UPPER ST. CLAIR SCHOOL DISTRICT

BOARD OF SCHOOL DIRECTORS
Dr. Daphna Gans, President · Mrs. Jennifer A. Schnore, Vice-President
Mrs. Barbara L. Bolas · Ms. Kelly P. Hanna · Mr. Louis P. Mafrice, Jr. · Mr. Michael R. Mascaro
Mrs. Angela B. Petersen · Mrs. Hallie H. Snyder · Dr. Danielle Z. Wetzel
Dr. John T. Rozzo, Superintendent · Mrs. Jocelyn P. Kramer, Solicitor

SCHOOL BOARD MEETING MINUTES

Monday, June 19, 2023 @7:00pm
Executive Session @ 6:00pm (Legal Matters and Safety & Security)
District Administration Building Board Room

Notice having been advertised and posted and members duly notified, a Board meeting of the Board of School Directors was held on June 19, 2023 in the District Administration Board Room.

School Board Members:

Dr. Daphna Gans, President (virtual)
Mrs. Jennifer Schnore, Vice-President (in-person)
Mrs. Barbara L. Bolas (in-person)
Ms. Kelly P. Hanna (in-person)
Mr. Louis P. Mafrice Jr. (in-person)
Mr. Michael R. Mascaro (in-person)
Mrs. Angela Peterson (in-person)
Mrs. Hallie H. Snyder (not in attendance)
Dr. Danielle Z. Wetzel (in-person)

School Personnel:
Dr. John T. Rozzo, Superintendent (in-person)
Dr. Sharon K. Suritsky, Assistant/Deputy Superintendent (not in attendance)
Mrs. Amy Pfender, Assistant Superintendent (in-person)
Mr. Ray Carson, Senior Director of Operations & Administrative Services (in-person)
Mr. Scott Burchill, Director of Business & Finance (in-person)
Dr. Lou Angelo, Director of Operations & Facilities (not in attendance)
Mr. Raymond Berrott, Director of Technology (in-person)
Dr. Judith Bulazo, Director of Curriculum and Development (not in attendance)
Dr. Cassandra Doggrell, Director Special Education (virtual)
Dr. Lauren Madia, Director of Pupil Services (in-person)

Mr. Bradley Wilson, Director of Strategic Initiatives (in-person)
Mrs. Jocelyn Kramer, Solicitor (in-person)
Mrs. Sarah MacDonald, Board Stenographer (virtual)

Call to Order & Pledge of Allegiance
(Schnore, School Board Vice-President)

Mrs. Schnore called the meeting to order at approximately 7:03pm.

Mrs. Schnore advised that she will be chairing the meeting, as Dr. Gans is joining us virtually and is out of the country.

Reading of the Mission:
(Schnore, School Board Vice-President)



Mrs. Petersen read the following mission:

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.

Reading of the Shared Belief Statement #7 from Strategic Plan:
(Schnore, School Board Vice-President)

Ms. Hanna read the following Shared Belief Statement:

We Believe that:

A School District that offers a variety of programmatic choices ensures greater student engagement in the learning process.

Residents' Comments - (Regarding Any District Related Items)
(Schnore, School Board Vice-President)

Note: As per Guidelines for Resident's Comments, please state your name, confirm you are a resident, and limit your comments to three minutes.

There were no resident comments at this time.

Approval of Minutes
(Schnore, School Board Vice-President)

Mrs. Schnore noted that a minor clerical correction was made on page 9 of the June 5, 2023 agenda. The motion was first and seconded by Dr. Danielle Wetzel, when it should have been Mr. Mafrice and Dr. Wetzel. We will be voting on the updated minutes. Please let us know if there are any questions.

MOTION: By Wetzel: I move that the Board approve the Meeting Minutes of the June 5, 2023 Board Meeting, as attached. Seconded by Hanna and carried by unanimous voice vote.

Accept Resignation of Assistant Superintendent and Temporarily Suspend Assistant Superintendent Position
(Rozzo, Superintendent of Schools)

Dr. Rozzo commented that Dr. Sharon Suritsky is retiring at the end of this month. The District has two Assistant Superintendent, and Dr. Suritsky is also Deputy Superintendent. Dr. Rozzo recommended suspending one of the positions and name Mrs. Pfender Deputy Superintendent. He noted he has great confidence that she will do wonderful things. We can proceed with both motions. To the left of Dr. Rozzo was Judge Arnie Klein and he was very gracious of his time and can swear in elected officials and administrators. Dr. Rozzo expressed his appreciation for the Judge to be with us to do the official honors for Mrs. Pfender.

MOTION: By Mascaro: I move that the Board accept the resignation of Mrs. Amy Pfender from the position of Assistant Superintendent and suspend the Assistant Superintendent position for the 2023-2024 School Year. Seconded by Wetzel and carried by unanimous voice vote.

Nomination by Superintendent and Election of Mrs. Amy Pfender as Deputy Superintendent
(Rozzo, Superintendent of Schools)

Judge Arnie Klein swore in Mrs. Pfender. He congratulated Mrs. Pfender and Judge Klein and Mrs. Schnore thanked everyone.

MOTION: By Mafrice: I move that the Board accept the Superintendent's nomination and elect Mrs. Amy Pfender as Deputy Superintendent for a five (5) year term from July 1, 2023 through June 30, 2028 and enter into a written contract of employment expressly stating the terms and conditions of employment pursuant to Section 1073(e) of the School Code. Seconded by Mascaro and carried by unanimous voice vote.

Approval of Resolution 2023-06-19A Authorizing the Incurring of Nonelectoral Debt
(Burchill, Director of Business & Finance, John McShane, Stifel Managing Director, and Lisa Chiesa, Clark Hill Attorney)

Mr. Burchill introduced Mr. McShane and Ms. Chiesa to cover the resolution. He noted we have discussed this several times and referenced it is in relation to the construction projects over the next three years.

Mr. McShane gave a presentation to review both resolutions. He informed the Board that money will be borrowed sometime in July or August.

Mr. Mafrice asked what the level of certainty is that we would be looking at down the road to Mr. McShane. He replied barring anything unforeseen, federal rates seem to be paused, cpi and inflation seems to be going down, and things are starting to slow down. He commented it might not be a recession but we are slowing down in terms of spending and added it is unfortunate for the economy but good for borrowers who want to borrow money, and added

if we think this is going to happen, then maybe in July and August we can relook at it again.

Ms. Chiesa noted the Debt Ordinance establishes the District's ability to borrow the money, and added the most important item for the Board. She noted the details of the reimbursement resolution.

Mrs. Schnore thanked Ms. Chiesa.

MOTION: By Bolas: I move that the Board approve Resolution 2023-06-19A authorizing the incurring of nonelectoral debt by the issuance of general obligation bonds in an aggregate principal amount not to exceed ten million and 00/100 dollars ($10,000,000.00); covenanting to pay, and pledging all available taxing power for the payment of, the bonds; establishing a sinking fund and appointing a sinking fund depository; fixing the form, maximum interest rates, maturity dates, redemption and other provisions for the payment thereof; covenanting to accept a proposal for the purchase of the bonds; authorizing a filing of required with the department of community and economic development; ratifying and directing certain actions of officers; and making certain other covenants and provisions in respect to the bonds. Seconded by Mafrice and carried by unanimous voice vote.

Approval of Resolution 2023-06-19B Authorizing the Reimbursement of Certain Capital Costs
(Burchill, Director of Business & Finance, John McShane, Stifel Managing Director, and Lisa Chiesa, Clark Hill Attorney)

MOTION: By Petersen: I move that the Board approve the Resolution 2023-06-19B authorizing the reimbursement of certain capital costs paid from the general fund with proceeds of tax-exempt bonds. Seconded by Bolas and carried by unanimous voice vote.

2023-2024 Budget Presentation & Adoption
(Burchill Director of Business & Finance and Rozzo, Superintendent of Schools)

Mr. Burchill introduced Dr. Rozzo and he started the presentation stating that much of the content has been shared in the previous meetings. Mr. Burchill covered the remaining slides.

a. Adoption of 2023-2024 Final General Fund Budget
(Burchill, Director of Business & Finance and Rozzo, Superintendent of Schools)

MOTION: by Hanna: I move that the Board adopt the General Fund Budget for the 2023-2024 school year, in the amount of $100,255,600.00. Seconded by Petersen and carried by unanimous voice vote.

MOTION: By Wetzel: I move that the Board approve Resolution number 2023-06-19C, establishing a Real Estate Millage Rate of 29.6339 mills for the 2023-2024 fiscal year. Seconded by Hanna and carried by unanimous voice vote.

b. Approval of Capital Reserve Budget for 2023-2024
(Burchill, Director of Business & Finance and Rozzo, Superintendent of Schools)

Mr. Burchill stated the operations department has proposed listed projects. The $270,000 will be used for these projects in the next school year. Mr. Carson had nothing additional to add, we have discussed all of these projects internally. The first two are part of the feasibility study, the last few are internal upgrades.

MOTION: By Mascaro: I move that the Board approve the 2023-2024 Capital Reserve Budget in the amount of $270,000.00, as attached. Seconded by Wetzel and carried by unanimous voice vote.

c. Approval of Tax Resolutions for 2023-2024
(Burchill, Director of Business & Finance and Rozzo, Superintendent of Schools)

Mr. Burchilll reviewed the Homestead and Farmstead Resolution and Act 511 Resolution, which is approved annually. Homestead and Farmstead is calculated based on the millage.

i. Homestead and Farmstead Exclusion Resolution

MOTION: By Mafrice: I move that the Board approve the Homestead and Farmstead Exclusion Resolution 2023-06-19D, for the 2023-2024 fiscal year. Seconded by Mascaro and carried by unanimous voice vote.

ii. Act 511 (EIT / Real Estate / Mercantile) Tax Resolution

MOTION: By Bolas: I move that the Board reenact the Act 511 Tax Resolution 2023-06-19E for the 2023-2024 fiscal year. Seconded by Mafrice and carried by unanimous voice vote.

Mr. Burchill added the Standard 511 Resolution is adopted every year with the same rates.

Superintendent's Report
(Rozzo, Superintendent of Schools)

a. District Update
(Rozzo, Superintendent of Schools)

i. **Girls Wrestling Program**

Dr. Rozzo reviewed Girls Wrestling Program.

b. Approval of the following Staffing Resolutions:
(Rozzo, Superintendent of Schools)

i. **Decrease** - 1.0 Operations Coordinator (Resolution 2023-08)
ii. **Decrease** - 1.0 Transportation Supervisor (Resolution 2023-09)
iii. **Decrease** - 1.0 Custodian (Resolution 2023-10)

MOTION: By Petersen: I move that the Board approve the above-listed Staffing Resolutions 2023-08, 2023-09, 2023-10. Seconded by Bolas and carried by unanimous voice vote.

c. Approval of Expenses and Authorization of Superintendent or Designee to take necessary actions from June 19, 2023 through the Next Voting Meeting, to be ratified at the next Voting Meeting
(Kramer, Solicitor)

Ms. Kramer stated this is a customary motion that we ask the Board for every year that gives the Superintendent authorization to continue normal school business during the summer months until the next voting meeting.

MOTION: By Hanna: I move to Authorize the Superintendent or Designee to take the following actions on behalf of the Board without prior Board action, if deemed necessary by the Superintendent, from June 19, 2023 through the next voting meeting to be considered for ratification at the next voting meeting:

- Normal, customary and regular payments of salaries, benefits, and other expenses
- Pay bills
- Approve change orders
- Purchase supplies under $22,500 (by a designated purchasing agent under School Code Section 807.1)
- Appoint staff (conditionally)
- Enter into agreements with employee groups

Seconded by Petersen and carried by unanimous voice vote.

Administrator's Report
(Rozzo, Superintendent of Schools)

a. Approval of Personnel Listings
(Carson, Sr. Director of Operations & Administrative Services)

Dr. Rozzo expressed gratitude to our Administrators and Central Office staff for doing an excellent job at interviewing and filling positions for retiring teachers. He noted that there is still some work to do, but all things considered our team has done a great job. Dr. Rozzo said the next Board meeting is Aug 9th, and by then we will have the rest of the positions secured.

Mr. Carson added a lot of great work has been done in securing great talent. A number of teacher positions, a teacher aide, and a retirement of Ms. Ogden. He explained we have a safety and security concern. There was a concern expressed that this is a new position. This is not a new position; it is filling a vacancy. Mr. Carson noted we have had this position since 2019, the previous individual left the organization. It is a coordinator role that focuses on clearances and making sure compliance issues are met. He expanded by explaining we do receive audits and need to ensure that those are coordinated. The new role of this position will be a watch desk, a behind the scenes role that will be filed by a retired FBI agent.

Mrs. Schnore thanked Mr. Carson.

MOTION: By Wetzel: I move that the Board approve the Personnel listing as presented, subject to all required pre-employment history reviews and clearance requirements. Seconded by Hanna and carried by unanimous voice vote.

b. Approval of GPS services for Buses and Vans with Zonar
(Carson, Sr. Director of Operations & Administrative Services)

Mr. Carson explained this is a 5-year contract with Zonar for GPS services for the District's transportation department. It will help with safer, more efficient, and help diagnose mechanical issues. He added this technology will allow us the ability to down the road provide geofencing, so parents can opt-in and see when their child gets on and off the bus in real-time.

MOTION: By Mascaro: I move that the Board approve the Agreement with Zonar to provide GPS hardware and services for school buses and vans, for a term of five years, at an initial cost of $29,838.00 for hardware and services and an annual cost of $17,325.00 for service during years two through five, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Wetzel and carried by unanimous voice vote.

c. Approval to Accept Highmark Foundation School Grant
(Carson, Sr. Director of Operations & Administrative Services)

Mr. Carson commented the District was awarded and will accept the Highmark Foundation Grant in total of $6,300. This is the third year in the row the District was selected for the Highmark Grant that fully funds the Well Health safety seal. This grant fully funds the Seal and no taxpayer funds go towards this initiative.

MOTION: By Mafrice: I move that the Board approve the acceptance of the Highmark Foundation School Grant, in the total amount of $6,300.00. Seconded by Mascaro and carried by unanimous voice vote.

d. Approval of a Memorandum of Understanding (MOU) with the Police Department of the Township of Upper St. Clair
(Carson, Sr. Director of Operations & Administrative Services)

Mr. Carson commented that an MOU with USC Police Department and the School District is required. He explained that it outlines the rules and procedures that are in place in regards to the safe schools act, stated it is very clear what is required and what the Township will take the lead on, and noted this MOU is reviewed every two years.

MOTION: By Bolas: I move to authorize entering into a Safe Schools Act Memorandum of Understanding in compliance with School Code Section 1302-A(b)(6) on terms and conditions approved by the Superintendent and Solicitor. Seconded by Mafrice and carried by unanimous voice vote.

e. Approval to Declare Equipment Obsolete/Surplus
(Berrott, Director of Technology)

MOTION: By Petersen: I move that the Board declare the attached, listed equipment surplus/obsolete and be authorized to sell, exchange, dispose, or donate in accordance with the provisions in Board Policy 706.1 - Sale or Disposal of Surplus Property, Equipment, Supplies, and Textbooks. Seconded by Bolas and carried by unanimous voice vote.

f. Approval of Spring Curriculum Recommendations
(Bulazo, Director of Curriculum and Professional Development and Pfender, Assistant Superintendent)

Dr. Rozzo introduced the principals to review the Curriculum Recommendations in regards to music. Dr. Rozzo reviewed the band and orchestra numbers. The Principals, Mrs. Pfender, and Dr. Rozzo reviewed the following areas:

Dr. O'Rourke reviewed the slides regarding Boyce Expressive Arts. Mr. Mathews reviewed the Expressive Arts for Fort Couch Middle School. Mr. Wilson and Mrs. Pfender also covered the overall Expressive Arts program.

The group reviewed the CAPS content.

Mrs. Petersen and Dr. Wetzel asked about the assessment plan and span of time of the assessment plan. Dr. Wetzel expressed concern about strings and asked about the plan and vision for growth for stings and well as band.

MOTION: By Hanna: I move that the Board approved the Spring Curriculum Recommendations, as presented. Seconded by Petersen and carried by unanimous voice vote.

g. Second Reading and Adoption of the following New and Revised School Board Policies and Retirement of One School Board Policy
(Pfender, Assistant Superintendent & Kramer, Solicitor)

Mrs. Pfender is requesting approval for the new policies and retirement of one policy.

i. **137 - Home Education Programs**
ii. **137.1 - Extracurricular Participation by Home Education Students**
iii. **137.2 - Participation in Co-curricular Activities and Academic Courses by Home Education Students (NEW POLICY)**
iv. **137.3 - Participation in Career and Technical Education Programs by Home Education Students (NEW POLICY)**
v. **200 - Enrollment of Students**
vi. **202 - Eligibility of Nonresident Students**
vii. **204 - Attendance**
viii. **209 - Health Screenings**
ix. **217 - Graduation**
x. **221 - Dress and Grooming**
xi. **251 - Students Experiencing Homelessness**
xii. **255 - Educational Stability for Children in Foster Care (RETIREMENT)**

MOTION: By Wetzel: I move that the Board approve the above-listed (items i. through xii.) new and revised School Board policies, as well as the retirement of one policy, as presented. Seconded by Hanna and carried by unanimous voice vote.

h. Approval of Dual Enrollment Agreement Memorandum of Understanding (MOU) with Robert Morris University
(Pfender, Assistant Superintendent)

Mrs. Pfender reviewed the Dual Enrollment Agreement with RMU. Enclosed are details.

MOTION: By Mascaro: I move that the Board approve the Dual Enrollment Agreement MOU with Robert Morris University, as attached, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Wetzel and carried by unanimous voice vote.

i. Approval of Independent Contractor Agreement with The Comprehensible Classroom
(Pfender, Assistant Superintendent)

Mrs. Pfender highlighted this is an Agreement for professional development services for middle school teachers on Fall Professional Development days.

MOTION: By Mafrice: I move that the Board approve the Independent Contractor Agreement with The Comprehensible Classroom for Professional Development for World Language teachers on November 7 and 8, 2023, at a total cost of $7,000.00, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Mascaro and carried by unanimous voice vote.

j. Approval of Correction to the June 5, 2023 Personnel Listing
(Pfender, Assistant Superintendent)

Ms. Pfender noted there is a correction on the Personnel Listing.

MOTION: By Bolas: I move that the Board approve the correction of the June 5, 2023 Personnel Listing, as follows:

Removal of the following listing:
Gary McWilliams High School ECA Marching Band Set Designer
Seconded by Mascaro and carried by unanimous voice vote.

k. Approval of Consultant Agreement with Mr. Gary McWilliams
(Pfender, Assistant Superintendent)

Ms. Pfender stated Mr. McWilliams will provide set design for marching band.

MOTION: By Petersen: I move that the Board approve the Consultant Agreement with Mr. Gary McWilliams, to provide the Marching Band with Marching Band Season Set Design, for a term of June 20, 2023 through November 4, 2023, at a total cost of $1,100.00. Seconded by Bolas and carried by unanimous voice vote.

l. Approval of Agreement with Waterfront Learning Services Addendum
(Madia, Director of Pupil Services)

Dr. Madia commented this is annual agreement with Waterfront Learning for services.

MOTION: By Hanna: I move that the Board approve the 2023-2024 Allegheny Intermediate Unit (AIU) Waterfront Learning Services Agreement Addendum, for a term of July 1, 2023 through June 30, 2024, at fees listed on the Agreement, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Petersen and carried by unanimous voice vote.

m. Approval of the following Student Support Service Agreements for the 2023-2024 School Year
(Doggrell, Director of Special Education)

Dr. Doggrell reviewed the below listed Student Support Service Agreements.

i. **Maxim Healthcare Services**: Addendum Agreement to provide nursing and medical care services, at rates listed in the Agreement

ii. **Pressley Ridge:** Addendum Agreement to extend original contract for student(s) enrolled, tuition at a rate of $27,300.00 per semester and extended school year at a rate of $5,300.00, services and fees listed in Agreement

iii. **Glade Run Lutheran Services**: Umbrella Agreement for education services, services and fees outlined in Agreement

iv. **Leader Services (IEP Writer Special Education & Gifted/Children Count/504 Model/SIS Bridge):** Renew Agreement, for web-based software documentation management system, at a total cost of $16,475.00, for a term of July 1, 2023 through June 30, 2024

v. **Consultant Agreement, Mrs. Rhonda Battendfelder:** Renew Consultant Agreement, at a rate of $50.00 per hour, up to a total of 20 hours per week

vi. **Consultant Agreement, Ms. Suzanne DaSilva**: Renew Consultant Agreement, at a rate of $35.00 per hour, up to a total of 15 hours per week

vii. **Consultant Agreement, CommuniKate Corporation**: Renew Consultant Agreement, at a rate of $100.00 per hour, up to 5 hours per week

MOTION: By Wetzel: I move that the Board approve the above-listed Student Support Services Agreements (items i.- vii.), subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Hanna and carried by unanimous voice vote.

Business & Finance
(Burchill, Director of Business & Finance)

a. **Approval of Treasurer's Report - 06.19.2023**
Including Supplemental Report - 06.19.2023
(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the Treasurers report, including the supplemental report.

MOTION: By Mascaro: I move that the Board approve the Treasurer's Report including approval of total Bill List and Check File Listing, as follows:

Fund 10 (General Fund): $2,168,841.49
Fund 32 (Capital Reserve Fund): $434,326.54
Fund 51 (School Lunch Fund): $137,341.76
Seconded by Wetzel and carried by unanimous voice vote.

b. **Authorize Superintendent and Solicitor to Settle Real Estate Tax Appeals**
(Burchill, Director of Business & Finance and Kramer, Solicitor)

Mr. Burchill reviewed the Agenda item. Ms. Kramer added our office represents the District to settle Real Estate Tax Appeals.

MOTION: By Mafrice: I move that the Board authorize the Superintendent/Director of Business & Finance and Solicitor to settle real estate tax appeals through June 30, 2024. Seconded by Mascaro and carried by unanimous voice vote.

c. Approval of Work Agreement with Newton Professional Services LLC
(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the work agreement with Newton Professional Services LLC. He added that he met with the gentleman a few times and he is very honest. Mr. Berrott added that he is an SQL programmer and we do not have internal expertise.

MOTION: By Bolas: I move that the Board approve the Work Agreement with Newton Professional Services LLC for consulting services, for a term of June 19, 2023 through June 30, 2024 at a rate of $180.00 per hour, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Mafrice and carried by unanimous voice vote.

d. Approval of South Central Area Special Schools Committee Budget, Resolution 2023-01, The Pathfinder School
(Burchill, Director of Business & Finance)

Mr. Burchill commented that this is the South Central Area schools – annual administrative budget and does not include any contributions from the participating schools. Currently we have three students at the Pathfinder School.

MOTION: By Petersen: I move that the Board approve the adoption of the procedure set forth in section 1704 of the School Code permitting a mail-in ballot and adoption of the operation budget for the South Central Area Special Schools Committee, for the 2023-2024 school year, as set forth in the proposed budget, totaling $318,555.00. Seconded by Bolas and carried by unanimous voice vote.

Committee Reports
(Schnore, School Board Vice-President)

No Committee Reports at this time.

Matters of Information/Other
(Rozzo, Superintendent of Schools)

Dr. Rozzo commented that there are no Matters of Information for this agenda. He thanked everyone; this is the last

School Board Meeting for the fiscal year. Dr. Rozzo stated that he appreciated everyone's time tonight, as we had quite bit on the Agenda. He will keep everyone updated.

Mrs. Schnore stated that there was a number of items on the Agenda and a number of special guests and it's obvious a lot of people are working very hard.

Ms. Petersen – Thank everyone and congratulated the seniors.

Announcement Regarding Executive Session
(Schnore, School Board Vice-President)

Executive Session was held on June 19, 2023 at 6:00pm for Legal Matters and Safety & Security.

Adjournment
(Schnore, School Board Vice-President)

Mrs. Schnore adjourned the meeting at 9:16pm, on a motion form Mr. Mascaro.

Mrs. Jennifer Schnore, Vice President
BOARD OF SCHOOL DIRECTORS

Scott P. Burchill, Secretary
BOARD OF SCHOOL DIRECTORS

Submitted by: Mary Beth Harkleroad on behalf of Sarah MacDonald
SCHOOL BOARD STENOGRAPHER

UPPER ST. CLAIR SCHOOL DISTRICT

BOARD OF SCHOOL DIRECTORS

Dr. Daphna Gans, President • Mrs. Jennifer A. Schnore, Vice-President
Mrs. Barbara L. Bolas • Ms. Kelly P. Hanna • Mr. Louis P. Mafrice, Jr. • Mr. Michael R. Mascaro
Mrs. Angela B. Petersen • Mrs. Hallie H. Snyder • Dr. Danielle Z. Wetzel
Dr. John T. Rozzo, Superintendent • Mrs. Jocelyn P. Kramer, Solicitor

SCHOOL BOARD COMMITTEE MEETING (CURRICULUM) MINUTES

Curriculum Recommendations Presentation @5:30pm - ***ATTACHED***
Monday, June 5, 2023 @7:00pm
District Administration Building Board Room

Notice having been advertised and posted and members duly notified, a Board meeting of the Board of School Directors was held on June 5, 2023 in the District Administration Board Room.

School Board Members:

Dr. Daphna Gans, President (in-person)
Mrs. Jennifer Schnore, Vice-President (in-person)
Mrs. Barbara L. Bolas (in-person)
Ms. Kelly P. Hanna (in-person)
Mr. Louis P. Mafrice Jr. (in-person)
Mr. Michael R. Mascaro (in-person)
Mrs. Angela Peterson (in-person)
Mrs. Hallie H. Snyder (in-person)
Dr. Danielle Z. Wetzel (in-person)

School Personnel:

Dr. John T. Rozzo, Superintendent (in-person)
Dr. Sharon K. Suritsky, Assistant/Deputy Superintendent (not in attendance)
Mrs. Amy Pfender, Assistant Superintendent (in-person)
Mr. Ray Carson, Senior Director of Operations & Administrative Services (in-person)
Mr. Scott Burchill, Director of Business & Finance (virtual)
Dr. Lou Angelo, Director of Operations & Facilities (not in attendance)
Mr. Raymond Berrott, Director of Technology (in-person)
Dr. Judith Bulazo, Director of Curriculum and Development (in-person)
Dr. Cassandra Doggrell, Director Special Education (virtual)
Dr. Lauren Madia, Director of Pupil Services (virtual)
Mr. Bradley Wilson, Director of Strategic Initiatives (virtual)

Mrs. Jocelyn Kramer, Solicitor (in-person)
Mrs. Sarah MacDonald, Board Stenographer (virtual)
Ms. Ashvita Saxena, Student Board Representative (in-person)
Mr. Daniel Seewald, Student Board Representative (in-person)

Call to Order & Pledge of Allegiance
(Gans, School Board President)

Dr. Gans called the meeting to order at approximately 7:12pm.

Star Spangled Banner

The Chanteclairs sang the National Anthem.

Dr. Gans thanked the Chanteclairs and advised that Ms. Milovac is retiring as Choral teacher this year. She also explained that the open music positions are being filled, noting that she is excited to see that the programs will continue to thrive. She advised that arts and music programs are a high priority for the District.

Reading of the Mission:
(Gans, School Board President)

The meeting was briefly paused. The meeting resumed and Dr. Gans thanked Chief Bryson.

Dr. Wetzel read the following mission:



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.

Reading of the Shared Belief Statement #5 from Strategic Plan:
(Gans, School Board President)

Mr. Mafrice read the following Shared Belief Statement:

We Believe that:

An exemplary educational institution aims to promote an environment of academic excellence and pride in the school community.

Dr. Gans briefly touched on the retirements again. She advised that this year, the District has a unique situation, where there are multiple retirees from several specific Departments (science, music, and the library). She noted that she is happy to announce that the District is filling all of the mentioned positions.

Residents' Comments - (Regarding Any District Related Items)
(Gans, School Board President)

Note: As per Guidelines for Resident's Comments, please state your name, confirm you are a resident, and limit your comments to three minutes.

1. Deb Allen – District Staffing, Curriculum, Questions for the Board
2. Jill Coulins – District Staffing
3. Sid Mukarajee – District Staffing, Curriculum
4. Stephanie Harris – District Staffing
5. Brad Cavo – District Staffing, Curriculum

Dr. Gans thanked the residents for their comments.

2022-2023 Retirement Recognitions
(Rozzo, Superintendent of Schools)

Dr. Rozzo recognized the 2022-2023 retirees with last names ending in H-Z. The following retirees gave a few remarks on their retirement and time with the District: Ms. Mary Grace Kelly, Ms. Lynn Kistler, Ms. Lorraine Milovac, and Mr. Shawn Morton.

Dr. Gans and Mrs. Petersen thanked everyone for their remarks and time with the District.

Approval of Minutes
(Gans, School Board President)

MOTION: By Petersen: I move that the Board approve the Meeting Minutes of the May 17, 2023 Board Meeting, as attached. Seconded by Mafrice and carried by unanimous voice vote.

Recognition of Senior Board Representative Report
Ms. Ashvita Saxena
(Rozzo, Superintendent of Schools)

Dr. Rozzo recognized Senior Board Representative, Ms. Ashvita Saxena. He advised that Ms. Saxena has served as a Student Board Representative for the past two years and has been an outstanding representative with a positive attitude. He noted that she will be missed. He also reported that Ms. Saxena will be attending the University of Maryland next year. He wished her nothing but happiness and success. Ms. Saxena was gifted a University of Maryland sweatshirt from the School Board and Administration.

Mr. Mafrice, Dr. Gans, and Ms. Schnore thanked Ms. Saxena for her time as a Student Board Representative.

Student Board Representative Report
Ms. Ashvita Saxena & Mr. Daniel Seewald
(Gans, School Board President)

Ms. Saxena reported on activities, including: the prom fashion show at Friendship Village, pickelball tournament success, Senior graduation practice and the upcoming prom.

Mr. Seewald reported on athletics and academics, including: girls and boys varsity lacrosse, boys varsity baseball, the MYP certificate, Seniors last day of school, and the virtual PTC meeting on June 7th at 9:00am.

Dr. Gans thanked Ms. Saxena and Mr. Seewald for their reports.

Superintendent's Report
(Rozzo, Superintendent of Schools)

a. District Update
(Rozzo, Superintendent of Schools)

i. **Pittsburgh Business Times Ranking**

Dr. Rozzo advised that there are a lot of good things happening in the District this week, with the biggest event on the calendar taking place on Thursday evening. He noted that the forecast looks good for graduation and he feels confident that it won't be too warm or rainy. He reported that the District has once again been recognized by the Pittsburgh Business Times for being #1 in the region and the state. He noted that the ranking is a collective effort and quite an honor that is not taken for granted. He explained that the District has great students, staff, and community that highly values education, all contributing to the ranking. He noted that the hallmark of the District is the students, advising that he is proud of everyone and fortunate to be part of the community. Dr. Rozzo also took time to clarify various rumors that were circulating about the District regarding staffing and programs. He summarized by stating that the District will never make a recommendation that is detrimental to students.

Dr. Gans and Mrs. Petersen thanked everyone.

b. Approval of Salary Adjustments and Compensation for Non-Represented Employees and Administrators/Supervisors, consistent with Compensation Plans and Employment Agreements
(Rozzo, Superintendent of Schools)

Dr. Rozzo reviewed the approval of salary adjustments and compensation for non-represented employees and Administrators/Supervisors.

MOTION: By Schnore: I move that the Board approve the total annual salary adjustments and compensation for all non-represented employees and Administrators/Supervisors, consistent with applicable compensation plans and employment agreement(s), as presented. Seconded by Petersen and carried by unanimous voice vote.

Administrator's Report
(Rozzo, Superintendent of Schools)

a. Approval of Personnel Listings
(Carson, Sr. Director of Operations & Administrative Services)

Mr. Carson reviewed the Personnel Listing, which includes a High School Counselor position. He noted that the High School Counselor is currently working as a Long Term Substitute in the High School Counseling Department.

MOTION: By Bolas: I move that the Board approve the Personnel listing as presented, subject to all required pre-employment history reviews and clearance requirements. Seconded by Schnore and carried by unanimous voice vote.

b. Approval to Request Bids for Modifications to the High School Wrestling Room and Athletic Wing Bathroom
(Angelo, Director of Operations and Facilities)

Mr. Carson advised that he would be covering all of Dr. Angelo's items as he was not in attendance for the meeting.

Mr. Carson reviewed the request for bids for modifications to the High School Wrestling Room and Athletic Wing Bathroom. He explained that on May 17, 2023 the PIAA approved Girls Wrestling as a varsity sport. The modifications to the wrestling room and athletic wing bathroom will accommodate the new girls wrestling program, as well as the addition of a family friendly restroom on the second floor to help with swimming events.

MOTION: By Mascaro: I move that the Board authorize the issuance of a request for bids for construction services in the form specified by the Engineer. Seconded by Bolas and carried by unanimous voice vote.

c. Approval to Enter into an Agreement with Gateway Engineers Inc. to provide Professional Engineering Services for the High School Wrestling Room and Athletic Wing Bathroom Project
(Angelo, Director of Operations and Facilities)

Mr. Carson reviewed the Agreement with Gateway Engineers. He noted that the Agreement is for the Request for Bids Agenda item, which was just approved. He advised that the District has worked with Gateway on a number or recent Engineering projects at the District and that they will manage the project and request for bids process.

MOTION: By Hanna: I move that the Board approve the Agreement with Gateway Engineers to provide professional engineering services for the High School Wrestling Room and Athletic Wing Bathroom project, at a total cost not to exceed $36,000.00 without further authorization, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Mascaro and carried by unanimous voice vote.

d. Approval of Operations Agreements
(Angelo, Director of Operations and Facilities)

Mr. Carson reviewed the below-listed contracts.

MOTION: By Snyder: I move that the Board approve the following operations agreements on terms and conditions approved by the Superintendent and Solicitor. Seconded by Hanna and carried by unanimous voice vote.

i. Republic Waste Management for Waste Management Services (renewal), for a term of five years, at a total estimated monthly cost of $3,762.59, and annual increases of 5.6%

ii. Orkin Pest Control for Pest Control Services (renewal), for a term of three years, at a total estimated yearly cost of $7,211.28

iii. Siemens Industry Inc. for the Preventative Maintenance and Technical Support of HVAC Systems (renewal), for the 2023-2024 school year, at a total cost of $123,795.00

iv. Siemens Industry Inc. for Construction Services to replace the domestic hot water system at Upper St. Clair High School at a total cost of $216,700.00: (COSTARS #008-E22-971)

v. Geo V. Hamilton Inc. for Construction Services for Rooftop Ductwork Insulation and Aluminum Jacketing Replacement at a total cost of $365,200.00: (COSTARS #214-674)

e. Approval of Memorandum of Understanding (MOU) with the Allegheny Intermediate Unit (AIU) for Title III Funding
(Madia, Director of Pupil Services)

Dr. Madia reviewed the MOU with the AIU for Title III funding. She advised that the MOU will provide the District's students will needed instructional resources.

MOTION: By Wetzel: I move that the Board approve the MOU with the AIU for Title III funding to provide professional development, technical support, supplies, and partial reimbursement for supplemental services for English Language Development services, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Snyder and carried by unanimous voice vote.

f. First Reading of the following New and Revised School Board Policies and Retirement of One School Board Policy
(Pfender, Assistant Superintendent & Kramer, Solicitor)

Mrs. Pfender reviewed the below-listed new and updated School Board policies. She advised that one policy will be retired: policy 255 – Educational Stability for Children in Foster Care, as that policy has now been incorporated into Policy 251 – Students Experiencing Homelessness, Foster Care, and Other Educational Instability.

Dr. Gans thanked Mrs. Pfender for continuing to update the policies as needed. She also advised that the motion to approve the policies will be on the June 19, 2023 Agenda.

i. **137 - Home Education Programs**
ii. **137.1 - Extracurricular Participation by Home Education Students**
iii. **137.2 - Participation in Co-curricular Activities and Academic Courses by Home Education Students (NEW POLICY)**
iv. **137.3 - Participation in Career and Technical Education Programs by Home Education Students (NEW POLICY)**
v. **200 - Enrollment of Students**
vi. **202 - Eligibility of Nonresident Students**
vii. **204 - Attendance**
viii. **209 - Health Screenings**
ix. **217 - Graduation**
x. **221 - Dress and Grooming**
xi. **251 - Students Experiencing Homelessness, Foster Care, and Other Educational Instability**
xii. **255 - Educational Stability for Children in Foster Care (RETIREMENT of Policy)**

g. Approval of the following Staffing Resolutions
(Pfender, Assistant Superintendent and Suritsky, Deputy/Assistant Superintendent)

Mrs. Pfender reviewed the Staffing Resolutions. Dr. Rozzo advised that the staffing resolutions are an extension to the earlier conversation about positions. He reiterated that no teaching positions are planned for elimination.

Decrease: -1.0 Fort Couch Technology Education Teacher (Resolution 2023-01)
-1.0 Baker Aide Position (Resolution 2023-02)

Increase: -1.0 High School Emotional Support Teacher (Resolution 2023-03)
-1.0 Boyce Middle School Consuming and Producing Successfully (CAPS) Teacher (Resolution 2023-04)
-1.0 Fort Couch Middle School Consuming and Producing Successfully (CAPS) Teacher (Resolution 2023-05)
-0.5 Streams Aide Position (Resolution 2023-06)
-0.5 Eisenhower Aide Position (Resolution 2023-07)

MOTION: By Mafrice: I move that the Board approve Staffing Resolutions: 2023-01, 2023-02, 2023-03, and 2023-04, 2023-05, 2023-06, 2023-07, as listed above. Seconded by Wetzel and carried by unanimous voice vote.

h. Approval of Student Discipline Agreement
(Pfender, Assistant Superintendent)

Mrs. Pfender reviewed the Student Discipline Agreement, nothing it was addressed appropriately and now requires Board approval.

MOTION: By Petersen: I move that the Board approve the Student Discipline Agreement 2023-06-05, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Mafrice and carried by unanimous voice vote.

Mrs. Petersen asked a question about the Staffing Resolution increases, asking if the -1 is a negative or decrease. Solicitor Kramer advised that it is just a dash, not a negative or decrease.

i. **Approval of Contract with Avaya for Avaya Cloud Office**
(Berrott, Director of Technology)

Mr. Berrott reviewed the Contract with Avaya for Avaya Cloud Office. He explained that the District is a crossroads with the phone system, as the current system is at the end of life and will not be upgraded. He reported that the Technology Department has analyzed the options and is recommending the new Avaya contract, which will allow the phone system to be hosted in the cloud, as many of the other District's services are hosted.

Dr. Gans thanked Mr. Berrott and Mr. Carson for always looking for the best opportunities to minimize costs and increase efficiency. She noted that between the both of them, the District is able to reduce costs and improve programs.

MOTION: By Schnore: I move that the Board approve the Contract with Avaya for Avaya Cloud Office, with monthly licensing costs of $5.99 per standard user for digital line unlimited, $1.00 per user for e911 services, and $3.50 per user for compliance and administrative cost recovery fees, for a five-year term with automatic renewals, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Petersen and carried by unanimous voice vote.

Business & Finance
(Burchill, Director of Business & Finance)

a. **Approval to Declare Equipment Obsolete/Surplus**
(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the equipment to be declared obsolete/surplus, noting that the equipment consists of mostly furniture, which includes cafeteria tables and chairs from the middle schools and high school. He advised that most of the furniture is approximately 25 years old and that the District expects delivery of the new furniture towards the end of July.

MOTION: By Bolas: I move that the Board declare the attached, listed equipment surplus/obsolete and be authorized to sell, exchange, dispose, or donate in accordance with the provisions in Board Policy 706.1 - Sale or Disposal of Surplus Property, Equipment, Supplies, and Textbooks. Seconded by Schnore and carried by unanimous voice vote.

b. Approval of Settlement of Real Estate Tax Assessment Appeal with Friendship Village
(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the approval of the settlement of Real Estate Tax Assessment appeal with Friendship Village, advising it is a ratification of the tax assessment appeal that was discussed in May.

MOTION: By Mascaro: I move that the Board approve the settlement of a real estate tax assessment appeal concerning Friendship Village, effective May 17, 2023. Seconded by Bolas and carried by unanimous voice vote.

Committee Reports
(Gans, School Board President)

There were no Committee Reports at this time.

Matters of Information/Other
(Rozzo, Superintendent of Schools)

Dr. Rozzo advised that Thursday is Graduation. He thanked everyone for all of their hard work in getting the District prepared for Graduation. He noted that he is looking forward to celebrating the Seniors on Thursday night.

Announcement Regarding Executive Session
(Gans, School Board President)

Dr. Gans announced the following Executive Session:

a. Executive Session was held on May 30, 2023 at 6:00pm for Personnel.

Adjournment
(Gans, School Board President)

Dr. Gans adjourned the meeting at approximately 8:43pm, on a motion from Mr. Mascaro.

Dr. Gans asked the Board members to please stay for a quick moment after the meeting.

Dr. Daphna Gans, President
BOARD OF SCHOOL DIRECTORS

Scott P. Burchill, Secretary
BOARD OF SCHOOL DIRECTORS

Submitted by: Sarah MacDonald
SCHOOL BOARD STENOGRAPHER

A RESOLUTION OF THE BOARD OF SCHOOL DIRECTORS
OF UPPER ST. CLAIR SCHOOL DISTRICT
(ALLEGHENY COUNTY, PENNSYLVANIA)
ADOPTED JUNE 19, 2023, AND NUMBERED 2023-06-19A.

FORMAL ACTION CONSTITUTING A DEBT ORDINANCE
UNDER THE LOCAL GOVERNMENT UNIT DEBT ACT

AUTHORIZING THE INCURRING OF NONELECTORAL DEBT BY THE ISSUANCE OF GENERAL OBLIGATION BONDS IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED TEN MILLION AND 00/100 DOLLARS ($10,000,000); COVENANTING TO PAY, AND PLEDGING ALL AVAILABLE TAXING POWER FOR THE PAYMENT OF, THE BONDS; ESTABLISHING A SINKING FUND AND APPOINTING A SINKING FUND DEPOSITORY; FIXING THE FORM, MAXIMUM INTEREST RATES, MATURITY DATES, REDEMPTION AND OTHER PROVISIONS FOR THE PAYMENT THEREOF; COVENANTING TO ACCEPT A PROPOSAL FOR THE PURCHASE OF THE BONDS; AUTHORIZING A FILING OF REQUIRED DOCUMENTS WITH THE DEPARTMENT OF COMMUNITY AND ECONOMIC DEVELOPMENT; RATIFYING AND DIRECTING CERTAIN ACTIONS OF OFFICERS; AND MAKING CERTAIN OTHER COVENANTS AND PROVISIONS IN RESPECT OF THE BONDS.

Bond Counsel:

Clark Hill PLC
One Oxford Centre
301 Grant Street, 14th Floor
Pittsburgh, PA 15219

Solicitor:

Weiss Burkardt Kramer LLC
445 Fort Pitt Boulevard, Suite 503
Pittsburgh, PA 15219

WHEREAS, the Governing Body of the Local Government Unit, after due consideration of the public welfare and with full legal competence pursuant to its enabling legislation, has determined to undertake the Project hereinafter described; and

WHEREAS, the Governing Body of the Local Government Unit desires to incur indebtedness, within constitutional and statutory limitations, in order to undertake said Project; and

WHEREAS, the incurrence of such indebtedness is governed by the provisions of the Local Government Unit Debt Act (53 Pa. C.S.A. §8001 et seq.) as amended (the "Debt Act"), with which this Debt Ordinance and all related proceedings of the Local Government Unit and all duly authorized actions of its officers are intended to comply;

NOW, THEREFORE, BE IT, AND IT HEREBY IS, ENACTED by the affirmative vote of a majority of all members of the Governing Body of the Local Government Unit as follows:

ARTICLE 1 - DEFINITIONS

Unless the context clearly indicates otherwise, the following terms shall, for all purposes of this Debt Ordinance, have the meanings hereby ascribed to them. Moreover, such terms, together with all other provisions of this Debt Ordinance, shall be read and understood in a manner consistent with the provisions of the Debt Act, as generally interpreted by the Department of Community and Economic Development or by courts maintaining competent jurisdiction.

Words or phrases importing the masculine gender shall be read and understood to include the feminine and neuter genders and those importing number shall include singular or plural, both as appropriate to the context. The word "person," in addition to natural persons, means and include corporations, associations and public bodies and their successors unless the context shall indicate otherwise.

"Authentication Date" means that date or those dates, individual to a respective Bond, upon which the Sinking Fund Depository shall have executed and delivered a new and original instrument upon the transfer, exchange or other processing for registration of a Bond, thereby authenticating the same as, and to be, a valid and outstanding obligation of the Local Government Unit.

"Authorized Investments" means: (a) **as to the proceeds of the Bonds:** (i) United States Treasury bills; (ii) short-term obligations of the United States Government or its agencies or instrumentalities; (iii) deposits in savings accounts or time deposits or share accounts of institutions (including the Sinking Fund Depository) insured by the Federal Deposit Insurance Corporation to the extent that such accounts are so insured, and, for any amounts above the insured maximum, provided that approved collateral as provided by law therefor shall be pledged by the depository (including collateral pooled in accordance with the Act of August 6, 1971, P.L. 281, No. 72, relating to pledges of assets to secure deposits of public funds); (iv) obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision; and (v) shares of an investment company registered under the Investment Company Act of 1940, whose shares are registered under the Securities Act of 1933 provided, that the following are met: (a) only investments of the company are in the authorized investments for school district funds listed in clauses (i) through (iv), and repurchase agreements fully collateralized by such investments; (b) the investment company is managed so as to maintain its shares at a constant net asset value in accordance with 17 CFR 270 2a-7 (relating to money market funds); and (c) the investment company is rated in the highest category by a nationally recognized rating agency; and (b) **as to moneys at any time on deposit in the Sinking Fund:** (i) obligations which are direct obligations of, or are fully guaranteed as to principal and interest by, the United States of America; (ii) direct general obligations of the Commonwealth of Pennsylvania, or any securities in which the Commonwealth may, at such time, invest its moneys; or (iii) deposits at interest in time accounts, certificates of deposit or other interest bearing accounts of any bank, bank and trust company (including the Sinking Fund Depository), savings bank, savings and loan association or building and loan association. The authorization set forth above for investment in obligations of the United States of America shall include money market funds invested solely in such obligations, including any such funds maintained by the Sinking Fund Depository. To the extent that any such deposits described in (b)(iii) above are insured by the Federal Deposit Insurance Corporation or similar Federal agency, they need not be secured. Otherwise, such deposits shall be secured as public deposits or as trust funds; provided in all events that such investments shall be made in a manner consistent with sound business practice and, if required for prompt expenditure, shall be held in demand deposits. In the event, from time to time, and to the extent such investments may periodically require valuation, their value shall be determined on the following bases (and if more than one basis applies, according to the lowest of them): (a) as to investments the bid and asked prices of which are published on a regular basis in The Wall Street Journal -- the arithmetic mean of the bid and asked prices for such investments so published on or

immediately prior to such time of determination; (b) as to investments the bid and asked prices of which are not published on a regular basis in The Wall Street Journal -- the average bid price established for such investments by any three nationally recognized government securities dealers at the time making a market in such investments or the average bid price published by a nationally recognized pricing service; and (c) as to time deposits, certificates of deposit and bankers' acceptances -- the face amount thereof, plus accrued interest.

"Bond" or "Bonds" means, collectively, the General Obligation Bonds, Series of 2023 which are hereinafter authorized to be issued, sold and delivered for purposes of the Project, and which constitute instruments imposing an obligation upon the Local Government Unit for the repayment of money borrowed. The Bonds shall be printed substantially in the form provided in Section 4.13 and shall fall within the definition of "Security" set forth in, and otherwise shall be governed by, Article 8 of the Uniform Commercial Code, to the extent permitted by, and consistent with, the Debt Act. Such term may include a single Bond or several Bonds, representing, in each case, a portion of this series.

"Bond Counsel" means Clark Hill PLC, Pittsburgh, Pennsylvania.

"Dated Date" means that date upon which interest will begin to accrue on the Bonds, as determined and fixed by the Local Government Unit and the Purchaser in the Purchase Proposal.

"Debt Ordinance" means this document, being the formal action taken by the Local Government Unit according to the requirements of Section 8003 of the Debt Act in order to authorize and incur the debt represented by the Bonds. Such term shall apply whether, under the law and current practices of the Local Government Unit, it would normally take formal action by enactment of an ordinance, adoption of a resolution or some other similar means.

"Designated Officer(s)" means and include, individually or jointly, the President of the Board of School Directors, the Vice President, and the Secretary (and their appropriate successors acting by reason of absence or other incapacity), being those duly elected or appointed and acting officials of the Local Government Unit hereby authorized to undertake and perform the actions herein specified, which are necessary and proper to the issuance of the Bonds and compliance with the Debt Act.

"First Interest Payment Date" means the date upon which interest is first payable, as determined by the Local Government Unit and the Purchaser in the Purchase Proposal.

"Governing Body" means the Board of School Directors of the Local Government Unit, being that entity authorized by law to fix the rate of, and to levy, taxes within the Local Government Unit.

"Interest Payment Date(s)" means, singularly or jointly, April 1 and October 1 of each year during the term of the Bonds, commencing with the First Interest Payment Date.

"Local Government Unit" means Upper St. Clair School District, situated in the County of Allegheny, a school district of the third class of the Commonwealth of Pennsylvania, duly organized and validly existing under the Constitution and laws of the Commonwealth, particularly the Public School Code of 1949, as amended.

“Mandatory Redemption Date(s)” means, those dates on which outstanding Bonds will be mandatorily redeemed by the Local Government Unit in accordance with the terms of the Bonds and the Purchase Proposal.

"Maturity Date(s)" means, those dates on which the Bonds mature in accordance with their terms, as determined and fixed by the Local Government Unit and the Purchaser in the Purchase Proposal.

"Optional Redemption Date" means, the first date on which the outstanding Bonds could be redeemed, in whole or in part, at the option of the Local Government Unit, as determined and fixed by the Local Government Unit and the Purchaser in the Purchase Proposal.

"Project" means, (1) replacing HVAC controls, installation of insulation and new boiler water heaters and storage tanks, roof mounted duct work, and a high school roof replacement; (2) other miscellaneous capital improvements to the facilities of the Local Government Unit; and (3) the payment of the costs of issuing the Bonds for such purposes. Reasonable estimates of the cost of the Project, which is not less than the principal amount of the indebtedness authorized hereby, together with the estimated useful life of the assets to be financed by the proceeds of the Bonds (being, on a weighted average, in excess of twenty-five (25) years), have been obtained with the assistance of engineers, architects, financial advisors and other persons qualified by experience. Nothing contained herein shall prohibit the Governing Body, under proper enactment of an ordinance and compliance with all provisions of law, from amending, adding to, subtracting from, substituting for or otherwise altering the Project undertaken hereby.

"Purchase Price" means not less than 95% of the par amount of the Bonds, less net original issue discount/plus net original issue premium, together with accrued interest to the date of delivery of the Bonds, if any such discount, premium or interest shall be specified in the Purchase Proposal.

"Purchase Proposal" means the written agreement for the purchase and sale of the Bonds, to be presented by the Purchaser, and accepted by the Local Government Unit by execution and delivery of the same by the President, Vice President, and/or Secretary.

"Purchaser" means Stifel, Nicolaus & Company, Incorporated, Pittsburgh, PA.

“Rating Agency” means Standard & Poor's Rating Service, New York, NY.

"Record Date(s)" means, singularly or jointly, April and October of each year during the term of the Bonds, as each such date precedes a respective Interest Payment Date.

"Redemption Price" means, 100% of the principal amount thereof, together with accrued interest to the date fixed for redemption.

“Registered Owner” or “Owner” or any such similar term, when used with respect to a Bond or any Bonds, means the person whose name appears in the records of the Paying Agent as such owner.

"Sinking Fund Depository" means Zions Bancorporation, National Association, Pittsburgh, Pennsylvania, being a bank or bank and trust company (or wholly owned subsidiary of the same) located and lawfully conducting a banking or trust business in the Commonwealth of Pennsylvania. The bank will assume, undertake and perform the duties of the Sinking Fund Depository specified by this Debt Ordinance or contained in the Debt Act, and will act as Paying Agent and Registrar, according to the provisions of this Debt Ordinance and the Debt Act and in compliance at all times with then-current industry standards and practices.

"Solicitor" means, Weiss Burkardt Kramer LLC, Pittsburgh, PA.

"Term Bonds" means that one or those several sets of Bonds stated to mature on a date certain, but which shall be mandatorily redeemed on specified anniversary dates in preceding years, as designated and fixed by the Local Government Unit and the Purchaser in the Purchase Proposal.

-- END OF ARTICLE 1 --

ARTICLE 2 -- AUTHORIZATION OF DEBT

Section 2.01. Incurrence. The Local Government Unit hereby authorizes and directs the incurrence of nonelectoral debt in an amount not to exceed the aggregate principal amount of $10,000,000 for the purposes of the Project; such debt shall be evidenced by the Bonds, to be issued, sold and delivered according to the provisions of the Purchase Proposal, when executed, this Debt Ordinance and the Debt Act, as general obligations of the Local Government Unit.

Section 2.02. Preparation of Debt Statement; Exclusion of Indebtedness. The Designated Officers are hereby authorized and directed to prepare and verify under oath or affirmation, according to the requirements of Sections 8002 and 8110 of the Debt Act, the Debt Statement of the Local Government Unit, including therewith a certification of the Borrowing Base, and, if desired, any statements required by Chapter 81, Subchapter B of the Debt Act necessary to qualify all or any portion of this, or any prior outstanding, debt for exclusion from the appropriate debt limit as self-liquidating or subsidized debt; all previous actions of Designated Officers in this regard are hereby ratified and confirmed.

Section 2.03. Proceedings Before the Department. The Designated Officers are hereby further authorized and directed to prepare and file all proceedings of the Local Government Unit relative to this incurrence of debt with the Department of Community and Economic Development and to respond to all inquiries or requests and to perform all other actions necessary to enable the Department to certify its approval to issue, sell and deliver the Bonds.

Section 2.04. Stated Maturity Dates. The Local Government Unit hereby finds and determines that: (1) the Bonds are to be issued with: (a) a final stated maturity date which does not exceed the sooner to occur of forty years or the useful life of the Project; and (b) an initial stated installment or maturity of principal which has not been deferred beyond one year following the expected completion of construction of the Project; and (2) the stated maturities, or principal installments subject to mandatory redemption, of the Bonds have been fixed either: (a) so as to amortize the Bonds on at least an approximately level debt service plan during the period specified for the payment of principal under Section 8142(b) of the Debt Act; or (b) in the alternative, in the event that an Exhibit B has been properly completed and is attached to this Debt Ordinance and thereby incorporated by reference herein, so that the debt service on outstanding debt of the Local Government Unit (being the Bonds, together with the other debt that is identified on Exhibit B) will be brought more nearly into an over-all level annual debt service plan.

--END OF ARTICLE 2--

ARTICLE 3 -- SECURITY FOR DEBT; SINKING FUND

Section 3.01. General Obligation Covenant. The Bonds shall be general obligations of the Local Government Unit. The Local Government Unit hereby covenants with the owners from time to time of the Bonds to: (a) include the amount necessary to service the debt on the Bonds, for each fiscal year in which such sums are payable, in its budget for that year; (b) appropriate such amounts from its general revenues to the payment of such debt service; and (c) duly and punctually pay, or cause to be paid, from its Sinking Fund or from any other of its revenues or funds, the principal of and the interest on the Bonds at the dates and place and in the manner stated in the Bonds, according to the true intent and meaning thereof.

For such budgeting, appropriation and payment of the Bonds, the Local Government Unit hereby irrevocably pledges its full faith, credit and taxing power. The Local Government Unit further covenants and agrees to undertake, perform and pursue all acts, applications, appeals, procedures and petitions, including the filing and pursuit of legal actions and remedies within appropriate administrative and judicial forums, necessary to permit and enable the Local Government Unit to levy and collect taxes and other revenues adequate to fulfill the foregoing covenant, as the same may be required under the Taxpayer Relief Act, Act 1 of Special Session 2006, as amended, or similar law, including regulations and rulings promulgated thereunder. The maximum amounts of debt service hereby covenanted to be paid are set forth in Exhibit A, attached to this Debt Ordinance and incorporated by reference herein.

As provided in the Debt Act, the foregoing covenants are specifically enforceable. Notwithstanding the foregoing, nothing contained herein shall prohibit or restrain the authorization, issuance, sale or delivery of any additional general obligation bond or bonds of the Local Government Unit on a parity with this Series of Bonds, upon adoption of an appropriate covenant to budget, appropriate and pay additional taxes and other revenues and funds for the payment and security of such additional obligations.

Section 3.02. Creation of Sinking Fund. The Local Government Unit hereby creates, and orders to be established (in its name and identified by reference to the particular Series of Bonds), a Sinking Fund for the payment of the Bonds with the Sinking Fund Depository, and further covenants to maintain such Sinking Fund until the Bonds are paid in full. A Designated Officer is hereby authorized and directed to contract with the Sinking Fund Depository for its services in such capacity, together with its services as Paying Agent and Registrar for the Bonds.

Section 3.03. Deposits into Sinking Fund. The Local Government Unit covenants with the owners of the Bonds, and a Designated Officer (according to the duties specified in Section 8223 of the Debt Act) is hereby authorized and directed, to withdraw from the General Fund (or in the event debt service charges have been capitalized, from any Project fund established with the proceeds of the Bonds, as authorized in Section 11.04) and to deposit into the Sinking Fund on or before the appropriate Interest Payment Dates (or as and when otherwise due by their terms and in order to provide same-day, available funds for timely payment), amounts sufficient to pay: (a) the interest on the Bonds then outstanding; and (b) the principal of the Bonds then maturing or subject to redemption on each such Interest Payment Date as set forth in Section 3.01.

Section 3.04. Investment of Sinking Fund. All moneys in the Sinking Fund not required for prompt expenditure may, in accordance with written instructions of a Designated Officer, be invested in Authorized Investments.

Authorized Investments must mature or must be subject to redemption, withdrawal or collection in their full amount at the option of the Sinking Fund Depository not later than the date upon which moneys are required to be paid to owners of the Bonds. All moneys in the Sinking Fund shall be applied exclusively to the payment of the Bonds when due and payable. All moneys deposited into the Sinking Fund and all investments and proceeds thereof shall be subject to a perfected security interest for the benefit of the owners

of the Bonds. Income received from any deposit or investment within the Sinking Fund shall remain within and be a part of the Sinking Fund and all such amounts may be applied in reduction or completion of any amount covenanted under Section 3.01 hereof to be deposited therein; provided, however, that the obligation of the Local Government Unit to pay the Bonds is, and shall remain, absolute, and may not be satisfied or reduced merely by the deposit of moneys into the Sinking Fund or from the expectation of earnings thereon.

--END OF ARTICLE 3--

ARTICLE 4 - TERMS AND PROVISIONS OF THE BONDS

Section 4.01. Dates, Maturity Amounts and Interest Rates. The Bonds shall be identified by the Dated Date, shall be dated as of the Authentication Dates, shall bear (or accrue) interest at the rate(s) (or yield(s)), payable (or compounded) on the appropriate Interest Payment Dates, and shall mature on the Maturity Dates (or be redeemed, mandatorily, on the appropriate Mandatory Redemption Dates, as provided in Section 4.03) and in the principal amounts (or maturity amounts) set forth in Section 3.01.

Section 4.02. Optional Redemption. The Bonds scheduled to mature on a date after the Optional Redemption Date may be redeemed prior to maturity at the option of the Local Government Unit (a) in whole, on the Optional Redemption Date or on any date thereafter, or (b) in part, from time to time, on the Optional Redemption Date or on any date thereafter, by lot within a maturity, upon payment of the applicable Redemption Price.

Section 4.03. Mandatory Redemption. Term Bonds shall be redeemed prior to maturity by the Sinking Fund Depository without further authorization on the appropriate Mandatory Redemption Dates and in the appropriate principal amounts set forth in Article 1 and in Section 3.01 hereof upon payment of the applicable Redemption Price.

Section 4.04. Book Entry System. The Bonds will be issued in denominations of $5,000 or any integral multiple thereof, in the form of one fully registered bond for the total principal amount of the Bonds of each maturity, which Bonds will be registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York ("DTC"). Initially, all of the Bonds will be registered in the name of Cede & Co., as nominee of DTC; provided that if DTC requests that the Bonds be registered in the name of a different nominee, the Sinking Fund Depository shall exchange all or any portion of the Bonds for an equal aggregate principal amount of Bonds registered in the name of such nominee of DTC. No person other than DTC or its nominee is entitled to receive from the Local Government Unit or the Sinking Fund Depository either a Bond or any other evidence of ownership of the Bonds, or any right to receive any payment in respect thereof unless DTC or its nominee transfers record ownership of all or any portions of the Bonds on the Register (as such term defined in Section 4.08), in connection with discontinuing the book entry system.

