.	NoRedInk, access for Boyce and Fort Couch = \$14,200.00 VocabularySpellingCity, access for 650 students @ \$1.90/student = \$1,235.00	Approved. 15

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Kate Ruth **Level:** Middle School
Area: English Language Arts **Date:** May 2, 2016

Curriculum Recommendation

1. Pilot the use of supplemental grammar and writing resources in grades 5 through 8. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
6. Revision Assistant, a program in which the District receives free access, will provide automatic feedback to students' writing. (Grades 5-8) 7. VocabularySpellingCity is a paid site, which teachers in grades 5 and 6 currently utilize for vocabulary and spelling instruction.			16

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Kate Ruth **Level:** Middle School
Area: English Language Arts **Date:** May 2, 2016

Curriculum Recommendation

2. Formally select and sequence texts in grades 5 and 6 for reading instruction.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. In Spring 2013 and Spring 2014, additional novel titles were adopted in grades 5-8. An implementation step with that recommendation included examining 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. 2. While this sequencing has occurred in grades 7 and 8, it has not yet occurred in grades 5 and 6. 3. Teachers have worked to identify potential novel pairings over the course of this year, and curriculum materials have been created and refined to meet the increased rigor of PA Core Standards. This has included text layering pieces, as well as Text Dependent Analysis prompts to accompany each novel unit. The pairing and sequencing of the units is intended to expose students to a range of genres through rigorous and engaging texts, as well as to make interdisciplinary connections when possible.	1. Administrative approval. 2. Convene a pair of teachers from grades 5 and 6 this summer to map out novel pairings and sequences. Teachers will also identify units that require additional materials or work. 3. Meet with grades 5 and 6 for a half day each this fall to share out work from the summer and present plans for implementation, as determined through the summer project described above. 4. Meet in December 2016 to discuss strengths and needs of sequences for first semester.	Summer Project: 4 teachers @ \$30.20/hr for 6 hrs = \$724.80 (an additional 6 flex hours will be available, as well) Money is included in the 2016 – 2017 ELA budget to support the cost incurred by purchasing additional texts.	Approved. Attention to text complexity and a variety of genres allow for student needs to be met at an appropriate level. 17

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Melissa Tungate and Tim Wagner **Level:** High School
Area: English Language Arts **Date:** March 15, 2016

Curriculum Recommendation

1. Adopt *Our Town* by Thornton Wilder as a supplemental drama option in Honors English 11.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. In conjunction with the core drama unit on Arthur Miller's play <i>The Crucible</i>, students read one supplemental drama of their choice. Currently students can choose from a list of five supplemental plays, and adding Wilder's <i>Our Town</i> expands student choice. 2. This American classic play chronicles the lives of fictional characters Emily Webb and George Gibbs in the town of Grover's Corners. The play won the Pulitzer Prize for Drama in 1938. 3. The text showcases groundbreaking metatheatrical techniques such as the stage manager. No other supplemental drama option uses metatheater. 4. The themes of the play include the routines of life in small town America and the transient nature of life, yet these themes are also underscored by the painful realities of alienation and loss. These themes are age appropriate and different from the themes addressed in any other supplemental or core literature option in the Honors English 11 curriculum.	1. Administrative approval. 2. Purchase 50 copies of the text. 3. Begin offering the play as a supplemental drama option for the Honors English 11 classes in the fall of the 2016-2017 school year.	\$18.75 / book \$937.50 total	Approved. 18

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Melissa Tungate and Tim Wagner **Level:** High School
Area: English Language Arts **Date:** March 15, 2016

Curriculum Recommendation

2. Move *Oedipus Rex* by Sophocles from a core text to a supplemental option in AP Literature & Language 12.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Moving <i>Oedipus Rex</i> to a supplemental option will allow students more time to master the AP English standards, specifically the novel unit which includes Dostoevsky's <i>Crime and Punishment</i> and Conrad's <i>Heart of Darkness</i>. 2. Students read three other full length plays in the AP English course. 3. Students read <i>Antigone</i> by Sophocles as a core text in the Honors English 10 class and receive an extensive background on mythology and the myth of Oedipus. 4. The AP Exams do not cover any literature prior to the 17th century, and <i>Oedipus Rex</i> was first performed in 430 BC. 5. IB English 12 moved <i>Oedipus Rex</i> from a core to a supplemental text for the same curricular reasons.	1. Administrative approval. 2. Begin offering <i>Oedipus Rex</i> as a supplemental reading option in the fall of the 2016-2017 school year.		Approved. 19

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Melissa Tungate and Tim Wagner **Level:** High School
Area: English Language Arts **Date:** March 15, 2016

Curriculum Recommendation

3. Engage in a study process that yields an augmented selection of English 12 research paper text options.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Among many changes in English 12, research novel selections have remained relatively static. New offerings added to the approved list of novels would come at limited cost and, given that new titles would be part of a growing list, would not be required by any individual. This recommendation ventures to increase the list by 3-6 texts (there are currently 12 classic British Literature selections). 2. The literary analysis research paper is the major piece of writing, research, and critical thought for students in this course and a broader range of novels that better reflect the course and current student needs is keeping in line with the evolution of the course. 3. Additional novel titles are needed to customize learning in the English 12 classroom and continue to promote student choice. These titles will provide the ability to differentiate novel selection based on student reading level and interest. This is especially important for the English 12 Inclusion class; with respect to the high school STEAM initiative; and, in an attempt to differentiate choice and learning within the overall course. 4. The English 12 course moves from a focus on British Literature in the first semester to modern offerings in the second. A research list comprised of novels from both areas of focus works well under the curricular model. (Cont'd.)	1. Administrative approval. 2. Identify possible research themes for proposed selections. 3. Convene a group of teachers to read and evaluate proposed selections. 4. Update the English 12 research paper novel option list to include additional titles. 5. Explore associated resources that provide accessibility for students who require accommodations. 6. Study the effectiveness of including new selections during summer 2017.	Total anticipated cost for a school set of the novels is \$367.20. This is already in the 2015-2016 budget.	Approved. It is commendable to continue to look for ways to engage students by attending to their interests and needs. 20

