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UPPER ST. CLAIR SCHOOL DISTRICT

BOARD OF SCHOOL DIRECTORS
Mr. Phillip J. Elias, President • Dr. Daphna Gans, Vice-President
Mrs. Barbara L. Bolas • Vacant Seat • Mr. Louis P. Mafrice, Jr.
Mr. Michael R. Mascaro • Mrs. Angela B. Petersen • Mrs. Jennifer A. Schnore • Dr. Danielle Z. Wetzel
Dr. John T. Rozzo, Superintendent • Mrs. Jocelyn P. Kramer, Solicitor

SCHOOL BOARD MEETING MINUTES

Monday, May 23, 2022 @ 7:00pm
Executive Session @ 6:30pm (Negotiations & 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 23, 2022 in the District Administration Board Room.

School Board Members:
Mr. Phillip J. Elias, President (in-person)
Dr. Daphna Gans, Vice-President (not in attendance)
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. Jennifer Schnore (not in attendance)
Dr. Danielle Z. Wetzel (in-person)

School Personnel:
Dr. John T. Rozzo, Superintendent (in-person)
Dr. Sharon K. Suritsky, Assistant/Deputy Superintendent (virtual)
Mrs. Amy Pfender, Assistant Superintendent (in-person)
Mr. Ray Carson, Senior Director of Operations & Administrative Services (in-person)
Mr. Scott Burchill, Director of Business & Finance (in-person)
Dr. Lou Angelo, Director of Operations & Facilities (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, Assistant Director of Pupil Services (virtual)
Mr. Bradley Wilson, Director of Strategic Initiatives (not in attendance)
Mrs. Jocelyn Kramer, Solicitor (in-person)
Mrs. Sarah MacDonald, Board Stenographer (virtual)
Mr. R.J. Shontz, Student Board Representative (in-person)
Ms. Ashvita Saxena, Student Board Representative (in-person)
Mr. Joe DeMar, Fort Couch Middle School Principal (in-person)

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Mrs. Erin Peterson, Fort Couch Middle School Assistant Principal (in-person)
Dr. Daniel O'Rourke, Boyce Middle School Principal (in-person)
Dr. Christine Mussomeli, Boyce Middle School Assistant Principal (in-person)

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

Mr. Elias called the meeting to order at approximately 7:05pm.

Moment of Silence
Mr. Dave Piecka, High School Aide

Mr. Elias asked everyone to give a moment of silence for Mr. Dave Piecka, High School Aide, who passed away suddenly on May 5, 2022. Mr. Piecka was a twenty-year employee.

Star Spangled Banner
High School Students: Kaitlyn Clougherty (12th grade), Santina Guarino (11th grade), Rebecca Lang (11th grade), Edy McCurrie (11th grade), and Bria Zegarelli (12th grade)
(Elias, School Board President)

Six High School students sang the Star Spangled Banner. Mr. Elias thanked the group and asked each of them to introduce themselves. Each of the students came to the podium and introduced themselves.

2021-2022 Retirement Recognition
(Rozzo, Superintendent of Schools)

Dr. Rozzo recognized the seven professional staff who have retired or will soon retire since June 2021: Ms. Amy Beyerl (June 2021), Ms. Carol Brinkhoff (June 2022), Ms. Lisa Cain (June 2022), Ms. Rebecca Findley (June 2022), Mr. Steven Nicklas (January 2022), Ms. Patricia Palazzolo (June 2022), and Mr. Bill Rullo (June 2022). Ms. Brinkhoff, Ms. Palazzolo, and Ms. Findley were on-hand to receive gifts from the District and each gave a few remarks about their time with the District.

Presentation of Donation from the Class of 1970
(Mathews, Gordon, Counselor / Englert, Bill, Class of 1970)
(Motion will be after Residents' Comments)

Mr. Carson reviewed the check, advised it came from Mr. Gordon Mathews and his alumni work. Class of 197- created a legacy for their class. Donation plaque will be from the class. Dr. Englert is a proud member of the class of 1970 and assistant AD (11 months).

Dr. Englert – presented gift from the class of 1970. Thanked Ray, Lou and Gordon. All three helped moved idea to forefront. Committee overwhelmed. Large contribution found a welcoming feeling. Thanked the members of the school board. Sincere hope that the Welcome garden series its purpose and prompts other classes to give. The check goes to the welcome garden at the High School with a plaque from them.

Mrs. Petersen and the Board thanked Dr. Englert.

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Building Spotlight - Middle School - Schools to Watch
(DeMar, Joe - Principal, Fort Couch / Peterson, Erin - Assistant Principal, Fort Couch & O'Rourke, Daniel- Principal, Boyce /Mussomeli, Christine - Assistant Principal, Boyce)

Dr. Rozzo introduced the four middle school principals who were on-hand to give the Middle School Building Spotlight on Schools to Watch: Mr. Joe DeMar, Fort Couch Principal, Mrs. Erin Peterson, Fort Couch Assistant Principal, Dr. Daniel O'Rourke, Boyce Middle School Principal, and Dr. Christine Mussomeli, Boyce Assistant Principal. The four principals gave a presentation on the Schools to Watch program, which covered the history of the Schools to Watch program; the domains – academic excellence, developmental responsiveness, social equity, organizational structures and process; and continuous improvements and future goals. The group also reviewed the professional associations.

The Board and Dr. Rozzo thanked the group for their presentation. Dr. Wetzel asked for an example of a stretch goal. Mrs. Peterson gave her a few examples of stretch goals, explaining 3-5 stretch goals are needed for each application. Mrs. Peterson advised that on the upcoming application, stretch goals will most likely focus on the post-pandemic needs of students and meeting the whole child in all areas.

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

Mr. Mascaro read the following Mission:



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

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

Dr. Wetzel read the following Shared Belief Statement #7:

We Believe that:

A school district, staff, students, parents, and community benefit from an attitude of continuous progress and consistent practices of exploration, forward thinking, and openness.

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Student Board Representative Report
R.J. Shontz & Ashvita Saxena
(Elias, School Board President)

Mr. Shontz and Ms. Saxena gave their student Board Reports. Mr. Shontz reported on athletics, including: boys volleyball, boys and girls lacrosse, softball, boys tennis, baseball, and the track championship. He also reported on activities, including the many end-of-year activities. Ms. Saxena reported on the arts, including: leadership positions, chanticleer tryouts, awards night, national honor society inductions and more.

Mr. Elias thanked Mr. Shontz and Ms. Saxena for their reports.

Residents' Comments - (Regarding Any District Related Items)
(Elias, 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. Maanasa Reddy – Student opportunities/programs/clubs

Acceptance of a Donation from the Class of 1970
(Rozzo, Superintendent of Schools)

Dr. Rozzo advised that a motion is needed to formally accept the donation from the class of 1970.

MOTION: By Petersen: I move that the Board accept a donation to the District, from the class of 1970, in the amount of $4,065.00. Seconded by Wetzel and carried by unanimous voice vote.

Approval of Minutes
(Elias, School Board President)
April 25, 2022 - ***ATTACHED***

MOTION: By Bolas: I move that the Board approve the Meeting Minutes of the April 25, 2022 Board Meeting, as attached. Seconded by Petersen and carried by unanimous voice vote.

Budget Presentation Regarding 2022-2023 Budget
(Burchill, Director of Business & Finance / Rozzo, Superintendent of Schools)
ATTACHED

Dr. Rozzo, Mr. Burchill, and Mr. Carson presented the proposed final 2022-2023 budget. The presentation included the following areas: budget priorities; key considerations – sustaining excellence: 3rd-8th PSSA scores 2021, supporting student needs, beyond test scores, extraordinary learning experiences, value of a USCSD education; key consideration – external economic factors, minimal ESSER funding, Act 1 Index, supply chain issues, CPI (inflation), workforce challenges, capital/facility considerations; budget

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adjustments; expenditure items of note; proposed expenditures by object; revenue context; real estate tax estimates; proposed final budget with a 3.2% tax increase with a millage rate of 28.5628; millage impact on cumulative revenue; 2022-23 proposed revenue sources; fund balance summary; and next steps: June 27, 2022 – adopt 2022-2023 final budget. It was noted that adjustments can be made until final adoption at June 27th Board meeting.

Ms. Hanna asked if it can be guaranteed that the District will not increase taxes in subsequent years, as she does not want tax increases to be a repeat behavior every year. Mr. Burchill and Dr. Rozzo answered her question and advised that it is very difficult to predict the future and hard to guarantee that taxes will not be raised, as there is so much uncertainty right now.

Mrs. Petersen advised that she understands that raising taxes every year is not a happy thing, however she was questioning the wisdom of leaving money on the table when looking at the uncertainty of the future, as the District doesn't know what the max millage rate will be in the future. She also noted that the District has an obligation to keep assets strong and in good condition, and that it makes her nervous to draw the fund balance down. Dr. Rozzo advised that he agreed there is currently much uncertainty with the inflation and supply chain issues. He reported that the next update will be given in June.

Mr. Elias asked if Mr. Burchill has heard anything about PSERS projections going forward. Mr. Burchill advised that the projections are pretty level and there is no real drop in the near future.

Mrs. Bolas asked Mr. Burchill if he has heard anything about changing the rate at which School Districts contribute to PSERS. Mr. Burchill advised that he has not heard anything on that issue, but if he hears anything he will share it at an upcoming meeting.

Dr. Wetzel asked a question regarding the fund balance and the thought process behind using the balance for capital projects. Mr. Burchill advised that the District is not using the fund balance for a reoccurring cost, but rather a one-time cost and that he feels it's acceptable to use the fund balance on this one-time expenditure, as the District has the money and is financially stable.

Mr. Mafrice asked if using the fund balance would compromise the District's bond rating. Mr. Burchill advised that it will not, the District is currently an AA rating and in a good, stable financial position. He noted the project is appropriate and a perfect opportunity for a one-time expenditure.

Mrs. Bolas asked if the SiteLogiq report will have a timeline for repairs, and a cost factor attached to the timeline. She noted it is very important to maintain the buildings and would like to look at the long-term numbers in doing so. Mr. Carson advised that yes, the SiteLogiq report will break the recommendations out by year and cost, giving the Board a planning document for going forward. He noted that the report has the ability to put in the current rate of inflation, so it will alter the costs based on the current rate of inflation, allowing the costs to be more accurate.

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

a. Adoption of Proposed Final 2022-2023 Budget and Approval to set Date for Adoption of Final Budget
ATTACHED

MOTION: By Mafrice: I move that the Board approve the following Resolution. Seconded by Bolas and carried by unanimous voice vote:

Resolved, that the proposed final budget for the 2022-2023 school year in the amount of $95,700,568.00, with a real estate tax rate of 28.5628 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 27, 2022 at 7:00pm, in the District Administration Building Board Room, for the adoption of the 2022-2023 School District budget.

Superintendent's Report
(Rozzo, Superintendent of Schools)

a. District Update
(Rozzo, Superintendent of Schools)

i. 2022 Best Music Communities for Music Education
NAMM Foundation

Dr. Rozzo congratulated the Music Department for being named one of the 2022 Best Music Communities for Music Education, noting this is the seventh straight year the District has been awarded the designation and only one of fourteen schools in Allegheny County to receive it. He also gave updates on Community Day and the National Honor Society.

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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)
ATTACHED

Dr. Rozzo presented the salary adjustments for approval. He advised that the requested amount is built into the budget and is for approximately fifty employees, in the July to July pay schedule.

MOTION: By Hanna: 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 Mafrice and carried by unanimous voice vote.

c. Approval of the Affiliation Agreement with Slippery Rock University
(Rozzo, Superintendent of Schools)
ATTACHED

Dr. Rozzo presented the Affiliation Agreement with Slippery Rock University for approval. He advised that this is an agreement for student teaching arrangements with the District.

MOTION: By Mascaro: I move that the Board approve the Affiliation Agreement with Slippery Rock University for student teachers, for a term of five years, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Hanna and carried by unanimous voice vote.

Dr. Rozzo advised he had a breaking, live update - the Baseball team won the playoffs and upset North Allegheny.

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

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 Listings for approval. He reported that the Personnel Listing includes Mr. Joe DeMar's retirement, ECAs, substitutes, and summer help.

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

b. Approval of Flexible Instruction Day (FID) Application
(Pfender, Assistant Superintendent)
Enclosure A - ***ATTACHED***
Enclosure B - ***ATTACHED***

Mrs. Pfender reviewed the Flexible Instruction Day (FID Day) application. She noted a mix of hybrid instruction can be seen in the application. She explained that the Pennsylvania Department of Education (PDE) traditionally grants five FID days per year and the application is due by June 1, 2022. Dr. Rozzo noted that the FID days, and the ability to deliver remote instruction, are a benefit that came from the Pandemic. He also noted that he appreciates all of the hard work Mrs. Pfender put into working on the application.

MOTION: By Petersen: I move that the Board approve the Flexible Instruction Day (FID) application and authorize the Superintendent or designee to submit the application to PDE for approval. Seconded by Wetzel and carried by unanimous voice vote.

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

c. Approval of Waiver of First Reading and Approval of Adoption of Revisions to Policy 815 - Acceptable Use
(Pfender, Assistant Superintendent / Kramer, Solicitor)
ATTACHED

Mrs. Pfender reviewed the revisions to policy 815 – Acceptable Use. She noted that the revisions originated from Mr. Berrott and are highlighted in red. She explained that the revisions pertain to the collection of technology when staff are out on leave and stem from meeting the needs of students and staff.

MOTION: By Bolas: I move that the Board waive the First Reading and approve the Adoption of revisions to Policy 815 - Acceptable Use, as attached. Seconded by Petersen and carried by unanimous voice vote.

d. Approval of Student Discipline Agreement 2022-01
(Pfender, Assistant Superintendent)

Mrs. Pfender presented the Student Discipline Agreement 2022-01. She noted this is the first Student Discipline Agreement of the year.

MOTION: By Mafrice: I move that the Board approve the Student Discipline Agreement 2022-01, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Bolas and carried by unanimous voice vote.

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

e. Approval of Independent Contracts:
(Pfender, Assistant Superintendent)
ATTACHED

i. Robert Vukich Amendment
ii. Patrick Baldwin - Marching Band Drill Design

Mrs. Pfender reviewed the Independent Contract with Patrick Baldwin for Marching Band Pregame Show Drill Design, at a total cost of $500.00, and the Independent Contract Amendment with Robert Vukich for the High School Musical, for an additional $1,000.00, changing his original agreement from $2,000.00 to $3,000.00.

MOTION: By Hanna: I move that the Board approve the Independent Contract with Patrick Baldwin for Marching Band Pregame Show drill design, for a total cost of $500.00, for a term of July 1, 2022 through August 30, 2022, and the Independent Contract amendment for Robert Vukich for High School Musical from $2,000.00 to $3,000.00, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Mafrice and carried by unanimous voice vote.

f. Special Education Plan Presentation
(Doggrell, Director of Special Education)
ATTACHED

Dr. Doggrell gave her Special Education Presentation. The presentation covered her special education plan, which is a state required report under PA code, and outlines if the District's programming is effective and compliant. She noted the plan is due in July.

Ms. Hanna asked what changes had been made to the plan since the last one was submitted. Dr. Doggrell advised that some of the changes include: anticipating student needs, types of professional development, goals around expanding programs, and look at resources to better support programming and student needs.

Dr. Wetzel thanked Dr. Doggrell for all of her hard work and asked if there is an easier way to read the plan other than the format presented. Dr. Doggrell advised that the plan is presented in a state generated form, but she would think about how to get the information in a more easily digestible format.

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

g. Approval of the Allegheny Intermediate Unit (AIU) Services Agreement and Special Education Addendum for 2022-2023
(Doggrell, Director of Special Education)
AIU Services Guide - ***ATTACHED***
Enclosure - ***ATTACHED***

MOTION: By Mascaro: I move that the Board approve the Allegheny Intermediate Unit (AIU) Services Agreement and Special Education Addendum for 2022-2023, as attached. Seconded by Hanna and carried by unanimous voice vote.

h. Approval of 2022-2023 Title III Consortium MOU with the Allegheny Intermediate Unit (AIU)
(Madia, Director of Pupil Services)
ATTACHED

Dr. Madia presented the Title III Consortium Memorandum of Understanding (MOU) with the Allegheny Intermediate Unit (AIU) for approval. She advised that Title III is required and part of our programs. Participation in the consortium will allow for advantages in pricing, as well as a grant, and supplemental services.

MOTION: By Wetzel: I move that the Board approve the 2022-2023 Title III Consortium MOU with the Allegheny Intermediate Unit (AIU) for ESL initiatives. Seconded by Mascaro and carried by unanimous voice vote.

i. Approval to Renew the Agreement with Cummins Sales and Service
(Angelo, Director of Operations & Facilities)
ATTACHED

Dr. Angelo presented the Agreement with Cummins Sales and Service for approval. The Agreement will allow for preventative maintenance of eight power generation systems at all school buildings and the administration building. The Agreement is for a three-year term, at a total cost of $5,472.28 per year.

MOTION: By Petersen: I move that the Board approve renewing the Agreement with Cummins Sales and Services, for a term of three years, at the total cost of $5,472.28 annually, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Wetzel and carried by unanimous voice vote.

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

j. Approval to Renew the Agreement with Daikin Applied
(Angelo, Director of Operations & Facilities)
ATTACHED

Dr. Angelo presented the Agreement with Daikin Applied for approval. The Agreement is for the service of two Magnitude Magnetic Bearing Centrifugal Chiller Units at Boyce and Fort Couch Middle Schools. The Agreement is for a term of June 1, 2022 through May 31, 2027, at total cost of $45,000.00 per year.

MOTION: By Bolas: I move that the Board approve renewing the Agreement with Daikin Applied, for a term of five years, at a total cost of $45,000.00 annually, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Petersen and carried by unanimous voice vote.

k. Approval to Request Proposals (RFP) for a Guaranteed Energy Savings Performance Contract
(Angelo, Director of Operations & Facilities)
ATTACHED

Dr. Angelo presented the Request for Proposals (RFP) for a Guaranteed Energy Savings Performance Contract for approval. The initial project will be to replace the boilers at the Upper St. Clair High School. The High School boilers are responsible for heating the entire building and dehumidifying the environment. The boilers operate twelve months a year. The current system has three boilers that are approximately twenty-three years old. A boiler inspection found that two of the three boilers are experiencing issues and one is completely out of service.

Mr. Mascaro asked if the study has checked to see if energy is escaping from the boilers and if that will be fixed with the new boilers. Dr. Angelo advised that yes, he believes that is part of the study and recommendation.

Mr. Mafrice asked if the District will need a total replacement of the boilers because they are twenty-three years old and one is dead. Dr. Angelo advised that yes, the District will need a total replacement. Mr. Mafrice asked about the life expectancy of new boilers. Dr. Angelo advised that a new boiler can last around forty years.

MOTION: By Mafrice: I move that the Board authorize the issuance of a request for proposals (RFP) for a Guaranteed Energy Savings Performance Contract, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Bolas and carried by unanimous voice vote.

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

l. Approval of NWGS as Flexible Spending Account (FSA) Third Party Administrator
(Carson, Sr. Director of Operations & Administrative Services)
ATTACHED

Mr. Carson presented the Flexible Spending Account (FSA) Third Party Administrator contract with NWGS. He advised that the new FSA Administrator will allow for better customer service and allow for a savings of $1,800.00 per year.

MOTION: By Hanna: I move that the Board approve NWGS as the District's Flexible Spending Account (FSA) Third Party Administrator, for an approximate cost of $3,705 per year ($4.75/participant, effective July 1, 2022 subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Mafrice and carried by unanimous voice vote.

m. Approval of a Memorandum of Understanding (MOU) to Amend the Collective Bargaining Agreement (CBA) with the Special Services Federation
(Carson, Sr. Director of Operations & Administrative Services / Burchill, Director of Business & Operations)
ATTACHED

Mr. Caron and Mr. Burchill presented the Memorandum of Understanding (MOU) to amend the Collective Bargaining Agreement (CBA) with the Special Services Federation in regards to the custodial pay scale and food service pay rates. Mr. Carson advised that the amendment will include altering the pay steps, in the CBA, for custodians. He reported this will help in recruiting talent. Mr. Burchill advised that the amendment will also include a forty-cent increase (across the board) for food service employees. The substitute food service pay rate will also be increased from $10.00 an hour to $13.00 an hour. Mr. Carson noted that both amendments were discussed with the Union and they appreciate the District making the wages more competitive.

MOTION: By Mascaro: I move that the Board authorize an MOU to amend the CBA with the Upper St. Clair Special Services Federation in regards to the custodial pay scale, effective immediately and the food services pay rates, effective July 1, 2022, on final terms and conditions approved by the Superintendent and Solicitor. Seconded by Hanna and carried by unanimous voice vote.

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

n. Approval of Commendations & Recognitions
(Suritsky, Assistant/Deputy Superintendent)
ATTACHED

Dr. Suritsky read the commendations and recognitions.

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

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

a. Approval of Treasurer's Report - 05.23.2022
Including Supplemental Report - 05.23.2022
(Burchill, Director of Business & Finance)
ATTACHED

Mr. Burchill reviewed the Treasurer's Report, including the Supplemental Report.

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

Fund 10 (General Fund) - $2,047,198.60
Fund 31 (Capital Reserve Fund) - $21,800.00
Fund 36 (Construction Fund) - $0.00
Fund 50 (School Lunch Fund) - $181,551.80

b. 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 that the carriers are the same as last year, with the cost increasing $4,000.00.

Please Note – Mr. Elias slightly altered the wording of the motion, adding "as listed on the Agenda" to the end of the sentence.

MOTION: By Elias: I move that the Board approve the renewal of the following insurance policies effective July 1, 2022, as listed on the Agenda. Seconded by Petersen and carried by unanimous voice vote.

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

Type of Coverage	*Carrier*	*2021-2022 Annual Premium*	*2022-2023 Annual Premium*
Commercial Package	CM Regent	$115,623.00	$125,189.00
Equipment Breakdown	CM Regent	$10,905.00	$11,155.00
Business Auto	CM Regent	$32,450.00	$31,822.00
School Leaders	CM Regent	$21,583.00	$21,544.00
Cyber Liability	CM Regent	$9,810.00	$17,593.00
Worker Compensation	UPMC	$367,857.00	$352,600.00
Umbrella	CM Regent (15M)	$16,960.00	$16,511.00
Pollution	ACE	$12,943.00	$14,033.00
Foreign Liability	Navigators	$4,467.00	$4,985.00
Active Assailant	Markel	$11,072.00	$12,179.00
TOTAL		$603,670.00	$607,611.00

Committee Reports
(Elias, School Board President)

Mrs. Bolas gave a Committee Report from PSBA. She advised that the voucher bill is before the senate. She also covered the Charter Reform Bill, the changing Graduation requirements, and PSSA.

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

a. Mr. R.J. Shontz (Student Board Representative) - Recognition at the June 6, 2022 Meeting
Dr. Rozzo advised that Mr. Shontz will be recognized at the June 6, 2022 meeting.

b. Other
There were no other items.

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

Announcement Regarding Executive Session
(Elias, School Board President)

Mr. Elias announced the following Executive Session:

a. Executive Session was held on May 23, 2022 at 6:30pm for Negotiations, Personnel, and Litigation.

Adjournment
(Elias, School Board President)

Mr. Elias adjourned the meeting at approximately 9:49pm, on a motion from Mrs. Bolas.

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Philip J. Elias, President
BOARD OF SCHOOL DIRECTORS

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Scott P. Burchill, Secretary
BOARD OF SCHOOL DIRECTORS

DocuSigned by:
633FB430F48A425...
Submitted by: Sarah MacDonald
SCHOOL BOARD STENOGRAPHER

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SCHOOL BOARD MEETING MINUTES

Monday, April 25, 2022 @ 7:00pm
Executive Session @ 6:00pm (Negotiations)
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 April 25, 2022 in the District Administration Board Room.

School Board Members:
Mr. Phillip J. Elias, President (in-person)
Dr. Daphna Gans, Vice-President (not in attendance)
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. Jennifer Schnore (not in attendance)
Dr. Danielle Z. Wetzel (in-person)

School Personnel:
Dr. John T. Rozzo, Superintendent (in-person)
Dr. Sharon K. Suritsky, Assistant/Deputy Superintendent (in-person)
Mrs. Amy Pfender, Assistant Superintendent (in-person)
Mr. Ray Carson, Senior Director of Operations & Administrative Services (in-person)
Mr. Scott Burchill, Director of Business & Finance (in-person)
Dr. Lou Angelo, Director of Operations & Facilities (not in attendance)
Mr. Raymond Berrott, Director of Technology (virtual)
Dr. Judith Bulazo, Director of Curriculum and Development (virtual)
Dr. Cassandra Doggrell, Director Special Education (virtual)
Dr. Lauren Madia, Assistant 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)
Mr. R.J. Shontz, Student Board Representative (in-person)
Ms. Ashvita Saxena, Student Board Representative (in-person)
Dr. Darby Copeland, Executive Director Parkway West Career and Technology Center (in-person)

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

Mr. Elias called the meeting to order at approximately 7:10pm.

Star Spangled Banner
Mr. Andrew Scherer, 8th Grade - Alto Saxophone
Mr. Thomas Mallison, 8th Grade - Euphonium
(Elias, School Board President)

Eighth grade students Mr. Andrew Scherer and Mr. Thomas Mallison played the Star Spangled Banner on their Alto Saxophone and Euphonium. Mr. Elias thanked both students and asked each to tell the Board a little bit about themselves. Mr. Elias introduced their teacher, Mr. Jacob Schuster, who was also in attendance.

Building Spotlight - High School - Parkway West Career and Technology Center (PWCTC)
(Rozzo, Superintendent of Schools / Dr. Darby Copeland, Executive Director)

Dr. Rozzo introduced Dr. Darby Copeland, Executive Director of Parkway West Career and Technology Center (PWCTC). Dr. Rozzo advised that Dr. Copeland does a tremendous job and has been a great partner with the District, noting that 12 different School Districts attend Parkway. He reported that Dr. Copeland is in attendance to give the Board and community an update about Parkway, and that Parkway students are in attendance as well, and will talk about their experiences at Parkway.

There was a slight delay in the meeting while the presentation was brought up on the screen.

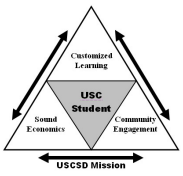
Dr. Copeland gave a presentation about Parkway and updated the Board on the initiatives in the school. Mrs. Petersen commented about how wonderful Parkway and Dr. Copeland are for the District's students. Mr. Mafrice asked if there are any models of cars that Parkway does not work on. Dr. Copeland advised what vehicles the students do not work on. Mrs. Bolas advised that Parkway rescued her daughter's car many years ago. Mr. Mafrice then asked if Parkway offers pet grooming, specifically pet nail clipping. Dr. Copeland advised that yes, they offer all facets of pet grooming.

Dr. Rozzo thanked Dr. Copeland and introduced the students in attendance – Ms. Ariana Braughler and Ms. Tiffany Caskey. Ms. Braughler and Ms. Caskey both spoke about their experiences at Parkway in the Vet Tech and Cosmetology programs and their plans for after graduation. Dr. Copeland thanked everyone for their time and welcomed the Board for a future tour of Parkway. The Board and Dr. Rozzo thanked Dr. Copeland for his time and presentation and thanked the students for attending as well.

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

Mr. Mascaro 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 #6 from Strategic Plan:
(Elias, School Board President)

Ms. Hanna read the following shared belief statement #6:

We Believe that:

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

Student Board Representative Report
R.J. Shontz & Ashvita Saxena
(Elias, School Board President)

Mr. Shontz and Ms. Saxena gave Student Board Reports. Mr. Shontz reported on athletics and Spring sports, including: baseball, volleyball, tennis, lacrosse, softball, track and field. He also reported on activities including: 2022 student lip dub, and National Student Leadership work.

Ms. Saxena reported on the arts and academics, including: Spring choir concert, Theatre Club Cabaret, marching band, dance team, AP and IB tests, and High school Ted Talks.

Mr. Elias asked Ms. Saxena what the touch-down song is called? Ms. Saxena advised it is called “Victory”.

Mr. Shontz announced that he has decided to attend Penn State University in the Fall. Dr. Rozzo congratulated Mr. Shontz and noted that he made a very good choice.

Residents’ Comments - (Regarding Any District Related Items)
(Elias, 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.

There were no Resident Comments at this time.

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Approval of Minutes
(Elias, School Board President)
March 21, 2022

MOTION: By Bolas: I move that the Board approve the Meeting Minutes of the March 21, 2022 Board Meetings, as attached. Seconded by Mascaro and carried by unanimous voice vote.

Budget Presentation Regarding 2022-2023 Budgeter
(Burchill, Director of Business & Finance / Rozzo, Superintendent of Schools)

Dr. Rozzo and Mr. Burchill co-presented the 2022-2023 Budget presentation. The presentation included slides on the following: Purpose of the presentation, priorities of 2022-23 budget, sustaining excellence, context for 2022-23 budgeting process, value of USCSD education, 2022-23 budget overview, preliminary budget 2022-23 expenditures, 2022-23 proposed expenditures, expenditure breakdown, expenditure items of note, professional staff salary factors (projected for 2022-23), 2022-23 professional staff step detail, PSERS state mandated employer rates, cyber/charter impact, preliminary budget 2022-23 revenues, key revenue sources for 2022-23 budget, 2022-23 proposed revenue sources, revenue context, projected revenue 2022-23, real estate tax estimates, millage impact on cumulative revenue, 2022-23 state subsidy analysis, budget impact and other considerations, fund balance summary, proposed final budget, next steps, and budget timeline.

Mr. Elias had questions regarding ESSER funding and funds that cyber charter schools received compared to public schools. Dr. Rozzo and Mr. Burchill advised about the amount of money cyber charter schools have received.

Mrs. Petersen asked when the Feasibility study is expected to be done. Mr. Carson advised that it is projected to be completed by the of May.

Dr. Rozzo added that if any Board members would like any additional information in regards to the budget, it can certainly be included in future presentations.

Superintendent's Report
(Rozzo, Superintendent of Schools)

a. **District Update**
(Rozzo, Superintendent of Schools)

i. **Voice of Advocacy Award, Mrs. Barbara Bolas**
Western Pennsylvania Forum of School Superintendents

Dr. Rozzo recognized Mrs. Bolas for her Voice of Advocacy Award given by the Western PA Forum of School Superintendents. He noted that this award is well deserved, and anyone that knows Mrs. Bolas knows what a wonderful advocate she is for schools. Dr. Rozzo also advised that the District has been very fortunate to have had Mrs. Bolas on the School Board for over three

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decades, and that having her as Board President when he started as Superintendent was a great experience for him. Mrs. Bolas advised that she is very humbled and grateful to receive the award from the Superintendent's Forum. She advised that it was a great honor to receive the award from a group of Superintendents and that the Board and Superintendent work together as a team of 10. She thanked Dr. O'Toole, Mrs. Billerbeck, and Mrs. Vojtko for nominating her for the award.

b. Approval of Revisions to 2021-2022 School Calendar
(Rozzo, Superintendent of Schools / Pfender, Assistant Superintendent)

Dr. Rozzo presented the revised calendar for approval. He explained the revised calendar includes two days to be forgiven, which were from school closures. He advised that one day is from the Boyce parking lot watermain break, which occurred on August 27th. He advised the other day is from the bad storm that occurred on September 1st and closed the District. He reported that Boyce students will finish with a total of 181 days, and the rest of the District students will finish with a total of 182 days.

MOTION: By Petersen: I move that the Board approve the revisions to the 2021-2022 School Calendar, as attached. Seconded by Bolas and carried by unanimous voice vote.

c. Approval to Authorize the Board President to Appoint Two Voting Delegates to the PSBA Delegate Assembly on November 5, 2022
(Rozzo, Superintendent of Schools)

Dr. Rozzo presented the authorization for the Board President to appoint two voting delegates to the PSBA Delegate Assembly on November 5, 2022.

MOTION: By Mafrice: I move that the Board authorize the Board President to appoint two voting delegates to the PSBA Delegate Assembly on November 5, 2022. Seconded by Petersen and carried by unanimous voice vote.

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d. Approval of the Affiliation Agreement with Duquesne University School of Education
(Rozzo, Superintendent of Schools)

Dr. Rozzo presented the approval of Affiliation Agreement with Duquesne University School of Education. He noted that this is a common Agreement and that the District partners with many schools in the region for student teachers. He noted that the District has received great student teachers from Duquesne. He advised that Solicitor Kramer is currently reviewing the Agreement and that it is no cost to the District.

MOTION: By Wetzel: I move that the Board approve the Affiliation Agreement with Duquesne University School of Education for student teachers, for a term of June 1, 2022 through July 1, 2027, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Mafrice 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 Listings for approval. He noted that the Personnel Listings include substitutes, AWS substitutes, ECAs, a District psychologist, a current District maintenance technician moving to a District head maintenance technician, and four retirements.

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

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b. Approval of Agreement with Big Teams, LLC
(Carson, Sr. Director of Operations & Administrative Services)

Mr. Carson presented the Agreement with Big Teams LLC for approval. He advised that he was presenting the Agreement on behalf of the Athletic Department. He explained that Big Teams provides many functions and this Agreement is an upgrade to the current service subscription with them. He noted the Agreement is for three years at a total cost of $4,950.00.

MOTION: By Mascaro: I move that the Board approve the Agreement with Big Teams, LLC for ProLite Fan Central and Schedule Star, for a term of three years, at a rate of $4,950.00, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Hanna and carried by unanimous voice vote.

c. Approval to Award Bid for District Paving Program to Mele & Mele & Sons Incorporated
(Angelo, Director of Operations & Facilities)

Mr. Carson presented the bid award, for the District paving program, to Mele & Mele & Sons. He noted that bids were received and reviewed and that Mele & Mele & Sons was around $50,000 less than the next closest bid. He explained the paving program is to repair damage at Boyce Middle School and Streams Elementary School, at a total cost of $569,058.00.

MOTION: By Bolas: I move that the Board approve the Bid Award for the District Paving Program to Mele & Mele & Sons Incorporated to repair the damage at Boyce Middle School and Streams Elementary School, at a total cost of $569,058.00, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Mascaro and carried by unanimous voice vote.

d. Approval of Contract with Tyler Technologies
(Burchill, Director of Business & Finance / Berrott, Director of Technology / Carson, Sr. Director of Operations & Administrative Services)

Mr. Burchill, Mr. Berrott, and Mr. Carson presented the contract with Tyler Technologies for approval. They explained that this contract will replace the current PowerSchool contract for business and human resource work. He advised that the District hopes to have the software ready to launch for the first payroll date in January, and that for a brief time Tyler will be running parallel with PowerSchool. Mr. Burchill highlighted the additional implementation cost of $89,000, and noted that in the long run the new software will save the District time and money. Mr.

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Berrott and Mr. Carson echoed Mr. Burchill's sentiments and both stated they are looking forward to using the new software. They advised that Solicitor Kramer has been given notice to terminate the existing contracts with PowerSchool.

Mr. Mascaro asked if Tyler is software or a platform. Mr. Burchill advised that Tyler is a cloud-based software that will handle almost everything associated with human resources and business office operations, eliminating a lot of the manual entry that is currently needed with PowerSchool.

Ms. Hanna asked the group a question about Tyler. Mr. Carson advised that in conversations with Tyler, they have indicated previous conversions from PowerSchool and that those conversions have went well. Mr. Berrott reported that Tyler has former PowerSchool employees working for them.

Mr. Mafrice asked if Tyler commits to have dedicated employees complete the conversion.

Mr. Berrott advised that yes, the District will be assigned a project manager from Tyler. He also noted that North Allegheny uses Tyler and he has had extensive conversations with their Tech Director.

MOTION: By Petersen: I move that the Board approve a contract with Tyler management software, for a term of five years with automatic renewals after the initial term, at a total cost of $159,995.00, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Bolas and carried by unanimous voice vote.

e. Approval of Agreements with Boy Scouts of America
(Burchill, Director of Business & Finance/Pfender, Assistant Superintendent)
Contract and Letter of Agreement - Camp Guyasuta
Consent Form - Camp Guyasuta
Contract and Letter of Agreement - Leadership Academy

Mr. Burchill reviewed the Agreements with the Boy Scouts of America for students to use the ropes courses, noting these are annual agreements.

MOTION: By Mafrice: I move that the Board approve the Hold Harmless Contract and Letter of Agreement and Consent Form with the Boy Scouts of America for the Ropes Courses at Camp Guyasuta and Leadership Academy, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Petersen and carried by unanimous voice vote.

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f. Approval to Amend the February 28, 2022 Agenda Item G. - Approval of Technology Lease with Laurel Capital
(Berrott, Director of Technology)

Mr. Berrott presented the approval to amend the February 28th Agenda Item G. He explained that the District intended to wait to complete the system setup. However, he now believes it's the best option to do the complete system setup next year instead of waiting. He advised that the two major reasons are supply chain and chip shortages and safety reasons related to video analytics.

A Board member asked if this was for all properties. Mr. Carson advised that yes, it is all properties. He also noted that none of the cameras will be changed out, it is just the drivers behind the cameras.

Dr. Wetzel confirmed that the District was always going to do this project, the amended agenda item will just move up the timeline due to supply chain issues. Mr. Berrott confirmed that is accurate.

MOTION: By Wetzel: I move that the Board approve the amendment of the February 28, 2022 Agenda Item G. - approval of Technology lease with Laurel Capital, at an annual percentage rate not to exceed 2.90% and a yearly cost not to exceed $333,000, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Mafrice and carried by unanimous voice vote.

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

Mr. Berrott reviewed the technology items to declare surplus/obsolete.

Mr. Hanna asked about the hard drives and if information will be deleted. Mr. Berrott confirmed that all information is deleted from the hard drives.

MOTION: By Hanna: I move that the Board approve the Administration to declare technology equipment surplus/obsolete 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. Seconded by Wetzel and carried by unanimous voice vote.

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h. Approval of Agreement with Independent Contractor, Brian Brown
(Pfender, Assistant Superintendent)

Mrs. Pfender reviewed the Independent Contract with Brian Brown for Marching Band Drill Design for the 2022-2023 school year. She noted that this is not a staffing position, this is an Independent Contract for the design of the half-time show.

MOTION: By Mascaro: I move that the Board approve the Agreement with Brian Brown for Band Drill Design, at a total cost not to exceed $3,500.00, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Hanna and carried by unanimous voice vote.

i. Approval to Ratify the Agreement to Accept Funds from the University of Pittsburgh
(Pfender, Assistant Superintendent)

Mrs. Pfender reviewed the ratification of the Agreement with the University of Pittsburgh to accept a $2,000.00 stipend from the University of Pittsburgh to cover the facilitation of a tobacco prevention research study titled "AD IT UP". She noted that the she previously emailed the Board about the Agreement and that the stipend will come in two separate amounts.

MOTION: By Bolas: I move that the Board approve the ratification of the Agreement with the University of Pittsburgh to accept a $2,000.00 stipend, to cover the facilitation of a tobacco prevention research study titled "AD IT UP", subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Mascaro and carried by unanimous voice vote.

j. Approval of Memorandum of Understanding with the AIU Head Start and Pre-K Counts Programs
(Bulazo, Director of Curriculum and Professional Development)

Dr. Bulazo reviewed the Memorandum of Understanding with the AIU Head Start and Pre-K Counts Program for the 2021-2022 and 2022-2023 school years to plan and implement programs and activities, welcome new students, and report enrollment numbers for students entering Kindergarten.

MOTION: By Petersen: I move that the Board approve the Memorandum of Understanding with the AIU Head Start and Pre-K Counts Programs for the 2021-2022 and 2022-2023 School Years to plan and implement programs and activities, welcome new students, and report enrollment numbers for students entering Kindergarten subject to final terms and conditions

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

acceptable to the Superintendent and Solicitor. Seconded by Bolas and carried by unanimous voice vote.

k. Approval of Commendations & Recognitions
(Suritsky, Assistant/Deputy Superintendent)

Dr. Suritsky read the commendations and recognitions.

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

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

a. Approval of Treasurer's Report - 04.25.2022
Including Supplemental Report - 04.25.2022
(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the Treasurer's Report and Supplemental Report.

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

Fund 10 (General Fund) - $4,493,272.11
Fund 31 (Capital Reserve Fund) - $0.00
Fund 36 (Construction Fund) - $0.00
Fund 50 (School Lunch Fund) - $134,316.52

b. Approval to Renew Agreement with Aramark for Food Services
(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the renewal of the Agreement with Aramark for food services. He explained the District contracts out it's food service management and is required by the state to annually approve the contract. He noted this is a procedural contract, and that the District is currently happy with Aramark. He advised the contract has been reviewed by the Department of Education.

MOTION: By Hanna: I move that the Board approve the Agreement, as presented, with Aramark for food services for the 2022-2023 school year, which was reviewed and approved by the Pennsylvania Department of Education. Seconded Wetzel and carried by unanimous voice vote.

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

Committee Reports
(Elias, School Board President)

Mrs. Bolas gave a Committee updates in several areas from PSBA including the following: Delegates, voting on legislative priorities, the resolution to form a consortium State School Board Association, training for School Board members, PSBA working to address mental health challenges, new teacher certification regulations, working with PSERS to allow retired teachers to work as substitutes without it impacting their retirement programs, federal grant toolkit and the School Safety Board Report. She also noted that PSBA sent out paper booklets, which all of the Board members received at the meeting. She advised that there are copies at the District Administration Building if anyone would like to review them. Dr. Rozzo thanked Mrs. Bolas for her update.

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

a. 2022 Summer Programs Open for Registrations
District website, online registration

Dr. Rozzo advised that registration for summer programs is available on the District website.

b. Other

There were no "other" items to discuss.

Announcement Regarding Executive Session
(Elias, School Board President)

Mr. Elias announced the following Executive Session:

a. Executive Session was held on April 4, 2022 at 6:00pm for Legal Matters and Negotiations and on April 25, 2022 at 6:00pm for Negotiations.

Adjournment
(Elias, School Board President)

Mr. Elias adjourned the meeting at approximately 9:38pm, on a motion from Mrs. Bolas.

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Philip J. Elias, President
BOARD OF SCHOOL DIRECTORS

Scott P. Burchill, Secretary
BOARD OF SCHOOL DIRECTORS

Submitted by: Sarah MacDonald
SCHOOL BOARD STENOGRAPHER

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Upper St. Clair School District
Proposed Final Budget
2022-2023

Budget Update for May 23, 2022

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Purpose of Tonight's Presentation

- State 2022-23 Budget Priorities
- Discuss Key Considerations
- Provide Summary of Recent Budget Adjustments
- Share Updated Revenues and Expenditures
- Recommend Proposed Final Budget (with millage rate)
- Discuss Next Steps

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Budget Priorities

- Maintain a high quality education for our students
- Balance the needs of the School District while recognizing our fiduciary responsibilities to the community
- Remain cognizant of the interdependence of all aspects that directly and indirectly affect our students' school experience

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Key Considerations

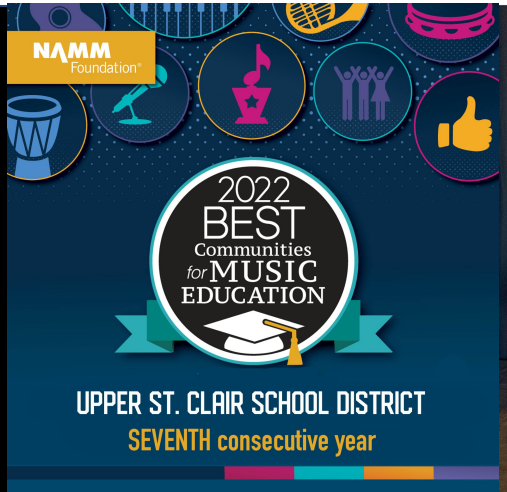
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Key Consideration #1: Sustaining Excellence

USCSD continues to deliver extraordinary learning experiences for our students.









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Sustaining Excellence: 3rd-8th PSSA Scores 2021

Rank	District	Test Rank Avg.	3 ELA	3 Math	4 ELA	4 Math	4 Sci	5 ELA	5 Math	6 ELA	6 Math	7 ELA	7 Math	8 ELA	8 Math	8 Sci
1	TREDYFFRIN-EASTTOWN SD	5.36	5	7	2	8	3	4	10	8	10	6	5	3	2	2
2	**UPPER ST. CLAIR SD**	**6.00**	**15**	**9**	**4**	**1**	**4**	**8**	**11**	**11**	**3**	**3**	**3**	**2**	**3**	**7**
3	LOWER MERION SD	8.79	7	2	12	4	17	10	3	16	4	7	7	22	4	8
4	FOX CHAPEL AREA SD	9.64	12	4	9	2	10	3	1	10	15	27	8	10	7	17
5	MT LEBANON SD	10.64	10	13	10	10	7	5	4	5	22	10	20	5	17	11
6	RADNOR TOWNSHIP SD	11.00	16	22	6	22	21	13	2	3	6	15	6	4	9	9
7	PETERS TOWNSHIP SD	12.07	3	6	5	11	24	6	14	22	16	9	9	12	22	10
8	UNIONVILLE-CHADDS FORD SD	13.21	2	10	15	6	25	9	16	15	29	13	19	11	11	4
9	SOUTH FAYETTE TOWNSHIP SD	14.36	14	8	7	25	12	14	31	18	17	8	13	8	14	12
10	SOUDERTON CS COLLAB.	17.36	8	51	35	32	47	1	5	1	5	1	4	6	13	34

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Sustaining Excellence: Supporting Student Needs

Increases in recent years to meet student needs:

- Special Education
  - Required by law
- Nursing
  - Registered Nurse in all buildings
- School Counseling & School Psychologists
  - To support student needs
- School Police and Security
  - To ensure a safe learning environment









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Sustaining Excellence: Beyond Test Scores

Opportunity for *connection* for all students:

- Performing Arts
  - Offered throughout the school day/after school at all levels
- WPIAL Sports
- Clubs
  - Numerous at USCHS, some offered at K-8





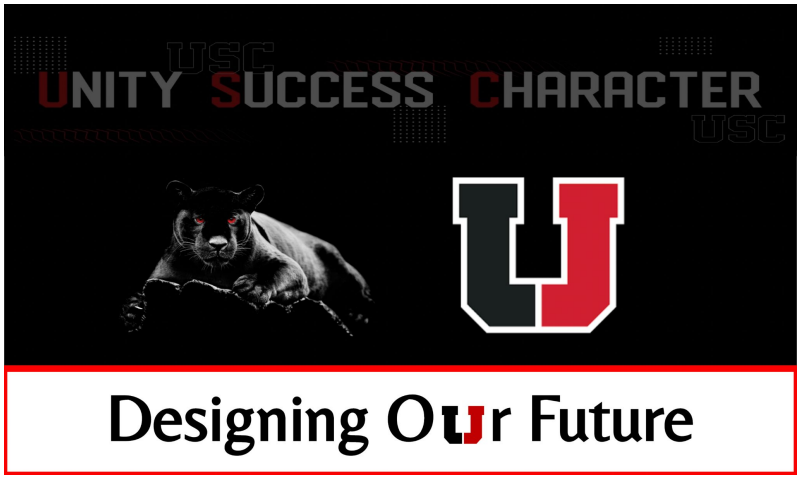


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Extraordinary Learning Experiences

2022-23 Goal: Complete strategic planning process to design next steps in USCSD's future, including:

- Updating District Mission, Vision, and Core Values
- Defining instructional/learning vision for the district
- Identifying key focus areas within Operations (including facilities, capital projects, and more)



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Value of a USCSD Education

Average school real estate tax bill in Upper St. Clair is $7,335

- For home assessed at $265,000 (~District average)

Average costs to educate Upper St. Clair students are included below:

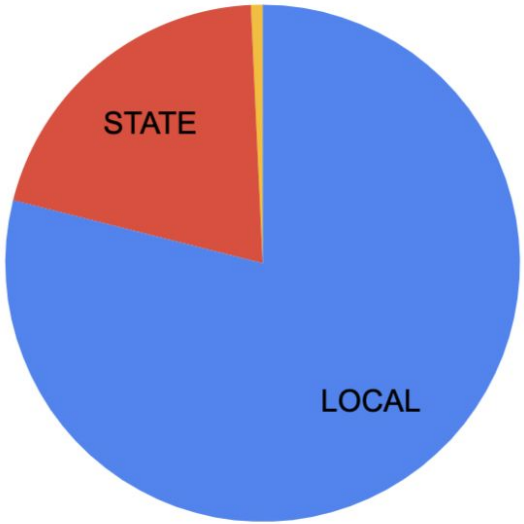
- Based upon PDE 363, which is used to calculate tuition paid by the District to charter schools for each student
  - Includes most budgeted expenditures, but excludes transportation, extra-curricular activities, athletics and debt service costs

	1 Regular Education Student	2 Regular Education Students	1 Special Education Student
District Cost (Based upon PDE 363 calculation)	$15,657.59	$31,315.18	Avg. $30,138.40
Avg. School Real Estate Tax Bill	$7,335	$7,335	$7,335

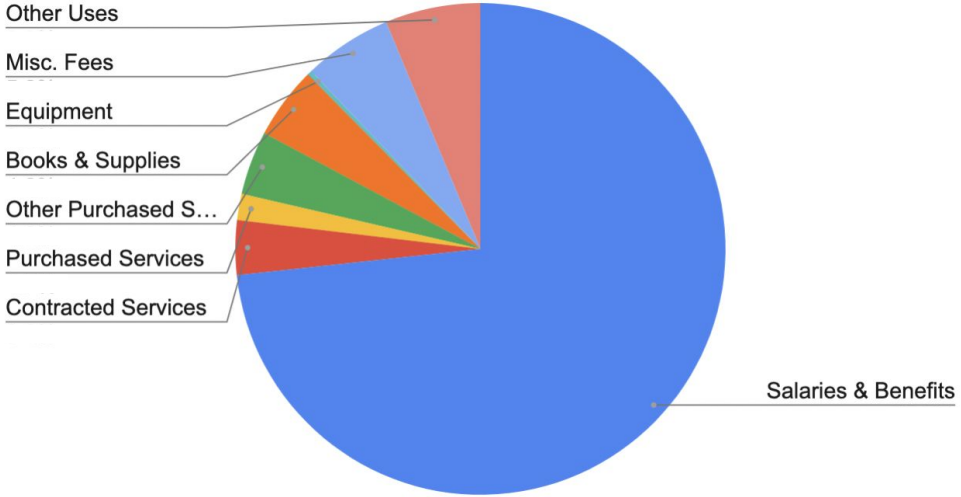
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Key Consideration #2: External Economic Factors

Majority of revenue from local taxes



Majority of expenditures are fixed due to contractual obligations



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External Economic Factors: Minimal ESSER Funding

Remaining ESSER Funding will be used in 2022-23 school-year ($217,574)

Title	Timeframe	Allotted	Prior/Planned Allocation of Funds
ESSER II	1/2021 - 12/2022	$272,793	Operations equipment, instructional technology
ESSER III	3/2021 - 12/2024	$551,718	Planned use: Summer remediation, software, instructional technology, contingency planning
TOTAL: $824,511 ($606,937 spent through 2021-22 school year)			

**USCSD received the lowest ESSER funding/student in the state

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External Economic Factors: Act 1 Index

Table 3: Act 1 History and Forecast

Fiscal Year	SAWW[1]	ECI[2]	Base Index[3]	Weighted Index[4]
2017-18	2.6	2.3	2.5	2.9
2018-19	2.2	2.6	2.4	2.7
2019-20	2.2	2.4	2.3	2.6
2020-21	2.2	2.9	2.6	3.0
2021-22	3.1	2.9	3.0	3.4
2022-23	4.7	2.1	3.4	3.9
2023-24	5.7	2.9	4.3	4.9
2024-25	5.6	3.0	4.3	4.9
2025-26	4.1	3.0	3.6	4.1

1 Statewide Average Weekly Wage.

2 Employment Cost Index.

3 Average of the SAWW and ECI.

4 Average of the index for each school district weighted by property tax collections.

Act 1 Index Projections

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External Economic Factors: Supply Chain Issues

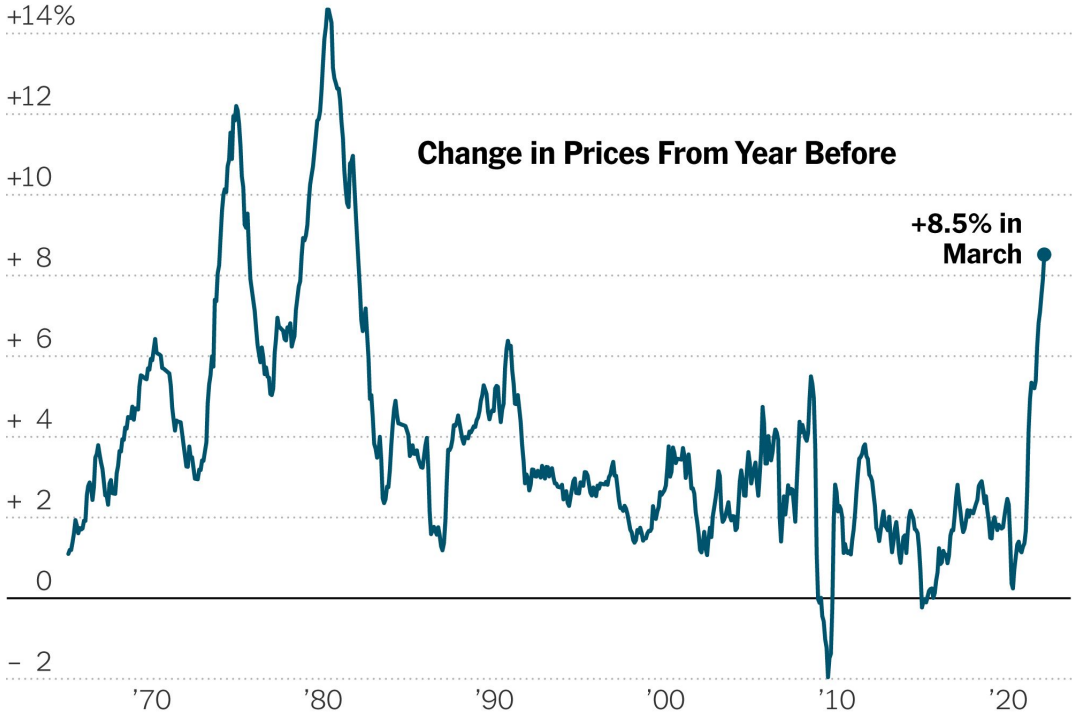
Budget Impact of Supply Chain Issues

- Greater lead times on many necessary purchases
- Strategy regarding purchase of key items
- Increased costs for some items



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External Economic Factors: CPI (Inflation)



Inflation Impact

- Purchased goods
- Contracted services
- Vendor contracts
- Workforce market value

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Key Consideration #3: Workforce Challenges

Due to market/external conditions:

- Reduced workforce availability
- Increased wages offered by outside
- Fewer local graduates w/ education degrees

USCSD response:

- Improved recruitment process
- New substitute positions
- Review wages/rates for employee groups

Current status:

- All services have continued, though challenges remain
- Need to increase compensation to support groups (non-teaching positions)
  - Including starting salary and substitute rates
- Budget impact anticipated for future budgets



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Key Consideration #4: Capital/Facility Considerations

Facility Usage in USCSD

- Significant use by both District and Community
- Maintenance needs are on-going
- Consideration for improvements to positively impact school community
- Feasibility study findings to be presented by Sitelogiq at June 6 Board Meeting

Projects Anticipated for Coming Years

- Boilers at USCHS
- Roof at USCHS
- Improvements at several District fields

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Budget Adjustments

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Budget Adjustments (Since April 25 Presentation)

Expense Reductions

- Salary and Benefits adjustments (+~$29,000)
- Reduction of curriculum and supplies across all departments (-~$170,000)
- Adjustments to District software (-~$87,000)
- Reductions in Operations budget (-~$88,000)
- Professional Development (-~$25,000)

Revenue Increases

- Added sale of assets (~$65,000)
  - School buses and technology equipment

TOTAL DEFICIT REDUCTIONS OF $407,728

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Updated Revenues & Expenditures

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

Expenditure Items of Note

- Salaries, benefits, and debt payments comprise approximately 85% of total budget
  - Represented salaries comprise approximately 40% of the budget
  - Benefits for the represented employees $20,828,497 (22% of the budget)
  - 60% of total budgeted expenditures are determined by bargaining agreements

- Significant increases by line items:
  - Professional staff salaries > 36.6 employees move on the jump step (between steps 14-16)
    - Now ~2/3 of professional staff is at the top of the pay scale
  - Medical benefits (8% increase): +~$ 491,094
  - PSERS net contribution: +$275,000

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Proposed Expenditures by Object

Proposed Expenditures by Object 2022-2023 School-Year				
Object	Account Title	2021-2022 Budget	5/18/2022 Budget	Variance
100 & 200	Salaries & Benefits	67,355,797	70,426,256	3,070,459
300	Contracted Services	3,410,318	3,355,636	(54,682)
400	Purchased Services	1,503,026	1,682,666	179,640
500	Other Purchased Services	4,181,893	4,013,642	(168,251)
600	Books & Supplies	4,314,408	4,443,091	128,683
700	Equipment	179,408	123,135	(56,273)
800	Misc. Fees	5,231,298	5,622,358	391,060
900	Other Uses	5,704,834	6,033,784	328,950
	TOTAL	$91,880,982	$95,700,568	$3,819,586

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Revenue Context

- Act 1 Index is set at 3.4% for 2022-23
  - Adopted the Act 1 Resolution certifying that the District will not exceed Act 1 Index
- Growth in the assessed property value for the District continues between budget years
  - Certified assessed real estate tax base increased from $2,348,592,366 to $2,386,736,548 (+$38,144,182)
  - Anticipated decline in commercial property revenue (South Hills Village) and potential tax refunds for decreases in commercial assessments
- State basic and special education subsidy budgeted to increase 3% in 2022-23
- PSERS reimbursement from state will increase, but expenditure will also increase from 34.94% to 35.26%
  - With 50% reimbursement, net budget impact is -$275,000

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Real Estate Tax Estimates

TITLE	2021-22 Budget with 2.9% Real Estate Tax increase	2022-23 Projected Budget **No** Real Estate Tax increase	2022-23 Projected Budget **3.2%** Real Estate Tax increase
CURRENT REAL ESTATE *(Est.)*	$62,388,995	$62,864,264	$64,955,809

Each half percent (.5%) of millage increase represents approximately $325,000 in revenue

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Proposed Final Budget

Projection presented for Proposed Final Budget	3.2 % Tax Increase
REVENUES	$95,719,444
EXPENDITURES	$95,700,568
TOTAL	**$18,876**

Proposed Final Budget millage rate recommended for Board approval is 28.5628

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Millage Impact On Cumulative Revenue

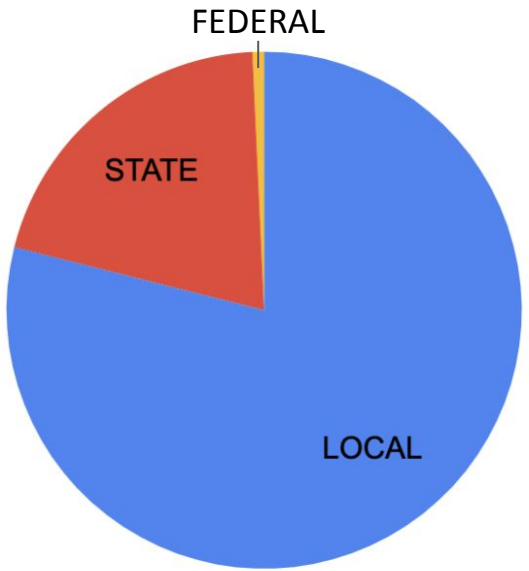
Tax/Revenue Impact vs. 3.4 %				
% millage increase for 2022-23	Increase in 2022-23 real estate taxes for an house assessed at $250k.	Revenue reduction in 2022-23 below 3.4% (1 year impact)	Cumulative reduction of revenue in 2027-28 (5 year impact)	Cumulative reduction of revenue in 2032-33 (10 year impact)
0.0%	No increase	$2,222,443	$11,658,249	$24,810,763
3.2%	$18.45/month	$130,898	$688,042	$1,466,500
3.4%	$19.60/month	-		-

- The chart above uses a 3.4% tax increase as a baseline to calculate revenue reduction
- Assumes 2.5% average annual millage rate increase moving forward

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2022-23 Proposed Revenue Sources

Revenue Source	2021-22 Budget With 2.9% Millage Increase	2022-23 Budget With 3.2% Millage Increase	Percentage of Budget
LOCAL	$71,721,531	$75,157,614	78.52%
STATE	$18,853,913	$19,798,229	20.68%
FEDERAL*	$1,305,538	$698,601	0.73%
Sale of Assets		$65,000	0.07%
TOTAL REVENUE	$91,880,982	$95,719,444	100.00%



**Federal funding is higher for 21/22 and 22/23 due to ESSER funding*

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Fund Balance Summary

Fund Balance Year Ended June 30	Net Income/(Loss)	Ending Unassigned Fund Balance	Total Reserved and Designated Fund Balance	Total Fund Balance
2014	($1,124,849)	$3,139,764	1,899,491	$5,039,255
2015	($979,550)	$2,579,740	1,479,959	$4,059,699
2016	($558,340)	$2,008,257	1,493,102	$3,501,359
2017	$1,278,595	$3,326,881	1,453,075	$4,779,956
2018	$1,786,604	$3,858,810	2,697,750	$6,556,560
2019	$2,475,367	$5,568,583	3,473,342	$9,041,925
2020	$371,659	$5,863,584	3,550,000	$9,413,584
2021	$571,176	$6,434,760	3,550,000	$9,984,760

***Anticipating a recommendation to use fund balance to cover costs of Boyce and Streams paving projects; cost estimate between $500,000 - $600,000*

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Next Steps

- April 25, 2022 - Detailed Budget Presentation
- May 23, 2022 - Adopt 2022-2023 Proposed Final Budget
- June 27, 2022 - Adopt 2022-2023 Final Budget

Further adjustments can be made until final adoption at June 27 Board meeting

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Questions?