So long as the Bonds or any portion thereof are registered in the name of DTC or any nominee thereof, all payments of the principal or redemption price of or interest on such Bonds will be made to DTC or its nominee in immediately available funds on the dates provided for such payments in this Debt Ordinance. Each such payment to DTC or its nominee will be valid and effective to discharge fully all liability of the Local Government Unit or the Sinking Fund Depository with respect to the principal or redemption price of or interest on the Bonds to the extent of the sum or sums so paid. In the event of the redemption of less than all of the Bonds outstanding of any maturity, the Sinking Fund Depository will not require surrender by DTC or its nominee of the Bonds so redeemed, but DTC (or its nominee) may retain such Bonds and make an appropriate notation on the Bond certificate as to the amount of the partial redemption provided that DTC must deliver to the Sinking Fund Depository, upon request, a written confirmation of the partial redemption and thereafter the records maintained by the Sinking Fund Depository will be conclusive as to the amount of the Bonds of such maturity which have been redeemed.

The Local Government Unit and the Sinking Fund Depository may treat DTC (or its nominee) as the sole and exclusive owner of the Bonds registered in its name for the purposes of payment of the principal or redemption price of or interest on the Bonds, selecting the Bonds or portions thereof to be redeemed, giving any notice permitted or required to be given to Registered Owners under this Debt Ordinance, registering the transfer of Bonds, obtaining any consent or other action to be taken by Registered Owners and for all other purposes whatsoever (except for the purposes of Article 10 hereof, for which the Local Government Unit shall recognize and fulfill its continuing disclosure responsibilities to persons claiming a beneficial ownership of the

Bonds); and neither the Local Government Unit nor the Sinking Fund Depository will be affected by any notice to the contrary. Neither the Local Government Unit nor the Sinking Fund Depository will have any responsibility or obligation to any participant in DTC, any person claiming a beneficial ownership interest in the Bonds under or through DTC or any such participant, or any other person which is not shown on the Register as being Registered Owner, with respect to either (1) the Bonds; or (2) the accuracy of any record maintained by DTC or any such participant; or (3) the payment by DTC or any participant of any amount in respect of the principal or redemption price of or interest on the Bonds; or (4) any notice which is permitted or required to be given to Registered Owners under this Debt Ordinance; or (5) the selection by DTC or any participant of any person to receive payment in the event of partial redemption of the Bonds; or (6) any consent given or other action taken by DTC as Registered Owner; provided further that the Local Government Unit will, at all times, fulfill and maintain the obligations under Article 10 hereof and under any agreement to provide continuing disclosure required under SEC Rule 15c2-12 for the benefit of such persons as may claim a beneficial ownership interest in the Bonds.

So long as the Bonds or any portion thereof are registered in the name of DTC or any nominee thereof, all notices required or permitted to be given to the Registered Owners under this Debt Ordinance will be given to DTC as provided in the blanket representation letter.

In connection with any notice or other communication to be provided to Registered Owners pursuant to this Debt Ordinance by the Local Government Unit or the Sinking Fund Depository with respect to any consent or other action to be taken by Registered Owners, DTC will consider the date of receipt of notice requesting such consent or other action as the record date for the consent or other action, provided that the Local Government Unit or the Sinking Fund Depository may establish a special record date for such consent or other action. The Local Government Unit or the Sinking Fund Depository must give DTC notice of the special record date not less than 10 days in advance of such special record date.

Any successor Sinking Fund Depository must, in its written acceptance of its duties under this Debt Ordinance, agree to take any actions necessary from time to time to comply with the requirements of the representation letter.

The book-entry system for registration of the ownership of the Bonds may be discontinued at any time if either: (1) after notice to the Local Government Unit and the Sinking Fund Depository, DTC determines to resign as securities Depository for the Bonds; or (2) after notice to DTC and the Sinking Fund Depository, the Local Government Unit determines that a continuation of the system of book-entry transfers through DTC (or through a successor securities depository) is not in the best interest of the Local Government Unit. In either of such events (unless in the case described in clause (2) above, the Local Government Unit appoints a successor securities depository), the Bonds will be delivered in registered certificate form to such persons, and in such maturities and principal amounts, as may be designated by DTC, but without any liability on the part of the Local Government Unit or the Sinking Fund Depository for the accuracy of such designation. Whenever DTC requests the Local Government Unit and the Sinking Fund Depository to do so, the Local Government Unit and the Sinking Fund Depository must cooperate with DTC in taking appropriate action after reasonable notice to arrange for another securities depository to maintain custody of certificates evidencing the Bonds. The Bonds will also carry CUSIP numbers as a convenience to owners.

Section 4.05. Interest Payments; Accrual. The Bonds will bear interest, payable in arrears, initially on the First Interest Payment Date and then on each Interest Payment Date subsequent for the respective preceding period; provided, further, that interest may be paid from an Interest Payment Date next preceding the date of a Bond except when the date of such Bond is a date to which interest has been so paid, then from the date of such Bond, or when either (1) the date of such Bonds is prior to the First Interest Payment Date, or (2) no interest has been paid, then from the Dated Date.

Section 4.06. Record Date; Payments on Default. The person in whose name any Bond is registered at the close of business on any Record Date with respect to any Interest Payment Date or Maturity Date is entitled to receive the amounts payable on such payment date notwithstanding the cancellation of such Bond upon any transfer or exchange thereof subsequent to such Record Date and prior to such payment date.

When, if, and to the extent, the Local Government Unit defaults in the payment of any amount due on any such dates, any moneys collected for such payment, as and when collected from time to time, may be paid to the persons in whose names Bonds are registered at the close of business on a Special Record Date established by the Sinking Fund Depository, notice of which shall have been mailed to all Registered Owners of Bonds not less than ten days prior to such date.

Section 4.07. Funds for Payment. The Bonds will be payable at the offices of the Sinking Fund Depository in the coin or currency of the United States of America that is legal tender for the payment of public and private debts at the time and place of payment; provided, however, in the absence of written demand for such payment by the Registered Owner, received by the Sinking Fund Depository not later than the Record Date, all payments of interest on the Bonds shall be made by check or draft drawn on the Sinking Fund Depository and mailed, first class, postage prepaid, to the owner at his address as it appears in the Register, and payment of the principal of the Bonds shall be made in like manner, following presentation at the offices of the Sinking Fund Depository.

Section 4.08. Registration and Transfer. The Local Government Unit will cause to be kept with the Sinking Fund Depository, in its capacity as Registrar, a Register in which, subject to reasonable regulations, the Local Government Unit will provide for the registration of Bonds and the registration of transfers and exchanges of Bonds. No transfer or exchange of any Bond will be valid unless made at the offices of the Sinking Fund Depository and registered in the Register.

Upon surrender for registration of transfer of any Bond, the Local Government Unit shall execute, and the Sinking Fund Depository shall authenticate and deliver in the name of the transferee or transferees, a new Bond or Bonds of any authorized denomination, of the same yield and maturity, and in the same maturity amount, as the Bond so surrendered.

Any Bond is exchangeable for other Bonds of the same yield and maturity, in any authorized denomination, in the same maturity amount as the Bond or Bonds presented for exchange. Upon surrender for exchange of any Bond, the Local Government Unit shall execute, and the Sinking Fund Depository shall authenticate and deliver in exchange therefor, the new Bond or Bonds which the Registered Owner making the exchange shall be entitled to receive.

All Bonds issued upon any registration of transfer or exchange shall be valid obligations of the Local Government Unit, evidencing the same indebtedness and entitled to the same benefits under this Debt Ordinance as the Bonds surrendered for such registration of transfer or exchange. All Bonds so surrendered shall be cancelled and may be destroyed by the Sinking Fund Depository.

Every Bond presented or surrendered for registration of transfer or exchange shall be duly endorsed, or be accompanied by a written instrument of transfer, in form and with guaranty of signature satisfactory to the Local Government Unit and the Sinking Fund Depository, duly executed by the owner thereof or his duly authorized agent or legal representative.

No service charge shall be imposed on any Registered Owner for any transfer or exchange of any Bond, but the Local Government Unit may require payment of a sum sufficient to cover any tax or other governmental charge that may be imposed in connection with any transfer or exchange of Bonds.

Neither the Local Government Unit, nor the Sinking Fund Depository, shall be required to: (a) issue, or register the transfer or exchange of, any Bond during a period of fifteen (15) business days before any date of selection of Bonds to be redeemed; or (b) register the transfer or exchange of any Bond after it has been selected for redemption.

The Bonds shall be initially registered in accordance with instructions submitted to the Sinking Fund Depository by the Purchaser.

Section 4.09. Execution and Authentication. The Bonds shall be executed on behalf of the Local Government Unit by the Designated Officers and shall have a facsimile of the corporate seal of the Local Government Unit affixed thereto, duly attested. The Bonds shall be authenticated by the manual execution of the Certificate of Authentication by a duly authorized officer of the Sinking Fund Depository. No Bond shall be valid until such Certificate of Authentication shall have been duly executed and such authentication shall be the conclusive and only proof that any Bond has been issued pursuant to, and is entitled to any benefits conferred under, the provisions of this Debt Ordinance. To the extent that any one signature on a Bond (including the signature of the officer of the Sinking Fund Depository) is manual, all other signatures may be by facsimile.

Section 4.10. Notices, Selection of Bonds for Redemption. Notice of redemption shall be given by first class mail, postage prepaid, not less than 30 nor more than 60 days prior to the applicable redemption date, to the Registered Owners of Bonds to be redeemed at the addresses which appear in the Bond Register on the fifth business day preceding the date selected for the mailing of such notice and to the Rating Agency. Neither failure to mail such notice nor any defect in the notice so mailed or in the mailing thereof with respect to any one Bond shall affect the validity of the proceedings for the redemption of any other Bond. If the Local Government Unit shall have duly given notice of redemption and shall have deposited funds for the payment of the Redemption Price of the Bonds with the Sinking Fund Depository, interest on such Bonds shall cease to accrue after such redemption date.

Notices of redemption shall be dated and shall state: (a) the redemption date; (b) the Redemption Price; (c) if less than all outstanding Bonds are to be redeemed, the identification numbers and the respective maturity amounts of the Bonds to be redeemed; (d) the applicable CUSIP numbers of the Bonds called for redemption (if then generally in use, but shall state that no representation is made as to the correctness of such numbers either as printed on the Bonds or as contained in the notice and that reliance may be placed only on the identification numbers printed on the Bonds); (e) that on the redemption date the Redemption Price will become due and payable upon each such Bond or portion thereof called for redemption, and that interest thereon shall cease to accrue from and after said date; and (f) that such Bonds are to be surrendered for payment at the principal corporate trust office of the Sinking Fund Depository.

If less than all Bonds maturing on any one date are to be redeemed at any time, the Sinking Fund Depository shall select by lot the Bonds to be redeemed at such time.

Any portion of any Bond of a denomination larger than $5,000 may be redeemed, but only in the principal amount of $5,000 or any integral multiple thereof. Prior to selecting Bonds for redemption, the Sinking Fund Depository shall assign numbers to each $5,000 portion of any Bond of a denomination larger than $5,000 and shall treat each portion as a separate Bond in the denomination of $5,000 for purposes of selection for redemption. Upon surrender of any Bond for redemption of a portion thereof, the Sinking Fund Depository shall authenticate and deliver to the owner thereof a new Bond or Bonds of the same maturity and in any authorized denominations requested by the owner in a principal amount equal to the unredeemed portion of the Bond surrendered.

Section 4.11. Temporary Bonds. Bonds in definitive form shall be fully engraved or printed or lithographed on steel-engraved borders. Until Bonds in definitive form are ready for delivery, the Local Government Unit may execute, and upon request the Sinking Fund Depository shall authenticate and deliver, in lieu thereof and subject to the same provisions, limitations and conditions, one or more printed, lithographed or typewritten Bonds in temporary form, substantially in the form in Section 4.13 hereinafter described, and with appropriate omissions, variations and insertions. Until exchanged for Bonds in definitive form, such Bonds in temporary form shall be valid obligations entitled to the benefit of this Debt Ordinance. The Local Government Unit shall, without unreasonable delay, prepare, execute and deliver to the Sinking Fund Depository, and thereupon, upon the presentation and surrender of any bond or Bonds in temporary form, the Sinking Fund Depository shall authenticate and deliver, in exchange therefor, a bond or Bonds in definitive form of the same maturity for the same aggregate maturity amount as the bond or Bonds in temporary form surrendered. Such exchange shall be made by the Local Government Unit at its own expense and without making any charge therefor.

Section 4.12. Bonds Lost or Destroyed. Upon receipt by the Local Government Unit and the Sinking Fund Depository of evidence satisfactory to both of them that any outstanding Bond has been mutilated, destroyed, lost or stolen, and of indemnity satisfactory to both of them, the Local Government Unit may, in its discretion, execute and thereupon the Sinking Fund Depository shall authenticate and deliver a new Bond of the same maturity and of like tenor in exchange and substitution for, and upon surrender and cancellation of, the mutilated Bond, or in lieu of and in substitution for the Bond so destroyed, lost or stolen. The Local Government Unit may, for each new Bond authenticated and delivered under the provisions of this Section, require the payment of the expenses, including counsel fees. Any Bond issued under the provisions of this Section in lieu of any Bond alleged to be destroyed, lost or stolen, shall constitute an original additional and independent contractual obligation on the part of the Local Government Unit whether or not the Bond so alleged to be destroyed, lost or stolen be at any time enforceable by anyone, and shall be equally and proportionately entitled to the benefits of this Debt Ordinance with all other Bonds issued hereunder, and all limitations and debt limits imposed by the Debt Act shall be increased to the extent necessary to validate such new Bonds.

Section 4.13. Form of the Bonds. The Bonds shall be substantially in the following form(s):

FORM OF BOND

UPPER ST. CLAIR SCHOOL DISTRICT
(ALLEGHENY COUNTY, PENNSYLVANIA)
GENERAL OBLIGATION BOND, SERIES OF 2023

DATED DATE	INTEREST RATE	MATURITY DATE	CUSIP
_____, 2023		_____, _____	

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT: DOLLARS

UPPER ST. CLAIR SCHOOL DISTRICT (Allegheny County, Pennsylvania) (the "Local Government Unit"), a school district of the third class of the Commonwealth of Pennsylvania, duly organized and validly existing under the Constitution and laws of the Commonwealth, for value received and intending to be legally bound, hereby acknowledges itself indebted and promises to pay, as a General Obligation of the Local Government Unit, to the Registered Owner hereof, on the Maturity Date stated above, upon presentation and surrender hereof, the Principal Amount stated above and to pay interest thereon at the Interest Rate per annum stated above, semiannually on April 1 and October 1 in each year during the term of this Bond from the most recent October 1 and April 1, respectively, to which interest has been paid or provided for (or from the Dated Date if no interest has been paid), beginning _____, _____, which is the first date for payment of interest, until full payment of the Principal Amount to the Registered Owner has been made or provided for.

The principal of, interest on, and premium, if any, on this Bond are payable in the coin or currency of the United States of America that is, at the time and place of payment, legal tender for payment of public and private debts, at the designated corporate trust office of Zions Bancorporation, National Association, Pittsburgh, Pennsylvania in its capacity as Sinking Fund Depository, Paying Agent and Registrar (the "Sinking Fund Depository"); provided that, absent written demand by the Registered Owner, received by the Sinking Fund Depository not later than the Record Date, periodic payments of current interest will be made by check or draft drawn on the Sinking Fund Depository and mailed, first class, postage prepaid, to the Registered Owner on the appropriate Record Date at the address that appears on the Register described below, and that payment of principal will be made in like manner following presentation at the offices of the Sinking Fund Depository.

UNLESS THIS CERTIFICATE IS PRESENTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY TRUST COMPANY, A NEW YORK CORPORATION ("DTC"), TO THE LOCAL GOVERNMENT UNIT OR ITS AGENT FOR REGISTRATION OF TRANSFER, EXCHANGE, OR PAYMENT, AND ANY CERTIFICATE ISSUED IS REGISTERED IN THE NAME OF CEDE & CO. OR IN SUCH OTHER NAME AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC (AND ANY PAYMENT IS MADE TO CEDE & CO. OR TO SUCH OTHER ENTITY AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC) ANY TRANSFER, PLEDGE, OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL INASMUCH AS THE REGISTERED OWNER HEREOF, CEDE & CO., HAS AN INTEREST HEREIN.

This Bond will not be valid or become obligatory for any purpose unless the Certificate of Authentication has been signed by the manual signature of an authorized officer of the Sinking Fund Depository.

This Bond is one of a duly authorized series of Bonds, designated "General Obligation Bonds, Series of 2023" of the Local Government Unit (the "Bonds"), issued in accordance with the Local Government Unit Debt Act, Act of December 19, 1996, P.L. 1158, No. 177, as amended (the "Debt Act"), pursuant to all the terms and provisions of the formal action of the Local Government Unit (the "Debt Ordinance"), and with the approval of the Department of Community and Economic Development of the Commonwealth of Pennsylvania.

Interest payable on any Interest Payment Date will be paid to the person in whose name this Bond is registered at the close of business on the _____ and _____ (the "Record Date") immediately preceding the applicable Interest Payment Date. Any such interest which is not deposited with the Sinking Fund Depository on or before any such Interest Payment Date for payment to the Registered Owner of record on the Record Date shall forthwith cease to be payable to such Registered Owner on the Record Date, and will be paid to the person in whose name this Bond is registered on a Special Record Date for the payment of such defaulted interest to be fixed by the Sinking Fund Depository, notice of which will be given to all Registered Owners not less than 10 days prior to such Special Record Date.

The Bonds maturing after October ___, ____ are subject to redemption at the option of the Local Government Unit prior to their stated Maturity Dates, as a whole or in part from time to time, by lot within a maturity, on October ____, ____ and on any date thereafter, upon payment of the Redemption Price of 100% of the principal amount thereof, together with interest accrued to the date fixed for redemption.

The Bonds maturing on October ____ of the years _____, _____ and _____ are subject to mandatory redemption prior to their stated Maturity Dates, on October 1 of the years, and in the amounts shown, in the following tables, upon payment of the Redemption Price of 100% of the principal amount thereof, together with interest accrued to the date fixed for redemption.

Maturity Date		Maturity Date		Maturity Date	
Year	Amount	Year	Amount	Year	Amount

*Maturity

If less than all Bonds maturing on any one date are to be redeemed at any time, the Bonds to be called for redemption at such time will be chosen by the Sinking Fund Depository, by lot.

Notice of redemption of any Bond will be given to the Registered Owner of such Bond by first class mail, not less than thirty (30) nor more than sixty (60) days prior to the redemption date, all in the manner and upon the terms and conditions set forth in the Debt Ordinance. A portion of a Bond of a denomination larger than $5,000 may be redeemed, and in such case, upon the surrender of such Bond, there will be issued to the Registered Owner thereof, without charge therefor, a registered Bond or Bonds for the unredeemed balance of the principal amount of such Bond, all as more fully set forth in the Debt Ordinance. If notice of redemption has been duly given, the Bonds or portions thereof specified in that notice become due and payable at the applicable Redemption Price on the designated redemption date, and if, on such date, moneys are held by the Sinking Fund Depository for the payment of the Redemption Price of the Bonds to be redeemed, together with interest to the date fixed for redemption, then from and after such date interest on such Bonds ceases to accrue.

The Local Government Unit, pursuant to recommendations made by the Committee on Uniform Security Identification Procedures, has caused CUSIP numbers to be printed on the Bonds, and has directed the Sinking Fund Depository to use such numbers in notices of redemption and other notices, if any, as a convenience to the Registered Owners of the Bonds. No representation is made as to the accuracy of such numbers either as printed on the Bonds or as contained in any notice and reliance may be placed only on the identification number printed hereon.

This Bond may be transferred or exchanged only on the Register maintained by the Local Government Unit at the offices of the Sinking Fund Depository upon its surrender by the Registered Owner at such office duly endorsed by, or accompanied by a written instrument of transfer duly executed by, the Registered Owner or a duly authorized agent or legal representative of the Registered Owner, in each case, in form and with a guaranty of signature satisfactory to the Local Government Unit and the Sinking Fund Depository. No service charge will be imposed on any Registered Owner of any Bond for any transfer or exchange of any Bond, but the Local Government Unit may require payment of any tax or other governmental charge that may be imposed in connection with any transfer or exchange of Bonds.

The Local Government Unit is not required to register the transfer or exchange of any Bond: (a) during the period of fifteen (15) business days before any (i) date of selection of Bonds to be redeemed or (ii) date of maturity; or (b) after such Bond has been selected for redemption.

Subject to the provisions of this Bond and of the Debt Ordinance, the Sinking Fund Depository may treat the Registered Owner of this Bond as the absolute owner, for all purposes, whether or not this Bond is overdue, and neither the Local Government Unit nor the Sinking Fund Depository will be affected by any notice to the contrary.

This Bond is hereby declared to be a general obligation of the Local Government Unit. The Local Government Unit covenants with the Registered Owner of this Bond to include the amount necessary to pay the debt service hereon, in each fiscal year for which such sums are due, in its budget for that year, to appropriate such amounts from its general revenues to the payment of such debt service and to duly and punctually pay or cause to be paid from its Sinking Fund or any other of its revenues or funds, the principal of this Bond and the interest hereon on the dates, at the place and in the manner stated herein, according to the true intent and meaning hereof.

It is hereby certified that all acts, conditions and things required by the laws of the Commonwealth of Pennsylvania to exist, to have happened or to have been performed, precedent to or in the issuance of this Bond or in the creation of the debt of which this Bond is evidence, exist, have happened and have been performed in regular and due form and manner as required by law; that this Bond, together with all other indebtedness of the Local Government Unit, is within every debt and other limit applicable to the Local Government Unit prescribed by the Constitution and the laws of the Commonwealth of Pennsylvania; that

the Local Government Unit has established with the Sinking Fund Depository a Sinking Fund for this Bond and will deposit therein amounts sufficient to pay the principal of and interest on this Bond when due and payable; and that for the prompt and full payment of all obligations under this Bond, the full faith, credit and taxing power of the Local Government Unit are hereby irrevocably pledged.

No recourse shall be had for the payment of the principal of or the interest on this Bond, or for any claim based hereon, against any officer, agent or employee, past, present or future, of the Local Government Unit, as such, either directly or through the Local Government Unit, whether by virtue of any constitutional provision, statute or rule of law, or by the enforcement of any assessment or penalty, or otherwise; all such liability of such officers, agents or employees is hereby renounced, waived and released as a condition of and as consideration for the issuance and acceptance of this Bond.

[BALANCE OF PAGE INTENTIONALLY BLANK]

IN WITNESS WHEREOF, the Local Government Unit has caused this Bond to be duly executed in its name by the facsimile signature of its President of the Board of School Directors, together with a facsimile of its corporate seal affixed hereto duly attested by the facsimile signature of its Secretary and dated as of the Date of its Authentication.

ATTEST: UPPER ST. CLAIR SCHOOL DISTRICT

_____ By:_____
Secretary President, Board of School Directors

[SEAL]

CERTIFICATE OF AUTHENTICATION

This Bond is one of the issue of $_____ Upper St. Clair School District (Allegheny County, Pennsylvania), General Obligation Bonds, Series of 2023 authorized by the within-mentioned Debt Ordinance.

The Text of Opinion contained herewith is the text of the opinion of Clark Hill PLC, Bond Counsel, of Pittsburgh, Pennsylvania, an executed counterpart of which, dated the date of delivery of and payment for the Series of Bonds of which this Bond is one, is on file at the offices of the Sinking Fund Depository.

ZIONS BANCORPORATION, NATIONAL ASSOCIATION,
as Sinking Fund Depository and Paying Agent

_____
Authorized Officer

AUTHENTICATION DATE:

_____

[TEXT OF OPINION OF BOND COUNSEL]

ASSIGNMENT

FOR VALUE RECEIVED the undersigned hereby sells, assigns and transfers unto

Please insert Social Security
or other identifying number
of assignee

_____

Please print or typewrite name and address
including postal zip code of transferee

the within Bond and all rights thereunder, and hereby irrevocably constitutes and appoints

_____ Agent to transfer the within bond on the books kept for registration thereof, with full power of substitution in the premises.

Dated

Signature(s) Guaranteed:

_____

NOTICE: Signature(s) must be guaranteed by a member firm of an approved Signature Guarantee Medallion Program.

_____

NOTICE: The signature(s) to this assignment must correspond with the name(s) as written upon the face of the bond, in every particular, without alteration or enlargement, or any change whatever.

--END OF ARTICLE 4--

ARTICLE 5 -- CONCERNING THE SINKING FUND DEPOSITORY

Section 5.01. Maintenance of Sinking Fund. The Sinking Fund Depository shall maintain the Sinking Fund as a separate account and shall, without further authorization other than as herein contained, pay, from moneys therein, the principal of, interest on and premium, if any, on the Bonds, as and when the same shall become due, to the Registered Owners thereof.

Section 5.02. Unclaimed Funds. The Sinking Fund Depository shall return to the Local Government Unit all moneys deposited and held in a Sinking Fund for the payment of the Bonds which have not been claimed by the Registered Owner after two years from the date when payment is due, except where such funds are held for the payment of outstanding checks, drafts or other instruments of the Sinking Fund Depository. Nothing in this Section or by reason of any action taken hereunder shall relieve the Local Government Unit of its liability for payment to the Registered Owners of unpresented Bonds.

Section 5.03. Registration Agents. In the event the Bonds are qualified by the Purchaser, or are otherwise determined to be eligible, for the deposit, book-entry, withdrawal and other related services of The Depository Trust Company (or another or additional recognized bond registration agent performing similar services), the Sinking Fund Depository shall undertake and perform those additional duties which may be required of it in order to enable The Depository Trust Company (or other similar agent) to perform such services for its Participants, including the processing of transfers of registration within necessary time periods, the payment of Bonds by acceptable fund transfers and the delivery of adequate redemption and other payment notices.

Section 5.04. Liability of Sinking Fund Depository. The Sinking Fund Depository may exercise any of the powers or perform any duty hereunder by or through attorneys, agents, receivers or employees, and it shall not be answerable or accountable for any act, default, neglect or misconduct of any such attorney, agent, receiver or employee, if reasonable care has been exercised in his appointment and retention, nor shall the Sinking Fund Depository be otherwise answerable or accountable under any circumstances whatever in connection with such powers or duties, except for its own negligence or willful misconduct. The Sinking Fund Depository shall be protected and shall incur no liability in relying, acting or proceeding in good faith upon any notice, request, order, certificate, report, opinion, statement, affidavit, voucher, or other paper or document believed by it to be genuine and to have been signed, passed or presented by the proper person, nor be bound to make any investigation into the matters stated therein. However, the Sinking Fund Depository may, at any time in its discretion, require of the Local Government Unit full information and advice as to the above as well as to the performance of any of the covenants, conditions and agreements in this Debt Ordinance and may further make or cause to be made independent investigations, at the expense of the Local Government Unit, concerning its affairs. The Sinking Fund Depository may consult with legal counsel to be selected and employed by it and the opinion of such counsel shall be full and complete authorization and protection in respect of any action taken or suffered by it hereunder in good faith and in accordance with the opinion of such counsel.

Section 5.05. Ownership of Bonds. The Sinking Fund Depository, in its individual capacity or as a fiduciary, may become the owner of Bonds, with the same rights it would have if it were not the Sinking Fund Depository. The Sinking Fund Depository may also engage in, or be interested in, any financial or other transaction with the Local Government Unit not in derogation of the rights of the Registered Owners of the Bonds.

Section 5.06. Interpretation. The Sinking Fund Depository may construe any of the provisions of this Debt Ordinance insofar as the same may appear to be ambiguous or inconsistent with any other provision hereof, and any construction of any such provisions hereof by the Sinking Fund Depository in good faith shall be binding upon the Registered Owners of the Bonds.

Section 5.07. Fees and Expenses. The Sinking Fund Depository shall be paid such initial and periodic fees for its services and reimbursed for such expenses, as are specified in those proposals and other such communications made to and received by the Local Government Unit in connection with the Bonds, if any, or, in all events, according to its usual, customary and reasonable schedule of fees and other charges.

Section 5.08. Removal; Resignation. The Sinking Fund Depository shall serve in such capacity at the will of the Local Government Unit and may be removed, at any time, with or without cause, by the appointment of a qualified successor and upon sixty (60) days written notice to the Registered Owners of the Bonds and to the Sinking Fund Depository. The Sinking Fund Depository may at any time resign and be discharged of the trust hereby created by giving not less than sixty (60) days written notice to the Local Government Unit and the Registered Owners, specifying the date when such resignation shall take effect, in the manner required for bond redemption notices in Section 4.10 hereof, and such resignation shall take effect upon the day specified in such notice, unless previously a successor sinking fund Depository shall have been appointed by the Local Government Unit as hereinbefore provided, in which event such resignation shall take effect immediately on the appointment of such successor.

Section 5.09. Duties upon Default. If the Local Government Unit shall fail or refuse to make any required deposit in the Sinking Fund, the Sinking Fund Depository shall (a) independent of events and actions of Registered Owners, any trustee or any court or administrative or judicial officer undertaken or occurring pursuant to the provisions of Article 6 hereof: (1) notify the Department of Community and Economic Development of such failure or refusal, in order to facilitate an inspection of the Sinking Fund by the Department pursuant to Section 8226 of the Debt Act; and (2) notify the Secretary of the Department of Education of such failure or refusal, in order to facilitate its duties regarding the withholding of State appropriations for payment to the Sinking Fund Depository pursuant to Section 633 of the Public School Code of 1949, as amended; and (b) in conjunction with such events and actions under Article 6 hereof, may, and upon request of the Registered Owners of twenty-five per cent in principal amount of outstanding Bonds and upon being indemnified against cost and expense shall, exercise any remedy, provided in Article 6 of this Debt Ordinance, in the Debt Act or at law or in equity, for the equal and ratable benefit of the Registered Owners of the outstanding Bonds, and shall disburse all funds so collected equally and ratably to the Registered Owners thereof, pursuant to the requirements of Subchapter D of Chapter 82 of the Debt Act.

--END OF ARTICLE 5--

ARTICLE 6 -- DEFAULTS AND REMEDIES

Section 6.01. Failure to Budget Debt Service. If the Local Government Unit fails or refuses to make adequate provision in its budget for any fiscal year for the sums payable in respect of the Bonds, then at the suit of the Registered Owner of any Bond, the Court of Common Pleas of the county in which the Local Government Unit is located, (or, if located in more than one county, then of either) shall after a hearing held upon such notice to the Local Government Unit as the Court may direct, and upon a finding of such failure or neglect, by writ of mandamus, require the Designated Officer to pay into the Sinking Fund the first tax moneys or other available revenues or moneys thereafter received in such fiscal year by such Designated Officer until the sum on deposit in the Sinking Fund shall equal the moneys that should have been budgeted or appropriated for the Bonds.

Section 6.02. Failure to Pay Principal or Interest. If the Local Government Unit fails or neglects to pay or cause to be paid the interest or principal on any of the Bonds, as the same becomes due and payable, and such failure shall continue for thirty (30) days, the Registered Owner thereof shall, subject to any appropriate priorities created under the Debt Act, have the right to recover the amount due in an action in assumpsit in the Court of Common Pleas of the county in which the Local Government Unit is located (or, if located in more than one county, then of either). The judgment recovered shall have an appropriate priority upon the moneys next coming into the treasury of the Local Government Unit.

Section 6.03. Trustee for Registered Owners.

(a) Notwithstanding any other provision in this Debt Ordinance, if the Local Government Unit defaults in the payment of the principal of or the interest on the Bonds after the same shall become due, and such default shall continue for thirty (30) days, or if the Local Government Unit fails to comply with any provision of the Bonds or this Debt Ordinance, the Registered Owners of twenty-five percent in aggregate principal amount of the Bonds then outstanding, by an instrument or instruments filed in the office for the recorder of deeds in the county in which the Local Government Unit is located, signed and acknowledged in the same manner as a deed to be recorded, may appoint a trustee, who may be the Sinking Fund Depository, to represent the Registered Owners of all such Bond or Bonds, and such representation shall be exclusive for the purposes herein provided.

(b) Such trustee, may, and upon written request of the Registered Owners of twenty-five percent in principal amount of the Bonds then outstanding and upon being furnished with indemnity satisfactory to it shall, in his or its own name take one or more of the actions set forth below and the taking of such actions shall preclude similar action whether previously or subsequently initiated by individual Registered Owners of the Bonds:

(1) By mandamus or other suit, action or proceeding at law or in equity, enforce all rights of the Registered Owners of the Bonds or require the Local Government Unit to carry out any other agreement with the Registered Owners of the Bonds;

(2) Bring suit on the Bonds without the necessity for producing the same;

(3) Petition the Court to levy, and the Court is hereby empowered to levy, after a hearing upon such notice to the owners of assessable real estate as the Court may prescribe, the amount due before or after the exercise of any right of acceleration on the Bonds plus estimated costs of collection upon all taxable real estate and other property subject to ad valorem taxation within the Local Government Unit, in proportion to the value thereof as assessed for tax purposes, and the trustee may collect, or cause the Local Government Unit to collect, such amounts as by foreclosure of a mortgage or security interest on the realty

or other property if not paid on demand. Any assessment levied pursuant hereto shall have the same priority and preference, as against other liens or mortgages on the real estate or security interests in fixtures thereon or other property, as a lien for unpaid taxes;

(4) By suit in equity, enjoin any acts or things which may be unlawful or in violation of the rights of the Registered Owners of the Bonds;

(5) After thirty (30) days prior written notice to the Local Government Unit, declare the unpaid principal of all the Bonds to be, and it shall thereby become, forthwith due and payable with interest at the rates stated in the Bonds until final payment (and, if all defaults shall be made good, then to annul such declaration and its consequences).

(c) If the Sinking Fund Depository is willing to serve and exercise the powers conferred upon a trustee appointed by this Section 6.03, no trustee appointed in the manner provided in this Section shall have the powers herein set forth unless the appointment under this Section was executed by or pursuant to the authority of the Registered Owners of fifty-one (51%) percent of the principal amount of the Bonds.

(d) Proof of ownership of Bonds and of execution of instruments relative thereto shall be made according to the provisions of Section 8114 of the Debt Act.

Section 6.04. Costs of Suits or Proceedings. In any suit, action or proceeding by or on behalf of the Registered Owners of defaulted Bonds, the fees and expenses of a trustee or receiver, including operating costs of a project and reasonable counsel fees, shall constitute taxable costs, and all such costs and disbursements allowed by the court shall be deemed additional principal due on the Bonds, and shall be paid in full from any recovery prior to any distribution to the Registered Owners of the Bonds.

Section 6.05. Distribution of Moneys Realized for Registered Owners. Moneys or funds collected for the Registered Owners of defaulted Bonds shall, after the payment of costs and fees as provided in Section 6.04, be applied by the trustee or receiver as follows:

(a) Unless the principal of all the Bonds shall have become or have been declared due and payable, (i) to the payment to the Registered Owners entitled thereto of all installments of interest then due in the order of their respective due dates and, if the amount available shall not be sufficient to pay any installment in full, then to the payment ratably, according to the amounts due on such installment, to the Registered Owners entitled thereto, without any discrimination or preference; and (ii) to the payment to the Registered Owners entitled thereto of the unpaid principal of any Bonds which shall have become due, whether at stated Maturity Dates or by call for redemption, in the order of their respective due dates, and if the amount available shall not be sufficient to pay in full all the Bonds due on any date, then to the payment ratably, according to the amounts of principal due on such dates, to the Registered Owners entitled thereto without any discrimination or preference;

(b) If the principal of all the Bonds shall have become or shall have been declared due and payable, to the payment of the principal and interest then due and unpaid upon the Bonds without preference or priority of principal over interest or interest over principal, or of any installment of interest over any other installment of interest, or of any Bond over any other Bond, ratably according to the amounts due respectively for principal and interest, to the Registered Owners entitled thereto without any discrimination or preference.

--END OF ARTICLE 6--

ARTICLE 7 -- AMENDMENTS AND MODIFICATIONS

Section 7.01. Amendments Without Consent. The Local Government Unit may, from time to time and at any time, enact, execute, file with the Department and deliver to the Sinking Fund Depository, who shall accept the same, debt ordinances amending, modifying or supplemental hereto as shall not be inconsistent with the terms and provisions hereof and which shall not adversely affect the rights of the Registered Owners of the Bonds (which modifying or supplemental debt ordinances shall thereafter form a part hereof) for the following purposes:

(a) to cure any ambiguity, formal defect or omission in this Debt Ordinance;

(b) to grant or confer upon the Sinking Fund Depository for the benefit of the Registered Owners of any Bonds any additional rights, remedies, powers, authority or security that may lawfully be granted to or conferred thereupon;

(c) to add to this Debt Ordinance additional covenants and agreements thereafter to be observed by, or to surrender any right or power herein reserved to or conferred upon, the Local Government Unit; or

(d) to amend the definition of the Project and change the purposes of the Bonds, in compliance with all provisions of the Debt Act.

Section 7.02. Amendments With Consent. With the consent of the Registered Owners of not less than sixty-six and two-thirds per centum (66 2/3%) in outstanding principal amount of the Bonds, the Local Government Unit may, from time to time and at any time, enact, execute, file with the Department and deliver to the Sinking Fund Depository, who shall accept the same, debt ordinances amending, modifying or supplemental hereto for the purpose of adding any provision to or changing in any manner or eliminating any of the provisions of this Debt Ordinance or of modifying in any manner the rights of the Registered Owner(s) of the Bonds; provided, however, that no such modifying or supplemental debt ordinance shall: (1) extend the fixed maturity date of any Bond, or reduce the principal amount thereof, or reduce the rate or extend the time of payment of interest thereon, or reduce any premium payable upon the redemption thereof, without the consent of the Registered Owner of each Bond so affected; or (ii) reduce the aforesaid percentage of Bond, the Registered Owners of which are required to consent to any such modification or supplement, without the consent of the Registered Owners of all Bonds then outstanding. It shall not be necessary for the consent of the Registered Owners to approve the particular form of any proposed modification or supplement, if such consent shall approve the substance thereof.

Section 7.03. Acceptance of Amendment. The Sinking Fund Depository shall accept any amending, modifying or supplemental debt ordinance which the Local Government Unit is authorized to execute hereunder upon delivery of the following:

(a) The amending, modifying or supplemental debt ordinance, duly executed with proof of filing with the Department; and

(b) An opinion of Bond Counsel to the effect that such amending, modifying or supplemental debt ordinance was properly enacted, executed and delivered pursuant to: (i) the provisions of Section 7.01 hereof; or (ii) the provisions of Section 7.02 hereof and that the consent of the Registered Owners of the Bonds required hereunder has been secured, and that, in all events, the enactment, execution and delivery of such debt ordinance complies with all applicable requirements of law, including the Debt Act.

Section 7.04. Effect of Amendment. Upon the execution of any amending, modifying or supplemental debt ordinance pursuant to the provisions of this Article, this Debt Ordinance shall be and be

deemed to be amended, modified and supplemented in accordance therewith, and the respective rights, limitation of rights, obligations, duties and immunities of parties hereunder shall thereafter be determined, exercised and enforced hereunder subject in all respects to such amendments, modifications and supplements, and all the terms and conditions of any such debt ordinance shall be and be deemed to be part of the terms and conditions of this Debt Ordinance for any and all purposes.

Section 7.05. Notice of Amendment. Notice, including a summary description, of any amending, modifying or supplemental debt ordinance once effectuated shall be confirmed promptly to all Registered Owners, and shall be given to the Rating Agency in the same manner as notices of redemption as in Section 4.10 hereinbefore provided.

--END OF ARTICLE 7--

ARTICLE 8 -- DISCHARGE OF DEBT ORDINANCE

Section 8.01. If the Local Government Unit shall pay or cause to be paid unto the Registered Owners the principal of, the interest on and the premium, if any, on the Bonds, at the times and in the manner stipulated therein, then this Debt Ordinance and the estate and rights hereby granted shall cease, determine and be void, and thereupon the Sinking Fund Depository shall release, cancel and discharge the lien and obligations of this Debt Ordinance and deliver to the Local Government Unit any funds or documents at the time subject to the lien of this Debt Ordinance which may then be in its possession; provided, however, that until such time as full and complete payment is so made, this Debt Ordinance shall be and remain in full force and effect.

Bonds, for the payment or redemption of which cash and/or securities which upon maturity will yield funds in the full amount required therefor shall have been deposited with the Sinking Fund Depository, whether upon or prior to the Maturity Date or the Redemption Date of such Bonds, shall be deemed to be paid within the meaning of this Article, provided, however, that if such bonds are to be redeemed prior to the Maturity Date(s) thereof, notice of such redemption shall have been duly given or adequate provision shall have been made thereof.

--END OF ARTICLE 8--

ARTICLE 9 - FEDERAL INCOME TAX COVENANTS

Section 9.01. Compliance in General. The Local Government Unit hereby states its intention to comply with all the provisions of Sections 103 and 141 through 150, inclusive, of the Internal Revenue Code of 1986, as amended (the "Tax Code"); the Local Government Unit represents and covenants that it has undertaken and performed, and will undertake and perform, or, as appropriate, discontinue, upon the instruction of Bond Counsel, all those acts necessary and proper to the maintenance of the exclusion from gross income of the interest on the Bonds to the Registered Owners thereof conferred by said Sections, as interpreted by applicable regulations, rulings or other pronouncements of the Secretary of the United States Department of the Treasury.

Section 9.02. Not Private Activity Bonds; Taxing Powers. The Local Government Unit covenants that the Bonds are not an issue: (1)(a) more than 10 percent of the proceeds of which are to be used for any private business use, and (b) the payment of the principal of, or the interest on, more than 10 percent of the proceeds, directly or indirectly, is (x) secured by any interest in property used or to be used for a private business use, or payments in respect of such property, or (y) to be derived from payments in respect of property, or borrowed money, used or to be used for a private business use; nor (2) the proceeds of which, in an amount exceeding the lesser of five percent of such proceeds, or $5,000,000, are to be used to make or finance loans to persons other than governmental units. The Local Government Unit certifies that it is a political subdivision and governmental unit with general taxing powers.

Section 9.03. Non-Arbitrage. The Local Government Unit covenants that no portion of the proceeds of the Bonds is reasonably expected (at the time of issuance of the Bonds) to be used, nor will intentionally be so used, directly or indirectly, (1) to acquire higher yielding investments, or (2) to replace funds which were used directly or indirectly to acquire higher yielding investments. This prohibition shall not apply to proceeds invested in higher yielding investments (a) for a reasonable temporary period until such proceeds are needed for the purpose of the Bonds, or (b) as a part of a reasonably required reserve or replacement fund. For these purposes, "higher yielding investment" means any investment property (generally, a security or debt obligation) which produces a yield over the term of the Bonds which is materially higher than the yield on the Bonds, but shall not include any tax-exempt obligation.

Section 9.04. Required Rebate. The Local Government Unit covenants to pay and rebate its arbitrage profits (being an amount equal to the sum of: (1) the excess of (a) the amount earned on all nonpurpose investments over (b) the amount which would have been earned if such nonpurpose investments were invested at a rate equal to the yield on the Bonds; plus (2) any income attributable to said excess [provided, further, that any gain or loss on the disposition of a nonpurpose investment shall be taken into account]) to the United States in accordance with the provisions of Section 148(f) of the Tax Code and regulations thereunder, but only as and to the extent that none of the following exceptions apply to the Local Government Unit.

Exceptions. Rebate to the United States as described above shall not be required of the Local Government Unit if, and in the event that any one of the following exceptions applies: (i) SIX MONTH SAFE HARBOR -- the gross proceeds of the Bonds are expended for the Project by no later than the day which is six months after the date of issuance of the Bonds, or, the gross proceeds, except the lesser of five percent of the gross proceeds of the Bonds, or $100,000, are so expended by said date and such remaining portion is expended by no later than the day which is one year after the date of issuance of the Bonds; (ii) 18-MONTH SPEND-DOWN -- the following cumulative percentages of the gross and investment proceeds of the Bonds are expended for the Project by no later than the day which is the indicated period of time following the date of issuance of the Bonds; 15% -- six months; 60% -- one year; 100% -- eighteen months (except that not more than 5%, representing only reasonable retainage on the costs of the Project, may remain unexpended after eighteen months, but not in excess of thirty months); (iii) TWO YEAR SPEND-DOWN (CONSTRUCTION ISSUES ONLY) -- the following cumulative percentages of available construction proceeds of the Bonds are

expended for the Project by no later than the day which is the indicated respective period of time following the date of issuance of the Bonds: 10% -- six months; 45% -- one year; 75% -- eighteen months; 100% -- two years (except that not more than 5%, representing only reasonable retainage on the costs of the Project, may remain unexpended after two years, but not in excess of three years); or (iv) SMALL ISSUER -- (a) 95 percent or more of the net sale proceeds (being gross proceeds minus amounts deposited into a reasonably required reserve fund) of the Bonds is to be used for local governmental activities of the Local Government Unit (or a subordinate entity), and (b) the aggregate face amount of all tax-exempt bonds, other than private activity bonds, issued by the Local Government Unit, and all subordinate entities thereof (but not including any bond not outstanding or to be redeemed, as may be excluded under prevailing interpretations of the Tax Code and regulations thereunder), during the calendar year in which the Bonds are issued, is not reasonably expected to exceed $15,000,000, at least $10,000,000 of which will be/was issued for capital purposes.

For these purposes, "gross proceeds" means any proceeds and replacement proceeds of the Bonds, "available construction proceeds" has the meaning used in §148(f)(4)(C)(vi) of the Tax Code, "sale proceeds" means all amounts actually or constructively received from the sale of the Bonds, except accrued interest on the Bonds deposited to the Sinking Fund, and "nonpurpose investment" means any investment property acquired with the gross proceeds of the Bonds and not required to carry out the governmental purpose of the Bonds.

Section 9.05. Information Reporting. The Local Government Unit shall prepare, or cause to be prepared, execute and submit to the Secretary IRS Form 8038-G (or 8038-GC, as applicable) with respect to the Bonds, according to all the requirements for information reporting contained in §149(e) of the Tax Code.

Section 9.06. Qualified Tax-Exempt Obligations. The Local Government Unit hereby designates the Bonds to be "qualified tax-exempt obligations" for the purposes of, and according to all the terms and conditions of, Section 265(b)(3) of the Tax Code. Having considered tax-exempt obligations previously issued, together with such Bonds, the Local Government Unit represents and covenants that the reasonably anticipated amount of qualified tax-exempt obligations (other than private activity bonds) which will be issued by the Local Government Unit (together with all subordinate entities) during the calendar year that the Bonds are issued will not exceed $10,000,000.

For these purposes, "tax-exempt obligations" means any obligation the interest on which is wholly exempt from taxes under the Tax Code.

--END OF ARTICLE 9--

ARTICLE 10 - FEDERAL SECURITIES LAW COVENANTS

Section 10.01. Compliance in General. The Local Government Unit hereby states its intention to comply, and to facilitate compliance by the Purchaser and other related parties, with all the provisions of Rule 15c2-12 of the Securities and Exchange Commission (the "Rule"), including for this purpose the related body of securities disclosure and anti-fraud laws, both statutory and common; the Local Government Unit represents and covenants that it has undertaken and performed, and will undertake and perform, or, as appropriate, discontinue, upon appropriate instructions of Bond Counsel or otherwise, all those acts necessary and proper for compliance with the Rule, as interpreted by applicable regulations, rulings or other pronouncements of the Securities and Exchange Commission, or other appropriate regulatory body.

Section 10.02. Official Statement. The Local Government Unit acknowledges that preparation of the Official Statement by the Purchaser was done on its behalf and for its benefit, as an agent, and that, in particular, while matters of style and format may have originated with the Purchaser, all substantive data and information was provided by the Local Government Unit. The Local Government Unit, upon review as to completeness and accuracy, hereby deems the Preliminary Official Statement final as of its date, and certifies the Preliminary Official Statement did not and does not, as of its date and as of this date, contain any untrue statements of a material fact or omit to state any material fact which should be included therein in order to make the statements contained therein, in the light of the circumstances under which they were made, not misleading, as required by statute, regulation or substantive law. The distribution of the Preliminary Official Statement by the Purchaser is hereby ratified and approved. The Local Government Unit hereby covenants to provide a final Official Statement to the Purchaser within seven business days of this date. A Designated Officer is hereby authorized and directed to execute the same with such completions therein from the preliminary document as may be necessary and, provided further, that execution of a certificate concurrently upon, or subsequent to, preparation of the final Official Statement, including any settlement certificate, by a Designated Officer, regarding the truth and accuracy of the final Official Statement is tantamount to execution of the original document and full and sufficient authority for the printing of one or more conformed signatures therein. The Local Government Unit hereby covenants that the same representations regarding finality and completeness made regarding the Preliminary Official Statement will be true of the final Official Statement as of its date and as of Settlement. The Purchaser is authorized to use the final Official Statement in connection with the sale of the Bonds.

Section 10.03. Continuing Disclosure. The Local Government Unit will execute and deliver a Continuing Disclosure Certificate under which it will agree to provide or cause to be provided (i) annual financial information and operating data, and (ii) in a timely manner, to each nationally recognized municipal securities information repository, as defined in the Rule, or to the Municipal Securities Rulemaking Board, and to the state information depository, notice of certain material events, as defined in the Rule. The Purchaser' obligation to purchase the Bonds is conditioned upon its receipt of the Continuing Disclosure Certificate, at or prior to the delivery of the Bonds, in form and substance reasonably satisfactory to the Purchaser.

--END OF ARTICLE 10--

ARTICLE 11 - SALE OF THE BONDS; SETTLEMENT

Section 11.01. Award to Purchaser. After due consideration of sundry factors, including professional assistance, the Governing Body hereby: (a) determines that a private sale by negotiation of the Bonds is in the best financial interest of the Local Government Unit; and (b) authorizes the Bonds to be awarded and sold pursuant to the terms of the Purchase Proposal. The President, Vice President, and/or Secretary of the Board are hereby authorized to execute such Purchase Proposal, once it has been determined by the Board Secretary that the interest rate/yield will be no greater than 5.00%.

Upon satisfaction of the foregoing condition, and all other conditions of this Debt Ordinance, the Bonds shall be awarded and sold at private sale by negotiation to the Purchaser at the Purchase Price, in accordance with all the terms of the Purchase Proposal which, once accepted, will be incorporated by reference into this Debt Ordinance. The Designated Officers are authorized and directed to sign such Purchase Proposal, return it to the Purchaser and file a copy of the same with the records of the Local Government Unit.

Section 11.02. Delivery of Bonds. The Designated Officers are hereby authorized and directed to deliver the Bonds to the Sinking Fund Depository for authentication and thereafter to the Purchaser against confirmed receipt of the Purchase Price thereof.

Section 11.03. Clearing Fund. If deemed expedient, the Designated Officers are hereby authorized and directed to establish with the Sinking Fund Depository, in the name of the Local Government Unit, a one-day demand deposit account to facilitate the settlement of the Bonds, designated the "Clearing Fund." The Purchase Price shall be deposited into the Clearing Fund immediately upon receipt and the Designated Officers are hereby authorized and directed to transfer and invest funds, to pay all necessary, usual and proper costs of issuance of the Bonds, to execute and deliver documents and to do all other acts, upon advice of Bond Counsel or Solicitor that are reasonable and necessary to ensure a satisfactory settlement of the sale of the Bond and a proper application of the proceeds of the Bonds to the Project.

Section 11.04. Expeditious Settlement. The Local Government Unit hereby authorizes and directs the Purchaser, Bond Counsel or Solicitor to undertake and perform all actions on behalf of the Local Government Unit necessary and proper to the expeditious settlement of the sale of the Bonds.

The Designated Officers are further authorized and directed to undertake and perform, or cause to be undertaken or performed, all the ordinary duties of the Local Government Unit (which are hereby specifically approved) that may be required under, or reasonably contemplated by, the Purchase Proposal. These duties include, without limitation, establishment of accounts with authorized depositaries for the deposit and management of Bond proceeds and other Project funds, purchase of Authorized Investments, retention of professionals, Bond printing, and execution and delivery of any certificates, orders and agreements that may be necessary, in the opinion of Bond Counsel or Solicitor, to settlement of the sale of the Bonds.

Section 11.05. Approval of Department of Education. The Designated Officer is hereby authorized and directed to prepare any materials and make any filings, applications and solicitations that are necessary to obtain the appropriate approval of the Department of Education of the issuance of the Bonds and the matters contemplated hereby, (if required) including any approvals for reimbursement of debt service payments.

--END OF ARTICLE 11--

ARTICLE 12 - MISCELLANEOUS

Section 12.01. Ratification. The action of the proper officers or agents in advertising a Summary Notice of this Debt Ordinance, as required by law, is ratified and confirmed. The advertisement of the Enactment Notice of this Debt Ordinance is hereby directed.

Section 12.02. Debt Ordinance A Contract. This Debt Ordinance shall be a contract with the Registered Owners of the Bonds.

Section 12.03. Inconsistencies. All prior ordinances, resolutions, or other official acts or parts thereof inconsistent herewith are hereby repealed to the extent of such inconsistencies.

Section 12.04 Statutory References. All references to specific provisions of statutory law herein contained may be read and interpreted by reference to amended, successor or replacement laws, but only to the extent consistent with the intent and clear meaning of this Debt Ordinance. All inconsistencies shall be resolved with recognition of, and in favor of, the rights of the owner of the Bonds whose rights shall not be impaired.

Section 12.05. Benefited Parties. Nothing in this Debt Ordinance, expressed or implied, is intended or shall be construed to confer upon, or to give to, any person or corporation, other than the Local Government Unit, the Sinking Fund Depository, the Registered Owner(s) of the Bonds any right, remedy or claim under or by reason of this Debt Ordinance or any covenant, condition or stipulation hereof; and all of the covenants, stipulations, promises and agreements in this Debt Ordinance contained by and on behalf of the Local Government Unit shall be for the sole and exclusive benefit of such persons.

Section 12.06. Severability. If any one or more of the covenants or agreements provided in this Debt Ordinance on the part of the Local Government Unit or the Sinking Fund Depository to be performed shall for any reason be held to be illegal or invalid or otherwise contrary to law, then such covenant or covenants or agreement or agreements shall be null and void and shall be deemed separable from the remaining covenants and agreements, but shall in no way otherwise affect the validity of this Debt Ordinance.

Section 12.07. No Personal Liability. No covenant or agreement contained in the Bonds or in this Debt Ordinance shall be deemed to be the covenant or agreement of any member, officer, agent, attorney or employee of the Local Government Unit in his individual capacity, and neither the members of the Governing Body nor any Designated Officer executing the Bonds shall be liable personally on the Bonds or be subject to any personal liability or accountability by reason of the issuance thereof.

Section 12.08. Counterparts. This Debt Ordinance may be executed in multiple counterparts, each of which shall be regarded for all purposes as an original; but such counterparts shall constitute but one and the same instrument.

--END OF ARTICLE 12--

DULY ADOPTED by the Governing Body of the Local Government Unit, in lawful session assembled, on June 19, 2023.

[SEAL]

THE SCHOOL DISTRICT OF THE TOWNSHIP OF UPPER ST. CLAIR

_____
President, Board of School Directors

Attest:

_____
Secretary

MAXIMUM DEBT SERVICE
AND PRINCIPAL AMORTIZATION SCHEDULE

Period Ending	Principal	Coupon	Interest	Debt Service
06/30/2024	45,000	5.000%	332,208.33	377,208.33
06/30/2025	20,000	5.000%	497,250.00	517,250.00
06/30/2026	85,000	5.000%	494,625.00	579,625.00
06/30/2027	170,000	5.000%	488,250.00	658,250.00
06/30/2028	170,000	5.000%	479,750.00	649,750.00
06/30/2029	45,000	5.000%	474,375.00	519,375.00
06/30/2030	125,000	5.000%	470,125.00	595,125.00
06/30/2031	155,000	5.000%	463,125.00	618,125.00
06/30/2032	105,000	5.000%	456,625.00	561,625.00
06/30/2033	145,000	5.000%	450,375.00	595,375.00
06/30/2034	140,000	5.000%	443,250.00	583,250.00
06/30/2035	145,000	5.000%	436,125.00	581,125.00
06/30/2036	145,000	5.000%	428,875.00	573,875.00
06/30/2037	155,000	5.000%	421,375.00	576,375.00
06/30/2038	165,000	5.000%	413,375.00	578,375.00
06/30/2039	170,000	5.000%	405,000.00	575,000.00
06/30/2040	185,000	5.000%	396,125.00	581,125.00
06/30/2041	195,000	5.000%	386,625.00	581,625.00
06/30/2042	200,000	5.000%	376,750.00	576,750.00
06/30/2043	600,000	5.000%	356,750.00	956,750.00
06/30/2044	2,100,000	5.000%	289,250.00	2,389,250.00
06/30/2045	4,735,000	5.000%	118,375.00	4,853,375.00
	10,000,000		9,078,583.33	19,078,583.33

ACTUAL DEBT SERVICE SCHEDULE

PROOF OF COMPLIANCE
WITH LOCAL GOVERNMENT UNIT DEBT ACT SECTION 8142(b)(2)
WITH MAXIMUM SCHEDULE

Period Ending	Series of 2023 New Money	Outstanding Net DS	Aggregate Debt Service
06/30/2024	377,208.33	7,949,042.15	8,326,250.48
06/30/2025	517,250.00	7,830,003.55	8,347,253.55
06/30/2026	579,625.00	7,771,474.23	8,351,099.23
06/30/2027	658,250.00	7,704,849.65	8,363,099.65
06/30/2028	649,750.00	7,710,280.57	8,360,030.57
06/30/2029	519,375.00	7,813,598.68	8,332,973.68
06/30/2030	595,125.00	7,755,049.30	8,350,174.30
06/30/2031	618,125.00	7,731,795.69	8,349,920.69
06/30/2032	561,625.00	7,779,644.67	8,341,269.67
06/30/2033	595,375.00	7,744,845.90	8,340,220.90
06/30/2034	583,250.00	7,756,855.34	8,340,105.34
06/30/2035	581,125.00	7,756,295.87	8,337,420.87
06/30/2036	573,875.00	7,759,891.58	8,333,766.58
06/30/2037	576,375.00	7,759,297.45	8,335,672.45
06/30/2038	578,375.00	7,757,264.36	8,335,639.36
06/30/2039	575,000.00	7,757,022.37	8,332,022.37
06/30/2040	581,125.00	7,754,285.98	8,335,410.98
06/30/2041	581,625.00	7,750,589.91	8,332,214.91
06/30/2042	576,750.00	7,751,147.72	8,327,897.72
06/30/2043	956,750.00	7,440,416.25	8,397,166.25
06/30/2044	2,389,250.00	6,262,750.00	8,652,000.00
06/30/2045	4,853,375.00		4,853,375.00
	19,078,583.33	161,296,401.22	180,374,984.55

ACTUAL WRAP SCHEDULE

C E R T I F I C A T E

I, the undersigned, a Designated Officer of the named Local Government Unit, hereby certify that the foregoing and attached is a true copy of a Resolution which was duly adopted by the affirmative vote of a majority of all the members of the Governing Body thereof at a meeting held on the date of the execution thereof; that due notice of such meeting was given and the meeting was at all times open to the public; that such Resolution was duly recorded; that this Resolution is still in full force and effect as of the date hereof; that the vote upon said Resolution was called and duly recorded upon the minutes of the Governing Body; and that the members of the Governing Body voted in the manner following:

	Yes	No	Abstain	Absent
Kelly P. Hanna	_____	_____	_____	_____
Barbara L. Bolas	_____	_____	_____	_____
Jennifer A. Schnore	_____	_____	_____	_____
Michael R. Mascaro	_____	_____	_____	_____
Daphna Gans	_____	_____	_____	_____
Hallie H. Snyder	_____	_____	_____	_____
Louis P. Mafrice, Jr.	_____	_____	_____	_____
Angela B. Peterson	_____	_____	_____	_____
Danielle Z. Wetzel	_____	_____	_____	_____

WITNESS my hand and seal of the Local Government Unit this _____ day of _____, 2023.

UPPER ST. CLAIR SCHOOL DISTRICT

[SEAL]

_____
Secretary

UPPER ST. CLAIR SCHOOL DISTRICT
(Allegheny County, Pennsylvania)

RESOLUTION No. 2023-06-19B

A RESOLUTION REGARDING REIMBURSEMENT FROM THE PROCEEDS OF TAX-EXEMPT BONDS FOR PREVIOUS CAPITAL EXPENDITURES

WHEREAS, Upper St. Clair School District, duly organized and validly existing under the Constitution and laws of the Commonwealth of Pennsylvania (the "School District") intends to embark on several capital improvement projects including, without limitation, replacing HVAC controls, installation of insulation and new boiler water heaters and storage tanks, roof mounted duct work, and a high school roof replacement (together, the "Project"); and

WHEREAS, the School District intends to finance the Project through the issuance of tax-exempt obligations no later than December 31, 2023 (the "Bonds").

NOW, THEREFORE, it is hereby resolved by the Board of Directors of Upper St. Clair School District, in a public meeting duly advertised and assembled, that:

The School District intends to reimburse certain expenditures from the General Fund for the Project with a portion of the proceeds of its Bonds. The School District reasonably expects to issue Bonds in an amount of approximately $8,000,000 to finance the Project and expects that proceeds of the Bonds in the amount of approximately $4,000,000 will be for the purpose of reimbursement to the General Fund.

