



SPENCERPORT CENTRAL SCHOOL DISTRICT

Office of Instruction

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Spencerport, NY 14559

TY ZINKIEWICH

Assistant Superintendent for Instruction

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To: Kristin Swann, Superintendent
Board of Education members

From: Ty Zinkiewich, Assistant Superintendent for Instruction

Re: New Course Recommendations for 2023-2024

Date: November 15, 2022

We have reviewed the following course proposals for the 2023-2024 school year.

I am recommending to you the addition of the following courses. The courses are listed below and would be scheduled to be implemented in the 2023-2024 school year pending budgetary constraints and enrollment. These courses have been proposed under the leadership of High School Principal Sean McCabe and the individuals below:

- Functional Strength Training II by Jackie Nentarz and the High School P.E. Department
- Anatomy and Physiology by Megan Farrell & Teacher Leader Chris Crowell
- Theater Project by Katie Allen/High School.

I will present an overview of these proposals at the Board of Education meeting on November 15, 2022. Attached are the New Course Proposals for the above courses and a copy of District Procedures for Approval of New Courses.

The departments have completed the following necessary reviews and have support from these groups:

- High School Building Planning Team
- High School Teacher Leader Cabinet
- High School Administration

Summary

Based on the presentations and course proposals, there is widespread agreement among the reviewers that:

- The proposed courses are aligned to a great degree with specific content standards at the Commencement level.

Our Mission is to educate and inspire each student to love learning, pursue excellence and use knowledge, skills and attitudes to contribute respectfully and confidently to an ever-changing global community.

- There is strong student interest and clear rationale for the approved courses.
- The courses are aligned with NYS Standards and District Strategic Objectives.
- The courses strengthen the options for students in a cost effective manner.

The district continually seeks ways to improve our program structure, articulation, and course offerings. These courses will set high expectations for student achievement, address the NYS Standards and broaden the scope of the program. Breadth and depth are provided for in these offerings, as is rigor. When reviewing these offerings, we also consider the integration of technology and the alignment it has with 21st Century skills development.

As we moved through this process, we were careful to share with all stakeholders that given our current economic times, all courses are subject to budgetary priorities. We acknowledge that course enrollment, start-up costs, curriculum development expenses and overall budget parameters will impact the status of the new courses becoming a reality.

Based on the completion of the reviews by Curriculum Council, Administration, and the Cabinet, and with positive support, I feel confident in recommending these proposals to the Board for approval at this time with the following direction to the Administrators and Departments:

- 1) All departments work collaboratively with the high school administrators to ensure rigorous instruction.
- 2) The High School Principal works closely with the Teacher Leaders and the building administrative team to use our budgetary guidelines in determining which courses will be implemented in September of 2023.

Attachments

c: Sean McCabe

Spencerport Central School District
Office of Instruction

Recommendation for Adoption of a New Course

Functional Strength Training II - Pilot
Course Title

Physical Education
Curriculum Area

9-12
Grade Level

2023-24
Year(s) Course Will Be Implemented

High School Physical Education Department/Jackie Nentarz
School and/or Person Recommending Course

I. This Course Will:

- 1. Replace an existing course
- 2. Update an existing course
- 3. Provide content not offered in any existing course

II. The Format of this Course Will Be:

- 1. Full Year- Pilot will build our current FST I offering to a full year course for the 23-24 school year. Once it is a stand-alone course, it will be a semester course.
- 2. Semester
- 3. Ten Weeks

III. How does this course reflect the District’s Mission, New York Standards, and the Spencerport Central School District Philosophy of Learning and expectations as outlined for this curriculum area?

The Spencerport mission statement focuses on students finding their passion and igniting that passion in the academic setting. This course will allow students to dive deeper into the world of personal fitness. Students will take their knowledge from Functional Strength Training I and expand upon that in this course. Students will focus on NYSLS #3 which targets personal fitness planning and evaluation of personal habits relating to self-enhancing behaviors for self and others. Lastly, this course will delve into NYSLS #6 by recognizing and identifying personal and community resources that can support overall wellness and career opportunities.

IV. Rationale for the Change: Current Situation and Need

We are in year 4 of offering the Functional Strength Training I elective, the course is only a semester long course. Through reflection and evaluation of the course, and continuing our work

to align our learning outcomes with the new NYS PE Learning standards, we've found that while students are able to learn the fundamental skills and knowledge of functional strength training, but there is a lack of time to fully assess students personal growth and development in their individualized fitness planning. We also run out of time to explore future growth and career opportunities. All students surveyed, have indicated that they would take FST II elective if it were available.