FINAL GENERAL FUND BUDGET

Fiscal Year 2022-2023

General Fund Budget Approval

Date of Adoption of the General Fund Budget:

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

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

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

Scott Burchill — **Contact Person**

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

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

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CERTIFICATION OF ESTIMATED ENDING FUND BALANCE FROM 2022-2023 GENERAL FUND BUDGET

24 PS 6-688

(10/2010)

SCHOOL DISTRICT :	COUNTY :	AUN :
Upper St. Clair SD	Allegheny	103029203

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

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

Did you raise property taxes in SY 2022-2023 (compared to 2021-2022)?

Yes [x]

No [ ]

If yes, see information below, taken from the 2022-2023 General Fund Budget.

Total Budgeted Expenditures	$95700568
Ending Unassigned Fund Balance	$6453636
Ending Unassigned Fund Balance as a percentage (%) of Total Budgeted Expenditures	6.74%

The Estimated Ending Unassigned Fund Balance is within the allowable limits.

Yes [x]

No [ ]

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

SIGNATURE OF SUPERINTENDENT	DATE

DUE DATE: AUGUST 15, 2022

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

CERTIFICATION OF USE OF PDE-2028

FOR PUBLIC INSPECTION OF 2022-2023 PROPOSED BUDGET

24 PS 6-687(a)(1)

(03/2006)

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

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

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

SIGNATURE OF SCHOOL BOARD PRESIDENT	DATE

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

Val Number	Description	Justification
1010	Budget Approval Date is required before submission on Contact Screen and cannot be a future date.	
8060	Ending Fund Balance Entry and Budgetary Reserve: If 5900 Budgetary Reserve is not equal to 0, a justification must be entered below.	Utilizing Budgetary Reserve is a sound management practice to provide for operating contingencies.
8080	Ending Fund Balance Entry and Budgetary Reserve: If 0850 Estimated Ending Unassigned Fund Balance is not equal to 0, a justification must be entered below.	Unassigned fund balance serves as a level of protection against unforeseen expenditures and circumstances that would negatively impact the education of the children enrolled in the Upper St. Clair School District.

ITEM	AMOUNTS	
Estimated Beginning Unreserved Fund Balance Available for Appropriation and Reserves Scheduled For Liquidation During The Fiscal Year		
0810 Nonspendable Fund Balance	18,269	
0820 Restricted Fund Balance		
0830 Committed Fund Balance		
0840 Assigned Fund Balance	3,550,000	
0850 Unassigned Fund Balance	6,434,760	
Total Estimated Beginning Unreserved Fund Balance Available for Appropriation and Reserves Scheduled For Liquidation During The Fiscal Year		**$9,984,760**
Estimated Revenues And Other Financing Sources		
6000 Revenue from Local Sources	75,157,614	
7000 Revenue from State Sources	19,798,229	
8000 Revenue from Federal Sources	698,601	
9000 Other Financing Sources	65,000	
Total Estimated Revenues And Other Financing Sources		**$95,719,444**
Total Estimated Fund Balance, Revenues, and Other Financing Sources Available for Appropriation		**$105,704,204**

	Amount
REVENUE FROM LOCAL SOURCES	
6111 Current Real Estate Taxes	64,955,809
6112 Interim Real Estate Taxes	450,000
6113 Public Utility Realty Taxes	68,805
6150 Current Act 511 Taxes - Proportional Assessments	7,700,000
6400 Delinquencies on Taxes Levied / Assessed by the LEA	680,000
6500 Earnings on Investments	50,000
6700 Revenues from LEA Activities	120,000
6800 Revenues from Intermediary Sources / Pass-Through Funds	580,000
6940 Tuition from Patrons	300,000
6990 Refunds and Other Miscellaneous Revenue	253,000
REVENUE FROM LOCAL SOURCES	**$75,157,614**
REVENUE FROM STATE SOURCES	
7111 Basic Education Funding-Formula	4,913,258
7112 Basic Education Funding-Social Security	1,628,118
7271 Special Education funds for School-Aged Pupils	2,049,080
7311 Pupil Transportation Subsidy	775,000
7320 Rental and Sinking Fund Payments / Building Reimbursement Subsidy	786,000
7330 Health Services (Medical, Dental, Nurse, Act 25)	84,000
7340 State Property Tax Reduction Allocation	1,751,713
7505 Ready to Learn Block Grant	332,045
7820 State Share of Retirement Contributions	7,479,015
REVENUE FROM STATE SOURCES	**$19,798,229**
REVENUE FROM FEDERAL SOURCES	
8514 NCLB, Title I - Improving the Academic Achievement of the Disadvantaged	78,437
8515 NCLB, Title II - Preparing, Training and Recruiting High Quality Teachers and Principals	47,078
8516 NCLB, Title III - Language Instruction for Limited English Proficient and Immigrant Students	9,500
8517 NCLB, Title IV - 21St Century Schools	10,000
8743 ESSER II - Elementary and Secondary School Emergency Relief Fund	217,574
8820 Medical Assistance Reimbursement for Administrative Claiming (Quarterly) Program	336,012
REVENUE FROM FEDERAL SOURCES	**$698,601**
OTHER FINANCING SOURCES	
9400 Sale of or Compensation for Loss of Fixed Assets	65,000
OTHER FINANCING SOURCES	**$65,000**
TOTAL ESTIMATED REVENUES AND OTHER SOURCES	**95,719,444**

Act 1 Index (current): 3.4%

Calculation Method:

	Rate
Approx. Tax Revenue from RE Taxes:	**$64,955,809**
Amount of Tax Relief for Homestead Exclusions	**$1,751,713**
Total Approx. Tax Revenue:	**$66,707,522**
Approx. Tax Levy for Tax Rate Calculation:	**$67,696,697**

		Allegheny	Total
	2021-22 Data		
	a. Assessed Value	$2,356,236,466	$2,356,236,466
	b. Real Estate Mills	27.6772	
I.	**2022-23 Data**		
	c. 2020 STEB Market Value	$2,226,813,536	$2,226,813,536
	d. Assessed Value	$2,370,100,150	$2,370,100,150
	e. Assessed Value of New Constr/ Renov	$0	$0
	2021-22 Calculations		
	f. 2021-22 Tax Levy (a * b)	$65,214,028	$65,214,028
	2022-23 Calculations		
II.	g. Percent of Total Market Value	100.00000%	100.00000%
	h. Rebalanced 2021-22 Tax Levy (f Total * g)	$65,214,028	$65,214,028
	i. Base Mills Subject to Index (h / a * 1000) if no reassessment (h / (d-e) * 1000) if reassessment	27.6772	
	Calculation of Tax Rates and Levies Generated		
	j. Weighted Avg. Collection Percentage	98.50000%	98.50000%
	k. Tax Levy Needed (Approx. Tax Levy * g)	$67,696,697	$67,696,697
	l. 2022-23 Real Estate Tax Rate (k / d * 1000)	**28.5628**	
III.	m. Tax Levy Generated by Mills (l / 1000 * d)	$67,696,697	$67,696,697
	n. Tax Levy minus Tax Relief for Homestead Exclusions (m - Amount of Tax Relief for Homestead Exclusions)		$65,944,984
	o. Net Tax Revenue Generated By Mills (n * Est. Pct. Collection)		$64,955,809

Act 1 Index (current): 3.4%

	Rate
Calculation Method:	
Approx. Tax Revenue from RE Taxes:	**$64,955,809**
Amount of Tax Relief for Homestead Exclusions	**$1,751,713**
Total Approx. Tax Revenue:	**$66,707,522**
Approx. Tax Levy for Tax Rate Calculation:	**$67,696,697**

		Allegheny	Total
	Index Maximums		
	p. Maximum Mills Based On Index (i * (1 + Index))	28.6182	
	q. Mills In Excess of Index (if (l > p), (l - p))	0.0000	
IV.	r. Maximum Tax Levy Based On Index (p / 1000 * d)	$67,828,000	$67,828,000
	s. Millage Rate within Index? (If l > p Then No)	Yes	
	t. Tax Levy In Excess of Index (if (m > r), (m - r))	$0	$0
	u.Tax Revenue In Excess of Index (t * Est. Pct. Collection)	$0	$0

	Information Related to Property Tax Relief		
	Assessed Value Exclusion per Homestead	$10,305.57	
V.	Number of Homestead/Farmstead Properties	5951	5951
	Median Assessed Value of Homestead Properties		$242,800

Act 1 Index (current): 3.4%

Calculation Method:	**Rate**
Approx. Tax Revenue from RE Taxes:	**$64,955,809**
Amount of Tax Relief for Homestead Exclusions	**$1,751,713**
Total Approx. Tax Revenue:	**$66,707,522**
Approx. Tax Levy for Tax Rate Calculation:	**$67,696,697**

	Allegheny			**Total**
State Property Tax Reduction Allocation used for: Homestead Exclusions	$1,751,713	Lowering RE Tax Rate	$0	$1,751,713
Prior Year State Property Tax Reduction Allocation used for: Homestead Exclusions	$0			$0
Amount of Tax Relief from State/Local Sources				**$1,751,713**

CODE

6111 Current Real Estate Taxes

County Name	Taxable Assessed Value	Real Estate Mills	Tax Levy Generated by Mills		Amount of Tax Relief for Homestead Exclusions		Tax Levy Minus Homestead Exclusions		Percent Collected		Net Tax Revenue Generated By Mills
Allegheny	2,370,100,150	28.5628	67,696,697						98.50000%		
Totals:	**2,370,100,150**		**67,696,697**	-	1,751,713	=	65,944,984	X	98.50000%	=	64,955,809

		Rate			Estimated Revenue
6120	Current Per Capita Taxes, Section 679	$0.00			0
6140	Current Act 511 Taxes– Flat Rate Assessments	Rate	Add'l Rate (if appl.)	Tax Levy	Estimated Revenue
6141	Current Act 511 Per Capita Taxes	$0.00	$0.00	0	0
6142	Current Act 511 Occupation Taxes– Flat Rate	$0.00	$0.00	0	0
6143	Current Act 511 Local Services Taxes	$0.00	$0.00	0	0
6144	Current Act 511 Trailer Taxes	$0.00	$0.00	0	0
6145	Current Act 511 Business Privilege Taxes– Flat Rate	$0.00	$0.00	0	0
6146	Current Act 511 Mechanical Device Taxes– Flat Rate	$0.00	$0.00	0	0
6149	Current Act 511 Taxes, Other Flat Rate Assessments	$0.00	$0.00	0	0
	Total Current Act 511 Taxes– Flat Rate Assessments			**0**	**0**
6150	Current Act 511 Taxes– Proportional Assessments	Rate	Add'l Rate (if appl.)	Tax Levy	Estimated Revenue
6151	Current Act 511 Earned Income Taxes	0.500%	0.000%	1,300,000,000	6,500,000
6152	Current Act 511 Occupation Taxes	0.000	0.000	0	0
6153	Current Act 511 Real Estate Transfer Taxes	0.500%	0.000%	160,000,000	800,000
6154	Current Act 511 Amusement Taxes	0.000%	0.000%	0	0
6155	Current Act 511 Business Privilege Taxes	0.000	0.000	0	0
6156	Current Act 511 Mechanical Device Taxes– Percentage	0.000%	0.000%	0	0
6157	Current Act 511 Mercantile Taxes	0.0015	0.000	26,666,666,667	400,000
6159	Current Act 511 Taxes, Other Proportional Assessments	0	0	0	0
	Total Current Act 511 Taxes– Proportional Assessments			**28,126,666,667**	**7,700,000**
	Total Act 511, Current Taxes				**7,700,000**
		Act 511 Tax Limit	**-->**	**2,226,813,536 X**	**12**	**26,721,762**
				Market Value	**Mills**	**(511 Limit)**

Tax Function	Description	Tax Rate Charged in: 2021-22 (Rebalanced)	Tax Rate Charged in: 2022-23	Percent Change in Rate	Less than or equal to Index	Index	Additional Tax Rate Charged in: 2021-22 (Rebalanced)	Additional Tax Rate Charged in: 2022-23	Percent Change in Rate	Less than or equal to Index
6111	Current Real Estate Taxes									
	Allegheny	27.6772	28.5628	3.20%	Yes	3.4%				
	Current Act 511 Taxes– Proportional Assessments									
6151	Current Act 511 Earned Income Taxes	0.500%	0.500%	0.00%	Yes	3.4%				
6153	Current Act 511 Real Estate Transfer Taxes	0.500%	0.500%	0.00%	Yes	3.4%				
6157	Current Act 511 Mercantile Taxes	0.0015	0.0015	0.00%	Yes	3.4%				

LEA : 103029203 Upper St. Clair SD

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Description	Amount
1000 Instruction	
1100 Regular Programs - Elementary / Secondary	40,070,390
1200 Special Programs - Elementary / Secondary	11,392,589
1300 Vocational Education	301,135
1400 Other Instructional Programs - Elementary / Secondary	214,137
Total Instruction	**$51,978,251**
2000 Support Services	
2100 Support Services - Students	3,193,044
2200 Support Services - Instructional Staff	4,241,925
2300 Support Services - Administration	5,642,916
2400 Support Services - Pupil Health	822,946
2500 Support Services - Business	1,237,653
2600 Operation and Maintenance of Plant Services	9,262,830
2700 Student Transportation Services	5,043,882
2800 Support Services - Central	827,224
2900 Other Support Services	362,992
Total Support Services	**$30,635,412**
3000 Operation of Non-Instructional Services	
3200 Student Activities	2,131,388
Total Operation of Non-Instructional Services	**$2,131,388**
5000 Other Expenditures and Financing Uses	
5100 Debt Service / Other Expenditures and Financing Uses	10,385,517
5200 Interfund Transfers - Out	270,000
5900 Budgetary Reserve	300,000
Total Other Expenditures and Financing Uses	**$10,955,517**
Total Estimated Expenditures and Other Financing Uses	**$95,700,568**

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Description	Amount
1000 Instruction	
1100 Regular Programs - Elementary / Secondary	
100 Personnel Services - Salaries	23,891,297
200 Personnel Services - Employee Benefits	14,719,674
300 Purchased Professional and Technical Services	73,015
400 Purchased Property Services	32,691
500 Other Purchased Services	347,250
600 Supplies	896,010
700 Property	27,000
800 Other Objects	83,453
Total Regular Programs - Elementary / Secondary	**$40,070,390**
1200 Special Programs - Elementary / Secondary	
100 Personnel Services - Salaries	4,577,998
200 Personnel Services - Employee Benefits	3,448,589
300 Purchased Professional and Technical Services	1,910,188
400 Purchased Property Services	15,000
500 Other Purchased Services	1,252,314
600 Supplies	83,850
800 Other Objects	104,650
Total Special Programs - Elementary / Secondary	**$11,392,589**
1300 Vocational Education	
500 Other Purchased Services	301,135
Total Vocational Education	**$301,135**
1400 Other Instructional Programs - Elementary / Secondary	
100 Personnel Services - Salaries	126,887
200 Personnel Services - Employee Benefits	79,050
300 Purchased Professional and Technical Services	3,000
600 Supplies	4,200
800 Other Objects	1,000
Total Other Instructional Programs - Elementary / Secondary	**$214,137**
Total Instruction	**$51,978,251**
2000 Support Services	
2100 Support Services - Students	
100 Personnel Services - Salaries	1,869,643
200 Personnel Services - Employee Benefits	1,170,313
300 Purchased Professional and Technical Services	74,750
500 Other Purchased Services	2,500
600 Supplies	72,259
800 Other Objects	3,579
Total Support Services - Students	**$3,193,044**
2200 Support Services - Instructional Staff	
100 Personnel Services - Salaries	1,956,890
200 Personnel Services - Employee Benefits	1,257,168
300 Purchased Professional and Technical Services	114,500

Description	Amount
400 Purchased Property Services	135,200
500 Other Purchased Services	72,625
600 Supplies	650,542
700 Property	54,000
800 Other Objects	1,000
Total Support Services - Instructional Staff	**$4,241,925**
2300 Support Services - Administration	
100 Personnel Services - Salaries	3,060,276
200 Personnel Services - Employee Benefits	1,770,628
300 Purchased Professional and Technical Services	601,200
500 Other Purchased Services	66,977
600 Supplies	64,400
800 Other Objects	79,435
Total Support Services - Administration	**$5,642,916**
2400 Support Services - Pupil Health	
100 Personnel Services - Salaries	479,274
200 Personnel Services - Employee Benefits	307,134
300 Purchased Professional and Technical Services	15,500
400 Purchased Property Services	600
500 Other Purchased Services	1,200
600 Supplies	19,099
800 Other Objects	139
Total Support Services - Pupil Health	**$822,946**
2500 Support Services - Business	
100 Personnel Services - Salaries	447,920
200 Personnel Services - Employee Benefits	263,848
300 Purchased Professional and Technical Services	219,085
400 Purchased Property Services	118,600
500 Other Purchased Services	176,450
600 Supplies	7,500
800 Other Objects	4,250
Total Support Services - Business	**$1,237,653**
2600 Operation and Maintenance of Plant Services	
100 Personnel Services - Salaries	3,476,568
200 Personnel Services - Employee Benefits	2,559,720
300 Purchased Professional and Technical Services	66,458
400 Purchased Property Services	1,072,455
500 Other Purchased Services	369,714
600 Supplies	1,683,760
700 Property	23,535
800 Other Objects	10,620
Total Operation and Maintenance of Plant Services	**$9,262,830**
2700 Student Transportation Services	
100 Personnel Services - Salaries	1,909,221
200 Personnel Services - Employee Benefits	870,636

Description	Amount
300 Purchased Professional and Technical Services	7,500
400 Purchased Property Services	246,170
500 Other Purchased Services	1,338,485
600 Supplies	670,470
800 Other Objects	1,400
Total Student Transportation Services	**$5,043,882**
2800 Support Services - Central	
100 Personnel Services - Salaries	392,430
200 Personnel Services - Employee Benefits	339,294
300 Purchased Professional and Technical Services	65,500
500 Other Purchased Services	12,000
600 Supplies	4,000
800 Other Objects	14,000
Total Support Services - Central	**$827,224**
2900 Other Support Services	
500 Other Purchased Services	62,992
800 Other Objects	300,000
Total Other Support Services	**$362,992**
Total Support Services	**$30,635,412**
3000 Operation of Non-Instructional Services	
3200 Student Activities	
100 Personnel Services - Salaries	988,408
200 Personnel Services - Employee Benefits	463,389
300 Purchased Professional and Technical Services	204,940
400 Purchased Property Services	61,950
500 Other Purchased Services	10,000
600 Supplies	287,001
700 Property	18,600
800 Other Objects	97,100
Total Student Activities	**$2,131,388**
Total Operation of Non-Instructional Services	**$2,131,388**
5000 Other Expenditures and Financing Uses	
5100 Debt Service / Other Expenditures and Financing Uses	
800 Other Objects	4,621,732
900 Other Uses of Funds	5,763,785
Total Debt Service / Other Expenditures and Financing Uses	**$10,385,517**
5200 Interfund Transfers - Out	
900 Other Uses of Funds	270,000
Total Interfund Transfers - Out	**$270,000**
5900 Budgetary Reserve	
800 Other Objects	300,000

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Description	Amount
Total Budgetary Reserve	**$300,000**
Total Other Expenditures and Financing Uses	**$10,955,517**
TOTAL EXPENDITURES	**$95,700,568**

Cash and Short-Term Investments	**06/30/2022 Estimate**	**06/30/2023 Projection**
General Fund	20,000,000	21,000,000
Public Purpose (Expendable) Trust Fund		
Other Comptroller-Approved Special Revenue Funds		
Athletic / School-Sponsored Extra Curricular Activities Fund		
Capital Reserve Fund - § 690, §1850		
Capital Reserve Fund - § 1431	125,000	100,000
Other Capital Projects Fund	1,700,000	100,000
Debt Service Fund		
Food Service / Cafeteria Operations Fund	130,000	180,000
Child Care Operations Fund		
Other Enterprise Funds		
Internal Service Fund		
Private Purpose Trust Fund		
Investment Trust Fund		
Pension Trust Fund		
Activity Fund		
Other Agency Fund		
Permanent Fund		
Total Cash and Short-Term Investments	**$21,955,000**	**$21,380,000**

Long-Term Investments	**06/30/2022 Estimate**	**06/30/2023 Projection**
General Fund		
Public Purpose (Expendable) Trust Fund		
Other Comptroller-Approved Special Revenue Funds		
Athletic / School-Sponsored Extra Curricular Activities Fund		
Capital Reserve Fund - § 690, §1850		
Capital Reserve Fund - § 1431		
Other Capital Projects Fund		
Debt Service Fund		
Food Service / Cafeteria Operations Fund		
Child Care Operations Fund		
Other Enterprise Funds		
Internal Service Fund		
Private Purpose Trust Fund		
Investment Trust Fund		
Pension Trust Fund		
Activity Fund		
Other Agency Fund		

Long-Term Investments	**06/30/2022 Estimate**	**06/30/2023 Projection**
Permanent Fund		
Total Long-Term Investments		
TOTAL CASH AND INVESTMENTS	**$21,955,000**	**$21,380,000**

Long-Term Indebtedness	06/30/2022 Estimate	06/30/2023 Projection
General Fund		
0510 Bonds Payable	127,545,000	134,240,000
0520 Extended-Term Financing Agreements Payable	4,255,000	3,674,000
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences	1,950,000	1,950,000
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)	19,000,000	19,500,000
0599 Other Noncurrent Liabilities		
Total General Fund	**$152,750,000**	**$159,364,000**
Public Purpose (Expendable) Trust Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Noncurrent Liabilities		
Total Public Purpose (Expendable) Trust Fund		
Other Comptroller-Approved Special Revenue Funds		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Noncurrent Liabilities		
Total Other Comptroller-Approved Special Revenue Funds		
Athletic / School-Sponsored Extra Curricular Activities Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Noncurrent Liabilities		
Total Athletic / School-Sponsored Extra Curricular Activities Fund		
Capital Reserve Fund - § 690, §1850		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		

Long-Term Indebtedness	06/30/2022 Estimate	06/30/2023 Projection
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Noncurrent Liabilities		
Total Capital Reserve Fund - § 690, §1850		
Capital Reserve Fund - § 1431		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Noncurrent Liabilities		
Total Capital Reserve Fund - § 1431		
Other Capital Projects Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Noncurrent Liabilities		
Total Other Capital Projects Fund		
Debt Service Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Noncurrent Liabilities		
Total Debt Service Fund		
Food Service / Cafeteria Operations Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		

Long-Term Indebtedness	06/30/2022 Estimate	06/30/2023 Projection
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Noncurrent Liabilities		
Total Food Service / Cafeteria Operations Fund		
Child Care Operations Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Noncurrent Liabilities		
Total Child Care Operations Fund		
Other Enterprise Funds		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Noncurrent Liabilities		
Total Other Enterprise Funds		
Internal Service Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Noncurrent Liabilities		
Total Internal Service Fund		
Private Purpose Trust Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Noncurrent Liabilities		
Total Private Purpose Trust Fund		

Long-Term Indebtedness	06/30/2022 Estimate	06/30/2023 Projection
Investment Trust Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Noncurrent Liabilities		
Total Investment Trust Fund		
Pension Trust Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Noncurrent Liabilities		
Total Pension Trust Fund		
Activity Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Noncurrent Liabilities		
Total Activity Fund		
Other Agency Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Noncurrent Liabilities		
Total Other Agency Fund		
Permanent Fund		
0510 Bonds Payable		
0520 Extended-Term Financing Agreements Payable		

Long-Term Indebtedness	**06/30/2022 Estimate**	**06/30/2023 Projection**
0530 Lease-Purchase Obligations		
0540 Accumulated Compensated Absences		
0550 Authority Lease Obligations		
0560 Other Post-Employment Benefits (OPEB)		
0599 Other Noncurrent Liabilities		
Total Permanent Fund		
Total Long-Term Indebtedness	**$152,750,000**	**$159,364,000**

Short-Term Payables	**06/30/2022 Estimate**	**06/30/2023 Projection**
General Fund		
Public Purpose (Expendable) Trust Fund		
Other Comptroller-Approved Special Revenue Funds		
Athletic / School-Sponsored Extra Curricular Activities Fund		
Capital Reserve Fund - § 690, §1850		
Capital Reserve Fund - § 1431		
Other Capital Projects Fund		
Debt Service Fund		
Food Service / Cafeteria Operations Fund		
Child Care Operations Fund		
Other Enterprise Funds		
Internal Service Fund		
Private Purpose Trust Fund		
Investment Trust Fund		
Pension Trust Fund		
Activity Fund		
Other Agency Fund		
Permanent Fund		
Total Short-Term Payables		
TOTAL INDEBTEDNESS	**$152,750,000**	**$159,364,000**

Account	Description	Amounts
0810	Nonspendable Fund Balance	18,269
0820	Restricted Fund Balance	
0830	Committed Fund Balance	
0840	Assigned Fund Balance	3,550,000
0850	Unassigned Fund Balance	6,453,636
Total Ending Fund Balance - Committed, Assigned, and Unassigned		**$10,003,636**
5900	**Budgetary Reserve**	**300,000**
Total Estimated Ending Committed, Assigned, and Unassigned Fund Balance and Budgetary Reserve		**$10,321,905**

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Approval of Salary Adjustments for Non-Represented Employees and Administrators/Supervisors

May 23, 2022

Base salary increases and one-time stipends for all eligible non-represented employees and Administrators/Supervisors (50 employees), not to exceed the total amount of $198,765.64.

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SLIPPERY ROCK UNIVERSITY
SCHOOL DISTRICT AFFILIATION AGREEMENT

THIS AGREEMENT, effective, date of last signature (Effective Date) is between **SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA**, (herein after referred to as "University"), an educational institution of the State System of Higher Education, Commonwealth of Pennsylvania and the Upper St. Clair **School District** (hereinafter "School District"). The parties intend to be legally bound to the following terms:

I. DUTIES AND RESPONSIBILITIES OF THE UNIVERSITY

a. Selection of Students. The University shall be responsible for the selection of qualified students to participate in the experiential learning activity (ELA), including but not limited to field experiences, practicums, student teaching, and internships. Selected students must have the appropriate educational background and skills consistent with the contemplated educational experience offered by the School District.

b. Education of Students. The University shall assume full responsibility for the classroom and classroom education of its students. The University shall be responsible for the administration of the program, the curriculum content, the requirements of matriculation, grading and graduation.

c. Submission of Candidates. The University shall submit the names of the students to the School District or a designated representative at least eight (8) weeks prior for student teachers.

d. Advising Students of Rights and Responsibilities. The University will be responsible for advising the student of their own responsibilities under this Agreement. The student shall be advised of their obligations to abide by the policies and procedures of the School District and should any student fail to abide by any policy and/or procedure, he or she may be expelled from the program.

e. Professional Liability Insurance. If applicable, students shall be responsible for procuring professional liability insurance at their own expense. The limits of the policy shall be a minimum of $1,000,000.00 per claim and an aggregate of $3,000,000.00 per occurrence. This policy must remain in full force and effect for the duration of the ELA.

f. Compensation for Supervising Student Teachers. For and in consideration of the placement of student teachers with district cooperating teachers, the University agrees to pay to each cooperating teacher selected to guide the student's experience a stipend as outlined by the Pennsylvania State System of Higher Education's Board of Governors Policy 1988-04. This stipend is in addition to the regular salary paid by the School District or Agency.

g. Clearances. The student completing an ELA will provide all currently required background clearances (Act 114, Act 34, Act 151, Act 24, Act126 and TB test) to their ELA supervisor, who is responsible for maintaining a copy of all clearances. The candidate will retain the original of all clearances.
The School District understands that as an Agency of the Commonwealth, the University is prohibited from purchasing insurance. As a public university and state instrumentality there is no statutory authority to purchase insurance and it does not possess insurance documentation. Instead, it participates in the Commonwealth's Tort Claims Self-Insurance program administered by the Bureau of Risk and Insurance Management of the Pennsylvania Department of General Services. This program covers Commonwealth/University-owned property, employees and officials acting within the scope of their employment, and claims arising out of the University's performance under this Agreement, subject to the provisions of the Tort Claims Act, 42 Pa.C.S.A. §§8521, et seq.

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II. DUTIES AND RESPONSIBILITIES OF SCHOOL DISTRICT

a. Establishment of ELA. The School District authorizes the use of its facilities as may be agreed upon by the School District and the University as an experiential learning center. Student teachers are enrolled in the University's B.S./M.S. in Ed, Teacher Education Program. These ELA are required and authorized by law.

b. Policies of School District. The School District has a responsibility to maintain a positive, respectful, and adequately resourced learning environment so that sound educational experiences can occur. Therefore, the School District will provide students and faculty with access to appropriate resources for Experiential Learning Activities including: a) access to students at School District facilities in an appropriately supervised environment, in which the students can complete the University's curriculum;
b) student security badges or other means of secure access to classrooms and care areas: c) computer access: d) secure storage area for students' personal items when on School District property.

i) The University will provide each student, prior to their assignment, any and all applicable policies, procedures, codes or confidentiality issues related to the experience. The School District will provide the University all the applicable information at least eight (8) weeks in advance of the Student's participation.

c. Administration. The School District will have sole authority and control over all aspects of student services. The School District will be responsible for and retain control over the organization, and operation of its programs.

d. Removal of Noncompliant Student. The School District shall have the authority to immediately remove a student who fails to comply with its policies and procedures. If such a removal occurs, the School District should immediately contact the responsible University Faculty.

e. Designation of Representative(s). The School District shall designate a person to serve as a liaison between the parties who will meet periodically with representatives of the University in order to discuss, plan and evaluate the experience of the student(s).

f. Supervision of Students. The School District shall provide either a site supervisor or a cooperating teacher who will supervise student activities during ELA.

g. Reporting of Student Progress. The cooperating teachers and or site supervisors from the School District shall provide all reasonable information requested by the University on a student's work performance. If there are any student evaluations, they will be completed and returned according to any reasonable schedule agreed to by the University and the School District.

h. Student Records. The School District shall protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and shall release no information absent written consent of the student unless required to do so by law or as dictated by the terms of this Agreement.

i. Eligibility Requirements.

a. *Cooperating Teacher* Each cooperating teacher selected to supervise the student teacher shall hold a current Pennsylvania certificate in the subject area/grade level to which the student teacher is assigned. The cooperating teacher will have a minimum of three (3) years of full-time teaching experience and have been in his/her current assignment in a school district for a minimum of one (1) year. The cooperating teaching will be co-selected. The School District will nominate

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cooperating teachers who have a strong record of demonstrating the competencies outlined in the Danielson framework and demonstrating the disposition to effectively mentor teacher candidates. The University will select from those who are nominated by considering the School District's recommendation, the cooperating teacher's past performance with field or student teachers, conversations with the School District, and/or the cooperating teacher's performance in University student teaching mentorship professional development workshops.

j. *Substitute Teaching.* The School District shall comply with the appropriate Pennsylvania statutes regarding the use of student teachers as a substitute teacher at any time during their student teaching assignments. The student teacher is required to comply with the applicable University policy regarding substitute teaching.

III. MUTUAL TERMS AND CONDITIONS

a. *Number of Participating Students.* The parties will mutually agree upon the number of students that shall be assigned to the School District for each ELA.

b. *Term of Agreement.* The term of this Agreement shall be five (5) years from the date of execution.

c. *Termination of Agreement. The* University or the School District may terminate this Agreement for any reason with ninety (90) days' notice. Either party may terminate this Agreement in the event of a substantial breach. However, should the School District terminate this Agreement prior to the completion of an academic semester, all students enrolled at that time may continue their educational experience until it would have been concluded absent the termination.

d. *Nondiscrimination.* The parties agree to continue their respective policies of nondiscrimination based on Title VI of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, national origin, Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of the Americans with Disabilities Act. SRU students are protected by the Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of Section 504 of the Rehabilitation Act of 1973 (as amended) and the ADA. The School District agrees to cooperate with SRU in its investigation of claims of discrimination or harassment.

e. *Reporting of Sexual Violence and Harassment.* The School District shall report any incident in which a student is the victim of sexual assault, dating violence, domestic violence, stalking or sexual harassment to the University Title IX Coordinator, 724-738-2016.

f. *Interpretation of the Agreement.* The laws of the Commonwealth of Pennsylvania shall govern this Agreement.

g. *Modification of Agreement.* This Agreement shall only be modified in writing with the same formality as the original Agreement.

h. *Relationship of Parties.* The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this contract to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.

i. *Liability.* Neither the parties shall assume any liabilities to each other, except as specifically stated in this Agreement. As to liability for damage, injuries or death to persons, or damage to property, the parties do not waive any defense as a result of entering into this Agreement unless such a waiver is expressly and clearly written into a part of this Agreement.

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j. *Entire Agreement.* This Agreement represents the entire understanding between the parties. No other prior or contemporaneous oral or written understandings or promises exist in regards to this relationship.

k. *Notices.* All notices provided by either party to the other will be in writing, and will be deemed to have been duly given when delivered personally or when deposited in the United States mail, First Class, postage prepaid, or evidence of delivery via electronic mail.

Notice under this agreement shall be made to:

SCHOOL DISTRICT:
Contact Name: _____
Address: _____
Second Address: _____
City, State, Zip: _____
Phone: _____
Email Address: _____

UNIVERSITY
Contact Name: James Preston
Address: 105 Maltby Ave.
Second Address: 105 McKay Education Building
City, State, Zip: Slippery Rock, PA 16057
Phone: 724.738.2293
Email Address: james.preston@sru.edu

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SIGNATURE PAGE TO FOLLOW.

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IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement as of the date previously indicated.

Slippery Rock University of Pennsylvania	Upper St. Clair **School District**
Authorized Signature	Authorized Signature
A. Keith Dils/Dean	
Print Name/Title,	Print Name/Title
Date	Date

Revised April 27, 2022

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Personnel List

Board Meeting

May 23, 2022

ELECTION

Staff Name	Location	New Assignment	New Assignment Status	Effective Date
Belak, Dylan	Substitute	Summer Substitute Custodian	Substitute	05-10-22
Bulazo, Marina	Substitute	Substitute Teacher Aide	Substitute	05-06-22
Clark, Kevin	Boyce	Co-Coordinator: Deer Valley	ECA	09-07-21 through 05-27-22
Damon, Marissa	Substitute	AWS School Counselor	Substitute	05-16-22 through 06-09-22
Gentille, Layna	Baker	Nutrition Center General Worker	PT	05-26-22
Gremba, Justin	Boyce	Assistant Coordinator: Deer Valley	ECA	09-07-21 through 05-27-22
Lally, Nicole	Substitute	Substitute Teacher (certified)	Substitute	05-12-22
Mack, Aimee	Substitute	ETC Substitute Teacher	Substitute	05-09-22
Molnar, Jason	Ft. Couch	1.0 Custodian	FT	05-10-22
Mosler, Jodi	Boyce	Co-Coordinator: Deer Valley	ECA	09-07-21 through 05-27-22
Paris, Matthew	Ft. Couch	AWS School Counselor	Substitute	05-16-22 through 06-09-22
Radcliffe, Haley	Substitute	Substitute Teacher (certified)	Substitute	04-26-22
Rooney, Conan	Ft. Couch	Coach: Middle School Boys Volleyball	ECA	04-25-22 through 05-13-22
Timko, Debra	Substitute	Substitute Teacher (certified)	Substitute	05-18-22
Wilhelm, Samantha	Substitute	Substitute Teacher (certified)	Substitute	05-04-22
Wregget, Courtney	High School	Head Coach: Hip Hop	ECA	08-15-22 through 02-10-23
Zea, Johel	High School	Trainer: High School Girls Soccer	Volunteer	06-13-22 through 08-10-22

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CHANGE OF STATUS

Staff Name	Location	Current Assignment	Current Assignment Status	New Assignment	New Assignment Status	Effective Date
DeBoer, Madeline	Baker	Daily Substitute Teacher (certified)	Substitute	Annual Weekly Substitute	Substitute	05-11-22 through 06-09-22
Densmore, Leslie	Baker	1.0 Elementary Teacher	FT	Personal Leave of Absence	Leave	05-12-22 through LDTR
Iagnemma, Olivia	Baker	Annual Weekly Substitute	Substitute	Per Diem Substitute Teacher (for L. Densmore)	Per Diem Substitute	05-11-22 through LDTR
Kearney, Melissa	High School	Assistant Coach: High School Girls Golf	ECA	Head Coach: Varsity Girls Golf	ECA	08-15-22 through 10-28-22
Klobusnik, Maura	Streams	Annual Weekly Substitute (AWS) Teacher	Substitute	Per Diem Substitute Teacher (forA. Stevenson)	Per Diem Substitute	05-16-22 through LDTR
Palmer, Jace	Ft. Couch	1.0 School Counselor	FT	Personal Leave of Absence	Leave	04-25-22 through 05-17-22
Rodgers, Scott	Ft. Couch	1.0 Custodian	FT	Temporary Head Custodian	FT	05-05-22
Sabolick, Dean	Streams	1.0 Head Custodian (Ft. Couch)	FT	1.0 Custodian	FT	05-09-22
Snowden, James	Eisenhower	1.0 Custodian	FT	Temporary Head Custodian	FT	04-25-22
Stevenson, Angela	Streams	1.0 Art Teacher	FT	Personal Leave of Absence	Leave	05-17-22 through TBD
Stevenson, Ian	High School	1.0 Custodian	FT	Personal Leave of Absence	Leave	05-17-22 through TBD
Weinheimer, Amanda	High School	Daily Substitute Teacher Aide	Substitute	Temporary Teacher Aide (for D. Piecka)	Substitute	05-09-22 through LDTAR

RETIREMENT

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date
DeMar, Joseph	Ft. Couch	1.0 Principal	FT	08-12-22

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RESIGNATION/NOT RETURNING

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date
Amadio, Alyssa	High School	Assistant Coach: Cheerleading	ECA	05-02-22
Baldauf, E. Michael	Substitute	ETC Substitute Teacher	Substitute	05-05-22
Houdin, Julien	Ft. Couch	Nutrition Center General Worker	PT	06-09-22
Nobile, Jason	Bus Garage	Van Driver	PT	05-05-22
Nobile, Jason	Substitute	Substitute Custodian	Substitute	04-27-22
Piecka, David	High School	1.0 Teacher Aide	FT	05-05-22
Polosky, Sean	High School	Head Coach: Boys 9th Grade Soccer	ECA	05-12-22
Porcari, Isabella	Eisenhower	Annual Weekly Substitute (AWS) Teacher	Substitute	05-13-22

INFORMATION ONLY

EE ID #4893 - Administrative Paid Leave of Absence 05-03-22 through 05-04-22

Hamel, Michelle (Boyce - 1.0 Elementary Teacher) - Personal Leave of Absence End FROM TBD to LDTR

Lagania, Yasmina (Ft. Couch - 1.0 Math Teacher) Personal Leave of Absence FROM 04-29-22 through LDTR TO 04-28-22 through LDTR

Lingler, Conan (Eisenhower - 1.0 Elementary Teacher) - Change leave FROM 02-23-22 through LDTR TO 02-23-22 through 05-23-22

Lopez, Julio (1.0 Custodian) - Change location assignment from Ft. Couch to High School (effective 05-16-22)

Palmer, Jace (Ft. Couch - Boys Volleyball Coach): ECA contract change FROM 03-07-22 through 05-13-22 TO 03-07-22 through 04-22-22 - Stipend $1333

Patel, Rachelle (Nutrition Center General Worker) - Move location from Baker to Boyce

Phillips, Donna (Boyce-1.0 LTS Resource Teacher for M. Hamel) FROM 01-25-22 through 05-13-22 TO 01-25-22 through LDTR

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Upper St. Clair School District
1775 McLaughlin Run Road
Upper St. Clair, PA 15241

Board Affirmation Statement

As required by the Pennsylvania Department of Education, the Board of Education for the **(Name of LEA Entity)** _____ reviewed and approved the Flexible Instructional Day Program at the following Board Meeting, held on **(date)** _____. The application was approved by a vote of_____ **(yes)** and _____ **(no)**.

Affirmed on this _____ day of _____, 20____

By: _____ **(Signature of Board President)**

_____ **(Print Name of Board President)**

_____ **Board of Education**

Note: Blanks for Approved On, Name of LEA Entity, date, yes and no should be completed either digitally or handwritten. Signature, Print Name and Board of Education are hard copy required (Board President must actually sign and complete).

Replace the following text in header: LEA Name, Address, School Logo/Icon placeholder image.
Delete this notes section (red text) before printing and uploading.

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Profile

LEA Name		**AUN**
Upper Saint Clair SD		103029203
Address Line 1		
1775 McLaughlin Run Road		
Address Line 2		
City	**State**	**Zip**
Pittsburgh	PA	15241
LEA Phone Number		**LEA Phone Extension**
4128331600		
Single Point of Contact Name		
Amy G Pfender		
Phone Number		**Phone Extension**
412-833-1600		2062
Email		
apfender@uscsd.k12.pa.us		
Chief Administrator Name		
Dr John T Rozzo		
Phone Number		**Phone Extension**
(412)833-1600-3211		(412)833-1600-3211
Email		
jrozzo@uscsd.k12.pa.us		

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Narratives

Describe the procedure for notifying all students, parents, and professional staff prior to a flexible instructional day being instituted.

Please make sure that you address the following components in your response

- How will you notify all stakeholder groups that your district is planning to apply for the Flexible Instruction Day (FID) Program?
- Immediately prior to or on the FID, how will you notify your stakeholders that the district has decided to implement a FID? (please identify all methods of communication)
- Ensure you differentiate between parents / guardians and students vs informing staff.
- Ensure the procedure for notifying all stakeholders prior to a flexible instructional day being instituted, is detailed and clear.

All stakeholder groups will be notified about the District's intent to apply for the FID program through the availability of the District board agenda and recording of the school board meeting presenting the FID program. Prior to the potential of a FID, all stakeholders will receive communication on how a FID will be implemented in the District. This information will be located on the District website and included in the "Weekly District Recap" provided to families in the weeks prior to the onset of winter. The communication is written in an FAQ for ease of information access. All District instructional and support staff will receive information via email and at a fall faculty meeting. If inclement weather is predicted, District staff are reminded of the FID expectations and to plan accordingly to be prepared to implement a FID. On the day of a FID, communication is provided via the school messenger system and email. Within the communication, parents are reminded of the expectations and schedule for the FID (including attendance reminder). Staff also receives a reminder email of the expectations for a FID. All student communication will occur through email and/or the learning management system utilized on the FID.

Describe the procedure for instituting a flexible instructional day.

Please make sure that you address the following components in your response:

- Include (if applicable) the use of technology and equitable accommodations for students and professional staff lacking sufficient home access to devices and/or the Internet.
- How will the FID day be structured? Explain your daily schedule.
- Which modes of instruction will you implement during the FID?
- Include requirements pertaining to the delivery of services and specially designed instruction, which includes accommodations and modifications for students with special needs or disabilities.

All district professional staff and paraprofessionals are provided with technology to utilize on a FID. In grades K-12, students will access instructional materials through the district approved learning management system (LMS). In the LMS, a variety of instructional materials will be available to include, but not limited to district approved curricular sites, materials to print at home, teacher developed videos, and teacher created materials for the instructional day. A FID will be a combination of asynchronous/synchronous instruction. Schedules will be provided to students and families prior to a FID indicating the time expectations of the day. All students in K-12 will be provided access to a district approved and funded technology device (Chromebooks or iPads). In the event that a student forgets a device at school, he/she may be able to

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rely on home technology and/or will be given additional time (up to three days) to complete expected work for the day with appropriate instructional supports provided by the school.

Student Support Services staff (special education teachers, ESL, paraprofessionals, school counselors, psychologists, gifted teachers and school nurses) will be available throughout a flexible instructional day to provide scheduled supports to students. The same communication tools will be utilized to support students, and if additional supports are needed when returning school, a time will be scheduled. Related service providers will provide services virtually on a FID. In the event that a session is unable to occur during a FID, the session will be rescheduled as appropriate to remain in compliance with IEPs/504s.

In the fall, all students will receive a FID training day to walk through the necessary steps to follow for instruction on a FID.

Provide a contingency plan - an alternative method of delivering instruction, should there be issues with the availability of technology or student access to the materials and instructors during a flexible instructional day.

Please make sure that you address the following components in your response:

- Include an alternative method of delivering instruction, should there be issues with the availability of technology or student access to the materials and instructors during a flexible instructional day.
- How will you ensure access to the materials and resources required for instruction and completing assignments during the FID?
- How will professional staff provide assistance to the students that are working at home with hard copies or don't have access to technology resources?
- How will you ensure that the materials and resources are relevant when the FID is initiated?
- Your contingency plan must ensure compliance with compulsory attendance laws and addresses extenuating circumstances and what workarounds would be available for students to meet the FID requirements.

Teachers will have all materials available in the learning management system for the goal of instruction that is continuous with the lessons being provided before and after a FID. At some levels, a review of standards aligned objectives may also be provided with materials available through the LMS. If a student is working from a hard copy and does not have access to technology resources, teachers may schedule an available time between the parent/guardian for a phone call to assist the student. In the early fall, staff will be given some time to review the FID expectations, LMS design, and potential materials to have readily available for a FID.

If a student does not have access to materials, on the next instructional day, students will be provided small group or individualized support to complete the work within a three day period. If a large-scale technology failure occurs, a call will be made via school messenger to communicate necessary information to families. The communication may be based on grade level to communicate steps to access or complete FID assignments. In the event of a large scale community power or internet outage, it is important to note that the district will cancel school on this day and treat the day as a traditional school closure make up. In the event of an extenuating family circumstance (one that would not

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be related to an absence), principals will work collaboratively with families to determine the best approach for a student on a case by case basis.

Describe the responsibilities of professional staff during a flexible instructional day.

Please make sure that you address the following components in your response:

- Include teacher AND professional, administrative, tech support, and health services staff availability (hours, guidance, accessibility (phone, email, skype, etc.).

During a flexible instructional day, the professional staff will communicate with families and students through either email, the LMS, or google hangouts. Synchronous learning opportunities may be provided to students through Google Hangouts, or asynchronous distance learning to include pre-recorded lesson opportunities or videos on the LMS. A variety of online learning tools and curriculum supported programs already exist for implementation of curricular programs. Prior to the need of a FID, a schedule will be developed for parents and students to be aware of the professional staff availability/instructional schedule throughout a FID. Work will be provided and communicated to students no later a 2 hour delay start for a FID. Teacher availability will be stated on the LMS and all information will be included in an easily identifiable link for students and parents to be aware of the work expectations for the day. In addition, the District website maintains an easily identifiable link for information.

Describe the responsibilities of students during a flexible instructional day.

