

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



TUESDAY, JUNE 18, 2013

READING OF THE MISSION

Mr. Oliverio 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 promote happiness and success.

SHARED BELIEF STATEMENT #10 FROM STRATEGIC PLAN

Mr. Kunselman read the following Shared Belief Statement #10 from the Strategic Plan:

We believe that:

education is most effective when decision-making is focused on the best interests of the student.

APPROVAL OF AGENDA (Bolas)

The Board approved the agenda as presented.

RESIGNATION AND RE-ELECTION OF SUPERINTENDENT OF SCHOOLS

The Board accepted the resignation of Patrick T. O'Toole, Ed.D. as the Superintendent of Schools effective June 30, 2013, and approved the re-election of Patrick T. O'Toole, Ed.D. as the Superintendent of Schools for a term of five years to commence on July 1, 2013, and to approve a formal contract.

Mrs. Barbara Bolas, School Board President, spoke on behalf of the Board of School Directors. She stated that it was a collective decision among the Board members to renew Dr. O'Toole's contract as Superintendent of Schools and reflects the appreciation that the Board has for all of his dedication and hard work as Superintendent. Mrs. Bolas explained that it is a difficult time in public education and Dr. O'Toole has overcome many problems, including doing more with less, not filling vacant positions, assigning individuals with additional responsibilities, leading with a collaborative spirit, developing an administrative leadership academy, being named Pennsylvania Superintendent of the Year, and continually remaining focused on student-centered development.

Dr. O'Toole thanked the Board, Solicitors Haggerty and Prorok, his administrative leadership staff, professional staff, support staff, community and students. He expressed his appreciation for the opportunity to serve as Superintendent of Schools and stated that he looked forward to continuing to lead the School District during the next five years.

OATH OF OFFICE ADMINISTERED TO DR. PATRICK T. O'TOOLE, SUPERINTENDENT OF SCHOOLS (The Honorable Judge Arnold Klein, Allegheny County Court of Common Pleas)

The Honorable Judge Arnold Klein from the Allegheny County Court of Common Pleas administered the Oath of Office to Dr. O'Toole to serve as Superintendent of Schools from July 1, 2013 through June 30, 2018.

Dr. Suritsky congratulated Dr. O'Toole on his reappointment as Superintendent of Schools. She commented regarding how critical it is for the School District to continue the consistency of having such a great Superintendent to lead the top school district in Pennsylvania. Dr. Suritsky stated that Dr. O'Toole's leadership development has been very significant, which began with administrators and then transferred to the students. She stated that she appreciated Dr. O'Toole's vision and his ability to bring the leadership program to the School District, which has helped her to grow professionally over the past four years. Dr. Suritsky thanked him for assisting her with her development in her role as Assistant Superintendent and for his sincere kindness during a difficult time in her life. She stated that Upper St. Clair is very fortunate to be able to have Dr. O'Toole lead the School District for the next five years.

RECOGNITION OF ODYSSEY OF THE MIND STUDENTS FROM WORLD COMPETITION (O'Toole/Garvin)

Dr. O'Toole, Mrs. Bolas, and Ms. Garvin recognized Odyssey of the Mind students for their success at the World Competition at Michigan State University on May 22 and 23. Susan Rosati and Debbie Carse, Odyssey of the Mind sponsors, shared information regarding each of the teams and their projects from the World Competition.

Dr. O'Toole and Mrs. Bolas presented the following students with Certificates of Recognition and USC pens:

HS Classics Team, 3rd Place and OM Award for Exceptional Skill: Kyle Austin, Nicole Churbock, Mary Kate Kauffelt, Maddie Oppelt, Anna Rosati, Alexa Schlein

Fort Couch Technical Team A, 3rd Place: Ethan Bowman, Jagadeesh Gummadi, Laura Lapham, Neale Misquitta, Shebl Rosati, Emily Walsh

Fort Couch Technical Team B, 4th Place: Chase Banton, Liam Carse, Tyler Clark, Arushi Kewalramani, Allie Ryave, CJ Stott, Vicki Wang

RECOGNITION OF STATE AND NATIONAL REFLECTIONS WINNERS (O'Toole)

Dr. O'Toole and Mrs. Bolas recognized students for their success at the state and national level with "Reflections," a theme-based arts contest sponsored by the National PTA. Susan Rosati, "Reflections" sponsor, shared information regarding the contest where student entries progress through local, council, Region 3, state and national levels of judging.

Dr. O'Toole and Mrs. Bolas presented the following students with Certificates of Recognition and USC pens:

Mahima Reddy – Second place in state for Literature

Robbie Halpner – First place in state for Musical Competition

Joseph Lapham – First place in state and second place nationally for Photography/Special Artist

RECOGNITION OF SERVICE (O'Toole/Bolas)

The Board recognized the following staff members for their dedicated service to the School District. Dr. O'Toole and Mrs. Bolas presented each with a Certificate of Recognition, USC pen set, and engraved paperweight. Both retirees thanked the Board for the opportunity to serve the children of Upper St. Clair and shared personal thoughts regarding their rewarding experience.

Carolyn Idler, Baker Physical Education Teacher - Hired October 1979
Zoltan Toth, Fort Couch Guidance Counselor - Hired August 1980

RECOGNITION OF ZOLTAN TOTH FROM STEEL VALLEY FAMILY CENTER (Mary Paull)

Mary Paull and Georgiana Wilson from Steel Valley Family Center recognized Zoltan Toth for participating with their organization since 1997 by coordinating a mentoring program between the seventh grade students at Fort Couch Middle School and the students attending Steel Valley Family Center.

RECOGNITION OF RUSS PHILLIPS, RETIRING ARAMARK NUTRITION CENTER MANAGER, AND INTRODUCTION OF KIM COOPER, ARAMARK NUTRITION CENTER MANAGER (Doug Kauffman, Aramark District Manager)

Doug Kauffman, Aramark District Manager, recognized Russ Phillips, who is retiring after serving as the Aramark Nutrition Center Manager for the School District since 1999.

Mr. Kauffman introduced Kim Cooper as the new Aramark Nutrition Center Manager for the School District.

Ms. Cooper stated that she looked forward to working with the School District as their Nutrition Center Manager.

Mrs. Bolas welcomed Ms. Cooper to the School District on behalf of the Board.

SUPERINTENDENT'S REPORT (O'Toole)

APPROVAL OF COMMENDATIONS & RECOGNITIONS - ATTACHED

Dr. Suritsky read the Commendations & Recognitions.

The Board approved the Commendations & Recognitions AS ATTACHED.

APPROVAL OF LETTER OF AGREEMENT WITH VANTAGEN, LLC (FORMERLY DEWEY & KAYE)

Following a discussion regarding clarification with respect to the Board's role during the process, the Board approved a Letter of Agreement with Vantagen, LLC to conduct a search for the Director of Advancement.

Dr. O'Toole stated that Vantagen, LLC did an excellent job in identifying the correct individual when Liz Hall was hired as the Director of Advancement and that he planned to work with representatives of Vantagen, LLC to again identify an individual to present to the Board.

Mrs. Bolas commented regarding the Board's understanding of the importance to the community to hire the correct individual for the Director of Advancement.

APPROVAL OF ADDENDUM TO ADMINISTRATIVE ACT 93 AGREEMENT

The Board approved an Addendum to the Administrative Fringe Benefits effective July 1, 2013 through June 30, 2016.

APPROVAL OF ADMINISTRATIVE SALARY PLAN FOR 2013-14

The Board approved, effective July 1, 2013, an amount of not more than \$28,500 to be expended for merit increases for the 2013-14 school year, and the Superintendent was authorized to allocate such funds among the school administrators for increases and adjustments to their gross compensation.

APPROVAL OF MEMORANDUM OF UNDERSTANDING FOR THAI-USA STUDENT CULTURAL EXCHANGE PROGRAM

The Board approved the Memorandum of Understanding for the Thai-USA Student Cultural Exchange Program.

APPROVAL OF AGREEMENT FOR DIRECTOR OF BUSINESS & FINANCE

The Board approved an employment agreement with the Director of Business & Finance through September 30, 2016.

Dr. O’Toole recognized Ms. Cordisco for her dedication and hard work and acknowledged the importance of her role with the School District and her strong leadership in the area of business and finance. He thanked her for her assistance with establishing the advancement function for the District, building and field projects, moving the bus garage, leadership with budget challenges, and human resources. Dr. O’Toole stated that Ms. Cordisco is a valuable resource at Board meetings and thanked her on behalf of the administrative leadership team and Board.

Ms. Cordisco thanked Dr. O’Toole, her colleagues and the Board. She stated that she looks forward to continuing working with the District and being part of the leadership team.

Dr. Suritsky and members of the Board also congratulated Ms. Cordisco and commented regarding her excellent leadership as Director of Business & Finance. Mrs. Bolas thanked Ms. Cordisco for agreeing to continue as the Director of Business & Finance for the District.

APPROVAL OF RESOLUTION REGARDING STAFFING

The Board approved the following resolution regarding staffing:

The District staff be decreased by the following position:

- 1.0 Middle School Academic Principal (5-8)

The District staff be increased by the following position:

- 1.0 Supervisor of Middle Level Education (5-8)

Dr. O’Toole explained that Mr. Rozzo has taken on additional responsibilities of supervising middle school education for grades 5 through 8 and that this new title more appropriately reflects his new role.

APPROVAL OF ADMINISTRATIVE PERSONNEL LISTINGS

The Board approved the following Administrative Personnel Listings:

Change of Status - Administrative Staff

Erin Peterson FROM Fort Couch Resource Teacher and Middle School Language Arts Curriculum Leader TO Middle School Assistant Principal (5-8) effective 7-1-13

John Rozzo FROM Middle School Academic Principal (5-8) TO Supervisor of Middle Level Education (5-8) effective 7-1-13

Dr. Suritsky commented regarding the excellent leadership of the middle level education for Upper St. Clair. She congratulated Ms. Peterson and Mr. Rozzo for their new positions and the future impact that they will have along with Mr. DeMar and Mrs. Pfender.

Mr. Rozzo and Ms. Peterson thanked the Board, Dr. O'Toole, and Dr. Suritsky for their trust and confidence and also thanked them for the opportunity to work for the School District in their new roles.

ADMINISTRATORS' REPORT

APPROVAL OF SPECIAL EDUCATION CONTRACTS (Garvin)

The Board approved the following contracts for special education services:

CONTRACT WITH ACHIEVA SUPPORT FOR PREVOCATIONAL SERVICES

Contracted Services Agreement with ACHIEVA Support for the provision of prevocational services for two students from June 17, 2013 through August 9, 2013.

CONTRACT WITH STEEL CITY THERAPY FOR OCCUPATIONAL AND PHYSICAL THERAPY SERVICES

Contract with Steel City Therapy, LLC for the provision of occupational and physical therapy services for students for the 2013-14 school year.

NURSING SERVICES CONTRACT WITH INTERIM HEALTHCARE SERVICES

Health Services Contract with Interim Healthcare Services, Inc. for the provision of 1:1 nursing services on the school bus to and from school and/or during the school day for the 2013-14 school year.

EXTENDED YEAR SERVICES CONTRACT WITH THE CHILDREN'S INSTITUTE

Services Agreement with The Children's Institute for the provision of Extended School Year Services for four students.

AGREEMENT WITH CROSSROADS SPEECH & HEARING

Agreement for Provision of Speech Pathology and Audiology Services with Crossroads Speech & Hearing, Inc. for Extended School Year and 2013-14 school year.

APPROVAL TO DECLARE ITEMS SURPLUS (Berrott)

In accordance with Policy #3006 - Sale of Surplus Furniture, Equipment and Other Tangible Personal Property, the Board declared equipment surplus and the administration was authorized to bid the sale of the items, donate the items, dispose of the items as appropriate or advertise via public Internet auction.

BUSINESS & FINANCE (Cordisco)

APPROVAL OF EDUCATIONAL SERVICES AGREEMENT WITH AIU FOR 2013-14 SCHOOL YEAR

The Board approved the Educational Services Agreement with the Allegheny Intermediate Unit for the 2013-14 school year.