V. Course Description (as it would appear in Course Offering Book):

This course is an extension of FST I, students must complete FST I prior to taking FST II. Students who enroll in this course will dive deeper into the world of personal fitness and nutrition with a focus on personal fitness goals and growth. Students will apply their knowledge of fitness principles to evaluate how skill and health-related fitness components are improved through the application of various training. Students will have an opportunity to explore, visit, and evaluate community resources that can lead to career opportunities.

VI. Course Objectives/Content/Skills:

Students will learn how to individualize their training to meet personal needs.
Students will research current fitness trends and extract factual information surrounding fitness.
Students will critique and improve individual and peer technique.
Students will learn how to set wellness goals and implement individualized plans.
Students will learn the effects of nutrition and exercise on the body.
Students will become global fitness communicators through the use of various technologies.
Students will analyze overall wellness benefits of self-selected physical activities.
Students will select physical activities that provide an appropriate level of challenge.
Students will explain how personal community physical activity and fitness resources can support overall wellness.
Students will identify personal and community resources to explore career options related to physical activity and fitness.

VII. Statement of Staff Members' Support:

The entire High School Physical Education staff is in support of this course. FST I has been an extremely positive experience for our students and overwhelming would take an FST II elective if offered. We have several students each year who go on to continue their studies in fields related to health and fitness.

VIII. Staffing, Facilities and Equipment:

	Yes	No
A. Are additional staff members necessary?	_____	X_____
B. Is the present staff trained to teach the course?	X_____	_____
C. Are existing facilities adequate?	X_____	_____
D. Is additional equipment needed?	_____	X_____

If answers to A, B, or C represent changes to present staff or facilities, please explain those changes below:

Spencerport Central School District

Office of Instruction

Recommendation for Adoption of a New Course

<u>Anatomy & Physiology</u> Course Title	<u>Science</u> Curriculum Area
<u>Junior/Senior</u> Grade Level	<u>2023/2024</u> Year(s) Course Will Be Implemented
<u>High School – Megan Farrell, Chris Crowell</u> School and/or Person Recommending Course	

I. This Course Will:

- 1. Replace an existing course
- 2. Update an existing course
- 3. Provide content not offered in any existing course

II. The Format of this Course Will Be:

- 1. Full Year
- 2. Semester
- 3. Ten Weeks

III. How does this course reflect the District’s Mission, New York Standards, and the Spencerport Central School District Philosophy of Learning and expectations as outlined for this curriculum area?

An anatomy and physiology course addresses each and every part of the Spencerport Central School District’s Mission Statement. This course would allow students to study a variety of topics as they relate to the human body. This course will incorporate understanding various body systems and how they function, as well as applying their knowledge to understand what happens when homeostasis is disrupted. Students will participate in engaging hands-on and

problem-based learning experiences. Students will be learning both content and skills that they can apply to their future career paths. Students will learn how to collaborate, problem solve, and create which are all skills that are required to be an active global citizen in the 21st century. While there are not any New York State standards for anatomy and physiology education, the Next Generation Science Standards, including cross cutting concepts and science and engineering skills, are directly applicable to a course in Anatomy & Physiology. The focus of the course will aim to address the interests of various types of learners, from those who plan on pursuing a career in the medical field or want to see if that is a path they might be interested in. Students who are on track to graduate with a Regents Diploma or higher in New York State would be the target population for the course.

IV. Rationale for the Change: Current Situation and Need

In an attempt to better prepare our students to be more college- and career-ready, an Anatomy & Physiology course based in problem-based learning is greatly needed. Students who wish to pursue a medical career (nursing, physician assistant, physical therapy, pre-med., etc.) will have to take an anatomy & physiology course in their secondary education studies. These courses can be challenging and offering this course at Spencerport High School would give students the background and confidence they need to take university level courses. This course would be grounded in problem-based learning experiences following the NGSS standards. The problem-solving and collaborative skills students will gain will ensure they are better equipped to be global citizens. Presently, no science courses at Spencerport have NYS standards that address anatomy and physiology topics in depth. FLCC does offer a Fundamentals of Human Anatomy and Physiology course through their concurrent enrollment Gemini program. At this time, we would like to offer anatomy and physiology at the local level while we acquire the necessary materials, before considering concurrent enrollment program. 155 students in various science courses at Spencerport participated in a survey regarding their interest in an anatomy and physiology course. 53% of students said, “Yes”, they would be interested in this course. When surveyed students were asked “Would you take Anatomy & Physiology instead of a different elective course offered?” 43% said they would still take a different elective, 32% said they would not take a different elective, and 39% said they would not take an anatomy and physiology

course. This demonstrates that there is significant interest and students would continue to take other electives offered.

