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

MONDAY, JUNE 8, 2015 - 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 8, 2015 in the Central Office Board Room.

School Board Members in attendance:

Mr. Frank J. Kerber, President
Mrs. Buffy Z. Hasco, Vice President
Mrs. Amy L. Billerbeck
Mrs. Barbara L. Bolas
Mr. Harry F. Kunselman
Mr. Louis P. Mafrice, Jr.
Mr. Louis M. Oliverio
Mrs. Angela B. Petersen
Mrs. Rebecca A. Stern

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
Ms. Judith Bulazo, Director of Curriculum & Professional Development
Mr. Raymond Berrott, Director of Technology
Ms. Eloise Stoehr, Supervisor of Pupil Services
Ms. Melissa Garvin, Supervisor of Special Education
Mrs. Mary Ann Stabile, Stenographer
Mr. Robert Prorok, Solicitor

CALL TO ORDER/PLEDGE OF ALLEGIANCE (Hasco)

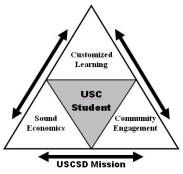
Mrs. Hasco called the meeting to order at approximately 7:00 p.m.

MOMENT OF SILENCE IN MEMORY OF JAYDEN MATHEWS, USC STUDENT ATTENDING THE CHILDREN'S INSTITUTE DAY SCHOOL

Mrs. Hasco requested a moment of silence in memory of Jayden Mathews, a USC student attending The Children's Institute Day School.

READING OF THE MISSION

Mrs. Bolas read the following School District Mission Statement:



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

SHARED BELIEF STATEMENT #8 FROM STRATEGIC PLAN

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

We believe that:

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

RESIDENTS' COMMENTS (*REGARDING AGENDA ITEMS ONLY)*

There were no residents' comments at this time.

APPROVAL OF AGENDA (Hasco)

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

REPORT FROM STUDENT BOARD REPRESENTATIVES (Christian Meyer)

Christian Meyer, Student Board Representative, reported on various activities at the High School.

RECOGNITION OF CHRISTIAN MEYER,
OUTGOING STUDENT BOARD REPRESENTATIVE

Christian Meyer was recognized by Dr. O'Toole and the Board for serving as a Student Board Representative for the 2013-14 and 2014-15 school years. Christian was chosen to serve in this role because he exhibited personal integrity and a willingness to assume the responsibility as a representative of the entire student body.

Dr. O'Toole and Mr. Kerber presented Christian with a Certificate of Recognition and a USC embossed iPad portfolio.

Christian thanked the Board for the opportunity to serve as the Student Board Representative. Board members expressed their thanks to Christian and wished him well in his future plans.

INTRODUCTION OF ALLIE RYAVE,
INCOMING STUDENT BOARD REPRESENTATIVE

Dr. Lou Angelo, High School Principal, introduced Allie Ryave, who was chosen to serve as a Student Board Representative for the 2015-16 and 2016-17 school years.

Allie stated that she looked forward to serving as a Student Board Representative.

RECOGNITION OF HIGH SCHOOL BOYS' TENNIS TEAM FOR WINNING WPIAL AAA CHAMPIONSHIP (O'Toole)

Dr. O'Toole and the Board members recognized the High School Boys' Tennis Team for winning the WPIAL AAA Championship.

Christian Meyer introduced the players. Dr. O'Toole and Mr. Kerber presented the team members with Certificates of Recognition and Aramark Award Certificates to the underclassmen and USC pens to the seniors.

SUPERINTENDENT'S REPORT (O'Toole)

SECOND READING OF POLICY #6021 - SUICIDE AWARENESS, PREVENTION AND RESPONSE - *ATTACHED*

Dr. O'Toole presented a second reading of Policy #6021 - Suicide Awareness, Prevention and Response AS ATTACHED.

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

REQUEST APPROVAL OF ADMINISTRATIVE OFFICE SPACE LEASE AGREEMENT WITH TOWNSHIP

Dr. O'Toole requested approval of the Administrative Office Space Lease Agreement for the term of July 1, 2015 through June 30, 2016.

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

2015-16 BUDGET UPDATE

Dr. O'Toole reviewed the current 2015-16 budget estimates and revisions that have been made to the Proposed Final 2015-16 Budget.

REQUEST APPROVAL OF JUNE 22 PERSONNEL LISTING

Dr. O'Toole presented a Personnel Listing to be approved at the June 22 Board meeting.

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

REQUEST APPROVAL OF RESOLUTION REGARDING STAFFING

Dr. O'Toole recommended that the Board approve the following resolutions regarding staffing:

The District staff be decreased by the following positions:

1.00 - Customization/Instructional Technology Curriculum Leader
1.00 - Elementary Teacher (Eisenhower)
0.50 - Teacher Aide - Special Education (Streams)
1.00 - Middle School Teacher (Subject to be Determined)

The District staff be increased by the following positions:

1.00 - Supervisor of Customized and On-Line Learning
0.50 - Special Education Teacher (Streams)
0.60 - Science Teacher (High School)

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

REQUEST APPROVAL OF ADMINISTRATIVE ELECTION

Dr. O'Toole recommended the following administrative election. He explained that the expansion of the 1:1 Learning Initiative requires leadership from both the technology and instructional domains.

Change of Status - Administrative Staff

Bradley Wilson FROM Customization/Instructional Technology Curriculum Leader TO Supervisor of Customized and On-Line Learning effective 7-1-15

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

REQUEST APPROVAL OF ADMINISTRATIVE ELECTION
(Requires Board Vote at 6/8 Board Meeting - See Agenda Item #12)

Dr. O'Toole requested approval of the following administrative election at a Board meeting to be convened this evening. He thanked the high school administrators for attending the meeting on behalf of Dr. Wagner.

Change of Status - Administrative Staff

Timothy Wagner FROM High School/Fort Couch Gifted Teacher and Middle School Language Arts Curriculum Leader TO High School Associate Principal for Program Planning and Innovation effective 7-1-15

The Committee will recommend approval.

REQUEST APPROVAL OF JUNE 8 PERSONNEL LISTING
(Requires Board Vote at 6/8 Board Meeting - See Agenda Item #12)

Dr. O'Toole requested approval of a Personnel Listing, pending receipt of all paperwork and required clearances, at a Board meeting to be convened this evening.

The Committee will recommend approval.

BUSINESS & FINANCE (Cordisco/Berrott)

REQUEST APPROVAL OF LEASES FOR TECHNOLOGY EQUIPMENT
(Requires Board Vote at 6/8 Board Meeting - See Agenda Item #12)

Ms. Cordisco requested approval of Lease Schedule #9 (iPads for 1:1 Learning Initiative) with Apple Financial Services at an interest rate of no more than 1.49% and a monthly cost not to exceed $21,300 for a three-year term, contingent upon documentation acceptable to the Superintendent and Solicitor.

Ms. Cordisco requested approval of Lease Schedule #10 (computer equipment) with Apple Financial Services at an interest rate of no more than 1.90% and a monthly cost not to exceed $5,925 for a five-year term, contingent upon documentation acceptable to the Superintendent and Solicitor.

The Committee will recommend approval.

REQUEST APPROVAL OF EQUIPMENT RENTAL AGREEMENT FOR SHOP@USC *(Requires Board Vote at 6/8 Board Meeting - See Agenda Item #12)*

Ms. Cordisco requested authorization for the School District to enter into a rental arrangement with T & F Exploration and authorize the rental payment of $12,000 for the 2015-16 school year, payable at the end of each quarter, with the first payment due on September 30, 2015, contingent upon documentation acceptable to the Superintendent and Solicitor.

Dr. Suritsky thanked Mr. and Mrs. Ross for the significant financial contribution to the School District through the rental arrangement for the direct to garment equipment that will be used at SHOP@USC. She also thanked Ms. Sheila Gorgonio, Director of Advancement, for assisting in acquiring the private donations to operate SHOP@USC.

Ms. Cordisco responded to questions and comments of Board members. Board members also thanked Mr. and Mrs. Ross and commended the administration for their efforts in completing the rental arrangement.

The Committee will recommend approval.

CONVENE BOARD MEETING

The Committee meeting recessed at approximately 7:51 p.m. to convene a Board meeting.

The Committee meeting reconvened at approximately 8:00 p.m.

ADMINISTRATORS' REPORTS

REQUEST APPROVAL OF 2015-16 CURRICULUM RECOMMENDATIONS (Suritsky/Rozzo/Bulazo) - *ATTACHED*

Dr. Suritsky requested approval of the 2015-16 Curriculum Recommendations AS ATTACHED.

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

REQUEST APPROVAL OF CONTRACTS FOR SPECIAL EDUCATION SERVICES FOR 2015-16 (Garvin)

Ms. Garvin requested approval of the following contracts for special education services:

- **AGREEMENT WITH CROSSROADS SPEECH & HEARING FOR PROVISION OF SPEECH PATHOLOGY AND AUDIOLOGY SERVICES**

  Agreement for Speech Pathology and Audiology Services for the 2015-16 school year with Crossroads Speech & Hearing.

- **SERVICES AGREEMENTS WITH THE DAY SCHOOL AT THE CHILDREN'S INSTITUTE FOR EXTENDED SCHOOL YEAR PROGRAM**

  Services Agreements for Extended School Year Program for four students with The Day School at The Children's Institute.

- **ACADEMIC MENTAL HEALTH SERVICES AGREEMENT WITH WESLEY SPECTRUM SERVICES**

  Academic Mental Health Services Agreement for the 2015-16 school year with Wesley Spectrum Services.

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

REQUEST APPROVAL TO DECLARE ITEMS SURPLUS (/Cordisco/Berrott)

Ms. Cordisco and Mr. Berrott requested approval to declare equipment surplus, in accordance with Policy #3006 - Sale of Surplus Furniture, Equipment and Other Tangible Personal Property, 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.

BUSINESS & FINANCE (Cordisco)

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

Ms. Cordisco reviewed the financial statements and requested approval of the financial and cash flow statements, budget transfers, and bill list. She noted that an anonymous donations was received by the Community Foundation in the amount of $26,000 to be used for theatre equipment. Ms. Cordisco explained that the donation would be added to the capital expenditures budget for the 2015-16 school year and amplifiers and other components of a sound system will be ordered.

Ms. Cordisco and the Board thanked the Community Foundation and the anonymous donor.

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 presented a comparison of two scenarios regarding the renewal of insurance policies effective July 1, 2015. She noted that she will be reviewing the scenarios with Mr. Mafrice and Mr. Prorok prior to presenting a recommendation.

REQUEST APPROVAL OF 2015-16 SOUTH CENTRAL BUDGET

Ms. Cordisco requested approval of the operation budget for the South Central Area Special Schools Committee for the 2015-16 school year, totaling $228,000.

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

REQUEST APPROVAL OF EXPENSES BETWEEN JUNE 23 THROUGH JULY 31 TO BE RATIFIED AT AUGUST BOARD MEETING

Ms. Cordisco requested authorization for the normal, customary and regular payments of salaries, benefits, and other expenses between June 23, 2015 and July 31, 2015 to be considered for approval/ratification at the August 17, 2015 Board meeting.

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

REQUEST APPROVAL OF ELECTION OF TREASURER

Ms. Cordisco requested approval to re-elect Rebecca Berquist as Treasurer of the School District effective July 1, 2015 through June 30, 2016.