APPROVAL OF CONTRACT WITH NOVA CARE

The Board approved the Athletic Training Services Agreement with NovaCare Rehabilitation effective the 2013-14 through 2017-18 school year.

APPROVAL OF AGREEMENT WITH TRANE FOR PRE-CONTRACT WORK

The Board authorized the School District to enter into a letter of agreement with Trane for pre-contract work, contingent upon successful documentation and final approval by the Superintendent and solicitor.

APPROVAL OF ACCEPTANCE OF PLAN CON PART K: PROJECT REFINANCING, SERIES A OF 2013 FROM THE PENNSYLVANIA DEPARTMENT OF EDUCATION

The Board approved the acceptance of PlanCon Part K: Project Refinancing, Series A of 2013 from the Pennsylvania Department of Education.

APPROVAL OF ACCEPTANCE OF PLAN CON PART K: PROJECT REFINANCING, SERIES B OF 2013 FROM THE PENNSYLVANIA DEPARTMENT OF EDUCATION

The Board approved the acceptance of PlanCon Part K: Project Refinancing, Series B of 2013 from the Pennsylvania Department of Education.

APPROVAL OF CONSENT AGENDA

The Board approved the following Consent Agenda Items:

APPROVAL OF 2013-14 CURRICULUM RECOMMENDATIONS - ATTACHED

Approve the 2013-14 Curriculum Recommendations AS ATTACHED.

APPROVAL OF RESOLUTION REGARDING STAFFING

The District staff be decreased by the following position:

- 1.0 – Physical Education Teacher (High School)

APPROVAL OF PERSONNEL LISTINGS - ATTACHED

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

APPROVAL OF REVISION TO POLICY #6011 - CHILD/STUDENT ABUSE - ATTACHED

Approve the revision to Policy #6011 - Child/Student Abuse AS ATTACHED.

**APPROVAL OF TREASURER'S REPORT - 6/10
INCLUDING SUPPLEMENTAL REPORT - 6/17**

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

Fund 10 (General Fund) - \$834,822.82

Fund 36 (Middle School Construction Project Fund) - \$3,592.65

**APPROVAL OF EXPENSES BETWEEN JUNE 18 THROUGH JULY 31 TO
BE RATIFIED AT AUGUST BOARD MEETING**

Authorize the normal, customary and regular payments of salaries, benefits, and other expenses between June 18, 2013 through July 31, 2013 to be considered for approval/ratification at the August 26, 2013 Board meeting.

APPROVAL OF ELECTION OF TREASURER

Re-elect Rebecca Berquist as Treasurer of the School District effective July 1, 2013 through June 30, 2014.

Dr. O'Toole congratulated the following individuals who were included on the Personnel Listings as curriculum leaders for the School District. Dr. Suritsky explained the importance of their leadership position with the District and stated that she looked forward to having them participate in the administrative retreat in August.

Jen Kirk, High School Guidance Curriculum Leader
Pam Dillie, Elementary Science Curriculum Leader
Don Pickell, Performing Arts Curriculum Leader

Ms. Kirk, Ms. Dillie, and Mr. Pickell each thanked the Board, Dr. O'Toole, and Dr. Suritsky for appointing them as curriculum leaders and stated that they looked forward to their new role with the School District.

Mrs. Bolas congratulated Ms. Kirk, Ms. Dillie, and Mr. Pickell on their appointment, noting the importance of the curriculum leader position in the District.

ANNOUNCEMENT REGARDING EXECUTIVE SESSIONS

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

June 10, 2013 – Personnel Matters (2)

June 18, 2013 – Personnel Matters

MATTERS OF INFORMATION - SUPERINTENDENT & ADMINISTRATION

REPORT FROM HIGH SCHOOL BACCALAUREATE & COMMENCEMENT - JUNE 13

Dr. O'Toole thanked the Board for their participation in Baccalaureate and Commencement on June 13.

DR. MICHAEL GHILANI, HIGH SCHOOL PRINCIPAL, NAMED 2013-14 PENNSYLVANIA ASSOCIATION OF SECONDARY SCHOOLS PRINCIPAL OF THE YEAR

Dr. O'Toole congratulated Dr. Michael Ghilani, High School Principal, for being selected as Pennsylvania's 2013 High School Principal of the Year by the Pennsylvania Association of Elementary and Secondary School Principals.

Dr. O'Toole stated that Dr. Ghilani was instrumental in developing a summer STEM Academy and announced that the second summer STEM Academy will be held at the high school next week.

Dr. O'Toole thanked everyone for a great school year and wished them a fun and safe summer.

Mrs. Bolas thanked the Board for a successful school year and wished them an enjoyable summer and break from School Board work.

Meetings are also videotaped and will be cablecast on School Access Comcast Channel 19 & Verizon Channel 41.

COMMENDATIONS AND RECOGNITIONS

JUNE, 2013

District

Congratulations are extended to Head Football Coach Jim Render for receiving a Lifetime Achievement Award from the Lou Holtz/Upper Ohio Valley Hall of Fame at their Annual Induction Event on June 24. The Lou Holtz/Upper Ohio Valley Hall of Fame was established to showcase individuals and communities throughout the region stretching from Western Beaver County in Pennsylvania to Wheeling, West Virginia, for their outstanding contributions in commerce, medicine, politics, sports, entertainment and community enrichment.

High School

Over Memorial Day weekend, the forensics team traveled to Philadelphia for CFL Grand Nationals, the penultimate competition of the season which included thousands of students from around the country. Out of the eleven qualifying team members, Trudel Pare and Eva Roy advanced to the top 48 in the nation in Oratory and Oral Interpretation, respectively. Younos Manfoud achieved the highest national placing of any USC student ever with 6th place in Lincoln Douglas Debate.

Mrs. Erwin's and Mrs. Carlino's Academic Biology classes participated in the Fairchild Challenge, an environmental awareness contest through Phipps Conservatory. Following are the students that placed in the competition:

Leah Day- placed 3rd for her colored pencil drawing of a flower and its pollinator;

Jula Herold- placed 2nd for the Frisbee logo contest;

Thea Contis- placed 3rd for the Frisbee logo contest;

Ben Rieker- placed 3rd for his movie review of Dirt: The Movie.

Not only did these students place, but the classes received the Fairchild Challenge Award for earning more than 900 points. The classes also were awarded 3rd place overall in the challenge and \$250 to support an environmental project.

High School/Ft. Couch

Following are the results of the Odyssey of the Mind World Competition:

HS Classics Team, 3rd Place and OMer Award for Exceptional Skill: Kyle Austin, Nicole Churbock, Mary Kate Kauffelt, Maddie Oppelt, Anna Rosati, Alexa Schlein. Coaches: Susan Rosati, Geralyn Austin

Fort Couch Technical Team A, 3rd Place: Ethan Bowman, Jagadeesh Gummadi, Laura Lapham, Neale Misquitta, Sheb Rosati, Emily Walsh. Coaches: Susan Rosati, Jim Walsh

Fort Couch Technical Team B, 4th Place: Chase Banton, Liam Carse, Tyler Clark, Arushi Kewalramani, Allie Ryave, CJ Stott, Vicki Wang. Coach: Debbie Carse

Ft. Couch

Students from Upper St. Clair recently participated in "Reflections", a theme-based arts contest sponsored by the National PTA. Student entries progress through the local, council, region 3, state and national level of judging. This year, USC had 3 students win at the State level, with 2 of them going to the National competition. Joseph Lapham won 1st in State for Photography, Robbie Halpner won 1st in State for Musical Composition, and Mahima Reddy won 2nd in State for Literature. Additionally, Joseph Lapham won 2nd place in the national competition for his photograph in the Special Artist category. Joe is Pennsylvania's only national winner and the first from Upper St. Clair to win a national award.

Boyce/Ft. Couch

Open to all students who are currently enrolled in Algebra I or Integrated Math II, the 2013 Mathematics Council of Western Pennsylvania First Year Algebra /Integrated Math II Contest was held on Saturday, April 13 at Baldwin High School. Fifteen of the top 25 students in Allegheny County were from Upper St. Clair. In this preliminary first round, Sam Ding, a sixth grader from Boyce Middle School placed first, Raahema Durrani, an eighth grader from Ft. Couch Middle School placed second, and Abbie Wagner, a seventh grader, also from Ft. Couch, placed third. Also included in the top 25 were the following students: Vashisth Parekh, Spencer Miller, James Khor, Ariana Chiu, Taim Aizooky, Jack de la Parra, Dina Leyzarovich, Amna Amin, Andrew Rocks, Abby Matheny, Vedant Parekh, and Suneel Banerjee. All of these students were eligible to participate in the final round at Derry Area Middle School on Saturday, May 11. At this competition all of the winners were from Upper St. Clair. The Helen B. Malter Memorial Prize, a plaque and \$100 were awarded to Dina Leyzarovich, a sixth grader from Boyce, who earned first place overall. Eighth grader Raahema Durrani took second place, earning \$75. Placing third was sixth grader, Sam Ding, who was awarded \$50.

Boyce

Julie Mauder, teacher at Boyce, has had 20 students win the Creative Communications poetry contest this year. As winners, their poems get published in "A Celebration of Poets" hardback book. This contest is held for students in grades 4-6 in Pennsylvania. Less than 50% of students who enter get their poem published making this is quite an accomplishment for our students. Because more than 15 students' poems are being published, Mrs. Mauder is eligible to apply for a \$250 writing grant. In addition, Boyce Middle School received a Creative Communications Writing Achievement Award which is being displayed in the display case in front of the Boyce Theater. The students who have published poems are: Angela Belack, Olivia Debski, Lauren DeShields, Trey Getner, Sammy Koller, Jessie Kuhar, Erin Lang, Ethan Mann, Lindsay Moskel, Nick Mudry, Duy Nguyen, Collin Poestrel, Alec Saluga, and Jessie Werha. Two-time published poets for this year are Reilly Ford, Abby McCardle, and Cam Scott.

Boyce students Lexi Feldman and Lauren Deshields were awarded the first annual Boyce Green Leadership Award presented at the Deer Valley assembly on June 7, 2013. These two students are being honored for their leadership throughout the entire year, as well as their passion for promoting positive environmental awareness.

TO: Board of School Directors

DATE: June 10, 2013

FROM: Dr. Sharon Suritsky
Dr. Judith Bulazo

SUBJECT: Curriculum Recommendations

Requires Board Approval

For Your Information

All Areas Begin to explore, plan, and make recommendations for changes to the elementary report card.	✓	
Guidance Counseling Explore options for revising the guidance curriculum at the middle school level.		✓
Health Investigate and research opportunities to implement a health class at Ft. Couch.		✓
Language Arts Continue textual evaluations for grades 5 – 8.		✓
Continue pilot of Easy CBM program at grades 5 – 8.		✓
Investigate the use of a supplemental reading program for grades 7 and 8.		✓
Adopt texts in grades 5-8 as options for reading instruction.	✓	
Language Arts/Social Studies/Science Investigate the use of authentic assessments as summative assessments at the middle level.		✓
Mathematics Pilot <i>enVision Math Common Core, Grade 6</i> series.		✓
Mathematics/Science Explore cross-curricular coursework and integration of STEM connections within current offerings and areas for expansion of STEM programs at the high school level.		✓
Physical Education/Pupil Services Eliminate 12 th grade Wellness Education as a graduation requirement.	✓	
Science Continue to examine the recommendations of the K – 12 Curriculum Alignment Process Team.		✓

TO: Board of School Directors

DATE: June 10, 2013

FROM: Dr. Sharon Suritsky
Dr. Judith Bulazo

SUBJECT: Curriculum Recommendations

Requires Board Approval

For Your Information

Develop a locally designed summative assessment for 3 rd grade science unit <i>Rocks and Minerals</i> .	✓	
Continue to extend level of staff expertise using Rubicon Atlas at the elementary level.		✓
Extend the two-year study exploring core materials of the 8 th grade Astronomy unit.		✓
Study the Next Generation Science Standards at the middle level.		✓
Continue to study the differentiated offering of AP Physics B with IB SL and HL (I) Physics.		✓
Social Studies Continue examination and revision of the Mexico unit at the 4 th grade level using the UbD process.		✓
Continue examination and revision of the Japan unit at the 2 nd grade level using the UbD process.		✓
Investigate the <i>Map Essentials</i> , comprehensive map skills program for 2 nd grade.		✓
Examine the Colonial Times History Unit and Economics lessons at the 1 st grade level using the UbD process.		✓
Develop a writing continuum for grades 5 – 8.	✓	
Study, evaluate and potentially pilot new core materials for 6 th grade Ancient Civilizations.		✓
World Language Study the option of offering student credit for departmental exchanges with our partner schools.		✓
Pilot the usage of WL Integrated Performance Assessments in selected courses at the high school.		✓
Offer MYP World Languages at the Academic Level to replace the Honors Level MYP World Language courses.	✓	

