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

MONDAY, JANUARY 11, 2016 - 7:00 P.M.
CENTRAL OFFICE BOARD ROOM

5:00 P.M. - CURRICULUM RECOMMENDATIONS PRESENTATION

Notice having been advertised and posted and members duly notified, the Committee of the Whole meeting of the Board of School Directors was held on January 11, 2016 in the Central Office Board Room.

School Board Members in attendance:

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

School personnel in attendance:

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

CALL TO ORDER/PLEDGE OF ALLEGIANCE (Petersen)

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

READING OF THE MISSION

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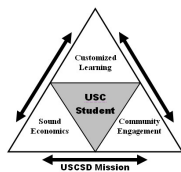
Developing lifelong learners and responsible citizens for a global society is the mission of the Upper St. Clair School District, served by a responsive and innovative staff who in partnership with the community provides learning experiences that nurture the uniqueness of each child and promotes happiness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

SHARED BELIEF STATEMENT #20 FROM STRATEGIC PLAN

Mrs. Billerbeck read the following Shared Belief Statement #20 from the Strategic Plan:

We believe that:

lifelong learning, a process that begins with parents in the home and is cultivated by teachers and staff in the schools, is essential for success in a changing society.

RESIDENTS' COMMENTS (*REGARDING AGENDA ITEMS ONLY*)

There were no residents' comments at this time.

APPROVAL OF AGENDA (Petersen)

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

RECOGNITION OF SERVICE (O'Toole)

BARBARA SNYDER, BOYCE TEACHER AIDE (Hired September 1998)

Dr. O'Toole and members of the Board recognized Barbara Snyder, Boyce Teacher Aide, for her 15-½ years of dedicated service with the School District.

Mrs. Snyder was hired as a Teacher Aide in September 1998 at Boyce Middle School, remained at that location throughout her tenure with the District, and retired on January 8.

Dr. O'Toole presented Mrs. Snyder with a Certificate of Recognition, engraved paperweight, and USC iPad portfolio.

SUPERINTENDENT'S REPORT (O'Toole)

2015-16 BUDGET AND STATE FUNDING (O'Toole/Cordisco)

Dr. O'Toole and Ms. Cordisco provided an update regarding the 2015-16 budget and state funding.

REQUEST APPROVAL OF ADOPTION OF RESOLUTION IN ACCORDANCE WITH ACT 1 *(Requires Board Vote at 1/11 Board Meeting - See Agenda Item #8d)*

Dr. O'Toole recommended that the Board adopt a resolution in accordance with Act 1 to give not less than 10 days notice to the public of the meeting at which the 2016-17 Preliminary Act 1 Budget would be adopted. In addition, he requested that the Board set the date of Monday, January 25 at 7:00 pm for the adoption of the Preliminary 2016-17 School District Act 1 Budget.

Dr. O'Toole requested that a meeting be convened to adopt the resolution in accordance with Act 1.

REQUEST APPROVAL OF JANUARY 11 PERSONNEL LISTINGS
(Requires Board Vote at 1/11 Board Meeting - See Agenda Item #8d)

Dr. O'Toole requested approval of the January 11 Personnel Listings at a meeting to be convened this evening.

CONVENE BOARD MEETING

The Committee of the Whole meeting recessed at approximately 7:23 p.m. to convene a Board meeting.

The Committee of the Whole meeting reconvened at approximately 7:26 p.m.

REQUEST APPROVAL OF JANUARY 25 PERSONNEL LISTINGS

Dr. O'Toole requested approval of the January 25 Personnel Listings, pending receipt of all paperwork and required clearances.

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

REQUEST APPROVAL OF NON-REPRESENTED SUPPORT STAFF SALARY PLAN

Dr. O'Toole stated that he would discuss the 2016 Non-Represented Support Staff Salary Plan effective January 1, 2016 at an executive session following the meeting.

REQUEST APPROVAL OF STRATEGIC PLAN VISIONING TEAM GOALS

Dr. O'Toole requested approval of the Strategic Plan Visioning Team Goals.

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

REQUEST APPROVAL OF LETTER OF AGREEMENT WITH SCHOOL PHYSICIAN

Dr. O'Toole requested approval of the Letter of Agreement with Dr. Scott Tyson, M.D. and Associates of Pediatrics South as school physicians.

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

NOMINATIONS FOR ALLEGHENY COUNTY SCHOOLS HEALTH INSURANCE CONSORTIUM SCHOOL BOARD TRUSTEE FOR WESTERN REGION

Dr. O'Toole explained that the Allegheny County Schools Health Insurance Consortium is seeking nominations for an expiring term on March 30 for the position of School Board Trustee for the Western Region for a two year period effective March 31. He requested Board members to notify him if they were interested in being nominated for this position, which would be placed on the January 25 Board agenda for approval.

FIRST READING OF REVISION TO POLICY #3002 - ORGANIZATIONAL CHART
- *ATTACHED*

Dr. O'Toole presented a first reading of a revision to Policy #3002 - Organizational Chart AS ATTACHED.

ADMINISTRATORS' REPORTS

REQUEST APPROVAL OF FAST TRACK CURRICULUM RECOMMENDATIONS
(Suritsky/Rozzo/Bulazo) - *ATTACHED*

Dr. Suritsky, Dr. Rozzo, and Dr. Bulazo requested approval of the Fast Track Curriculum Recommendations that were presented this evening prior to the Committee meeting.

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

SPECIAL EDUCATION CONTRACTS (Suritsky/Pfender)

Dr. Suritsky and Mrs. Pfender requested approval of the following contracts for special education services for students for the 2015-16 school year, contingent upon documentation acceptable to the Superintendent and Solicitor.

1. Goodwill (Project Search) – vocational services for 1 student - $14, 850 (full year)

2. Watson Institute Behavior Support Academy – tuition for 3 student placements - $43,886 per student (full year)

3. eKidzCare – nursing services for 1 student - $40.00 per hour (full year)

4. Steel City Therapy, LLC – occupational therapy services at $50.00 per hour and physical therapy services at $56.00 per hour (full year)

5. Wesley Spectrum Services - individual behavior support services for 1 student - $33,600 (full year)

6. Children's Institute – tuition for 1 student at $344.45 per day (1/4/16 to end of year)

7. Western Pennsylvania School for the Deaf – 1 to 1 Personal Care Assistant at $265.50 per day (12/1/15 to end of year)

8. Wesley Spectrum Services – music therapy for 1 student at $2,000 (full year)

9. Pittsburgh Public Schools – CITY Connections community-based program tuition for 1 student at $32,900 (full year)

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

E-RATE UPDATE (Berrott)

Mr. Berrott provided an update regarding e-rate funding and the following technology contracts that he will be requesting approval by the Board in February:

1. Internet Services/Allegheny Connect (Regional Wide Area Network),
2. Core Network Switch Replacement,
3. High School Wireless Expansion, and
4. High School Cabling/Wiring Installation.

BUSINESS & FINANCE (Cordisco)

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

Ms. Cordisco reviewed the financial statements and requested approval of the Bill List.

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

REQUEST APPROVAL TO SOLICIT BIDS FOR GENERAL SUPPLIES FOR 2016-17

Ms. Cordisco requested approval to solicit bids for general supplies for the 2016-17 school year.

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

REQUEST APPROVAL OF TRANSFER FROM GENERAL FUND TO CAPITAL RESERVE FUND (ATHLETIC TICKET SALES, CELL TOWER REVENUE & THEATRE REVENUE)

Ms. Cordisco requested authorization for the School District to transfer $83,324 from the General Fund to the Capital Reserve Fund, representing the following categories:

> Portion of Athletic Ticket Sales from 2015-16 - $17,688
> Cell Tower Revenue from 2014-15 - $56,635
> Wear & Tear Portion of Theatre Revenue from 2014-15 - $9,001

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

REQUEST APPROVAL TO PARTICIPATE IN AIU DIESEL FUEL PURCHASING PROGRAM

Ms. Cordisco requested approval for the School District to participate in the AIU Consortium for diesel fuel for the 2016-17 school year.

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

REQUEST APPROVAL TO EXTEND CURRENT AGREEMENT WITH WESTERN PENNSYLVANIA ELECTRICITY CONSORTIUM

Ms. Cordisco requested authorization for the School District's continued participation in the Western Pennsylvania Electric Consortium for the purchase of electricity from Direct Energy for a period of 12 months only if the price is at or below our current price. The extended agreement will begin after the final meter reading date in January 2018 and the price will include all costs except distribution, applicable sales taxes and other local utility charges as contained in the original agreement under our current agreement.

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

REQUEST APPROVAL TO DECLARE ITEMS SURPLUS

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

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

2016 SCHOOL BOARD COMMITTEE MEMBERSHIP (Hasco)

Mrs. Hasco stated that in addition to the School Board Standing Committees, Board members were appointed to serve on the Capital Projects Review Ad Hoc Committee. She thanked the Board members for volunteering to serve on Standing and Ad Hoc Committees.

RESIDENTS' COMMENTS - *REGARDING ANY ITEM*

Mr. Michael Smith, Forest Brook Drive, commented regarding air quality issues at the High School swimming pool that seem to be affecting students on the High School Swim Club and High School Swim Team.

MATTERS OF INFORMATION - SUPERINTENDENT & ADMINISTRATION

BOARD GOALS WORKSHOP - JANUARY 18

Dr. O'Toole reminded Board members that there would be a Board Goals Workshop on Monday, January 18, at 6:30 p.m.

SCHOOL DIRECTOR RECOGNITION MONTH - FORMAL PRESENTATION JANUARY 25

Dr. O'Toole announced that January is School Director Recognition Month. He thanked the Board members for their dedicated service to the School District and stated that there would be a formal presentation at the January 25 Board meeting.

BOARD BREAKFAST WORKSHOP - FEBRUARY 4

Dr. O'Toole stated that a Board Breakfast Workshop would be held on February 4. He stated that details would be provided in the near future.

STUDENT SUMMER STUDY ABROAD PROGRAM (Suritsky)

Dr. Suritsky shared information regarding a High School student trip to Peru during the summer of 2016.

