

**UPPER ST. CLAIR BOARD OF SCHOOL DIRECTORS
COMMITTEE OF THE WHOLE MEETING**

**MONDAY, JUNE 6, 2016 - 7:00 P.M.
CENTRAL OFFICE BOARD ROOM**



Customizing Learning,
Nurturing Potential...
Delivering Excellence

Notice having been advertised and posted and members duly notified, a Committee of the Whole meeting of the Board of School Directors was held on June 6, 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
Mr. Frank J. Kerber
Mr. Harry F. Kunselman
Mr. Louis P. Mafrice, Jr.

School personnel in attendance:

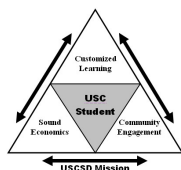
Dr. Patrick O'Toole, Superintendent of Schools
Dr. Sharon Suritsky, Assistant/Deputy Superintendent
Dr. John Rozzo, Assistant Superintendent
Ms. Frosina Cordisco, Director of Business & Finance
Dr. Judith Bulazo, Director of Curriculum & Professional Development
Mr. Raymond Berrott, Director of Technology
Mrs. Amy Pfender, Director of Student Support Services
Mrs. Mary Ann Stabile, Stenographer
Mr. Robert Prorok, Solicitor

CALL TO ORDER/PLEDGE OF ALLEGIANCE (Petersen)

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

READING OF THE MISSION

Mr. Kerber read the following School District Mission Statement:



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

SHARED BELIEF STATEMENT #7 FROM STRATEGIC PLAN

Mrs. Bolas shared the following Belief Statement #7 from the Strategic Plan:

We believe that:

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

RESIDENTS' COMMENTS (REGARDING AGENDA ITEMS ONLY)

Katie Talarico, 1430 Redfern Drive, commented regarding the 1:1 iPad initiative and possible related health problems identified in studies.

Albert Wylie, 1836 Tragone Drive, commented regarding a possible staff reduction in high school social studies and the importance of economics in the curriculum.

Tiffany Hanson, 2495 Morton Road, commented regarding possible staffing cuts in the world language program and the benefits to early language exposure.

Sara Brinkman, 2483 Southvue Drive, commented regarding possible cuts to the Family and Consumer Science curriculum.

APPROVAL OF AGENDA (Petersen)

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

RECOGNITION OF ODYSSEY OF THE MIND TEAMS FOR COMPETING IN WORLD FINALS (O'Toole)

Dr. O'Toole and Board members recognized two Odyssey of the Mind teams of students for their success at the state and world final competitions, along with their sponsor Laura Murtough.

The following team of seventh graders finished third among 60 teams at the World Finals at Iowa State University by solving the Classics Problem "Aesop Gone Viral:" Victoria Cuba, Brianna Lin, Joseph Markovitz, Max Murtough, Sammie Seewald, Constantine Tripodes and Eric Wang.

The following team of students from Boyce and Fort Couch Middle Schools earned first place at the Pennsylvania competition in April: Vivek Babu, Christina Conte, Jacob Conte, Yash Jajoo, Gracie Lowden, Maggie Lowden and Isabella Putorti. The team completed the vehicle problem titled, "No-Cycle Recycle."

Dr. O'Toole and Mrs. Hasco presented the students with Commendation Certificates and \$5.00 Aramark awards.

REPORT FROM STUDENT BOARD REPRESENTATIVES (Dan Quiroga/Allie Ryave)

RECOGNITION OF DAN QUIROGA, OUTGOING STUDENT BOARD REPRESENTATIVE

Dan Quiroga and Allie Ryave, Student Board Representatives, commented regarding activities at the High School.

Dr. O'Toole and Board members thanked Dan for serving as the Student Board Representative for the past two school years. They presented Dan with a Certificate of Recognition and USC iPad portfolio. Dan

thanked Dr. O'Toole and the Board members for the opportunity to serve as a Student Board Representative and commented that he is looking forward to taking all that he has learned at USC with him as he furthers his education at the University of Pittsburgh.

