

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



Customizing Learning,  
Nurturing Potential...  
Delivering Excellence

**MONDAY, NOVEMBER 19, 2018 - 7:00 PM  
CENTRAL OFFICE BOARD ROOM**

**6:30 PM - EXECUTIVE SESSION - PERSONNEL, REAL ESTATE AND  
STUDENT/SECURITY MATTERS**

Notice having been advertised and posted and members duly notified, the regular meeting of the Board of School Directors was held on November 19, 2018 in the Central Office Board Room.

School Board Members in attendance:

Mrs. Amy L. Billerbeck, President  
Mrs. Barbara L. Bolas, Vice-President  
Mrs. Jennifer L. Bowen  
Mr. Phillip J. Elias  
Dr. Daphna Gans  
Mr. Patrick A. Hewitt (via speaker phone)  
Mr. Louis P. Mafrice, Jr.  
Mrs. Angela B. Petersen  
Mr. Dante R. Plutko, Jr.

School personnel in attendance:

Dr. John T. Rozzo, Superintendent of Schools  
Dr. Sharon Suritsky, Assistant/Deputy Superintendent  
Mr. Raymond Berrott, Director of Technology  
Mr. Scott P. Burchill, Director of Business & Finance  
Dr. Judith Bulazo, Director of Curriculum & Professional Development  
Mr. Ray Carson, Director of Human Resources  
Mrs. Amy Pfender, Director of Student Support Services  
Mr. Brad Wilson, Supervisor of Customized & On-Line Learning  
Mrs. Mary Ann Stabile, Stenographer  
Mr. Robert Prorok, Solicitor

**CALL TO ORDER/PLEDGE OF ALLEGIANCE (Billerbeck)**

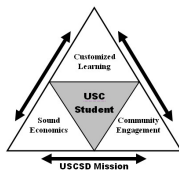
Mrs. Billerbeck called the meeting to order at approximately 7:00 p.m.

**STAR SPANGLED BANNER (Matt Hornak, Trumpet)**

High school student Matt Hornak played the Star Spangled Banner on the trumpet.

## READING OF THE MISSION

Mrs. Bowen 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 #14 FROM STRATEGIC PLAN

Mr. Mafrice read the following Shared Belief Statement #14 from the Strategic Plan:

*We believe that:*

*Effective education develops the whole person - ethically, intellectually, emotionally, socially, and physically - and promotes self-esteem and personal happiness.*

## RESIDENTS' COMMENTS (REGARDING AGENDA ITEMS ONLY)

**Note: As per Guidelines for Residents' Comments, please state your name and address and limit your comments to three minutes.**

There were no residents' comments at this time.

## REPORT FROM STUDENT BOARD REPRESENTATIVES (Rebecca Speer and Gabriella Spina)

Rebecca Speer and Gabriella Spina reported on various activities at the high school, including the themes and activities of International Week, the establishment of new student council committees, and the Kindness Matters t-shirts that are being sold by SHOP@USC with the proceeds being given to the families of the victims of the Tree of Life Congregation.

## RECOGNITION OF SERVICE

### ELIZABETH GARRIS, STREAMS PART-TIME NUTRITION CENTER COOK

Dr. Rozzo recognized Elizabeth Garris, Streams Part-Time Nutrition Center Cook. Ms. Garris was hired as a substitute nutrition center worker in January 2007, became a part-time nutrition center worker in April 2007 working at Boyce, Streams, Fort Couch and the High School. In August 2014, Ms. Garris was promoted to the position of Streams Nutrition Center Cook. She retired in October 2018 after 11 years of dedicated service with the school district.

### GEORGEANN STUCKERT, HIGH SCHOOL TEACHER AIDE

Dr. Rozzo recognized Georgeann Stuckert, High School Teacher Aide. Ms. Stuckert was hired as a substitute secretary/teacher aide in October 1993. In November 2008 she became a teacher aide at Baker and transferred to the High School in August 2012. She retired in November 2018 after 9 years of dedicated service with the school district.