This Resolution is being adopted pursuant to the "Official Intent" requirement of U.S. Treasury Regulation §1.150-2.

Duly adopted by Upper St. Clair School District (Allegheny County, Pennsylvania) in lawful session assembled on this 19th day of June, 2023.

UPPER ST. CLAIR SCHOOL DISTRICT

[SEAL]

Attest:

_____
President, Board of School Directors

_____
Secretary

271807930

FINAL GENERAL FUND BUDGET

Fiscal Year 2023-2024

General Fund Budget Approval

Date of Adoption of the General Fund Budget:

President of the Board - Original Signature Required — **Date**

Secretary of the Board - Original Signature Required — **Date**

Chief School Administrator - Original Signature Required — **Date**

Scott Burchill — **Contact Person**

(412)833-1600 — **Telephone** Extn :2054 — **Extension**

sburchill@uscsd.k12.pa.us — **Email Address**

CERTIFICATION OF ESTIMATED ENDING FUND BALANCE
FROM 2023-2024 GENERAL FUND BUDGET

24 PS 6-688

(10/2010)

SCHOOL DISTRICT :	COUNTY :	AUN :
Upper St. C a r SD	A egheny	103029203

No school district shall approve an increase in real property taxes unless it has adopted a budget that includes an estimated, ending unreserved undesignated fund balance (unassigned) less than the specified percentage of its total budgeted expenditures:

Total Budgeted Expenditures	Fund Balance % Limit (less than)
Less Than or Equa to $11,999,999	12.0%
Between $12,000,000 and $12,999,999	11.5%
Between $13,000,000 and $13,999,999	11.0%
Between $14,000,000 and $14,999,999	10.5%
Between $15,000,000 and $15,999,999	10.0%
Between $16,000,000 and $16,999,999	9.5%
Between $17,000,000 and $17,999,999	9.0%
Between $18,000,000 and $18,999,999	8.5%
Greater Than or Equa to $19,000,000	8.0%

D d you ra se property taxes n SY 2023-2024 (compared to 2022-2023)?

Yes [x]

No [ ]

If yes, see nformat on be ow, taken from the 2023-2024 Genera Fund Budget.

Tota Budgeted Expend tures	$100255600
End ng Unass gned Fund Ba ance	$7149056
End ng Unass gned Fund Ba ance as a percentage (%) of Tota Budgeted Expend tures	7.13%

The Est mated End ng Unass gned Fund Ba ance s w th n the a owab e m ts.

Yes [x]

No [ ]

I hereby certify that the above information is accurate and complete.

SIGNATURE OF SUPERINTENDENT	DATE

DUE DATE: AUGUST 15, 2023

FOR PUBLIC INSPECTION OF 2023-2024 PROPOSED BUDGET

24 PS 6-687(a)(1)

(03/2006)

School District Name :	County :	AUN Number :
Upper St. Clair SD	Allegheny	103029203

Section 687(a)(1) of the School Code requires the president of the board of school directors of each school district to certify to the Department of Education that the proposed budget was prepared, presented and will be made available for public inspection using the uniform form prepared and furnished by the Department of Education.

I hereby certify that the above information is accurate and complete.

SIGNATURE OF SCHOOL BOARD PRESIDENT	DATE
Dayle Cr	5-18-2023

DUE DATE: IMMEDIATELY FOLLOWING ADOPTION OF PROPOSED FINAL GENERAL FUND BUDGET

Val Number	Description	Justification
1010	Budget Approva Date s requ red before subm ss on on Contact Screen and cannot be a future date.	
8060	End ng Fund Ba ance Entry and Budgetary Reserve: If 5900 Budgetary Reserve s not equa to 0, a just f cat on must be entered be ow.	Ut z ng Budgetary Reserve s a sound management pract ce to prov de for operat ng cont ngenc es.
8080	End ng Fund Ba ance Entry and Budgetary Reserve: If 0850 Est mated End ng Unass gned Fund Ba ance s not equa to 0, a just f cat on must be entered be ow.	Unass gned fund ba ance serves as a eve of protect on aga nst unforeseen expend tures and c rcumstances that wou d negat ve y mpact the educat on of the ch dren enro ed n the Upper St. C a r Schoo D str ct.
8160	End ng Fund Ba ance Entry and Budgetary Reserve: If 0840 Ass gned Fund Ba ance s not equa to 0, a just f cat on must be entered be ow.	Fund Ba ance has been Ass gned for Post Emp oyment Benef ts, Secur ty, and Cap ta Expend tures.

ITEM	AMOUNTS	
Estimated Beginning Unreserved Fund Balance Available for Appropriation and Reserves Scheduled For Liquidation During The Fiscal Year		
0810 Nonspendab e Fund Ba ance	9,885	
0820 Restr cted Fund Ba ance		
0830 Comm tted Fund Ba ance		
0840 Ass gned Fund Ba ance	3,550,000	
0850 Unass gned Fund Ba ance	7,147,894	
Total Estimated Beginning Unreserved Fund Balance Available for Appropriation and Reserves Scheduled For Liquidation During The Fiscal Year		**$10,697,894**
Estimated Revenues And Other Financing Sources		
6000 Revenue from Loca Sources	78,838,261	
7000 Revenue from State Sources	20,843,749	
8000 Revenue from Federa Sources	474,752	
9000 Other F nanc ng Sources	100,000	
Total Estimated Revenues And Other Financing Sources		**$100,256,762**
Total Estimated Fund Balance, Revenues, and Other Financing Sources Available for Appropriation		**$110,954,656**

	Amount
REVENUE FROM LOCAL SOURCES	
6111 Current Rea Estate Taxes	67,446,199
6112 Inter m Rea Estate Taxes	450,000
6113 Pub c Ut ty Rea ty Taxes	68,805
6150 Current Act 511 Taxes - Proport ona Assessments	7,968,257
6400 De nquenc es on Taxes Lev ed / Assessed by the LEA	680,000
6500 Earn ngs on Investments	900,000
6700 Revenues from LEA Act v t es	165,000
6800 Revenues from Intermed ary Sources / Pass-Through Funds	580,000
6910 Renta s	100,000
6940 Tu t on from Patrons	410,000
6990 Refunds and Other M sce aneous Revenue	70,000
REVENUE FROM LOCAL SOURCES	**$78,838,261**
REVENUE FROM STATE SOURCES	
7111 Bas c Educat on Fund ng-Formu a	5,532,553
7112 Bas c Educat on Fund ng-Soc a Secur ty	1,656,556
7271 Spec a Educat on funds for Schoo -Aged Pup s	2,360,709
7311 Pup Transportat on Subs dy	1,000,000
7320 Renta and S nk ng Fund Payments / Bu d ng Re mbursement Subs dy	812,267
7330 Hea th Serv ces (Med ca , Denta , Nurse, Act 25)	82,000
7340 State Property Tax Reduct on A ocat on	1,752,695
7505 Ready to Learn B ock Grant	332,045
7820 State Share of Ret rement Contr but ons	7,314,924
REVENUE FROM STATE SOURCES	**$20,843,749**
REVENUE FROM FEDERAL SOURCES	
8514 T t e I - Improv ng the Academ c Ach evement of the D sadvantaged	74,515
8515 T t e II - Prepar ng, Tra n ng, and Recru t ng H gh Qua ty Teachers and Pr nc pa s	44,725
8516 T t e III - Language Instruct on for Eng sh Learners and Imm grant Students	9,500
8517 T t e IV - 21st Century Schoo s	10,000
8820 Med ca Ass stance Re mbursement for Adm n strat ve C a m ng (Quarter y) Program	336,012
REVENUE FROM FEDERAL SOURCES	**$474,752**

	Amount
OTHER FINANCING SOURCES	
9400 Sa e of or Compensat on for Loss of F xed Assets	100,000
OTHER FINANCING SOURCES	**$100,000**
TOTAL ESTIMATED REVENUES AND OTHER SOURCES	**100,256,762**

Act 1 Index (current): 4.7%

Calculation Method:

	Rate
Approx. Tax Revenue from RE Taxes:	**$67,446,199**
Amount of Tax Relief for Homestead Exclusions	**$1,752,695**
Total Approx. Tax Revenue:	**$69,198,894**
Approx. Tax Levy for Tax Rate Calculation:	**$70,225,993**

		Allegheny	Total
	2022-23 Data		
	a. Assessed Va ue	$2,361,545,780	$2,361,545,780
	b. Rea Estate M s	28.5628	
I.	**2023-24 Data**		
	c. 2021 STEB Market Va ue	$2,256,172,509	$2,256,172,509
	d. Assessed Va ue	$2,369,785,710	$2,369,785,710
	e. Assessed Va ue of New Constr/ Renov	$0	$0
	2022-23 Calculations		
	f. 2022-23 Tax Levy (a * b)	$67,452,360	$67,452,360
	2023-24 Calculations		
	g. Percent of Tota Market Va ue	100.00000%	100.00000%
II.	h. Reba anced 2022-23 Tax Levy (f Tota * g)	$67,452,360	$67,452,360
	. Base M s Subject to Index (h / a * 1000) f no reassessment (h / (d-e) * 1000) f reassessment	28.5628	
	Calculation of Tax Rates and Levies Generated		
	j. We ghted Avg. Co ect on Percentage	98.50000%	98.50000%
	k. Tax Levy Needed (Approx. Tax Levy * g)	$70,225,993	$70,225,993
	l. 2023-24 Real Estate Tax Rate (k / d * 1000)	**29.6339**	
III.	m. Tax Levy Generated by M s (/ 1000 * d)	$70,225,993	$70,225,993
	n. Tax Levy m nus Tax Re ef for Homestead Exc us ons (m - Amount of Tax Re ef for Homestead Exc us ons)		$68,473,298
	o. Net Tax Revenue Generated By M s (n * Est. Pct. Co ect on)		$67,446,199

Act 1 Index (current): 4.7%

	Rate
Calculation Method:	
Approx. Tax Revenue from RE Taxes:	**$67,446,199**
Amount of Tax Relief for Homestead Exclusions	**$1,752,695**
Total Approx. Tax Revenue:	**$69,198,894**
Approx. Tax Levy for Tax Rate Calculation:	**$70,225,993**

		Allegheny	Total
IV.	**Index Maximums**		
	p. Max mum M s Based On Index (* (1 + Index))	29.9052	
	q. M s In Excess of Index (f (> p), (- p))	0.0000	
	r. Max mum Tax Levy Based On Index (p / 1000 * d)	$70,868,916	$70,868,916
	s. M age Rate w th n Index? (If > p Then No)	Yes	
	t. Tax Levy In Excess of Index (f (m > r), (m - r))	$0	$0
	u.Tax Revenue In Excess of Index (t * Est. Pct. Co ect on)	$0	$0
V.	**Information Related to Property Tax Relief**		
	Assessed Va ue Exc us on per Homestead	$9,928.49	
	Number of Homestead/Farmstead Propert es	5957	5957
	Med an Assessed Va ue of Homestead Propert es		$235,200

Act 1 Index (current): 4.7%

Calculation Method:	**Rate**
Approx. Tax Revenue from RE Taxes:	**$67,446,199**
Amount of Tax Relief for Homestead Exclusions	**$1,752,695**
Total Approx. Tax Revenue:	**$69,198,894**
Approx. Tax Levy for Tax Rate Calculation:	**$70,225,993**

	Allegheny			**Total**
State Property Tax Reduction Allocation used for: Homestead Exclusions	$1,752,695	Lowering RE Tax Rate	$0	$1,752,695
Prior Year State Property Tax Reduction Allocation used for: Homestead Exclusions	$0			$0
Amount of Tax Relief from State/Local Sources				**$1,752,695**

Local Education Agency Tax Data
REAL ESTATE, PER CAPITA (SEC. 679), EIT/PIT (ACT 1), LOCAL ENABLING (ACT 511)

CODE

6111 Current Rea Estate Taxes

County Name	Taxab e Assessed Va ue	Rea Estate M s	Tax Levy Generated by M s		Amount of Tax Re ef for Homestead Exc us ons		Tax Levy M nus Homestead Exc us ons		Percent Co ected		Net Tax Revenue Generated By M s
A egheny	2,369,785,710	29.6339	70,225,993						98.50000%		
Totals:	**2,369,785,710**		**70,225,993**	-	1,752,695	=	68,473,298	X	98.50000%	=	67,446,199

		Rate			Est mated Revenue
6120	Current Per Cap ta Taxes, Sect on 679	$0.00			0
6140	Current Act 511 Taxes – F at Rate Assessments	Rate	Add Rate (f app .)	Tax Levy	Est mated Revenue
6141	Current Act 511 Per Cap ta Taxes	$0.00	$0.00	0	0
6142	Current Act 511 Occupat on Taxes – F at Rate	$0.00	$0.00	0	0
6143	Current Act 511 Loca Serv ces Taxes	$0.00	$0.00	0	0
6144	Current Act 511 Tra er Taxes	$0.00	$0.00	0	0
6145	Current Act 511 Bus ness Pr v ege Taxes – F at Rate	$0.00	$0.00	0	0
6146	Current Act 511 Mechan ca Dev ce Taxes – F at Rate	$0.00	$0.00	0	0
6149	Current Act 511 Taxes, Other F at Rate Assessments	$0.00	$0.00	0	0
	Total Current Act 511 Taxes – Flat Rate Assessments			**0**	**0**
6150	Current Act 511 Taxes – Proport ona Assessments	Rate	Add Rate (f app .)	Tax Levy	Est mated Revenue
6151	Current Act 511 Earned Income Taxes	0.500%	0.000%	1,353,611,400	6,768,257
6152	Current Act 511 Occupat on Taxes	0.000	0.000	0	0
6153	Current Act 511 Rea Estate Transfer Taxes	0.500%	0.000%	160,000,000	800,000
6154	Current Act 511 Amusement Taxes	0.000%	0.000%	0	0
6155	Current Act 511 Bus ness Pr v ege Taxes	0.000	0.000	0	0
6156	Current Act 511 Mechan ca Dev ce Taxes – Percentage	0.000%	0.000%	0	0
6157	Current Act 511 Mercant e Taxes	0.0015	0.000	26,666,666,667	400,000
6159	Current Act 511 Taxes, Other Proport ona Assessments	0	0	0	0
	Total Current Act 511 Taxes – Proportional Assessments			**28,180,278,067**	**7,968,257**
	Total Act 511, Current Taxes				**7,968,257**
		Act 511 Tax Limit -->	**2,256,172,509 X**	**12**	**27,074,070**
			Market Value	**Mills**	**(511 Limit)**

Comparison of Tax Rate Changes to Index

Tax Function	Description	Tax Rate Charged in: 2022-23 (Rebalanced)	2023-24	Percent Change in Rate	Less than or equal to Index	Index	Additional Tax Rate Charged in: 2022-23 (Rebalanced)	2023-24	Percent Change in Rate	Less than or equal to Index
6111	Current Rea Estate Taxes									
	A egheny	28.5628	29.6339	3.75%	Yes	4.7%				
	Current Act 511 Taxes – Proport ona Assessments									
6151	Current Act 511 Earned Income Taxes	0.500%	0.500%	0.00%	Yes	4.7%				
6153	Current Act 511 Rea Estate Transfer Taxes	0.500%	0.500%	0.00%	Yes	4.7%				
6157	Current Act 511 Mercant e Taxes	0.0015	0.0015	0.00%	Yes	4.7%				

Description	Amount
1000 Instruction	
1100 Regu ar Programs - E ementary / Secondary	40,626,217
1200 Spec a Programs - E ementary / Secondary	12,045,031
1300 Vocat ona Educat on	309,957
1400 Other Instruct ona Programs - E ementary / Secondary	259,776
Total Instruction	**$53,240,981**
2000 Support Services	
2100 Support Serv ces - Students	3,140,384
2200 Support Serv ces - Instruct ona Staff	4,621,924
2300 Support Serv ces - Adm n strat on	5,386,449
2400 Support Serv ces - Pup Hea th	817,008
2500 Support Serv ces - Bus ness	1,254,905
2600 Operat on and Ma ntenance of P ant Serv ces	10,427,820
2700 Student Transportat on Serv ces	5,825,022
2800 Support Serv ces - Centra	655,926
2900 Other Support Serv ces	389,450
Total Support Services	**$32,518,888**
3000 Operation of Non-Instructional Services	
3200 Student Act v t es	2,176,897
Total Operation of Non-Instructional Services	**$2,176,897**
5000 Other Expenditures and Financing Uses	
5100 Debt Serv ce / Other Expend tures and F nanc ng Uses	11,498,834
5200 Interfund Transfers - Out	420,000
5900 Budgetary Reserve	400,000
Total Other Expenditures and Financing Uses	**$12,318,834**
Total Estimated Expenditures and Other Financing Uses	**$100,255,600**

Description	Amount
1000 Instruction	
1100 Regular Programs - Elementary / Secondary	
100 Personne Serv ces - Sa ar es	24,227,354
200 Personne Serv ces - Emp oyee Benef ts	14,739,642
300 Purchased Profess ona and Techn ca Serv ces	74,725
400 Purchased Property Serv ces	33,050
500 Other Purchased Serv ces	330,003
600 Supp es	1,141,925
700 Property	8,500
800 Other Objects	71,018
Total Regular Programs - Elementary / Secondary	**$40,626,217**
1200 Special Programs - Elementary / Secondary	
100 Personne Serv ces - Sa ar es	4,793,456
200 Personne Serv ces - Emp oyee Benef ts	3,770,674
300 Purchased Profess ona and Techn ca Serv ces	2,019,116
500 Other Purchased Serv ces	1,279,585
600 Supp es	79,550
800 Other Objects	102,650
Total Special Programs - Elementary / Secondary	**$12,045,031**
1300 Vocational Education	
500 Other Purchased Serv ces	309,957
Total Vocational Education	**$309,957**
1400 Other Instructional Programs - Elementary / Secondary	
100 Personne Serv ces - Sa ar es	160,656
200 Personne Serv ces - Emp oyee Benef ts	95,620
300 Purchased Profess ona and Techn ca Serv ces	500
600 Supp es	2,000
800 Other Objects	1,000
Total Other Instructional Programs - Elementary / Secondary	**$259,776**
Total Instruction	**$53,240,981**
2000 Support Services	
2100 Support Services - Students	
100 Personne Serv ces - Sa ar es	1,876,560
200 Personne Serv ces - Emp oyee Benef ts	1,108,583
300 Purchased Profess ona and Techn ca Serv ces	88,492
500 Other Purchased Serv ces	500
600 Supp es	62,920
800 Other Objects	3,329
Total Support Services - Students	**$3,140,384**
2200 Support Services - Instructional Staff	
100 Personne Serv ces - Sa ar es	2,208,160
200 Personne Serv ces - Emp oyee Benef ts	1,301,939
300 Purchased Profess ona and Techn ca Serv ces	100,500
400 Purchased Property Serv ces	185,400

Description	Amount
500 Other Purchased Serv ces	48,000
600 Supp es	691,925
700 Property	85,000
800 Other Objects	1,000
Total Support Services - Instructional Staff	**$4,621,924**
2300 Support Services - Administration	
100 Personne Serv ces - Sa ar es	2,851,181
200 Personne Serv ces - Emp oyee Benef ts	1,758,118
300 Purchased Profess ona and Techn ca Serv ces	536,200
500 Other Purchased Serv ces	79,950
600 Supp es	81,745
800 Other Objects	79,255
Total Support Services - Administration	**$5,386,449**
2400 Support Services - Pupil Health	
100 Personne Serv ces - Sa ar es	483,645
200 Personne Serv ces - Emp oyee Benef ts	295,017
300 Purchased Profess ona and Techn ca Serv ces	16,297
400 Purchased Property Serv ces	600
500 Other Purchased Serv ces	1,700
600 Supp es	19,610
800 Other Objects	139
Total Support Services - Pupil Health	**$817,008**
2500 Support Services - Business	
100 Personne Serv ces - Sa ar es	481,561
200 Personne Serv ces - Emp oyee Benef ts	279,344
300 Purchased Profess ona and Techn ca Serv ces	220,000
400 Purchased Property Serv ces	82,300
500 Other Purchased Serv ces	183,700
600 Supp es	4,500
800 Other Objects	3,500
Total Support Services - Business	**$1,254,905**
2600 Operation and Maintenance of Plant Services	
100 Personne Serv ces - Sa ar es	3,504,664
200 Personne Serv ces - Emp oyee Benef ts	2,655,888
300 Purchased Profess ona and Techn ca Serv ces	58,700
400 Purchased Property Serv ces	1,138,832
500 Other Purchased Serv ces	457,500
600 Supp es	2,586,556
700 Property	23,950
800 Other Objects	1,730
Total Operation and Maintenance of Plant Services	**$10,427,820**
2700 Student Transportation Services	
100 Personne Serv ces - Sa ar es	2,029,175
200 Personne Serv ces - Emp oyee Benef ts	1,011,228
300 Purchased Profess ona and Techn ca Serv ces	7,500

Description	Amount
400 Purchased Property Serv ces	267,592
500 Other Purchased Serv ces	1,766,587
600 Supp es	741,490
800 Other Objects	1,450
Total Student Transportation Services	**$5,825,022**
2800 Support Services - Central	
100 Personne Serv ces - Sa ar es	345,176
200 Personne Serv ces - Emp oyee Benef ts	236,250
300 Purchased Profess ona and Techn ca Serv ces	55,500
500 Other Purchased Serv ces	15,000
600 Supp es	2,000
800 Other Objects	2,000
Total Support Services - Central	**$655,926**
2900 Other Support Services	
500 Other Purchased Serv ces	89,450
800 Other Objects	300,000
Total Other Support Services	**$389,450**
Total Support Services	**$32,518,888**
3000 Operation of Non-Instructional Services	
3200 Student Activities	
100 Personne Serv ces - Sa ar es	1,015,988
200 Personne Serv ces - Emp oyee Benef ts	402,729
300 Purchased Profess ona and Techn ca Serv ces	168,500
400 Purchased Property Serv ces	65,350
500 Other Purchased Serv ces	10,000
600 Supp es	412,480
800 Other Objects	101,850
Total Student Activities	**$2,176,897**
Total Operation of Non-Instructional Services	**$2,176,897**
5000 Other Expenditures and Financing Uses	
5100 Debt Service / Other Expenditures and Financing Uses	
800 Other Objects	5,178,624
900 Other Uses of Funds	6,320,210
Total Debt Service / Other Expenditures and Financing Uses	**$11,498,834**
5200 Interfund Transfers - Out	
900 Other Uses of Funds	420,000
Total Interfund Transfers - Out	**$420,000**
5900 Budgetary Reserve	
800 Other Objects	400,000
Total Budgetary Reserve	**$400,000**
Total Other Expenditures and Financing Uses	**$12,318,834**
TOTAL EXPENDITURES	**$100,255,600**

Cash and Short-Term Investments	**06/30/2023 Estimate**	**06/30/2024 Projection**
Genera Fund	21,000,000	21,000,000
Pub c Purpose (Expendab e) Trust Fund		
Other Comptro er-Approved Spec a Revenue Funds		
Ath et c / Schoo -Sponsored Extra Curr cu ar Act v t es Fund		
Capital Reserve Fund - § 690, §1850		
Capital Reserve Fund - § 1431	50,000	50,000
Other Cap ta Projects Fund	250,000	4,250,000
Debt Serv ce Fund		
Food Serv ce / Cafeter a Operat ons Fund	500,000	500,000
Ch d Care Operat ons Fund		
Other Enterpr se Funds		
Interna Serv ce Fund		
Pr vate Purpose Trust Fund		
Investment Trust Fund		
Pens on Trust Fund		
Act v ty Fund		
Other Agency Fund		
Permanent Fund		
Total Cash and Short-Term Investments	**$21,800,000**	**$25,800,000**

Long-Term Investments	**06/30/2023 Estimate**	**06/30/2024 Projection**
Genera Fund		
Pub c Purpose (Expendab e) Trust Fund		
Other Comptro er-Approved Spec a Revenue Funds		
Ath et c / Schoo -Sponsored Extra Curr cu ar Act v t es Fund		
Capital Reserve Fund - § 690, §1850		
Capital Reserve Fund - § 1431		
Other Cap ta Projects Fund		
Debt Serv ce Fund		
Food Serv ce / Cafeter a Operat ons Fund		
Ch d Care Operat ons Fund		
Other Enterpr se Funds		
Interna Serv ce Fund		
Pr vate Purpose Trust Fund		
Investment Trust Fund		
Pens on Trust Fund		
Act v ty Fund		
Other Agency Fund		

Long-Term Investments	06/30/2023 Estimate	06/30/2024 Projection
Permanent Fund		
Total Long-Term Investments		
TOTAL CASH AND INVESTMENTS	**$21,800,000**	**$25,800,000**

Long-Term Indebtedness	06/30/2023 Estimate	06/30/2024 Projection
General Fund		
0510 Bonds Payab e	124,010,000	127,715,000
0520 Extended-Term F nanc ng Agreements Payab e		
0530 Lease and Other R ght To Use Ob gat ons	1,420,764	1,206,259
0540 Accumu ated Compensated Absences		
0550 Author ty Lease Ob gat ons		
0560 Other Post-Emp oyment Benef ts (OPEB)	22,341,395	22,341,395
0599 Other Noncurrent L ab t es		
Total General Fund	**$147,772,159**	**$151,262,654**
Public Purpose (Expendable) Trust Fund		
0510 Bonds Payab e		
0520 Extended-Term F nanc ng Agreements Payab e		
0530 Lease and Other R ght To Use Ob gat ons		
0540 Accumu ated Compensated Absences		
0550 Author ty Lease Ob gat ons		
0560 Other Post-Emp oyment Benef ts (OPEB)		
0599 Other Noncurrent L ab t es		
Total Public Purpose (Expendable) Trust Fund		
Other Comptroller-Approved Special Revenue Funds		
0510 Bonds Payab e		
0520 Extended-Term F nanc ng Agreements Payab e		
0530 Lease and Other R ght To Use Ob gat ons		
0540 Accumu ated Compensated Absences		
0550 Author ty Lease Ob gat ons		
0560 Other Post-Emp oyment Benef ts (OPEB)		
0599 Other Noncurrent L ab t es		
Total Other Comptroller-Approved Special Revenue Funds		
Athletic / School-Sponsored Extra Curricular Activities Fund		
0510 Bonds Payab e		
0520 Extended-Term F nanc ng Agreements Payab e		
0530 Lease and Other R ght To Use Ob gat ons		
0540 Accumu ated Compensated Absences		
0550 Author ty Lease Ob gat ons		
0560 Other Post-Emp oyment Benef ts (OPEB)		
0599 Other Noncurrent L ab t es		
Total Athletic / School-Sponsored Extra Curricular Activities Fund		

Long-Term Indebtedness	**06/30/2023 Estimate**	**06/30/2024 Projection**
Capital Reserve Fund - § 690, §1850		
0510 Bonds Payab e		
0520 Extended-Term F nanc ng Agreements Payab e		
0530 Lease and Other R ght To Use Ob gat ons		
0540 Accumu ated Compensated Absences		
0550 Author ty Lease Ob gat ons		
0560 Other Post-Emp oyment Benef ts (OPEB)		
0599 Other Noncurrent L ab t es		
Total Capital Reserve Fund - § 690, §1850		
Capital Reserve Fund - § 1431		
0510 Bonds Payab e		
0520 Extended-Term F nanc ng Agreements Payab e		
0530 Lease and Other R ght To Use Ob gat ons		
0540 Accumu ated Compensated Absences		
0550 Author ty Lease Ob gat ons		
0560 Other Post-Emp oyment Benef ts (OPEB)		
0599 Other Noncurrent L ab t es		
Total Capital Reserve Fund - § 1431		
Other Capital Projects Fund		
0510 Bonds Payab e		
0520 Extended-Term F nanc ng Agreements Payab e		
0530 Lease and Other R ght To Use Ob gat ons		
0540 Accumu ated Compensated Absences		
0550 Author ty Lease Ob gat ons		
0560 Other Post-Emp oyment Benef ts (OPEB)		
0599 Other Noncurrent L ab t es		
Total Other Capital Projects Fund		
Debt Service Fund		
0510 Bonds Payab e		
0520 Extended-Term F nanc ng Agreements Payab e		
0530 Lease and Other R ght To Use Ob gat ons		
0540 Accumu ated Compensated Absences		
0550 Author ty Lease Ob gat ons		
0560 Other Post-Emp oyment Benef ts (OPEB)		
0599 Other Noncurrent L ab t es		
Total Debt Service Fund		

Long-Term Indebtedness	06/30/2023 Estimate	06/30/2024 Projection
Food Service / Cafeteria Operations Fund		
0510 Bonds Payab e		
0520 Extended-Term F nanc ng Agreements Payab e		
0530 Lease and Other R ght To Use Ob gat ons		
0540 Accumu ated Compensated Absences		
0550 Author ty Lease Ob gat ons		
0560 Other Post-Emp oyment Benef ts (OPEB)		
0599 Other Noncurrent L ab t es		
Total Food Service / Cafeteria Operations Fund		
Child Care Operations Fund		
0510 Bonds Payab e		
0520 Extended-Term F nanc ng Agreements Payab e		
0530 Lease and Other R ght To Use Ob gat ons		
0540 Accumu ated Compensated Absences		
0550 Author ty Lease Ob gat ons		
0560 Other Post-Emp oyment Benef ts (OPEB)		
0599 Other Noncurrent L ab t es		
Total Child Care Operations Fund		
Other Enterprise Funds		
0510 Bonds Payab e		
0520 Extended-Term F nanc ng Agreements Payab e		
0530 Lease and Other R ght To Use Ob gat ons		
0540 Accumu ated Compensated Absences		
0550 Author ty Lease Ob gat ons		
0560 Other Post-Emp oyment Benef ts (OPEB)		
0599 Other Noncurrent L ab t es		
Total Other Enterprise Funds		
Internal Service Fund		
0510 Bonds Payab e		
0520 Extended-Term F nanc ng Agreements Payab e		
0530 Lease and Other R ght To Use Ob gat ons		
0540 Accumu ated Compensated Absences		
0550 Author ty Lease Ob gat ons		
0560 Other Post-Emp oyment Benef ts (OPEB)		
0599 Other Noncurrent L ab t es		
Total Internal Service Fund		

Long-Term Indebtedness	**06/30/2023 Estimate**	**06/30/2024 Projection**
Private Purpose Trust Fund		
0510 Bonds Payab e		
0520 Extended-Term F nanc ng Agreements Payab e		
0530 Lease and Other R ght To Use Ob gat ons		
0540 Accumu ated Compensated Absences		
0550 Author ty Lease Ob gat ons		
0560 Other Post-Emp oyment Benef ts (OPEB)		
0599 Other Noncurrent L ab t es		
Total Private Purpose Trust Fund		
Investment Trust Fund		
0510 Bonds Payab e		
0520 Extended-Term F nanc ng Agreements Payab e		
0530 Lease and Other R ght To Use Ob gat ons		
0540 Accumu ated Compensated Absences		
0550 Author ty Lease Ob gat ons		
0560 Other Post-Emp oyment Benef ts (OPEB)		
0599 Other Noncurrent L ab t es		
Total Investment Trust Fund		
Pension Trust Fund		
0510 Bonds Payab e		
0520 Extended-Term F nanc ng Agreements Payab e		
0530 Lease and Other R ght To Use Ob gat ons		
0540 Accumu ated Compensated Absences		
0550 Author ty Lease Ob gat ons		
0560 Other Post-Emp oyment Benef ts (OPEB)		
0599 Other Noncurrent L ab t es		
Total Pension Trust Fund		
Activity Fund		
0510 Bonds Payab e		
0520 Extended-Term F nanc ng Agreements Payab e		
0530 Lease and Other R ght To Use Ob gat ons		
0540 Accumu ated Compensated Absences		
0550 Author ty Lease Ob gat ons		
0560 Other Post-Emp oyment Benef ts (OPEB)		
0599 Other Noncurrent L ab t es		
Total Activity Fund		

Long-Term Indebtedness	**06/30/2023 Estimate**	**06/30/2024 Projection**
Other Agency Fund		
0510 Bonds Payab e		
0520 Extended-Term F nanc ng Agreements Payab e		
0530 Lease and Other R ght To Use Ob gat ons		
0540 Accumu ated Compensated Absences		
0550 Author ty Lease Ob gat ons		
0560 Other Post-Emp oyment Benef ts (OPEB)		
0599 Other Noncurrent L ab t es		
Total Other Agency Fund		
Permanent Fund		
0510 Bonds Payab e		
0520 Extended-Term F nanc ng Agreements Payab e		
0530 Lease and Other R ght To Use Ob gat ons		
0540 Accumu ated Compensated Absences		
0550 Author ty Lease Ob gat ons		
0560 Other Post-Emp oyment Benef ts (OPEB)		
0599 Other Noncurrent L ab t es		
Total Permanent Fund		
Total Long-Term Indebtedness	**$147,772,159**	**$151,262,654**

Short-Term Payables	**06/30/2023 Estimate**	**06/30/2024 Projection**
Genera Fund		
Pub c Purpose (Expendab e) Trust Fund		
Other Comptro er-Approved Spec a Revenue Funds		
Ath et c / Schoo -Sponsored Extra Curr cu ar Act v t es Fund		
Capital Reserve Fund - § 690, §1850		
Capital Reserve Fund - § 1431		
Other Cap ta Projects Fund		
Debt Serv ce Fund		
Food Serv ce / Cafeter a Operat ons Fund		
Ch d Care Operat ons Fund		
Other Enterpr se Funds		
Interna Serv ce Fund		
Pr vate Purpose Trust Fund		
Investment Trust Fund		
Pens on Trust Fund		
Act v ty Fund		
Other Agency Fund		
Permanent Fund		
Total Short-Term Payables		
TOTAL INDEBTEDNESS	**$147,772,159**	**$151,262,654**

Account	Description	Amounts
0810	Nonspendab e Fund Ba ance	9,885
0820	Restr cted Fund Ba ance	
0830	Comm tted Fund Ba ance	
0840	Ass gned Fund Ba ance	3,550,000
0850	Unass gned Fund Ba ance	7,149,056
Total Ending Fund Balance - Committed, Assigned, and Unassigned		**$10,699,056**
5900	**Budgetary Reserve**	**400,000**
Total Estimated Ending Committed, Assigned, and Unassigned Fund Balance and Budgetary Reserve		**$11,108,941**

RESOLUTION NO. 2022-06-27C

UPPER ST CLAIR SCHOOL DISTRICT

TAX RESOLUTION

WHEREAS ... Pennsylvania school districts needing to increase taxes are limited by Special Session Act of 2006 to an index set by the PA Department of Education; and

WHEREAS … the District desires to increase its tax millage rate by 1.0711 mills which is within the allowable 2023-2024 index.

NOW, THEREFORE, BE IT RESOLVED ... that a real estate tax is levied and assessed at the rate of 29.6339 or $29.6339 on each $1,000 of assessed valuation of taxable property for the 2022-2023 tax year.

FURTHER, BE IT RESOLVED ... that a 2% discount be granted on taxes paid on or before August 31, 2023; and

FURTHER, RESOLVED... that taxes paid between September 1, 2023 and October 31, 2023 shall be paid at face; and

FURTHER, RESOLVED... that taxes paid on and after November 1, 2023 for the fiscal year beginning July 1, 2023 shall be subject to a penalty of 10% of the face amount thereof; and

FURTHER, RESOLVED… that all other taxes imposed by the District for the 2023-2024 tax year shall remain in effect as previously resolved.

DULY ADOPTED by the Board of School Directors of the Upper St Clair School District, in lawful session assembled, on June 19, 2023.

[SEAL]

UPPER ST CLAIR SCHOOL DISTRICT

ATTEST:

_____ _____

Secretary **President, Board of School Directors**

Upper St. Clair School District
Final Budget
2023-2024

Presentation for June 19, 2023

Priorities of 2023-24 Budget

- Deliver extraordinary learning experiences for our students.
- Balance the needs of the School District while recognizing our fiduciary responsibilities to the community.
- Remain cognizant of the interdependence of all aspects that directly and indirectly affect our students' school experience.

Context for 2023-24 Budgeting: EXTERNAL

EXTERNAL REVENUE INFLUENCERS

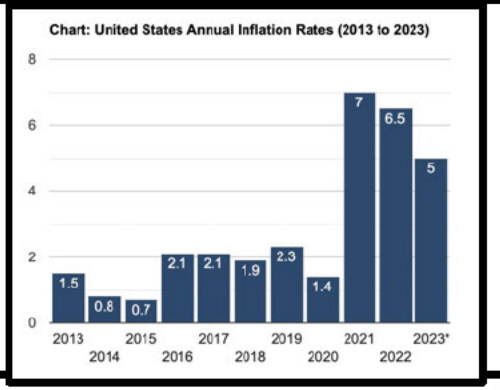
- **Common Level Ratio (CLR)**
  - Some uncertainty regarding the impact of new sales on real estate revenues
  - Significant impact moving forward
    - Previously experienced $5-$10 million in real estate growth annually
    - No growth being built into current budget to offset uncertainty surrounding CLR

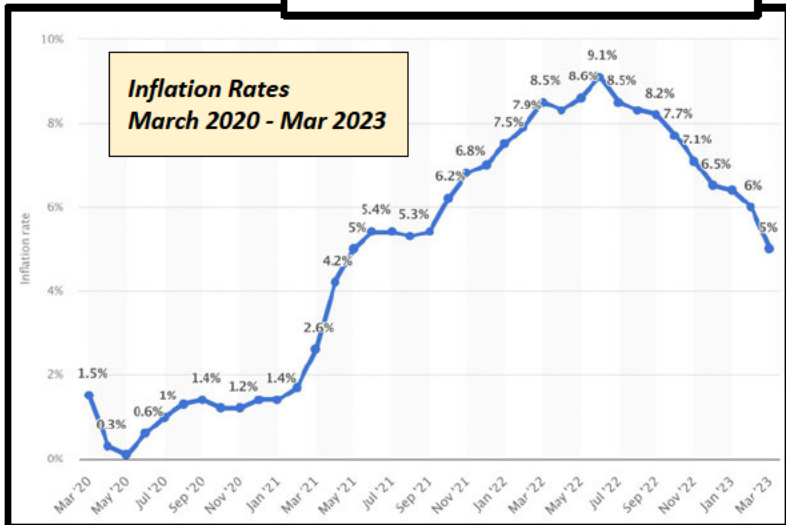
- **ESSER funding no longer available**
  - USCSD received lowest amount (per-student) in the state in previous years
  - $217,000 used in 22/23

EXTERNAL EXPENDITURE INFLUENCERS

- **Labor force challenges**
  - Reduced number of available workers in many areas, especially substitute groups

- **Higher rates of inflation (CPI) in recent years**





Context for 2023-24 Budgeting: INTERNAL

INTERNAL EXPENDITURE INFLUENCERS

- **Staffing Levels**
  - Eleven professional staff retirements
    - General savings from top-step employees
    - Filling all professional staff positions (including all music and librarian positions)
  - Adding 1.0 Special Education (Emotional Support) teacher
  - All eliminations are due to attritional cuts (Custodian, Operations Coordinator, Transportation Manager)
  - Not filling vacancy due to Dr. Suritsky's retirement for 23/24 school year
  - Not filling vacancy of custodial manager position

- **Healthcare +14% (would be +~$1,000,000 at current staffing levels)**
  - Negotiated favorable employee contribution rates

- **Maintaining fiscal stability for the future**
  - Will continue to avoid using fund balance for recurring costs

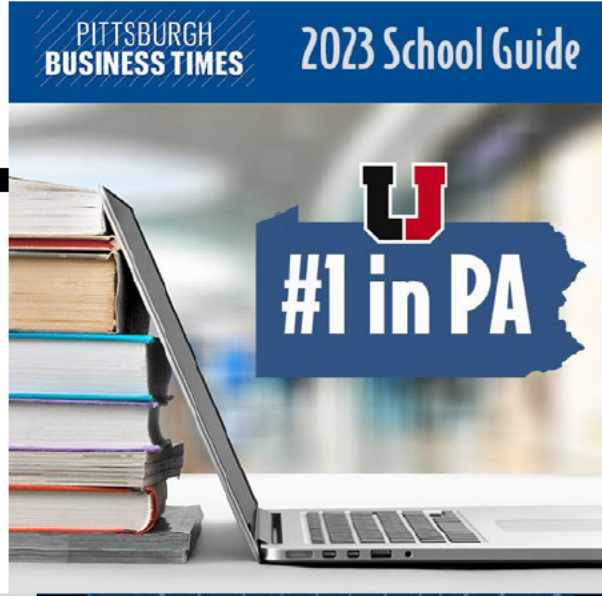
- **Capital improvements & expenditures**
  - Need for ongoing facility repairs and investments in line w/ feasibility study
  - Including significant investment in needed HS Roof, HS cafeteria furniture and HVAC control system

- **Need for continued high-level investments in key areas including safety/security**
  - Investments recommended at this time

- **Other factors impacting expenditures and revenue**

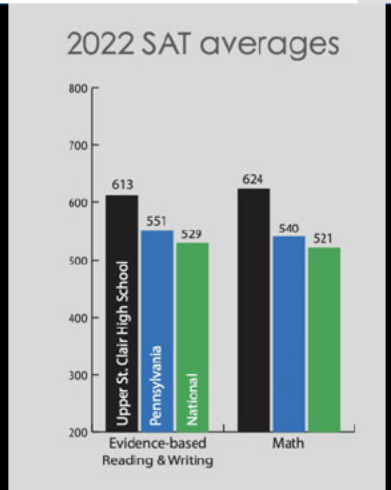
Investing In Excellence

USCSD continues to deliver extraordinary learning experiences for our students.











ACADEMICS

-Top performing school district in state (Pittsburgh Business Times past two years)
-Recognition through US News and World Report
-Blue Ribbon designation at all schools
-SAT and ACT scores rank at top regionally
-Unique curriculum process with annual review in all areas (led by unique curriculum leader model)

UNIQUE PROGRAMMING

-1:1 technology K-12
-Advisory programming
-STEAM Pathway Certificate
-Special Education Offerings including:
    -Shop@USC
    -Partners in Special Ed. Programs
    -Speciality Programmatic Offerings to meet student needs

OPTIONAL EXPERIENCES

-Expansive Club Offerings
-Recognition for Arts through NAMM
-WPIAL sports teams and recognition
-World Language offerings at all levels
-Robust course offerings
    -AP, IB/MYP, Honors/Academic/Conceptual
    -Extensive options for electives
-International Baccalaureate (PYP, MYP, IB)

SUPPORTING STUDENT NEEDS

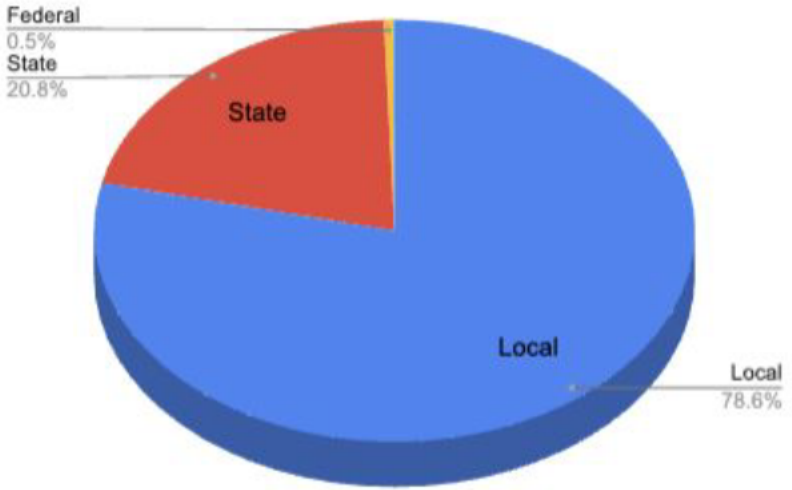
-Continuum of services that promote practices and student partner experiences
-School Psychologists and Intervention Specialists
-School nurses at all buildings and health room aides
-School counselors at all buildings
-School police officers at all buildings
-Full-time librarians at all buildings

2023-24 Proposed Expenditures

Object	Account Title	2022-2023 Budget	Final 2023-2024 Budget	% of Budget	Variance Explanation
100 & 200	Salaries & Benefits	70,456,980	71,632,608	71.45%	Eleven professional staff retirements and not filling five non-teaching positions help to offset a 15% increase in medical insurance coverage and staff wage increases
300	Contracted Services	3,375,636	3,346,030	3.34%	
400	Purchased Services	1,682,666	1,773,124	1.77%	
500	Other Purchased Services	4,013,642	4,571,931	4.56%	Increase in transportation contracted carriers
600	Books & Supplies	4,443,091	5,826,701	5.81%	Elementary math book adoption & district-wide security upgrades
700	Equipment	123,135	117,450	0.12%	
800	Misc. Fees	5,622,358	6,247,546	6.23%	Increase in interest related to new bond issue and budgetary reserve
900	Other Uses	6,033,784	6,740,210	6.72%	Increase in principal expense related to current bonds and new capital leases
	TOTAL	**$95,751,292**	**$100,255,600**	100.00%	Proposed expenditures represent a 4.7% increase from prior year

2023-24 Proposed Revenue Sources

Revenue Source	2023-24 Budget With 3.75% Millage Increase	Percentage of Budget
LOCAL	$78,838,261	78.64%
STATE	$20,843,749	20.79%
FEDERAL	$474,752	0.47%
OTHER*	$100,000	0.10%
TOTAL REVENUE	$100,256,762	100.00%



**Other refers to sale of assets (i.e. buses, old computers, etc.)*

Proposed Final Budget Recommendation

	2023-24 BUDGET (3.75% Tax Increase)
REVENUES	$100,256,762
EXPENDITURES	$100,255,600
BALANCE	+$1,162
**Millage rate at 3.75% increase is 29.6339 mills*	

Budget Presentations

- April 24, 2023 - Detailed Budget Presentation
- May 17, 2023 - Adopted 2023-2024 *Proposed* Final Budget
- June 19, 2023 - Adopt 2023-2024 Final Budget

*All previous budget presentations are available on the uscsd website.

Questions?



Memo

To: Dr. John Rozzo, USC Board Members

From: Mr. Scott P. Burchill

Date: June 19, 2023

RE: Capital Reserve Budget for 2023-2024

The current 2023-2024 Capital Reserve Budget includes several projects scheduled for next school year.

A budgeted transfer from the General Fund of $270,000.00 and expenditures of $270,000.00 are reflected in the budget.

Projects	Approximate Total Cost	Capital Reserve
Baker Fire Panel Replacement	$50,000	$270,000
Baker Parking Lot Lighting Upgrade	$10,000	$220,000
Eisenhower Parking Lot Lighting Upgrade	$10,000	$210,000
Streams Parking Lot Lighting Upgrade	$10,000	$200,000
Eisenhower Hot Water System Replacement	$95,000	$190,000
Baker Hot Water System Replacement	$95,000	$95,000
Total Approximate Cost	**$270,000**	**$0**

The Administration requests that the Board approve the 2023-2024 Capital Reserve budget of $270,000.00.

Please do not hesitate to contact me with any questions or comments.

Cc: Dr. Lou Angelo
Mr. Ray Carson
Ms. Rebecca Berquist

UPPER ST. CLAIR SCHOOL DISTRICT

Homestead and Farmstead Exclusion
Resolution 2023-06-19D

RESOLVED, by the Board of School Directors of the Upper St. Clair School District, that homestead and farmstead exclusion real estate tax assessment reductions are authorized for the school year beginning July 1, 2023, under the provisions of the Homestead Property Exclusion Program Act (part of Act 50 of 1998) and the Taxpayer Relief Act (Act 1 of 2006), as follows:

1. **Aggregate amount available for homestead and farmstead real estate tax reduction.** The following amounts are available for homestead and farmstead real estate tax reduction for the school year beginning July 1, 2023:

a. **Gambling tax funds.** The Pennsylvania Department of Education (PDE) has notified the School District that PDE will pay to the School District during the school year pursuant to Act 1, 53 P.S. § 6926.505(b), as a property tax reduction allocation funded by gambling tax funds, the amount of $1,745,815.15.

b. **Philadelphia tax credit reimbursement funds**. PDE has notified the School District that PDE will pay to the School District during the school year pursuant to Act 1, 53 P.S. § 6926.324(3), as reimbursement for Philadelphia tax credits claimed against the School District earned income tax by School District resident taxpayers, the amount of $6,880.30

c. **Aggregate amount available.** Adding these amounts, the aggregate amount available during the school year for real estate tax reduction is $1,752,695.45.

2. **Homestead/farmstead numbers.** Pursuant to Act 50, 54 Pa. C.S. § 8584(i), and Act 1, 53 P.S. § 6926.341(g)(3), the County has provided the School District with a certified report listing approved homesteads and approved farmsteads as follows:

a. **Homestead property number.** The number of approved homesteads within the School District is 5,957.

b. **Farmstead property number.** The number of approved farmsteads within the School District is zero (0).

c. **Homestead/farmstead combined number.** Adding these numbers, the aggregate number of approved homesteads and approved farmsteads is 5,957.

3. **Real estate tax reduction calculation.** The school board has decided that the homestead exclusion amount and the farmstead exclusion amount shall be equal. Dividing the paragraph 1(c) aggregate amount available during the school year for real estate tax reduction of $1,752,695.45 by the paragraph 2(c) aggregate number of approved homesteads and approved farmsteads of 5,957 the maximum real estate tax reduction amount applicable to each approved homestead and to each approved farmstead is $294.22.

4. **Homestead exclusion calculation.** Dividing the paragraph 3 maximum real estate tax reduction amount of $294.22 by the School District real estate tax rate of 29.6339 mills, the

maximum real estate assessed value reduction to be reflected on tax notices, as a homestead exclusion for each approved homestead is $9,928.49.

5. **Homestead/farmstead exclusion authorization – July 1 tax bills.** The tax notice issued to the owner of each approved homestead within the School District shall reflect a homestead exclusion real estate assessed value reduction equal to the lesser of: (a) the County-established assessed value of the homestead, or (b) the paragraph 4 maximum real estate assessed value reduction of $9,928.49. For purposes of this Resolution, "approved homestead" and "approved farmstead" shall mean homesteads and farmsteads listed in the report referred to in paragraph 2 above and received by the School District from the County Assessment Office on or before May 1 pursuant to Act 1, 53 P.S. § 6926.341(g)(3), based on homestead/farmstead applications filed with the County Assessment Office on or before March 1. This paragraph 5 will apply to tax notices issued based on the initial tax duplicate used in issuing initial real estate tax notices for the school year, which will be issued on or promptly after July 1, and will not apply to interim real estate tax bills.

RESOLUTION NO. 2023-06-19E

UPPER ST. CLAIR SCHOOL DISTRICT

TAX RESOLUTION

WHEREAS... a portion of the necessary revenue to operate the schools is provided by a tax on earned income;

NOW, THEREFORE, BE IT RESOLVED... that the existing Earned Income Tax is hereby levied and assessed at the rate of .5 % of earned income.

WHEREAS... a portion of the necessary revenue to operate the schools is provided by a Tax on the transfer of real estate;

NOW, THEREFORE, BE IT RESOLVED... that the existing Real Estate Transfer Tax is hereby levied and assessed at the rate of 0.5 % of the sale price of the real estate.

WHEREAS... a portion of the necessary revenue to operate the schools is provided by a Mercantile Tax;

NOW, THEREFORE, BE IT RESOLVED... that the Mercantile Tax is 1.5 mills or .0015% for retail and 1 mill or .001% for wholesale and is levied on the gross receipts of a Business.

DULY ADOPTED by the Board of School Directors of the Upper St Clair School District, in lawful session assembled, on June 19, 2023.

[SEAL]

UPPER ST. CLAIR SCHOOL DISTRICT

ATTEST:

Secretary

President, Board of School Directors

Memo

To: School Board Members

From: Dr. John Rozzo

Date: June 19, 2023

RE: Staffing Resolutions

The following staffing resolutions are being requested:

Decrease in District staffing
1.0 Operations Coordinator (Resolution 2023-08)
1.0 Transportation Manager (Resolution 2023-09)
1.0 Custodian (Resolution 2023-10)

District staffing is being reduced by three through attrition. The identified staffing reductions are positions that will not have a decrease in staff working with students. In addition, the identified positions have also been vacant for the past 6 months to a year. Due to the long-term vacancies, it has been determined at this time, that the positions are not necessary for successful district operations.

Board Meeting

Personnel List

June 19, 2023

ELECTION

Staff Name	Location	New Assignment	New Assignment Status	Effective Date
Capucci, Andrew	High School	Assistant Coach: High School Summer Football Camp	ECA	TBD
Carlino, Laura	High School	Middle Years Program (MYP) Coordinator (High School)	ECA	2023-2024 School Year
DiPasquale, Anna	High School	Coach: High School Hip Hop	ECA	08-14-23 through 02-10-23
Erbrecht, Chad	High School	HS Leadership Academy	Summer	07-17-23 through 07-21-23
Gianuzzi, Lisa	Ft. Couch	FC STEAM Camp	Summer	06-26-23 through 06-30-23
Good, Ronald	District Wide	Safety and Security Coordinator	FT	TBD
Khila, Abdel	High School	Volunteer: Boys Soccer	Volunteer	08-14-23 through 10-27-23
Morton, Shawn	High School	Assistant Faculty Manager	ECA	08-14-23 through 06-09-24
Reis, Jacob	High School	HS Leadership Academy	Summer	07-17-23 through 07-21-23
Visco, Anthony	High School	1.0 Maintenance Technician	FT	TBD
Watson, David	High School	HS Math Credit Recovery	Summer	06-13-23 through 07-07-23
Watson, David	High School	HS Biology Credit Recovery	Summer	06-13-23 through 07- 07-23
Wregget, Courtney	Substitute	Summer Substitute Counselor	Summer	06-13-23

CHANGE OF STATUS

Staff Name	Location	Current Assignment	Current Assignment Status	New Assignment	New Assignment Status	Effective Date
Bosbach, Aiko	Streams	1.0 Elementary Teacher (LTS for A. Carlson/S. Coleman)	LTS	1.0 Elementary Teacher (Temporary Professional Employee)	FT	2023-2024 School Year
Pascarella, Kelly	Boyce	1.0 Middle School ELA teacher	FT	1.0 Consuming and Producing Successfully (CAPS) Teacher (Boyce Middle School)	FT	2023-2024 School Year
Kennedy, Megan	Boyce	1.0 Middle School Math Teacher	FT	1.0 Resource Teacher	FT	2023-2024 School Year

Bowers, Andrew	Ft. Couch	1.0 Middle School English Teacher	FT	1.0 Consuming and Producing Successfully (CAPS) Teacher (Fort Couch Middle School)	FT	2023-2024 School Year
Cancer, Jabar	High School	Assistant Coach: High School Cheerleading	ECA	Head Coach: Competitive Cheer	ECA	08-15-23 through 02-10-24
DelGreco, Elizabeth	Baker	1.0 Elementary LTS Teacher for B. Moskovitz)	LTS	1.0 Elementary School Teacher (Temporary Professional Employee)	FT	2023-2024 School Year
Goldbach, Theresa	Eisenhower	Cook	PT	Head Cook	PT	08-09-23
Himber, Sadie	Bus Garage	Bus Attendant	PT	Bus Attendant	Substitute	06-10-2023
Junko, Mistydae	High School	Assistant Coach: High School Cheerleading	ECA	Assistant Coach: High School Competitive Cheer	ECA	08-15-23 through 02-10-24
Livingston, Natalie	Eisenhower	Temporary Teacher Aide (for S.Elrod)	Substitute	1.0 Teacher Aide	FT	2023-2024 School Year
Stash, Kristen	Baker	Summer School Teacher: Remote Summer Wellness	Substitute	1.0 Elementary Physical Education/Health Teacher (Professional Employee)	FT	2023-2024 School Year
Taucher, Ryan	High School	Assistant Coach: High School Girls Tennis	ECA	Head Coach: High School Girls Tennis	ECA	08-14-23 through 10-27-23
Verdi, Lora	Eisenhower	1.0 Elementary Teacher (LTS) for K.Morgan	LTS	Substitute Teacher (certified)	Substititute	2023-2024 School Year

REAPPOINTMENT

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date
Assad, Andy	High School	Assistant Coach: High School Football	ECA	08-14-23 through 10-27-23
Beard, Garrett	Ft. Couch	Middle School Coordinator	ECA	2023-2024 School Year
Casey, Samandra	High School	Assistant Coach: High School Girls Volleyball	ECA	08-14-23 through 10-27-23
Chermak, Maureen	High School	Head Coach: Cross County	ECA	08-14-23 through 10-27-23
Corr, Patrick	High School	Assistant Coach: High School Football	ECA	08-14-23 through 10-27-23
Cremonese, Frank	High School	Coach: Strength/Conditioning	ECA	08-14-23 through 10-27-23
Davey, Justin	High School	Assistant Athletic Director	ECA	08-14-23 through 06-09-24

Donati, Jeffrey	High School	Assistant Head Coach: High School Football	ECA	08-14-23 through 10-27-23
Elias, Phillip	High School	Assistant Coach: High School Football	ECA	08-14-23 through 10-27-23
Epondulan, Mercedes	High School	Head Coach: High School Girls Golf	ECA	08-14-23 through 10-27-23
Fackenthal, Brett	High School	Assistant Coach: High School Boys Soccer	ECA	08-14-23 through 10-27-23
Figura, Joseph	High School	Assistant Coach: High School Football	ECA	08-14-23 through 10-27-23
Froelich, Keith	High School	Coach: High School Girls Golf	ECA	08-14-23 through 10-27-23
Flynn, Todd	High School	Head Coach: High School Boys Golf	ECA	08-14-23 through 10-27-23
Franks, Kelli	High School	Assistant Coach: High School Cheerleading	ECA	08-15-23 through 02-10-24
George, Tyler	High School	Assistant Coach: High School Football	ECA	08-14-23 through 10-27-23
Gremba, Justin	High School	Assistant Coach: High School Girls Volleyball	ECA	08-14-23 through 10-27-23
Hamilton, Zachary	High School	Head Coach: High School Girls Soccer	ECA	08-14-23 through 10-27-23
Holzer, Daniel	High School	Head Coach: High School Boys Basketball	ECA	11-17-23 through 02-10-24
Hynds, Patrick	Substitute	Summer Substitute Custodian	Substitute	06-12-23 through 08-18-23
Judkins, Hannah	High School	Assistant Coach: High School Girls Soccer	ECA	08-14-23 through 10-27-23
Junko, Mike (John)	High School	Head Coach: High School Football	ECA	08-14-23 through 10-27-23
Lackner, Samantha	High School	Assistant Coach: High School Girls Soccer	ECA	08-14-23 through 10-27-23
Luxbacher, Travis	High School	Assistant Coach: High School Boys Soccer	ECA	08-14-23 through 10-27-23
Manning, Kimberly	High School	Head Coach: High School Girls Volleyball	ECA	08-14-23 through 10-27-23
Martocci, Matthew	High School	Assistant Coach: High Boys Golf	ECA	08-14-23 through 10-27-23
Mellinger, Matthew	High School	Assistant Coach: High School Football	ECA	08-14-23 through 10-27-23
Milliken, Ryan	High School	Assistant Coach: High School Football	ECA	08-14-23 through 10-27-23
Morton, Shawn	High School	Assistant Coach: High School Football	ECA	08-14-23 through 10-27-23
Petrick, Doug	High School	Head Coach: Cross County	ECA	08-14-23 through 10-27-23
Polfus, Jill	Ft. Couch	Assistant: Middle School Coordinator	ECA	2023-2024 School Year
Robbins, Timothy	High School	Assistant Coach: High School Football	ECA	08-14-23 through 10-27-23
Rocco, Mary Rae	High School	Head Coach: Field Hockey	ECA	08-14-23 through 10-27-23

Schneider, Uwe	High School	Head Coach: High School Boys Soccer	ECA	08-14-23 through 10-27-23
Schuster, Dominique	High School	Head Coach: High School Cheerleading	ECA	08-15-22 through 02-10-24
Scurci, Taylor	High School	Assistant Coach: Strength/Conditioning	ECA	08-14-23 through 10-27-23
Stephenson, Matthew	High School	Assistant Coach: High School Boys Soccer	ECA	08-14-23 through 10-27-23
Wagner, Gregory	High School	Assistant Coach: High School Girls Soccer	ECA	08-14-23 through 10-27-23
Wagner, Gregory	High School	Assistant Athletic Director	ECA	08-14-23 through 06-09-24
Wregget, Courtney	High School	Coach: High School Hip Hop	ECA	8-14-23 through 02-10-23

RETIREMENT

Staff Name	Location	Current Assignment	Current Assignment	Effective Date
Ogden, Rose	High School	Confidential Adminstrative Assistant	FT	09-01-23

RESIGNATION

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date
Fyola, Jeffrey	Substitute	Summer Substitute Custodian	Substitute	06-12-23
Schneck, Kristen	High School	Assistant Coach: Field Hockey	ECA	06-15-23

INFORMATION ONLY

Brosius, Kayleigh (Summer Substitute Custodian) Effective Start Date Change FROM 06-12-23 TO 06-16-23

Clougherty, Jacob (Technology Department Student Worker) Effective Start Date Change FROM TBD TO 06-15-23

Fera, Michael (Summer Substitute Custodian) Effective Start Date Change FROM 06-12-23 TO 06-16-23

Petrarca, Jacob (Summer Substitute Custodian) Effective Start Date Change FROM 06-12-23 TO 06-16-23

Riemer, Tyler (Summer Substitute Custodian) Effective Start Date Change FROM 06-12-23 TO 06-16-23

Schroeck, Hunter (Summer Substitute Custodian) Effective Start Date Change FROM 06-12-23 TO 06-16-23

Syme, Colin (1.0 Science Curriculum Leader- High School) Salary Change

Memo

To: USC Board of School Directors, Dr. Rozzo & Mr. Carson

From: Dr. Lou Angelo

Date: June 12, 2023

RE: Agreement with Zonar

The administration is recommending approval to enter into an agreement with Zonar to provide GPS hardware and services for school buses and vans.