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UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Dr. Judy Bulazo

Level: Elementary K-4

Area: All Areas

Date: March 2013

Curriculum Recommendation

1. 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.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Pennsylvania school districts are expected to implement the Common Core Standards in July 2013. The timeline for a completely revised curriculum by this date is somewhat aggressive considering the lack of clarity that has been provided to Districts during the introductory phase of the Common Core Standards. The USC school district has attended carefully to these changes and to preparing teachers and developing processes to address the changes. One area that will need attention, in addition to curriculum revisions, will be reporting to students and parents, particularly at the elementary level where a criterion-referenced report card system is used.</p> <p>2. The content of the common cores standards is supported by research and represents strong and rigorous instructional goals. USC School District will used this as a basis for a redesigned, research-based curriculum. The redevelopment of our curriculum, the rewriting of which will become intense this spring and summer, will likely impact the categories on which we report student progress at each grade level.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Due to the unique nature of converting to national standards and rewriting a significant portion of our curriculum in critical academic areas, the revision process may take a different look than that of a typical report card revision. A multi-year process is probable with changes occurring gradually as areas of the curriculum become ready. Important stake-holders would be consulted at important points in this process.</p> <p>3. Continue to study the changes in scope and sequences of content, skills and processes prescribed in the common core standards for mathematics, English Language Arts, and Literacy in the Content areas as the curriculum rewriting process evolves.</p> <p>4. At the point in the process that changes are ready to occur, parent communication should begin. Since this will be a process where changes may be made in increments, a communications plan should be developed. This could include a parent portal on each school's website which tracks and explains revisions as they occur. Communications from the principals can refer parents to this link as changes are made.</p> <p style="text-align: center;">(Cont'd.)</p>	<p></p>	<p>Approved.</p> <p>It is a good time to begin this process given the changing standards, unit redesigns, and our progressive assessment practices.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Dr. Judy Bulazo

Level: Elementary K - 4

Area: All Areas

Date: March 2013

Curriculum Recommendation

1. 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. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>3. In mathematics, related changes include the shift in some topics between and among grade levels. In addition, the standards emphasize both content and mathematical practices. These changes in topics emphasized at each grade level as well as the concentration on mathematical practices is not reflected on the current report card.</p> <p>4. The areas of English (reading) and language arts also presents some significant shifts in the types of texts students will be expected to read and comprehend as well as in increased expectations for writing at an earlier grades and changes in the sequence and/or pacing of grammar instruction.</p> <p>5. Literacy in the content areas is also a part of the Common Core Standards. Further work with the elementary staff is needed in this area but would most likely result in creating reporting categories on the report card.</p> <p>6. The Next Generation Science standards have been drafted and are under review. It is expected that these will become a part of the national Common Core Standards.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>5. As a part of this process, the current elementary report card will be put into an electronic format (in our MMS student database system). This will allow for a more professional presentation of the report card, improved record-keeping, and improved data entry for teachers. It will also allow for gradual changes to be made, as revision can be more easily made in this format. Though electronic, at this point it will continue to be sent to parents as a hard copy.</p>		

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Dr. Judy Bulazo

Level: Elementary K - 4

Area: All Areas

Date: March 2013

Curriculum Recommendation

1. 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. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>7. Report cards for the special content areas have always been separate from the core academic areas. This process will allow for an integrated report card that includes all areas of student learning.</p> <p>8. The elementary report card has not undergone significant holistic review for many years. Assessing whether changes beyond those necessitated by the Common Core should be examined.</p> <p>9. The study will potentially allow for the exploration of how 21st century skills could be represented when describing student performance and progress.</p> <p>10. The current elementary report card is filled in by hand by each teacher for every student. Investigating the move toward the ability to produce the report card electronically is needed. This should be considered along with the investigations currently in process related to data warehousing and the ability to record student progress consistently and electronically.</p>			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Ellie Stoehr

Level: Middle School

Area: Guidance Counseling

Date: April, 2013

Curriculum Recommendation

1. Explore options for revising the guidance curriculum at the middle school level.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The guidance curriculum is intended to be responsive to the developmental, social, and emotional needs of students.</p> <p>2. If a proposed change in the delivery of the health education occurs at Ft. Couch in the 2014/15 school year, there will be a need to examine the topics covered through both the health and guidance curriculum to ensure that required topics are addressed by either the health program or the guidance program. These shared topics include but are not limited to substance use/abuse, safety and responsible decision-making, human growth and development, healthy relationships, and conflict resolution.</p> <p>3. Further examination of the guidance curriculum is necessary to ensure that the distribution of the guidance topics provides adequate coverage of topics including but not limited to career education and work, cybersafety, bullying and harassment, communication, resiliency, wellness, goal setting and academic planning and transition.</p> <p>4. The increasing demands of the coordination and administration of the PSSA and Keystone (and NAEP when requested by USDOE) testing which typically have fallen on the middle school guidance counselors have impacted the time available for teaching the guidance curriculum.</p> <p style="text-align: center;">(Cont'd.)</p>	<ol style="list-style-type: none"> 1. Administrative approval. 2. Collaborate with CO and middle school building level administrators to prioritize needs regarding guidance counseling services and the curriculum. 3. Collaborate with the health educators at Ft. Couch regarding the proposed health education curriculum to determine how all necessary topics regarding health, safety, and development are addressed and by whom. 4. Review the curriculum to identify topics that will continued to be addressed by the guidance counselors as well identify new topic areas for curriculum development. 	<p>No cost is anticipated at this time. Work will be done during curriculum meetings.</p>	<p>Approved.</p> <p>This is timely considering the personnel changes and the evolving needs of students at this stage of life.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Ellie Stoehr

Level: Middle School

Area: Guidance Counseling

Date: April, 2013

Curriculum Recommendation

1. Explore options for revising the guidance curriculum at the middle school level. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>5. The mental health needs of students are of concern and guidance counselors serve as an important resource to students, staff and parents. At Boyce Middle School, one of the guidance counselors has served as the intervention specialist to the emotional support classroom for a significant amount of her assignment. It is important to evaluate the effectiveness, efficiency, and equity of this model in delivering a system of support to all students at Boyce.</p>			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Lisa Cain, John Rozzo

Level: Middle School

Area: Health

Date: March 20, 2013

Curriculum Recommendation

1. Investigate and research opportunities for implementing a health class to be taught at Fort Couch Middle School.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The current structure at Fort Couch has Pennsylvania State health standards being met via a combination of guidance, family and consumer science, and physical education classes. The most appropriate delivery of health related instruction would be provided from a certified health and physical education teacher.</p> <p>2. With the exception of fifth grade, middle school students do not participate in a scheduled health class until ninth grade.</p>	<ol style="list-style-type: none"> 1. Administrative approval. 2. During the 2013/2014 school year, review and research scheduling and staffing to help determine the optimal delivery of health instruction. Changes within the Fort Couch master schedule offer the opportunity to examine the feasibility of adding a health course. 3. Conduct a review of the state standards in health, safety and physical education to ensure there are no gaps in the current method of delivery, which includes exposure to the standards through guidance, family and consumer science, and physical education classes. 4. Research programming at other school districts to see how they schedule middle school health instruction. 5. Recent district technology initiatives such as Blended Schools can aid in the delivery of health instruction. 	<p>N/A: Summer Workshop for Flex Hours</p>	<p>Approved. This is an important topic for students at this age level given the life choices they are facing. Though scheduling will be explored during this process, it remains likely that health instruction may need to be worked into the physical education time slot.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Erin Peterson

Level: Middle School

Area: English Language Arts

Date: March 21, 2013

Curriculum Recommendation

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

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. This is a continuation of recommendations proposed and approved in the spring of 2010, 2011, and 2012. This work was anticipated to be a multi-year endeavor and is the reason for the current recommendation to continue this process.</p> <p>2. Great strides have been made in this area, but through the 2012-2013 school year, it has become apparent that there is a need for additional titles in order to customize learning in the classroom and to best meet students' needs.</p> <p>3. The Pennsylvania Common Core has placed an emphasis on increased text complexity, rigor, and the need for nonfiction text. In addition, the middle schools have identified common big ideas and concepts at each grade level. Additional titles are necessary in order to work toward these needs.</p>	<ol style="list-style-type: none"> 1. Administration approval. 2. Continue evaluation of texts for reading levels, interest levels, and age appropriateness based on established criteria and the evaluation tool. Consideration will continue to be made for novels that tie to the social studies' curriculum or that tie to the big ideas or content area concepts. A focus on nonfiction text will be held as well. 3. Identify texts to be piloted in order to allow for customization of instruction, connection to big ideas, and increased use of nonfiction. Summer flex time will be needed in addition to curriculum time for this process. 4. Pilot new titles during the 2013-2014 school year. 5. Continue the process of moving texts as is beneficial for student learning and based on text appropriateness. 6. Updated text placement list for administrative approval. 	<p>\$19,000 requested in budget for pilots and adopted texts</p>	<p>Approved. Significant progress has been made in this area and the continued efforts are to be commended.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Erin Peterson

Level: Middle School

Area: English Language Arts

Date: March 21, 2013

Curriculum Recommendation

2. Continue pilot of EasyCBM program at grades 5-8 to provide additional screening and progress monitoring data for determining reading percentiles and in comprehension and fluency.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. This is a continuation of a recommendation proposed and approved in the spring of 2011 and 2012.</p> <p>2. One of the ongoing goals of the 5-8 language arts department is to provide customized instruction for all students. We started this pilot to allow for additional screening and progress monitoring to help with this customization.</p> <p>3. EasyCBM will help with the customization of learning by providing reading percentiles to teachers. This information will assist in determining appropriate instructional materials.</p> <p>4. Both the reading and the math components of the new Common Core aligned EasyCBM test have been used to gauge student progress in Common Core aligned content.</p> <p>5. The EasyCBM pilot has been effective thus far in assisting with customization of instruction for students in the language arts classroom. However, we have recently learned of additional assessments that will be available through other venues. For this reason, we would like to pilot the program for one more year in order to continue to study the effectiveness in relation to other data and other options before formal adoption.</p>	<p>1. Administrative approval.</p> <p>2. Continue purchase of district access for EasyCBM. The district version has provided screening measures as well as additional progress monitoring measures. It has also provided data analysis and interpretation. This data has helped to customize instruction as we strive to meet the needs of our students.</p> <p>3. Continue administration of benchmark tests to all students at Boyce and Fort Couch.</p> <p>4. Continue using resulting data to assist in guiding instruction and differentiating within the classroom as well as promoting consistency between classrooms.</p> <p>5. Investigate other assessment options in comparison to EasyCBM.</p> <p>6. Evaluate program use and effectiveness in the spring of 2014 in comparison to other options and make recommendation based on results.</p>	<p>\$3 per student = \$4,200 requested in budget</p>	<p>Approved.</p> <p>It is a wise choice to continue this pilot in order to make a firm determination as the data from this type of assessment is important in identifying student needs and growth.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Erin Peterson