V. Course Description (as it would appear in Course Offering Book):

This course is designed to provide hands-on, project-based learning experience in anatomy and physiology. Students will learn about the organ systems of the human body and what happens when homeostasis is disrupted. For students to be successful in this course, they need to have completed Earth Science (pre-requisite), Living Environment (pre-requisite), and Chemistry (co-requisite).

VI. Course Objectives/Content/Skills:

Students will cover a variety of topics related to anatomy and physiology. For each topic (where applicable), students will learn what happens when homeostasis is disrupted. Topics will include:

- Organization of the human body
- Support and movement
 - Integumentary, skeletal, and muscular systems
- Integration and coordination
 - Nervous system
- Transport
 - Circulatory system
- Absorption and excretion
 - Digestive, respiratory, and excretory systems
- Human life cycle
 - Reproduction, growth, and development

VII. Statement of Staff Members' Support:

Christina Buckner

As an elective course teacher in the science department, I am 100% in support of more electives being offered to students. When students have a choice in what courses they sign up for, it hopefully allows them to take a course that they are more interested in. As

a result, this will increase student engagement within classes and decrease behavioral problems because students will be more invested in the courses they are taking.

As a parent in the district, I am fully in support of more courses being offered for students. Both of my children have expressed interest in the medical field as possible career paths. Although we offer AP classes that can help them along this path, there is no course that teaches human body systems anymore (it is not part of either AP bio or Regents bio curriculum).

VIII. Staffing, Facilities and Equipment:

	Yes	No
A. Are additional staff members necessary?	_____	<u> X </u>
B. Is the present staff trained to teach the course?	_____	<u> X </u>
C. Are existing facilities adequate?	<u> X </u>	_____
D. Is additional equipment needed?	<u> X </u>	_____

If answers to A, B, or C represent changes to present staff or facilities, please explain those changes below:

Additional materials would be required to provide students with high quality instruction. These materials might include new lab equipment, models, and subscriptions to websites with virtual lab opportunities.

Spencerport Central School District
Office of Instruction

Recommendation for Adoption of a New Course

Insert Course Name <u>Theatre Project</u> Course Title	Insert Curriculum Area <u>English Elective</u> Curriculum Area
Insert Grade Level <u>9-12</u> Grade Level	Insert Year <u>2023-2024</u> Year(s) Course Will Be Implemented

Insert School and Person
High School / Katie Allen
School and/or Person Recommending Course

I. This Course Will:

- 1. Replace an existing course
- 2. Update an existing course
- 3. Provide content not offered in any existing course

II. The Format of this Course Will Be:

- 1. Full Year
- 2. Semester
- 3. Ten Weeks

III. How does this course reflect the District’s Mission, Next Generation Learning Standards, New York Standards, and the Spencerport Central School District Philosophy of Learning and expectations as outlined for this curriculum area?

MISSION – Students will be *educated* in the art of theatre and feel *inspired to study and* engage in something already taking place (first semester); they will then use this knowledge and scaffolding to motivate them in creating something *authentic and* new (second semester). This course should help them to *love learning*, as it is entirely student-centered. It will encourage them to *pursue excellence* because there is a direct correlation/reward between the work they put in and the quality of their final product(s). They will use the *knowledge, skills* and *attitudes* cultivated by this course to *contribute respectfully* and *confidently* to the projects in which they will engage, and the collaboration that must take place to make them happen; finally, they should feel an immense sense of pride to watch each product come to life on stage before their eyes.

STRATEGIC OBJECTIVE – We believe that students should be given the opportunity to *demonstrate their love of learning through the passionate pursuit of his/her personal interests* – this course allows just that.

CORE VALUES – We believe that *respecting diversity affirms individual worth and benefits the community*; theatre typically (and historically) attracts a unique subset of individuals – creative and sensitive types, dancers, poets, dramatic performers, artists and designers, and those who are fond of self-exploration and expression – and gives them a safe space to be themselves. Spencerport also believes that *a sense of belonging is essential to personal well-being*, so this course would allow students an anchor built into their schedules for them to be among like-minded peers, and to create something unique and meaningful. Lastly, we believe that *when people work together toward a common goal, all things are possible*. The final products in this course will require students to rely on one another’s strengths and areas of expertise. They will need to problem solve, to compromise, to encourage, to dream, and to create *together*. Without such collaboration, no success can be had.