ADJOURNMENT

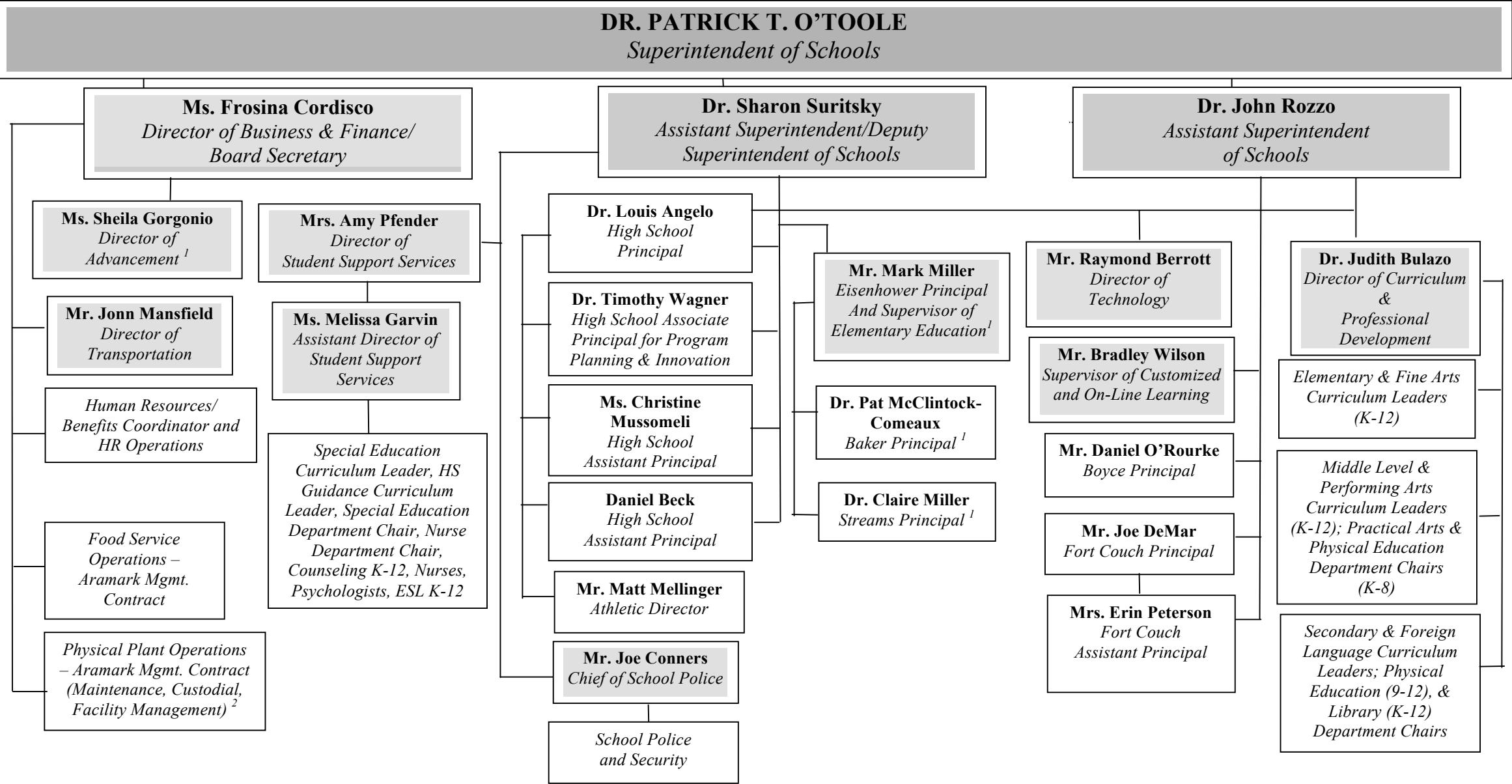It was moved, seconded, and carried on unanimous voice vote that the meeting adjourn at approximately 8:07 p.m.

EXECUTIVE SESSION - PERSONNEL MATTERS

The Board met in executive session following the meeting to discuss personnel issues.

Respectfully submitted,

Mary Ann L. Stabile
School Board Stenographer

DR. PATRICK T. O'TOOLE
Superintendent of Schools

Ms. Frosina Cordisco
Director of Business & Finance/ Board Secretary

Dr. Sharon Suritsky
Assistant Superintendent/Deputy Superintendent of Schools

Dr. John Rozzo
Assistant Superintendent of Schools

Ms. Sheila Gorgonio
Director of Advancement [1]

Mrs. Amy Pfender
Director of Student Support Services

Dr. Louis Angelo
High School Principal

Mr. Mark Miller
Eisenhower Principal And Supervisor of Elementary Education[1]

Mr. Raymond Berrott
Director of Technology

Dr. Judith Bulazo
Director of Curriculum & Professional Development

Mr. Jonn Mansfield
Director of Transportation

Ms. Melissa Garvin
Assistant Director of Student Support Services

Dr. Timothy Wagner
High School Associate Principal for Program Planning & Innovation

Mr. Bradley Wilson
Supervisor of Customized and On-Line Learning

Elementary & Fine Arts Curriculum Leaders (K-12)

Human Resources/ Benefits Coordinator and HR Operations

Ms. Christine Mussomeli
High School Assistant Principal

Dr. Pat McClintock-Comeaux
Baker Principal [1]

Mr. Daniel O'Rourke
Boyce Principal

Middle Level & Performing Arts Curriculum Leaders (K-12); Practical Arts & Physical Education Department Chairs (K-8)

Special Education Curriculum Leader, HS Guidance Curriculum Leader, Special Education Department Chair, Nurse Department Chair, Counseling K-12, Nurses, Psychologists, ESL K-12

Daniel Beck
High School Assistant Principal

Dr. Claire Miller
Streams Principal [1]

Mr. Joe DeMar
Fort Couch Principal

Food Service Operations – Aramark Mgmt. Contract

Mr. Matt Mellinger
Athletic Director

Mrs. Erin Peterson
Fort Couch Assistant Principal

Secondary & Foreign Language Curriculum Leaders; Physical Education (9-12), & Library (K-12) Department Chairs

Physical Plant Operations – Aramark Mgmt. Contract (Maintenance, Custodial, Facility Management) [2]

Mr. Joe Conners
Chief of School Police

School Police and Security

[1] – Additional supervision from Dr. Suritsky
[2] – Additional supervision from Mr. DeMar

January 1, 2016

TO: Board of School Directors	DATE: January 11, 2016	
FROM: Dr. Sharon Suritsky Dr. Judy Bulazo Dr. John Rozzo	SUBJECT: 2015 – 2016 Fast Track Recommendations	

	Requires Board Approval	For Your Information
All Curricular Areas Restructure finals assessment practices at the high school.	✓	
Adopt the Peer Tutoring Program at the high school.	✓	
Art Create a 2nd level Digital Art course at the high school.	✓	
Update the IB arts curriculum at the high school.	✓	
Restructure advanced level art curriculum to incorporate more authentic studio art experiences at the high school.	✓	
Customized Learning Research, develop, and pilot hybrid learning experiences at the high school.		✓
English/Language Arts Pilot an online vocabulary workshop in grades 8 and 9.		✓
Pilot an online grammar program in Academic English 9.		✓
Adopt *Unbroken* at the high school.	✓	
Mathematics Modify the acceleration procedures and criteria at the middle school.	✓	
Pilot a financial literacy course at the high school.		✓
Pilot a Conceptual Functions, Statistics, and Trigonometry course at the high school.		✓
Change the Cognitive Tutor Algebra II and Geometry course names to Conceptual Algebra II and Conceptual Geometry at the high school.	✓	

TO: Board of School Directors   DATE: January 11, 2016

FROM: Dr. Sharon Suritsky   SUBJECT: 2015 – 2016
       Dr. Judy Bulazo   Fast Track Recommendations
       Dr. John Rozzo

	Requires Board Approval	For Your Information
Develop an online Algebra 1 course at the high school.	✔	
Music Evaluate the Performing Arts Program to determine efficiency of the current structure at grades 3 – 12.		✔
Physical Education/Wellness Pilot an individualized personal wellness program.		✔
Science Pilot a full year Experimental Science research class at the high school.		✔
Pilot a pass/fail grading option for AP Physics C Mechanics and AP Physics C Electricity & Magnetism at the high school.		✔
Research resources to enhance customization across the chemistry curriculum at the high school.		✔
Science/Social Studies Pilot IB Environmental Systems & Societies at the high school.		✔
Social Studies Pilot the offering of AP Comparative Government and Politics and AP US Government and Politics as 2 separate, 1 semester courses at grades 10 – 12.		✔
Study AP Comparative Government and AP US Government and Politics as full year courses at the high school.		✔
Technology Adopt SMART Desk at the high school.	✔	
World Languages Incorporate a cultural literacy assessment continuum at the middle school and high school.	✔	
Connect national language proficiency guidelines with locally developed assessments at the middle school and high school.	✔	

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

Name: HS Curriculum Leaders, Department Chairs, Administration

Level: High School

Area: All Curricular Areas

Date: December 16, 2015

Curriculum Recommendation

1. Restructure the high school finals assessment practices to better reflect the practices that promote student learning and deep understanding while aligning with the High School Experience Vision Team's goals.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Please see the following document entitled *The Finals Experience*.	1. Administrative approval. 2. Communicate the planned change to all students and parents. 3. Provide additional professional development and time for assessment creation to teachers in need on Friday, February 12, 2016. 4. Implement the planned schedule and approach.		**Approved.** This represents a significant amount of collaborative work on the part of the staff and administration and is a great response to student and parent feedback. It will be important to continue to respond to feedback during the implementation.

4.

The Finals Experience

Reasons for Recommendation

As part of the 2014 – 2015 curriculum recommendation regarding the study and restructuring of high school assessment practices and within the process of developing a new vision for the total high school experience, a team of curriculum leaders, department chairs, and administrators evaluated the finals experience for students and teachers. The practice of administering final exams has come under study both at the secondary and post-secondary levels, nationally and internally at Upper St. Clair. Research studies and observations have revealed that final exams do not often follow what is suggested to be effective assessment practices nor do the exams always function in a way that promotes learning and deep understanding. The current traditional finals schedule does not yield a balanced experience that reflects our awareness of and ability to blend college preparation and authentic, performance-based learning with an understanding of students' individual and social emotional needs. To prepare for the curriculum recommendation, all stakeholders, including students, parents, teachers, and administrators, participated in the development process.

2015 - 2016

	Freshmen	**Sophomore**	**Junior**	**Senior**
Semester 1	50 Minute Traditional Final Up to 10%	Teacher option: 50 or 100 Minute (2x50) Traditional Final Up to 10%	100 Minute (2x50) Traditional Final Up to 10%	100 Minute (2x50) Traditional Final Up to 10%
Semester 2	Teacher option: PBA (Unit or Semester) OR 50 minute Traditional Final up to 10% with Student Choice*	Teacher option: PBA (Unit or Semester) OR 50 or 100 minute (2x50) Traditional Final up to 10% with Student Choice*	Teacher option: PBA (Unit or Semester) OR Traditional Final up to 20% with Student Choice*	Teacher option: PBA (Unit or Semester) OR Traditional Final up to 20% with Student Choice *

*Please read the position brief *Student Choice* for clarification.

Assessment Experiences and Transition

The current proposal allows for both types of summative assessment, a traditional final and performance-based assessment. In the first semester, every student will take a traditional final, and in the second semester, teachers would have the option of administering a traditional final or a performance-based assessment. Our rationale behind giving this option to teachers centers around trying to give students experiences in both types of assessment, creating a balanced approach to assessment. As we prepare our students for future assessments in college, we believe this approach gives students practice in both types of assessment they might face in college and graduate school.

By asking students to demonstrate knowledge on a traditional final first semester, we are recognizing that students may still be building content knowledge in the first semester and may need to demonstrate a level of proficiency on that content before they can complete a quality, summative performance-based assessment. In the second semester, we believe an authentic, performance-based assessment allows students to apply that content knowledge and demonstrate their skills. The second semester is also a good time for a performance-based assessment because so many courses already have a high-stakes summative test (Keystone, AP, IB) in the second semester.

With this approach, we also hope to make the most efficient use of teacher time in terms of evaluating learning and their instruction at the end of the year. We believe the experience of administering a PBA ultimately will also lead to greater timesaving and stress reduction for our team members.

Dependent upon feedback, we anticipate phasing out the traditional assessment during semester two, so all students have a balanced summative assessment experience.

9th - 12th Grade Transition

The goal of a differentiated 9th – 12th grade assessment model is rooted in fostering a capacity for success in coursework, aligning to a developmentally appropriate sequence, and creating a balanced approach to assessment over time. This model supports both academic and social-emotional needs.

Ninth grade students' exposure to cumulative assessments is limited to unit and/or quarterly assessments. Offering a traditional final in a 50-minute block socializes 9th graders to high school level assessments. In our model, as students move across grade levels, time, weight, and format vary. Systematically increasing the percentage of weight over the course of the high school career provides students with an opportunity to prepare for post-secondary education in a controlled and supported way. This approach aligns with what we know about post-secondary assessment types – at the collegiate level both traditional and project based assessments measure student learning.