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Melissa Tungate and Tim Wagner **Level:** High School
Area: English Language Arts **Date:** March 15, 2016

Curriculum Recommendation

3. Engage in a study process that yields an augmented selection of English 12 research paper text options. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. Identified novels for the initial study process include: <i>The Martian</i> (Weir) <i>No Country for Old Men</i> (McCarthy) <i>The Curious Incident of the Dog in the Night-Time</i> (Haddon)			21

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Melissa Tungate and Tim Wagner **Level:** High School
Area: English Language Arts **Date:** March 15, 2016

Curriculum Recommendation

4. Adopt an online grammar program in grades 9-11.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This recommendation is a follow-up to a fast track recommendation to pilot this program in Academic English 9 classes in 2015-2016 school year. 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 a USCSD ELA Common Core Committee (CCC) during the 2012-2013 and 2013-2014 school years. 3. As part of the shift to the PA Core Standards, grammar objectives have been revised, leading to a need for additional materials and resources. 4. The online program, NoRedInk, offers some free components that teachers have used to supplement current materials. However, the premium paid version contains many more components that offer practice, remediation, and assessment of grammatical concepts. 5. NoRedInk allows teachers to customize grammar instruction and practice for students, tracking their performance on specific concepts and offering opportunities for second chance learning. 6. This online program supports one of the High School Experience goals as part of the District's Comprehensive Plan. Specifically, this program works to meet the goal to leverage technology, creating learning opportunities that empower students to become active learners in a dynamic and interconnected world.	1. Administrative approval. 2. Purchase NoRedInk licenses for the year. 3. Support teachers throughout the year through webinar trainings and continued discussion of appropriate classroom use. 4. Discuss and evaluate the program's effectiveness at the end of the 2016-2017 school year.	\$8,000.00	Approved. 22

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Melissa Tungate and Tim Wagner **Level:** High School
Area: English Language Arts **Date:** March 15, 2016

Curriculum Recommendation

5. Adopt an online Vocabulary Workshop program in grades 9-11.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This adoption recommendation is a follow-up to a fast-track recommendation from 2014-2015 to study and evaluate formal vocabulary programs in grades 7-12. In addition to work completed throughout the second semester 2014-15 and first semester 2015-16, a group of teachers completed a summer workshop in 2015 studying and exploring various formal vocabulary programs. 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. In previous standards proposed by PDE, there was emphasis on correctly spelling grade-appropriate words. In PA Core revisions, however, not only is correctly spelling words addressed, but understanding vocabulary in fiction and nonfiction texts is featured. This revision, including an emphasis on root/affix structural analysis, prompts students to not only spell words accurately, but also to develop a deep understanding of word meaning based on linguistic patterns. (Cont'd.)	1. Administrative approval. 2. Purchase Sadlier's Vocabulary Workshop license for the year. 3. Support teachers throughout the year through webinar trainings and continued discussion of appropriate classroom use. 4. Discuss and evaluate the program's effectiveness at the end of the 2016-2017 school year.	\$14,000.00	Approved. 23

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: _____ Melissa Tungate and Tim Wagner _____ **Level:** _____ High School _____
Area: _____ English Language Arts _____ **Date:** _____ March 15, 2016 _____

Curriculum Recommendation

5. Adopt an online Vocabulary Workshop program in grades 9-11. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. The College Board has made changes to the SAT, effective in spring of 2016, including changes to the types of vocabulary words to be assessed. Common Core Tier Two words will be assessed, often in context, instead of esoteric words assessed in isolation. As a result, the current formal vocabulary programs in grades 10 and 11 have been reviewed. 5. This online program supports one of the High School Experience goals as part of the District's Comprehensive Plan. Specifically, this program works to meet the goal to leverage technology to create learning opportunities that empower students to become active learners in a dynamic and interconnected world.			24

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Andy Lucas **Level:** Middle School

Area: Mathematics **Date:** March 10, 2016

Curriculum Recommendation

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

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. One of the stated purposes of USC's 1:1 initiative was to provide improvements in access to content, opportunities for customized instruction, increased feedback to students, and greater levels of student engagement via opportunities for self-paced and self-directed learning. 2. Different iPad software has been researched with the goal of providing enrichment and remediation for students without taking away from instructional time in the regular math classroom. During the 2015-2016 school year, a teacher at Boyce used Buzzmath software in his classroom and reported the following benefits: • The software allows opportunities for self-directed learning while still providing data on student growth to the teacher. This supports the self-directed and self-paced learning goals of the District's 1:1 Learning Initiative. • Students find the software to be both engaging and entertaining. Many students are choosing to use the software outside of class. • The software is fully aligned with the PA Core standards and provides rigorous, authentic assessments for students to complete. • The teacher reported that this software made it much easier to enrich and remediate students in a meaningful manner. (Cont'd.)	1. Administrative approval. 2. Provide training time for one math resource teacher at Boyce to develop RtI materials and strategies using this application as part of their summer project. 3. Allow time for training and collaboration for all 6th grade teachers at the first curriculum meeting and the first few PLC meetings. 4. Determine if Buzzmath warrants any further investment for 6th grade or other grade levels at the end of 2016.	\$1575 for 350 licenses	Approved. 25