STANDARDS – Though housed in the English department, this course would primarily align with the NYS Learning Standards for the Arts, technically making this offering an interdisciplinary bridge between ELA and the Arts. For more information, please click [here](#) and [here](#).

According to the first previously-linked document, published by the New York State Education Department,

Theater education is a powerful tool for understanding human differences and celebrating diversity. It enables students to acquire personal resources and life skills (public speaking, work ethic, career readiness) through intellectual, physical, emotional, aesthetic, and creative development. Theater also fosters a disciplined approach to critical thinking and problem solving, strengthens self-discipline, emphasizes individuality, provides opportunities for group endeavors, and builds on individual strengths of students (pg. 8).

This course would explore each of the four processes as outlined by NYS:

- **Creating** – defined as, “Conceiving and developing new artistic ideas and work,”
- **Performing** – defined as, “Realizing artistic ideas and work through interpretation and presentation,”
- **Responding** – defined as, “Understanding and evaluating how the arts convey meaning,” and
- **Connecting** – defined as, “Relating artistic ideas and work with personal meaning and external context.”

These processes can be further sub-divided into the following eleven “anchor standards,” to which this course would aim to adhere. Lastly, New York State has identified matching enduring understandings and essential questions for each of the eleven anchor standards. Theatre Project, if approved, would align as closely as possible to these ideas:

Eleven Anchor Standards

The 4 Processes are divided into 11 Anchor Standards shared by all 5 Arts Disciplines

Cr	Pr	Re	Cn
Creating	Performing	Responding	Connecting
<ol style="list-style-type: none"> 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. 	<ol style="list-style-type: none"> 4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work. 	<ol style="list-style-type: none"> 7. Perceive and analyze artistic work. 8. Interpret meaning in artistic work. 9. Apply criteria to evaluate artistic work. 	<ol style="list-style-type: none"> 10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. 11. Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

THEATER ~ New York State Learning Standards for the Arts

Shared by all ARTS disciplines

Discipline-Specific

Artistic Processes	Anchor Standards	Process Components	Enduring Understandings	Essential Questions
Cr Creating Conceiving and developing new artistic ideas and work.	<ol style="list-style-type: none"> 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. 	ENVISION DEVELOP REHEARSE	<ol style="list-style-type: none"> 1.1 Creativity is a foundation of theatrical practice. 2.1 Theater artists work to discover different ways of communicating meaning. 3.1 Theater artists refine their work and practice their craft through rehearsal and active participation. 	<ul style="list-style-type: none"> • What happens when theater artists use their imaginations and/or learned theater skills while engaged in creative exploration? • What are the challenges to making artistic choices? • How do theater artists transform and edit their initial ideas?
Pr Performing Realizing artistic ideas and work through interpretation and presentation.	<ol style="list-style-type: none"> 4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work. 	SELECT PREPARE SHARE	<ol style="list-style-type: none"> 4.1 The essence of theater is storytelling. 5.1 Theater artists develop personal processes and skills for a performance or design. 6.1 Theater artists share and present stories, ideas, and envisioned worlds to explore the human experience. 	<ul style="list-style-type: none"> • Why are strong choices essential to producing a drama or theater work? • What can I do to fully prepare a performance or technical design? • What happens when theater artists and audiences share a creative experience?
Re Responding Understanding and evaluating how the arts convey meaning.	<ol style="list-style-type: none"> 7. Perceive and analyze artistic work. 8. Interpret meaning in artistic work. 9. Apply criteria to evaluate artistic work. 	REFLECT INTERPRET EVALUATE	<ol style="list-style-type: none"> 7.1 Understanding of theatrical experiences is deepened through reflection. 8.1 Theater artists' interpretations of drama or theater work are influenced by personal experiences and aesthetics. 9.1 Theater artists apply criteria to investigate, explore, and assess drama and theater work. 	<ul style="list-style-type: none"> • How does theater stimulate artists and audiences? • How can the same work of art communicate different messages to different people? • How are the theater artist processes and the audience perspectives affected by analysis and synthesis?
Cn Connecting Relating artistic ideas and work with personal meaning and external context.	<ol style="list-style-type: none"> 10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. 11. Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future. 	RELATE INTERRELATE RESEARCH	<ol style="list-style-type: none"> 10.1 Theater artists allow awareness of relationships between self and others to influence and inform their work. 11.1 Theater artists deliberately interrelate their creative process with the world around them. 11.2 Theater artists critically inquire into the ways others have thought about and created theatrical processes and productions to inform their own work. 	<ul style="list-style-type: none"> • What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? • What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work? • In what ways can research into histories, theories, literature, and performances affect how theatrical processes are understood?