Math Behind the Weight

The weight of the final exam impacts students' letter grades in significant ways. Depending upon each individual student's grade situation prior to taking the final, the final exam may provide an

opportunity to raise his or her letter grade or it may require that student to achieve a certain score to maintain his or her letter grade. The weight of the final determines the degree to which the final will impact the student's semester letter grade. Figure 1 below displays the minimum score required on the final exam for students who have borderline letter grades to maintain their letter grades following the final.
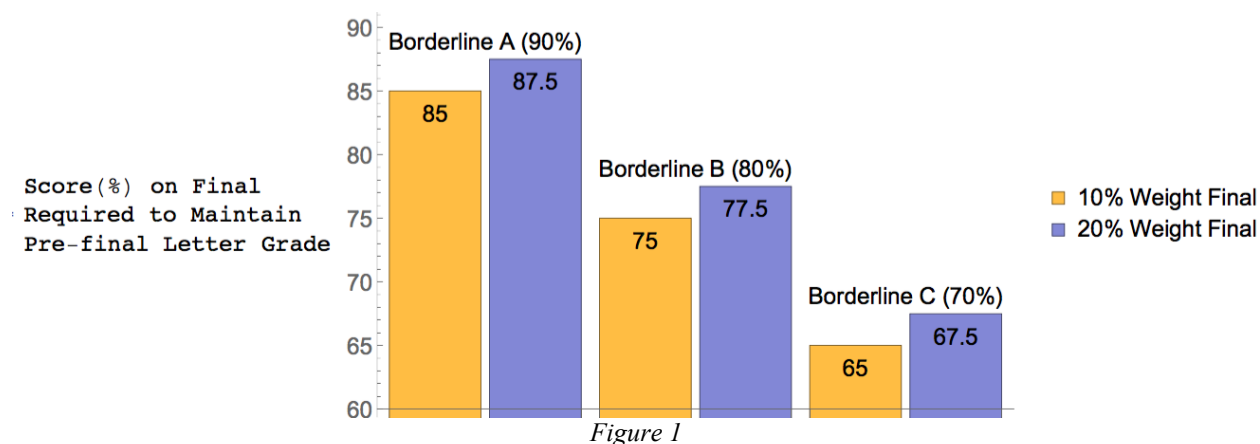

Figure 1

Figure 2 displays the minimum overall percentage that a student must have prior to the final in order for the final to provide the opportunity for that student to raise his or her letter grade to the next higher grade. For example, with a 10% weighted final, a B student would need to have an 89% overall grade prior to taking the final and score 100% on the final to earn an A. With a 20% weighted final a student with an 87% could earn an A with a perfect final exam score.

Figure 2
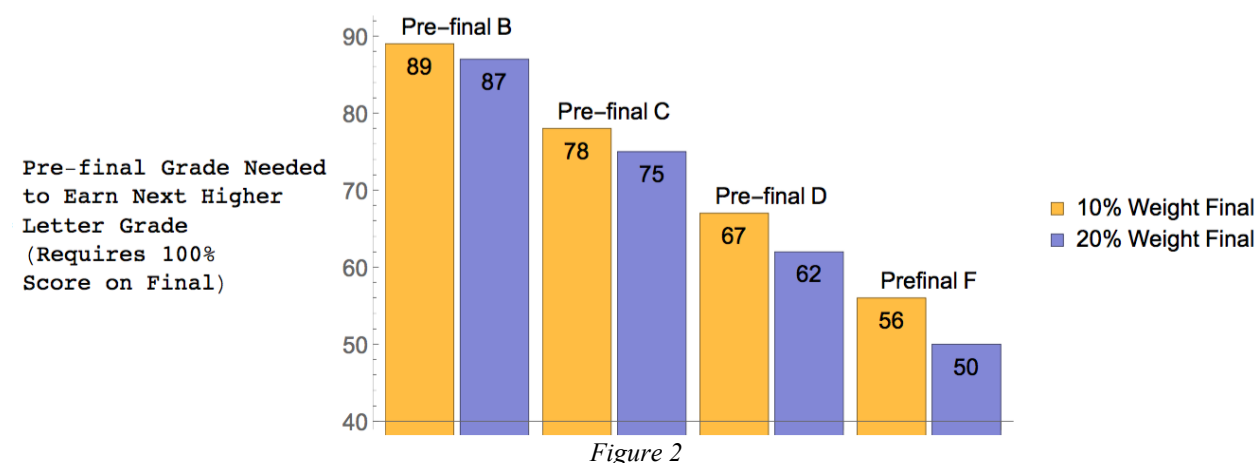
Please click on the link below for a more in-depth video explanation of the math behind weighting finals.
https://vimeo.com/145989215

Performance Based Assessments

Performance Based Assessments (PBAs), which include project based learning and problem based learning, provide students with an opportunity to acquire content deeply and engage in authentic learning experiences. Research indicates that PBAs yield a variety of outcomes. Specifically, PBAs (1) increase school engagement, (2) improve learning, (3) build

college, career, and life skills, (4) address PA Core standards, (5) provide opportunities for technology use, (6) make teaching more enjoyable and rewarding, and (7) connect students to the community[1].

Given these outcomes, we believe that unit or semester PBAs help to achieve three goals set out by Upper St. Clair School District. First, PBAs align to several of the District's most recent comprehensive plan goals related to time & schedule, social emotional learning, and technology. Next, because PBAs are closely linked to a unit's essential question, these assessment types align closely to Wiggins & McTighe's Understanding by Design model. Finally, PBAs create a space to realize the District's tagline of customizing learning as the product of these assessments may be based on student interest, learning style, and readiness.

PBAs may come in the form of an ongoing project, such as a research paper, a portfolio of student work collected over time, or a project that is assessed largely as the student completes his or her work. In an effort to increase our understanding and application of PBAs, we will continue to work on the development of PBAs through designated inservice time.

Student Choice

Students make judgments about their own self-efficacy by comparing their past accomplishments. Final exams provide an opportunity for students to self-evaluate and make decisions regarding their performance. Students who believe that they are capable of performing a task and who want to learn the concepts or skill involved because they desire mastery do not simply expend effort or try hard, but they are strategic where they spend their time and energy for their overall academic success that semester - it is not related to one particular class. Students strategically do weigh their whole course schedule, and it only makes sense that their perceived importance will lead to the effort they put into studying, preparing, and taking the actual course exam.

Students make choices throughout the semester with every assessment opportunity, whether that is a homework assignment, vocabulary, unit or chapter tests, etc. Every one of these choices has an effect on the overall grade for the semester. Teachers have the opportunity to reinforce positive choice or hold students accountable through student/parent dialogue. Permitting choice on the final exam provides the opportunity for this dialogue among teacher, student, and parent to occur prior to the actual exam.

Under the current proposal, students have a choice when a course offers a traditional final during the second semester. If a student shows the ability to earn an 85% or greater in the course, then the student has the choice not to take the final traditional exam. The District's standard for determining the need for second chance learning and retesting at the elementary and middle school levels for nearly 20 years has been 85%. Therefore, students who have earned an 85% in the course would have the option of taking the final, worth up to 10% of overall grade for 9th and 10th grade, or worth up to 20% of overall grade for 11th and 12th grade students. Students with less than 85% in the course will be required to take the final.

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[1] http://bie.org/about/why_pbl

Social Emotional Learning

Social Emotional Learning (SEL) is one of the major focal points of Reimagining the High School Experience. SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SEL is ultimately about being able to effectively manage stress. Our district's focus on SEL is directly tied to our unconventional solution to final exams. With this proposal, students can more effectively manage and prioritize their time and effort on assessments. For instance, a student, having already demonstrated mastery of course and skills, could be exempt from a traditional final offered by teachers who choose that option. Choosing to offer a performance-based assessment during a particular unit or throughout the semester encourages students to plan better and cram less during "finals week", thus encouraging more effective stress management.

Assessments, specifically final exams, should present a degree of stress for students. However, under the finals current format, students either display an unhealthy level of stress about them, or none at all. We are seeing either extreme stress or apathy. Right now, finals in the eyes of students are all about the grade. The way they think about finals is strictly about what grade they want versus what grade they currently have. Thus, students pick and choose which finals to study for and which finals do not "matter" to them. Students are not focused enough on the learning piece.

For years, we have been focused on final exams as being preparation for college finals, which has been a worthy effort. Yet, the question is: *How many high stakes tests does a student have to take before he or she is prepared for the first midterm freshman year of college*? Consider the following:

- Under the current finals schedule, if a student takes 5 core classes for 4 years and has semester exams in each class, the student will take 40 exams at 100 minutes in length.

- Under our current finals schedule, a student who takes only State tests (PSSA & Keystones), the PSAT, and the SAT will take 106 total high stakes exams during their career in public school (40 traditional HS course exams + 66 high stakes tests).

- Under the proposed finals schedule, a student who only takes state tests (PSSA & Keystones), the PSAT, and the SAT will take at least 86 total high stakes exams in a traditional format.

Our proposal to amend the finals experience attempts to blend the need for college preparation and authentic, performance based learning with an understanding of students' individual, and social emotional needs.

High Stakes Exams: Student Experience in USCSD*

Grade 1:	Terra Nova 6 test sessions x 75 minutes
Grade 2:	Terra Nova 6 test sessions x 75 minutes
Grade 3:	PSSA Math 3 test sessions x 60 minutes
	PSSA ELA 4 test sessions x 60 minutes
Grade 4:	PSSA Math 3 test sessions x 60 minutes
	PSSA ELA 4 test sessions x 75 minutes
	PSSA Science 2 test sessions x 60 minutes
Grade 5:	PSSA Math 3 test sessions x 75 minutes
	PSSA ELA 4 test sessions x 75 minutes
Grade 6:	PSSA Math 3 test sessions x 75 minutes
	PSSA ELA 4 test sessions x 75 minutes
Grade 7:	PSSA Math 3 test sessions x 75 minutes
	PSSA ELA 4 test sessions x 75 minutes
Grade 8:	Keystone Exams 2 test modules x 90 minutes
	PSSA Math 3 test sessions x 75 minutes
	PSSA ELA 4 test sessions x 75 minutes
	PSSA Science 2 test sessions x 60 minutes
Grade 9:	Keystone Exams 2 test modules x 90 minutes
Grade 10:	Keystone Exams 2 test modules x 90 minutes
	PSAT 1 test x 2 hours 45 minutes
Grade 11:	SAT 1 test x 3 hours 45 minutes
	ACT 1 test x 3 hours
	AP 1 test x 90 minutes to 4 hours
Grade 12:	AP 1 test x 90 minutes to 4 hours
	IB 1 test x 90 minutes to 2 hours 30 minutes

Total High Stakes Exams = 70

This list does not include locally developed summative assessments.