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Andy Lucas **Level:** Middle School

Area: Mathematics **Date:** March 10, 2016

Curriculum Recommendation

1. Pilot the Buzzmath app 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. Piloting the course throughout the grade would allow us to determine if this software would be useful for customization in other grade levels as well.			26

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



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

Area: Mathematics **Date:** March 15, 2016

Curriculum Recommendation

1. Pilot *Algebra and Trigonometry* (Sullivan, 10th Edition) digital and print resources for Conceptual FST course in the 2016-17 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The new Conceptual FST course is designed to serve students who desire a course that will prepare them for college calculus and statistics while supporting and enhancing their algebra skills. The Pearson Math XL program combined with Algebra and Trigonometry text by Sullivan meets those needs by providing the concepts required at an appropriate level of understanding. 2. The <i>Algebra and Trigonometry</i> text supports real-world, authentic learning by presenting each unit of instruction around a real-world theme. Projects linking the mathematical concepts learned to authentic tasks are emphasized throughout the text. (Cont'd.)	1. Administrative approval. 2. Choose an implementation model that best serves the needs of students. Possibilities include: a. Purchase one class set (30 copies) of <i>Algebra and Trigonometry</i> and MathXL online resources for all students for one year. b. Purchase one class set (30 copies) of the text and MyMathLab online resources for one year. 3. Evaluate online and text materials during the 2016-17 school year. 4. Present a curriculum recommendation in the spring of 2017 regarding adoption or non-adoption of the evaluated materials.	30 copies x \$118 + \$375 for 25 more licenses for MathXL = \$3915 30 copies x 128.97 + \$49.97 x 25 = \$5118.35	Approved. 27

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Steve Miller **Level:** High School
Area: Mathematics **Date:** March 15, 2016

Curriculum Recommendation

1. Pilot *Algebra and Trigonometry* (Sullivan, 10th Edition) digital and print resources for Conceptual FST course in the 2016-17 school year. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. Online support in the form of Pearson's MathXL for School or MyMathLab can be included. MathXL for School provides online interactive assessment and practice materials for students with the ability to reference the text digitally while working through homework assignments. MyMathLab provides all of the features of MathXL plus additional features such as access to a fully interactive digital e-text with access to videos and additional practice exercises. Both MathXL and MyMathLab materials provide students with instant feedback so that they know whether or not they are doing their work correctly. The online materials can be purchased separately (~\$20 per student per year for MathXL and ~\$50 per student per year for MyMathLab), allowing for the possibility of having one class set of books while providing all students with the online materials. 4. The online materials available in conjunction with this book (both MathXL and MyMathLab) are flexible enough to provide customized personal study plans and homework assignments for students based on assessment performance. 5. The MyMathLab resources provide the capability to deliver the course in multiple learning environments including outside the traditional classroom, which could be beneficial for students who need the option of a non-traditional experience.			28

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Steve Miller, Jen Kirk, Tanya Chothani **Level:** High School

Area: Mathematics **Date:** March 15, 2016

Curriculum Recommendation

2. Study the feasibility of offering the IB Mathematical Studies SL course.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The current IB offerings, IB Standard Level Math, and IB Higher Level Math do not meet the needs of every student who wants to participate in the IB program. Students who want to earn an IB diploma currently must take mathematics at the honors level for IB Standard Level, or be a year advanced in math for the IB Higher Level. 2. The current IB math offerings focus heavily on calculus, and are light on certain other areas of math, most notably, statistics. The IB Mathematical Studies course would provide a more appropriate math course for IB students whose future course of study depends more upon statistics than calculus. 3. IB students from the United States and abroad choose USCHS to enroll in the IB Diploma program. These students often come from schools whose math curriculum is not well-aligned with our IB Standard Level and Higher Level Math courses. Consequently, these students frequently have a difficult transition into our math curriculum. An IB Math Studies course could provide a more appropriate option for these students. 4. Offering an IB Mathematical Studies course would support district goals of customizing learning as well as the HSE SEL goal of providing an experience where students feel engaged, supported, challenged and empowered. (Cont'd.)	1. Administrative approval. 2. Offer summer professional development flex and/or workshop time for select teachers. 3. Develop and present a curriculum recommendation for fall 2016 with recommendations on how to proceed.	2 teachers x 12 hours x \$30.20 = \$724.80	Approved. Careful consideration of many related factors will be necessary in determining the feasibility of this offering. 29

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Steve Miller, Jen Kirk, Tanya Chothani **Level:** High School

Area: Mathematics **Date:** March 15, 2016

Curriculum Recommendation

2. Study the feasibility of offering the IB Mathematical Studies SL course. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. The IB Mathematical Studies SL course is a one-year course, as opposed to the Standard Level and Higher Level courses, which are two-year courses. Offering IB students a one-year math course that fulfills their IB math requirement would allow students greater flexibility and choice in their studies. Students could choose to take this course in their junior year and add a calculus or statistics course during their senior year. Alternatively, students could choose to take Functions, Statistics and Trigonometry during their junior year and this course during their senior year.			30