Dan's parents, Pedro and Claudia Quiroga, commented regarding the wonderful opportunities that Dan has experienced at USC. They also thanked Dr. O'Toole and the Board for allowing their company, EA Fab, to participate in the STEAM Design Lab course for the past two years by presenting real world problems for the students to solve. EA Fab is Pittsburgh-based company that designs and fabricates equipment and parts for steel mills throughout North America.

INTRODUCTION OF JOSH MEYER, INCOMING STUDENT BOARD REPRESENTATIVE

Dr. Lou Angelo, High School Principal, introduced the incoming Student Board Representative Josh Meyer. Josh stated that he looked forward to serving as a Student Board Representative for the next two years.

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.

Susan Hofrichter-Watts, Baker Art Teacher

- Hired in August 1991 as Art Teacher at Eisenhower Elementary School
- High School Art Teacher from 1996-97 through 2011-12
- Baker Art Teacher since 2012-13
- ECA Positions Held - F.R.I.E.N.D.S. Event Leader
- Retiring in June 2016 after 25 years of dedicated service

Sheila Lloyd, High School Student Activities Assistant

- Substitute Secretary/Teacher Aide in 1988-99 and 1999-2000
- Hired as Assistant Activities Director and Assistant Senior Class Sponsor in July 2000
- ECA Positions Held: Assistant Yearbook Sponsor, Junior Class Sponsor, Assistant Clairvoyant Advisor
- Retiring in August 2016 after 16 years of dedicated service

Karen Momyer, High School Home Economics Teacher

- Hired as Home Economics Teacher at High School in August 1984
- Retiring in June 2016 after 29 years of dedicated service with USC

Maureen Strathmann, Baker Teacher Aide

- Hired in 1994 as Teacher Aide at Baker Elementary School
- Retiring in June 2016 after 22 years of dedicated service

Deanna Baird, High School German Teacher, K-12 World Language Curriculum Leader, and German Club Sponsor

- Hired in August 1973 as German Teacher at Boyce and Fort Couch Middle Schools
- In 1975 moved to German Teacher at Fort Couch and High School
- Has been teaching German exclusively at High School since 1981
- Foreign Language Department Chairperson from 1978 through 1981

- German Club Sponsor since 1987
- High School Foreign Language Curriculum Leader since 1992
- Retiring in July 2016 after 43 years of dedicated service with the USC

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

Frank Eisenreich, High School/Baker Music Teacher

- Hired in August 1979 as a music teacher at the High School and elementary schools
- ECA positions held: Assistant Band Director, Marching Band Music Director and Assistant Director, Marching Band Camp Music Assistant
- Retiring in June 2016 after 37 years of dedicated service with USC

Richard Falascino, Boyce Industrial Arts Teacher

- Hired as Industrial Arts Teacher at Boyce Middle School in March 1981
- ECA Positions Held (1981-1984) – Track, Football, Wrestling, Basketball
- Retiring in June 2016 after 34.5 years of dedicated service

Catherine Kauffman, Bus Attendant

- Hired as Bus Attendant in October 2007
- Retired in April 2016 after serving 9-1/2 years of dedicated service

Rosemary Fouts Lostetter, Streams Guidance Counselor

- Hired as Guidance Counselor at Streams Elementary School in 1993-94
- Retiring in June 2016 after 23 years of dedicated service

Virginia Knudsen, Eisenhower Special Education Teacher

- Hired as Fort Couch Teacher Aide in 1997-98
- August 1998 hired as Special Education Teacher at High School and Eisenhower
- Special Education Teacher at Eisenhower exclusively since August 1999
- Retiring in June 2016 after serving 19 years of dedicated service with USC

Deborah Spada, Boyce Elementary Teacher

- Hired as High School Business Education Long-Term Substitute in 1981-82
- Hired fulltime as High School Business Education Teacher in 1982-83
- Became Boyce Elementary Teacher in 1996-97
- Retiring in June 2016 after 27-1/2 years of dedicated service

Catherine Zora, Eisenhower Elementary Teacher

- Hired as High School Business Education Teacher 1977 through 1982 and 1986 through 1991
- Became Eisenhower Elementary Teacher in 1991
- ECA Position Held - Cheerleading Sponsor 1977 through 1981
- Retiring in June 2016 after 32-1/2 years of dedicated service