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

REQUEST APPROVAL TO BID CAPITAL EXPENDITURE PROJECTS

Ms. Cordisco requested authorization to request bids for the following capital projects:

High School - Panther Pass asphalt replacement
Streams - Parking lot asphalt replacement

Ms. Cordisco responded to questions and comments of Board members.

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

REQUEST APPROVAL OF INCREASE IN LUNCH PRICES

Ms. Cordisco requested approval to increase base price lunches by $.10 as follows:

Elementary - $2.15
Secondary - $2.40

Ms. Cordisco responded to questions and comments of Board members.

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

REQUEST APPROVAL OF ARAMARK FACILITIES MANAGEMENT CONTRACT AMENDMENT

Ms. Cordisco requested approval of an amendment to the Management Services Agreement with ARAMARK that would detail the transfer of various budget line items in exchange of a $100,000 fee reduction, contingent upon documentation acceptable to the Superintendent and Solicitor.

Ms. Cordisco responded to questions and comments of Board members.

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

REQUEST APPROVAL OF PNC LEASE FOR BUSES AND MAINTENANCE VEHICLES

Ms. Cordisco requested approval of a lease with PNC Leasing for the replacement of three school buses and four maintenance/grounds vehicles at an interest rate of no more than 2.58% for up to $360,000 for a seven-year term, contingent upon documentation acceptable to the Superintendent and Solicitor.

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

REQUEST APPROVAL OF WATERFRONT LEARNING SERVICES CONTRACT WITH THE AIU

Ms. Cordisco requested approval of the 2015-2016 Waterfront Learning Services Contract with the Allegheny Intermediate Unit.

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

MATTERS OF INFORMATION - SUPERINTENDENT & ADMINISTRATION

UPDATE ON ONE-YEAR RENEWAL OF FOOD SERVICE CONTRACT WITH PDE (Cordisco)

Ms. Cordisco explained that the Pennsylvania Department of Education has requested that a revised form be submitted for the one-year renewal of the Food Service Agreement with ARAMARK. She noted that the revised renewal reflects a slightly higher annual cost and profit.

KENNEDY SCHOOL OF DRIVING AGREEMENT (JUNE 22)

Dr. O'Toole stated that there is the possibility that an agreement with Kennedy School of Driving will be presented for approval at the June 22 Board meeting.

LAST STUDENT DAY - JUNE 11

Dr. O'Toole stated that the last student day for the 2014-15 school year is Thursday, June 11.

HIGH SCHOOL GRADUATION - JUNE 11 @ 7:30 PM

Dr. O'Toole announced that High School Baccalaureate and Commencement would be held on Thursday, June 11 at 5:30 p.m. and 7:30 p.m., respectively. He stated that he would be providing additional details to Board members.

KENNYWOOD DAY - JUNE 15

Dr. O'Toole announced that Upper St. Clair's Kennywood Day would be held on Monday, June 15.

AUGUST BOARD MEETING SCHEDULE

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

August 3 - Committee Meeting
August 17 - Board Meeting

ADJOURNMENT

It was moved, seconded, and carried on unanimous voice vote that the meeting adjourn at approximately 8:54 p.m.

Frank J. Kerber, President
BOARD OF SCHOOL DIRECTORS

Frosina C. Cordisco, Secretary
BOARD OF SCHOOL DIRECTORS

Submitted by: Mary Ann L. Stabile
School Board Stenographer

6021 Suicide Awareness, Prevention and Response

The Board is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; establish methods of prevention, intervention, and response to suicide or suicide attempt; and to promote access to suicide awareness and prevention resources.

In compliance with state law and regulations, and in support of the district's suicide prevention measures, information received in confidence from a student may be revealed to the student's parents/guardians, the building principal or other appropriate authority when the health, welfare or safety of the student or any other person is deemed to be at risk.

The district shall utilize a multifaceted approach to suicide prevention which integrates school and community-based supports.

The district shall notify district employees, students and parents/guardians of this policy and shall post the policy on the district's website.

Suicide Awareness and Prevention Education

Protocols for Administration of Student Education

Students may receive age-appropriate education on the importance of safe and healthy choices, coping strategies, how to recognize risk factors and warning signs, as well as help-seeking strategies for self or others including how to engage school resources and refer friends for help.

Lessons shall contain information on comprehensive health and wellness, including emotional, behavioral and social skills development.

Protocols for Administration of Employee Education

All district employees, including but not limited to secretaries, coaches, bus drivers, custodians and cafeteria workers, shall receive information regarding risk factors, warning signs, response procedures, referrals, and resources regarding youth suicide prevention.

As part of the district's professional development plan, professional educators in school buildings serving students in grades six (6) through twelve (12) shall participate in four (4) hours of youth suicide awareness and prevention training every five (5) years.

Additional professional development in risk assessment and crisis intervention shall be provided to district mental health professionals and school nurses, guidance counselors, and psychologists.

Resources for Parents/Guardians

The district may provide parents/guardians with resources including, but not limited to, health promotion and suicide risk, including characteristics and warning signs, and information about local behavioral/mental health resources.

Methods of Prevention

The methods of prevention utilized by the district include, but are not limited to, early identification and support for students at risk; education for students, staff and parents/guardians; and delegation of responsibility for planning and coordination of suicide prevention efforts.

Early Identification Procedures

Early identification of individuals with one (1) or more suicidal risk factors or of individuals exhibiting warning signs is crucial to the district's suicide prevention efforts. To promote awareness, district employees, students and parents/guardians should be educated about suicidal risk factors and warning signs.

Referral Procedures

Any district employee who has identified a student with one (1) or more risk factors or who has an indication that a student may be contemplating suicide, shall refer the student for further assessment and intervention.

Documentation

The district shall document the reasons for referral, including specific warning signs and risk factors identified as indications that the student may be at risk.

Methods of Intervention

The methods of intervention ***listed in this section are to be*** utilized by the district ~~include, but are not limited to,~~ ***when*** responding to suicide threats, suicide attempts in school, suicide attempts outside of school, and completed suicide. Suicide intervention procedures shall address the development of an emotional or mental health safety plan for students identified as being at increased risk of suicide.

Procedures for Students at Risk

A district-approved suicide assessment instrument may be used by trained mental health staff such as counselors, psychologists, and social workers.

Parents/Guardians of a student identified as being at risk of suicide shall be notified by the school. If the school suspects that the student's risk status is the result of abuse or neglect, school staff shall immediately notify Children and Youth Services.

The district shall identify mental health service providers to whom students can be referred for further assessment and assistance.

Mental health service providers – may include, but not be limited to, hospital emergency departments, psychiatric hospitals, community mental health centers, psychiatrists, psychologists, social workers, and primary care providers.

The district shall create an emotional or mental health safety plan to support a student and the student's family if the student has been identified as being at increased risk of suicide.

Students With Disabilities

For students with disabilities who are identified as being at risk for suicide or who attempt suicide, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.

If a student is identified as being at risk for suicide or attempts suicide and the student may require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.

Documentation

The district shall document observations, recommendations and actions conducted throughout the intervention and assessment process including verbal and written communications with students, parents/guardians and mental health service providers.

The Superintendent or designee shall develop administrative regulations providing recommended guidelines for responding to a suicide threat.

Methods of Response to Suicide or Suicide Attempt

The methods of response to a suicide or a suicide attempt utilized by the district include, but are not limited to:

1. Identifying and training the school crisis response/crisis intervention team.

2. Determining the roles and responsibilities of each crisis response team member.

3. Notifying students, employees and parents/guardians.

4. Working with families.

5. Responding appropriately to the media.

6. Collaborating with community providers.

The Superintendent or designee shall develop administrative regulations with recommended guidelines for responding to a suicidal act or attempt on school grounds or during a school-sponsored event.

Re-Entry Procedures

A student's excusal from school attendance after a mental health crisis and the student's return to school shall be consistent with state and federal laws and regulations.

A district-employed mental health professional, the building principal or suicide prevention coordinator shall meet with the parents/guardians of a student returning to school after a mental health crisis, and, if appropriate, meet with the student to discuss re-entry and applicable next steps to ensure the student's readiness to return to school.

When authorized by the student's parent/guardian, the designated district employee shall coordinate with the appropriate outside mental health care providers.

The designated district employee will periodically check in, as needed, with the student to facilitate the transition back into the school community and address any concerns.

Report Procedures

Effective documentation assists in preserving the safety of the student and ensuring communication among school staff, parents/guardians and mental health service providers.

When a district employee takes notes on any conversations or situations involving or relating to an at-risk student, the notes should contain only factual or directly observed information, not opinions or hearsay.

As stated in this policy, district employees shall be responsible for effective documentation of incidents involving suicide prevention, intervention and response.

Suicide Awareness and Prevention Resources

***Please note that the resources listed here are free of charge. There are many more excellent resources for minimal cost.

General Information (many with webinar sessions)

PA Youth Suicide Prevention Initiative Mission
http://www.payspi.org/
Mission - The Pennsylvania Youth Suicide Prevention Initiative is a multi-system collaboration to reduce youth suicide.
Vision - Youth suicide prevention will be embraced and incorporated into the fabric of every community in Pennsylvania to address the social and emotional needs of youth at risk and survivors of suicide.

Suicide Prevention Resource Center
http://www.sprc.org/
SPRC is the nation's only federally supported resource center devoted to advancing the *National Strategy for Suicide Prevention*. They provide technical assistance, training, and materials to increase the knowledge and expertise of suicide prevention practitioners and other professionals serving people at risk for suicide. They also promote collaboration among a variety of organizations that play a role in developing the field of suicide prevention.

Toolkit for High Schools
http://store.samhsa.gov/product/SMA12-4669
Assists high schools and school districts in designing and implementing strategies to prevent suicide and promote behavioral health. Includes tools to implement a multi-faceted suicide prevention program that responds to the needs and cultures of students. Released in June 2012.

American Foundation for Suicide Prevention
http://www.afsp.org/
The American Foundation for Suicide Prevention has been at the forefront of a wide range of suicide prevention initiatives – each designed to reduce loss of life from suicide. They are investing in groundbreaking research, new educational campaigns, innovative demonstration projects and critical policy work. And they are expanding their assistance to people, whose lives have been affected by suicide, reaching out to offer support and offering opportunities to become involved in prevention.

American Association of Suicidology
http://www.suicidology.org/home
AAS is a membership organization for all those involved in suicide prevention and intervention, or touched by suicide. AAS is a leader in the advancement of scientific and programmatic efforts in suicide prevention through research, education and training, the development of standards and resources, and survivor support services.

Services for Teens At Risk (STAR Center)
http://www.starcenter.pitt.edu/
Services for Teens At Risk (STAR-Center) is a comprehensive research, treatment, and training center. Funded by the State of Pennsylvania's General Assembly in 1986 to address adolescent suicide and depression, the program provides individual assessment and treatment to teens that are experiencing depression and suicidality. They also provide community education services about depression and suicidality to schools, social service agencies, churches and other organizations that request them.

The Trevor Project
http://www.thetrevorproject.org/
The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, and questioning youth.