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



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

Area: Mathematics **Date:** March 15, 2016

Curriculum Recommendation

3. Pilot Digital Badging in Programming Languages 1 and 2 as a means of recognizing and measuring student progress through the curriculum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Digital Badges are a mechanism for recognizing and measuring skill and knowledge mastery. By completing relevant coursework and assessments, a student earns badges that certify that he/she has mastered the curricular goals associated with those badges. Digital badges may be linked to artifacts, such as projects and assessments, that serve as evidence of this mastery. 2. In the Programming Languages classes there is a great variety of experience and ability levels, which causes students to progress at different rates through the coursework. Because of this, a linear progression through the course is not ideal for all students. The implementation of digital badges could allow a student to complete coursework at his/her own pace and in a learning path of his/her choosing, subject to dependencies between concepts. The earning of a badge would “unlock” learning pathways to new content and skills. 3. The use of digital badges could enhance student engagement by providing students with choices in the tasks they undertake to learn and show mastery of the content and skills associated with each badge. For example, for a given badge there could be a choice of several different projects that meet the curricular goals for that badge, each addressing a different area of student interest. (Cont'd.)	1. Administrative approval. 2. Provide summer workshop time for the development of a system of digital badges for the Programming Languages 1 and 2 courses. 3. Research digital badging implementations currently being used in other schools and institutions to learn best practices. 4. Implement digital badging in the Programming Languages courses during the 2016-17 school year. This implementation would include : • Multiple learning paths through the curriculum so students could choose tasks and, to some extent, order of study based on interest. • Online curricular materials so that students’ learning would not be tied to the timeframe of the class meetings. • Clearly defined badges, associating specific sets of skills and achievements associated with each badge so that those viewing a student’s badges would fully understand the meaning and significance of the badge. • Mechanisms for attaching to each badge artifacts serving as evidence of mastery for the content/skills represented by that badge. 5. Present results and possible further recommendations in the spring of 2017.	1 teacher x 30 hours x \$30.20 = \$906	Approved. Consideration of this process and the concept of digital badging will also need to become a part of a larger district initiative. 31

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Steve Miller **Level:** High School
Area: Mathematics **Date:** March 15, 2016

Curriculum Recommendation

3. Pilot Digital Badging in Programming Languages 1 and 2 as a means of recognizing and measuring student progress through the curriculum. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. A system of digital badges would complement the hybrid experience recommendation from Fast Track because students would have access to instructional modules from every unit of the curriculum at any time. No student would be held back from continuing on a learning pathway because of time-constrained delivery of content. 5. Research has indicated that digital badges can potentially improve student motivation over traditional assessment and progress monitoring methods for many learners. Are Badges Useful in Education?: It Depends on the Type of Badge and Expertise of the Learner. 6. This recommendation supports the District's mission of producing lifelong learners, the District's vision of fostering an engaging and challenging learning environment, and the High School Experience goals of improving time and scheduling as well as the use of technology for improving learning outcomes.			32

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Pamela Dillie **Level:** Elementary

Area: Science/S.T.E.A.M. **Date:** May, 2016

Curriculum Recommendation

1. Offer "STEAM Team Investigates", a summer 2016 Engineering Camp for grades K-4.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This summer class offering supports our 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. 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. 3. A summer engineering camp 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. The camp will introduce our youngest engineers to various elements of S.T.E.A.M.. 4. The S.T.E.A.M. camp would continue to develop the 21st Century learning skills of creativity, innovation, problem solving, and collaboration. This will be accomplished through fun, hands-on activities that will prepare our learners to enter the workforce and the many future careers that may not currently exist. (Cont'd.)	1. Administrative approval. 2. Conduct the inaugural camp during the week of July 18-22 from 8: 30-12:00. Open to all District students in grades K-4. Cost \$175.00. 3. Incorporate a field trip to the USC Fab Lab into the camp week. Determine a design challenge to take as a culminating production to the FAB Lab and the ways in which an engineering camp could promote these concepts. 4. Contact local businesses/USC residents that are or employ various engineers: Mechanical, Materials, Civil and Environmental, etc. to be guest speakers. 5. Gather and review feedback from students/parents/staff at the conclusion of the 2016 camp. Continue the development of the camp concept by analyzing findings and evaluate options for summer of 2017. 6. Make recommendations for spring 2017 based on the results from the pilot STEAM camp of 2016 school year. 7. 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.)	Approved. Promoting STEAM education for our elementary students is in alignment with the District's Strategic Plan. 33

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: _____ Pamela Dillie **Level:** _____ Elementary