IV. Rationale for the Change: Current Situation and Need

To my knowledge, Spencerport does not currently offer:

- Any course aligning with NYS Learning Standards for the Arts, theatre
- More than one English elective (aside from Eastern Studies)
- Credit for participation in theatre; currently, students volunteer to participate in STAGE Drama Club, but it is an extra-curricular

In my opinion, Spencerport could benefit from:

- A course allowing students serious about pursuing any aspect of theatre (writing, directing, choreography, performance, production/management, set design/construction, graphic design/artwork, video editing, etc.) to explore these unique passions
- Students feeling valued for talents beyond those traditionally celebrated in schools

Curricular Alignment:

The aforementioned anchor standards, enduring understandings, and essential questions, and also the mentor text input/output sequences found later in Section VI of this proposal, all perfectly align with current 9-12 ELA curricular shifts. This course also authentically demonstrates our recently-adopted Spencerport ELA 6-12 Philosophy, particularly the following points:

As grades 6-12 English Language Arts teachers, we believe that our curriculum and instructional practices should:

- Offer ample opportunities for students to increase the variety of their reading experiences
- Incorporate writing experiences with variety in purpose, audience, style, and publishing form
- Foster a sense of value and appreciation for reading and writing in order for students to develop creativity, self-expression, perspective, and personal voice
- ... offer students choices in a wide variety of both text forms and cultural perspectives
- Create opportunities for students to hone their speaking and listening skills, working in collaborative settings with diverse partners

V. Course Description (*as it would appear in Course Offering Book*):

Theatre Project – Course #? 1 credit, elective

Open to any interested SHS student, grades 9-12, with priority given to upperclassmen and current STAGE Drama Club members. 30 student cap.

A student-centered, project-based elective housed in the English department and intended for students who are serious about any aspect of theatre production – writing, directing, choreography, performance, management, set design/construction, graphic design/artwork, video editing, etc. – to pursue these passions within the confines of the school day for course credit.

VI. Course Objectives/Content/Skills:

The following tables are meant to delineate a **broad overview** for each semester –

FIRST SEMESTER FOCUSES	
<p>Instructional Method #1: Large group Focus: Two of the four identified NYS “processes” <i>Re (responding)</i> <i>Cn (connecting)</i></p>	
<p style="text-align: center;"><u>INPUT</u> <u>To study & analyze:</u></p> <ol style="list-style-type: none"> 1. a brief history of theatre 2. genres and elements of drama 3. roles and responsibilities in the theatre profession 4. technical terms 5. mentor “texts” (reading and/or watching play[s]/musical[s]) 	<p style="text-align: center;"><u>OUTPUT</u> <u>To produce/demonstrate:</u></p> <ul style="list-style-type: none"> • summative assessment #1: exam covering items 1-4 • summative assessment #2: essay(s) analyzing author’s craft and director’s choices covering item 5
<p>Instructional Method #2: Small group cohorts Focus: The remaining NYS “processes” with a hands-on application of their learning <i>Cr (creating)</i> <i>Pr (performing)</i></p>	
<p style="text-align: center;"><u>INPUT</u> <u>To study & analyze:</u></p> <ul style="list-style-type: none"> • Cast cohort – blocking, choreography, artistic delivery, gesturing, intonation, articulation, and pacing • Crew cohort – design techniques and choices, building options, use of props, lighting effects, sound effects/cues • Artistic cohort – costume, hair, and make-up design, program artwork, promotional artwork, lobby design/décor, post-production video editing • Production Management cohort – balancing a budget, managing timelines, marketing, manpower, abridging productions 	<p style="text-align: center;"><u>OUTPUT</u> <u>To produce/demonstrate:</u></p> <ul style="list-style-type: none"> • summative assessment #3: reflective essay or project, differentiated per cohort, requiring an explanation of the work done, the decisions made, and how those choices were a direct result of the application of their learning to STAGE Drama Club’s fall production

SECOND SEMESTER FOCUSES

Instructional Method #1: Large group
Focus: Four of the four identified NYS “processes”