Comprehensive School Guide

Youth Suicide Prevention School-Based Guide
http://theguide.fmhi.usf.edu/
The Youth Suicide Prevention School-Based Guide is designed to provide accurate, user-friendly information. The Guide is not a program but a tool that provides a framework for schools to assess their existing or proposed suicide prevention efforts (thought a series of checklists) and provides resources and information that school administrators can use to enhance or add to their existing program. First, checklists can be completed to help evaluate the adequacy of the schools' suicide prevention programs. Second, information is offered in a series of issue briefs corresponding to a specific checklist. Each brief offers a rationale for the importance of the specific topic together with a brief overview of the key points. The briefs also offer specific strategies that have proven to work in reducing the incidence of suicide, with references that schools may then explore in greater detail. A resource section with helpful links is also included. The Guide provides information to school to assist them in the development of a framework to work in partnership with community resources and families.

School Policy

Model School Policy on Suicide Prevention –
https://www.afsp.org/content/download/10555/186750/file/Model%20Policy_FINAL.pdf
Written by American Foundation for Suicide Prevention, National Association of School Psychologists, American School Counselor Association, and The Trevor Project. This modular, adaptable document will help educators and school administrators implement comprehensive suicide prevention policies in communities nationwide.

STAR Center Sample School Suicide Policy and Procedure - http://www.starcenter.pitt.edu/Sample-School-Suicide-Policy-And-Procedure/41/Default.aspx

Training for School Staff

Society for Prevention of Teen Suicide
http://www.sptsusa.org/
The mission of the Society for the Prevention of Teen Suicide is to reduce the number of youth suicides and attempted suicides by encouraging overall public awareness through the development and promotion of educational training programs for teens, parents and educators.
The free, interactive series Making Educators Partners in Suicide Prevention is designed to be completed at the viewer's own pace. Pennsylvania school staff requiring Act 48 hours may submit the certificate of completion to c-paschool@pa.gov or fax it to 717-783-4790, along with your Dept. of Education Professional ID number, to have these hours submitted.

More Than Sad Program
http://www.afsp.org/preventing-suicide/our-education-and-prevention-programs/programs-for-professionals/more-than-sad-suicide-prevention-education-for-teachers-and-other-school-personnel
The More Than Sad Program of the American Foundation for Suicide prevention provides education about factors that put youth at risk for suicide, in particular depression and other mental disorders. Instructional materials accompany the More Than Sad Program, including a power point presentation.

American Foundation for Suicide Prevention
http://www.afsp.org/
PA AFSP chapters will make the "More Than Sad" DVD available **free** to all high and middle schools in PA that request one. **Contact Pat Gainey to receive your copy.** Patricia Gainey, Regional Director, American Foundation for Suicide Prevention, Greater Philadelphia Regional Office, 3535 Market Street, Suite 4047, Philadelphia, PA 19104; Office: (215) 746-7256

Suicide Prevention Resource Center – Best Practice Registry
http://www.sprc.org/bpr
The purpose of the Best Practices Registry (BPR) is to identify, review, and disseminate information about best practices that address specific objective of *the National Strategy for Suicide Prevention*. The BPR is a collaborative project of the Suicide Prevention Resource Center (SPRC) and the American Foundation for Suicide Prevention (AFSP). It is funded by the Substance Abuse and Mental Health Services Administration (SAMHSA). May of the best practice resources listed have to be purchased.

Material for Students

More Than Sad Program
http://www.afsp.org/preventing-suicide/our-education-and-prevention-programs/programs-for-teens-and-young-adults/more-than-sad-teen-depression
The More Than Sad Program of the American Foundation for Suicide prevention provides education about factors that put youth at risk for suicide, in particular depression and other mental disorders.

American Foundation for Suicide Prevention
http://www.afsp.org
PA AFSP chapters will make the "More Than Sad" DVD available free to all high and middle schools in PA that request one. **Contact Pat Gainey to receive your copy.** Patricia Gainey, Regional Director, American Foundation for Suicide Prevention, Greater Philadelphia Regional Office, 3535 Market Street, Suite 4047, Philadelphia, PA 19104; Office: (215) 746-7256

Suicide Prevention Resource Center Best Practice Registry
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Administration (SAMHSA). Many of the best practice resources listed have to be purchased.

Wisconsin Department of Public Instruction
The curriculum is not SPRC listed, but does use elements of SOS and Lifelines.
http://sspw.dpi.wi.gov/sspw_suicideprev main page
Link to Student programs:
http://sspw.dpi.wi.gov/sspw_spstudentprograms
Link to Curriculum:
http://sspw.dpi.wi.gov/sspw_suicideprevcurriculum

Postvention Assistance

Services for Teens At Risk (STAR Center)
http://www.starcenter.pitt.edu/
Services for Teens At Risk (STAR-Center) is a comprehensive research, treatment, and training center. Funded by the State of Pennsylvania's General Assembly in 1986 to address adolescent suicide and depression, the program provides individual assessment and treatment to teens that are experiencing depression and suicidality. They also provide community education services about depression and suicidality to schools, social service agencies, churches and other organizations that request them. Any PA school can contact the STAR-Center for assistance in the aftermath of a suicide or other tragic loss. STAR-Center can also provide in-service training and resource materials on a variety of mental health related topics.

Suicide Prevention Resource Center Postvention Toolkit
http://www.sprc.org/sites/sprc.org/files/library/AfteraSuicideToolkitforSchools.pdf
This toolkit is designed to assist schools in the aftermath of a suicide (or other death) in the school community. It is meant to serve as a practical resource for schools facing real-time crises to help them determine what to do, when, and how. The toolkit reflects consensus recommendations developed in consultation with a diverse group of national experts, including school-based personnel, clinicians, researchers, and crisis response professionals. It incorporates relevant

existing material and research findings as well as references, templates, and links to additional information and assistance.

Compiled by the: PA Youth Suicide Prevention Initiative:
www.payspi.org

FIRST READING: May 18, 2015

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Judy Bulazo

Level: Elementary

Area: All Areas

Date: March 19, 2015

Curriculum Recommendation

1. Pilot the newly revised elementary report card for kindergarten through grade four in the 2015-16 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This pilot is a follow-up to the recommendation from the spring of 2013: "*Begin to explore, plan, and make recommendations for changes to the elementary report card as a result of the adoption of the common core standards."* The current report card has been in use for at least 25 to 30 years with only minor modifications during that time period. The need for review and revision to better represent current instructional and assessment practices was critical. 2. Since the initial recommendation, significant work has been accomplished. The report card was transferred to electronic format and the special subject areas were integrated into the report card. This year, a significant study and revision process was initiated and completed. All stakeholders were included in the process. The revisions were developed and have been embraced by all with great satisfaction. 3. As curricular emphasis and assessment accountability stress getting all students meet grade level standards, our reporting to parents will now be based on this premise. While our instruction will remain individualized and customized, student progress will be reported in terms of meeting grade level standards. (Cont'd.)	1. Administrative approval. 2. Finalize the report card draft and work with the technology department to create an electronic version (summer 2015). 3. Create supporting documents that provide guidance for teachers in the meaning of critical aspects of the report card and plan teacher training (summer 2015). 4. Conduct teacher training related to the implementation of the new report card (August 2015). 5. Pilot the report card (2015-16 school year). 6. Make necessary revisions with the involvement of all stakeholders (winter 2016). 7. Make potential recommendation for adoption (spring 2016).		**Approved.** Given the many changes in the area of elementary education, this is a timely and necessary change.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Judy Bulazo

Level: Elementary

Area: All Areas

Date: March 19, 2015

Curriculum Recommendation

1. Pilot the newly revised elementary report card for kindergarten through grade four in the 2015-16 school year. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. It is often difficult to predict all of the issues that might result in a change this significant. Piloting the report card for one year will allow us to make any needed revisions before fully recommending its adoption.			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: HS Administration

Level: High School

Area: All Areas

Date: March 17, 2015

Curriculum Recommendation

1. Study current and potential connections between the Innovation Hub and all core content areas.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. As part of its 2015 Goals, the USC Board of Directors identified the goal to expand student opportunities at all levels through curriculum and instructional programs that address creativity and innovation, including Science, Technology, Engineering, Arts and Mathematics (STEAM). 2. Opened in the Fall of 2014 at the high school, the Innovation Hub is home to two synergistic initiatives: a) the establishment of a globally-connected fab lab--the first MIT Fab Lab in Pennsylvania; and b) the creation of SHOP@USC --a pioneering, new student-run business. These two initiatives, together with our current engineering, design, and robotics courses utilize the Innovation Hub as a space to build, create, innovate, and learn.. 3. As we continue to develop specific content and courses to be taught directly through the Innovation Hub, our focus must also include connections to all content areas so all of our teachers and students can utilize the equipment, software, and related materials to enhance their knowledge in any discipline.	1. Administrative approval. 2. Educate high school curriculum leaders about the capabilities of the Innovation Hub. 3. Convene high school curriculum leaders to survey current course content and practices that could be supported by the Innovation Hub. 4. Develop further curriculum recommendations. 5. Discuss/share current scope and sequence with the STEAM Vision Team Chair and Co-Chairs.		**Approved.**

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Tanya Chothani, Laura Carlino, Carlie McGinty, Dan Beck

Level: High School

Area: All Areas

Date: March 17, 2015

Curriculum Recommendation

2. Pilot a Peer-Tutoring Program to assist with academic support in the High School Resource Center as a pass/fail elective course.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Peer Tutoring is an opportunity for students to connect with another student who has previously done well in a course. The Bureau of Student Council, from Harvard University, references reasons to engage in peer tutoring: a. Discussing new information and concepts they are learning; b. Reviewing material they already know; c. Refreshing mastery of material they have forgotten; d. Preparing for an exam or presentation; e. Getting academic assistance beyond the help provided by the course teacher. 2. Numerous research has supported the peer tutoring process: a. Peer tutoring usually results in significant cognitive gains for both the tutor and the tutee. b. When students teach students, the result is marked improvement in student learning which increases the productivity of the school. c. Effects on both tutors and students were positive in the areas of learning, attitude toward subject matter, and self-concept. 3. Peer tutoring is widely used in higher education in a variety of forms (writing center, Student Support Services, etc.). This process would further promote self-regulatory and self-assessment skill growth, and development for college preparation. (Cont'd.)	1. Administrative approval. 2. Determine credit worth, .5 (4 mods a week) or 1 (8 mods a week) per semester. 3. Create Peer Tutoring Application 4. Create portfolio-based assessment to be used as product each semester, based upon the ASCA Standards for Students, competencies & indicators. 5. FST, Chemistry, Algebra 1, Geometry, Biology, Physics, and World Languages have been seen as an area of need for extra support in the Resource Center. Specific students that excel in these content areas would need to be selected. 6. Share Application with Curriculum Leaders to spread awareness of program. 7. Identify students to enroll as Peer Tutors. 8. Students would earn an elective credit. 9. Consult with School Counseling Department to align process for student recruitment.	Substitute day this spring to complete Student Application & Portfolio Assessment. Substitute days (one per semester) to review portfolios.	**Approved.** Exploring unique ways for students to benefit from working with each other will enhance the learning experience.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Tanya Chothani, Laura Carlino, Carlie McGinty, Dan Beck