Please make sure that you address the following components in your response:

- How will students participate?
- How will students complete assignments or working on ongoing projects?
- How will students prove attendance?

Students will not report to school during a school closure and for the implementation of a FID. Students will participate in assigned core content learning activities. Depending on the course and the lesson plan for the day, students may be required to turn in an assignment as directed by the teacher with the understanding that additional time will be provided if additional access or support is needed. Students and parents/guardians will be able to access teachers via email or through the provided Google Hangout link. Students are expected to follow the school code of conduct and all applicable district policies. Student attendance will be taken by the teacher during a check-in or instructional session via Google Hangout. Student attendance is also verified through work completion and/or participation.

Describe the procedure for tracking student participation (i.e., attendance) during a flexible instructional day.

Please make sure that you address the following components in your response:

- How do students sign in / how are they accounted for?
- How do teachers keep track of attendance?

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- How do teachers keep track of participation?
- If you are going to use completion of assignments as proof of participation then the assignments must be submitted on the FID or immediately upon return to school.
- Students who did not participate during the FID should be reported as having either excused or unexcused absences accordingly.

Student attendance will be taken by the teacher through the student management system during a check-in or instructional session via Google Hangout. Student attendance is also verified through work completion and/or participation. Students who do not participate in the required check-ins or instructional sessions will be marked absent for the school day. Parents/guardians will then follow the district attendance policy and provide the necessary documentation to be marked excused on the FID. If no documentation is received, the absence will be considered unexcused and the process outlined in the District policy will be followed as necessary.

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English Language Arts (ELA) courses grades K-8

Does your LEA offer English Language Arts courses in grades K-8?

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.1.3.8.F	Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.
CC.1.3.8.K	Read and comprehend literary fiction on grade level, reading independently and proficiently

Lesson Title
Annotation and comprehension of “Nothing Gold Can Stay”
Lesson Goals (planned instructional outcomes)
LESSON GOALS (planned instructional outcomes) 1. Review poetry terms 2. Practice annotation skills 3. Practice comprehension, including reading for the gist and for deeper meaning
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
1. Students will read “Nothing Gold Can Stay” one time for the “gist”. This is a strategy they are familiar with. An audio version of a teacher reading the poem is available. If this cannot happen via the internet, an adult at home is welcome to read the poem to the student. 2. Students will then read the poem again, annotating for poetry terms and demonstrating their thinking. Students have practiced metacognitive strategies throughout the year, so they are familiar with how to do so. If students need help with this, they can meet with their teacher and/or case manager (for students with IEPs or 504s). 3. Students will complete comprehension check activity. 4. Students will submit annotations and comprehension check. If a student does not demonstrate understanding, he/she will be scheduled a time to meet with the teacher to complete a mastery reteaching/relearning session.
Resources (materials and/or tools required to complete the activities)
Chromebook to access materials through Canvas learning platform, including: - copy of poem and tools (digital or pen) for annotations - audio version of poem if needed - comprehension check (digital or hard copy)
Assessment(s) (evidence of learning)
1. Student annotations on poem 2. Completion of comprehension check
Opportunities for Accommodations and Modifications (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
1. Audio version of poem provided to all students 2. Audio instructions of annotation provided 3. Video of annotations provided for mastery learning purposes following day 4. Opportunity for all students to meet virtually with teacher to complete reading, annotation, and comprehension check 5. Students with IEPs and 504s offered additional opportunity to meet with case manager to complete reading, annotation, and comprehension check
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access)

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In the event of no access to the Internet, students may call into a lesson through the number provided in a google link. The teacher may also call the student directly to discuss the lesson and to determine how to share materials. If materials and instruction cannot be made available during the closure, the teacher will meet with the student individually or in a small group to for instruction.

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ELA courses grades 9-12

Does your LEA offer English Language Arts courses in grades 9-12?

Yes

Alpha Numeric Descriptor	Standard Descriptor
1.2	Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
1.3	Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

Lesson Title
Introduction to A Tale of Two Cities
Lesson Goals (planned instructional outcomes)
• To give historical context/background (including some vocabulary and geography) on French Revolution and Industrial England prior to reading • To read critically, establishing setting and making inferences about character and conflict
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
• Students will complete a webquest that guides them through the historical background of the book. The webquest includes embedded videos, maps, and sections of websites along with a guide for students to complete. • Students will read Chp. 1-3 of A Tale of Two Cities, using a study guide to guide their reading.
Resources (materials and/or tools required to complete the activities)
• Teacher-created webquest • A Tale of Two Cities (a pdf version of the book is available online)
Assessment(s) (evidence of learning)
• Review/assessment of webquest • Review/assessment of study guide
Opportunities for Accommodations and Modifications (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
• The webquest may be modified for student needs. • An audio version of the book is also available to assist students with the reading. • A modified study guide (with some answers provided) is also available.
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access)
Students should have a hard copy of the novel to take between home and school. Additional time may be needed to complete the webquest if internet access is not available. Students will be provided additional time during Second Chance Learning/ART to complete any outstanding webquest questions. Students may have up to three additional days to complete.

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Math courses grades K-8

Does your LEA offer math courses in grades K-8?

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.2.4.7.B.2	Draw informal comparative inferences about two populations

Lesson Title
Measures of Variability
Lesson Goals (planned instructional outcomes)
I can draw inferences between two data sets by using measures of variability and box and whisker plots.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Internet Access: All activities are housed on Canvas. Students will watch a short ten to fifteen minute video and take notes on the lesson. They will then complete a quick check on Canvas to review how to calculate the measures of variability (quartiles, median, range, etc.). They will then complete a formative assessment entitled "Analyzing Data Basics." This worksheet will have them develop stacked box and whisker plots and make interpretations about two data sets. Students will submit the assignment to Canvas and teachers will check for mastery. If students need to make revisions, they will be notified via Canvas.
Resources (materials and/or tools required to complete the activities)
School issued iPad Canvas Account Analyzing Data Basics assignment Textbook and paper copies for those with no internet
Assessment(s) (evidence of learning)
Canvas Quick Check – this will assess student's computational understanding of the measures of variability. Analyzing Data Basics – students will complete this assignment and make revisions until they can show evidence of mastery.
Opportunities for Accommodations and Modifications (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
Assignment can be modified for length. Teacher can provide office hours via Google Hangouts or via the phone to help students who are unable to demonstrate mastery on the assessment. English learners can use translating apps on their school iPad to help with understanding.
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access)
No Internet Access: Students have a copy of the textbook and can review the process for creating box and whisker plots and comparing data in that. They will then complete several problem sets from the book. Paper copies of the formative assessment mentioned above can be supplied, and students can call their teacher for help and further guidance. Students can either mail in their paper copies, in the event of an extended closure, or they can bring their work to school the next time it is open if school is closed for less than a week.

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Math courses grades 9-12

Does your LEA offer math courses in grades 9-12?

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.2.3.HS.A.3	Verify and apply geometric theorems as they relate to geometric figures
CC.2.3.HS.A.8	: Apply geometric theorems to verify properties of circles

Lesson Title
LESSON TITLE Section 9.2: Applying Formulas with Circles and Regular Polygons
Lesson Goals (planned instructional outcomes)
I can…apply formulas for the area and circumference of a circle. …apply formulas for the area of a regular polygon.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Students are to go to the assigned remote learning page on Canvas and follow the provided directions. These directions include links to access several instructor made videos. The instructor annotates on their iPad and explains how to solve each example from the student's notes sheet. For this section, students are to watch videos and correspondingly take notes on example 4 and example 7 for section 9.2. These videos are an appropriate duration for the intended audience (less than 10 minute each). Students may pause or rewind these videos as needed. Upon completion of watching these videos and correspondingly take notes, students are to attempt example 9 on their own using their notes as a resource. They then are to check their answer with the answer key that is posted and note any mistakes with appropriate mark or indicate it's accuracy.
Resources (materials and/or tools required to complete the activities)
Internet Connection Device capable of submitting PDFs of work completed Holt Geometry Materials (available on Canvas) Notes sheet and answer key (available on Canvas) Instructor created videos: 9.2 Example 4 https://www.youtube.com/watch?v=bh7FQI3kgqk 9.2 Example 7 https://www.youtube.com/watch?v=ZPTeuIhpVsU&feature=youtu.be
Assessment(s) (evidence of learning)
The instructor will check the submitted note sheet looking for evidence of work in completing examples 4 and 7 contained in the videos. The instructor will also examine example 9 and provide feedback on any corrections that need to be made (this feedback could be in the form of an additional instructor created video). The following day, students would complete a practice worksheet that has answers only on the back. Students are to try the problems, showing all of their work, and then indicate that they have checked it with the key. The instructor then checks their work and provides feedback on any that they missed (this feedback could be in the form of an additional instructor created video). Students will also take an online, multiple-choice assessment. These assessments are timed (with appropriate adaptations for students with needs) and offer a second chance learning opportunity . They occur typically after several connected sections of material. In this instance, there was an online quiz containing 9.1, 9.2, and 9.3. These sections cover applying formulas for quadrilaterals, triangles, circles, regular polygons, and composite figures.

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Opportunities for Accommodations and Modifications (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
Online office hours with special education teachers available for assistance. Reduced problem set requirements Reduced choices in multiple-choice assessment
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access)
If students do not have access to the internet, they would be provided a paper copy of the notes and answer key at the start of the chapter. They would then take notes on examples 4 and 7 before trying example 9 on their own without looking at the answer key until completion. Upon completion, they would reflect on their work by checking and making any appropriate corrections using the answer key. Students will be provided with additional time to complete work (up to three days) and the opportunity for second chance learning upon the return to school from a FID.

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Science - grades 9-12

Does your LEA offer science courses in grades 9-12?

Yes

Alpha Numeric Descriptor	Standard Descriptor
3.2.10.B4	Describe quantitatively the relationship between voltage, current, and resistance to electrical power and energy
3.2.P.B4	Develop qualitative and quantitative understanding of current, voltage, and resistance and the connections among them

Lesson Title
Introduction to Current Electricity
Lesson Goals (planned instructional outcomes)
Define and explain units of current, voltage, and resistance. Apply Ohm's law to explain the relationship between current, voltage, and resistance
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Students will use the Canvas LMS to access notes. Students will access the note guide which will be completed while viewing the recorded lesson on Introduction to Current Electricity. Students will then access the Current Electricity Worksheet which reviews units of measure, symbols and description of each unit of measure. Students then complete problems solving Ohm's law. A supplementary tutorial video is provided with additional demonstration problem-solving tips and practice. Following note guide and worksheet submission, answer keys are provided and students check their work, re-submitting the work with revisions.
Resources (materials and/or tools required to complete the activities)
Access to internet using Canvas LMS to obtain note guides and worksheets and to view lesson and supplemental tutorials. Students will need access to a calculator to complete problems.
Assessment(s) (evidence of learning)
Note guides will be checked for thorough completion of important concepts and example problems. Successful completion of worksheet and problems will show evidence of learning the relationships presented by Ohm's law.
Opportunities for Accommodations and Modifications (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
Students may be granted extended time for completion of assignments. Students can also take advantage of online Office Hours for one-on-one live help with understanding concepts and solving problems. Students may be given the option to submit assignments in another format. Students may be given opportunity to complete fewer problems as needed.
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access)

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Students without internet access can receive the note guides and worksheets along with using the textbook for showing example problems. Pages in the Holt Physics(c. 2006) text include pg 594-596, 608-610, 612-615; answer keys would be included for parental distribution once work is completed.

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Social Studies - grades 9-12

Does your LEA offer social studies courses in grades 9-12?

Yes

Alpha Numeric Descriptor	Standard Descriptor
8.4.9.D	Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

Lesson Title
Overview and Causes of WWII
Lesson Goals (planned instructional outcomes)
I can identify the causes of WWII. I can explain how the causes of WWII led to the start of the conflict.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
1. Students will read FID Agenda to preview their tasks and targets. This will be posted on the agenda available online through class Canvas page and it will be emailed to students/parents. 2. Students will watch "A Brief Overview of WWII" created by Simple History or they can choose to Review the "Overview Timeline of WWII" in Textbook- pp. 780-781. 3. Students will read and explore Overview and Causes of WWII PowerPoint- unit PowerPoint is provided to students at the beginning of each unit. It is also available online through class Canvas page.
Resources (materials and/or tools required to complete the activities)
1. "A Brief Overview of WWII" https://www.youtube.com/watch?v=HUqy-OQvVtI 2. Class Textbook- World History the Human Journey- pp. 780-781 3. PowerPoint 4. Overview and Causes of WWII Comprehension Check (Canvas Quiz)
Assessment(s) (evidence of learning)
Students will complete the "Overview and Causes of WWII Comprehension Check" (Canvas Quiz) available online through class Canvas page. Students without Internet access will be asked to identify on paper four Causes of WWII and four dictators (leaders) during WWII as well as how the causes of WWII led to the start of the conflict - submitted upon return to school.
Opportunities for Accommodations and Modifications (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
1. Students are given a choice of watching a video or reading/reviewing a timeline. YouTube provides subtitles if needed by student. 2. Students with IEP can use technology on Chromebook to have PowerPoint read aloud to them. 3. Comprehension Check Quiz allows for second chance learning- students are given multiple attempts to complete the quiz and their highest score will be kept. 4. Students can check in with teacher via email, Canvas, Google Chat, or Google Hangouts/Meet. Students without technology can check in with teacher during homeroom upon return to school.
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access)
Students will be provided additional time and instructional support upon return from a FID. Students may receive support during a second chance learning/ART scheduled time. Students may be provided hard copies on the day prior to an anticipated inclement weather closure.

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Career Technology Education / Center Program Exemplars

Does your public school entity offer five (5) or more PDE approved CTE courses?
No

CIP Code	CIP Title
Program/Course Name	**Grade Level**

PA Academic Standard(s) Addressed (include alpha numeric and standard descriptor) www.pdesas.org/Standard/View

Alpha Numeric Descriptor	Standard Descriptor

CTE-Programs of Study Task Grid(s) Addressed Career and Technical Education Framework All POS programs should enter task number and description from POS State developed task grid. For all CTE programs that do not have a developed state task number and description, enter the locally developed tasks.

Task Number	Task Description

Lesson Title
Lesson Goals (planned instructional outcomes)
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Resources (materials and/or tools required to complete the activities)

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Assessment(s) (evidence of learning)
Opportunities for Accommodations and Modifications (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access)

CIP Code	**CIP Title**
Program/Course Name	**Grade Level**

PA Academic Standard(s) Addressed (include alpha numeric and standard descriptor) www.pdesas.org/Standard/View

Alpha Numeric Descriptor	**Standard Descriptor**

CTE-Programs of Study Task Grid(s) Addressed Career and Technical Education Framework All POS programs should enter task number and description from POS State developed task grid. For all CTE programs that do not have a developed state task number and description, enter the locally developed tasks.

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Lesson Title
Lesson Goals (planned instructional outcomes)
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Resources (materials and/or tools required to complete the activities)
Assessment(s) (evidence of learning)
Opportunities for Accommodations and Modifications (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access)

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Signatures and Assurances

Upload of School Board Minutes or Affirmation Statement

Date of Approval

2022-05-09

Uploaded Files

Assurances

x Staff, students, and parents shall be made aware of notification procedures prior to the institution of a flexible instructional day and the means of notification shall be fully accessible.
x Responsibilities shall be agreed upon and expectations shall be communicated to all staff, students, and parents prior to the institution of a flexible instructional day.
x Attendance shall be strictly enforced in compliance with Article XIII during a flexible instructional day.
x Students shall be provided health services during a flexible instructional day in compliance with Article XIV. Free Appropriate Public Education (FAPE) shall be afforded all students during a flexible instructional day in compliance with the Individuals with Disabilities Education Act (IDEA).
x Should technology ever be employed during a flexible instructional day, policies and measures are in place to ensure the cyber-safety and security of students accessing online school services and digital resources.
x Should technology ever be employed during a flexible instructional day, technical assistance and support shall be provided, as appropriate, to ensure access to instruction and resources.

Superintendent/Chief Executive Officer/Executive Director	Date

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Book	Policy Manual
Section	800 Operations
Title	Acceptable Use of Internet, Computers and Network Resources
Code	815
Status	REVISED - Second Reading and Adoption: May 23, 2022 Active

Legal

1. 18 U.S.C. 2256
2. 18 Pa. C.S.A. 6312
3. 20 U.S.C. 7131
4. 47 U.S.C. 254
5. 18 Pa. C.S.A. 5903
6. Pol. 218
7. Pol. 233
8. Pol. 317
9. Pol. 103
10. Pol. 103.1
11. Pol. 104
12. Pol. 249
13. Pol. 218.2
14. 24 P.S. 4604
15. 24 P.S. 4610
16. 47 CFR 54.520
17. 24 P.S. 1303.1-A
18. Pol. 237
19. Pol. 814
20. 17 U.S.C. 101 et seq

18 Pa. C.S.A. 2709

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24 P.S. 4601 et seq

Pol. 220

Purpose

The Board supports use of the 1:1 and shared devices, Internet and subscription services, learning management systems, and other software, databases, and online services, including network resources in the district's instructional and operational programs in order to facilitate learning, teaching and daily operations through interpersonal communications and access to information, research and collaboration.

The district provides students, staff and other authorized individuals with access to the district's devices, electronic communication systems and network, which includes Internet access, whether wired or wireless, or by any other means. Equipment distribution for staff is determined by the employee classification group. Not all positions are eligible to receive district-owned technology. Staff members that change roles within the district are subject to re-evaluation of technology equipment needs based on their employee classification group.

All files, documents, and data are owned by the district. All files must be stored in district approved file services, district file servers, district applications and district devices. Files, documents, and data are not permitted to be stored on any non-district device or service that is not approved and managed by the district. Any file or document that needs to be shared with other staff members, students, or someone from the public must use the district's email and file storage systems and have the proper permissions and share with only the recipient or recipients.

Any communication regarding district business must use approved district systems, services, and applications. All staff and administration should be aware that e-mail messages, electronic documents, notes, files or data that reside on computers and other devices, networks, systems, or applications, and any cloud computing service may be subject to document requests both under Pennsylvania's Right To Know Law and pursuant to FERPA. The guidelines should be followed by all staff and administrators to ensure professionalism in the District's communications.

1. Maintain professionalism at all times. Do not write anything in an email, document, note, or any online system that you would not want to have read by a parent, lawyer, or judge.

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2. A polite and respectful tone is always required, even when writing about contentious issues or situations.

3. If an email contains confidential student information, only those individuals with a legitimate educational interest in that information should be included or CC'd on the message.

4. Refrain from using personal email accounts or text messages to communicate with parents about school district business. Your school district account or online portals should be used for this purpose.

5. Only send confidential student information to non-district personnel if the appropriate legal release has been signed to allow the non-district personnel access to that information.

6. Use student names instead of initials in all electronic communications.

7. Particularly sensitive issues should be addressed to parents and students in person or over the phone, and not through email.

8. Do not assume that because an email has been sent to a parent that the email has been read by the parent. Follow up in person or over the phone on important issues to ensure that the parent has received the message.

For instructional purposes, the use of all district technology based resources shall be consistent with the curriculum adopted by the district as well as the varied instructional needs, learning styles, abilities, and developmental levels of students. All resources need approval by the Director of Technology to ensure compliance with Children's Internet Protection Act (CIPA) and Children's Online Privacy Protection Act (COPPA) and to ensure compatibility with the district network, systems, and devices.

Definitions

The term child pornography is defined under both federal and state law.

Child pornography - under federal law, is any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture,

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whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:[1]

1. The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;

2. Such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or

3. Such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

Child pornography - under state law, is any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction or other material depicting a child under the age of eighteen (18) years engaging in a prohibited sexual act or in the simulation of such act.[2]

The term harmful to minors is defined under both federal and state law.

Harmful to minors - under federal law, is any picture, image, graphic image file or other visual depiction that:[3][4]

1. Taken as a whole, with respect to minors, appeals to a prurient interest in nudity, sex or excretion;

2. Depicts, describes or represents in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or lewd exhibition of the genitals; and

3. Taken as a whole lacks serious literary, artistic, political or scientific value as to minors.

Harmful to minors - under state law, is any depiction or representation in whatever form, of nudity, sexual conduct, sexual excitement, or sadomasochistic abuse, when it:[5]

1. Predominantly appeals to the prurient, shameful, or morbid interest of minors;

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2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and

3. Taken as a whole lacks serious literary, artistic, political, educational or scientific value for minors.

Obscene - any material or performance, if:[5]

1. The average person applying contemporary community standards would find that the subject matter taken as a whole appeals to the prurient interest;

2. The subject matter depicts or describes in a patently offensive way, sexual conduct described in the law to be obscene; and

3. The subject matter, taken as a whole, lacks serious literary, artistic, political, educational or scientific value.

The district will provide best efforts to ensure proper blocking/filtering and monitoring of resources. All resources are subject to Technology protection measures - a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography or harmful to minors.[4]

Authority

The availability of access to electronic information does not imply endorsement by the district of the content, nor does the district guarantee the accuracy of information received. The district shall not be responsible for any information that may be lost, damaged or unavailable when using the network or for any information that is retrieved via the Internet.

The district shall not be responsible for any unauthorized charges or fees resulting from access to the Internet or other network resources.

The Board declares that access to technology resources and network use is a privilege, not a right. The district's technology resources and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, delete, receive or display on or over the district's Internet, computers or network resources, including personal files or any use of the district's Internet, computers or network resources. The district reserves the right to monitor, track, and log Internet, network and service access to any resources and monitor the use of file server and cloud storage utilization by district users; or deny access to prevent unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer

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appropriate disciplinary action. The district shall cooperate to the extent legally required with the Internet Service Provider (ISP), local, state and federal officials in any investigation concerning or related to the misuse of the district's Internet, computers and network resources.[6][7][8]

The Board requires all users to fully comply with this policy and to immediately report any violations or suspicious activities to the Superintendent or designee.

The Board establishes the following materials, in addition to those stated in law and defined in this policy, that are inappropriate for access by minors:[4]

1. Defamatory.
2. Lewd, vulgar, or profane.
3. Threatening.
4. Harassing or discriminatory.[9][10][11]
5. Bullying.[12]
6. Terroristic.[13]

The district reserves the right to restrict access to any Internet sites or functions it deems inappropriate through established Board policy, or the use of software and/or online server blocking. Specifically, the district operates and enforces a technology protection measure(s) that blocks or filters access to inappropriate matter by minors on its computers used and accessible to adults and students. The technology protection measure shall be enforced during use of computers with Internet access.[3][4][14]

Upon request by students or staff, the Superintendent or designee shall expedite a review and may authorize the disabling of Internet blocking/filtering software to enable access to material that is blocked through technology protection measures but is not prohibited by this policy.[14]

Upon request by students or staff,administrators may authorize the temporary disabling of Internet blocking/filtering software on a device or for particular Internet sites or domains to enable access for bona fide research or for other lawful purposes. Staff may request a particular website or domain that is valid/appropriate to be unblocked. These requests need to be submitted to the Technology Department. If it is required that ALL blocking/filtering needs disabled on a specific student device, written permission from

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the parent/guardian is required in addition to the building principal's approval. If a request for temporary disabling of ALL Internet blocking/filtering software is denied, the requesting student or staff member may appeal the denial to the Superintendent or designee for expedited review.[3][15]

Delegation of Responsibility

The district shall make every effort to ensure that this resource is used responsibly by students and staff.

The district shall inform staff, students, parents/guardians and other users about this policy through employee and student handbooks, posting on the district website, and by other appropriate methods. A copy of this policy shall be provided to parents/guardians, upon written request.[14]

Users of district networks or district-owned equipment shall, prior to being given access or being issued equipment, review the provisions of this policy, and be aware that the district uses monitoring systems to monitor and detect inappropriate use and tracking systems to track and recover lost or stolen equipment.

Administrators, teachers and staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discern among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals.

Students, staff and other authorized individuals have the responsibility to respect and protect the rights of every other user in the district and on the Internet.

Building administrators shall make initial determinations of whether inappropriate use has occurred.

The Superintendent or designee shall be responsible for recommending technology and developing procedures used to determine whether the district's computers are being used for purposes prohibited by law or for accessing sexually explicit materials. The procedures shall include but not be limited to:[3][4][16]

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1. Utilizing a technology protection measure that blocks or filters Internet access for minors and adults to certain visual depictions that are obscene, child pornography, harmful to minors with respect to use by minors, or determined inappropriate for use by minors by the Board.

2. Maintaining and securing a usage log.

3. Monitoring online activities of minors.

The Superintendent or designee will ensure students are educated on network etiquette and other appropriate online behavior, including:[4]

1. Interaction with other individuals on social networking websites and in chat rooms.

2. Cyberbullying awareness and response.[12][17]

Guidelines

All district accounts shall be used only by the authorized owner of the account for its approved purpose. All users shall respect the privacy of other users on the system.

Safety

It is the district's goal to protect users of the network from harassment and unwanted or unsolicited electronic communications. Any network user who receives threatening or unwelcome electronic communications or inadvertently visits or accesses an inappropriate site shall report such immediately to a teacher or administrator. Network users shall not reveal personal information to other users on the network, including chat rooms, email, social networking websites, etc.

Internet safety measures shall effectively address the following:[4][16]

1. Control of access by minors to inappropriate matter on the Internet and World Wide Web.

2. Safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.

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3. Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.

4. Unauthorized disclosure, use, and dissemination of personal information regarding minors.

5. Restriction of minors' access to materials harmful to them.

Prohibitions

Users are expected to act in a responsible, ethical and legal manner in accordance with district policy, accepted rules of network etiquette, and federal and state law. Specifically, the following uses are prohibited:

1. Facilitating illegal activity.

2. Commercial or for-profit purposes.

3. Nonwork or nonschool related work.

4. Product advertisement or political lobbying.

5. Bullying/Cyberbullying.[12][17]

6. Hate mail, discriminatory remarks, and offensive or inflammatory communication.

7. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.

8. Accessing, sending, receiving, transferring, viewing, sharing or downloading obscene, pornographic, lewd, or otherwise illegal materials, images or photographs.[18]

9. Access by students and minors to material that is harmful to minors or is determined inappropriate for minors in accordance with Board policy.

10. Inappropriate language or profanity.

11. Transmission of material likely to be offensive or objectionable to recipients.

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12. Intentional obtaining or modifying of files, passwords, and data belonging to other users.

13. Impersonation of another user, anonymity, and pseudonyms.

14. Fraudulent copying, communications, or modification of materials in violation of copyright laws.[19]

15. Loading or using of unauthorized games, programs, files, or other electronic media.

16. Disruption of the work of other users.

17. Destruction, modification, abuse or unauthorized access to network hardware, software and files.

18. Accessing the Internet, district computers or other network resources without authorization.

19. Disabling or bypassing the Internet blocking/filtering software without authorization.

20. Accessing, sending, receiving, transferring, viewing, sharing or downloading confidential information without authorization.

Security

System security is protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, these guidelines shall be followed:

1. Employees and students shall not reveal their passwords to another individual.

2. Users are not to use a device that has been logged in under another student's or employee's name.

3. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

Copyright

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The illegal use of copyrighted materials is prohibited. Any data uploaded to or downloaded from the network shall be subject to fair use guidelines and applicable laws and regulations.[19][20]

District Website and Learning Management Systems

The district shall establish and maintain a website and learning management systems and all content, templates, and course information shall be developed under the direction of the Superintendent or designee. All users publishing content on the district website or learning management systems shall comply with this and other applicable district policies. The district retains ownership of all content created/published on any district system.

Users shall not copy or download information from the district website and disseminate such information on unauthorized web pages without authorization from the Superintendent or designee.

The district utilizes third-party vendors for some technology services. Any advertising, including pop-up ads or other banners that may appear on those sites or applications do not represent the views of the district or its staff and are solely attributed to the third-party vendor or application in use.

Consequences for Inappropriate Use

The user shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts.[14]

Illegal use of the network; intentional deletion or damage to files or data belonging to others; copyright violations; and theft of services shall be reported to the appropriate legal authorities for possible prosecution.

General rules for behavior and communications apply when using the Internet, in addition to the stipulations of this policy.

Vandalism shall result in loss of access privileges, disciplinary action, and/or legal proceedings. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet or other networks; this includes but is not limited to uploading or creating computer viruses.

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Failure to comply with this policy or inappropriate use of the Internet, district network or computers shall result in usage restrictions, loss of access privileges, disciplinary action, and/or legal proceedings.[6][7][8]

Return of Technology Equipment for Staff

On or before the last official day of employment (resignation, retirement, or termination) all technology equipment must be returned to the School District. All administrative duties must be completed before the last day of employee responsibilities, including grades and the transfer of materials as part of a transition to another staff member. All district accounts, including email, will be suspended at the end of the workday on the last day worked. All data, emails, and documents are property of the Upper St. Clair School District. No data is allowed to be forwarded or transferred to a non-School District account.

FMLA

- All equipment must be returned on or before the last day worked.

Medical leaves & other leaves of absence

- Leaves less than 4 weeks, the employee may keep technology equipment unless the leave extends beyond the 4 weeks.
- Leaves 4 or more weeks, the employee must return the equipment on or before the last day worked.

Sabbaticals

- All equipment must be returned on or before the last day worked. Depending on the type of sabbatical, the supervisor may approve that the employee retains the equipment and the availability of equipment for substitutes is verified by the Director of Technology (or designee)

Maternity leaves

- All equipment must be returned on or before the last day worked. The supervisor may approve that the employee retains the equipment and the availability of equipment for substitutes is verified by the Director of Technology (or designee)

Exceptions: Administrators, Curriculum Leaders, Central Office Staff, or Support Staff remaining in an advisory capacity during any leaves of absence may keep assigned technology equipment.

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Equipment is subject to recall at any time by authorized school personnel.

Return of Technology Equipment for Students

Any district-owned technology equipment issued to students must be returned to the district at the conclusion of the school year unless otherwise notified. Any outstanding technology invoices must be paid in full by the end of the school year.

Students withdrawing from the district are required to return all district-owned technology equipment prior to their last day of enrollment. Any outstanding technology invoices must be paid in full at the time of withdrawal.

Equipment is subject to recall at any time by authorized school personnel.

The Superintendent or designee may develop administrative regulations for this policy.

Replaces Policy 3027 - Use of the District's Internet and Computer Networks Adopted: December 14, 2009
Revised and Adopted: November 26, 2012
815 Adopted: August 18, 2021

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MEMO

To: USC Board of School Directors
Dr. John Rozzo, Superintendent of Schools
From: Amy Pfender, Assistant Superintendent
Date: May 23, 2022
RE: Musical and Marching Band Independent Contract Agreements

I request approval of the following agreement(s)/contract(s)

Independent contract agreement-Patrick Baldwin-Drill design for USCHS Marching Band Pregame Show-$500.00 for the duration of July 1, 2022-August 30, 2022.

Amendment to contract with Robert Vukich from $2000 to $3000:
On January 31, 2022 Robert Vukich's services for $2000.00 were approved. Due to additional services needed during the 2022 USCHS musical, a request was received to amend the contract to reflect his services for a total of $3000.00.

Approval of contracts/agreements will be contingent upon documentation acceptable to the Superintendent and Solicitor.

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Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 523
School District Total Student Enrollment 4052
Percent of Students Receiving Special Education 12.9

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Steering Committee

Name	Position/Role	Building	Email
Cassandra Doggrell	Director of Special Education	Upper St. Clair SD	cdoggrell@uscsd.k12.pa.us
Colleen Czekaj	Other	Upper St. Clair SD	cczekaj@uscsd.k12.pa.us
Jodi Mosler	Special Education Teacher	Boyce MS	jmosler@uscsd.k12.pa.us
Melissa Randolph	Parent	Upper St. Clair SD	melis.randolph1981@gmail.com
Amy Bemm	Parent	Upper St. Clair SD	amybemm@gmail.com
Kelsey Morgan	Special Education Teacher	Eisenhower El Sch	kmorgan@uscsd.k12.pa.us
Cara Senger	Building Principal	Upper Saint Clair HS	csenger@uscsd.k12.pa.us
Erin Peterson	Building Principal	Fort Couch MS	epeterson@uscsd.k12.pa.us
Amie Carpenter	Other	Upper St. Clair SD	acarpenter@uscsd.k12.pa.us
Patrick McClintock-Comeaux	Building Principal	Baker El Sch	pmcclintockcomeaux@uscsd.k12.pa.us
Kara Manion	General Education Teacher	Baker El Sch	kmanion@uscsd.k12.pa.us
Michelle Zirngibl	Other	Upper Saint Clair HS	mzirngibl@uscsd.k12.pa.us
Sarah McKnight	Special Education Teacher	Upper Saint Clair HS	smcknight@uscsd.k12.pa.us
Laura Moeller	General Education Teacher	Upper Saint Clair HS	lmoeller@uscsd.k12.pa.us

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School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

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Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

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School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

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Identification Method

Identify the District's method for identifying students with specific learning disabilities

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use

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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

   Yes

24 P.S. §1306 facilities

Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Southwood Psychiatric Hospital	Other	Psychiatric Hospital	Other	82

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)
   The Upper St. Clair School District serves as the host district to a location that falls under Section 1306 of the Public School Code. Due to the nature of the identified location, the majority of students have an acute stay of 5-7 days. For students under acute care, the Upper St. Clair School District is not notified by the hospital of the student's admittance. However, the resident district is notified upon admittance if the parent, guardian, and/or student provides a signature on the appropriate release(s) of information. When a student begins to approach an extended period of stay at about 25-30 days, the USCSD is notified of the student's admittance. Once USCSD is notified, the following items occur to ensure students with disabilities are educated in the least restrictive environment for the length of stay in the hospital setting. 1. A 4605 form is issued to the student's district of residency. A letter from the USCSD accompanies the 4605 form asking the resident district to send specific student information and documentation to the USCSD Director of Special Education. 2. If a student has an IEP or 504, the parents or CYF designee are contacted, the district of residency is contacted, and a meeting is held. At times, multiple attempts to identify the district of residency occurs. 3. The IEP/504 team meets to review placement. Due to the medical recommendations and significant needs of the students, it is determined through answering the questions of supplementary aids and services that the location is the least restrictive environment to provide FAPE. In addition, IEP revisions may occur to ensure the goals, SDIs, and related services are appropriate for the setting. Further, if a student is admitted when their annual date of implementation is due, the IEP is updated and an IEP meeting is held with the team. It is important to note that each case is very unique and individualized to that student. Therefore, one process is not followed step by step since it is necessary to be responsive in different ways for each student. 4. If a student is cleared medically and a placement determination needs to be considered, the IEP team would reconvene. Options would be discussed to determine the least restrictive environment. Options may include placement in a private setting or within an USCSD school. It is important that medical recommendations be part of this deciding factor in order for students to continue to make progress toward their treatment goals while at this location. 5. In order for students to receive educational benefit during their length of stay in the hospital setting, the facility employs certified teachers to provide daily on-site instruction. The USCSD partners with the facility's teaching staff to ensure meaningful education is provided to patients during their course of treatment. Some individual school districts have contracts with the facility and work collaboratively with facility teachers and staff regarding educational work for students. When a school district does not have an active contract with the facility the USCSD is billed for services rendered. Then the district of residency identified through the 4605 process is billed by the USCSD for payment of the services

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rendered. 6. The USCSD supports the facility's teaching staff to ensure materials are available and that students have the opportunity to receive education during their length of stay. Students are scheduled to receive two hours of instruction daily during their admittance. This amount of time is appropriate for most students, however, the length of instruction can be adjusted through the IEP/504 process to best support student needs. Also, the USCSD supports the process of ESY eligibility and services for students that are admitted during the ESY timeframe. For students that qualify for ESY, the IEP is updated and services are provided in the facility. 7. Additionally, to strengthen the partnership between the facility and the host district, the Director of Special Education participates in update meetings with personnel from the facility to identify potential discharge dates and/or receive status updates on student needs and progress. 8. If a student is placed at the facility for an extended period of time and does not have an active IEP, the USCSD works collaboratively with the facility personnel, parents/guardians, and the resident school district to begin the evaluation process under Child Find.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school? To strengthen the partnership and communication between the facility and the host district, the Director of Special Education participates in update meetings with personnel from the facility to identify potential discharge dates and/or receive status updates on student needs and progress. Also, during these scheduled meetings the USCSD helps to provide instructional support to the teaching staff. These meetings occur at least monthly. Beyond the monthly meetings, the USCSD staff is readily available to communicate with facility personnel and/or resident district as needed. Given the medical needs of the students in the facility, the students are often discharged to another facility or location and do not transition directly back to their resident school. The recommendations for discharging students to a new location or back to the resident school are decided through the student's medical treatment team and not educational decision-makers. The resident district is notified by the facility when a student is discharged and provided information about their discharge location. When a student is discharged back to their resident school consideration of supplementary aids and services and their current academic performance/functional performance helps determine necessary and appropriate programming in the resident school. The USCSD is available for communication and collaboration with resident districts to provide this information and contribute to the discussion for planning student reentry or transition.

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Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?
   No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

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Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.
   The USCSD remains committed to providing inclusionary learning experiences and educating students in the least restrictive environment setting. USCSD provides various services and supports to ensure that students with disabilities are educated alongside students without disabilities to the greatest extent possible. Members of IEP Teams consider the least restrictive environment with the provision of necessary supports and services for each individual student. The intentional determination of LRE is evident in the District's Special Education Data Report over the past several years. The SEDR reports for 2019-2020, 2018-2019, and 2017-2018 were reviewed to determine similarities and trends. The percentages for Indicator 5: Educational Environments across the three-year span were similar. The District's SEDR for the school year 2019-2020 shows that 71.5% of students receiving special education services were educated in regular education classes for 80% or more of their school day. The PA state average was 61.5%. The District recognizes that a small number of students may require a more restrictive educational setting to receive FAPE. As shown in the SEDR for the school year 2019-2020, 5.6% of students received their education in other settings outside of the district. The state average was 4.8%. This report also revealed that the percentage of students being educated in the regular class setting less than 40% of the day was not reportable due to small group size. An area of improvement for the USCSD is to consider possible ways to create opportunities for students to be educated in the regular class setting for less than 40% of their school day. By making progress in this area, the number of students educated in other settings may decrease. Further, this improvement may help the District offer a more robust continuum of placements for students within the district. Overall, the SEDR highlights USCSD steadfast commitment to providing opportunities for students to be educated in the least restrictive environment.
2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?
   The District implements a number of universal practices to support the academic and social/emotional needs of all students that receive accommodation in their learning environment. Across the District, a continuum of levels of support for participation in general education classrooms is offered to students. The levels of support are based on an inclusionary model. Based on the level of student need, students may participate in one or more of the following for core content classes: general education class with special education personnel consultation, general education class with paraprofessional support, or general education class with various co-teaching models. In addition to the inclusion models, the District offers resource classes in core content for students in need of direct instruction and remedial instruction. The resource setting may also include the use of paraprofessional support for the student roster or specific student needs. Also, within each building across the District, an enrichment and intervention block of time is part of the daily master schedule for students. During this time of the day, students are assigned to specific learning environments and provided individualized support for their academic or enrichment needs or social/emotional development. This support block is customized support for all students. The District's service delivery model of school counseling throughout K-12 supports the social/emotional needs of all students. The counseling department provides specific counseling classes, large group instruction, small group instruction, and individual counseling in all buildings. The District has a well-established Student Assistance Program (SAP) Partnership and student support referral process to ensure the needs of students are identified and addressed within their learning environments. Further, staff participate and engage in a professional learning community to strengthen their capacities to address the needs of all students.

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3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.
   There are many options for academic programming across the District to support student needs and interests. The teachers, curriculum leaders, and administrators jointly share responsibilities to determine curriculum and individual course offerings. A planned sequence of teacher initiatives, curriculum leader, and administrative guidance lead to recommendations for curriculum change. Instructional staff members are directly involved in planning curriculum and implementing new instructional programs through school staff meetings, district curriculum committees, department meetings, and summer curriculum projects. This curriculum process helps to ensure that a vast number of options for student participation in the general education curriculum exists. In addition to the District's established curriculum process, the District's Student Support Services team works closely and collaboratively with building administrators to ensure that students with disabilities have access to a comprehensive continuum of services and supports and educational placement options. The District utilizes a variety of evidence-based and research-based instructional approaches and programs in core academic areas to support participation in the general education curriculum. Both general education students and special education students are supported in the general education curriculum with various supplemental programs and services as student needs warrant. Students who require supplemental aids and supports within the general education setting may utilize the following: nursing services, personal care assistant, instructional paraprofessionals, assistive technology, hearing support, vision support, physical therapy, occupational therapy, speech and language therapy, positive behavior support plan, psychological services, etc. Special education teachers participate in the District's established Curriculum Department Meetings to collaborate with their colleagues regarding student participation and engagement with the general education curriculum. This time is dedicated to teacher learning and discussion about designing and delivering differentiated instruction in various content areas. This is also a time that professional development and training can be offered to staff. Additionally, throughout the year paraprofessional staff receives specific training related to their role and supporting students in the general education curriculum. The District continues to partner with PaTTAN, the intermediate unit (AIU3), and additional outside agencies to deliver site-based training, consultation, and technical assistance to staff. Finally, the District regularly contracts with outside agencies to provide on-going training and support to staff in order for students to remain and make progress in the general education classroom.
4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
   There is a range of supplementary aids and services offered to students with disabilities to ensure meaningful participation in extracurricular activities across the USCSD. The IEP Team and case manager for the students help to identify, plan, and communicate the needed support for the students' participation and engagement in the extracurricular activities. Consideration by the IEP Team is given in a variety of areas and supplementary aids and services are designed to support students in their extracurricular activities. The following represents considerations and some examples of supplementary aids and services implemented across the district to support students with disabilities in extracurricular activities. Depending on a student's specific needs the following may be considered: environmental needs (preferential seating or planned physical space for accessibility) level of support staff (providing paraprofessional support, providing nursing services, providing vision/hearing teacher services) specialized equipment (use of assistive technology, specialized transportation, adapted sports equipment) pace and presentation style of activity (offering breaks, offering customized schedule for participation, offering visuals to supplement) accessibility to materials (use of assistive technology for accessing, Braille materials) social interactions (providing social stories, peer-assisted support,

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intentional cooperative groups, explicit teaching of skills prior to) executive functioning (creating and reviewing a schedule of events, allowing for additional transition time, creating organizational systems)

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?
   The District procedures for evaluation/reevaluation and IEP team development and collaboration ensure that students with disabilities attending private institutions are educated with non-disabled children to the maximum extent possible and have the opportunity to participate in district-sponsored extracurricular activities. Prior to a student being referred to a private institution, an IEP team meeting is held. All required members of the IEP team are invited to participate in determining the appropriate placement of the student who has not been successful within District programming. During this meeting, the team reviews relevant student data including progress reports, behavior data, work samples, grades, parent input, teacher input, and related service provider input. The IEP team also discusses the types of supplementary aids and support in place and the outcomes of implementing the supports. If the IEP team determines additional data is needed to make a decision about educational placement, a Permission to Reevaluate (PTR) is issued. If the IEP team concludes it has all the necessary data needed to make the decision regarding educational placement, a new IEP is developed and a Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN) is issued to the parents. Upon parental approval and acceptance by the private institution, the student's new placement will begin. The USCSD Director of Special Education and/or USCSD Special Education Curriculum Leader maintains close contact with the private institution on the progress the student is making. The USCSD Director of Special Education and/or USCSD Special Education Curriculum Leader participate in all student IEP meetings or parent/school meetings. During these meetings, opportunities for extracurricular participation are considered and opportunities for students to be educated with non-disabled children. Additionally, parents receive District communications regularly about extracurricular activities available within the District. The District works collaboratively with the private institutions and parents to provide the support needed for students to engage in the identified opportunities (i.e.,: enrollment at vo-tech school, community-based work, participation in specific District courses, District sponsored sports teams). When a student is no longer in need of the private institution, a transition plan is developed and implemented to ensure a successful transition back to the student's District school and programming. The District works diligently with all stakeholders to transition students back into District programming when appropriate for the student. The District continually strives to transition our students to the least restrictive environment and meet their educational and post-secondary needs.
6. Discuss the district’s need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)
   As our students' needs continue to evolve, the District should assess for areas of need within programming to ensure a continuum of services is provided and available to students. One area the District should examine is the continuum of Emotional Support programming across K-12. Providing a continuum of services across all ages will better support student needs, especially by offering an early intervention component to programming. Further, assessing our continuum of Life Skills programming and aligning the programming K-12 will ensure that students' programming reflects their needs as students matriculate through the District. Given the number of students with autism receiving education in out-of-district placement, it should also be investigated the impact of the District offering Autism Support programming K-12 or designing additional Life Skills programming. Overall, it will be beneficial for the district to evaluate the continuum of types of support within different programming and determine if changes within programming and type of support would better serve our students.

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Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
The Bradley School	Licensed Private Academic		The Bradley Center	Emotional Support	2
ACLD Tillotson School	Approved Private School (APS)		ACLD	Learning Support	3
The Day School at the Children's Institute	Approved Private School (APS)		The Children's Institute	Autistic Support	3
The Pathfinder School	Other	Special Education Centers	Allegheny Intermediate Unit	Autistic Support	1
The Pathfinder School	Other	Special Education Centers	Allegheny Intermediate Unit	Multiple Disabilities Support	2
Total Learning Centers	Other	Privately Owned	Total Learning Centers	Emotional Support	1
Watson Institute Education Center South	Approved Private School (APS)		Watson Institute	Life Skills Support	9
Watson Institute Social Center for Academic Achievement (WISCA)	Other	Special Education School Program	Watson Institute	Autistic Support	3
Wesley K-8	Approved Private School (APS)		Wesley Family Services	Emotional Support	1
Wesley High School	Approved Private School (APS)		Wesley Family Services	Emotional Support	4

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Positive Behavior Support

Date of Approval
2021-02-22

Uploaded Files
113.2 - Behavior Support.pdf

1. How does the district support the emotional, social needs of students with disabilities?
   The District takes a multifaceted approach to support students' emotional and social needs. One way the District supports students is through curriculum and programming. School counselors K-12 provided direct teaching to all students through classroom counseling lessons. The classroom lessons and delivery of services use the ASCA Student Standards: Mindset and Behaviors as a guide. School counselors provide specific counseling classes, large group instruction, small group instruction, and individual counseling. The District has increased school counselor staffing availability over the past few years to support this area. The District's student support services referral process and the use of tiered interventions also supports the emotional and social development of students. All students receive tier 1 level universal support within their general education classroom. The general education teacher and school counselor collaboratively support tier 1. Students demonstrating a targeted level of need receive small group counseling support focused on identified areas of student need. Then students in need of tier 3 intensive supports receive direct and individual support from school counselors and/or school psychologists. Students that are in need of more intensive and comprehensive programming receive this level of support through the District's Emotional Support programming. Additionally, student led supports, such as Natural Helpers, Peer Tutoring, Peer Buddy Programs, and Lunch Bunch, help foster a culture of social and emotional wellness across the District.
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
   Annually, staff members who are certified Comprehensive Crisis Management (CCM) trainers receive a two-day recertification training on-site. Quarterly training is provided to selected staff to be certified in CCM. Selected staff is identified by the student support services leadership and building administrators to provide behavioral support to students and professional development to staff. The CCM training focuses on de-escalation techniques and safety response protocols. The District's School Board Policies 113.1 Discipline of Students with Disabilities and 113.2. Behavior Support provides guidelines and explanations about positive behavior support district-wide. Further to enhance the District's capacity to offer behavioral supports, identified staff receive direct professional development about the design of positive behavior supports through District professional development offerings and through consultation from the District's contracted behavior specialist with board certified behavior analyst (BCBA) certification. The District also uses the Student Assistance Program (SAP) and the SAP Liaison to provide another layer of social, emotional, and behavioral support to students and families. Through the student support services referral process, the SAP Liaison will partner and collaborate with the District and family to ensure students are receiving appropriate care for their needs. Identified District staff have also participated in Youth Mental First Aid Training and trauma-informed practices through Trauma-Sensitive Schools. All district faculty have received training in suicide prevention and awareness as a means of behavioral support to students.

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3. Describe the district positive school wide support programs.
   The District infuses positive school-wide support programs throughout the buildings K-12. The main tenets of creating a safe school climate, a connected school community, and valuing student voice create a cohesive culture across the District. The use of the Collaborative for Academic, Social, and Emotional, Learning (CASEL) framework guides efforts at the building level K-12. The CASEL framework supports the design of school-wide programs at each building. Depending on the needs of the students and school community, the following school wide support programs may be offered -Academic Resource Time -Student Clubs -Student Council -No Place for Hate -Peer Tutoring -Peer Mentoring -Peer Buddy Programs -Best Buddies -Natural Helpers -Advisor Time -Community Service Projects -Taking Action Projects -Panther Program -Leadership Academy
4. Describe the district school-based behavior health services.
   Currently, the District operates effective Emotional Support programs at Boyce Middle School (Grades 5 and 6), Ft. Couch Middle School (Grades 7 and 8), and High School (Grades 9-12). The Emotional Support program at the High School is supported by a special education teacher, paraprofessional, and a contracted social worker. At Ft. Couch Middle School the Emotional Support program includes a special education teacher and school psychologist. The Boyce Middle School Emotional Support program is supported by a special education teacher and school counselors. The Special Education Curriculum Leader provides administrative oversight and support to the Emotional Support programming grades 5-12 . The Emotional Support teams within each building provide academic, social, emotional, and behavioral skills programming to students within the least restrictive environment. The District also has an established and ongoing contract with a professor through the University of Pittsburgh to have guidance with additional resources and supports for teams, students, and families. In addition to the Emotional Support programs, the school counselors, and at times the school psychologists across the District, provide social, emotional, and behavioral skills development instruction for targeted students.
5. Describe the district restraint procedure.
   Administrators, teaching staff, and support staff utilizing restraint procedures are certified in Comprehensive Crisis Management (CCM) and trained by certified CCM trainers. These individuals are trained in the use of procedures and techniques regarding de-escalation and physical restraint. The District also provides training regarding the development of positive behavior support plans to relevant staff and personnel. Restraints are only to be considered as a measure of last resort, only after other less restrictive measures have been used. Restraints may only be used when the student is acting in a manner as to be a clear and present danger to himself/herself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. If and when the use of restraints occurs the District follows the special education regulations and provisions put forth in 22 Pa. Code Chapter 14 and Chapter 711. In these circumstances, the District notifies the parent and conducts an IEP team meeting within 10-school days unless the parent waives the need for a meeting in writing. The IEP Team also reviews the established criteria of when the use of restraints may be included in a student's IEP and determines if this is necessary to add to the student's IEP. The IEP Team further considers if there is a need to conduct a functional behavioral assessment and update or create a positive behavior support plan for the student. Lastly, the District remains compliant with reporting the use of restraints quarterly in the RISC portal for students placed in the District and outside of the District.

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Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

The District utilizes an interagency process of collaborative consultation with community agencies and parents to problem-solve ways of educating difficult to serve students in the least restrictive environment. The District relies on the Intensive Interagency Coordinator through the local intermediate unit as well as Allegheny County's Department of Human Services to assist in interagency planning. This process helps to eliminate barriers to appropriate educational placements. It manages time efficiently and effectively and is responsible for the implementation of service from an established continuum of programs that are solution-oriented. Metting participants may include the student, parents, educational advocates, psychiatrists, psychologists, social workers, teachers, and when appropriate probation, Child and Youth representatives, mental health providers, school administration, and school counselors. The District has been fortunate to work closely with area educational and mental health agencies. At this time, there is not a need to expand the coordination services process. There is a need to expand the number of facilities that can offer educational placement to students in this part of the state. It seems there are limited options for placements in the western region.