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

Name: Tanya Chothani, Dan Beck

Level: High School

Area: All Curricular Areas

Date: December 16, 2015

Curriculum Recommendation

> **2. Adopt the Peer-Tutoring Pilot Program to assist with academic support as a pass/fail elective course.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Peer tutoring is widely used in higher education in a variety of forms (writing center, Student Support Services, etc.). This college preparation process would further promote self-regulatory and self-assessment skill, growth, and development. 2. Peer Tutoring aligns with several American School Counselor Association (ASCA) standards within Academic Development, Career Development, & Personal/Social Development. 3. The High School Resource Center has proven to be an invaluable asset for students seeking academic support and enrichment in all content areas, specifically from the teachers who provide service there during their duty time. The Resource Center is an environment conducive to academic and enrichment support. 4. During its pilot, a credit-based peer tutoring course has not (and will not through adoption) replace teachers placed on their duty in the Resource Center; instead, the peer tutoring program will continue to supplement the supports already in place, especially during lunch mods or when faculty must attend to coverages. 5. The Peer Tutoring pilot has been widely accepted by students and teachers as a positive academic support system. (Cont'd.)	1. Administrative approval. 2. Adopt credit value: ½ credit (4 mods a week) or 1 credit (8 mods a week) per semester. 3. Update *Program of Studies*. 4. Prepare application for distribution to curriculum leaders prior to course enrollment. 5. Following course selection and enrollment, transition the program from its pilot phase to full adoption using successful practices from its current structure 6. Consider development of a curricular framework to train students for the role of peer tutor. The American School Counselor Association (ASCA) Standards for Students, competencies & indicators will guide the development of this framework. 7. Consider teacher request process for peer tutor support on an as needed basis (i.e., for a particular lesson and/or unit).	4 substitute days @ $100/day = $400 (Application review & peer tutor portfolio assessment)	**Approved.** Providing this opportunity for students to both seek and provide help between peers is of great benefit to all who participate.

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

Name: Tanya Chothani, Dan Beck

Area: All Curricular Areas

Level: High School

Date: December 16, 2015

Curriculum Recommendation

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

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
6. Twenty-two students enrolled in the pilot during the fall semester 2015 provided academic support to 35+ peers. A second cohort of tutors will be enrolled and begin work during the spring semester 2016. 7. Teachers have reacted in such a positive fashion, that several faculty members have requested peer tutor support in their classrooms during specific units and/or lessons. This adoption aligns with HSE Comprehensive Plan Goal #1: PLC. Groups of teachers utilizing this opportunity will be "invested in nurturing the unique needs and potential of specific grade levels, individual children, and groups as a whole." 8. Anecdotes of pilot program success are many, but a few of the peer tutor's comments include: (1) "I have picked up on some learning strategies from teachers." (2) "Before I entered this program, I was aware that every student learned differently, but I never experienced it from a helper's point of view." (3) "I think customizing the way you help a certain student allows the student to respect you, which is a really amazing feeling to know that the students look to you for help." (4) "I have developed a great sense of leadership through this program." (5) "I am responsible for assisting students in what they might not otherwise understand." (Cont'd.)			

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

Name: Tanya Chothani, Dan Beck

Level: High School

Area: All Curricular Areas

Date: December 16, 2015

Curriculum Recommendation

2. **Adopt the Peer-Tutoring Pilot Program to assist with academic support as a pass/fail elective course. (Cont'd.)**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
9. Anecdotes from tutees are also many, but a few include: (1) "He helps me a lot as I prepare for tests." (2) "At first, when I heard it was with a student, it was weird, but now I feel more comfortable after working with him." (3) "I realize they have lots of classes too, so I'm appreciative of their help."			

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

Name: Josh Criswell, Erika Valentine, Tim Wagner   **Level**: High School

Area: Fine Art   **Date**: November 17, 2015

Curriculum Recommendation

1. Create a second level Digital Arts course with a focus on fabrication.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. For several years, Digital Arts I has been offered to students in grades 9-12. This course focused on artistic design using computer applications as a primary medium. Since 2012 this course was offered in a traditional art classroom using laptop technology. 2. In the 2012-2013 school year, Digital Arts I instruction began to occur in the High School Innovation Hub. Additional technology resources have become available and the instruction of a course that blends technology, art, and design using an expanded cache of tools is an appropriate addition to endeavors occurring in this space. High enrollment was experienced in both fall 2014 and spring 2015. 3. STEAM Strategic Plan Goal #1 is to increase the depth and breadth of STEAM curriculum offerings. Given the array of fabrication tools in the Innovation Hub / FAB Lab that interface with the computer programs students explore during Digital Arts I, a natural progression is to offer a one semester course that focuses on moving artistic designs to tangible products.	1. Administrative approval. 2. Update *Program of Studies*. 3. Schedule summer workshop time to develop new curriculum. 4. Coordinate time with technology education teachers to provide training on fabrication tools that will be part of the Digital Arts II curriculum.	42 hours of summer workshop / flex time — 30 hours for art instructor and 12 concurrent hours for technology education teachers (42 x $30.20 = $1,268.40) Additional materials to be included in 2016-2017 Art Supply budget.	**Approved.**

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

Name: Josh Criswell, Robyn Smigel, Tim Wagner

Level: High School

Area: Fine Art

Date: November 17, 2015

Curriculum Recommendation

> **2. Update the IB Visual Arts curriculum to reflect changes by the International Baccalaureate Organization.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. A revised curriculum from the International Baccalaureate Organization recommends IB Visual Arts be presented across two academic years. The High School Art Department currently offers IB Visual Arts as both a one year and a two year option, with both courses taught at the same time during the school day. 2. High School Experience Comprehensive Plan Goal #2 (time & schedule) encourages customized structures and creative use of time, schedules, and resources to meet curricular and student needs. 3. Given changes in the IBO curriculum and our goal to provide more creative options in scheduling, IB Visual Arts will be offered for three semesters, across two years, and be scheduled opposite a required course that meets for only one semester per year (Theory of Knowledge).	1. Administrative approval. 2. Update *Program of Studies*. 3. Enroll IB Visual Arts students in sections that meet in coordination with the IB Theory of Knowledge course. 4. Schedule summer workshop time to refine new curriculum and create an updated scope & sequence that spans three semesters of instruction.	12 hours of summer workshop / flex time (12 x $30.20 = $362.40)	**Approved.**

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

Name: Josh Criswell, Robyn Smigel, Tim Wagner

Level: High School

Area: Fine Art

Date: November 17, 2015

Curriculum Recommendation

3. Restructure advanced level arts class curriculum and scheduling to incorporate more authentic studio art experiences.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction

1. Upper St. Clair High School currently offers three or four levels of a variety of art courses, including both two-dimensional (painting & drawing) and three-dimensional (3D art, ceramics) forms of art.
 	
2. Historically, level 1 of each aforementioned course is taught as a standalone class. Because of enrollment, level 2, level 3, and level 4 of each art course are often embedded within the same section. In addition to embedded courses, independent study sections are created to serve students who wish to continue with art but experience a schedule conflict.
 	
3. High School Experience Strategic Plan Goal #2 (time & schedule) encourages customized structures and creative use of time, schedules, and resources to meet curricular and student needs. In light of this goal, a *studio art* course creates an opportunity that allows flexible scheduling across a week. This course would permit students to experience art in longer, more authentic blocks of time (up to 100 minutes per day). As part of this model, students would also elect *when* to attend the required 250 minutes of art per week based on mutual availability with the course instructor.
 	
(Cont'd.)
	1. Administrative approval.
	
	2. Update *Program of Studies*.
	
	    Remove
	    Painting & Drawing II, III, IV;
	    3D Art II, III;
	    Ceramics II, III, Independent Study
	
	    Rename
	    3D Art I *to* Introductory Sculpture (1 semester);
	    Ceramics I *to* Introductory Ceramics (1 semester);
	    Painting & Drawing I *to* Introductory Painting & Drawing (1 semester)
	
	    Add
	    2D Studio Art (*prerequisite*: Introductory Painting & Drawing);
	    3D Studio Art (*prerequisite*: Introductory Sculpture *or* Introductory Ceramics)
	
	3. Schedule summer workshop time to refine new curricula.
		Summer Flex Option Project for High School art faculty	**Approved.** Providing experiences in this realistic and individualized setting is both meaningful for students and in alignment with the District's philosophy of customizing learning.

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

Name: Josh Criswell, Robyn Smigel, Tim Wagner

Level: High School

Area: Fine Art

Date: November 17, 2015

Curriculum Recommendation

3. Restructure advanced level arts class curriculum and scheduling to incorporate more authentic studio art experiences. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. Extended periods of studio time are more conducive to experimentation, risk taking and creation within the fine arts. In addition, similar structures are often the delivery method of art courses in higher education. 5. Along with providing students with both choice and an ability to customize their experience in fine arts, this course would also streamline the existing courses into a more manageable instructional core. Students who desire to take the 2D or 3D studio arts experience would first enroll in a prerequisite one semester introductory level art course in order to build foundational skills, and then move to a more flexible approach to art in a subsequent semester. 2D and 3D studio art may be taken multiple semesters.			

| **Name**: | Brad Wilson | **Level**: | High School |
| **Area**: | Customized and Online Learning | **Date**: | November 17, 2015 |

Curriculum Recommendation

1. **Research, develop, and pilot best practices for hybrid learning *experiences* during the 2016-2017 school-year.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
Definitions used in this recommendation: -***Online courses*** refer to courses in which students receive all of their instruction and demonstrate their learning through online materials. Students will be required to self-direct and self-pace their learning. -***Hybrid courses*** refer to courses that have set day scheduling that include face-face meeting days/times as well as self-directed online learning expectations that fall outside of a set time schedule. These classes would meet face-face for less than the typical 10 mod/week scheduling that takes place at the high school currently. -***Hybrid experiences*** refer to face-face classes that are enhanced by some online or collaborative learning opportunities that take place outside of a traditional face-face classroom. Hybrid *experiences* are not scheduled up-front during the pilot phase in order to allow for teacher discretion in terms of when to continue with face-face learning and when to pilot high-quality online learning opportunities. 10 mod/week scheduling still exists in this model. 1. The starting point for being able to "Delivering Excellence" is "Customizing Learning". Effectively customizing learning - in order to provide the best learning experience possible for every child- requires efficient time and scheduling for staff members and students. Online and hybrid courses have the potential to provide greater opportunities for flexible and efficient scheduling for both parties. <center>(Cont'd.)</center>	1. Administrative approval. 2. Form a committee of members, set up initial meetings, and finalize specific courses for piloting. 3. Research, develop, and pilot best practices for hybrid/online learning in the following areas: • Online organization/architecture • Online materials, instruction, and assessment • Teacher-student and student-student interaction • Measuring results 4. Refine practices during the 2016-2017 school-year in an on-going manner, through bi-monthly meetings focused on progress, successes, and areas for further consideration. 5. Potential future recommendations could include: • Adoption of guidelines for best practices in hybrid learning • Courses for future hybrid *experience* pilots • Courses for future hybrid *course* pilots (would require changes to Program of Studies) • Consideration of developing fully *online* courses • Standard online architecture for Blended Schools for all types of courses K-12 (online, hybrid, face-face)	Substitute teacher time for training 3 days x 3 teachers at $100/day = $900 Potential for summer workshop time to complete projects	**Approved.** Given the present landscape of learning options, it is essential for us to give significant time and attention to development in this area.

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

Name: Brad Wilson   **Level**: High School

Area: Customized and Online Learning   **Date**: November 17, 2015

Curriculum Recommendation

1. Research, develop, and pilot best practices for hybrid learning that can be piloted during the 2016-2017 school-year. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
2. As a part of our most recent strategic visioning process, two separate vision teams identified hybrid/online learning as an area of potentially great gain: Technology and the High School Experience. The Technology vision team developed a specific goal related to determining the best practices for self-paced, self-directed and personalized learning in hybrid and online learning environments, while the High School Experience team identified the potential of hybrid and online courses to provide more dynamic courses, course offerings and scheduling flexibility. 3. While hybrid/online courses have great potential, it is essential that student learning remain the focal point of all such course offerings (as is the case in traditional face-face courses). In order to ensure high quality learning experiences, especially given the lack of hybrid/online experience of the majority of our staff, it is essential that a methodical approach is utilized. As such, a first step in producing USCSD-designed hybrid/online courses, will be to test out hybrid learning *experiences* first prior to full implementation of hybrid or online courses. These experiences may take the form of entire units, individual lessons, or any other teacher-determined span of time. Taking this approach will ensure that teachers will be able to focus on smaller increments of time and individual course skills/objectives to ensure that high quality instruction is the emphasis, not the act of moving learning out of the classroom. (Cont'd.)			