## **DONNA FACCENDA, CENTRAL OFFICE CONFIDENTIAL ADMINISTRATIVE ASSISTANT**

Dr. Rozzo, the Board and administration recognized Donna Faccenda, Central Office Confidential Administrative Assistant. Mrs. Faccenda was hired as a substitute secretary/teacher aide in September 1998. In August 1999 she became a .50 confidential secretary at Central Office and her status was increased to fulltime in September 2001. In March 2015 her title changed from confidential secretary to confidential administrative assistant. Mrs. Faccenda is retiring in January 2019 after 20 years of dedicated service with the school district.

Dr. Rozzo and Mrs. Billerbeck presented Mrs. Faccenda with an engraved candy jar, USC iPad portfolio, and certificate of recognition.

Mrs. Faccenda introduced her family and also commented regarding her tenure with the school district and the memories that she will hold.

## **PRESENTATION REGARDING PEER TUTORING: PROMOTING SUCCESS AND RELATIONSHIPS BETWEEN MIDDLE AND HIGH SCHOOL STUDENTS (Tanya Chothani, Gordon Mathews, High School Students Rebecca Speer, Lauren Tefft)**

Dr. Suritsky explained that various aspects of the Peer Tutoring program have been included in the curriculum recommendations 2015. She introduced high school teacher Tanya Chothani and high school counselor Gordon Mathews who attended the PSBA Conference with four students participating in the Education Excellence Fair to share information regarding the Peer Tutoring program.

Ms. Chothani, Mr. Mathews and high school students Rebecca Speer and Lauren Tefft presented information regarding Peer Tutoring, the application process and how the tutors are chosen, and the types of peer tutoring that are done at the high school and middle schools.

Mrs. Billerbeck, Mrs. Bolas, and Mr. Plutko, who attended the PSBA Conference, congratulated the group for their participation at the Education Excellence Fair. They presented them with Hershey mugs filled with candy to congratulate them.

## **PRESENTATION REGARDING ANNUAL AUDIT FOR YEAR ENDING JUNE 30, 2018 (Amy Lewis, Maher Duessel)**

Amy Lewis of Maher Duessel shared information regarding the annual audit for the school district for the year ending June 30, 2018. She also introduced Natalie Caponi who is the manager of the school district's audit for Maher Duessel. Mrs. Lewis commented regarding the dedicated staff who keep the books in good order. She shared a PowerPoint presentation regarding required audit communications, fiscal year 2018 financials, significant estimates, audit results, fund balance, budget vs. actual, and upcoming changes.

Mrs. Lewis responded to questions and comments of board members.

Mrs. Billerbeck thanked Mrs. Lewis and Ms. Caponi for their work on the audit and also thanked Mr. Burchill and his team for the favorable audit results.

## **APPROVAL OF AGENDA (Billerbeck)**

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

## **APPROVAL OF MINUTES**

MOTION: By Petersen: I move that the Board approve the minutes of the October 22, 2018 Board meeting. Seconded by Bolas, and carried on unanimous voice vote.  
(Mr. Mafrice and Mrs. Petersen abstained)

## **SUPERINTENDENT'S REPORT (Rozzo)**

### **APPROVAL OF COMMENDATIONS & RECOGNITIONS - ATTACHED**

Dr. Suritsky read the Commendations & Recognitions.

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

Dr. Gans suggested including in the commendations and recognitions acknowledgements to students for their kindness and character as well as for academic and athletic accomplishments.

## **ADMINISTRATORS' REPORTS**

### **FIRST READING OF POLICY #4016 - BEHAVIOR SUPPORT POLICY (Pfender) - ATTACHED**

Mrs. Pfender presented a first reading of Policy #4016 – Behavior Support Policy. She reviewed the minor adjustments that were made to the policy that included input received at the committee meeting on November 5.

### **APPROVAL OF STUDENT SUPPORT SERVICES CONTRACTS (Pfender)**

MOTION: By Gans: I move that the Board approve the following student support services contracts, contingent upon documentation acceptable to the Superintendent and Solicitor, AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING. Seconded by Bolas, and carried on unanimous roll call vote.

- Alternative Education Program Educational Services Agreement with the Allegheny Intermediate Unit (Community School West site) - enrollment for one student at \$72.00 per day
- Keystone Oaks School District (Project Succeed) for the remainder of the 2018-2019 school year as an alternative placement option for students - \$10,000 for up to 15 students

## **BUSINESS & FINANCE (Burchill)**

### **APPROVAL TO ACCEPT ANNUAL AUDIT FOR YEAR ENDING JUNE 30, 2018**

MOTION: By Plutko: I move that the Board accept the Annual Audit for the year ended June 30, 2018 prepared by Maher Duessel. Seconded by Mafrice, and carried on unanimous roll call vote.