Area: _____ Science/S.T.E.A.M. **Date:** _____ May, 2016

Curriculum Recommendation

1. Offer “STEAM Team Investigates”, a summer 2016 Engineering Camp for grades K-4. (Cont’d.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<u>Parent flyer information:</u> S.T.E.A.M. TEAM INVESTIGATES... Kids are born engineers! They are fascinated with building, taking things apart, and how things work. If this sounds like your child, please join us for the inaugural Upper St. Clair Summer <i>S.T.E.A.M. Camp</i>. Our Science, Technology, Engineering, Arts, and Math camp will introduce students to the Engineering Design Process in a fun and hands-on way. We will explore the wonders of the sciences around the theme of: USC’s STEAM Team investigates: Kennywood Park. Our curious learners will brainstorm in collaborative teams to construct a new roller coaster, create a solar powered oven, design a “Bubble Bonanza”, and explore robotics/coding with the “Lego WeDo” program. The week will conclude with a forensics “Who Done It?” challenge to solve the kidnapping of <i>Kenny the Kangaroo</i>. This camp is open to all District students grades K-3 and will be broken into two groups (rising 1st-2nd and rising 3rd-5th). The <i>S.T.E.A.M. Team</i> camp will run from July 18 through July 22, from 8:30 AM until 12:00 PM at Baker School. The camp will be directed by Pam Dillie, Baker teacher, and facilitated by other USC teachers. Cost is \$175 for the week.	Tentative schedule for the week: Monday: Intro/Bubble Bonanza Show (EIE) What is an Engineer?/Guest speakers/ Introduction to the EDP. Materials Engineer/Bubble Wand Design Tuesday: Death-Defying Designs Roller Coaster Design Physics/Mechanical Engineering Wednesday: H2O NO (EIE) Water Filter Design Environmental Engineers/Alcosan-Water purification Thursday: Sizzling Solar Snacks (EIE) Solar Powered Oven Design Green Engineers/Recycling Friday: The Kidnapping Capers of Kenny Kangaroo/Who Done it? Forensic Science (FOSS) USC Police Detectives Robotics/Coding: <i>Lego WeDo</i> <i>Extension activities</i> Field trip experience: High School FAB Lab or Kennywood behind the scenes		34

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



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

Area: _____ Science/S.T.E.A.M. _____ **Date:** _____ May, 2016 _____

Curriculum Recommendation

1. Develop and adopt two S.T.E.A.M. (Science, Technology, Engineering, Arts, and Math) inquiry and engineering experiences per academic school year that are connected to current science units.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The S.T.E.A.M. inquiry and engineering experiences would support our 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. The experiences will foster creativity, problem solving, and collaboration to prepare students for future careers that do not exist at present. The S.T.E.A.M. inquiry and engineering experiences will be integrated into the science topics presently taught. 2. Pennsylvania is currently studying <i>The Next Generation Science Standards</i> for possible adoption. These standards include targets for engineering and design as well as significant changes in depth of topics. 3. S.T.E.A.M. (Science, Technology, Engineering, Arts, and Math) is an integral component of education in the United States and worldwide. Problem solving and collaboration are key to global economic success and personal career success. Our District is committed to S.T.E.A.M. education along with promoting inquiry and engineering based learning for students.	1. Administrative approval. 2. Develop and adopt two S.T.E.A.M. inquiry and engineering experiences per grade level. 3. Study and adjust the pacing of the current science units in order to allow for implementation of these inquiry and engineering experiences. 4. After adoption, provide all teachers time for training, for exploration, application of learning, and feedback on these new design challenges during curriculum meetings.	Possible summer workshop. All material costs are included in the middle science budget.	Approved. Adding these experiences will promote STEAM education and will fill a needed gap in the science curriculum. 35

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Lynn Kistler **Level:** High School
Area: Science **Date:** March 15, 2016

Curriculum Recommendation

1. Support customization through adoption of Campbell Biology with supplementals Mastering Biology and Pearson eText, 10th edition for use in Advanced Placement Biology.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Students in the AP Biology course enter the course with a wide variety of backgrounds in science. Some have completed introductory biology and chemistry, others have completed AP Chemistry and/or Organic Chemistry, still others have completed one year of biology and no chemistry, and a few ninth grade students have no high school science course background. With such a diverse yet committed group of students, planning instruction suitable for all is a challenge for the instructor. 2. The Pearson technology package Mastering Biology that accompanies the 10th edition includes a learning platform that can be used for online homework, tutorials, and assessment. Self-paced tutorials allow students to receive individualized coaching and respond to student progress. Teachers are able to gather data regarding student performance, providing both formative and summative assessments. Charts then summarize the most difficult problems and identify vulnerable students. The teacher will then use this information to adjust and customize instruction. Additionally, the updated textbook is aligned with digital resources for ease of organization to AP Biology course goals. 3. Most features of the technology package are compatible with the iPad and will therefore support the 1:1 initiative. Pearson continues to update specific features so that full compatibility is achieved. (Cont'd.)	1. Administrative approval. 2. Purchase the quoted Campbell Biology package that includes 100 hard-copy texts, 100 access codes for each of the next 6 years, 100 Reading Guides/year, and 100 Test Prep books/year. (ISBN: 978-0-13-344700-2) 3. Update the course syllabus through the AP Course Audit. 4. Provide Summer Workshop time for instructor to become familiar with all components of the Mastering Biology online program components to provide a customized learning experience for AP Biology students. 5. Provide Summer Workshop time for the teacher to work with the Pearson representatives to maximize use of the many features of the Mastering Biology platform.	Summer Workshop: 30 hours at \$30.20 per hour = \$906 100 hard-bound texts; 100 licenses for 6 years to access Mastering Biology; Reading Guide; Test Prep Book: \$21,088 [\$3,514.67 per year over the lifetime of the contract.]	Approved. 36

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Lynn Kistler **Level:** High School
Area: Science **Date:** March 15, 2016

Curriculum Recommendation

1. Support customization through adoption of Campbell Biology with supplementals Mastering Biology and Pearson eText, 10th edition for use in Advanced Placement Biology. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. The book currently used in the course is the 7th edition of Campbell Biology that was copyrighted in 2005. 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.” Biology content has experienced major breakthroughs and discoveries in the last ten years most notably, the mapping of the human genome which has significantly changed the field of biology and medicine. 5. The purchased package will include individual access to the learning platform, a hard copy of the Campbell text, a complete eText of the Student Edition, a Reading Guide, and also an AP Test Prep Book. Both the Reading Guide and AP Test Prep Book are included in the package price as free or at a significantly reduced price. The purchase will provide 100 hard-copy texts and 100 access codes for 6 years. 6. Other digital resources and texts considered include: · Campbell In-Focus Biology; written exclusively to include the narrower contents of the recently redesigned AP Biology curriculum. · Mader Biology, 12th Edition.			37