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

Name: Brad Wilson

Area: Customized and Online Learning

Level: High School

Date: November 17, 2015

Curriculum Recommendation

1. Research, develop, and pilot best practices for hybrid learning that can be piloted during the 2016-2017 school-year. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. While some hybrid/online courses could be independently created by individuals teachers, it is essential for us to begin with system design in mind. Given that our goal is to create a replicable approach and guidelines for future iterations in the same and different courses. It is for these reasons that a collaborative effort with a formal committee is essential. 5. Staff members from a diversity of content areas have expressed interest in joining such a committee, each with specific courses in mind for piloting hybrid experiences. The following courses have been identified for initial hybrid experience piloting: ● Programming Languages 1 & 2 ● AP Computer Science ● 21st Century Global Affairs ● Passport to French ● Financial Literacy (pending Board approval of associated fast track curriculum recommendation).			

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

Name:	Melissa Tungate and Kate Ruth	**Level**:	High School and Middle School
Area:	English Language Arts	**Date**:	November 17, 2015

Curriculum Recommendation

1. **Pilot an online Vocabulary Workshop program in some 8th and 9th grade classes.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This recommendation is a follow-up to a fast-track recommendation from 2014-2015 to study and evaluate formal vocabulary programs in grades 7-12. In addition to work completed throughout the second semester last year, a group of teachers completed a summer workshop studying and exploring various formal vocabulary programs. 2. The PA Core Standards are published in the English Language Arts (ELA) areas of reading, writing, and grammar. The new strands were studied by the USCSD ELA Common Core Committee (CCC) during the 2012-2013 and 2013-2014 school years. 3. In previous standards proposed by PDE, there was emphasis on correctly spelling grade-appropriate words. In PA Core revisions, however, not only is correctly spelling words addressed, but understanding vocabulary in fiction and nonfiction texts is featured. This revision, including an emphasis on root/affix structural analysis, prompts students to not only spell words accurately, but also to develop a deep understanding of word meaning based on linguistic patterns.	1. Administrative approval. 2. Purchase Sadlier's Vocabulary Workshop license for the year. 3. Support 8th and 9th grade teachers throughout the year through webinar trainings and continued discussion of appropriate classroom use. 4. Discuss and evaluate the program's effectiveness at the end of the 2015-2016 school year.	$1,995	**Approved.** Attempting to gain consistency in this area in grades 7-12 ELA programming will be of great benefit.

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

Name: Melissa Tungate and Kate Ruth

Level: High School and Middle School

Area: English Language Arts

Date: November 17, 2015

Curriculum Recommendation

1. Pilot an online Vocabulary Workshop program in some 8th and 9th grade classes. (Cont'd.)

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

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

Name: Melissa Tungate

Area: English Language Arts

Level: High School

Date: November 17, 2015

Curriculum Recommendation

1. Pilot an online grammar program in Academic English 9 classes.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The PA Core standards are published in the English Language Arts (ELA) areas of reading, writing, and grammar. The new strands were studied by a USCSD ELA Common Core Committee (CCC) during the 2012-2013 and 2013-2014 school years. 2. As part of the shift to the PA Core Standards, grammar objectives have been revised, leading to a need for additional materials and resources. 3. The online program, NoRedInk, offers some free components that teachers have used to supplement current materials. However, the premium paid version contains many more components that offer practice, remediation, and assessment of grammatical concepts. 4. NoRedInk allows teachers to customize grammar instruction and practice for students, tracking their performance on specific concepts and offering opportunities for second chance learning. 5. This online program supports one of the High School Experience goals as part of the District's Comprehensive Plan. Specifically, this program works to meet the goal to leverage technology to create learning opportunities that empower students to become active learners in a dynamic and interconnected world.	1. Administrative approval. 2. Purchase NoRedInk licenses for the year. 3. Support 9th grade teachers throughout the year through webinar trainings and continued discussion of appropriate classroom use. 4. Discuss and evaluate the program's effectiveness at the end of the 2015-2016 school year.		**Approved.** This is an area where technology can be helpful in customizing the learning process.

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

Name: Melissa Tungate

Area: English Language Arts

Level: High School

Date: November 17, 2015

Curriculum Recommendation

> **2. Adopt *Unbroken: An Olympian's Journey from Airman to Castaway and Captive* (young adult edition) by Laura Hillenbrand as a supplemental option in Academic and Honors English 10 classes.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This informational text tells the story of Louis Zamperini, who was born to Italian immigrants in 1927, and struggled through adolescence until becoming a track star and Olympic runner. After being drafted into World War II, Louie became a WWII bombardier and ultimately a prisoner of war. 2. The young-adult adaptation of the original text maintains the integrity of the original adult version while softening some details and altering vocabulary for young adult readers. The text also contains many historical pictures, adding to the study of an informational text as supported by the PA Core Standards. 3. This text provides opportunities for cross-textual exploration as it connects to *Night* by Elie Wiesel, another memoir in the 10th grade curriculum that focuses on Wiesel's concentration camp experience during the Holocaust, and *The Odyssey* by Homer, another journey of perseverance and overcoming hardships. *Unbroken* also allows for interdisciplinary connections as World War II is studied in World History, another tenth grade course. 4. The themes throughout the text are also age-appropriate and engaging for young adult readers as Louie's story teaches lessons about perseverance, resourcefulness, maintaining optimism, and finally forgiveness. (Cont'd.)	1. Administrative approval. 2. Purchase 90 copies of the text. 3. Begin offering as a supplemental option for Academic and Honors English 10 classes in the second semester.	90 copies at $21.60 each = $1,944.00	**Approved.**

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

Name: Melissa Tungate

Area: English Language Arts

Level: High School

Date: November 17, 2015

Curriculum Recommendation

2. Adopt *Unbroken: An Olympian's Journey from Airman to Castaway and Captive* (young adult edition) by Laura Hillenbrand as a supplemental option in Academic and Honors English 10 classes. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. The original adult version of *Unbroken* received many awards, including the *Los Angeles Times* Book of the Year Award for Nonfiction, *Time* Magazine's Best Non-fiction Book of the Year, and American Library Association's Notable Book.			

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

Name: Andrew Lucas and Shannon Dominick   **Level**: Middle School

Area: Mathematics   **Date**: November 10, 2015

Curriculum Recommendation

> **1. Modify the current middle school mathematics acceleration procedures and criteria to match the criteria listed in Appendix A.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Since our current accelerated placement criteria were written, both our curriculum and the placement tests administered to students over that curriculum have changed substantially in the shift to meet the demands of the Pennsylvania Core Standards. 2. The Pennsylvania Core Standards now place more emphasis on mathematical thinking and conceptual understanding than our previous standards. As a result, accelerating past a year's worth of content has become more difficult for our students. 3. In 2012, a curriculum recommendation was approved that outlined the procedures and criteria for accelerating students at the middle level. One of the procedures listed was that all students would be assessed for acceleration at the end of both their 4th and 6th grade years. In the past, all teachers at each grade level have administered the test on the same day in May to ensure the validity and reliability of the assessment. 4. After the most recent round of testing, teachers at both the 4th and 6th grade level shared that this practice is an enormous disruption to the learning each spring when one considers how many students this truly is aiming to identify. (Cont'd.)	1. Administrative approval 2. Notify teachers at the elementary schools and Boyce of the new procedures for testing. 3. Implement the new testing procedures and criteria in the Spring of 2015.		**Approved.**

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

Name: Andrew Lucas and Shannon Dominick   **Level**:   Middle School

Area: Mathematics   **Date**:   November 10, 2015

Curriculum Recommendation

1. Modify the current middle school mathematics acceleration procedures and criteria to match the criteria listed in Appendix A. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. Last year, 361 sixth-grade students were tested and two students who were not previously accelerated qualified to be placed in the accelerated program in 7th grade. This represents 0.55% of the sixth graders tested. Of the 311 fourth-grade students who were assessed, two students who were not previously accelerated qualified to be placed in the accelerated program in 5th grade and two others were identified to take the SCAT test but did not qualify. This represents 1.29% of all the fourth graders who were evaluated. 6. Before the assessment is given, feedback from teachers is elicited to determine who they think will perform well on the test and would the teachers think would be well-placed in the accelerated program. Though not all students who were recommended qualified, all of the students who did qualify for acceleration were also recommended by their teachers. 7. Administering the assessment to only the students who are recommended by their current math teacher will allow learning to continue without disruption to a majority of the students, minimize the effects on each building's schedule and day-to-day operations, and allow us to continue to differentiate and customize learning opportunities for our math students.			

Appendix A: Modified Middle School Mathematics Accelerated Placement Criteria

Criteria for Acceleration Past 5th Grade Math and Placement in 6th Grade Mathematics as a 5th Grade Student

- Students must be recommended for testing by their fourth grade mathematics teacher. This recommendation will be based on the student's participation in enrichment, class performance, mathematical thinking skills, and the teacher's general belief that the child would thrive in the faster pace of the accelerated class. Other teachers who have worked with the student throughout the year will also be consulted.
- Students must score at least 80% on an assessment over the 5th grade math course in order to demonstrate procedural mastery of these concepts.
- Those students who meet the first criteria will take the SCAT test to determine their aptitude in comparison to other students their age. Students must score in at least the 90th percentile to be considered for acceleration.
- Students must be recommended by their fourth grade classroom teacher and other teachers that worked with them throughout the year. This recommendation will be based on the student's participation in enrichment, class performance, mathematical thinking skills, and the teacher's general belief that the child would thrive in the faster pace of the accelerated class. Other teachers who have worked with the student throughout the year will also be consulted.
- Data from PSSA (or other state assessments if the student has moved into the district), Terra Nova, or other external assessments the student has taken will be considered.

Criteria for Acceleration Past 6th Grade Math and Placement in Pre-Algebra as a 6th Grade Student

- Students must be recommended for testing by their fifth grade mathematics teacher. This recommendation will be based on the student's participation in enrichment, class performance, mathematical thinking skills, and the teacher's general belief that the child would thrive in the faster pace of the accelerated class. Other teachers who have worked with the student throughout the year will also be consulted.
- Students must score at least 80% on an assessment over the 6th grade math course in order to demonstrate procedural mastery of these concepts.
- Those students who meet the first criteria will take the SCAT test to determine their aptitude in comparison to other students their age. Students must score in at least the 90th percentile to be considered for acceleration.
- Data from PSSA (or other state assessments if the student has moved into the district), Terra Nova, or other external assessments the student has taken will be considered.

Criteria for Acceleration Past Pre-Algebra and Placement in Algebra as a 7th Grade Student

- Students must be recommended for testing by their sixth grade mathematics teacher. This recommendation will be based on the student's participation in enrichment, class performance, mathematical thinking skills, and the teacher's general belief that the child would thrive in the faster pace of the accelerated class. Other teachers who have worked with the student throughout the year will also be consulted.
- Students must score at least 80% on an assessment over the Pre-Algebra math course in order to demonstrate procedural mastery of these concepts.
- Those students who meet the first criteria will take the SCAT test to determine their aptitude in comparison to other students their age. Students must score in at least the 90th percentile to be considered for acceleration.
- Students must be recommended by their sixth grade classroom teacher and other teachers that worked with them throughout the year. This recommendation will be based on the student's participation in enrichment, class performance, mathematical thinking skills, and the teacher's general belief that the child would thrive in the faster pace of the accelerated class. Other teachers who have worked with the student throughout the year will also be consulted.
- Data from PSSA (or other state assessments if the student has moved into the district), Terra Nova or other external assessments the student has taken will be considered.