Zonar will provide the Transportation Department with live GPS for the District's transportation vehicles. The service will allow the Transportation Department to locate and monitor transportation vehicles in real time. The GPS software will provide multiple data points including the following:

- speed of vehicles,
- relative speed of vehicles compared to posted limits,
- engine fault codes,
- engine RPMs,
- stop arm deployment,
- vehicle location, and
- date, time, and address of vehicle stop and stop arm deployment.

The data will help to ensure greater safety when transporting our students and improve the care of our vehicles. In addition, adding GPS to our vehicles creates a potential future opportunity to incorporate real-time parent alert applications using geofencing technology. Geofencing notifications alert parents when a child's bus is approaching the stop. The eventual addition of a parent notification system would be at no additional cost to the district.

The administration evaluated five GPS systems and is recommending Zonar to install the GPS system on district buses and vans at an initial cost of $29,838 for the hardware and service. The agreement is for a five-year term at an annual cost of $17,325 for service during years two through five with no annual increase. The funding for a GPS system is already accounted for in the transportation budget.

Memo

To: USC Board of School Directors, Dr. Rozzo & Mr. Carson

From: Dr. Lou Angelo

Date: June 13, 2023

RE: Highmark Foundation School Grant Award

The administration recommends approval to accept the Highmark Foundation School Grant in the amount of $6,300.00

Our district was selected to receive a grant in the amount of $6,300 through the Highmark Foundation School Grants and Awards Program. This is the third consecutive year we have received the grant to fully fund the costs associated with achieving the WELL Health-Safety Seal. There were over 179 applications totaling more than $1 million in requested funds. We expect to receive the grant in August.

The WELL Health-Safety Seal for Facility Operations and Management is an evidence-based, third-party verified rating for all new and existing building and facility types focusing on operational policies, maintenance protocols, stakeholder engagement and emergency plans. In 2021, Upper St. Clair was the world's first K-12 school district to receive the WELL Health-Safety Rating, which applies to all USCSD school buildings.

https://www.wellcertified.com/health-safety/

MEMORANDUM OF UNDERSTANDING
BETWEEN

Police Department of the Township of Upper St. Clair
(Law Enforcement Authority)

and

Upper St. Clair School District
(School Entity)

2023
(Date)

I. Introduction

A. Parties

The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter "Memorandum"):

The Police Department of the Township of Upper St. Clair

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

Upper St. Clair School District / Upper St. Clair School Police

B. This Memorandum establishes procedures to be followed when certain incidents - described in Section II below - occur on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity, including incidents outside the school setting that constitute a true threat to the School Entity or cause a substantial disruption to the learning environment. This Memorandum does not cover incidents that are outside of those school settings and create no threat or substantial disruption to the learning environment.

C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

D. Legal Authority

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, also known as the "Safe Schools Act," as amended, 24 P.S. §§ 13-1301-A-13-1313-A.

2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

3. Information from Student Records

a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:

(1) Criminal History Record Information Act, 18 Pa. C.S. § 9101 *et seq*.

(2) The prohibition against disclosures, specified in section IV(C)(5) of this Memorandum.

b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:

(1) Comply with the Family Educational Rights and Privacy Act (hereinafter "FERPA"), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99.1 *et seq*., and 22 Pa. Code §§ 12.31- 12.33, including any amendments thereto.

(2) Comply with the requirements of the Safe Schools Act, 24 P.S. §§ 13-1303-A and 13-1313-A, and any amendments thereto.

(3) Complete reports as required by section 1303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.

c. As permitted by FERPA, the School Entity may disclose directory information at its discretion, and may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority without parental consent if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so if questioned, the school can demonstrate - to parents, students

and the Family Policy Compliance Office[1] - what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity that are not being investigated by the Upper St. Clair School Police, including Safe2Say reports. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.

3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend, and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school- wide positive behavior supports, education and deterrence.

2. Create a safe learning environment.

3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

6. To the extent that addressing the incidents described in Section II B are within the scope of authority of the commissioned police officers of the School District, the

[1] Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education.

School District's police officers will retain primary law enforcement jurisdiction unless the School District asks for assistance from the Township police.

G. Joint Priorities and Understandings

1. The Law Enforcement Authority and the School Entity will commit to participating jointly in one (1) tactical training per year and one emergency planning meeting per year.
2. Subject to the mandatory notification requirements set forth below, the parties wish to set forth their general agreement regarding the handling of events on school property, at any school sponsored activity, or on a conveyance.
    a. The Law Enforcement Authority is the primary law enforcement agency in Upper St. Clair Township which includes the Upper St. Clair schools. The Law Enforcement Authority will have primary responsibility for investigating incidents on school property or school conveyances involving misdemeanor and felony crimes, including obtaining search warrants for online/social media threats, weapons cases excluding small knives, assaults requiring medical attention, sexual assaults, reports of school employee misconduct involving a student, and the offenses listed under IIA. The Law Enforcement Authority also agrees to respond to and assist with Safe2Say reports as needed.
    b. The school Entity will have primary responsibility for handling most minor incidents on school property or school conveyances involving summary level offenses, including minor traffic flow issues, disorderly conduct and behavior, criminal mischief, possession of use of THC and nicotine, truancy, and harassment involving students.
3. The School Entity agrees to continue preparing and submitting email case summaries to the Law Enforcement Authority for significant events or the issuance of citations by the Uppers St. Clair School Police.

II. Notification of Incidents to Law Enforcement

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charges may be made in consultation with school administrators.

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement

Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

a. The following offenses under 18 Pa. C.S (relating to crimes and offenses):

(1) Section 908 (relating to prohibited offensive weapons).

(a) The term "offensive weapon" is defined by section 908 of the Crimes Code as "any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose." See 18 Pa. C.S. § 908(c) (relating to definitions). Except that the Upper St. Clair School Police may handle minor weapons offenses (metal knuckles, dagger, knife, razor, or cutting instruments)

(b) Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it or taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

(2) Section 912 (relating to possession of weapon on school property).

(a) The term "weapon" is defined by section 912 of the Crimes Code to include, but is not limited to,

a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury. Except that the Upper St. Clair School Police may handle minor weapon possession (a knife, cutting instrument, cutting tool, nunchuck stick).

(b) Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

(3) Chapter 25 (relating to criminal homicide).

(4) Section 2702 (relating to aggravated assault).

(5) Section 2709.1 (relating to stalking).

(6) Section 2901 (relating to kidnapping).

(7) Section 2902 (relating to unlawful restraint).

(8) Section 3121 (relating to rape).

(9) Section 3122.1 (relating to statutory sexual assault).

(10) Section 3123 (relating to involuntary deviate sexual intercourse).

(11) Section 3124.1 (relating to sexual assault).

(12) Section 3124.2 (relating to institutional sexual assault).

(13) Section 3125 (relating to aggravated indecent assault).

(14) Section 3126 (relating to indecent assault).

(15) Section 3301 (relating to arson and related offenses).

(16) Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.

(17) Section 3502 (relating to burglary).

(18) Section 3503(a) and (b)(l)(v) (relating to criminal trespass).

(19) Section 3701 (relating to robbery).

(20) Section 3702 (relating to robbery of motor vehicle).

(21) Section 5501 (relating to riot).

(22) Section 6110.1 (relating to possession of firearm by minor).

b. The possession, use, or sale of a controlled substance, designer drug or drug paraphernalia as defined in "The Controlled Substance, Drug, Device and Cosmetic Act," as amended, 35 P.S. §§ 780-101-780-144, popularly known as the "Drug Act." For purposes of this Memorandum, the terms "controlled substance", "designer drug" and "drug paraphernalia" shall be defined as they are in section 102 of the Drug Act. See 35 P.S § 780-102 (relating to definitions). Except that Upper St. Clair School Police shall handle cases involving possession or use of small amounts of marijuana or THC by students.
c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
d. An offense for which registration is required under 42 Pa. C.S. § 9795.1 (relating to registration).

2. In responding to students who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P.S. § 13-1303-A(b)(4.l)), a school entity may consider the propriety of utilizing available school-based programs, such as school-wide positive behavior supports, to address the student's behavior. Nothing in this provision shall be read to limit law enforcement's discretion.

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

a. The following offenses under 18 Pa. C.S (relating to crimes and offenses):

(1) Section 2701 (relating to simple assault).

(2) Section 2705 (relating to recklessly endangering another person).

(3) Section 2706 (relating to terroristic threats).

(4) Section 2709 (relating to harassment).

(5) Section 3127 (relating to indecent exposure).

(6) Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

(7) Section 3503(b)(l)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).

(8) Chapter 39 (relating to theft and related offenses).

(9) Section 5502 (relating to failure of disorderly persons to disperse upon official order).

(10) Section 5503 (relating to disorderly conduct).

(11) Section 6305 (relating to sale of tobacco).
(12) Section 6306.1 (relating to use of tobacco in schools prohibited).
(13) Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).
(14) Possession or use of marijuana or THC by students.

b. Attempt, solicitation or conspiracy to commit any of the offenses listed m subsection (a).

2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole

discretion of the Law Enforcement Authority, may be made in consultation with school police and school administrators.

2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

3. When appropriate, the Law Enforcement Agency and the School Entity may agree to permit the School Entity's school police investigate and file charges in lieu of the Law Enforcement Agency. Should the Law Enforcement Agency decline to investigate and/or file charges, the School Entity's school police shall not be prohibited from conducting its own investigation and/or filing charges.

D. Notification of the Law Enforcement Authority when incident involves children with disabilities

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IBP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code§§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement. Authority regardless of the disability. Such notification will state that the child has an IBP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will act to address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code§§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students-general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to

investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.

4. In accordance with 34 CPR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are available for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records or a summary of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

7. The School Entity will inform the Law Enforcement Authority of its practice of using non-violent crisis prevention techniques to whenever applicable to resolve incidents with students. The use of restraints is considered a measure of last resort when the student is acting in a manner to be a clear and present danger to her/himself, to other students, or to employees. Restraint is only to be used after other less restrictive measures, including de-escalation techniques, have been utilized. In the event, that restraints are used for a student with an IEP, the School Entity's procedure for parent notification and IEP review will be followed.

   The School Entity will assign a School Entity representative to work with Law Enforcement Authority representatives whenever an incident involves a student with a disability and assist the Law Enforcement Authority to comply with the School Entity's policies regarding students with disabilities, including, but not limited to the School Entity's non-discrimination, discipline of students with disabilities and

behavior support policies. Subsequent to a referral to law enforcement, for students with disabilities who have positive behavior support plans, an updated functional behavior assessment and positive behavior support plan shall be required.

E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.

2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.

3. Location(s) of predetermined or prospective command posts (jointly determined by School Entity and Law Enforcement Agency).

4. Current teacher/employee roster (available upon request).

5. Current student roster (available upon request).

6. Most recent school yearbook.

7. School fire-alarm shutoff location and procedures (within purview of Upper St. Clair Volunteer Fire Department).

8. School sprinkler system shutoff location and procedures (within purview of Upper St. Clair Volunteer Fire Department).

9. Gas/utility line layouts and shutoff valve locations (within purview of Upper St. Clair Volunteer Fire Department).

10. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

III. Law Enforcement Authority Response

A. The Law Enforcement Authority shall be in command of significant incidents. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

1. For incidents in progress:

   a. Meet with contact person and locate scene of incident.
   b. Stabilize incident.
   c. Provide/arrange for emergency medical treatment, if necessary.
   d. Control the scene of the incident.
      (1) Secure any physical evidence at the scene.
      (2) Identify involved persons and witnesses.
   e. Conduct investigation.
   f. Exchange information.
   g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

2. Incidents not in progress:

a. Meet with contact person.
b. Recover any physical evidence.
c. Conduct investigation.
d. Exchange information.
e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

3. Incidents initially reported to the Law Enforcement Authority
If any incident described in sections IIA or IIB is initially reported to the Law Enforcement Authority, the Law Enforcement Authority shall proceed directly with its investigation, shall immediately notify the School Entity of the incident, and shall proceed as outlined in sections IIA through IIE.

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
   a. The student has been placed under arrest.
   b. The student is being placed under investigative detention.
   c. The student is being taken into custody for the protection of the student.
   d. The student's parent or guardian consents to the release of the student to law enforcement custody.

2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. *In Loco Parentis*

1. Teachers, Guidance Counselors, Assistant Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.

2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.

2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

1. General Principles: Once the Law Enforcement Authority assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

2. Victims

   a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.

   b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witnesses

   a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.

b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel shoul4 be present during the interview.

4. Suspects and Custodial Interrogation

a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.

b. When a parent or guardian is not present, school authorities shall not stand in loco parentis (in the place of the parent/guardian) during an interview.

c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest

a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.

b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.

c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

D. Reporting Requirements

All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report, each chief school administrator and each police department having jurisdiction

over school property of the School Entity shall do the following:

1. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.

2. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.

3. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

4. Where a police department fails to take action as required under clause a orb, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a orb.

5. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

   An adult representative of the School Entity and a representative of the Law Enforcement Authority who were involved in the initial reporting and resolution of the incident will be contacted by a designee of the Superintendent of the School Entity for discussion regarding the discrepancy in the incident reporting. If a mutual decision regarding the resolution of the discrepancy cannot be reached, the official record that will be used for reporting purposes is the record of the Law Enforcement Authority.

V. General Provisions

A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School

Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.

B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.

C. If changes in state or federal law require changes to this Memorandum, the parties shall amend this Memorandum.

D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

E. The Township Police and the School Police may enter into a separate mutual aid agreement consistent with this Memorandum.

IN WITNESS WHEREOF, the parties hereto set their hand(s) and seal(s) this ____ day of _____, 2023.

POLICE DEPARTMENT OF THE TOWNSHIP OF UPPER ST. CLAIR

By:_____
Chief of Police

UPPER ST. CLAIR SCHOOL DISTRICT

By:_____
Superintendent

By:_____
Chief of School Police

Memo

To: Dr. Rozzo, USCSD Board Members

From: Raymond Berrott

Date: June 6, 2023

RE: Surplus/Obsolete Equipment

We would like to declare the following equipment surplus/obsolete:

Item	Quantity
desktop computers	46
laptops	95
tablets	437
printers	15
monitors	55
telephony	117

I recommend the Board declare this equipment surplus and that the administration be authorized to sell, exchange, dispose, or donate in accordance with the provisions in Board Policy #706.1 - Sale or Disposal of Surplus Property, Equipment, Supplies and Textbooks.

Upper St. Clair School District
Spring 2023
Curriculum Recommendations
June 5, 2023

All approved recommendations are subject to budget constraints. Administrative approval of any recommendation should not be considered as tacit approval for the related expenditures or summer workshops. Workshop could include Flex time, Act 48 hours, and/or paid workshop hours.

English Language Arts

Phonological Awareness Program - K, 1, intervention

RECOMMENDATION:
Pilot *Heggerty,* a research-based phonemic awareness program, as the Tier 1 program in grades kindergarten and first. Pilot *Heggerty* - *Bridge the Gap* as the Tier II intervention program in grade two.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Megan Wiesemann	Elementary	ELA	Spring 2023

Reason(s) for Recommendation

1. Pennsylvania adopted the PA Core Standards in July 2013. A recommendation was made in 2013 to begin the process of converting our curriculum to the PA Core. The District has been working in the area of ELA to align our curriculum and instructional practice to allow our students to reach and exceed these standards.

2. The *National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, 2000* stressed that phonemic awareness is a foundational skill and essential for learning to read.
    a. The lack of phonemic awareness is the MOST powerful determinant of the likelihood of failure to read. (Adams, 1990)
    b. Research indicates that, without direct instructional support, phonemic awareness eludes roughly 25 percent of middle-class first graders and substantially more of those who come from less literacy-rich backgrounds. Furthermore, these children have serious difficulty in learning to read and write. (Adams, 1990)

3. The District's current curriculum has embraced phonemic awareness as a foundational skill for learning to read. In February 2022, the AIU provided a professional development opportunity to kindergarten through second grade teachers (as well as support staff) on the most recent research and best practices for phonemic awareness instruction. Based on the training and exposure to these materials, teachers embraced the concept of enhancing programming in this area.

4. Heggerty's comprehensive and systematic approach is in alignment with the USC curriculum and provides 8-12 minute lessons for 35 weeks that are fast-paced and engaging for students. It provides all that is needed for teachers to implement enhanced phonemic awareness programming, allowing their planning efforts to be focused on other critical areas. The pacing and placement of lessons and their fit within the overall phonics program at each of the grade levels will be examined this summer and then provided to teachers.

Implementation Steps

1. Seek administrative approval.
   Heggerty - website

2. Assemble a core team of teachers - with representation from each building and grade level - in Summer 2023 to review the Heggerty phonemic awareness curriculum and its alignment with USC's ELA program, schedule, and framework.

3. Instruct on phonemic awareness daily in grades kindergarten and first grade (as well as second grade as needed for Tier II intervention) using the *Heggerty* lesson plans and curriculum model.

4. Provide professional development for kindergarten, first grade, and resource teachers involved in implementation and instruction of the *Heggerty* pilot throughout the 2023 - 2024 school year.

5. Assess the effectiveness of the pilot using phonemic awareness data from participating students. *Heggerty* and *DIBELs* will provide two different data collection points.

6. If the pilot is successful, recommend adoption of the program in Spring, 2024.

Cost

1. Summer workshop time at $34.71 per hour for no more than 13 teachers for 12 hours = $5414.76* maximum pay

2. Instructional materials total: $3,240 *(included in 2023 - 2024 budget)*

Administrative Reaction

Approved. The continuous efforts to refine our elementary reading programming will allow for optimal student success.

1 Year in Review

Pilot the novel *Restart* in 6th Grade

UNITY SUCCESS CHARACTER

RECOMMENDATION:
This recommendation is to pilot the novel *Restart* by Gordon Korman in 6th grade.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Sherri Garvey	Middle School	ELA	Spring 2023

Reason(s) for Recommendation

1. The Middle School ELA Department has the long-term objective of continuing to improve the novel selections at Boyce Middle School with the intent to provide students with exposure to a variety of genres, rigorous reading levels, and engaging and appropriate content. The ultimate goal of new novel selections is always to align with the curriculum and instruction as well as to inspire a life-long love of reading. Adjustments to the current pairings and/or sequencing of novels is needed to continue to meet these goals at the highest level possible.

2. This novel meets the curriculum objectives of analyzing how particular sentences, chapters, scenes, or stanzas fit into the overall structure of a text and contributes to the development of the theme, setting, or plot.

3. To accomplish the goals above, several texts were read and formally evaluated by teachers and administrators. The consensus of the review team was the selection of this novel as the best choice in meeting curricular objectives, aligning with cross-curricular objectives, and increasing student engagement.

4. *Restart* is a realistic fiction story about a young boy who wakes up from a coma with no memory of who he is or how he got there. As he slowly pieces together his past, he must confront his previous identity as a popular bully and decide who he wants to be going forward. This story addresses themes of identity, transformation, and friendship, all of which are relatable and relevant themes for 6th graders.

5. *Restart* is written in an alternating character's point of view, which allows students to analyze the various perspectives from which the story is told.

6. 6th grade students currently read another title by Gordon Korman, therefore by adding *Restart* as a core text, students can analyze this particular author's craft using multiple texts.

Implementation Steps

1. Seek administrative approval.

2. Develop an instructional unit, including assessments that are in alignment with the ELA curriculum for this grade level (Summer Work project).

3. Conduct a 6th grade pilot of *Restart* by Gordon Korman in the first quarter of the 2023-24 school year.

4. Complete an evaluation of the pilot, and if successful consider adoption of the title in fall of 2024.

Cost
$1938.00 for 150 Perma-Bound copies ($975.00 for 150 paperback copies)
Summer work project with 4 teachers for 9 hours (36 hours x $34.71/hour = $1249.56)

Administrative Reaction
Approved. It is anticipated that this new text will promote student engagement and will allow for differentiation of instruction.

1 Year in Review

Review 8th grade Supplemental Reading Program

UNITY SUCCESS CHARACTER

RECOMMENDATION:
Review and revise the 8th grade supplemental reading program

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Sherri Garvey and Kate Ruth	Middle School	ELA	Spring 2023

Reason(s) for Recommendation

1. The 8th grade ELA classes have historically included 2-3 supplemental novels for independent reading throughout the school year. The approved supplemental titles include the following genres: mystery, adventure, and science fiction/dystopia. The supplemental novel units were not used during the pandemic, as consistency and the distribution of various texts proved challenging. This school year teachers have identified the need to return to supplemental reading with an enhanced focus on meaningful engagement with the text.

2. Supplemental reading is part of all English 9 courses at the High School. Academic English 9 includes 2-3 supplemental books in addition to their core works. Honors English 9 includes 4-5 supplemental books in addition to their core works. Including supplemental reading in 8th grade provides students with the opportunity to experience the expectations of the upcoming year in a supportive, team environment.

3. In addition, approximately 90% of our 8th graders score in the Proficient or Advanced range of the PSSAs. Approximately 85% of our 8th graders score in the Average/High-Average/High range of the MAP Growth Reading assessment. Helping our students at all ability levels to continue to grow is a motivation in considering engaging supplemental texts in conjunction with meaningful assignments.

4. The 8th grade ELA teachers have expressed their desire to eliminate books that are outdated and/or of low interest to students. As part of this recommendation, teachers want to identify which titles to keep or remove, as well as to identify additional titles that could be added to the supplemental units. Additional titles may include sequels to some approved texts and/or other high interest titles. In order to increase engagement and relevance, teachers also want to allow students to select one title of their own choosing with parent/guardian permission once per year. The opportunity for choice within this process will engage our 8th graders and ideally foster their enjoyment of reading.

Implementation Steps

1. Seek administrative approval

2. Convene a summer work project with 3 teachers for 9 hours. (27 hours x $34.71/hour = $937.17)

3. Create a revised supplemental reading plan for 2023-24 school year based on existing texts. This plan will include updated assignments to engage readers in meaningful ways.

4. Identify additional supplemental texts for piloting in the 2024-25 school year.

Cost
Summer work project with 3 teachers for 9 hours. (27 hours x $34.71/hour = $937.17)

Administrative Reaction
Approved. It is important to seek texts that will engage readers and processes that will assist in acclimating our students to high school programming.

1 Year in Review

Pilot Tenth Grade English Course Framework

UNITY SUCCESS CHARACTER

RECOMMENDATION:
Pilot a revised tenth grade global literature English course framework as part of a multi-year process that allows for the broadening of genres studied and a closer alignment to the newly revised social studies curriculum.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Melissa Tungate	High School	ELA	Spring 2023

Reason(s) for Recommendation

1. This recommendation is a follow-up to an approved fast-track curriculum recommendation in January 2023 to study revisions to tenth grade English courses.

2. Students in tenth grade English courses are administered the Keystone Literature Exam. Proficiency of this exam is a graduation requirement in the state of Pennsylvania. Tenth grade is the last year of English coursework that is consistent for students, working to create a solid foundation in reading, writing, and research and exposure to seminal works of literature. After the tenth grade year, students select from a range of English course options.

3. The tenth grade English course has been identified as a world literature course, and reading selections were closely tied to the tenth grade Social Studies curriculum. As the social studies curriculum has changed and evolved, the alignment is not as strong as it once was, making it timely to consider changes and improvements to this course and related reading selections. The course will continue to focus on regional global connections addressed in both ninth and tenth grade social studies. Currently, some texts in the curriculum are strong matches, but refinement of materials that allow for exposure to a variety of genres and world regions will need to occur over the next few years.

4. Since the January recommendation, a course framework has been developed and includes thematic units, standards, and objectives that will allow for the study of global literature within the scope of the curriculum that has been approved and defined to this point. This framework will serve as a guide for future recommendations for text adoption and curricular revisions.

   The four units include:

   Communication and Connection
   How do words and stories bring people together?
   What human experiences are universal?

   Persistence and Resilience
   How does the past impact the future?
   How do humans persevere in the face of obstacles/challenges?

   Growth and Reflection

How does reflection lead to growth?
How do our reflections of our experiences shape the way we connect with ourselves, each other, and the world?

Culture and Experience
How do culture and experience influence individuals within society?

5. Identification of reading selections is an important part of this recommendation, pilot, and continued study. Teachers researched and studied a variety of resources, including textbook series and both hard copy and digital resources. This study resulted in the identification of *ActivelyLearn*, a digital resource of texts that drives student engagement through deeper learning. The ELA component of this resource contains a digital catalog of fiction and nonfiction pieces, organized by theme, skill, and grade level. All of the pieces can be pulled into a district catalog to be assigned to students. The program is customizable and responsive to students' needs and skill development. This program allows for the scaffolding of layered texts to support the full-length texts in each unit, allowing for exposure to a variety of genres and global regions. Short texts will be reviewed, chosen, and piloted by using the approved Materials Selection Administrative Regulations (AR 109) and recommended for approval as deemed appropriate.

6. The realignment of the course objectives and units, as well as the pilot of *ActivelyLearn*, supports the realignment in Social Studies and focus on students' skill development.

Implementation Steps

1. Seek administrative approval.

2. Update Rubicon Atlas.

3. Pilot *ActivelyLearn* in all tenth grade courses to support the layering of shorter pieces in a variety of genres. Collaborate with the Technology Department to ensure seamless integration.

4. Continue work with the tenth grade team over the summer of 2023.

5. Implement revised framework in the 2023-2024 school year including the pilot of texts identified in Actively Learn resource.

6. Make recommendations for the adoption of the short texts that are identified and continue to evaluate and make recommendations for longer core texts that meet unit objectives, represent a variety of genres, and world regions.

Cost

- Summer workshop for up to 18 hours for up to 4 teachers ($34.71 X 72 hours = $2,499.12)

- *ActivelyLearn*= $7 per student X 300 students = $2,700 + $1,300 site set up and PD = approx $4,000

Administrative Reaction
Approved. Taking a comprehensive approach to this revision, over the course of a few years, should result in an improved and engaging experience for students. The potential for new literary works is exciting.

1 Year in Review

Revise IB English 12 Drama Unit

UNITY SUCCESS CHARACTER

RECOMMENDATION:
Adopt *Fences* by August Wilson in the IB 12 Drama Unit, moving *"Master Harold"... and the boys* by Athol Fugard to a supplemental text

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Melissa Tungate	High School	ELA	Spring 2023

Reason(s) for Recommendation

1. The International Baccalaureate Program has updated its list of approved authors for drama units, and Athol Fugard is no longer included on the list of prescribed authors; therefore, a change needs to be made to be in adherence with IB guidelines.

2. August Wilson is an approved dramatist and is currently not taught in the IB program. In addition *Fences* is currently an approved text that is taught in the Academic English 11 curriculum. Careful review of this drama shows an alignment with the IB goals for drama study, and it is also a text of rigor and merit.

3. *Fences,* set in Pittsburgh, provides our students with exposure to a nationally-acclaimed local author. *Fences* won the Pulitzer Prize for Drama in 1986 and the Tony Award for Best Play in 1987.

4. *"Master Harold"... and the boys* by Fugard will remain a supplemental option for students.

Implementation Steps

1. Seek administrative approval.

2. Update Rubicon Atlas.

3. Implement change in the 2023-2024 school year.

Cost

No additional cost; books will be shared with Academic English 11

Administrative Reaction
Approved. The use of a Pittsburgh author and setting will hopefully encourage student engagement and connections.

1 Year in Review

Mathematics

Elementary Math Program Adoption

UNITY SUCCESS CHARACTER

RECOMMENDATION:
Adopt *enVision Mathematics 2024* and *TangMath* programs at the elementary level

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Shannon Dominick	Elementary	Math	Spring 2023

Reason(s) for Recommendation

1. A 2022 curriculum recommendation initiated the process to research, evaluate, and put forward a recommendation for the adoption of new mathematics programming at the elementary level. This recommendation was started due to the outdated core programs currently being used: 2012 *enVision Math* (Pearson/SAVVAS) in grades 2-4, 2016 *enVision Math* in grade 1, and the 2012 *Investigations* (TERC) program in kindergarten.

2. A Math Program Selection Committee was formed in 2022 to begin researching viable elementary mathematics programs. The programs considered and evaluated include: (a) *Into Math* 2020 (Houghton Mifflin), (b) *Reveal Math* 2022 (McGraw Hill), (c) *enVision Mathematics* 2020 and 2024 (SAVVAS), (d) *Engage NY* 2015 (NYSED), (e) *Eureka Math* 2015 (Great Minds), (f) *Bridges in Mathematics* 2015 (Math Learning Center), (g) *TangMath* 2021 (TangMath.com), (h) *Everyday Math* 2020 (McGraw Hill).

3. The committee, which included representatives from each grade level team, math resource teachers, and special education teachers, used feedback and survey data generated from the entire elementary teaching staff to set criterion and guide evaluations of each program. Considerable criteria were used in the analysis of each set of materials. The committee also met with company representatives and trainers to gain more insight into the programs.

4. The process narrowed the contenders down to four programs: *Reveal Math*, *enVision Math* 2024, *TangMath*, and *Into Math*.

5. After a more in-depth review and consultation with administration, targeted math units within *enVision Math* were piloted in the spring of 2023 by multiple grade level teachers. *TangMath* is currently an integrated part of the USC math curriculum; therefore, a pilot of this program is not needed. This curriculum was first developed in 2021 and each year is expanding with more features. While very heavy in number sense, fractions, and algebraic operations units of study, there are now preliminary lessons for graphing, geometry, and measurement standards. Summative assessments and pacing sequences have also been added over the past year. The developer has proven to be very responsive to teacher needs and feedback in regards to the continual development process.

6. The predominant review criteria for the program evaluations include, but were not limited to:
    a. Alignment to the Common Core and PA Core Standards - *enVisionMath* 2024 has a Pennsylvania edition with alignments for objectives that should be incorporated to match the PA Core Standards.

    b. Differentiation Resources - The committee values a broad range of resources that can be utilized during flexible group instruction to help meet the varied needs of younger learners. *enVision Math* and *TangMath* are both rooted in the research-based concrete-pictorial-abstract learning

progression. While multiple resources are available, they will still need to be enhanced in order to meet the level of customization the USC elementary math curriculum demands. *enVision Math's* digital components may provide opportunities for digital growth and assessment data collection, second-chance learning instruction reinforcement, and customizable Tier II resources.

c. Conceptual and Procedural Balance - Both programs show strong evidence of building the understanding of number sense and operational skills prior to the instruction of procedural and abstract concepts. *TangMath* is instrumental in fostering flexible thinking with numbers, sense of 10 in the early years, and fraction concepts in later years.

d. *TangMath* allows for robust, multi-layered professional development opportunities for USC elementary teachers.

Implementation Steps

1. Seek administration approval.
2. Adopt *enVision Mathematics* 2024 and *TangMath* programs.
3. Schedule professional development sessions throughout the summer and in-service day training in the fall of 2023.
4. Summer work, flex time, and curriculum time will be utilized for development of pre- and post-assessments, pacing calendars, instructional guides, and other components necessary to integrate these programs into the USC elementary math curriculum.
5. Ongoing professional development focused on high-leverage instructional math practices, customization strategies, and optimizing materials that allow for productive struggle.
6. Development of Open House information and resources for elementary families regarding the new programming and its place within the USC math curriculum.
7. Update of math information in the *USC Elementary Handbook* and on the elementary Curriculum webpage for Mathematics.
8. Update elementary report cards to reflect any adjustments that may occur due to program changes.
9. Update *Rubicon Atlas*, USC's curriculum mapping program, with new overarching math topics for each grade level and the objectives for each topic.

Cost

enVisionMath Teacher Resource Packages - Estimated 81 sets x $692.50 = $56,092
enVision Student 1-year Digital License (Kindergarten not included) - Estimated cost 1,200 students x $25.00 = $30,000
enVision Student Hardback Textbooks (10 books per 3rd and 4th grade team) - Estimated cost 60 books x $33.00 = $1,980
TangMath Classroom Subscriptions - Estimated cost 60 classrooms x $500 = $30,000

Total cost estimated at $120,000

Administrative Reaction

Textbook Adoption Form

The detailed and thorough process that was conducted along with meticulous evaluation and analysis of potential programs has been exemplary.

1 Year in Review

	Recommended Text	Other Title Considered	Other Title Considered	Other Title Considered
Title of Text:	enVision Mathematics 2024	Reveal Math	Into Math	Engage NY
Author:	Randall Charles, Jennifer Bay-Williams, Robert Berry, Janet Caldwell, Zachary Champagne, Juanita Copley, Warren Crown, Francis (Skip) Fennell, Karen Karp, Stuart Murphy, Jane Schielack, Jennifer Suh, Jonathan Wray	Connelly, Newton, Fetter, SanGiovanni, Gojack, Shah, Griffin, Shih, Katt, Tobey, Miles, Zike	Burger, Dixon, Kanold, Larson, Leinwand, Lempp	Unable to determine exact list EngageNY Weblink
Publisher:	SAVVAS	McGraw Hill	Houghton Mifflin Harcourt	New York State Education Dept.
Copyright:	2024	2022	2020	2011, (Last Modified: March 14, 2022)
Explanation for recommending or not recommending	The Math Textbook Selection Committee is recommending enVision Math 2024 for adoption starting with the 2023-2024 school year. The 2024 edition is the latest version of a program that has been in place at USC for the past 20+ years. EnVision Math's philosophy of instruction involves a strong learning progression centered around building conceptual understanding as well as procedural fluency in all math strands. The substantial instructional resources support customization efforts for each group of students and their needs. For the first time at the elementary level, this program's technological resources will provide teachers the ability to digitally augment second-chance learning and data-collection opportunities. The committee believes the components of enVision Math 2024 will provide a solid, consistent foundation on which to craft the USC elementary math curriculum.	Reveal Math was very highly reviewed for the manner in which math concepts were presented. The enrichment and extension components were excellent and very much inline with what the committee was seeking. The program also presented multiple avenues for building conceptual understanding prior to teaching procedures. However, the committee was not comfortable with statements in the student workbooks that had a non-mathematical focus.	Into Math evaluated fairly equivalent to enVisionMath 2024. The strengths and weaknesses of the program were parallel in the areas most important to the reviewers. Given this, the committee wanted to reduce the amount of change and rebuilding that would be required of the staff in order to make the transition from our current program to one that was completely new.	EngageNY is an open source program which is highly extensive, extraordinarily difficult to navigate, and determine articulation of skills through multiple grade levels. The committee strongly felt it would be very challenging to integrate as a partner program.

Course(s) for Use:	Elementary Math (Grades K - 4)
Potential Costs:	

Evaluator One Name (E1):	K-1 (Jennifer Jacobs, Katie Wheeler, Kellee Urso, Rebecca Smith)
Evaluator Two Name (E2):	2-3 (Shannon Dominick, Amy O'Korn, Liz LaLomia, Jaci Covelli)
Evaluator Three Name (E3):	4 (Chris George, Anne DiDesiderio)

BASIC EVALUATION CRITERIA		RATING	RATING EXPLANATION
Curriculum Alignment *Text has a strong alignment with the USC curriculum and, where applicable, to the PA Core State Standards.*	E1	Adequate	Scope and sequence match PA standards and USC curriculum and daily targets provided
	E2	Strong	The program is aligned to the PA Core Math Standards.
	E3	Strong	Common Core focused with PA Core supplemental materials; PA Core lessons are added in to supplement Common Core lessons – only one lesson per skill is provided – pictographs, bar graphs and tally charts are combined into one lesson while line plots are taught over four lessons
Objective Viewpoints	E1	Strong	No bias was observed when looking through the program.
	E2	Strong	Items seem related to math concepts and supporting student strategies

Current information is free from heavy bias and represents and allows for thinking from objective viewpoints.	E3 Strong	None/very few biases present "Observe Your Child" section in Home-School Connections letter provides suggestions for how to help your child with understanding the concepts.
Developmental Appropriateness *The content is appropriate for the developmental level of the approximate grade level for which it is being used.*	E1 Adequate	Student workbook is developmentally appropriate; layout is not overwhelming per page Topic 1 begins the year with both addition and subtraction, which in our current experience with our current program does not meet the developmental needs of our first grade learners. Students need a strong foundation in understanding addition and addition strategies before beginning subtraction. Our current envision program was intentionally re-designed by USC teachers to avoid combining addition and subtraction. The content does not provide multiple strategies for solving addition and subtraction problems to meet the needs of various diverse learners and differing levels of academic support. The text is not developmentally appropriate for most stages of learners. The Novice content does not meet the need for visually appropriate and enough repeated core content practice. The enrichment content does not meet the need for rigorous instruction nor does it meet the needs of learners in provide enough access to problem solving and higher-level thinking application. The pace of the program moves quickly through topics and does not spend adequate time developing early number sense before moving on to the next topic. There is limited time spent on each concept, and the program does not delve deeply into topics in order to have students take time to develop solid understanding of early numeracy before delving into more difficult concepts.
	E2 Strong	The program materials do seem age and developmentally appropriate for the students they are geared to teach.
	E3 Strong	Concrete-Procedural-Abstract; Application, Problem-solving, and Bar Diagrams
Objective Viewpoints *Current information is free from heavy bias and represents and allows for thinking from objective viewpoints.*	E1	
	E2	
	E3	

ASSESSMENT & BASIC FEATURES

Would assessments from this text be used? If Yes, complete the section below.	Yes

Formative & Summative Assessment	E1	Strong	Post tests available, seem to be similar to USC made topic assessments; No known pre-tests to assess skills prior to topic; Assessment practice pages to review prior to assessment, would be useful if we used the envision assessments, not USC made test so format was the same as review; Formative assessment: independent practice in each lesson, could also use teacher's resource masters and/or additional practice workbook; Digital quick check option; There are a variety of assessment tools available to complement the program. They can be used and/or adapted to meet the needs of our students.
	E2	Strong	Program assessments are better than the edition we currently use. The questions seem to be of higher quality. There are different forms of assessments such as multiple choice and performance tasks, and an opened-ended type of problem (short answer). They are still visually overwhelming on the page and have inadequate space for questions that require student to write. Assessments are good, but short. Teachers may want more data to see if students have understood the concepts. Performance task is long (compared to our open-ended questions). Would need to be adapted for USC.
Assessments include formative and summative.	E3	Strong	Cumulative/Benchmark Assessments, Progress Monitoring Assessments, Individual Topic Assessments; Online "Quick Checks" for formative assessments (built in to "Independent Practice" sections in each topic); Assessments require students to utilize a certain strategy to solve a problem instead of choosing the strategy that works best for them. Summative Assessments are rigorous. Assessments have limited space for solving problems.
Assessments & Adaptations	E1	Adequate	We would use the program assessments as a springboard to create tests that are best for our students.
	E2	Adequate	These tests would need to be adapted so that they include a variety of question types. The program does have good quality questions to use and modify. The benchmark assessments may be a useful tool for our Math Resource teachers. We would need to create pretests or see what is available through their digital components.
Available assessments are able to be adapted to meet our needs.	E3	Adequate	Pretests need to be created. The representative said there was a test bank available to assist in developing or gathering additional test questions.

Differentiation *The textbook provides ideas and suggestions for differentiation to meet a variety of student needs.*	E1	Adequate	Lots of options, but most need to be read by the teacher at the kindergarten level; Enrichment: online component; Three different options for review: student book assessment practice, student book topic reteaching, online assessment; Higher order thinking: performance task; While the text does provide opportunities for varying levels of student need, the resources provided for this are limited in both their scaffolding of learning and rigor of challenge. Their enrichment activities are just more of the same problems involving the same level of thinking rather than involving additional higher level thinking skills. On the intervention side, again, there is not enough supports provided to students to meet their learning goals. The text approaches solving a math problem in one way that ALL students are not developmentally ready for. (For Example: in addition, all students are immediately taught to write the standard algorithm while many students still very much need concrete support and examples.) The text does provide the "3 Act Math" resources for every other topic to use to help the students relate their mathematical thinking to real world problems, which is great! This further builds their conceptual understanding.
	E2	Adequate	Build Mathematical Literacy practice page – This is the new name for their practice page, but it has a much different purpose than before. Depending on which level is being taught, more ideas/suggestions may need to be added. Enrichment did not appear to be very rigorous. The program does offer structured ideas for learners at all levels, but they are just not to the degree at which we are used to customizing for students. This is an okay start.
	E3	Adequate	Examples include: Reteach/Enrich/Daily Review. Practice pages are now a "Building Mathematical Literacy" – "Additional Practice" pages (2) which could be used as on-level homework practice – include a review of the lesson at the top of the page and practice questions
Readability *The text can be appropriately used with the variety of reading levels at this grade level.*	E1	Adequate	At kindergarten level, reading is limited but the program addresses this by having lots of big pictures. The reading is done by the teacher. There are minimal supports for reading levels below benchmark, and there are limited opportunities for students at a higher level, so they would not be challenged appropriately with this program.
	E2	Adequate	The reading level is okay for second and third graders, but there is no graduation of readability level from the beginning of the year to the end. It is all at the higher, hardest level.
	E3	Adequate	The Reteach pages give step-by-step directions and allow more space for problem-solving. Key vocabulary words are bolded for the reader. The readability is slightly geared toward below grade level readers.
Organization *The organization of the textbook is clear and user friendly.*	E1	Adequate	Student workbook is easy to use for kindergarten level. Even though there are a variety of resources to support instruction, the organization of the textbook can at times feel a little busy and scattered with so much information and suggestions.
	E2	Strong	All of the materials, student and teacher, are organized in a manner that is user-friendly. There are a ton of resource books, which is slightly overwhelming, but would be able to be managed with time. The space for students to solve problems on the pages is nice.
	E3	Strong	Topics and lessons are clearly explained and user-friendly.

TECHNOLOGY COMPONENTS

Robustness of Materials *Digital resources for student learning, practice and assessment are robust.*	E1	Strong	Based on manual, variety of online tools; Most notable: daily intro videos (visual learning) and daily quick checks; Interactive student pages; Online versions of everything; Online games available
	E2	Strong	There are a ton of printable resources for teachers to use for the reteaching and on-level learners. There are enrichment pages similar to what we have been using from the previous edition. True enrichment would need to come from outside sources. The "Today's Challenge" digital piece could also be used for higher level learners or scaffolded daily modeled problem-solving questions for other groups.
	E3	Strong	Virtual manipulatives; Online assessments can be customized, but custom assessments cannot be printed; Math games are just games – no data is provided to teacher; Scout – ability to take photos or videos of student work – tag work to student and store in notes; Ability to assign "lesson" or "homework" videos to students; SAVVY – adaptive digital assignments (homework or differentiated practice) lesson-specific; Quick Check - online. The resources are editable and customizable.
Differentiation *Digital materials provide differentiated access to content.*	E1	Adequate	While the program has strong digital resources for student learning, since the content does not always match the instructional strategies used, teachers would be required to modify many elements of the digital components to match instruction and learning. There are quite a variety of online and digital tool components: games, virtual manipulatives, etc. The program does include a "Family Engagement" Website.
	E2	Strong	Games (can be linked to Canvas), math tools; Practice Buddy online practice; Savvy – adaptive practice online; Success Maker – flexible questions, data for teachers; Digital quick checks; PDF editor for kids to work on then submit
	E3	Adequate	Great for on grade level and reteaching. Enrichment is hit or miss. It's similar to our current program. No practice page for on-level learners to use for homework – practice page would have to be "built" with online problems or sets of problems assigned from "additional practice pages."
Engagement *Digital materials are intuitive and engaging.*	E1	Adequate	The aspects we viewed appeared to be be engaging. They are not amazing, but fine. We do not typically want students online much.
	E2	Strong	Since we have had nothing, they appear to be engaging for students.
	E3	Strong	The Practice Buddy component was engaging and very challenging for the 4th graders it was piloted with for one of the topics.
Compatibility *Digital resources are compatible with our learning management system.*	E1	Strong	Works with Canvas and our iPads
	E2	Strong	Works with Canvas and the Chromebooks
	E3	Strong	Compatible with Canvas, iPads, and Chromebooks – can embed math games onto Canvas page

INSTRUCTION

Higher Level Thinking	E1	Adequate	Higher level thinking: one example at the end of independent practice; Start of lesson uses manipulatives which is good; Online manipulatives are available. In first grade, although there are additional resources included that are intended to be used as additional layers to promote higher level thinking, the problem-solving opportunities are not more rigorous to truly promote additional higher-level thinking in the depth of the concepts. There are a lot of additional activities, but they are not truly ones that promote deeper content knowledge or exceptionally strong concept development.
	E2	Adequate	There is indication of building of conceptual knowledge, a large assortment of procedural examples, and some application opportunities. Higher level thinking tasks were not as prevalent for students who would place within our enrichment group. Higher level of thinking is adequate. The projects are a nice supplement.
The textbook promotes higher level thinking.	E3	Strong	Multi-step problems; Guided Lessons, Independent Practice, opportunities for Reteach and Enrichment; Higher level thinking problems, projects
Level of Conceptual Development	E1	Strong	Lessons are set up the same way every day consistently. Nice flow of conceptual concepts throughout each lesson. Yes, the program at this level starts with manipulatives, then goes to pictures, then numbers. The program seems to lack consistency and reinforcement of exposure to specific representations. The amount of representations within the program could be overwhelming to students.
	E2	Strong	The first task in the student workbook is an inquiry-based style problem. The rest of the pages seem to be more procedural based. The higher-order thinking problems in the student workbook are an attempt to create problem-solving opportunities that are not straightforward "plug and play" problems. There is a balance of both conceptual and procedural experiences. There are multiple representations for types of problems. There were a few number bond models, use of ten frames, part-part-total, arrays, number lines, hundreds charts, bar diagrams, etc.
Strong conceptual development is evident.	E3	Strong	Each lesson includes guided practice, independent practice (fluency), problem solving to apply conceptual understanding. This program consistently employs the Concrete-Procedural-Abstract learning progression.
Authentic Learning Opportunities	E1	Adequate	At kindergarten level, sense making is strong. There is not a ton of problem solving at kindergarten level, but USC could supplement with already made materials.
	E2	Strong	There are multiple ways in which the program allows for students to problem-solve and apply the knowledge they are learning. We would enhance their core ideas to be more inline to the level of our USC curriculum.
Authentic problem solving, examples application of knowledge are provided.	E3	Strong	Projects, 3 act problems, Solve & Share to begin each lesson as a discussion and exploration; Building Math Literacy pages

OTHER CONSIDERATIONS

Teacher Support *Teacher resources provide adequate ideas and support for lesson planning, content explanations, etc.*	E1	Strong	"Listen and Look" online component and in-depth explanations of topics in teacher manual. There are a few nice extra resources in the program. For example, included in the program resources are a variety of "3 Act Math" activities, a variety of "Problem Solving Reading Mat" activities, and a variety of "Pick a Project" Activities. Also, there are "word card" resources that teachers can print online that contain math vocabulary along with explanations and definitions. The "Daily Review" practice pages included in the program are very resourceful.
	E2	Strong	The teacher manual does provide in-depth information for teachers to understand the concepts, flow of a lesson, explanations, and examples. There are many resources provided throughout the topics. The "Looking Back" and "Looking Ahead" sections show how/why the skills are developed. There is also online Teacher Support and Training available digitally.
	E3	Strong	There are numerous resources available for teachers. These resources are designed to build teacher understanding, provide differentiated instruction, and pose instructional plans for a variety of learners.
Content Accuracy *The content/information is accurate.*	E1	Strong	Content and information do seem to be accurate.
	E2	Strong	The content is accurate and presented in a way that is very aligned to what our students and families have experienced in the past.
	E3	Strong	Content and information seem accurate

Formalize Math Supports for 5th and 6th Grade

RECOMMENDATION:

Refine the processes and procedures for administering support to students who demonstrate gaps in their mathematical learning or who need additional opportunities to extend their learning.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Andrew Lucas	Middle School	Math	Spring 2023

Reason(s) for Recommendation

1. As we continue to close the gap in learning between pre and post-pandemic performance for our students, math teachers have noticed an increasing number of students who need additional support as well as an increasing number of students who are interested in exploring math topics on their own and require additional challenges.

2. Much work has already been completed to revitalize and continuously improve our math remediation practices and to better utilize our math resource teacher to help us meet the needs of our struggling learners. In particular, the MAP Accelerator pilot that was conducted sought to examine how this tool from MAP and Khan Academy could use current MAP data to help us create additional growth opportunities for our students.

3. Throughout the pilot, we noticed that the greatest determining factor and motivator for student progress was additional instructional and practice time with our teachers. MAP Accelerator definitely helped students to get additional practice, but we have found that it does not always assign activities that align best with what is being learned in class and, for the most part, this product has not generated as much buy-in or excitement as we would have liked to see for these students.

4. Our current model for math remediation involves, among many other things, utilizing our resource teacher to first help with current content and then addressing gaps in mathematical knowledge as they naturally arise. MAP Growth data has been helpful in identifying where those gaps might occur, but the professional judgment of our teachers has continued to be the fastest, most accurate, and most efficient way to pinpoint what students need to work on. We have resources we are currently using, but time is needed to review these materials, generate new ones to replace less effective activities, and create an organized library of resources for our math resource and our classroom teachers to utilize.

5. As part of the MAP Accelerator Pilot, we have also worked to develop a support schedule for our Math resource teacher that allows him/her to help the most students possible. Additional dialogue is needed to determine how best to identify students who need additional help, how best to deploy our resource teacher, and how to communicate and partner with parents of these students.

6. Over the last few months of the MAP Accelerator pilot, we have made this tool available to students who regularly complete grade-level enrichment activities and yet still exhibit the need and desire for additional challenges. These students are still required to work on enrichment activities that are

prescribed by the teacher, but they can also use the MAP Accelerator to explore concepts on their own. Teachers also continue to find it effective to assign our enrichment students with specific Khan Academy activities that allow students to explore content from other grade-levels, but MAP Accelerator has the added advantage of automatically generating these activities. More work is needed to determine best practices for utilizing this tool for our enrichment students, to determine strong enrichment activities within Buzzmath and Sumdog (programs the math department uses for remediation, extra practice, and enrichment for 6th and 5th grades, respectively), and to continue to develop our current in-house enrichment programs like Uphill Skills.

Implementation Steps

1. Conduct a review of our 5th and 6th grade curriculum to determine topics with which students typically struggle. Identify corresponding skills and learning targets from prior grades that are crucial for mastery of each of these topics.

2. Create or find additional materials to reinforce these concepts at grade level and to fill in mathematical gaps students may exhibit from previous grade levels.

3. Identify Buzzmath, Sumdog, and Khan Academy activities that can be used for both enrichment or remediation. Develop a searchable index of which activities can be deployed for specific skills.

4. Continue development work to bolster our “Uphill Skills” and other current enrichment programs.

5. Study MAP and local data to help us determine what metrics should be used for identifying students for extra math remediation and for extra math enrichment.

6. Review pre-tests to ensure that they are helpful in determining which students will qualify for enrichment and which will need remediation.

7. Purchase MAP Accelerator licenses to be used at teacher discretion to provide additional practice or exploration opportunities at home for students who demonstrate a need and a desire. Determine a process for identifying these students.

Cost

150 MAP Accelerator Licenses at a cost of $10.25 each = $1537.50

12 hours each of workshop pay for three teachers to be completed in the summer ($34.71 per hour for a total of $1249.56)

$500 for purchasing online materials to analyze

Administrative Reaction

Approved. The use of data, technology, and instructional supports is a critical combination in helping students to achieve.

1 Year in Review

7th Grade Algebra Readiness Study

UNITY SUCCESS CHARACTER

RECOMMENDATION:

Conduct a study of the current seventh grade math curriculum in order to assess any adjustments necessary to increase Algebra readiness.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Andrew Lucas	Middle School	Math	Spring 2023

Reason(s) for Recommendation

1. Because math is studied linearly, student performance in this subject area has been particularly impacted by the pandemic. Teachers have done much work to adjust to new challenges and continue to implement second-chance learning strategies to fill gaps in learning as they arise, but we now wish to explore further potential solutions to address these needs more effectively.

2. Research continues to show that Algebra 1 is a vital course for both future math learning and for success in other areas of study. Research and our experience also show that a student who takes Algebra 1 before they are developmentally ready can have negative effects on their math learning moving forward. While Algebra I in eighth grade remains appropriate for the vast majority of our students, and despite teachers' attempts to differentiate, we find that a group of students continue to experience difficulties in seventh grade mathematics. These students typically take Algebra 1 when they reach eighth grade at a reduced pace, over the course of two years.

3. Our seventh grade Pre-Alegbra curriculum currently covers all of the PA Core Math 7 standards as well as about one-third of the PA Core Math 8 standards (mostly in Geometry). While continuing to ensure that students have the supports and opportunities they need to be successful in this course, there may be other approaches that could be beneficial for students. This study will seek to understand whether there is a need for changes at the seventh grade level as well or if there are additional changes we should make to further improve the Algebra 1 experience for our learners in order to help all students be as successful as possible with both Pre-Algebra and Algebra 1 concepts and coursework.

4. A preliminary study of our MAP data as well as local assessments suggests that there may be a small number of students who are ready for the Math 7 standards but who may not be ready for the Math 8 standards that are taught as part of our Pre-Algebra class.. This study will also seek to examine the best practices for identifying these students as well as strategies for meeting their needs so that they can be better prepared to master the concepts of Algebra 1 on a timeline that is best for their needs.

Implementation Steps

1. Conduct an analysis of our current 7th grade curriculum to see which standards are 7th grade standards and which are 8th grade standards.

2. Determine which concepts are most important to be reinforced as part of the 7th grade math standards. Examine MAP data to see which concepts

students in Algebra Part A have typically struggled while in 7th grade Pre-Algebra. Examine MAP data to determine which mathematical strands have dropped in the last two years.

3. Develop materials to reinforce the concepts identified in Step 2.

4. Map out the timeline of the school year to see when opportunities for significant differentiation might be needed.. Decide on the best mechanism for delivering this differentiated level of instruction.

5. Collaborate with other school districts and study current research to learn best practices for meeting the needs of this type of learner.

6. Determine the best metrics among those we currently use, or those that are available, for identifying students who will need extra support and who may not be ready for the Math 7 Standards that are taught in our Pre-Algebra course and who would be better served by learning the Math 7 Standards in preparation for Algebra 1.

Cost
12 hours each of workshop pay for three teachers to be completed in the summer ($34.71 per hour for a total of $1249.56)

Administrative Reaction
Approved. Attention to assuring Algebra readiness will have a long-term impact on future mathematical learning.

1 Year in Review

Science

Investigate a new text for IB Physics to align with the new IB Physics Standard and Higher Level curriculum.

UNITY SUCCESS CHARACTER

RECOMMENDATION:
Investigate a new textbook for IB Physics and adopt it for use in the 2024-25 school year.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
L. Kistler	High School	Science	Spring 2023

Reason(s) for Recommendation

1. The International Baccalaureate program will launch a new physics course in Spring of 2023. The first testing from this new curriculum will take place in May 2025.

2. The new course has deleted some of the "additional topics" that are in the current curriculum while incorporating others within other parts of the course. Content within the topics that have been retained has been restructured and/or refined as well.

3. The course will also include a greater emphasis on skill development which will center around the IB Approaches to Learning (ATL) and relate specifically to physics content including inquiry skills and techniques appropriate to the study of physics.

Implementation Steps

1. Administrative approval.

2. Contact textbook suppliers to obtain sample copies of texts.

3. Coordinate a team of teachers familiar with the IB Physics curriculum to evaluate the textbook options using the Textbook Adoption Form.

4. Prepare a recommendation for a specific text based on the analysis of available options.

Cost
Summer workshop time: 3 teachers x 6 hours x $34.71 = $624.78

Administrative Reaction
Approved. Adopting a new text is important and necessary given the changes described.

1 Year in Review

Adopt Environmental Science for the AP Course by Friedland and Relyea for use in AP Environmental Science.

UNITY SUCCESS CHARACTER

RECOMMENDATION:
Adopt *Environmental Science* for the AP Course by Friedland and Relyea for use in AP Environmental Science.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
L. Kistler	High School	Science	Spring 2023

Reason(s) for Recommendation

1. In 2019, the College Board revised the Course and Exam Description for AP Environmental Science. With this revision a very clear and structured course progression was developed, dividing the course into nine units. The question style, particularly for the free-response questions, was also changed to incorporate experimental design in addition to proposing and justifying solutions for environmental issues.

2. The current course text, Environmental Science A Global Concern, does not align with the new course content. Students and teachers must navigate across multiple chapters to access the content needed for a specific unit. Additionally, the publisher, McGraw Hill, eliminated much of the online content promised after the College Board began providing content via AP Classroom.

3. Of the available texts for AP Environmental Science, Friedland and Relyea is the only text that is currently aligned with the restructured AP Environmental course CED. In addition, the publishers Bedford, Freeman & Worth (BFW) provide digital resources through Sapling that not only complement AP Classroom but provide an even more extensive question bank, targeted feedback, e-book, and other resources for both teacher and student.

4. The Textbook Evaluation Form provides additional details regarding the selection of this text versus the other texts reviewed.

Implementation Steps

1. Administrative approval.

2. Revise AP Course Audit to reflect new text.

3. Provide Summer Workshop time to explore resources of text and best practices for implementation.

Cost

1. $8782 which includes 45 textbooks and access codes for 45 students for six years.

2. Summer workshop: 12 hours x $34.71 per hour = $416.52

Administrative Reaction
Approved. A text that aligns with AP expectations and assessments will promote effective instruction and student achievement of the learning goals.

1 Year in Review

	Recommended Text	Other Title Considered	Other Title Considered	Other Title Considered
Title of Text:	Environmental Science for the AP Course	Exploring Environmental Science for	Principles of Environmental Science	Environment: The Science Behind the Stories
Author:	Friedland & Reylea	Miller & Spoolman	Cunningham & Cunningham	Withgott & Laposata
Publisher:	BFW Publishers	Cengage	McGraw Hill	Pearson
Copyright:	2023	2021	2023	2021
Explanation for recommending or not recommending	**This text is the only one currently available that aligns completely to the revised CED for the AP Environmental course.**	**Appropriate content but does not align to the CED.**	**Needs to be higher level for AP course; weak online materials**	**Missing important content for AP Course despite indicating this was an AP Edition**

Course(s) for Use:	AP Environmental Science
Potential Costs:	$8782 (6 year access for 45 texts and online access)

Evaluator One Name (E1):	Lynn Kistler
Evaluator Two Name (E2):	Russ Hoburg
Evaluator Three Name (E3):	

BASIC EVALUATION CRITERIA		RATING	RATING EXPLANATION
Curriculum Alignment	E1	Strong	this is the only AP text that aligns to the revised APES CED.
	E2	Strong	Alignment to the new APES CED is crucial for stundets as they combine this resource with AP classroom. This is the only AP text with such an alignment.
Text has a strong alignment with the USC curriculum and, where applicable, to the PA Core State Standards.	E3		
Objective Viewpoints	E1	Strong	Presents environmental topics from a scientific perspective.
	E2	Strong	Concepts are rooted in the 'scietific method' and have specific experiments and articles cited to support them
Current information is free from heavy bias and represents and allows for thinking from objective viewpoints.	E3		
Developmental Appropriateness	E1	Strong	Specifically written for the AP level curriculum.
	E2	Strong	The text is designed for the AP level
The content is appropriate for the developmental level of the approximate grade level for which it is being used.	E3		
Objective Viewpoints	E1	Strong	Presents environmental topics from a scientific perspective.
	E2	Strong	See blue box above
Current information is free from heavy bias and represents and allows for thinking from objective viewpoints.	E3		

ASSESSMENT & BASIC FEATURES

Would assessments from this text be used? If Yes, complete the section below.	Yes

Formative & Summative Assessment	E1	Strong	able to adapt to multiple attempts, graded or non-graded
	E2	Strong	Mainly within the 'Sapling' program - can access banks with old AP questions
Assessments include formative and summative.	E3		

Assessments & Adaptations	E1	Strong	able to vary length of assignments
	E2	Strong	Instructor is able to create assessments of varying length and difficulty level
Available assessments are able to be adapted to meet our needs.	E3		
Differentiation	E1	Strong	suggestions provided in teacher edition for differentiation, including ESL
	E2	Strong	Instructor is able to create assessments of varying length and difficulty level; separate resource available in Spanish
The textbook provides ideas and suggestions for differentation to meet a variety of student needs.	E3		
Readability	E1	Adequate	ebook includes a read-aloud feature
	E2	Adequate	Read-aloud and e-book highlighting available (AP level)
The text can be appropriately used with the variety of reading levels at this grade level.	E3		
Organization	E1	Strong	perfectly aligned with the AP curriculum; provides AP exam tips throughout
	E2	Strong	100% aligned with AP Classroom
The organization of the textbook is clear and user friendly.	E3		

TECHNOLOGY COMPONENTS

Robustness of Materials	E1	Strong	aligned with and provide practice for AP-style testing
	E2	Strong	Numerous practice banks available, including former AP questions
Digital resources for student learning, practice and assessment are robust.	E3		
Differentiation	E1	Strong	options for students for self-guided practice with vocab, math skills, and more
	E2	Strong	Differentiation instructions available for students and in teacher edition
Digital materials provide differentiated access to content.	E3		
Engagement	E1	Strong	Sapling is easy to use and navigate.
	E2	Strong	Practice videos with connections to 'real life' examples
Digital materials are intuitive and engaging.	E3		
Compatibility	E1	Strong	Instructions for integration with Canvas have been provided and technical assistance is available.
	E2	Strong	Integrates with Canvas (including self-grading feature)
Digital resources are compatible with our learning management system.	E3		

INSTRUCTION

Higher Level Thinking	E1	Strong	Integration and combing various principles is evident.
	E2	Strong	Principals are described at the AP level with critical thinking practice
The textbook promotes higher level thinking.	E3		
Level of Conceptual Development	E1	Strong	Each unit builds on previous knowledge throughout.
	E2	Strong	The text builds on the cyclical nature of the curriculum
Strong conceptual development is evident.	E3		

Authentic Learning Opportunities *Authentic problem solving, examples application of knowledge are provided.*	E1	Strong	Each unit ends with critical thinking questions to address a specific environmental problem and an Applied Science reading and question set related to an enviromental topic.
	E2	Strong	The text intentionaly avoids problems and examples that are offered with the AP Classroom program so that students have access to a wide array of problems and real world examples when the two programs are used in conjunction.
	E3		

OTHER CONSIDERATIONS

Teacher Support *Teacher resources provide adequate ideas and support for lesson planning, content explanations, etc.*	E1	Strong	Teacher text has suggestions for pacing, student work, etc. Online resources include lab, testing, etc.
	E2	Strong	Teacher edition has differentiation strategies, lecture powerpoints, and example descriptions. 'Sapling' online platform has the ability to assign content and create assessments.
	E3		
Content Accuracy *The content/information is accurate.*	E1	Strong	Both authors are highly respected in the field of environmental science and continue teaching and research at university level. Freidland serves on the College Board APES Curriclum Development team.
	E2	Strong	In addition to author credentials, the text is fully aligned to the curriculum that is set by the College Board
	E3		

Study the option of awarding Honors designation to the Advanced Engineering and Advanced Robotics courses.