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Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 26	Secondary	Part-time (0.5)	05/17/2022 04:05 PM

Building Name		
Upper Saint Clair HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	18 to 21
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 25	Secondary	Full-time (1.0)	05/17/2022 03:59 PM

Building Name		
Upper Saint Clair HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**

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School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.1

Building Name		
Upper Saint Clair HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.9

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 24	Secondary	Full-time (1.0)	05/17/2022 03:54 PM

Building Name		
Upper Saint Clair HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**

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	0.2

Building Name		
Upper Saint Clair HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**
		0.45

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 23	Secondary	Full-time (1.0)	05/17/2022 04:01 PM

Building Name		
Upper Saint Clair HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.1

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Building Name		
Upper Saint Clair HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.65

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 22	Secondary	Full-time (1.0)	05/17/2022 04:17 PM

Building Name		
Upper Saint Clair HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**
		0.1

Building Name
Upper Saint Clair HS

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Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
The age range is justified and supported through the IEP process, IEP Waiver form completed		0.25

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 21	Secondary	Full-time (1.0)	05/17/2022 04:16 PM

Building Name		
Upper Saint Clair HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.14

Building Name
Upper Saint Clair HS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.85

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 20	Secondary	Full-time (1.0)	05/17/2022 04:08 PM

Building Name		
Upper Saint Clair HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.22

Building Name
Upper Saint Clair HS
Support Type
Learning Support
Support Sub-Type
Learning Support

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

Level of Support		**Case Load**
Full-Time (80% or More)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.5

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 19	Secondary	Full-time (1.0)	05/17/2022 03:43 PM

Building Name		
Upper Saint Clair HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**
		0.28

Building Name	
Upper Saint Clair HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	6

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Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		**FTE %**
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 18	Secondary	Full-time (1.0)	05/17/2022 04:11 PM

Building Name		
Upper Saint Clair HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.24

Building Name		
Upper Saint Clair HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18

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Age Range Justification	FTE %
	0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 17	Secondary	Part-time (0.5)	05/17/2022 03:40 PM

Building Name		
Fort Couch MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.04

Building Name		
Fort Couch MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.1

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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 16	Secondary	Full-time (1.0)	05/17/2022 03:39 PM

Building Name		
Fort Couch MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.02

Building Name		
Fort Couch MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.45

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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 15	Secondary	Full-time (1.0)	05/17/2022 03:38 PM

Building Name		
Fort Couch MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.2

Building Name		
Fort Couch MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 14	Secondary	Full-time (1.0)	05/17/2022 03:36 PM

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Building Name		
Fort Couch MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.02

Building Name		
Fort Couch MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.45

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 13	Secondary	Full-time (1.0)	05/17/2022 03:35 PM

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

Building Name		
Fort Couch MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.06

Building Name		
Fort Couch MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.55

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 12	Secondary	Full-time (1.0)	05/17/2022 03:33 PM

Building Name

Fort Couch MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.06

Building Name		
Fort Couch MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.4

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 11	Elementary	Full-time (1.0)	05/17/2022 03:31 PM

Building Name
Boyce MS
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.28

Building Name		
Boyce MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 10	Secondary	Full-time (1.0)	05/17/2022 03:29 PM

Building Name
Boyce MS
Support Type
Learning Support
Support Sub-Type

Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	10 to 12
Age Range Justification		**FTE %**
		0.22

Building Name		
Boyce MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	10 to 12
Age Range Justification		**FTE %**
		0.15

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 9	Elementary	Full-time (1.0)	05/17/2022 03:27 PM

Building Name	
Boyce MS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	**Case Load**

Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.1

Building Name		
Boyce MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.55

Building Name		
Boyce MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.1

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**

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Program Position 8	Elementary	Full-time (1.0)	05/17/2022 03:25 PM

Building Name		
Boyce MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.6

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 7	Elementary	Full-time (1.0)	05/17/2022 03:22 PM

Building Name		
Streams El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**

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	0.28

Building Name		
Streams El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 8
Age Range Justification		**FTE %**
		0.1

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 6	Elementary	Full-time (1.0)	05/17/2022 03:15 PM

Building Name		
Streams El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.1

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Building Name		
Streams El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.5

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 5	Elementary	Full-time (1.0)	05/17/2022 03:12 PM

Building Name		
Eisenhower El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 9
Age Range Justification		**FTE %**
The age range is justified and supported through the IEP process, IEP Waiver form completed		0.5

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**

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Program Position 4	Elementary	Full-time (1.0)	05/17/2022 03:08 PM

Building Name		
Eisenhower El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 9
Age Range Justification		**FTE %**
The age range is justified and supported through the IEP process, IEP Waiver form completed		0.16

Building Name		
Eisenhower El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 10
Age Range Justification		**FTE %**
The age range is justified and supported through the IEP process, IEP Waiver form completed		0.2

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 3	Elementary	Full-time (1.0)	05/17/2022 02:56 PM

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

Building Name		
Eisenhower El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.24

Building Name		
Eisenhower El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.15

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 2	Elementary	Full-time (1.0)	05/17/2022 02:51 PM

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

Building Name		
Baker El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 9
Age Range Justification		**FTE %**
		0.1

Building Name		
Baker El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 9
Age Range Justification		**FTE %**
		0.35

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Program Position 1	Elementary	Full-time (1.0)	05/17/2022 02:47 PM

Building Name

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Baker El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 9
Age Range Justification		**FTE %**
The age range is justified and supported through the IEP process, IEP Waiver form completed		0.12

Building Name		
Baker El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 9
Age Range Justification		**FTE %**
The age range is justified and supported through the IEP, IEP Waiver completed		0.45

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Special Education Facilities

Building Name		**Room #**
Baker El Sch		106
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		**Room #**
Baker El Sch		7
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

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2Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		**Room #**
Eisenhower El Sch		206
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

3Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

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Building Name		**Room #**
Eisenhower El Sch		107
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		**Room #**
Eisenhower El Sch		109
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

5Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		**Room #**
Streams El Sch		116
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

6Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name	**Room #**
Streams El Sch	211

School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		**Room #**
Boyce MS		27
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

8Assurance Check

Assurance Check	Yes	No

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The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		**Room #**
Boyce MS		42
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name	**Room #**
Boyce MS	43
School Building	**Building Description**
Middle	A building in which general education programs are operated

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Fort Couch MS		139
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

11Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		**Room #**
Fort Couch MS		146
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

12Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		**Room #**
Fort Couch MS		13
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0

Implementation Date
2022-05-22
Uploaded Files

13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		**Room #**
Fort Couch MS		207
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

14Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	

The class is composed of at least 28 square feet per student	Yes	

Building Name		**Room #**
Upper Saint Clair HS		104D
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

15Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		**Room #**
Upper Saint Clair HS		104A
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		

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16Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		**Room #**
Upper Saint Clair HS		104B
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

17Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

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Building Name		**Room #**
Upper Saint Clair HS		104E
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

18Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		**Room #**
Upper Saint Clair HS		206
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
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19Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		**Room #**
Upper Saint Clair HS		318
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

20Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible		No
The class is composed of at least 28 square feet per student		No

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Building Name		**Room #**
Upper Saint Clair HS		409
School Building		**Building Description**
Senior High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

21Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		**Room #**
Baker El Sch		11 and 12
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

22Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		**Room #**
Boyce MS		6
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

23Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		**Room #**
Eisenhower El Sch		117
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

24Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		**Room #**
Streams El Sch		115
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

25Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		**Room #**
Boyce MS		28
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

26Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

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Building Name		**Room #**
Fort Couch MS		125
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

27Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		**Room #**
Fort Couch MS		246
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

28Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		**Room #**
Fort Couch MS		247
School Building		**Building Description**
Middle		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-05-22		
Uploaded Files		

29Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

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Special Education Support Services

30Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Director of Pupil Services	1	District Wide	District
Other	1	District Wide	District
Other	.5	Elementary	District
Transition Coordinator	.5	Secondary	District
School Psychologist	4	District Wide	District
Physical Therapist	2	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Social Worker	1	Secondary	Contractor
Behavior Specialist	.4	District Wide	Contractor
Guidance Counselor	8	Secondary	District
Guidance Counselor	5	Elementary	District
Other	4	District Wide	Contractor
Paraprofessionals	49	District Wide	District
Other	2	District Wide	Contractor

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Special Education Personnel Development

Autism

Description of Training			
This training will provide information about supporting students with autism in the general education classroom and curriculum. Participants will gain an understanding about interventions and strategies to use to accommodate and support students with autism in an inclusive environment.			
Lead Person/Position		**Year of Training**	
Director of Special Education/Student Support Services Leadership Staff		2022-2023, 2023-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District	General Education Teachers

Description of Training			
The training will provide information about the Picture Exchange Communication System (PECS). Information presented will focus on the benefits, targeted student population for use, and implementation of PECS.			
Lead Person/Position		**Year of Training**	
Director of Special Education/Student Support Services Leadership Staff		2022-2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	2	District PaTTAN	General Education Teachers

Positive Behavior Support

Description of Training			
This training will provide information about how to respond to behavioral challenges in the classroom. The participants will gain an understanding of the nature and function of challenging behaviors. Participants will also be provided with effective and positive strategies for behavior management and skill instruction.			
Lead Person/Position		**Year of Training**	
Director of Special Education/Student Support Services Leadership Staff		2022-2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**

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2	2	District PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
This training will review the procedures and processes for conducting and writing a Functional Behavior Assessment (FBA). The training will also provide information and strategies about designing and implementing Positive Behavior Support Plans (PBSP). The training will highlight goal writing, data collection, and behavioral interventions to support student needs. Participants will develop a comprehensive understanding of the processes involved and further their skill sets with conducting FBA, designing PBSP, and collecting data on PBSP.			
Lead Person/Position		**Year of Training**	
Director of Special Education/Student Support Services Leadership Staff		2022-2023, 2023-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	2	District Other	Special Education Teachers

Paraprofessional

Description of Training			
This training will provide information about hierarchy of prompting and effective practices for giving verbal and visual cues. Participants will be provided the science behind prompting and implementation examples based on student area of need. Participants will have the opportunity to practice and also receive support with data collection strategies.			
Lead Person/Position		**Year of Training**	
Director of Special Education/Student Support Services Leadership Staff		2022-2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District	Paraprofessionals

Description of Training

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Training opportunities will provide paraprofessionals with continued knowledge and skills in relationship to students' academic and behavioral needs as well as self-identified areas of interest/need.			
Lead Person/Position		**Year of Training**	
Director of Special Education/Student Support Services Leadership Staff		2022-2023, 2023-2024, 2024-2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	2	District Intermediate Unit PaTTAN	Paraprofessionals

Transition

Description of Training			
This training will focus on the goals and development of individualized transition plans. The training will provide participants with a process for development of transition plans and detailed information about how to support post-secondary goals.			
Lead Person/Position		**Year of Training**	
Director of Special Education/Student Support Services Leadership Staff		2023-2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	2	District Intermediate Unit	Building Administrators Special Education Teachers

Science of Literacy

Description of Training	
Language Essentials for Teachers of Reading and Spelling (LETRS) will be provided. This training will provide teachers with an understanding of: 1. How students learn to read and write, 2. The reasons why some students fail to learn to read, spell or write, 3. The instructional strategies best supported by research	
Lead Person/Position	**Year of Training**
Director of Special Education/Student Support Services Leadership	2022-2023, 2023-2024, 2024-2025

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Staff			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
8	3	District Intermediate Unit	Special Education Teachers

Parent Training

Description of Training			
This training will provide parents with information about The Pennsylvania Office of Vocational Rehabilitation (OVR). Participants will develop an understanding of how OVR supports vocational rehabilitation services to help persons with disabilities prepare for, obtain, or maintain employment.			
Lead Person/Position		**Year of Training**	
Director of Special Education/Student Support Services Leadership Staff		2022-2023, 2023-2024, 2024-2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	2	District Other	Parents Special Education Teachers

IEP Development

Description of Training			
This training will provide instruction on required elements for each section of the Individualized Education Program (IEP) as well as best practice considerations when preparing for and conducting an IEP team meeting. Participants will focus on essentials of IEP writing.			
Lead Person/Position		**Year of Training**	
Director of Special Education/Student Support Services Leadership Staff		2022-2023, 2023-2024, 2024-2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	12	District PaTTAN	Building Administrators Special Education Teachers

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Signatures & Affirmations

Approval Date

Uploaded Files

- There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
- The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Date

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USC SCHOOL DISTRICT

Customizing Learning,
Nurturing Potential...
Delivering Excellence

Memo

To: Dr. John Rozzo, USC Board Members

From: Ms. Cassandra Doggrell

Date: May 23, 2022

RE: Special Education and Student Support Services Agreement(s)/Contract(s)

I request approval of the following agreement(s)/contract(s) for school year 2022-2023:

1. Allegheny Intermediate Unit Services Agreement: Umbrella agreement for services provided by the AIU. If services are rendered throughout the school year, then the fees and expenses for services are determined as outlined in the 2022-2023 Services Guide.

Approval of contracts/agreements will be contingent upon documentation acceptable to the Superintendent and Solicitor.

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Allegheny Intermediate Unit

SERVICES GUIDE

2022 – 2023

aiu

Serving Every Learner

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ALLEGHENY INTERMEDIATE UNIT

2022 - 2023 SERVICES GUIDE

475 East Waterfront Drive | Homestead, PA 15120
412-394-5700 | aiu3.net

Executive Leadership Team

Jill Jacoby, Ed.D., Assistant Executive Director for Teaching & Learning

Michael Jones, Director of Diversity, Equity & Inclusion

Erin Koebel, Director of Human Resources & Labor Relations

Joseph Lucarelli, Chief Finance & Operations Officer

James Palmiero, Ed.D., Assistant Executive Director for Special Education & Pupil Services

Richard Platts, Chief Technology Officer

Robert Scherrer, Ed.D., Executive Director

Joseph Shaulis, Esq., General Counsel

Wendy Etheridge Smith, Ph.D., Director, Early Childhood, Family & Community Services

Board of Directors

David Schaap, *President*	Brentwood Borough SD
Peter Lyons, *Vice President*	Pine-Richland SD
Phil Little, *Secretary*	North Hills SD
Robert Shages, *Treasurer*	Hampton Township SD
James Bulger	Steel Valley SD
Frank Cortazzo	South Allegheny SD
Leonard Fornella	South Fayette Township SD
Kristi Minnick	Deer Lakes SD
Daniel O'Keefe	Northgate SD
Larry Pollick	Allegheny Valley SD
Patrick Sable	South Park SD
Roger Tachoir	Clairton City SD

What's Inside

Services at a Glance 1

Administrative Services 5
- Communications & Legislative Services 5
- Diversity, Equity & Inclusion 5
- Evaluation, Grants & Data 6
- Executive Support 7
- Finance & Business Operations 8
- Human Resources & Labor Relations 9
- Safety & Security 10
- Technology Services 12

Family & Community Engagement 13
- Early Childhood Education Services 13
- Family Literacy, Education & Support 14
- School-Age Supplemental Programs & Services 15

Professional Growth 17
- Continuing Professional Education 17
- Educational Technology & Innovative Practices 18
- English as a Second Language (ESL) 19
- Math & Science Collaborative 20
- PA Department of Education Initiatives 22
- Reading Achievement Center 23
- Social Studies 26
- Training & Consultation 27
- transformED 30
- Waterfront Learning 31

Special Education Services 32
- Administrative Support 32
- Preschool Services 33
- Pupil Services 33
- Special Education School-Based Programs 35
  - Blind/Visually Impaired Support 37
  - Deaf/Hard of Hearing 37
  - OT/PT Services 38
  - Speech/Language Impaired Support 38

Student Programs 40
- Academic Events & Gifted Education 40
- English as a Second Language (ESL) 40
- Non-Public Schools Program 42
- School-Age Supplemental Programs & Services 43
- Special Education School-Based Programs 43
- Waterfront Learning 43

All services are rendered in accordance with the 2022-2023 Allegheny Intermediate Unit Services Agreement.

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

Serving Every Learner

2022-2023 SERVICES AT A GLANCE

The 104 services listed on this page are FREE to member school districts.

- Allegheny County Jail Workforce Development & GED Preparation Program
- Assistive Technology
- Autism Support
- BrightBytes – Data Interpretation & Action Planning
- Business Administrator Role-Alike Meetings
- C3 Framework
- Classroom Diagnostic Tools (CDT)
- CMU Computer Science (CS) Academy
- Co-Teaching
- Comprehensive Planning Process
- Computer Science and Technology Teachers Network
- Continuity of Education Support
- Crisis Response Team
- Curriculum Coordinator Role-Alike Meetings
- Data Team Training
- Deaf-Blind Resource Team
- Detention Education System
- Diagnostic Assessment & Interventions
- Diagnostic Consultation*
- Diversity, Equity & Inclusion (DEI) Programming & Consultation
- Early Head Start
- Education for Children & Youth Experiencing Homelessness (ECYEH)
- Educational Stability for Foster Care Youth
- Educator Evaluation
- Educator Workshops
- Educators Corporations Partnership (ECP) for STEM Learning
- English Language Arts (ELA) Symposium
- Family Literacy Classes
- Family Centers
- Federal Program Role-Alike Meetings
- Focus on Attendance
- Future Ready PA Index
- General IDEA Supports
- Gifted Education
- Grant Network
- Group Term Life Insurance Consortium*
- Head Start
- Hi5! Kindergarten Transition
- Human Resources Director Role-Alike Meetings
- IDEA Subrecipient Monitoring
- Immigrant Services & Connections (ISAC)
- Instructional Coach Role-Alike Meetings
- Integrating Open Educational Resources Across the Curriculum
- Intensive Interagency Coordination
- Joint Purchasing Program
- Keystone Exams in Literature
- Least Restrictive Environment/ Inclusive Practices
- Legislative Policy & Advocacy
- Life Skills/Supporting Students with Complex Needs
- Lincoln Park After-School Program
- Local Task Force
- Management Consultation
- Math Coach Network
- Media Coordinator Role-Alike Meetings
- MSC Math Educator Networks for K–12 Teachers
- MSC Science Educator Networks for K–12 Teachers
- Multi-Sensory Approach to Teaching Mathematics
- Multi-Tiered System of Supports (MTSS)/ Response to Instruction and Intervention (RTII)
- Multi-Tiered System of Supports for Behavior (MTSS)/School-Wide Positive Behavior Interventions & Support (SWPBIS)
- New Special Education Liaison Role-Alike Meetings
- Non-Public Schools Program (NPSP)
- Online Learning Role-Alike Meetings
- OnRamp
- PA Core Standards
- PA Inspired Leadership Initiative
- PA Institute for Instructional Coaching
- PA Value-Added Assessment System (PVAAS)
- Pearson Vue Testing
- Positive Behavior Supports
- Pre-K Counts
- Preschool Early Intervention Services (DART)*
- Professional Development Services – BrainSTEPS
- Public Relations Role-Alike Meetings
- Reading Achievement Center (RAC) Resource Room
- Reading Specialist Network
- Regional DEI Task Force
- Responsible Fatherhood Program
- Safety & Security Initiatives
- School Assessment Data Analysis
- School Board Seminars
- School Improvement Facilitation
- School Safety Role-Alike Meetings & Listserve
- Secondary Transition Services
- Social Studies Network
- Special Education Data Collection & Reporting System
- Special Education Liaison Role-Alike Meetings
- Standards Aligned System (SAS) Training
- STEAM Lending Library
- STEAM Teacher & Coordinator Role-Alike Meetings
- Superintendent Commission
- Superintendents' Advisory Council
- SuperSite
- Supervision & Consultation*
- Supporting Literacy & Mathematics Development
- Teen Pregnancy Program - Education Leading to Employment & Career Training (Project ELECT)
- Technology Coordinator Role-Alike Meetings
- Title II-A Non-Public Schools Consortium
- Title III Consortium Services – AIU Serviced Districts – Liaison Committee* Title III Consortium Grant*
- transformED
- transformED Teacher Fellowship
- Trauma Education & Response Team (TEAR)
- Workforce Development Program & GED Preparation
- Workforce Training Platform for Diversity & Inclusion

** See service listing for other pricing options.*

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2022-2023 Administrative Services

Program	Cost
Act 1 Mailing Coordination	$150
Business Administrator Role-Alike Meetings	No charge
Communications, Marketing & Public Relations	Varies
COVID-19 Support	No charge
Data Analysis, Management & Support	Varies
DEI Specialized Presentations	No charge
District-Based Human Resources Services	Varies
District Diversity, Equity & Inclusion (DEI) Consultation	No charge
Emergency Operations Plan Development	No charge
Evaluation Planning	Varies
Grant Development Training	$275/person
Grant Facilitation & Support	Varies
Grant Network	No charge
Graphic Design Services	Varies
Group Term Life Insurance Consortium	No charge*
High-Speed Copying & Duplication	Varies
Human Resources Audits	Varies
Human Resources Director Role-Alike Meetings	No charge
IDEA Subrecipient Monitoring	No charge
Incident Management Classes	No charge
Job Description Development & Review	Varies
Joint Purchasing Program	No charge
Legislative Policy & Advocacy	No charge
Management Consultation	No charge
Mandated Threat Assessment Training	No charge
Online Learning Role-Alike Meetings	No charge
PA-Educator.net	Varies
Program Monitoring & Evaluation	Varies
Public Relations Role-Alike Meetings	No charge
Regional DEI Task Force	No charge
Regional Wide Area Network (RWAN)	$550/1 Gbps*
School Resource Officer Trainings	No charge
School Safety & Security Site Assessments	No charge
School Safety Role-Alike Listserve	No charge
School Safety Role-Alike Meetings	No charge
School-Based ACCESS Program	Varies
Shared Administrative Services	Varies
SmartSTART/Guest Substitute Teacher Training	Varies
Software & Data Systems	Varies
Special Education Data Collection & Reporting System	No charge
Special Education Transportation Services	Varies
Superintendent Commission	No charge
Superintendents' Advisory Council	No charge
SuperSite	No charge
Technology Assessments & Managed Services	Varies
Technology Coordinator Role-Alike Meetings	No charge
Title IX Investigation Services	$75/hour
Training & Exercise Development	No charge
Workforce Training Platform for Diversity & Inclusion	No charge

2022-2023 Family & Community Engagement

Program	Cost
Allegheny County Jail Workforce Development & GED Preparation Program	No charge
Community Schools East & West (Alternative Education)	Varies
Detention Education System (Alternative Education)	No charge
Early Head Start	No charge
Education for Children & Youth Experiencing Homelessness (ECYEH)	No charge
Educational Stability for Foster Care Youth	No charge
Family Centers	No charge
Family Literacy Classes	No charge
Focus On Attendance	No charge
Head Start	No charge
Hi5! Kindergarten Transition	No charge
Immigrant Services & Connections (ISAC)	No charge
Lincoln Park After-School Program	No charge
Pearson Vue Testing	Varies
Pre-K Counts	No charge
Responsible Fatherhood Program	No charge
Restorative Practices in Schools	$135/hour
Teen Pregnancy Program - Education Leading to Employment & Career Training (Project ELECT)	No charge
Trauma Education & Response (TEAR)	No charge
Workforce Development Program & GED Preparation	No charge

** See service listing for other pricing options.*

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2022-2023 Professional Growth

Program	Cost
Acadience Training	Varies
Accelerating the Teaching & Learning of Fractions in Grades 3–5	$600/person
Accelerating the Teaching & Learning of Problem Solving through Open-Ended Math Tasks in Grades 3–8 & Algebra 1	$600/person
Adolescent Literacy Institute (RAC)	$600/person
Advanced Placement Summer Institute	$1,000
Apple Education Professional Development	$2,000/day
Assistive Technology	No charge
Autism Support	No charge
BrightBytes – Data Interpretation & Action Planning	No charge
C3 Framework	No charge
Career Ready PA	No charge
Classroom Diagnostic Tools (CDT)	No charge
CMU Computer Science (CS) Academy	No charge
Code.org Computer Science K–12 Curriculum	Varies
Comprehension, Close Reading and Complex Text: Laying the Foundation K–2	$400/person
Comprehensive Planning Process	No charge
Computer Science – Apple Can Code Curriculum	$450/half day
Computer Science & Technology Teachers Network	No charge
Continuing Professional Education Credit Courses	$399/3 credits
Continuity of Education Support	No charge
Co-Teaching	No charge
Curriculum Coordinator Role-Alike Meetings	No charge
Customized In-District Mathematics & Science Professional Development for Effective Classroom Practices, PreK-12	$900/day
Customized Professional Development	$500/half day
Customized Reading Support	$900/day
Data Security & Integration	$500/half day
Data Team Training	No charge
Diagnostic Assessment & Interventions	No charge
Educator Evaluation	No charge
Educator Induction Program	$250/person
Educator Workshops	No charge
Educators Corporations Partnership (ECP) for STEM Learning	No charge
English as a Second Language (ESL) Program Specialist Certification	$499/3 credits
English Language Arts Auditing and Curriculum Alignment or Writing	$450/half day
English Language Arts (ELA) Symposium (RAC)	No charge
Federal Programs Role-Alike Meetings	No charge
Future Ready PA Index	No charge
General IDEA Supports	No charge
Google Certified Educator Training – Level 1 & Level 2	$125/person
Grades 3–5 Mathematics Institute	$2,000/person*
Grades 6–8 Mathematics & Algebra 1 Institute	$600/person*
Grades K–2 Mathematics Institute	$2,000/person*
Historical Thinking in the Middle Grades	$300/person
Human-Centered Design Consultation	$450/half day
Hybrid Learning Instructional Design Plan	Varies
Innovation Consulting	$450/half day
Instructional Coach Role-Alike Meetings	No charge
Integrating Open Educational Resources Across the Curriculum	No charge
Integrating Technology into the Curriculum	$450/half day
Intensive Interagency Coordination	No charge
K–3 Apprenticeship Model (RAC)	$3,800/person
Keys to Comprehension	$600/person
Keystone Exams in Literature	No charge
Language Essentials for Teachers of Reading & Spelling (LETRS) LETRS Second Edition LETRS Third Edition	 $40/person Varies
Least Restrictive Environment (LRE) & Inclusive Practices	No charge
Life Skills/Supporting Students with Complex Needs	No charge
Literacy Design Collaborative (LDC)	$450/half day
Math Coach Network	No charge
Mathematics & Science Curriculum Auditing and Curriculum Alignment or Writing	$900/day
Media Coordinator Role-Alike Meetings	No charge
MSC Math Educator Networks for K–12 Teachers	No charge
MSC Science Educator Networks for K–12 Teachers	No charge
Multi-Sensory Approach to Teaching Mathematics	No charge
Multi-Tiered System of Supports (MTSS)/Response to Instruction and Intervention (RTII)	No charge
Multi-Tiered System of Supports for Behavior (MTSS)/ School-Wide Positive Behavior Interventions & Support (SWPBIS)	No charge
Online Learning Professional Development	$450/half day
Online Learning Role-Alike Meetings	No charge
OnRamp	No charge
PA Core Standards for English Language Arts (ELA)	No charge
PA Value-Added Assessment System (PVAAS)	No charge
Positive Behavior Supports	No charge
Professional Education Reporting (Act 48)	$7/record
Reading Achievement Center (RAC) Resource Room	No charge
Reading Specialist Network	No charge
School Assessment Data Analysis	No charge
School Improvement Facilitation	No charge
Secondary Transition Services	No charge
Social Studies Network	No charge
Standards Aligned System (SAS) Training	No charge
STEAM Lending Library	No charge
STEAM Teacher & Coordinator Role-Alike Meetings	No charge
Supporting Literacy & Mathematics Development	No charge
Supporting Teacher Growth with Common Core Shifts (Act 45)	$300/person
Text Dependent Analysis Part 1 - Effective Instructional Practices Part 2 - Deepening Instructional Practice	 $600/person $450/person
Thinking Through the Pencil (RAC)	$600/person
transformED	No charge
transformED Teacher Fellowship	No charge
Virtual Instructional Services	Varies

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2022-2023 Special Education Services

Program	Cost
Audiology	Varies
Auditory Processing Disorders (APD) Evaluation Team	$110/hour
Autistic Support	Varies
Assistive Technology Specialist	No charge*
Blind/Visually Impaired Support Program	$833/day
Board Certified Behavior Analyst (BCBA)	$595/day or $85/hour
Bullying Prevention Program	$800/day
Communication Access Services for Students with Hearing Loss	$82.50/hour*
Crisis Response Team	No charge
Deaf-Blind Resource Team	No charge
Diagnostic Consultation	No charge*
Emotional Support	Varies
Extended School Year	$2,500*
Feeding & Swallowing Technical Support Team	$110/hour
Learning Support	Varies
Life Skills Support	Varies
Local Task Force	No charge
Mon Valley School	Varies
Multi-Disabilities Support	Varies
New Special Education Liaison Role-Alike Meetings	No charge
Occupational Therapy	$63.50/hour* or $54/hour
Pathfinder School	Varies
Preschool Early Intervention Services (DART)	No charge*
Physical Support	Varies
Physical Therapy	$66.75/hour* or $54/hour
Primary Expressions K–1 Classrooms	$193.14/day
Professional Development in Speech/Language Therapy	Varies
Professional Development Services – BrainSTEPS	No charge
Psychological Services	$625/day or $114/hour
PRIDE Program	Varies
Social Work Services	$625/day or $114/hour
Special Education Liaison Role-Alike Meetings	No charge
Speech/Language Impaired Support Program	$764/day*
Suicide Prevention Training	$800/day
Sunrise School	Varies
Supervision & Consultation	No charge*
Supervision of Clinical Fellowship Year	Varies
Supervisor Services	$678.57/day
Teachers of the Blind or Visually Impaired including Orientation & Mobility Specialists	$833/day*
Teachers of the Deaf & Hard of Hearing	$833/day*
Transition Consultants	$885.71/day
Travel Services	$125/hour
Vocational Programs	Varies

2022-2023 Student Programs

Program	Cost
Academic Events	Varies
Career Connections	$75 reg.
Early Childhood Education Services	No charge
Gifted Education	No charge
K–12 English as a Second Language (ESL) programs	
Curriculum Review Process	Varies
Direct Instruction Model	$105,889/FTE
ESL Certification	$499/3 credits
New Teacher Induction Program	$1,000/person
Professional Development	$500/half day
State Monitoring, Program Monitoring & Evaluation	$120/hour
Student Evaluations & Proficiency Testing	$220/eval.
Student Exiting/Monitoring Process	$120 hour
Supervisor Services	Varies*
Title III Consortium Services – AIU Serviced Districts –	
Liaison Committee	No charge*
Consortium Grant	No charge*
Non-Public Schools Program (NPSP)	No charge
Title I Non-Public Schools	Varies
Title II-A Non-Public Schools	Varies
Title II-A Non-Public Schools Consortium	No charge
School-Age Supplemental Programs & Services	Varies
Special Education School-Based Programs	Varies
Waterfront Learning	Varies

Throughout this publication are references to local education agencies (LEAs). A LEA is a public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools.

** See service listing for other pricing options.*

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Administrative Services

Every day, school district operations become more complex. Laws and mandates constantly change and school leaders need new solutions for today's business challenges. The AIU offers a variety of services to support school administrators.

Communications & Legislative Services

Communications, Marketing & Public Relations

Contact: Sarah McCluan, 412-394-3472 • sarah.mccluan@aiu3.net
Cost: Rates vary by project. Please contact for more information.
Invoice Frequency: Monthly

The Communication Services team assists with the planning, execution and evaluation of integrated communication and marketing campaigns using traditional and social media. Seasoned communication experts are available to advise school administrators on a wide variety of topics impacting today's schools.

Graphic Design Services

Contact: Michael Tarquinio, 412-394-5746 • michael.tarquinio@aiu3.net
Cost: Rates vary by project. Please contact for more information.
Invoice Frequency: Monthly

The Communication Services team can help schools design and create publications from an initial concept to a high-quality finished product. Consultations can be arranged to discuss appropriate color choices, paperweights, fonts and graphics.

Legislative Policy & Advocacy

Contact: Joseph Shaulis, Esq., 412-394-4521 • joseph.shaulis@aiu3.net
Cost: No charge

More than ever, education advocates are being heard. In an effort to amplify Allegheny County educators' concerns, the AIU actively engages in strategic relationships with federal and state policymakers to share the good work of schools. The Legislative Policy & Advocacy team keeps local school leaders abreast of current developments in Harrisburg and Washington, D.C., and develops advocacy campaigns to inform legislators.

Public Relations Role-Alike Meetings

Contact: Sarah McCluan, 412-394-3472 • sarah.mccluan@aiu3.net
Cost: No charge

Regular role-alike meetings are held for school public relations officers to discuss timely communications-related issues.

Diversity, Equity & Inclusion (DEI)

DEI Specialized Presentations

Contact: Michael Jones, 724-825-1009 • michael.jones@aiu3.net

Cost: No charge

The Office of Diversity, Equity & Inclusion can provide curated presentations to meet the professional and knowledge development needs. Presentations can be presented to educators and/or students on subjects related to race/ethnicity, LGBTQ+, gender identity, disabilities, and/or other areas of concerns related to DEI.

Regional DEI Task Force

Contact: Michael Jones, 724-825-1009 • michael.jones@aiu3.net

Cost: No charge

The Office of Diversity, Equity & Inclusion's Regional DEI Task Force supports future DEI efforts and initiatives throughout the region. The task force is comprised of leaders from school districts and the AIU.

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District DEI Consultation

Contact: Michael Jones, 724-825-1009 • michael.jones@aiu3.net
Cost: No charge

In-person or virtual consultations are available to discuss needs and resources to increase representation, inclusion and belonging of diverse groups. Policy and procedures can also be discussed.

Workforce Training Platform for Diversity & Inclusion

Contact: Michael Jones, 724-825-1009 • michael.jones@aiu3.net

Cost: No charge

The professional development and training platform uses the unique experiences of relatable individuals to explore key concepts such as identity, power, privilege and communication. By gaining a better appreciation for our shared experiences, expectations of respect, and shared need to belong and feel appreciated, educators are empowered to create more respectful and inclusive workplaces and environments for students.

Evaluation, Grants & Data

Data Analysis, Management & Support

Contact: Jennifer Beagan, Ed.D., 412-394-4996 • jennifer.beagan@aiu3.net
Cost: Negotiated based on scope of work. Please contact for more information.
Invoice Frequency: Based on work scope and timeline
The AIU provides data analysis services and designs surveys, instruments and systems to assist schools in collecting and analyzing relevant data for developing needs statements, proving program results, understanding student achievement, fulfilling reporting requirements and making decisions about school improvement.

Evaluation Planning

Contact: Jennifer Beagan, Ed.D., 412-394-4996 • jennifer.beagan@aiu3.net
Cost: Negotiated based on scope of work. Please contact for more information.
Invoice Frequency: Following completion of service

The AIU's evaluation specialists design individualized evaluation plans for self-evaluation or as part of program evaluation services.

Grant Development Training

Contact: Jennifer Beagan, Ed.D., 412-394-4996 • jennifer.beagan@aiu3.net
Cost: $275 per person for one-day grant workshops offered at AIU Central Office.
Negotiated based on needs and travel for district/IU on-site grant training.
Invoice Frequency: Upon registration

The AIU offers a one-day, intensive grant development workshop at the AIU's Central Office designed to give school leaders an understanding of the grant process and how to get started developing solid grant proposals. The AIU also offers customized grant training for districts and IUs held at their location.

Grant Facilitation & Support

Contact: Jennifer Beagan, Ed.D., 412-394-4996 • jennifer.beagan@aiu3.net
Cost: Negotiated based on scope of work. Please contact for more information.
Invoice Frequency: Following completion of service

The AIU's grant specialists provide schools and IUs with support throughout the fundraising process, including assessing needs and developing programs, constructing narratives and budgets and applying for competitive funds from local, state and national funding sources.

Grant Network

Contact: Jennifer Beagan, Ed.D., 412-394-4996 • jennifer.beagan@aiu3.net
Cost: No charge
The AIU's Grant Network provides information regarding grant opportunities and tips on how to develop a thorough proposal. Members receive regular notices about opportunities that can enhance programming and instruction at their schools. To join the Grant Network, register at **surveymonkey.com/r/AIUGrantNetworkSignUp**.

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

Program Monitoring & Evaluation

Contact: Jennifer Beagan, Ed.D., 412-394-4996 • jennifer.beagan@aiu3.net
Cost: Negotiated based on scope of work. Please contact for more information.
Invoice Frequency: Following completion of service

The AIU's evaluation specialists conduct evaluations on the district, local, consortium, regional and state levels to improve programs and fulfill reporting requirements. This process may include documenting program implementation, conducting site visits, collecting and analyzing quantitative and qualitative data, preparing final evaluation reports and making recommendations for improvement. Scope of work depends on program needs and evaluation requirements.

Software & Data Systems

Contact: Jennifer Beagan, Ed.D., 412-394-4996 • jennifer.beagan@aiu3.net
Cost: Negotiated based on scope of work. Please contact for more information.
Invoice Frequency: Based on work scope and timeline

The AIU provides customized web-based software and data warehouse systems to serve your needs in any number of areas such as customer relations management (CRM), time accounting and reporting, student achievement tracking/analysis and contract management.

Executive Support

Management Consultation

Contact: Robert Scherrer, Ed.D., 412-394-5979 • robert.scherrer@aiu3.net
Cost: No charge

The AIU assists districts in identifying and coordinating resources and services to provide support in school management, planning and administration.

Superintendent Commission

Contact: Robert Scherrer, Ed.D., 412-394-5979 • robert.scherrer@aiu3.net
Cost: No charge

The AIU assists with scheduling superintendents and assistant superintendents for the oath of office.

Superintendents' Advisory Council

Contact: Robert Scherrer, Ed.D., 412-394-5979 • robert.scherrer@aiu3.net
Cost: No charge

The AIU hosts monthly meetings with superintendents on current federal, state and local issues that impact school districts. The executive director provides updates from the Pennsylvania Department of Education (PDE) and other governmental entities as it relates to public education based upon attendance at monthly meetings with the secretary of education and PDE officials. In addition, AIU leadership and superintendents meet in teams based on specific categories designed to address regional education issues.

SuperSite

Contact: Robert Scherrer, Ed.D., 412-394-5979 • robert.scherrer@aiu3.net
Cost: No charge

The AIU hosts SuperSite, a web-based tool designed specifically for superintendents. It is a source of current and relevant information related to human resources, finance, legislative advocacy, emergency management and other data made available upon request.

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

Finance & Business Operations

Act 1 Mailing Coordination

Contact: Kim Enz, 412-394-5784 • kimberly.enz@aiu3.net
Cost: $150
Invoice Frequency: Annually, upon completion of service
The Taxpayer Relief Act, known as Act 1, was passed in 2006 to provide property tax relief to qualifying resident homeowners. All school districts must participate and the AIU coordinates the mailing to thousands of homes in Allegheny County.

Business Administrator Role-Alike Meetings

Contact: Joseph Lucarelli, 412-394-5813 • joseph.lucarelli@aiu3.net
Cost: No charge
The AIU conducts quarterly role-alike meetings for Allegheny County school district business administrators. The free sessions give school business leaders the opportunity to come together and discuss topics that impact district operations. The AIU's staff provides timely updates on local, state and federal issues that affect budgets and offers information that saves time and money.

Group Term Life Insurance Consortium

Contact: Janet Breiding, 412-394-5848 • janet.breiding@aiu3.net
Cost: No charge – Membership in the consortium is free, although each school district pays its insurance premiums.
The Group Term Life Insurance Consortium enables members to achieve the benefits of group purchasing of term life insurance. Membership is available to all Allegheny County public school districts and career and technical schools.

IDEA Subrecipient Monitoring

Contact: Richard Marusic, 412-394-5718 • richard.marusic@aiu3.net
Cost: No charge
The AIU is the Local Education Agency (LEA) for IDEA Part B, Section 611 Funds. The purpose of the program is to pass through IDEA funds to districts for their school-based special education programs. As the pass-through entity for federal IDEA funds, the AIU is required to monitor the activities of sub-recipients to ensure that federal awards are used for authorized purposes in compliance with laws, regulations and the provisions of contracts or grant agreements. In addition, monitoring is also required to ensure that performance goals are achieved.

Joint Purchasing Program

Contact: Kim Enz, 412-394-5784 • kimberly.enz@aiu3.net
Cost: No charge
The Joint Purchasing Program facilitates the purchase of energy, fuel and paper products at the lowest price. The program assists participants by preparing specifications, advertising, analyzing bids, conducting bid openings, evaluating samples, recommending bid awards and notifying bidders. Every year, the Joint Purchasing Program saves school districts millions of dollars in the purchase of electricity, natural gas, gasoline and diesel fuel.

School-Based ACCESS Program

Contact: Kara Bonaroti, 412-394-4527 • kara.bonaroti@aiu3.net
Cost: Rates vary. Please contact for more information.
Invoice Frequency: Semi-annually
The School-Based ACCESS Program allows school districts to earn partial reimbursement for health-related services provided to students who are eligible for medical assistance. The AIU's business staff helps school districts complete the reimbursement process by ensuring compliance and the proper submission of claim documentation. Although there are many variables that determine reimbursement, districts may be able to realize significant savings.

Shared Administrative Services

Contact: Joseph Lucarelli, 412-394-5813 • joseph.lucarelli@aiu3.net
Richard Marusic, 412-394-5718 • richard.marusic@aiu3.net
Cost: Rates vary. Please contact for more information.
The AIU offers shared services for common school district administrative functions. These services include payroll processing, benefit processing, core human capital management, accounts payable, purchasing and general ledger. Please contact us for more details.

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

Special Education Data Collection & Reporting System

Contact: Nathan Vetter, 412-394-5893 • nathan.vetter@aiu3.net
Cost: No charge

The AIU is designated by the Pennsylvania Department of Education (PDE) to collect the special education data needed to meet state and federal reporting requirements. The aggregated data of the region is used to generate 32 reports required by PDE. This service is not only free to school districts, but also saves administrators time and effort.

Special Education Transportation Services

Contact: Deborah Janosko, 412-394-5771 • deborah.janosko@aiu3.net
Cost: Rates vary. Please contact for more information.

The AIU can facilitate transportation services for children with special needs. The AIU contracts with school bus transportation companies to provide the service. Funding comes directly from a district's state subsidy. No invoicing occurs.

Human Resources & Labor Relations

District-Based Human Resources Services

Contact: Erin Koebel, 412-394-5957 • erin.koebel@aiu3.net
Cost: Rates and availability vary dependent upon request.
Invoice Frequency: Annually, upon completion of service

The AIU has a comprehensive group of experts within the human resources field who can support any school district with complex human resources functions. The services are customizable and scalable to fit the needs of any school district. In addition, the services can be offered on an annual, quarterly or weekly basis.

Human Resources Audits

Contact: Erin Koebel, 412-394-5957 • erin.koebel@aiu3.net
Cost: Rates vary. Please contact for more information.
Invoice Frequency: Annually, upon completion of service

The AIU's Human Resources Audit Committee uses a list of mandated regulations and best practices to audit the practices and procedures of school district human resources departments. The audit produces a roadmap to compliance with actionable steps and best practice recommendations.

Human Resources Director Role-Alike Meetings

Contact: Erin Koebel, 412-394-5957 • erin.koebel@aiu3.net
Cost: No charge

The AIU holds quarterly human resource director role-alike meetings for district administrators. Information on relevant topics impacting human resources in schools is presented and discussed.

Job Description Development & Review

Contact: Erin Koebel, 412-394-5957 • erin.koebel@aiu3.net
Cost: Rates vary. Please contact for more information.
Invoice Frequency: Annually, upon completion of service

Job descriptions need to be written and framed to ensure position requirements accurately articulate expectations of a job seeker or incumbent, yet comply with employment laws. Our job description committee will analyze and review your organization's current job descriptions and generate an action plan to address any identified issues. Job descriptions will be revised where needed and reviewed by the committee for consistency and accuracy.

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PA-Educator.net

Contact: Erin Koebel, 412-394-5957 • erin.koebel@aiu3.net
Cost: Rates vary per district. Please contact for more information.
Website: paeducator.net
Invoice Frequency: Annually

PA-Educator.net is an online clearinghouse for teachers and administrators interested in working in Pennsylvania. This service is free to applicants and simplifies the application process for participating school districts and other educational entities. Our applicant profiles contain all documents required to be hired within a public school entity in Pennsylvania. PA-Educator.net simplifies the recruiting and hiring process, allowing employers to post positions and conduct focused searches.

SmartSTART/Guest Substitute Teacher Training

Contact: Erin Koebel, 412-394-5957 • erin.koebel@aiu3.net
Cost: Rates vary.
Invoice Frequency: Upon completion of service

The SmartSTART/Guest Substitute Teacher Training program bolsters school districts' ability to recruit and train day-to-day guest substitute teachers for grades K–12. The AIU partners with the Substitute Teaching Institute at Utah State University and provides initial training/orientation to the guest teacher candidate. Each candidate must hold a bachelor's degree from an accredited college or university to be eligible for an emergency permit upon completion of the training.

Title IX Investigation Services

Contact: Erin Koebel, 412-394-5957 • erin.koebel@aiu3.net

Cost: $75 per hour

Invoice Frequency: Upon completion of service

The AIU's Human Resources team has certified Title IX investigators who can assist district facilitation of the investigation required by Title IX.

Safety & Security

COVID-19 Support

Contact: Aaron Skrbin, 412-394-5933 • aaron.skrbin@aiu3.net • Twitter: @AIUSafetyandSecurity
Cost: No charge

The AIU provides assistance in facilitating testing and vaccination clinics, consultation on case management, policy and procedures as well as assistance in the procurement of personal protective equipment. Weekly meetings are conducted for pandemic coordinators in conjunction with the weekly School Safety Role-Alike meetings.

Emergency Operations Plan Development

Contact: Aaron Skrbin, 412-394-5933 • aaron.skrbin@aiu3.net • Twitter: @AIUSafetyandSecurity
Cost: No charge

Pennsylvania schools are required by law to have an emergency operations plan. By request, the AIU guides administrators in building a comprehensive emergency operations plan that takes a multi-hazard approach.

Incident Management Classes

Contact: Aaron Skrbin, 412-394-5933 • aaron.skrbin@aiu3.net • Twitter: @AIUSafetyandSecurity
Cost: No charge

In partnership with the Allegheny County Office of Emergency Services and Readiness & Emergency Management for Schools Technical Assistance (REMS TA) Center, the AIU offers a variety of school safety related training in virtual and in-person formats.

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

Mandated Threat Assessment Training

Contact: Aaron Skrbin, 412-394-5933 • aaron.skrbin@aiu3.net • Twitter: @AIUSafetyandSecurity
Cost: No charge

Every K–12 public and charter school in Pennsylvania is mandated by law to have threat assessment teams in place. By request, the AIU provides full-day training to identify required members of the team and appropriate community liaisons and how to develop and implement their threat assessment team. The AIU also offers refresher trainings and rolling trainings for new team members.

School Safety & Security Site Assessments

Contact: Aaron Skrbin, 412-394-5933 • aaron.skrbin@aiu3.net • Twitter: @AIUSafetyandSecurity
Cost: No charge

Pennsylvania schools are required by law to conduct safety and security assessments every three years. By request and as time permits, the director of safety & security conducts comprehensive site assessments and safety plan reviews.

School Resource Officer Trainings

Contact: Aaron Skrbin, 412-394-5933 • aaron.skrbin@aiu3.net • Twitter: @AIUSafetyandSecurity
Cost: No charge

By request, the AIU will work with the National Association of School Resource Officers to provide a variety of training for school resource officers and administrators working with school resource officer or school police officer programs.

School Safety Role-Alike Meetings

Contact: Aaron Skrbin, 412-394-5933 • aaron.skrbin@aiu3.net • Twitter: @AIUSafetyandSecurity
Cost: No charge

The director of Safety & Security convenes weekly informal virtual meetings that serve as an update for school safety and COVID related matters as well as a valuable networking and information-sharing forum. Quarterly meetings are conducted in a more formal setting with a focus on a particular topic and typically offer a directed training or guest speaker.

School Safety Role-Alike Listserve

Contact: Aaron Skrbin, 412-394-5933 • aaron.skrbin@aiu3.net • Twitter: @AIUSafetyandSecurity
Cost: No charge

The director of Safety & Security facilitates communication and collaboration between the school safety community through a self-subscribing/unsubscribing listserve. To subscribe, visit https://aiu3.simplelists.com, enter your information, and select "AIU RoleAlike" from the drop-down menu. To ensure real-time delivery of time-sensitive announcements, do not select the "daily digest" option.

Training & Exercise Development

Contact: Aaron Skrbin, 412-394-5933 • aaron.skrbin@aiu3.net • Twitter: @AIUSafetyandSecurity
Cost: No charge

The director of Safety & Security works with schools and partner agencies to identify and meet training goals through targeted activities, such as emergency operations plan review, team and relationship building for school administrators and partner first-responder agencies, and tabletop exercises designed to test emergency plans, clarify roles and responsibilities and connect with local first responders.

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

Technology Services

High-Speed Copying & Duplication

Contact: Richard Platts, 412-394-5710 • richard.platts@aiu3.net
Cost: Rates vary by project. Please contact for more information.
Invoice Frequency: Monthly

The AIU's Production Center offers affordable, high-speed duplication of your print-ready documents such as student/parent handbooks, flyers, brochures, newsletters, handouts, NCR forms, etc. We have a variety of paper in stock and finishing services include cutting, folding, padding, stapling, saddle stitching, GBC binding and hot-glue tape binding. Call for a free estimate.

Regional Wide Area Network (RWAN)

Contact: Richard Platts, 412-394-5710 • richard.platts@aiu3.net
Cost: $550 for 1 Gbps circuit or $895 for 10 Gbps circuit, plus internet bandwidth up to $0.90 Mbps and a service/administrative fee that is adjusted annually
Invoice Frequency: Monthly. New members will only be added at contract renewal periods.

The Regional Wide Area Network (RWAN) is a fiber optic educational network comprises 41 school districts, two CTCs and the AIU. Members choose between a 1 Gbps or 10 Gbps connection and upstream Internet connectivity. The RWAN provides access to the state's K–12 network (PAIUNET). In addition, students and teachers can connect to the Pittsburgh Supercomputing Center's backbone to Internet2 for direct routes to major content providers including Microsoft, Google and others. The RWAN is governed by an elected set of technology services leaders from a cross-section of districts.

Technology Assessments & Managed Services

Contact: Richard Platts, 412-394-5710 • richard.platts@aiu3.net
Cost: Rates vary by project. Please contact for more information.
Invoice Frequency: Monthly

To help school districts operate in the most cost-efficient manner possible, the AIU's Technology Services staff provides a variety of services, including infrastructure assessments, managed services, virtual IT director, network administrator, help desk, technical support, PIMS administrator and E-rate support. These services allow school districts to augment their staffing to stretch educational dollars.

Technology Coordinator Role-Alike Meetings

Contact: Richard Platts, 412-394-5710 • richard.platts@aiu3.net
Cost: No charge

The AIU holds monthly technology coordinator role-alike meetings that are designed to provide updates, best practices and a forum for discussion for both new and experienced school district technology administrators. A variety of topics are discussed, including online learning, educational technologies, county-wide service networks and other technology initiatives.

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Family & Community Engagement

At the AIU, we work collaboratively with a variety of groups and organizations. We partner with school districts, private businesses, government entities and non-profit organizations to bring services and resources to students, children and families throughout the region. Through this work, we impact communities and help families become stronger.

Early Childhood Education Services

Early Head Start

Contact: Shannon McGee, 412-394-5880 • shannon.mcgee@aiu3.net
Cost: No cost to eligible families

Early Head Start is a childhood development program for infants, toddlers, pregnant women and their families. AIU staff works with families to promote child development, help pregnant women access prenatal and postpartum care, support parents' efforts to fulfill their parental roles and assist families as they move forward toward self-sufficiency. Classes and home-based services are available.

Head Start

Contact: Katie Elk, 412-394-5863 • kathleen.elk@aiu3.net
Cost: No cost to eligible families

Head Start is a high-quality preschool program that is funded through federal and state funds and is offered at no cost to eligible participants. The goal of Head Start is to improve school readiness outcomes through a comprehensive services model for families typically at 100% of the federal poverty level. Classroom and in-home service models are available throughout Allegheny County and generally operate on a school-year calendar.

Hi5! Kindergarten Transition

Contact: Wendy Etheridge Smith, Ph.D., 412-394-5757 • wendy.smith@aiu3.net
Cost: No charge

Hi5! is a countywide effort to support kindergarten transition by connecting early childhood providers with the 43 school districts in Allegheny County. Hi5! serves as the meeting place for all school district staff engaged in early childhood programming, including kindergarten teachers, and supports districts with planning kindergarten registration activities while forging communication between programs. Hi5! assures that school districts have memoranda of understanding between early childhood entities.

Pre-K Counts

Contact: Katie Elk, 412-394-5863 • kathleen.elk@aiu3.net
Cost: No cost to eligible families

Pre-K Counts is a high-quality preschool program funded by state funds and offered at no cost to eligible participants. The goal of Pre-K Counts is to improve school readiness outcomes for children whose families earn up to 300% of the federal poverty level. Providers are located in many communities throughout Allegheny County and generally operate on a school-year calendar.

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Family Literacy, Education & Support

Allegheny County Jail Workforce Development & GED Preparation Program

Contact: Joe Tokar, 412-350-2249 • joseph.tokar@aiu3.net
Cost: No charge

The Allegheny County Jail Workforce Development & GED Preparation Program provides literacy and basic adult education classes for inmates within the jail facilities. The program staff offers classes in GED preparation and testing, computer literacy and basic academic skills, as well as financial literacy and pre-apprenticeship test preparation.

Family Centers

Contact: Lori Vollman, 412-394-5962 • lorene.vollman@aiu3.net
Cost: No charge

Family centers are community-based programs designed to provide families with resources and support. Families are given opportunities and experiences that enable them to become self-sufficient and nurturing parents. The AIU operates 10 family centers at community-based sites in Carnegie, Clairton, Duquesne, East Allegheny, Highlands, Lincoln Park, McKeesport, Steel Valley, Sto-Rox, and Wilkinsburg as well as the Family and Immigrant Connections program, which is a home-visiting program with bilingual staff to support Latino families.

Family Literacy Classes

Contact: Clara Folino, 412-281-4494 • adulted@aiu3.net
Cost: No charge

Family literacy classes are offered to parents and children (8-years-old or younger) in various locations in Allegheny County. The program is designed for families to learn together. Topics include basic GED prep, literacy, early childhood education, and if necessary, English as a second language.

Immigrant Services & Connections (ISAC)

Contact: Martha Sherlock, 412-325-8511 • martha.sherlock@aiu3.net
Cost: No charge

The mission of the Immigrant Services and Connections (ISAC) program is to connect vulnerable refugees and immigrants to the resources they need to rebuild their lives. The program also helps support a more welcoming community. Services include culturally and linguistically appropriate resources, service coordination, information assistance and referrals.

Lincoln Park After-School Program

Contact: Lori Vollman, 412-394-5962 • lorene.vollman@aiu3.net
Cost: No charge

The Lincoln Park After-School Program helps children, kindergarten through sixth grade, improve their academic achievement, social interactions, emotional development and school attendance. Children are transported to the Lincoln Park Family Center from their respective schools for sessions.

Pearson Vue Testing

Contact: Joe Tokar, 412-350-2249 • joseph.tokar@aiu3.net
Website: pearsonvue.com/test-taker.asp
Cost: Based on cost of the certification test

The AIU is an official Pearson Vue testing center and offers the GED test and more than 125 different exams at the AIU Central Office in Homestead. Some of the certifications include PA Department of Education certification exams, PA Notary Public exam, information technology (Comp TIA, Cisco Systems, Oracle, Microsoft, etc.), legal services, real estate and appraisers, construction trades (NEAT) UST and inspectors (NACE), employment, human resources, management and safety and many more.

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Responsible Fatherhood Program

Contact: Larry Klinger, 412-394-5955 • larry.klinger@aiu3.net
Cost: No charge

The Responsible Fatherhood Program is designed to help fathers overcome parental and employment challenges. By providing a variety of opportunities and experiences, fathers become more self-sufficient and nurturing. The program focuses on economic self-sufficiency, healthy child development and effective parenting.

Teen Pregnancy Program - Education Leading to Employment & Career Training (Project ELECT)

Contact: Mary Lynn Tatala, 412-731-0595 • marylynn.tatala@aiu3.net
Cost: No charge

Education Leading to Employment and Career Training (Project ELECT), assists pregnant and parenting teens to continue their education and access support services. To be eligible, a teen must be pregnant or parenting, in high school or working toward their GED, and not more than 21-years-old. Services provided through Project ELECT include parenting information, teen parent groups and case management.

Trauma Education & Response (TEAR)

Contact: Lori Vollman, 412-394-5962 • lorene.vollman@aiu3.net
Cost: No charge

Trauma Education and Response (TEAR) is a community approach in the Highlands School District to serving and supporting children who have experienced a traumatic event when law enforcement has been engaged with a family. Specifically, law enforcement notifies the TEAR team at the Highlands Family Center to work with school district staff as well as family center staff to provide supports and resources to the impacted family. School district staff prepare strategies to support the impacted school-age children, and the family center engages the adults to ensure family needs are met. Additionally, training is provided to community members to raise awareness about trauma's impact on child development.

