



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.

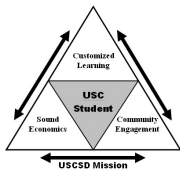
Dr. Gans thanked the Chanteclairs and advised that Ms. Milovac is retiring as Choral teacher this year. She also explained that the open music positions are being filled, noting that she is excited to see that the programs will continue to thrive. She advised that arts and music programs are a high priority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

ATTACHED

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)

ATTACHED

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)

ATTACHED

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 of 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)
ATTACHED

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)
ATTACHED

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)

ATTACHED

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 Wetzell 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)

ATTACHED

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)

ATTACHED

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)

ATTACHED

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.



DocuSigned by:

A handwritten signature in black ink, appearing to read 'Daphna Gans'.

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Dr. Daphna Gans, President
BOARD OF SCHOOL DIRECTORS

DocuSigned by:

A handwritten signature in black ink, appearing to read 'Scott P. Burchill'.

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Scott P. Burchill, Secretary
BOARD OF SCHOOL DIRECTORS

DocuSigned by:

A handwritten signature in black ink, appearing to read 'Sarah MacDonald'.

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Submitted by: Sarah MacDonald
SCHOOL BOARD STENOGRAPHER

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



RECOMMENDATION:

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

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



RECOMMENDATION:

Review and revise the 8th grade supplemental reading program

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



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: Melissa Tungate	Level: High School	Subject Area: ELA	Curriculum Recommendation Period: Spring 2023
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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 ($\$34.71 \times 72 \text{ hours} = \$2,499.12$)
- *ActivelyLearn* = $\$7$ per student $\times 300$ 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



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



RECOMMENDATION:

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

Name: Shannon Dominick	Level: Elementary	Subject Area: Math	Curriculum Recommendation Period: Spring 2023
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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, Lemp	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 <i>Text has a strong alignment with the USC curriculum and, where applicable, to the PA Core State Standards.</i>	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

<p><i>Current information is free from heavy bias and represents and allows for thinking from objective viewpoints.</i></p>	<p>E3 Strong</p>	<p>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.</p>
<p>Developmental Appropriateness</p> <p><i>The content is appropriate for the developmental level of the approximate grade level for which it is being used.</i></p>	<p>E1 Adequate</p> <p>E2 Strong</p> <p>E3 Strong</p>	<p>Student workbook is developmentally appropriate; layout is not overwhelming per page</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>The program materials do seem age and developmentally appropriate for the students they are geared to teach.</p> <p>Concrete-Procedural-Abstract; Application, Problem-solving, and Bar Diagrams</p>
<p>Objective Viewpoints</p> <p><i>Current information is free from heavy bias and represents and allows for thinking from objective viewpoints.</i></p>	<p>E1</p> <p>E2</p> <p>E3</p>	

ASSESSMENT & BASIC FEATURES

<p>Would assessments from this text be used? If Yes, complete the section below.</p>	<p>Yes</p>
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<p>Formative & Summative Assessment</p> <p><i>Assessments include formative and summative.</i></p>	E1 Strong	<p>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.</p>
	E2 Strong	<p>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.</p>
	E3 Strong	<p>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.</p>
<p>Assessments & Adaptations</p> <p><i>Available assessments are able to be adapted to meet our needs.</i></p>	E1 Adequate	<p>We would use the program assessments as a springboard to create tests that are best for our students.</p>
	E2 Adequate	<p>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.</p>
	E3 Adequate	<p>Pretests need to be created. The representative said there was a test bank available to assist in developing or gathering additional test questions.</p>

<p>Differentiation</p> <p><i>The textbook provides ideas and suggestions for differentiation to meet a variety of student needs.</i></p>	E1 Adequate	<p>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.</p>
	E2 Adequate	<p>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.</p>
	E3 Adequate	<p>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</p>
<p>Readability</p> <p><i>The text can be appropriately used with the variety of reading levels at this grade level.</i></p>	E1 Adequate	<p>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.</p>
	E2 Adequate	<p>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.</p>
	E3 Adequate	<p>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.</p>
<p>Organization</p> <p><i>The organization of the textbook is clear and user friendly.</i></p>	E1 Adequate	<p>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.</p>
	E2 Strong	<p>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.</p>
	E3 Strong	<p>Topics and lessons are clearly explained and user-friendly.</p>

TECHNOLOGY COMPONENTS

Robustness of Materials <i>Digital resources for student learning, practice and assessment are robust.</i>	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 <i>Digital materials provide differentiated access to content.</i>	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 <i>Digital materials are intuitive and engaging.</i>	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 <i>Digital resources are compatible with our learning management system.</i>	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

<p>Higher Level Thinking</p> <p><i>The textbook promotes higher level thinking.</i></p>	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.
	E3 Strong	Multi-step problems; Guided Lessons, Independent Practice, opportunities for Reteach and Enrichment; Higher level thinking problems, projects
<p>Level of Conceptual Development</p> <p><i>Strong conceptual development is evident.</i></p>	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.
	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.
<p>Authentic Learning Opportunities</p> <p><i>Authentic problem solving, examples application of knowledge are provided.</i></p>	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.
	E3 Strong	Projects, 3 act problems, Solve & Share to begin each lesson as a discussion and exploration; Building Math Literacy pages
<p>OTHER CONSIDERATIONS</p>		

Teacher Support <i>Teacher resources provide adequate ideas and support for lesson planning, content explanations, etc.</i>	E1 Strong	<p>“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.</p>
	E2 Strong	<p>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.</p>
	E3 Strong	<p>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.</p>
Content Accuracy <i>The content/information is accurate.</i>	E1 Strong	<p>Content and information do seem to be accurate.</p>
	E2 Strong	<p>The content is accurate and presented in a way that is very aligned to what our students and families have experienced in the past.</p>
	E3 Strong	<p>Content and information seem accurate</p>

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



RECOMMENDATION:

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

Name: Andrew Lucas	Level: Middle School	Subject Area: Math	Curriculum Recommendation Period: Spring 2023
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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-Algebra 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.



RECOMMENDATION:

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

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



RECOMMENDATION:

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

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

Evaluator One Name (E1): Lynn Kistler

Evaluator Two Name (E2): Russ Hoburg

Potential Costs: \$8782 (6 year access for 45 texts and online access)

Evaluator Three Name (E3):

BASIC EVALUATION CRITERIA

	RATING	RATING EXPLANATION
Curriculum Alignment <i>Text has a strong alignment with the USC curriculum and, where applicable, to the PA Core State Standards.</i>	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 students as they combine this resource with AP classroom. This is the only AP text with such an alignment.
	E3	
Objective Viewpoints <i>Current information is free from heavy bias and represents and allows for thinking from objective viewpoints.</i>	E1 Strong	Presents environmental topics from a scientific perspective.
	E2 Strong	Concepts are rooted in the 'scientific method' and have specific experiments and articles cited to support them
	E3	
Developmental Appropriateness <i>The content is appropriate for the developmental level of the approximate grade level for which it is being used.</i>	E1 Strong	Specifically written for the AP level curriculum.
	E2 Strong	The text is designed for the AP level
	E3	
Objective Viewpoints <i>Current information is free from heavy bias and represents and allows for thinking from objective viewpoints.</i>	E1 Strong	Presents environmental topics from a scientific perspective.
	E2 Strong	See blue box above
	E3	

ASSESSMENT & BASIC FEATURES

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

Formative & Summative Assessment <i>Assessments include formative and summative.</i>	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
	E3	

Assessments & Adaptations <i>Available assessments are able to be adapted to meet our needs.</i>	E1 Strong	able to vary length of assignments
	E2 Strong	Instructor is able to create assessments of varying length and difficulty level
	E3	
Differentiation <i>The textbook provides ideas and suggestions for differentiation to meet a variety of student needs.</i>	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
	E3	
Readability <i>The text can be appropriately used with the variety of reading levels at this grade level.</i>	E1 Adequate	ebook includes a read-aloud feature
	E2 Adequate	Read-aloud and e-book highlighting available (AP level)
	E3	
Organization <i>The organization of the textbook is clear and user friendly.</i>	E1 Strong	perfectly aligned with the AP curriculum; provides AP exam tips throughout
	E2 Strong	100% aligned with AP Classroom
	E3	

TECHNOLOGY COMPONENTS

Robustness of Materials <i>Digital resources for student learning, practice and assessment are robust.</i>	E1 Strong	aligned with and provide practice for AP-style testing
	E2 Strong	Numerous practice banks available, including former AP questions
	E3	
Differentiation <i>Digital materials provide differentiated access to content.</i>	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
	E3	
Engagement <i>Digital materials are intuitive and engaging.</i>	E1 Strong	Sapling is easy to use and navigate.
	E2 Strong	Practice videos with connections to 'real life' examples
	E3	
Compatibility <i>Digital resources are compatible with our learning management system.</i>	E1 Strong	Instructions for integration with Canvas have been provided and technical assistance is available.
	E2 Strong	Integrates with Canvas (including self-grading feature)
	E3	

INSTRUCTION

Higher Level Thinking <i>The textbook promotes higher level thinking.</i>	E1 Strong	Integration and combing various principles is evident.
	E2 Strong	Principals are described at the AP level with critical thinking practice
	E3	
Level of Conceptual Development <i>Strong conceptual development is evident.</i>	E1 Strong	Each unit builds on previous knowledge throughout.
	E2 Strong	The text builds on the cyclical nature of the curriculum
	E3	

Authentic Learning Opportunities <i>Authentic problem solving, examples application of knowledge are provided.</i>	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 environmental topic.
	E2 Strong	The text intentionally 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 <i>Teacher resources provide adequate ideas and support for lesson planning, content explanations, etc.</i>	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 <i>The content/information is accurate.</i>	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 Curriculum 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.



RECOMMENDATION:

Study the option of awarding Honors designation to the Advanced Engineering and Advanced Robotics level Technology Education courses.

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



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: Dr. Judy Bulazo Science Curriculum Leadership Team	Level: K-12	Subject Area: Science	Curriculum Recommendation Period: Spring 2023
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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



RECOMMENDATION:

Begin a comprehensive study and revision of the elementary social studies curriculum beginning with kindergarten in the summer of 2023.

Name: Pamela Petrarca	Level: Elementary	Subject Area: Social Studies	Curriculum Recommendation Period: Spring 2023
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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.