SUPERINTENDENT'S REPORT (O'Toole)

REQUEST APPROVAL OF RESOLUTIONS REGARDING STAFFING ***(Requires Board Vote at 6/6 Board Meeting - See Agenda Item #10f)***

Dr. O'Toole recommended that the Board approve resolutions for the following staffing positions at a meeting to be convened this evening:

Decrease Staff:

1.00 - Industrial Arts Teacher (Boyce)

Increase Staff:

1.00 - STEAM Design Teacher (Boyce)

REQUEST APPROVAL OF EARLY RETIREMENT INCENTIVE PROPOSAL FOR CLASSIFIED STAFF ***(Requires Board Vote at 6/6 Board Meeting – See Agenda Item #10f)***

Dr. O'Toole recommended that the Board approve at a meeting to be convened this evening an early retirement incentive opportunity for members of the classified union who applied for the benefit and met the criteria.

REQUEST APPROVAL OF JUNE 6 PERSONNEL LISTINGS ***(Requires Board Vote at 6/6 Board Meeting - See Agenda Item #10f)***

Dr. O'Toole recommended that the Board approve the June 6 Personnel Listings, pending receipt of all paperwork and required clearances, at a meeting to be convened this evening.

REQUEST APPROVAL OF CAPITAL RESERVE BUDGET ***(Requires Board Vote at 6/6 Board Meeting - See Agenda Item #10f)***

Dr. O'Toole recommended that the Board approve the Capital Reserve Budget in the amount of \$455,380 at a meeting to be convened this evening.

FIRST READING OF POLICY #6022 - ADMINISTERING NALOXONE **SECOND READING AT 6-21-16 BOARD MEETING (O'Toole/Pfender) - ATTACHED** ***(Requires First Reading at 6/6 Board Meeting - See Agenda Item #10f)***

Dr. O'Toole recommended that a first reading of Policy #6022 - Administering Naloxone be presented at a meeting to be convened this evening. 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, it will be necessary to have this policy adopted in June rather than the usual practice of a two month review.

Mr. Kunselman suggested that students be educated regarding how to respond to situations that may arise outside of the presence of a staff person.

CONVENE BOARD MEETING

The Committee of the Whole meeting recessed at approximately 8:17 to convene a voting Board meeting.

The Committee of the Whole meeting reconvened at approximately 8:24 p.m.

2016-17 BUDGET UPDATE - ATTACHED

Dr. O'Toole presented the Proposed Final 2016-17 General Fund Budget, including several key revisions since the budget was presented on June 6, fund balance, long term projections and next steps.

Board member comments included the fact that improvements have been made to the fund balance and five year projections over the years with no cuts to student programs until this year, many issues among the legislators have caused difficult decisions to be made at the local level, and commending the administrative staff for their hard work on the budget.

REQUEST APPROVAL OF JUNE 21 RESOLUTION REGARDING STAFFING

Dr. O'Toole recommended that the Board approve resolutions regarding staffing for the following positions. He noted that there could be some adjustments made prior to the June 21 Board meeting.

Decrease Staff:

- 0.40 - Elementary Art Teacher (Baker)
- 0.50 - Elementary Resource Teacher (Baker)
- 1.00 - Elementary Teacher (Baker)
- 1.00 - Elementary Teacher (Eisenhower)
- 1.00 - Middle School Family and Consumer Science Teacher
- 1.00 - High School Social Studies Teacher
- 1.00 - World Language Teacher (level to be determined)
- 1.00 - Technology Systems Coordinator (Central Office)
- 6.00 - Classified Positions (to be determined)

Increase Staff:

- 0.50 - Elementary Teacher (Streams)
- 1.00 - Technology Systems Specialist
- 1.00 - Communications Specialist (Central Office)
- 0.40 - Biology/Chemistry Teacher (High School)

The Committee will recommend approval, separate from the Consent Agenda.

REQUEST APPROVAL OF JUNE 21 PERSONNEL LISTING

Dr. O'Toole recommended approval of the June 21 Personnel Listing, pending receipt of all paperwork and required clearances.