Workforce Development Program & GED Preparation

Contact: Joe Tokar, 412-350-2249 • joseph.tokar@aiu3.net
Cost: No charge

The AIU's Workforce Development Program & GED Preparation is designed to assist learners wanting to brush up on basic skills needed for new employment. The program can also prepare adults to pass the GED test.

School-Age Supplemental Programs & Services

Community Schools East & West (Alternative Education)

Contact: Licia Lentz, Ed.D., 412-394-5804 • licia.lentz@aiu3.net
Cost: Rates vary by student contract. Please contact for more information.
Invoice Frequency: Annually - may vary per student contract

The alternative education program provides an inclusive and equitable educational experience through culturally responsive instruction and advocacy with tailored support and counseling to meet each learner's educational, behavioral, and emotional needs. All students must meet the Pennsylvania Department of Education's guidelines for Alternative Education of Disruptive Youth.

Detention Education System (Alternative Education)

Contact: Licia Lentz, Ed.D., 412-394-5804 • licia.lentz@aiu3.net
Cost: No charge

The Detention Education System offers students an opportunity to continue their education at the Allegheny County Jail pending a court disposition. We educate the whole child in a safe and supportive school environment through restorative and trauma-informed approaches grounded in meaningful relationships with students, staff, and community.

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Education for Children & Youth Experiencing Homelessness (ECYEH)

Contact: Nicole Anderson, 412-394-5894 • nicole.anderson@aiu3.net
Cost: No charge

The Education for Children & Youth Experiencing Homelessness (ECYEH) program provides technical assistance, training, and support to school districts in nine southwestern Pennsylvania counties related to the McKinney-Vento Act, Subtitle B. The ECYEH staff works with families and community agencies to facilitate enrollment and to remove barriers to education for children experiencing homelessness.

Educational Stability for Foster Care Youth

Contact: Tracey Finn, 412-848-5467 • tracey.finn@aiu3.net
Cost: No charge

The Educational Stability for Foster Care Youth program provides technical assistance, training, and support to school districts in nine counties. Program staff work with school districts, charter schools and county children and youth agencies to facilitate enrollment and remove barriers to education.

Focus On Attendance

Contact: Carlena Lemon, 412-918-9206 • carlena.lemon@alleghenycounty.us
Cost: No charge

The Focus On Attendance Program is a collaborative effort of the AIU, the Allegheny County Juvenile Court, the Department of Human Services of Allegheny County and local school districts. The emphasis of the program is to address truancy referrals for students in Allegheny County schools.

Restorative Practices in Schools

Contact: Licia Lentz, Ed.D., 412-394-5804 • licia.lentz@aiu3.net
Cost: $135 per hour

The work fosters deeper community relationships with students and staff through community-building circles, healing circles, and reintegration/welcoming circles with students returning from suspension, expulsion, placement, or any out of school situation. The goals are to increase the use of restorative practices to help cultivate a climate and culture of community and acceptance and to aid in the decrease of classroom disciplinary referrals and suspensions. Emphasis will be placed on establishing transition plans for students returning from any placement/suspension to ensure the repair of harm and the inclusion of students into the regular student population.

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Professional Growth

Today's educators are lifelong learners. Whether it's deepening one's understanding of a particular topic, or mentoring the next generation of leaders, we are all continuously learning and growing. Since its inception, the AIU has been the go-to resource for all aspects of professional growth in the education field.

Continuing Professional Education (CPE)

Advanced Placement Summer Institute (APSI)

Contact: Paul Cindric, Ed.D., 412-394-4940 • paul.cindric@aiu3.net
Cost: $1,000
Invoice Frequency: Pay upon registration

The AIU Advanced Placement Summer Institute (APSI) is an intensive four-day workshop for teachers of Advanced Placement courses in high school. Accredited by the College Board, the AIU APSI provides an opportunity for new and experienced teachers to revise and refresh the content, teaching strategies and syllabus of their course under the direction of College Board-approved expert consultants.

Continuing Professional Education Credit Courses

Contact: Linda Muller, 412-394-5761 • linda.muller@aiu3.net
Cost: $399 (3-Credit Course)
Invoice Frequency: Pay upon registration

The Continuing Professional Education program offers all certified K–12 educators a convenient and cost-effective way to earn graduate-level continuing education credits. The CPE program offers more than 30 online courses that help teachers meet their PDE Level II requirements, move up in district pay scales, acquire Act 48 hours and/or earn a Master's Equivalency Certificate.

Educator Induction Program

Contact: Paul Cindric, Ed.D., 412-394-4940 • paul.cindric@aiu3.net
Cost: $250 per teacher
Invoice Frequency: Annually, in January

The AIU Continuing Education Department offers a three-credit Educator Induction Program to educators throughout Pennsylvania. This cost-effective, convenient service meets one of the conditions necessary in converting educators' certificates from Level I to Level II and is PDE-approved. In addition, the Educator Induction Program serves as a way to acclimate new educators to the contemporary school system, requiring them to reflect upon and practice skills and concepts relevant to the 21st century.

Professional Education Reporting (Act 48)

Contact: Paul Cindric, Ed.D., 412-394-4940 • paul.cindric@aiu3.net
Cost: Reporting fee of $7 per record
Invoice Frequency: After event

Continuing Professional Education is involved in monitoring and reporting all Act 48-eligible events. Assistance is provided to districts and other organizations on the development of plans, the content or context of professional development opportunities and the management of Act 48 records.

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Apple Education Professional Development

Contact: Brian Stamford, Ed.D., 412-394-5923 • brian.stamford@aiu3.net
Cost: $2,000 per day (team of two facilitators)
Invoice Frequency: Varies with contract, but typically after the event

The AIU's Apple Education Team provides customized professional development including effective pedagogical practices using Apple devices, iPad/Mac fundamentals, powerful advanced features and built-in and third-party educational learning resources.

BrightBytes — Data Interpretation & Action Planning

Contact: Kevin Conner, 412-394-5760 • kevin.conner@aiu3.net
Cost: No charge

The AIU has a research partnership agreement with BrightBytes that allows every AIU district to use the data collection tool to gain insight on the impact of instructional technology on student achievement. As part of the support services, the AIU reviews data collection results for administrative groups and other stakeholders. In addition, the AIU assists in the development of action plans related to areas targeted for growth that directly tie to district goals and initiatives.

Code.org Computer Science K–12 Curriculum

Contact: Brian Stamford, Ed.D., 412-394-5923 • brian.stamford@aiu3.net
Michele Burgess, 412-394-4639 • michele.burgess@aiu3.net
Cost: Varies, some sessions free

As a Code.org Regional Partner, the AIU offers a range of resources for K–12 computer science instruction, including no-cost workshops for Code.org's CS Fundamentals (K–5), CS Discoveries (6–10) and CS Principles (9–12) curriculum, with the latter having an Advanced Placement option. Additionally, the AIU hosts computer science workshops designed for school administrators and counselors, and can hold strategic planning sessions around K–12 integration or computer science.

Computer Science — Apple Can Code Curriculum

Contact: Brian Stamford, Ed.D,. 412-394-5723 • brian.stamford@aiu3.net
Jana Baxter, 412-394-4602 • jana.baxter@aiu3.net
Cost: $450 half day/$900 full day
Invoice Frequency: After event

As a certified Apple Education trainer, the AIU offers professional development for Apple's Everyone Can Code curricula. This free resource provides engaging unplugged and online activities to help grade 3–8 students learn computational thinking and block-based programming.

Computer Science & Technology Teachers Network

Contact: Brian Stamford, Ed.D., 412-394-5923 • brian.stamford@aiu3.net
Cost: No charge

The Computer Science & Technology Teachers Network provides support to districts and teachers in the areas of instructional strategies and the integration of Pennsylvania Academic Standards. It also assists in curriculum design as well as professional development in the computer science and technology disciplines. The Computer Science & Technology Teachers Network facilitates networking between computer and technology teachers and with regional, national and global institutions to advance the level of STEAM integration and computational thinking among all learners.

Google Certified Educator Training – Level 1 & Level 2

Contact: Kevin Conner, 412-394-5760 • kevin.conner@aiu3.net
Jana Baxter, 412-394-4602 • jana.baxter@aiu3.net
Cost: $125/person for member districts • $150/person for non-member districts
Invoice Frequency: Invoice issued upon registration.

Google Certified Educator Level 1: This is a three-day session is designed for educators who "know how to use Google tools in the classroom," and this certification proves proficiency. Hands-on coaching will expose educators to a variety of Google tools so they can successfully pass the Google Educator Level 1 certification.

Google Certified Educator Level 2: This is a three-day session designed for educators who are super users and enthusiasts of Google tools in the classroom. Hands-on coaching will expose educators to a variety of Google tools to successfully pass the Google Educator Level 2 certification.

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Instructional Coach Role-Alike Meetings

Contact: Kevin Conner, 412-394-5760 • kevin.conner@aiu3.net
Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Cost: No charge

The AIU holds monthly instructional coaching workshops to provide information related to best practices and hands-on exercises to build coaching skills. Participants learn tools and techniques for effective academic coaching and engage in collaborative problem solving with peers. The role-alike workshops are open to coaches who specialize in technology, literacy and math, as well as general instructional coaching.

Integrating Open Educational Resources Across the Curriculum

Contact: Kevin Conner, 412-394-5760 • kevin.conner@aiu3.net
Cost: No charge

The AIU provides coaching and guidance on transitioning to open educational resources through the Southwestern PA OER Network, a consortium of districts on the path towards replacing static textbooks with openly licensed educational resources. Professional development is also offered to individual districts outside of the network for awareness and implementation assistance. The AIU maintains relationships with the #GoOpen initiative as well as statewide repository creation initiatives.

Integrating Technology into the Curriculum

Contact: Kevin Conner, 412-394-5760 • kevin.conner@aiu3.net
Jana Baxter, 412-394-4602 • jana.baxter@aiu3.net
Cost: $450 half day/$900 full day
Invoice Frequency: After event

The AIU's Teaching & Learning staff can assist school districts with a variety of emerging instructional technologies. Services include consultation during the exploration and planning phase as well as training during the implementation phase. Focus areas are 1:1 teaching and learning, web-based and app-based learning tools, and promoting the 4Cs (communication, collaboration, critical thinking and creativity) through the use of instructional technology. The staff is fluent with multiple platforms, and certified to provide Apple, Google and Nearpod professional development for teachers.

Media Coordinator Role-Alike Meetings

Contact: Jana Baxter, 412-394-4602 • jana.baxter@aiu3.net
Cost: No charge

The AIU holds quarterly media coordinator role-alike trainings for district media specialists/librarians. Information on technology integration in schools is presented and discussed.

Online Learning Professional Development

Contact: Kevin Conner, 412-394-5760 • kevin.conner@aiu3.net
Jana Baxter, 412-394-4602 • jana.baxter@aiu3.net
Cost: $450 half day/$900 full day
Invoice Frequency: After event

The AIU Teaching & Learning staff provides training focused on the creation of courses using a learning management system, such as Blackboard, Google Classroom, Schoology, Canvas and other systems used by districts. The focus will be either an asynchronous or a blended environment.

English as a Second Language (ESL)

English as a Second Language (ESL) Program Specialist Certification Program

Contact: Charlene Byrd, 412-394-3637 • charlene.byrd@aiu3.net
Cost: $499/3-credit course
Invoice Frequency: All ESL services are billed four times per year with all services combined.

Earn your ESL Program Specialist certification in less than a year with the AIU's 18-credit blended program that includes online classwork, in-person class meetings and field experience. Courses are taught by ESL professionals currently working in the field and supervised by the ESL program director.

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Math & Science Collaborative (MSC)

Accelerating the Teaching & Learning of Fractions in Grades 3–5

Contact: Corinne Murawski, Ed.D., 412-394-4629 • corinne.murawski@aiu3.net
Michael Fierle, 412-394-4628 • michael.fierle@aiu3.net
Cost: $600 per participant
Invoice Frequency: Upon registration

In this four-part series, participants examine and analyze information about how students conceptualize fractions and what teachers can do to facilitate students' understanding of fractions as numbers. Participants will consider the connections between whole number understanding and fraction understanding and how to help students create conceptual understandings of fractions that build to procedural fluency over time.

Accelerating the Teaching & Learning of Problem Solving through Open-Ended Math Tasks in Grades 3–8 & Algebra 1

Contact: Michele Burgess, 412-394-4639 • michele.burgess@aiu3.net
Michael Fierle, 412-394-4628 • michael.fierle@aiu3.net
Cost: $600 per participant
Invoice Frequency: Upon registration

This four-part series will engage participants in activities and discussion designed to expand current perspectives and pedagogies around how to best support students in problem solving and sense-making. Strategies will be explored to support students' comprehension of word problems and improve students' spoken and written math explanations. Teachers will be introduced to strategies for providing student feedback to help students improve their problem solving and writing skills.

Customized In-District Mathematics & Science Professional Development for Effective Classroom Practices, PreK-12

Contact: Michael Fierle, 412-394-4628 • michael.fierle@aiu3.net
Corinne Murawski, Ed.D., 412-394-4629 • corinne.murawski@aiu3.net
Michele Burgess, 412-394-4639 • michele.burgess@aiu3.net
Cost: $900/day
Invoice Frequency: Month following completion of service

The AIU MSC provides customized, in-district professional development including effective pedagogical practices to meet the rigor of the Pennsylvania Core Mathematics Standards and the Pennsylvania Academic Standards for Science, including the K–12 Science Framework (NGSS) and the Pennsylvania Core Literacy Standards in Science and Technical Subjects. Professional learning experiences include content-specific, research-based courses and institutes in STEM content areas, developing teacher leadership, STEM PLCs/communities of practice and lesson study.

Educators Corporations Partnership (ECP) for STEM Learning

Contact: Michael Fierle, 412-394-4628 • michael.fierle@aiu3.net
Cost: No charge

Educators Corporations Partnership (ECP) for STEM Learning is an innovative approach to partnerships between school districts and businesses. The goal of ECP is to enable K–12 educators to better understand the requirements of the modern workplace, and how to address these needs in their classrooms to better prepare students for STEM-related college majors and careers. With input from corporate visits, a school district team of K–12 educators will deepen their understanding of STEM in the workplace and design a unique solution that adds value to the STEM curriculum.

Grades K-2 Mathematics Institute

Contact: Michele Burgess, 412-394-4639 • michele.burgess@aiu3.net
Michael Fierle, 412-394-4628 • michael.fierle@aiu3.net
Cost: With collaborative coaching - $2,000 per participant for the entire series • Without coaching - $1,200 per participant
Invoice Frequency: Upon registration

This eight-session institute will deepen K–2 educators' understanding of the important mathematics content defined by the Common Core State Standards for Mathematics, including base ten understanding, whole number operations, measurement, number sense and the standards of mathematics practices. Additionally, each educator will receive two rounds of collaborative coaching, led by AIU MSC professionals, to support their classroom instructional practice.

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Grades 3–5 Mathematics Institute

Contact: Corinne Murawski, Ed.D., 412-394-4629 • corinne.murawski@aiu3.net
Michael Fierle, 412-394-4628 • michael.fierle@aiu3.net
Cost: With collaborative coaching - $2,000 per participant for the entire series • Without coaching - $1,200 per participant
Invoice Frequency: Upon registration

This multi-session institute will deepen educators' understanding of the important mathematics content defined by the Common Core State Standards for Mathematics, including base ten understanding, whole number operations, understanding fractions as numbers, fraction operations; measurement, including area, perimeter, and volume; and the standards of mathematics practices in grades 3–5. Each educator will receiving collaborative coaching.

Grades 6–8 & Algebra 1 Mathematics Institute

Contact: Corinne Murawski, Ed.D., 412-394-4629 • corinne.murawski@aiu3.net
Michael Fierle, 412-394-4628 • michael.fierle@aiu3.net
Cost: $600 per participant
Invoice Frequency: Upon registration

In this four-part series, participants will explore the progression of content standards through ratio and proportions, expressions and equations, and numbers and operations, enabling teachers to address unfinished learning from prior grade levels.

Math Coach Network

Contact: Michael Fierle, 412-394-4628 • michael.fierle@aiu3.net
Corinne Murawski, Ed.D., 412-394-4629 • corinne.murawski@aiu3.net
Cost: No charge

Mathematics instructional leaders convene to support effective learning and build leadership capacity. Regional math coaches share ideas, successes and challenges as they interact in this professional learning community. By collaborating with other math coaches, they help each other better understand how to work with district staff to increase student thinking and learning in mathematics.

Mathematics & Science Curriculum Auditing and Curriculum Alignment or Writing

Contact: Michael Fierle, 412-394-4628 • michael.fierle@aiu3.net
Cost: $900 per day
Invoice Frequency: Month following completion of service

The AIU's MSC performs audits for mathematics and science curricula and produces a customized report summarizing strengths, weaknesses and recommendations. Additionally, the MSC supports districts in a customized curriculum writing process to align math and science curricula to academic standards and best practices.

MSC Math Educator Networks for K–12 Teachers

Contact: Michael Fierle, 412-394-4628 • michael.fierle@aiu3.net
Michele Burgess, 412-394-4639 • michele.burgess@aiu3.net
Cost: No charge

The grade-band educator networks bring together math teachers to learn from and with each other. Each network meets to explore and share successful strategies that actively engage students in the core content and practice standards featured at each grade level. Networks are based on research and standards, and are connected to the Pennsylvania Core mathematics standards.

MSC Science Educator Networks for K–12 Teachers

Contact: Michael Fierle, 412-394-4628 • michael.fierle@aiu3.net
Corinne Murawski, Ed.D., 412-394-4629 • corinne.murawski@aiu3.net
Cost: No charge

The educator networks bring science teachers together to learn from and with each other by sharing successful strategies to actively engage students in the content and practice standards. Networks are based on research and standards and connected to the Pennsylvania Academic Standards for Science, including the Pennsylvania Core Literacy Standards in Science and Technical Subjects.

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PA Department of Education (PDE) Initiatives

Career Ready PA

Contact: Amy Davis McShane, 412-394-4193 • amy.mcshane@aiu3.net
Cost: No charge

Pennsylvania's future depends on having a well-educated and skilled workforce prepared to meet the demands of a global, knowledge-based 21st-century economy. PDE developed Career Ready PA to address this need by providing educators with access to professional development training opportunities that deliver the best practices and resources needed to prepare students for postsecondary success.

Classroom Diagnostic Tools (CDT)

Contact: Michele Burgess, 412-394-4639 • michele.burgess@aiu3.net
Cost: No charge

Teaching & Learning staff train educators to use Pennsylvania Classroom Diagnostic Tools (CDT), which is a set of online assessments, divided by content area, designed to provide diagnostic information in order to guide instruction and remediation. This service is free and assists educators in improving the chances of academic success in their classrooms.

Comprehensive Planning Process

Contact: Brian Stamford, Ed.D., 412-394-5923 • brian.stamford@aiu3.net
Cost: No charge

Teaching & Learning professionals are available to assist school and district administrators to use the Comprehensive Planning Tool to design and submit the following required plans to PDE: Comprehensive and Integrated K–12 Program of Student Services (every 6 years); Induction Plan (every 6 years); Gifted Plan (every 6 years); Professional Education Plan (every 3 years) and Special Education Plan (every 3 years).

Continuity of Education Support

Contact: Brian Stamford, Ed.D., 412-394-5923 • brian.stamford@aiu3.net
Cost: No charge

The AIU offers networking opportunities to foster collaborative learning and problem-solving across LEAs as they focus on safe and equitable instructional delivery models in support of continuity of education. Individual technical support and assistance is provided to school leaders as they work through community-specific continuity of education considerations and decision-making.

Curriculum Coordinator Role-Alike Meetings

Contact: Brian Stamford, Ed.D., 412-394-5923 • brian.stamford@aiu3.net
Cost: No charge

District administrators responsible for curriculum, instruction and assessment meet on a monthly basis for information and resource sharing, networking and problem solving.

Educator Evaluation

Contact: Paul Cindric, Ed.D., 412-394-4940 • paul.cindric@aiu3.net
Cost: No charge

Teaching & Learning staff provide training and technical support to school administrators, teachers and other educators in the state-mandated evaluation processes for principals, teachers and non-teaching professionals as outlined in Act 13.

Federal Program Role-Alike Meetings

Contact: Kelly Noyes, Ed.D., 412-394-5926 • kelly.noyes@aiu3.net
Cost: No charge

The Federal Program Role-Alike Meetings are designed to guide both new and experienced federal program directors through the year-long process of planning, designing, implementing and evaluating federal programs at the district level. These sessions focus on implementation of quality and compliant programs and provide an opportunity for networking, problem solving and sharing of resources.

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Future Ready PA Index

Contact: Brian Stamford, Ed.D., 412-394-5923 • brian.stamford@aiu3.net
Cost: No charge

Teaching & Learning staff provide assistance in the analysis of the Future Ready PA Index, which provides a holistic view of a school's effectiveness as part of ESSA, and offers a resource for LEAs to communicate and compare performance, as well as analyze performance indicators as related to achievement and growth, and encourage best practices.

PA Value-Added Assessment System (PVAAS)

Contact: Michele Burgess, 412-394-4639 • michele.burgess@aiu3.net
Cost: No charge

Teaching & Learning staff trained in the Pennsylvania Value-Added Assessment System (PVAAS) provide support and technical assistance to districts in interpreting and understanding available PVAAS reports.

School Assessment Data Analysis

Contact: Brian Stamford, Ed.D., 412-394-5923 • brian.stamford@aiu3.net
Cost: No charge

Teaching & Learning staff provide assistance in the analysis of school assessment data, including PSSAs, Keystones, PVAAS and Act 82 Building-Level Score. Free assistance is available to aid in identifying strengths and needs, pinpointing root causes and supporting school improvement.

School Improvement Facilitation

Contact: Paul Cindric, Ed.D., 412-394-4940 • paul.cindric@aiu3.net
Dina Hartford, 412-394-5897 • dina.hartford@aiu3.net
Cost: No charge

Services to support educational entities in need of improvement are provided to schools and districts by the AIU. Assistance in enhancing academic performance and growth that focuses on research-based methods embedded in the cycle of improvement is facilitated by Teaching & Learning professionals. These services include trainings and technical support to schools designated by the state as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (A-TSI), and Targeted Support and Improvement (TSI).

Standards Aligned System Training

Contact: Brian Stamford, Ed.D., 412-394-5923 • brian.stamford@aiu3.net
Cost: No charge

The Pennsylvania Standards Aligned System (SAS) is a comprehensive, research-based framework to improve student achievement. SAS identifies six elements that impact student achievement: standards, assessments, curriculum framework, instruction, materials and resources as well as safe and supportive schools. The SAS website provides useful resources aligned to each of these elements.

Reading Achievement Center (RAC)

Adolescent Literacy Institute

Contact: Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Cost: $600 per participant
Invoice Frequency: After initial session

The Adolescent Literacy Institute is a series of workshops for middle and high school teachers that focus on research-based literacy practices that support students as they become college and career ready. Specifically aligned with brain research on how adolescents learn, this workshop series engages participants in the research behind and modeling of effective reading and writing instruction for the secondary grades. Two professional learning structures are available: an in-person series at the AIU Central Office or a fully online asynchronous course.

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Comprehension, Close Reading & Complex Text: Laying the Foundation K–2

Contact: Lisa Yonek, Ed.D., 412-394-1370 • lisa.yonek@aiu3.net
Cost: $400 per participant for entire series
Invoice Frequency: After initial session

Transitioning students to the demands of the PA Core Standards is not a job just for teachers in the tested grades. This four-day series supports teachers in the primary grades in aligning their instructional practices to the Pennsylvania Core. Participants learn how to incorporate informational text, text-dependent questions, close reading, scaffolds for complex text, text annotation, rigorous tasks and academic vocabulary into their everyday practice.

Customized Reading Support

Contact: Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Lisa Yonek, Ed.D., 412-394-1370 • lisa.yonek@aiu3.net
Cost: $900 per day
Invoice Frequency: Upon completion of the service

The Reading Achievement Center offers professional development that is focused on increasing student achievement. Professional development is customized to each school's unique needs and based on effective, research-based instructional practice to build rigorous literacy programs.

English Language Arts Auditing & Curriculum Alignment or Writing

Contact: Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Lisa Yonek, Ed.D., 412-394-1370 • lisa.yonek@aiu3.net
Cost: $450 half day/$900 per day

The AIU's RAC team performs audits for English Language Arts curricula and produces a customized report summarizing strengths, weaknesses and recommendations. Additionally, AIU RAC supports districts in a customized curriculum writing process to align ELA curricula to academic standards and best practices.

English Language Arts (ELA) Symposium

Contact: Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Cost: No charge

The Reading Achievement Center provides two annual symposiums that focus on expert literacy practices aligned to the PA Core Standards along with samples of instruction that meet the standards' rigorous expectations.

K–3 Apprenticeship Model

Contact: Lisa Yonek, Ed.D., 412-394-1370 • lisa.yonek@aiu3.net
Cost: $3,800 per participant for entire series
Invoice Frequency: Upon registration

The K–3 Apprenticeship Model is a unique professional development model that supports primary reading teachers with the knowledge, skills, best practices and on-site support in teaching all students to be skilled readers and writers. This opportunity consists of initial intensive, comprehensive training in reading history, pedagogy, theory, research and proven instructional practice and monthly follow-up trainings to build breadth and depth of professional knowledge in the English Language Arts. Teachers meet for 12 sessions at the AIU and additional technical support takes place at each site.

Keys to Comprehension

Contact: Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Lisa Yonek, Ed.D., 412-394-1370 • lisa.yonek@aiu3.net
Cost: $600 per participant for entire series
Invoice Frequency: After initial session

This four-day professional development series focuses exclusively on the reading comprehension domain of literacy. Targeted for teachers in grades 3–7, the content is directly aligned with the PA Core Standards and the state test expectations. Participants learn techniques to unlock reading comprehension, applicable to both literature and informational text.

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Keystone Exams in Literature

Contact: Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Cost: No charge

Teaching & Learning professionals support districts in their efforts to better understand the requirements of the Keystone Exams in Literature. Training can include selecting texts appropriate for Keystone Exam complexity, deconstructing the format of fiction and nonfiction test items, and designing instruction around the rigor required for the exam.

LETRS (Language Essentials for Teachers of Reading & Spelling) Professional Development, Third Edition

Contact: Lisa Yonek, Ed.D., 412-394-1370 • lisa.yonek@aiu3.net
Kate Stuckey, 412-394-5846 • katherine.stuckey@aiu3.net
Cost: Varies
Invoice Frequency: Upon registration

LETRS Third Edition addresses four critical outcomes for effective literacy instruction: understanding the science of reading, converting research to practice, enhancing teacher effectiveness and transforming instruction. By understanding the "why" behind science and evidence-based research, educators know how to help students as they learn to read. Members of the RAC/TaC facilitation team will provide customized support at the district and classroom levels and determine actionable next steps before, during and after participation in the LETRS Third Edition program.

Literacy Design Collaborative (LDC)

Contact: Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Lisa Yonek, Ed.D., 412-394-1370 • lisa.yonek@aiu3.net
Cost: $450 half day/$900 per day
Invoice Frequency: Month following completion of service

Literacy Design Collaborative (LDC) equips teachers, instructional coaches and school leaders with tools and learning experiences that build rigorous intellectual experiences and opportunities for students. The AIU's RAC team guides teacher teams through LDC's backward design process and using the nationally vetted curriculum library, LDC CoreTools, to create literacy-based units in any content area.

PA Core Standards for English Language Arts (ELA)

Contact: Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Lisa Yonek, Ed.D., 412-394-1370 • lisa.yonek@aiu3.net
Cost: No charge

Pennsylvania has transitioned to the PA Core Standards for instruction and assessment. Customized professional development is available to assist district staff in fully implementing the English Language Arts PA Core Standards through aligning curriculum and making needed changes and refinements in instructional practices.

Reading Achievement Center Resource Room

Contact: Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Lisa Yonek, Ed.D., 412-394-1370 • lisa.yonek@aiu3.net
Cost: No charge

The Reading Achievement Center includes limited samples of effective commercial programs and other educator resources to supplement and enhance classroom instruction and out-of-school learning. Schools can view samples of several major programs before piloting or purchasing.

Reading Specialist Network

Contact: Lisa Yonek, Ed.D., 412-294-1370 • lisa.yonek@aiu3.net
Cost: No charge

This network provides reading specialists with a forum to meet, discuss and deepen their practice in working with struggling students and provides teachers with resources and valuable instructional strategies. Reading specialists meet four times during the year.

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Supporting Teacher Growth with Common Core Shifts (Online Act 45 course)

Contact: Lisa Yonek, Ed.D., 412-294-1370 • lisa.yonek@aiu3.net
Cost: $300 per participant
Invoice Frequency: After initial session

The targeted audience for this course is school-based administrators seeking additional professional learning to support teacher practice in the area of literacy, as it relates to the Common Core Shifts, specifically in the elementary grades K-3. The course focuses on building comprehension and analysis skills with primary students and complex text. This six-session online course will provide administrators with a total of 41 Act 45 hours.

Text Dependent Analysis: Effective Instructional Practices

Contact: Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Cost: $600 per participant for entire series
Invoice Frequency: After initial session

This three-day series focuses on effective teaching practices to help students overcome some of the biggest struggles with the text dependent analysis (TDA) portion of the PSSA. Sessions focus on teaching students how to understand the prompt, read and write for analysis, determine the best evidence and craft the essay. All materials are provided, including sample prompts, passages and student responses for modeling.

Text-Dependent Analysis Part 2: Deepening Instructional Practice

Contact: Lisa Yonek, Ed.D., 412-294-1370 • lisa.yonek@aiu3.net
Cost: $450 per participant for entire series
Invoice Frequency: After initial session

This three-day series is open to all teachers in grades 4–8 who have completed the first course, Text Dependent Analysis: Effective Instructional Practices. In this series, participants will deepen their understanding of the reading, thinking and writing processes necessary for TDA success—examining student work and using the TDA Learning Progressions to make instructional decisions. TDA passages and prompts and other materials will be provided.

Thinking Through the Pencil

Contact: Heather Moschetta, Ph.D., 412-394-4919 • heather.moschetta@aiu3.net
Cost: $600 per participant for entire series
Invoice Frequency: After initial session

This four-day workshop series is designed to build students' critical thinking skills through writing. Designed for practical application in grades 4–8 ELA classrooms, topics include teaching academic form, increasing the frequency of writing opportunities, providing effective and timely feedback, incorporating writing into reading and incorporating grammar instruction into reading and writing.

Social Studies

C3 Framework

Contact: Paul Cindric, Ed.D., 412-394-4940 • paul.cindric@aiu3.net
Cost: No Charge

This three-hour workshop guides social studies educators through the National Council for the Social Studies' research-based C3 (college, career and civic life) Framework. C3 provides an inquiry arch of four dimensions and includes descriptive student performance indicators for the disciplines of social studies (geography, economics, history and civics) for K–12 students.

Historical Thinking in the Middle Grades

Contact: Paul Cindric, Ed.D., 412-394-4940 • paul.cindric@aiu3.net
Cost: $300 per participant
Invoice Frequency: After initial session

This three-day series provides middle school history teachers with practical experiences in using, teaching and assessing historical thinking concepts. Utilizing primary and secondary sources, teachers will engage in inquiry-based techniques for the purpose of making history classes come alive for their students.

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Social Studies Network

Contact: Paul Cindric, Ed.D., 412-394-4940 • paul.cindric@aiu3.net
Cost: No charge

The Social Studies Network provides support to districts and teachers in the areas of instructional strategies, integration of PA Core Standards literacy standards and PA social studies content standards. Assistance is also provided in curriculum design as well as professional development in the social studies disciplines. In addition, a Social Studies Network series of professional development facilitates networking between social studies teachers and regional, national and global institutions to advance the level of civic engagement and historical thinking among all learners.

Training and Consultation (TaC)

Acadience Training

Contact: Shelly Burr, Ed.D., 412-394-5781 • shelly.burr@aiu3.net
Kate Stuckey, 412-394-5846 • katherine.stuckey@aiu3.net
Cost: Materials fee may apply
Invoice Frequency: After event

Dynamic Measurement Group (DMG) has a number of valuable assessment measures available to support the use of data in making instructional decisions to improve student achievement. Trainings are available in Acadience Reading benchmark assessments, Acadience Deep diagnostic reading assessments, Acadience Math benchmark assessments and Acadience Data Interpretation.

Assistive Technology

Contact: Kendra Bittner, 412-394-5872 • kendra.bittner@aiu3.net
Scott Dougherty, 412-394-1346 • scott.dougherty@aiu3.net
Kristen Tachoir, 412-394-1375 • kristen.tachoir@aiu3.net
Cost: No charge

Assistive technology services include: consulting with student teams; providing information needed for the testing or acquisition of devices; assisting teams in the selection, customization, application, retention or replacement of devices; aiding teams in the integration of assistive technology into instruction and coordinated therapies; and providing training and technical assistance. Training specific to accessibility features within Word and Google Chrome is also available to increase implementation of these tools to assist students in accessing the general education curriculum.

Autism Support

Contact: Amanda Zimmer, 412-394-4624 • amanda.zimmer@aiu3.net
Cost: No charge

Professional development and technical assistance are provided to the AIU's member school districts and programs to address instructional strategies for students with autism spectrum disorder. From large trainings to school-based team meetings, AIU-TaC consultants present research-based approaches to promote success for students with ASD.

Co-Teaching

Contact: Laura Miller, Ed.D., 412-394-5831 • laura.miller@aiu3.net
Shelly Burr, Ed.D., 412-394-5781 • shelly.burr@aiu3.net
Cost: No charge

Professional development is provided to administrators and teachers to implement co-teaching in their classrooms. The series will provide teams of educators the background and skills necessary to begin to implement a co-teaching model. Participation in the series includes on-site customized support, sessions for implementation suggestions and problem-solving.

Data Team Training

Contact: Shelly Burr, Ed.D., 412-394-5781 • shelly.burr@aiu3.net
Laura Miller, Ed.D., 412-394-5831 • laura.miller@aiu3.net
Kate Stuckey, 412-394-5846 • katherine.stuckey@aiu3.net
Cost: No charge

The use of data to support instructional decision-making is a core component of the Multi-Tiered System of Supports/Response to Instruction and Intervention framework (MTSS/RTII). Free professional development and technical assistance is provided to districts to build team capacity to analyze data and support student achievement.

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Diagnostic Assessment & Interventions

Contact: Shelly Burr, Ed.D., 412-394-5781 • shelly.burr@aiu3.net
Laura Miller, Ed.D., 412-394-5831 • laura.miller@aiu3.net
Kate Stuckey, 412-394-5846 • katherine.stuckey@aiu3.net
Cost: No charge

Professional development and assistance are available in the areas of reading and mathematics.

General IDEA Supports

Contact: Leanna Lawson, Ed.D., 412-394-5857 • leanna.lawson@aiu3.net
Cost: No charge

Professional development and technical assistance are available to support teams in the construction of defensible IEPs that are data driven; including IEP goal development, progress monitoring, positive behavior support plans and crisis plans. Additional training and support are available for special education personnel specific to the education benefit review process, and both the preparation and follow-up to compliance monitoring activities.

Intensive Interagency Coordination

Contact: Leanna Lawson, Ed.D., 412-394-5857 • leanna.lawson@aiu3.net
Carrie Frohnapfel, Ed.D., 412-394-4593 • carrie.frohnapfel@aiu3.net
Cost: No charge

The interagency coordinator facilitates problem-solving teams in the AIU's member school districts and charter schools to assist in the design and delivery of coordinated services to individual school-age children and their families. Intensive interagency coordination is critical when a student does not have an appropriate placement or is at risk of losing an educational placement.

Language Essentials for Teachers of Reading & Spelling (LETRS) – Second Edition

Contact: Kate Stuckey, 412-394-5846 • katherine.stuckey@aiu3.net
Cost: $40 per participant for workbook

LETRS® Second Edition provides educators with the knowledge and skills they need to deliver sharper, more intentional instruction, increase efficiency, and improve student achievement. LETRS prepares educators for the challenging work of teaching literacy by connecting research to practice.

Least Restrictive Environment/Inclusive Practices

Contact: Leanna Lawson, Ed.D., 412-394-5857 • leanna.lawson@aiu3.net
Cost: No charge

Professional development and technical assistance are provided to support school districts in implementing the Least Restrictive Environment (LRE) of IDEA and related case law. The focus is on assisting teachers and administrators to ensure that all students gain access to grade level content standards. Training in the alternate eligible content for ELA, math, science and writing is also available.

Life Skills/Supporting Students with Complex Needs

Contact: Amanda Zimmer, 412-394-4624 amanda.zimmer@aiu3.net
Kendra Bittner, 412-394-5872 • kendra.bittner@aiu3.net
Cost: No charge

Consultation and technical assistance are provided to educational teams who support students with complex needs. Professional development is customized to meet the diverse learning needs of this student group in the areas of academics, behavior, and communication across multiple environments. Statewide assessment support in the PASA is also available. Consultations are customized to meet a variety of team and individual student needs.

Multi-Sensory Approach to Teaching Mathematics

Contact: Shelly Burr, Ed.D., 412-394-5781 • shelly.burr@aiu3.net
Cost: No charge

The purpose of teaching through a concrete-to-representational-to-abstract sequence of instruction is to ensure students truly have a thorough understanding of the math concepts/skills they are learning. Training is available for early numeracy, addition/subtraction, multiplication/division, fractions and integers/expressions.

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Multi-Tiered System of Supports (MTSS)/ Response to Instruction & Intervention (RTII)

Contact: Laura Miller, Ed.D., 412-394-5831 • laura.miller@aiu3.net
Kate Stuckey, 412-394-5846 • katherine.stuckey@aiu3.net
Shelly Burr, Ed.D., 412-394-5781 • shelly.burr@aiu3.net
Christina Frazier, 412-394-5828 • christina.frazier@aiu3.net
Cost: No charge

Professional development and technical assistance are provided to districts implementing a Multi-Tiered System of Supports/ Response to Instruction & Intervention framework. MTSS/RTII supports the use of data to determine how students respond to curricular and instructional procedures.

Multi-Tiered System of Supports for Behavior (MTSS)/School-Wide Positive Behavior Interventions & Support (SWPBIS)

Contact: Crystal Vogtsberger, 412-394-3475 • crystal.vogtsberger@aiu3.net
Shanna Bradfield, 412-394-5702 • shanna.bradfield@aiu3.net
Christina Frazier, 412-394-5828 • christina.frazier@aiu3.net
Carrie Frohnapfel, Ed.D., 412-394-4593 • carrie.frohnapfel@aiu3.net
Cost: No charge

Professional development and ongoing technical assistance are provided to support implementation of School-Wide Positive Behavior Interventions Support (SWPBIS) at both universal and advanced tiers. Tier 1 implementation includes training for teams on data systems and practices in order to ensure equitable outcomes for all students. Advanced tiers build upon Tier 1 to include intensified interventions such as Check-In Check-Out; Check & Connect, Rehabilitation for Empowerment, Natural Supports, Education & Work (RENEW); Functional Behavior Assessment and Positive Behavior Support Plans.

Positive Behavior Supports

Contact: Crystal Vogtsberger, 412-394-3475 • crystal.vogtsberger@aiu3.net
Shanna Bradfield, 412-394-5702 • shanna.bradfield@aiu3.net
Christina Frazier, 412.394.5828 christina.frazier@aiu3.net
Carrie Frohnapfel, Ed.D., 412-394-4593 • carrie.frohnapfel@aiu3.net
Cost: No charge

Professional development and technical assistance is provided in the areas of individual student consultations, functional behavior assessments, positive behavior supports plans, classroom management consultations/training, trauma-informed practices, social-emotional learning and function-based supports for students who are at risk.

Secondary Transition Services

Contact: Erin Grimm, Ed.D., 412-394-4952 • erin.grimm@aiu3.net
Cost: No charge

Training and Consultation staff provide professional development and support in all aspects of transition services as required by the Pennsylvania Department of Education, Bureau of Special Education. Session topics include post-secondary program resources, options and community supports, pre-employment transition services, OVR eligibility, transition law, policy, self-determination, advocacy and RENEW (Rehabilitation for Empowerment, Natural Supports, Education & Work).

Supporting Literacy & Mathematics Development

Contact: Shelly Burr, Ed.D., 412-394-5781 • shelly.burr@aiu3.net
Kate Stuckey, 412-394-5846 • katherine.stuckey@aiu3.net
Cost: No charge

Professional development is provided to educators to further develop their foundational knowledge of how students attain skills in numeracy and literacy. Specific strategies are provided to support students who may be struggling.

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transformED

CMU CS Academy

Contact: Tyler Samstag, 412-394-5829 • tyler.samstag@aiu3.net
Cost: No charge for AIU-based workshops

Carnegie Mellon University's Computer Science (CS) Academy is a novel, world-class, online, interactive high school computer science curriculum that is entirely free. The AIU offers two-day workshops to familiarize secondary teachers to CS Academy's curriculum and prepare them to teach computer science in an engaging and accessible manner. Free workshops are hosted each year through transformED or can be tailored to the needs of specific districts.

Educator Workshops

Contact: Tyler Samstag, 412-394-5829 • tyler.samstag@aiu3.net
Cost: No charge

Educator workshops are radically relevant professional learning experiences for educators in Western Pennsylvania. transformED educator workshops emphasize hands-on practice with new ideas, skills and tools, together with peer-to-peer support that helps teachers return to their classroom confident and ready to inspire and support their students. Workshops focus on a variety of topics that include robotics, virtual and augmented reality, digital citizenship, game design and physical computing.

Human-Centered Design Consultation

Contact: Tyler Samstag, 412-394-5829 • tyler.samstag@aiu3.net
Cost: $450 half day/$900 full day

Human-centered design is an iterative approach to problem solving that intentionally seeks out people with different perspectives, knowledge, skills and experience and has them work together to create a practical solution for a real-world problem. To support districts in developing human-centered solutions to school-based challenges and problems, transformED offers tailored consultation in human-centered design. Facilitators will support district teams in framing challenges, seeking input from diverse stakeholders, and brainstorming and prototyping innovative, out-of-the-box solutions.

Innovation Consulting

Contact: Tyler Samstag, 412-394-5829 • tyler.samstag@aiu3.net
Cost: $450 half day/$900 full day

In an effort to infuse science, technology, engineering, the arts and mathematics (STEAM) and learning innovation into school districts' curricula, the transformED team members are available for consulting on strategic plans, curriculum design, technology integration, human-centered design and project-based learning.

OnRamp

Contact: Tyler Samstag, 412-394-5829 • tyler.samstag@aiu3.net
Cost: No charge

OnRamp is a regional collaboration of intermediate units, school districts, universities, non-profits, and out-of-school time providers supporting schools in accessing and accelerating remote learning. This professional development ecosystem includes asynchronous video modules and synchronous virtual sessions. More information can be found at: **onrampremotelearning.net**.

STEAM Lending Library

Contact: Jana Baxter, 412-394-4602 • jana.baxter@aiu3.net
Tyler Samstag, 412-394-5829 • tyler.samstag@aiu3.net
Cost: No charge

The Pittsburgh Penguins Foundation STEAM Lending Library allows educators to put the latest education technology to the test in their classroom at no cost. Supported by free training, teachers borrow equipment to find out what works best for their students. For schools, the lending library is a way to infuse more technology than budgets allow, or simply to "try before you buy." Equipment includes robotics kits like the Hummingbird and Finch, computational thinking tools like Bee-Bots and Robot Turtles and exploratory tools like Speck air monitors and Arduino boards.

STEAM Teacher & Coordinator Role-Alike Meetings

Contact: Tyler Samstag, 412-394-5829 • tyler.samstag@aiu3.net
Cost: No charge

This role-alike group is designed for regional STEM/STEAM teachers and coordinators to network, share content and build skills. Some network with other educators to learn how they are integrating STEAM, maker education and coding in their curriculum.

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transformED

Contact: Tyler Samstag, 412-394-5829 • tyler.samstag@aiu3.net • Twitter: @transformED_aiu
Kevin Conner, 412-394-5760 • kevin.conner@aiu3.net

Cost: No charge

transformED connects educators with the professional learning, technology access, peer networks and grant funding they need to start, scale and sustain transformational change. By staying ahead of the curve, transformED helps districts prepare for changes coming their way and make a plan to integrate new instructional practices and technologies. By meeting educators where they are, transformED offers many points of entry to the broader movement for innovation in education.

transformED Teacher Fellowship

Contact: Tyler Samstag, 412-394-5829 • tyler.samstag@aiu3.net • Twitter: @transformED_aiu
Kevin Conner, 412-394-5760 • kevin.conner@aiu3.net

Cost: No charge

transformED Teacher Fellowship convenes teacher leaders interested in instructional innovation to incubate new approaches to teaching and learning.

Waterfront Learning

Customized Professional Development

Contact: Jennifer Beagan, Ed.D., 412-394-4996 • jennifer.beagan@aiu3.net
Cost: $500 half day/$900 full day - customized based on level and scope of services
Invoice Frequency: Upon completion of service

We offer customized professional development on online learning topics, including data security, hybrid design and innovative instruction.

Data Security & Integration

Contact: Jennifer Beagan, Ed.D., 412-394-4996 • jennifer.beagan@aiu3.net
Cost: $500 half day/$900 full day
Invoice Frequency: Upon completion of service

Our sessions teach school administrators how to maintain safety and security while providing online learning. Topics include accountability measures and safeguarding information in a digital world.

Hybrid Learning Instructional Design Plan

Contact: Jennifer Beagan, Ed.D., 412-394-4996 • jennifer.beagan@aiu3.net
Cost: Varies based on level of service. Contact for more information.
Invoice Frequency: Upon completion of service

Hybrid learning consultation, technology utilization, data collection and analyses, along with comprehensive support services, are available to districts. Initial consultation is free.

Online Learning Role-Alike Meetings

Contact: Jennifer Beagan, Ed.D., 412-394-4996 • jennifer.beagan@aiu3.net
Cost: No charge

The Online Role-Alike meetings are held quarterly and serve as a venue for district liaisons to learn, share and discuss relevant issues and information regarding online learning.

Virtual Instructional Services

Contact: Jennifer Beagan, Ed.D., 412-394-4996 • jennifer.beagan@aiu3.net
Cost: Varies. Please contact for more information
Invoice Frequency: Quarterly, upon completion of service

Waterfront Learning provides turnkey virtual and hybrid educational options for school districts through personalized full and part-time services in core content, world language, STEM, advanced placement, dual credit, credit recovery, Keystone remediation and career readiness. The K-6 program provides core, elective, language and gifted course offerings. We also contract with districts for curriculum expansion, participation of students with special needs, alternative education, hardware and internet allocation, hybrid learning planning and professional development.

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Special Education Services

For more than 50 years, the AIU has offered variety of unique, child-focused special education services for students with special needs. Our caring staff of highly-qualified teachers, therapists and paraprofessionals foster students' success by tailoring services to meet each student's individualized needs. We serve students ages 3–21 with a variety of multiple and complex needs.

Administrative Support

Extended School Year

Contact: Brian Welles, 412-394-5732 • brian.welles@aiu3.net
Cost: $2,500 per summer for each student attending an AIU-operated Special Education School ESY program. An additional $2,600 per summer for each student with an assigned Personal Care Assistant (PCA). Pricing for related service delivery during ESY is an additional fee. See the Related Services section of this guide for pricing details.
Invoice Frequency: Annually, upon completion of service

The AIU Special Education and Pupil Services Division coordinates and provides ESY programs in three special education schools — Mon Valley, Pathfinder, and Sunrise schools. The division also provides speech/language, OT/PT, hearing and vision supports as well as educational interpreting services for Allegheny County districts, charter schools, non-public schools and those outside of the Allegheny County catchment area upon request.

Local Task Force

Contact: James Palmiero, Ed.D., 412-394-5956 • james.palmiero@aiu3.net
Brian Welles, 412-394-5732 • brian.welles@aiu3.net
Cost: No charge

The Local Task Force (LTF3) is comprised of parents/guardians and system partners as mandated by the PARC Consent Agreement (1972). The partners work together to facilitate free and appropriate education for children of all abilities. The Local Task Force meets on the first Wednesday of each month, excluding July, at 6:30 p.m. The meetings are held in-person at the AIU's main office and/or virtually. Check the LTF3 website for more information.

New Special Education Liaison Role-Alike Meetings

Contact: Brian Welles, 412-394-5732 • brian.welles@aiu3.net
Cost: No charge

The AIU holds meetings for new special education directors. These mentoring meetings have targeted special education topics and more in-depth information and discussions for new directors.

Special Education Liaison Role-Alike Meetings

Contact: James Palmiero, Ed.D., 412-394-5956 • james.palmiero@aiu3.net
Cost: No charge

The AIU holds regular special education liaison role-alike meetings for district administrators. Information on relevant topics impacting special education is presented and discussed.

Supervisor Services

Contact: James Palmiero, Ed.D., 412-394-5956 • james.palmiero@aiu3.net
Brian Welles, 412-394-5732 • brian.welles@aiu3.net
Cost: $28,500 for one day per week for 42 weeks or $678.57 per day
Invoice Frequency: Annually, upon completion of service

The AIU supervisor services include supervision of experienced, certificated and highly-qualified professional staff (including teachers and clinicians) and experienced paraprofessional staff.

Transition Consultants

Contact: James Palmiero, Ed.D., 412-394-5956 • james.palmiero@aiu3.net
Brian Welles, 412-394-5732 • brian.welles@aiu3.net
Cost: $31,000 for one day a week for 35 weeks or $885.71 per day
Invoice Frequency: Annually, upon completion of service

Transition consultants provide coordinated transition services for youth with special needs, ages 14–21, with the objective of helping students realize their post-secondary outcomes for further education, employment and independent living in the community.

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Travel Services

Contact: Brian Welles, 412-394-5732 • brian.welles@aiu3.net
Glenn Michael Beigay, 412-394-5743 • glenn.beigay@aiu3.net
Cost: $125 per hour
Invoice Frequency: Monthly

Travel instruction is individualized instruction that teaches students with disabilities (other than blindness or visual impairment) the skills necessary to travel safely and efficiently within their home, school, place of employment and community.

Preschool Services

Preschool Early Intervention Services (DART)

Contact: Lisa LaRue, 412-394-5816 • lisa.larue@aiu3.net
Cost: No charge (except for children who remain in early intervention one year beyond the age of kindergarten eligibility or when a district requests the program to evaluate and/or provide services for a kindergarten age-eligible child who has not yet enrolled in kindergarten)
Invoice Frequency: Annually

The purpose of the preschool early intervention program (PEI) is to discover eligible young children, ages three through five, who have developmental delays and/or disabilities. The PEI program provides in-depth evaluations to identify a child's individual strengths and needs and provides appropriate early intervention services in the least restrictive environment.

Pupil Services

Board Certified Behavior Analyst (BCBA)

Contact: Brian Welles, 412-394-5732 • brian.welles@aiu3.net
Cost: $595 per day or $85 per hour
Invoice Frequency: Monthly

BCBAs provide direct services including observations and interviews resulting in the development of Functional Behavioral Assessments (FBA) and Positive Behavior Support Plans (PBSP). The services include related consultation and education of staff with ongoing maintenance of plans. As outlined by the Behavioral Analyst Certification Board, the AIU BCBAs can provide regular supervision for district-based Registered Behavior Technicians (RBT) staff.

Bullying Prevention Program

Contact: Brian Welles, 412-394-5732 • brian.welles@aiu3.net
Cost: $800 per day – two trainers provided
Invoice Frequency: Monthly

The AIU is available to train district staff in the Olweus Bullying Prevention Program, a research-based, comprehensive approach to address bullying behavior. The program is focused on long-term change that creates a safe and positive school climate. It is designed and evaluated for use in elementary, middle, junior high and high schools.

Crisis Response Team

Contact: Brian Welles, 412-877-9682 • brian.welles@aiu3.net
Cost: No charge

Licensed social workers and certified school psychologists who have training and experience in grief counseling provide short-term support and resources for districts that experience the tragic loss of a student, staff or community member. Licensed social workers and certified school psychologists can provide support for other mental health providers who work within a district or lead the process. In addition, the department has resources including templated letters administrators can customize and use when communicating with families and community members in their catchments.

Professional Development Services – BrainSTEPS

Contact: Jamie Moder, 412-394-5822 • jamie.moder@aiu3.net
Cost: No charge

BrainSTEPS (Strategies Teaching Educators, Parents, and Students) consultation provides training and technical assistance with all matters needed to support students with a brain injury. Consultation services include identification, school re-entry planning, IEP/504 Plan development, intervention selection and implementation, long-term monitoring of students and other issues professionals face in supporting students with brain injury.

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Psychological Services

Contact: Brian Welles, 412-394-5732 • brian.welles@aiu3.net
Cost: $625 per day or $114 per hour
Invoice Frequency: Monthly

Pennsylvania certified school psychologists provide psychological assessments and evaluations related to ability, achievement and emotional status for students 3–21 years of age. Psychologists also provide functional behavioral assessments, counseling services and crisis intervention.

Social Work Services

Contact: Brian Welles, 412-394-5732 • brian.welles@aiu3.net
Cost: $625 per day or $114 per hour
Invoice Frequency: Monthly

Pennsylvania licensed social workers act as a link among school, home and community resources. In addition, social workers specialize in educational group work with students on topics such as grief, social skills, anger management and problem solving.

Suicide Prevention Training

Contact: Brian Welles, 412-394-5732 • brian.welles@aiu3.net
Cost: $800 per day – two trainers provided
Invoice Frequency: Monthly, upon completion of service

AIU suicide prevention training is designed to help reduce suicide risks in students and increase their help-seeking behaviors. Students in grades 6–12 learn how to recognize the signs and symptoms of depression and other higher-risk mental illnesses. The training equips school faculty to better identify at-risk teens. The training protocol is grounded on the American Foundation for Suicide Prevention's *More Than Sad* model.

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Special Education School-Based Programs

Contact: James Palmiero, Ed.D., 412-394-5956 • james.palmiero@aiu3.net
Invoice Frequency: In accordance with Addendum A, Section 4 of the AIU Services Agreement

For those students whose educational needs are more complex, the AIU offers three school-based programs for exceptional children. Our programs provide a safe, secure and challenging learning environment that facilitates academic, social, behavioral, emotional and vocational development that supports successful transition from school to adult living. The school-based programs are open to students from any local education agencies, but are operated out of facilities owned by a special school jointure comprising member districts.