UNITY SUCCESS CHARACTER

RECOMMENDATION:
Study the option of awarding Honors designation to the Advanced Engineering and Advanced Robotics level Technology Education courses.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
L. Kistler	High School	Science	Spring 2023

Reason(s) for Recommendation

1. As is widely known, developing STEAM skills is vital for today's job market. As such, we at USCHS would like to encourage our students to study and develop knowledge and skills in these areas. The awarding of honors designation to the advanced levels of engineering and robotics courses would encourage students to fully develop their knowledge in these courses, as opposed to taking a cursory approach.

2. Oftentimes students choose courses based on the impact on their overall grade point average. If this is the case, then students would select other honors electives rather than pursuing a non-honors level elective. To reach this level in Advanced Engineering and Advanced Robotics, students would have completed a full year of Technology Now and Tomorrow (TNT) as well as a semester in either Intermediate Robotics or Intermediate Engineering.

3. The Advanced Engineering course requires the following rigorous content and skills:
Students are expected to develop solutions to real world problems through thoughtful use of the engineering design process. This process requires extensive research and movement through iterative designs. As the students move through their designs, they use advanced solid modeling software that requires an ability to think 3 dimensionally, apply high level math concepts, and the ability to read and comprehend technical instructions. This is the very same software that is in use in industry at large. The models provide a framework for them to use the technical equipment in the lab (CNC machines, laser engravers, 3D printers) as well as the more fundamental manufacturing equipment. It is not uncommon for students to develop code for raspberry Pi's, and arduino's. Reading circuit diagrams to inform themselves on how to wire and solder has become more and more prevalent. Along the way, each student is subject to exams and a daily review of their work.

4. The Advanced Robotics course will implement a third party competition to drive students' design challenges. With a different "game" each year, students will need to research, brainstorm, design, and program a robot to achieve points through the game and compete with and collaborate with their peers. This process will not only require technical skills, but also analytical and communication skills. Students will not be given a template to design a robot. They will need to incorporate the fundamentals that they learned in TNT and Intermediate Robotics to create something unique within the parameters of the competition. Students will continue to work through the engineering design cycle throughout the year to improve upon their design and code. Students will attend scrimmages and competitions as the year progresses in an attempt to make it to the next level of competition. As the year comes to an end, the goal would be for students to share their experience through various outreach opportunities.

5. In a parallel progression of skills, students begin in TNT gaining exposure and skills in computer programming then progress into Intermediate Programming. Those seeking deeper knowledge and skills then enroll in AP Computer Science, which is similarly awarded Honors Level recognition.

6. Precedent has been established for this type of designation through the World Language program in which honors designation is given to the top level in courses such as 4th Level and 5th Level Spanish, German, and the like.

Implementation Steps

1. Administrative approval.
2. Update the Program of Studies.
3. Inform students, parents, and school counselors of the change in credit.

Cost

$0.00

Administrative Reaction

Approved. The consideration of this designation makes sense given the level and rigor of learning involved.

1 Year in Review

Study the new Pennsylvania Science and Technology and Environment and Ecology Standards

UNITY SUCCESS CHARACTER

RECOMMENDATION:
Study the new Pennsylvania Science, Technology and Engineering, Environmental Literacy and Sustainability (STEELS) Standards and determine any adjustments to the curriculum that may need to be addressed.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Dr. Judy Bulazo Science Curriculum Leadership Team	K-12	Science	Spring 2023

Reason(s) for Recommendation

1. The state of Pennsylvania has not updated the Science and Environment standards since 2002. In July of 2022, new standards were published for implementation in July 2025.

2. The STEELS standards use a three-dimensional approach to curriculum incorporating Science and Engineering Practices, Disciplinary Core Ideas, and Cross-cutting Concepts for each standard. This three-dimensional model is used to support the identified performance expectation that includes a clarifying statement and assessment boundary. These standards closely follow the Next Generation Science Standards with some differences although the format and rationale are very similar.

3. The Next Generation Science Standards, published in April of 2013, have been what most states have used to guide their curriculum development and instructional practices. The NGSS standards are more comprehensive and rich than the PA Science and Environment Standards published in 20002. Because of this, The Upper St. Clair School District has used the NGSS standards as a guide in making curriculum decisions in this area. This will be helpful in the transition to the new PA standards.

4. SAS (Standards Aligned System) has created a STEELS Hub to assist teachers with implementing this change.

Implementation Steps

1. Administrative approval.

2. Summer workshop time for teams of teachers to explore the STEELS Standards.

3. Continued curriculum work and training throughout 2023-24 to learn and develop best practices.

4. Work cooperatively with K-12 stakeholders to ensure full implementation of the STEELS Standards.

Cost
Summer Workshop: 6 teachers x 12 hours x $34.71/hr = $2499.12

Administrative Reaction
Approved.

1 Year in Review

Social Studies

Elementary Social Studies - Kindergarten Revisions

UNITY SUCCESS CHARACTER

RECOMMENDATION:
Begin a comprehensive study and revision of the elementary social studies curriculum beginning with kindergarten in the summer of 2023.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Pamela Petrarca	Elementary	Social Studies	Spring 2023

Reason(s) for Recommendation

1. The middle school and high school social studies departments have completed a multi-year study and revision of their curriculum. It is timely for the elementary curriculum to be reviewed in a similar manner to assure strong articulation between levels.

2. Revisions at the kindergarten level are currently the most pressing. The overall kindergarten curriculum is dense and continues to be closely monitored to assure that all of the critical goals can be met in a half-day program. Significant attention has been given to the areas of math and reading in terms of curriculum changes and teacher training. Examining the social studies units related to the amount and nature of the content will help to ensure a well-rounded experience for our students as well as to make certain the content of the units are accurate, developmentally appropriate, and engaging.

3. Our curriculum development process will still allow for other grade levels' needs to be addressed throughout the study if needed. The systematic approach of looking at each grade level in sequence, over the course of a few years, will allow for a comprehensive and cohesive approach to updating content and will provide an enhanced learning experience for our students.

Implementation Steps

1. Seek administrative approval.

2. Convene a team of kindergarten teachers with representation from each building to begin current curriculum analysis in the summer of 2023. Use Administrative Regulations to evaluate materials for consideration.

3. Begin unit revisions and resource analysis.

4. Make recommendations for adoption if warranted.

5. Update Rubicon Atlas.

6. Continue the evaluation process at other grade levels in subsequent years.

Cost:
Summer workshop time for 6 teachers at $34.71 per hour for 1 day = $1,249.56

Administrative Reaction
Approved.

1 Year in Review

Formally adopt the American Civic Engagement (ACE) course.

UNITY SUCCESS CHARACTER

RECOMMENDATION:
Formally adopt the American Civic Engagement (ACE) course for students in 11th or 12th grade (enrolled in Academic or Honors), beginning in the 2023-24 school year.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Doug Kirchner	High School	Social Studies	Spring 2023

Reason(s) for Recommendation

1. This recommendation serves as the final step of previous curriculum recommendations (beginning in the spring of 2016) to "Design and implement a skill and competency-based social studies framework" for USCSD students in grades 5-11.

2. American Civic Engagement (ACE) is the culminating social studies experience of our USCSD social studies redesign that seeks to develop "civically engaged students" who "take an empowered role in their world."

3. Since the pilot phase of its implementation, ACE has reimagined our previously taught semester-long American Civics course (prior to 2019 in 9th grade) by providing students with a more thorough, authentic, and dynamic year-long analysis of governmental structures and political processes in the United States.

4. Built on the multi-disciplinary approach of the C3 Framework, the curricular model of the National Council for the Social Studies (NCSS), ACE combines instruction on civics/government with history, culture, and economics. Ultimately, students are challenged to apply their content knowledge and skills (learned throughout their grades 5-11 social studies experience) to take "informed action" on issues that matter to them as American citizens.

5. The Civic Action Project (CAPstone) serves as the major project/performance-based assessment (PBA) of the course and will require students to apply each dimension of the C3 Framework: Dimension 1: Developing Questions and Planning Inquiries, Dimension 2: Applying Disciplinary Tools and Concepts, Dimension 3: Evaluating Sources and Using Evidence, Dimension 4: Communicating Conclusions and Taking Informed Action.

6. While students are expected to thoroughly understand fundamental content (e.g. the foundations of American democracy, the interactions among the branches of government, civil liberties/rights, and political ideologies), ACE is designed as a PBA-centered, skill-based course, with authentic tasks meant not only to prepare students for their culminating capstone project, but for life after high school as civic-minded citizens who are engaged with the democratic process.

7. The CAPstone incorporates the Carnegie Foundation's research-based strategies on Improvement Science as part of students' planning processes.

8. Renewed emphasis on civics/government instruction has been growing at both the state and national levels for the last half decade. The implementation of PA Act 35 (enacted in 2018) "requires that all school entities administer a locally developed assessment of U.S. history, government, and civics at least once to students in grades 7-12." Act 35 contains three core pillars, which directly match the focus of ACE: Civic Knowledge, Civic Skills, and Civic Action.

Implementation Steps

1. Seek administrative approval.

2. Provide summer workshop time for ACE teachers to continue to determine successes/areas of need from the pilot phase of the course, along with potential next steps for the course (e.g. update Rubicon Atlas, Act 35 planning, Civic Engagement Fair, Day of Service, Harrisburg and/or Washington, D.C. trip).

3. Continue to work with USCSD social studies colleagues, both at the high school and middle school level, to monitor our scope and sequence (related to both content and skill development).

4. Continue to work with colleagues from other disciplines to determine areas of overlap and potential interdisciplinary learning experiences.

Cost

Up to 18 summer workshop hours x 3 teachers (at $34.71per hour) = $1874.34

NOTE: These hours include the 3 requested hours on the ACE textbook curriculum recommendation, and can be replaced/reduced with up to 12 flex hours.

Administrative Reaction

Approved. It is gratifying to see the finalization and implementation of multi-year revisions to the high school social studies curriculum. All who were involved are to be commended on this collaborative and meaningful effort.

1 Year in Review

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2017-2018

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Doug Kirchner

Level: High School

Area: Social Studies

Date: March 27, 2017

Curriculum Recommendation

Design and implement a skill and competency-based social studies framework for the 2018-19 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. While USCHS students experience social studies courses that meet our district's mission to develop "learned and responsible citizens for a global society," the curricular framework for our students needs a more intentional focus on developmentally appropriate scaffolding of content and skills. In essence, our 9-12 social studies courses are silos of excellent teaching/learning, yet they need a more cohesive scope and sequence. 2. The National Council for the Social Studies (NCSS) recently designed a curricular model titled the "C3" framework (College, Career, and Civic Life) that aligns well with our intended goals. The C3 framework aims to: A. Enhance the rigor of the social studies disciplines. B. Build critical thinking, problem-solving, and participatory skills to become engaged citizens. C. Align academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies 3. The C3 framework espouses a thematic, inquiry-based approach, which is developmentally appropriate for learners in grades 9-12. After experiencing a blend of thematically and chronologically taught social studies courses at the middle school level, high school students need opportunities to dig deeper into content and skills (e.g. research, writing, and speaking skills).	1. Seek administrative approval. 2. Provide summer flex time, workshop hours for interested teachers, and PLC/department meeting time in 2017-2018 3. Collaborate with colleagues from other disciplines (e.g ELA and Science) to determine areas of overlap and potential interdisciplinary learning experiences 4. Work with colleagues teaching middle level social studies (grades 5-8) to determine the specific social studies content and skills students possess as they enter USCHS. 5. Determine specific scope and sequence, content/skills. Write curriculum during summer of 2017 and throughout 2017-18 school year during PLC and curriculum meetings. 6. Provide professional development for teachers related to the instructional strategies/best practices for the redesigned curriculum. 7. Plan for implementation of new framework in 2018-19.	$2,355.60 (*13 teachers X 6 hours at $30.20) *Each member of the HS Social Studies department)	

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2017-2018

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Doug Kirchner

Level: High School

Area: Social Studies

Date: March 27, 2017

Curriculum Recommendation

Design and implement a skill and competency-based social studies framework for the 2018-19 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. A focus on modern America and the modern world, along with the cognitive skills necessary for civic mindedness (civic literacy and action) are integral components under this approach, and will build throughout grades 9-12 in which students will ultimately be required to "take informed action" (C3 framework). 5. A more seamless 8-9 transition in social studies supports students becoming acquainted more quickly with the type of content, skills, and learning experiences necessary to succeed as social "scientists."			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2016-2017

Customizing Learning, Nurturing Potential... Delivering Excellence

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

Area: Social Studies **Date:** March 15, 2016

Curriculum Recommendation

1. **Conduct a study to determine the most effective selection and alignment of social studies course offerings in grades 9-11.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. In light of our district's 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, nurture potential, and deliver excellence. All decisions related to time and schedule (HSE Goal #2), particularly related to course offerings, should be considered. 2. This is an opportune time to intentionally explore the course structures, scope, and sequence that will best help our students feel "….engaged, supported, challenged, and empowered" (HSE Goal #3). 3. This study will help determine if alternative models exist that more effectively meet students at their developmental and interest levels, and that will best prepare them to be knowledgeable, active citizens. 4. This recommendation is designed utilizing our district's long held mindset of continuous progress. Our goal is to establish a 9-12 social studies exemplar that other districts will seek to replicate.	1. Administrative approval. 2. Provide selected high school teachers with flex time and summer workshop hours needed to support this recommendation. 3. Draft new curriculum recommendations to revise curricula, as needed.	Up to 12 hours of flex time for 4 teachers and up to 18 workshop hours @ $30.20 per hour X 4 teachers = $2,174.40	

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2016-2017

USC
Customizing Learning. Nurturing Potential... Delivering Excellence

Name: HSLT
Area: HSLT
Level: High School
Date: March 15, 2016

Curriculum Recommendation

Study opportunities for *course redesign* through analysis of existing course content, delivery methods, scope & sequence, and interdisciplinary opportunities.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The district tagline includes an emphasis on *customizing learning*. An important component of customization is consistent reflection upon current curricular models. 2. The duration of high school courses is currently one or two semesters for ten mods a week (two mods per day). Within these time parameters course components are woven together to meet the demands of the structured schedule. 3. As a way of reconceptualizing curricular potential within and across academic disciplines, providing staff the opportunity to "deconstruct" courses into component parts may enable instructors to more creatively utilize the semester and daily modular schedule. 4. Deconstructing courses would allow staff to assess how specific content is best delivered and address HSE goal #2 related to time & schedule (course design).	1. Seek administrative approval. 2. Identify and propose several courses in each department for review. Specifically utilize the high school social studies department as an initial group of participants. *(This department is already involved in several key pieces of related work, including but not limited to participation in hybrid course development with the Supervisor of Customization & Online Learning and a pilot PLC between 10th grade English and World History).* 3. Convene teachers to evaluate curriculum for summer workshop / flex projects. Coordinate these efforts alongside the middle school curriculum leaders in order to maintain a coherent 5-12 curriculum..	Up to 12 hours of flex time for 4 teachers and up to 18 workshop hours @ $30.20 per hour X 4 teachers = $2,174.40	

Social Studies Redesign

A Plan for Developing Civically-Engaged Students



MEETING GOALS

1. Share work toward current vision of scope/sequence for 5-11 Social Studies



February, 2014

USC

Customizing Learning,
Nurturing Potential...
Delivering Excellence

Achieving Consensus

Scope and Sequence Evaluation

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2016-2017

Customizing Learning, Nurturing Potential... Delivering Excellence

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

Area: Social Studies **Date:** March 15, 2016

Curriculum Recommendation

1. **Conduct a study to determine the most effective selection and alignment of social studies course offerings in grades 9-11.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. In light of our district's 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, nurture potential, and deliver excellence. All decisions related to time and schedule (HSE Goal #2), particularly related to course offerings, should be considered. 2. This is an opportune time to intentionally explore the course structures, scope, and sequence that will best help our students feel "….engaged, supported, challenged, and empowered" (HSE Goal #3). 3. This study will help determine if alternative models exist that more effectively meet students at their developmental and interest levels, and that will best prepare them to be knowledgeable, active citizens. 4. This recommendation is designed utilizing our district's long held mindset of continuous progress. Our goal is to establish a 9-12 social studies exemplar that other districts will seek to replicate.	1. Administrative approval. 2. Provide selected high school teachers with flex time and summer workshop hours needed to support this recommendation. 3. Draft new curriculum recommendations to revise curricula, as needed.	Up to 12 hours of flex time for 4 teachers and up to 18 workshop hours @ $30.20 per hour X 4 teachers = $2,174.40	

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2016-2017

USC
Customizing Learning. Nurturing Potential... Delivering Excellence

Name: HSLT
Level: High School
Area: HSLT
Date: March 15, 2016

Curriculum Recommendation

Study opportunities for *course redesign* through analysis of existing course content, delivery methods, scope & sequence, and interdisciplinary opportunities.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The district tagline includes an emphasis on *customizing learning*. An important component of customization is consistent reflection upon current curricular models. 2. The duration of high school courses is currently one or two semesters for ten mods a week (two mods per day). Within these time parameters course components are woven together to meet the demands of the structured schedule. 3. As a way of reconceptualizing curricular potential within and across academic disciplines, providing staff the opportunity to "deconstruct" courses into component parts may enable instructors to more creatively utilize the semester and daily modular schedule. 4. Deconstructing courses would allow staff to assess how specific content is best delivered and address HSE goal #2 related to time & schedule (course design).	1. Seek administrative approval. 2. Identify and propose several courses in each department for review. Specifically utilize the high school social studies department as an initial group of participants. *(This department is already involved in several key pieces of related work, including but not limited to participation in hybrid course development with the Supervisor of Customization & Online Learning and a pilot PLC between 10th grade English and World History).* 3. Convene teachers to evaluate curriculum for summer workshop / flex projects. Coordinate these efforts alongside the middle school curriculum leaders in order to maintain a coherent 5-12 curriculum..	Up to 12 hours of flex time for 4 teachers and up to 18 workshop hours @ $30.20 per hour X 4 teachers = $2,174.40	

Social Studies Redesign

"Design and implement a skill and competency-based social studies framework for the 2018-19* school year."

* Changed to 2019-2020

Meeting Minutes - October 4, 2017

Attendance: Bowers, Boyd, Caragein, Gehrlein, Ghilani, Jones, Kyle, Levine, Sully, Tobin
Missing: None

Agenda:

- Vision Statement
  - Reviewed previous work on a departmental vision statement, refining the brainstorming from earlier meetings
  - During discussion, emphasis was placed by the group on the following skills/dispositions:
    - Assisting students to improve their ability to research
    - Developing in students the ability to make connections and inferences
    - Nurturing a passion for learning and Social Studies in students
    - Helping students to know their place in the world
  - More work still needed in order to pare down the list and formulate a comprehensive statement

- Scope and Sequence
  - Discussed as a group some planning regarding Social Studies scope and sequence, particularly regarding the high school
  - Shared a Google Doc containing several proposed changes to the Social Studies curriculum (grades 7-12)
  - Gained feedback from teachers concerning potential curriculum changes
  - Discussed the importance of spiralling within the department, particularly in American history
  - The general consensus was that the curriculum (grades 5-8) is well-designed, age appropriate, and does not need to be overhauled along with the high school

Meeting Minutes - November 29, 2017

Attendance: Boyd, Gehrlein, Ghilani, Jones, Kyle, Levine, Sully, Tobin
Missing: Bowers, Caragein

Agenda:

- NCSS Article Discussion
  - Read article from the National Council for the Social Studies entitled "*A Vision of Powerful Teaching and Learning in the Social Studies*"
  - Discussed points with which we agreed and which might help our discussion of mission/vision
  - Main takeaways:
    - We need to help our students be open-minded and aware of multiple perspectives
    - We need to teach content and apply it to current issues/events
    - We need to help our students become culturally literate

- Mission Statement
  - Continued work on creating a mission/vision statement for Middle School Social Studies
    - Emphasized the importance of clarifying our mission in order to make future decisions, both large and small
  - Reviewed the Upper St. Clair Mission Statement as a backdrop for the conversation
  - Discussed different versions of a mission statement (written as a paragraph, written as a list)
    - Each version contained the same basic principles as stated in previous meetings
  - Refined language to include in the statement

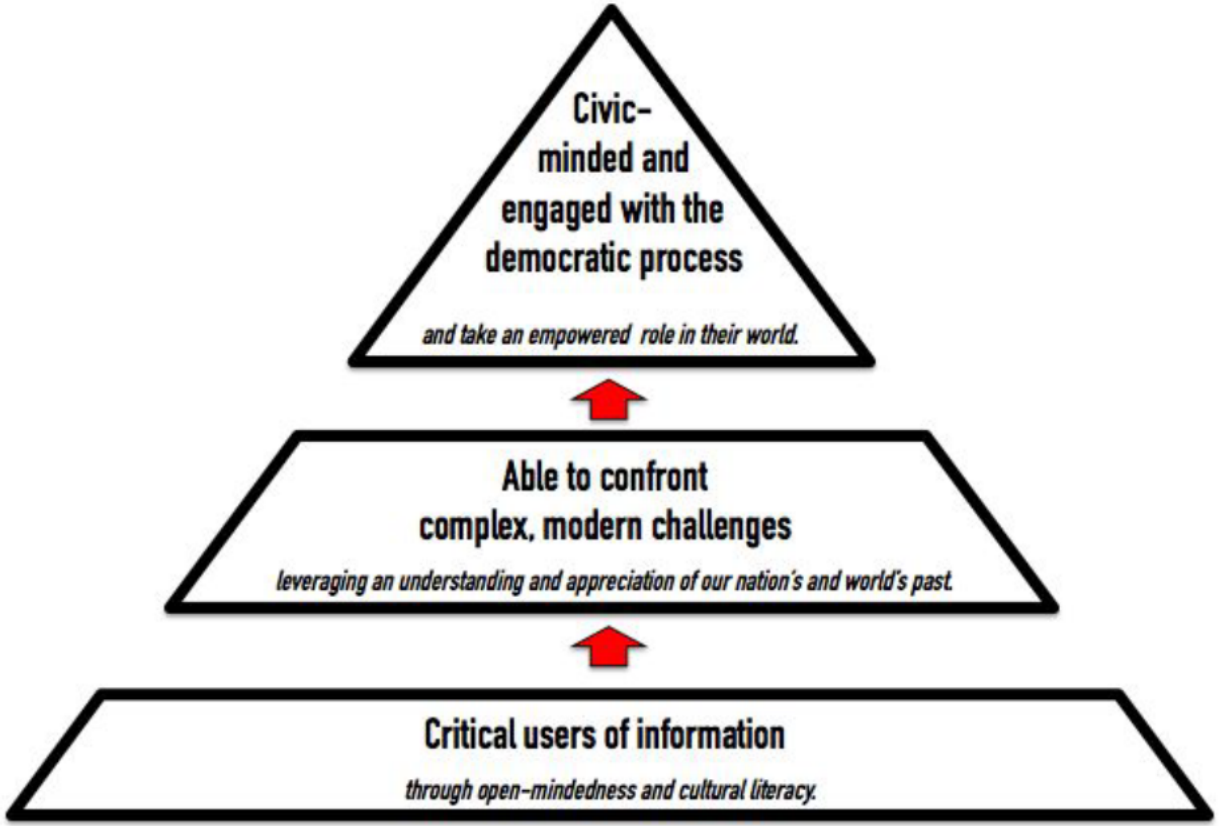
- Grade-level Work
  - Each grade took time in teams to work on grade-level priorities

USCSD Mission Statement

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

Customizing Learning,
Nurturing Potential...
Delivering Excellence

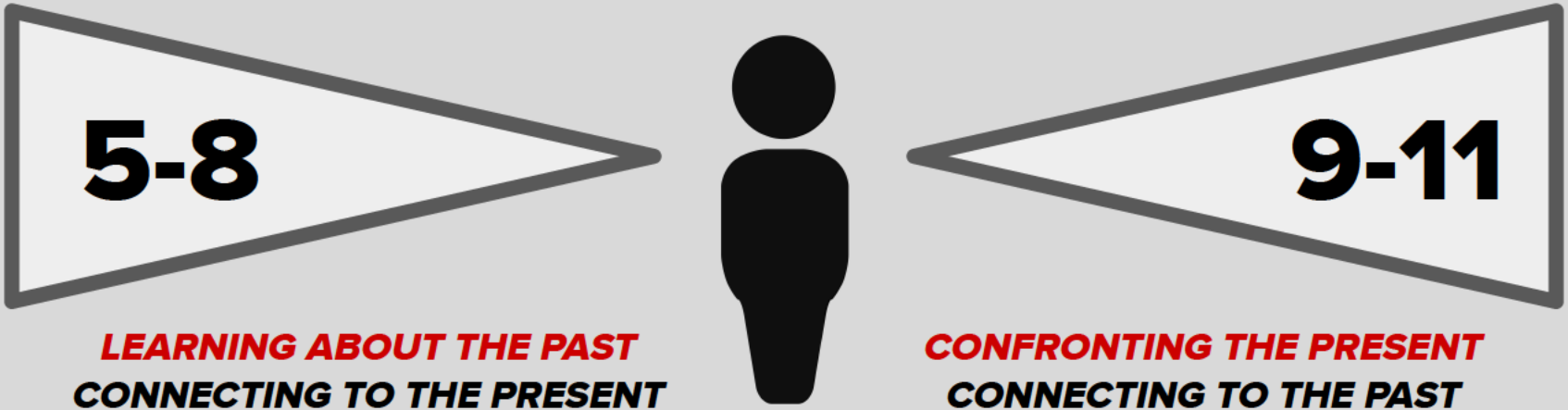
As a Social Studies department, our mission is to develop students who are:





DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

VISION FOR SCOPE & SEQUENCE



GRADE 11 Civic Engagement Capstone

COURSE GOAL

Engaged, informed citizenship

ANTICIPATED CONTENT

Modern issues (national, state, local)

HOW IT'S DIFFERENT

End of course Civics Action Project (capstone). More direct emphasis on Econ.

How do I engage as an informed citizen?



What issues does our world face today?

GRADE 5 Social Studies Foundations

COURSE GOAL

Understanding of basic social studies concepts

ANTICIPATED CONTENT

Entry level Civics, History, Geography, and Economics

HOW IT'S DIFFERENT

Heavy and intentional emphasis on social studies disciplines

What are the basics of human civilization?



COURSE CONNECTIONS

GRADE 6 Ancient Civilizations and Our World

COURSE GOAL

Understanding of basic elements of civilizations, historic and present

ANTICIPATED CONTENT

Ancient civ. w/ direct ties to our world today (e.g. Rome, China)

HOW IT'S DIFFERENT

Emphasis on connections to today, eastern empires

How has the ancient world contributed to us today?



What are the basic structures of civilization?

GRADE 7 Foundations of America

COURSE GOAL

Understanding the creation of our country and its government

ANTICIPATED CONTENT

American history (Colonies through Reconstruction)

HOW IT'S DIFFERENT

Heavier emphasis on government and civics

How has our country grown and changed over time?



What is the historical basis of our government?

GRADE 8 America on the World Stage

COURSE GOAL

Understanding America's development into a global power

ANTICIPATED CONTENT

American history (Industrial Revolution to end of World War II)

HOW IT'S DIFFERENT

Emphasis on comparing events through international lens (3 views)

What is our interconnected world like?



How has our country grown and changed over time?

GRADE 9 Shaping the Modern World 1

COURSE GOAL

Understanding the interconnected nature of the world today; cultural literacy

ANTICIPATED CONTENT

Regional study of the world (US, Europe, Russia) since World War II: through C3 framework

HOW IT'S DIFFERENT

Full-year global approach

What enduring issues/problems has our world faced over time?

10

COURSE CONNECTIONS

8

How did our world become interconnected?

GRADE 10 Shaping the Modern World 2

COURSE GOAL

Ability to confront enduring issues facing the world

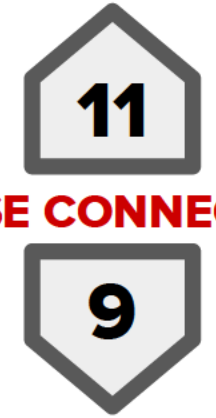
ANTICIPATED CONTENT

Enduring issues facing the world today, traced back through history

HOW IT'S DIFFERENT

Thematic, issue-based course which uses the past to inform the present

What issues does our country/world face today?



What is our world like today?

GRADE 11 American Civic Engagement

COURSE GOAL

Engaged, informed citizenship

ANTICIPATED CONTENT

Modern issues (national, state, local)

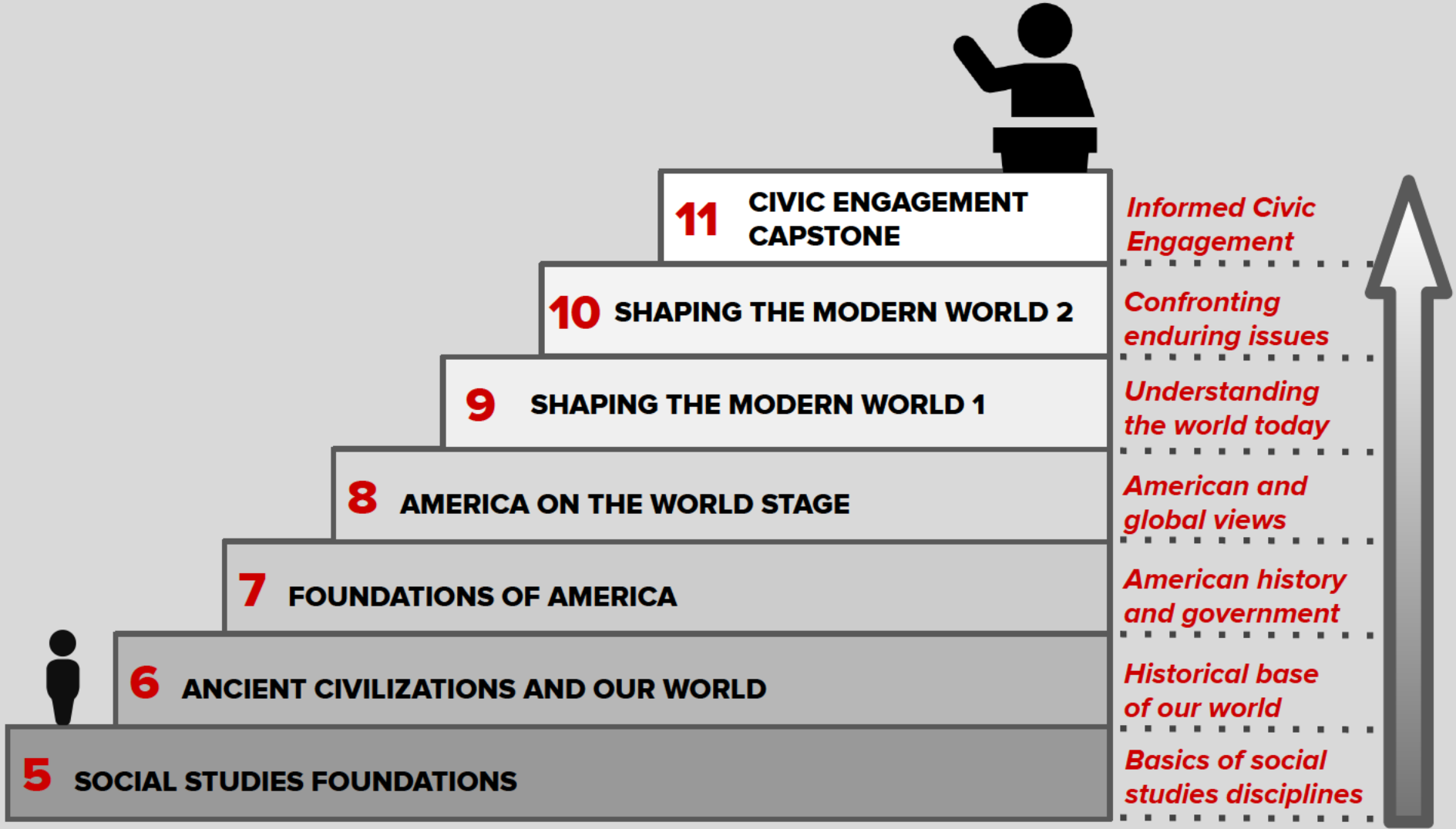
HOW IT'S DIFFERENT

End of course Civics Action Project (capstone)

How do I engage as an informed citizen?

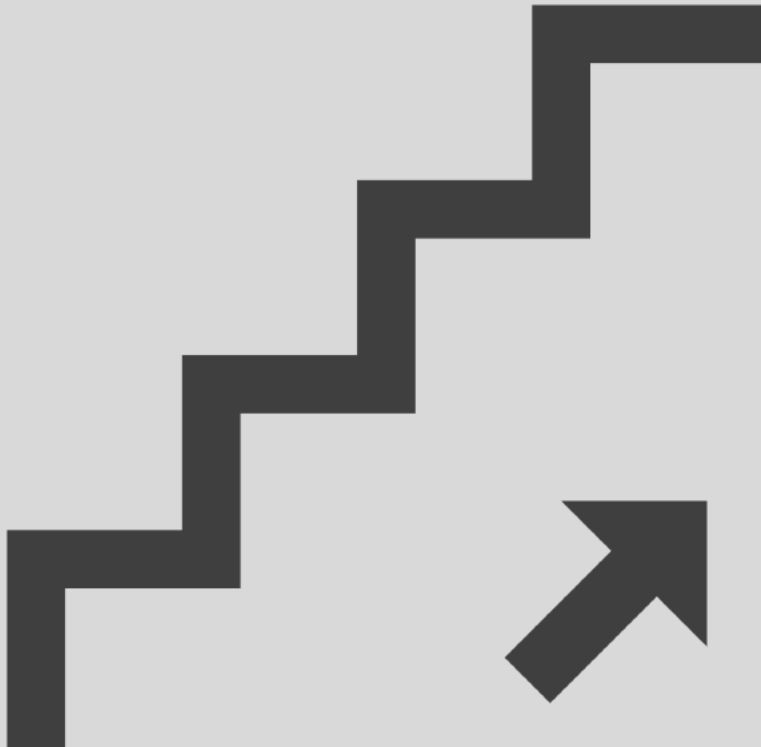


What issues does our world face today?


11 CIVIC ENGAGEMENT CAPSTONE
10 SHAPING THE MODERN WORLD 2
9 SHAPING THE MODERN WORLD 1
8 AMERICA ON THE WORLD STAGE
7 FOUNDATIONS OF AMERICA
6 ANCIENT CIVILIZATIONS AND OUR WORLD
5 SOCIAL STUDIES FOUNDATIONS
Informed Civic Engagement
Confronting enduring issues
Understanding the world today
American and global views
American history and government
Historical base of our world
Basics of social studies disciplines

NEXT STEPS

1. Course development
2. Plan for summer work
    a. Develop skill scaffolding process
    b. Plan for big ideas/essential questions
    c. Begin developing assessments
3. Design plan for 2018/2019 work
    a. PLCs
    b. Curriculum meetings
    c. PD Days



Questions?

American Civic Engagement (ACE) textbook/digital platform adoption

UNITY SUCCESS CHARACTER

RECOMMENDATION:
Adopt *National Geographic American Government, 1st Ed.* as the textbook/digital platform for the American Civic Engagement (ACE) course.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Doug Kirchner	High School	Social Studies	Spring 2023

Reason(s) for Recommendation

1. After piloting a multi-text/digital platform approach to American Civic Engagement (ACE), *National Geographic American Government, 1st Ed.* (Cengage) stood out as the most effective and on-level core resource for students enrolled in the course. Click here to access the Textbook Adoption Form.

2. The textbook's comprehensive and user-friendly digital platform, "MindTap," is both familiar and engaging to students, as it is utilized extensively in their prior social studies courses in 9th and 10th grade (Shaping the Modern World I & II).

3. The online resources include a rich set of instructor/student resources, which are updated frequently by Cengage.

Implementation Steps

1. Seek administrative approval.

2. Complete purchase of textbook/ digital platform. (The district paid 10% of the purchase price in 2021 as part of our textbook pilot.)

3. Incorporate additional, updated digital platform training, provided by Cengage at no cost, into summer workshop time for ACE teachers.

Cost

- 3 class sets (90 print copies) = $9,839.70
- 160 (est.) access codes for digital platform (6-year access) = $13,707.20
- Estimated shipping = $914.88

Purchase cost = $24,488.78

3 summer workshop hours x 3 teachers (at $34.71per hour) = $312.39

Total cost = $24, 801.17

Administrative Reaction
Approved. The careful consideration of the value of this resource against important criteria assures a good fit with the needs of students as well as alignment with course content.

1 Year in Review

	Recommended Text	Other Title Considered	Other Title Considered	Other Title Considered
Title of Text:	*National Geographic American Government, 1st Ed.*	*We the People, 14th Ed.* (McGraw-Hill)	GOV'T: Principles of American Government, 11th Ed. (Cengage)	
Author:	National Geographic Learning	Patterson, Thomas E.	Sidlow, Edward & Henchen, Beth	
Publisher:	Cengage	McGraw-Hill	Cengage	
Copyright:	2022	2022	2022	
Explanation for recommending or not recommending	Stands out among other titles as the most effective, on-level, and comprehensive resource for students. Digital package is robust and user-friendly.	Readability too difficult for all levels of ACE course. Online platform not as robust as MindTap.	Less comprehensive content than recommended text. More surface level (less in-depth) coverage of key concepts.	

Course(s) for Use:	American Civic Engagement (ACE)
Potential Costs:	$24,488.78

Evaluator One Name (E1):	Doug Kirchner
Evaluator Two Name (E2):	Steve Torquato
Evaluator Three Name (E3):	Luke Loboda and Ron Sivillo

BASIC EVALUATION CRITERIA		RATING	RATING EXPLANATION
Curriculum Alignment *Text has a strong alignment with the USC curriculum and, where applicable, to the PA Core State Standards.*	E1	Strong	Directly aligns with local American Civic Engagement (ACE) curriculum, PA standards, and the NCSS's C3 Framework
	E2	Strong	
	E3	Strong	
Objective Viewpoints *Current information is free from heavy bias and represents and allows for thinking from objective viewpoints.*	E1	Strong	National Geographic is a world-renowned organization with widespread credibility. The text contains numerous critical thinking questions rooted in historical context.
	E2	Strong	The National Geographic book provides an objective perspetive that provides information that informs readers on both sides of an issue or topic. Additionally, it provides excellent connections to primary sources that support student learning through the analysis of important historical, social science, documents and texts.
	E3		
Developmental Appropriateness *The content is appropriate for the developmental level of the approximate grade level for which it is being used.*	E1	Strong	Most on-level text available (major reason for this choice). Readable, student-friendly, engaging format. Students will be used to the MindTap platform, having used it extensively in both 9th and 10th social studies courses (Shaping the Modern World 1 & 2).
	E2	Strong	The text provides scholarly and appropriate content for high school students at all skill levels in an approachable and interactive format. Nat Geo also has online resources that can provide supplemental information to provide accelerated readers with additional content to delve deeper into a topic or issue.
	E3	Strong	Accessible reading level for academic and honors level
Objective Viewpoints *Current information is free from heavy bias and represents and allows for thinking from objective viewpoints.*	E1	Strong	see description above
	E2	Strong	
	E3		

ASSESSMENT & BASIC FEATURES

Would assessments from this text be used? If Yes, complete the section below.	Yes	While the final assessments may not be used for summative assessment, the Nat Geo program provides an excellent set of formative assessments and assignments that can be used to support learning.

Formative & Summative Assessment	E1	Strong	Robust assesssment options, both formative and summative, with chapter-level study gudies, vocab activies, ELA/ELL activities, and chapter-level tests
	E2	Adequate	Great for checking progress throughout the unit/topic but instructor designed assessments will be used to measure students' summative knowledge.
Assessments include formative and summative.	E3	Adequate	
Assessments & Adaptations	E1	Strong	See Formative & Summative Assessment notes above.
	E2	Strong	Assignments can be used to support learning and adapted to meet the rigorous standards of the course and curriculum
Available assessments are able to be adapted to meet our needs.	E3		
Differentiation	E1	Strong	Teacher's Guide provides chapter- and lesson-level instructional support. Nat'l Geo Magazine features within the text include excerpts from the magazine, with full articles articles available on MindTip for more advanced and/or interested readers.
The textbook provides ideas and suggestions for differentation to meet a variety of student needs.	E2	Strong	The text itself provides a great guide on how to differentiate the learning through supplements and readings for skilled/advanced readers.
	E3		
Readability	E1	Strong	Frequent in-text questions are geared not only to check for understanding to make inferences throughout the chapter. End-of-chapter review asks students to use vocabulary concepts in sentences and to determine main ideas and support with evidence.
	E2	Strong	The text provides important, scholarly, information in an approachable manner. Students at all reading levels have shown that they are able to analyze and understand the information provided. Additionally, it is designed with great tie in historical thinking questions and activities in each section to measure student understanding
The text can be appropriately used with the variety of reading levels at this grade level.	E3	Strong	
Organization	E1	Strong	Each section of the text presents a consisent structure with digest ble (concise) sections that include images, maps, and graphs. The conclusion of each section presents several Historical Thinking questions, asking students thinking critically (e..g, Make Inferences, Make Connections, Intepret Maps, Draw Conclusions, Form and Support Opinions, and Analyze Cause & Effect).
	E2	Strong	As stated above, the text is well organized, eye catching, and user friendly in design. Information is also presented in a concise and clear manner that supports classroom instruction and discussion
The organization of the textbook is clear and user friendly.	E3	Strong	Logically sequenced and organized by topic

TECHNOLOGY COMPONENTS

Robustness of Materials	E1	Strong	Major feature and reason for recommendation is the comprehensive nature of the MindTap digital platform. In addtion to the interactive nature of the online text, the platform includes Critical Thinking Simulations that place students in real life situations, along with digital handbooks for government documents, presidents, and Supreme Court cases.
	E2	Strong	Excellent resources are provided in the technological suite. Readings, assignments, PowerPoints, videos, primary sources are included that have a dynamic impact on student learning and understanding
Digital resources for student learning, practice and assessment are robust.	E3		
Differentiation	E1	Strong	One of the greatest benefits of the online suite is that it can read the book aloud for students who are struggling. Reading level is appropriate for students but additional supports are provided online to help struggling readers
	E2	Strong	
Digital materials provide differentiated access to content.	E3		
Engagement	E1	Adequate	Digital materials are updated annually, but most current events/issues will be presented on Canvas.
	E2	Adequate	Some materials need a little updating to meet the rigorous expectations for the course. All materials are appealing and inviting while still providing higher level information
Digital materials are intuitive and engaging.	E3		
Compatibility	E1	Adequate	Some delays may occur at beginning of school year in terms of getting the platform connected to LMS. TBD.
	E2	Adequate	
Digital resources are compatible with our learning management system.	E3		

INSTRUCTION

Higher Level Thinking	E1	Strong	Critical thinking questions throughout the text match the NCSS's inquiry-based, mutlidisciplinary (Civics, Economics, Geography, History) approach.
	E2	Strong	The text provides additional information, activities, and readings that support higher level thinking as well as essential historical thinking and historiography skills. Students are challenged to think critically and analyze information at an advanced level.
The textbook promotes higher level thinking.	E3	Adequate	Guiding questions are helpful, but teachers may need to use other sources to allow for the most relevent higher level questions.
Level of Conceptual Development	E1	Strong	National Geographic is known for telling stories. Difficult, complex topics are not simply presented as key terms; they are presented as part of the larger story of American goverment and history.
	E2	Strong	
Strong conceptual development is evident.	E3	Strong	
Authentic Learning Opportunities	E1	Strong	Critical Thinking Simulations place students in real life situations.
	E2	Strong	Questions in reviews, or activities, are not simply rote memorization. Questions are scaffolded to lead students to a deeper analysis and higher level / historical thinking apllications.
Authentic problem solving, examples application of knowledge are provided.	E3	Adequate	

OTHER CONSIDERATIONS

Teacher Support *Teacher resources provide adequate ideas and support for lesson planning, content explanations, etc.*	E1	Strong	Effective teacher's guide is user-friendly. Cengage will provide free support to ACE teachers.
	E2	Strong	
	E3	Strong	
Content Accuracy *The content/information is accurate.*	E1	Strong	Scholarly research equates to rich, accurate content throught the text.
	E2	Strong	
	E3		

Formally adopt the "Shaping the Modern World II" course

UNITY SUCCESS CHARACTER

RECOMMENDATION:
Formally adopt the "Shaping the Modern World II" course for students in 10th grade (enrolled in Academic, MYP, Honors, or MYP Honors), beginning in the 2023-24 school year.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Doug Kirchner	High School	Social Studies	Spring 2023

Reason(s) for Recommendation

1. This recommendation is designed to formally adopt 10th grade Shaping the Modern World II, which is currently a pilot course, and is a component of our overarching USCSD social studies redesign for students in grades 5-11.

2. Shaping the Modern World II serves as the second half of two Shaping the Modern World courses, which present in-depth, year-long explorations of major world regions and interconnected global systems. Built on the multi-disciplinary approach of the C3 Framework, the curricular model of National Council for the Social Studies (NCSS), the course explores the culture, history, physical geography, politics, and economics of major world regions.

3. In order to reach the mission of our social studies redesign to develop "civically engaged students" who "take an empowered role in their world," our students must know and understand the people, places, and cultures around them. Four essential questions will be addressed:

   - What are the most distinguishing physical and political geographic features of this region?
   - How have the major trends and concepts in history impacted the development of this region?
   - What are the geopolitical and cultural factors that continue to produce opportunities, challenges and conflicts in this region?
   - How are the regions of the world interconnected?

   To answer these critical questions, themes will be explored in each region: history, culture, physical geography, politics, economics, the interconnections between places and people as well as the narrative of the human experience in the modern world. Regions to be studied include the Middle East, South Asia, Southeast Asia, East Asia, Africa and Latin America. This is a natural sequence from Shaping the Modern World I where students will study these themes as they pertain to North America (particularly the U.S.), Europe, and Russia.

4. During the pilot phase of the course, close collaboration among teachers (at all levels: Academic, MYP, Honors, and MYP Honors) provided in-sync, structured learning opportunities for students. All students in Shaping the Modern World II are exposed to identical content and learn the same types of historical thinking skills (e.g., analyzing sources, making/supporting claims with evidence, exploring patterns of continuity/change), while varying in a manner that is appropriate for the course..

Implementation Steps

1. Seek administrative approval.

2. Provide summer workshop time for teachers to continue to determine successes/areas of need from the pilot phase of the course, along with potential next steps for the course (e.g. update Rubicon Atlas, PBA-planning that can serve as precursors to learning experiences in 11th grade courses).

3. Continue to work with USCSD social studies colleagues, both at the high school and middle school level, to monitor our scope and sequence (related to both content and skill development).

4. Continue to work with colleagues from other disciplines to determine areas of overlap and potential interdisciplinary learning experiences.

Cost

Up to 18 summer workshop hours x 3 teachers (at $34.71per hour) = $1874.34

Administrative Reaction

Approved. It is gratifying to see the finalization and implementation of multi-year revisions to the high school social studies curriculum. All who were involved are to be commended on this collaborative and meaningful effort.

1 Year in Review

"Mythology and Folklore" (Social Studies elective) feasibility study

UNITY SUCCESS CHARACTER

RECOMMENDATION:
Study the feasibility of a one-semester social studies elective course for 11th and 12th grade students titled “Mythology and Folklore.”

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Doug Kirchner/Steve Torquato	High School	Social Studies	Spring 2023

Reason(s) for Recommendation

1. This recommendation seeks to determine the feasibility of a one-semester elective course, which would immerse students in classical/cultural history through the analysis of myth, legends, and folklore.

2. While the course would be rooted in PA social studies standards and has been taught in other districts already, a feasibility study would help ascertain its place in USC’s broader “humanities” curriculum and scope/sequence.

3. An initial interest survey taken by a sample of 123 current 11th ACE and AP U.S. History students suggest strong support for and curiosity about the course, particularly as an elective during their senior year.

4. Several overarching targets of a potential Mythology and Folklore elective are listed below:
    a. Discuss the historical and cultural background of world mythology including the relationships between social structures, religion, philosophy, and culture in diverse world cultures.
    b. Analyze common mythological themes, stories, symbols, and characters to illuminate important social mores/folkways across a series of classical / historical civilizations.
    c. Compare the historical/cultural significance of mythology and its effects on the development of current societies and pop culture.

5. Several goals of a potential feasibility study include:
    a. Determine course structure that supports and extends students’ understanding of myth studies from the 10th grade curriculum.
    b. Organize a collection of resources to develop student choice in the curriculum centered on the selection of civilizations and cultures of interest.
    c. Develop an analytical framework, using the works of prominent myth historians and social scientists, that students can apply to the legends discussed in class.
    d. Evaluate where the course fits within the Social Studies Redesign and English Curriculum.
    e. Analyze data collected from the initial interest survey.

Implementation Steps

1. Seek administrative approval.

2. Provide summer workshop time for 1 social studies teacher.

3. Conduct research in Fall 2023.

4. Present findings at the “fast-track” Preliminary Panel in Fall 2023.

Cost

12 summer workshop hours x 1 teacher (at $34.71per hour) = $416.52

Administrative Reaction
Approved. Student interest/enrollment, staffing considerations, and examination of the English curriculum will be important considerations in determining the feasibility of this course.

1 Year in Review

Gifted Education

Middle School Gifted Education Curriculum Review/Revision

UNITY SUCCESS CHARACTER

RECOMMENDATION:
Review and revise the 5-8 gifted curriculum and identify potential new program offerings.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Dr. Cassandra Doggrell, Dr. Lauren Madia	Middle School	Special Ed / Gifted Ed	Spring 2023

Reason(s) for Recommendation

1. In Pennsylvania, gifted education can be in the form of enrichment and acceleration, both of which are determined and focused on enhancing the individual strengths of students.
2. The 5-8 gifted curriculum/programming offerings have been developed collaboratively between gifted teachers, based on students' goals and individual needs.
3. The work involved in this recommendation would also serve to enhance vertical alignment between elementary and middle school offerings.
4. The department needs to examine students' individual strengths and needs, and examine its current units and programmatic offerings to assess their usefulness and appropriateness in a gifted education program.
5. Other programming options exist, partially as a result of increased technology access and expanded offerings from organizations/agencies that target gifted learners.
6. A team of state gifted leads offers technical assistance to support districts' work in this area, including improving the individualization of gifted learners' programs.

Implementation Steps

1. Administrative approval.
2. Review each of the 5-8 gifted units and program offerings for usefulness with consideration to students' strengths and areas of interest.
3. Articulate the 5-8 gifted curriculum for the 2023-24 school year, focusing on alignment of offerings to student needs.
4. Explore other potential programmatic offerings that could be pursued via partnership, subscription, or further internal curricular development.
5. Confer with the state technical assistance team as needed.
6. Develop additional curriculum recommendations as needed.

Cost
Three days of workshop rate for four middle level teachers (6 hours/day x 3 days x 4 teachers x 34.71 workshop rate = $2,499.12)

Administrative Reaction
Approved. Meeting the needs of all learners remains a critical goal of our school district.

1 Year in Review

Expressive Arts

Middle School Expressive Arts

UNITY SUCCESS CHARACTER

RECOMMENDATION:
Implement year one of a three-year revision process to the middle school expressive arts programming to include the pilot of CAPS courses *(Consuming and Producing Successfully in My World)* in grades 5, 6, 7, and 8, along with expressive arts electives in grade 8.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Administration	✓ Middle School	Other	Spring 2023

Reason(s) for Recommendation

1. A recommendation to study middle school expressive arts programming was approved during the Fall 2022 fast-track curriculum process. Implementation steps have been followed including the formation of a committee who determined the purpose and goals of expressive arts programming and identified areas of strength and need. Additionally, the administrative feedback to this recommendation was to consider a multi-year process to which the committee agreed.

2. Through the committee's examination of the current expressive arts program, the following goals were established to guide decision-making. Expressive arts programming in USC should:
   - provide expressive, hands-on offerings that promote creativity
   - build resiliency in an enjoyable and safe environment where failure is expected and accepted in order to reach success
   - maximize the good that we have in terms of staff and spaces
   - allow students to explore new/variety of content and to choose to go deeper into areas of interest

3. Since the time of the fall recommendation, three professional staff retirements have been made official in the expressive arts areas. This created an immediate need to determine course offerings for the fall of 2023 and to hire appropriate staff.

4. Through a great deal of brainstorming, research, and discussions, the idea to implement the CAPS coursework was reached. The following benefits of these course were identified
   - provides exposure to content related to high school offerings in this area
   - allows for desired content of current EA offerings to be absorbed into these courses in a new manner
   - allows for the creative use of technology skills while learning content and creatively solving problems

- utilizes a tremendously innovative local resource -Junior Achievement Biz Town
- creates connected content experiences from grades 5 though 8
- grants the opportunity for future integration of SHOP@USC

5. The description and goals of the CAPS courses are as follows:

Grade 5

CAPS -

Intro to Info

Consuming and producing in an informational society

Students learn the necessary research and problem-solving skills to find and consume accurate and relevant information to creatively produce and present solutions to problems through a variety of media and modalities.

Grade 6

CAPS I

Consuming and producing in a free enterprise society

Students gain an understanding of the roles of citizens in a free enterprise society and participate in a final simulation that provides them the opportunity to experience this world (Junior Achievement Biz Town Curriculum).

Units: Financial literacy; Community and Economy; Work and Career Readiness; Business Management; Simulation Visit to Biz Town

Grade 7

CAPS II

Consuming and producing in free enterprise society

Students will experience a life simulation in a competitive market-based economy.

Students will form and build companies in which each student fills a particular role and needs to complete certain tasks to help lead their business to success.

Simultaneous to supporting their company, they also need to support themselves by using their income to build their personal lives. Students will maintain a budget for their personal expenses and make numerous choices throughout the course with financial implications.

Grade 8

CAPS II

(described above)

2023-24

Elective courses related to CAPS
2024-25
Will be developed throughout the 2023-24 school-year

6. The decision to offer eighth grade electives in the expressive arts area had been identified as a desirable goal. The electives will fall into the areas of music, art, STEAM, communication, and CAPS, allowing students to delve into special and more discrete aspects of these content areas. Elective courses will run in three or six week sessions. Students will be required to make at least one selection in each of the core expressive arts areas.

7. Consideration was also given to including band and orchestra into the school day. It has been a goal of the District to provide this opportunity, while not taking away students' ability to participate in other Expressive Arts Programming. The eighth grade elective program will allow students to select band or orchestra electives during times of the year when performances will be held. Additional study of the integration of this programming into the school day will continue.

Implementation Steps

Year 1 - 2023-24

1. Seek administrative approval.
2. Develop and pilot CAPS at grades 5, 6, 7, 8 for the 2023-24 school year.
3. Develop and pilot electives at 8th grade including band and orchestra.
4. Continue to evaluate performing arts intensive inclusions in EA rotation in grades 7 and 8.
5. Develop CAPS electives for the following school year.
6. Evaluate the new programming and make necessary recommendations in the spring of 2025.

Year 2 - 2024-25 *(tentative)*

1. Add new CAPS elective choices to 8th grade.
2. Study all EA offerings to determine enhancements and common connections related to creativity and problem solving. Develop ideas and make recommendations for implementation.

3. Revise Communication Arts (CA) - revise to be creative communications

4. Research robotics, computer science, the area of artificial intelligence for potential future offerings.

5. Evaluate CAPS courses and make recommendations for refinement or change.

Year 3 - 2025-26 *(tentative)*

1. Implement/Pilot EA changes, refinements and any recommendations made at the end of year 2

Cost

Costs estimated at $6,000 for Summer, 2023

Administrative Reaction

Approved. Continuing to evaluate new programming and refinements throughout this change is encouraged.

1 Year in Review

Music

Band and Orchestra Pilot

UNITY SUCCESS CHARACTER

RECOMMENDATION:
Pilot a restructuring of the delivery models in music programming in grades 4-8 to include an adjustment of when instruction will begin for students in orchestra and band

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Dr. John Seybert Administrators Grades 4-8	✓ Elementary and Middle School	Music	Spring 2023

Reason(s) for Recommendation

1. In 2020, a curriculum recommendation was approved to complete a multi-year review of music programming in the district to identify strengths and recommendations for adjustments to curriculum, instruction, programming, and delivery models. One of the objectives of the 2020 recommendation was to examine the identified areas of concern regarding the scheduling related to band and orchestra lessons and ensemble offerings at the middle school level.

2. The district worked with a private consultant to review the music programming within the district. Though the consultant provided a series of recommendations, the recommendations would have required significant changes to schedule, structure, and overall philosophy pertaining to available options for students at the middle school level. Based on the current research of successful programs nationwide, the consultant made specific recommendations concerning beginning orchestra and band instruction. This recommendation limits the selection process to one discipline.

3. According to an analysis of student enrollment in orchestra and band programs, the district has identified specific trends that correlate directly with when new offerings are made available to students and when students transition to a new building. A trend has been observed between third and fourth-grade orchestra enrollment. A significant decrease occurs in orchestra enrollment between 3rd and 4th grade. Currently, in 3rd grade, 149 students participate in the orchestra while in 4th-grade 57 students participate. This decrease is caused primarily by introducing band offerings beginning at the 4th-grade level and students choosing to transition to a band offering.

   Currently, the 4th-grade band program includes 111 students and 5th grade band includes 78 students. Based on the review of the trending data, programmatic adjustments and shifts are recommended. As a result, strings instruction will begin at the 4th grade level. Given the adjustment to orchestra program implementation, instruction on woodwind, brass, and percussion instruments will begin in 5th grade

4. The adjustment to when programs will begin for students will allow for an intentional focus on beginning Band opportunities (i.e., small group instruction and ensemble experiences) in 5th grade. In addition to their developmental level to perform on brass and woodwind instruments, the additional time for lessons and ensemble experiences during the school day would provide opportunities for students unable to participate outside the school day. This would also provide additional time to focus on individual and small group instruction for the students to increase their level of achievement.

5. A restructuring pilot is also necessary to address ongoing concerns related to the scheduling of band and orchestra offerings at the middle school level. Currently, in grades 5 and 6, students receive band instruction during one of the expressive arts classes in a six day rotation. In a six day rotation, expressive arts instruction is scheduled three times and one of the scheduled times is when a student would go to band or orchestra small group instruction. In grades 7 and 8, students are scheduled to receive instruction once in a six day rotation on a rotating schedule from week to week. As a result, students are choosing between band/orchestra and content area classes. Though an adjustment in programming is occurring, all staffing levels in the music department will remain consistent at this time.