The Committee will recommend approval, to be placed on the Consent Agenda.

REQUEST EXTENSION OR APPROVAL OF ACT 93 PLANS

Dr. O'Toole explained that the Administrator and Curriculum Leader Act 93 Plans expire on June 30. He requested that the Board meeting in executive session following the meeting to discuss the Act 93 Plans.

ADMINISTRATORS' REPORTS

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

Dr. Suritsky, Dr. Rozzo, and Dr. Bulazo requested that the Board approve the 2016-17 Curriculum Recommendations as presented this evening.

The Committee will recommend approval, to be placed on the Consent Agenda.

REQUEST APPROVAL OF ITEMS TO DECLARE SURPLUS - (Berrott)

In accordance with Policy #3006 - Sale of Surplus Furniture, Equipment and Other Tangible Personal Property, Mr. Berrott requested that a list of equipment be declared surplus, 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.

The Committee will recommend approval, to be placed on the Consent Agenda.

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

Mrs. Pfender requested that the Board approve the following contracts for special education services for the 2016-17 school year:

- **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)

The Committee will recommend approval, to be placed on the Consent Agenda.

BUSINESS & FINANCE

REVIEW OF FINANCIAL & CASH FLOW STATEMENTS, BUDGET TRANSFERS & BILL LIST

Ms. Cordisco reviewed the financial statements and requested approval of the budget transfers and bill list.

The Committee will recommend approval, to be placed on the Consent Agenda.

REQUEST APPROVAL OF HOMESTEAD & FARMSTEAD EXCLUSION RESOLUTION

Ms. Cordisco requested approval of the Homestead & Farmstead Exclusion Resolution.

The Committee will recommend approval, to be placed on the Consent Agenda.

REQUEST APPROVAL OF INSURANCE RENEWALS & STUDENT ACCIDENT INSURANCE

Ms. Cordisco reviewed the recommendations for renewals of the insurance policies and student accident insurance. She thanked Mr. Mafrice and Mr. Prorok for assisting her in the review of the insurances.

Dr. O'Toole commended Ms. Cordisco, Mr. Mafrice, and Mr. Prorok for their efforts in reviewing the various insurances for renewal.

REQUEST APPROVAL OF 2016-17 SOUTH CENTRAL BUDGET

Ms. Cordisco recommended that the Board approve the operation budget for the South Central Area Special Schools Committee for the 2016-17 school year totaling \$175,000.

The Committee will recommend approval, to be placed on the Consent Agenda.

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

Ms. Cordisco recommended that the Board authorize 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.

The Committee will recommend approval, to be placed on the Consent Agenda.

REQUEST APPROVAL OF ELECTION OF TREASURER

Ms. Cordisco recommended that the Board 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.

The Committee will recommend approval, to be placed on the Consent Agenda.

REQUEST APPROVAL OF LEASES FOR TECHNOLOGY EQUIPMENT

Ms. Cordisco recommended that the Board approve the following leases with Apple Financial Services, contingent upon documentation acceptable to the Superintendent and Solicitor:

- 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 \$6,103.58 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 \$2,463.50 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 \$4,575.50 for a five-year term (eRate eligible).

The Committee will recommend approval, to be placed on the Consent Agenda.

RESIDENTS' COMMENTS - REGARDING ANY ITEM

Jose Ramirez-DelToro, 1430 Redfern Drive, commented regarding the caring and concern the Board and administration has for the students and regarding research related to health and the use of iPads.

Amy Sarkett, 1303 Rolling Meadow Road, commented regarding appreciating the efforts of the Board, the iPad initiative, cutting teacher positions, and the use of increased technology in the classrooms.

Adam Beck, 2666 Foster Drive, commented regarding the efforts of Board members, legislative issues, and willing to pay additional taxes for a top quality education.

MATTERS OF INFORMATION - SUPERINTENDENT & ADMINISTRATION

REPORT FROM COMMUNITY DAY - MAY 21

Dr. O'Toole reported that Community Day was held on Saturday, May 21. Board members and administrators participated in a salute to the armed forces and the parade.