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: Doug Kirchner	Level: High School	Subject Area: Social Studies	Curriculum Recommendation Period: Spring 2023
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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 USCS D students in grades 5-11.
2. American Civic Engagement (ACE) is the culminating social studies experience of our [USCS D 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 \$34.71 per 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



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



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**

- | Reason(s) for Recommendation | Implementation Steps | Cost | Administrative
Reaction |
|---|----------------------|------|----------------------------|
| <p>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).</p> <p>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.”</p> | | | |

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2016-2017



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
<p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p>	<p>1. Administrative approval.</p> <p>2. Provide selected high school teachers with flex time and summer workshop hours needed to support this recommendation.</p> <p>3. Draft new curriculum recommendations to revise curricula, as needed.</p>	<p>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</p>	

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2016-2017

Name: HSLTLevel: High SchoolArea: HSLTDate: 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
<ol style="list-style-type: none"> 1. The district tagline includes an emphasis on <i>customizing learning</i>. 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). 	<ol style="list-style-type: none"> 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. <i>(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).</i> 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.. 	<p>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</p>	

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



Customizing Learning,
Nurturing Potential...
Delivering Excellence

Achieving Consensus

Scope and Sequence Evaluation

OFFICE OF THE SUPERINTENDENT
 CURRICULUM RECOMMENDATIONS FOR 2016-2017



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
<p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p>	<p>1. Administrative approval.</p> <p>2. Provide selected high school teachers with flex time and summer workshop hours needed to support this recommendation.</p> <p>3. Draft new curriculum recommendations to revise curricula, as needed.</p>	<p>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</p>	

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2016-2017

Name: HSLTLevel: High SchoolArea: HSLTDate: 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
<ol style="list-style-type: none"> The district tagline includes an emphasis on <i>customizing learning</i>. An important component of customization is consistent reflection upon current curricular models. 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. 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. Deconstructing courses would allow staff to assess how specific content is best delivered and address HSE goal #2 related to time & schedule (course design). 	<ol style="list-style-type: none"> Seek administrative approval. Identify and propose several courses in each department for review. Specifically utilize the high school social studies department as an initial group of participants. <i>(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).</i> 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.. 	<p>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</p>	

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, Tabin

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, Tabin

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:***

**Civic-
minded and
engaged with the
democratic process**

and take an empowered role in their world.



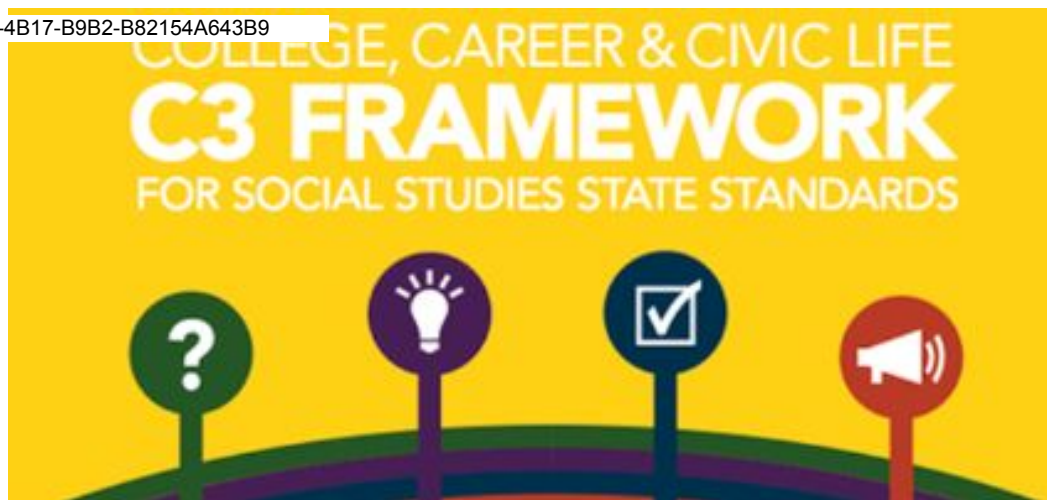
**Able to confront
complex, modern challenges**

leveraging an understanding and appreciation of our nation's and world's past.



Critical users of information

through open-mindedness and cultural literacy.

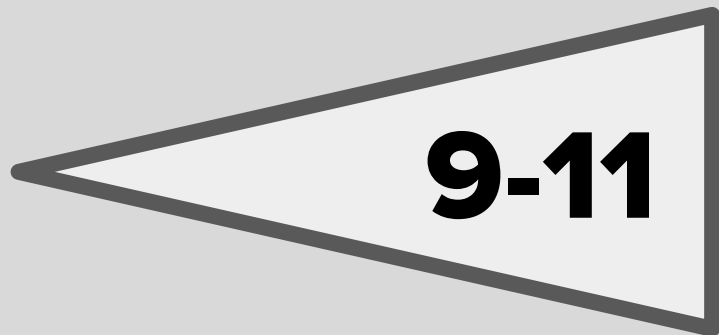


DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

VISION FOR SCOPE & SEQUENCE



***LEARNING ABOUT THE PAST
CONNECTING TO THE PRESENT***



***CONFRONTING THE PRESENT
CONNECTING TO THE PAST***

GRADE 11 Civic Engagement Capstone

COURSE GOAL

Engaged, informed citizenship

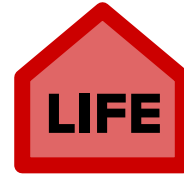
ANTICIPATED CONTENT

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?



COURSE CONNECTIONS



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?



COURSE CONNECTIONS



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?



COURSE CONNECTIONS



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?



COURSE CONNECTIONS



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?



COURSE CONNECTIONS



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?



COURSE CONNECTIONS



What is our world like today?

GRADE 11 American Civic Engagement

COURSE GOAL

Engaged, informed citizenship

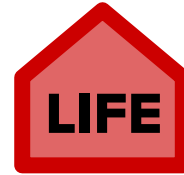
ANTICIPATED CONTENT

Modern issues (national, state, local)

HOW IT'S DIFFERENT

End of course Civics Action Project (capstone)

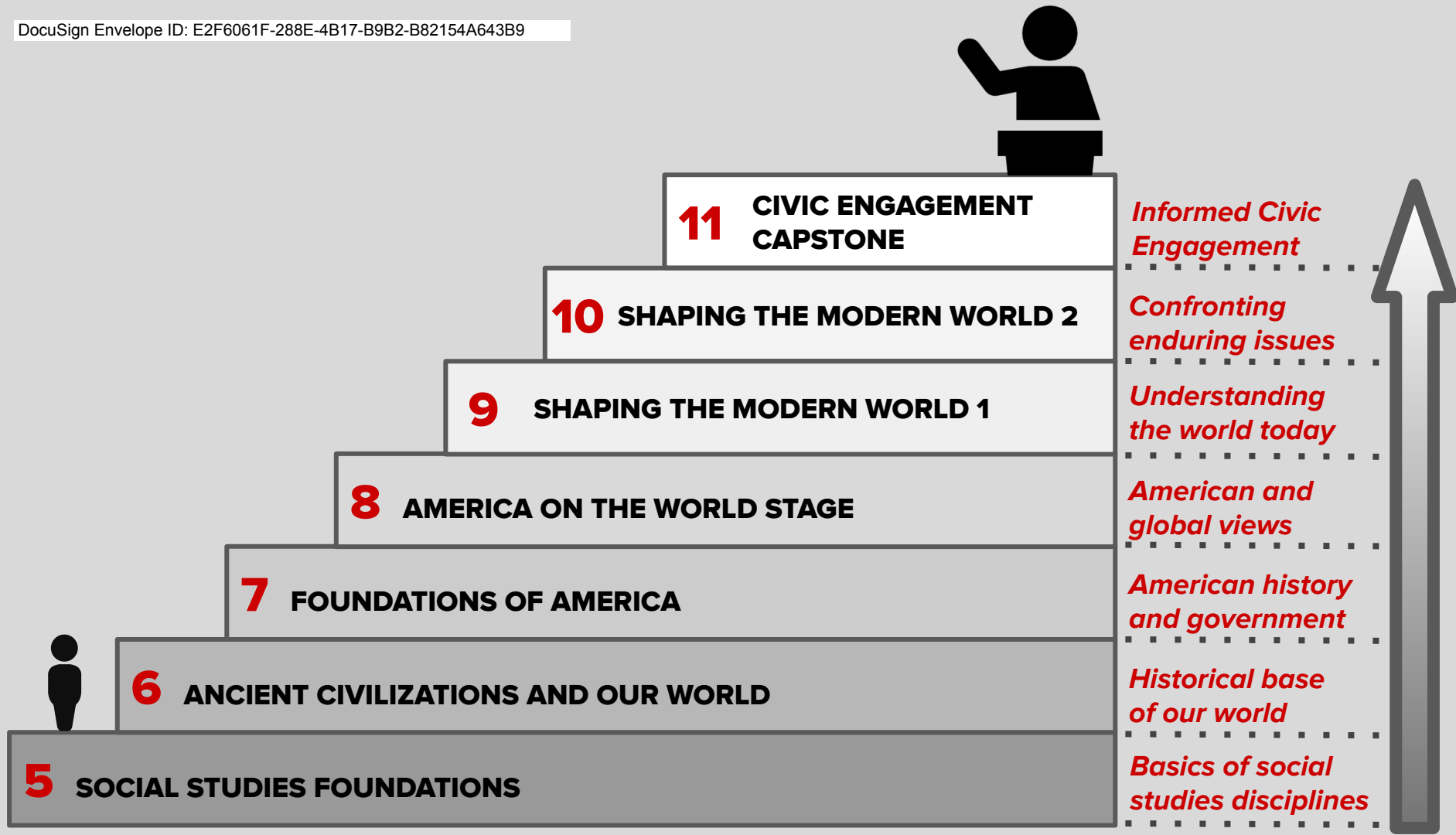
How do I engage as an informed citizen?



COURSE CONNECTIONS

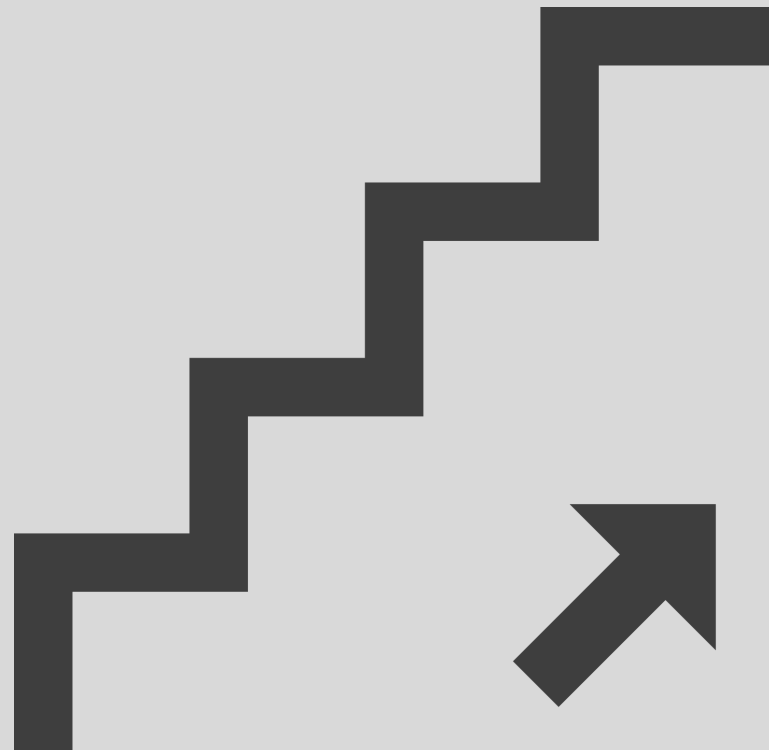


What issues does our world face today?



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



RECOMMENDATION:

Adopt *National Geographic American Government, 1st Ed.* as the textbook/digital platform for the American Civic Engagement (ACE) course.