Level: High School

Area: All Areas

Date: March 17, 2015

Curriculum Recommendation

2. Pilot a Peer-Tutoring Program to assist with academic support in the High School Resource Center as a pass/fail elective course. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. The High School Resource Center has proven an invaluable asset for students seeking support and enrichment in certain subject areas, specifically from the teachers who are placed there during their duty. It is an environment conducive to academic support and enrichment. 5. This year, the School Counseling department, National Honor Society, and Mrs. Chothani have partnered together for those in need while NHS students complete required community service hours. Students who need extra support are matched by content area and free mods with a NHS member who then serves as peer tutor. The program has been widely successful by all parties involved. This serves as an opportunity to reinforce NHS students, as well as attract underclassmen and those not in NHS, by enrolling for credit and designating transcript recognition. Additionally, the program engages juniors and seniors as positive, role models, in a productive use of their free mods. 6. Peer Tutoring aligns with many American School Counselor Association standards within Academic Development, Career Development, & Personal/Social Development. (Cont'd.)			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Tanya Chothani, Laura Carlino, Carlie McGinty, Dan Beck

Level: High School

Area: All Areas

Date: March 17, 2015

Curriculum Recommendation

2. Pilot a Peer-Tutoring Program to assist with academic support in the High School Resource Center as a pass/fail elective course. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
7. Some National Honor Society students have disengaged from the program once finishing their community service hours. This credit and transcript recognition would continue to motivate students to help their peers who need the extra support. Students have already begun to earn community-based credit as peer tutors at other buildings, as well as technical support at the USCHS SmartDesk Initiative. 8. This credit-based course will not replace teachers placed on their duty in the Resource Center; instead, it will continue to supplement the supports already in place, especially when the Resource Center is depleted for coverage or during lunch mods.			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

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

Area: Counseling **Date**: 5/8/15

Curriculum Recommendation

1. Research on-line high school course providers of remediation, credit recovery, and enrichment programs to determine the best options for online learning.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. USCSD currently utilizes the AIU3 Waterfront Learning on-line courses for our students for credit recovery. Over the last several years the cost has increased significantly. Additionally, the flexibility of Waterfront has decreased. 2. Peer districts have opted to utilize providers other than the AIU3 Waterfront Learning. Both South Fayette and Peters Township utilize the Seneca Valley online courses. 3. Since the inception of on-line courses, providers have continued to evolve and change. There are now several course providers and it is timely to investigate programs to best fit student needs. 4. The USCSD Strategic Plan challenges the District to, "Examine the high school experience to look at the impact of the many changing influencers, including but not limited to: technology and social media, the structure of time and schedule, academic rigor and pressures…".	1. Administrative approval. 2. Research on-line opportunities. 3. Present finding to the High School Administration by September 2015. 4. Consider possible Fall 2015 Fast Track Recommendations.		**Approved.** Consideration should be given to our own capacity to develop and deliver online instruction. This recommendation will require ongoing collaboration with District technology leaders.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: HS Administration and Melissa Tungate

Level: High School

Area: Keystone Testing

Date: May 8, 2015

Curriculum Recommendation

1. Develop and implement a remediation plan for students who have not shown proficiency on Keystone Literature exam after one attempt.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Beginning with the class of 2017, students must show proficiency on the Keystone Exams in Algebra, Biology, and Literature in order to meet PDE graduation requirements per recently-revised Chapter 4 regulations. According to these regulations, students must be remediated after each Keystone exam attempt before re-taking the exam. 2. This recommendation is the logical follow-up to the 2014 curriculum recommendation to develop remediation courses for Biology and Algebra. The class of 2017 will be taking the Keystone Literature Exam for the first time in May 2015. The scores from this testing window should be available sometime in July. Any student who has not shown proficiency will need to be remediated before retaking the exam again. 3. Once the scores become available, administrators and curriculum leaders will need to review them and determine the most effective plan for remediation. Staffing implications will have to be considered, and special provisions may also need to be considered for IEP students. 4. The options for remediation may include: a remediation class taught by a staff member, an online remediation program which may or may not be a scheduled elective, and an online remediation program administered by an outside provider.	1. Administrative approval. 2. Determine remediation plan for fall of 2015, including informing students, parents, and counselors and adjust students' schedules as necessary. Enroll students in appropriate courses/ remediation for fall semester, monitor student progress, and administer Keystone exam when appropriate.	Up to $1500 for an online remediation program	**Approved.** This is a necessary next step in our Keystone remediation efforts.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Kristy Berrott and Becky Kabala

Level: Elementary

Area: ELA

Date: March 16, 2015

Curriculum Recommendation

1. Revise the elementary English/Reading and Language Arts handwriting curriculum scope and sequence and explore related materials.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Core academic pressures have gradually and academically increased. This has caused less of an instructional focus on handwriting, while the need for good and fluid handwriting remains important. 2. Research in the field of handwriting offers findings that support the need to continue with instruction on process and practice to increase students' written fluency. 3. As elementary students continue their education in middle and high school years, there exists a need for the ability to read cursive writing.	1. Administrative approval. 2. Convene a team of teachers with representation for each grade level (2-4) and building to assist with the beginning phases of revision (summer). 3. Review the scope and sequence of handwriting instruction that is currently in place and make revisions as needed based on the time for instruction correlated to the elementary master schedule. 4. As the curriculum is revised, study and consider the necessary resources for implementation. Reflect on the effectiveness of existing materials and the possible need for additional resources. 5. Research new materials that may be needed. Make purchases and develop support materials for teachers. 6. Implement professional development surrounding the revised pacing and instructional methods (fall).	Flex time or summer workshop - 2 days x 6 teachers = $2174.40 at $30.20 per summer workshop hour. Instructional materials	**Approved.** Building leaders need to assure consistent implementation.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Becky Kabala

Level: Elementary (Grades 3 & 4)

Area: ELA – Spelling

Date: March 16, 2015

Curriculum Recommendation

2. Revise the English Language Arts spelling curriculum and explore related materials to align with the PA Core Standards and students' abilities and needs.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Pennsylvania adopted the PA Core Standards in July 2013. A recommendation was made in 2013 to begin the process of converting our curriculum to the PA Core. The District has been working in the area of ELA to align our curriculum and instructional practice to allow our students to reach and exceed these standards. 2. Significant work has been completed in the area of phonics in grades K-2. The middle school (grades 5 & 6) is currently piloting a new spelling and vocabulary program. This revision will focus on aligning the spelling curriculum in grades 3 and 4 with instruction students receive in the primary grades and will receive in the middle school. 3. The PA Core Standards require students to correctly spell grade-appropriate words. The current spelling curriculum focuses on many spelling patterns that students currently learn prior to third grade. Spelling words should align with patterns students must master for accurate reading and written communication. 4. Teachers have expressed that the current spelling program does not provide students with rigorous words nor prepare them for words they will encounter in reading or use in writing.	1. Administrative approval. 2. Research the ways in which students learn to spell words and the important curricular and instructional elements of the process. 3. Study the spelling curriculum used in the primary grades and at the middle school. 4. Convene a team of teachers with representation from each grade level and building. Begin the curriculum development process. 5. As the curriculum is developed, study and consider the necessary resources of implementation. 6. Research new materials that are needed. Make purchases and develop materials for teachers. 7. Provide professional development to teachers.	Summer workshop time for 6 teachers at $30.20 per hour for 2 days = $2174.40 Instructional materials	**Approved.** This is a timely recommendation in light of both student needs and changes at the primary and middle school levels.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Kristy Berrott & Becky Kabala

Level: Elementary

Area: ELA

Date: March 19, 2015

Curriculum Recommendation

3. Study the English Language Arts writing curriculum and explore related materials 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. 2. Significant work has been completed in the area of phonics, grammar, and comprehension. These areas continue to be refined. Addressing writing 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 the AIU, begin the curriculum development process. 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. 7. Provide professional development to teachers with assistance of professionals from the Reading Achievement Center at the Allegheny Intermediate Unit.	Flex time or summer workshop - 2 days x 6 teachers = $2174.40 at $30.20 per summer workshop hour. Teaching Writing @ AIU: 4 teachers at $600 each = $2,400 3 days with Reading Achievement Center = $2400 Instructional materials	**Approved.** A strong writing curriculum is critical to success in all curricular areas.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Kristy Berrott & Becky Kabala

Level: Elementary

Area: ELA

Date: March 19, 2015

Curriculum Recommendation

3. Revise the English Language Arts writing curriculum and explore related materials to align with the PA Core Standards and to allow for the development of writing strategies of 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.			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Melissa Tungate and Tim Wagner

Level: High School and Middle School

Area: English Language Arts

Date: May 8, 2015

Curriculum Recommendation

1. Study connections between English Language Arts and STEAM curricular content.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. As part of its 2015 Goals, the USC Board of Directors identified the goal to expand student opportunities at all levels through curriculum and instructional programs that address creativity and innovation, including Science, Technology, Engineering, Arts and Mathematics (STEAM). 2. As STEAM education has become more formalized in Upper St. Clair, it is a natural time to study the connections between English Language Arts and STEAM in our current course offerings. STEAM is also the focus of one of the Vision Teams in the Strategic Planning process. 3. English Language Arts courses place a strong emphasis on the 21st-century skill of communication and disciplinary literacy. Similarly, STEAM-related content requires students to be skilled communicators. This intersection provides ripe opportunities for interdisciplinary work. 4. A well-articulated scope and sequence creates a meaningful crosswalk between ELA and STEAM content areas. With such a sequence, intentional and systematic integration of the content areas across grade levels will occur.	1. Administrative approval. 2. Survey middle and high school ELA teachers to determine current content and practices that align with STEAM content and instructional practices. 3. Study models used by other school districts, both regionally, nationally, and internationally, that effectively integrate STEAM and ELA curricula. 4. Meet with social studies curriculum leaders to ensure humanities content is represented, as it applies. 5. Create a current scope and sequence based on findings. This current scope and sequence will be reviewed and studied by the 5-12 ELA departments to determine further study and/or potential curriculum recommendations. 6. Discuss/share current scope and sequence with the STEAM Vision Team Chair and Co-Chairs.		**Approved.**

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Melissa Tungate

Level: High School

Area: English Language Arts

Date: May 8, 2015

Curriculum Recommendation

1. Adopt *Wintergirls* by Laurie Halse Anderson as an option in the Honors English 9 and MYP Honors English 9 Supplemental Reading Program.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This fictional text has contemporary, relevant, and high-interest topics for young adults, as it focuses on the dangers of eating disorders and one girl's road to recovery. These relevant topics allow for connections to and support from ninth grade Health classes and the Freshmen Seminar taught by school counselors. 2. The text offers a unique literary perspective for students as it is written as a first person journal, often in stream-of-consciousness. 3. The text provides opportunities for cross-textual exploration as it makes allusions/connections to literature, fairy tales, and Greek and Roman mythology, which students will encounter as part of the 10th grade curriculum. 4. The addition of this text also helps to work on the balance of authors in the program; currently, only 9 of the 33 texts in the Honors English 9 Supplemental Reading Program are written by female authors. In addition, *Wintergirls* won the ALA Quick Picks for Reluctant Young Readers, 2010; ALA Best Books for Young Adults, 2010; Booklist Editors' Choice: Books for Youth, 2009, and *Publishers Weekly* Best Children's Books, 2009.	1. Administrative approval. 2. Purchase 30 copies of the book. 3. Develop assessments for the text. 4. Begin offering as an optional selection in the supplemental reading program for the 2015-2016 school year.	$14.65 X 30 copies = $ 439.50 Up to 12 flex hours for up to 2 teachers	**Approved.** Improving reading choices for students is always a worthwhile effort.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Ginny Husak and Amy Pfender **Level**: Sixth