Appendix A: Middle School Mathematics Accelerated Placement Criteria

Criteria for Two-Year Acceleration

•Students must already be accelerated one year. They must be recommended by their accelerated mathematics teacher to take the assessment. This recommendation should only be made for those students who are exceptional in their mathematical thinking and ability as evidenced by informal discussions in class, class work, and performance on assessments.

•Students must score at least 80% on an assessment over the course they are to accelerate through in order to demonstrate procedural mastery of these concepts.

•Data from PSSA (or other state assessments if the student has moved into the district), Terra Nova, or other external assessments the student has taken will be considered. The student's SCAT testing scores will also be reviewed and the test may be administered once more if this action is determined necessary.

Procedures for Testing and Notification of Placement

•Parents of students who are recommended for accelerated testing will be sent home a letter asking them to sign and send in a form approving their child's testing for acceleration. This letter will outline the criteria for placement into the program.

•Those students who meet the 80% requirement will have the SCAT test administered by a resource teacher in the building.

•The final decision for placement in the accelerated program will be made by the Middle School Mathematics Curriculum Leader and the Middle School Academic Principal.

•Parents of those students who meet all requirements and are to be recommended for acceleration will be notified and must sign a consent form stating that they approve of their child's placement in the accelerated program.

•Students will only be allowed one opportunity to take each test. In other words, if a student does not qualify for acceleration in the spring, they may not be reassessed in the fall on the same material. Parents may obtain an item analysis of their child's performance on the placement test from the middle school mathematics curriculum leader upon request.

•Newly enrolled 5th and 7th grade students will be given the opportunity for assessment up to the end of their first nine weeks in the district if their parents choose to have them evaluated. Newly enrolled 6th grade students will be assessed only if their past records indicate the need for potential acceleration and if their parents approve the assessment.

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

Name: Steve Miller, Jared Nicholson, Tim Wagner **Level**: 10-12

Area: Mathematics **Date**: January 11, 2016

Curriculum Recommendation

> **1. Pilot a one semester, quarter credit financial literacy course (hybrid experience) as a research and development tool for a comprehensive graduation requirement in financial literacy.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Upper St. Clair High School has a strong reputation for preparing students for the academic demands of post-secondary education. Part of the District's comprehensive plan calls for students to also hone their social emotional intelligence as a way of becoming engaged and empowered young adults. 2. Studies by the Jumpstart Coalition for Personal Financial Literacy and the National Longitudinal Survey of Youth have shown that many young people have little understanding of finance and economics. Similar surveys have shown that for over 71% of Americans, money is their top stressor. Supporting students' development of financial literacy skills and making financially sound decisions works to support social emotional health. 3. Nearly 97% of USC students seek out higher education upon graduation. The cost of higher education continues to increase. For the first time, in 2011, student debt surpassed credit cards as a larger portion of our nation's debt. As a result of this rising cost, students must learn how to plan for and efficiently pay this debt. (Cont'd.)	1. Administrative approval. 2. Update the *Program of Studies*. 3. Schedule summer workshop time to develop new curriculum. Specifically, time will be devoted to researching online components, in coordination with the Supervisor of Customized and Online Learning, that will be core to this course's instructional delivery. 4. Solicit feedback from students, parents, and other school personnel throughout the semester in order to identify the knowledge, skills, and pedagogical strategies that would be most effective in moving financial literacy content to a fully online platform. 5. Based on feedback and related research, write a curriculum recommendation that would pilot a financial literacy online graduation requirement beginning with the class 2021.	30 hours of summer workshop / flex time (30 x $30.20 = $906)	**Approved.** Exposing students to these concepts will create an important awareness of financial concepts moving forward into adulthood.

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

Name: Steve Miller, Jared Nicholson, Tim Wagner   **Level**:   10-12

Area: Mathematics   **Date**:   January 11, 2016

Curriculum Recommendation

> **1. Pilot a one semester, quarter credit financial literacy course (hybrid experience) as a *research and development tool* for a comprehensive graduation requirement in financial literacy. (Cont'd.)**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. A report by the Federal Reserve indicated that 53,000 student credit card accounts were opened in 2008, and by 2009 there were some 2 million student credit cards in circulation. More than 50% of college students have accumulated several credit cards and significant debt upon graduation. Students must be educated about both the positive aspects and the dangers of credit. 5. Along with the universal need for competence in this area, each year dozens of Upper St. Clair High School students pursue majors related to finance, economics, and accounting. Nationally, business related majors are the most popular area of study. Toward this end, an experience that involves highly practical skill building in these disciplines will support these students' understanding of their future work.			

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

Name: Steve Miller

Area: Mathematics

Level: High School

Date: 11/17/2015

Curriculum Recommendation

2. Pilot a Conceptual Functions, Statistics, and Trigonometry course for the 2016-2017 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The course selection for students completing CT Algebra II and Differentiated Math is limited compared to students completing other junior-year math courses. 2. Students completing CT Algebra II and Differentiated Math often struggle to be successful in FST and Academic Statistics because of the pacing and prior content knowledge. 3. There are currently three levels of Geometry and Algebra II. This course fulfills this third level for FST. 4. This course would provide successful CT Algebra II students with an appropriate placement where they can expand their content knowledge while experiencing success. This supports High School Experience Goal #3 related to positive social emotional learning by better engaging and challenging a group of students who don't currently have a course that fully meets their needs. 5. This course would provide a viable pre-calculus option for these students who may move on to any type of calculus in college (Nursing, Business, etc.).	1. Administrative approval. 2. Add the course offering to the *Program of Studies*. 3. Evaluate curricular materials to use for the pilot. 4. Obtain a class set of curricular materials. 5. Prepare course materials over the summer.	30x100 = $3000 1 teacher x 30 hours x $30.20 = $906	**Approved.**

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

Name: Steve Miller

Area: Mathematics

Level: High School

Date: 11/17/2015

Curriculum Recommendation

3. Change the name of the Cognitive Tutor Geometry and Cognitive Tutor Algebra II courses to Conceptual Geometry and Conceptual Algebra II, respectively.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The words "Cognitive Tutor" refer to the specific trademarked curriculum from Carnegie Learning that we use for those courses. Including "Cognitive Tutor" in course titles would not make sense if those courses were ever to shift to other curricular materials. 2. The words "Cognitive Tutor" are not part of the Algebra I course name that is split over two years between the 8th grade at Fort Couch and 9th grade at the high school. Dropping those words from other math course titles would eliminate any confusion that students and parents might have in course selection after the second year of the Algebra I course. 3. Replacing "Cognitive Tutor" with "Conceptual" would provide consistency with the new Conceptual Functions Statistics and Trigonometry, for which there is not Cognitive Tutor curriculum. 4. The use of the word "Conceptual" would provide consistency across math and science, as the science department has been using the word "Conceptual" for a number of years. Students and parents already understand the meaning of that word as it relates to courses and is more descriptive than "Cognitive Tutor".	1. Administrative approval. 2. Revise the entries in the *Program of Studies* for Cognitive Tutor Geometry and Cognitive Tutor Algebra II to reflect the change.		**Approved.**

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

Name: Steve Miller, Lou Angelo, John Rozzo

Level: High School

Area: Mathematics

Date: 11/17/2015

Curriculum Recommendation

4. **Develop a customized online Algebra I experience, using existing District-approved resources, to pilot over the summer for a small population of incoming 9th grade students.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Each year we have 25 to 30 students move into the District who are between 8th and 9th grade. A portion of these students have not had Algebra I due to the math curriculum progression at their previous school not aligning with the progression at Upper St. Clair. We do not offer a one-year Algebra I course at the high school, so these students do not have a math option that fits their situation. 2. Given the small number of students in this situation, it would be impractical to create a new traditional course during the school year for these students. 3. Existing resources that are used currently in other math courses could be leveraged to provide a customized solution for these students, allowing them to progress through the Algebra I course in an individualized manner. 4. Our existing summer school framework could accommodate students taking this course in the summer, providing those students with an instructor. Our existing Keystone Remediation instructor might be leveraged to provide support to students who take this course during the school year.	1. Administrative approval. 2. Develop the online Algebra I course materials. 3. Purchase supporting resources.		**Approved.**

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

Name: Don Pickell and Administration

Area: Music/Performing Arts

Level: All

Date: December 16, 2015

Curriculum Recommendation

1. Evaluate the Performing Arts program (Choir, Band, Orchestra, Theater) in order to determine efficacy of the current structure.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction

1. The arts in Upper St. Clair have a longstanding history of excellence. Over time the program has evolved to meet the needs of students and respond to changes in best practices. A strong desire from Upper St. Clair Music educators and the community to ensure a high quality program have motivated these changes over time.
 	
2. A review of scheduling, instructional practices, student retention, and recruitment, as well as student and parent feedback, has led to the need for an overall assessment of our current practices.
 	
3. With the current State and federal emphasis on high stakes testing, it is important that we explore ways in which the performing arts can continue to be a vital part of the curriculum.
 	
4. Our district tagline reads, "Customizing Learning, Nurturing Potential, Delivering Excellence..." The Performing Arts experience should align toward this end in helping teachers and students to direct their efforts toward meeting the unique needs of every child, every day.
	1. Administrative approval.
	
	2. Engage a team of district representatives to interview and select external expertise. This external expert will work with the Performing Arts department and administration to evaluate our current program and offer recommendations for improvements.
	
	3. Develop a new vision for the USC Performing Arts.
	    a. Engage all stakeholders in the process.
	    b. Develop a tool to collect data on student and teacher perceptions of current practices.
	    c. Administer and review data collected on student and teacher perceptions of current practices.
	    d. Conduct further research on best practices.
	
	4. Use the curriculum development process as a vehicle for continued evaluation of the Performing Arts program.
			Approved. Allowing for a full analysis of the performing arts program will allow for future enhancement of programming.

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

Name: Betsy Hess

Level: High School

Area: Wellness Education

Date: December 16, 2015

Curriculum Recommendation

1. Pilot an individualized personal wellness program that is customized based on needs and interests and empowers students to take ownership of their health and well-being.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Children who are healthy and physically active show improved academic performance and are better able to meet the demands of their busy lifestyles. Additionally, a personal wellness program equips students with strategies to reduce stress and anxiety. 2. The current wellness program provides instruction to students through two lenses: Health and Physical Education. Students in 9th grade receive instruction in Health and Physical Education while students in 10th and 11th grade participate in predominantly Physical Education with mini-lessons in Health. The 10th and 11th grade experiences are provided in a traditional manner with predetermined physical activity units offered within set courses. 3. Many of our students participate in physical activities as part of the District's extracurricular offerings or as personal interests outside of the District. These students are expected to fulfill both the physical activity for the wellness course as well as participate in their extracurricular or personal pursuits. (Cont'd.)	1. Administrative approval. 2. Collaborate with other professionals in the field of health and wellness to study effective methods and models. 3. Construct physical education delivery methods (including online components) to support the execution of each individualized personal wellness program that includes students in the design of their programming. 4. Implement the individualized personal wellness program for a select group of 11th grade students in the fall and spring of the 2016-2017 school year.	60 hours of summer workshop / flex time (20 hours x $30.20 = $1,812)	**Approved.** Attempting to meet the individual health and wellness needs of students, including social and emotional wellness, will have a positive impact.