Level: Middle School

Area: English Language Arts

Date: March 21, 2013

Curriculum Recommendation

3. Investigate the use of a supplemental reading program for grades 7 and 8.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Currently the students in grades 7 and 8 read four major texts each year. These texts are assigned by the English Language Arts teachers based on student reading level.</p> <p>2. We would like to increase the amount of reading students do during the school year. It is also important for students to be exposed to a variety of genres.</p> <p>3. Research has shown that reading comprehension improves when students have dedicated time to read, interesting reading choices, and expert reading instruction. Adding text requirements in a supplemental reading program would add both time and choices.</p> <p>4. An increase in both time reading and types of reading is in keeping with the Pennsylvania Common Core Standards.</p>	<p>1. Administrative approval.</p> <p>2. Investigate supplemental reading program options for reading requirements and accountability.</p> <p>3. Identify texts that would be used at grades 7 and 8 for program from current text lists.</p> <p>4. Pilot program during the 2013-2014 school year as appropriate.</p>		<p>Approved. Expanding students' reading repertoire and encouraging independent reading is a good course of action. Helping students to learn to balance independent reading along with their entire academic workload may need to be a part of this process/study.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Erin Peterson

Level: Middle School

Area: English Language Arts

Date: March 21, 2013

Curriculum Recommendation

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

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Numerous texts have been piloted in the 2010-2011, 2011 2012, and 2012-2013 school years as the Middle School has worked to customize learning in the classroom.</p> <p>2. Each of these piloted texts was initially evaluated using the adopted Middle School Evaluation Tool. This tool evaluates reading level, interest level, genre, age appropriateness, and interdisciplinary connections. Piloted texts were used by multiple teachers in their classrooms and subsequently reviewed.</p> <p>3. Based on the pilots, a number of titles have been identified to be adopted to the reading curriculum at this time.</p> <p><i>Al Capone Does My Shirts</i> by Gennifer Choldenko <i>Schooled</i> by Gordon Korman <i>Stargirl</i> by Jerry Spinelli <i>Last Shot</i> by John Feinstein <i>The Devil's Arithmetic</i> by Jane Yolen <i>The Watsons Go to Birmingham</i> by Christopher Paul Curtis <i>The Westing Game</i> by Ellen Raskin <i>Surviving Antarctica: Reality TV 2083</i> by Andrea White <i>The Wednesday Wars</i> by Gary Schmidt <i>Chasing Lincoln's Killer</i> by James Swanson <i>The Boy in the Striped Pajamas</i> by John Boyne</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Purchase additional copies of texts.</p>	<p>\$19,000 in budget for pilots and texts</p>	<p>Approved.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Erin Peterson

Level: Middle School

Area: English Language Arts

Date: March 21, 2013

Curriculum Recommendation

4. Formally adopt texts in grades 5-8 as options for reading instruction. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p><i>Hotel on the Corner of Bitter and Sweet</i> by Jamie Ford <i>The Giver</i> by Lois Lowry <i>Trapped: How the World Rescued 33 Miners from 2,000 Feet Below the Chilean Desert</i> by Marc Aronson <i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i> by Russell Freedman</p>	<ol style="list-style-type: none"> 1. Administrative approval. 2. Purchase additional copies of texts. 	<p>\$19,000 in budget for pilots and texts</p>	

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Steve Levine, Caren Falascino, Erin Peterson

Level: Middle School

Area: Social Studies, Science, English Language Arts

Date: March 21, 2013

Curriculum Recommendation

1. Investigate the use of authentic assessments as summative assessments in Social Studies, Science, and English Language Arts.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Current summative assessments are based on traditional assessments that test skills and content. Mastery of these skills and content material is necessary, but it may be possible to demonstrate mastery through alternate measures.</p> <p>2. Authentic summative assessments would be in keeping with the movement toward the Pennsylvania Common Core as the Core demands more rigor, additional writing, and higher level thinking.</p> <p>3. Authentic summative assessments would also push students to look at skills and content as part of a bigger picture. This movement would be in keeping with the Understanding by Design big idea model.</p>	<p>1. Administrative approval.</p> <p>2. Review the skills and content material currently tested in summative assessments. Examine ways that authentic assessments could assess the same skills and material in an authentic manner. Summer workshop time will be used in addition to curriculum time.</p> <p>3. Develop authentic assessments to be piloted during the 2013-2014 school year. Pilot assessment during the school year.</p> <p>4. Review and evaluate assessments throughout the school year and the summer of 2014.</p>		<p>Approved.</p> <p>This recommendation plays a strong role in and supports the Understanding by Design process, which is a current initiative. Using assessment to promote learning is a commendable practice.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Andrew Lucas and John Rozzo

Level: Middle School

Area: Mathematics

Date: March 20, 2013

Curriculum Recommendation

1. Pilot the following series for possible adoption for 6th grade mathematics: Scott-Forsman-Addison Wesley, *enVision Math Common Core, Grade 6*. Upper Saddle River, New Jersey; Pearson, 2012.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Our current 6th grade textbook is not aligned to the Common Core Standards. Many of our current resources focus on topics that are not emphasized in the CCSS. For instance, many examples dealing with fractions also include negative numbers, something that is not a strong focus until 7th grade. This misalignment makes it difficult to avoid gaps in conceptual understanding and lends itself more to procedural knowledge.</p> <p>2. We are currently using the Pearson's <i>enVision Math</i> series in 2nd through 5th grade. Implementing <i>enVision Math Common Core, Grade 6</i> in 6th grade will build a stronger continuity with the elementary program and allow for greater collaboration between the 5th and 6th grade levels at Boyce. This more coherent scope and sequencing will provide our students with a stronger conceptual base for Algebra and higher-level math courses.</p> <p>3. The <i>enVision Math</i> curriculum offers the following improvements over our current curriculum:</p> <p style="margin-left: 20px;">a. Chapters are broken into smaller sections called "topics." These smaller groupings make it easier to spiral back and give the teachers greater flexibility with assessments for and of learning. Assessments are shorter and can be administered more frequently to ensure mastery of content.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Pilot the text with three teachers during the 2013-2014 school year. Two of these teachers will be on partner teams to take full advantage of the learning opportunities for students that this program offers.</p> <p>3. Time during curriculum and 6th grade Professional Learning Community meetings will be taken to compare and contrast our current text with the new program and to discuss how each textbook meets our USC objectives.</p> <p>4. Pearson has agreed to provide three class sets with all the included resources at no cost to the district.</p>	<p>No Cost</p>	<p>Approved.</p> <p>This is a logical step given both curriculum changes and the progression of materials used in grades 2-5.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Andrew Lucas and John Rozzo

Level: Middle School

Area: Mathematics

Date: March 20, 2013

Curriculum Recommendation

1. Pilot the following series for possible adoption for 6th grade mathematics: Scott-Forsman-Addison Wesley, *enVision Math Common Core, Grade 6*. Upper Saddle River, New Jersey; Pearson, 2012. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>b. More resources are provided for differentiation and intervention. Regular quick checks allow teachers to diagnose each student's level of understanding of a topic and prescribe an activity that matches their readiness. Such tools will certainly assist our 6th grade teachers in their endeavors to customize instruction for their students. Diagnosis, test prep, and intervention tools customized specifically for PA Core Standards are part of the program.</p> <p>c. The series includes guided problem solving workbooks to promote higher-level thinking skills. This will assist our teachers in their work to improve and augment our enrichment options for students.</p> <p>d. Access to the textbook online as well as other online learning tools and assessments is provided. The online access for our current series does not provide nearly the same level of interaction and support for our students and teachers. This online component will be a great benefit to teachers as they seek new ways to customize instruction for their students.</p> <p>4. The teachers would like to pilot these texts to determine these improvements are worth the price of purchasing and implementing this program in every 6th grade class during the 2014-2015 school year.</p>			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Lynn Kistler/Steve Miller

Level: High School

Area: Science/Math

Date: April 2, 2013

Curriculum Recommendation

1. Explore possible cross-curricular coursework and integration of STEM connections within the current science and math course offerings and areas for expansion of STEM programs.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Science and math are fundamental components of STEM careers. Studies reveal that there is a deficit of students in the United States pursuing careers in these fields, many due to lack of preparation in high school.</p> <p>2. Communication between the math and science departments could provide authentic learning opportunities for students. Math teachers will learn what types of math skills are needed in various science courses and science teachers will learn the skills and expectations of students in math courses.</p> <p>3. Math is a vital part of STEM education and has, thus far, not been directly involved in the district planning for a STEM program. Science, engineering and technology could not exist without mathematics and the inclusion of math is necessary for a successful STEM program.</p> <p>4. Next steps for a STEM program need to be established as well as the content of possible courses and integration of STEM into existing courses must be determined.</p>	<ol style="list-style-type: none"> 1. Administrative approval. 2. Begin dialogue between the science and math departments to determine the skills needed across grade-levels. 3. Identify areas where there is overlap in the curriculum and determine best-practice to apply concepts across the curriculum, integrating authentic STEM learning. 4. Identify areas of potential growth and cooperation within science and math course offerings. 5. Investigate areas of expansion for math and science. 	<p>8 teachers for 2 days summer workshop time 96 hours @\$30.20/hr = \$2899.20</p>	<p>Approved. This is an important and necessary step in the process of integrating STEM experiences at the High School level.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Administration

Level: High School

Area: Physical Education/Pupil Services

Date: June, 2013

Curriculum Recommendation

1. Eliminate 12th grade Wellness Education as a graduation requirement.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. As a result of a January 2013 curriculum recommendation, the School District has been studying various approaches for better customizing the High School Wellness Education curriculum.</p> <p>2. Many students participate in athletics and activities throughout their high school career. Additionally, students receive wellness education through their elementary and middle school experience.</p> <p>3. Seniors would benefit from having more flexibility in their schedule to complete other courses and/or internship/work experiences.</p>	<p>1. Update the <i>Program of Studies</i> for the 2013/14 school year.</p> <p>2. Change the overall wellness education credit requirement from 4 to 3.5 credits resulting in the change of the overall graduation credit total from 45 to 44.5 credits for at least the next school year.</p> <p>3. Continue to study the best ways to customize Wellness Education programming at the high school.</p> <p>4. Counselors will work with rising seniors to adjust their course schedules as needed.</p>		<p>Approved.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Barbara Williams

Level: K - 12

Area: Science

Date: March 19, 2013

Curriculum Recommendation

1. Continue to examine the recommendations of the Science K-12 Curriculum Alignment Process Team for future adjustments to the USC Science Framework.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. After completing the Curriculum Alignment K-12, teacher feedback reflected gaps in conceptual learning in the technology and environment and ecology science strands when aligning our USC Science curriculum to the PA State Standards.</p> <p>2. Keeping in mind the science framework and the articulation of our spiraled curriculum K-12, some core standards need to be addressed as shifts in the units we teach.</p> <p>3. By keeping our focus on the Next Generation Science Standards and their approval process while continuing to revise our curriculum towards STEM choices at all levels we can continue to produce a viable curriculum for the 21st Century learner.</p>	<ol style="list-style-type: none"> 1. Administrative approval. 2. Science curriculum leaders K-12, science teachers and administrators explore next steps as indicated by team after examining science curriculum. 3. Determine priority and timeline for next steps once Pennsylvania endorses the document that will inform the Science standards. 4. Discuss/communicate through curricular process any necessary shifts or changes to USC science framework. 5. Investigate needs for professional development. 6. Continue the process as an organic function of curriculum development. 		<p>Approved. Coordinating this effort with K-12 teachers will be a critical part of this process.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Barbara Williams

Level: Elementary

Area: Science

Date: March 19, 2013

Curriculum Recommendation

1. Develop a locally designed summative assessment for third grade science unit *Rocks and Minerals*.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Locally designed assessments are necessary to align district curriculum expectations with Common Core Standards and PA State Standards to ensure rigor and relevance with regard to student achievement.</p> <p>2. This science module is a core unit in third grade in all elementary buildings and is the only unit needing a locally designed summative assessment. All first through fourth grade units have locally designed summative assessments in place.</p> <p>3. Staff developed essential vocabulary and essential questions documents from in-service and curriculum sessions will inform the process and be used to embed collective thinking throughout the assessment.</p> <p>4. Research supports using the Understanding by Design Model (UbD, Wiggins and McTighe) template to create unit assessments and teachers are familiar with this tool as it has been used to inform the curriculum and instructional design process in other curricular areas as well as science.</p>	<p>1. Administrative approval.</p> <p>2. Provide in-service and curriculum time necessary to support recommendation.</p> <p>3. Develop unit assessment using valid and reliable essential questions/vocabulary supported by Bloom's taxonomy and Webb's Depth of Knowledge and research based best practice assessment design strategies.</p> <p>4. Allow teachers to implement the Rocks and Minerals assessment and give feedback using the USC Assessment Tool to inform any needed revisions.</p>	<p>3 teachers x \$30.20 for 6 hrs. = \$543.60</p> <p>\$543.60 x 2 days = \$1087</p>	<p>Approved.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Barbara Williams