## **APPROVAL OF CONSENT AGENDA**

MOTION: By Bowen: The Committee recommends and I move that the Board approve the following Consent Agenda items, subject to final approval by the Superintendent and Solicitor, AS ATTACHED TO THE PERMANENT RECORD OF THE MINUTES OF THIS MEETING. Seconded by Plutko, and carried on unanimous roll call vote.

### **a. APPROVAL OF PERSONNEL LISTINGS (Rozzo/Carson) - ATTACHED**

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

**b. APPROVAL OF RESOLUTION REGARDING STAFFING (Rozzo/Suritsky)**

Approve the following resolution regarding staffing:

The District staff be increased by the following position:

0.50 Teacher Aide (Eisenhower)

**c. APPROVAL OF SNOW AND ICE REMOVAL AGREEMENT WITH TOWNSHIP**

Approve the Snow and Ice Removal Agreement with the Township of Upper St. Clair for a three-year period from November 1, 2018 through April 30, 2021.

**d. APPROVAL TO RATIFY PURCHASE OF SECURITY-RELATED EQUIPMENT FROM PCCD GRANT**

Ratify the purchase of a MOTOTRBO SLR 8000 Series Repeater with local cell tower connectivity and 10 companion Motorola XPR-7550e Wi-Fi-capable portable radios with speaker mics and a remote/covert earpiece with \$25,000 received from the Pennsylvania Commission on Crime and Delinquency under the PART A: Meritorious Safety & Security Grant Application.

**e. APPROVAL TO RATIFY RESOLUTION AUTHORIZING JOHN T. ROZZO TO SIGN CONTRACTS, AGREEMENTS, GRANTS AND/OR LICENSES WITH PENNSYLVANIA DEPARTMENT OF EDUCATION**

Ratify a Resolution authorizing John T. Rozzo as Superintendent of Schools to sign contracts, agreements, grants, and/or licenses with the Pennsylvania Department of Education, including the use of electronic signatures via the Department's e-grants system.

**f. APPROVAL OF COMPREHENSIVE PLAN FOR JULY 1, 2019 THROUGH JUNE 30, 2022 (Pfender)**

Approve the District's Comprehensive Plan for July 1, 2019 through June 30, 2022.

**g. APPROVAL OF CONTRACT FOR ACADEMIC PROGRESS MONITORING SOFTWARE INTEGRATION INTO CANVAS (Berrott)**

Approve a one-year agreement with AspirEDU, Inc. with automatic yearly renewals for the integration of the Grade Guardian program into Canvas at the cost of \$3.50 per student, with a one-time implementation fee of \$2,000.

**h. APPROVAL OF TREASURER'S REPORT (11-5-18) INCLUDING SUPPLEMENTAL REPORT (11-19-18)**

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

Fund 10 (General Fund) - \$1,815,158.57  
Fund 36 (Construction Fund) - \$955,687.50  
Fund 50 (School Lunch Fund) - \$6,307.47

**i. APPROVAL OF REVISIONS TO POLICY #6020 - STUDENT WELLNESS - ATTACHED**

Approve revisions to Policy #6020 - Student Wellness, AS ATTACHED.

**j. APPROVAL TO RECOGNIZE BOOSTER ORGANIZATIONS AND CLUB SPORTS CONTINGENT UPON COMPLIANCE WITH BOARD POLICIES**

Recognize the list of booster groups and sports clubs for the 2018-19 school year contingent upon compliance with Board policies and regulations. Non-compliance with Board policies and regulations may result in removal from such approved list. In addition, the Athletic Director is approved to serve as the District liaison.

**k. APPROVAL TO SOLICIT PROPOSALS FOR FOOD SERVICE OPERATIONS**

Authorize the school district to request proposals for the management of food service operations.

**APPROVAL OF CHANGE ORDERS FOR CAPITAL PROJECTS**

MOTION: By Mafrice: I move that the Board approve the following change orders for Capital Improvements at High School and Boyce. Seconded by Bolas, and carried on unanimous roll call vote.