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Steve Levine, Caren Falascino, and Kate Ruth **Level:** Middle School

Area: Social Studies, Science, and English Language Arts **Date:** May 2, 2016

Curriculum Recommendation

1. Expand and formalize strategies for incorporating non-fiction reading into all middle school disciplines.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The PA Core standards are published in the English Language Arts (ELA) areas of reading, writing, and grammar. The new strands were studied by a USCSD ELA Common Core Committee (CCC) during the 2012-2013 and 2013-2014 school years. Due to the increased focus on nonfiction reading and expectations of students' ability to interact with and analyze nonfiction text has highlighted a need to increase the amount of nonfiction reading opportunities for students in both ELA and content area classes. 2. Content area teachers have been seeking ways to incorporate additional nonfiction reading and current events into their curriculum. 3. Newsela is a current events site that has been identified as a tremendous resource for kids. The paid version provides automatically customized nonfiction articles with accompanying comprehension questions. Structured use of Newsela in content areas, primarily social studies, and in place of supplemental novels in ELA will provide increased nonfiction reading opportunities for students.	1. Administrative approval. 2. Create an implementation process for current events reading in social studies and ELA through summer work project. 3. Purchase Newsela licenses. 4. Pilot Newsela with a group of ELA and social studies teachers, and provide training for those teachers. 5. Discuss and evaluate the program's effectiveness at the end of the 2016-17 school year.	Summer Project: 8 teachers @ \$30.20/hr for 12 hrs = \$724.80 (some may opt for flex hours) = \$2899.20 Cost of Newsela for all students at Boyce and Fort Couch = \$10,000	Approved. Collaboration across disciplines in the area of reading will create improved experiences for students. It will be essential for ELA leadership and expertise to play a critical role in helping to determine the refined strategies for incorporating non-fiction reading into the content areas. 38

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: _____ Colleen Czekaj _____ **Level:** _____ High School _____

Area: _____ Special Education - Math _____ **Date:** _____ May 2, 2016 _____

Curriculum Recommendation

1. Examine, identify and pilot a 4-year scope and sequence of math courses for special education students whose instruction is provided in the resource setting.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Parents and students have a strong desire to enroll in Algebra I entering High School. Students in the resource setting have participated and completed a 3 year Algebra readiness program, TransMath, during their middle school years. 2. An alternative Algebra course for students who have identified needs in the area of math that participate in the Learning Support and/or Emotional support program is warranted based on students' IEP indicating the need for an approach that is individualized and has a functional approach to Algebra. 3. This special education course will provide access to Algebra curriculum for all students and equal access to participate in the Keystone exam. 4. As part of a 4 year math sequence for special education resource curriculum, Algebra I would be offered as a 2 year course. 5. The subsequent 2 years would be followed with a scope and sequence of math courses that include consumer math/practical math courses for special education students to continue to develop math skills applicable to real world living. (Cont'd.)	1. Administrative approval. 2. Purchase Pacemaker text and curriculum supplements for the start of the 2016-17 school year. 3. Purchase the annual subscription to the ALEKS computer program for supplemental instructional, support and practice. 4. Pilot Pacemaker Algebra I course for the 2016-17 and 2017-18 school year.	Pacemaker Algebra I materials: approx \$855.00 ALEKS Annual subscription for 5 students: 225.00 Summer workshop 1 teacher X 24 hours = \$724.80	Approved. 39

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Colleen Czekaj Level: High School
Area: Special Education - Math Date: May 2, 2016

Curriculum Recommendation

1. Examine, identify and pilot a 4-year scope and sequence of math courses for special education students whose instruction is provided in the resource setting. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
6. The ALEKS program will be used as supplemental instructional support for all courses. This program is currently used within the general education math classes.			40

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Bulazo **Level:** Elementary
Area: STEAM **Date:** March 9, 2016

Curriculum Recommendation

1. Pilot design-thinking, problem-based programming at the elementary level to provide exposure to STEAM experiences that create interest and skills in the processes of innovation and higher level thinking.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. STEAM (Science, Technology, Engineering, Arts, and Math) shapes our everyday lives and involves competencies that are vital to the future of our country and our children's success. STEAM careers are some of the best options for our students. The type of thinking and problem solving used in STEAM programming can also be used in all careers and everyday life. 2. 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 planning process that involved input from all stakeholders, have resulted in identified focus areas that are supported by this recommendation. Through the strategic planning process it was evident that community support for STEAM programming is strong. 3. This recommendation is a logical and expected follow-up to the study of STEAM programming from 2015. The study recommendation launched informal pilots and explorations related to engineering, design-thinking, and problem-based learning that resulted in positive outcomes in student interest and skill development. 4. Early exposure to integrated STEAM experiences is important to gaining support and interest for continued learning in this area. It has been found that students' attitudes about STEAM begin to form in elementary school. (Cont'd.)	1. Administrative approval. 2. Reconvene the STEAM team to make decisions related to curriculum, scheduling, and personnel. 3. Schedule school visits and consider collaboration opportunities. 4. Determine space in each building that can be redesigned to support STEAM learning. 5. Budget for and seek funding for this programming. 6. Write curriculum, allocate time and provide continued training to those involved in the instructional delivery through an implementation plan for all elementary buildings. 7. Pilot and evaluate the programming. Make recommendations for the following school year.		Approved. Implementation of these experiences is in alignment with the District's Strategic Plan and will help to develop critical thinking skills as well as open-mindedness related to continued studies in the STEAM disciplines. 41