Level: Elementary

Area: Science

Date: March 19, 2013

Curriculum Recommendation

2. Using Understanding by Design (UbD, Wiggins and McTighe) to inform the curriculum and instructional design process, continue to extend level of staff expertise using Rubicon Atlas as a curriculum warehousing tool and unit organizer.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Using the “Backwards Design” template (UbD, Wiggins and McTighe) facilitates deeper content knowledge and translates into more intentional instruction within a unit of study.</p> <p>2. In-depth examination of core enduring understandings, essential questions, key vocabulary, conceptual and factual knowledge while placing the components of the unit within an organized structure contributes to greater fidelity of delivery.</p> <p>3. Focusing on identified enduring understandings deepens content knowledge and develops specificity of learning intentions resulting in greater student achievement.</p> <p>4. Creating aligned documents facilitates the journey of the novice teacher towards skillful instruction and supports cohesive learning and thinking for students across buildings.</p>	<p>1. Administrative approval.</p> <p>2. Provide in-service and curriculum time necessary to support the recommendation.</p> <p>3. Develop expertise using the UbD template through modeling and discussion.</p> <p>4. Begin work on specified unit with grade level team.</p> <p>5. Provide time for teachers to apply template to existing units using Rubicon and report results to improve practice.</p> <p>6. Future experiences for staff conversations/ in-service meetings/curriculum work will afford opportunities to teachers to build leadership capacity within curriculum development.</p>	<p>2 teachers x \$30.20 x 6 hours = \$362.40</p> <p>\$362.40 x 2 days= \$724.80 at each grade level k-4</p> <p>Grade level participation at each grade is desired</p>	<p>Approved.</p> <p>The strong process that has been put into place for these unit redesigns should allow this work to continue in an effective manner, possibly at a faster pace.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Caren Falascino Level: Middle School
 Area: Science Date: March 19, 2013

Curriculum Recommendation

1. Extend the two year study exploring core materials for the 8th Grade Astronomy unit.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Since the study began, significant changes at the national and state level have necessitated the extension of this exploratory time.</p> <p>2. The department reviewed the anchors that are tested on the PSSA science test. After examination, it was determined that there is a need for more current content and resources in the astronomy unit.</p> <p>3. After examination of the PA Core Standards, it was determined that reading in the content area is emphasized. This study could provide an opportunity to include nonfiction text.</p> <p>4. This study would allow us to improve labs, use technology advances, and give consideration to the Next Generation Science Standards (NGSS). The NGSS standards will not be released until the Spring Of 2013. Pennsylvania will be making adaptations to the standards, so we intend to incorporate these changes.</p> <p>5. At present we use <i>Prentice Hall, Exploring the Universe</i>. New Jersey: Prentice Hall, Inc., 1992. There have been significant discoveries in the field of astronomy in the past twenty years.</p>	<p>1. Administrative approval.</p> <p>2. Investigate texts or resources to align to the USC objectives and PA standards. These texts must:</p> <ul style="list-style-type: none"> a. reflect the objectives of the 8th grade astronomy unit; b. support the District’s literacy initiative; c. provide updated information and resources on space. <p>3. Explore technology as a tool to supply resources for the unit.</p> <p>4. Examine the STC unit, <i>Earth in Space</i>. Teachers will attend an Asset training with the prepaid Asset coupons.</p> <p>5. At the conclusion of the 2013-2014 school year, a review of the resources will be completed to determine a pilot for the following year.</p>	<p>No costs for the 2013-2014 school year.</p> <p>Possible cost of new texts or resources during the 2014-2015 school year.</p>	<p>Approved. Given the changing science standards and variety of resources available, it is wise to delay this decision.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Caren Falascino

Level: Middle School

Area: Science

Date: March 19, 2013

Curriculum Recommendation

2. Study the Next Generation Science Standards and potential impact to the Middle School Science Curriculum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The Next Generation Science Standards (NGSS) are being released in final draft during the Spring of 2013. The state of Pennsylvania will modify the NGSS standards and the state implementation is expected to begin in Spring 2014.</p> <p>2. The NGSS will include Scientific and engineering practice, crosscutting concepts that unify the study across science discipline, and core ideas in four disciplines. The four disciplines include (1) physical sciences, (2) life sciences, (3) earth and space sciences, and (4) engineering, technology and applications of science.</p> <p>3. This curriculum recommendations will allow us to study the Next Generation Science Standards and potential impact to the USC Middle School Science Curriculum.</p>	<ol style="list-style-type: none"> 1. Administrative approval. 2. Analyze the present fifth through eighth grade curriculum to determine if changes need to be made in the scope and sequence. 3. Identify cross-cutting concepts within current subject topics. Explore technology as a tool to supply resources for the unit. 4. Analyze current curriculum in fifth to eighth grade to determine how content aligns with the Disciplinary Core Ideas. 5. Identify potential changes to the USC curricular scope and sequence. 6. Collaborate with the elementary and high school curriculum leaders for K-12 articulation. 	<p>Possible NGSS Training</p> <p>Possible summer workshop time.</p> <p>8 teachers for 6 hours @ \$30.20 = \$1449.60</p>	<p>Approved.</p> <p>Coordinating this effort with K-12 teachers will be a critical part of this process.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Lynn Kistler

Level: High School

Area: Science

Date: April 2, 2013

Curriculum Recommendation

1. Continue to study the differentiated offering of AP Physics B with IB SL and HL (I) Physics.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. After completion of a 1 year pilot of the differentiated, flipped-classroom approach, an evaluation of it's effectiveness is needed. There has been both praise and criticism regarding the course and reflection of the instruction practice is a logical part of the process.</p> <p>2. The College Board has announced that AP Physics B will become a 2-year program beginning with the 2014-15 school year. Time to study the changes and the effect on our program is needed.</p> <p>3. The IB program is scheduled to revise the physics curriculum in 2014-2015.</p>	<p>1. Administrative approval.</p> <p>2. Administer a survey of students currently enrolled in the course regarding aspects of the course including instruction, homework, assessment, lab work, AP and IB test preparation. Evaluate results of the survey.</p> <p>3. Explore available changes to the AP and IB programs and determine the amount of overlap of the 2 courses.. Determine the feasibility of continuing the integration of the courses.</p> <p>4. Prepare possible curriculum changes for the 2014-15 school year.</p>	<p>2 teachers for 2 days summer workshop: 24 hours @ \$30.20 = \$724.80</p>	<p>Approved. It is advisable and commendable to make adjustments to this course based on the first year's experience, the outcomes, and feedback from the students.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Rebecca Smith

Level: Elementary

Area: Social Studies

Date: March 19, 2013

Curriculum Recommendation

1. Continue examination and revision of the Mexico social studies unit at the fourth grade level using the Understanding by Design (UbD, Wiggins & McTighe) curriculum and instructional design process.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Examination and revision of the Mexico Unit is a continuation of a fourth grade unit study that was begun in the summer of 2010 with revision of the Pennsylvania Unit Using the “Understanding by Design” curriculum and instructional design process for revision of curriculum will help teachers focus on core enduring understandings within the unit and within their instruction.</p> <p>2. 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 the focus of a curriculum unit of study. Utilizing this process to revise curriculum will ensure that instructional experiences are aligned around essential questions, updated and refined content, and Pennsylvania Standards.</p> <p>3. The revision process of the Mexico Unit was begun in the summer of 2012, and Elementary Spanish teachers teamed with Elementary teachers to help begin this process. Continuing this revision process would allow for further cross-correlation with Elementary Spanish curriculum, encouraging students to see the connections between the study of social studies and world geography and the study of languages through the Elementary Spanish program.</p> <p style="text-align: center;">(Cont’d.)</p>	<p>1. Administrative approval.</p> <p>2. Provide time needed to support the recommendation through curriculum meeting time throughout the school year and summer workshop time.</p> <p>3. Establish a core representational group of fourth grade teachers and Elementary Spanish teachers to examine the Mexico Unit for elements of the Understanding by Design framework, PA Core Standards, and PA Standards in social studies, specifically history and world geography, to determine the most appropriate and effective updates within instructional tasks for the unit. Also continue to determine cross correlations that can occur with the Elementary Spanish curriculum.</p> <p>4. Determine developmentally appropriate non-fiction texts needed to support the updated lessons within the unit.</p> <p>5. After making revisions and updates needed to the unit, communicate results of study and tasks completed to the fourth grade team for further review and discussion. Make revisions based on feedback obtained from this communication.</p> <p style="text-align: center;">(Cont’d.)</p>	<p>Summer Workshop Time for 4 teachers at \$30.20 per hour for 2 days = \$1,449.60</p>	<p>Approved.</p> <p>The thorough process used should result in a strong instructional design for this unit.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Rebecca Smith

Level: Elementary

Area: Social Studies

Date: March 19, 2013

Curriculum Recommendation

1. Continue examination and revision of the Mexico social studies unit at the fourth 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
<p>4. Examination of this curriculum unit will also allow for opportunities to explore 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".</p> <p>5. This examination will ensure that nonfiction texts of the appropriate complexity paired with the appropriate instructional strategies are included within the unit that support these PA Core Standards.</p> <p>6. Study of updates needed to the Mexico Unit will also allow for opportunities for teachers to explore the Pennsylvania World Geography standards with detail to determine instructional strategies that will encourage students to study elements of culture through the lens of studying Mexico and how its history and geography have affected its culture over time.</p>	<p>6. Implement revised and updated unit within instruction at the fourth grade level. Obtain feedback during this implementation in an ongoing manner to determine further revisions and updates needed.</p> <p>7. Continue examination of units as needed within the UbD framework for alignment with PA Standards in social studies and PA Core Standards in order to determine further revisions.</p>		

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Rebecca Smith

Level: Elementary

Area: Social Studies

Date: March 19, 2013

Curriculum Recommendation

2. Continue examination and revision of the Japan unit at the second grade level using the Understanding by Design (UbD, Wiggins and McTighe) curriculum and instructional design process.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Examination of the Japan Unit in order to determine updates and revisions needed is a continuation of the second grade unit study that was begun in the summer of 2010. 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 within instruction.</p> <p>2. 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 the focus of a curriculum unit of study.</p> <p>3. Examination of this unit was begun in the summer of 2012, and enduring understandings and essential questions were developed for the focus of the unit. Further examination of the unit will help to determine refined and accurate content to emphasize with students.</p> <p style="text-align: center;">(Cont’d.)</p>	<p>1. Administrative approval.</p> <p>2. Provide time needed to support the recommendation through curriculum meeting time throughout the school year and summer workshop time.</p> <p>3. Establish a core representational group of second grade teachers to examine the units for elements of the Understanding by Design framework, PA Core Standards, and PA Standards in social studies to determine the most appropriate and effective updates within instructional lessons.</p> <p>4. Take advantage of already existing connections to resources within and outside of the school district that already support our instruction, such as the Japan-America Society, world language teachers at the high school, and connections within the community to consult with us on lesson development and content.</p> <p>5. After making updates to lessons, communicate results of this study to the whole second grade team for further review and revision. Make revisions based on feedback obtained from this communication.</p> <p style="text-align: center;">(Cont’d.)</p>	<p>Summer Workshop Time for 3 teachers at \$30.20 per hour for 2 days = \$1,087.20</p>	<p>Approved.</p> <p>The thorough process used should result in a strong instructional design for this unit.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Rebecca Smith