<u>Change Order No.</u>	<u>Vendor</u>	<u>Amount</u>
GC-003	Walter Mucci Construction Co., Inc.	\$4,136.00
PC-006	Tedesco Excavating & Paving, Inc.	\$13,425.50

**COMMITTEE REPORTS**

Mrs. Bolas shared information regarding the required training programs for school board members and also shared information regarding recommendations to the General Assembly regarding state public pensions.

Mr. Mafrice reported that Dr. Rozzo, Mr. Carson and he attended the SHASDA meeting on November 15. He stated that Jocelyn Kramer of Weiss Burkardt Kramer, LLC presented on the topic of Living Life Under a Microscope: The Not-So-Private Lives of Public School Educators. Dr. Rozzo added that SHASDA meets four time a year and this is the second meeting of this school year. He noted that feedback from school board members was to include updates and informative presentations at their meetings.

Mrs. Billerbeck reported that bids for the roof at Pathfinder School are due the second week in December and that she would have more information to share after bids are received.

**ANNOUNCEMENT REGARDING EXECUTIVE SESSIONS**

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

- November 5, 2018 – Personnel and Safety & Security Matters
- November 19, 2018 – Personnel, Real Estate and Safety & Security Matters

**MATTERS OF INFORMATION - SUPERINTENDENT & ADMINISTRATION**

**BOARD DINNER WORKSHOP (SAFETY & SECURITY) - DECEMBER 3 @ 5:15 PM**

Dr. Rozzo reminded school board members that there would be a Board Dinner Workshop on the topic of safety and security on December 3 at 5:15 pm prior to the Board Reorganization Meeting at 7:00 pm.

## **UPDATE FROM PARENT TEACHER COUNCIL MEETING - NOVEMBER 7**

Dr. Rozzo explained that he serves as the vice president of the Parent Teacher Council that meets monthly hosted at different school buildings. He stated that the Parent Teacher Council officers attend the meeting, as well as the various PTA/PTO/PTSO presidents. Dr. Gans serves as past president and Mrs. Billerbeck attends the meetings on behalf of the Board.

Dr. Rozzo reported that at this past meeting he shared information regarding curriculum recommendations related to positive action programming. He explained that there are already good recommendations in place and that the District is looking to strengthen the articulation of anti-bullying and include recommendations regarding the No Place For Hate curriculum and Rachel's Challenge. Dr. Rozzo stated that the administration is also looking at additional programs to layer into their positive action program to expand on what is currently being offered.

Dr. Rozzo discussed issues with social media including its dangers and better education for students and the community. He explained that he received permission to share information regarding a situation that occurred over the summer that was very unsettling to the community when a student posted photos with weapons on social media that were followed by threats. However, the threats were made from a different social media account and that the student holding the weapons did not make the threat.

Dr. Rozzo commented regarding how misinformation regarding the threat was spread. He explained that the individual who posted the concerning statements was never enrolled in a USC school this school year and is currently not at a USC school. The individual who posted the photos also did not enroll in a USC school this year by the choice of his parents.

Dr. Rozzo stated that he plans to partner with the Wellness Committee, Youth Steering Committee, and families in a joint effort regarding social media and technologies and their benefits as well as their many dangers. In addition, curriculum recommendations will be forthcoming related to these issues.

## **PTC SUPERINTENDENT OPEN MIC - DECEMBER 5 (BOYCE THEATRE) @ 7:00 PM**

Dr. Rozzo announced that the Parent Teacher Council Superintendent Open Mic would be held on Wednesday, December 5 at 7:00 p.m. at the Boyce Theatre.

## **DECEMBER MEETING SCHEDULE**

Dr. Rozzo announced the December meeting schedule as follows:

- December 3 – Board Reorganization Meeting
- December 10 – Regular Board Meeting

## **BOARD GOALS UPDATE**

Mrs. Billerbeck explained that the Board Goals process began with board members' individual meetings with Mr. Carson to discuss establishing a goals process. She noted that Board Goals relate to the Strategic Plan which expires in 2020 and planning for the next Strategic Plan will begin next year. Mrs. Billerbeck stated that once the interviews are complete that they can decide if a workshop or an alternative process would be best. She noted that she had her meeting with Mr. Carson today and that he brings a wealth to the District and thanked him for his efforts in their Board Goals planning process.