Mon Valley School
Principal: Richard Dowell, Ed.D.
412-469-2551
richard.dowell@aiu3.net

Pathfinder School
Principal: Nick Fratto
412-833-2777
nick.fratto@aiu3.net

Sunrise School
Principal: Marisa Esposto
724-325-1132
marisa.esposto@aiu3.net

Southeast Area Special School Jointure
Baldwin-Whitehall, Brentwood Borough, Clairton City, Duquesne City, Elizabeth Forward, South Allegheny, South Park, Steel Valley, West Jefferson Hills, West Mifflin Area

South Central Area Special School Jointure
Bethel Park, Carlynton, Chartiers Valley, Mt. Lebanon, Upper St. Clair

Eastern Area Special School Jointure
Allegheny Valley, East Allegheny, Gateway, Highlands, Penn Hills, Plum Borough, Riverview, Wilkinsburg, Woodland Hills

2022-2023 Special Education School-Based Programs Pricing

Mon Valley School*	$ Annual	$ Per Day
Autistic Support (Tuition)†	46,000	256/day
Emotional Support (Tuition)†	46,000	256/day
Life Skills Support (Tuition)†	44,000	244/day
Personal Care Assistant	33,500	186/day
Physical Support (Tuition)†	54,149	301/day
Vocational Program, Part-Time Only	7,500	42/day
Pathfinder School	**$ Annual**	**$ Per Day**
Autistic Support (Tuition)†	59,062	328/day
Life Skills Support (Tuition)†	59,062	328/day
Multi-Disabilities Support (Tuition)†	59,062	328/day
Personal Care Assistant	33,500	186/day
PRIDE Program (Tuition)†	33,000	183/day
Vocational Program, Part-Time Only	6,458	36/day
Sunrise School	**$ Annual**	**$ Per Day**
Autistic Support (Tuition)†	50,068	278/day
Learning Support (Tuition)†	40,000	222/day
Life Skills Support (Tuition)†	40,000	222/day
Multi-Disabilities Support (Tuition)†	53,956	300/day
Personal Care Assistant	33,500	186/day
PRIDE Program (Tuition)†	40,000	222/day
Vocational Program, Part-Time Only	6,458	36/day

The AIU charges tuition rates for each student enrolled in the AIU school-based program.

Costs for related services are additional. See the Special Education Support Services section of this guide for more information.

A building usage fee is assessed by the special school jointure for students who are not from the member districts. The building usage fee is not reflected in the AIU's tuition rates. Contact the school's principal for more information.

* All full-time secondary students enrolled in Mon Valley School participate in the school's vocational program and are assessed an additional $2,500 for costs.

† Full-time tuition rate

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Autistic Support

See page 35 for contact, pricing and invoice frequency information.

The AIU's school-based autistic support services provide specially designed instruction to students who need a program that is highly structured with a special emphasis on communication and behavior. The program focuses on a strong speech and language component, which encourages the development of independence and self-sufficiency in the areas of community-based instruction skills, functional skills, vocational skills and leisure and social skills.

Emotional Support

See page 35 for contact, pricing and invoice frequency information.

The AIU's school-based emotional support services provide a structured behaviorally and emotionally enhanced approach to students who demonstrate a pattern of behaviors that may include poor attendance, aggression toward others, withdrawal, poor peer/adult relationships and who may have court involvement. Some students may have diagnosed emotional disorders that need to be supported through coping strategies and self-monitoring. The primary goal of the program is to teach students the appropriate behaviors necessary to return to their home school.

Learning Support

See page 35 for contact, pricing and invoice frequency information.

The AIU's school-based learning support services provide standards-based, specially designed instruction to students who require modifications and adaptations to the general education curriculum. Additionally, students are provided support in learning, behavioral and social skills.

Life Skills Support

See page 35 for contact, pricing and invoice frequency information.

The AIU's school-based life skills support services provide standard-aligned specially designed instruction to students who require significant modifications and adaptations to the general education curriculum. Additionally, students are provided support in learning, behavioral and social skills.

Multi-Disabilities Support

See page 35 for contact, pricing and invoice frequency information.

The AIU's school-based multi-disabilities support services provide specially designed instruction to students who have two or more disabilities that may include complex medical needs requiring the integration of related services, including OT/PT, vision, hearing and/or speech and language support. Students may also require support in the development of personal and social skills.

Physical Support

See page 35 for contact, pricing and invoice frequency information.

The AIU's school-based physical support services provide specially designed instruction for students who have severe physical/intellectual disabilities such that program modifications are needed to meet physical and cognitive needs while promoting competence and independence.

PRIDE Program

See page 35 for contact, pricing and invoice frequency information.

PRIDE is a vocationally oriented transition program for students ages 18–21 with mild to moderate special needs. PRIDE focuses on Personal maintenance, Recreation and leisure opportunities, Independence in the community, Domestic living skills and Employment and training opportunities. The program provides an intense training experience through community-based opportunities.

Vocational Programs

See page 35 for contact, pricing and invoice frequency information.

The AIU offers vocationally oriented programs where students learn pre-vocational skills that focus on specific areas of employment. Through instruction in our mechanical and industrial workshops, on-site warehouses, and vocational-based classrooms, students learn specific employment skills across a wide variety of school and community based settings. Programs vary by school. Contact the school principal for more information.

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Blind/Visually Impaired Support Program

Assistive Technology Specialist

Contact: Jeanine Esch, 412-394-4538 • jeanine.esch@aiu3.net
Jennifer Pirring, 412-394-4630 • jennifer.pirring@aiu3.net
Cost: No charge to LEAs in Allegheny County that contribute to Component III of the IDEIA budget. All other LEAs are charged $167 per hour.
Invoice Frequency: Monthly

A teacher of the visually impaired with specialized training in vision assistive technology provides consultation, evaluation and recommendations to maximize access for students, who are blind/visually impaired, in the classroom. This professional supports IEP teams by developing AT action plans, making recommendations for purchase of technology and ongoing consultation.

Teachers of the Blind or Visually Impaired & Certified Orientation & Mobility Specialists

Contact: Jeanine Esch, 412-394-4538 • jeanine.esch@aiu3.net
Cost: Itinerant Fee: $150,000 per FTE for 180 days or $833 per day
Invoice Frequency: In accordance with Addendum A, Section 4 of the AIU Services Agreement

The Blind/Visually Impaired Support Program (BVISP) provides specially designed instruction to students whose visual impairment adversely affects their educational performance. Teachers of the visually impaired provide instruction in the expanded core curriculum, including orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, use of assistive technology, sensory efficiency skills and self-determination.

Deaf/Hard of Hearing

Audiology

Contact: Jeanine Esch, 412-394-4538 • jeanine.esch@aiu3.net
Jennifer Pirring, 412-394-4630 • jennifer.pirring@aiu3.net
Cost: No charge to LEAs in Allegheny County that contribute to Component III of the IDEIA budget. All other LEAs are charged $167 per hour.
Invoice Frequency: Monthly

Licensed educational audiologists provide consultation and recommendations for educational accommodations to maximize auditory access for students in the classroom. These professionals provide educationally relevant assessments of student auditory functioning, hearing and listening levels. In addition, they evaluate, fit and monitor school-provided individual Hearing Assistive Technology (HAT) as prescribed by Pennsylvania State Licensure in Audiology.

Communication Access Services for Students with Hearing Loss

Contact: Jennifer Pirring, 412-394-4630 • jennifer.pirring@aiu3.net
Cost: Districts in Allegheny County or receiving services in Allegheny County – Interpreters – $82.50 per hour or $74,740 full tuition. Districts out of Allegheny County and receiving services out of Allegheny County – Interpreters – $95 per hour or $82,214 full tuition. Invoicing will be based on full-time equivalent staff allocation.
Invoice Frequency: Monthly

Communication Access Services for students who are deaf or hard of hearing are available to school districts in Allegheny County. These services include educational sign language interpreters, communication support specialists, and oral transliterators. Qualified service providers offer access to the educational curriculum and environment unique to the student's primary mode of communication (sign language, speech reading or print). State-registered interpreters are also available on an hourly basis for adults who are deaf or hard of hearing to enable their participation in district meetings and events in compliance with ADA regulations and Pennsylvania Act 57.

Deaf-Blind Resource Team

Contact: Jeanine Esch, 412-394-4538 • jeanine.esch@aiu3.net
Cost: No charge

The Deaf-Blind Resource Team (DBRT) provides technical assistance to IEP teams to better support students who are deaf-blind. Through a collaborative model, the DBRT provides training, professional development and resources for multidisciplinary teams so they may meet the unique needs of learners with deaf-blindness. Members of the DBRT bring their collective skills, abilities and expertise from a wide range of disciplines.

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Teachers of the Deaf & Hard of Hearing

Contact: Jeanine Esch, 412-394-4538 • jeanine.esch@aiu3.net
Jennifer Pirring, 412-394-4630 • jennifer.pirring@aiu3.net
Cost: Itinerant Fee - $150,000 for 180 days or $833 per day • Services for students not enrolled in the program - $167 per hour
Invoice Frequency: In accordance with Addendum A, Section 4 of the AIU Services Agreement

The Deaf/Hard of Hearing Support Program provides specially designed instruction to students who exhibit a mild to profound hearing loss that interferes with the development of language and communication and impacts their ability to achieve educational potential. Certified teachers of the deaf/hard of hearing provide instruction and support for students in developing auditory, language, speech reading, literacy and self-advocacy skills as well as academic support in an inclusive educational program. The goal of this program is to effectively educate students with hearing loss, to the greatest extent possible, in regular education environments.

Occupational Therapy/Physical Therapy (OT/PT) Services

Occupational Therapy

Contact: Holly McElhinny, 412-394-5503 • holly.mcelhinny@aiu3.net
Cost: Districts in Allegheny County or receiving services in Allegheny County – $63.50 per hour for an occupational therapist services and $54 per hour for a certified occupational therapy assistant services
Invoice Frequency: Monthly - Invoicing will be based on actual recorded direct and indirect services rendered.

Occupational therapists and assistants are part of the educational team within the school setting. Therapists work with students to develop their fine-motor, visual-motor and sensory processing skills through direct intervention and collaboration with school personnel and by recommending strategies and modifications within the school environment.

Physical Therapy

Contact: Holly McElhinny, 412-394-5503 • holly.mcelhinny@aiu3.net
Cost: Districts in Allegheny County or receiving services in Allegheny County – $66.75 per hour for physical therapy services and $54 per hour for physical therapy assistant services
Invoice Frequency: Monthly – Invoicing will be based on actual recorded direct and indirect services rendered.

Physical therapists and assistants are part of the educational team within the school setting. Therapists work with students to develop their gross-motor skills, mobility and physical accessibility through direct intervention and collaboration with school personnel. Physical therapists also recommend strategies and modifications within the school environment.

Supervision & Consultation

Contact: Holly McElhinny, 412-394-5503 • holly.mcelhinny@aiu3.net
Mary Grassi, 412-394-5479 • mary.grassi@aiu3.net
Cost: Free for districts using AIU OT/PT services or $110 per hour
Invoice Frequency: Monthly

The AIU's director and supervisor of occupational and physical therapy services provide support and oversight of AIU therapists delivering the related services within the school setting. Additional services include expert consultation, administrative support, assessments and recommendations regarding potential legal issues, and professional development for school staff.

Speech/Language Impaired Support

Auditory Processing Disorders (APD) Evaluation Team

Contact: Thomas Rea, 412-394-5826 • thomas.rea@aiu3.net
Cost: $110 per hour
Invoice Frequency: Monthly, upon completion of services

Auditory processing is the ability to accurately recognize and interpret the spoken word or auditory signal and demonstrate comprehension by providing an appropriate and timely response. The APD Evaluation Team's assessment includes an evaluation of records, testing, student observations, a parent interview and a speech and language evaluation. The outcomes of the assessment can include adaptations to the educational environment and consultation services to the team.

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Diagnostic Consultation

Contact: Thomas Rea, 412-394-5826 • thomas.rea@aiu3.net
Cost: No charge if contracted with AIU for Speech/Language services. $110 per hour for students not enrolled in the program.
Invoice Frequency: Monthly, upon completion of services

AIU speech language pathologists offer diagnostic and therapeutic expert consultation in areas of speech/language concerns. Speech and language diagnosticians are available to provide assessments and issue a report for students with speech and language impairments when an evaluation independent of the school district is requested. The diagnosticians can also be requested by school districts to offer second opinions on difficult cases.

Feeding & Swallowing Technical Support Team

Contact: Thomas Rea, 412-394-5826 • thomas.rea@aiu3.net
Cost: $110 per hour
Invoice Frequency: Upon completion of services

When children are unable to eat due to physical or behavioral conditions, serious health problems can result. The Feeding & Swallowing Team can provide trainings, treatment and consultative services for students K–21 years of age throughout Allegheny County.

Primary Expressions K-1 Classrooms

Contact: Thomas Rea, 412-394-5826 • thomas.rea@aiu3.net
Cost: $34,766 for 180 days or $193.14 per day
Invoice Frequency: In accordance with Addendum A, Section 4 of the AIU Services Agreement

The Primary Expressions K-1 classrooms provide language-intensive services to students with a primary diagnosis of speech/language impairment. The classrooms are small instructional settings led by a Speech Language Pathologist (SLP) who has passed the PRAXIS examination for general knowledge and supported by a full-time paraprofessional to assist in the classroom. In addition, an itinerant SLP provides intensive individual pull-out, small group and push-in classroom speech therapy as needed. Students who attend these settings participate in the regular education curriculum of the host school and have access to school-based activities.

Professional Development in Speech/Language Therapy

Contact: Thomas Rea, 412-394-5826 • thomas.rea@aiu3.net
Cost: Contact for more information
Invoice Frequency: Monthly, upon completion of services

Allegheny County SLPs have the option of participating in professional development by the AIU Speech Department to earn ASHA credit. The Speech Department also customizes training to meet the needs of districts.

Speech/Language Impaired Support Program

Contact: Thomas Rea, 412-394-5826 • thomas.rea@aiu3.net
Cost: $137,500 for 180 days or $764 per day
Invoice Frequency: In accordance with Addendum A, Section 4 of the AIU Services Agreement

Speech language pathologists provide specially designed instruction to students whose impairment of language, voice, fluency or articulation is present to such a degree that academic achievement is affected and the condition is significantly handicapping to the student.

Supervision of Clinical Fellowship Year

Contact: Eileen Cirelli, 412-394-5823 • eileen.cirelli@aiu3.net
Cost: Please contact for more information
Invoice Frequency: Annually, once services have been completed.

The AIU Speech Department offers supervision of speech language pathologists seeking the American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence (CCC). Supervision includes three hours of direct observation and three hours of indirect observation per month.

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Student Programs

At the AIU, we believe that learning is a life-long activity. Not all learning takes place in a traditional classroom – learning can happen anywhere. At the AIU, we meet students where they are, and support them as they reach towards their goals.

Academic Events & Gifted Education

Academic Events

Contact: Amy Davis McShane, 412-394-4193 • amy.mcshane@aiu3.net
Cost: Fee varies by event. Please contact for more information.
Invoice Frequency: Upon registration

The AIU provides various academic competitions for elementary and secondary students. Events that are held on a yearly basis include the History Bowl (with Heinz History Center), STEM Design Challenge and Children's Choice Awards. Students have the opportunity to build upon their classroom experiences and see how their learning fits into the real world.

Career Connections

Contact: Amy Davis McShane, 412-394-4193 • amy.mcshane@aiu3.net
Cost: $75 registration fee
Invoice Frequency: Due upon application

Career Connections offers students in grades 9–12 the opportunity to explore a career in programs that consist of learning experiences that span one to four days. Students meet and work with professionals who share their experience, expertise and enthusiasm for what they do for a living. The programs provide a chance for students to make connections with organizations and people who can help them as they pursue their career choices. A registration fee of $75 is due at time of application. This fee is refunded if a student is not accepted into their choice of program.

Early Childhood Education Services

See page 13 for contact, pricing and invoice frequency information.

The AIU's early childhood education programs are designed to teach children younger than five-years-old the skills they need to succeed in kindergarten.

Gifted Education

Contact: Amy Davis McShane, 412-394-4193 • amy.mcshane@aiu3.net
Cost: No charge

Offered programs include gifted boot camps and gifted networking meetings. Offerings vary per year. Services also include assistance to schools in relation to gifted education regulations and updates.

English as a Second Language (ESL)

Curriculum Review Process

Contact: Kelly Noyes, Ed.D., 412-394-5926 • kelly.noyes@aiu3.net
Cost: Varies, please contact for more information
Invoice Frequency: All ESL services are billed four times per year with all services combined.

In the curriculum review process, staff suggest new scopes and sequences to parallel a district curriculum plan. In this process, districts may choose to focus on the alignment of ESL curriculum and instruction to state standards—or on making content area curriculum accessible to English language learners in the district.

Direct Instruction Model

Contact: Kelly Noyes, Ed.D., 412-394-5926 • kelly.noyes@aiu3.net
Cost: $105,889 per FTE
Invoice Frequency: All ESL services are billed four times per year with all services combined.

The K–12 English as a Second Language (ESL) program provides standards aligned with English language development instruction to students who come to us from all over the world. Students are provided with direct daily instruction in English with research-based curriculum specifically designed for the language acquisition process. All teachers are specifically trained and certified to provide this core content instruction.

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English as a Second Language (ESL) Program Specialist Certification Program

Contact: Charlene Byrd, 412-394-3637 • charlene.byrd@aiu3.net
Cost: $499/3-credit course
Invoice Frequency: All ESL services are billed four times per year with all services combined

Earn your ESL Program Specialist certification in less than a year with the AIU's 18-credit blended program that includes online classwork, in-person class meetings and field experience. Courses are taught by ESL professionals currently working in the field and supervised by the ESL program director.

New Teacher Induction Program

Contact: Dana Dervin, 412-394-5948 • dana.dervin@aiu3.net
Cost: $1,000 per teacher
Invoice Frequency: All ESL services are billed four times per year with all services combined

Non-contracting districts can elect to send their newly-hired ESL teachers to a five-month ESL New Teacher Induction Program. The ESL New Teacher Induction is a mentoring program in which teachers learn about ESL-specific laws, regulations and assessments. This training is a human resources investment that encourages student success.

Professional Development

Contact: Kelly Noyes, Ed.D., 412-394-5926 • kelly.noyes@aiu3.net
Cost: $500 half day/$1,000 full day
Invoice Frequency: All ESL services are billed four times per year with all services combined.

AIU ESL professional development sessions are designed to align with the district's strategic plan and local initiatives. AIU ESL administrators facilitate each session and cover topics such as best practices in the education of English learners, PDE updates and sustainability requirements.

Title III Consortium Services – AIU Serviced Districts – Liaison Committee

Contact: Jill Santa, Ed.D., 412-394-5994 • jill.santa@aiu3.net

Cost: No charge for Title III Consortium members

School administrators in Title III served school districts who oversee the ESL program participate in a role-alike group that meets quarterly. These meetings provide technical training, updates and information from PDE, guidance on best practices and legal requirements as well as ongoing support for ESL administrators.

Title III Consortium Services – Title III Consortium Grant

Contact: Jill Santa, Ed.D., 412-394-5994 • jill.santa@aiu3.net
Cost: No charge for Title III Consortium members

Through the K–12 ESL Title III Consortium, participating districts receive professional development, technology and supplemental materials to support English language learners.

State Monitoring, Program Monitoring & Evaluation

Contact: Charlene Byrd, 412-394-3637 • charlene.byrd@aiu3.net
Cost: $120 per hour
Invoice Frequency: All ESL services are billed four times per year with all services combined.

The AIU ESL program provides assistance to districts preparing for state monitoring. All program compliance issues are reviewed with districts to assure that the district meets or exceeds the state's criteria.

Student Evaluations & Proficiency Testing

Contact: Charlene Byrd, 412-394-3637 • charlene.byrd@aiu3.net
Cost: $220 per evaluation
Invoice Frequency: All ESL services are billed four times per year with all services combined.

The K–12 ESL Program provides individual student evaluations using the WIDA screener for initial screening and placement. The test is also used for the administration of the state-mandated ACCESS for English Language Learners language proficiency assessment administered yearly in Pennsylvania.

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Student Exiting/Monitoring Process

Contact: Charlene Byrd, 412-394-363 • charlene.byrd@aiu3.net
Cost: $120 per hour
Invoice Frequency: All ESL services are billed four times per year with all services combined.

This service facilitates the paperwork and compliance checks for students who have exited an ESL instructional program for two academic years.

Supervisor Services

Contact: Kelly Noyes, Ed.D., 412-394-5926 • kelly.noyes@aiu3.net
Cost: $13,750 per year for two days per month, $27,500 per year for four days per month or priced as needed for other configurations
Invoice Frequency: All ESL services are billed four times per year; services are combined.

School districts operating their own ESL programs may contract for supervisory services. The ESL Program tailors its services to meet school district needs, and takes into consideration the extent of services required and the amount of time a school district may need supervision.

Non-Public Schools Program

Non-Public Schools Program (NPSP)

Contact: Kelly Noyes, Ed.D., 412-394-5926 • kelly.noyes@aiu3.net
Cost: No charge

The Non-Public Schools Program provides high-quality auxiliary Act 89 and Title I services for students attending K–12 non-public schools. The mission of the NPSP is to provide support, resources, consultation and solutions to students, schools and families so non-public school students have every opportunity to maximize their academic potential in an ever-changing society.

Title I Non-Public Schools

Contact: Joe Pisciotta, 412-394-4194 • joe.pisciotta@aiu3.net
Cost: No cost to districts.
Invoice Frequency: Three times a year: January, April and July

The AIU Non-Public Schools Program offers comprehensive Title I services. School districts may contract with the AIU to provide Title I non-public school services that meet all federal requirements.

Title II-A Non-Public Schools

Contact: Joe Pisciotta, 412-394-4194 • joe.pisciotta@aiu3.net
Cost: No cost to districts.
Invoice Frequency: Varies

Title II-A professional development services are offered to non-public schools located within AIU's service area. Funding is generated at the federal level and then managed by the AIU on behalf of school districts. Non-public school staff and administrators may contact the AIU to utilize funding for professional development needs that align with federal requirements.

Title II-A Non-Public Schools Consortium

Contact: Joe Pisciotta, 412-394-4194 • joe.pisciotta@aiu3.net
Cost: No charge

Non-public school consortium services are offered to non-public schools that generate Title II-A professional development funding. Non-public schools may choose to join the consortium that the AIU manages and schedule professional development offerings periodically throughout the school year. Staff and administrators from all consortium schools may attend any professional development offerings at no additional cost.

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School-Age Supplemental Programs & Services

See page 15 for contact, pricing and invoice frequency information.

The AIU's supplemental student programs include alternative education, restorative practices and services for homeless youth.

Special Education School-Based Programs

See page 35 for contact information.

The AIU offers a variety of unique, child-focused special education services for students with special needs. Our caring staff of highly-qualified teachers and therapists foster students' success by tailoring services to meet each student's individualized needs. We serve students ages 5–21 with a variety of multiple and complex needs.

Waterfront Learning

See page 31 for more information.

Contact: Jennifer Beagan, 412-394-4996 • jennifer.beagan@aiu3.net
Cost: Varies. Please contact for more information.
Invoice Frequency: Quarterly, upon completion of service

Waterfront Learning provides affordable K–12 virtual and hybrid educational options for school districts. Implementation is designed to meet the diverse needs of educational entities by providing full-time and part-time services to personalize learning pathways for all students. Secondary academics focus on core content, comprehensive world languages, STEM, advanced placement, dual credit, credit recovery, Keystone remediation and career readiness. The K–6 elementary program provides core, elective language options and gifted/talented course offerings. Districts also contract for curriculum expansion, participation of students with special needs, alternative education environments, hardware/internet allocation, hybrid learning planning and professional development services.

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ALLEGHENY INTERMEDIATE UNIT SERVICES AGREEMENT – 2022-2023

This Services Agreement ("Agreement") is made this 1st day of July, 2022, by and between the ALLEGHENY INTERMEDIATE UNIT ("AIU"), and the _____ ("District/School") (collectively, "Parties").

WHEREAS, the AIU is a regional education service agency that provides specialized services to Allegheny County's 42 suburban school districts, five career and technical schools, charter schools and numerous other organizations throughout the area; and

WHEREAS, the District/School wishes to receive certain services from the AIU in exchange for agreed-upon fees; and

WHEREAS, this Agreement does not obligate the District/School to purchase any particular service from the AIU, but pertains to services that the District/School chooses to receive; and

WHEREAS, the Parties wish to memorialize the terms of their agreement.

NOW, THEREFORE, for good and adequate consideration and with the intent to be legally bound, the Parties agree as follows.

1. **Scope.** The terms of this Agreement, while in effect, shall apply to the AIU's provision of services to the District/School and shall be deemed to be incorporated into all of the Parties' contemporaneous and subsequent agreements through which the AIU provides services and the District/School receives such services. To the extent the terms of this Agreement and those of a contemporaneous or subsequent agreement conflict, the terms of the other agreement shall control.

2. **Duration.** This Agreement is effective through June 30, 2023, subject to prior termination in accordance with Paragraph 13 hereof.

3. **Services Guide; Pricing.** It is agreed that services provided by the AIU are rendered throughout the school year and that the AIU periodically invoices for fees for services provided to the District/School as outlined in the AIU's 2022-2023 Services Guide ("Services Guide"). Fees for programs not listed in the Services Guide will be determined on a case-by-case basis, subject to approval by the governing boards of the District/School and the AIU. By executing this Agreement, the District/School explicitly acknowledges receipt of the Services Guide and expressly accepts the pricing schedule for all of the services listed therein.

4. **Invoicing; Payment.** By accepting the services provided by the AIU, the District/School agrees to pay for those services at the prices specified in the Services Guide and to do so no later than sixty (60) days from the invoice date. The AIU may apply a late payment charge of 1% per month on any unpaid balance more than sixty (60) days past due, retroactive to the invoice date.

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The District/School will be invoiced in accordance with the Services Guide. It is agreed that the District/School will be invoiced for all programs and services provided and utilized by each student. Any delay in invoicing by the AIU will not affect the duty of the District/School to pay the invoice for the services received. The District/School agrees that a failure or delay in invoicing shall not constitute a waiver of the right of the AIU to be paid in full for services received by the District/School.

To ensure that the cost of services is properly allocated among districts, as well as the accuracy of each AIU invoice, the District/School understands and agrees that it is responsible to review all invoices when received; to audit the invoices to ensure that they accurately reflect the services received for each student identified; and to verify whether each student resided in the district being charged for services during that billing period.

The District/School agrees to pay the AIU the price for each program or service requested by the District/School as listed in the Services Guide. Further, in the event schools are closed on account of contagious disease, the destruction or damage of a school building by fire or other causes during the term of this Agreement, the District/School agrees to pay the AIU the greater of (1) an amount necessary to pay the salaries and fringe benefits of the teachers, as defined by the Public School Code, engaged by the AIU to provide services to the District/School as requested or (2) such amount required by the Public School Code, as it may be amended, or other applicable law.

5. **Special Education Services.** Any special education services requested by the District/School and provided by the AIU shall be governed by Addendum A: Special Education Services, attached hereto and incorporated herein by reference as though set forth in full.

6. **Compliance With Applicable Law.** The AIU shall ensure that its services comply with all requirements of state and federal law, to the extent such compliance does not depend upon the performance or actions of any other individual or entity beyond the control of the AIU. The AIU represents and warrants that it and its employees, agents or personnel providing services pursuant to the terms of this Agreement possess the skills, qualifications, experience, licenses and certifications necessary to perform adequately such services. The AIU shall comply with all federal and state laws regarding the confidentiality of educational records of District/School students, including but not limited to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and its implementing regulations (34 C.F.R. Part 99) and 22 Pa. Code §§12.31-12.33. The District/School shall provide such action, assistance or cooperation as required to ensure that students receive services in compliance with state and federal law.

7. **Clearances.** With respect to all individuals providing services to the District/School on behalf of the AIU except those having no direct contact with children, the AIU shall ensure that such individuals provide to the AIU the following clearances in accordance with legal requirements:

a. A Pennsylvania State Police report of criminal history record information as required by Act 34, 24 P.S. § 1-111(b);
b. A Federal criminal history record as required by Act 114, 24 P.S. § 1-111(c.1); and

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c. A certification from the Pennsylvania Department of Human Services as to whether the individual is named as an alleged perpetrator or perpetrator of child abuse, as required by Act 151, 23 Pa. C.S. § 6344(a.1), (b.2).

Further, the AIU shall ensure that it and such individuals shall comply with the employment history review provisions of Act 168, 24 P.S. § 1-111.1, and the child abuse recognition and reporting training requirements of Act 126, 24 P.S. § 12-1205.6.

8. **Relationship of the Parties.** The Parties acknowledge that the AIU is an independent contractor of the District/School and that all individuals providing services under this Agreement are employees or independent contractors of the AIU and not the District/School. Nothing contained in this Agreement will be deemed to create an employment, agency, joint venture or partnership relationship between the District/School and the AIU or any of their respective agents or employees, or any other legal arrangement that would impose liability upon one party for an act or a failure to act of the other party. Neither the District/School nor the AIU will have any express or implied power to enter into any contracts or commitments or to incur any liabilities in the name of, or on behalf of, the other party, or to bind the other party in any respect whatsoever without the other party's prior written consent.

9. **Liabilities.** Subject to any immunities provided by the Political Subdivision Tort Claims Act or other law, the Parties agree to indemnify, defend and hold harmless each other, their respective directors, officers, employees and agents, against all claims, damages, losses, or penalties that result from the acts or omissions of their own employees or agents, any real property owned or leased by such party, or the operation or maintenance of any equipment or vehicles provided or used by such party. The Parties agree to indemnify, defend and hold harmless each other against all claims, damages, losses, or penalties resulting from any judicial, administrative or other determination that any staff member of one party hereto is an employee or agent of the other party hereto.

10. **No Third-Party Beneficiaries.** This Agreement is entered into for the sole benefit of the District/School and the AIU. No other parties are intended to be direct or incidental beneficiaries of this Agreement, and no third party shall have any right in, under or to this Agreement.

11. **Assignment.** Neither this Agreement nor any of the rights, benefits or obligations hereunder may be assigned or delegated (whether by operation of law or otherwise) without the prior written consent of the other party.

12. **Force majeure.** The AIU will not be liable for any failure or delay in performing an obligation under this Agreement that is due to any of the following causes, to the extent beyond its reasonable control: acts of God, accident, riots, war, terrorist act, epidemic, pandemic, quarantine, civil commotion, natural catastrophes, governmental acts or omissions, changes in laws or regulations, national strikes, fire, explosion or generalized lack of availability of energy.

13. **Termination.** Either Party may terminate this Agreement and any services provided hereunder with at least 60 days' prior written notice. Individual services provided hereunder may be terminated with less than 60 days' notice if mandated by an Individualized

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Education Program ("IEP") or an order of a hearing officer, the Secretary of Education or a court of competent jurisdiction.

14. **Governing Law; Venue.** This Agreement shall be construed and governed by the laws of the Commonwealth of Pennsylvania. Jurisdiction and venue for all purposes shall be in courts of competent jurisdiction sitting in Allegheny County, Pennsylvania.

15. **Interpretation.** In any proceeding of any type or kind in which this Agreement or its terms shall be reviewed, construed, or brought into issue in any manner, the Parties hereby agree that this Agreement shall be construed as if jointly prepared, written and typed by the Parties. It is agreed that the covenants of this Agreement are severable, and that if any word, phrase, clause(s), sentence(s), paragraph(s) shall be found unenforceable, the entire Agreement shall not fail but shall be construed and enforced without the severed language in accordance with the tenor of this Agreement.

16. **Counterparts.** This Agreement may be executed in counterparts, each of which, when executed and delivered, shall be deemed an original and all of which, taken together, shall constitute one and the same instrument, even though both Parties are not signatories to the original or the same counterpart. Furthermore, the Parties may execute and deliver this Agreement by electronic means. Each of the Parties agrees that the delivery of the Agreement by electronic means will have the same force and effect as delivery of original signatures and that each of the Parties may use such electronic signatures as evidence of the execution and delivery of the Agreement by both Parties to the same extent as an original signature.

17. **Entire Agreement.** This Agreement constitutes the entire agreement and understanding between the AIU and the District/School concerning the programs and services to which it applies; supersedes all prior or contemporaneous agreements and understandings, written or oral, with respect to the subject matter hereof; and shall be modified only in a writing approved by the Parties' respective governing boards.

IN WITNESS WHEREOF, the parties have signed this Agreement on the dates shown below, intending to be legally bound hereby.

ALLEGHENY INTERMEDIATE UNIT	**DISTRICT/SCHOOL**
By: _____	By: _____
President, Board of Directors	President, Board of Directors
Attest:	Attest:
By: _____	By: _____
Secretary, Board of Directors	Secretary, Board of Directors
Date: _____	Date: _____

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ALLEGHENY INTERMEDIATE UNIT SERVICES AGREEMENT – 2022-2023

ADDENDUM A:
SPECIAL EDUCATION SERVICES

1. **Services Provided.** For the 2022-2023 school year, the Allegheny Intermediate Unit (AIU) shall provide and operate, for the benefit of students assigned by the District/School, the special education services and programs delineated in the AIU Special Education Plan ("Plan"), as approved by the Department of Education, by furnishing the following:

a. Professional and support staff, as required to implement the Plan in accordance with all applicable provisions of state and federal law;

b. Administrative, supervisory and clerical staff as required to effectively and efficiently implement the Plan and this Agreement;

c. Such supplies, equipment and other materials as necessary to implement the Plan and as mutually agreed upon by the Parties;

d. Such classrooms and facilities as required to implement the Plan in accordance with state and federal law, to the extent the program or service is provided or operated upon premises not owned or leased by the District/School; and

e. Any other personnel, facility, material or service mutually agreed upon by the Parties, subject to approval by their respective governing boards.

Services provided include but are not limited to those outlined in the Services Guide, such as Blind/Visually Impaired Services; Career Development Services; Deaf/Hard of Hearing Services; School-Based Educational Services at the AIU-operated Mon Valley, Pathfinder and Sunrise Schools; District-Based Classrooms; Speech/Language-Impaired Support; Pupil Personnel Services; and Occupational and Physical Therapy.

2. **Programs Provided on District/School Premises.** For special education programs and services provided by the AIU on premises owned or leased by the District/School, the District/School shall provide the following:

a. Classroom and other space necessary for the provision of services;

b. Assistance, cooperation and participation of District/School administrative, professional and support staff in the development and implementation of accommodations, supplementary aids and support services necessary to include, to the fullest extent appropriate, students assigned to special education programs in educational and extracurricular activities, regular education support, regular education instruction, and ancillary services, such as nursing, counseling, library, physical education, food, custodial and maintenance services, as necessary to meet the needs of the students assigned to the program; and

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c. Any other personnel, facility, material or service mutually agreed upon by the Parties, subject to approval from their respective governing boards.

3. **Multidisciplinary Evaluation and IEP Development.**

a. **For Students Receiving AIU Services on District Premises.** The District/School, in cooperation with the AIU, shall conduct student Multidisciplinary Evaluations ("MDEs") and Re-evaluations ("RRs") and develop Individualized Education Programs ("IEPs") and revise those plans as necessary for exceptional and thought-to-be exceptional students of the District/School. The District/School will provide the AIU staff with an opportunity to participate in the development of RRs and IEPs.

b. **For Students Receiving Services in AIU-Operated Schools.** The AIU, with cooperation and participation by the District/School, shall conduct student MDEs and RRs and develop IEPs and revision procedures for exceptional and thought-to-be exceptional students of the District/School. The District/School recognizes that it remains the Local Education Agency ("LEA") for the student and is responsible for ensuring that the student's IEP provides for a free appropriate public education ("FAPE"). Therefore, the District/School will participate in the development of MDEs, RRs and IEPs that outline specially designed instruction, accommodations and supplementary aids and services for students.

c. **For All Students Receiving AIU Services.** Specially designed instruction, accommodations, supplementary aids and services required by any IEP or any order of a hearing officer, appeals panel, the Secretary of Education or court and beyond the scope of the programs and services enumerated in the Plan shall be provided as mutually agreed upon by the Parties, subject to approval by their respective governing boards. In such instances, the AIU administration will work with the District/School as LEA in identifying the appropriate service. The District/School agrees that the AIU shall not be liable to the District/School on account of a hearing officer's or court's determination that an IEP does not provide FAPE.

[Continued on next page]

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4. **Tuition; Fees for Speech, Hearing and Vision Services.** Tuition for the AIU-Operated Special Education Schools and fees for speech, hearing and vision services will be invoiced and paid in installments according to the schedule below:

Invoice Date	Services Billed: School Tuition and Fees for Speech, Hearing and Vision	Based on Data* As Of
September 15, 2022	Services anticipated for August through October	September 1, 2022
November 15, 2022	Services anticipated for November through December, *plus adjustments relative to September billing*	November 1, 2022
January 17, 2023	Services anticipated for January through February, *plus adjustments relative to November billing*	January 1, 2023
March 15, 2023	Services anticipated for March through April, *plus adjustments relative to January billing*	March 1, 2023
May 15, 2023	Services anticipated for May through June, *plus adjustments relative to March billing*	May 1, 2023
June 15, 2023	Final invoice reconciling payments with the actual final 2022-2023 special education database, verified in June; may result in a credit to the District/School or payment due to the AIU, exclusive of the special education school reconciliation.	June 2023

* Refers to student information in the AIU special education database.

NOTE: Services requested by the District/School after the review of the special education database as of September may result in additional invoices.

[Continued on next page]

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5. **Reconciliation for AIU-Operated Special Education Schools.** Because of the fluctuating nature of student enrollment at the AIU-operated special education schools, it is agreed that the overall operating cost for each school will be continuously monitored to determine whether revenue and expenses are in alignment with budgeted projections. The parties agree that at the conclusion of the 2022-2023 school year, the AIU will perform a reconciliation of its special education school revenues and expenses for the entire school year. If the AIU revenues from the school programs provided under this Agreement exceed the expenses incurred in providing such services, the District/School will receive a pro-rata credit; if the AIU's expenses incurred in its school programs exceed the revenues received by the AIU, the District/School will be responsible for and pay to the AIU a pro-rata share of the excess expenses. The reconciliation process will be conducted as follows:

Date	AIU-Operated Special Education School Review and Reconciliation
August 15, 2023	Final reconciliation of revenues and expenses for the entire school year will be completed and issued to the District/School. This may result in a credit to the District/School or payment due the AIU
September 1, 2023	District/School payment to the AIU for the pro-rata share of excess expenses, ***and/or*** …
January 31, 2024	AIU credit issued to the District/School for the pro-rata share of excess revenues

Any District/School due to receive a reconciliation credit and having open balances payable to the AIU greater than 60 days past due will have the credit applied to open balances or withheld until payment is received, as appropriate.

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NON-DISCRIMINATION STATEMENT

The Allegheny Intermediate Unit is an equal opportunity education institution and will not discriminate on the basis of race, color, age, creed, religion, sex, sexual orientation, gender identity or expression, ancestry, place of birth, national origin, marital status, familial status, genetic information, pregnancy, handicap/disability, status as a handler or trainer of support or guide animals, or any other legally protected characteristic in its educational programs, services, facilities, activities or employment practices as required by Title IX of the 1972 Educational Amendments, Title VI and VII of the Civil Rights Act of 1964, as amended, Section 504 Regulations of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1975, Section 204 Regulations of the 1984 Carl D. Perkins Act, the Americans with Disabilities Act, the Pennsylvania Human Relations Act, or any other applicable federal, state, or local law. Any person who believes that s/he has been subjected to discrimination shall report all incidents of such conduct to Erin Koebel, Director of Human Resources and Labor Relations, Title IX Coordinator, Allegheny Intermediate Unit, 475 East Waterfront Drive, Homestead, PA 15120. 412-394-5957 erin.koebel@aiu3.net.

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ALLEGHENY INTERMEDIATE UNIT

Serving Every Learner

475 East Waterfront Drive | Homestead, PA 15120
412-394-5700 | aiu3.net

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To: ESL District Liaisons

From: Dr. Kelly A. Noyes, Program Director of Educational Support Services
Jill Santa, Title III Supervisor

Date: May 6, 2022

Subject: Memorandum of Understanding

The 2022-23 AIU Title III Consortium agreed upon grant initiatives based on the planning meeting held at the Allegheny Intermediate Unit on May 6, 2022:

- A series of professional development opportunities targeting specific areas surrounding EL needs. The series of professional development opportunities will include all stakeholders and will vary in theme, scope, and audience. Expenses may include the cost of speakers and their travel, food costs where applicable, copies and supplies, associated materials such as books and workbooks, as well as up to $100 of reimbursement for substitute teacher costs to allow district staff to attend Title III professional development. This is limited to one reimbursement per district per professional development session. An invoice from the district will be required.
- Reimbursement of 40% of the district allocation up to $4,000 to provide summer programming, after-school remediation, tutoring (in person or remotely), parent outreach, data collection, curriculum development, technology, educational field experiences, or other supplemental support to the English Learners in the district. Reimbursement will be provided once the member provides the AIU with proof that the allocation has been spent and supplements the education of ELs. This is to be recorded on a request form provided by the Consortium Lead.
- The consortium will continue to provide selected supplies, materials, technology, resources, and appropriate training.
- Quarterly Technical Training Sessions for ESL Liaisons/Administrators.
- A Program Coordinator will offer optional half or full day site visits and professional development for individual and district staff initiatives including, but not limited to: MTSS and EL's, program review, compliance, content area teacher resources and training, ELD Standards, and any other specific district needs relative to ELs. Visits may be on site or virtual.
- The opportunity to attend a national conference and/or educational training (in person or virtual) with the consortium providing reimbursement up to $1,000 for LEAs with under $10,000 allocation and $2,000 for those with over $10,000 allocation. This reimbursement may also be applied toward a course or membership in a professional organization provided the focus is on English Learners.

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- One Student Event Day for students enrolled in the ESL program in grades 9-12. Bus transportation for the day will be reimbursed for participating school districts after providing an invoice. (Actual cost up to $500.00)

In addition to the above stated initiatives, each member of the Consortium as a recipient of Title III funds agrees to maintain compliance in all the following areas:

- Following the procedures for the proper identification of English Learners
- Following procedures for parental notification of program placement
- Following procedures for consultation with non-public schools, identification of non-public school ELs, and providing supplemental support to non-public entities
- Administering annual ELD Assessment as defined by Pennsylvania (currently the ACCESS 2.0 for ELs exam).
- Continuing to monitor the ESL Program for continuous improvement including the review of appropriate data.
- Maintaining records and complying with all requirements under ESSA as per the Pennsylvania Department of Education.
- Ensuring equity of educational quality and equitable resources for the LEA's ELs.
- Active participation by all Consortium members is important to the overall success of the Consortium and the attainment of performance goals.

The_____ School District is in agreement with the aforementioned initiatives.

Signature Date

_____ _____

Print name

_____

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USC SCHOOL DISTRICT

Memo

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

From: Dr. Lou Angelo

Date: May 3, 2022

RE: Cummins Agreement Renewal

The administration requests approval to renew the agreement with Cummins Sales and Service for the preventative maintenance of eight (8) power generation systems for a three-year term (2022 - 2025). The agreement permits Cummins to provide routine maintenance and inspections for the power generators at all school buildings and the administration building at a cost of $5,472.28 per year with no annual increases. The cost of the new agreement represents a 3% increase from the previous agreement.

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USC SCHOOL DISTRICT

Memo

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

From: Dr. Lou Angelo

Date: May 9, 2022

RE: Daikin Agreement Renewal

The administration is recommending approval to renew the agreement with Daikin Applied for the service of two Magnitude Magnetic Bearing Centrifugal Chiller Units from June 1, 2022 through May 31, 2027. The agreement permits Daikin to provide ongoing routine maintenance, repair, emergency service, training, and inspections for the chiller units at Boyce and Ft. Couch middle schools at a cost of $45,000.00 per year.

Since 2017, the Upper St. Clair School District has been operating under the agreement with Daikin Applied. Approval of my recommendation will mark the sixth year under the agreement. For the past three years, Daikin services were provided at $39,000. Although the renewal represents the first increase in three years (13%), there will not be another increase for the next five years. If approved, the agreement will commence June 1, 2022 and terminate on May 31, 2027.

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USC SCHOOL DISTRICT

Memo

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

From: Dr. Lou Angelo

Date: May 17, 2022

RE: Request for Proposals - Energy Service Companies/GESA

The administration is recommending a request for proposals from Energy Service Companies to provide a guaranteed energy savings performance contract in accordance with Pennsylvania Acts 163, 57, 77, and 39, Title 62. The initial project will be to replace the boilers at Upper St. Clair High School.

The High School boilers are responsible for heating the entire building and dehumidifying the environment. The boilers operate twelve months each year, and their most active months are October to April. The boilers are not responsible for heating domestic water.

The current heating system has three (3) gas-fired cast iron boilers that are approximately twenty-three (23) years old and have exceeded the 10-year warranty. A well-maintained boiler that was installed in the late 1990's has a maximum lifespan of approximately thirty years, but because of a lack of preventative maintenance and care to the boilers by our previous facilities management company, the equipment has reached concerning levels of problems sooner than desired. As a result, the high school heating system has experienced continuous leaking, flame failure, and lockout. As a result of lockout, the units stopped operating two or three times per month over the past two years. At this point, the heating system is considered no longer reliable.

A boiler inspection completed by Combustion Service and Equipment Company confirmed our internal assessment that two of the three boilers are experiencing ongoing leaking issues, and one of these boilers is completely out of service and not recoverable. Additionally, potential repairs are costly, short-term, and not recommended for units that are twenty-three (23) years old. Lastly, the Honeywell Flame Safe Guard, which serves as the "brains" for each boiler, has reached the end of its life cycle on all three boilers. The inspection report was issued to our insurance company for review, but we do not believe the company will cover any repairs. A copy of the boiler inspection is attached for your reference.

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The original design of the High School boiler system was to include a third boiler to be used as a backup when one of the other boilers failed. Like all other buildings across the district, the High School has been operating predominantly with only one boiler over the past three heating seasons. The second boiler only becomes active during extremely cold weather conditions. As a result, two boilers have proven to be sufficient to meet the building heating load, and it is the most economical capital cost option. As a reference, no other district building is designed with a third backup boiler.

High School boiler replacement project was presented as part of the April 2021 presentation on upcoming capital improvement expenditures. If approved, the project would be a guaranteed energy savings project and the cost would be funded in part by the current capital improvement budget and the remainder of the project would be funded by next year's capital improvement budget. Based on preliminary conversations, we anticipate the total for the boiler project at approximately $550,000.

The administration recommends issuing a request for proposals from Energy Service Companies who work under the Guaranteed Energy Savings Act (GESA), giving the District the ability to select the most qualified bidder meeting all the criteria we value to complete the boiler and air handling unit project. Approval of the recommendation also gives the district the opportunity to engage in future GESA projects throughout the district as part of an energy savings plan.

Attached:

- Upper St. Clair High School Boiler Inspection Field Report

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Upper St. Clair School District
District Administration Building
1775 McLaughlin Run Road
Upper St. Clair, Pa. 15241
412.833.1600 | www.uscsd.k12.pa.us

Customizing Learning, Nurturing Potential... Delivering Excellence

We are seeking authorization to change the District's Cafeteria Plan Administrator from PrimeFlex Administrative Services, LLC to Northwest Group Services (NWGS). Based on our current enrollment, the estimated cost of the contract will be $3,705 per year ($4.75/participant) at an annual savings of $1,830. The contract with NWGS will begin July, 1, 2022.

Background
PrimeFlex Administrative Services is an independent Third Party Administrator providing Flexible Spending (FSA) account administration for the District since November 1, 1994. There have been administration issues since PrimeFlex has changed the software utilized in the administration of The Plan.

Proposal
NWGS Companies is an independent Third Party Administrator that is a leader in Flexible Spending (FSA) account administration. NWGS will provide improved customer service, quick response times, quality control checks and use systems and technologies at a reduced cost from the current Administrator. NWGS has over 100 years experience in the insurance industry and will provide expertise in the following areas:

1. NWGS will provide FSA employee communication material.

2. NWGS will provide FSA claim forms and claim reimbursement schedules for plan participants.

3. NWGS will provide an administrative procedures guide.

4. NWGS will provide FSA record management for the Client's accounts. NWGS will prepare and provide records required to assist clients regarding audits of the operation of the plan, legal action or regulatory review.

5. NWGS will make FSA benefit payments and process claims in accordance with the terms of the Plan which are in effect and which have been communicated to NWGS by the Client at the time the services are provided:

   (a) Claims will be processed using NWGS normal claims processing procedures which take into account a reasonable and good faith interpretation of Code §§125, 105, and 129 (as applicable), and taking into account interpretations of those sections by the IRS in proposed regulations.

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[redacted]

Customizing Learning,
Nurturing Potential...
Delivering Excellence

Memo

To: Dr. John Rozzo, USC Board Members

From: Mr. Ray Carson, Mr. Scott Burchill

Date: May 23, 2022

RE: CBA Amendment

We are seeking authorization to amend the current salary schedules for the custodians and foodservice workers in the current CBA with the Upper St. Clair Special Services Federation. Upon Board approval, there will be a signed MOU between the District and the union detailing the changes. The union leadership has reviewed and is in support of these changes. We have been able to maintain adequate staffing levels for all other service employees represented under this contract (secretaries and paraprofessional) and are not recommending a change in their wage rates at this time.

Background

The current CBA was approved in June 2020, which was prior to understanding the full impact of the pandemic on the economy/workforce. Since that time, qualified individuals in the service industries have been increasingly difficult to hire and retain. Due to several economic factors (inflation, the "great resignation", and generous relief/social programs), people are either unable or unwilling to work for what were historically competitive wages. The District currently has 5 custodial vacancies and 4 foodservice vacancies. We continue to struggle with maintaining a high level of service for these vital functions.

The District has implemented referral bonuses, sign-on payments, increased advertising, and held job fairs to address the hiring problem. We have had limited success even with these added measures.

Custodial Proposal

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The current custodial pay scale in this hiring environment creates issues at the initial wages to attract new candidates to the field, as well as recruiting more experienced individuals away from other service businesses/school districts. We seek to increase the rates at the bottom of the scale and create 2 new steps towards the top end of the range. This will make the District more attractive to both candidate pools and will reduce the impact of the "jump step."

1) Eliminate current step 1 & 2 to improve entry level hiring. Modify steps 4 & 5 to support more experienced hires and enhance retention.

2) Grandfather current employees (hired before 5-23-2022) and progress through the wage scale under the current contract. Salaries for current employees will be adjusted if they fall behind similarly experienced new hires.

3) Hires made after 5-23-2022 will be placed on the new scale commensurate with their experience

Food Service Proposal

We are challenged to hire food service employees as we are falling behind in the market relative to other external part-time jobs. The low wages coupled with limited work hours inhibits our ability to attract and retain candidates. Management proposes to increase the current pay rates by 40 cents/hour across the board.

Current and recommended salary scales attached: Active_Annual Salary_Classified_04-20-22

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COMMENDATIONS & RECOGNITIONS
May 2022

HIGH SCHOOL

A team of Upper St. Clair High School students recently placed second in the Cultural Communications Alliance (CCA) Marketing Competition. Team members include juniors Phillip Markovitz, Priyanka Palayekar and Ben Wasson, as well as sophomore Susan Liu. The event was held May 3, 2022, at the University of Pittsburgh's Katz School of Business.

Two Upper St. Clair High School sophomores recently placed first and third in the 2022 Midwest High School Chinese Speech Contest. Both students earned Excellent Chinese Learner Awards – Theeya Chen won first place in Heritage Level and Will Manning placed third in Level 3.

Five Upper St. Clair High School students were recently selected to participate in the Pennsylvania Music Educators Association's District 1 Junior High Chorus Festival. Freshmen Elliott Bruno, Eli Rankin, Eitan Schwartz, Ben Seewald and John Tripodes represented Upper St. Clair during the two-day event.

BOYCE AND FORT COUCH MIDDLE SCHOOLS

Zach Breneman, a fifth grader at Boyce Middle School, has been selected to play for Team Pennsylvania this summer in The Brick, an invitational ice hockey tournament in Edmonton, Alberta. Zach, who will play left wing, was selected after a series of tryouts.

A team of eighth graders from Fort Couch Middle School placed first in the Future Problem Solving State Finals – qualifying to compete at the international competition June 8-12, 2022, at the University of Massachusetts at Amherst. Team members include Sofia Alfredson-Themudo, Anoushka Barve, Sara Gillespie and Kaia Petrick.

A Fort Couch Middle School student is now a two-time published poet. A poem by seventh grader Erin Wells was recently selected for publication in the Creative Communication Poetic Power Contest. This marks the second time this year that Erin has achieved this honor. Erin's poem, "Coastal Whispers," will be included in the organization's anthology, "A Celebration of Poets."

At the Pennsylvania Mathematics League contest, Boyce Middle School had 10 students that scored within the top 35 sixth-grade level scores, four of whom are fifth graders. Top scorers for Boyce include sixth graders John Whitman, Alan Anderson, Nathan Del, Joey Wyse, Aaron Jiang and Ahana Mendhi, as well as fifth graders Lyman Thomson, Seth Pedretti, Bernard Huang and Max Reyes. Five Fort Couch eighth graders rank among Pennsylvania's top 37 scores including Sara Gillespie, Sofia Alfredson Themudo, Tony Chen, Kaia Petrick and Luke An.

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BAKER ELEMENTARY SCHOOL

A fourth grader from Baker Elementary School can add published poet to her list of achievements. Kriti Kulkarni's poem titled, "Pencil vs. Pen," was selected for publication in the Creative Communication spring poetry contest. Kriti, a student in Mrs. Kelsey O'Leary's classroom, will have her poem included in the book, "A Celebration of Poets."

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Customizing Learning,
Nurturing Potential...
Delivering Excellence

Memo

To: Dr. John Rozzo, USC Board Members

From: Scott P. Burchill SPB

Date: May 23, 2022

RE: UPPER ST. CLAIR SCHOOL DISTRICT FINANCIAL SUMMARY

Financial statements for the General Fund, Food Service Operations Fund, Capital Reserve Fund and Construction Fund for the period ended April 30, 2022, are enclosed for your review.