Level: Elementary

Area: Social Studies

Date: March 19, 2013

Curriculum Recommendation

2. Continue examination and revision of the Japan unit at the second grade level using the Understanding by Design (UbD, Wiggins and McTighe) curriculum and instructional design process. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. This study will also determine content to emphasize that is aligned with Upper St. Clair objectives and that also will help students in their exploration of the Pennsylvania World Geography standards to determine instructional strategies that will encourage students to study elements of culture through the lens of studying Japan and how its history and geography have affected its culture over time. Study of Japan will also help students compare their own culture to that of Japan.</p> <p>5. Examination of these curriculum units 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".</p> <p>6. This examination will ensure that non-fiction texts of the appropriate complexity are included within the unit and also that the content within the texts is accurate and developmentally appropriate for second grade students.</p>	<p>6. Continue examination of units as needed within the UbD framework and for alignment with PA standards in social studies, USC objectives, and PA Core Standards to determine further revisions as needed.</p>		

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Rebecca Smith

Level: Elementary

Area: Social Studies

Date: March 19, 2013

Curriculum Recommendation

3. Investigate the *Map Essentials* comprehensive map skills program, published by National Geographic, to determine the effectiveness of its lessons for second grade students and to study correlations to the Pennsylvania Standards and Upper St. Clair objectives at the second grade level.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Study of the geography unit at the second grade level has been ongoing in order to determine how instruction could be refined to support at local to global progression, to implement integrated instructional experiences, and to include elements of the Understanding by Design process (UbD, Wiggins & McTighe) to ensure instruction is focused on enduring understandings for students.</p> <p>2. Throughout this study, USC objectives, PA Standards, and NCSS curriculum standards were reviewed to determine core literacies needed at the second grade level in the area of geography.</p> <p>3. Lessons within the <i>Map Essentials</i> program, published by National Geographic, were reviewed at the first and third grade levels for effectiveness and alignment to the PA standards, USC objectives, and NCSS curriculum standards. Areas of repetition and cross over between grade levels were also examined during this study.</p> <p style="text-align: center;">(Cont'd.)</p>	<ol style="list-style-type: none"> 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 representational group of second grade teachers to examine the instructional materials for effectiveness and correlation to USC objectives. 4. With this representational group, determine effectiveness of materials, and prioritize and sequence lessons for most effective instruction in core geography literacy skills. 5. After this study, communicate results and feedback to the second grade team in order to determine decision to purchase for the 2014-2015 school year. 	<p>Summer Workshop Time for 3 teachers at \$30.20 per hour for 1 day = \$543.60</p> <p>Cost of <u>Map Essentials</u> sample student books and sample teacher guides for study = \$500 (Already included in line items for 2013-2014 budget)</p>	<p>Approved. Consideration of these materials is logical given the success at the other grade levels.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Rebecca Smith

Level: Elementary

Area: Social Studies

Date: March 19, 2013

Curriculum Recommendation

3. Investigate the *Map Essentials* Comprehensive Map Skills program, published by National Geographic, to determine the effectiveness of its lessons for second grade students and to study correlations to the Pennsylvania Standards and Upper St. Clair objectives at the second grade level. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. First, Third, and Fourth Grades are all currently utilizing core lessons from the <i>Map Essentials</i> program to teach geography literacy skills within Upper St. Clair. After review of the lessons within the program at the first and third grade levels and examination of the current unit for inclusion of core enduring understandings using the “Understanding by Design” process, it has been determined that it is critical to study the program at the second grade level to determine its effectiveness at providing instruction in this area for second grade students.</p> <p>5. The <i>Map Essentials</i> program lessons, published by National Geographic, are all aligned to PA standards in the area of geography literacy skills.</p>			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Rebecca Smith

Level: Elementary

Area: Social Studies

Date: March 19, 2013

Curriculum Recommendation

4. Examine the Colonial Times History Unit and Economics lessons at the first grade level to determine updates and revisions needed using the Understanding by Design (UbD, Wiggins & McTighe) curriculum and instructional design process.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The “Rules” and “Family” Units were merged into an integrated unit of study around the PA social studies standards of civics & government and cultural geography standards during the summer of 2012 using the “Understanding by Design” framework for curriculum and instructional design.</p> <p>2. Using the “Understanding by Design” framework, this new unit now allows for integrated unit design and enhances deeper student understanding of identity within various groups and responsibilities to themselves and others within those groups, including following rules and being a good citizen.</p> <p>3. Examination of the “Colonial Times” Unit and Economics lessons at the first grade level is a continuation of this first grade unit study, and will help teachers focus on emphasizing “Understanding by Design” elements within their instruction, including essential questions, enduring learnings, and refined content and lessons according to the research by Grant, Wiggins, and McTighe in this area.</p> <p style="text-align: center;">(Cont’d.)</p>	<p>1. Administrative approval.</p> <p>2. Provide time needed to support the recommendation through curriculum meeting time throughout the school year and summer workshop time.</p> <p>3. Establish a core representational group of first grade teachers to examine units and lessons for elements of the Understanding by Design framework, PA Core Standards, PA Standards in social studies, and NCSS curriculum standards to determine the most appropriate and effective updates to instructional lessons.</p> <p>4. Determine developmentally appropriate non-fiction texts and primary resources of the appropriate text complexity needed to support instructional lessons within the unit.</p> <p>5. After making revisions and updates needed to the unit, communicate results of this study to the whole first grade team for further review and revision. Make revisions based on feedback obtained from this communication.</p> <p>6. Implement revised and updated lessons within instruction at the first grade level. Obtain feedback during this implementation in an ongoing manner in order to determine further revisions needed.</p> <p style="text-align: center;">(Cont’d.)</p>	<p>Summer Workshop Time for 3 teachers at \$30.20 per hour for 2 days = \$1,087.20</p>	<p>Approved.</p> <p>The thorough process used should result in a strong instructional design for this unit.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Rebecca Smith

Level: Elementary

Area: Social Studies

Date: March 19, 2013

Curriculum Recommendation

4. Examine the Colonial Times History Unit and Economics lessons at the first grade level to determine updates and revisions needed using the Understanding by Design (UbD, Wiggins & McTighe) curriculum and instructional design process. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. Examination of these units will enable teachers to examine kindergarten USC objectives and PA Standards in social studies, as was done previously with the “We Belong” Unit, in order to determine areas of cross over with kindergarten and areas of emphasis at the first grade level in order to prioritize objectives and standards at the first grade level.</p> <p>5. 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 the focus of a curriculum unit of study.</p> <p>6. Examination of these curriculum units will also allow for an opportunity to review resources and ensure that non-fiction texts containing accurate and developmentally appropriate content and complexity are utilized within these units.</p> <p>7. This examination 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”.</p>	<p>7. Continue examination of units as needed within the UbD framework and for alignment to PA standards in social studies, PA Core Standards, and NCSS curriculum standards to determine further revisions as needed.</p>		

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Steve Levine

Level: Middle School

Area: Social Studies

Date: March 17, 2013

Curriculum Recommendation

1. Develop a 5-8 social studies writing continuum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Writing in the content area of social studies is a necessary skill for a person to function effectively in this field of study and provides a way to learn as well as to demonstrate content knowledge.</p> <p>2. Evaluating the writing experiences in social studies at each of the designated grade levels by determining needs and developing and implementing intentional and appropriate extended writing assignments, will ensure that each student has experience with the necessary types of writing in order to be a scholar in this content.</p> <p>3. Creating this aligned system will ensure that students are consistently challenged. This process will also allow our students to meet the PA Common Core Academic Standards for Writing in History and Social Studies.</p>	<ol style="list-style-type: none"> 1. Administrative approval. 2. Assess the writing that is currently being done at each level. 3. Collaborate with teachers in each grade (5-8) and develop writing assignments/opportunities that will be common at each level. 4. Create common rubrics to ensure writing is assessed consistently. 5. Meet together grades 5-8 to ensure that writing gets progressively harder as the students advance in grades. 6. Evaluate and align writing standards with the Pennsylvania Academic Standards for Writing in History and Social Studies. 7. Form a representative group to begin creating a social studies writing framework. This group should include both LA and Social Studies teachers. 	<p>2 teachers @ \$30.20 for 2 days each = \$724.80</p>	<p>Approved. This fits well with the Common Core initiative, will provide consistency for students, and is sound instructional practice.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Steve Levine

Level: Middle School (6th Grade)

Area: Social Studies

Date: March 17, 2013

Curriculum Recommendation

2. Study, evaluate and potentially pilot new core materials for 6th grade Ancient Civilizations.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Current resources are over 13 years old and much of the content is out dated. Furthermore, because the materials are so old, they are no longer in ideal condition.</p> <p>2. The current resources are not developmentally appropriate for many of the students. Specifically, the text is quite difficult for both average and struggling readers. According to the reading specialist, the text is not well suited to a 6th grade audience.</p> <p>3. Current resources are only in paper version and are incompatible with BlendedSchools. As such, students don't have access to the materials at home.</p> <p>4. With an increased emphasis on reading in the content area, new materials need to be found that will appeal to a variety of different reading levels and student learning styles.</p>	<p>1. Administrative approval.</p> <p>2. Evaluate and pilot new texts that are engaging, current, and compatible with BlendedSchools.</p> <p>3. Explore and research open source materials to supplement the current curriculum.</p>		<p>Approved.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name : Deanna Baird Level: High School
 Area: World Languages Date: March 13, 2013

Curriculum Recommendation

1. Study the option of offering student credit for departmental exchanges with our partner schools.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Students spend a significant amount of time learning new global skills regarding language and culture during the exchanges.</p> <p>2. The completion of an in-depth analysis would enhance both student learning and also appreciation of the target culture and language.</p> <p>3. Some students have made significant progress in the target language because they have had the opportunity to be immersed in the country where the language is spoken. As a result, some students may advance as much as a semester's worth of coursework. The ACTFL oral proficiency interviews can indicate if a student has sufficiently increased his language learning. These students should be rewarded accordingly.</p> <p>4. Our students would use time even more effectively at our partner schools if they completed academic projects and worked toward this academic credit.</p>	<p>1. Administrative approval.</p> <p>2. Construct possible options for proof of student learning. (blogs, journals, oral proficiency interviews, etc.)</p> <p>3. Present research to Fast Track Panel in the fall.</p>	<p></p>	<p>Approved for study.</p> <p>A critical examination of the impact this recommendation might have on the overall instructional program and High School offerings will be necessary. An administrator and a representative from the guidance department should participate in the study process.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Deanna Baird

Level: High School

Area: World Languages

Date: March 13, 2013

Curriculum Recommendation

2. Pilot the usage of WL Integrated Performance Assessments (IPAs) in select WL courses.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Integrated performance assessments are a natural follow-up to the world languages proficiency movement because they provide a framework for the desired performance-based results. This framework includes an interpretive task in which a student must read or listen to an authentic article from the target language, an interpersonal communicative task in which students exchange information in the target language, and a presentational communicative task, which is written or spoken in the target language. All parts of the framework focus on the unit topic and build off each other as opposed to traditional tests.</p> <p>2. IPAs involve real-world tasks that reinforce and promote the District's emphasis on authentic assessments.</p> <p>3. Assessment construction is time intensive, hence a pilot would be wise.</p>	<ol style="list-style-type: none"> 1. Administrative approval. 2. Research information about the IPA and develop appropriate assessments during summer flex workshops. 3. Share research and materials with all department members. 4. Pilot IPAs in specific levels/courses. 5. Determine future implementation based on pilot data. 		<p>Approved.</p> <p>This seems to be a great fit with the District's assessment philosophy.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2013-2014



Name: Deanna Baird

Level: High School

Area: World Language

Date: June, 2013

Curriculum Recommendation

3. Offer MYP World Languages at the Academic Level to replace the Honors Level MYP World Language courses.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. During the previous IB visit, the recommendation that MYP courses be accessible to all students was made. A subsequent curriculum recommendation was then made in 2009-10 that addressed offering the core academic courses at the academic level. Previously, all MYP designated courses were honors level only. World languages should also have been included in this 2009 recommendation.</p> <p>2. Due to the number of offerings and types of world languages, scheduling does not allow for both honors and academic level courses in all languages at levels II and III.</p>	<p>1. Assure clarity in the High School <i>Program of Studies</i> and related GPA calculations.</p>		<p>Approved.</p>

PERSONNEL LISTINGS

June 18, 2013

Board Meeting

Administrative Staff – Change of Status

Name	From	To	Effective
Peterson, Erin	Resource Teacher/Middle School Language Arts Curriculum Leader	Middle School Assistant Principal (5-8)	7-1-13
Rozzo, John	Middle School Academic Principal (5-8)	Supervisor of Middle Level Education (5-8)	7-1-13