Name: Doug Kirchner	Level: High School	Subject Area: Social Studies	Curriculum Recommendation Period: Spring 2023
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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 \$34.71 per 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)

Evaluator One Name (E1): Doug Kirchner

Evaluator Two Name (E2): Steve Torquato

Potential Costs: \$24,488.78

Evaluator Three Name (E3): Luke Loboda and Ron Sivillo

BASIC EVALUATION CRITERIA

RATING

RATING EXPLANATION

Curriculum Alignment <i>Text has a strong alignment with the USC curriculum and, where applicable, to the PA Core State Standards.</i>	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 <i>Current information is free from heavy bias and represents and allows for thinking from objective viewpoints.</i>	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 perspective 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 <i>The content is appropriate for the developmental level of the approximate grade level for which it is being used.</i>	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 <i>Current information is free from heavy bias and represents and allows for thinking from objective viewpoints.</i>	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
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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 <i>Assessments include formative and summative.</i>	E1 Strong	Robust assessment options, both formative and summative, with chapter-level study guides, vocab activities, 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.
	E3 Adequate	
Assessments & Adaptations <i>Available assessments are able to be adapted to meet our needs.</i>	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
	E3	
Differentiation <i>The textbook provides ideas and suggestions for differentiation to meet a variety of student needs.</i>	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 available on MindTip for more advanced and/or interested readers.
	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 <i>The text can be appropriately used with the variety of reading levels at this grade level.</i>	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
	E3 Strong	
Organization <i>The organization of the textbook is clear and user friendly.</i>	E1 Strong	Each section of the text presents a consistent structure with digestible (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, Interpret 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
	E3 Strong	Logically sequenced and organized by topic

TECHNOLOGY COMPONENTS

Robustness of Materials <i>Digital resources for student learning, practice and assessment are robust.</i>	E1 Strong	Major feature and reason for recommendation is the comprehensive nature of the MindTap digital platform. In addition 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
	E3	
Differentiation <i>Digital materials provide differentiated access to content.</i>	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	
	E3	
Engagement <i>Digital materials are intuitive and engaging.</i>	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
	E3	
Compatibility <i>Digital resources are compatible with our learning management system.</i>	E1 Adequate	Some delays may occur at beginning of school year in terms of getting the platform connected to LMS. TBD.
	E2 Adequate	
	E3	

INSTRUCTION

Higher Level Thinking <i>The textbook promotes higher level thinking.</i>	E1 Strong	Critical thinking questions throughout the text match the NCSS's inquiry-based, multidisciplinary (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.
	E3 Adequate	Guiding questions are helpful, but teachers may need to use other sources to allow for the most relevant higher level questions.
Level of Conceptual Development <i>Strong conceptual development is evident.</i>	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 government and history.
	E2 Strong	
	E3 Strong	
Authentic Learning Opportunities <i>Authentic problem solving, examples application of knowledge are provided.</i>	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 applications.
	E3 Adequate	

OTHER CONSIDERATIONS

Teacher Support <i>Teacher resources provide adequate ideas and support for lesson planning, content explanations, etc.</i>	E1 Strong	Effective teacher's guide is user-friendly. Cengage will provide free support to ACE teachers.
	E2 Strong	
	E3 Strong	
Content Accuracy <i>The content/information is accurate.</i>	E1 Strong	Scholarly research equates to rich, accurate content throughout the text.
	E2 Strong	
	E3	

Formally adopt the “Shaping the Modern World II” course



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: Doug Kirchner	Level: High School	Subject Area: Social Studies	Curriculum Recommendation Period: Spring 2023
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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 \$34.71 per 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



RECOMMENDATION:

Study the feasibility of a one-semester social studies elective course for 11th and 12th grade students titled "Mythology and Folklore."

Name: Doug Kirchner/Steve Torquato	Level: High School	Subject Area: Social Studies	Curriculum Recommendation Period: Spring 2023
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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



RECOMMENDATION:

Review and revise the 5-8 gifted curriculum and identify potential new program offerings.

Name: Dr. Cassandra Doggrell, Dr. Lauren Madia	Level: Middle School	Subject Area: Special Ed / Gifted Ed	Curriculum Recommendation Period: Spring 2023
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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



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: Administration	Level: ✓ Middle School	Subject Area: Other	Curriculum Recommendation Period: Spring 2023
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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



RECOMMENDATION:

Pilot a restructuring of band and orchestra programming in grades 4-8.

Name: Dr. John Seybert Administrators Grades 4-8	Level: ✓ Elementary and Middle School	Subject Area: Music	Curriculum Recommendation Period: Spring 2023
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Reason(s) for Recommendation

1. In 2020, a curriculum recommendation was approved to complete a multi-year review of music programming in the district. One of the objectives of the 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, currently, 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.
4. Given the adjustment to orchestra program implementation, instruction on woodwind, brass, and percussion instruments will begin in 5th grade. This 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.

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. 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



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: Dr. Tim Wagner and Mrs. Amy Pfender	Level: High School	Subject Area: Other/Business	Curriculum Recommendation Period: Spring 2023
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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.



RECOMMENDATION:

Study Leadership Academy Phase IV, to include a University of Pittsburgh College in High School (CHS) leadership course.

Name: Administration	Level: High School	Subject Area: Other	Curriculum Recommendation Period: Spring 2023
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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



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: Amy Pfender, Brad Wilson, Judy Bulazo, Dan Beck, Lauren Madia, Betsy Hess	Level: High School	Subject Area: Wellness Education	Curriculum Recommendation Period: Spring 2023
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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



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. Wetzell
Dr. John T. Rozzo, Superintendent • Mrs. Jocelyn P. Kramer, Solicitor

SCHOOL BOARD MEETING MINUTES

Wednesday, May 17, 2023 @7:00pm
Executive Session @6:15pm (Legal Matters and Personnel)
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 May 17, 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 (not in attendance)
Mrs. Angela Peterson (in-person)
Mrs. Hallie H. Snyder (in-person)
Dr. Danielle Z. Wetzell (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 (not in attendance)
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 (virtual)
Mr. Raymond Berrott, Director of Technology (in-person)
Dr. Judith Bulazo, Director of Curriculum and Development (virtual)
Dr. Cassandra Doggrell, Director Special Education (virtual)
Dr. Lauren Madia, Director of Pupil Services (not in attendance)



Mr. Bradley Wilson, Director of Strategic Initiatives (in-person)
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

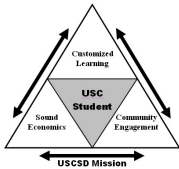
(Gans, School Board President)

Dr. Gans called the meeting to order at approximately at 7:03pm.

Reading of the Mission:

(Gans, School Board 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 #4 from Strategic Plan:

(Gans, School Board President)

Mr. Mafrice read the following belief statement:

We Believe that:

The quality of the school district impacts the quality of life in the community.

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.

Solicitor Kramer advised that at this point in the meeting, any resident can make a comment and should limit their comment to three minutes. She also advised, that for the record, it was brought to the Board's attention that the link for the public Agenda was not live on the website at 7:00pm. She explained that due to technical difficulties, the Agenda link went live the morning of the meeting. She noted that the Agenda was available in the building 24 hours in advance of the meeting. She asked the residents to please let her know if they had any issues with the Agenda.



2022-2023 Retirement Recognitions

(Rozzo, Superintendent of Schools)

Dr. Rozzo recognized the 2022-2023 Retirees with last names that start with “A-H”. Ms. Pamela Dillie and Ms. Carolyn Cusick were on-hand to accept their retirement certificates and to each give a few remarks about their time with the District and their upcoming retirement plans. Dr. Rozzo thanked Ms. Dillie and Ms. Cusick. He advised that the remainder of the 2022-2023 Retirees would be recognized at the June 5, 2023 Board Meeting.

Dr. Gans thanked Ms. Dillie and Ms. Cusick. Mr. Mafrice, Mrs. Petersen, and Mrs. Bolas remarked on Ms. Dillie and Ms. Cusick’s tenure as teachers.

Approval of Minutes

(Gans, School Board President)

MOTION: By Hanna: I move that the Board approve the Meeting Minutes of the April 24, 2023 Board Meeting, as attached. Seconded by Mafrice and carried by unanimous voice vote.

Presentation Regarding 2023-2024 Budget

(Burchill, Director of Business & Finance and Rozzo, Superintendent of Schools)

Mr. Burchill and Dr. Rozzo gave a budget presentation. 3.75% tax increase. Mr. Burchill and Dr. Rozzo gave their budget presentation for the 2023-2024 Budget. The budget presentation included the following information: priorities of the 2023-2024 budget, proposed revenues and expenditures, budget context supporting recommended tax increase, and timeline to approve the final budget. Dr. Rozzo and Mr. Burchill advised that the Administration is recommending a 3.75% tax increase.

a. Adoption of Proposed Final 2023-2024 Budget and Approval to set Date for Adoption of Final Budget

(Burchill, Director of Business & Finance)

MOTION: By Snyder: I move that the Board approve the following Resolution:

Resolved, that the proposed final budget for the 2023-2024 school year in the amount of \$100,147,255.00, with a real estate tax rate of 29.6339 mills be and is hereby approved as the proposed budget for the School District, as attached to the permanent record of the minutes of this meeting.

Resolved, that the Secretary of the Board be and is hereby directed to make copies of such proposed budget available for public inspection in accordance with the requirements of the School Code at least 20 days prior to the adoption of the budget, and the Secretary be and is hereby further directed to give not less than 10 days notice to the



public of the meeting at which the final budget shall be adopted.

Further Resolved, that the board set the date of Monday, June 19, 2023 at 7:00pm, in the District Administration Building Board Room for the adoption of the 2023-2024 School District budget. Seconded by Hanna and carried by unanimous voice vote.

Mr. Mafrice asked if, based on the funding the District is receiving, the bond rating will remain the same. Mr. Burchill advised that the bond rating will most likely remain the same, at AA. He noted that the District is trending in the right direction and hopefully in the next several years, based on the economy, the District will be at a rating of AA+.

Mr. Burchill thanked the Board for their input and support on the budget.

Dr. Gans thanked the Board and ensured that the District is invested in excellence while remaining fiscally responsible. She also highlighted the District's revenue sources, noting that there are not a lot of businesses that contribute to the tax revenue.

Mrs. Snyder thanked Dr. Rozzo, Mr. Burchill, and Mr. Carson, for answering all of her questions and providing quick feedback.

Student Board Representative Report

Ms. Ashvita Saxena & Mr. Daniel Seewald

(Gans, School Board President)

Ms. Saxena and Mr. Seewald gave their Student Board Reports. Ms. Saxena reported on the arts and activities, including: the marching band performing at the Community Day parade, the Leadership team for next year's marching band, the choir performing at a Wild Things game and Community Day, Senior banquet, the annual Pickeball tournament, and upcoming Prom, which will be held at the Carnegie Music Hall.

Mr. Seewald reported on academics and sports, including: Keystone testing, IB ceremony, MYP certificate ceremony, girls and boys varsity lacrosse, softball, track and field, volleyball, and boys varsity baseball.

Mr. Mafrice asked Mr. Seewald where the upcoming game against Bethel Park will be played. Mr. Seewald noted that the location is yet to be determined, but advanced notice will be given about the location once it is finalized.

Dr. Gans asked Mr. Seewald and Ms. Saxena about the feedback they have heard from classmates regarding the school start-time change. Mr. Seewald advised that there are mixed opinions, however he noted that he is enjoying the new schedule and excited about it.



Superintendent’s Report

(Rozzo, Superintendent of Schools)

a. District Update

(Rozzo, Superintendent of Schools)

Dr. Rozzo provided his good news update, which highlighted Dr. Wagner recently being recognized as Pennsylvania Principal of the Year, the Middle Schools being redesignated as Schools to Watch for the sixth time, the recent Remake Learning Robotics event at the High School, and Awards Night at the High School. He reported that this is a very busy time of the year at the District and there are many things to be proud of, noting that there is a playoff Lacrosse game happening right outside meeting in the Stadium.