- *Cr (creating)*
- *Pr (performing)*
- *Re (responding)*
- *Cn (connecting)*

<p style="text-align: center;"><u>INPUT</u></p> <p style="text-align: center;"><u>To study & analyze:</u></p> <ol style="list-style-type: none"> 6. mentor “texts” (field trip to Geva or the Auditorium Theatre [RBTL]) 7. (possible) backstage tours/workshops 8. (possible) guest speaker(s) 	<p style="text-align: center;"><u>OUTPUT</u></p> <p style="text-align: center;"><u>To produce/demonstrate:</u></p> <ul style="list-style-type: none"> • summative assessment #4: analysis essay, dependent upon the offerings for items 6-8
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Instructional Method #2: Small group cohorts
Focus: Four of the four identified NYS “processes”

- *Cr (creating)*
- *Pr (performing)*
- *Re (responding)*
- *Cn (connecting)*

<p style="text-align: center;"><u>INPUT</u></p> <p style="text-align: center;"><u>To study & analyze:</u></p> <ul style="list-style-type: none"> • Author/Composer cohort (2nd semester only) – identifying or writing script including stage directions, casting production, scheduling “rehearsals” for cast cohort (during class time), running “rehearsals,” finding or composing scene change music (if desired), finding or composing songs (if musical) • Cast cohort – blocking, choreography, artistic delivery, gesturing, intonation, articulation, and pacing • Crew cohort – design techniques and choices, building options, use of props, lighting effects, sound effects/cues • Artistic cohort – costume, hair, and make-up design, program artwork, promotional artwork, lobby design/décor, post-production video editing • Production Management cohort – balancing a budget, managing timelines, marketing, manpower, abridging productions if need be 	<p style="text-align: center;"><u>OUTPUT</u></p> <p style="text-align: center;"><u>To produce/demonstrate:</u></p> <ul style="list-style-type: none"> • summative assessment #5: performance-based, dramatic production • summative assessment #6: comprehensive reflective essay or project, differentiated per cohort, requiring an explanation of the work done, the decisions made, and how those choices were a direct result of the application of their learning to this spring play
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VII. Statement of Staff Members' Support:

This new course is supported by Christina Beeley, Spencerport High School's English Department Teacher Leader and Content Focused Coach, by Sean McCabe, Spencerport High School's Principal as well as the rest of the administrative team. It is being presented to other building Teacher Leaders, the Building Planning Team (BPT), the Instructional Leadership Team (ILT), and the Spencerport Board of Education (BOE) for approval.

VIII. Staffing, Facilities and Equipment:

	Yes	No
A. Are additional staff members necessary?	_____	<u> X </u>
B. Is the present staff trained to teach the course?	<u> X </u>	_____
C. Are existing facilities adequate?	<u> X </u>	_____
D. Is additional equipment needed?	_____	<u> X </u>

If answers to A, B, or C represent changes to present staff or facilities, please explain those changes below along with the estimated budget required to adopt the new course:

No changes to present staff or facilities would be required with the exception of, depending on enrollment, a teacher to possibly pick up the .2 ELA vacancy left as a result of the adoption of this course.

Should this class be approved, summer curriculum writing time is requested to further articulate the scope and sequence of the course, as well as to create summative and formative assessments, grading criteria, materials, and so on.

Adoption of this course would also require budgeting considerations within the English department for consumables; however, no additional equipment is needed in terms of tools or computers.

A suggested consumables budget of \$1,500 is being requested to support the spring summative assessment, with the following rough estimate for projected costs, based on prior experience with these items for STAGE:

- \$400 – batteries for microphone packs
- \$200 – promotional items (programs, posters, flyers)
- \$250 – costume pieces
- \$200 – props/scenery
- \$200 – paint for sets
- \$250 – construction materials (i.e. new lumber, specialized hardware)

\$1,500

Additionally, the district might also consider purchasing a class set of textbooks to guide our studies, such as this one: The Art of Theatre: Then and Now, 4th Edition, by William Missouri Downs, Lou Ann Wright, and Erik Ramsey. The cost of this suggested purchase is contingent on renting vs. owning, and is also dependent on medium, such as utilizing eTextbooks vs. buying hard copies, so I am hesitant to state an estimated purchase price on this proposal.

Lastly, should the district approve the vision of a spring field trip or trips, the possibility of funding student tickets should be considered, as well as the cost associated with utilizing district transportation. This would be similarly contingent on the show, company, seating, and venue, keeping in mind that discounts are usually offered for schools and/or large groups. Once again, it would be difficult to state an estimated cost for such a venture here; however, opportunities such as these are hopefully recognized as valuable investments for our students to experience, especially considering the nature of this course, and how we would use such performances as “mentor texts” to enhance student learning.

Thank you, sincerely, for your consideration.