Professional Staff – Elections (Curriculum Leaders)

Name	Location	Assignment	Effective
Dillie, Pamela	Elementary	Science Curriculum Leader	7-1-13
Kirk, Jennifer	High School	Guidance Counselor Curriculum Leader	7-1-13
Pickell, Donald	K-12	Performing Arts Curriculum Leader (.5 FTE)	7-1-13

Professional Staff – Elections

Name	Location	Assignment	Effective
Babish, Anne	Baker	Elementary Teacher (Long-Term Substitute) for C. Hill for the 2013-2014 school year	8-14-13
Carlino, Laura	High School	Biology Teacher (Temporary Professional Employee)	8-21-13
Ellis, Jenna	Ft. Couch	General Science Teacher (Long-Term Substitute) for K. Lowell for 1 st semester of 2013-2014 school year	8-21-13
Fisher, Holly	Baker/Boyce	School Nurse (Temporary Professional Employee) (.4 FTE Baker/.6 FTE Boyce)	8-21-13
Loughran, Megan	Boyce	Elementary Teacher (Temporary Professional Employee)	8-21-13
Madia, Lauren	Ft. Couch	Guidance Counselor (Long-Term Substitute) for J. Rubin for the 2013-2014 school year	8-14-13
Santoline, Kellie	High School	English Teacher (Long-Term Substitute) for M. Kaser for 1 st semester of 2013-2014 school year	8-21-13

Professional Staff – Change of Status (Building and/or Position)

Name	From	To	Effective
Chothani, Tanya	High School Social Studies Teacher	High School Resource Teacher	8-21-13
Minor, Heather	Streams Special Education Teacher (.5 FTE)	Streams Special Education Teacher (1.0 FTE)	8-21-13
Mulroy, Mary Lyn	Ft. Couch Special Education Teacher	High School Special Education Teacher	8-21-13

Professional Staff – Leave of Absence

Name	Location	Assignment	Type of Leave	Leave Dates
Hofrichter-Watts, Susan	Baker	Art Teacher	Personal Leave	Return to work 5-28-13
McCullough, Gary	Boyce	Elementary Teacher	Military Leave	5-22-13, 5-23-13

Professional Staff – Resignation

Name	Location	Assignment	Notification Date	Last Date Worked
Peterson, Erin	Ft. Couch	Resource Teacher/Middle School Language Arts Curriculum Leader	6-14-13	6-30-13

Other Staff – Elections

Name	Location	Assignment	Effective
Krakoff, Lori	Boyce	Teacher Aide (1.0 FTE)	8-21-13

Classified Staff – Change of Status (Building and/or Position)

Name	From	To	Effective
Glover, Doris	Ft. Couch Teacher Aide (.5 FTE)	Ft. Couch Teacher Aide (1.0 FTE)	8-21-13
Nulph, Rosemarie	Baker Teacher Aide (1.0 FTE)	Boyce Teacher Aide (1.0 FTE)	8-21-13

Classified Staff – Leave of Absence

Name	Location	Assignment	Type of Leave	Leave Dates
Eakin, Glade	High School	Custodian	Personal Leave	Return to work 6-3-13

Other Staff – Change of Status (Building and/or Position)

Name	From	To	Effective
Lott, Terri	Streams Teacher Aide (1.0 FTE)	Central Office Confidential Secretary (Pupil Service/Special Education) (1.0 FTE)	6-24-13
Parkinson, Jennifer	Central Office Accounting Clerk	Central Office Accountant (Payroll)	7-1-13

Other – Leave of Absence

Name	Location	Assignment	Type of Leave	Leave Dates
Mastascusa, Albert	Bus Garage	Bus Driver	Personal Leave	6-12-13 through 7-1-13
McClory, James	Bus Garage	Bus Driver	Personal Leave	6-12-13 through 7-2-13
Montgomery, Thomas	Bus Garage	Bus Driver	Personal Leave	Return to work 5-28-13
Roberts, Alice	Bus Garage	Bus Driver	Personal Leave	6-12-13 through 7-1-13

Other – Retirement

Name	Location	Assignment	Notification Date	Last Date Worked
Mastascusa, Albert	Bus Garage	Bus Driver	6-18-13	7-1-13
McClory, James	Bus Garage	Bus Driver	6-17-13	7-2-13
Roberts, Alice	Bus Garage	Bus Driver	6-14-13	7-1-13

Paid Intern – Technology

Name	Assignment(s)	Effective
Marino, Anthony	Summer Help	6-19-13

Student Help – Additions

Name	Assignment(s)	Effective
Henning, Paul	Substitute Custodian	6-5-13

Extended School Year Program

Professional:

Name	Position	Effective
Fleckenstein, Sue	Special Ed. Teacher	6-17-13 through 8-20-13
Mosler, Jodi	Special Ed. Teacher	6-17-13 through 8-20-13

Other:

Name	Position	Effective
Piecka, David	Teacher Aide	6-17-13 through 8-9-13

Summer School Teachers

Name	Position	Effective
Alloway, Matt	Elementary Leadership Academy	7-22-13 through 7-26-13
Angelo, Lou	High School Leadership Academy	7-22-13 through 7-26-13
Angelo, Lou	High School Leadership Academy - Belize	6-22-13 through 6-29-13
Beard, Garrett	Wellness	6-17-13 through 7-26-13
Bowen, Cathy	High School Leadership Academy	7-22-13 through 7-26-13
Caragein, Chrissy	Camp Invention	7-15-13 through 7-19-13
Carlino, Laura	High School Electives	6-24-13 through 6-28-13
Cecelia, Liz	High School Electives	8-5-13 through 8-9-13
Cilli, Kristin	Camp Invention	7-15-13 through 7-19-13
Covelli, Jaclyn	Elementary Leadership Academy	7-22-13 through 7-26-13
Criswell, Joshua	Ft. Couch Leadership Academy	7-22-13 through 7-26-13
DeGerolamo, Anne	Ft. Couch Leadership Academy	7-22-13 through 7-26-13
Dillie, Pam	Elementary Leadership Academy	7-22-13 through 7-26-13
Dudley, Matt	Camp Invention	7-15-13 through 7-19-13
Dyer, Marissa	Middle School	6-24-13 through 7-12-13
Frollini, Dom	High School Electives	6-24-13 through 6-28-13
Funfar, Mike	High School Leadership Academy	7-22-13 through 7-26-13
Gehrlein, Bill	Boyce Leadership Academy	7-22-13 through 7-26-13
Goelz, Mark	Boyce Leadership Academy	7-22-13 through 7-26-13
Grano, Marissa	Boyce Leadership Academy	7-22-13 through 7-26-13
Gremba, Justin	Boyce Leadership Academy	7-22-13 through 7-26-13
Gremba, Justin	Camp Invention	7-15-13 through 7-19-13
Henderson, Matt	Boyce Leadership Academy	7-22-13 through 7-26-13
Henderson, Matt	Camp Invention	7-15-13 through 7-19-13
Hough, Yasmina	Ft. Couch Leadership Academy	7-22-13 through 7-26-13
Hough, Yasmina	Middle School	6-24-13 through 7-12-13
Kirchner, Doug	High School Leadership Academy	7-22-13 through 7-26-13
Kirchner, Doug	High School Leadership Academy - Belize	6-22-13 through 6-29-13
Kirk, Jennifer	High School Leadership Academy	7-22-13 through 7-26-13
Kirk, Jennifer	High School Leadership Academy - Belize	6-22-13 through 6-29-13
Lemon, Erin	Ft. Couch Leadership Academy	7-22-13 through 7-26-13
Leskovitch, Nicole	Elementary Leadership Academy	7-22-13 through 7-26-13
Leskovich, Nicole	High School Leadership Academy - Belize	6-22-13 through 6-29-13
Manion, Kara	Elementary Leadership Academy	7-22-13 through 7-26-13
Martin, Katie	Elementary Leadership Academy	7-22-13 through 7-26-13
McCarthy, Renee	Elementary Leadership Academy	7-22-13 through 7-26-13
McGinty, Carly	High School Electives	7-8-13 through 7-11-13
McGrath, Megan	Elementary	6-24-13 through 6-28-13
Mechler, Lauren	Elementary Leadership Academy	7-22-13 through 7-26-13
Mellinger, Dana	Boyce Leadership Academy	7-22-13 through 7-26-13
Mellinger, Dana	Wellness	6-17-13 through 7-26-13
Meta, Amanda	High School Leadership Academy	7-22-13 through 7-26-13
Miller, Claire	Elementary Leadership Academy	7-22-13 through 7-26-13
Miller, Steve	High School Electives	7-8-13 through 7-12-13
Morton, Shawn	Wellness	6-17-13 through 7-26-13
Moskovitz, Brittany	Elementary Leadership Academy	7-22-13 through 7-26-13
Muncie, Jenna	Elementary	6-24-13 through 7-12-13
Novotny, Stephanie	Elementary	6-24-13 through 7-12-13
O'Korn, Amy	Elementary Leadership Academy	7-22-13 through 7-26-13
O'Rourke, Sean	High School Leadership Academy	7-22-13 through 7-26-13

Peskorski, Fred	High School Leadership Academy	7-22-13 through 7-26-13
Peskorski, Fred	High School Electives	6-24-13 through 6-28-13
Platts, Richard	Middle School	6-24-13 through 7-12-13
Rennhoff, Johanna	High School Leadership Academy	7-22-13 through 7-26-13
Robbins, Tim	Wellness	6-17-13 through 7-26-13
Rummel, Katie	Ft. Couch Leadership Academy	7-22-13 through 7-26-13
Schetley, Jen	Boyce Leadership Academy	7-22-13 through 7-26-13
Senay-Rose, Kristin	Elementary Leadership Academy	7-22-13 through 7-26-13
Senneway, Michelle	Ft. Couch Leadership Academy	7-22-13 through 7-26-13
Slater, Marie	Wellness	6-17-13 through 7-26-13
Smirniw, Leslie	Elementary Leadership Academy	7-22-13 through 7-26-13
Smith, Tracy	High School Leadership Academy	7-22-13 through 7-26-13
Smith, Tracy	High School Electives	6-24-13 through 6-28-13
Stash, Kristen	Wellness	6-17-13 through 7-26-13
Syme, Colin	High School Leadership Academy	7-22-13 through 7-26-13
Trovato, John	Wellness	6-17-13 through 7-26-13
Wagner, Jennifer	High School Leadership Academy	7-22-13 through 7-26-13
Wilson, Brad	Ft. Couch Leadership Academy	7-22-13 through 7-26-13
Zelinski, Dan	High School Leadership Academy	7-22-13 through 7-26-13

Summer Help – (Professional Elections)

Name	Position	Effective
Chahine, Jourdan	Elementary Leadership Academy	7-22-13 through 7-26-13
Loughran, Megan	Boyce Leadership Academy	7-22-13 through 7-26-13

District Substitute List – Additions

Other:

Name	Type of Substitute	Effective
Fisher, Michele	Nutrition Center	6-12-13
Mastascusa, Albert	Driver	10-1-13
McClory, James	Driver	10-3-13
Roberts, Alice	Driver	10-1-13
Stambough, Jonelle	Aide/Secretary/Attendant	6-18-13

District Substitute List – Deletions

Professional:

Name	Type of Substitute	Effective
Sydelnik, Stacy	Social Studies	7-1-13

Extra-Curricular Activities – Reappointments

Name	Position
Allison, Marie	Field Hockey Assistant Coach
Althaus, Brian	High School Assistant Football Coach
Beard, Garrett	Middle School Coordinator
Beard, Garrett	Middle School Girls Volleyball Coach
Brown, Karen	Inservice Coordinator of Activities
Chermak, Maureen	Cross Country Head Coach
Coleman, Terry	High School Assistant Football Coach
Colley, Dave	Middle School Football Coach
Corr, Pat	High School Assistant Football Coach
Corr, Pat	Middle School Coordinator
Dodd, Jane	High School Musical Co Producer
Donati, Jeff	High School Assistant Football Coach
Findley, Brittney	Girls Soccer Volunteer Coach
Flynn, Todd	Boys Golf Head Coach
Fox, Paul	Assistant Marching Band Director