Solicitor Kramer advised that due to the Lacrosse game, parking was limited, and some residents may have had trouble finding a parking spot in order to make it to the meeting in time for resident’s comments. She noted that the District would like to hear from everyone who would like to speak, and asked if there were any additional residents who would like to make a comment.

There was one resident comment at this time:

1. Bethany Salaman – Thanked the District for the change to the school start-time.

b. Approval to Change the School Start-Time

(Rozzo, Superintendent of Schools and Wilson, Director of Strategic Initiatives)

Dr. Rozzo and Mr. Wilson gave a brief presentation on the change to the school start-time. The presentation included the following items: research and data supporting later start-times for High School students, background for considering the change, feedback from families, and the recommendation for the time change.

MOTION: By Wetzel: I move that the Board approve the following School Start-Times, beginning with the 2023-2024 school year, pursuant to the authority under Section 1504 of the School Code. Seconded by Snyder and carried by unanimous voice vote:

SCHOOL START-TIMES:

High School: Start Time: 8:00am & Dismissal Time: 2:45pm

Middle School: Start Time: 8:55am & Dismissal Time: 3:40pm

Elementary School: Start Time: 8:35am & Dismissal Time: 3:05pm

Mrs. Bolas noted that during the National Conference on Education, changing the school start-time comes up as an annual item. She explained that the District has to



do what is best for the majority of the student population.

Dr. Wetzel asked questions about transportation, typical survey response rate, and the parent feedback. Mr. Wilson and Mr. Carson answered her questions.

Mrs. Hanna asked Dr. Rozzo and Mr. Wilson if there is anything in place to see how children are doing over the year with the time change. Dr. Rozzo and Mr. Wilson answered her questions and advised about various ways to track students with the new start-time, including evaluating absence and tardy reports.

Dr. Gans thanked Dr. Rozzo and Mr. Wilson for their efforts to change the start-time.

c. Approval to Authorize the Board President to Appoint Two Voting Delegates to the Hybrid PSBA Delegate Assembly on November 4, 2023
(Rozzo, Superintendent of Schools)

Dr. Rozzo reviewed the appointment of two voting delegates to the hybrid PSBA Delegate Assembly on November 4, 2023. He advised that Dr. Gans will appoint two Board members.

MOTION: By Bolas: I move that the Board authorize the Board President to appoint two voting delegates to the Hybrid PSBA Delegate Assembly on November 4, 2023. Seconded by Wetzel and carried by unanimous voice vote.

d. Approval of Revisions to 2022-2023 School Calendar
(Rozzo, Superintendent of Schools)

Dr. Rozzo reviewed the revision to the 2022-2023 school calendar. He noted that the revision includes forgiving the May 16, 2023 school day, explaining that the District closed on the 16th for election day. He advised that our students meet the required 180 days of schools, so forgiving May 16th will not affect the District's obligation.

MOTION: By Schnore: I move that the Board approve the revisions to the 2022-2023 school calendar, as presented. Seconded by Bolas 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, including the hiring of two teachers, a High School Music teacher and a High School Physics teacher. He also advised that a Van Driver and Custodian were hired, and that the open Science Curriculum Leader positions have been filled.

Dr. Rozzo reported that he feels very good and confident in the recommendation for the Science Curriculum Leader positions, noting that there were multiple applicants for each position.

MOTION: By Petersen: 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 of Change Order for Capital Projects for the District-Wide Unified Access Control Project, originally approved at the March 27, 2023 School Board Meeting

(Carson, Sr. Director of Operations & Administrative Services)

Mr. Carson reviewed the change order for additional work for the District-wide unified access control project, originally approved at the March 27, 2023 School Board Meeting.

MOTION: By Mafrice: I move that the Board approve the following change orders for Capital Improvement Projects. Seconded by Petersen and carried by unanimous voice vote:

Change Order Number	Vendor	Amount
COR-1	Dagostino Electronics Services	\$136,186.21



c. Approval to Accept Dual Credit Grant
(Rozzo, Superintendent of Schools)

Dr. Rozzo covered the acceptance of the Dual Credit Grant for Mrs. Pfender, as she was not in attendance at the meeting. He noted that the grant will help expand the College to High School offerings.

Dr. Gans thanked Mrs. Pfender and the rest of the team for securing the grant.

MOTION: By Hanna: I move that the Board authorize the acceptance of the Dual Credit Grant, in the amount of \$61,600.00, for a term of July 1, 2023 through June 30, 2024. Seconded by Mafrice and carried by unanimous voice vote.

d. Approval of the Allegheny Intermediate Unit (AIU) Services Agreement and Special Education Addendum for 2023-2024
(Doggrell, Director of Special Education)

Dr. Doggrell covered the AIU Services Agreement and Special Education Addendum for the 2023-2024 School year, noting that it is an umbrella agreement that covers a variety of services for students and the Student Support Services Department. She advised that the costs are outlined in the Agreement.

MOTION: By Snyder: I move that the Board approve the AIU Services Agreement and Special Education Addendum for the 2023-2024 school year, as attached, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Hanna and carried by unanimous voice vote.

e. Approval of Agreement with Associated Occupational Therapists, Inc.
(Doggrell, Director of Special Education)

Dr. Doggrell reviewed the Agreement with Associated Occupational Therapists, Inc. She advised that the Agreement will provide occupational and physical therapy services, which is specific to students admitted to Southwood Psychiatric Hospital.

MOTION: By Wetzel: I move that the Board approve the Agreement with Associated Occupational Therapists, Inc., for occupational and physical therapy services for students at Southwood Psychiatric Hospital, for the 2022-2023 and 2023-2024 school years, at fees listed in the Agreement, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Snyder and carried by unanimous voice vote.



f. Approval of Agreement with The Day School at The Children’s Institute
(Doggrell, Director of Special Education)

Dr. Doggrell approved the Agreement with The Day School at the Children’s Institute, noting it is an umbrella Agreement for services provided, for the 2023-2024 school year, at The Day School.

MOTION: By Bolas: I move that the Board approve the Agreement with The Day School at The Children’s Institute, for services provided by The Day School, for the 2023-2024 school year, at fees and expenses listed in the Agreement. Seconded by Wetzel and carried by unanimous voice vote.

g. Approval of Extension to UPMC’s Supplemental Student Assistance Program Provider (SAP)/Social Emotional Wellness Services Agreement with Western Psychiatric Hospital (WPH)
(Doggrell, Director of Special Education)

Dr. Doggrell reviewed the extension to UPMC’s Supplemental Assistance Program SAP/Social Emotional Wellness Services Agreement with Western Psychiatric Hospital (WPH), noting that the extension will extend the contract with UPMC by one month.

Dr. Gans asked Dr. Doggrell if this contract has already been approved and just needs to be extended. Dr. Doggrell advised that yes, it has been approved and will be extended from May 31, 2023 to June 30, 2023.

MOTION: By Schnore: I move that the Board approve the amendment to extend UPMC’s Supplemental (SAP)/Social Emotional Wellness Service Agreement with WPH, to extend the term of service from August 1, 2022 to May 31, 2023 to August 1, 2022 to June 30, 2023, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Bolas and carried by unanimous voice vote.



h. Approval of Agreement with COSTARS Contractor Tuscano Maher Roofing (TMR) to replace the High School Roof
(Angelo, Director of Operations & Facilities)

Dr. Angelo reviewed the Agreement with COSTARS contractor Tuscano Maher Roofing (TMR) to replace the High School roof. He advised that there are several areas of concern on the roof, due to the roof membrane becoming detached. He noted that the areas of concern are over the High School academic wing and theater areas.

MOTION: By Petersen: I move that the Board approve the Agreement with COSTARS contractor Tuscano Maher Roofing (TMR), (COSTARS Contract #008-533) to replace the High School Roof, with a 30-year warranty, at a total cost of \$3,943,500.00, which includes a 10% contingency, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Schnore and carried by unanimous voice vote.

i. Approval of Agreement with COSTARS Contractor Trinity Automated Solutions to replace the District's Building Automation and Controls System (BAS)
(Angelo, Director of Operations & Facilities)

Dr. Angelo reviewed the Agreement with COSTARS contract Trinity Automated Solutions to replace the District's Automation and Controls System (BAS), noting this project was a projected capital expenditure. He explained that the current system is a Siemens system, which is being phased out. As a result of Siemens being phased out, the Administrators evaluated four different BAS systems that could best integrate into the District's system. The BAS system will operate the District's current systems, doors, cameras, lighting, and life safety.

MOTION: By Mafrice: I move that the Board approve the Agreement with COSTARS (COSTARS Contract #028-024) contractor Trinity Automated Solutions Inc, to replace the District's Building Automation and Controls System (BAS), at a total cost of \$1,436,419.00, which includes a 10% contingency, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Petersen and carried by unanimous voice vote.



j. Approval of Commendations and Recognitions
(Rozzo, Superintendent of Schools)

Dr. Rozzo read the commendations and recognitions, as Dr. Suritsky was not in attendance at the meeting.

MOTION: By Hanna: I move that the Board approve the Commendations and Recognitions, as attached. Seconded by Mafrice and carried by unanimous voice vote.

Dr. Gans announced that the girl's Lacrosse team lost.

Business & Finance

(Burchill, Director of Business & Finance)

a. Approval of Treasurer's Report - 05.17.23
Including Supplemental Report - 05.17.23
(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the treasurer's report, including the supplemental report.

MOTION: By Snyder: I move that the Board approve the Treasurer's Report including approval of total Bill List and Check File Listing, as follows. Seconded by Hanna and carried by unanimous voice vote:

Fund 10 (General Fund) - \$1,861,153.42
Fund 31 (Capital Reserve Fund) - \$402,742.85
Fund 36 (Construction Fund) - \$0
Fund 50 (School Lunch Fund) - \$100,817.10



b. Approval of Election of Treasurer
(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the approval of election of Treasurer. He advised that he is requesting the reelection of current Treasurer, Ms. Rebecca Berquist, who has been the treasurer for many years. He noted that she is annually appointed and will be at the same rate of \$3,500.00 for the 2023-2024 school year.

MOTION: By Wetzel: I move that the Board re-elect Ms. Rebecca Berquist as Treasurer of the School District, effective July 1, 2023 through June 30, 2024, at the rate of \$3,500.00 annually, provided that before entering upon the duties of such office for said term, she shall furnish, at the expense of the School District, a bond in favor of the School District in the amount of \$100,000.00 conditioned upon the faithful performance of her duties of School Treasurer, in substantially the same form that was furnished to the School District in the 2023-2024 school year. Seconded by Snyder and carried by unanimous voice vote.

c. Approval of Renewal Agreement with Aramark Food Services
(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the renewal Agreement with Aramark Food Services. He noted that food services are not managed within the District, but rather managed through a service company. He explained that the renewals occur in one-year increments.

MOTION: By Bolas: I move that the Board approve the renewal Agreement, as presented, with Aramark for food services for the 2023-2024 school year, which has been reviewed and approved by the Pennsylvania Department of Education. Seconded by Wetzel and carried by unanimous voice vote.

d. Approval of Agreement with Arbiter Pay Unlimited
(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the Agreement with Arbiter Pay Unlimited. He advised that Arbiter Pay Unlimited will be used by the Athletic Department to pay an unlimited number of athletic officials, without a transaction fee.