GENERAL FUND

	2021-22	2021-22 through April 30, 2022		2020-21	2020-21 through April 30, 2021	
(in millions of dollars)	Budgeted	Actual	% of Budget	Budgeted	Actual	% of Budget
Current Real Estate Revenues	$62.39	$62.32	100%	$59.53	$59.64	100%
EIT	$6.01	$4.52	75%	$5.67	$3.80	67%
All Other Local Revenues	$3.32	$3.10	93%	$3.53	$3.17	90%
State Revenues	$18.85	$14.31	76%	$18.33	$14.29	78%
Federal Revenues	$1.31	$0.64	49%	$0.48	$0.48	100%
All Other	$0.00	$0.13	0%	$0.00	$0.00	0%
Total Revenues	$91.88	$85.02	93%	$87.54	$81.38	93%
Expenditures	$91.88	$69.47	76%	$87.80	$66.12	75%
Revenues less Expenditures	*$0.00*	*$15.55*		*($0.26)*	*$15.26*	

Balance Sheet	As of June 30, 2021 *(audited)*	As of April 30, 2022
Cash and Marketable Securities	$19,374,000	$28,433,099
Total Assets	$23,421,502	$32,129,212
Total Liabilities	$13,084,306	$6,569,696
Nonspendable Reserves	$352,431	$18,269
Adjustment to Fund Balance	$0	$15,556,482
Fund Balance	$9,984,765	$9,984,765

The District has recorded pandemic revenue of $287,739 to date. Earned income taxes and real estate transfer taxes continue trending ahead ($834k) of the previous school year. Interim real estate tax revenue collections are below the projected budget. Supply chain issues have created delays in construction projects and home building.

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ENTERPRISE FUND – FOOD SERVICE

	2021-22	2021-22 through April 30, 2022	2020-21	2020-21 through April 30, 2021
	Budgeted	Actual	Budgeted	Actual
Revenues	$1,938,604	$2,117,438	$1,927,393	$1,379,362
Expenditures	$1,872,196	$1,906,080	$1,900,718	$1,462,522
Net	*$66,408*	*$211,358*	*$26,675*	***($83,160)***

	As of June 30, 2021 *(audited)*	As of April 30, 2022
Cash and Marketable Securities	$55,885	$272,633
Total Assets	$357,316	$520,253
Total Liabilities	$415,347	$368,943
Unassigned Fund Balance	***($58,031)***	***$151,310***

Revenue is significantly ahead of last school year. Last year, the hybrid model limited student lunch participation. Also, in the current year, the percentage of students participating tin the National School Lunch Program has increased. The food service department is projected to be solvent for 2021-22. At the end of April, the Food Service Fund is showing a profit of $211,358, which is $2974,518 ahead of last year.

CAPITAL RESERVE

	2021-22	2021-22 through April 30, 2022	2020-21	2020-21 through April 30, 2021
	Budgeted	Actual	Budgeted	Actual
Revenues	$270,000	$270,046	$270,000	$267,032
Expenditures	$276,497	$35,494	$305,000	$189,997
Net	*($6,497)*	*$234,552*	*($35,000)*	*$77,035*

	As of June 30, 2021 *(audited)*	As of April 30, 2022
Cash and Marketable Securities	$93,275	$327,827
Total Assets	$93,275	$327,827
Total Liabilities	$0	$0
Total Reserves	*$93,275*	*$327,827*

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CONSTRUCTION FUND

	2021-22 through April 30, 2022	2020-21 through April 30, 2021
	Actual	Actual
Revenues	$2,517,980	$4,238
Expenditures	$3,238,779	$429,749
Net	*($720,799)*	*($425,511)*

	As of June 30, 2021 *(audited)*	As of April 30, 2022
Cash and Marketable Securities	$2,362,947	$1,696,466
Total Assets	$2,362,947	$1,696,466
Total Liabilities	$1,473,796	$1,593,303
Fund Balance	$889,151	$103,163

BUDGET TRANSFERS

Budget transfers for the 2021-22 school year in the amount of $451,806.40 are presented for review and approval.

BILL LIST

The bill list is included in the supplemental financial report for your review and approval.

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UPPER ST CLAIR SCHOOL DISTRICT
GENERAL FUND
APRIL 30, 2022

OBJECT TITLE	AUDITED	UNAUDITED
ASSETS	**JUNE 30 2021**	**APRIL 30, 2022**
PETTY CASH	2,370	2,370
INVEST-PLGIT	50,158	50,163
INVEST-PSDLAF	19,320,149	28,379,241
INVEST-CITIZENS	-	-
INVEST-INVEST	1,325	1,325
INTERFUND RECEIVABLE	244,295	129,721
ACCOUNTS RECEIVABLE	361,994	14,952
STATE SUBSIDIES REC	2,215,007	2,384,431
FEDERAL SUB - RECEIVABLE	63,492	(59)
EARNED INCOME REC	246,457	
DEL TAX RECEIVABLE & OTHER RECOV DISB	897,986	1,104,822
PREPAID EXPENSES	18,269	62,245
TOTAL ASSETS	**23,421,502**	**32,129,212**
LIABILITIES		
INTERFUND A/P	-	-
ACCTS PAYABLE	1,237,803	
RESERVE FOR ENCUMBRANCES	964,301	946,769
ACCRUED SALARIES & BENEFI	6,409,955	
PAYROLL/WITHHOLDINGS	3,170,643	4,301,834
DEFERRED REVENUE	1,301,604	1,321,093
TOTAL LIABILITIES	**13,084,306**	**6,569,696**
RESERVES		
NONSPENDABLE ENCUMBRANCES	334,162	
NONSPENDABLE PREPAID	18,269	18,269
ADJUSTMENT TO FUND BALANCE		15,556,482
ASSIGNED TO SECURITY	300,000	300,000
ASSIGNED TO CAPITAL RESERVE	500,000	500,000
ASSIGNED TO OPEB	2,750,000	2,750,000
UNASSIGNED FUND BALANCE	6,434,766	6,434,765
TOTAL RESERVES	**10,337,196**	**25,559,516**

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DATE: 05/19/2022
TIME: 09:34:33

UPPER ST. CLAIR SCHOOL DISTRICT
REVENUE COMPARISON REPORT

SELECTION CRITERIA: orgn.fund='10'
ACCOUNTING PERIOD: 10/22

SORTED BY: FUND,1ST SUBTOTAL
TOTALED ON: FUND
PAGE BREAKS ON:

FUND-10 GENERAL FUND

		CURRENT YEAR				PRIOR YEAR			
1ST SUBTOTA- - - - - TITLE - - - - - -		BUDGET	REVENUE	BALANCE	%	BUDGET	REVENUE	BALANCE	%
R6111	CURRENT REAL	62,388,993.00	62,324,398.06	64,594.94	99.90	59,532,370.00	59,637,590.54	-105,220.54	100.18
R6112	INTERIM REAL	525,000.00	188,469.48	336,530.52	35.90	365,000.00	771,380.57	-406,380.57	211.34
R6113	PUBLIC UTILIT	57,500.00	68,804.99	-11,304.99	119.66	57,500.00	64,122.70	-6,622.70	111.52
R6151	EARNED INCOME	6,010,038.00	4,522,804.50	1,487,233.50	75.25	5,668,552.00	3,796,185.45	1,872,366.55	66.97
R6153	REAL ESTATE T	800,000.00	848,790.71	-48,790.71	106.10	670,000.00	740,743.80	-70,743.80	110.56
R6157	MERCANTILE TA	360,000.00	400,423.61	-40,423.61	111.23	350,000.00	361,657.27	-11,657.27	103.33
R6300	LOCAL TAXES P	.00	5,108.56	-5,108.56	.00	.00	5,410.71	-5,410.71	.00
R6411	DEL REAL ESTA	500,000.00	811,950.41	-311,950.41	162.39	575,000.00	555,564.54	19,435.46	96.62
R6451	DELINQUENT EI	65,000.00	8,619.79	56,380.21	13.26	65,000.00	92,641.77	-27,641.77	142.53
R6510	INTEREST INCO	50,000.00	9,481.11	40,518.89	18.96	100,000.00	8,462.57	91,537.43	8.46
R6710	ATHLETIC REVE	175,000.00	153,795.81	21,204.19	87.88	175,000.00	74,932.93	100,067.07	42.82
R6832	IDEA PASS THR	550,000.00	.00	550,000.00	.00	550,000.00	98,381.50	451,618.50	17.89
R6910	RENTALS	160,000.00	109,317.38	50,682.62	68.32	211,000.00	105,716.11	105,283.89	50.10
R6920	PRIVATE DONAT	.00	83,457.13	-83,457.13	.00	75,000.00	41,563.34	33,436.66	55.42
R6940	TUITION	80,000.00	105,820.35	-25,820.35	132.28	60,000.00	50,044.80	9,955.20	83.41
R6944	RECEIPTS FROM	.00	219,117.00	-219,117.00	.00	.00	171,771.52	-171,771.52	.00
R6990	MISC REV/REFU	.00	61,310.29	-61,310.29	.00	250,000.00	37,740.69	212,259.31	15.10
R6991	REFUNDS FOR P	.00	17,376.48	-17,376.48	.00	30,000.00	.00	30,000.00	.00
R7110	BASIC INSTRUC	4,606,037.00	3,265,273.00	1,340,764.00	70.89	4,606,037.00	3,158,290.00	1,447,747.00	68.57
R7112	BASIC ED SOCI	1,577,640.00	678,613.05	899,026.95	43.01	1,518,064.00	830,318.10	687,745.90	54.70
R7271	SPEC ED REGUL	2,059,867.00	1,490,354.00	569,513.00	72.35	1,936,261.00	1,433,070.98	503,190.02	74.01
R7310	TRANSPORTATIO	850,000.00	601,423.00	248,577.00	70.76	600,000.00	658,448.00	-58,448.00	109.74
R7320	RENT & SINKIN	749,000.00	622,330.39	126,669.61	83.09	756,000.00	693,054.97	62,945.03	91.67
R7330	MEDICAL & DEN	84,000.00	.00	84,000.00	.00	84,000.00	.00	84,000.00	.00
R7340	STATE PROP TA	1,390,290.00	1,390,289.64	.36	100.00	1,390,372.00	1,390,372.31	- .31	100.00
R7360	SAFE SCHOOLS	.00	17,307.00	-17,307.00	.00	276,547.00	88,009.00	188,538.00	31.82
R7505	READY TO LEAR	332,045.00	332,045.00	.00	100.00	332,045.00	332,045.00	.00	100.00
R7599	OTHER STATE G	.00	1,000.00	-1,000.00	.00	.00	.00	.00	.00
R7820	RETIREMENT PA	7,205,034.00	5,914,327.54	1,290,706.46	82.09	6,831,086.00	5,710,665.68	1,120,420.32	83.60
R8512	IDEA PART B	.00	856.30	-856.30	.00	.00	2,446.12	-2,446.12	.00
R8514	TITLE I	78,437.00	.00	78,437.00	.00	78,437.00	45,865.20	32,571.80	58.47
R8515	TITLE II A &	47,078.00	5,867.69	41,210.31	12.46	47,078.00	26,074.39	21,003.61	55.39
R8516	TITLE III - L	9,500.00	3,348.46	6,151.54	35.25	9,500.00	3,735.07	5,764.93	39.32
R8517	TITLE IV	10,000.00	.00	10,000.00	.00	10,000.00	3,076.92	6,923.08	30.77
R8740	CARES ESSER F	824,511.00	31,739.05	792,771.95	3.85	.00	276,547.03	-276,547.03	.00
R8747	ARP-ECF EMERG	.00	256,000.00	-256,000.00	.00	.00	.00	.00	.00
R8750	CARES ACT	.00	2,340.60	-2,340.60	.00	.00	.00	.00	.00
R8810	ACCESS	336,012.00	247,899.67	88,112.33	73.78	336,012.00	120,484.03	215,527.97	35.86
R8820	MED ACCESS TI	.00	93,141.01	-93,141.01	.00	.00	3,946.45	-3,946.45	.00
R9400	SALE OR COMP	.00	132,345.50	-132,345.50	.00	.00	.00	.00	.00
TOTAL-10	GENERAL FUND	91,880,982.00	85,025,546.56	6,855,435.44	92.54	87,545,861.00	81,390,360.06	6,155,500.94	92.97
TOTAL REPORT		91,880,982.00	85,025,546.56	6,855,435.44	92.54	87,545,861.00	81,390,360.06	6,155,500.94	92.97

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DATE: 05/16/2022
TIME: 13:44:26

UPPER ST. CLAIR SCHOOL DISTRICT
EXPENDITURE COMPARISON REPORT

SELECTION CRITERIA: orgn.fund='10'
ACCOUNTING PERIOD: 10/22

SORTED BY: FUND,FUNCTION
TOTALED ON: FUND
PAGE BREAKS ON:

FUND-10 GENERAL FUND

		CURRENT YEAR				PRIOR YEAR			
FUNCTION		BUDGET	EXPENDITURES	BALANCE	%	BUDGET	EXPENDITURES	BALANCE	%
1100	REG ED	8,750.00	99,297.97	-90,547.97	1134.83	8,750.00	4,505.33	4,244.67	51.49
1110	REG ED REIMB	38,045,886.93	26,332,270.87	11,713,616.06	69.21	36,251,486.78	25,536,493.60	10,714,993.18	70.44
1211	LIFE SKILLS S	1,009,584.40	809,715.39	199,869.01	80.20	1,156,414.66	730,892.56	425,522.10	63.20
1221	DEAF/HEARING	33,000.00	29,655.74	3,344.26	89.87	30,000.00	22,950.00	7,050.00	76.50
1224	VISUALLY IMPA	201,400.00	199,757.42	1,642.58	99.18	229,600.00	200,721.96	28,878.04	87.42
1225	SPEECH & LANG	396,312.00	300,758.03	95,553.97	75.89	370,000.00	289,561.15	80,438.85	78.26
1231	EMOTIONAL SUP	774,258.90	551,395.92	222,862.98	71.22	599,805.80	434,980.03	164,825.77	72.52
1233	AUTISTIC SUPP	241,076.00	204,075.67	37,000.33	84.65	177,400.00	118,947.88	58,452.12	67.05
1241	LEARNING SUPP	6,060,047.05	4,157,022.15	1,903,024.90	68.60	5,809,766.48	4,050,624.76	1,759,141.72	69.72
1243	GIFTED SUPPOR	1,171,273.29	808,513.56	362,759.73	69.03	1,275,940.41	845,674.30	430,266.11	66.28
1270	MULTIPLE DISA	186,122.00	111,271.50	74,850.50	59.78	59,062.00	53,109.40	5,952.60	89.92
1290	OTHER SPECIAL	863,119.00	291,913.88	571,205.12	33.82	780,251.94	165,177.65	615,074.29	21.17
1293	OTHER SPEC ED	207,324.00	128,208.15	79,115.85	61.84	207,422.47	100,262.41	107,160.06	48.34
1380	TRADE & INDUS	267,697.00	227,042.45	40,654.55	84.81	261,239.69	274,118.56	-12,878.87	104.93
1420	SUMMER SCHOOL	127,973.20	122,661.31	5,311.89	95.85	88,536.54	45,998.60	42,537.94	51.95
1430	HOME INSTR	19,053.56	2,455.27	16,598.29	12.89	10,737.31	7,516.44	3,220.87	70.00
1490	TITLE I INSTR	108,151.50	57,354.38	50,797.12	53.03	71,226.02	88,432.14	-17,206.12	124.16
2111	SUPV OF STUDE	451,117.88	374,457.31	76,660.57	83.01	432,700.34	356,459.78	76,240.56	82.38
2120	GUIDANCE	2,046,146.75	1,477,073.13	569,073.62	72.19	2,123,185.87	1,467,849.06	655,336.81	69.13
2140	PSYCH SERV	589,590.70	436,121.65	153,469.05	73.97	554,248.63	381,039.82	173,208.81	68.75
2211	SUPV OF MEDIA	220,434.54	171,735.60	48,698.94	77.91	.00	.00	.00	.00
2220	TECH SUPPORT	1,394,006.01	1,286,244.97	107,761.04	92.27	727,600.00	766,389.79	-38,789.79	105.33
2250	LIBRARY SERVI	1,107,128.78	769,995.01	337,133.77	69.55	1,123,150.56	807,073.00	316,077.56	71.86
2260	CURR DEV SERV	1,142,779.18	796,818.88	345,960.30	69.73	739,357.25	746,266.73	-6,909.48	100.93
2271	STAFF DEV PRO	405,972.82	42,983.40	362,989.42	10.59	257,557.51	74,660.97	182,896.54	28.99
2310	BOARD SERVICE	84,647.73	83,800.51	847.22	99.00	124,081.40	108,882.40	15,199.00	87.75
2330	TAX COLL SERV	382,528.04	334,725.30	47,802.74	87.50	310,000.00	219,581.08	90,418.92	70.83
2340	STAFF REL & N	50,000.00	26,077.00	23,923.00	52.15	50,000.00	41,200.25	8,799.75	82.40
2350	LEGAL SERVICE	125,000.00	120,393.44	4,606.56	96.31	100,000.00	83,170.08	16,829.92	83.17
2351	LEGAL SPECIAL	30,000.00	16,275.85	13,724.15	54.25	30,000.00	12,731.78	17,268.22	42.44
2352	LEGAL CONSTRU	50,000.00	33,384.90	16,615.10	66.77	.00	38,723.50	-38,723.50	.00
2360	OFF OF SUPER	1,255,174.26	1,025,150.67	230,023.59	81.67	1,186,668.06	949,892.85	236,775.21	80.05
2370	COMM RELATION	164,605.49	141,056.53	23,548.96	85.69	191,751.92	154,092.63	37,659.29	80.36
2380	OFF OR PRINC	3,251,209.95	2,712,520.71	538,689.24	83.43	3,096,836.82	2,614,772.43	482,064.39	84.43
2400	PUPIL HEALTH	.00	.00	.00	.00	.00	3,486.30	-3,486.30	.00
2440	NURSING SERV	753,181.46	534,047.06	219,134.40	70.91	719,349.19	548,218.35	171,130.84	76.21
2450	HEALTH SER NO	5,809.41	546.19	5,263.22	9.40	94.70	171.08	-76.38	180.65
2511	SUPERV OF FIS	317,892.12	259,868.35	58,023.77	81.75	299,947.92	248,793.08	51,154.84	82.95
2512	BUDGET SERV	42,377.74	21,443.95	20,933.79	50.60	40,766.34	34,006.21	6,760.13	83.42
2513	RECEIVING/DIS	79,105.45	76,774.18	2,331.27	97.05	76,445.13	64,405.94	12,039.19	84.25
2514	PAYROLL SERVI	108,963.69	90,304.64	18,659.05	82.88	105,416.95	88,622.62	16,794.33	84.07
2515	FINAN ACCT SE	42,377.72	76,194.74	-33,817.02	179.80	40,766.34	34,006.59	6,759.75	83.42
2516	INTERNAL AUDI	42,377.69	21,443.95	20,933.74	50.60	40,766.28	34,006.44	6,759.84	83.42
2517	PROPERTY ACCT	16,951.08	8,577.27	8,373.81	50.60	16,306.54	13,602.17	2,704.37	83.42
2519	OTHER FISCAL	231,026.63	141,595.84	89,430.79	61.29	179,459.80	102,236.19	77,223.61	56.97

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UPPER ST. CLAIR SCHOOL DISTRICT
EXPENDITURE COMPARISON REPORT

SELECTION CRITERIA: orgn.fund='10'
ACCOUNTING PERIOD: 10/22

SORTED BY: FUND,FUNCTION
TOTALED ON: FUND
PAGE BREAKS ON:

FUND-10 GENERAL FUND

		CURRENT YEAR				PRIOR YEAR			
FUNCTION		BUDGET	EXPENDITURES	BALANCE	%	BUDGET	EXPENDITURES	BALANCE	%
2540	PRINT, PUB &	289,800.00	274,180.80	15,619.20	94.61	274,800.00	271,144.39	3,655.61	98.67
2611	DIRECTOR OF O	230,200.02	193,312.30	36,887.72	83.98	220,458.28	187,521.81	32,936.47	85.06
2619	SUPERVISION O	214,561.18	123,693.86	90,867.32	57.65	205,494.16	172,261.00	33,233.16	83.83
2620	OPER OF BLDG	7,471,379.68	5,811,848.94	1,659,530.74	77.79	7,388,173.98	6,051,269.12	1,336,904.86	81.90
2630	GROUNDS & UPK	81,034.00	123,903.40	-42,869.40	152.90	81,034.00	64,897.65	16,136.35	80.09
2660	SECURITY SERV	1,326,681.90	1,076,956.37	249,725.53	81.18	1,258,646.29	1,053,256.68	205,389.61	83.68
2711	TRANSP - HEAD	247,204.33	210,094.09	37,110.24	84.99	235,791.13	199,924.55	35,866.58	84.79
2719	TRANSP SUPER	111,601.14	77,435.27	34,165.87	69.39	102,120.99	72,110.20	30,010.79	70.61
2720	VEHICLE OPERA	3,473,650.42	2,227,131.38	1,246,519.04	64.12	3,498,458.49	1,958,040.46	1,540,418.03	55.97
2740	VEHICLE SERV	676,857.90	563,645.13	113,212.77	83.27	676,608.68	314,118.59	362,490.09	46.43
2750	NON PUBLIC TR	82,000.00	375,006.05	-293,006.05	457.32	.00	.00	.00	.00
2790	OTHER TRANSPO	229,200.00	205,379.09	23,820.91	89.61	211,500.00	185,233.08	26,266.92	87.58
2818	TECHNOLOGY SE	.00	17,867.20	-17,867.20	.00	895,672.28	723,995.37	171,676.91	80.83
2834	STAFF DEV CER	52,000.00	27,436.48	24,563.52	52.76	52,500.00	64,833.00	-12,333.00	123.49
2839	OTHER STAFF S	706,940.31	567,736.50	139,203.81	80.31	586,767.99	487,924.73	98,843.26	83.15
2910	OTHER SUPPORT	62,651.00	63,441.47	-790.47	101.26	62,651.00	62,863.45	-212.45	100.34
2990	PASS-THROUGH	.00	137,116.00	-137,116.00	.00	.00	128,462.00	-128,462.00	.00
3210	STUDNT ACTIV	442,601.95	258,503.02	184,098.93	58.41	431,619.62	201,598.03	230,021.59	46.71
3250	STUDENT ATHLE	1,501,499.64	1,249,408.54	252,091.10	83.21	1,505,035.11	1,043,132.26	461,902.85	69.31
5110	DEBT SERVICE	8,566,524.00	8,472,971.91	93,552.09	98.91	8,211,874.00	8,166,131.76	45,742.24	99.44
5111	DEBT SERV LOA	1,583,160.58	1,528,947.61	54,212.97	96.58	1,425,915.64	1,357,104.55	68,811.09	95.17
5130	REFUND OF PRI	.00	35,787.83	-35,787.83	.00	.00	44,149.08	-44,149.08	.00
5230	FUND TRANS CA	270,000.00	270,000.00	.00	100.00	270,000.00	267,000.00	3,000.00	98.89
5250	FUND TRANS EN	.00	.00	.00	.00	.00	22,944.71	-22,944.71	.00
5251	FOOD SERVICE	.00	64,281.00	-64,281.00	.00	.00	54,434.46	-54,434.46	.00
5900	BUDGETARY RES	150,000.00	.00	150,000.00	.00	250,000.00	.00	250,000.00	.00
TOTAL-10	GENERAL FUND	91,880,982.00	69,469,064.93	22,411,917.07	75.61	87,799,219.29	66,118,658.82	21,680,560.47	75.31
TOTAL REPORT		91,880,982.00	69,469,064.93	22,411,917.07	75.61	87,799,219.29	66,118,658.82	21,680,560.47	75.31

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UPPER ST. CLAIR SCHOOL DISTRICT
EXPENDITURE COMPARISON REPORT

SELECTION CRITERIA: orgn.fund='10'
ACCOUNTING PERIOD: 10/22

SORTED BY: FUND,ACCOUNT
TOTALED ON: FUND
PAGE BREAKS ON:

FUND-10 GENERAL FUND

ACCOUNT		CURRENT YEAR BUDGET	CURRENT YEAR EXPENDITURES	CURRENT YEAR BALANCE	CURRENT YEAR %	PRIOR YEAR BUDGET	PRIOR YEAR EXPENDITURES	PRIOR YEAR BALANCE	PRIOR YEAR %
111	ADMIN SALARIE	3,187,437.32	2,657,313.74	530,123.58	83.37	3,026,516.89	2,510,332.58	516,184.31	82.94
112	ADMIN SUPP SA	1,168,883.88	941,833.73	227,050.15	80.58	1,070,296.92	875,355.77	194,941.15	81.79
113	OTHER BENEFI	161,700.00	165,922.85	-4,222.85	102.61	188,665.00	139,291.69	49,373.31	73.83
114	SABBATICAL	.00	121,364.56	-121,364.56	.00	331,704.70	206,514.70	125,190.00	62.26
115	LEAVE PAYOUT	250,000.00	35,999.08	214,000.92	14.40	250,000.00	195,549.44	54,450.56	78.22
115.1	ATTENDANCE BO	.00	84,769.88	-84,769.88	.00	.00	47,075.00	-47,075.00	.00
121	TEACHER SALAR	27,053,703.50	18,021,609.72	9,032,093.78	66.61	25,897,823.80	17,510,148.59	8,387,675.21	67.61
121.1	ASYNCHRONOUS	.00	120,740.80	-120,740.80	.00	.00	.00	.00	.00
122	SUB TEACHERS	600,000.00	530,230.49	69,769.51	88.37	430,000.00	656,756.73	-226,756.73	152.73
123	WORKSHOP SALA	153,926.00	131,527.02	22,398.98	85.45	148,640.80	130,055.98	18,584.82	87.50
125	INTERN SALARI	30,501.90	3,810.00	26,691.90	12.49	30,160.00	21,738.75	8,421.25	72.08
130	ECA SALARIES	215,451.00	128,913.97	86,537.03	59.83	214,023.00	89,473.84	124,549.16	41.81
131	COACHES SALAR	494,190.00	359,573.10	134,616.90	72.76	479,720.00	341,547.95	138,172.05	71.20
133	FACULTY HELP	53,001.90	21,260.60	31,741.30	40.11	45,500.00	13,381.00	32,119.00	29.41
141	SECURITY SALA	489,871.26	405,138.63	84,732.63	82.70	477,428.11	401,868.48	75,559.63	84.17
142	TEMP SECUR SA	42,003.20	19,549.86	22,453.34	46.54	41,908.56	9,144.38	32,764.18	21.82
144	SECURITY OT	30,006.40	45,918.50	-15,912.10	153.03	29,975.76	21,281.11	8,694.65	70.99
151	CLERICAL SALA	1,437,671.60	1,188,199.83	249,471.77	82.65	1,410,038.25	1,159,749.25	250,289.00	82.25
152	CLERICAL SUB	15,600.00	5,020.00	10,580.00	32.18	6,500.00	4,418.75	2,081.25	67.98
161	MAINT SALARIE	545,887.73	416,367.38	129,520.35	76.27	550,363.73	406,333.81	144,029.92	73.83
163	MAINT OT SAL	22,022.00	48,824.50	-26,802.50	221.71	22,000.00	33,675.96	-11,675.96	153.07
171	CUST SALARIES	1,874,083.37	1,296,532.54	577,550.83	69.18	1,879,171.39	1,492,049.61	387,121.78	79.40
172	CUST SUB SALA	109,360.00	141,963.68	-32,603.68	129.81	109,360.00	63,012.81	46,347.19	57.62
173	CUST OT SALAR	84,000.80	114,019.07	-30,018.27	135.74	84,000.00	96,496.39	-12,496.39	114.88
174	STUDENT HELP	35,981.20	40,780.50	-4,799.30	113.34	36,325.00	27,864.14	8,460.86	76.71
175	SUB VAN DRIVE	.00	6,780.13	-6,780.13	.00	.00	.00	.00	.00
176	DRIVERS-REG R	1,076,989.35	809,679.94	267,309.41	75.18	1,032,708.83	699,227.77	333,481.06	67.71
177	SUB DRIVERS S	130,000.00	49,482.60	80,517.40	38.06	100,100.00	29,441.49	70,658.51	29.41
178	EXTRA TRIP SA	125,000.00	199,804.37	-74,804.37	159.84	172,900.00	99,182.74	73,717.26	57.36
179	VAN DRIVERS	.00	49,669.99	-49,669.99	.00	.00	.00	.00	.00
181	BUS ATTEND SA	50,431.16	37,843.28	12,587.88	75.04	69,009.32	33,615.54	35,393.78	48.71
182	SUB ATTEND SA	.00	11,816.25	-11,816.25	.00	.00	5,580.85	-5,580.85	.00
191	AIDES SALARIE	1,774,558.97	1,154,175.17	620,383.80	65.04	1,666,437.02	1,095,658.82	570,778.20	65.75
192	SUB AIDES SAL	5,481.00	67,917.03	-62,436.03	1239.14	27,216.00	40,925.50	-13,709.50	150.37
210	HEALTH INSURA	7,575,298.24	6,169,325.44	1,405,972.80	81.44	7,051,446.97	5,961,109.05	1,090,337.92	84.54
220	SOCIAL SECURI	3,155,279.15	2,181,777.19	973,501.96	69.15	3,034,975.56	2,106,772.41	928,203.15	69.42
230	RETIREMENT	14,410,067.33	10,116,932.32	4,293,135.01	70.21	13,656,971.71	9,741,194.35	3,915,777.36	71.33
240	TUITION REIMB	172,000.00	27,037.48	144,962.52	15.72	162,500.00	64,833.00	97,667.00	39.90
250	UNEMPLOYMENT	.00	.00	.00	.00	.00	37,213.50	-37,213.50	.00
260	WORKERS COMP	384,999.98	367,857.00	17,142.98	95.55	359,999.95	358,733.00	1,266.95	99.65
281	OPEB HEALTH	391,208.00	328,005.28	63,202.72	83.84	220,000.00	183,333.38	36,666.62	83.33
290	MISC EMPL BEN	49,200.00	31,816.61	17,383.39	64.67	41,000.00	39,420.36	1,579.64	96.15
311	TWP TAX COLLE	322,528.04	239,277.42	83,250.62	74.19	260,000.00	188,484.23	71,515.77	72.49
322	IU ED SERVICE	656,314.00	537,597.30	118,716.70	81.91	533,662.00	406,425.90	127,236.10	76.16
323	PROF ED SERV-	31,400.00	37,366.00	-5,966.00	119.00	.00	35,728.00	-35,728.00	.00

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UPPER ST. CLAIR SCHOOL DISTRICT
EXPENDITURE COMPARISON REPORT

SELECTION CRITERIA: orgn.fund='10'
ACCOUNTING PERIOD: 10/22

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FUND-10 GENERAL FUND

		CURRENT YEAR				PRIOR YEAR			
ACCOUNT		BUDGET	EXPENDITURES	BALANCE	%	BUDGET	EXPENDITURES	BALANCE	%
328	ED SPEAKERS/C	39,400.00	17,424.86	21,975.14	44.23	28,850.00	11,574.14	17,275.86	40.12
329	PROF ED SVCS	471,341.00	301,601.81	169,739.19	63.99	524,575.00	326,258.78	198,316.22	62.19
330	PROF SVCS	1,395,264.32	1,046,868.34	348,395.98	75.03	1,243,320.00	778,307.53	465,012.47	62.60
340	OTHR TECH SVC	182,050.00	154,100.47	27,949.53	84.65	117,050.00	94,290.43	22,759.57	80.56
341	CONTRACT SERV	500.00	.00	500.00	.00	500.00	.00	500.00	.00
342	ART EXPRESS C	4,500.00	880.00	3,620.00	19.56	4,400.00	.00	4,400.00	.00
345	TECH SERV DRU	10,325.00	4,757.00	5,568.00	46.07	10,325.00	4,984.00	5,341.00	48.27
348	TECH SERV - T	54,500.00	17,942.02	36,557.98	32.92	70,500.00	33,107.08	37,392.92	46.96
350	SECURITY SERV	62,758.00	11,651.01	51,106.99	18.56	59,258.00	5,896.00	53,362.00	9.95
360	EE TRAIN & DE	35,000.00	5,889.00	29,111.00	16.83	.00	.00	.00	.00
390	OTHER PURCH C	265,326.00	33,730.88	231,595.12	12.71	44,250.00	25,613.21	18,636.79	57.88
411	DISPOSAL SERV	42,000.00	38,632.89	3,367.11	91.98	42,000.00	32,866.36	9,133.64	78.25
412	SNOW PLOWING	134,000.00	164,373.07	-30,373.07	122.67	149,088.00	161,147.88	-12,059.88	108.09
413	CUSTODIAL SER	.00	2,832.87	-2,832.87	.00	.00	.00	.00	.00
414	LAWN CARE SER	81,034.00	123,903.40	-42,869.40	152.90	81,034.00	64,897.65	16,136.35	80.09
424	WATER/SEWAGE	251,200.00	197,468.85	53,731.15	78.61	245,200.00	132,127.81	113,072.19	53.89
431	R&M BLDG	284,644.92	219,596.64	65,048.28	77.15	184,177.16	144,123.11	40,054.05	78.25
432	R&M EQUIP	407,894.61	353,465.67	54,428.94	86.66	402,348.10	385,995.29	16,352.81	95.94
433	R&M VEHICLE	10,000.00	16,447.01	-6,447.01	164.47	80,000.00	21,016.70	58,983.30	26.27
438	R&M INFO SYS	81,400.00	56,611.71	24,788.29	69.55	58,400.00	43,730.79	14,669.21	74.88
440	RENTAL	214,950.00	183,361.99	31,588.01	85.30	201,862.00	172,321.80	29,540.20	85.37
442	RENTAL EQUIPM	14,500.00	9,274.68	5,225.32	63.96	28,588.00	5,493.00	23,095.00	19.21
460	EXTERMINATION	5,800.00	3,938.11	1,861.89	67.90	5,100.00	.00	5,100.00	.00
491	STATE INSPECT	6,635.00	5,677.03	957.97	85.56	6,300.00	3,809.89	2,490.11	60.47
492	OPERATING PER	3,530.00	1,220.58	2,309.42	34.58	180.00	3,475.26	-3,295.261930.70	
513	CONTRCT CARRI	1,404,025.00	863,404.69	540,620.31	61.49	1,367,125.00	593,140.80	773,984.20	43.39
513.1	CONT CARR- AT	15,000.00	4,245.44	10,754.56	28.30	12,000.00	4,688.94	7,311.06	39.07
513.2	PARENT TRANSF	.00	22,035.19	-22,035.19	.00	.00	.00	.00	.00
516	IU CONTRACT C	2,000.00	.00	2,000.00	.00	5,000.00	.00	5,000.00	.00
522	UMBRELLA INSU	17,900.00	16,960.00	940.00	94.75	23,500.00	17,215.00	6,285.00	73.26
523	GEN PROP & LI	238,471.00	219,371.00	19,100.00	91.99	281,004.60	230,294.00	50,710.60	81.95
525	BONDING INSUR	850.00	450.00	400.00	52.94	1,000.00	450.00	550.00	45.00
530	PHONE SERVICE	171,000.00	131,079.26	39,920.74	76.65	171,000.00	140,518.04	30,481.96	82.17
531	POSTAGE	32,750.00	8,330.00	24,420.00	25.44	29,750.00	7,002.67	22,747.33	23.54
540	ADVERTISING	12,500.00	11,873.57	626.43	94.99	12,500.00	15,985.83	-3,485.83	127.89
550	PRINTING	146,200.00	161,584.97	-15,384.97	110.52	131,200.00	158,552.59	-27,352.59	120.85
561	TUITION OTHER	25,700.00	.00	25,700.00	.00	.00	69.36	-69.36	.00
562	TUITION CHART	527,000.00	311,145.52	215,854.48	59.04	659,640.00	430,743.26	228,896.74	65.30
563	TUITION - NON	736,124.00	688,710.45	47,413.55	93.56	623,281.00	430,168.04	193,112.96	69.02
564	TUITION - VO	267,697.00	227,042.45	40,654.55	84.81	261,239.69	274,118.56	-12,878.87	104.93
567	TUITION APPR	301,889.00	.00	301,889.00	.00	348,848.00	8,895.00	339,953.00	2.55
569	TUITION-OTHER	.00	17,103.25	-17,103.25	.00	.00	7,789.00	-7,789.00	.00
580	CONF & TRAVEL	58,148.00	33,449.10	24,698.90	57.52	76,600.00	11,519.71	65,080.29	15.04
581	CURR LEAD CON	1,800.00	.00	1,800.00	.00	1,800.00	.00	1,800.00	.00
590	OTHR PURCH SV	16,000.00	.00	16,000.00	.00	16,000.00	673.90	15,326.10	4.21

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FUND-10 GENERAL FUND

ACCOUNT		CURRENT YEAR BUDGET	CURRENT YEAR EXPENDITURES	CURRENT YEAR BALANCE	CURRENT YEAR %	PRIOR YEAR BUDGET	PRIOR YEAR EXPENDITURES	PRIOR YEAR BALANCE	PRIOR YEAR %
591	PURCH SERV LO	1,000.00	.00	1,000.00	.00	.00	.00	.00	.00
592	SERV FROM OTH	.00	748.22	-748.22	.00	1,500.00	826.98	673.02	55.13
595	IU PYMNTS BY	62,651.00	63,441.47	-790.47	101.26	62,651.00	62,863.45	-212.45	100.34
610	SUPPLIES	1,952,729.49	1,402,786.01	549,943.48	71.84	1,936,971.34	1,635,692.82	301,278.52	84.45
611	BID SUPPLIES	65,134.00	50,361.63	14,772.37	77.32	82,440.00	66,143.06	16,296.94	80.23
618	SOFTWARE & LI	4,050.00	10,100.00	-6,050.00	249.38	9,350.00	15,400.00	-6,050.00	164.71
621	NATURAL GAS	201,500.00	273,933.26	-72,433.26	135.95	201,500.00	181,321.06	20,178.94	89.99
622	ELECTRICITY	915,300.00	555,724.60	359,575.40	60.72	915,300.00	590,602.54	324,697.46	64.53
626	GASOLINE	32,000.00	20,946.35	11,053.65	65.46	15,000.00	6,694.44	8,305.56	44.63
627	DIESEL FUEL	201,100.00	147,291.06	53,808.94	73.24	190,750.00	69,222.34	121,527.66	36.29
640	BOOKS & PERIO	171,910.96	120,208.75	51,702.21	69.93	180,926.41	121,028.27	59,898.14	66.89
650	TECH SUPPLIES	311,133.62	265,741.36	45,392.26	85.41	297,253.48	254,026.14	43,227.34	85.46
650.1	TECH SUPPLIES	114,675.00	85,630.90	29,044.10	74.67	112,400.00	72,375.78	40,024.22	64.39
650.2	TECH SOFTWARE	319,700.00	273,363.47	46,336.53	85.51	302,000.00	284,293.80	17,706.20	94.14
650.3	TECH HARDWARE	112,500.00	258,946.59	-146,446.59	230.17	86,500.00	58,516.14	27,983.86	67.65
752	CAPITAL EQUIP	11,336.00	13,860.00	-2,524.00	122.27	13,771.00	45,003.00	-31,232.00	326.80
760	REPLCMNT EQUI	.00	.00	.00	.00	8,200.00	.00	8,200.00	.00
762	CAP REPLACE E	40,159.42	26,232.88	13,926.54	65.32	26,000.00	19,874.00	6,126.00	76.44
768	CAP TECH SOFT	41,000.00	34,992.92	6,007.08	85.35	114,000.00	101,635.74	12,364.26	89.15
810	DUES AND FEES	191,972.80	133,139.04	58,833.76	69.35	186,355.59	100,982.71	85,372.88	54.19
831	INTEREST LOAN	36,630.26	89,059.52	-52,429.26	243.13	71,295.78	84,521.24	-13,225.46	118.55
832	INTEREST BOND	4,646,024.00	4,575,971.91	70,052.09	98.49	4,636,374.00	4,584,881.76	51,492.24	98.89
840	CONTINGENCY	165,400.00	5,445.11	159,954.89	3.29	266,200.00	1,257.38	264,942.62	.47
850	EXTENDED SEAS	40,000.00	24,163.03	15,836.97	60.41	40,000.00	5,741.19	34,258.81	14.35
880	REFUND OF PRI	.00	35,787.83	-35,787.83	.00	.00	44,149.08	-44,149.08	.00
890	MISC EXPENDIT	111,900.00	35,124.32	76,775.68	31.39	90,018.01	28,173.41	61,844.60	31.30
891	REFERRAL BONU	.00	.00	.00	.00	.00	150.00	-150.00	.00
899	PASS-THRU FUN	.00	137,116.00	-137,116.00	.00	.00	128,462.00	-128,462.00	.00
911	PRINCIPAL-LOA	1,546,530.32	1,439,888.09	106,642.23	93.10	1,354,619.86	1,272,583.31	82,036.55	93.94
912	PRINCIPAL BON	3,915,000.00	3,895,000.00	20,000.00	99.49	3,570,000.00	3,575,000.00	-5,000.00	100.14
932	CAPITAL RES F	270,000.00	270,000.00	.00	100.00	270,000.00	267,000.00	3,000.00	98.89
939	CAF FUND TRAN	.00	64,281.00	-64,281.00	.00	.00	77,379.17	-77,379.17	.00
TOTAL-10	GENERAL FUND	91,880,982.00	69,469,064.93	22,411,917.07	75.61	87,799,219.29	66,118,658.82	21,680,560.47	75.31
TOTAL REPORT		91,880,982.00	69,469,064.93	22,411,917.07	75.61	87,799,219.29	66,118,658.82	21,680,560.47	75.31

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UPPER ST CLAIR SCHOOL DISTRICT
SCHOOL LUNCH PROGRAM
APRIL 30, 2022

OBJECT TITLE	AUDITED	UNAUDITED
	JUNE 30, 2021	APRIL 30, 2022
ASSETS		
CASH	-	
PETTY CASH	1,012	1,012
INVEST-PLGIT	239	239
INVEST-PSDLAF	54,634	271,382
INTERFUND RECEIVABLE	-	
ACCOUNTS RECEIVABLE	200	-
STATE SUBSIDIES REC	6,809	4,116
FEDERAL SUB - RECEIVABLE	200,917	150,000
INVENTORY - DONATED GOODS	1,881	1,881
PREPAID EXPENSES	-	
EQUIPMENT	927,708	927,708
ACCUMULATED DEPRECIATION	(836,084)	(836,084)
TOTAL ASSETS	**357,316**	**520,253**
LIABILITIES		
INTERFUND A/P	243,450	45,451
ACCTS PAYABLE	30,418	183,728
DEFERRED REVENUE	-	-
DEFERRED CHARGES	1,881	1,881
STUDENT DEPOSITS	87,584	85,870
CAPITAL LEASE LIABILITY	52,014	52,014
TOTAL LIABILITIES	**415,347**	**368,943**
RESERVES		
NONSPENDABLE ENCUMBRANCES	2,017	-
ADJUSTMENTS TO FUND BALANCE		211,358
UNASSIGNED FUND BALANCE	(60,048)	(60,048)
TOTAL RESERVES	**(58,031)**	**151,310**

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TIME: 20:12:19

UPPER ST. CLAIR SCHOOL DISTRICT
REVENUE COMPARISON REPORT

SELECTION CRITERIA: orgn.fund='50'
ACCOUNTING PERIOD: 10/22

SORTED BY: FUND,FUNCTION,ACCOUNT
TOTALED ON: FUND
PAGE BREAKS ON:

FUND-50 FOOD SERVICE
FUNCTION- ORGN TITLE NOT FOUND

		CURRENT YEAR				PRIOR YEAR			
ACCOUNT	- - - - - TITLE - - - - -	BUDGET	REVENUE	BALANCE	%	BUDGET	REVENUE	BALANCE	%
R6510	INTEREST INCO	.00	9.19	-9.19	.00	.00	.00	.00	.00
R6611	SALES TO PUPI	678,197.38	5.20	678,192.18	.00	762,681.21	5.20	762,676.01	.00
R6612	BREAKFAST - C	28,724.00	1.20	28,722.80	.00	28,724.00	.00	28,724.00	.00
R6620	ALA CARTE SAL	745,142.04	549,440.36	195,701.68	73.74	657,489.30	205,276.71	452,212.59	31.22
R6630	INCOME FROM S	62,946.97	25,832.88	37,114.09	41.04	61,712.71	8,609.73	53,102.98	13.95
R6690	MISC REVENUE	.00	120.00	-120.00	.00	.00	.00	.00	.00
R7600	STATE REIMBUR	32,902.06	40,394.54	-7,492.48	122.77	32,902.06	42,616.34	-9,714.28	129.52
R8531	FEDERAL REIMB	216,012.04	1,437,353.47	-1,221,341.43	665.40	210,211.79	1,045,475.26	-835,263.47	497.34
R8533	VALUE OF DONA	62,311.59	.00	62,311.59	.00	60,404.09	.00	60,404.09	.00
R9310	CONTRIBUTIONS	112,368.22	64,281.00	48,087.22	57.21	113,267.41	77,379.17	35,888.24	68.32
TOTAL-50	FOOD SERVICE	1,938,604.30	2,117,437.84	-178,833.54	109.22	1,927,392.57	1,379,362.41	548,030.16	71.57
TOTAL REPORT		1,938,604.30	2,117,437.84	-178,833.54	109.22	1,927,392.57	1,379,362.41	548,030.16	71.57

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DATE: 05/16/2022
TIME: 20:12:39

UPPER ST. CLAIR SCHOOL DISTRICT
EXPENDITURE COMPARISON REPORT

SELECTION CRITERIA: orgn.fund='50'
ACCOUNTING PERIOD: 10/22

SORTED BY: FUND,FUNCTION,ACCOUNT
TOTALED ON: FUND
PAGE BREAKS ON:

FUND-50 FOOD SERVICE
FUNCTION-3100 FOOD SERVICE

		CURRENT YEAR				PRIOR YEAR			
ACCOUNT		BUDGET	EXPENDITURES	BALANCE	%	BUDGET	EXPENDITURES	BALANCE	%
115	LEAVE PAYOUT	.00	700.00	-700.00	.00	.00	3,440.00	-3,440.00	.00
115.1	ATTENDANCE BO	.00	3,800.00	-3,800.00	.00	.00	4,075.00	-4,075.00	.00
151	CLERICAL SALA	58,255.90	48,045.48	10,210.42	82.47	56,419.80	46,877.52	9,542.28	83.09
195	CAFETERIA	575,215.08	451,613.77	123,601.31	78.51	558,990.73	401,733.09	157,257.64	71.87
196	SUB CAFETERIA	.00	555.00	-555.00	.00	.00	.00	.00	.00
210	HEALTH INSURA	84,718.56	97,864.90	-13,146.34	115.52	119,980.68	68,612.96	51,367.72	57.19
220	SOCIAL SECURI	47,452.41	38,492.81	8,959.60	81.12	47,629.82	35,104.24	12,525.58	73.70
230	RETIREMENT	192,205.82	162,949.23	29,256.59	84.78	178,905.00	141,165.30	37,739.70	78.91
390.1	ARA ADMINISTR	.00	28,396.71	-28,396.71	.00	37,339.50	29,871.60	7,467.90	80.00
390.2	ARA MANAGEMEN	.00	29,421.70	-29,421.70	.00	25,979.40	21,973.88	4,005.52	84.58
432	R&M EQUIP	.00	17,954.66	-17,954.66	.00	.00	16,988.05	-16,988.05	.00
440	RENTAL	.00	.00	.00	.00	.00	8,469.00	-8,469.00	.00
571.1	FOOD COSTS ON	640,003.69	767,920.58	-127,916.89	119.99	570,763.26	495,664.30	75,098.96	86.84
571.2	NVD'S ONLY	-84,536.63	-106,558.27	22,021.64	126.05	-84,536.63	-63,195.92	-21,340.71	74.76
572	FOOD SERV MGT	26,056.24	.00	26,056.24	.00	.00	.00	.00	.00
572.1	ARA SALARY/BE	120,698.20	124,357.37	-3,659.17	103.03	117,508.45	108,016.51	9,491.94	91.92
572.2	OTHER ARA DIR	71,088.56	121,638.90	-50,550.34	171.11	70,107.06	87,327.38	-17,220.32	124.56
580	CONF & TRAVEL	.00	.00	.00	.00	.00	300.00	-300.00	.00
610	SUPPLIES	19,225.25	22,028.32	-2,803.07	114.58	15,000.00	17,759.14	-2,759.14	118.39
631	FOOD	37,687.41	36,826.05	861.36	97.71	45,000.00	7,668.77	37,331.23	17.04
633	DONATED COMMO	62,311.59	.00	62,311.59	.00	60,404.09	.00	60,404.09	.00
650	TECH SUPPLIES	.00	4,965.00	-4,965.00	.00	.00	.00	.00	.00
762	CAP REPLACE E	.00	17,600.00	-17,600.00	.00	51,363.00	.00	51,363.00	.00
890	MISC EXPENDIT	3,177.32	18,871.09	-15,693.77	593.93	11,227.10	12,034.58	-807.48	107.19
FUND-50 FOOD SERVICE FUNCTION-5111 DEBT SERV LOAN & LEASE									
831	INTEREST LOAN	2,521.71	1,925.23	596.48	76.35	2,521.71	2,521.71	.00	100.00
911	PRINCIPAL-LOA	16,115.29	16,711.77	-596.48	103.70	16,115.29	16,115.29	.00	100.00
TOTAL-50	FOOD SERVICE	1,872,196.40	1,906,080.30	-33,883.90	101.81	1,900,718.26	1,462,522.40	438,195.86	76.95
TOTAL REPORT		1,872,196.40	1,906,080.30	-33,883.90	101.81	1,900,718.26	1,462,522.40	438,195.86	76.95

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CAPITAL RESERVE
APRIL 30, 2022
PRELIMINARY UNAUDITED

OBJECT TITLE	AUDITED	UNAUDITED
	JUNE 30 2021	APRIL 30, 2022
ASSETS		
CASH	-	
PAYROLL CASH		
INVEST-PSDLAF	93,275	327,827
INVEST-PNC	-	-
INTERFUND RECEIVABLE	-	
ACCOUNT RECEIVABLE	-	-
PREPAID EXPENSES	-	-
TOTAL ASSETS	**93,275**	**327,827**
LIABILITIES		
INTERFUND A/P	-	
RESERVE ENCUMBRANCES		-
ACCTS PAYABLE	-	-
TOTAL LIABILITIES	-	-
RESERVES		
ASSIGNED TO TURF		
ENCUMBRANCES	-	
ADJUSTMENT TO FUND BALANCE		234,552
ASSIGNED FUND BALANCE	93,275	93,275
TOTAL RESERVES	**93,275**	**327,827**

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UPPER ST. CLAIR SCHOOL DISTRICT
REVENUE COMPARISON REPORT

SELECTION CRITERIA: orgn.fund='31'
ACCOUNTING PERIOD: 10/22

SORTED BY: FUND,FUNCTION,ACCOUNT
TOTALED ON: FUND
PAGE BREAKS ON:

FUND-31 CAPITAL RESERVE
FUNCTION- ORGN TITLE NOT FOUND

		CURRENT YEAR				PRIOR YEAR			
ACCOUNT	TITLE	BUDGET	REVENUE	BALANCE	%	BUDGET	REVENUE	BALANCE	%
R6510	INTEREST INCO	.00	45.98	-45.98	.00	.00	32.39	-32.39	.00
R9310	CONTRIBUTIONS	270,000.00	270,000.00	.00	100.00	270,000.00	267,000.00	3,000.00	98.89
TOTAL-31	CAPITAL RESE	270,000.00	270,045.98	-45.98	100.02	270,000.00	267,032.39	2,967.61	98.90
TOTAL REPORT		270,000.00	270,045.98	-45.98	100.02	270,000.00	267,032.39	2,967.61	98.90

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DATE: 05/16/2022
TIME: 19:37:39

UPPER ST. CLAIR SCHOOL DISTRICT
EXPENDITURE COMPARISON REPORT

SELECTION CRITERIA: orgn.fund='31'
ACCOUNTING PERIOD: 10/22

SORTED BY: FUND,FUNCTION,ACCOUNT
TOTALED ON: FUND
PAGE BREAKS ON:

FUND-31 CAPITAL RESERVE
FUNCTION-4600 EXISTING BLDG IMPROVE SER

		CURRENT YEAR				PRIOR YEAR			
ACCOUNT		BUDGET	EXPENDITURES	BALANCE	%	BUDGET	EXPENDITURES	BALANCE	%
430	R&M OFFICE EQ	.00	.00	.00	.00	305,000.00	.00	305,000.00	.00
710	SITE IMPROVEM	18,112.00	16,797.74	1,314.26	92.74	.00	.00	.00	.00
752	CAPITAL EQUIP	.00	15,449.23	-15,449.23	.00	.00	.00	.00	.00
762	CAP REPLACE E	258,385.00	3,247.08	255,137.92	1.26	.00	189,996.54	-189,996.54	.00
TOTAL-31	CAPITAL RESE	276,497.00	35,494.05	241,002.95	12.84	305,000.00	189,996.54	115,003.46	62.29
TOTAL REPORT		276,497.00	35,494.05	241,002.95	12.84	305,000.00	189,996.54	115,003.46	62.29

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CONSTRUCTION FUND
APRIL 30 2022
PRELIMINARY UNAUDITED

OBJECT TITLE	AUDITED JUNE 30, 2021	UNAUDITED APR 30, 2022
ASSETS		
CASH	-	-
PSDLAF SERIES A	1,078,421	194,019
PLGIT SERIES A	1,284,526	1,502,448
OTHER RECOVER DISBURSE	-	-
INTERFUND RECEIVABLE	-	-
TOTAL ASSETS	**2,362,947**	**1,696,466**
LIABILITIES		
INTERFUND A/P	846	
ACCTS PAYABLE	569,106	1,056,354
RESERVE FOR PRIOR ENCUMB	13,425	13,637
CONSTRUCTION RETAINAGE	890,420	523,313
TOTAL LIABILITIES	**1,473,796**	**1,593,303**
RESERVES		
RESTRICTED ENCUMBRANCE	65,189	
ADJUSTMENTS TO FUND BALANCE		(720,799)
RESTRICTED FUND BALANCE	823,962	823,962
TOTAL RESERVES	**889,151**	**103,163**

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DATE: 05/16/2022
TIME: 19:38:37