**ADJOURNMENT**

It was moved, seconded, and carried on unanimous voice vote that the meeting adjourn at approximately 8:32 p.m.

Amy L. Billerbeck, President  
BOARD OF SCHOOL DIRECTORS

Scott P. Burchill, Secretary  
BOARD OF SCHOOL DIRECTORS

Submitted by: Mary Ann L. Stabile  
School Board Stenographer



COMMENDATIONS AND RECOGNITIONS  
NOVEMBER, 2018

**High School**

High School Science Teacher Douglas Petrick has been selected as a 2018 WileyPLUS Nexty Award Winner in the category of Best Overall Course.

This award recognizes instructors who have developed exemplary courses that are evaluated on four major areas: course design, assessment, integration of adaptive practice, and overall usage metrics.

Upper St. Clair High School utilizes the WileyPLUS course management software for the school's Advanced Placement Physics 1 course. Originally developed by Mr. Petrick and John Irwin, a retired teacher, the course supplements the traditional classroom experience.

In addition to using WileyPLUS for the AP Physics course, Mr. Petrick serves as a content contributor to The Wiley Network – creating blogposts and podcasts. The content focuses on instructional strategies, methods to motivate students and ideas for educators from the high school and college levels.

**Boyce**

Boyce Middle School fifth grader Aiden Joyce earned first place in the 3<sup>rd</sup> – 5th grade category of the 2018 National Chemistry Week illustrated poem contest, sponsored by the Pittsburgh Section of the American Chemical Society.

Students were tasked with writing and illustrating a poem using the National Chemistry Week theme, "Chemistry is Out of This World."

Entries were judged on relevance to and incorporation of the theme, word choice and imagery, colorful artwork, adherence to poem style, originality, creativity and overall presentation.

As a 1<sup>st</sup> place winner, Aiden received \$50 and has had her poem entered into a national contest.

## **4016 Behavior Support Policy**

### **Purpose**

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations.

### **Authority**

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

### **Definitions**

The following terms shall have these meanings, unless the context clearly indicates otherwise.

**Aversive techniques** - deliberate activities designed to establish a negative association with a specific behavior.

**Behavior support** - development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

**Behavior Support Plan or Behavior Intervention Plan** - plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.

**Positive techniques** - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

**Restraints** - application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following:

1. Briefly holding a student, without force, to calm or comfort him/her.
2. Guiding a student to an appropriate activity.
3. Holding a student's hand to escort him/her safely from one area to another.
4. Hand-over-hand assistance with feeding or task completion.
5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.
6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

**Seclusion** - confinement of a student in a room, with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control.

**Students with disabilities** - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.

### Delegation of Responsibility

The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations.

~~The Superintendent or designee shall develop administrative regulations to implement this policy.~~

The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy.

The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools.

### Guidelines

~~Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP. If the IEP team determines that a student's behavior impedes the student's learning or the learning of others, a positive Behavior Support Plan must be developed. The positive Behavior Support Plan must be based on a functional behavior assessment. Parental consent for a functional behavior assessment is required.~~

When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

### Physical Restraints

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.

The Director of Student Services or designee shall notify the parent/guardian by phone and in writing within 24 hours of the use of restraints to control aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.

The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:

1. The restraint is used with specific component elements of a positive Behavior Support Plan.
2. Restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
3. Are authorized to use the restraint and have received appropriate training.
4. Behavior Support Plan includes efforts to eliminate the use of restraints.

### **Mechanical Restraints**

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.

Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

## **Seclusion**

The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative.

The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.

## **Aversive Techniques**

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern as defined in state regulations.
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Prone restraints, which are restraints by which a student is held face down on the floor.

### **Referral to Law Enforcement**

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Behavior Support Plan.

Subsequent to notification to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral. The Upper St. Clair School District will request professional development and technical assistance from the Intermediate Unit, PATTAN, and the Department of Education, Bureau of Special Education as needed.

If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Student Support Services or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan.

For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy.

### **Relations With Law Enforcement**

The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district.