REPORT FROM HIGH SCHOOL AWARDS NIGHT - MAY 24

Dr. O'Toole stated that High School Awards Night was held on Tuesday, May 24. He congratulated all of the students who were recognized and received awards.

REPORT FROM BOARD BREAKFAST WORKSHOP - MAY 26

Dr. O'Toole reported that Board members participated in a tour on Thursday, May 26 to review School District capital improvements that are being considered.

LAST STUDENT DAY - JUNE 9

Dr. O'Toole announced that the last student day for the school year is scheduled for Thursday, June 9.

HIGH SCHOOL GRADUATION - JUNE 9 @ 7:00 PM

Dr. O'Toole stated that the High School Graduation ceremony would be held on Thursday, June 9 at 7:00 p.m. He asked Board members to meet in the High School Commons at 6:15 p.m. or if they arrive later to meet on the field.

EXECUTIVE SESSION - PERSONNEL & NEGOTIATIONS MATTERS - JUNE 13

Dr. O'Toole stated that he would like to hold an executive session on Monday, June 13 to discuss personnel and negotiations matters.

KENNYWOOD DAY - JUNE 20

Dr. O'Toole announced that the USC Kennywood Day would be held on Monday, June 20.

REGULAR BOARD MEETING - TUESDAY, JUNE 21

Dr. O'Toole reminded Board members that due to Kennywood Day, the regular Board meeting would be held on Tuesday, June 21.

ADJOURNMENT

It was moved, seconded, and carried on unanimous voice vote that the meeting adjourn at approximately 9:16 pm.

EXECUTIVE SESSION - PERSONNEL & NEGOTIATIONS MATTERS

The Board adjourned into executive session to discuss personnel and negotiations matters.

Respectfully submitted,

Mary Ann L. Stabile
School Board Stenographer

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](#)

FIRST READING: June 6, 2016

Upper St. Clair School District

Proposed Final

2016-17 General Fund Budget

June 6, 2016



Customizing Learning,
Nurturing Potential...
Delivering Excellence



2016-17 Proposed Final Budget

2016-17 Budget	As of April 12	Comments	As of April 25	Comments	As of May 9		As of June 6	Variance
Revenues	\$76,203,330	Primarily related to lower PSERS and FICA	\$76,183,919	Primarily related to additional assessed values that were not included in the County template related to new construction	\$76,298,306	Primarily due to actual ERI elections	\$76,298,723	\$417
Expenditures	\$77,151,851	Salary adjustments	\$77,002,660	Attritional reductions of 5.5 FTE professional positions and Technology reductions	\$76,226,129	Primarily due to lower insurance premiums and actual salary and benefit expenses related to ERI elections	\$76,174,487	(\$51,642)
Possible Budget Outcome	(\$948,521)		(\$818,741)		\$72,177		\$124,236	\$52,059

2016-17 Proposed Final Budget

Includes Tax Increase of 2.8% Adj. Act 1 Index of .6450 Mills + Estimated Exceptions of .6583 mills = Total Increase of 1.3033 mills. New Millage = 24.3388	Actual	Final Budget	Proposed Budget	Change from		
	2014-15	2015-16	2016-17	15-16 Budget	% Change	Key Explanations
Revenue	\$68,634,956	\$72,365,878	\$76,298,723	\$3,932,845	5.4%	
Expenses						
100 Salaries	\$32,059,193	\$33,291,727	\$34,056,635	\$764,908	2.3%	Salary increases net of the 9 retirements and 6 support staff and related attritional reductions
200 Benefits	\$16,878,031	\$18,619,650	\$20,579,530	\$1,959,881	10.5%	PSERS and health care increases
300 Contracted Services	\$4,040,246	\$4,036,635	\$4,107,650	\$71,015	1.8%	Higher professional educational services and ARA fee
400 Purchased Services	\$1,707,703	\$1,643,159	\$1,720,061	\$76,902	4.7%	Higher energy expenses offset by lower insurance premiums
500 Other Purchased Services	\$2,933,574	\$2,899,949	\$3,112,822	\$212,873	7.3%	Higher tuition to other LEAs and APS
600 Books and Supplies	\$1,793,211	\$1,873,231	\$1,964,564	\$91,334	4.9%	General supplies
700 Equipment	\$1,104,516	\$1,436,455	\$1,477,648	\$41,193	2.9%	Lease payments for the additional iPad implementation
800 Miscellaneous Fees	\$5,903,158	\$5,948,826	\$5,705,762	(\$243,064)	-4.1%	Lower interest expense
900 Other Uses	\$3,194,878	\$2,996,065	\$3,449,815	\$453,750	15.1%	Higher principal payment
Total Expenses	\$69,614,512	\$72,745,696	\$76,174,487	\$3,428,792	4.7%	
Revenues Less Expenses	(\$979,556)	(\$379,818)	\$124,236			