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Judy Bulazo Level: Elementary

Area: STEAM Date: March 9, 2016

Curriculum Recommendation

1. Pilot design-thinking, problem-based programming at the elementary level to provide exposure to STEAM experiences that create interest and skills in the processes of innovation and higher level thinking. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. Our strong science and mathematics programming at the elementary level will serve as solid support for additional STEAM programming. Integrated STEAM experiences will help students to make connections between and across these and other subjects.			42

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Judy Bulazo **Level:** Elementary

Area: STEAM **Date:** March 9, 2016

Curriculum Recommendation

2. Develop and pilot the beginning phases of a K-4 computer science curriculum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Computational thinking, which is taught through a computer science curriculum, teaches students a new and fundamental way of thinking and problem solving. It promotes logical, algorithmic, scientific and innovative thinking, along with skills in finding efficient solutions. Proficiency in these ways of thinking and problem solving has been deemed critical for the 21st century learner. 2. Advances in computer science are occurring at a rapid rate and have allowed our society to solve problems in efficient and effective manners. It is important for our students to learn and understand the way in which these processes work in order to become future problem solvers that can solve tomorrow's problems in revolutionary ways. 3. Computer Science is a critical part of a well-rounded and holistic STEAM experience and an area that is not currently present anywhere in our curriculum or programming. 4. The recent boost and attention in this area of computer science by many governmental, technical educational organizations has prompted the production of many resources for younger students. The District has been exploring these resources through summer school programming, hours of code experiences, and teacher training sessions.	1. Administrative approval. 2. Reconvene the STEAM team to make decisions related to curriculum, scheduling, and personnel. 3. Budget for and seek funding for this programming. Write preliminary curriculum and provide continued training to those involved in the instructional delivery. Coordinate this planning with those involved in the new Middle School STEAM course. 4. Pilot and evaluate the programming. Make recommendations for the following school year and determine continuation at the seventh and eighth grade levels.		Approved. Computational thinking is being recognized nationally as a critical need for students. 43

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Judy Bulazo **Level:** Grade 5 - 6
Area: STEAM/Expressive Arts **Date:** March 9, 2016

Curriculum Recommendation

1. Pilot a design-thinking, problem-based expressive arts course at grades 5 and 6 to provide exposure to STEAM experiences that create interest and skills in the processes of creativity, innovation, and higher level thinking.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. There has been an educational shift from acquisition of knowledge to the development of 21st century skills, specifically those of problem-solving, collaboration, creativity and innovation. This shift has been driven by both the current needs of industry and the fact that students need to be prepared for many careers that do not currently exist. Students need to develop a broader skill set that will allow them to be engaged and contributing citizens in our ever-changing technological and global society. 2. Within the area of STEAM are embedded the concepts of creativity and innovation. A self-assessment of our current STEAM programming revealed that creativity and innovation were considered to be valued and need to be integrated into the curriculum and the educational experiences we provide to our students. 3. 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 planning process have resulted in many recommendations including this recommendation. Community support for STEAM programming is strong. (Cont'd.)	1. Administrative approval. 2. Research and develop curriculum that includes design-thinking, fabrication, coding and robotics. 3. Create design-thinking and maker space in proximity to the expressive arts area. 4. Implement course. 5. Determine successes and challenges and make recommendations for future programming.		Approved. This course will be helpful in engaging and exposing students to the many opportunities provided through the interconnectedness of the STEAM disciplines. The grant money received is a promising sign of the value of this endeavor. 44

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Judy Bulazo **Level:** Grade 5 - 6
Area: STEAM/Expressive Arts **Date:** March 9, 2016

Curriculum Recommendation

1. Pilot a design-thinking, problem-based expressive arts course at grades 5 and 6 to provide exposure to STEAM experiences that create interest and skills in the processes of creativity, innovation, and higher level thinking. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. Our strong science and mathematics programming at the middle school level will serve as a solid support for this additional STEAM coursework. Integrated STEAM experiences will help students to make connections between and across these and other subject areas. 5. The technology lab space at the middle school level is in alignment with some of the specifications of an MIT FabLab. Though not as sophisticated, the equipment does provide opportunity for similar programming, at a developmentally appropriate level, to that which is offered through our High School FabLab. 6. This course would serve as a first step in developing a potential 'Innovation Hub' at the Middle School level. In addition, this would be a preliminary effort in examining how middle school expressive arts programming could potentially become more integrated and creativity and innovation focused. 7. This new course would allow for experimentation with design-thinking, coding, robotics, and other STEAM topics not addressed through the current curriculum as a research and development effort to determine future programming in these areas.			45

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Ray Berrott, Carolyn Cusick, and John Rozzo **Level:** 7 & 8