The district shall invite representatives of each local police department that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program. **District school police officers will participate in district training that is in compliance with positive behavior supports.**

FIRST READING: November 19, 2018



**PERSONNEL LISTINGS**  
**DATE: November 19, 2018**  
**Board Meeting**

**Administrative Staff – Resignation**

Name	Location	Assignment	Notification Date	Last Date Worked
Garvin, Melissa	Central Office	1.0 Assistant Director Student Support	11-6-18	11-20-18

**Professional Staff – Elections**

Name	Location	Assignment	Effective	Salary
Roach, McKenna	Eisenhower	Special Ed Teacher (Long-term Substitute for K. Morgan) anticipated dates 11-13-18 through 3-12-19	11-13-18	\$49,500 (pro-rated)

**Professional Staff – TPE to PE Change of Status**

Name	From	To	Effective
Miller, Amy	Temporary Professional Employee	Professional Employee	11-19-18

**Professional – Leave of Absence**

Name	Location	Assignment	Type of Leave	Leave Dates
Durkin, Daniel	High School	Social Studies Teacher	Personal Leave	Beginning 12-3-18

**Classified Staff – Change of Status (Building)**

Name	From	To	Effective
Dolan, Cynthia	.5 Eisenhower/.5 Fort Couch Custodian	1.0 Streams Custodian	10-24-18

**Classified Staff – Leave of Absence**

Name	Location	Assignment	Type of Leave	Leave Dates
Kearns, Maureen	High School	Part Time Nutrition Center Worker	Personal Leave	10-25-18 through 11-13-18
Little, Margaret	High School	Teacher Aide	Personal Leave	Return to Work 11-12-18
Moore, Steven	Bus Garage	Maintenance Technician	Personal Leave	Beginning 9-28-18
Sabolick, Dean	Ft. Couch	Head Custodian	Personal Leave	Beginning 11-27-18

**Classified Staff – Resignation**

Name	Location	Assignment	Notification Date	Last Date Worked
Culligan, Michael	Streams	1.0 Custodian	10-23-18	10-23-18
Kearns, Maureen	High School	Part Time Nutrition Center Worker	11-14-18	11-28-18

**Classified Staff - Separation of Employment**

Name	Location	Assignment	Notification Date	Last Date Worked
Townsend, James	High School	1.0 Custodian	11-14-18	11-14-18

**Other Staff – Elections**

Name	Assignment	Effective	Salary
Heinlein, Donald	1.0 School Police Officer	12-3-18	\$61,465 (pro-rated)

**Other Staff – Leave of Absence**

Name	Location	Assignment	Type of Leave	Leave Dates
Lovett, Susan	Central Office	Technology Systems Specialist	Personal Leave	Beginning 10-29-18
Powell, Jason	High School	Security Guard	Personal Leave	Beginning 11-5-18

**District Substitute List – ADDITIONS**

Professional:

Name	Type of Substitute	Effective
Polick, Megan	Grades PK-4	11-7-18
Shatten, Sharissa	Elementary & Secondary School Counselor PK-12	10-26-18
Sweeney, Katharine	Early Childhood N-3 & Elementary K-6	1-22-19

Classified:

Name	Type of Substitute	Effective
Hill, Darcy	Nutrition Center Worker	11-13-18
Hindmarch, Lois	Custodian	11-5-18

**District Substitute List – DELETIONS**

Professional:

Name	Type of Substitute	Effective
Luxemburger, Marissa	Grades PK-4	11-8-18

**District Substitute List – SUBSTITUTE CHANGE OF HIRE DATE**

Name	Hire Date From	Hire Date To
Pennington, Ray	7-23-18	10-4-18

**District Substitute List – DELETIONS**

Other:

Name	Type of Substitute	Effective
Kitterman, Tammy	Driver	10-25-18
Jackman, Ronald	Driver	10-25-18

**Paid Intern – Technology**

Name	Assignment(s)	Effective	Salary
Bahr, Jacob	Technology Intern	11-13-18	\$15.00/hr.
Swasey, Roman	Technology Intern	11-13-18	\$15.00/hr.