Area: Library **Date**: March 18, 2015

Curriculum Recommendation

1. Add a seven week research course to the 6th grade library curriculum to be a part of the expressive arts rotation.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Research skills are critical for all students. 6th grade is the ideal grade to move the students from the traditional "book check-out" view of the library to using the library to locate and use information. This course focuses on developing information literacy skills as well as the 21st century skills of communication and collaboration. 2. During this course, students complete a variety of activities related to developing information literacy skills such as evaluating websites, paraphrasing, and citing sources. Students are then guided using the Big 6 model for research to complete a research project on a topic of their choice. They also prepare a visual aid to support their report and deliver a speech on the research topic. 3. This course was first implemented as a pilot during the 2014-2015 school year to accommodate the large 6th grade class and create a fifth Expressive Arts rotation. The course delivered information literacy skills in a meaningful way, and therefore it is recommended that it become part of the 6th grade library curriculum. Both students and teachers see this course as a positive addition to the curriculum. (Cont'd.)	1. Administrative approval. 2. Revise and finalize the curriculum, create grading scale, rubrics and assessments and add to Rubicon Atlas. 3. Revise the Middle School report card to include this course.		**Approved.** This recommendation fills a need that transcends all content areas.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Ginny Husak and Amy Pfender **Level**: Sixth

Area: Library **Date**: March 18, 2015

Curriculum Recommendation

1. Add a seven week research course to the 6th grade library curriculum to be a part of the expressive arts rotation. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. The course addresses the ELA and Library Common Core standard 2.1.1: Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

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

Area: Mathematics **Date**: March 18, 2015

Curriculum Recommendation

1. Modify the curriculum of the Algebra, Part A course to strengthen the alignment with Algebra I.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. In 2012, a recommendation was written to adopt the Cognitive Tutor Algebra 1 course as another option for Algebra instruction for eighth grade students and to change the name to Algebra, Part A at Fort Couch and Part B at the high school. Since then, the course has offered the first half of Algebra I in 8th grade and the second half in 9th grade for students who struggle with algebraic and other concepts that are introduced in Pre-Algebra. 2. This course allows students more opportunities to master the objectives of the traditional Algebra I course and provides them with alternate approaches to learning math through the numerous explorations and activities that the Cognitive Tutor program provides. 3. It was hoped that one of the objectives this program would meet was that these students would pass the Algebra I Keystone exam at the end of their freshman year. While these students have become better Algebra students, many of them are still not meeting the standard set by the Commonwealth. 4. A great deal of time has been spent revising the activities, instructional practices, and assessments in the Algebra I classes at Fort Couch to meet the PA Core standards for Algebra. These changes have not been made to the same degree in the Algebra, Part A program. (Cont'd.)	1. Administrative approval. 2. Provide one more day for teachers to meet prior to the end of the school year to finalize tasks that must be completed over the summer. 3. Submit these tasks as a project in the catalog to be completed by the Algebra, Part A teacher from Fort Couch and the Algebra, Part B teacher from the High School. 4. Review completed work after the summer to determine what additional time may be needed. 5. Compare Algebra I Keystone exam results from the spring of 2015 with results from the spring of 2016. Make additional revisions as necessary.	Up to 12 hours of workshop pay each for two teachers = 24 hours x $30.20 = $724.80.	**Approved.** Continuing to align our courses with the Algebra I standards is necessary and beneficial to all students.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

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

Area: Mathematics **Date**: March 18, 2015

Curriculum Recommendation

1. Modify the curriculum of the Algebra, Part A course to strengthen the alignment with Algebra I. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. Teachers at Fort Couch and the High School have already met to determine what the sequencing for the revised Part A course would be and to determine which concepts will be moved to Part B (See Appendix A). Time is needed for these teachers to develop materials and assessments for new lessons and topics that must be added. 6. Adding these concepts will provide students with an Algebra experience that is more similar in rigor to that of the traditional Algebra I course while still providing them with opportunities to learn the material in unique ways that fit their learning styles.			

Appendix A

Proposed Sequencing of Topics for Algebra, Part A.

Chapter 1:
Writing Equations
Graphing Equations
Graphically comparing two equations

Chapter 3:
Solving one-step and two-step equations
Percent Equation
Integer Operations
Coordinate Plane

Chapter 2:
Rates and Ratios
Proportions
Percents

Chapter 4:
Relations and Functions
Domain and Range
Distributive Property
Combine Like Terms
Equations with variables on both sides
Absolute Value Equations
Arithmetic Sequence

Chapter 11:
Probability
Odds
Independent/Dependent Events

End of Year Project:
Slope Intercept Form
Food Drive

Topics That Need Additional Focus

Fractions: All operations
Powers and Exponents
Square Roots: Estimating and putting on a number line
Order of Operations
Substitution
Simplifying Expressions

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

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

Area: Mathematics **Date**: May, 2015

Curriculum Recommendation

1. Study the potential options for both the evaluation of students who wish to override teacher recommendations in math course selection and the provision of any necessary remediation for these students.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. It is important to ensure that students have the prerequisite skills required to be successful in the course for which they have enrolled. 2. Of the students who overrode their math recommendation to take Honors Algebra II this year, 64% (49/76) dropped or earned a C or lower in the course in the first semester. 3. Of the students who overrode their math recommendation to take Honors FST this year, 90% (19/21) dropped or earned a C or lower in the course in the first semester. 4. The fact that there is a significant group of students who choose to override the teacher recommendation and are successful in the next course (36% in Honors Algebra II, for example) indicates the importance of the override process. This recommendation would help to clarify when overriding is a good option for a student. 5. Changing courses once the school year has begun is stressful for students because of the difficulties involved in joining a new class and rearranging their schedules. (Cont'd.)	1. Administrative approval. 2. Offer flex/workshop time in the summer project catalog for this study. 3. Develop a curriculum recommendation from the results of the study.	2 teachers x 12 workshop hours x $30.20 = $724.80	**Approved.** This study should potentially help enhance the ability to be successful in their coursework.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

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

Area: Mathematics **Date**: May, 2015

Curriculum Recommendation

1. Study the potential options for both the evaluation of students who wish to override teacher recommendations in math course selection and the provision of any necessary remediation for these students. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
6. Large numbers of add/drops create stresses for the schedule itself, making sectioning and balancing sections extremely difficult. 7. The math courses in general have the greatest number of drops. Because math is very much objective in nature, it is an easier task to assess readiness in a concrete way than it might be in other areas. Evaluation of students could be performed through a diagnostic test with subsequent remediation provided via an online provider during the spring/summer.			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

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

Area: Mathematics **Date**: May, 2015

Curriculum Recommendation

2. Study the potential and feasibility of a new course, CT Functions Statistics and Trigonometry, in the 2016-17 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The course selection for students completing CT Algebra II and Differentiated Math is limited compared to students completing other junior-year math courses. 2. Students completing CT Algebra II struggle to be successful in FST because of the pacing and prior content knowledge. 3. Differentiated Math is intended for remediation of skills not mastered in Algebra 1 and Algebra II, and as such is not an appropriate placement for successful CT Algebra II students. 4. There is a significant body of students coming out of Differentiated Math and/or CT Algebra II who find Academic Statistics to be too challenging for them to be successful. 5. We want to provide successful CT Algebra II students with an appropriate placement where they can expand their content knowledge while experiencing success. 6. We want to provide a viable pre-calculus option for these students who may move on to any type of calculus in college (Nursing, Business, etc.).	1. Administrative approval. 2. Provide a project in the summer professional development catalog to examine the feasibility of this course and develop a scope and sequence for the curriculum. 3. Write a curriculum recommendation for the fall 2015 Fast Track for the new course.	3 teachers x 12 hours x $30.20 = $1087.20	**Approved.** Finding feasible ways to address student needs is a commendable focus.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Pamela Dillie

Level: Elementary

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

Date: May, 2015

Curriculum Recommendation

1. Adopt the *Engineering is Elementary (EIE)* units as a supplemental science component to enhance our existing science curriculum in grades 1, 2, and 3.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The *Engineering is Elementary* units 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. Our students need to develop the skills of creativity, innovation, problem solving, and collaboration in order to be prepared to enter the workforce and the many future careers that do not currently exist. The EIE units are already integrated into our curriculum through our ASSET science modules. 2. The Next Generation Science Standards, which are in the process of being studied and adopted by Pennsylvania, represent significant content changes in both topics and the depth of topics to be developed with K-12 students. A strong component of these standards is engineering concepts. Materials and activities in the area of engineer and design are not a part of our current curriculum. 3. S.T.E.A.M. education (Science, Technology, Engineering, Arts, and Math) has become an important component in American education. As the economy changes, these areas will be the keys to innovation and career success. Our District is committed to S.T.E.A.M. education. We need to continue to maintain a strong science curriculum and continue to evolve in sound and appropriate ways at the elementary level. (Cont'd.)	1. Administrative approval. 2. Adopt one supplement per grade level per building: *1st grade-Designing a Windmill* *extension of ASSET Weather* *2nd grade-Designing a Hand Pollinator* *extension of ASSET Butterflies* *3rd grade-Designing a Knee Brace* *extension of ASSET Human Body* 3. Study and adjust the pacing of current social studies and science units in order to allow for implementation of these units. 4. Schedule professional development through ASSET on the Foundations of Engineering and the Design Process (Ask, Imagine, Plan Create, Improve) for all teachers. Implement training of all elementary teachers in the area of "Inquiry." that supports our S.T.E.A.M. initiative. (Cont'd.)	Cost per EIE kit- $50 each manual per teacher (53 teachers x $50 =$2,500) and $100 for the materials per grade level (12 x 100 = 1,200) (included in the science budget). Total: $3700.00	**Approved.** Introducing engineering concepts at the elementary level is important to a strong STEAM education continuum.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Pamela Dillie **Level**: Elementary

Area: Science/S.T.E.A.M. **Date**: May, 2015

Curriculum Recommendation

1. Adopt the *Engineering is Elementary (EIE)* units as a supplemental science component to enhance our existing science curriculum in grades 1, 2, and 3. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. The EIE units are available both through ASSET and the Boston Museum. They have been made available by FOSS (Full Option Science System), a research-based science curriculum developed at the Lawrence Hall of Science, at the University of California, Berkeley and by STC (Science and Technology Concepts Program) which is an organization supported by the Smithsonian Science Education Center. These are reputable organizations who produce high quality, inquiry-based materials. 5. The Engineering is Elementary (EIE) program is designed to partner lessons in engineering with science curricula already in place. The program makes engineering fun and engaging for students by introducing them to children from a variety of cultures and backgrounds who are facing a variety of engineering problems. Students work in teams to apply their knowledge of science and mathematics, use their inquiry and problem-solving skills, and design, create and improve possible solutions. 6. The EIE units coordinate with ASSET units of study that currently exist at each grade level. The EIE units take our current science topics to the next level by providing the students with opportunity to use their newly acquired scientific content knowledge while applying the engineering design cycle. The end result, as the EIE website states: "Students realize that everyone can engineer!" (Cont'd.)	5. After adoption, provide all teachers time for training, exploration, application of learning, and feedback on these new design challenges. 6. Determine a design(s) or a design challenge(s) that would be the best to take to a culminating production in the FAB Lab. Consider the appropriate amount of students and teacher to involve in this process. Consider the training and/or orientation that teachers would need in order to make the time before and during the LAB visit most productive. 7. Study IB-PYP Unit Planners in order to determine appropriate alignment to updated science lessons and materials at each grade level. Make any appropriate revisions and updates to IB-PYP Unit Planners as appropriate after this examination.		