MOTION: By Schnore: I move that the Board approve the Agreement with Arbiter Pay Unlimited, for the payment of athletic officials, for a term of five-years, at a total cost of \$9,405.00, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Bolas and carried by unanimous voice vote.



e. Approval of Engagement Agreement with Stifel for Underwriter/Placement Agent Services

(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the Engagement Agreement with Stifel. He advised that the Engagement Agreement is in relation to new bond money. He also noted that Stifel was formerly Boenning and Scattergood.

MOTION: By Petersen: I move that the Board approve the Engagement Agreement with Stifel, for services relating to a potential municipal securities transaction for General Obligation Bonds or Notes, Series of 2023, as attached, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Schnore and carried by unanimous voice vote.

f. Approval of Resolution 2023-05-01 with the Allegheny Intermediate Unit (AIU) Joint Purchasing Program

(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the Resolution 2023-05-01 with the AIU Joint Purchasing Program, authorizing the participation in and appointment of representatives to the AIU Joint Purchasing Program.

MOTION: By Mafrice: I move that the Board approve Resolution 2023-05-01, authorizing the participation in and appointment of representatives to the (AIU) Joint Purchasing Program for the 2023-2024 school year, in order to obtain the potential advantages of joint purchasing of school materials, equipment and services. Seconded by Petersen and carried by unanimous voice vote.



g. Approval of Insurance Renewals and Student Accident Insurance
(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the insurance renewals and student accident insurance. He noted there is a reduction in the annual premium, a decrease of 6.7%. He also advised that there is an increase in cyber liability coverage, due to the excellent work of the District's Technology Department.

Dr. Gans thanked Mr. Burchill and Mr. Berrott.

Mrs. Kramer advised that the entire chart does not need to be read, just referenced in the motion.

MOTION: By Hanna: I move that the Board approve the renewal of the following insurance policies, effective July 1, 2023. Seconded by Mafrice and carried by unanimous voice vote:

<i>Type of Coverage</i>	<i>Carrier</i>	<i>2022-2023 Annual Premium</i>	<i>2023-2024 Annual Premium</i>
Commercial Package	CM Regent	\$125,189.00	\$144,078.00
Equipment Breakdown	CM Regent	\$11,155.00	\$13,954.00
Business Auto	CM Regent	\$31,822.00	\$33,060.00
School Leaders	CM Regent	\$21,544.00	\$23,249.00
Cyber Liability	CM Regent	\$17,593.00	\$26,206.00
Worker Compensation	UPMC	\$319,218.00	\$245,180.00
Umbrella	CM Regent (15M)	\$16,511.00	\$16,638.00
Pollution	ACE	\$14,033.00	\$14,850.00
Foreign Liability	Navigators	\$4,985.00	\$5,181.00
Active Assailant	Markel	\$12,179.00	\$13,590.00
TOTAL		\$574,229.00	\$535,986.00



Committee Reports

(Gans, School Board President)

Mrs. Petersen gave a report on Parkway West, noting that tonight is the graduation at Parkway. She congratulated the Upper St. Clair School District Parkway West students and the entire class.

Dr. Gans gave a report on PTC/PTO/PTSO. She reported that she attended the High School PTSO meeting and was excited to hear that some students will get to chat live with an Astronaut who is currently in space, noting he is the brother of one of the District’s Chemistry teachers.

Mrs. Bolas gave a report from PSBA, advising that PSBA is now accepting officer nominations for the upcoming year, with information being provided on PSBA’s website. She also advised that she was invited to the ribbon cutting ceremony for the School Safety Institute, which is the only one like it on the Eastern seaboard. She commended Mr. Bryson, Dr. Rozzo, and the Board for all of their hard work.

Matters of Information/Other

(Rozzo, Superintendent of Schools)

a. Ms. Ashvita Saxena (Student Board Representative)

Recognition at the June 5, 2023 School Board Committee Meeting

Dr. Rozzo advised that Ms. Saxena will be recognized, at the June 5, 2023 Board Meeting, for her work as a Student Board Representative.

Announcement Regarding Executive Session

(Gans, School Board President)

Dr. Gans announced the following Executive Session:

- a.** Executive Session was held on May 17, 2023 at 6:15pm for Legal Matters and Personnel.



Adjournment

(Gans, School Board President)

Dr. Gans adjourned the meeting at approximately 9:07pm, on a motion from Mrs. Bolas and Mr. Mafrice.

Dr. Daphna Gans, President
BOARD OF SCHOOL DIRECTORS

Scott P. Burchill, Secretary
BOARD OF SCHOOL DIRECTORS

Submitted by: Sarah MacDonald
SCHOOL BOARD STENOGRAPHER

Board Meeting**Personnel List****June 5, 2023****ELECTION**

Staff Name	Location	New Assignment	New Assignment Status	Effective Date
Bobak, Linda	Substitute	ETC Substitute Teacher	Substitute	05-19-23
Brosius, Kayleigh	Substitute	Summer Substitute Custodian	Substitute	06-12-23 through 08-18-23
Carlino, Laura	High School	Sponsor: Giffillan Garden Club	ECA	2023-2024 School Year
Clougherty, Jacob	DAB	Technology Department Student Worker	PT	TBD
Eberhardt, Holt	DAB	Technology Department Student Worker	PT	TBD
Erwin, Monica	High School	Sponsor: eSports	ECA	2023-2024 School Year
Fera, Michael	Substitute	Summer Substitute Custodian	Substitute	06-12-23 through 08-18-23
Ghimire, Sharda	High School	ROGO Volunteer Parent Mentor	Volunteer	2023-2024 School Year
Gomes, Fernanda	High School	Event Leader: FRIENDS	ECA	2023-2024 School Year
Henderson, Yoshi	High School	USC Dynamics Volunteer Parent Coach	ECA	2023-2024 School Year
Kang, Lixia	High School	Sponsor: Chinese Club	ECA	2023-2024 School Year
Kovacs, John	High School	ROGO Volunteer Parent Coach	Volunteer	2023-2024 School Year
Kovacs, Lisa	High School	ROGO Volunteer Parent Coach	Volunteer	2023-2024 School Year
Mammana, Alissa	Substitute	Summer Substitute Teacher Aide	Summer	06-13-23
McWilliams, Gary	High School	Marching Band - Set Designer	ECA	TBD
Minnis, Laura	Substitute	Summer ESY Teacher (Certified)	Substitute	06-13-23 through 07-31-23
Moriarty, Michael	High School	BotsBurgh Volunteer Parent Mentor	Substitute	2023-2024 School Year
Jared Nicholson	High School	College in High School Course Business Coordinator	ECA	2023-2024 SY (Grant Funded)
Nulwala, Batool	High School	BotsBurgh Volunteer Parent Coach	Volunteer	2023-2024 School Year
Nulwala, Hunaid	High School	BotsBurgh Volunteer Parent Coach	Volunteer	2023-2024 School Year
Parmar, Navin	High School	TeraBridges Volunteer Parent Coach	Volunteer	2023-2024 School Year

Ramsey, Chie	High School	Sponsor: Japanese Club	ECA	2023-2024 School Year
Rierner, Tyler	Substitute	Summer Substitute Custodian	Substitute	06-12-23 through 08-18-23
Schroeck, Hunter	Substitute	Summer Substitute Custodian	Substitute	06-12-23 through 08-18-23
Selig, Haliel	Substitute	ETC Substitute Teacher	Substitute	05-22-23
Zheng, Henry	Substitute	Summer Substitute Custodian	Substitute	06-12-23 through 08-18-23

CHANGE OF STATUS

Staff Name	Location	Current Assignment	Current Assignment Status	New Assignment	New Assignment Status	Effective Date
Paronish, Stacie	Boyce	1.0 Gifted Teacher	FT	Personal Leave of Absence	Leave	08-17-23 through 11-07-23
Kearney, John	Bus Garage	Substitute Van Driver	Substitute	Substitute Bus Driver	Substitute	06-01-23
Wreggett, Courtney	High School	1.0 School Counselor (LTS for K. Delallo)	LTS	1.0 School Counselor (Temporary Professional Employee)	FT	2023-2024 School Year

REAPPOINTMENT

Staff Name	Location	Current Assignment	New Assignment Status	Effective Date
Andres, Simon	Substitute	Summer Substitute Custodian	Substitute	06-12-23 through 8-18-23
Bowers, Andrew	Fort Couch	1:1 Learning Initiative Facilitator	ECA	2023-2024 School Year
Bogus, Lauren	Streams	PYP Coordinator - Streams	ECA	2023-2024 School Year
Bucilli, Daniela	High School	Sponsor: MONTAGE	ECA	2023-2024 School Year
Caragein, Christina	Boyce	IB Middle Years Program Coordinator	ECA	2023-2024 School Year
Carlino, Laura	High School	Sponsor: Interact	ECA	2023-2024 School Year
Carter, Lee	Substitute	Summer Substitute Custodian	Substitute	06-12-23 through 8-18-23
Chase, Bethany	High School	Sponsor: French Club	ECA	2023-2024 School Year
Clark, Kevin	Boyce	DEER VALLEY Coordinator	ECA	2023-2024 School Year
Cosgrove, Matthew	High School	Department Head: Fine Art	ECA	2023-2024 School Year
Dressler, Shannon	High School	Sponsor: Stand Together	ECA	2023-2024 School Year
Edwards, Benjamin	High School	Senior Class Faculty Marshall/Speech Coordinator	ECA	2023-2024 School Year
Edwards, Benjamin	High School	Sponsor: FORENSICS	ECA	2023-2024 School Year

Edwards, Benjamin	High School	Sponsor: Multi-Cultural Club	ECA	2023-2024 School Year
Froelich, Keith	High School	Sponsor: Campus News Network	ECA	2023-2024 School Year
Froelich, Keith	High School	Sponsor: ST. CLARION (Newspaper)	ECA	2023-2024 School Year
Gaussa, Aidan	High School	Summer Substitute Custodian	Substitute	06-12-23 through 08-18-23
Gibson, Connie	High School	Sponsor: World Affairs Club	ECA	2023-2024 School Year
Gouker, Giulia	High School	Coordinator: USCGAL	ECA	2023-2024 School Year
Gremba, Justin	Boyce	DEER VALLEY Assistant Coordinator (.50)	ECA	2023-2024 School Year
Henderson, Matthew	Boyce	1:1 Learning Initiative Facilitator	ECA	2023-2024 School Year
Henderson, Matthew	Boyce	USC Robotics Club Sponsor - Boyce	ECA	08-23-23 through 01-19-24
Hertzog, John	Substitute	Summer Substitute Custodian	Substitute	06-05-23 through 8-18-23
Hess, Elizabeth	High School	Department Head: High School Physical Education	ECA	2023-2024 School Year
Hoburg, Russell	High School	Sponsor: Kids Helping Kids Club	ECA	2023-2024 School Year
Howard, Charleen	High School	Co-Sponsor: FRIENDS	ECA	2023-2024 School Year
Janz, Alice	Substitute	Summer Substitute Custodian	Substitute	06-12-23 through 8-18-23
Kopaz, Lynne	High School	Sponsor: German Club	ECA	2023-2024 School Year
Kyle, Erin	Boyce	DEER VALLEY Coordinator	ECA	2023-2024 School Year
Lardas, Constantina	High School	Sponsor: Latin Club	ECA	2023-2024 School Year
Lee, Kelly	High School	Sponsor: Spanish Club	ECA	2023-2024 School Year
Manion, Pat	High School	Sponsor: FBLA Club	ECA	2023-2024 School Year
Marks, Laura	High School	1:1 Learning Initiative Facilitator	ECA	2023-2024 School Year
Mellinger, Dana	High School	Department Head: Elementary/Middle School Physical Education	ECA	2023-2024 School Year
Mosler, Jodi	Boyce	DEER VALLEY Coordinator	ECA	2023-2024 School Year
Mosler, Jodi	High School	Department Head: Special Education	ECA	2023-2024 School Year
Newman, Corinne	High School	Sponsor: PJAS & PRSEF	ECA	2023-2024 School Year
O'Roark, Jason	Fort Couch	USC Robotics Club Sponsor - Ft Couch	ECA	08-23-23 through 01-19-24
Poniatowski, Kathryn	High School	Sponsor: Future Teachers of America (Grant-funded)	ECA	2023-2024 School Year
Poniatowski, Kathryn	High School	Co-Sponsor: FRIENDS	ECA	2023-2024 School Year
Sabolick, Beth	Substitute	Summer Substitute Custodian	Substitute	06-12-23 through 8-18-23