**Extra-Curricular Activities – New Appointments (2018-2019 School Year)**

Name	Position	Salary
*Ali, Richard	Middle School Boys Basketball Coach	\$2,000
Densmore, Mike	Assistant Coach Co-Ed Swim	\$ 650
Schlichting, Jane	Assistant Coach Co-Ed Swim	\$2,000

**Extra-Curricular Activities – Re-Appointments (2018-2019 School Year)**

Name	Position	Salary
Kinzel, Rebecca	Assistant Rifle Coach	\$1,000

**Extra-Curricular Activities – Rescission**

Name	Assignment	Notification Date
Prager, Elizabeth	Assistant Middle School Swim Coach	10-30-18

## 6020 Student Wellness

### Purpose

The Upper St. Clair School District School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development and readiness to learn. The Board is committed to providing a school environment that promotes student wellness through proper nutrition, nutrition education and promotion, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

### Authority

The Board adopts this policy based on the recommendations of the Wellness Committee and in accordance with federal and state laws and regulations.

To ensure the health and well-being of all students, the Board establishes that the district shall provide to students:

- A comprehensive nutrition program consistent with federal and state requirements.
- Access at reasonable cost to foods and beverages that meet established nutrition guidelines.
- Physical education courses and opportunities for developmentally appropriate physical activity during the school day.
- Curriculum and programs for grades K-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.

### Delegation of Responsibility

The Superintendent or designee shall be responsible for the implementation and oversight of this policy to ensure each of the district's schools, programs and

curriculum is compliant with this policy, related policies and established guidelines or administrative regulations.

Each building principal or designee shall annually report to the Superintendent or designee regarding compliance in his/her school.

Staff members responsible for programs related to school wellness shall report to the Superintendent or designee regarding the status of such programs.

The Superintendent or designee and the established Wellness Committee shall conduct an assessment at least once every three (3) years on the contents and implementation of this policy as part of a continuous improvement process to strengthen the policy and ensure implementation. This triennial assessment shall be made available to the public in an accessible and easily understood manner and include:

- The extent to which each district school is in compliance with law and policies related to school wellness.
- The extent to which this policy compares to model wellness policies.
- A description of the compliance made by the district in meeting the requirements of this policy.

At least once every three (3) years, the district shall update or modify this policy as needed, based on the results of the most recent triennial assessment and/or as district and community needs and priorities change; wellness goals are met; new health science, information and technologies emerge; and new federal or state guidance or standards are issued.

The district shall annually communicate with the public, including parents/guardians, students, and others in the community, about the contents, updates and implementation of this policy via the district website, student handbooks, newsletters, District annual report, posted notices and/or other efficient communication methods.

## Guidelines

### Recordkeeping

The district shall retain records documenting compliance with the requirements of the School Wellness policy, which shall include:

- The written School Wellness policy.
- Documentation demonstrating that the district has informed the public, on an annual basis, about the contents of the School Wellness policy and any updates to the policy.
- Documentation of efforts to review and update the School Wellness policy, including who is involved in the review and methods used by the district to inform the public of their ability to participate in the review.
- Documentation demonstrating the most recent assessment on the implementation of the School Wellness policy and notification of the assessment results to the public.

### Wellness Committee

The district shall establish a Wellness Committee comprised of, but not necessarily limited to, at least one (1) of each of the following: School Board member, district administrator, district food service representative, student, parent/guardian, school health professional, physical education teacher, Parent Teacher Council member and member of the public. It shall be the goal that committee membership will include representatives from each school building and reflect the diversity of the community.

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for developing, implementing and periodically reviewing and updating a School Wellness policy that complies with law to recommend to the Board for adoption.

The Wellness Committee shall review and consider evidence-based strategies and techniques in establishing goals for nutrition education and promotion, physical activity and other school based activities that promote student wellness as part of the policy development and revision process.

### Nutrition Education

The goal of nutrition education is to teach, encourage and support healthy eating by students. Promoting student health and nutrition enhances readiness for learning and increases student achievement.

Nutrition education will be provided within the sequential, comprehensive health education program in accordance with State Board of Education curriculum regulations and the academic standards for Health, Safety and Physical Education, and Family and Consumer Sciences.

Nutrition education lessons and activities shall be age-appropriate.

### Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs and shall include:

- Consistent nutrition messages shall be disseminated and displayed throughout the district, schools, classrooms, cafeterias, homes, community and media.
- District schools shall offer resources about health and nutrition to encourage parents/guardians to provide healthy meals for their children.
- Nutrition content of school meals shall be available to students and parents/guardians. An annual notification will be included with the back-to-school information.