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

Name: Betsy Hess

Area: Wellness Education

Level: High School

Date: December 16, 2015

Curriculum Recommendation

1. Pilot an individualized personal wellness program that is customized based on needs and interests and empowers students to take ownership of their health and well-being. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. High School Experience Strategic Plan Goal #2 (time & schedule) encourages customized structures and creative use of time, schedules, and resources to meet curricular and student needs. High School Experience Strategic Plan Goal #3 (SEL) encourages the provision of a comprehensive school experience in which students feel healthy, safe, engaged, supported, challenged, and empowered. In light of these goals, a *personal wellness program* creates an opportunity that allows flexible scheduling across a week. This pilot will enable students to experience physical education according to their personal needs, interests, and schedule. 5. The proposed pilot will enable students to work with teachers to determine personal fitness needs, goals, and strategies as they relate to nutrition and movement. The pilot endeavors to provide real-world, customized instruction that increases student engagement and contributes to a healthier lifestyle. This strategy allows students to choose customized methods to achieve personal nutritional and movement goals. 6. The customized approach to the delivery of physical education will allow physical education teachers to better meet the specific scheduling needs of all children while engraining a commitment to lifelong wellness and personal responsibility.			

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

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

Area: Science   **Date**:   November 17, 2015

Curriculum Recommendation

1. Pilot a full-year Experimental Science Research Class.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The important role of the United States as a worldwide leader was built on our ability to create and innovate. In order for us to remain competitive in an increasingly complex global economy, skilled workers in the fields of science, technology, engineering, and math (STEM) are needed. The projected jobs in the STEM fields are expected to increase considerably in the coming years. However, the pool of skilled workers is diminishing as fewer students are choosing to pursue these careers. 2. A course that encourages students to apply knowledge and create and develop research questions is an important avenue for those seeking a STEM career. The higher-level critical thinking, creativity, and analysis skills needed for research are the skills desired in the STEM professions. Engagement in the subject matter will provide students a connection with science, one that will continue into post-secondary training and beyond. Research has shown that students who participate in undergraduate research are more likely to remain in the major and complete a STEM degree. <div align=center>(Cont'd.)</div>	1. Administrative approval. 2. Update the *Program of Studies*. 3. Provide Summer Workshop time for course and curriculum development following the Buck Institute PBL model. 4. Continue course preparation with the aid of Biology Club students who are currently establishing experimental models using the *planaria* and zebrafish. 5. Meet with counselors to inform them of the new course along with course design, structure and appropriate students. 6. Limit class size to 18 to maximize individual attention needed for multiple research projects. If enrollment exceeds 18, students would be selected based on application process. (similar to STEM Design class) 7. Analyze science department classroom needs to best schedule the course.	Summer workshop time for course preparation (30 hours @ $30.20 = $906.00) Materials for *planaria* research will be provided through grant money from Temple University. Additional lab materials purchased through regular science department budget.	**Approved.** Engaging students in real scientific research is an excellent addition to STEAM programming at the high school level.

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

Name: Lynn Kistler

Area: Science

Level: High School

Date: November 17, 2015

Curriculum Recommendation

1. Pilot a full-year Experimental Science Research Class. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. The Next Generation Science Standards (NGSS) place a high emphasis on the practice of science, enabling students to become logical problem solvers who understand scientific judgment and how science works. This can only be accomplished by providing authentic, inquiry experiences for young scientists. The NGSS Performance Expectations repeatedly require that students provide explanations, develop models, and plan and conduct investigations. A class focused on these goals will provide a unique experience for all participants. (Cont'd.)			

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

Name: Lynn Kistler

Area: Science

Level: High School

Date: November 17, 2015

Curriculum Recommendation

1. Pilot a full-year Experimental Science Research Class. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. Dr. Scott Rawls, Associate Professor of Pharmacology at Temple University has developed a National Institute on Drug Abuse funded research program for high school students to teach laboratory and research skills while dissuading students from drug use. The program uses the non-mammalian species *planaria* in lessons linked to National Science Education Standards (NSES) and state standards that will enable students to design and conduct experiments to study the pharmacology of abused drugs (caffeine, nicotine, alcohol). Dr. Rawls has high confidence in the science staff at Upper St. Clair and has suggested and encouraged us to develop our own lessons and student research questions. As a participant, USC will receive free materials from Temple University as needed. Dr. Rawls expects this novel program to achieve the multiple goals of increasing student knowledge about the science of drug addiction, increasing student awareness about the care and use of animals in basic science research, shifting student attitudes about drug abuse, and enhancing student interest in pursuing biomedical research careers. (Cont'd.)			

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

Name: Lynn Kistler

Area: Science

Level: High School

Date: November 17, 2015

Curriculum Recommendation

1. Pilot a full-year Experimental Science Research Class. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. Research opportunities are also available for USC students through work with zebrafish, obtained through the ING Unsung Heroes Grant awarded to Dr. Colin Syme. Research areas may include cell and embryological development, genetics, and physiology. Other collaborations are also possible through academic partnerships with local universities. Communication has been ongoing with University of Pittsburgh faculty and researchers who are currently using zebrafish for extensive research. The course may continue to evolve as additional partnerships and research opportunities are developed including academia, business, and other school districts. 6. Design of the course will follow principles of Gold Standard Performance Based Learning as described by the Buck Institute of Education in which students obtain key knowledge, understanding and skills which can be used to support the posing of a challenging question or problem (based on student choice), authentic, sustained inquiry with continual reflection, critique and evaluation, and, in the end, produce a public product. 7. Currently, the biology science club is using the zebrafish and *planaria* to begin initial preparations for the laboratory research course.			

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

Name: Lynn Kistler

Level: High School

Area: Science

Date: November 17, 2015

Curriculum Recommendation

2. Pilot a pass/fail grading option for students enrolled in the AP Physics C Mechanics and AP Physics C Electricity & Magnetism courses.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The important role of the United States as a worldwide leader was built on our ability to create and innovate. In order for us to remain competitive in an increasingly complex global economy, skilled workers in the fields of science, technology, engineering, and math (STEM) are needed. The projected jobs in the STEM fields are expected to increase considerably in the coming years. However, the pool of skilled workers is diminishing as fewer students are choosing to pursue these careers. 2. During the Strategic Plan STEAM Committee meetings, student representatives admitted that they choose courses based on expected course difficulty and how the grade in a course will affect GPA. Students simply stated that if there was a chance that a grade of "A" would not be achieved, they would steer clear of the course, even though they had an interest in the class. (Cont'd.)	1. Administrative approval. 2. Update the *Program of Studies* to reflect the option of Pass/ Fail or letter grade. 3. Meet counselors and then with 10th and 11th grade students during course registration to make them aware of the Pass/Fail option and requirements for the classes. 4. Research state regulations to be certain that criteria for grading/credit are met. 5. Research other local schools that use this practice and it's success. 6. All students would be expected to complete all class homework, labs, and take all tests. Students who opt for the Pass/Fail option must earn a overall grade greater than 60% to receive a P for the course. Students will conference with the instructor prior to final grade reports to elect P/F or letter grade for the course. 7. Evaluate the pilot at the semester and at the end of the year to make any necessary adjustments.		**Approved.** Monitoring the impact of allowing students to engage in higher level learning with a lesser emphasis on grades will provide one set of important data in our study of ways to provide STEAM opportunities to more students.

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

Area: Science   **Date**:   November 17, 2015

Curriculum Recommendation

2. Pilot a pass/fail grading option for students enrolled in the AP Physics C Mechanics and AP Physics C Electricity & Magnetism courses. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. According to a study from New York University, "*nearly half (49%) of all students reported feeling a great deal of stress on a daily basis and 31 percent reported feeling somewhat stressed. Females reported significantly higher levels of stress than males (60% vs. 41%). Grades, homework, and preparing for college were the greatest sources of stress for both genders. A substantial minority, 26 percent of participants, reported symptoms of depression at a clinically significant level.*" This recommendation will address the District goal related to Social Emotional Learning (SEL) by proving a challenging, yet supported learning opportunity for students. http://www.nyu.edu/about/news-publications/news/2015/08/11/nyu-study-examines-top-high-school-students-stress-and-coping-mechanisms.html 4. A District goal is to increase the opportunities for STEM education to all students and to also increase the enrollment of female students in what have been male-dominated courses, including AP Physics C. The NYU study shows that females feel more pressure regarding grades. If this barrier is removed, female student may feel more supported in the AP Physics C course. Providing all students a choice to take the course for a grade or as Pass/Fail, will encourage more students to attempt the class without the stress of the course affecting their GPA.			

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

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

Area: Science   **Date**: November 17, 2015

Curriculum Recommendation

3. Research available education resources to enhance customization across chemistry curriculum at all levels including Advanced Placement, Honors, Academic, and Conceptual Chemistry.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Current chemistry texts have not been updated in over ten years. Current resources are outdated and are not compatible with the 1:1 initiative goals. Since the last adoption of new texts in the chemistry curriculum, significant changes in texts and supplemental on-line resources have been developed which will meet the goals of the 1:1 technology initiative. 2. Newer resources provide individualized customization of learning that are capable of providing automatic and prescriptive feedback. Benefits include: improved access to content; empowerment of students to direct their own learning through personal goal setting; instantaneous feedback on formative assessments, modified to meet the needs of the individual student; individualized remediation, tutorials and simulations prescribed based on student needs; multiple modes of learning; and alternatives to teacher-centered instructional methods. 3. Research indicates statistically significant improvement in student performance and final grades. http://www.cengage.com/owlv2/downloads/ Teaching_with_Technology_to_Engage_Students_and_Enhance_ Learning.pdf (Cont'd.)	1. Administrative approval. 2. Evaluate methods and costs to determine the most appropriate and fiscally responsible choice of resources. 3. Provide summer workshop time to become proficient in the utilization of the available course management software. 4. Pilot within the AP Chemistry course in 2016-17 following a Spring 2016 Curriculum Recommendation. 5. Determine best programs and practices for Honors, Academic, and Conceptual Chemistry to be implemented in 2017-18. 6. Update Rubicon Atlas.	Summer Workshop: 2 teachers for 2 days = 24 hours x $30.20 = $724.80 Resources: TBD	**Approved.**

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

Name: Lynn Kistler

Area: Science

Level: High School

Date: November 17, 2015

Curriculum Recommendation

3. Research available education resources to enhance customization across chemistry curriculum at all levels including Advanced Placement, Honors, Academic, and Conceptual Chemistry. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. Course management software will accommodate the mastery learning model by providing the tracking and testing materials needed for implementation of differentiated instruction. Similar programs have been successfully implemented in other science and math courses. 5. Current trends in secondary and post-secondary education include use and application of online educational learning programs. Introducing such programs in high school provides students with a better opportunity for success in college.			

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

Name: Lynn Kistler and Doug Kirchner

Area: Science and Social Studies

Level: High School

Date: November 17, 2015

Curriculum Recommendation

1. Pilot IB Environmental Systems and Societies, a Group 3 (Individuals and Societies) and Group 4 (Sciences) program, taught within the AP Environmental Science Course.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The International Diploma Program is comprised of students who go beyond the academics of the classroom. The Learner Profile describes the IB student as one who displays a "commitment to help all members of the school community learn to respect themselves, others and the world around them." A component of this commitment to the world should embrace an appreciation and understanding of the natural and human forces that influence the environment. The Environmental Systems and Societies (ESS) course could provide the platform for understanding of these important global issues to the IB student. 2. ESS is an interdisciplinary course offered at the Standard Level (SL) that would be recognized as either a Group 3, Individuals and Societies, or a Group 4, Sciences course for the diploma student, or both. The course explores complex issues grounded in both a scientific exploration of environmental systems and also exploring the cultural, economic, political, and social interactions of societies with their environment. The course is designed to provide a holistic approach, recognizing that both the human and environmental aspects be understood. (Cont'd.)	1. Administrative approval 2. Instructor training through IB to prepare for the Environmental Systems and Societies course. 3. Update the Program of Studies. Explain the changes to Counseling Department. 4. Meet with IB Diploma students to explain the new options in science to meet the Group 4 requirement. 5. Permit Summer Workshop time to provide time to plan and develop the best strategy to combine the IB ESS with the AP ES course. 6. Evaluate regularly throughout the first year of implementation to ensure the needs of both the AP and IB students are met in the combined course and make any needed adjustments.	IB Training: Approximately $2000 (included registration, transportation and lodging) Summer Workshop time: 30 hours @ $30.20/hr = $906.00	**Approved**.