Sousa, Sarah	High School	MYP Project Coordinator	ECA	2023-2024 School Year
Shuback, Jennifer	High School	Event Leader: FRIENDS	ECA	2023-2024 School Year
Sivillo, Ronald	High School	Sponsor: Law Club	ECA	2023-2024 School Year
Smith, Tracy	High School	Sponsor: Robotics Club	ECA	2023-2024 School Year
Smith, Tracy	High School	Coordinator: 5-12 Robotics	ECA	2023-2024 School Year
Tarcson, Brooke	High School	Sponsor: Student Council	ECA	2023-2024 School Year
Tarcson, Brooke	High School	Co-Sponsor: CLAIRVOYANT	ECA	2023-2024 School Year
Torquato, Stephen	High School	Assistant Head: Student Activities	ECA	2023-2024 School Year
Torquato, Stephen	High School	Co-Sponsor: CLAIRVOYANT	ECA	2023-2024 School Year
Torquato, Stephen	High School	Sponsor: National Honor Society	ECA	2023-2024 School Year
Torquato, Stephen	High School	Sponsor: Future Teachers of America (Grant-funded)	ECA	2023-2024 School Year
Valentine, Erika	High School	Sponsor: Future Teachers of America (Grant-funded)	ECA	2023-2024 School Year
Valentine, Erika	High School	Sponsor: Art Club	ECA	2023-2024 School Year
Watson, David	High School	Assistant Sponsor: FORENSICS	ECA	2023-2024 School Year

RESIGNATION

Staff Name	Location	Current Assignment	New Assignment Status	Effective Date
Geyer, Gillian	Substitute	Summer Substitute Custodian	Substitute	05-18-23
Knight, Sarah	Streams	Nutrition Center General Worker	PT	06-09-23
Patel, Rachelle	High School	Nutrition Center General Worker	PT	06-02-23

INFORMATION ONLY

EE#1372 (Boyce - 1.0 STEAM Teacher) SSLWCN FROM Beginning 04-27-23 TO 04-27-23 through 05-26-23

Iagnemma, Olivia (BA-Elementary Teacher) Per Diem Sub for J. Young change FROM 05-25-23

through 06-12-23 TO 05-24-23 through 06-12-23

Lamb, Gary (Bus Garage - Driver) - Change Personal Leave of Absence FROM Beginning 05-01-23 TO 05-01-12 through 06-09-23

Levandosky, Elizabeth (Baker- 1.0 Custodian) Start Date Change FROM TBD TO 05-22-23

Ralston, Robert (Bus Garage- Van Driver) Start Date Change FROM TBD TO 05-30-23

Ritchie, Calvin (Substitute Summer Custodian) Start Date Change FROM 06-12-23 TO 06-05-23

Roley, Scott, (High School - 1.0 Custodian) Change Personal Leave of

Absence FROM Beginning 04-04-23 TO 04-04-23 through 06-23-23

Schetley, Jennifer (Boyce - 1.0 Music Teacher) Change Personal Leave of Absence FROM 02-23-23

through 06-12-23 TO 02-23-23 through 02-19-24

Memo



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

From: Dr. Lou Angelo

Date: May 19, 2023

RE: USCHS Wrestling Room Renovation and Athletic Wing Restroom - Bid

The administration is requesting to proceed with a capital project that will expand the current wrestling room and add a second floor gender neutral/family-friendly restroom.

Background:

The USCHS wrestling room is located on the second floor of the athletic wing and was renovated during the High School construction project in 1998. The wrestling room offers space for practice as well as an office, and it was designed to safely accommodate up to approximately 30 high school sized athletes.

On Wednesday, May 17, 2023, the PIAA approved girls wrestling as a sanctioned high school varsity sport, and it will officially begin in the 2023-24 winter sports season. We are anticipating approximately ten to twelve girls coming out for wrestling, which is enough participants to field a team. In addition, the USCAA's feeder program has shown significant growth over the past several years, so enrollment increases are projected in both boys and girls wrestling in the years to come. The boys and girls teams will practice separately, but at the same location and time under the supervision of the wrestling head coach.

In addition, although the second floor of the athletic wing is used year round for athletic training by our female and male students (and physical education classes), there are no bathrooms on the entire second floor. Adding a new restroom in the proximity of the weightroom, wrestling room, and the natatorium would improve access, allow for greater supervision of student athletes, and act as a "family-friendly restroom" for spectators during swimming events.

Request:

The administration is recommending your approval to request bids to remove the office from the wrestling room, adding needed practice space for the boys and girls wrestlers. The location for a new office space near the wrestling room has been identified. In addition, a gender neutral/family-friendly bathroom will be added to the second floor of the athletic wing on the landing located between the athletic hallway and the natatorium entrance, providing better access to our student-athletes who are

wrestling, working out in the weight room, participating in physical education classes, or conditioning in the athletic hallway.

The anticipated cost for the project is approximately \$143,000. The District has received a generous donation from an anonymous supporter who will pay for all construction costs associated with the wrestling room. The District will pay approximately \$65,000 to construct the bathroom, install new wrestling mats in the created space and add graphics to the new walls. If approved, work will commence in late summer and be completed by early 2024.

Memo



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

From: Dr. Lou Angelo

Date: May 24, 2023

RE: Recommended Engineering Firm for USCHS Wrestling Room and Bathroom Project

The administration is recommending 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.

As is detailed in the Board memo Re: USCHS Wrestling Room Renovation and Athletic Wing Restroom - Bid, on Wednesday, May 17, 2023, the PIAA approved girls wrestling as a sanctioned high school varsity sport, and it will officially begin in the 2023-24 winter sports season. We are anticipating approximately ten to twelve girls coming out for wrestling, which is enough participants to field a team. In addition, the USCAA's feeder program has shown significant growth over the past several years, so enrollment increases are projected in both boys and girls wrestling in the years to come. The boys and girls teams will practice separately, but at the same location and time under the supervision of the wrestling head coach.

The administration is recommending your approval to request bids to remove the office from the wrestling room, adding needed practice space for the boys and girls wrestlers. In addition, a gender neutral/family-friendly bathroom will be added to the second floor of the athletic wing on the landing located between the athletic hallway and the natatorium entrance, providing better access to our student-athletes who are wrestling, working out in the weight room, participating in physical education classes, or conditioning in the athletic hallway.

In November 2021, the Board approved Gateway Engineering Inc. to provide professional services for the Boyce and Streams parking lot/plumbing repair projects. At that time, the administration recommended Gateway Engineering after interviewing five different firms. Gateway Engineering is also the firm who engineered the Truxton hillside project (as selected by the Township of Upper St. Clair). The District has had a favorable experience working with Gateway Engineering on four different projects including the Baker field drainage project, and most recently, the High School waterline and sanitary line repairs.

In addition, Gateway Engineering has served the Township of Upper St. Clair for more than forty years and is recommended. The scope of experience, size of the company and civil department, reliability,

resources, and positive experience working together have all contributed to the recommendation of Gateway Engineering Inc.

The cost for the engineering services to design, permit, bid, inspect, and manage is not to exceed \$36,000 without authorization.

Memo



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

From: Dr. Lou Angelo

Date: May 24, 2023

RE: Agreement Renewal - Republic Waste Services

The administration is recommending approval to renew the agreement with Republic Waste Management for waste management services for all District buildings and the bus garage. The administration contacted three companies and is recommending remaining with Republic Waste, which the District has used since 2013. Since July 2021, our region has experienced a transportation-specific CPI increase of 15%. As a result, the original proposal from Republic Waste Services was for a 20% annual increase. After negotiating, the administration is able to recommend a five-year term that reflects annual increases of 5.6%. Rates are charged per building on a monthly basis with an estimated districtwide total of \$3,762.59 per month.

Memo



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

From: Dr. Lou Angelo

Date: May 24, 2023

RE: Agreement Renewal - Orkin Pest Control

The administration is recommending approval to renew the agreement with Orkin Pest Control for pest control services districtwide. The administration contacted three companies and is recommending remaining with Orkin. Orkin has been a responsive and trusted partner since 2011, and the agreement is for three years with no annual increase. Rates are charged per building on a monthly basis with an estimated districtwide total of \$7,211.28 per year.

Memo



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

From: Dr. Lou Angelo

Date: May 24, 2023

RE: Siemens Service Agreement Renewal

The administration recommends approval to renew the service agreement with Siemens Industry Inc. for the preventative maintenance and technical support of HVAC systems across the district during the 2023-2024 school year. The agreement permits Siemens to provide routine maintenance and inspections for mechanical services at the High School, Ft. Couch Middle School, and Boyce Middle School at a cost of \$123,795 for the year. Because of the District's transition to a new building automation system, the agreement also reduces the routine maintenance for HVAC controls to only the High School and Ft. Couch Middle School. The cost represents a decrease of 47% for automation services and a decrease of 15% for overall services (mechanical and automation) from the current agreement.

Memo



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

From: Dr. Lou Angelo

Date: May 30, 2023

RE: Agreement for USCHS Domestic Hot Water System Replacement

The administration is recommending approval to enter into an agreement with COSTARS contractor Siemens Industry Inc. to replace the domestic hot water system at Upper St. Clair High School.

The High School is designed with two domestic hot water heaters, two storage tanks, and two expansion tanks to serve the building. These units provide the hot water to the kitchen, the academic wing and the athletic wing. The hot water heaters, storage tanks and one expansion tank were installed in 1997 and have an average life expectancy of ten years. The second expansion tank was installed in 2016 and does not need to be replaced. In addition, the building utilizes two main mixing valves, which were also originally installed in 1997 and beyond their life expectancy. The mixing valves are used to regulate and cool the water temperature according to Health Department regulations before being pushed to the user.

As noted in the feasibility study, the administration is recommending the replacement of these units before failure. Replacement will ensure we are able to provide hot water to the building, improve the efficiency of the units, and increase the reliability of the equipment. If approved, Siemens will begin removing the units during the summer break. As part of the project, hot water will not be available to the building for approximately two to three days.

The administration secured three quotes from qualified contractors. The administration is recommending approval of Siemen's COSTARS quote to complete the hot water system project at a cost of \$216,700 (\$197,000 +10% contingency or \$19,700). The business office plans to borrow the funds to pay for the project as part of the capital reserve budget.