### Physical Activity

The district shall promote physical activity through the following:

- Age-appropriate physical activity opportunities, such as outdoor and indoor recess, before and after school programs, during lunch, clubs, intramurals and interscholastic athletics, shall be provided to meet the needs and interests of all students, in addition to planned physical education.

- A physical and social environment that encourages safe and enjoyable activity for all students shall be maintained.
- Students and their families shall be encouraged to utilize district-owned physical activity facilities, such as playgrounds and fields, outside school hours in accordance with established district rules.

### Physical Education

Physical education classes shall be the means through which all students learn, practice and are assessed on developmentally appropriate skills and knowledge necessary for lifelong, health-enhancing physical activity. Physical education shall be taught by certified health and physical education teachers.

A sequential physical education program consistent with State Board of Education curriculum regulations and Health, Safety and Physical Education academic standards shall be developed and implemented.

A local assessment system shall be implemented to track student progress on the Health, Safety and Physical Education academic standards.

Students shall be moderately to vigorously active as much time as possible during a physical education class. Documented medical conditions and disabilities shall be accommodated during class.

Safe and adequate equipment, facilities and resources shall be provided for physical education courses.

### Other School Based Activities

Safe drinking water shall be available and accessible to students, without restriction and at no cost to the student, at all meal periods and throughout the school day.

Nutrition professionals who meet hiring criteria established by the district and in compliance with federal regulations shall administer the school meals program. Professional development and continuing education shall be provided for district nutrition staff, as required by federal regulations.

District schools may implement alternative service models to increase school breakfast participation where possible, such as breakfast served in the classroom, "grab & go breakfast" and breakfast after first period to reinforce the positive educational, behavioral and health impacts of a healthy breakfast.

Students may be involved in menu selections through various means, such as taste testing and surveys.

### Nutrition Guidelines for All Foods/Beverages at School

All foods and beverages available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing obesity.

Foods and beverages provided through the National School Lunch or School Breakfast Programs shall comply with established federal nutrition standards.

*Competitive Foods* - Competitive foods available for sale shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School). These standards shall apply in all locations and through all services where foods and beverages are sold to students, which may include, but are not limited to: a la carte options in cafeterias, vending machines, school stores, snack carts and fundraisers.

Competitive foods are defined as foods and beverages offered or sold to students on school campus during the school day, which are not part of the reimbursable school breakfast or lunch.

For purposes of this policy, school campus means any area of property under the jurisdiction of the school that students may access during the school day.

For purposes of this policy, school day means the period from midnight before school begins until thirty (30) minutes after the end of the official school day.

The district may impose additional restrictions on competitive foods, provided that the restrictions are not inconsistent with federal requirements.



Food Fundraiser Exemptions - Fundraising activities held during the school day involving the sale of competitive foods shall be limited to foods that meet the Smart Snacks in School nutrition standards, unless approved by exemption.

Exempt fundraisers are fundraisers in which competitive foods are available for sale to students that do not meet the Smart Snacks in School nutrition standards.

The Pennsylvania Department of Education allows each school year: up to five (5) exempt fundraisers in elementary and middle school buildings, and up to ten (10) exempt fundraisers in high school buildings. The district will not permit exempt food fundraisers during school hours in the elementary and middle school buildings. The district will allow up to three (3) exempt fundraisers at the high school each school year. High school administration will oversee and maintain compliance in accordance with this policy.

Non-Sold Competitive Foods - Non-sold competitive foods available to students, which may include but are not limited to foods and beverages offered as rewards and incentives, at classroom parties and celebrations, or as shared classroom snacks, shall meet or exceed the standards established by the district. Students/Parents should refer to their school handbook for specific information.

### Marketing/Contracting

Any foods and beverages marketed or promoted to students on the school campus during the school day shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School) and comply with established Board policy and administrative regulations.

Exclusive competitive food and/or beverage contracts shall be approved by the Board, in accordance with provisions of law. Existing contracts shall be reviewed and modified to the extent feasible to ensure compliance with established federal nutrition standards, including applicable marketing restrictions.

ADOPTED:	June 26, 2006
IMPLEMENTED:	July 1, 2006
REVISED:	January 2009
REVISED:	November 19, 2018