   The adjustments and restructuring will address some of the concerns related to when individual or small group instruction is provided. Additional considerations will be made related to the scheduling of ensemble practices. In addition, the restructuring will still afford students the opportunity to have the choice to participate in three areas: orchestra, band, and chorus. The availability to still have choice is a unique characteristic of the middle school music program.

6. Based on data and further review of scheduling, the pilot restructuring will provide time for ongoing analysis of impact on enrollment, student feedback, and growth of the identified programs.

7. In January 2023, a curriculum recommendation was approved to conduct a multi-year study and review of the middle school expressive arts program. The ability to restructure, pilot, and analyze changes in grades 4-8 music programming could provide additional opportunities related to the middle school expressive arts program and enhanced music offerings within a restructured expressive arts program.

Implementation Steps

1. Seek administrative approval.

2. Review changes with staff.

3. Finalize schedules.

4. Provide summer workshop time for staff.

5. Update student handbooks and communication.

6. Conduct a mid-year review of the recommendation to determine any minor adjustments for the following school year. It will be necessary to continue to pilot the implementation adjustments over several years to determine overall effectiveness on student enrollment, student feedback, and course enrollment at the high school.

7. Collect informal feedback from students, parents/guardians, and teachers as part of the ongoing review. In addition, teachers will provide feedback related to student skills (strengths and needs) for the District to evaluate quality of the restructuring for students while also reviewing quantity related to student enrollment.

8. After ongoing review, determine the development of a curriculum recommendation finalizing the program structure.

Cost 3 teachers at 6 hours each=18 hours x $34.71=$624.78
Administrative Reaction Approved. It is wonderful that creative solutions for improving the scheduling for instrumental music have been reached. Monitoring of the effectiveness of the schedule change will be important.
1 Year in Review

Business

Pilot College in High School Courses in Business

UNITY SUCCESS CHARACTER

RECOMMENDATION:
Pilot two Robert Morris University Business Academy College in High School (CHS) courses with the intention of developing an Upper St. Clair High School Business Program for the spring of 2024.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Dr. Tim Wagner and Mrs. Amy Pfender	High School	Other/Business	Spring 2023

Reason(s) for Recommendation

1. A 2021 fast track curriculum recommendation initiated a research process intended to make recommendations for reimagined business course offerings.

2. Research was conducted by (a) meeting with high school faculty (spring 2022), (b) learning from local higher education institutions (spring 2022), (c) reviewing student data from Naviance, the school counseling tool used to support students' post-secondary planning (spring/fall 2022), and (d) meeting with high school students who are involved in the *Future Business Leaders of America Club* (spring 2023).
    a. A team of teachers convened and discussed current offerings and potential needs related to business education. An articulated list of possible course offerings and a series of programmatic next steps was an outcome of this collaboration.
    b. Faculty from Robert Morris University and Washington & Jefferson Colleges were interviewed in order to understand how to best prepare our students for postsecondary education. Robert Morris University faculty identified critical content for our students. Washington & Jefferson College faculty identified key skills and dispositions that might be honed in preparation for business-related training.
    c. Cohort data from Naviance continues to indicate that 20% or more of Upper St. Clair High School graduates report that they would pursue a business-related major in college. This includes, but is not limited to, majors in accounting, business administration, economics, finance, and marketing.
    d. An in-person student focus group and a survey (sent to 57 students) collected feedback regarding student perspective on desired course and experiential/programmatic offerings. The survey emphasized what a current student would see as meaningful preparation for college and/or career aspirations. This student feedback represented the ideas of those who had an expressed interest in business (*Future Business Leaders of America* participants).

3. Based on research and an expressed needs assessment, Financial Accounting was identified as a course to pilot as part of the Robert Morris University Business Pathway Program. Based on follow-up in summer 2023 with students and families, a second course may include: Law Business, & Society, Management Theory & Practice, Managerial Accounting, or Creating Workplace & Personal Value. Providing these courses would expand our existing and already successful CHS programming. Our existing CHS courses have been beneficial for students, and these courses would give students who want to earn college credit additional opportunities.

4. Each of these Robert Morris University CHS courses transfers as three credits at RMU and many other colleges and universities. The RMU School of

Business is accredited by The Association to Advance Collegiate Schools of Business (AACSB). AACSB accreditation is nationally recognized as highly rigorous and is looked favorably upon by employers.

5. Per recent legislation, all public school districts are required to engage in dual credit agreements with institutions of higher education and such agreements should serve a wide range of students and student interests. Dual credit coursework agreements will be reflected in the District's comprehensive plan and such courses are required to be weighted as other higher-level (AP, IB) coursework.

Implementation Steps

1. Seek administrative approval.
2. Update the *Program of Studies*.
3. Update Rubicon Atlas to include modifications.
4. Seek approval for Memorandum of Understanding with Robert Morris.
5. Review staffing and scheduling; approve and train one teacher to teach the CHS courses through Robert Morris University.
6. Provide summer hours for course development.
7. Purchase textbooks approved by Robert Morris University.
8. During the summer of 2023, meet with counselors to review student schedules and identify students who may be interested in enrolling in the pilot CHS elective courses in spring of 2024.
9. Subsequently, communicate with students and parents about the new CHS offerings and how to enroll in the courses for elective credit and/or elective/college credit.

Cost

1. Summer workshop: no more than 60 hours x $34.71 per hour = no more than $2,082.60
2. Approved textbooks: 25 students x 2 courses = 50 textbooks = $8,900.00

Administrative Reaction

Approved. It is important to utilize data to evaluate and implement educational programming in order to provide students with opportunities that prepare them for post-secondary experiences.

1 Year in Review

Leadership

Study Leadership Academy Phase IV, to include a University of Pittsburgh College in High School (CHS) leadership course.

UNITY SUCCESS CHARACTER

RECOMMENDATION:
Study Leadership Academy Phase IV, to include a University of Pittsburgh College in High School (CHS) leadership course.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Administration	High School	Other	Spring 2023

Reason(s) for Recommendation

1. The High School Leadership Academy has been a credit-bearing summer enrichment experience since 2010. The Upper St. Clair Leadership Academy welcomes all students, embracing a philosophy that students are leaders because at the very least, they lead their own lives.

2. At the high school, students may earn up to three elective credits by completing one Leadership Academy phase each summer over three summers (Leadership Academy Phases 1, 2, and 3).

3. Leadership Academy Phase 4 was originally launched in 2013 with the partnership of St. John's Memorial School, located in Placencia, Belize. Phase 4 has served as a capstone experience that has included local, regional, and international partnerships, several of which included overnight travel. The nature of the four-year course sequence, and in particular its capstone, warrant a study. Partnership opportunities, as well as the ways that students apply their learning from Phases 1, 2, and 3 during a Phase 4 capstone, continue to evolve. Gauging faculty and student needs through program evaluation is valuable at this time.

4. It is our expectation to provide a strong, yet equitable, culminating experience for all students. University of Pittsburgh offers a *Theories of Leadership* 3-credit CHS course that is designed to acquaint students with multiple theories and practices associated with effective leadership. It examines such theories as situational, participative, transformational, and servant leadership - all of which should be familiar to students that complete Phases 1-3. University of Pittsburgh grades earned in CHS courses appear on an official University of Pittsburgh transcript, and the course credits are likely to be eligible for transfer to other colleges and universities.

5. Ultimately, a revised phase IV experience that includes college credit may be connected to existing school year programs, including but not limited to The Certificate of Global Fluency, the STEAM Pathway Program, and the Business Program (to be launched in spring 2024).

Implementation Steps

1. Examine course enrollment over time and look for patterns within and across all four phases.

2. Review the current curriculum for Phase 1, 2, and 3 summer Leadership Academy.

3. Review the past and current Phase 4 partnerships, and study other potential partnerships in the future.

4. Review the College in High School (CHS) *Theories of Leadership* course at the University of Pittsburgh and connect with peer districts that offer the course.

5. Per recent legislation, all public school districts are required to engage in dual credit agreements with institutions of higher education and such agreements should serve a wide range of students and student interests.

6. Propose pilot or implementation adjustments for the 2024 summer Leadership Academy experience, including an update of the *Program of Studies* (if warranted) for any of the respective phases that include significant course or curricular adjustments.

Cost

Summer Study — 4 teachers x 12 hours x $34.71 = $1,666.08

Possible CHS Course Development — 1 teacher x 30 hours x $34.71 = $1,041.30

Administrative Reaction
Approved. This is a unique and thoughtful way to potentially refine and enhance the leadership academy programming by giving students a wide variety of experiences and theories on leadership.

1 Year in Review

Wellness

High School Wellness Education

UNITY SUCCESS CHARACTER

RECOMMENDATION:
As part of a multi-year revision of health and wellness curriculum and programming, a revision to the curriculum and programming will integrate health and physical education through a standardized wellness curriculum that includes a pilot of *Glencoe Health 9-12* and supplemental materials.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Amy Pfender, Brad Wilson, Judy Bulazo, Dan Beck, Lauren Madia, Betsy Hess	High School	Wellness Education	Spring 2023

Reason(s) for Recommendation

1. As identified with the Spring 2020 curriculum recommendation, the Upper St. Clair School District has recognized the need for enhanced and increased programming related to health and wellness. The landscape of student well being, locally and societally, has changed significantly since the existing structure and curriculum were put into place. As a District, we are committed to being responsive to student needs, as well as delivering on the expectation of providing a quality, impactful curriculum in all content areas. Since the Spring 2020 recommendation, extensive research has been completed to identify the best ways to provide high quality and impactful curriculum and programming for students. This research included consideration of current programming, mandates, and standards.

2. The Pennsylvania State Department of Education is set to release updated Academic Standards for Health, Safety, and Physical Education. Proposed Standards include outcomes in the following areas: *Alcohol and Other Drugs, Nutrition, Personal Health, Mental/Emotional Health, Physical Health, Healthy Relationships/Sexual Education, Tobacco Education, Violence Prevention,* and *Safety/Injury Prevention.* These nine areas provided a framework for considering course design and curricular resources. While specific Academic Standards are not official, these topics are recognized by the District as crucial components of responsive health programming for our students.

3. In addition to proposed updated Academic Standards, the High School's adoption of a block schedule has provided an opportunity to examine the structure and delivery of the Health and Wellness courses. It is logical to structure the course in a manner that best utilizes the block schedule. It has been determined that the integration of health and physical education into a combined course will best utilize students' time while meeting students' instructional needs in Health, Safety, and Physical Education. Students will benefit from integrated courses that show connections between classroom learning and lifelong wellness and fitness. In this yearlong integrated course model, students will have the opportunity to enhance the strong connections with their health and physical education teachers.

4. Foundational Health Education programming will take place in 9th grade Wellness Education courses, while subsequent topics will be strategically placed and explored in more depth in tenth and eleventh grade to meet the developmental needs of the students as they enter young adulthood. As such, the first phase of this recommendation includes a scope and sequence of instruction for 9th grade, with grades 10 and 11 to follow in the next two school

years, respectively. While the amount of instructional time in Wellness Ed will not change across 9th-11th grade, there will be increases in the amount of time spent on Health Education in grades 10 and 11 in the future.

5. In order to ensure consistent and high quality instructional experiences for students, research was done to identify a textbook that could be used as a primary curricular source. The textbook identified for piloting is *Glencoe Health (2022)*, a market-leading textbook used by many peer districts and noted for its age-appropriate, standards-aligned content. A thorough review of this textbook revealed many strengths in terms of content, standards-alignment, usability, and instructional resources. Teachers have begun to identify the content that will be used in each grade level and have identified topics which will necessitate the use of additional, supplemental instructional materials in alignment with the supplemental materials administrative regulation.

6. Given the rapidly evolving nature of some health topics (i.e., vaping/e-cigarettes), high-quality, age-appropriate supplemental resources are needed for some content. Identified supplemental materials include but are not limited to: *Stanford Tobacco Toolkit* and *Everfi Health and Wellness*.

7. Upon identifying *Glencoe Health* as a core text, a scope and sequence of instruction was developed with regards to the 9th grade integrated wellness course. In addition, thoughtful consideration has been given to the physical education lessons/units that will be taught in 9th grade. Each class meeting will include time for both health and physical education, and, when possible, connections will be made between both components. Updated physical education lessons will engage students and expose them to a variety of ways to incorporate life-long wellness into their lives.

Implementation Steps

1. Seek administrative approval.

2. Convene a summer work project to develop lessons that include core and supplemental instructional materials and build out the 9th grade Integrated Health and Wellness Canvas course.

3. Update Rubicon Atlas.

4. Purchase books.

5. Continue to identify unique opportunities and school wide programming that will reinforce curricular topics for all students.

6. Begin analysis and development of 10th grade Q1 lessons during the 2023-2024 school year..

Cost

Summer Work Project to develop lessons [3 teachers x 12 paid hours each x $34.71] = $1,249.56 (36 hours)
80 copies of textbook (2 class sets of 40 each) + student licenses + 4 teacher textbooks and licenses + 2 hours of PD = $3310.82

Administrative Reaction
Approved. Meeting the health and wellness needs of our students has become increasingly more important as we work to help our students navigate a post-pandemic world.

1 Year in Review

Book	Policy Manual
Section	100 Programs
Title	Home Education Programs
Code	137
Status	Second Reading and Adoption of Revised Policy: June 19, 2023
Legal	1. 24 P.S. 1327
	2. 24 P.S. 1327.1
	3. 22 PA Code 11.31a
	24 P.S. 111
	22 PA Code 11.33
	Pol. 203
	Pol. 209

Authority

Home education programs for students of compulsory school age residing in the school district shall be conducted in accordance with state law and regulations.[1][2][3]

Definitions

Appropriate education - a program consisting of instruction in the required subjects for the time required by law and in which the student demonstrates sustained progress in the overall program.[2]

Hearing examiner - shall not be an officer, employee or agent of the Department of Education or of the school district or intermediate unit of residence of the child in the home education program.

Home education program - a program conducted in compliance with law by the parent/guardian or person having legal custody of a child. A home education program shall not be considered a nonpublic school under the provisions of law.

Supervisor - the parent/guardian or person having legal custody of a child who is responsible for providing instruction, provided that such person has a high school diploma or its equivalent.

Delegation of Responsibility

The Superintendent or designee may develop and distribute guidelines or administrative regulations for registering and monitoring home education programs, **and maintaining appropriate records in accordance with law. [2]**

Guidelines

Notarized Affidavit**/Unsworn Declaration**

Prior to the commencement of the home education program, and annually thereafter on **or before** August 1, the parent/guardian or other person having legal custody of the child or children shall file a notarized affidavit **or unsworn declaration** with the Superintendent, **which contains certification that the supervisor of the home education program and all adults living in the home and persons having legal custody of a child or children in the home education program have not been convicted of criminal offenses enumerated in School Code, in accordance with law. The affidavit shall include all information required by law.[2]** ~~**setting forth the information required by law.**~~

Required Health Documents

All students attending a home education program must submit required school health documents and immunizations. The following are acceptable forms of documentation for required immunizations, physical/dental examinations, and screenings:

1. **The actual records, which show the record or history of immunization, including the month, day, and year that immunizations were given, or**
2. **(After the initial records or certificate of immunization has been reviewed by the school nurse of the local school district) A letter from a physician or physician's designee stating the legal requirements have been fulfilled or that there exists a medical condition that prevents immunization, or**

3. **A letter stating that the parent/legal guardian objects to immunizations on religious grounds or on the basis of strong moral or ethical convictions, similar to religious beliefs.**

Instructional Program

The instructional program for home education students shall include such courses as required by law.[2] **Students may be permitted to enroll in district courses associated with co-curricular activities pursuant to policy 137.2.**

Loan of Instructional Materials

At the request of the supervisor, the district shall lend to the home education program copies of the school's planned courses, textbooks and curriculum materials appropriate to the student's age and grade level.[2]

Student Portfolio and Evaluations

For each student participating in the home education program, the supervisor shall:[2]

1. Maintain a portfolio of records and materials**, in accordance with applicable law.**
2. Provide an annual written evaluation of the student's educational progress**, in accordance with the provisions of applicable law.**

Graduation Requirements

The following minimum courses in grades 9 through 12 are established as a requirement for graduation in a home education program: four (4) years of English; three (3) years of mathematics; three (3) years of science; three (3) years of social studies; and two (2) years of arts and humanities.[2]

Diplomas

Students who complete all of the graduation requirements of the home education program shall receive a high school diploma issued by the supervisor or an approved diploma-granting organization.[2]

Students With Disabilities

A home education program meets compulsory attendance requirements for a student with a disability only when the program addresses the specific needs of the student and is approved by a teacher with a valid Pennsylvania certificate to teach special education, a licensed clinical psychologist or a certified school psychologist. Written notice of such approval must be submitted with the required affidavit.[1]

The supervisor may request that the school district or intermediate unit of residence provide services that address the specific needs of a student with a disability.[1]

When the provision of services is agreed to by both the supervisor and the school district or intermediate unit, all services shall be provided in **public** ~~**district**~~ schools or in a private school licensed to provide such programs and services.[1]

Appropriate Education/Compliance Determination

A home education evaluator shall certify that an appropriate education is occurring in the home education program. The supervisor shall submit the certification to the Superintendent by June 30 of each year. If the supervisor fails to submit the certification, the Superintendent shall send a letter to the supervisor notifying the supervisor that ~~**s/he has**~~ **they have** ten (10) days to submit the certification.[2]

If the Superintendent has a reasonable belief at any time during the school year that appropriate education may not be occurring in the home education program, ~~**s/he**~~ **the superintendent** may submit a letter to the supervisor requiring an evaluation **to** be conducted and that an evaluator's certification stating that an appropriate education is occurring **shall** be submitted to the district by the supervisor within thirty (30) days. The letter shall include the basis for the Superintendent's reasonable belief.[2]

If the Superintendent has a reasonable belief that the home education program is out of compliance, ~~**s/he**~~ **the Superintendent** shall submit a letter to the supervisor requiring a certification **to** be submitted within thirty (30) days indicating the program

is in compliance. The letter shall include the basis for the Superintendent's reasonable belief.[2]

As required by law, all letters shall be sent by certified mail, return receipt requested, and the time for submission of the requested documentation begins upon receipt of the letter.[2]

Hearings

If the supervisor fails to submit a certification as required, the Board shall provide a hearing by a qualified and impartial hearing examiner within thirty (30) days.[2]

If the hearing examiner finds that an appropriate education is not taking place in the home education program, the home education program will be determined out of compliance; and the student will be enrolled promptly in a ~~**district**~~ **public** school, a nonpublic school or a licensed private academic school.[2]

Appeal

The supervisor or Superintendent may appeal the decision of the hearing examiner to the Secretary of Education, Commonwealth Court or Court of Common Pleas. The home education program may continue during the appeals process.[2]

Transfers

If a home education program is relocating to another Pennsylvania school district, the supervisor must request from the Superintendent a letter of transfer for the home education program. The request must be made by registered mail thirty (30) days prior to relocation.[2]

The Superintendent shall issue the letter of transfer within thirty (30) days after receipt of the supervisor's registered mail request.[2]

The supervisor shall file the letter of transfer with the Superintendent of the new district of residence.[2]

If a home education program is out of compliance, the Superintendent shall inform the home education supervisor and Superintendent of the new district of residence of this status and the reason for denial of the transfer letter.[2]

If a home education program is in hearing procedures, the Superintendent shall inform the home education supervisor, hearing examiner and Superintendent of the new district of residence of this status and the reason for denial of the transfer letter.[2]

If the Superintendent is informed of pending proceedings related to a home education program relocating **from a previous district** to ~~**the**~~ **this** district, ~~**s/he**~~ **the Superintendent** shall continue the home education program until the appeal process **in the previous district** is finalized.[2]

Adopted: February 22, 2021

Replaced Policy 6019 - Home Schooling adopted June 28, 2004

Book	Policy Manual
Section	100 Programs
Title	Extracurricular Participation by Home Education Students
Code	137.1
Status	Second Reading and Adoption of Revised Policy: June 19, 2023
Legal	1. 24 P.S. 511 2. 24 P.S. 1327.1 3. Pol. 122 4. Pol. 123 5. Pol. 137 6. Pol. 204 7. Pol. 218

Authority

The Board **approves** shall approve participation in the district's extracurricular activities and interscholastic athletic programs by a student enrolled in a home education program who meets all the r**equirements** ~~**conditions**~~ stated in **law and** Board policy.[1][2][3][4][5]

The Board shall not provide individual transportation for students enrolled in home education programs who participate in the district's extracurricular activities or interscholastic athletic programs. When the district provides transportation to and from an away competition, game, event or exhibition and requires district students to use district transportation, home education students shall be required to use the transportation provided by the district.

Guidelines

Students attending home education programs shall be given an equal opportunity to compete for positions and participate in district extracurricular activities and interscholastic athletic programs.

A home education student may participate in extracurricular activities and interscholastic athletic programs only at the school building the student would be assigned to if s/he was enrolled in the school district.

For each home education student, documents and written verification of eligibility shall be submitted to the building principal or designee prior to the student trying-out or joining an activity and on an ongoing basis as is required for all district participants. Verification may include, but not be limited to, attendance records, weekly grades or academic achievement or other documents demonstrating completion of eligibility criteria.[1]

To be considered in attendance in accordance with Board policy, the home education student must participate in a full, normally scheduled academic program, in accordance with the planned home education program and submitted documentation.[5][6]

The following conditions shall govern participation in the district's extracurricular activities and interscholastic athletic programs by home education students, who shall:

1. Be a resident of the school district.

2. Meet the required eligibility criteria.[3][4]

3. Maintain appropriate insurance coverage, consistent with the coverage requirements for district students.[4]

4. Comply with Board policies and school rules and **administrative** regulations regarding extracurricular activities, interscholastic athletics, and student **conduct** ~~**discipline**~~.[3][4][7]

5. Comply with policies, rules and regulations, or their equivalent, of the activity's governing organization.[1][2]

6. Meet attendance and reporting requirements established for all participants of the activity or program.[6]

7. Meet the requirements for physical examinations and physical fitness and any height and/or weight restrictions.[2][4]

8. Comply with all requirements and directives of the district staff, coaches**, activity advisors,** and administrators involved with the extracurricular activity or interscholastic athletic program.

Delegation of Responsibility

The Superintendent or designee shall post information regarding the availability of the district's extracurricular activities and interscholastic athletics programs, as well as a copy of this Board policy, on the district's publicly available website and provide participation information upon request by students enrolled in home education programs or their parents/guardians.[1]

The building principal or designee shall distribute eligibility criteria regarding student participation in extracurricular activities and interscholastic athletics, and information on the dates and times of physical examinations or medical tests provided to students by the district. Such information shall be distributed through student handbooks, other publications and on the district's publicly available website.[1]

The building principal or designee shall receive and review verification from the parent/guardian or home education program supervisor that a student has met and continues to meet the established eligibility criteria for an extracurricular activity or interscholastic athletic program.

~~**The building principal or designee shall ensure that home education students have access to information regarding the district's extracurricular activities and interscholastic athletic programs.**~~

~~**The building principal or designee shall receive and review verification from the parent/guardian that a student has met and continues to meet the established eligibility criteria for an extracurricular activity or interscholastic athletic program.**~~

~~**The building principal or designee shall distribute information regarding eligibility criteria and student participation in extracurricular activities and interscholastic athletics to all affected by them.**~~

Adopted: February 22, 2021

Replaced Policy 6019 - Home Schooling adopted June 28, 2004

Book	Policy Manual
Section	200 Pupils
Title	Enrollment of Students
Code	200 Vol IV 2022
Status	Second Reading and Adoption of Revised Policy: June 19, 2023
Legal	1. 24 P.S. 1301 2. 24 P.S. 1302 3. 22 PA Code 11.11 4. 22 PA Code 11.41 5. 24 P.S. 1331.1 6. 22 PA Code 11.12 7. 22 PA Code 12.1 8. 24 P.S. 1303a 9. 24 P.S. 1304-A 10. Pol. 203 11. Pol. 216.1 12. Pol. 138 13. Pol. 251 14. Pol. 202 Pol. 201

Authority

The Board shall enroll school age students eligible to attend district schools, in accordance with applicable laws and regulations, Board policy and administrative regulations.[1][2][3][4]**[5]**

Definitions

School age shall be defined as the period from the earliest admission age for the district's kindergarten program until graduation from high school or the end of the school term in which a student reaches the age of twenty-one (21) years, whichever occurs first.[1][6]

District of residence shall be defined as the school district in which a student's parents/guardians reside.[2][3]

Guidelines

School age resident students and eligible nonresident students shall be entitled to attend district schools.[1][2][3][7]

The district shall not enroll a student until the parent/guardian has submitted proof of the student's age, residence, and immunizations and a completed Parental Registration Statement, as required by law and regulations.[1][2][3][8][9][10][11]

The district shall administer a home language survey to all students enrolling in district schools for the first time.[3][12]

The district shall normally enroll a school age, eligible student the next business day, but no later than five (5) business days after application.[3]

The district shall immediately enroll students **experiencing homelessness, foster care and other forms of educational instability**, even if the student or parent/guardian is unable to produce the required documents**, in accordance with Board policy, law and regulation**.**[5]**[13]

The district shall not inquire about the immigration status of a student as part of the enrollment process.[3]

Enrollment requirements and administrative regulations shall apply to nonresident students approved to attend district schools, in accordance with Board policy.[14]

Delegation of Responsibility

The Superintendent or designee shall annually notify students, parents/guardians and staff about the district's ~~**admissions**~~ **enrollment** policy by publishing such policy in the student handbook, parent newsletters, district website and other efficient methods.[4]

The Superintendent or designee shall develop and disseminate administrative regulations for the enrollment of eligible students in district schools.

Adopted: June 29, 2020

Book	Policy Manual
Section	200 Pupils
Title	Attendance
Code	204
Status	Second Reading and Adoption of Revised Policy: June 19, 2023
Legal	1. 22 PA Code 11.41
	2. 24 P.S. 1327
	3. 24 P.S. 1329
	4. 24 P.S. 1330
	5. 22 PA Code 11.23
	6. 22 PA Code 11.25
	7. 22 PA Code 12.1
	8. 24 P.S. 1326
	9. 22 PA Code 11.13
	10. 42 Pa. C.S.A. 6302
	11. 24 P.S. 510.2
	12. 24 P.S. 1332
	13. 24 P.S. 1339
	14. 22 PA Code 11.22
	15. 22 PA Code 11.28
	16. Pol. 113
	17. Pol. 115
	18. Pol. 116
	19. Pol. 117
	20. Pol. 118

21. 22 PA Code 11.34

22. 22 PA Code 11.32

23. 22 PA Code 11.5

24. 24 P.S. 1327.1

25. 22 PA Code 11.31

26. 22 PA Code 11.31a

27. Pol. 137

28. 22 PA Code 11.21

29. 22 PA Code 11.26

30. Pol. 251

31. Pol. 255

32. 24 P.S. 1546

33. 24 P.S. 1333

34. 24 P.S. 1333.1

35. 24 P.S. 1333.2

36. Pol. 103.1

37. Pol. 113.3

38. Pol. 114

24 P.S. 1333.3

22 PA Code 11.24

22 PA Code 11.8

Purpose

The Board recognizes that attendance is an important factor in educational success, and supports a comprehensive approach to identify and address attendance issues.[1]

Authority

The Board requires the attendance of all students during the days and hours that school is in session, except that temporary student absences may be excused by authorized district staff in accordance with applicable laws and regulations, Board policy and administrative regulations.[2][3][4][5][6][7]

Definitions

Compulsory school age shall mean the period of a student's life from the time the student's person in parental relation elects to have the student enter school, which shall be no later than six (6) years of age, until the student reaches eighteen (18) years of age. The term does not include a student who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.[8][9]

Habitually truant shall mean six (6) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.[8]

Truant shall mean having incurred three (3) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.[8]

Person in parental relation shall mean a:[8]

1. Custodial biological or adoptive parent.
2. Noncustodial biological or adoptive parent.
3. Guardian of the person of a student.
4. Person with whom a student lives and who is acting in a parental role of a student.

This term shall not include any county agency or person acting as an agent of the county agency in the jurisdiction of a dependent child as defined by law.[10]

School-based or **community-based attendance improvement program** shall mean a program designed to improve school attendance by seeking to identify and address the underlying reasons for a student's absences. The term may include an educational assignment in an alternative education program, provided the program does not include a program for disruptive youth established pursuant to Article XIX-C of the Pennsylvania Public School Code.[8]

Delegation of Responsibility

The Superintendent or designee shall annually notify students, persons in parental relation, staff and local children and youth agency and local magisterial district judges about the district's attendance policy by publishing such policy in student handbooks and newsletters, on the district website and through other efficient communication methods.[1][11]

The Superintendent shall require the signature of the person in parental relation confirming that the policy has been reviewed and that the person in parental relation understands the compulsory school attendance requirements.

The Superintendent or designee, in coordination with the building principal, shall be responsible for the implementation and enforcement of this policy.

The Superintendent or designee shall ~~**develop**~~ **maintain** administrative regulations for the attendance of students which:

1. Govern the maintenance of attendance records in accordance with law.[12][13]

2. Detail the process for submission of requests and excuses for student absences.

3. Detail the process for written notices, School Attendance Improvement Conferences, School Attendance Improvement Plans, and referrals to a school-based or community-based attendance improvement program, the local children and youth agency, or the appropriate magisterial district judge.

4. Clarify the district's responsibility for collaboration with nonpublic schools in the enforcement of compulsory school attendance requirements.

5. Ensure that students legally absent have an opportunity to make up work.

Guidelines

Compulsory School Attendance Requirements

All students of compulsory school age who reside in the district shall be subject to the compulsory school attendance requirements.[2]

A student shall be considered in attendance if present at any place where school is in session by authority of the Board; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in an approved and properly supervised independent study, work-study or career education program; the student is receiving approved homebound instruction; or the student's placement is instruction in the home.[2][5][14][15][16][17][18][19][20]

The following students shall be excused from the requirements of attendance at district schools, upon request and with the required approval:

1. On certification by a physician or submission of other satisfactory evidence and on approval of the Department of Education, children who are unable to attend school or apply themselves to study for mental, physical or other reasons that preclude regular attendance.[3][4][21]

2. Students enrolled in nonpublic or private schools in which the subjects and activities prescribed by law are taught.[2][22]

3. Students attending college who are also enrolled part-time in district schools.[23]

4. Students attending a home education program or private tutoring in accordance with law.[2][18][24][25][26][27]

5. Students fifteen (15) or sixteen (16) years of age whose enrollment in private trade or business schools has been approved.[2]

6. Students fifteen (15) years of age, as well as students fourteen (14) years of age who have completed the highest elementary grade, engaged in farm work or private domestic service under duly issued permits.[4]

7. Students sixteen (16) years of age regularly engaged in useful and lawful employment during the school session and holding a valid employment

certificate. Regularly engaged means thirty-five (35) or more hours per week of employment.[4][15]

Excused/Lawful Absence

For purposes of this policy, the following conditions or situations constitute reasonable cause for absence from school:

1. Illness, including if a student is dismissed by designated district staff during school hours for health-related reasons.[3][6]

2. Obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.[3]

3. Quarantine.

4. Family emergency.

5. Recovery from accident.

6. Required court attendance.

7. Death in family.

8. Participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group, upon prior written request.[1][3]

9. Participation in a musical performance in conjunction with a national veterans' organization or incorporated unit, as defined in law, for an event or funeral.[3]

    a. The national veterans' organization or incorporated unit must provide the student with a signed excuse, which shall include the date, location, and time of the event or funeral.

    b. The student shall furnish the signed excuse to the district prior to being excused from school.

10. Observance of a religious holiday observed by a bona fide religious group, upon prior written request from the person in parental relation.[28]

11. Nonschool-sponsored educational tours or trips, if the following conditions are met:[3][29]

a. The person in parental relation submits the required documentation for excusal prior to the absence, within the appropriate timeframe.

b. The student's participation has been approved by the building principal or designee.

12. College or postsecondary institution visit, with prior approval.

13. Other urgent reasons that may reasonably cause a student's absence, as well as circumstances related to homelessness and foster care **and other forms of educational instability**.[3][6][30][31]

The district may limit the number and duration of nonschool-sponsored educational tours or trips and college or postsecondary institution visits for which excused absences may be granted to a student during the school year.

Temporary Excusals –

The following students may be temporarily excused from the requirements of attendance at district schools:

1. Students receiving tutorial instruction in a field not offered in the district's curricula from a properly qualified tutor approved by the Superintendent, when the excusal does not interfere with the student's regular program of studies.[2][14][18]

2. Students participating in a religious instruction program, if the following conditions are met:[28][32]

    a. The person in parental relation submits a written request for excusal. The request shall identify and describe the instruction, and the dates and hours of instruction.

    b. The student shall not miss more than thirty-six (36) hours per school year in order to attend classes for religious instruction.

    c. Following each absence, the person in parental relation shall submit a statement attesting that the student attended the instruction, and the dates and hours of attendance.

3. School age children unable to attend school upon recommendation of the school physician and a psychiatrist or school psychologist, or both, and with approval of the Secretary of Education.[21]

Parental Notice of Absence –

Absences shall be treated as unexcused until the district receives a written excuse explaining the absence, to be submitted within three (3) days of the absence.

A maximum of ten (10) days of cumulative lawful absences verified by parental notification shall be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed practitioner of the healing arts.

Unexcused/Unlawful Absence

For purposes of this policy, absences which do not meet the criteria indicated above shall be permanently considered unexcused.

An out-of-school suspension may not be considered an unexcused absence.[8]

Parental Notification –

District staff shall provide prompt notice to the person in parental relation upon each incident of unexcused absence.

Enforcement of Compulsory Attendance Requirements

Student is Truant –

When a student has been absent for three (3) days during the current school year without a lawful excuse, district staff shall provide notice to the person in parental relation who resides in the same household as the student within ten (10) school days of the student's third unexcused absence.[33]

The notice shall:[33]

1. Be in the mode and language of communication preferred by the person in parental relation;

2. Include a description of the consequences if the student becomes habitually truant; and

3. When transmitted to a person who is not the biological or adoptive parent, also be provided to the student's biological or adoptive parent, if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

The notice may include the offer of a School Attendance Improvement Conference.[33]

If the student incurs additional unexcused absences after issuance of the notice and a School Attendance Improvement Conference was not previously held, district staff shall offer a School Attendance Improvement Conference.[33]

School Attendance Improvement Conference (SAIC) –

District staff shall notify the person in parental relation in writing and by telephone of the date and time of the SAIC.[33]

The purpose of the SAIC is to examine the student's absences and reasons for the absences in an effort to improve attendance with or without additional services.[8]

The following individuals shall be invited to the SAIC:[8]

1. The student.

2. The student’s person in parental relation.

3. Other individuals identified by the person in parental relation who may be a resource.

4. Appropriate school personnel.

5. Recommended service providers.

Neither the student nor the person in parental relation shall be required to participate, and the SAIC shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference.[33]

The outcome of the SAIC shall be documented in a written School Attendance Improvement Plan. The Plan shall be retained in the student's file. A copy of the Plan

shall be provided to the person in parental relation, the student and appropriate district staff.[33]

The district may not take further legal action to address unexcused absences until the scheduled SAIC has been held and the student has incurred six (6) or more days of unexcused absences.[33]

Student is Habitually Truant –

When a student under fifteen (15) years of age is habitually truant, district staff:[34]

1. Shall refer the student to:

    a. A school-based or community-based attendance improvement program; or

    b. The local children and youth agency.

2. May file a citation in the office of the appropriate magisterial district judge against the person in parental relation who resides in the same household as the student.[34]

When a student fifteen (15) years of age or older is habitually truant, district staff shall:[34]

1. Refer the student to a school-based or community-based attendance improvement program; or

2. File a citation in the office of the appropriate magisterial district judge against the student or the person in parental relation who resides in the same household as the student.

District staff may refer a student who is fifteen (15) years of age or older to the local children and youth agency, if the student continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program, or if the student refuses to participate in such program.[34]

Regardless of age, when district staff refer a habitually truant student to the local children and youth agency or file a citation with the appropriate magisterial district judge, district staff shall provide verification that the school held a SAIC.[34]

Filing a Citation –

A citation shall be filed in the office of the appropriate magisterial district judge whose jurisdiction includes the school in which the student is or should be enrolled, against the student or person in parental relation to the student.[35]

Additional citations for subsequent violations of the compulsory school attendance requirements may only be filed against a student or person in parental relation in accordance with the specific provisions of the law.[35]

Special Needs and Accommodations

If a truant or habitually truant student may qualify as a student with a disability, and require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.[16][36][37][38]

For students with disabilities who are truant or habitually truant, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.[16][36][38]

Discipline

The district shall not expel or impose out-of-school suspension, disciplinary reassignment or transfer for truant behavior.[33]

Replaces the following policies:

Policy 4002 - Interruptions for Student Attendance at Outside Educational Tours or Trips not Sponsored by the School District and Travel with Parent/Guardian for Urgent Reasons originally adopted June 26, 1967 and revised November 11, 1974 and November 12, 1979

Policy 4011 – Educational Trips adopted November 11, 1974

Policy 4011.1 – Educational Trips – Non-Staff Drivers originally adopted March 10, 1980 and revised September 9, 1985

Policy 6008 – Student Conduct, Responsibilities, Rights and Disciplinary Procedures originally adopted September 14, 1981 and revised September 9, 1985, May 12, 1986, August 22, 1988, November 13, 1989, June 25, 1990, September 27, 1993, September 26, 1994, August 26, 1996, July 20, 1998, August 23, 1999, February 26, 2007 and March 23, 2009

Policy 6012 – Early Departure adopted August 13, 1979 and revised July 14, 1980 and December 11, 1989

Book	Policy Manual
Section	200 Pupils
Title	Health Examinations/Screenings
Code	209
Status	Second Reading and Adoption of Revised Policy: June 19, 2023
Legal	1. 24 P.S. 1401
	2. 24 P.S. 1402
	3. 24 P.S. 1403
	4. 22 PA Code 12.41
	5. 24 P.S. 1407
	6. 28 PA Code 23.1 et seq
	7. 24 P.S. 1405
	8. 28 PA Code 23.2
	9. 20 U.S.C. 1232h
	10. 24 P.S. 1419
	11. 28 PA Code 23.45
	12. 24 P.S. 1406
	13. 23 Pa. C.S.A. 6311
	14. Pol. 806
	15. 24 P.S. 1409
	16. Pol. 113.4
	17. Pol. 216
	18. 20 U.S.C. 1232g
	19. 34 CFR Part 99
	20. Pol. 805

21. Pol. 800

24 P.S. 1401-1419

22 PA Code 403.1

23 Pa. C.S.A. 6301 et seq

Authority

In compliance with the School Code, the Board shall require that district students submit to health and dental examinations in order to protect the school community from the spread of communicable disease and to ensure that the student's participation in health, safety and physical education courses meets his/her individual needs and that the learning potential of each student is not lessened by a remediable physical disability.[1][2][3][4]

Guidelines

Each student shall receive a comprehensive health examination conducted by the school physician upon original entry, in sixth grade, and in eleventh grade.[2][4][5]

Each student shall receive a comprehensive dental examination conducted by the school dentist upon original entry, in third grade, and in seventh grade.[3][4][5]

A private health and/or dental examination conducted at the parents'/guardians' request and expense shall be accepted in lieu of the school examination. The district shall accept reports of privately conducted physical and dental examinations completed within one (1) year prior to a student's entry into the grade where an exam is required.[5]

The school nurse or medical technician shall administer to each student vision tests, hearing tests, tuberculosis tests, other tests deemed advisable, and height and weight measurements, at intervals established by the district. Height and weight measurements shall be used to calculate the student's weight-for-height ratio.[2][4][6]

Parents/Guardians of students who are to receive physical and dental examinations or screenings shall be notified. The notice shall include the date and location of the examination or screening and notice that the parents/guardians may attend. The notice

shall encourage the parent/guardian to have the examination or screening conducted by the student's private physician or dentist at the parent's/guardian's expense to promote continuity of care. Such statement may also include notification that the student may be exempted from such examination or screening if it is contrary to the parent's/guardian's religious beliefs.[7][8][9]

A student who presents a statement signed by the parent/guardian that a medical examination is contrary to his/her religious beliefs shall be examined only when the Secretary of Health determines that facts exist indicating that the student would present a substantial menace to the health of others in contact with the student if the student is not examined.[10][11]

Where it appears to school health officials or teachers that a student deviates from normal growth and development, or where school examinations reveal conditions requiring health or dental care, the parent/guardian shall be notified of the apparent need for a special examination by the student's private physician or dentist. The parent/guardian shall report to the school whether a special examination occurred. If the parent/guardian fails to report whether the examination occurred within a reasonable time after being notified of the apparent need and the abnormal condition persists, appropriate school health personnel shall arrange a special medical examination for the student.[2][4][12]

In the event that the parent/guardian objects to or refuses to obtain a regular or special medical or dental examination or refuses to permit the child to be examined as arranged by the school nurse or school physician, the school nurse, in consultation with the school physician, shall determine whether the student appears to have unaddressed health conditions such that under the circumstances the refusal should be reported to the Pennsylvania Department of Health or other appropriate authorities.

Where school health officials or staff have reasonable cause to suspect that a student may be the victim of child abuse, the school employee shall make a report of suspected child abuse in accordance with law and Board policy.[13][14]

Health Records

The district shall maintain for each student a comprehensive health record which includes a record of immunizations and the results of tests, measurements, regularly scheduled examinations and special examinations.[2]

All health records shall be confidential and shall be disclosed only when necessary for the health of the student or when requested by the parent/guardian, in accordance with law and Board policy.[15][16][17]

The district may disclose information from health records to appropriate parties in connection with an emergency when necessary to protect the health or safety of the student or other individuals, in accordance with applicable law and Board policy.[15][16][17][18][19][20]

Designated district staff shall request from the transferring school the health records of students transferring into district schools. Staff shall respond to such requests for the health records of students transferring from district schools to other schools.[15]

The district shall destroy student health records only after the student has not been enrolled in district schools for at least two ~~(2)~~ **(6)** years.[15][21]

Delegation of Responsibility

The Superintendent or designee shall instruct all staff members to continually observe students for conditions that indicate health problems or disability and to promptly report such conditions to the school nurse.[2]

The Superintendent or designee shall ensure that notice is provided to all parents/guardians regarding the existence of and eligibility for the Children's Health Insurance Program (CHIP).[12]

Book	Policy Manual
Section	200 Pupils
Title	Graduation
Code	217
Status	Second Reading and Adoption of Revised Policy: June 19, 2023
Legal	1. 22 PA Code 4.24
	2. 22 PA Code 4.51
	3. 22 PA Code 4.52
	4. 24 P.S. 1611
	5. 24 P.S. 1613
	6. Pol. 102
	7. Pol. 127
	8. Pol. 212
	9. Pol. 233
	10. 24 P.S. 1614
	11. 22 PA Code 11.27
	12. 22 PA Code 4.12
	13. 34 CFR 300.102
	14. 34 CFR 300.305
	15. Pol. 113
	16. 22 PA Code 11.5
	17. 22 PA Code 11.8
	18. 22 PA Code 11.4
	19. Pol. 216
	34 CFR Part 300

Purpose

The Board shall establish graduation requirements and acknowledge each student's successful completion of the instructional program by awarding diplomas and certificates at graduation ceremonies.

Authority

The Board shall adopt the graduation requirements students must achieve in accordance with state **law and** regulations.[1][2][3]

The Board requires graduation requirements to be published and distributed to students and parents/guardians, and made available in each school building **and posted** or on the district's **publicly accessible** website. All changes to graduation requirements shall be published and distributed to students and parents/guardians, and made available in each school building **and posted** or on the district's **publicly accessible** website immediately following approval by the Board.[1]

Diplomas

The Board shall award a high school diploma to every student enrolled in this district who meets the requirements for graduation established by this Board. [1][4][5][6][7][8]

A student who has completed the requirements for graduation shall not be denied a diploma as a disciplinary measure, but the student may be denied participation in the graduation ceremony when personal conduct so warrants. Such exclusion shall be regarded as a school suspension.[9]

Students Experiencing Educational Instability -

The district shall provide supports to ensure that students experiencing educational instability graduate in a timely manner, in accordance with law and Board policy. A graduation plan shall be developed to facilitate this process for students in grades nine (9) through twelve (12) who are experiencing educational instability.[12][13]

Students With Disabilities -

The Board shall permit a student with a disability, whose Individualized Education Program (IEP) prescribes continued educational services, to participate in commencement ceremonies with his/her graduating class and receive a certificate of attendance, provided that the student has attended four (4) years of high school. The Board shall issue a high school diploma to each student with a disability who completes the graduation requirements established by the Board or the goals established in the student's IEP, as determined by the student's IEP team.[1][10][11][12][13][14][15]

Part-Time Students -

A student may qualify for graduation by attending a district school part-time when lawfully employed part-time or when officially enrolled part-time in a postsecondary institution.[16][17]

Full-Time Postsecondary Students -

The fourth year of high school shall not be required for graduation if a student has completed all requirements for graduation and attends a postsecondary institution as a full-time student.[17][18]

Eligible Veterans -

In order to honor and recognize honorably discharged eligible veterans who left high school prior to graduation to serve in World War II, the Korean War or the Vietnam War, the Board shall grant a diploma to a veteran who meets the applicable requirements of law and completes the required application.[4]

Upon proper application, the Board may award a diploma posthumously to a veteran who meets the stated requirements.

The Superintendent shall submit to the Board for its approval the names of veterans of World War II, the Korean War, and the Vietnam War who are eligible for a high school diploma.

Delegation of Responsibility

The Superintendent or designee shall be responsible for ensuring the following:

1. Publication and distribution of graduation requirements to students and parents/guardians.[1]

2. Counseling of students regarding expectations of graduation requirements.[1][2][3][6][7][8][12]

3. Assessment of individual student attainment of academic standards to ensure the student's progress toward achievement of graduation requirements.[1][2][3][6][7][8][12]

4. Accurate recording and reporting of each student's progress and accumulation of graduation requirements.[8][19]

5. Provision of assistance to those students having difficulty attaining the academic standards.[1]

6. Development of a list of individuals who qualify for the award of a diploma.

7. Planning and executing graduation ceremonies that appropriately recognize this important achievement.

The Superintendent or designee shall annually, no later than December 1, report to the PA Department of Education (PDE) graduation information and data, as required by law.[1]

Book	Policy Manual
Section	200 Pupils
Title	Dress and Grooming
Code	221
Status	Second Reading and Adoption of Revised Policy: June 19, 2023
Legal	1. 24 P.S. 1317.3 2. 22 PA Code 12.11 3. Pol. 251 4. Pol. 325

Purpose

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference.

Authority

The Board has the authority to impose limitations on students' dress in school. The Board will not interfere with the right of students and their parents/guardians to make decisions regarding their appearance, except when their choices disrupt the educational program of the schools or constitute a health or safety hazard.[1][2]

Students may be required to wear certain types of clothing while participating in physical education classes, technical education, extracurricular activities, or other situations where special attire may be required to ensure the health or safety of the student.[2]

The Board directs district staff to support students experiencing educational instability by waiving penalties related to a delay in compliance with Board policy or school rules related to dress and grooming.[3]

Delegation of Responsibility

The building principal or designee shall be responsible to monitor student dress and grooming, and to enforce Board policy and school rules governing student dress and grooming.

The Superintendent or designee shall ensure that all school rules implementing this policy impose only the minimum necessary restrictions on the exercise of the student's taste and individuality.[2]

~~**Staff members shall be instructed to demonstrate, by example, positive attitudes and compliance with Board policy and school rules related to dress and grooming.**~~ [4] ~~**toward neatness, cleanliness, propriety, modesty, and good sense in attire and appearance.[3]**~~

Replaces Policy 6008 - Student Conduct, Responsibilities, Rights and Disciplinary Procedures originally adopted September 14, 1981 and revised September 9, 1985, May 12, 1986, August 22, 1988, November 13, 1989, June 25, 1990, September 27, 1993, September 26, 1994, August 26, 1996, July 20, 1998, August 23, 1999, February 26, 2007 and March 23, 2009

Book Policy Manual

Section 200 Pupils

Title ~~**Homeless Students**~~ **Students Experiencing Homelessness, Foster Care and Other Educational Instability**

Code 251

Status Second Reading and Adoption of Revised Policy: June 19, 2023

Legal
1. 24 P.S. 1306
2. 22 PA Code 11.18
3. 42 U.S.C. 11431 et seq
4. 42 U.S.C. 11431
5. 42 U.S.C. 11432
6. 42 U.S.C. 11434a
7. Pol. 103.1
8. Pol. 113
9. Pol. 200
10. Pol. 201
11. Pol. 203
12. Pol. 204
13. Pol. 209
14. Pol. 216
15. Pol. 113.4
16. Pol. 206
17. Pol. 146
18. Pol. 810
19. Pol. 808
20. Pol. 115
21. Pol. 918
22. Pol. 138
23. Pol. 114
22 PA Code 403.1
20 U.S.C. 1232g
20 U.S.C. 6301 et seq
34 CFR Part 99
67 Fed. Reg. 10698
PA Education for Homeless Children and Youth State

Plan Adopted February 24, 2020

Authority

The Board recognizes the **challenges encountered by students experiencing homelessness, foster care and other educational instability. The Board is committed to facilitating the immediate enrollment; eliminating barriers to the attendance, education, and graduation; and providing additional supports** in compliance with federal and state laws and regulations**, and Board policy, for student students.**[1][2][3] (NEED UPDATED LINKS FROM UPDATED POLICY)

The Board directs the district to collaborate with school staff, other school districts, local agencies, and other entities in supporting the needs of students experiencing educational instability.

The Board shall ensure that **students experiencing educational instability** ~~**homeless children and youths**~~ have equal access to the same educational programs**, activities** and services provided to other district students.[1][2][3] (NEED UPDATED LINKS FROM UPDATED POLICY)

The Board authorizes the Superintendent to waive **specific requirements in Board** ~~**district**~~ policies, procedures and administrative regulations **to the extent** that **they** create barriers **for** the identification, enrollment, attendance, transportation, school stability and success in school of **students experiencing educational instability** ~~**homeless children and youths**~~. **Such waivers include, but are not limited to, requirements regarding:** [3] (NEED UPDATED LINKS FROM UPDATED POLICY)

1. **Dress code**
2. **Transportation**
3. **School-sponsored or extracurricular activities for which students meet placement and qualification requirements, including, but not limited to, clubs, athletics, performing arts, class trips, social events, career and technical education, internships and specialized classes.**
4. **Fees related to school-sponsored or extracurricular activity participation fees, and other fees including, but not limited to, school identification (badges, cards, etc.), uniforms, services, library, locker or padlock rental or replacement, summer school or credit recovery, technology and graduation regalia.**
5. **Graduation**

6. **Registration deadlines**

It is the policy of the Board that no student shall be discriminated against, segregated or stigmatized based on **~~his/her~~ their status as a student experiencing educational instability ~~homeless status~~**.[4][5]

Definitions

Students experiencing Educational Instability means a student who has experienced one (1) or more changes in school enrollment during a single school year due to any of the following:

1. **Homelessness**
2. **An adjudication of:**
    a. **Dependency relating to child protective services and juvenile matters;**
    b. **Delinquency, if disclosed by the student's parent/guardian; or**
    c. **As part of court-ordered services under a voluntary placement or custody agreement.**

A student experiencing foster care may also qualify as a student experiencing educational instability as defined above, if such circumstances apply.

Enroll or **Enrollment** means attending classes and participating fully in school activities.[6]

Additional costs means the difference between what the district spends to transport a resident student to the student's assigned school and the cost to transport a child in foster care to the child's school of origin.

Foster care means twenty-four (24) hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy

payments are being made prior to the finalization of an adoption or whether there is federal matching of any payments that are made.[25]

Homeless children and youths means individuals who lack a fixed, regular and adequate nighttime residence, and includes:[6]

1. Children and youths who are:

    a. Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;

    b. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;

    c. Living in emergency, transitional or domestic violence shelters; or

    d. Abandoned in hospitals.

2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings;

4. Migratory children who qualify as homeless because they are living in circumstances described above; and

5. School-aged parents living in houses for school-aged parents if they have no other available living accommodations.

School of origin is the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including preschool. When the child or youth completes the final grade level served by the school of origin, the school of origin shall include the designated receiving school at the next grade level for all feeder schools.[5]

The school of origin for a *child in foster care* - the school in which a child is enrolled at the time of placement in foster care. If a child's foster care placement changes, the school of origin is the

school the child is attending immediately prior to each change in placement.[8]

Unaccompanied youth means a homeless child or youth not in the physical custody of a parent or guardian. This includes youth who have run away from home; been abandoned or forced out of home by a parent, guardian or other caretaker; or separated from a parent or guardian for any other reason.[6]

Delegation of Responsibility

The Board designates the **Director of Pupil Services** ~~**Superintendent or designee**~~ to serve as the district's **point of contact** ~~**liaison**~~ for **students experiencing educational instability** ~~**homeless children and youths**~~.**[4][5][27]**

The name and contact information of the district's point of contact shall be included in the student's education records and provided to the student's education decision maker.[4]

The district's **point of contact** ~~**liaison**~~ shall ensure outreach and coordination with **the following, as appropriate to each individual student's needs:[4][5][27]**

1. **Local children and youth agency to:**

    a. **Establish formal mechanisms to ensure that the district is promptly notified when a child enters foster care or changes foster care placements;**

    b. **Develop a protocol on how to make best interest determinations; and**

    c. Develop and coordinate transportation procedures.

2. **Other** Local social service agencies and other entities that provide services to **students experiencing educational instability** ~~**homeless children and youths and families**~~.

3. Other school districts on issues of prompt identification, transfer of records, transportation and other inter-district activities.

4. District staff responsible for the provision of services under Section 504 of the Rehabilitation Act and the Individuals with Disabilities

Education Act.[7][8]

5. State and local housing agencies responsible for comprehensive housing affordability strategies.

The district's point of contact, in consultation with the school counselor, school social worker, home and school visitor or school psychologist and the student's Individualized Education Program (IEP) team or Section 504 Team, shall:[4]

1. **Facilitate the student's expedited consultation with the school counselor or other mental health professionals, as appropriate.**

2. **Facilitate the prompt placement of the student in appropriate courses.**

3. **Connect the student with educational services that meet the student's specific needs.**

4. **Immediately request the prior school entity, county agency and the student's education decision maker to provide the complete student information and records, including an IEP or Section 504 service agreement, if applicable. Within ten (10) business days, the prior school entity located within Pennsylvania, including schools with residential placements, shall provide the requested information and records to ensure proper transfer of course credits, grades and an IEP or Section 504 service agreement, if applicable.**

5. **Develop and execute a graduation plan in collaboration with the student in grades nine (9) through twelve (12). The graduation plan shall be customized to meet the specific needs of the student and shall detail the courses necessary for on-time graduation and transition to postsecondary education or the workforce. The graduation plan shall be included in the student's education records.**

Additional Responsibilities to Support Homeless Students -

The district's point of contact shall ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents/guardians of homeless children and youths, and unaccompanied youths, including schools, shelters, public libraries and soup kitchens. Such notice shall be provided in a manner and form understandable to the parents/guardians of

homeless children and youths, and unaccompanied youths.[27]

The district's point of contact shall provide reliable, valid and comprehensive data to the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program in accordance with federal and state laws and regulations.[27]

~~**The district's liaison shall ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents/guardians of homeless children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens. Such notice shall be provided in a manner and form understandable to the parents/guardians of homeless children and youths, and unaccompanied youths.[5]**~~

~~**The district's liaison shall provide reliable, valid and comprehensive data to the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program in accordance with federal and state laws and regulations.[5]**~~

Guidelines

Students enrolled in this district experiencing educational instability shall be provided support and services, as appropriate to each individual student's needs, in accordance with Board policy.[4]

Minimal documentation shall be required for a student experiencing educational instability to qualify for supports and services. Information used to determine that a student is experiencing educational instability may be confirmed verbally, in writing or by another manner by shelter providers, outreach workers, case managers, juvenile probation officers and others.

Parents/Guardians and students have the authority to determine what information shall be shared with the district.

Information related to the student's educational instability status shall be confidential and disclosed by the point of contact or other administrators only to other school staff who have a legitimate need to know unless authorized by the student or parent/guardian.[29][30]

Enrollment/Placement

Except when an unaccompanied youth or the parents/guardians of a homeless youth request otherwise, it shall be presumed that a student experiencing educational instability shall continue to be enrolled in their school of origin unless it is determined that it is not in the student's best interest to remain in the school of origin.*[5][27]*

In accordance with the homeless child's or youth's best interest, the district shall continue to enroll a homeless student in the student's school of origin within the district while the student remains homeless and through the end of the academic year in which the student obtains permanent housing.*[27]*

An unaccompanied youth or the parents/guardians of a homeless student may request enrollment in any grade-appropriate school within the district regardless of the district attendance area where the student is actually living or a school of origin in another district.*[27]*

The district's point of contact shall assist an unaccompanied youth in placement or enrollment decisions, giving priority to the views of the student in determining where the student will be enrolled.[27]

Best Interest Determination -

The best interest determination shall be made in accordance with federal and state laws and regulations, court orders and established local procedures.

In **making a best interest determination,** ~~**determining the best interest of a child or youth,**~~ the district shall: **[5][27]**

1. **In the case of a homeless child or unaccompanied youth, give priority to the request of the parent/guardian or unaccompanied youth.**

2. ~~**Presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the parent/guardian or unaccompanied youth.[5]**~~

3. Consider student-centered factors related to impact of mobility on achievement, education, **appropriateness of the current educational setting,** health and safety, **and proximity to living arrangements including foster care placement.** ~~**giving priority**~~

~~to the request of the parent/guardian or unaccompanied youth.[5]~~

3. ~~If, after such consideration, the district determines that it is not in the child's or youth's best interest to attend the school of origin or the school requested by the parent/guardian or unaccompanied youth, the district shall provide the parent/guardian or unaccompanied youth with a written explanation of the reasons for its determination. The explanation shall be in a manner and form understandable to the parent/guardian or unaccompanied youth and shall include information regarding the right to appeal.[5]~~

The cost of transportation shall not be used as a factor in the best interest determination.

Documentation related to the best interest determination shall be maintained in the student's education record.*[29][30]*

Timeliness of Enrollment -

When a school receives a student experiencing educational instability, the school shall immediately enroll the student and begin instruction, even if:[4][5][7][29][30][31][32][33][34][35]

1. **The student is unable to produce records normally required for enrollment.[27][31]**

2. **The application or enrollment deadline has passed.[27][31][32]**

The district's point of contact shall immediately contact the school last attended by the student to obtain relevant academic or other records.[27]

The district may require a parent/guardian to submit contact information.

Grade Level Assignment -

If the district is unable to determine the student's grade level due to missing or incomplete records, the district may administer tests or utilize appropriate means to determine the student's assignment within the school.[36]

~~*Placement -*~~ *(THIS SECTION IS NOT IN THE POLICY)*

~~In accordance with the child's or youth's best interest, the district shall continue to enroll a homeless student in his/her school of origin while s/he remains homeless and through the end of the academic year in which s/he obtains permanent housing.[5] Parents/Guardians of a homeless student may request enrollment in the school in the attendance area where the student is actually living or other schools.[5]~~

~~The district's liaison shall assist an unaccompanied youth in placement or enrollment decisions, giving priority to the views of the student in determining where s/he will be enrolled.[5] The district shall provide the parent/guardian or unaccompanied youth with a written explanation of any district decision related to school selection or placement, including the right to appeal.[5]~~
~~*Enrollment -*~~

~~The selected school shall immediately enroll the student and begin instruction, even if:~~

1. ~~The student is unable to produce records normally required for enrollment.[3][9][10][11][12][13][14][15]~~

2. ~~The application or enrollment deadline has passed during any period of homelessness.[5][9]~~

~~The district's liaison shall immediately contact the school last attended by the child or youth to obtain relevant academics or other records.[5][9][10][11][12][13][14][15]~~

~~The district may require a parent/guardian to submit contact information.[5]~~ ~~*Assignment -*~~

~~If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize appropriate means to determine the student's assignment within the school.[5][16]~~

Dispute Resolution -

If a dispute involving a student experiencing educational instability arises, the concern shall be addressed and/or resolved at the lowest appropriate level in accordance with Board policy, unless otherwise stated below.[37]

Dispute Resolution for Homeless Students -

If the district determines that it is not in the student's best interest to attend the school of origin or the school requested by the unaccompanied youth or parent/guardian, the district shall provide the unaccompanied youth or parent/guardian with a written explanation of the reasons for its determination. The explanation shall be in a manner and form understandable to the unaccompanied youth or parent/guardian and shall include information regarding the right to appeal.[27]

If a dispute arises over eligibility, enrollment or school selection:[5]

1. The parent/guardian or unaccompanied youth shall be referred to the district's **point of contact** ~~**liaison**~~, who shall assist in the dispute resolution process.

2. The student shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals.

3. The district's **point of contact** ~~**liaison**~~ shall issue a written decision of the dispute within twenty (20) business days of being notified of the dispute.

A parent/guardian or unaccompanied youth may appeal a district's written decision or file a complaint with the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program.