Memo



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

From: Dr. Lou Angelo

Date: May 30, 2023

RE: Agreement for Boyce and Ft. Couch Insulation and Aluminum Jacketing

The administration is recommending approval to enter into an agreement with COSTARS contractor Geo. V. Hamilton Inc. to replace the roof mounted ductwork insulation and aluminum jacketing at Boyce and Ft. Couch Middle Schools.

Boyce Middle School is designed with thirteen rooftop units (RTUs) that warm or cool the building, and Ft. Couch has ten RTUs. The rooftop ductwork, which is used to carry conditioned air to internal building spaces, is exposed to outside conditions as it runs across the building top from the RTU to the point that it enters the building. Over time, and typically by year fifteen, the ductwork insulation begins to deteriorate and needs repaired. At Boyce and Ft. Couch, about half of the insulation and jacketing is in poor condition with torn seams and insulation that is separated or falling away from the ductwork. It appears that at some point shortly after installation, the exposed seams failed, allowing water access to the insulation and causing the deterioration. Insulation that is in poor condition creates inefficiency for cooling and heating systems. As a result, RTUs run at higher capacities more frequently and use more energy, which leads to unnecessary increased costs.

As noted in the feasibility study, the administration is recommending replacement of the roof mounted ductwork insulation and aluminum jacketing as a means of stopping the current deterioration and preserving the remaining roof mounted ductwork insulation and aluminum jacketing that is still in good condition. If approved, Geo. V. Hamilton Inc. will begin the project at the start of summer break and complete the work in approximately four months. The RTUs will run as normal, maintaining cool temperatures during the project.

The administration contacted six companies to complete the work and is recommending approval of COSTARS contractor Geo. V. Hamilton Inc. to complete the roof mounted ductwork insulation and aluminum jacketing project at a cost of \$365,200 (\$332,000 + 10% contingency or \$33,200). The business office plans to borrow the funds to pay for the project as part of the capital reserve budget.



Memo

To: Dr. John Rozzo, Superintendent of Schools
Board of School Directors

From: Dr. Lauren Madia, Director of Pupil Services

Date: June 5, 2023

RE: Title III MOU with Allegheny Intermediate Unit

I request approval of the following:

- Allegheny Intermediate Unit Title III Consortium Memorandum of Understanding: to provide professional development, technical support, supplies, and partial reimbursement for supplemental services for English Language Development services.

Approval of agreement will be contingent upon documentation acceptable to the Superintendent and Solicitor.

Book Policy Manual
Section 100 Programs
Title Home Education Programs
Code 137
Status First Reading of Revised Policy: June 5, 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	First Reading of Revised Policy: June 5, 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 **requirements 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	100 Programs
Title	Participation in Co-curricular Activities and Academic Courses by Home Education Students
Code	137.2 Vol I 2023
Status	First Reading of NEW Policy: June 5, 2023
Legal	1. 24 P.S. 1327.1 2. Pol. 122 3. Pol. 137 4. Pol. 137.1 5. Pol. 137.3 6. Pol. 103 7. Pol. 103.1 8. 10 U.S.C. 2031 9. Pol. 105 10. Pol. 218 11. Pol. 222 12. Pol. 227 13. Pol. 235 14. Pol. 204 15. Pol. 212

Authority -

The Board approves participation in the district’s Co-curricular activities and academic courses by a student enrolled in a home education program who meets all the requirements stated in law and Board policy.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

Definition

Co-curricular activities - district activities that merge extracurricular activities with a required academic course, including but not limited to, band, orchestra and other activities that include a for-credit component that takes place during the school day.[\[1\]](#)[\[2\]](#)[\[4\]](#)

Guidelines

Students attending home education programs shall be given an equal opportunity to compete for positions and participate in district Co-curricular activities and academic courses in accordance with Board policy on the same basis as other students enrolled full-time in the district. [1][6][7]

A home education student may participate in Co-curricular activities and academic courses only at the school building the student would be assigned to if the student was enrolled in the district.

Prior to trying-out or auditioning for a Co-curricular activity or enrolling in an academic course, a home education student shall submit required documents and written verification of eligibility or completion of prerequisites to the building principal or designee. Verification may include, but not be limited to, attendance records, portfolio records documenting completion of curriculum or other documents demonstrating completion of eligibility criteria. [1]

The following conditions shall govern participation in the district's co-curricular activities and academic courses by home education students, who shall:

1. Be a resident of the district and complete the required enrollment process for the District.
2. Meet the required eligibility criteria or their equivalent for the co-curricular activity or the prerequisites for the academic course. [1][2][9]
3. Comply with Board policies and school rules and administrative regulations regarding student conduct in school and at school-sponsored activities. [1][2][10][11][12][13]
4. Comply with policies, rules and regulations, or their equivalent, of the co-curricular activity's governing organization, where applicable.
5. Meet attendance and reporting requirements established for all participants of the co-curricular activity or academic course, including any sign-in and sign-out procedures for school building attendance purposes. Home education students must participate in the full class period for an academic course, unless an exception has been granted in accordance with Board policy and school rules. [14]
6. Comply with all Board policies, school rules and requirements and directives of the district staff, activity advisors and administrators involved with the co-curricular activity or academic course. [1]

Academic Courses

Students attending home education programs are eligible to enroll in district academic courses in accordance with law and Board policy, and may participate in academic courses equaling up to one-quarter ($\frac{1}{4}$) of the school day for full-time district students. [1]

Students enrolled in home education programs shall only be eligible to participate in Co-curricular activities and/or academic courses that are scheduled in consecutive time periods during the school day if the student's parent/guardian is not able to provide supervision for the student between the scheduled Co-curricular activities and/or academic courses. [1]

The district shall provide the student's home education program supervisor with a grade for each Co-curricular activity and academic course completed by a student enrolled in a home education program, in accordance with Board policy and administrative regulations. The home education program

supervisor shall be responsible for maintaining the material in the student's portfolio of records.[\[1\]](#)[3]
[15]

Transportation

Parents/Guardians of home education students shall be responsible for transportation of students participating in district Co-curricular activities and academic courses, except that a home education student may utilize district transportation to or from school during the times a bus is otherwise already operating, and space is available.[\[1\]](#)

Delegation of Responsibility

The Superintendent or designee shall post information regarding the district's Co-curricular activities and academic courses, 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.

The building principal or designee shall request 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 a Co-curricular activity or academic course.

The Superintendent or designee shall establish administrative regulations, including guidelines for the prioritization of enrollment in district Co-curricular activities and academic courses.[\[1\]](#)



Book Policy Manual

Section 100 Programs

Title Participation in Career and Technical Education Programs by Home Education Students

Code 137.3 Vol I 2023

Status First Reading of NEW Policy: June 5, 2023

Legal [1. 24 P.S. 1327.1](#)
[2. 24 P.S. 1801](#)
[3. 22 PA Code 4.31](#)
4. Pol. 115
5. Pol. 137
6. Pol. 137.2
7. Pol. 103
8. Pol. 103.1
9. Pol. 105
10. Pol. 218
11. Pol. 222
12. Pol. 227
13. Pol. 235
14. Pol. 204
15. Pol. 212

Authority .

The Board approves participation in a career and technical education program by a student enrolled in a home education program who meets all the requirements stated in law and Board policy.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)

Students attending home education programs shall be eligible to participate in a career and technical education program at Parkway West Career and Technology Center, in accordance with the Articles of Agreement and center admission policy and procedures, on the same basis as other district students.

Guidelines

Students attending home education programs shall be given an equal opportunity to [\[1\]](#)[\[3\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#) apply for placement in available programs at Parkway West Career and Technology Center.

Prior to enrolling in a career and technical education program, a home education student shall submit required documents and written verification of eligibility or completion of prerequisites to the building principal or designee. Verification may include, but not be limited to, attendance records, portfolio records documenting completion of curriculum or other documents demonstrating completion of eligibility criteria.[\[1\]](#)

The following conditions shall govern participation in career and technical education programs by home education students, who shall:

1. Be a resident of the district and complete the District enrollment process.
2. Meet the required eligibility criteria or their equivalent or the prerequisites for the career and technical education program.[\[1\]](#)[\[4\]](#)[\[6\]](#)[\[9\]](#)
3. Comply with applicable policies and school rules and administrative regulations of the Upper St. Clair School District and Parkway West Career and Technology regarding student conduct in school and at school-sponsored activities.[\[1\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)
4. Meet attendance and reporting requirements established for all participants of the career and technical education program, including any sign-in and sign-out procedures for building attendance purposes. Home education students must participate in the required courses for the program on the same basis as students enrolled in the district, unless an exception has been granted in accordance with applicable Board policy and school or program rules.[\[14\]](#)

The Parkway West Career and Technology Center shall provide the student's home education program supervisor with a grade for each career and technical education program course completed by a student enrolled in a home education program, in accordance with Board policy and administrative regulations. The home education program supervisor shall be responsible for maintaining the material in the student's portfolio of records. [1][5][15]

Transportation

Students attending home education programs who participate in career and technical education programs may use district transportation to or from the career and technical education program during the times when district transportation is already operating, and space is available in addition to full-time district students. [1]

Delegation of Responsibility

The Superintendent or designee shall post information regarding the district's options for career and technical education programs, as well as a copy of this Board policy, on the district's publicly available website and provide information upon request by students enrolled in home education programs or their parents/guardians.

The building principal or designee shall request 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 participation in career and technical education programs.

The administrative regulations for participation in Co-curricular Activities and Academic Courses (137.2-AR-1) shall include guidelines for the prioritization of enrollment in career and technical education programs, [1] in accordance with the Articles of Agreement and the established number of allowable participants for designated programs at Parkway West Career and Technology Center.



Book	Policy Manual
Section	200 Pupils
Title	Enrollment of Students
Code	200 Vol IV 2022
Status	First Reading of Revised Policy: June 5, 2023
Legal	<ol style="list-style-type: none">1. 24 P.S. 13012. 24 P.S. 13023. 22 PA Code 11.114. 22 PA Code 11.415. 24 P.S. 1331.16. 22 PA Code 11.127. 22 PA Code 12.18. 24 P.S. 1303a9. 24 P.S. 1304-A10. Pol. 20311. Pol. 216.112. Pol. 13813. Pol. 25114. Pol. 202Pol. 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	Eligibility of Nonresident Students
Code	202
Status	First Reading of Revised Policy: June 5, 2023
Legal	<ol style="list-style-type: none">1. 24 P.S. 5012. 24 P.S. 5023. 24 P.S. 5034. 24 P.S. 13015. 24 P.S. 13166. Pol. 2007. 24 P.S. 13028. 22 PA Code 11.199. Pol. 90610. 24 P.S. 256111. Pol. 60712. 24 P.S. 130513. 24 P.S. 130614. 24 P.S. 130715. 24 P.S. 130816. 24 P.S. 130917. 24 P.S. 131018. 24 P.S. 256219. 22 PA Code 11.1820. 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