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

Name:　Lynn Kistler and Doug Kirchner

Level:　High School

Area:　Science and Social Studies

Date:　November 17, 2015

Curriculum Recommendation

1. Pilot IB Environmental Systems and Societies, a Group 3 (Individuals and Societies) and Group 4 (Sciences) program, taught within the AP Environmental Science Course. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. The IB ESS course will pair very well with the College Board AP Environmental Science (APES). The AP course also promotes an interdisciplinary approach including a firm foundation of the scientific process as well as an understanding that humans alter natural systems and that environmental problems have a cultural and social context. 4. Currently, IB Diploma students must decide between IB Physics, either SL or Higher Level (HL) or IB Computer Science (SL) to fill the requirement for a Group 4 Science. The ESS course will provide an avenue for IB students to fulfill the science requirement in a course that involves more life science and earth science, as opposed to the physical science and engineering of the IB Physics and IB Computer Science. While students in the IB Physics have been highly successful, providing another branch of science to study will provide some alternatives into the program for the diploma student. 5. Because the ESS course is inter-disciplinary, IB students may opt to have it meet the requirements of Group 3 or Group 4 or both. This unique course would then permit diploma students options to take additional IB courses or other courses offered at the High School, providing the appropriate number of SL and HL courses have been met. (Cont'd.)			

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

Name: Lynn Kistler and Doug Kirchner

Level: High School

Area: Science and Social Studies

Date: November 17, 2015

Curriculum Recommendation

1. Pilot IB Environmental Systems and Societies, a Group 3 (Individuals and Societies) and Group 4 (Sciences) program, taught within the AP Environmental Science Course. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
6. Providing environmental education is one of three pillars of the U.S. Department of Education Green Ribbon Schools program, recognizing that environmental education is multi-disciplinary and incorporates STEM and civic skills, along with promoting green career pathways. This is in addition to the pillars of reducing environmental impact and costs, and improving the health and wellness of schools, students, and staff.			

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

Name: Doug Kirchner

Area: Social Studies

Level: High School

Date: November 17, 2015

Curriculum Recommendation

1. Pilot offering AP Comparative Government and Politics and AP US Government and Politics as two separate one-semester course offerings during the 2016-2017 school year, and open each course to students in grades 10-12.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Currently, AP Comparative Government & Politics and AP US Government and Politics are listed in the *USCHS Program of Studies* as AP Government: Comparative and US (227), which is open to students in grades 11 & 12. However, the College Board lists them as two distinct courses. 2. Offering these as two separate courses instead of one gives students more AP options and may provide them with greater flexibility in their schedules. *(HSE Goal #2: Time & Schedule and Goal #3: SEL)* 3. Opening both courses to students in grades 10-12 makes them available to more students and offers an additional higher level option for sophomores. *(HSE Goal #2: Time & Schedule and Goal #3: SEL)* 4. After two years of offering AP World History, sophomore students have displayed a capacity to handle the rigors of an AP course, scoring extremely high marks on the AP exam. Sophomores who may be more interested in taking a course in government and politics as a challenging follow-up to their 9th grade American Civics course would have the opportunity to do so.	1. Administrative approval. 2. Update the [interactive] *Program of Studies*, Rubicon Atlas, and Blended Schools to reflect this change. 3. Discuss the new 10th grade option with current freshmen students (i.e. Honors, MYP, and MYP Honors students).		**Approved for pilot contingent upon neutral impact on staffing.** It will be important to closely monitor the interest of students and impact on scheduling of this proposed pilot.

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

Name: Doug Kirchner

Level: High School

Area: Social Studies

Date: November 17, 2015

Curriculum Recommendation

2. Conduct a study to determine student interest in, and the potential impact of, offering AP Comparative Government and Politics and AP US Government and Politics as two separate *full-year* courses.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. In light of the ongoing comprehensive/strategic planning and visioning related to Reimagining the High School Experience (HSE), an array of research needs to be conducted to find the most effective ways to customize learning for students. All decisions related to time and schedule (HSE Goal #2), particularly related to course offerings, should be considered. 2. While studies are typically reserved for spring curriculum recommendations and summer workshops, preliminary student survey research can and should be conducted during the upcoming scheduling process to determine potential interest in a hypothetical plan to offer both AP Government & Politics courses for a full-year, as opposed to one semester only. 3. A fast-track recommendation, as opposed to a spring recommendation or summer workshop, would also allow for the HSLT (High School Leadership Team) to explore the potential impact that changing these courses to a full year each would theoretically have on future social studies sectioning and teacher schedules.	1. Administrative approval of this recommendation and approval of HS Social Studies curriculum recommendation #1. (See previous page). 2. Survey students who are currently taking AP Government: Comparative & US, to determine if or when they would have taken the course if it was offered as two separate full-year courses. 3. Work with the HSLT and the counseling department to study the potential impact on sectioning. 4. Research and connect with other schools that offer these courses for a full-year each to discuss the costs and benefits of doing so. 5. Determine the need for a spring recommendation or summer workshop.		**Approved for study.** It will be important to closely monitor the interest of students and impact on scheduling of this proposed study.

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

Name: Brad Wilson, Ray Berrott, Dan Beck

Level: High School

Area: Technology

Date: November 16, 2015

Curriculum Recommendation

1. Adopt the student-run SMART desk pilot as a pass/fail elective course.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. With the advent of BYOD and the increase of technology being used to support learning, the demands for technical support have grown exponentially in the last few years. In addition, with the Middle School 1:1, students with vast technology abilities are coming to the High School. The potential of the High School moving in a direction of a 1:1 Learning Initiative adds to the demand for more students being involved with the technology integration/support/implementation. 2. The capacity and capabilities of our students has continued to grow, resulting in a number of students who already have knowledge of coding, software development, networks, web development, and hardware. Our students have become a great resource in the area of technology support and have helped assist the technology department this year by solving 295 out of 461 helpdesk tickets as of November 17, 2015. 3. Connection to Strategic Plan, HSE Experience: Leverage technology to create learning opportunities that empower students to become active learners in a dynamic and interconnected world. (Cont'd.)	1. Administrative approval. 2. Adopt credit value: ½ credit (4 mods a week) or 1 credit (8 mods a week) per semester. 3. Develop an independent study model that follows the ISTE framework in collaboration with the technology staff, librarians, and faculty for students who would potentially enroll in this SMART desk course. 4. Continue to examine scheduling options that consider the appropriate staff members' ability to advise and work with students on a regular basis, as well as to manage personalized, independent study projects. 5. Continue publicizing this opportunity to interested students as an elective course option. Special consideration to be given to recruiting and building capacity at Fort Couch with the Fort Couch SMART Desk. (Cont'd.)		**Approved.** The success of this course for all involved is to be highly commended.

Name: Brad Wilson, Ray Berrott, Dan Beck

Level: High School

Area: Technology

Date: November 16, 2015

Curriculum Recommendation

1. Adopt the student-run SMART desk pilot as a pass/fail elective course. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. Students could also be a great enhancement to our professional development program in the area of technology. Students could not only help teachers develop apps but could also assist in leading professional development sessions on how to use them. 5. Opportunities for growth exist with recruitment of more students, including, but not limited to: • Personal projects: programming, coding, application development • Help Desk support • Peer-to-peer support • Innovation Hub support • 1:1 learning initiative support at the middle schools in the district when appropriate. 6. Along with further developing their technological skills, in the areas of coding, networks, software, and hardware, these students will have opportunities to grow in their communicative, creative, and critical thinking skills as they collaborate to solve authentic problems. 7. Pilot versions of this offering have returned tremendous feedback from students and staff members alike and support the continuation and expansion of this program.	6. Continue considering "faculty advisor(s)" for the separate areas that have grown out of the pilot: • Personal projects • Staff programming development • Help Desk support • Peer-to-peer support • Innovation Hub support 7. Consider permanent space for students' home base, as a location for peer-peer support. 8. Update the *Program of Studies*.		

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

Name: Deanna Baird

Area: World Languages

Level: Middle School /High School

Date: Fall 2015

Curriculum Recommendation

1. Incorporate a cultural literacy assessment continuum as part of the student competency expectations for all middle and high school world language courses.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. In addition to written and oral communication, cultural proficiency is an integral part of language learning. Traditional understandings of cultural proficiency have been limited. In the field of world language instruction, this concept has expanded to a more comprehensive and deeper pedagogical approach. 2. The *World-Readiness Standards for Learning Languages,* from the American Council on the Teaching of Foreign Language, include goals related to this sophisticated level of cultural understanding. Currently, these deeper levels of proficiency have not been measured in the continuous and progressive manner as have been the communication skills of speaking, listening and writing. Attention to the critical area of cultural literacy in world languages is needed. 3. As a result of the cultural proficiency standards, various scales and assessment tools have been developed by reputable organizations, some of which have been used in USC's International Studies course. These can serve as resources in the development of a continuum for world language courses. 4. The world language student e-folios have provided an excellent means for students to track their proficiency and progress in the communication areas within and across world language courses. This same format can be easily used for the cultural literacy tracking.	1. Administrative approval. 2. Research and study the cultural competency standards and related assessment and analysis tools and practices. Identify traits of developing cultural competence and determine the language levels in which they occur. 3. Develop cultural competency continuums. Arrive at consensus on the skills, levels, and measurement methods for all world language areas, levels and courses. 4. Share within the department and develop consensus among teachers across world languages and grade levels. Finalize tools for each course and level. 5. Include the cultural literacy continuums as a critical piece of the student e-folios for the assessment of cultural understanding, achievement, and growth. 6. Determine and highlight the instructional experiences necessary for students to achieve recommended benchmarks.		**Approved.** Incorporating a deeper and more meaningful emphasis on culture will broaden and enhance the language learning experience.

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

Name: Deanna Baird

Area: World Languages

Level: Middle School/High School

Date: Fall 2015

Curriculum Recommendation

2. **Connect national language proficiency guidelines with locally developed assessments.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. World Language teachers have long used the American Council on the Teaching of Foreign Languages Proficiency Guidelines benchmarks to analyze the quality of students' speaking and writing proficiency. 2. Over the years, feedback has moved *from* primarily teacher generated *to* student-driven reflections related to proficiency benchmarks. E-folios have served as a vehicle for students to verbalize, chart, and notice progress. 3. Designing assessments that target proficiency benchmark levels and use proficiency terminology would begin to connect guidelines with locally developed assessments and track proficiency even more meaningfully. 4. Students are able to take more ownership of their learning and to hold themselves more accountable when they not only understand national proficiency levels, but also when they see them frequently in assessments and use them in a self-reflective process. 5. This recommendation aligns with current district initiatives related to self-directed learning, customized assessments, and e-folios.	1. Administrative approval. 2. Conduct further research on proficiency standards in addition to collaborating with districts in regard to related practices. 3. Develop proficiency-based assessments that focus on terminology and skills associated with the proficiency benchmarks. Pilot these assessments in various World Language courses. 4. Offer refresher training on proficiency assessments. 5. Revise current proficiency checklists where appropriate and include new information in student e-folios.		**Approved.** Requiring students to attend to setting individual goals based on established competencies should have a positive impact on improving language skills.