Dispute Resolution for Students in Foster Care -

If a dispute arises over the appropriate school placement for a child in foster care, to the extent feasible and appropriate, the child shall remain in their school of origin, pending resolution of the dispute.[2][38]

Students Discharged From Foster Care

A nonresident student who has been discharged from foster care may be permitted to finish the school year in this district, if appropriate, without payment of tuition, and without the provision of transportation.

Education Records

Information about a **student's educational instability** ~~**homeless child's or youth's living situation**~~ shall be treated as a student education record subject to the protections of the Family Educational Rights and Privacy Act (FERPA), and shall not be deemed to be directory information.[29][30]**[39]**

The district may disclose personally identifiable information from the education records of a student without written consent of the parent/guardian or the eligible student if the disclosure is:[29][30][39]

1. **To comply with a court order authorizing the disclosure of education records in a case where a parent is a party to a proceeding involving child abuse or neglect or a dependency matter.**

2. **To an agency caseworker or other representative of a state or local child welfare agency, or tribal organization, who has the right to access a student's case plan, as defined and determined by the state or tribal organization, when such agency or organization is legally responsible, in accordance with state or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the state or tribal laws applicable to protecting the confidentiality of a student's education records.**

Comparable Services

Students experiencing educational instability ~~**Homeless students**~~ shall be provided services comparable to those offered to other district

students including, but not limited to:[3][27][40]

1. Transportation services.[18]

2. School nutrition programs.[19]

3. Career and technical education.[20]

4. Preschool programs.

5. Educational programs for which the homeless student meets the eligibility criteria, such as:

    a. Services provided under Title I or similar state or local programs.[21]

    b. Programs for English Language Learners.[22]

    c. Programs for students with disabilities.[8]

    d. Programs for gifted and talented students.[23]

~~**Transportation**~~ ***Transportation for Homeless Students -***

The district shall provide transportation for homeless students to their school of origin or the school they choose to attend within the school district.[3][10][27]

If the school of origin is outside district boundaries or homeless students live in another district but will attend their school of origin in this district, the school districts shall agree upon a method to apportion the responsibility and costs of the transportation.[27]

Transportation for Students in Foster Care –

The district shall ensure that children in foster care needing transportation to their school of origin promptly receive transportation in a cost-effective manner.[6][10]

To ensure that transportation for children in foster care to their school of origin is provided, arranged, and funded, the district shall collaborate with the local children and youth agency to develop a

local transportation plan.[6]

The transportation plan shall address the following:[6]

1. **The procedure the district and local children and youth agency will follow to provide transportation for children in foster care in a cost-effective manner and in accordance with applicable law.[8]**

2. **How transportation costs will be covered if additional costs are incurred. Options include:**

    a. **The local children and youth agency agrees to reimburse the district;**

    b. **The district agrees to pay for the cost;[6]**

    c. **The district and the local children and youth agency agree to share the costs; or**

    d. **The district of origin, the district of foster residence, and the placing children and youth agency agree to share the costs.**

3. **Dispute resolution procedures to ensure that any disagreements regarding the cost of transportation are resolved promptly and fairly, and do not impact a student's ability to remain in the school of origin during the dispute resolution process.**

The district shall submit the local transportation plan, including any updates or revisions, to the Pennsylvania Department of Education.

Transportation shall be provided to children in foster care in accordance with the local transportation plan regardless of whether transportation is provided to district students.

Course Credit and Graduation

The district shall ensure that each student experiencing educational instability in grades nine (9) through twelve (12) is provided with a graduation plan to facilitate the student's timely graduation. The graduation plan shall specify the courses and other requirements necessary for the student to graduate. The district's efforts to ensure that the student experiencing educational instability

graduates in a timely manner may include:[4][5][6]

1. **Waiving a specific course required for graduation if similar coursework has been satisfactorily completed in another school entity or the student has demonstrated competency in that content area. Evidence as to whether coursework has been satisfactorily completed and the amount of full or partial credit assigned, may be determined through any of the following:[4][19]**

    a. **Competency demonstration, which could include, but is not limited to:**

        i. **Submission of an essay, presentation or project.**

        ii. **Recognition that the student has already successfully completed a higher-level course, an experiential learning opportunity or internship that demonstrates competence in the content area.**

    b. **Performance on an examination.**

    c. **Successful completion of a career and technical education course.**

    d. **Other evidence or method determined appropriate by the district.**

2. **If a specific course requirement cannot be waived, the district shall provide an alternative or modified course of study that is currently offered to students and that will assist the student with acquiring the required work or competency requirements by the anticipated graduation date.**

3. **If, after considering full and partial course credits, waiving courses or providing alternative courses of study, the district determines that the student meets the established graduation requirements, the student shall be allowed to participate in the graduation ceremony and graduate with their peers.**

    If the student is determined not eligible for graduation, the district may request a high school diploma from the prior school entity. The prior school entity may issue a diploma if the student meets the prior school entity's graduation

requirements.

Keystone Diploma –

In any school year for which demonstration of proficiency on a Keystone exam is required for graduation, a student who has successfully satisfied the graduation requirements may obtain a secondary school diploma known as the Keystone Diploma from the PA Department of Education, if both of the following provisions apply:[4][43]

1. **All other graduation options have been exhausted.**
2. **The student is unable to obtain a diploma from the student's prior or receiving school entity.**

The district's point of contact shall assist the student in determining the student's eligibility for a Keystone Diploma and, if eligible, obtaining the Keystone Diploma from the PA Department of Education.[4][43]

Students with Disabilities –

Students experiencing educational instability who have an IEP shall maintain the right to special education and the right to graduate either through attainment of credits or through the completion of the goals established in their IEP.[11][19]

Students with an IEP may elect to remain in school until age twenty-one (21) even if the district determines there is an earlier pathway to graduation. Such students may participate in the graduation ceremony with their current graduating class, even if the student elected to remain in school.[19]

Training

The district's point of contact shall provide professional development and training to school staff on the education needs of students experiencing educational instability.

The district's **point of contact** ~~**liaison**~~ shall participate in professional development programs and other technical assistance activities offered by the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program.[5]

The district's **point of contact** ~~**liaison**~~ shall arrange professional development programs for school staff, including office staff.[5]

School personnel providing services to homeless children and youths, including school enrollment staff, shall receive professional development and support to:[5]

1. Improve identification of homeless children and youths and unaccompanied youths;

2. Understand the rights of such children, including requirements for immediate enrollment and transportation; and

3. Heighten the awareness of, and capacity to respond to, the educational needs of such children.

Book	Policy Manual
Section	200 Pupils
Title	Eligibility of Nonresident Students
Code	202
Status	Second Reading and Adoption of Revised Policy: June 19, 2023
Legal	1. 24 P.S. 501
	2. 24 P.S. 502
	3. 24 P.S. 503
	4. 24 P.S. 1301
	5. 24 P.S. 1316
	6. Pol. 200
	7. 24 P.S. 1302
	8. 22 PA Code 11.19
	9. Pol. 906
	10. 24 P.S. 2561
	11. Pol. 607
	12. 24 P.S. 1305
	13. 24 P.S. 1306
	14. 24 P.S. 1307
	15. 24 P.S. 1308
	16. 24 P.S. 1309
	17. 24 P.S. 1310
	18. 24 P.S. 2562
	19. 22 PA Code 11.18
	20. Pol. 251

24 P.S. 1306.2

24 P.S. 2503

22 PA Code 11.41

Pol. 103

Pol. 103.1

Purpose

The Board shall operate district schools for the benefit of students residing in this district who are eligible for attendance.[1][2][3]

Authority

The Board may permit the admission of nonresident students in accordance with Board policy.[4][5][6]

The Board shall require that appropriate legal documentation showing dependency or guardianship or a sworn statement of full residential support be filed with the Board Secretary before an eligible nonresident student may be accepted as a student in district schools. The Board may require a resident to submit additional, reasonable information to substantiate a sworn statement, in accordance with guidelines issued by the Department of Education.[7][8]

The Board reserves the right to verify claims of residency, dependency and guardianship and to remove from school attendance a nonresident student whose claim is invalid.[7]

If information contained in the sworn statement of residential support is found to be false, the student shall be removed from school after notice is given of an opportunity to appeal the student's removal, in accordance with Board policy.[7][9]

The Board shall not be responsible for transportation to or from school for any nonresident student residing outside school district boundaries.

Tuition rates shall be determined annually in accordance with law. Tuition shall be charged monthly, in advance of attendance.[5][10][11]

Guidelines

Nonresident Children Placed in Resident's Home

Any child placed in the home of a district resident by a court or government agency shall be admitted to district schools and shall receive the same benefits and be subject to the same responsibilities as resident students.[12]

Residents of Institutions

A child who is living in or assigned to a facility or institution for the care or training of children that is located within this district is not a legal resident of the district by such placement; but **~~s/he~~ the student** shall be admitted to district schools, and a charge shall be made for tuition in accordance with law.[10][13][14][15][16][17][18][19]

Students Experiencing Educational Instability

The district shall immediately admit students experiencing homelessness, foster care and other forms of educational instability, even if the required documents are unavailable, in accordance with Board policy, law and regulation.[13][21]

Prospective Residents

A student eligible for attendance whose parent/guardian has executed a contract to buy, build or rent a residence in this district for occupancy within three (3) months of admission of said student may be enrolled with payment of tuition.[5]

Parents/Guardians of students who claim admission on the basis of future residency shall be required to demonstrate proof of the anticipated residency.

Tuition payment shall be deferred for three (3) months pending presentation of satisfactory evidence to the district that residence within the district has been established.

If an affidavit of residence is completed indicating an occupancy within three (3) months after the student's enrollment, all tuition due shall be forgiven. If an affidavit and proof of residence is not provided within three (3) months, all tuition due shall be submitted within thirty (30) days. The student may be permitted to remain and pay tuition for the remainder of the current school year, but shall be removed from the rolls if residence is not established within the first year of enrollment or immediately if tuition is not paid on time.

Former Residents

Regularly enrolled students whose parents/guardians have moved out of the school district may be permitted to finish the semester with payment of tuition.[5]

Students who have been enrolled in the District for 9th through the beginning of their 12th grade year whose parents/guardians are district residents for any part of the senior year (effective with the first student day) may complete the year without payment of tuition.[5]

Other Nonresident Students

A nonresident student may be admitted to district schools without payment of tuition where attendance is justified on the grounds that the student lives full-time and not just for the school year with district residents who have assumed legal dependency or guardianship or full residential support of the student.[7][8]

The district shall immediately enroll homeless students, even if the student or parent/guardian is unable to produce the required documents, in accordance with Board policy, laws and regulations.[20]

Tuition

Tuition charged pursuant to this Policy shall be calculated based on the rate set by the Pennsylvania Department of Education for tuition charges for pupils of other districts.

Delegation of Responsibility

The Superintendent or designee may develop administrative regulations for the enrollment of nonresident students.

The Superintendent shall present to the Board for its consideration the admission of qualified nonresident students under this Policy.

Replaces the following policies:

Adopted: June 29, 2020

Policy 6005 - Tuition originally adopted April 10, 1963 and revised September 11, 1967, November 13, 1978, July 1, 1982, September 9, 1985 and November 11, 1985.

Policy 6005.1 - Admission and Attendance of Non-Resident Students adopted June 24, 1991

Memo

To: Dr. Rozzo & School Board Members

From: Mrs. Amy Pfender

Date: June 19, 2023

RE: Dual Enrollment Agreement

Beginning in January 2024, the Upper St. Clair High School will officially engage in a partnership with Robert Morris University to offer additional College in the High School (CHS) courses. The request for approval of this Memorandum of Understanding (MOU) is in alignment with the approval of a curriculum recommendation to begin offering the courses as part of a revitalization of business course offerings at the high school. The MOU is attached for your reference.

By engaging in this MOU, the District agrees to participate in the CHS program and to meet the specified criteria as outlined in the MOU. The course fee is $250.00 per student wishing to earn the identified credit amount (typically 3 credits). However, for the first semester of implementation, students wishing to earn college credits will have this fee covered through grant funding that has been awarded to the District. Currently, the District has identified Financial Accounting as the first course to be offered with the potential to add a second course as student interest and programmatic needs continue to be evaluated throughout the fall of 2023.

DO NOT SIGN - FOR REVIEW PURPOSES ONLY

RMU IN THE HIGH SCHOOL ENROLLMENT AGREEMENT
BETWEEN ROBERT MORRIS UNIVERSITY
AND UPPER ST. CLAIR SCHOOL DISTRICT

This is an Agreement dated as of April 28, 2023 and between Robert Morris University ("RMU"), located at 6001 University Boulevard, Moon Township, PA 15108, and the Upper St. Clair School District ("School"), located at 1825 Mclaughlin Run Road, Pittsburgh, PA 15241 to offer RMU in the High School courses subject to the terms and conditions set forth below.

The parties agree as follows:
1. Course Titles and Numbers (the "Courses") will be taught by the high school teachers listed in Appendix A ("the Appointed Teacher") with approval from the applicable RMU Department Head (the "Department Head"), of the Department, also listed in Appendix A. Appendix A may be updated from time to time without need to amend this Agreement, provided any new Appointed Teacher teaching the Course complies with Paragraph 5, below.

2. For pre-existing courses that the School offers to its students through other institutions of higher education, RMU agrees to recognize as equivalent those courses listed in Appendix B (if applicable). Courses recognized as equivalent will be accepted for credit at RMU provided students earn a minimum grade of "C" as determined by the institution issuing the grade and credit. RMU requires a transcript evaluation for all non-RMU college coursework taken by the student in order to award credit to a student who is enrolling at RMU.

3. Students at the School who successfully complete the School's courses listed in Appendix A, Column "F. Corresponding Course" will receive three (3) or four (4) college credits per course and a letter grade for the Course at RMU listed in Appendix A, Column "A". The School agrees to assign letter grades according to the Robert Morris University Grading Scale, which follows:
A 93-100%; A- 90-92%; B+ 87%-89%; B- 80-82%; C+ 77-79%; C 70-76%; D 60-69%; F Below 60%.

4. These three-credit introductory courses consist of 45 hours of lecture and four-credit courses consist of 45 hours of lecture and 15 hours of lab.

5. The course materials shall meet the standards and requirements developed by the Departments for these Courses, including use of the departmental syllabi, which are contained in Appendix C, and required textbook, which are listed in Appendix A. All lecture sessions will be taught at the School by the Appointed Teacher, or such other School teacher as from time to time may be appointed by School and approved by RMU as the course instructor. The School shall provide in Appendix D the names, work addresses, cell or home numbers, emails, and a

list of assigned RMU in the High School courses for all high school instructors listed in Appendix A. All teachers participating in this program shall have attained a Master's degree, at a minimum, and possess content knowledge/teaching experience. All courses taught within the Education department require the Appointed Teacher to have early childhood education or special education PDE certification. If School assigns co-teachers for a Course, at least one appointed teacher must meet the above criteria.

6. The Appointed Teachers, or such other School teacher (pursuant to Section 5 above), will teach the Courses on the School's premises. Appointed Teachers will provide a roster of all students who are taking the Course for RMU credit via email to registrar@rmu.edu within three weeks of the start of the Course. The Appointed Teacher, or any other School teacher who is teaching the Course will not: (i) receive any financial compensation or other benefits from RMU; (ii) be considered an employee of RMU; (iii) have any express or implied right of authority to assume or create any liability, obligation or responsibility on behalf of or in the name of RMU; or (iv) receive any workers' compensation or unemployment insurance coverage from RMU. At all times the Appointed Teacher shall remain an employee of the School, and the School shall provide evidence of general liability and workers' compensation insurance coverage to RMU.

7. The School shall permit RMU faculty and / or students to participate in one (1) Course session at the School, on a date to be mutually agreed upon. The School agrees to bring all students enrolled in the RMU in the High School courses outlined in Appendix A who are available on a date to be mutually agreed upon to RMU's Moon campus for a 'college experience' that RMU will organize and facilitate each time the RMU in the High School courses run. For those students unable to attend, RMU will offer additional opportunities to participate in the college experience programming.

8. RMU prohibits 9th and 10th grade students from taking any of the courses listed in Appendix A for college credit. RMU may, in its sole discretion, permit 10th grade students to participate in certain Courses listed in Appendix A for college credit, provided RMU agrees to do so prior to the respective Course's start.

9. Prior to starting a Course, the student and their parent / guardian must apply for entry into the Course via a webpage provided by RMU. The student's parent/guardian must affirm that they are aware that the student is applying for and will enroll in a Course that requires payment to be made to RMU. RMU will provide the parent/guardian with a mechanism for paying the Course fee, which is $250 for each three- or four-credit Course. Such payment is due and payable in order for a student to receive credit for the Course.

10. Alternatively, the School may request that RMU invoice the School for all students participating in a Course. In this case, the fees shall be due and payable within 30 days of the School receiving the invoice.

11. The School will be responsible for the safety of all students if they are transported to and from the RMU campus.

12. The School's students will comply with RMU's Code of Student Conduct, and other safety rules and regulations while on RMU's campus. Students who violate this part of the Agreement may, at RMU's discretion, be dropped from the program.

13. Within one week of the end of the School's academic year, the Appointed Teacher for the course shall provide to the RMU Registrar's Office via email to registrar@rmu.edu the appropriate grade for each student for inclusion in the students' transcripts. Such grade shall reflect the student's proficiency in the course and be based on the RMU grading scale (see section 3 above). Students can securely access electronic or print transcripts showing RMU credits and grades earned through the National Student Clearinghouse for a fee paid directly to the third party company.

14. As a result of successfully completing the Course at the School, the School's students will have completed the requirements for credit for the corresponding course at RMU. Other than as set forth in this Agreement, the students in the Course shall not be considered to be RMU students and shall not be entitled to any of the services or use of the facilities at RMU, other than to the extent that such services and facilities are available for use to and by the general public.

15. The School agrees to work cooperatively with RMU Department Heads and/or designated faculty liaisons to review course expectations in advance of the start of the course and to ensure curriculum fidelity and assessment requirements. The School also agrees to work cooperatively with the RMU Provost's Office, Department Heads, and/or designated faculty liaisons to administer RMU outcomes assessments in courses at RMU's direction.

16. The School agrees to promptly notify RMU in the event that it receives notice that a short-term or long-term substitute teacher will need to be retained to replace a previously approved instructor of a course listed in the above table, and provide qualifications of the proposed substitute instructor to RMU for review and approval.

17. Nothing expressed or implied in this Agreement is intended to confer, nor shall confer, any rights or remedies upon any person other than the parties and their respective successors and permitted assigns.

18. Neither RMU nor the School may assign this Agreement in whole or in part without the prior written consent of the other party.

19. This Agreement shall become effective as of the last signature date set forth below. This Agreement may be terminated by either party, with advance written notice of ninety (90) days; provided, however, if the notice of termination is given prior to the end of RMU's fall or spring semester, then the termination date shall be, at the end of such applicable semester.

20. The School shall indemnify and hold harmless RMU including, without limitation, its agents, directors, officers, employees, invitees, guests, and / or Trustees from and against all claims, losses, costs, damages, and expenses (including, without limitation, attorneys' fees) relating to

injury or death of any person or any damage to real or personal property whether the above result from or arise in connection with 1) any breach by the School, its student(s), or faculty of any provision of this Agreement; 2) School's use or occupancy of RMU through its student(s) or faculty; or 3) any negligent act or omission by School's student(s),faculty, employees, and/or agents. This section shall not apply to any loss or action resulting from the gross negligence of RMU or its agents, employees, directors, officers, invitees, guests or trustees.

21. School will ensure that all teachers participating in this program will have all background checks and clearances mandated by the Pennsylvania Department of Education (the "PA DOE"), including without limitation PA Act 33 (Child Abuse Clearance), PA Act 34 (Criminal History Clearance), and PA Act 73 (FBI National Criminal History Background Check – Fingerprinting), and any other clearances that may be mandated by the PA DOE from time to time.

22. Both RMU and the School shall comply with their respective obligations under Section 504 of the Americans with Disabilities Act.

23. This Agreement constitutes the entire Agreement between the parties. No modification or amendment shall be binding upon the parties until reduced to writing and signed by both parties.

24. Any notices required to be sent under this Agreement shall be sent by regular or first-class mail to the following addresses:

If to School:

Upper St. Clair School District
1825 Mclaughlin Rud Road
Pittsburgh, PA 15241
Attn: Dr. John Rozzo, Superintendent of Schools

If to RMU:
Robert Morris University
6001 University Boulevard
Moon Township, PA 15108
Attn: Tim Schlak, Office of the Provost

With a copy to: Robert Morris University
6001 University Blvd Moon
Township, PA 15108
Attn: Office of General Counsel

[Signature Page Follows]

IN WITNESS WHEREOF, the parties hereto have set their hands and seals as of the date set forth below.

UPPER ST. CLAIR SCHOOL DISTRICT
DO NOT SIGN - FOR REVIEW PURPOSES ONLY

By: _____ Date: _____
Signature

Dr. John Rozzo
Superintendent of Schools
Upper St. Clair School District
1825 Mclaughlin Rud Road
Pittsburgh, PA 15241

ROBERT MORRIS UNIVERSITY

By: _____ Date: _____
Signature

Jon Radermacher
Acting Chief Academic Operations Officer
Robert Morris University
6001 University Boulevard
Moon Township, PA 15108

Memo

To: Dr. Rozzo & School Board Directors

From: Mrs. Amy Pfender

Date: June 19, 2023

RE: Consultant Agreement

I am recommending approval of a Consultant Agreement with Mr. Gary McWilliams. Mr. McWilliams will provide the Marching Band with the 2023 Marching Band Season Set Design. The services shall be provided for a term of June 20, 2023 through November 4, 2023. The total cost of services should not exceed $1,100.00.

DocuSign Envelope ID: 1F3E1752-54CC-430A-B7F1-0F2DB87C6278

ALLEGHENY INTERMEDIATE UNIT SERVICES AGREEMENT – 2023-2024

ADDENDUM:
WATERFRONT LEARNING SERVICES

This Addendum (the "Addendum") is entered into by and between the Upper St. Clair School District (the "School District") and the Allegheny Intermediate Unit (the "AIU"), is subject to the terms and conditions of the AIU Services Agreement – 2023-2024 (the "Agreement"), supplements such Agreement, and is hereby made a part thereof.

WITNESSETH:

WHEREAS, the AIU and the School District are parties to the AIU Services Agreement – 2023-2024, effective from July 1, 2023, through June 30, 2024 (the "Agreement"); and

WHEREAS, Waterfront Learning, a program of the AIU, has developed a menu of flexible virtual education options including high-quality courses, instruction, and professional development at reasonable prices; and

WHEREAS, the School District wishes to purchase Waterfront Learning services from the AIU.

NOW THEREFORE, in consideration of the above premises and intending to be legally bound hereby, the Parties further agree as follows:

1. **Term.** The term of this Addendum shall commence on the later of July 1, 2023, or the date that both Parties have signed this Addendum and shall continue until June 30, 2024, except in the event that a School District student is enrolled in a Summer Session course during the term of the Addendum that will conclude after June 30, 2024, the Addendum shall remain in effect with regard to such course until the conclusion of the session. Either party may terminate the Addendum by providing the other party with at least thirty (30) calendar days prior written notification. Upon termination, Waterfront Learning will be entitled to all fees for services performed up to the date of the termination.

2. **Services Provided.** In accordance with the terms and conditions of the Addendum, Waterfront Learning will provide virtual solutions as requested by the

DocuSign Envelope ID: 1F3E1752-54CC-430A-B7F1-0F2DB87C6278

School District consistent with the pricing options and packages as set forth in the Waterfront Learning Pricing Document, incorporated herein by reference. Based upon the School District's requirements and selections from the Pricing Document, an Integrated Services option, and associated fee shall be applied as described in Section 3 below.

1. **Integrated Services.** Waterfront Learning will provide integrated services for School District personnel to design program development, targeted goal setting, and program evaluation throughout the year. Deliverables will vary depending on the needs identified through the integration and program design processes. Integrated Services are further defined within the options described below. The School District will be invoiced for the Waterfront Learning integrated services based upon the option selected. The Integrated Services fee is subject to adjustment during the term of the Agreement as further described below based on the services and virtual services requested by the School District.

DocuSign Envelope ID: 1F3E1752-54CC-430A-B7F1-0F2DB87C6278

INTEGRATED STATEMENT OF WORK AND SERVICES FEE

Option 1: Site License and Concurrent License Integration only - $1,000 annual fee:

Student Enrollment	Student Supports	Communications	Technology Support
Assists liaison with the preparation of virtual academy policy and procedures	Provides support for technology and virtual academy staff to monitor student attendance, performance, progress, and communication data within the district student information system (SIS)	Provides ongoing support to liaison through quarterly Waterfront Learning Liaison Meetings	Provides orientation for new online learning platforms
Assists in the bulk enrollment process with technology and virtual academy staff	Assists in the process for the district to support tiered intervention communications	Coordinates professional development training needs for the educational entity through implementation services or district-specific contracted professional development	Shares information necessary for technology specifications, whitelistingsites, imaginghardware, filtering, and networking
Reviews the student enrollment process with the district liaison and supplies relevant support material	Collaborates with special education staff to support the goals and Specially Designed Instruction included in the IEP for special education students within the platform	Assists WFL liaison with the coordination of marketing initiatives and materials	Provides support to district staff importing users, courses, and enrollments in courseware systems
Assists district in query reports, grade submissions, and closing out final courses		Provides district liaison withinformation regarding PIMS reporting as requested	Acts as a liaison between the district and courseware vendor support for district issues
			Provides support to districts to guide students not using program-provided equipment(vendor coursewareonly)

DocuSign Envelope ID: 1F3E1752-54CC-430A-B7F1-0F2DB87C6278

Option 2: Comprehensive Courseware, Singleton & Full-time Seats, Instructional Services - $2,500 annual fee:

Includes all deliverables from Option 1, plus the services below. Any district that upgrades from Option 1 to Option 2 midyear will be assessed the additional fee during the next quarterly invoice period.

Student Enrollment	Student Supports	Communications	Technology Support
Provides support to the district liaison in coordinating the launch of the virtual academy and new student orientation	Provides facilitation of courses with a certified teacher	Provides ongoing support to liaison through quarterly Waterfront Learning Liaison meetings	Provides support to students using program-provided equipment (related to hardware, software, connectivity, and vendor courseware)
Collaborates on any needed curriculum modifications	Provides access to student attendance, performance, progress, and communication data within the SIS	Provides district liaison withinformation regarding PIMS reporting as requested	Shares information necessaryfor whitelisting sites, imaging hardware, filtering, and networking
Assists with SIS training for new district staff	Provides Genius SIS course build and integration	Provides marketing support as needed	Provide support to district staff importing users, courses, and enrollments in courseware systems
Updates enrollments as requested - new student enrollments, course changes, and withdraws	Assists in the execution of tiered interventions		
Communicates student course information(login, password, course start/end dates, platformURL, teacher, etc.) to liaison	Collaborateswith specialeducation staff to support the goals and Specially Designed Instruction included in the IEP for special education students		
Creates new student accounts in the vendor platform – enrolls students into vendor courseware			
Provides final percentages for schools to report			

The School District may purchase professional development/training days conducted onsite or by video conferencing at the rates specified in the Pricing Document.

DocuSign Envelope ID: 1F3E1752-54CC-430A-B7F1-0F2DB87C6278

Option 3: Parent-paid or School District paid Summer Session ONLY

No annual Integrated Services Fee will be applied to School Districts for Waterfront Learning Summer Sessions only (May through August). Summer Session includes:

1. Summer enrichment courses with enrollments beginning in May or June concluding no later than September 1.

2. Summer Recover Now! enrollments with start dates in June or July are to be completed within four weeks of course commencement unless otherwise extended upon approval from student's home district

3. Summer Bridge with enrollments with start dates in June or July in elementary supplemental programs

Option 4: Single user, non-summer session Parent-paid enrollment

An Integrated Services Fee will not apply to the School District when enrolling a single student in parent-paid course(s) during the traditional school year (not Summer Session). Should the School District enroll any additional students during the term of the Addendum that are either parent-paid or School District paid, the School District will be invoiced for the appropriate Integrated Service Fee listed in either Option 1 or Option 2, depending on the implementation type.

4. **Service Providers.** The instructional services provided by Waterfront Learning shall be performed by Pennsylvania-certified teachers. Waterfront Learning shall follow the policies and procedures of the School District regarding grading, attendance, and acceptable use. Districts shall provide current acceptable use policies and procedures to Waterfront Learning upon or before commencement of services. If a student's actions violate program or district policies, Waterfront Learning has the sole discretion to modify or remove the student's online course access.

DocuSign Envelope ID: 1F3E1752-54CC-430A-B7F1-0F2DB87C6278

1. **Property Restrictions.** The School District may not resell, rent, lease, assign, or otherwise transfer or provide the service or licensed material to an unaffiliated student or entity, or use the service or the licensed material in a service provider capacity; or access the service or use the licensed material to build a competitive service or product, or copy any feature, function or graphic for competitive purposes.

2. **Equipment Transfer and Liability.** Should the School District choose to utilize hardware support from Waterfront Learning, the School District agrees to all Waterfront Learning policies and procedures relating to the transfer of possession and return of said equipment. Should the equipment not be returned to Waterfront Learning or be returned in an irreparable condition, the School District agrees to accept financial liability for said equipment as defined in the Pricing Document.

3. **Invoices.** Waterfront Learning shall issue invoices to the School District quarterly. If the district does not remit payment within 60 days, Waterfront Learning reserves the right to suspend services and/or to assess interest in accordance with the Agreement until payment in full is received.

4. The terms and conditions of the Agreement shall apply to the delivery and use of services provided hereunder. To the extent that the terms of this Addendum conflict with the terms of the Agreement, the terms of this Addendum shall supersede those of the Agreement.

5. Addendum A of the Agreement, relating to Special Education Services, does not apply to services provided under this Addendum.

SIGNATURE PAGE FOLLOWS

DocuSign Envelope ID: 1F3E1752-54CC-430A-B7F1-0F2DB87C6278

IN WITNESS WHEREOF, the parties have signed this Addendum on the dates shown below, intending to be legally bound hereby.

ALLEGHENY INTERMEDIATE UNIT

By: _____
President, Board of Directors

ATTEST:

By: _____
Secretary, Board of Directors

Date: _____

Upper St. Clair School District

By: DocuSigned by: _____
900DAD6BE063402...
President, Board of Directors

ATTEST:

By: DocuSigned by: _____
8CA180BFBA60421...
Secretary, Board of Directors

Date: 6/21/2023

DocuSign Envelope ID: 1F3E1752-54CC-430A-B7F1-0F2DB87C6278

2023-2024 AIU/PAIU SCHOOL DISTRICT PRICING DOCUMENT

Waterfront Learning
Where Education and Innovation Meet

ELEMENTARY OPTIONS: GRADES K-6

Full-Time Offerings*: *Includes PA certified teacher, content, Genius SIS access, and correlating supports for 10 months. Free 13 calendar day grace period is available.*

K-5 IMAGINE LEARNING OPTIONS:	2023-2024 PRICE:
K-5 IMAGINE/ Vendor Teacher (Grades K-5; online content, and workbooks).	$1,030.00/ quarter $2,060.00/semester
K-5 IMAGINE/ WFL Teacher (Grades K-5; with 1 live weekly lesson, on-demand support and advising, and workbooks). **	$1,155.00/ quarter $2,310.00/semester
K-5 IMAGINE/ Vendor Teacher with weekly Synchronous Instruction (Grades K-5; online content, and workbooks).	$5,180.00/year $2,590.00/semester
K-5 IMAGINE Content-Only License: Full-time student content only single license. *Professional development training package is required for new and returning users. Student needs a printer, scanner, or K-5 workbooks.*	$980.00/year + PD $510.00/ semester + PD
Optional K-5 workbooks for content-only licenses. **	$30.00/book/semester $240.00 complete set/ year
ACCELERATE EDUCATION OPTIONS:	**2023-2024 PRICE:**
Accelerate/ Vendor Teacher (Grades K-6; online content - core courses, plus specials). Workbooks are included.**	$2,305.00/semester
Accelerate/ WFL Teacher (Grades K-6; core courses, plus specials) Fulltime seat license includes up to 6 courses/per student/per semester with 1 live weekly session. Workbooks are included.**	$2,170.00/semester
Accelerate (Grades K-6; core courses, plus specials) Fulltime seat license includes up to 6 courses/ per student/ per semester. *Content only; District Teacher required. K-5 workbooks purchased at additional fee **. Professional development is required for new and returning users.* 7 or more courses = $115.00 per course/ per year	$570.00/ year + PD
K-5 Workbooks (paperback) K-5 Digital Workbooks	$25.00/unit/semester $200.00 complete set/ year Digital: $60.00 per/semester
Accelerate Education Single Course Seat – Content only	$56.00 per/semester/course
Accelerate Education Site Licenses (Tier 1-4 prices based on number of students)	Based on Tier + PD

**Students needing to extend studies beyond June 7, 2024, can be extended until August 9, 2024, for an additional quarterly fee.*
***Workbook fees are non-refundable. If enrollment is dropped during 13 calendar day grace period, a workbook fee applies. ($25 per book for Accelerate Education. $30 per book for Imagine K-5).*
^^ K-5 Imagine grades and Accelerate Education grades are issued on a quarterly basis. Six course limit per semester.

Full-Time Offerings*: *Includes PA certified teacher, content, Genius SIS access, and correlating supports for 10 months. Free 13 calendar day grace period is available.*

PEARSON OPTIONS:	2023-2024 PRICE:
Pearson Online/Vendor Teacher (Grades K-6; with Live-Tutoring, and direct instruction as needed; core courses, plus electives).	$2,550.00/semester
Pearson Online/ WFL Teacher (Grades K-6; with 1 live weekly lesson and direct instruction as needed; core courses, plus electives).	$2,175.00/semester
Pearson Concurrent License; Premium Concurrent License	$485.00/ year (CEL) + PD

2023-2024 prices are subject to change without notice.

DocuSign Envelope ID: 1F3E1752-54CC-430A-B7F1-0F2DB87C6278

2023-2024 AIU/PAIU SCHOOL DISTRICT PRICING DOCUMENT

Waterfront Learning
Where Education and Innovation Meet

	$665.00/year (PCEL) + PD
Pearson Online Single Course Seat/ WFL Teacher (Grades K-6)	$710.00/ year
Elementary Elective Package (Grades K-6: Choice of Art, Music, Health/PE, Intro to Tech) 9 weeks	$280.00/ per course

**Students needing to extend studies beyond June 7, 2024 can be extended until August 9, 2024 for an additional quarterly fee.*

PURPOSE PREP SEL COURSES/SITE LICENSE:	2023-2024 PRICE:
Purpose Prep Elementary Classroom Bundle (Includes pre-recorded PD webinar) 1 teacher license and up to 30 students	$1,580.00/ year 31+ students = $50.00/ student + PD
Small Site License - Under 100 enrollments, 5 teachers	$3,300.00/ year + PD
Site License – 101 - 250 enrollments, 10 teachers	$4,725.00/ year + PD
Site License – 251 - 500 enrollments, 15 Teachers	$6,610.00/ year + PD
Site License – 501 - 750 enrollments, 25 Teachers	$7,500.00/ year + PD
Site License – 751 - 1000 enrollments, 50 Teachers	$9,920.00/ year + PD

Student Service Options: *Includes license/content only;*

STUDENT SERVICES:	2023-2024 PRICE:
Imagine Learning MyPath Elementary Site License – Reading and Math/ content license	$12,415.00 + PD $80.00/ student
Imagine Learning Language and Literacy Elementary Site License/ content license	$23,000.00 + PD $150.00/student
Imagine Learning Math + Math Facts Elementary Bundled Site License/ content license	$12,420.00 + PD $50.00/student (Min 100)
Imagine Learning Math Elementary Site License/content license	$9,200.00 + PD
Imagine Learning Bundles Elementary User License – Language and Literacy, Reading, Math, Math Facts, Galileo	$33,000.00 + PD
Robotify 3rd – 8th Grade Coding Software License	$5,750.00 + PD
Enhanced Special Education Instruction Model	Based on Service Model + PD

Professional Development Services:

a) *Professional Development Packages – Pricing dependent on package options/synchronous support/vendor solutions*
b) Half Day Training / PD $500.00; Full Day Training / PD $950.00

Genius SIS Implementation (Additional PD required): Options to use Genius in coordination with your license purchase(s) exist. Please call for additional information. Project cost is determined by the Statement of Work for the initial set-up, required professional development and training, and a recurring fee of $5.50 per student/course/quarter.

Other Information

a) ***Course Content Fees*** *- Costs vary based on vendor licensing, agreements, and option availability with Waterfront Learning.*
   - *Some courses require additional material fees; costs shown do not include textbooks, novels, additional software, or testing fees.*

b) ***Technology Package Only*** *- (Laptop, ancillary equipment, and internet access; grace period does not apply) $445.00/quarter*

c) ***Internet Access Reimbursement*** *– The program will utilize Internet reimbursement at a rate of up to $35.00/month as the default for all full-time students with the approved Waterfront Learning technology package (no reimbursement if assigned a MiFi device). Should a MiFi device be requested and approved, the use will be monitored. All texting and international charges will be billed back to the district. Any device not showing use for two consecutive billing cycles will be deactivated.*

d) ***Grace Period*** *– A free, 13 calendar day grace period is available at the time of initial enrollment; however, a $60.00 hardware service charge will be assessed for equipment delivery & return for students withdrawing during the free trial period. The opportunity for a free trial period applies only to coursework, not the technology package.*

e) ***Tuition Charges*** *– Tuition is charged as indicated above based on the courses and services requested. If the participation period exceeds the defined length of enrollment, additional tuition will be assessed.*

2023-2024 prices are subject to change without notice.

DocuSign Envelope ID: 1F3E1752-54CC-430A-B7F1-0F2DB87C6278

2023-2024 AIU/PAIU SCHOOL DISTRICT PRICING DOCUMENT

Waterfront Learning
Where Education and Innovation Meet

a) ***Extension Fees*** – *In the event that an extension is desired for a student, written notification must be provided to the program prior to the last week of scheduled enrollment. If notification is received within the last week of the course, a $60.00 processing fee will be assessed per student /per quarter. Length not to exceed 7 calendar days from course end date.*

b) ***Student Support Services*** – *It is expected that the district will monitor and support any identified special education online learner. Should the district indicate that assistance from the program is desired for support services, data collection, or progress monitoring, additional charges would apply.*

Special Education Fees for Service:

Full-Time Students: $1,025.00/semester *Single Course Students: $235.00/semester/course*

c) ***Single Section Enrollment*** – *Students will not be permitted to enroll in two sections of the same course at the same time (example: Algebra Q1 and Algebra Q2). Students MUST finish one section of a course before beginning another.*

d) ***Curriculum Modifications*** – *Student-specific course activity adjustments are included in tuition charges. Curriculum alignment, customization, or modification resulting in more than 25% of curriculum modification or removal, or the combining of multiple quarters of content are subject to a $ 60.00-course customization fee. Should assistance with district-wide curriculum alignment and modification be needed, charges of $950.00(full-day) and $500.00 (half-day) would apply.*

e) ***Communication Standards and Protocols*** - *The Program strives to respond to communications within one business day, and award final course credit within two business days of the identified course end date. Additional, targeted customer service goals include the communication of needs and requests of the participating schools and liaisons to the contracted vendors. Should information, special requests, or modifications be needed, the identified district liaison should communicate those needs, in writing, to WFLHelp@aiu3.net. The Program will then collaborate with contracted parties to achieve the desired request. It is not the expectation of the Program that the required school district identified liaison or other identified representative need to work directly with Waterfront Learning contracted vendors.*

f) ***Hardware Replacement Fees*** – *In the event that program provided hardware is not returned within 30 days of withdrawal from the program or returned in irreparable condition, the district will be assessed equipment replacement fees for missing or irreparable equipment at the rates shown below:*

- ***Total Package Replacement Fee: $1,110.00***
- *Laptop (with Warranty): $1,000.00*
- *Bag: $30.00* ✦ *Headset: $15.00* ✦ *Power Supply: $50.00* ✦ *Mouse: $11.00*

2023-2024 prices are subject to change without notice.

DocuSign Envelope ID: 1F3E1752-54CC-430A-B7F1-0F2DB87C6278

2023-2024 AIU/PAIU SCHOOL DISTRICT PRICING DOCUMENT

Waterfront Learning
Where Education and Innovation Meet

SECONDARY OPTIONS: GRADES 6-12

Full-Time Offerings*: *Includes PA certified teacher, content, Genius SIS access, and correlating supports for 10 months. Free 13 calendar day grace period is available.*

OPTIONS:	2023-2024 PRICE:
Imagine Learning (Grades 6-12; Up to 7 courses with live on-demand support & coaching)	$1058.00 / quarter $2116.00 / semester
Pearson (Grades 6-12; Up to 7 courses with Live-Tutor Services)	$2570.00 / semester
Accelerate Education (Grades 6-12; Up to 7 courses/ per student/ per semester with AE instructional services)	$2300.00 / semester
Technology Package Only (Laptop, bag, mouse, headset, and Internet access; grace period does not apply)	$445.00/quarter

**Students needing to extend studies beyond June 7, 2024 can be extended until August 9, 2024 for an additional quarterly fee.*

Part-Time Offerings: *Includes PA certified teacher, content, and correlating supports for time period indicated. Full tuition charged at the time of enrollment; 13 calendar day grace period available.*

OPTIONS:	2023-2024 PRICE:
Imagine Learning – Full Year Core/Elective/ AP (10 month access) ** Additional materials may be required	$610.00
Imagine Learning -- Semester Core/Elective (5 month access) ** Additional materials may be required eDynamic Learning – Semester Elective (5 month access)	$335.00
Pearson – Full year core course/ AP (10 month access)	$895.00
Pearson – Semester Core/Elective/ AP (5 month access)	$450.00
Accelerate Education – Full year core course/AP (10 month access)	$665.00
Accelerate Education – Semester core course/AP (5 month access)	$365.00
Drivers Theory – Quarter (9 week access)	$125.00

NOTE: Quarterly grades are not issued for MS/HS Pearson courses or for AP or World Languages courses taken through Imagine Learning.

Twelve Month Licensing Options (Training/PD Required): *Includes license/content only.*

LICENSING:	2023-2024 PRICE:
Imagine Learning – Comprehensive Concurrent; 9-12 Core Content, World Languages, General Electives, AP, Credit Recovery, Career Electives, Test Prep/Remediation	$705.00 + PD
Imagine Learning – Comprehensive Concurrent; 6-12 Core Content, World Languages, General Electives, AP, Credit Recovery, Career Electives, Test Prep/Remediation	$880.00 + PD
Imagine Learning Single Course Seat License – Content only	$115.00/ per student
Accelerate Education 6-12 Fulltime Seat License	$420.00/ year + PD
Accelerate Education Single Course Seat – Content only	$50.00 per/semester/course
Accelerate Education Site Licenses (Tier 1-4 prices based on number of students)	Based on Tier + PD
Purpose Prep – SEL Courses – Single Subject Concurrent License	$315.00 + PD
Purpose Prep – SEL Site Licenses (Tier 1-6 prices based on number of students)	Based on Tier + PD
Pearson– Concurrent; Includes access to 700 courses	$485.00 + PD
Pearson – Concurrent; Includes access to all courses plus World Languages	$665.00 + PD
Pearson – Content only; Single Course License	$145.00/per student
CTE Digital Library Site License (Tier prices based on site population)	Based on Tier
Imagine Learning – Site License (Maximum of 1001-2500 students building-wide)	$26,550.00 + PD
Imagine Learning – Site License (Maximum of 501-1000 students building-wide)	$20,700.00 + PD
Imagine Learning – Site License (Maximum of 1-500 students building-wide)	$18,150.00 + PD

2023-2024 prices are subject to change without notice.

DocuSign Envelope ID: 1F3E1752-54CC-430A-B7F1-0F2DB87C6278

2023-2024 AIU/PAIU SCHOOL DISTRICT PRICING DOCUMENT

Waterfront Learning
Where Education and Innovation Meet

***Student Service Options**: Includes license/content only;*

STUDENT SERVICES:	2023-2024 PRICE:
Imagine Learning MyPath Intervention Programs	Based on Tier + PD
Enhanced Special Education Instruction Model	Based on Service Model + PD

Professional Development Services:

a) Professional Development Packages – Pricing dependent on package options/synchronous support/vendor solutions
b) Half Day Training / PD $500.00; Full Day Training / PD $950.00

Genius SIS Implementation (Additional PD required): Options to use Genius in coordination with your license purchase(s) exist. Please call for additional information. Project cost is determined by the Statement of Work for the initial set-up, required professional development and training, and a recurring fee of $5.50 per student/course/quarter.

Other Information

a) ***Course Content Fees*** *- Costs vary based on vendor licensing, agreements, and option availability with Waterfront Learning.*
   - *Some courses require additional material fees; costs shown do not include textbooks, additional software, or testing fees.*

b) ***Technology Package Only*** *- (Laptop, ancillary equipment, and Internet access; grace period does not apply) $445.00/quarter*

c) ***Internet Access Reimbursement*** *– The program will utilize Internet reimbursement at a rate of up to $35.00/month as the default for all full-time students with the approved Waterfront Learning technology package (no reimbursement if assigned a MiFi device). Should a MiFi device be requested and approved, the use will be monitored. All texting and international charges will be billed back to the district. Any device not showing use for two consecutive billing cycles will be deactivated.*

d) ***Grace Period*** *– A free, 13 calendar day grace period is available at the time of initial enrollment; however, a $60.00 hardware service charge will be assessed for equipment delivery and return for students withdrawing during the free trial period. The opportunity for a free trial period applies only to coursework, not the technology package.*

e) ***Tuition Charges*** *– Tuition is charged as indicated above based on the courses and services requested. If the participation period exceeds the defined length of enrollment, additional tuition will be assessed.*

f) ***Extension Fees*** *– In the event that an extension is desired for a student, written notification must be provided to the program prior to the last week of scheduled enrollment. If notification is received within the last week of the course, a $60.00 processing fee will be assessed per student /per quarter. Length not to exceed 7 calendar days from course end date.*

g) ***Student Support Services*** *– It is expected that the district will monitor and support any identified special education online learner. Should the district indicate that assistance from the program is desired for support services, data collection, or progress monitoring, additional charges would apply.*
   - ***Special Education Fees for Service:***
     i. *Full-Time Students: $1,025.00/semester*
     ii. *Single Course Students: $235.00/semester/course*

h) ***Single Section Enrollment*** *– Students will not be permitted to enroll in two sections of the same course at the same time (example: Algebra Q1 and Algebra Q2). Students MUST finish one section of a course before beginning another.*

i) ***Curriculum Modifications*** *– Student specific course activity adjustments are included in tuition charges. Curriculum alignment, customization, or modification resulting in more than 25% of curriculum modification or removal, or the combining of multiple quarters of content are subject to a $ 60.00-course customization fee. Should assistance with district-wide curriculum alignment and modification be needed, charges of $950.00 (full-day) and $500.00 (half-day) would apply.*

j) ***Communication Standards and Protocols*** *- The Program strives to respond to communications within one business day, and award final course credit within two business days of the identified course end date. Additional, targeted customer service goals include the communication of needs and requests of the participating schools and liaisons to the contracted vendors. Should information, special requests, or modifications be needed, the identified district liaison should communicate those needs, in writing, to WFLHelp@aiu3.net. The Program will then collaborate with contracted parties to achieve the desired request. It is not the expectation of the Program that the required school district identified liaison or other identified representative need to work directly with Waterfront Learning contracted vendors.*

k) ***Hardware Replacement Fees*** *– In the event that program provided hardware is not returned within 30 days of withdrawal from the program or returned in irreparable condition, the district will be assessed equipment replacement fees for missing or irreparable equipment at the rates shown below:*
   - ***Total Package Replacement Fee: $1,110.00***
   - *Laptop (with Warranty): $1000.00 ✦ Bag: $30.00 ✦ Headset: $15.00 ✦ Power Supply: $50.00 ✦ Mouse: $11.00*

2023-2024 prices are subject to change without notice.

Memo

To: Dr. John Rozzo, Superintendent of Schools
Board of School Directors

From: Dr. Cassandra Doggrell, Director of Special Education

Date: June 19, 2023

RE: Student Support Services Agreements/Contracts

I request the approval of the following agreements/contracts for school year 2023-2024:

1. Maxim Healthcare Services: Agreement addendum to provide nursing and medical care services for students at the rates provided in the addendum.

2. Pressley Ridge: Agreement addendum to extend original contract for student(s) enrolled. Services and fees are outlined in the agreement, tuition at the rate of $27,300 per semester and extended school year at the rate of $5,300.

3. Glade Run Lutheran Services: Umbrella agreement for education services provided by St. Stephen's Academy/Utica. Services and fees are outlined in the agreement if rendered throughout the school year.

4. Leader Services (IEP Writer Special Ed & Gifted/Children Count/504 Module/SIS Bridge): Renew subscription for web-based software documentation management system for IEPs, GIEPs, Chapter 15 504 Service Agreements, and special education state reporting at the cost of $16,475.

5. Consultant Agreement (Rhonda Battenfelder): Renew consultant agreement to provide professional and administrative services for the Student Support Services Department at the rate of $50.00 per hour up to a total of twenty hours per week.

Final approval will be contingent upon terms acceptable to the Superintendent and Solicitor

6. Consultant Agreement (Suzanne DaSilva): Renew consultant agreement to provide professional and administrative services, including school-based ACCESS billing management and support and other related services at the rate of $35.00 per hour up to a total of fifteen hours per week.

7. Consultant Agreement (CommuniKate Corporation): Renew consultant agreement to provide students and support teams with specialized assistance for the implementation of augmentative and alternative communication (AAC) and assistive technology (AT) at the rate of $100.00 per hour up to a total of 5 hours per week.

Customizing Learning,
Nurturing Potential...
Delivering Excellence

Memo

To: Dr. John Rozzo, USC Board Members

From: Scott P. Burchill SPB

Date: June 19, 2023

RE: FINANCIAL SUMMARY AND PRELIMINARY FINANCIAL STATEMENTS FOR THE PERIOD ENDED MAY 31, 2023 *(PRELIMINARY AND UNAUDITED)*

Financial statements for the General Fund, Food Service Fund, Capital Reserve Fund and Construction Fund for the period ended May 31, 2023, are enclosed for your review.

GENERAL FUND

	2022-23	2022-23 through May 31, 2023		2021-22	2021-22 through May 31, 2022	
(in millions of dollars)	Budgeted	Actual	% of Budget	Budgeted	Actual	% of Budget
Current Real Estate Revenues	$64.72	$64.13	99%	$62.39	$62.43	100%
EIT	$6.50	$6.78	104%	$6.01	$5.81	97%
All Other Local Revenues	$3.80	$4.79	126%	$3.32	$3.27	98%
State Revenues	$19.94	$17.16	86%	$18.85	$15.46	82%
Federal Revenues	$0.70	$0.22	31%	$1.31	$0.66	50%
All Other	$0.10	$0.06	0%	$0.00	$0.13	0%
Total Revenues	$95.76	$93.14	97%	$91.88	$87.76	96%
Expenditures	$95.750	$79.60	83%	$91.88	$75.99	83%
Revenues less Expenditures	*$0.010*	*$13.54*		*$0.000*	*$11.77*	

Balance Sheet	As of June 30, 2022	As of May 31, 2023 (unaudited)
Cash and Marketable Securities	$19,271,111	$29,019,055
Total Assets	$25,478,860	$33,904,252
Total Liabilities	$14,520,728	$9,683,557
Nonspendable Reserves	$260,241	$9,884
Adjustment to Fund Balance	$0	$13,512,920
Fund Balance	$10,697,891	$10,697,891

Revenue and expenditures are trending with a comparable percentage of the budget, when compared to the 2021-22 school year.

FOOD SERVICE ENTEPRISE FUND

	2022-23	2022-23 through May 31, 2023	2021-22	2021-22 through May 31, 2022
(in millions of dollars)	Budgeted	Actual	Budgeted	Actual
Revenues	$2,154,234	$2,422,220	$1,938,604	$2,416,128
Expenditures	$2,090,124	$2,325,567	$1,872,196	$2,042,871
Net	*$64,110*	*$96,653*	*$66,408*	*$373,257*

	2021-22 through June 30, 2022	2022-23 through May 31, 2023
Cash and Marketable Securities	$358,511	$1,015,104
Total Assets	$496,857	$1,170,353
Total Liabilities	$209,041	$785,885
Unassigned Fund Balance	$287,816	$384,468

The expenditure increase between fiscal years can be attributed to salaries and benefits. The Food Service Fund has a positive fund balance of $384,468.

CAPITAL RESERVE FUND

	2022-23	2022-23 through May 31, 2023	2021-22	2021-22 through May 31, 2022
Revenues	$270,000	$279,246	$270,000	$270,149
Expenditures	$607,200	$576,823	$276,497	$57,294
Net	*($337,200)*	*($297,576)*	*($6,497)*	*$212,855*

	As of June 30, 2022	As of May 31, 2023
Cash and Marketable Securities	$976,850	$685,746
Total Assets	$976,850	$685,746
Total Liabilities	$589,623	$0
Total Reserves	*$387,228*	$685,746

CONSTRUCTION FUND

	2022-23 through May 31, 2023		2021-22 through May 31, 2022
Revenues	$29,837		$2,518,776
Expenditures	$107,504		$3,238,779
Net	*($77,667)*		*($720,003)*

	As of June 30, 2022		As of May 31, 2023
Cash and Marketable Securities	$1,970,060		$261,231
Total Assets	$1,970,060		$261,231
Total Liabilities	$537,796		$13,637
Fund Balance	$1,432,264		$247,594

BUDGET TRANSFERS

Budget transfers for the 2022-23 school year in the amount of $1,152,544.10 are presented for review and approval.

BILL LIST

The bill list is included in the supplemental financial report for your review and approval.