Book	Policy Manual
Section	200 Pupils
Title	Attendance
Code	204
Status	First Reading of Revised Policy: June 5, 2023
Legal	<ol style="list-style-type: none">1. 22 PA Code 11.412. 24 P.S. 13273. 24 P.S. 13294. 24 P.S. 13305. 22 PA Code 11.236. 22 PA Code 11.257. 22 PA Code 12.18. 24 P.S. 13269. 22 PA Code 11.1310. 42 Pa. C.S.A. 630211. 24 P.S. 510.212. 24 P.S. 133213. 24 P.S. 133914. 22 PA Code 11.2215. 22 PA Code 11.2816. Pol. 11317. Pol. 11518. Pol. 11619. Pol. 11720. 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	First Reading of Revised Policy: June 5, 2023
Legal	<ol style="list-style-type: none">1. 24 P.S. 14012. 24 P.S. 14023. 24 P.S. 14034. 22 PA Code 12.415. 24 P.S. 14076. 28 PA Code 23.1 et seq7. 24 P.S. 14058. 28 PA Code 23.29. 20 U.S.C. 1232h10. 24 P.S. 141911. 28 PA Code 23.4512. 24 P.S. 140613. 23 Pa. C.S.A. 631114. Pol. 80615. 24 P.S. 140916. Pol. 113.417. Pol. 21618. 20 U.S.C. 1232g19. 34 CFR Part 9920. 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	First Reading of Revised Policy: June 5, 2023
Legal	<ol style="list-style-type: none">1. 22 PA Code 4.242. 22 PA Code 4.513. 22 PA Code 4.524. 24 P.S. 16115. 24 P.S. 16136. Pol. 1027. Pol. 1278. Pol. 2129. Pol. 23310. 24 P.S. 161411. 22 PA Code 11.2712. 22 PA Code 4.1213. 34 CFR 300.10214. 34 CFR 300.30515. Pol. 11316. 22 PA Code 11.517. 22 PA Code 11.818. 22 PA Code 11.419. Pol. 216 <p>34 CFR Part 300</p>

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	First Reading of Revised Policy: June 5, 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 First Reading of Revised Policy: June 5, 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 Educational Stability for Children in Foster Care
Code 255 - RETIREMENT OF POLICY
Status First Reading: June 5, 2023
Legal 1. 20 U.S.C. 6311
2. 20 U.S.C. 6312
3. 42 U.S.C. 675
4. 45 CFR 1355.20
5. Pol. 200
6. Pol. 206
7. Pol. 202
8. 20 U.S.C. 1232g
9. Pol. 113.4
10. Pol. 216
11. Pol. 810
34 CFR Part 99

Authority

To ensure the educational stability of children in foster care, the Board requires the district to collaborate with the local children and youth agency and other school districts. [\[1\]](#)[\[2\]](#)[\[3\]](#)

Definitions

Additional costs means the difference between what the district spends to transport a resident student to his/her assigned school and the cost to transport a child in foster care to his/her 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. [\[4\]](#)

School of origin is 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 would then be considered the school in which the child is enrolled at the time of the placement change.

Delegation of Responsibility

The Board designates the Superintendent or designee to serve as the district's point of contact for children in foster care.

The district's point of contact shall coordinate with: [\[1\]](#)

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 school districts on issues of transfer of records, transportation and other inter-district activities.

Guidelines

Enrollment/Placement

A child in foster care shall continue to be enrolled in his/her school of origin unless there is a determination that it is not in his/her best interest to attend the school of origin.[\[1\]](#)

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.[\[1\]](#)

In determining whether it is in a child's best interest to remain in his/her school of origin, all factors relating to a child's best interest shall be considered, including the appropriateness of the current educational setting and proximity of foster care placement.[\[1\]](#)

Documentation related to the best interest determination shall be kept in the student's education record.

Enrollment -

When a child in foster care is placed in the district and seeks enrollment in district schools, the district's point of contact shall:[\[1\]](#)[\[5\]](#)

1. Ensure the child is immediately enrolled and attending school, even if the records normally required for enrollment pursuant to district policies are not available.
2. Immediately contact the school last attended by the child to obtain relevant academic and other records.

Dispute Resolution -

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 his/her school of origin, pending resolution of the dispute.

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.[6]

Student Who Has Exited Foster Care -

A student who exited foster care may be permitted to finish the semester in this district, if appropriate, with payment of tuition.[7]

Education Records

The district may disclose personally identifiable information from the education records of a student without written consent of the parent(s) or the eligible student if the disclosure is:[8][9][10]

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.

Transportation

The district shall ensure that children in foster care needing transportation to their school of origin will promptly receive transportation in a cost-effective manner.[2][11]

To ensure that transportation for children in foster care is provided, arranged, and funded, the district shall collaborate with the local children and youth agency to develop a local transportation plan.[\[2\]](#)

The transportation plan shall address the following:[\[2\]](#)

1. The procedure the district and local children and youth agency will follow to:
 - a. Promptly provide transportation for children in foster care;
 - b. Promptly arrange transportation for children in foster care; and
 - c. Ensure transportation is funded in a cost-effective manner and in accordance with Section 475(4)(A) of the Social Security Act.
2. How transportation costs will be covered if additional costs are incurred. Options include:[\[2\]](#)
 - a. The local children and youth agency agrees to reimburse the district;
 - b. The district agrees to pay for the cost;
 - c. The district and the local children and youth agency agree to share the costs; or
 - d. The district of origin, the district of current 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.

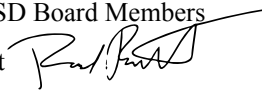
Transportation shall be provided to children in foster care in accordance with the local transportation plan regardless of whether transportation is provided to district students.[\[1\]](#)[\[2\]](#)

Training

The district's point of contact for children in foster care shall provide professional development and training to school staff on the Title I foster care provisions and education needs of children in foster care, as needed.

Memo






To: Dr. Rozzo, USCSD Board Members
 From: Raymond Berrott 
 Date: May 30, 2023
RE: Phone System Upgrade

Over the last five years, there has been a shift in the technology industry, with vendors moving toward a yearly subscription model over perpetual license fees. Our Avaya Phone System is one of the last major vendors that has moved to an annual subscription model starting July 1, 2023. Our current phone system, Avaya Communication Manager version 8.1.x, has reached the end of support and needs to be upgraded to version 10.1.x. to allow us to continue receiving security updates and support from Avaya. The new subscription model was introduced in version 10.1.x will double the current yearly fee from \$27,000 to \$47,000 annually, not including additional implementation costs and one-time expenses required to complete the upgrade.

Our current system is hosted onsite and requires hardware at each school building, Central Office, and Bus Garage. The system requires the Technology Department to maintain 15 virtual servers. In addition, the system integrates with three other vendors to provide dial tone, long-distance service, call accounting, and upgrade assistance. We have a significant investment in Avaya desk phones (819 phones throughout the district), which have been systematically upgraded over the past few years to support future upgrades. With the new subscription model that Avaya is moving to with version 10.1.x being the new industry standard, the costs of physical onsite systems and cloud-hosted systems are now similarly priced. The Technology Department maintains and supports the phone system and all changes.

In the last few weeks, we tested Avaya Cloud Office as a replacement for Communication Manager. We have explored all the system's features and management portal and installed a handful of phones for real-world testing. We determined that Avaya Cloud Office meets our current needs, simplifies management and sustainability, and provides new features that our system does not offer. The migration to Avaya Cloud Office would allow the technology staff to streamline the management of the District's phone system. The District would no longer need to support legacy hardware at each building and 15 self-hosted virtual servers but instead only manage the day-to-day support and adds/changes to the system. We recommend upgrading to Avaya Cloud Office instead of upgrading our current system to the latest self-hosted version of Communication Manager, version 10.1.x. The chart below outlines the cost of both options with estimates based on our current number of licenses. All costs are on the PEPPM state contract.

	Hosted in the Cloud Avaya Cloud Office 	On site @ USC Avaya Communication Manager 
Yearly Fee (Includes licenses & maintenance)	\$71,500.00	\$47,000.00
3rd Party Call Accounting System	Included in the yearly fees and not a separate vendor	\$9900 (Vendor: OfficeWatch)
Dial Tone & Long Distance	Included in the yearly fees and not a separate vendor (250,000 minutes a month)	\$12,000 per year (Vendor: Windstream w/5000 minutes)
Upgrade Fee Per Year	No charge for yearly upgrades	\$12,000 per year (Vendor: Advent)
Server replacement cycle	No servers to maintain onsite	15 Virtual Servers onsite with hardware replaced on a 5-year cycle
Media Gateway Servers @ each location	0 servers	8 servers
Emergency Lines (Comcast)	\$7000 (Less needed due to redundancy built into design)	\$18,500.00
Full Featured Soft Phone (mobile app & computer)	Yes	Not Available
Total Annual Cost (estimate based on current # of licenses)	\$78,500.00	\$99,400.00

I recommend the Board approve a 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 after the initial term, contingent upon acceptable documentation to the Superintendent and Solicitor.



Memo

To: Dr. Rozzo, USCSD Board Members

From: Scott Burchill

Date: May 31, 2023

RE: Surplus/Obsolete Equipment

Administration requests to declare the following furniture as surplus/obsolete:

56	Sisco 5 ft. round Pacer tables
210	Clarín blue plastic chairs
23	5 ft. round tables
25	8 ft. long tables
12	4 ft. long booth tables
24	booth/pew style wooden seating
363	red and blue chairs
168	Columbia chairs (17" high) Gray speckle

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.

IN THE COURT OF COMMON PLEAS OF ALLEGHENY COUNTY, PENNSYLVANIA
CIVIL DIVISION

FRIENDSHIP VILLAGE OF SOUTH HILLS

BV 21-000387

vs.

BOARD OF PROPERTY
ASSESSMENT APPEALS AND
REVIEW OF ALLEGHENY COUNTY

TAX APPEAL STIPULATION

Property Location: Upper St. Clair Township

Block & Lot No.: 670B110

Stipulation: It is agreed that the assessment for the above referenced property shall be as follows:

Year	2020	2021	2022	2023
Land				
Building				
Total Assessed	\$48,500,000	\$50,000,000	\$50,000,000	\$44,500,000
Agreed to Fair Market Value	\$48,500,000	\$50,000,000	\$50,000,000	\$44,500,000

And that the above captioned appeal be marked settled and discontinued:

Approved by the Board:

Consented to By:

Special Master

William H. Miller, Council for Owner

Lay Master

Lay Master

Date

****2019 is an interim tax year for the School District. For the portion of 2019 covered by the School District's interim assessment application, the subject property shall be assessed at \$48,500,000. The parties agree that this interim value first became applicable on Nov. 1, 2019. Any School District taxes paid on the difference between the 2019 assessment and the 2019 interim assessment shall be refunded to the property owner for the months of September 2019 and October 2019.**

**IN THE COURT OF COMMON PLEAS OF ALLEGHENY COUNTY, PENNSYLVANIA
CIVIL DIVISION**

FRIENDSHIP VILLAGE OF SOUTH HILLS

BV 21-001779

vs.

BOARD OF PROPERTY
ASSESSMENT APPEALS AND
REVIEW OF ALLEGHENY COUNTY

TAX APPEAL STIPULATION

Property Location: Upper St. Clair Township

Block & Lot No.: 670B110

Stipulation: It is agreed that the assessment for the above referenced property shall be as follows:

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Agreed to Fair Market Value	\$48,500,000	\$50,000,000	\$50,000,000	\$44,500,000

And that the above captioned appeal be marked settled and discontinued:

Approved by the Board:

Consented to By:

Special Master

William J. Hester, Council Tax Owner

Lay Master

Lay Master

Date

****2019 is an interim tax year for the School District. For the portion of 2019 covered by the School District's interim assessment application, the subject property shall be assessed at \$48,500,000. The parties agree that this interim value first became applicable on Nov. 1, 2019. Any School District taxes paid on the difference between the 2019 assessment and the 2019 interim assessment shall be refunded to the property owner for the months of September 2019 and October 2019.**