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Pamela Dillie

Level: Elementary

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

Date: May, 2015

Curriculum Recommendation

1. Adopt the *Engineering is Elementary (EIE)* units as a supplemental science component to enhance our existing science curriculum in grades 1, 2, and 3. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
7. The foundations of engineering and the design cycle used in these units *(Ask, Imagine, Plan, Create, Improve)* provides a strong model for students and teachers that can be applied to any design challenge. This allows for the opportunity to create additional "design challenge" units that allow students to gain skills in both design and innovation in areas outside of the science curriculum. 8. Provide the opportunity for students to follow the design cycle to engineer a product that could be produced in the FAB Lab (probably 4th grade Motion and Design). Allowing students to experience a real engineering and design process result in a commercial-grade product, from the elementary through the high school level could have a powerful impact on students design skills and motivation to study or excel in these areas.			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Pamela Dillie **Level**: Elementary

Area: Science/S.T.E.A.M. **Date**: May, 2015

Curriculum Recommendation

2. Continue to research and develop ways technology could support our existing paper Science notebooks. Explore the new ASSET APP to create an ipad based equivalent to our existing Science notebooking initiative.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. ASSET now offers its paper notebooks – Science Primary, Science Elementary and Math – as iPad apps. The ipad APP is much improved over its initial (beta) version. 2. The use of an ipad APP supports 21st century learner skills: critical thinking, problem solving, communication, collaboration in groups, active engagement and interaction, and connection to the real world. 3. ASSET notebooks promote active learning by integrating STEM and literacy. Notebooks provide a place for students to organize their thoughts, reflect on their learning and make sense of content being taught. They enhance scientific literacy and engender positive attitudes towards being a writer on scientific issues. Future experiences of iPads are quickly becoming Personal Learning Studios for customizing potential for every student. This note booking APP could become an easy portable method for learners to make notes and mind-maps of class by combining science labs and literacy. 4. There is a cost savings to the District by replacing disposable paper notebooks with online Science Note booking.	1. Continue to study and research options through summer curriculum work. 2. Explore the *ASSET Science Note booking APP*. Students can use all the tools of the ASSET paper notebooks such as graphic organizers, sentence frames, measurements, conclusion formulas and more, but they now have audio and visual recording capabilities as well. Science notebooks enhance students conceptual knowledge. 3. Collaborate with both the technology department and middle school to determine the parameters of the transition of the existing paper Science Notebooks to the application of the new Science Note booking APP. 4. Pilot the *ASSET Science Note booking APP* in 4th grade only. Gather feedback once executed and revise for implementation the following school year.	Cost of ASSET Note booking APP Licensing Prices. (See chart next page) Accessibility of iPads for the students to utilize during science (10 per class). If needed: Summer Workshop Time for teachers at $30.20 per hour.	**Approved.** Finding ways to utilize technology to enhance the scientific learning in this manner is one way that will allow students experience the connections between science and technology.

“ASSET Note booking APP Prices”

Primary Science Quantity Price

- 1 user license pack/$2.99
- 5 user license pack/$14.99
- 10 user license pack/$26.99
- 20 user license pack/$47.99
- 50 user license pack/$109.99
- 100 user license pack/$179.99

Elementary Science Quantity Prices

- 1 user license pack/$3.99
- 5 user license pack/$19.99
- 10 user license pack/$35.99
- 20 user license pack/$64.99
- 50 user license pack/$139.99
- 100 user license pack/$239.99

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

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

Area: Science **Date**: March 18, 2015

Curriculum Recommendation

1. Pilot the STC (Science, Technology and Concepts) program, *Understanding Weather and Climate*, in sixth grade science.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The department reviewed the anchors that are tested on the PSSA science test. After examination during our 3 year study, it was determined that there is a need for a more inquiry based unit in weather. 2. This pilot would allow us to improve labs, use technology advances, and give consideration to the PA State Standards and the Next Generation Science Standards (NGSS). 3. STC (Science, Technology and Concepts) units emphasize STEM (Science, Technology, Engineering , and Mathematics) initiatives to develop 21st century skills in science, technology, engineering and mathematics. 4. The STC unit, Exploring Planetary Systems, a. reflects the objectives of the 8th grade astronomy unit. b. supports the District's literacy initiative. c. provides updated information and resources on space. 5. At present we use *Prentice Hall, **Weather and Climate.*** New Jersey: Prentice Hall, Inc., 1992.	1. Administrative approval. 2. Teachers will be trained at no cost from Carolina Biological. 3. Pilot the STC unit, *Understanding Weather and Climate*. 4. Explore technology as a tool to supply resources for the unit. 5. At the conclusion of the 2014-2015 school year, a review of the unit will be completed to determine if the unit is adopted.		**Approved.** This helps our students to learn in an inquiry-based setting with access to laboratory experiences.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

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

Area: Science **Date**: March 18, 2015

Curriculum Recommendation

2. Adopt the STC (Science, Technology and Concepts) program, *Exploring Planetary Systems,* in eighth grade science.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The department reviewed the anchors that are tested on the PSSA science test. After examination during our 3 year study, it was determined that there is a need for more current content and resources in the astronomy unit. 2. This unit transitions our labs to student centered, uses technology, and aligns to the PA State Standards and the Next Generation Science Standards (NGSS). 3. STC (Science, Technology and Concepts) units emphasize STEM (Science, Technology, Engineering , and Mathematics) initiatives to develop 21st century skills in science, technology, engineering and mathematics. 4. The STC unit, Exploring Planetary Systems, a. reflects the objectives of the 8th grade astronomy unit. b. supports the District's literacy initiative. c. provides updated information and resources on space. 5. At present we use *Prentice Hall, Exploring the Universe*. New Jersey: Prentice Hall, Inc., 1992. There have been significant discoveries in the field of astronomy in the past twenty years.	1. Administrative approval. 2. Adopt the STC unit, *Earth in Space*. 3. Review and revise the objectives in the Astronomy unit.	Consumable supplies would be the only cost.	**Approved.** Strengthening these resources will provide a more meaningful and authentic learning experience for our students.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Rebecca Smith

Level: Elementary (K – 4)

Area: Social Studies

Date: May 8, 2015

Curriculum Recommendation

1. Develop a formal Civics & Government Unit at the second grade level using the Understanding by Design (UbD, Wiggins & McTighe) curriculum and instructional design process.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. At the second grade level, each classroom teacher emphasizes the importance of rules and elements of good citizenship individually with their students. However, at this time there is no formal, structured Civics & Government Unit at the second grade level. All other grade levels include this structured study. Development of this unit will strengthen the second grade social studies program by emphasizing PA Civics & Government standards and objectives in a structured and systematic way. This will also further support the district goal of customizing learning by supporting students in their study of our interconnected world. 2. The "Understanding by Design" curriculum and instructional design process will be used for this study, which helps teachers to focus on enduring learnings, essential questions, and refined content and lessons to use within instruction. 3. The UbD process is supported by research and is compatible with any range of educational programming philosophies. The focus of this method of curriculum design is on student understanding with an emphasis on enduring understandings as a focus of a curriculum unit of study. (Cont'd.)	1. Administrative approval. 2. Provide time needed to support the recommendation through curriculum meeting time throughout the school year and summer workshop time. 3. Establish a core representative group of second grade teachers to research the Understanding by Design framework, PA Core Standards, and PA Standards in social studies to determine the most appropriate and effective instructional lesson framework. 4. Complete lesson design and examine resources needed to implement the lesson design effectively. 5. After completing the lesson design, communicate details of the unit and its development to the whole second grade team for further review and revision. Make revisions based on feedback obtained from this communication. 6. Continue examination of the unit as needed within the UbD framework for alignment with PA standards in social studies, USC objectives, and PA Core Standards in order to determine further revisions as needed.	Summer Workshop Time for 6 Teachers at $30.20 per hour for 2 days = $2,174.40	**Approved.** Developing civic minded-students at a young age will be of benefit to our schools and community.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Rebecca Smith

Level: Elementary (K – 4)

Area: Social Studies

Date: March 19, 2015

Curriculum Recommendation

1. Develop a formal Civics & Government Unit at the second grade level using the Understanding by Design (UbD, Wiggins & McTighe) curriculum and instructional design process. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. This study will determine content to emphasize that is aligned with Upper St. Clair objectives and that also will help students in their exploration of the Pennsylvania standards in Civics & Government, including principles of government, how government works, rights and responsibilities of citizenship, and how international relationships function. 5. Examination of USC objectives and PA standards for development of this unit will also allow for opportunities to provide alignment of instructional experiences and materials to the PA Core Standards in English/Language Arts, released in March, 2012, specifically the section entitled, "Literacy in Social Studies". 6. This examination and development will ensure that there is a consistent and systematic unit of study within the Civics & Government strand at the second grade level and that the content within the unit is accurate and developmentally appropriate for second grade students, thus enhancing their knowledge of principles of government, how government works, rights and responsibilities of citizenship, and how international relationships function.			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Doug Kirchner **Level**: High School

Area: Social Studies **Date**: May 8, 2015

Curriculum Recommendation

1. Study connections between Social Studies and STEAM curricular content.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Social Studies courses already place a strong emphasis on the 4 Cs of 21st-century skills: communication, collaboration, critical thinking, and creativity through inquiry, project-based, and authentic learning opportunities. This recommendation seeks to design both meaningful and intentional interdisciplinary opportunities with STEAM subject areas. 2. As part of its 2015 Goals, the USC Board of Directors identified the goal to expand student opportunities at all levels through curriculum and instructional programs that address creativity and innovation, including Science, Technology, Engineering, Arts and Mathematics (STEAM). This recommendation addresses this goal. 3. Similarly, this recommendation supports the goal of the Comprehensive/Strategic Plan's STEAM vision team to "improve the integration of STEAM across the curriculum at all levels and for all students." 4. The aim of this recommendation is to ensure that a broad based liberal education remains focused on the "whole child" while nurturing the integration of STEAM across all social studies/ humanities course.	1. Administrative approval. 2. Study models used by other school districts that effectively integrate STEAM and Social Studies curricula. 3. Continue to strengthen our department's collaboration with CMU,* and establish partnerships with other local and national colleges/universities. *The USCHS Social Studies department has recently worked with CMU's Department of Engineering and Public Policy to initiate research into possible STEAM/humanities connections. 4. Collaborate with ELA and World Language curriculum leaders to share outcomes of research and plan future steps. 5. Consult with members of the STEAM vision team and the High School Leadership Team for a possible fast-track curriculum recommendation for Fall 2015.	Summer Workshop time for 3 teachers @ a rate of $30.20 per hour for 6 hours each. Total 18 hours Total cost = $543.60	**Approved.**

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Judy Bulazo, Steve Miller, Lynn Kistler