2016-17 Proposed Final Budget

Base Budget Outcome	<i>Includes 5.4 FTE Professional and 6 Support Staff Attritional Reductions</i>	\$124,236
Other Potential Revenues		
Governor Wolf's April Proposal		\$250,947
E-rate for Technology Projects		\$181,000
Total Other Revenues		\$431,947
	Proforma Budget Outcome	\$556,183

2016-17 Proposed Final Budget

	As of June 30, 2015	Final Budget 2015-16	Base Budget ** Proposed Budget 2016-17	% of 2016-17 Budget
Nonspendable:				
Inventory	\$1,479,959	\$1,479,959	\$1,479,959	
Total Nonspendable Fund Balance	\$1,479,959	\$1,479,959	\$1,479,959	
 Unassigned*	 \$2,579,743	 \$2,199,925	 \$2,324,160	 3.1%
 Total Fund Balance	 \$4,059,702	 \$3,679,884	 \$3,804,119	

* Unassigned Fund Balance used in determining compliance with the 8% fund balance limitation related to real estate tax increases.

** Dependent upon the 2015-16 Budget Outcome.

2016-17 Proposed Final Budget

Proforma Fund Balance Levels				
<i>Nonspendable:</i>	3.5%	4.0%	5.0%	6.0%
<i>Inventory</i>	\$1,479,959	\$1,479,959	\$1,479,959	\$1,479,959
<i>Total Nonspendable Fund Balance</i>	\$1,479,959	\$1,479,959	\$1,479,959	\$1,479,959
<i>Unassigned*</i>	\$2,666,107 	\$3,046,979 	\$3,808,724	\$4,570,469
<i>Total Fund Balance</i>	\$4,146,066	\$4,526,938	\$5,288,683	\$6,050,428
<i>Proforma Budget Outcome</i>	\$466,182	\$847,055	\$1,608,799	\$2,370,544

2016-17 Proposed Final Budget

Per \$100,000 of Assessment	2015-16 Millage	2016-17 Proposed Millage	<i>Increase</i>	<i>% Increase</i>
Millage	23.0355	24.3388	1.3033	5.7%
Taxes per \$100,000 of Assessment	\$2,304	\$2,434	\$130	5.7%
Taxes per Median Home Value (5,908 Homesteads) of \$230,000	\$5,298	\$5,598	\$300	5.7%

Long Term Projections

<i>Forecast Reflecting the most recent State-Mandated PSERS Projections</i>	Actual 2014-15	Final Budget 2015-16	Proposed Final 2016-17	2017-18	2018-19	2019-20	2020-2021	2021-22
Total Revenues	\$68,634,956	\$72,365,878	\$76,298,723	\$78,953,743	\$81,559,083	\$84,195,333	\$86,611,027	\$89,233,271
Total Expenditures	\$69,614,512	\$72,745,696	\$76,174,487	\$78,878,756	\$81,433,038	\$83,965,778	\$85,962,313	\$88,476,050
Budget Outcome*	(\$579,556)	(\$379,818)	\$124,236	\$74,988	\$126,045	\$229,555	\$648,714	\$757,221
<i>Millage Increase, Including Act 1 Index Increase of 2.8%</i>	1.582	0.840	1.303	0.681	0.701	0.720	0.740	0.761
* State-mandated PSERS Expenditures, Net of Reimbursement	\$3,430,594	\$4,275,451	\$5,113,604	\$5,602,424	\$5,973,388	\$6,304,502	\$6,342,022	\$6,510,700
State-Mandated PSERS Employer Rate	21.40%	25.84%	30.03%	32.04%	33.27%	34.20%	33.51%	33.51%
Millage Required for State-Mandated PSERS	1.653	2.035	2.375	2.588	2.745	2.882	2.883	2.944
Net Millage increase due to state-mandated PSERS - year over year	0.820	0.421	0.782	0.226	0.170	0.151	0.017	0.076