Area: Technical Studies Department **Date:** June 2016

Curriculum Recommendation

1. Adopt the keyboarding pilot in the grade 7 & 8 grade 21T course during the 2016-2017 school year. The new course title will be Keyboarding and Technology Applications.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Keyboarding is a technology literacy skill that will facilitate students' abilities to efficiently interact with and use the technological tools that will continue to be a part of their daily lives. 2. Keyboarding is a component of the National Educational Technology Standards for Students (NETS•S) as recommended by the International Society for Technology in Education (ISTE). To "demonstrate a sound understanding of technology concepts, systems, and operations," our students need to "select and use applications effectively and productively." 3. Keyboarding provides the skills and background needed for our 1:1 Learning Initiative framework while enhancing student skills in terms of Access to Content, Collaboration and Communication, Feedback and Assessment, Creativity, Self-Directed and Self-Paced Learning, and Engagement. 4. Keyboarding supports: • ISTE Standards • PA Core Standards • USC Educational Technology Standards for the 21st Century Learner (Cont'd.)	1. Administrative approval. 2. Purchase Typing Agent online subscription. 3. Purchase 130 wired iPad external keyboards from Kensington.com. (Note: current inventory is 81. This would provide 3 classroom sets for 7th grade and 4 classroom sets for 8th grade.) 4. Purchase 8 cardboard storage boxes from Nasco, Catalog # 9724657. 5. Develop appropriate curriculum. 6. Determine times that students will continue to develop keyboarding skills throughout the school year and outside of the timeframe of this course. 7. Begin offering keyboarding to all 7th & 8th grade students during the 2016-2017 school year. 8. Develop 8th grade keyboarding course content.	Typing Agent online keyboarding software subscription for 7th & 8th \$1840 Teacher prep 15 hours x \$30.20=\$453 6 Keyboard cardboard storage units from Nasco \$220 External Keyboards \$5200 (130 @ \$40) Total \$7713	Approved. 46

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: _____ Ray Berrott, Carolyn Cusick, and John Rozzo _____ **Level:** _____ 7 & 8 _____

Area: _____ Technical Studies Department _____ **Date:** _____ June 2016 _____

Curriculum Recommendation

1. Adopt the keyboarding pilot in the grade 7 & 8 grade 21T course during the 2016-2017 school year. The new course title will be Keyboarding and Technology Applications. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. During the 2015-2016 school year, computer keyboarding was piloted during the 21T course and during the intervention period at Fort Couch, "Panther Time." Due to the consistency of instruction during the 21T course, it was determined that keyboarding benefits students most when offered during a regular class period. 6. Touch keyboarding skills allows students to: • Improve productivity. • Complete work quicker in order to think critically, solve problems and make decisions. (Note: The average handwriting rate is 15 words per minute.) • Collaborate in a digital world. 7. Students have improved their speed and accuracy rates after receiving touch keyboarding instruction during this pilot. Thus, their efficiency levels in terms of completing work have improved.			47

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Lisa Cain and Dana Mellinger **Level:** Grades 5 & 6

Area: Health and Physical Education **Date:** March 10, 2016

Curriculum Recommendation

1. Adopt the pilot that calls for the inclusion of the Martial Arts Fitness Program in grades 5 and 6 at Boyce Middle School.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The current Physical Education program curriculum includes an emphasis on health concepts, the importance of lifetime physical fitness to the human body, traditional team sports, and having fun while exercising. 2. The Martial Arts Fitness program has allowed the students to participate in a lifelong activity that enhances their strength, endurance, and self confidence.	1. Administrative approval. 2. Continue the implementation and growth of the Martial Arts Fitness program in grades 5 and 6, with instructional lessons that include drills and circuits focusing on technique, footwork, upper and lower body movement, endurance, and safety. 3. Continue the availability of use of the Martial Arts Fitness Program during intramurals (Pride Time), as well as iPad training for smaller groups to ensure proper form and safety. 4. Use summer workshop time to plan additional lessons and activities in the Martial Arts Fitness program. During summer workshop and future department meetings, explore the possibility of expansion of the program into other grade levels.		Approved. 48

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Deanna Baird **Level:** High School

Area: World Language **Date:** March 2016

Curriculum Recommendation

1. Update the current World Language Lab to include software that allows for improved conversational experiences with improved and immediate feedback.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Our current lab was implemented many years ago, with the main purposes of practicing and assessing oral skills. The technology in the current lab has become outdated and replacement parts can no longer be found. 2. The SANSSpace digital system was investigated and found to offer our students and teachers several advantages that relate to our customization philosophy. First, it can incorporate the language lab into our e-folio system. This helps us to customize learning. Secondly, it can interface with student and teacher iPads, offering several advantages including the ability to record and/or listen from anywhere at anytime and the ability to use an iCloud platform instead of a physical console. This means that the middle schools could also be included in our virtual lab whereas now it is only the high school. (Cont'd.)	1. Administrative approval. 2. Attend demonstration of equipment and obtain additional information and experience. 3. Lease and/or buy the necessary equipment for the virtual lab. 4. Install lab and virtual platform. 5. Train teachers with the new equipment so that they can use the system and also combine it with the iPads.	\$38,165.00 to digitalize language lab	Approved for further study. 49

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Deanna Baird **Level:** High School
Area: World Language **Date:** March 2016

Curriculum Recommendation

1. Update the current World Language Lab to include software that allows for improved conversational experiences with improved and immediate feedback. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. Although the new district technologies will allow for student recordings and for listening activities, the digital lab is still unique and beneficial for the following reasons: - teacher time effectiveness when listening to recordings, - option to pair students for conversation (no longer one partner option but totally random partner options), - non-recorded oral assessments between teachers and students, - spontaneous proficiency samples instead of only practiced samples of proficiency, - teacher ability to listen and provide immediate feedback during oral work. Many of the above advantages focus on the ability to have real-time interpersonal communication. 4. The SANSSpace virtual lab offers additional benefits that our previous lab did not. Innovations in the system, for example, are immediately shared. More than one school can also access the lab.			50