Level: K-12

Area: STEAM

Date: Spring 2015

Curriculum Recommendation

1. Develop and implement a three-year plan to increase STEAM curriculum offerings, improve the connections between STEAM areas, and provide related training for teachers.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The current and future American economy are highly dependent upon STEAM careers. It has been reported that there is a growing disconnect between the skills needed to thrive and succeed in an increasingly technological world and the talent and skills that students bring to these careers. For the United States to maintain its global leadership and competitive position, STEAM careers will be critical. 2. In recent work with the Carnegie Science Center in piloting their rubric for STEM Excellence, relative areas of strength and need were identified in our coursework, instruction within and connections between courses, and in teacher training. This self-evaluation provided details and directions on ways to focus efforts in these areas. 3. Goals set through the strategic planning include the areas of STEAM courses, curriculum, instruction and teacher training as follows: • Increase the depth and breadth of STEAM curriculum offerings and improve the integration of STEAM across the curriculum at all levels and for all students. • Enhance inquiry-based instructional practices and project-based learning applied in real-world settings along with flexible scheduling options to accommodate this type of instruction. (Cont'd.)	1. Administrative approval. 2. Develop action plans via the Strategic Planning committee and implement plans through related follow-up committees and the curriculum development process. 3. Coordinate efforts with other Strategic Planning committees, including the Technology and the High School Experience committees. 4. Develop organization and communication mechanisms to represent our current and future STEAM programming. 5. Continue to learn from others in the field by making school visits, continuing to establish partnerships, and attending workshops and conferences.		**Approved.**

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Judy Bulazo, Steve Miller, Lynn Kistler

Level: K-12

Area: STEAM

Date: Spring 2015

Curriculum Recommendation

1. Develop and implement a three-year plan to increase STEAM curriculum offerings, improve the connections between STEAM areas, and provide related training for teachers. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
• Equip teachers to educate students in STEAM areas by ensuring that they obtain STEAM content, pedagogy, and technology experience through professional development. 4. Currently USC has strong science and math offerings, but there is a need to assure that the integrated nature of STEAM and real-world projects are represented within and between these courses. 5. Significant efforts have been made to increase and improve STEAM education in USC. Still, gaps that exist in STEAM programming in the K-12 curriculum have been preliminarily identified. Focus needs to be placed on *all* students receiving a baseline level of consistent STEAM experiences while opportunities that allow for further experiences, if desired, are provided. 6. Our district statistics have shown that girls are underrepresented in our higher level STEAM coursework. This is an area for study and is part of another STEAM recommendation.			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: High School Administration

Level: High School

Area: SHOP@USC

Date: May 6, 2015

Curriculum Recommendation

1. Pilot the Partners in SHOP@USC Program in grades 10-12.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The Partners in SHOP@USC Program is modeled after the successful Partners in PE Program and is designed for students with special needs to have the opportunity to partner with regular education students in a smaller and more specifically modified STEAM classroom environment. 2. This program would foster socialization, relationship building, respect for individual differences, and peer modeling, all of which would help to bridge the friendships and partnerships throughout the school and community culture (FRIENDS, Special Olympics, Miracle Field, Partners in PE). 3. Regular education students who may want to work in a career with special needs students would greatly benefit from a class where they are given a leadership role. This class may potentially generate interest in careers related to working with those with special needs. Regular education students would be paired up with special education students to help facilitate the class and meet all of the various needs of the special education student. In addition, regular education students would receive exposure to STEAM.	1. Administrative approval. 2. Develop unit plans and lesson plans. 3. Establish creative scheduling so that interested regular education students are able to fit the Partners in SHOP@USC Program class into their schedule. Students with special needs are available in the early morning prior to leaving school for work-related learning. 4. Identify students as possible participants in the program. The Science teachers along with the Special Education teachers will collaborate to complete a list of students. The Guidance Office will work with the individual students who are interested in participating in order to fit this program into their schedules. 5. Offer course to students in grades 10,11, and12 as a pilot for the 2015-2016 school year. 6. In grade 12, the class would be offered as a Community Based Learning credit. In grades 10 and 11, it would be offered as either a Community Based Learning credit or an elective credit. Credit would be pass/fail.	Summer Workshop Time $30.20 for 3 teachers 24 hours each = $2174.40	**Approved.** The SHOP@USC program provides excellent inclusive opportunities. The Partners in PE program, which has experienced great success, will be a wonderful model to inform the development of this offering.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2014-2015

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Ray Berrott, Carolyn Cusick, and John Rozzo

Level: 7th Grade

Area: Technical Studies Department

Date: June 2015

Curriculum Recommendation

1. Pilot a keyboarding unit in grade 7 during the 2015-2016 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Keyboarding is a technology literacy skill necessary for students to become productive citizens in an increasingly global and digital world. It is introduced at the elementary level, but currently is not reinforced at the middle school level. Keyboarding was offered as a high school elective until the 2011-2012 school year. 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 (See Attachment) ● USC Educational Technology Standards for the 21st Century Learner	1. Administrative approval. 2. Purchase Typing Agent online subscription. (See Attachment) 3. Purchase iPad external keyboards. 4. Train teacher and prepare classroom materials. 5. Collaborate with Technology Department to enroll and manage student sections using the Typing Agent software. 6. Create a schedule to provide keyboarding instruction to 14 sections of 7th grade students. 7. Develop keyboarding instructional materials to reinforce keyboarding skills in the 7th grade 21st Century Technology course. 8. Develop criteria and evaluation procedures relative to the needs of the middle school continuous progress report. 9. Develop external keyboard distribution procedures. 10. Review the pilot at the end of the 2015/2016 school year.	Typing Agent online keyboarding software subscription for 7th Grade=$1500 Estimated external keyboards (Quantity 70 x $50 ea = $3500) Teacher Training/ preparation 15 hours x $30.20=$453	**Approved.** 40.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Brad Wilson

Level: Grades 5-8

Area: Technology

Date: March 18, 2015

Curriculum Recommendation

1. Organize a team of teachers to collaborate, develop and pilot an electronic portfolio template that can be used for all students involved in 1:1 learning settings.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Recent 1:1 technology investments are allowing for our teachers and students to accomplish tasks never before possible. In specific, gains have been made in the areas of: access to content, feedback and assessment, communication and collaboration, self-paced/self-directed learning, creativity, and engagement. In each of these areas, technology is allowing for students to produce and present high-quality work that in many cases is digital in nature. 2. With the increase in digitally produced work, there are many opportunities for not only saving work, but for the potential to showcase work for a variety of purposes. Currently, the World Language Department utilizes electronic " e-portfolios" for their students to maintain record of their progress over the course of their 6-12 World Language learning experiences. These portfolios have allowed students to look back on their growth over time, creating a very positive experience that could be extended to other subject areas. 3. Along with students monitoring their own growth, e-portfolios would also provide teachers with access to previously produced student work, which would support their ability to effectively customize learning for these students. Currently the ability to access previously completed student work is very limited, with exceptions in a few settings. (Cont'd.)	1. Administrative approval. 2. Communicate with staff and request group involvement. 3. Introduce idea to middle school staff members to gain feedback and request membership for development and classroom piloting. 4. Collaboratively develop a model portfolio that features plans for what will and will not be included in portfolio. 5. Pilot portfolio in single class or team settings with interested teachers. If appropriate, consider full grade-level piloting. 6. Regroup and discuss suggestions made throughout the year to refine portfolio in preparation for a full-scale rollout. 7. Make future recommendations based on feedback and results from early pilots.	Potential for costs associated with substitute teachers for work days	**Approved.** The outcome may produce a more effective way to communicate with parents as well as provide the opportunity for students to reflect on their learning.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Brad Wilson

Level: Grades 5-8

Area: Technology

Date: March 18, 2015

Curriculum Recommendation

1. Organize a team of teachers to collaborate, develop and pilot an electronic portfolio template that can be used for all students involved in 1:1 learning settings. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. A final gain with regards to e-portfolios would be improved communication with parents. Currently, sharing work with parents occurs, but there are unique new considerations that need to be made in the wake of paperless assignments and increased project-based assessment. Utilizing an e-portfolio system would provide parents with much improved access to their child's work in one location, which would greatly simplify our current system of sharing work. 5. A segment of this portfolio will also connect to student self-reflections and their perspective of their work. A key component to this portfolio will be an on-going set of reflections that will be organized in a blog-like fashion. These reflections will allow for students to not only look back on their learning to see what was accomplished, but also to identify previous challenges that can be the focus of future efforts. Self-assessment has a strong research-base supporting its impact on, and the potential to significantly improve, student learning. (See: Hattie, John. *Visible Learning: a Synthesis of over 800 Meta-Analyses Relating to Achievement*. London: Routledge, 2009. Print.) 6. Developing a systems approach to reflecting on learning is a key step in supporting customized learning by providing the framework for identifying areas for growth and reflecting on that growth over time.			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Brad Wilson, Ray Berrott, Dan Beck

Level: High School

Area: Technology

Date: March 17, 2015

Curriculum Recommendation

1. Continue to pilot a student-run SMART desk to assist with technology support and give students the opportunity to complete personalized technology projects at the High School as a pass/fail, one-credit, elective course (.5 per semester).

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. With the advent of BYOD and the increase of technology being used to support learning, the demands for technical support have grown exponentially in the last few years. In addition, with the Middle School 1:1, students with vast technology abilities are coming to the High School. The potential of the High School moving in a direction of a 1:1 Learning Initiative adds to the demand for more students being involved with the technology integration/support/implementation. 2. The capacity and capabilities of our students has continued to grow, resulting in a number of students who already have knowledge of coding, software development, networks, web development, and hardware. Our students have become a great resource in the area of technology support and have helped assist the technology department this year by solving more than 300 of the 900 tickets at the High School since August 1, 2014. 3. Students could also be a great enhancement to our professional development program in the area of technology. Students could not only help teachers develop apps but could also assist in leading professional development sessions on how to use them. (Cont'd.)	1. Administrative approval. 2. Develop an independent study model that follows the ISTE framework in collaboration with the technology staff, librarians, and faculty for students who would potentially enroll in this SMART desk course. 3. Examine scheduling options that consider the appropriate staff members' ability to advise and work with students on a regular basis, as well as to manage personalized, independent study projects for each student. 4. Update the *Program of Studies* to include the application and prerequisite interview with High School Administration/ Technology Staff. 5. Publicize the opportunity to students and recruit qualified students for this elective course. 6. Along with students meeting and collaborating bi-weekly on ideas and projects, require students to attend periodic trainings to gain understanding of the systems and equipment used at the high school. (Cont'd.)		**Approved.** Continuation of the pilot will assist with the expansion of the types of experiences this course can provide.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Brad Wilson, Ray Berrott, Dan Beck

Level: High School

Area: Technology

Date: March 17, 2015

Curriculum Recommendation

1. Continue to pilot a student-run SMART desk to assist with technology support and give students the opportunity to complete personalized technology projects at the High School as a pass/fail, one-credit, elective course (.5 per semester). (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. Opportunities for growth exist with recruitment of more students, including, but not limited to: • Personal projects: programming, coding, application development • Help Desk support • Peer-to-peer support • Innovation Hub support • 1:1 learning initiative support at the middle schools. 5. Along with further developing their technological skills, in the areas of coding, networks, software, and hardware, these students will have opportunities to grow in their communicative, creative, and critical thinking skills as they collaborate to solve authentic problems.	7. Examine the role of students participating and leading peer-peer and staff development training. 8. Consider "faculty advisor(s)" for the separate areas that have grown out of the pilot: • Personal projects: programming, coding, application development • Help Desk support • Peer-to-peer support • Innovation Hub support • 1:1 learning initiative support at the middle schools. 9. Consider permanent space for students' home base, especially in regard to peer-to-peer support, including space within the Resource Center. 10. Examine potential for piloting SMART Desk at the middle schools in support of the District's 1:1 Learning Initiative. This piloting may include recruiting, mentoring, and training students to serve in future SMART Desk initiatives district-wide.		