Gaygan, Jillian	Head Cheerleading Coach
Gehrlein, William	Middle School Cross Country Assistant Coach
Graceffo, Joe	Assistant Athletic Director
Gray, Michael	Girls Soccer Assistant Coach
Hall, John	High School Fall Play Director
Hanna, Kierah	Assistant Marching Band Director
Henderson, Matt	Girls Golf Head Coach
Hogya, Matt	High School Assistant Football Coach
Holzer, Dan	Boys Basketball Head Coach
Hunsberger, Thomas	Middle School Choral Director
Jaffe, Alexandra	Girls Soccer Assistant Coach
Jones, Patrick	Assistant Marching Band Director
Kurzawa, Erika	Cheerleading Assistant Coach
Kyle, Dave	Middle School Football Coach
Lersch, Charles	Middle School Swimming Head coach
Levine, Steve	Middle School Cross Country Head Coach
Loboda, Luke	Middle School Football Head Coach
Malarkey, Jerry	Boys Basketball Head Coach
Martocci, Matt	Assistant Athletic Director
McKinney, Charlie	High School Assistant Football Coach Volunteer
Mellinger, Matt	Boys Golf Assistant Coach
Milovac, Lorraine	High School Choral Director
Morton, Shawn	High School Assistant Football Coach
Nagao, Yoko	Girls Volleyball Head Coach
Patragas, Damien	HS Assistant Football Coach
Pegnataro, Stephanie	Girls Soccer Assistant Coach
Perryman, Jim	High School Assistant Football Coach Volunteer
Petrick, Doug	Cross Country Head Coach
Pickell, Don	Marching Band Director
Render, Jim	High School Head Football Coach
Robbins, Tim	High School Assistant Football Coach
Robison, Kathryn	Field Hockey Head Coach
Schetley, Jennifer	Middle School Choral Director
Schneider, Uwe	Boys Soccer Head Coach
Schwoebel, Ryan	Boys Soccer Assistant Coach
Sharpless, Jane	Girls Soccer Coach Volunteer
Simmen, Ben	Middle School Football Coach
Toth, Zolton	Middle School Football Head Coach
Trovato, John	High School Assistant Football Coach
Wagner, Greg	Girls Soccer Assistant Coach
Wagner, Timothy	High School Musical Producer
Williard, Terry	High School Fall Play Technical Director
Yochum, Thomas	Boys Soccer Assistant Coach
Zelinski, Dan	High School Assistant Football Coach

Extra-Curricular Activities – New Appointments

Name	Position
Bird, Kelsey	Dance Head Coach
Dirda, Natasha	Girls Soccer Head Coach
Magliocca, Eric	Boys Soccer Assistant Coach
McGinnis, Amy	Dance Head Coach
McLaughlin, Mike	Girls Tennis Assistant Coach
Russell, Renee	Girls Tennis Head Coach
Saluga, Chris	Middle School Football Coach
Wagner, Timothy	High School Fall Play Producer

Definitions

Administrator - the person responsible for the administration of a district school. The term includes a person responsible for employment decisions in a school and an independent contractor. The **principal** of the school where the abused student is enrolled will serve as the administrator under this policy.

Applicant - an individual who applies for a position as a school employee. The term includes an individual who transfers from one position as a school employee to another position as a school employee.

Child Abuse - means any of the following:

1. Any recent act or failure to act by a perpetrator which causes non-accidental serious physical injury to a child under eighteen (18) years of age.
2. Any act or failure to act by a perpetrator which causes non-accidental serious mental injury to or sexual abuse or sexual exploitation of a child under eighteen (18) years of age.
3. Any recent act, failure to act, or series of such acts or failures to act by a perpetrator which creates an imminent risk of serious physical injury to or sexual abuse or sexual exploitation of a child under eighteen (18) years of age.
4. Serious physical neglect by a perpetrator constituting prolonged or repeated lack of supervision or the failure to provide essentials of life, including adequate medical care, which endangers a child's life or development or impairs the child's functioning.

No child shall be deemed to be physically or mentally abused based on injuries that result solely from environmental factors that are beyond the control of the parent or person responsible for the child's welfare, such as inadequate housing, furnishings, income, clothing, and medical care.

Perpetrator - a person who has committed child abuse and is a parent/guardian of a child, a person responsible for the welfare of a child, an individual residing in the same home as a child, or a paramour of a child's

parent/guardian. The term does not include a person who is employed by or provides services or programs in district schools.

School Employee - an individual employed in a district school. The term includes an independent contractor and employees. The term excludes an individual who has no direct contact with students.

Serious Bodily Injury - bodily injury which creates a substantial risk of death or which causes serious permanent disfigurement or protracted loss or impairment of function of any bodily member or organ.

Serious Mental Injury - a psychological condition, as diagnosed by a physician or licensed psychologist, including the refusal of appropriate treatment, that:

1. Renders a child chronically and severely anxious, agitated, depressed, socially withdrawn, psychotic or in reasonable fear that the child's life or safety is threatened.
2. Seriously interferes with a child's ability to accomplish age-appropriate developmental and social tasks.

Serious Physical Injury - an injury that causes a child severe pain, or significantly impairs a child's physical functioning, either temporarily or permanently.

Sexual Abuse or Exploitation - includes any of the following: the employment, use, persuasion, inducement, enticement, or coercion of a child to engage in or assist another individual to engage in any sexually explicit conduct or simulation of sexually explicit conduct for the purpose of producing visual depiction, including photographing, videotaping, computer depicting and filming of any sexually explicit conduct; or any of the following offenses committed against a child: rape, sexual assault, involuntary deviate sexual intercourse, aggravated indecent assault, molestation, incest, indecent exposure, prostitution, sexual abuse or sexual exploitation.

Sexual Misconduct - any act, including, but not limited to, any verbal, nonverbal, written or electronic communication or physical activity, directed toward or with a child or student that is designed to establish a romantic or sexual relationship with the child or student, such acts include but are not limited to:

1. Sexual or romantic invitation.

2. Dating or soliciting dates.
3. Engaging in sexualized or romantic dialog.
4. Making sexually suggestive comments.
5. Self-disclosure or physical disclosure of a sexual or erotic nature.
6. Any sexual, indecent, romantic or erotic contact with a child or student.

Student - an individual enrolled in a district school under eighteen (18) years of age.

Preventive Measures

The Superintendent or designee shall:

1. Require each applicant for employment to submit an official child abuse clearance statement issued within the preceding year, except for those exempted by law.
2. Require each applicant for transfer or reassignment to submit an official child abuse clearance statement unless the applicant is applying for a transfer from one position as a district employee to another position as a district employee of this district and the applicant has already obtained an official child abuse clearance statement.

The Superintendent or designee shall annually inform students, parents/guardians and staff regarding the contents of this Board policy. District staff shall annually receive notice of their responsibility for reporting child abuse and student abuse in accordance with Board policy and administrative regulations.

The school district, and independent contractors of the school district, shall provide their employees who have direct contact with children with mandatory training on child abuse recognition and reporting. The training shall include, but not be limited to, the following topics:

1. Recognition of the signs of abuse and sexual misconduct and reporting requirements for suspected abuse and sexual misconduct.

2. Provisions of the Professional Educator Discipline Act, including mandatory reporting requirements.
3. District policy related to reporting of suspected abuse and sexual misconduct.
4. Maintenance of professional and appropriate relationships with students.

Employees are required to complete a minimum of three (3) hours of training every five (5) years.

Child Abuse Generally

Duty To Report

School employees who in the course of employment come into contact with children shall report or cause a report to be made when they have reasonable cause to suspect, on the basis of medical, professional, or other training and experience, that a child under the care, supervision, guidance or training of district employees is a victim of child abuse, including child abuse by an individual who is not a perpetrator.

Except as stated in law, privileged communication between any professional person required to report and the patient or client of that person shall not apply to situations involving child abuse and shall not constitute grounds for failure to report.

School employees required to report suspected child abuse shall include but are not limited to a school administrator, school teacher, and/or school nurse.

Any person required to report child abuse who, in good faith, reports or causes the report to be made shall have immunity from civil and criminal liability related to those actions.

A school employee required to report suspected child abuse who, acting in an official capacity, prevents or interferes with the making of a report of suspected child abuse commits a misdemeanor of the first degree.

A school employee or official required to report suspected child abuse or make a referral to the appropriate authorities who willfully fails to do so commits a misdemeanor of the third degree for the first violation and a misdemeanor of the second degree for a second or subsequent violation.

Reporting Procedures

School employees who suspect child abuse shall immediately notify the school principal and/or the Supervisor of Pupil Personnel Services. Upon notification, the principal and/or the Supervisor of Pupil Personnel Services shall report the suspected child abuse.

Reports of child abuse shall immediately be made by telephone to the Childline Abuse Registry and in writing to the county Children and Youth Agency within forty-eight (48) hours after the oral report.

Investigation

School officials shall cooperate with the Department of Public Welfare or the county agency investigating a report of suspected child abuse, including permitting authorized personnel to interview the child while in attendance at school.

The school official required to report cases of suspected child abuse may take or cause to be taken photographs of the child who is subject to a report and, if clinically indicated, cause to be performed a radiological examination and other medical tests on the child.

Student Abuse By School Employee

Duty To Report

A school employee shall immediately contact the principal and/or the Supervisor of Pupil Personnel Services when the school employee has reasonable cause to suspect, on the basis of his/her professional or other training and experience, that a student coming before the school employee in the employee's professional or official capacity is a victim of serious bodily injury or sexual abuse or sexual exploitation by a school employee.

If the accused school employee is the principal, and/or the Supervisor of Pupil Personnel Services, the school employee shall immediately report to law enforcement officials and the district attorney.

The principal and/or the Supervisor of Pupil Personnel Services who receives a report from a school employee or who has independent cause to suspect injury or abuse shall immediately report to law enforcement officials and the appropriate district attorney. The principal and/or the Supervisor of Pupil

Personnel Services shall exercise no discretion but has an absolute duty to report when receiving notice from a school employee.

A school employee or principal who refers a student abuse report shall be immune from civil and criminal liability arising out of the report.

A school employee who willfully fails to report suspected student abuse or who willfully violates the confidentiality of such a report commits a summary offense.

An administrator who willfully fails to report immediately to law enforcement officials and the appropriate district attorney any report of serious bodily injury or sexual abuse or sexual exploitation alleged to have been committed by a school employee against a student commits a misdemeanor of the third degree.

Reporting Procedures

The principal's and/or the Supervisor of Pupil Personnel Services' report to law enforcement officials and the district attorney shall include: name, age, address, and school of the student; name and address of the student's parent/guardian; name and address of the principal; name, work and home address of the school employee; nature of the alleged offense; any specific comments or observations directly related to the alleged incident; and the individuals involved.

The school employee making a report of student abuse or injury by another employee shall not reveal the existence or content of the report to any person other than those to whom reporting is required under this policy.

Investigation

Upon receipt of a report of suspected student abuse, an investigation shall be conducted by law enforcement officials, in cooperation with the district attorney.

If law enforcement officials have reasonable cause to suspect, on the basis of initial review, that there is evidence of serious bodily injury, sexual abuse or sexual exploitation committed by a school employee against a student, the officials shall notify the county agency in the country where the alleged abuse or injury occurred for the purpose of the agency conducting an investigation.

School officials shall cooperate with the Department of Public Welfare or the county agency investigating a report of suspected student abuse, including

permitting authorized personnel to interview a student while in attendance at school.

Law enforcement officials and the county agency shall coordinate their respective investigations. They shall conduct joint interviews with students, but law enforcement officials shall interview school employees prior to the county agency.

The principal has an independent duty to report to the Superintendent or designee that an employee has allegedly abused or otherwise victimized a student. The requirement not to divulge the existence of the report or its content shall not limit the principal's responsibility to use the information received to initiate and conduct an independent school investigation into the allegations. The independent school investigation shall be conducted in cooperation with the county agency and law enforcement officials, and shall be for the purpose of ascertaining appropriate employee discipline and taking action necessary to curtail wrongdoing.

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