UPPER ST CLAIR SCHOOL DISTRICT
GENERAL FUND
MAY 31, 2023
PRELIMINARY UNAUDITED

OBJECT TITLE	AUDITED	UNAUDITED
ASSETS	**JUNE 30, 2022**	**MAY 31, 2023**
PETTY CASH	2,370	2,370
INVEST-PLGIT	50,227	51,440
INVEST-PSDLAF	19,217,187	28,963,918
INVEST-CITIZENS	-	-
INVEST-INVEST	1,327	1,327
INTERFUND RECEIVABLE	-	393,897
ACCOUNTS RECEIVABLE	219,315	18,152
STATE SUBSIDIES REC	3,008,732	3,182,735
FEDERAL SUB - RECEIVABLE	893,563	394,369
EARNED INCOME REC	42,790	-
DEL TAX RECEIVABLE & OTHER RECOV DISB	2,033,465	613,827
PREPAID EXPENSES	9,885	282,217
TOTAL ASSETS	**25,478,860**	**33,904,252**
LIABILITIES		
INTERFUND A/P	233,717	32,864
ACCTS PAYABLE	1,599,187	
RESERVE FOR ENCUMBRANCES	1,897,323	2,635,698
ACCRUED SALARIES & BENEFI	6,502,910	
PAYROLL/WITHHOLDINGS	3,129,325	5,772,683
DEFERRED REVENUE	1,158,265	1,242,312
TOTAL LIABILITIES	**14,520,728**	**9,683,557**
RESERVES		
NONSPENDABLE ENCUMBRANCES	250,357	-
NONSPENDABLE PREPAID	9,884	9,884
ADJUSTMENT TO FUND BALANCE	704,741	13,512,920
ASSIGNED TO SECURITY	300,000	300,000
ASSIGNED TO CAPITAL RESERVE	500,000	500,000
ASSIGNED TO OPEB	2,750,000	2,750,000
UNASSIGNED FUND BALANCE	6,443,150	7,147,891
TOTAL RESERVES	**10,958,132**	**24,220,695**

Upper St. Clair School District

General Fund WITH Balance Sheet As of 05/31/2023

Fiscal Year: 2022-2023

ASSETS		
All Assets		
CASH (+)	$29,019,055.02	
RECEIVABLES (+)	$412,048.83	
STATE & FEDERAL RECEIVABLES (+)	$3,577,103.88	
OTHER ASSETS (+)	$896,044.66	
Sub-total : All Assets	$33,904,252.39	
Total : ASSETS		$33,904,252.39
LIABILITIES		
LIABILTIES		
ACCOUNTS PAYABLE (-)	$2,668,562.46	
PAYROLL LIABILITIES (-)	$5,772,682.62	
DEFERRED REVENUE (-)	$1,242,311.92	
Sub-total : LIABILTIES	($9,683,557.00)	
Total : LIABILITIES	($9,683,557.00)	
EQUITY		
Fund Balance		
Fund Balance (-)	$10,707,775.12	
Sub-total : Fund Balance	($10,707,775.12)	
NET ADDITION/(DEFICIT)		
NET ADDITION/(DEFICIT) (+)	($13,512,920.27)	
Sub-total : NET ADDITION/(DEFICIT)	($13,512,920.27)	
Total : EQUITY	($24,220,695.39)	
Total LIABILITIES + EQUITY		($33,904,252.39)

End of Report

Upper St. Clair School District

GENERAL FUND WITH PROGRAM DETAIL For the Period 05/01/2023 through 05/31/2023

Fiscal Year: 2022-2023

	05/01/2023 - 05/31/2023	Year To Date	Budget	Budget Balance	
INCOME					
LOCAL REVENUES					
LOCAL TAXES (+)	$1,852,716.89	$72,519,313.22	$72,933,942.00	$414,628.78	99.4%
DELIQUENT TAXES (+)	$340,866.31	$842,812.28	$680,000.00	($162,812.28)	123.9%
INTEREST INCOME (+)	$116,594.48	$1,355,211.87	$150,000.00	($1,205,211.87)	903.5%
OTHER LOCAL REVENUE (+)	$21,267.26	$982,693.36	$1,253,000.00	$270,306.64	78.4%
Sub-total : LOCAL REVENUES	$2,331,444.94	$75,700,030.73	$75,016,942.00	($683,088.73)	100.9%
STATE REVENUE					
STATE SUBSIDY (+)	$140,526.00	$5,872,238.13	$7,512,984.00	$1,640,745.87	78.2%
STATE REIMBURSEMENT (+)	$1,937,788.70	$11,290,536.49	$12,429,898.00	$1,139,361.51	90.8%
Sub-total : STATE REVENUE	$2,078,314.70	$17,162,774.62	$19,942,882.00	$2,780,107.38	86.1%
FEDERAL REVENUE					
FEDERAL REVENUE (+)	$6,628.06	$223,761.82	$698,601.00	$474,839.18	32.0%
Sub-total : FEDERAL REVENUE	$6,628.06	$223,761.82	$698,601.00	$474,839.18	32.0%
OTHER FINANCING SOURCES					
OTHER FINANCING SOURCES (+)	$0.00	$64,627.70	$95,000.00	$30,372.30	68.0%
Sub-total : OTHER FINANCING SOURCES	$0.00	$64,627.70	$95,000.00	$30,372.30	68.0%
Total : INCOME	$4,416,387.70	$93,151,194.87	$95,753,425.00	$2,602,230.13	97.3%
EXPENSES					
REGULAR ED					
SALARY (-)	$2,039,748.81	$17,912,754.30	$23,908,497.02	$5,995,742.72	74.9%
BENEFITS (-)	$1,347,858.39	$11,765,596.04	$14,691,467.06	$2,925,871.02	80.1%
PROFESSIONAL SERVICES (-)	$0.00	$43,562.16	$73,015.00	$29,452.84	59.7%
PURCHASED SERVICES (-)	$0.00	$1,602.43	$32,691.00	$31,088.57	4.9%
TUITION/OTHER PURCH SVCS (-)	$1,687.73	$274,470.66	$347,250.00	$72,779.34	79.0%
SUPPLIES (-)	$27,171.28	$694,740.72	$910,010.12	$215,269.40	76.3%
PROPERTY (-)	$0.00	$2,138.85	$13,000.00	$10,861.15	16.5%
DUES & FEES/MISC. EXP. (-)	$271.00	$39,109.01	$83,453.00	$44,343.99	46.9%
Sub-total : REGULAR ED	($3,416,737.21)	($30,733,974.17)	($40,059,383.20)	($9,325,409.03)	76.7%
SPECIAL ED					
SALARY (-)	$400,557.39	$3,603,125.22	$4,606,400.54	$1,003,275.32	78.2%
BENEFITS (-)	$336,843.53	$2,875,615.00	$3,480,875.83	$605,260.83	82.6%
PROFESSIONAL SERVICES (-)	$56,316.98	$1,104,101.55	$1,910,188.00	$806,086.45	57.8%
PURCHASED SERVICES (-)	$0.00	$0.00	$15,000.00	$15,000.00	0.0%
TUITION/OTHER PURCH SVCS (-)	$240.43	$718,402.87	$1,252,314.00	$533,911.13	57.4%
SUPPLIES (-)	$3,740.98	$69,584.03	$83,850.00	$14,265.97	83.0%
DUES & FEES/MISC. EXP. (-)	$10,041.40	$71,974.39	$104,650.00	$32,675.61	68.8%
Sub-total : SPECIAL ED	($807,740.71)	($8,442,803.06)	($11,453,278.37)	($3,010,475.31)	73.7%
VOCATIONAL ED					
TUITION/OTHER PURCH SVCS (-)	$0.00	$246,851.61	$301,134.90	$54,283.29	82.0%
Sub-total : VOCATIONAL ED	$0.00	($246,851.61)	($301,134.90)	($54,283.29)	82.0%
OTHER INSTRUCTIONAL PROGRAMS					

GENERAL FUND WITH PROGRAM DETAIL For the Period 05/01/2023 through 05/31/2023

Fiscal Year: 2022-2023

	05/01/2023 - 05/31/2023	Year To Date	Budget	Budget Balance	
SALARY (-)	$10,465.53	$118,358.35	$126,886.67	$8,528.32	93.3%
BENEFITS (-)	$6,405.16	$56,202.55	$79,050.17	$22,847.62	71.1%
PROFESSIONAL SERVICES (+)	$0.00	$0.00	$3,000.00	$3,000.00	0.0%
SUPPLIES (-)	$0.00	$0.00	$4,200.00	$4,200.00	0.0%
DUES & FEES/MISC.EXP. (-)	$0.00	$0.00	$1,000.00	$1,000.00	0.0%
Sub-total : OTHER INSTRUCTIONAL PROGRAMS	($16,870.69)	($174,560.90)	($208,136.84)	($33,575.94)	83.9%
NONPUBLIC ED					
TUITION/OTHER PURCH SVCS (-)	$0.00	$3,676.00	$0.00	($3,676.00)	0.0%
Sub-total : NONPUBLIC ED	$0.00	($3,676.00)	$0.00	$3,676.00	0.0%
STUDENT SUPPORT SVCS					
SALARY (-)	$152,234.06	$1,507,995.01	$1,869,642.83	$361,647.82	80.7%
BENEFITS (-)	$101,406.10	$960,866.26	$1,170,312.68	$209,446.42	82.1%
PROFESSIONAL SERVICES (-)	$13,500.00	$67,974.04	$74,750.00	$6,775.96	90.9%
OTHER PURCHASED SVCS (-)	$0.00	$50.70	$2,500.00	$2,449.30	2.0%
SUPPLIES (-)	$1,111.25	$29,886.27	$72,259.00	$42,372.73	41.4%
DUES & FEES/MISC.EXP. (-)	$0.00	$1,945.85	$3,579.00	$1,633.15	54.4%
Sub-total : STUDENT SUPPORT SVCS	($268,251.41)	($2,568,718.13)	($3,193,043.51)	($624,325.38)	80.4%
INSTRUCTIONAL SUPPORT SERVICES					
SALARY (-)	$179,834.88	$1,774,904.56	$1,956,890.40	$181,985.84	90.7%
BENEFITS (-)	$120,201.78	$1,028,117.48	$1,257,167.83	$229,050.35	81.8%
PROFESSIONAL SERVICES (-)	$2,304.00	$29,461.34	$153,500.00	$124,038.66	19.2%
PURCHASED SERVICES (-)	$596.44	$93,268.35	$135,200.00	$41,931.65	69.0%
OTHER PURCHASED SERVICES (-)	$4,846.10	$38,857.66	$72,625.00	$33,767.34	53.5%
SUPPLIES (-)	$14,838.46	$521,706.09	$638,542.00	$116,835.91	81.7%
PROPERTY (-)	$0.00	$0.00	$27,000.00	$27,000.00	0.0%
DUES & FEES/MISC EXP. (-)	$0.00	$0.00	$1,000.00	$1,000.00	0.0%
Sub-total : INSTRUCTIONAL SUPPORT SERVICES	($322,621.66)	($3,486,315.48)	($4,241,925.23)	($755,609.75)	82.2%
ADMIN SUPPORT SERVICES					
SALARY (-)	$261,757.74	$2,806,344.88	$3,060,275.93	$253,931.05	91.7%
BENEFITS (-)	$174,931.67	$1,655,180.01	$1,770,628.05	$115,448.04	93.5%
PROFESSIONAL SERVICES (-)	$101,394.39	$447,201.75	$601,200.00	$153,998.25	74.4%
OTHER PURCHASED SERVICES (-)	$4,226.65	$58,380.89	$66,977.00	$8,596.11	87.2%
SUPPLIES (-)	$8,352.12	$68,150.48	$64,400.00	($3,750.48)	105.8%
DUES & FEES/MISC EXP (-)	$1,716.65	$64,367.38	$79,435.00	$15,067.62	81.0%
Sub-total : ADMIN SUPPORT SERVICES	($552,379.22)	($5,099,625.39)	($5,642,915.98)	($543,290.59)	90.4%
PUPIL HEALTH SERVICES					
SALARIES (-)	$49,847.61	$369,774.96	$466,338.56	$96,563.60	79.3%
PROFESSIONAL SERVICES (-)	$0.00	$9,863.03	$15,500.00	$5,636.97	63.6%
BENEFITS (-)	$27,451.44	$229,703.31	$300,317.19	$70,613.88	76.5%
PURCHASED SERVICES (-)	$0.00	$0.00	$600.00	$600.00	0.0%
OTHER PURCHASED SERVICES (-)	$0.00	$0.00	$1,200.00	$1,200.00	0.0%

GENERAL FUND WITH PROGRAM DETAIL For the Period 05/01/2023 through 05/31/2023

Fiscal Year: 2022-2023

	05/01/2023 - 05/31/2023	Year To Date	Budget	Budget Balance	
SUPPLIES (-)	$0.00	$16,201.22	$19,099.00	$2,897.78	84.8%
DUES & FEES/MISC EXP. (-)	$0.00	$0.00	$139.00	$139.00	0.0%
Sub-total : PUPIL HEALTH SERVICES	($77,299.05)	($625,542.52)	($803,193.75)	($177,651.23)	77.9%
BUSINESS SUPPORT SERVICES					
SALARY (-)	$38,249.40	$408,924.26	$447,919.73	$38,995.47	91.3%
BENEFITS (-)	$23,476.67	$240,051.68	$263,848.32	$23,796.64	91.0%
PROFESSIONAL SERVICES (-)	$69,209.64	$348,519.98	$239,085.00	($109,434.98)	145.8%
PURCHASED SERVICES (-)	$2,520.00	$111,616.20	$118,600.00	$6,983.80	94.1%
OTHER PURCHASED SERVICES (-)	$11,171.72	$160,126.48	$176,450.00	$16,323.52	90.7%
SUPPLIES (-)	$154.77	$26,461.87	$7,500.00	($18,961.87)	352.8%
DUES & FEES/MISC EXP. (-)	$0.00	$2,848.00	$4,250.00	$1,402.00	67.0%
Sub-total : BUSINESS SUPPORT SERVICES	($144,782.20)	($1,298,548.47)	($1,257,653.05)	$40,895.42	103.3%
TRANSPORTATION SERVICES					
SALARY (-)	$176,448.43	$1,751,559.00	$1,909,220.68	$157,661.68	91.7%
BENEFITS (-)	$79,410.95	$780,703.57	$870,636.86	$89,933.29	89.7%
PROFESSIONAL SERVICES (-)	$729.00	$6,074.00	$7,500.00	$1,426.00	81.0%
PURCHASED SERVICES (-)	$5,022.70	$191,111.33	$246,170.00	$55,058.67	77.6%
OTHER PURCHASED SERVICES (-)	$161,628.56	$1,100,590.31	$1,338,485.00	$237,894.69	82.2%
SUPPLIES (-)	$37,254.62	$410,036.28	$670,469.71	$260,433.43	61.2%
DUES & FEES/MISC EXP. (-)	$9.80	$878.09	$1,400.00	$521.91	62.7%
Sub-total : TRANSPORTATION SERVICES	($460,504.06)	($4,240,952.58)	($5,043,882.25)	($802,929.67)	84.1%
OPERATIONS/SECURITY					
SALARY (-)	$282,775.31	$3,060,329.94	$3,500,567.62	$440,237.68	87.4%
BENEFITS (-)	$225,647.46	$2,216,816.56	$2,546,719.95	$329,903.39	87.0%
PROFESSIONAL SERVICES (-)	$1,170.41	$36,702.46	$66,458.00	$29,755.54	55.2%
PURCHASED SERVICES (-)	$59,412.57	$1,130,572.34	$1,048,455.04	($82,117.30)	107.8%
OTHER PURCHASED SERVICES (-)	$13,481.54	$338,233.27	$369,714.00	$31,480.73	91.5%
SUPPLIES (-)	$137,624.39	$1,423,701.22	$1,683,760.29	$260,059.07	84.6%
PROPERTY (-)	$0.00	$72,120.00	$23,535.00	($48,585.00)	306.4%
DUES & FEES/MISC EXP. (-)	$0.00	$9,133.60	$10,620.00	$1,486.40	86.0%
Sub-total : OPERATIONS/SECURITY	($720,111.68)	($8,287,609.39)	($9,249,829.90)	($962,220.51)	89.6%
CENTRAL SUPPORT SERVICES					
SALARY (-)	$33,998.25	$357,989.80	$392,430.44	$34,440.64	91.2%
BENEFITS (-)	$32,692.30	$276,192.67	$339,293.49	$63,100.82	81.4%
PROFESSIONAL SERVICES (-)	$772.00	$52,601.14	$65,500.00	$12,898.86	80.3%
OTHER PURCHASED SERVICES (-)	$25.35	$15,447.12	$12,000.00	($3,447.12)	128.7%
SUPPLIES (-)	$45.00	$971.10	$4,000.00	$3,028.90	24.3%
Sub-total : CENTRAL SUPPORT SERVICES	($67,532.90)	($703,201.83)	($813,223.93)	($110,022.10)	86.5%
OTHER SUPPORT SERVICES					
IU OPERATING SUPPORT (-)	$0.00	$63,370.27	$62,992.00	($378.27)	100.6%
PASS-THRU FUNDS (-)	$1,110.00	$75,525.00	$300,000.00	$224,475.00	25.2%

GENERAL FUND WITH PROGRAM DETAIL For the Period 05/01/2023 through 05/31/2023

Fiscal Year: 2022-2023

	05/01/2023 - 05/31/2023	Year To Date	Budget	Budget Balance	
Sub-total : OTHER SUPPORT SERVICES	($1,110.00)	($138,895.27)	($362,992.00)	($224,096.73)	38.3%
STUDENT ACTIVITIES/ATHLETICS					
SALARY (-)	$184,841.52	$947,351.76	$998,499.11	$51,147.35	94.9%
BENEFITS (-)	$85,947.42	$431,127.97	$467,093.48	$35,965.51	92.3%
PROFESSIONAL SERVICES (-)	$22,951.70	$170,914.02	$204,940.00	$34,025.98	83.4%
PURCHASED SERVICES (-)	$298.00	$35,591.03	$61,950.00	$26,358.97	57.5%
OTHER PURCHASED SERVICES (-)	$0.00	$10,505.49	$10,000.00	($505.49)	105.1%
SUPPLIES (-)	$9,752.94	$235,896.07	$287,001.00	$51,104.93	82.2%
Sub-total : STUDENT ACTIVITIES/ATHLETICS	($303,791.58)	($1,831,386.34)	($2,029,483.59)	($198,097.25)	90.2%
DEBT SERVICE/FINANCING					
INTEREST (-)	$1,559.25	$4,705,433.17	$4,921,732.46	$216,299.29	95.6%
PRINCIPAL (-)	$1,017,550.39	$6,971,119.84	$6,033,784.01	($937,335.83)	115.5%
Sub-total : DEBT SERVICE/FINANCING	($1,019,109.64)	($11,676,553.01)	($10,955,516.47)	$721,036.54	106.6%
Total : EXPENSES	($8,178,842.01)	($79,559,214.15)	($95,615,592.97)	($16,056,378.82)	83.2%
NET ADDITION/(DEFICIT)	($3,762,454.31)	$13,591,980.72	$137,832.03	($13,454,148.69)	9861.3%

End of Report

UPPER ST CLAIR SCHOOL DISTRICT
SCHOOL LUNCH PROGRAM
MAY 31, 2023

OBJECT TITLE	AUDITED	UNAUDITED
	JUNE 30, 2022	MAY 31, 2023
ASSETS		
PETTY CASH	-	1,012
INVEST-PLGIT	239	245
INVEST-PSDLAF	358,152	1,013,847
INTERFUND RECEIVABLE	120	748
ACCOUNTS RECEIVABLE	-	
STATE SUBSIDIES REC	1,786	25,590
FEDERAL SUB - RECEIVABLE	64,830	57,182
INVENTORY - DONATED GOODS	1,100	1,100
PREPAID EXPENSES	-	
EQUIPMENT	937,503	937,503
ACCUMULATED DEPRECIATION	(866,873)	(866,873)
TOTAL ASSETS	**496,857**	**1,170,353**
LIABILITIES		
INTERFUND A/P	(74,218)	447,790
ACCTS PAYABLE	86,857	127,546
DEFERRED REVENUE	77,825	66,418
DEFERRED CHARGES	1,100	1,100
STUDENT DEPOSITS	82,176	107,729
CAPITAL LEASE LIABILITY	35,302	35,302
TOTAL LIABILITIES	**209,041**	**785,885**
RESERVES		
NONSPENDABLE ENCUMBRANCES	-	-
ADJUSTMENTS TO FUND BALANCE	347,864	96,652
UNASSIGNED FUND BALANCE	(60,048)	287,816
TOTAL RESERVES	**287,816**	**384,468**

Account	AccountDescription	AccountTypeDesc	AccountDebits	AccountCredits	BALANCE	TOTAL
[redacted]	FOOD SERV PETTY CASH	ASSET	1,012.00	-	1,012.00	
	FOOD SVCS PLGIT	ASSET	244.80	-	244.80	
	FOOD SVCS PSDLAF	ASSET	1,414,361.71	(400,515.09)	1,013,846.62	
	FOOD SVCS INTERFUND AR GF	ASSET	748.00	-	748.00	
	FOOD SVCS STATE SUBSIDIES RECEIVABLE	ASSET	90,698.69	(65,108.37)	25,590.32	
	FOOD SVCS FED REV REC	ASSET	258,167.74	(200,985.81)	57,181.93	
	FOOD SVCS DONATED GOODS	ASSET	1,099.66	-	1,099.66	
	FOOD SVCS EQUIPMENT	ASSET	937,503.11	-	937,503.11	
	FOOD SVCS ACCUM DEPRECIATE	ASSET	-	(866,872.97)	(866,872.97)	**1,170,353.47**
	FOOD SVCS INTERFUND A/P	LIABILITY	154,927.65	(154,927.65)	-	
	FOOD SVCS INTERFUND GF	LIABILITY	-	(2,015,850.44)	(2,015,850.44)	
	FOOD SVCS ACCTS PAYABLE	LIABILITY	529,493.07	(655,495.77)	(126,002.70)	
	FOOD SVCS PRIOR YR ENCUMB	LIABILITY	2,822.97	(4,443.14)	(1,620.17)	
	FOOD SVCS ACCRUED SAL & BEN	LIABILITY	6,294.67	(6,217.92)	76.75	
	FOOD SVCS PAYROLL DED & WITHHOLD	LIABILITY	1,654,068.59	-	1,654,068.59	
	FOOD SVCS PR DEDUCT DIRECT DEPOSIT	LIABILITY	93,798.01	(93,798.01)	-	
	FOOD SVCS PR DEDUCT FICA	LIABILITY	16,353.96	(16,353.96)	-	
	FOOD SVCS PR DEDUCT FED TAX	LIABILITY	5,728.97	(5,728.97)	-	
	FOOD SVCS PR DEDUCT STATE TAX	LIABILITY	2,339.55	(5,210.71)	(2,871.16)	
	FOOD SVCS PR DEDUCT LOCAL TAX	LIABILITY	3,197.25	(5,070.78)	(1,873.53)	
	FOOD SVCS PR DEDUCT DUES	LIABILITY	282.09	(282.09)	-	
	FOOD SVCS PR DEDUCT SUPPLEMENT LIFE	LIABILITY	-	(195.67)	(195.67)	
	FOOD SVCS PR DEDUCT MEDICAL INS	LIABILITY	58.62	(29,955.54)	(29,896.92)	
	FOOD SVCS MEDICARE	LIABILITY	3,824.86	(3,824.86)	-	
	FOOD SVCS RETIREMENT	LIABILITY	3,526.15	(13,154.39)	(9,628.24)	
	FOOD SVCS PAYROLL UNEMPLOYMENT	LIABILITY	-	(93.97)	(93.97)	
	FOOD SVCS PR RETIREMENT	LIABILITY	14,862.94	(56,311.29)	(41,448.35)	**1,568,060.75**
	FOOD SVCS DEFFERED REV-GRANTS	LIABILITY	67,784.29	(134,202.27)	(66,417.98)	
	FOOD SVCS DEFFERED REV-INVENTORY	LIABILITY	-	(1,099.66)	(1,099.66)	
	FOOD SVCS DEPOSITS-STUDENTS	LIABILITY	26,890.39	(134,619.85)	(107,729.46)	
	FOOD SVCS CAP LEASE LIABILITIES	LIABILITY	-	(35,302.18)	(35,302.18)	**(785,885.09)**
	FOOD SVCS UNASSIGN FUND BALANCE	FUND BALANCE	-	(287,816.26)	(287,816.26)	**(287,816.26)**
						1,664,712.87
	NET REVENUE					**(96,652.12)**

Account	AccountDescription	AccountTyp	ountTypeD	BALANCE	TOTAL
[redacted]	FOOD SVC SPECIAL EVENT IN	4	REVENUE	(53,961.86)	
	FOOD SVCS INTEREST INCOM	4	REVENUE	(21,063.19)	
	FOOD SVCS SALES TO PUPILS	4	REVENUE	(812,746.05)	
	FOOD SVCS BREAKFAST - PUF	4	REVENUE	(5,393.65)	
	FOOD SVCS A LA CARTE	4	REVENUE	(739,068.71)	
	FOOD SVCS STATE REIMBURS	4	REVENUE	(174,321.79)	
	FOOD SVCS FEDERAL REIMBU	4	REVENUE	(572,582.71)	
	FOOD SVCS CONTRIBUTION F	6	TRANSFERS	(43,081.63)	(2,422,219.59)
	FOOD SVCS DENTAL INS	5	EXPENDITU	1,537.19	
	FOOD SVCS LIFE INS	5	EXPENDITU	94.69	
	FOOD SVCS EYE INS	5	EXPENDITU	180.68	
	FOOD SERVICE CAP REPLACE	5	EXPENDITU	67,627.80	
	FOOD SERVICE ATTENDANCE	5	EXPENDITU	4,925.00	
	FOOD SVCS INTEREST LOAN E	5	EXPENDITU	1,306.66	
	FOOD SVCS PRINCIPAL LOAN	5	EXPENDITU	17,330.34	
	FOOD SVCS CLERICAL SAL	5	EXPENDITU	55,270.38	
	FOOD SVCS VAN DRIVER SUB	5	EXPENDITU	777.00	
	FOOD SVCS CAFE SAL	5	EXPENDITU	558,668.52	
	FOOD SVCS CAFE SUB SAL	5	EXPENDITU	3,363.75	
	FOOD SVCS MEDICAL INS	5	EXPENDITU	146,165.45	
	FOOD SVCS SOC SEC	5	EXPENDITU	46,832.01	
	FOOD SVCS RETIREMENT	5	EXPENDITU	188,856.37	
	FOOD SVCS OTHER PURCH C(	5	EXPENDITU	69,332.53	
	FOOD SVCS R&M EQUIPMEN	5	EXPENDITU	36,732.88	
	FOOD SVCS FOOD COST	5	EXPENDITU	783,249.69	
	FOOD SVCS NON-FOOD COST	5	EXPENDITU	225,812.16	
	FOOD SVCS SUPPLIES	5	EXPENDITU	31,582.81	
	FOOD SVCS FOOD	5	EXPENDITU	57,814.80	
	FOOD SVCS TECH SUPPLIES	5	EXPENDITU	4,965.00	
	FOOD SVCS MISC EXPENDITU	5	EXPENDITU	23,141.76	2,325,567.47
					(96,652.12)

CAPITAL RESERVE
MAY 31, 2023
PRELIMINARY UNAUDITED

OBJECT TITLE	AUDITED	UNAUDITED
	JUNE 30, 2022	**MAY 31, 2023**
ASSETS		
CASH	-	
PAYROLL CASH		
INVEST-PSDLAF	226,850	657,498
INVEST-PNC	-	-
INTERFUND RECEIVABLE	750,000	-
ACCOUNT RECEIVABLE	-	28,247
PREPAID EXPENSES	-	-
TOTAL ASSETS	**976,850**	**685,746**
LIABILITIES		
INTERFUND A/P	589,623	-
RESERVE ENCUMBRANCES	-	-
ACCTS PAYABLE	-	-
TOTAL LIABILITIES	**589,623**	-
RESERVES		
ASSIGNED TO TURF		
ENCUMBRANCES		
ADJUSTMENT TO FUND BALANCE	293,953	298,518
ASSIGNED FUND BALANCE	93,275	387,228
TOTAL RESERVES	**387,228**	**685,746**

Account	AccountDescription	AccountTypeDesc	BALANCE	TOTALS
[redacted]	CAP RESERVE PSDLAF	ASSET	657,498.40	
	INTERFUND ACCTS REC - GEN FUND	ASSET	-	
	ACCOUNTS RECEIVABLE	ASSET	28,247.32	**685,745.72**
	CAP RESERVE INTERFUND GF	LIABILITY	-	
	UNDESIGNATED	LIABILITY	-	
	CAP RESERVE FUND BAL	FUND BALANCE	(387,227.87)	**(387,227.87)**
	INTEREST INCOME	REVENUE	(11,419.57)	
	GENERAL FUND TRANSFER IN	TRANSFERS IN	(1,270,000.00)	**(1,281,419.57)**
	BUILDING IMPROVE OTHR PROF SVCS	EXPENDITURE	402,742.85	
	BUILDING IMPROVE R&M BLDG BA	EXPENDITURE	31,632.33	
	BUILD IMP CONST SERV BA	EXPENDITURE	190,737.68	
	BUILDING IMPROVE CAP REPLACE EQUIP BA	EXPENDITURE	1,090.25	
	BUILDING IMPROVE CAP REPLACE EQUIP HS	EXPENDITURE	354,443.61	
	BUILDING IMPROVEMENT CAP REPLACE HS THEATER	EXPENDITURE	2,255.00	
				982,901.72

CONSTRUCTION FUND
MAY 31, 2023
PRELIMINARY UNAUDITED

OBJECT TITLE	AUDITED JUNE 30, 2022	UNAUDITED MAY 31, 2023
ASSETS		
CASH	-	-
PSDLAF SERIES A	468,079	136,087
PLGIT SERIES A	1,501,981	125,145
OTHER RECOVER DISBURSE	-	-
INTERFUND RECEIVABLE	-	-
TOTAL ASSETS	**1,970,060**	**261,231**
LIABILITIES		
INTERFUND A/P	846	-
ACCTS PAYABLE	-	
RESERVE FOR PRIOR ENCUMB	13,637	13,637
CONSTRUCTION RETAINAGE	523,313	
TOTAL LIABILITIES	**537,796**	**13,637**
RESERVES		
RESTRICTED ENCUMBRANCE	-	
ADJUSTMENTS TO FUND BALANCE	608,302	(77,668)
RESTRICTED FUND BALANCE	823,962	325,262
TOTAL RESERVES	**1,432,264**	**247,594**

Account	AccountDescription	AccountTypeDesc	BALANCE	TOTALS
[redacted]	CONSTRUCTION INVEST PLGIT	ASSET	125,144.63	
	CONSTRUCTION INVEST PSDLAF	ASSET	136,086.51	**261,231.14**
	INTERFUND	LIABILITY	-	
	CONSTRUCTION ACCOUNTS PAYABLE	LIABILITY	-	
	CONSTRUCTION PRIOR ENCUMBRANCE	LIABILITY	(13,636.86)	
	CONSTRUCTION RETAINAGE	LIABILITY	(0.06)	
	CONSTRUCTION UNASSIGNED FUND BAL	FUND BALANCE	(325,261.82)	**(338,898.74)**
	INTEREST INCOME	REVENUE	(29,836.71)	**(29,836.71)**
	CONST SERV BO PAVING PROF SVCS	EXPENDITURE	11,157.45	
	CONST PROJ PAVING CONSTRCT SVCS	EXPENDITURE	300.00	
	CONST SERV BO PAVING CONSTRCT SVCS	EXPENDITURE	27,827.86	
	NEW BLDG & CONST CONST SVCS	EXPENDITURE	65,419.00	
	NEW BLDG & CONST SUPPLIES HS	EXPENDITURE	2,800.00	**107,504.31**
			0.00	

Budget Transfers - 2022-23

	From:		To:				
Fund	Function	Account	Function	Account	Description	From	To
10	General Fund		Capital Reserve		District Wide Unified Access Control	$ 1,000,000.00	$ 1,000,000.00
10	1290 SPED Elem/Other Profes Ed	10.1290.330.000.10.00.000	1290 SPED Sec/Other Profes Ed	10.1290.330.000.30.00.000	Maxim Healthcare	$ 44,791.10	$ 44,791.10
10	2620 Ops & Maint BA/Salaries	10.2620.171.000.10.11.000	2620 Ops & Maint HS/R&M	10.2620.431.000.30.31.000	Account Adjustment	$ 6,000.00	$ 6,000.00
10	2620 Ops & Maint EI/Salaries	10.2620.171.000.10.12.000	2620 Ops & Maint HS/R&M	10.2620.431.000.30.31.000	Account Adjustment	$ 6,000.00	$ 6,000.00
10	2620 Ops & Maint ST/Salaries	10.2620.171.000.10.13.000	2620 Ops & Maint HS/R&M	10.2620.431.000.30.31.000	Account Adjustment	$ 6,000.00	$ 6,000.00
10	2620 Ops & Maint FC/Salaries	10.2620.171.000.30.22.000	2620 Ops & Maint HS/R&M	10.2620.431.000.30.31.000	Account Adjustment	$ 6,000.00	$ 6,000.00
10	5140 Leases	10.5140.911.000.00.00.000	2720 Vehicle Ops/Capital	10.2720.762.000.00.00.000	Transportation Purchase	$ 71,753.00	$ 71,753.00
10	2220 Technology/Tech Services	10.2220.348.000.10.00.000	2220 Technology/Hardware	10.2220.653.000.10.00.000	Equipment Replacement	$ 6,000.00	$ 6,000.00
10	2220 Technology/Tech Services	10.2220.348.000.30.00.000	2220 Technology/Hardware	10.2220.653.000.30.00.000	Equipment Replacement	$ 6,000.00	$ 6,000.00
						$ 1,152,544.10	$ 1,152,544.10

USC SCHOOL DISTRICT

Memo

To: Dr. Rozzo, USC Board Members

From: Scott P. Burchill

Date: June 19, 2023

RE: SUPPLEMENTAL FINANCIAL REPORT

BILL LIST

The Supplementary Bill Lists are enclosed for your review and approval.

2022-23	GENERAL FUND 10	CAPITAL RSV. FND. 32	FOOD SERVICE FND. 51
CHECK LIST	$513,409.00	$0.00	$137,341.76
BILL LIST	$844,639.71	$0.00	$0.00
ACH PAYMENTS	$810,792.78	$434,326.54	$0.00
TOTAL	***$2,168,841.49***	***$434,326.54***	***$137,341.76***

CREDIT CARD BILL

The credit card bill for May purchases:

Human Resources	$ 20.00	Shop @ USC	$ 182.10
Streams Activities	$ 58.68	Special Ed	$ 102.85
Pass Thru	$ 1,059.98	Technology	$ 2,817.10
Deer Valley	$ 97.16	Curriculum Development	$ 542.99
Title III	$ 417.96	Staff Development	$ 545.68
HS Industrial Arts	$ 4,091.00	Superintendent	$ 2,281.11
AP Testing	$ 59.90	FC Principal	$ 14.34
Elementary Science	$ 610.23	HS Principal	$ 345.41
HS Science	$ 411.59	Business Office	$ 36.99
High School	$ 1,263.00	Operations & Maintenance	$ 765.19
Music	$ 513.18	Security	$ 259.20
World Language	$ 98.00	Transportation	$ 500.00
HS FACS	$ 831.58	Athletics Extended Season	$ 2,213.20
HS Social Studies	$ 12.00	**MAY**	**$ 20,150.42**

FUND 10 CHECK LIST

Upper St. Clair School District

Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: GENERAL FUND [redacted]

From Date: **To Date:**
From Check: 10523 **To Check:** 10658
From Voucher: **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
10523	05/19/2023	ALLEGRA - MARKETING - PRINT - MAIL	$11,171.72	1053	Printed	Expense	☑	05/31/2023	
10524	05/19/2023	AT&T MOBILITY	$1,991.43	1053	Printed	Expense	☑	05/31/2023	
10525	05/19/2023	CENTURY SPORTS INC	$830.80	1053	Printed	Expense	☑	05/31/2023	
10526	05/19/2023	CM REGENT, LLC	$9,262.56	1053	Printed	Expense	☑	05/31/2023	
10527	05/19/2023	COMPLETE ACCESS CONTROL SYSTEMS	$1,320.00	1053	Printed	Expense	☑	05/31/2023	
10528	05/19/2023	Edward Callahan	$975.00	1053	Printed	Expense	☐		
10529	05/19/2023	FOLLETT CONTENT SOLUTIONS, LLC	$623.20	1053	Printed	Expense	☑	05/31/2023	
10530	05/19/2023	JML LANDSCAPE MANAGEMENT	$953.41	1053	Printed	Expense	☑	05/31/2023	
10531	05/19/2023	JORDAN TAX SERVICE	$7.53	1053	Printed	Expense	☐		
10532	05/19/2023	Justin Davey	$800.00	1053	Printed	Expense	☑	05/31/2023	
10533	05/19/2023	KEVIN MCGAHEY	$650.00	1053	Printed	Expense	☐		
10534	05/19/2023	LEONARD R. KALLOP, JR.	$150.00	1053	Printed	Expense	☑	05/31/2023	
10535	05/19/2023	Michael Gremba	$200.00	1053	Printed	Expense	☑	05/31/2023	
10536	05/19/2023	RAMSEY, CHIE	$38.15	1053	Printed	Expense	☐		
10537	05/19/2023	SHOP @ USC	$150.00	1053	Printed	Expense	☑	05/31/2023	
10538	05/19/2023	SIEMENS INDUSTRY, INC	$3,912.98	1053	Printed	Expense	☑	05/31/2023	
10539	05/19/2023	Steel City Fueling Systems, Inc.	$195.00	1053	Printed	Expense	☑	05/31/2023	
10540	05/19/2023	SUBHADIP DAS	$100.00	1053	Printed	Expense	☑	05/31/2023	
10541	05/19/2023	THE PENWORTHY COMPANY	$889.84	1053	Printed	Expense	☑	05/31/2023	
10542	05/19/2023	VALERIANO, KIMBERLY	$133.74	1053	Printed	Expense	☑	05/31/2023	
10543	05/19/2023	WEST PENN LACO	$42.00	1053	Printed	Expense	☑	05/31/2023	
10544	05/23/2023	ALLEGHENY INTERMEDIATE UNIT	$10,629.00	1055	Printed	Expense	☐		

Upper St. Clair School District

Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: GENERAL FUND [redacted]

From Date: **To Date:**
From Check: 10523 **To Check:** 10658
From Voucher: **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
10567	05/26/2023	ODP BUSINESS SOLUTIONS, LLC	$756.50	1056	Printed	Expense	☐		
10568	05/26/2023	PASCARELLA, KELLY	$125.57	1056	Printed	Expense	☐		
10569	05/26/2023	PENNSYLVANIA AMERICAN WATER CO	$112.19	1056	Printed	Expense	☑	05/31/2023	
10570	05/26/2023	PICKELL, DONALD J JR	$70.25	1056	Printed	Expense	☐		
10571	05/26/2023	RHONDA R. BATTENFELDER	$6,000.00	1056	Printed	Expense	☑	05/31/2023	
10572	05/26/2023	RUTH, KATHERINE	$3,377.19	1056	Printed	Expense	☑	05/31/2023	
10573	05/26/2023	SABOLICK, DEAN	$94.49	1056	Printed	Expense	☐		
10574	05/26/2023	SENGER, CARA	$6,390.00	1056	Printed	Expense	☐		
10575	05/26/2023	SIVILLO, RONALD A JR	$500.00	1056	Printed	Expense	☐		
10576	05/26/2023	ST CLAIR MED SVC DBA ST CLAIR OCC	$169.00	1056	Printed	Expense	☑	05/31/2023	
10577	05/26/2023	STEMMLER, JUDITH	$70.35	1056	Printed	Expense	☐		
10578	05/26/2023	The Holden Corp.	$129.00	1056	Printed	Expense	☑	05/31/2023	
10579	05/26/2023	TOWNSHIP OF UPPER ST CLAIR --SEWAGE	$14,928.51	1056	Printed	Expense	☑	05/31/2023	
10580	05/26/2023	UPMC WORKPARTNERS	$1,341.94	1056	Printed	Expense	☐		
10581	05/26/2023	VALERIANO, KIMBERLY	$101.96	1056	Printed	Expense	☐		
10582	05/26/2023	WEISS BURKARDT KRAMER LLC	$28,427.10	1056	Printed	Expense	☑	05/31/2023	
10583	05/26/2023	WEST PENN POWER	$39,539.45	1056	Printed	Expense	☐		
10584	05/26/2023	ZIONS BANK	$5,000.00	1056	Printed	Expense	☑	05/31/2023	
10585	05/31/2023	UPPER ST CLAIR EDUCATION ASSOC	$16,042.27	1064	Printed	Payroll Ded	☐		
10586	05/31/2023	UPPER ST CLAIR SF/AFT	$2,801.48	1065	Printed	Payroll Ded	☐		
10587	05/31/2023	USC-ESP/PSEA/NEA	$662.72	1066	Printed	Payroll Ded	☐		
10588	06/02/2023	3D MOLECULAR DESIGN	$500.55	1070	Printed	Expense	☐		

Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: GENERAL FUND [redacted]

From Date:
From Check: 10523
From Voucher:

To Date:
To Check: 10658
To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
10612	06/02/2023	SLAGLE, KATHERINE M	$38.04	1070	Printed	Expense	☐		
10613	06/02/2023	SOCIAL STUDIES SCHOOL SERVICES	$39.20	1070	Printed	Expense	☐		
10614	06/02/2023	TOWNSHIP OF UPPER ST CLAIR	$2,390.00	1070	Printed	Expense	☐		
10615	06/02/2023	TURNBERRY,L.P.	$14,978.54	1070	Printed	Expense	☐		
10616	06/02/2023	VALERIANO, KIMBERLY	$201.19	1070	Printed	Expense	☐		
10617	06/02/2023	VARSITY ATHLETIC APPAREL	$587.50	1070	Printed	Expense	☐		
10618	06/02/2023	WAGNER, GREGORY	$142.00	1070	Printed	Expense	☐		
10619	06/02/2023	WERNER, MARY ELIZABETH	$229.46	1070	Printed	Expense	☐		
10620	06/13/2023	ALLOWAY, EMILY M	$39.99	1076	Printed	Expense	☐		
10621	06/13/2023	AMCA SYSTEMS, LLC	$108.00	1076	Printed	Expense	☐		
10622	06/13/2023	ARC HUMAN SERVICES INC	$852.00	1076	Printed	Expense	☐		
10623	06/13/2023	BARNES & NOBLE INC	$678.40	1076	Printed	Expense	☐		
10624	06/13/2023	BERQUIST, REBECCA H	$180.00	1076	Printed	Expense	☐		
10625	06/13/2023	BODAMER, KELLIE	$32.58	1076	Printed	Expense	☐		
10626	06/13/2023	BOSSART, GENA L	$22.00	1076	Printed	Expense	☐		
10627	06/13/2023	BSN SPORTS	$14.98	1076	Printed	Expense	☐		
10628	06/13/2023	Budget Charter Inc.	$1,650.00	1076	Printed	Expense	☐		
10629	06/13/2023	BURCHILL, SCOTT	$180.00	1076	Printed	Expense	☐		
10630	06/13/2023	CENTURY SPORTS INC	$210.16	1076	Printed	Expense	☐		
10631	06/13/2023	CM REGENT, LLC	$9,264.52	1076	Printed	Expense	☐		
10632	06/13/2023	COMCAST BUSINESS	$1,563.43	1076	Printed	Expense	☐		
10633	06/13/2023	COSNEK, STEVEN	$155.00	1076	Printed	Expense	☐		
10634	06/13/2023	CRYSTAL SPRINGS	$264.52	1076	Printed	Expense	☐		

Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: GENERAL FUND [redacted]

From Date:
From Check: 10523
From Voucher:

To Date:
To Check: 10658
To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
10658	06/13/2023	WREGGET, COURTNEY HANNAH	$906.40	1076	Printed	Expense	☐		
		Total Amount:	$513,409.00						

End of Report

FUND 10 BILL LIST

Upper St. Clair School District

Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: GENERAL FUND [redacted]

From Date: 6/15/2023 **To Date:** 6/15/2023
From Check: 10659 **To Check:** 10813
From Voucher: 1082 **To Voucher:** 1082

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
10659	06/15/2023	ACCESS INFORMATION HOLDINGS	$1,074.60	1082	Not Printed	Expense	☐		
10660	06/15/2023	ADVENT COMMUNICATION SYSTEMS	$2,268.91	1082	Not Printed	Expense	☐		
10661	06/15/2023	ALLEGHENY CO HEALTH DEPT-FEES & PERMITS	$122.00	1082	Not Printed	Expense	☐		
10662	06/15/2023	ALLEGHENY INTERMEDIATE UNIT	$7,203.30	1082	Not Printed	Expense	☐		
10663	06/15/2023	ALLEGHENY SAFE & LOCK	$1,310.70	1082	Not Printed	Expense	☐		
10664	06/15/2023	AMAZON CAPITAL SERVICES	$2,436.57	1082	Not Printed	Expense	☐		
10665	06/15/2023	AMCOM OFFICE SYSTEMS	$1,220.55	1082	Not Printed	Expense	☐		
10666	06/15/2023	AMY BEYERL	$200.00	1082	Not Printed	Expense	☐		
10667	06/15/2023	APPLE EDUCATION	$1,296.00	1082	Not Printed	Expense	☐		
10668	06/15/2023	ARAMARK CORPORATION	$345.48	1082	Not Printed	Expense	☐		
10669	06/15/2023	AXIOS TUTORING	$2,140.00	1082	Not Printed	Expense	☐		
10670	06/15/2023	B & H PHOTO	$58.02	1082	Not Printed	Expense	☐		
10671	06/15/2023	B & R POOLS	$440.00	1082	Not Printed	Expense	☐		
10672	06/15/2023	BARRINGER, MICHAEL	$28.66	1082	Not Printed	Expense	☐		
10673	06/15/2023	BEAT BY BEAT PRESS	$299.00	1082	Not Printed	Expense	☐		
10674	06/15/2023	BLUE BIRD OF PITTSBURGH	$3,150.23	1082	Not Printed	Expense	☐		
10675	06/15/2023	Brian Balmages	$1,131.20	1082	Not Printed	Expense	☐		
10676	06/15/2023	BRIAN BROWN	$1,000.00	1082	Not Printed	Expense	☐		
10677	06/15/2023	BRIGGS, TIMOTHY	$30.00	1082	Not Printed	Expense	☐		
10678	06/15/2023	BROOKSIDE LUMBER & SUPPLY CO.	$725.02	1082	Not Printed	Expense	☐		
10679	06/15/2023	CDW COMPUTER CENTERS INC	$177,018.80	1082	Not Printed	Expense	☐		
10680	06/15/2023	CENTRAL CATHOLIC	$2,473.54	1082	Not Printed	Expense	☐		

Upper St. Clair School District

Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: GENERAL FUND [redacted]

From Date: 6/15/2023 **To Date:** 6/15/2023
From Check: 10659 **To Check:** 10813
From Voucher: 1082 **To Voucher:** 1082

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
10703	06/15/2023	GROVE CITY AREA SCHOOL DISTRICT	$7,440.00	1082	Not Printed	Expense	☐		
10704	06/15/2023	GROVER, BRIAN K	$30.00	1082	Not Printed	Expense	☐		
10705	06/15/2023	GUTTMAN OIL COMPANY	$2,509.03	1082	Not Printed	Expense	☐		
10706	06/15/2023	HAPCHUK INC	$452.88	1082	Not Printed	Expense	☐		
10707	06/15/2023	HARKLEROAD, MARY BETH	$360.00	1082	Not Printed	Expense	☐		
10708	06/15/2023	HERC RENTALS	$743.00	1082	Not Printed	Expense	☐		
10709	06/15/2023	HILL INTERNATIONAL TRUCKS LLC	$833.51	1082	Not Printed	Expense	☐		
10710	06/15/2023	Hoffman Home, Inc.	$948.00	1082	Not Printed	Expense	☐		
10711	06/15/2023	HOLLIS AND GERMANN MUSIC, INC.	$115.14	1082	Not Printed	Expense	☐		
10712	06/15/2023	HOME DEPOT	$1,927.18	1082	Not Printed	Expense	☐		
10713	06/15/2023	IMAGE360 DBA NOVUM DESIGNS	$963.73	1082	Not Printed	Expense	☐		
10714	06/15/2023	INSTITUTIONAL SPECIALTIES INC	$1,055.00	1082	Not Printed	Expense	☐		
10715	06/15/2023	IT'S ALL CLEAN, INC	$808.59	1082	Not Printed	Expense	☐		
10716	06/15/2023	J.W.PEPPER & SON INC	$204.00	1082	Not Printed	Expense	☐		
10717	06/15/2023	JACKSON WELDING SUPPLY CO.	$525.01	1082	Not Printed	Expense	☐		
10718	06/15/2023	JAMES OVERLY	$1,200.00	1082	Not Printed	Expense	☐		
10719	06/15/2023	JML LANDSCAPE MANAGEMENT	$10,665.20	1082	Not Printed	Expense	☐		
10720	06/15/2023	JOHNSTONE SUPPLY	$273.08	1082	Not Printed	Expense	☐		
10721	06/15/2023	KOZAK, DONALD W	$30.00	1082	Not Printed	Expense	☐		
10722	06/15/2023	KRAUS, MICHAEL S	$30.00	1082	Not Printed	Expense	☐		
10723	06/15/2023	KRAUSE, ANTHONY M	$30.00	1082	Not Printed	Expense	☐		
10724	06/15/2023	KREIDER EXPRESS PRINTING	$436.00	1082	Not Printed	Expense	☐		
10725	06/15/2023	KUDLA'S MARATHON	$19.00	1082	Not Printed	Expense	☐		

Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: GENERAL FUND [redacted]

From Date: 6/15/2023 **To Date:** 6/15/2023
From Check: 10659 **To Check:** 10813
From Voucher: 1082 **To Voucher:** 1082

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
10747	06/15/2023	PA LEADERSHIP CHARTER SCHOOL	$4,160.75	1082	Not Printed	Expense	☐		
10748	06/15/2023	PAPER PRODUCTS	$10,374.80	1082	Not Printed	Expense	☐		
10749	06/15/2023	Patrick O'Donnell	$360.00	1082	Not Printed	Expense	☐		
10750	06/15/2023	PENNSYLVANIA AMERICAN WATER CO	$120.00	1082	Not Printed	Expense	☐		
10751	06/15/2023	PENNSYLVANIA DISTANCE LEARNING	$5,336.38	1082	Not Printed	Expense	☐		
10752	06/15/2023	PERMA BOUND HERTZBERG	$10,385.25	1082	Not Printed	Expense	☐		
10753	06/15/2023	PETROLEUM TRADERS CORPORATION	$16,557.46	1082	Not Printed	Expense	☐		
10754	06/15/2023	PFENDER, AMY	$400.52	1082	Not Printed	Expense	☐		
10755	06/15/2023	PIONEER ATHLETICS & MTP	$1,124.30	1082	Not Printed	Expense	☐		
10756	06/15/2023	PITNEY BOWES	$1,369.23	1082	Not Printed	Expense	☐		
10757	06/15/2023	PORTS PETROLEUM	$638.61	1082	Not Printed	Expense	☐		
10758	06/15/2023	POWERS, KAREN	$30.00	1082	Not Printed	Expense	☐		
10759	06/15/2023	POWERSCHOOL GROUP LLC	$4,709.23	1082	Not Printed	Expense	☐		
10760	06/15/2023	PPC LUBRICANTS	$3,394.62	1082	Not Printed	Expense	☐		
10761	06/15/2023	PROVIDENT CHARTER SCHOOL	$5,336.38	1082	Not Printed	Expense	☐		
10762	06/15/2023	PURCHASE POWER	$372.98	1082	Not Printed	Expense	☐		
10763	06/15/2023	QUEST DIAGNOSTICS	$189.00	1082	Not Printed	Expense	☐		
10764	06/15/2023	REBER MASONRY RESTORATION	$9,800.00	1082	Not Printed	Expense	☐		
10765	06/15/2023	REX GLASS & MIRROR	$478.00	1082	Not Printed	Expense	☐		
10766	06/15/2023	RITTENHOUSE BUS LINES	$956.60	1082	Not Printed	Expense	☐		
10767	06/15/2023	ROZZO, JOHN T	$180.00	1082	Not Printed	Expense	☐		
10768	06/15/2023	RUGG, ZACHARY DAVID	$30.00	1082	Not Printed	Expense	☐		

Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: GENERAL FUND [redacted]

From Date: 6/15/2023 **To Date:** 6/15/2023
From Check: 10659 **To Check:** 10813
From Voucher: 1082 **To Voucher:** 1082

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
10792	06/15/2023	TOWNSHIP OF UPPER ST CLAIR	$4,002.72	1082	Not Printed	Expense	☐		
10793	06/15/2023	TRANE US INC	$4,756.00	1082	Not Printed	Expense	☐		
10794	06/15/2023	TRI-COMMUNITY SOUTH E.M.S.	$480.00	1082	Not Printed	Expense	☐		
10795	06/15/2023	TURNBERRY,L.P.	$14,978.54	1082	Not Printed	Expense	☐		
10796	06/15/2023	TWP OF UPPER ST CLAIR	$2,330.33	1082	Not Printed	Expense	☐		
10797	06/15/2023	TYLER TECHNOLOGIES, INC	$7,575.00	1082	Not Printed	Expense	☐		
10798	06/15/2023	UGI Energy Services, LLC	$15,276.78	1082	Not Printed	Expense	☐		
10799	06/15/2023	ULTIMATE DRILL BOOK	$750.00	1082	Not Printed	Expense	☐		
10800	06/15/2023	UNITY SCHOOL BUS PARTS	$748.14	1082	Not Printed	Expense	☐		
10801	06/15/2023	UPMC	$3,375.00	1082	Not Printed	Expense	☐		
10802	06/15/2023	UPMC WORKPARTNERS	$1,351.10	1082	Not Printed	Expense	☐		
10803	06/15/2023	VEX ROBOTICS INC	$9,919.60	1082	Not Printed	Expense	☐		
10804	06/15/2023	VOLKWEIN BROTHERS	$1,666.50	1082	Not Printed	Expense	☐		
10805	06/15/2023	VOLTUS INC	$610.41	1082	Not Printed	Expense	☐		
10806	06/15/2023	WATER HEATER DISTRIBUTERS, LLP	$613.23	1082	Not Printed	Expense	☐		
10807	06/15/2023	WEISS BURKARDT KRAMER LLC	$13,481.88	1082	Not Printed	Expense	☐		
10808	06/15/2023	WEST PENN POWER	$465.12	1082	Not Printed	Expense	☐		
10809	06/15/2023	Western PA School for Blind Children	$5,109.00	1082	Not Printed	Expense	☐		
10810	06/15/2023	WILLIAM RULLO	$200.00	1082	Not Printed	Expense	☐		
10811	06/15/2023	WOLFINGTON BODY CO., INC	$185.75	1082	Not Printed	Expense	☐		
10812	06/15/2023	Young Scholars of Western PA	$12,482.25	1082	Not Printed	Expense	☐		
10813	06/15/2023	ZINN, KELLY A	$132.75	1082	Not Printed	Expense	☐		
		Total Amount:	$844,639.71						

FUND 10 WIRES

Upper St. Clair School District

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: GENERAL FUND [redacted]

From Date: **To Date:**

From Voucher: 1037 **To Voucher:** 1037

Account: 1030428627

04/03/2023	PNC BANK CREDIT CARD	$15.00	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$66.65	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$23.99	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$27.70	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$79.24	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$80.99	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$1,113.00	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$1,811.69	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$45.00	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$102.94	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$129.20	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$1,557.89	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$247.00	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$25.24	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$113.48	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$34.99	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$46.95	1037	Posted to G/L AP	☐

Upper St. Clair School District

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: GENERAL FUND [redacted]

From Date: **To Date:**

From Voucher: 1037 **To Voucher:** 1037

04/03/2023	PNC BANK CREDIT CARD	$49.28	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$77.04	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$129.40	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$331.07	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$10.70	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$26.68	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$49.28	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$77.04	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$129.40	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$331.07	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$47.68	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$29.47	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$166.00	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$202.71	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$6.49	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$1,470.15	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$1,470.15	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$1,190.00	1037	Posted to G/L AP	☐

Upper St. Clair School District

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: GENERAL FUND [redacted]

From Date: **To Date:**

From Voucher: 1037 **To Voucher:** 1037

04/03/2023	PNC BANK CREDIT CARD	$770.00	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$715.00	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$175.00	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$91.96	1037	Posted to G/L AP	☐
04/03/2023	PNC BANK CREDIT CARD	$6,465.30	1037	Posted to G/L AP	☐

Total for Fund: 76 Total Amount: $27,040.44

Total Amount: $27,040.44

End of Report

Upper St. Clair School District

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: GENERAL FUND [redacted]

From Date: **To Date:**

From Voucher: 1071 **To Voucher:** 1071

Account: 1030428627

05/20/2023	ALLEGHENY CO SCH HEALTH INS CONSORT	$235,219.80	1071	Posted to G/L	AP	☐
05/20/2023	ALLEGHENY CO SCH HEALTH INS CONSORT	$548,532.54	1071	Posted to G/L	AP	☐

Total for Fund: 2 Total Amount: $783,752.34

Total Amount: $783,752.34

End of Report

FUND 32 - CAPITAL RESERVE
WIRES

Upper St. Clair School District

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: CAPITAL RESERVE [redacted]

From Date: **To Date:**
From Voucher: 1034 **To Voucher:** 1034

Account: 9100777

05/15/2023	DAGOSTINO ELECTRONIC SERVICES INC	$2,620.21	1034	Posted to G/L AP	☐
05/15/2023	DAGOSTINO ELECTRONIC SERVICES INC	$0.00	1034	Posted to G/L AP	☐
05/15/2023	DAGOSTINO ELECTRONIC SERVICES INC	$0.00	1034	Posted to G/L AP	☐
05/15/2023	DAGOSTINO ELECTRONIC SERVICES INC	$0.00	1034	Posted to G/L AP	☐
05/15/2023	DAGOSTINO ELECTRONIC SERVICES INC	$56,491.00	1034	Posted to G/L AP	☐
05/15/2023	DAGOSTINO ELECTRONIC SERVICES INC	$15,446.14	1034	Posted to G/L AP	☐
05/15/2023	DAGOSTINO ELECTRONIC SERVICES INC	$302,565.75	1034	Posted to G/L AP	☐
05/15/2023	DAGOSTINO ELECTRONIC SERVICES INC	$13,095.49	1034	Posted to G/L AP	☐
05/15/2023	DAGOSTINO ELECTRONIC SERVICES INC	$0.00	1034	Posted to G/L AP	☐
05/15/2023	DAGOSTINO ELECTRONIC SERVICES INC	$12,524.26	1034	Posted to G/L AP	☐

Total for Fund: 10 Total Amount: $402,742.85

Total Amount: $402,742.85

End of Report

Upper St. Clair School District

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: CAPITAL RESERVE [redacted]

From Date: **To Date:**

From Voucher: 1052 **To Voucher:** 1052

Account: 9100777

05/18/2023	THE GATEWAY ENGINEERS, INC.	$824.50	1052	Posted to G/L AP	☐
05/18/2023	THE GATEWAY ENGINEERS, INC.	$28,247.32	1052	Posted to G/L AP	☐
05/18/2023	THE GATEWAY ENGINEERS, INC.	$621.37	1052	Posted to G/L AP	☐
05/18/2023	THE GATEWAY ENGINEERS, INC.	$1,890.50	1052	Posted to G/L AP	☐

Total for Fund: 4 Total Amount: $31,583.69

Total Amount: $31,583.69

End of Report

FUND 51 SCHOOL LUNCH

Upper St. Clair School District

Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: SCHOOL LUNCH PROGRAM [redacted]

From Date: **To Date:**
From Check: 8034 **To Check:** 8053
From Voucher: **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
8034	05/22/2023	AIS COMMERCIAL PARTS & SERVICE, INC	$288.50	1054	Printed	Expense	☑	05/31/2023	
8035	05/22/2023	ALLEGHENY CNTY HEALTH DEPT/HOUSING	$732.00	1054	Printed	Expense	☐		
8036	05/22/2023	CINTAS CORP	$341.51	1054	Printed	Expense	☑	05/31/2023	
8037	05/22/2023	FOUNTAIN PRODUCTS	$137.50	1054	Printed	Expense	☐		
8038	05/22/2023	GOLD STAR FOODS	$115.28	1054	Printed	Expense	☑	05/31/2023	
8039	05/22/2023	MM! MM! PIZZA	$6,807.26	1054	Printed	Expense	☐		
8040	05/22/2023	MODEL APPAREL	$199.80	1054	Printed	Expense	☑	05/31/2023	
8041	05/22/2023	ORKIN COMMERCIAL SERVICES	$167.28	1054	Printed	Expense	☑	05/31/2023	
8042	05/22/2023	PECK, ALAN C	$30.00	1054	Printed	Expense	☐		
8043	05/22/2023	SULLIVAN, KIMBERLY A	$30.00	1054	Printed	Expense	☑	05/31/2023	
8044	05/30/2023	GOLD STAR FOODS	$254.40	1067	Printed	Expense	☐		
8045	06/08/2023	ARAMARK CORPORATION	$126,002.70	1074	Printed	Expense	☐		
8046	06/12/2023	ALLEGHENY REFRIGERATION	$1,501.04	1075	Printed	Expense	☐		
8047	06/12/2023	CINTAS CORP	$367.14	1075	Printed	Expense	☐		
8048	06/12/2023	CURRAN TAYLOR INC	$161.00	1075	Printed	Expense	☐		
8049	06/12/2023	FOUNTAIN PRODUCTS	$55.00	1075	Printed	Expense	☐		
8050	06/12/2023	GOLD STAR FOODS	$68.12	1075	Printed	Expense	☐		
8051	06/12/2023	LAUREN FOLINO	$23.23	1075	Printed	Expense	☐		
8052	06/12/2023	PECK, ALAN C	$30.00	1075	Printed	Expense	☐		
8053	06/12/2023	SULLIVAN, KIMBERLY A	$30.00	1075	Printed	Expense	☐		
		Total Amount:	$137,341.76						

End of Report

Newton
Professional Services LLC
1785 Perrysville Avenue
Pittsburgh, PA 15212
(412) 551-5403

Work Agreement

A. Term of Work

This document serves as a Work Agreement between the Upper St. Clair School District (USCSD) and Newton Professional Services LLC for the period 6/19/2023 through 6/30/2024.

B. Scope of Work

Newton Professional Services LLC will provide production assistance with the School ERP Pro software including ascertaining user needs for reporting and implementing reports. The scope of work may be modified as necessary to achieve the goal of successful usage of School ERP Pro. Neither USCSD, nor Newton Professional Services LLC, is obligated to commit to any amount of work if either party feels that the objectives are not being achieved.

C. Payment and Invoicing

The rate for this work is $180/hr. invoiced monthly. All work done in the first 30 calendar days (6/19/2023-7/19/2023) is discounted 25%. This is considered a ramp-up period that serves as an exploratory time for both parties. During this time, we will make sure that we can connect to the data, uncover the School ERP Pro data structure, and do reporting proofs-of-concept.

D. Confidentiality

The Upper St. Clair School District proposes to disclose certain of its confidential and proprietary information to Newton Professional Services LLC (“recipient”). Confidential Information refers to employee data (given that this work involves the ERP system) and any other data deemed confidential.

The recipient agrees that the confidential information is to be considered confidential and proprietary to the Upper St. Clair School District and Recipient shall hold the same in confidence, shall not use the confidential information other than for the purposes of its business with the Upper St. Clair School District.

Recipient will not disclose, publish or otherwise reveal any of the confidential information received from the Upper St. Clair School District to any other party whatsoever except with the specific prior written authorization of the Upper St. Clair School District.

E. Signatures

Newton Professional Services LLC

Authorizing Signature:

Printed Name: Edward Jones

Date:

Upper St. Clair School District

Authorizing Signature:

Printed Name:

Date:

SOUTH CENTRAL AREA SPECIAL SCHOOLS COMMITTEE

THE PATHFINDER SCHOOL
50 Donati Road
Bethel Park, PA 15102

Telephone: 412-833-2777 ext. 2337
Fax: 412-833-4060

2023 - 2024
ADMINISTRATIVE BUDGET

Approved by SCASSC 4/19/23

SOUTH CENTRAL AREA SPECIAL SCHOOLS COMMITTEE							
THE PATHFINDER SCHOOL							
2023 - 2024 PROPOSED ADMINISTRATION BUDGET - PAGE 1							
1. Anticipated Revenue & Receipts							
6000 Revenue from Local Sources							
			2019-2020	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
	6510	**Interest from Investment**	**0**	**500**	**400**	**150**	**10,000**
	6910	**Rental from Outside Groups**	**17,000**	**12,000**	**12,000**	**12,000**	**12,000**
	6910.1	**Rental from Allegheny Intermediate Unit**	**25,000**	**19,000**	**19,080**	**65,862**	**65,862**
	6940	**Tuition from Patrons**	**130,000**	**140,500**	**140,770**	**132,000**	**139,750**
			172,000	**172,000**	**172,250**	**210,012**	**227,612**
9000 Revenue from Other Financing Sources							
	9640	**Receipts from Member Districts**	**500,000**	**0**	**0**	**0**	**0**
TRANSFER FUNDS FROM RESERVES			**200,000**	**0**	**0**	**0**	**90,943**
TOTAL REVENUE			**872,000**	**172,000**	**172,250**	**210,012**	**318,555**

SOUTH CENTRAL AREA SPECIAL SCHOOLS COMMITTEE							
THE PATHFINDER SCHOOL							
2023 - 2024 PROPOSED ADMINISTRATION BUDGET - PAGE 2							
2. Anticipated Expenditures							
Support Services							
2300 Administration							
			2019-2020	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
	100	**Personal Services**	**8,000**	**34,000**	**34,000**	**35000**	**35000**
	300.1	**Auditing Services**	**4,500**	**4,000**	**4,000**	**4000**	**4250**
	300.2	**Legal Services**	**1,500**	**1,000**	**250**	**100**	**100**
	500	**Bonding Services**	**2,000**	**2,000**	**1,500**	**1300**	**1300**
	610	**General Supplies**	**2,500**	**500**	**250**	**250**	**250**
			18,500	**41,500**	**40,000**	**40,650**	**40,900**
2600 Operation & Maintenance of Plant							
	390	**Other Professional & Technical Services**	**20,000**	**0**	**0**	**0**	**0**
	430	**Repair & Maintenance Services**	**37,500**	**40,000**	**60,000**	**95,000**	**120,000**
	500	**Advertising**	**1,000**	**500**	**250**	**100**	**100**
	600	**Operation & Maintenance Supplies**	**15,000**	**20,000**	**20,000**	**33,262**	**42,555**
	750	**Major Anticipated Repairs/Equipment Purchases**	**80,000**	**70,000**	**52,000**	**41,000**	**115,000**
		Roof Repairs	**700,000**	**0**	**0**	**0**	**0**
		Total Operation & Maintenance of Plant	**853,500**	**130,500**	**132,250**	**169,362**	**277,655**
TOTAL ANTICIPATED EXPENDITURES			**872,000**	**172,000**	**172,250**	**210,012**	**318,555**

SOUTH CENTRAL AREA SPECIAL SCHOOLS COMMITTEE				
THE PATHFINDER SCHOOL				
2023 - 2024 PROPOSED ADMINISTRATION BUDGET - PAGE 3				
ESTIMATED BALANCE JUNE 30, 2023				
	Money Market		**333,000**	
	Revenue		**237,000**	
	Expenditures		**254,000**	
ESTIMATED BALANCE JUNE 30, 2024				
	Money Market		**734,172**	*
** Includes 500,000 from AIU for Capital Needs*				

SOUTH CENTRAL AREA SPECIAL SCHOOLS COMMITTEE
THE PATHFINDER SCHOOL
2023 - 2024 PROPOSED ADMINISTRATION BUDGET - PAGE 4

District	Pupil Population	Percent Pupil Population	Total District Share Payment
Bethel Park	3883.859	22%	0
Carlynton	1249.074	7%	0
Chartiers Valley	3275.064	18%	0
Mt. Lebanon	5373.043	30%	0
Upper St. Clair	3925.481	22%	0
TOTAL	17706.521	100%	0