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Lisa Cain and Dana Mellinger

Level: Grades 5-6

Area: Wellness

Date: March 18, 2015

Curriculum Recommendation

1. Pilot the Martial Arts Fitness program for the 2015-2016 school year in grades 5 and 6 at Boyce Middle School.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The current Physical Education curriculum has an emphasis on health concepts, the importance of physical fitness to the human body, traditional team sports, and having fun while exercising. 2. Martial Arts Fitness would be a non-traditional avenue to expose the students to a unique life-long activity that enhances an individual's strength, endurance, and confidence.	1. Administrative approval. 2. Provide curriculum and summer workshop time for training, lesson development and planning. 3. Implement the Martial Arts Program during the 2015/2016 school year. The instructional unit would include drills and circuits that focus on technique, footwork, upper and lower body movement, and endurance. 4. The program would also be available for use in intramurals during Pride Time. iPad training is also an option for smaller groups to ensure proper form and safety. 5. Explore alternate forms of funding to offset the cost, such as available grants and a possible donation from the Boyce PTA. 6. Review the pilot at the end of the 2015/2016 school year to determine whether to proceed with implementation and to review possible expansion into additional grade levels.	$499 includes: 3 hour on-site training. curriculum packet, 2 full unit plans, assessments, achievement certificates, activity cards, instructional DVD, on-line website membership.	**Approved.** Exploring unique ways to get students to be active while continuing to promote physical fitness is commendable.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name Lisa Cain and John Rozzo

Level: Grades 7 and 8

Area: Wellness

Date: March 18, 2015

Curriculum Recommendation

2. Adopt the 2014/2015 pilot that called for the inclusion of health and wellness topics to be taught in the seventh grade physical education curriculum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. A review was conducted in the 2013/2014 school year of the state standards in health, safety, and physical education, the high school wellness education curriculum, and guidance and FACS topics. That review demonstrated there was an opportunity for additional health instruction in the following areas; Safety and Injury Prevention, Healthful Living, Elements of Fitness, and Concepts, Principles, and Strategies Of Movement. 2. Although students do receive scheduled health lessons at the fifth grade level, there was an opportunity to provide some additional health instruction in seventh grade. Entering ninth grade students will participate in a required one semester health class.	1. Administrative approval. 2. Continue to dedicate time each nine weeks for health instruction in the seventh grade physical education classes. 3. Further development of the Blended Schools component for lesson follow-up, enrichment, and assessments is a priority. Summer workshop and additional curriculum time will be used to address this need. 4. Continue the dialogue and coordination with the ninth grade health instructor, middle school counselors, and Boyce physical education teachers to review health topics being covered. This review can occur during curriculum meetings and professional development time throughout the school year. 5. Review and discuss possible expansion into additional grade levels following the 2015/2016 school year.		**Approved.** This process has helped to streamline and assure consistent integration of meaningful health education in our curriculum.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Betsy Hess **Level**: High School

Area: Wellness Education **Date**: May 8, 2015

Curriculum Recommendation

1. Research and study non-traditional methods for the delivery of physical education.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Children who are healthy and physically active improve their academic performance and are better able to meet the demands of today's hectic lifestyles. 2. Quality Physical Education instruction can give students the strategies needed to reduce their stress and anxiety levels through physical activity. 3. Upper St. Clair High School graduation requirements state that all students in grades 9-11 must complete credits in Wellness Ed (physical education) each year in order to meet the Pennsylvania Department of Education State Standards. 4. Different approaches to the delivery of physical education would allow us to better meet the specific scheduling needs of all students and allow us to customize learning for individuals with various needs. (Cont'd.)	1. Administrative approval. 2. Research methods being used at other local school districts during the summer of 2015. 3. Study data concerning effectiveness of various delivery methods. 4. Present findings to High School Administration by September 2015.	Visitations to schools to see programs 3 teachers for @ $90 a day 3 substitutes $270 Summer workshop for 3 teachers for 12 hours $30.20 per hours X 36 hours $1087.20	**Approved.** There are many connections between this recommendation, the physical education study, and the proposed goals of Strategic Planning related to reimagining the high school experience. We recommend that this be funneled to the high school administration to consolidate efforts to a comprehensive approach to meet the intended objectives.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Betsy Hess **Level**: High School

Area: Wellness Education **Date**: May 8, 2015

Curriculum Recommendation

1. Research and study non-traditional methods for the delivery of physical education. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. This recommendation supports the USCSD 2015 Comprehensive/Strategic planning process, which includes the following: a. the board goal to "examine the student high school experience to look at the impact of the many changing influencers, including but not limited to: technology, and social media, the structure of time and schedule, academic rigor and pressures, transitions, safety /security, the role of activities/athletics/ arts, etc. b. the districts belief that "effective education develops the whole person—ethically, intellectually, emotionally, socially, and physically—and promotes self-esteem and personal happiness."			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Betsy Hess, Doug Kirchner, Jennifer Kirk

Level: High School

Area: Wellness Education/Social Studies/Counseling

Date: May 8, 2015

Curriculum Recommendation

1. Research strategies to develop students' social emotional learning.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This recommendation directly supports and targets several components of USCSD's 2015 comprehensive/strategic planning process, including: a. the District's mission to promote happiness and success for each child. b. The District's belief that, "effective education develops the whole person--ethically, intellectually, emotionally, socially, and physically--and promotes self-esteem and personal happiness." c. the Board of School Directors' goal to, "examine the student high school experience to look at the impact of the many changing influencers, including but not limited to: technology and social media, the structure of time and schedule, academic rigor and pressures, transitions, safety/ security, the role of activities/athletics/arts, etc." d. the High School Experience Vision Team's focus on Social and Emotional Learning (SEL). (Cont'd.)	1. Administrative approval. 2. Provide summer workshop time for up to 2 teachers and 1 school counselor to work with curriculum leaders, department chairs, and administration on steps 3-4. 3. This committee will begin by doing the following: a. Research current findings related to SEL through the Collaborative for Academic, Social, and Emotional Learning (CASEL): http://www.casel.org/social-and-emotional-learning/ b. Research successful strategies used by model schools. 4. Consult with members of the High School Experience vision team for a possible fast-track curriculum recommendation for Fall 2015.	Summer Workshop Time for 3 teachers @ a rate of $30.20 per hour for 12 hours each. Total 36 hours Total cost = $1087.20	**Approved.** There are many connections between this recommendation, the social and emotional strategies study, and the proposed goals of Strategic Planning related to reimagining the high school experience. We recommend that this be funneled to the high school administration to consolidate efforts to a comprehensive approach to meet the intended objectives.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Betsy Hess, Doug Kirchner, Jennifer Kirk

Level: High School

Area: Wellness Education/Social Studies/Counseling

Date: May 8, 2015

Curriculum Recommendation

1. Research strategies to develop students' social emotional learning. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
2. According to the 2014 Natural Helpers survey, students at USCHS continue to experience a significant amount of stress and school-related pressure. 3. Research at the national level has found the following: a. Eighty-three percent of students report that school is a somewhat or significant source of stress, and 10 percent of teens report receiving lowers grades than they are capable of because of stress. http://www.apa.org/news/press/releases/stress/2013/highlights.aspx b. Nearly half of teens (42 percent) report they are not doing enough or are not sure if they are doing enough to manage their stress, and more than 1 in 10 (13 percent) say they never set aside time to manage stress. http://www.apa.org/news/press/releases/2014/02/teen-stress.aspx 4. Nationwide, both secondary and post-secondary schools are developing and implementing programs/strategies to combat student stress. This recommendation continues USCSD's tradition of establishing cutting edge curriculum and approaches.			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Deanna Baird

Level: High School

Area: World Languages

Date: May 2015

Curriculum Recommendation

1. Research, design, and teach a world languages careers unit that will be offered across languages to all world language students during a common time in their high school experience.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Future career paths are becoming very international in scope with multiple skills required in most careers. Many future professions will incorporate language and/or cultural skills. 2. Many people still think that students with language majors are limited to careers in language teaching and translation. Our students need to explore career options that go beyond this traditional view. Language and/or cultural skills are truly a tool in a career tool kit. 3. It will benefit all world language teachers if they researched and designed the unit in a collaborative fashion. The breadth of knowledge and experience of all teachers would allow more knowledge, resources, and speakers to be available to all students.	1. Administrative approval. 2. Schedule a summer FLEX in-service for teachers of multiple languages. 3. Research and pool various sources on international careers. 4. Determine best common time(s) and methods to offer the information. 5. Design the unit for all teachers/students. 6. Pilot the unit during the 2015-16 school year.	6 summer work hours for 3 teachers @ $30.20 = $543.60	**Approved.** Given the global nature of most career choices, it is essential to continue to expose our students to such opportunities.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Deanna Baird

Level: Middle School/High School

Area: World Languages

Date: May 2015

Curriculum Recommendation

2. Survey the world languages curricula at all (high school) levels to determine STEAM components, refine/expand appropriate ones, and move forward with multiple STEAM lenses that are intentionally reinforced/explained to students.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This initiative will support the STEAM vision team that is part of the new strategic plan. 2. STEAM initiatives include foci on technology, collaboration, real-world scenarios/activities, cross-disciplinary activities, and authentic assessment. World language teachers have incorporated and refined these traits for years; they need to reinforce these skills with students as being not only world language skills but also STEAM skills. 3. The curriculum units for world languages include many cross-disciplinary topics in both art and also science, as well as in English and history. Teachers need to share with each other what those topics are, refine/expand them where necessary, and brainstorm if additional ones are appropriate. 4. Much of the department staff was not yet here when parts of the curricula were written. Giving a new look to the reasons for and the importance of various curricular components would benefit all. 5. The STEAM lens also includes the need to incorporate more international components that go beyond the target country/ countries being studied. This also would support previous initiatives.	1. Administrative approval. 2. Schedule summer flex in-service time to survey the world language curriculum. 3. Consider additional STEAM components/methodologies for the curriculum. 4. Determine ways to infuse "international" into STEAM components. 5. Continue to design/create activities in the 2015-2016 school year.	6 summer work hours for 3 teachers @ $30.20 = $543.60	**Approved.**

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2015-2016

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Deanna Baird

Level: High School

Area: World Languages

Date: May 2015

Curriculum Recommendation

3. Incorporate a minimum of one IPA (Integrated Performance Assessment) into every language level of every language.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Integrated Performance Assessments have become a strong performance-based assessment used in world language assessment methodology. They also support and provide a good role model for USC's performance-based assessment goals. 2. The WL Department piloted the use of Integrated Performance Assessments with a few teachers last year. Although the construction of each assessment with its 3 components (intense interaction with authentic reading plus speaking and writing assessments based on a reading theme) requires more time and effort than a traditional unit test, the piloting teachers were very satisfied with the learning results. Their enthusiasm has inspired the rest of the department to begin to design these assessments. This recommendation is a natural step after the pilot.	1. Administrative approval. 2. Schedule a summer in-service FLEX workshop for the construction of additional IPAs. 3. Implement more IPAs in the 2015-16 school year.. 4. Continue to construct IPAs during WL in-service time.	6 summer work hours for 4 teachers @ $30.20 = $724.80	**Approved.** Assessment practices such as this serve as a great model for a comprehensive way of measuring student achievement.