Long Term Projections - March 2012

			DATA DEVELOPED FROM A HIGH LEVEL MODEL USING HISTORICAL DATA AND NOT BUDGET SUBMISSIONS FOR 2012-13.				
Scenario	Illustrative Millage Increases for 2012-13	Note: Model results include the use of \$402,000 PSERS credit from refinancing.	2012-13	2013-14	2014-15	2015-16	Total Staff Reductions
1	0.41		(\$1,393,433)	(\$4,683,820)	(\$5,777,861)	(\$6,652,026)	
		Professional Retirements	14	5	5	5	
		Professional Staff Reductions	10				10
		Support Staff Reductions	6				6
2	0.41		(\$370)	(\$986)	(\$838,511)	(\$1,481,344)	
		Professional Retirements	14	5	5	5	
		Professional Staff Reductions	24	29			53
		Support Staff Reductions	6	6			12
3	0.75		(\$837,513)	(\$4,115,371)	(\$5,196,600)	(\$6,057,664)	
		Professional Retirements	14	5	5	5	
		Professional Staff Reductions	10				10
		Support Staff Reductions	6				6
4	0.75		\$58,028	\$14,324	(\$840,697)	(\$1,497,750)	
		Professional Retirements	14	5	5	5	
		Professional Staff Reductions	19	29			48
		Support Staff Reductions	6	5			11
5	1.00		(\$428,202)	(\$3,696,835)	(\$4,768,631)	(\$5,620,050)	
		Professional Retirements	14	5	5	5	
		Professional Staff Reductions	10				10
		Support Staff Reductions	6				6
6	1.00		\$69,321	\$13,169	(\$855,394)	(\$1,523,544)	
		Professional Retirements	14	5	5	5	
		Professional Staff Reductions	15	29			44
		Support Staff Reductions	6	5			11

2016-17 Proposed Final Budget

- **From 2012-13 to 2016-17**
 - Staff concessions from all staff members
 - Salary rollbacks and salary freezes
 - Attritional staff reductions, where appropriate
 - Board and Community Commitment to the District
 - Millage increases from 20.0753 mills (24.1 mills adjusted by 16.7% reduction for the reassessment) for 2011-12 to 24.3388 in 2016-17 for a net increase of 4.2635 mills
 - This increase represents a \$426 increase for every \$100,000 of assessed value over the 5 years or about \$85/yr.

2016-17 Proposed Final Budget

- Next Steps
 - Continued due diligence through Budget adoption in June 2016
 - Committee and Board Meeting Dates
 - June 21 – Final Budget Approval



Customizing Learning,
Nurturing Potential...
Delivering Excellence



2016-17 Proposed Final Budget

Q & A

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.		✓
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.		✓
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.		✓

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 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.	✓	
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. 4

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.			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

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. 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. (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.)			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
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			8

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. 9

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.		10

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. 11

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. 12

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.			13

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. 14

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. 15

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. 16

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. 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

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)			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

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. 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

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. 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

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.			21

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. 22

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.			23

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. 24

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.			25

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. 26

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.			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

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. 28

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.			29

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. 30

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 Caper 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		31

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. 32

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. 33

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.			34

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. 35

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. 36

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.			37

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. 38

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.			39

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. 40

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. 41

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.			42

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 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	43

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 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.			44

Customizing Learning.
Nurturing Potential...
Delivering Excellence

Level: Grades 5 & 6

Date: March 10, 2016

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. 45

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. 46

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.			47

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.		

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.			