UPPER ST. CLAIR SCHOOL DISTRICT
REVENUE COMPARISON REPORT

SELECTION CRITERIA: orgn.fund='36'
ACCOUNTING PERIOD: 10/22

SORTED BY: FUND,FUNCTION,ACCOUNT
TOTALED ON: FUND
PAGE BREAKS ON:

FUND-36 MS RENOVATION
FUNCTION- ORGN TITLE NOT FOUND

		CURRENT YEAR				PRIOR YEAR			
ACCOUNT	- - - - - TITLE - - - - -	BUDGET	REVENUE	BALANCE	%	BUDGET	REVENUE	BALANCE	%
R6510	INTEREST INCO	.00	656.17	-656.17	.00	.00	833.37	-833.37	.00
R9120	PROCEEDS FROM	.00	2,517,324.14	-2,517,324.14	.00	.00	.00	.00	.00
R9990	INSURANCE REC	.00	.00	.00	.00	.00	3,405.00	-3,405.00	.00
TOTAL-36	MS RENOVATIO	.00	2,517,980.31	-2,517,980.31	.00	.00	4,238.37	-4,238.37	.00
TOTAL REPORT		.00	2,517,980.31	-2,517,980.31	.00	.00	4,238.37	-4,238.37	.00

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UPPER ST. CLAIR SCHOOL DISTRICT
EXPENDITURE COMPARISON REPORT

SELECTION CRITERIA: orgn.fund='36'
ACCOUNTING PERIOD: 10/22

SORTED BY: FUND,FUNCTION,ACCOUNT
TOTALED ON: FUND
PAGE BREAKS ON:

FUND-36 MS RENOVATION
FUNCTION-4200 SITE IMPROVEMENTS

		CURRENT YEAR				PRIOR YEAR			
ACCOUNT		BUDGET	EXPENDITURES	BALANCE	%	BUDGET	EXPENDITURES	BALANCE	%
450	CONSTRCT SVCS	.00	1,084,546.27	-1,084,546.27	.00	.00	.00	.00	.00
FUND-36 MS RENOVATION FUNCTION-4400 ACHITECT & ENG SERV									
330	PROF SVCS	.00	595.50	-595.50	.00	.00	.00	.00	.00
FUND-36 MS RENOVATION FUNCTION-4500 NEW BLDG & CONST									
330	PROF SVCS	.00	45,500.13	-45,500.13	.00	.00	60,781.39	-60,781.39	.00
450	CONSTRCT SVCS	.00	1,901,504.68	-1,901,504.68	.00	.00	348,346.81	-348,346.81	.00
610	SUPPLIES	.00	.00	.00	.00	.00	10,706.77	-10,706.77	.00
752	CAPITAL EQUIP	.00	.00	.00	.00	.00	9,913.61	-9,913.61	.00
FUND-36 MS RENOVATION FUNCTION-4600 EXISTING BLDG IMPROVE SER									
450	CONSTRCT SVCS	.00	206,632.62	-206,632.62	.00	.00	.00	.00	.00
TOTAL-36	MS RENOVATIO	.00	3,238,779.20	-3,238,779.20	.00	.00	429,748.58	-429,748.58	.00
TOTAL REPORT		.00	3,238,779.20	-3,238,779.20	.00	.00	429,748.58	-429,748.58	.00

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Budget Transfers - 2021-22

	From:			To:					
Fund	Function	Account	Subject	Function	Account	Subject	Description	From	To
10	2720 Transportation Ops/Supplies	1272000000000000	610	2740 Transportation Maint./Supplies	1274000000000000	610	maintenance	3,000.00	3,000.00
10	1100 Reg Ed. HS/IU Ed	1110000030310000	322	2380 HS Principal/Misc. Expenditures	1238000030310000	610	chairs	5,138.00	5,138.00
10	1100 Reg. Ed. HS/Professional Svcs	1110000030310000	330	2380 HS Principal/Misc. Expenditures	1238000030310000	610	chairs	4,971.80	4,971.80
10	3250 HS Athletics/Dues & Fees	1325000030310000	810	3250 HS Athletics/Supplies	1325000030310000	610	supplies	8,000.00	8,000.00
10	3250 HS Athletics/Tentals	1325000030310000	440	3250 HS Athletics/Supplies	1325000030310000	610	supplies	4,000.00	4,000.00
10	3250 HS Athletics/Professional Svcs	1325000030310000	330	3250 HS Athletics/Supplies	1325000030310000	610	supplies	6,000.00	6,000.00
10	1100 Reg Ed Accounting/OPEB Health	1110000010009500	281	1100 Reg Ed Baker/OPEB Health	1110000010110000	281	retiree health ins	40,153.88	40,153.88
10	1100 Reg Ed Accounting/OPEB Health	1110000010009500	281	1100 Reg Ed Eisenhower/OPEB Health	1110000010120000	281	retiree health ins	92,724.52	92,724.52
10	1100 Reg Ed Accounting/OPEB Health	1110000010009500	281	1100 Reg Ed Streams/OPEB Health	1110000010130000	281	retiree health ins	35,064.96	35,064.96
10	1100 Reg Ed Accounting/OPEB Health	1110000010009500	281	2360 Superintendent/OPEB Health	1236000000000000	281	retiree health ins	20,044.83	20,044.83
10	1100 Reg Ed Accounting/OPEB Health	1110000010009500	281	1243 Gifted/OPEB Health	1124300010000000	281	retiree health ins	6,600.36	6,600.36
10	1100 Reg Ed Accounting/OPEB Health	1110000030009500	281	2120 Guidance/OPEB Health	1212000030000000	281	retiree health ins	1,073.45	1,076.45
10	1100 Reg Ed Accounting/OPEB Health	1110000030009500	281	1100 Reg Ed Ft Couch/OPEB Health	1110000030220000	281	retiree health ins	27,826.92	27,826.92
10	1100 Reg Ed Accounting/OPEB Health	1110000030009500	281	1100 Reg Ed High School/OPEB Health	1110000030310000	281	retiree health ins	76,227.05	76,227.05
10	1100 Reg Ed Accounting/OPEB Health	1110000030009500	281	1100 Reg Ed Boyce/OPEB Health	1110000010210000	281	retiree health ins	51,890.04	51,890.04
10	1100 Reg Ed Accounting/OPEB Health	1110000030009500	281	1243 Gifted Boyce/OPEB Health	1124300010210000	281	retiree health ins	9,284.40	9,284.40
10	1100 Reg Ed Accounting/OPEB Health	1110000030009500	281	2380 Principal Streams/OPEB Health	1238000010130000	281	retiree health ins	6,484.68	6,484.68
10	1100 Reg Ed Accounting/OPEB Health	1110000030009500	281	2620 Ops & Maint Baker/OPEB Health	1260000010110000	281	retiree health ins	18,774.12	18,774.12
10	1100 Reg Ed Accounting/OPEB Health	1110000030009500	281	2620 Ops & Maint High School/OPEB Health	1260000030310000	281	retiree health ins	3,605.28	3,605.28
10	1100 Baker Music/Tech Supplies	1110000010113200	650	1110 HS Music/Supplies	1110000030313200	610	instruments/materials	2,005.05	2,005.05
10	1100 Boyce Music/Supplies	1110000010213200	610	1110 HS Music/Supplies	1110000030313200	610	instruments/materials	3,705.66	3,705.66
10	1100 HS Music/Dues & Fees	1110000030313200	810	1110 HS Music/Supplies	1110000030313200	610	instruments/materials	5,153.40	5,153.40
10	1100 HS Music/Dues & Fees	1110000030313200	810	3210 Marching Band/Supplies	1321000030003200	610	instruments/materials	2,875.00	2,875.00
10	1110 Boyce Music/Supplies	1110000010213200	610	3210 Marching Band/Capital	1321000030003200	752	instruments/materials	1,669.97	1,669.97
10	3210 Marching Band/Speakers	1321000030003200	328	3210 Marching Band/Capital	1321000030003200	752	instruments/materials	11,950.00	11,950.00
10	3210 Marching Band/R&M Equip	1321000030003200	432	3210 Marching Band/Capital	1321000030003200	752	instruments/materials	3,583.03	3,583.03
							MAY	451,806.40	451,809.40

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USC SCHOOL DISTRICT

Memo

To: Dr. Rozzo, USC Board Members

From: Scott P. Burchill

Date: May 23, 2022

RE: SUPPLEMENTAL FINANCIAL REPORT

BILL LIST

The Supplementary Bill Lists are enclosed for your review and approval.

2021-22	GENERAL FUND 10	CAPITAL RSV. FND. 31	CONSTRUCTION FND. 36	SCHOOL LUNCH FND. 50
MANUAL CHECKS	$1,149,076.59			$181,551.80
BILL LIST	$898,122.01	$21,800.00	$0.00	
TOTAL	***$2,047,198.60***	***$21,800.00***	***$0.00***	***$181,551.80***

CORRECTED BILL LIST FROM 4/25/22 PACKET

2021-22	GENERAL FUND 10	CAPITAL RSV. FND. 31	CONSTRUCTION FND. 36	SCHOOL LUNCH FND. 50
MANUAL CHECKS	$3,187,429.44			$134,316.52
BILL LIST	$1,115,995.59	$4,247.08	$188,332.30	
TOTAL	***$4,303,425.03***	***$4,247.08***	***$188,332.30***	***$134,316.52***

CREDIT CARD BILL

The credit card bill for April purchases:

AMOUNT	ACCOUNT	AMOUNT	ACCOUNT
-59.41	Pass -Thru	14	HS Library
42.58	Baker	747.02	Staff Development
67.47	Ft. Couch	44.88	Board Services
69.23	MS Science	3687.01	Superintendent
739.29	MS Ind. Arts	168.68	HS Principal
80	HS World Lang.	396.15	Ops. & Maint.
214.95	HS Science	369	Transportation
2417.71	HS Music	254.19	Extended Season
732.94	HS FACS		
274.94	Shop @ USC		
1594.41	Technology	**$ 11,855.00**	**APRIL**

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fund 10 HAND CHECKS

DATE: 05/20/2022
TIME: 11:02:44

UPPER ST. CLAIR SCHOOL DISTRICT
CHECK REGISTER INCLUDING SYSTEM VOIDS

ACCTPA21
ACCOUNTING PERIOD: 11/22

SELECTION CRITERIA: chkstat.disp_fund='10' and chkstat.check_no between '68460' and '68553'

DISTRIBUTION FUND: 10

	CHECK NUMBER	ISSUE DATE	VENDOR	STATUS	TOTAL	DESCRIPTION
	68460	04/25/2022	BUDGET CHALLENGE	R	1000.00	ACCOUNTS PAYABLE CHECK
	68461	04/27/2022	THE EDUCATIONAL CTR AT WATSON INST	R	88969.37	ACCOUNTS PAYABLE CHECK
	68462	04/27/2022	MATTHEW A FEDOR	R	81.48	ACCOUNTS PAYABLE CHECK
	68463	04/27/2022	JOHN FERRIS	R	30.00	ACCOUNTS PAYABLE CHECK
	68464	04/27/2022	STEVE WEISS MUSIC	R	376.00	ACCOUNTS PAYABLE CHECK
	68465	04/29/2022	UPPER ST CLAIR EDUCATION ASSOC	R	16219.94	ACCOUNTS PAYABLE CHECK
	68466	04/29/2022	UPPER ST CLAIR SF/AFT	R	2794.80	ACCOUNTS PAYABLE CHECK
	68467	04/29/2022	USC-ESP/PSEA/NEA	R	627.84	ACCOUNTS PAYABLE CHECK
	68468	04/28/2022	21CCCS	R	1304.80	ACCOUNTS PAYABLE CHECK
	68469	04/28/2022	ADVANTAGE SPORT & FITNESS INC	R	10314.00	ACCOUNTS PAYABLE CHECK
	68470	04/28/2022	AMAZON	V	0.00	VOID: MULTI STUB CHECK
	68471	04/28/2022	AMAZON	V	0.00	VOID: MULTI STUB CHECK
	68472	04/28/2022	AMAZON	R	7785.64	ACCOUNTS PAYABLE CHECK
	68473	04/28/2022	CHARLEEN HOWARD	R	487.65	ACCOUNTS PAYABLE CHECK
*	68473	05/02/2022	CHARLEEN HOWARD	V	-487.65	VOID MANUAL CHECK
	68474	04/28/2022	JEFF WORDEN	R	70.00	ACCOUNTS PAYABLE CHECK
	68475	04/28/2022	ANTHONY M KRAUSE	R	15.21	ACCOUNTS PAYABLE CHECK
	68476	04/28/2022	PENNSYLVANIA AMERICAN WATER CO	R	6906.72	ACCOUNTS PAYABLE CHECK
	68477	04/28/2022	PETROLEUM TRADERS CORPORATION	R	24549.26	ACCOUNTS PAYABLE CHECK
	68478	04/28/2022	AMY PFENDER	R	15.89	ACCOUNTS PAYABLE CHECK
	68479	04/28/2022	REPUBLIC SERVICES	R	3524.69	ACCOUNTS PAYABLE CHECK
	68480	04/28/2022	JOHN SEYBERT	R	521.08	ACCOUNTS PAYABLE CHECK
	68481	04/28/2022	CHRISTOPHER M STABILE	R	131.47	ACCOUNTS PAYABLE CHECK
	68482	04/28/2022	SUPERIOR FACTORY SERVICE	R	905.23	ACCOUNTS PAYABLE CHECK
	68483	04/28/2022	TOWNSHIP OF UPPER ST CLAIR --SEWAGE	R	12.69	ACCOUNTS PAYABLE CHECK
	68484	04/28/2022	UPMC	R	1275.00	ACCOUNTS PAYABLE CHECK
	68485	04/28/2022	VOLKWEIN BROTHERS	R	23.99	ACCOUNTS PAYABLE CHECK
	68486	04/28/2022	WESLEY FAMILY SERVICES	R	2626.75	ACCOUNTS PAYABLE CHECK
	68487	04/28/2022	WEST PENN POWER	R	6439.24	ACCOUNTS PAYABLE CHECK
	68488	04/28/2022	GIMKIT LLC	R	650.00	ACCOUNTS PAYABLE CHECK
	68489	05/02/2022	APPLE COMPUTER INC	R	9005.00	ACCOUNTS PAYABLE CHECK
	68490	05/02/2022	GLOBE ELECTRIC CO. INC.	R	423.58	ACCOUNTS PAYABLE CHECK
	68491	05/02/2022	CHRISTINE HESTWOOD	R	487.65	ACCOUNTS PAYABLE CHECK
	68492	05/03/2022	SHOP @ USC	R	100.00	ACCOUNTS PAYABLE CHECK
	68493	05/05/2022	AGORA CYBER CHARTER SCHOOL	R	4322.42	ACCOUNTS PAYABLE CHECK
	68494	05/05/2022	ALLEGHENY INTERMEDIATE UNIT	R	840.00	ACCOUNTS PAYABLE CHECK
	68495	05/05/2022	ARBITER PAY	R	5000.00	ACCOUNTS PAYABLE CHECK
	68496	05/05/2022	AL COLUSSI	R	600.00	ACCOUNTS PAYABLE CHECK
	68497	05/05/2022	CRYSTAL SPRINGS	R	284.51	ACCOUNTS PAYABLE CHECK
	68498	05/05/2022	ENTERPRISE	R	53.65	ACCOUNTS PAYABLE CHECK
	68499	05/05/2022	ENTERPRISE RENT-A-CAR CO OF PITTS	R	2727.60	ACCOUNTS PAYABLE CHECK
	68500	05/05/2022	BEVERLY HAYDEN	R	109.95	ACCOUNTS PAYABLE CHECK
	68501	05/05/2022	HIGHLANDER TRACK CLUB	R	280.00	ACCOUNTS PAYABLE CHECK
	68502	05/05/2022	LINCOLN PARK PERFORMING ARTS	R	5219.20	ACCOUNTS PAYABLE CHECK
	68503	05/05/2022	LORRAINE A MILOVAC	R	446.60	ACCOUNTS PAYABLE CHECK
	68504	05/05/2022	PA DISTANCE LEARNING CHARTER SCHOOL	R	2609.58	ACCOUNTS PAYABLE CHECK
	68505	05/05/2022	DONALD J PICKELL JR	R	34.66	ACCOUNTS PAYABLE CHECK
	68506	05/05/2022	ERIN D WALKER	R	128.58	ACCOUNTS PAYABLE CHECK
	68507	05/05/2022	WEST MIFFLIN AREA SCHOOL DISTRICT	R	160.00	ACCOUNTS PAYABLE CHECK
	68508	05/12/2022	AGORA CYBER CHARTER SCHOOL	R	1304.80	ACCOUNTS PAYABLE CHECK
	68509	05/12/2022	JUDITH BENTZ BULAZO	R	138.89	ACCOUNTS PAYABLE CHECK
	68510	05/12/2022	AL COLUSSI	R	600.00	ACCOUNTS PAYABLE CHECK
	68511	05/12/2022	COMCAST BUSINESS	R	1519.33	ACCOUNTS PAYABLE CHECK

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SELECTION CRITERIA: chkstat.disp_fund='10' and chkstat.check_no between '68460' and '68553'

	68512	05/12/2022	COMMONWEALTH CHARTER ACADEMY CS	R	3914.40	ACCOUNTS PAYABLE CHECK
	68513	05/12/2022	DANIEL J. WANG	R	500.00	ACCOUNTS PAYABLE CHECK
	68514	05/12/2022	DANNY MARTIN	R	250.00	ACCOUNTS PAYABLE CHECK
	68515	05/12/2022	NATE EISENGER	R	5850.00	ACCOUNTS PAYABLE CHECK
	68516	05/12/2022	EMMA REDLINGER	R	250.00	ACCOUNTS PAYABLE CHECK
	68517	05/12/2022	ENTERPRISE RENT-A-CAR CO OF PITTS	R	1160.00	ACCOUNTS PAYABLE CHECK
	68518	05/12/2022	FIRST STUDENT	R	2135.54	ACCOUNTS PAYABLE CHECK
	68519	05/12/2022	YESHA GANDHI	R	27.00	ACCOUNTS PAYABLE CHECK
	68520	05/12/2022	KAITYLN CAMPAGNA	R	1000.00	ACCOUNTS PAYABLE CHECK
	68521	05/12/2022	JODI L MOSLER	R	97.11	ACCOUNTS PAYABLE CHECK
	68522	05/12/2022	PENNSYLVANIA AMERICAN WATER CO	R	110.06	ACCOUNTS PAYABLE CHECK
	68523	05/12/2022	ROBYN J SMIGEL	R	65.70	ACCOUNTS PAYABLE CHECK
	68524	05/12/2022	UPMC	R	4425.00	ACCOUNTS PAYABLE CHECK
	68525	05/12/2022	USC GIRLS' LACROSSE BOOSTERS	R	76.19	ACCOUNTS PAYABLE CHECK
	68526	05/12/2022	WESLEY FAMILY SERVICES	R	4428.90	ACCOUNTS PAYABLE CHECK
	68527	05/12/2022	WEST PENN POWER	R	4203.41	ACCOUNTS PAYABLE CHECK
	68528	05/12/2022	JAKE COLLINS	R	5200.00	ACCOUNTS PAYABLE CHECK
	68529	05/17/2022	WPIAL	R	200.00	ACCOUNTS PAYABLE CHECK
	68530	05/17/2022	WPIAL	R	200.00	ACCOUNTS PAYABLE CHECK
	68531	05/19/2022	CARNEGIE MUSEUM OF ART	R	170.00	ACCOUNTS PAYABLE CHECK
	68532	05/19/2022	UNIVERSITY OF PITTSBURGH	R	198.00	ACCOUNTS PAYABLE CHECK
	68533	05/20/2022	21CCCS	R	1304.80	ACCOUNTS PAYABLE CHECK
	68534	05/20/2022	AMCA SYSTEMS, LLC	R	128.00	ACCOUNTS PAYABLE CHECK
	68535	05/20/2022	CARNEGIE MUSEUM OF ART	R	170.00	ACCOUNTS PAYABLE CHECK
*	68535	05/20/2022	CARNEGIE MUSEUM OF ART	V	-170.00	VOID MANUAL CHECK
	68536	05/20/2022	DARLA CHALUS	R	16.23	ACCOUNTS PAYABLE CHECK
	68537	05/20/2022	COLUMBIA GAS OF PENNSYLVANIA	R	971.93	ACCOUNTS PAYABLE CHECK
	68538	05/20/2022	AL COLUSSI	R	600.00	ACCOUNTS PAYABLE CHECK
	68539	05/20/2022	BRIAN K GROVER	R	69.00	ACCOUNTS PAYABLE CHECK
	68540	05/20/2022	ANTHONY M KRAUSE	R	15.21	ACCOUNTS PAYABLE CHECK
	68541	05/20/2022	JULIO C LOPEZ	R	14.63	ACCOUNTS PAYABLE CHECK
	68542	05/20/2022	SUSAN M LOVETT	R	94.01	ACCOUNTS PAYABLE CHECK
	68543	05/20/2022	MARIA MARCHIONNA	R	808.31	ACCOUNTS PAYABLE CHECK
	68544	05/20/2022	PA LEADERSHIP CHARTER SCHOOL	R	2609.60	ACCOUNTS PAYABLE CHECK
	68545	05/20/2022	PENN NATIONAL INSURANCE	R	345.00	ACCOUNTS PAYABLE CHECK
	68546	05/20/2022	PA DISTANCE LEARNING CHARTER SCHOOL	R	2609.58	ACCOUNTS PAYABLE CHECK
	68547	05/20/2022	PENNSYLVANIA AMERICAN WATER CO	R	88.70	ACCOUNTS PAYABLE CHECK
	68548	05/20/2022	AMY PFENDER	R	161.28	ACCOUNTS PAYABLE CHECK
	68549	05/20/2022	MARK SCOTT	R	124.99	ACCOUNTS PAYABLE CHECK
	68550	05/20/2022	JOHN SEYBERT	R	729.79	ACCOUNTS PAYABLE CHECK
	68551	05/20/2022	UGI ENERGY SERVICES	R	17139.43	ACCOUNTS PAYABLE CHECK
	68552	05/20/2022	ERIN D WALKER	R	32.18	ACCOUNTS PAYABLE CHECK
	68553	05/20/2022	WEST PENN POWER	R	23909.26	ACCOUNTS PAYABLE CHECK
TOTAL FUND					299800.33	
TOTAL REPORT					299800.33	

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fund 10 WIRE

DATE: 05/20/2022
TIME: 12:56:22

UPPER ST. CLAIR SCHOOL DISTRICT
CHECK REGISTER INCLUDING SYSTEM VOIDS

ACCTPA21
ACCOUNTING PERIOD: 11/22

SELECTION CRITERIA: chkstat.disp_fund='10' and chkstat.check_no between '91764' and '91768'

DISTRIBUTION FUND: 10

CHECK NUMBER	ISSUE DATE	VENDOR	STATUS	TOTAL	DESCRIPTION
91764	04/29/2022	PENSERV	R	51232.73	ACCOUNTS PAYABLE CHECK
91765	05/04/2022	PNC BANK CREDIT CARD	V	0.00	VOID: MULTI STUB CHECK
91766	05/04/2022	PNC BANK CREDIT CARD	R	11854.96	ACCOUNTS PAYABLE CHECK
91767	05/13/2022	PENSERV	R	52344.27	ACCOUNTS PAYABLE CHECK
91768	05/19/2022	ALLEGHENY CO SCH HEALTH INS CONSORT	R	733844.30	ACCOUNTS PAYABLE CHECK
TOTAL FUND				849276.26	
TOTAL REPORT				849276.26	

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FUND 10 BILL List

DATE: 05/20/2022 UPPER ST. CLAIR SCHOOL DISTRICT
TIME: 10:57:57 CASH REQUIREMENTS - CHECK FORMAT - DUE DATE: 05/23/2022
SELECTION CRITERIA: payable.batch in ('MAY23BL','MAY23BL2')

PAYMENT TYPE: CHECKS ONLY

VENDOR	ACCOUNT NUMBER	ACCOUNT	ENCUMBERED	INVOICE	AMOUNT	DESCRIPTION
1130	1260000030310000	610	221308	439280	420.00	SEMI ANNUAL INSPECTION OF
ABCO FIRE PROTECTION						
TOTAL CHECK PAID TO ABCO FIRE PROTECTION INC					420.00	
19883	1260000010210000	431	221298	PIT-0665	274.00	SERVICE CALL FOR BOYCE TH
ACCESS ELEVATOR						
TOTAL CHECK PAID TO ACCESS ELEVATOR					274.00	
18221	1250000000000000	340	220178	9382683	894.96	STORAGE FEES
ACCESS INFORMATION H						
TOTAL CHECK PAID TO ACCESS INFORMATION HOLDINGS					894.96	
15836	1260000030310000	530	220256	149430	2,268.91	DISTRICT TELEPHONE MAINTE
ADVENT COMMUNICATION						
TOTAL CHECK PAID TO ADVENT COMMUNICATION SYSTEMS					2,268.91	
19801	10	0480.014	220987	017401	149.00	IPAD REPAIRS - FUNDED FRO
AGIREPAIR, INC	10	0480.014	220987	16660	219.00	IPAD REPAIRS - FUNDED FRO
	10	0480.014	220987	16662	268.00	IPAD REPAIRS - FUNDED FRO
	10	0480.014	220987	17018	100.00	IPAD REPAIRS - FUNDED FRO
TOTAL CHECK PAID TO AGIREPAIR, INC					736.00	
19747	1260000030310000	330		34860	3,748.91	SPOT WATER LEAKS
ALEX E PARIS CONTRAC						
TOTAL CHECK PAID TO ALEX E PARIS CONTRACTING CO.					3,748.91	
19529	1325000030310000	330		2022-121-1 / INSTALLMENT 2	17,085.00	ALLEGHENY GENERAL
ALLEGHENY GENERAL HO						
TOTAL CHECK PAID TO ALLEGHENY GENERAL HOSPITAL					17,085.00	
1330	1110047000000000	330		32908	47.70	TITLE III
ALLEGHENY INTERMEDIA	1129000010000000	322		32980	1,334.59	OT/PT MARCH
	1129000030000000	322		32980	667.29	OT/PT MARCH
	1280000000000000	330		33041	1,575.00	ETC TRAINING
	1260000030310000	530	220257	33068	2,155.00	"DISTRICT INTERNET SERVIC
TOTAL CHECK PAID TO ALLEGHENY INTERMEDIATE UNIT					5,779.58	
1490	1260000030310000	610	221255	070533	3,443.00	FREIGHT
ALLEGHENY REFRIGERAT						
TOTAL CHECK PAID TO ALLEGHENY REFRIGERATION					3,443.00	
16339	1254000000000000	550	220258	APRIL	4,188.99	COPYING AND PRINTING SERV
ALLEGRA						
TOTAL CHECK PAID TO ALLEGRA					4,188.99	

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SELECTION CRITERIA: payable.batch in ('MAY23BL','MAY23BL2')

PAYMENT TYPE: CHECKS ONLY

VENDOR	ACCOUNT NUMBER	ACCOUNT	ENCUMBERED	INVOICE	AMOUNT	DESCRIPTION
14675	1222000010000000	650.1	220018	435393575535	118.59	BLANKET ORDER FOR COMPUTE
AMAZON	1222000030000000	650.1	220018	435393575535	118.59	BLANKET ORDER FOR COMPUTE
	1110000010112500	610	221281	443478896356	14.33	OWL PELLETS
	1110000010122500	610	221281	443478896356	14.33	OWL PELLETS
	1110000010132500	610	221281	443478896356	14.33	OWL PELLETS
	1222000010000000	650.1	220018	466339836557	104.97	BLANKET ORDER FOR COMPUTE
	1222000030000000	650.1	220018	466339836557	104.97	BLANKET ORDER FOR COMPUTE
	1110000010112500	610	221281	468458745547	30.33	OWL PELLETS
	1110000010122500	610	221281	468458745547	30.33	OWL PELLETS
	1110000010132500	610	221281	468458745547	30.33	OWL PELLETS
	1222000010000000	650.1	220018	536996748744	41.74	BLANKET ORDER FOR COMPUTE
	1222000030000000	650.1	220018	536996748744	41.75	BLANKET ORDER FOR COMPUTE
	1222000010000000	650.1	220018	543397967864	92.71	BLANKET ORDER FOR COMPUTE
	1222000030000000	650.1	220018	543397967864	92.72	BLANKET ORDER FOR COMPUTE
	1110000030314200	610	221284	597336596483	381.48	AXLE RODS
	1110000010112500	610	221281	676559988979	13.33	OWL PELLETS
	1110000010122500	610	221281	676559988979	13.33	OWL PELLETS
	1110000010132500	610	221281	676559988979	13.33	OWL PELLETS
	10	0480.061	221318	758484458995	239.90	DIGITAL DISPLAY CLOCK
	1222000010000000	650.1	220018	767963543365	224.97	BLANKET ORDER FOR COMPUTE
	1222000030000000	650.1	220018	767963543365	224.98	BLANKET ORDER FOR COMPUTE
						VOID CHECK - CONTINUED
14675	1222000010000000	650.1	220018	776564965846	10.49	BLANKET ORDER FOR COMPUTE
AMAZON	1222000030000000	650.1	220018	776564965846	10.50	BLANKET ORDER FOR COMPUTE
	1238000030220000	610	221252	833385487766	199.80	HEADPHONES
	1222000010000000	650.1	220018	855775635396	149.60	BLANKET ORDER FOR COMPUTE
	1222000030000000	650.1	220018	855775635396	149.60	BLANKET ORDER FOR COMPUTE
	1222000010000000	650.1	220018	856594476358	99.50	BLANKET ORDER FOR COMPUTE
	1222000030000000	650.1	220018	856594476358	99.50	BLANKET ORDER FOR COMPUTE
	1222000010000000	650.1	220018	866667398798	19.99	BLANKET ORDER FOR COMPUTE
	1222000030000000	650.1	220018	866667398798	20.00	BLANKET ORDER FOR COMPUTE
	1222000010000000	650.1	220018	88533637639	11.97	BLANKET ORDER FOR COMPUTE
	1222000030000000	650.1	220018	88533637639	11.97	BLANKET ORDER FOR COMPUTE
	1110000010112500	610	221281	885555786644	15.99	OWL PELLETS
	1110000010122500	610	221281	885555786644	15.98	OWL PELLETS
	1110000010132500	610	221281	885555786644	15.98	OWL PELLETS
	1121113330310000	610	221304	886559949969	229.91	BLANK ALUMINUM STICKERS
	1121113330310000	610	221304	899369767876	130.00	BLANK ALUMINUM STICKERS
	1110000030314200	610	221284	968769535684	39.96	AXLE RODS
	10	0155	221302	989654943555	112.14	STREAMS SUPPLIES - SUNGLA
TOTAL CHECK PAID TO AMAZON					3,304.22	
14078	1254000000000000	432	220260	IN5015330	10.95	PRINT MANAGEMENT CONTRACT
AMCOM OFFICE SYSTEMS						
TOTAL CHECK PAID TO AMCOM OFFICE SYSTEMS					10.95	

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DATE: 05/20/2022 UPPER ST. CLAIR SCHOOL DISTRICT ACCTPA51
TIME: 10:57:57 CASH REQUIREMENTS - CHECK FORMAT - DUE DATE: 05/23/2022 ACCOUNTING PERIOD: 11/22
SELECTION CRITERIA: payable.batch in ('MAY23BL','MAY23BL2')

PAYMENT TYPE: CHECKS ONLY

VENDOR	ACCOUNT NUMBER	ACCOUNT	ENCUMBERED	INVOICE	AMOUNT	DESCRIPTION
1750	1222000010000000	650.1	220019	AH39793230	400.61	BLANKET ORDER FOR APPLE R
APPLE COMPUTER INC.	1222000030000000	650.1	220019	AH39793230	490.39	BLANKET ORDER FOR APPLE R
	1222000010000000	650.1	220019	AH40072652	7,526.01	BLANKET ORDER FOR APPLE R
	1222000030000000	650.1	220019	AH40072652	9,212.49	BLANKET ORDER FOR APPLE R
	1222000010000000	650.1	220019	AH41435358	522.01	BLANKET ORDER FOR APPLE R
	1222000030000000	650.1	220019	AH41435358	638.99	BLANKET ORDER FOR APPLE R
	1222000010000000	650.1	220019	AH44201224	138.09	BLANKET ORDER FOR APPLE R
	1222000030000000	650.1	220019	AH44201224	169.03	BLANKET ORDER FOR APPLE R
	1222000010000000	650.1	220019	AH44684742	177.66	BLANKET ORDER FOR APPLE R
	1222000030000000	650.1	220019	AH44684742	217.46	BLANKET ORDER FOR APPLE R
	1222000010000000	650.1	220019	AJ00049451	3.12	BLANKET ORDER FOR APPLE R
	1222000030000000	650.1	220019	AJ00049451	3.83	BLANKET ORDER FOR APPLE R
	1222000010000000	650.1	220019	AJ00094306	255.21	BLANKET ORDER FOR APPLE R
	1222000030000000	650.1	220019	AJ00094306	312.39	BLANKET ORDER FOR APPLE R
	1222000010000000	650.1	220019	AJ00759545	165.39	BLANKET ORDER FOR APPLE R
	1222000030000000	650.1	220019	AJ00759545	202.45	BLANKET ORDER FOR APPLE R
	10	0480.014	221295	AJ00870389	19,635.00	PROPOSAL 2110663722 - (3)
TOTAL CHECK PAID TO APPLE COMPUTER INC.					40,070.13	
1770	1124189030000000	650	221253	AH42170447	79.00	10.2 INCH PAD (CB-WATSON)
APPLE EDUCATION						
TOTAL CHECK PAID TO APPLE EDUCATION					79.00	
1790	1260000030220000	413	221067	3030000099274	26.94	DUST MOP HANDLES & MOPS S
ARAMARK CORPORATION	1260000010120000	413	221066	303000099279	30.73	DUST MOP HANDLES & MOPS S
	1260000010110000	413	221062	303000099283	36.01	DUST MOP HANDLES & MOPS S
	1260000010130000	413	221064	303000099286	59.94	DUST MOP HANDLES & MOPS S
	1260000010210000	413	221063	303000099289	79.74	DUST MOP HANDLES & MOPS S
	1260000030220000	413	221067	303000103715	26.94	DUST MOP HANDLES & MOPS S
	1260000030310000	413	221065	303000103725	76.44	DUST MOP HANDLES & MOPS S
	1260000010110000	413	221062	303000103729	36.01	DUST MOP HANDLES & MOPS S
	1260000010130000	413	221064	303000103734	59.94	DUST MOP HANDLES & MOPS S
	1260000010210000	413	221063	303000103740	79.74	DUST MOP HANDLES & MOPS S
	1260000030220000	413	221067	303000108009	26.94	DUST MOP HANDLES & MOPS S
	1260000010120000	413	221066	303000108017	30.73	DUST MOP HANDLES & MOPS S
	1260000030310000	413	221065	303000108023	76.44	DUST MOP HANDLES & MOPS S
	1260000010110000	413	221062	303000108028	36.01	DUST MOP HANDLES & MOPS S
	1260000010130000	413	221064	303000108033	59.94	DUST MOP HANDLES & MOPS S
	1260000010210000	413	221063	303000108035	79.74	DUST MOP HANDLES & MOPS S
TOTAL CHECK PAID TO ARAMARK CORPORATION					822.23	
19507	1123100030000000	323		USCSD 042522	9,734.00	NEW STORY TUITION
ARMSTRONG SCHOOL DIS						
TOTAL CHECK PAID TO ARMSTRONG SCHOOL DISTRICT					9,734.00	
1960	1222000010000000	650.3	220270	287288381767X05082022	449.00	UPGRADES & REPLACEMENTS O
AT&T MOBILITY	1222000030000000	650.3	220270	287288381767X05082022	448.99	UPGRADES & REPLACEMENTS O
	1260000030310000	530	220271	287299464336X05082022	286.23	FIRSTNET REDUNDANCY NETWO
TOTAL CHECK PAID TO AT&T MOBILITY					1,184.22	
18881	1325000030310000	330		SPRING GAME WORKER HS SPORTS	850.00	SPRING GAME WORKER
AVP ATHLETIC VIDEO P						
TOTAL CHECK PAID TO AVP ATHLETIC VIDEO PRODUCTIONS					850.00	

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SELECTION CRITERIA: payable.batch in ('MAY23BL','MAY23BL2')

PAYMENT TYPE: CHECKS ONLY

VENDOR	ACCOUNT NUMBER	ACCOUNT	ENCUMBERED	INVOICE	AMOUNT	DESCRIPTION
2080	1260000030310098	610	220506	107400	147.00	BLANKET PURCHASE ORDER FO
B & R POOLS	1260000030310098	610	220507	L88265	420.00	BLANKET PURCHASE ORDERS F
TOTAL CHECK PAID TO B & R POOLS					567.00	
14652	1321000030003200	610	221288	SIV253891	3,742.10	DSI 6' COMMAND CENTER POD
BANDSHOPPE						
TOTAL CHECK PAID TO BANDSHOPPE					3,742.10	
15592	1321000030003200	610		POSTERS FOR SPRING BAND CONCER	74.16	SPRING BAND POSTERS
BANKSVILLE EXPRESS P						
TOTAL CHECK PAID TO BANKSVILLE EXPRESS PRINTING					74.16	
15199	1222000010000000	650.1	220020	P50529166	18.04	BLANKET PO FOR BATTERIES
BATTERIES PLUS	1222000030000000	650.1	220020	P50529166	18.04	BLANKET PO FOR BATTERIES
TOTAL CHECK PAID TO BATTERIES PLUS					36.08	
2350	1274000000000000	610	220336	PC001164244:01	3,217.06	BLANKET PO FOR BUS REPAIR
BLUE BIRD OF PITTSBU	1274000000000000	610	220336	PC001164244:02	420.92	BLANKET PO FOR BUS REPAIR
	1274000000000000	610	220336	PC001164330:01	99.92	BLANKET PO FOR BUS REPAIR
	1274000000000000	610	220336	PC001164710:01	210.32	BLANKET PO FOR BUS REPAIR
	1274000000000000	610	220336	PC001164908:01	-99.92	BLANKET PO FOR BUS REPAIR
TOTAL CHECK PAID TO BLUE BIRD OF PITTSBURGH					3,848.30	
17462	1260000000000000	580	220371	MAY CELL PHONE	30.00	CELL PHONE REIMBURSEMENT
TIMOTHY BRIGGS						
TOTAL CHECK PAID TO TIMOTHY BRIGGS					30.00	
19679	1260000030310000	431	220495	4856-21365	19,396.00	ADDITIONAL CIVIL AND ELEC
BRONDER TECHNICAL SE						
TOTAL CHECK PAID TO BRONDER TECHNICAL SERVICES					19,396.00	
14875	1325000030310000	610	220945	916723433	117.13	HS SPRING 2022 ATHLETIC B
BSN SPORTS						
TOTAL CHECK PAID TO BSN SPORTS					117.13	
2640	1274000000000000	610	220296	IN145678	49.75	BLANKET PO FOR BUS PARTS
BUS PARTS WAREHOUSE						
TOTAL CHECK PAID TO BUS PARTS WAREHOUSE					49.75	
19579	1222000010000000	438	221170	2022-05-06-3093	2,709.00	ANNUAL RENEWAL (70 SEATS
CALENDLY, LLC	1222000030000000	438	221170	2022-05-06-3093	2,709.00	ANNUAL RENEWAL (70 SEATS
TOTAL CHECK PAID TO CALENDLY, LLC					5,418.00	
2670	1325000030310000	330		SPRING GAME WORKER HS B/G LAX	910.00	SPRING GAME WORKER
EDWARD CALLAHAN						
TOTAL CHECK PAID TO EDWARD CALLAHAN					910.00	
2850	1222000010000000	650.2	221160	ZR00248626	5,400.00	GOOGLE APPS ENTERPRISE LI
CDW GOVERNMENT INC	1222000030000000	650.2	221160	ZR00248626	5,400.00	GOOGLE APPS ENTERPRISE LI
TOTAL CHECK PAID TO CDW GOVERNMENT INC					10,800.00	
15922	1275000000000000	513		MARCH BUS TRANSP NON-PUB	1,410.97	BUS TRANSPORTATION
CENTRAL CATHOLIC						
TOTAL CHECK PAID TO CENTRAL CATHOLIC					1,410.97	

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DATE: 05/20/2022 UPPER ST. CLAIR SCHOOL DISTRICT
TIME: 10:57:57 CASH REQUIREMENTS - CHECK FORMAT - DUE DATE: 05/23/2022
SELECTION CRITERIA: payable.batch in ('MAY23BL','MAY23BL2')

PAYMENT TYPE: CHECKS ONLY

VENDOR	ACCOUNT NUMBER	ACCOUNT	ENCUMBERED	INVOICE	AMOUNT	DESCRIPTION
2910	1325000030310000	610	221048	78427	4,996.70	SCORER'S TABLE/2 POSSESSI
CENTURY SPORTS INC						
TOTAL CHECK PAID TO CENTURY SPORTS INC					4,996.70	
18055	1222000010000000	650.3	220986	64520	2,822.38	EXTREME CLOUD IQ PILOT TI
CERDANT	1222000030000000	650.3	220986	64520	2,822.37	EXTREME CLOUD IQ PILOT TI
	10	0154	221183	64521	94,858.73	QUOTE: AAAQ15233 (5) EDGE
TOTAL CHECK PAID TO CERDANT					100,503.48	
15845	1279000000000000	610	220295	5103892019	222.34	BLANKET PO FOR MEDICAL SU
CINTAS CORP	1236000000000000	610	220179	5107026057	175.39	MEDICINE CABINET - DAB
	1279000000000000	610	220295	5107989551	218.02	BLANKET PO FOR MEDICAL SU
TOTAL CHECK PAID TO CINTAS CORP					615.75	
15822	1274000000000000	610	220298	41400	384.90	BLANKET PO TOOLS
CORNWELL QUALITY TOO						
TOTAL CHECK PAID TO CORNWELL QUALITY TOOLS					384.90	
19922	1272000000000000	610		MAILBOX REPLACEMENT	449.39	SUPPLIES
COURTNEY DURBIN						
TOTAL CHECK PAID TO COURTNEY DURBIN					449.39	
3340	1122500010000000	330	220768	13639	29,204.00	BLANKET PO FOR ELEMENTARY
CROSSROADS SPEECH &	1122500030000000	330	220768	13639	784.00	BLANKET PO FOR CONTRACTED
	1299000000000000	899		13640	154.00	SPEECH THERAPY
TOTAL CHECK PAID TO CROSSROADS SPEECH & HEARING					30,142.00	
18922	1260000030310000	530	220277	1102281	1,050.00	INTERNET ACCESS FOR THE 2
CROWN CASTLE FIBER L	1260000030310000	530	220278	1106903	1,271.00	WAN (WIDE AREA NETWORK) F
TOTAL CHECK PAID TO CROWN CASTLE FIBER LLC					2,321.00	
15530	1272000000000000	442	220299	47984	346.00	BLANKET PO FOR RADIO COMM
CRYSTAL SOUND SYSTEM	1272000000000000	442	220299	47999	315.00	BLANKET PO FOR RADIO COMM
TOTAL CHECK PAID TO CRYSTAL SOUND SYSTEMS INC					661.00	
3490	10	0154	221306	156662	99,609.04	GENETEC UNIFIED SECURITY
DAGOSTINO ELECTRONIC	10	0154	221307	156665	52,967.22	BRIEFCAM VIDEO ANALYTIC A
	1266000000000000	610	221319	156692	677.99	SAMSUNG XND-6080V CAMERA
TOTAL CHECK PAID TO DAGOSTINO ELECTRONIC SERVICES INC					153,254.25	
19917	1321000030003200	328		USC GUARD HONORARIUM	100.00	USC GUARD HONORARIUM
KEELY A. DANIELS						
TOTAL CHECK PAID TO KEELY A. DANIELS					100.00	
15930	1110000030311600	610		PRIZES FOR CULTURAL COMMUNICAT	48.00	SUPPLIES
JOANNA DARAKOS						
TOTAL CHECK PAID TO JOANNA DARAKOS					48.00	
19474	1129089010000000	329		ACCESS CONSULT JAN FEB MARCH	3,132.50	ACCESS CONSULTANT
SUSANNE DASILVA	1129089030000000	329		ACCESS CONSULT JAN FEB MARCH	3,132.50	ACCESS CONSULTANT
TOTAL CHECK PAID TO SUSANNE DASILVA					6,265.00	
19778	1325000030310000	330		SPRING GAME WORKER HS SPORTS	850.00	GAME WORKER
JUSTIN DAVEY						
TOTAL CHECK PAID TO JUSTIN DAVEY					850.00	

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SELECTION CRITERIA: payable.batch in ('MAY23BL','MAY23BL2')

PAYMENT TYPE: CHECKS ONLY

VENDOR	ACCOUNT NUMBER	ACCOUNT	ENCUMBERED	INVOICE	AMOUNT	DESCRIPTION
3610	1225000030220000	610	221094	7105222	204.04	RUBBER STAMP PAD, MAGAZIN
DEMCO INC						
TOTAL CHECK PAID TO DEMCO INC					204.04	
19228	1283400010000000	240		TUITION REIBURSE SPRING 2022	6,180.00	SPRING TUITION 2022
CASSANDRA DOGGRELL						
TOTAL CHECK PAID TO CASSANDRA DOGGRELL					6,180.00	
19678	1260000030310000	530	220280	CI53464	660.00	1000MB ETHERNET FROM USC
DQE COMMUNICATIONS						
TOTAL CHECK PAID TO DQE COMMUNICATIONS					660.00	
14648	1121100010000000	563	220880	6873	733.27	BLANKET PO FOR ELEMENTARY
THE EDUCATIONAL CTR	1121100030000000	563	220880	6873	889.31	BLANKET PO FOR SECONDARY
TOTAL CHECK PAID TO THE EDUCATIONAL CTR AT WATSON INST					1,622.58	
18397	1110000030312500	610	220086	219876	689.31	101 PRINCIPLES AND PRACTI
EDVOTEK, INC						
TOTAL CHECK PAID TO EDVOTEK, INC					689.31	
4060	1325000030310000	513.1		29776193 COSGROVE	320.00	CAR RENTAL / COSGROVE
ENTERPRISE RENT-A-CA	1321000030003200	810		29776193 HESTWOOD	243.60	CAR RENTAL / HESTWOOD
	1321000030003200	810		29776193 MILOVAC	440.00	CAR RENTAL / MILOVAC
	1325000030310000	513.1		29776193 PETRICK	295.50	CAR RENTAL
TOTAL CHECK PAID TO ENTERPRISE RENT-A-CAR CO OF PITTS					1,299.10	
18550	1260000000000000	610	221002	196532	333.18	BLANKET PURCHASE ORDER FO
EQUIPARTS	1260000000000000	610	221002	201719	159.81	BLANKET PURCHASE ORDER FO
	1260000000000000	610	221002	203772	1,134.13	BLANKET PURCHASE ORDER FO
	1260000000000000	610	221002	204296	304.01	BLANKET PURCHASE ORDER FO
	1260000000000000	610	221002	204413	188.19	BLANKET PURCHASE ORDER FO
TOTAL CHECK PAID TO EQUIPARTS					2,119.32	
19871	1235200000000000	330		AUGUST 2021	6,150.00	LEGAL
LAW OFFICES OF JESSI	1235200000000000	330		JULY 2021	10,175.00	LEGAL
	1235200000000000	330		SEPTEMBER 2021	7,250.00	LEGAL
TOTAL CHECK PAID TO LAW OFFICES OF JESSICA QUINN-HORGAN					23,575.00	
4240	1280000000000000	531		3-493-23657	207.46	FED EX MAILING
FEDEX	1280000000000000	531		7-749-18589	54.16	FED EX MAILINGS
	1280000000000000	531		7-755-96027	36.35	MAILINGS
TOTAL CHECK PAID TO FEDEX					297.97	
19763	1260000000000000	580	220833	MAY CELL PHONE	30.00	CELL PHONE REIMBURSEMENT
MATTHEW A FEDOR						
TOTAL CHECK PAID TO MATTHEW A FEDOR					30.00	
18618	1260000000000000	580	220366	MAY CELL PHONE	30.00	CELL PHONE REIMBURSEMENT
JOHN FERRIS						
TOTAL CHECK PAID TO JOHN FERRIS					30.00	
4316	1260000000000000	431	220897	1229228	507.31	AFMP9812204H
FILTECH						
TOTAL CHECK PAID TO FILTECH					507.31	

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DATE: 05/20/2022 UPPER ST. CLAIR SCHOOL DISTRICT ACCTPA51
TIME: 10:57:57 CASH REQUIREMENTS - CHECK FORMAT - DUE DATE: 05/23/2022 ACCOUNTING PERIOD: 11/22
SELECTION CRITERIA: payable.batch in ('MAY23BL','MAY23BL2')

PAYMENT TYPE: CHECKS ONLY

VENDOR	ACCOUNT NUMBER	ACCOUNT	ENCUMBERED	INVOICE	AMOUNT	DESCRIPTION
4420	1110000030312500	610	221238	2689415	163.58	ALUMINIUM NITRATE A0030
FLINN SCIENTIFIC INC						
TOTAL CHECK PAID TO FLINN SCIENTIFIC INC					163.58	
17961	1274000000000000	611	220303	30682	127.29	BLANKET PO FOR TIRES
FLYNN'S COMMERCIAL T	1274000000000000	611	220303	30779	344.00	BLANKET PO FOR TIRES
	1260000030310000	610	221296	30779	344.00	TIRES FOR MV-19
	1274000000000000	611	220303	30878	254.58	BLANKET PO FOR TIRES
	1260000030310000	610	221296	SSI13135	781.23	TIRES FOR MV-19
TOTAL CHECK PAID TO FLYNN'S COMMERCIAL TIRE					1,851.10	
19813	1225000010120000	640	221032	420844F	23.33	PLEASE SEE ATTACHED LIST
FOLLETT CONTENT SOLU	1225000010120000	640	221211	463306F	70.38	ACROSS THE DESERT 1631LR8
TOTAL CHECK PAID TO FOLLETT CONTENT SOLUTIONS, LLC					93.71	
4700	1274000000000000	610	220304	C005602015:02	84.12	BLANKET PO FOR PARTS
FYDA FREIGHTLINER PI	1274000000000000	610	220304	C005611441:02	52.11	BLANKET PO FOR PARTS
	1274000000000000	610	220304	C005611441:03	830.57	BLANKET PO FOR PARTS
	1274000000000000	610	220304	C005613951:01	52.52	BLANKET PO FOR PARTS
	1274000000000000	610	220304	C005615141:01	52.52	BLANKET PO FOR PARTS
TOTAL CHECK PAID TO FYDA FREIGHTLINER PITTSBURGH INC					1,071.84	
18891	1325000030310000	810		20012	32.67	COURT TIME
GLEN CREEK TENNIS CL						
TOTAL CHECK PAID TO GLEN CREEK TENNIS CLUB					32.67	
14947	1121100030000000	329	220814	202221434	2,422.35	BLANKET PO FOR TRANSITION
GOODWILL OF SOUTHWES	1121100030000000	329	220814	202221442	4,005.00	BLANKET PO FOR TRANSITION
TOTAL CHECK PAID TO GOODWILL OF SOUTHWESTERN PA					6,427.35	
14048	1260000000000000	610	220482	9272154221	455.24	BLANKET PURCHASE ORDER FO
GRAINGER	1260000000000000	610	220482	9272615775	415.06	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220482	929065002	253.71	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220482	9298949968	447.22	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220482	9301664224	914.80	BLANKET PURCHASE ORDER FO
TOTAL CHECK PAID TO GRAINGER					2,486.03	
18913	1325000030220000	330		SPRING GAME WORKER	120.00	SPRING GAME WORKER
MICHAEL A GREMBA						
TOTAL CHECK PAID TO MICHAEL A GREMBA					120.00	
19435	1260000000000000	580	220367	1625496	332.36	CELL PHONE REIMBURSEMENT
BRIAN K GROVER	1260000000000000	580	220367	MAY CELL PHONE	30.00	CELL PHONE REIMBURSEMENT
TOTAL CHECK PAID TO BRIAN K GROVER					362.36	
5160	1272000000000000	513	220305	F61955698	432.80	BLANKET PO FOR 2021-2022
GUTTMAN OIL COMPANY	1272000000000000	513	220305	F61980245	260.06	BLANKET PO FOR 2021-2022
	1272000000000000	513	220305	F62009213	412.65	BLANKET PO FOR 2021-2022
	1272000000000000	513	220305	F62067996	415.20	BLANKET PO FOR 2021-2022
	1272000000000000	513	220305	F62130718	322.70	BLANKET PO FOR 2021-2022
	1272000000000000	513	220305	F62152513	628.76	BLANKET PO FOR 2021-2022
TOTAL CHECK PAID TO GUTTMAN OIL COMPANY					2,472.17	

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PAYMENT TYPE: CHECKS ONLY

VENDOR	ACCOUNT NUMBER	ACCOUNT	ENCUMBERED	INVOICE	AMOUNT	DESCRIPTION
14207	1279000000000000	424	220306	A-1026205	157.61	BLANKET PO FOR 2021.2022
HAPCHUK INC	1279000000000000	424	220306	A-1026748	197.01	BLANKET PO FOR 2021.2022
TOTAL CHECK PAID TO HAPCHUK INC					354.62	
18796	1110000030313200	610		REIMBURSEMENT FOR HS AWARDS	368.22	HS AWARDS
DENISE HENNING						
TOTAL CHECK PAID TO DENISE HENNING					368.22	
16826	1274000000000000	610	220307	X104128965:01	2,240.85	BLANKET PO FOR PARTS
HILL INTERNATIONAL T	1274000000000000	610	220307	X104129663:01	-520.00	BLANKET PO FOR PARTS
	1274000000000000	610	220307	X104130284:01	2,354.22	BLANKET PO FOR PARTS
TOTAL CHECK PAID TO HILL INTERNATIONAL TRUCKS LLC					4,075.07	
15092	1260000000000000	610		29852262	17.25	SUPPLIES
THE HITE COMPANY						
TOTAL CHECK PAID TO THE HITE COMPANY					17.25	
19422	1325000030310000	610		197745167-0-3	3,575.31	ATHLETIC FURNITURE
HITOUCH						
TOTAL CHECK PAID TO HITOUCH					3,575.31	
14852	1260000000000000	610	220498	1014517	66.81	BLANKET PURCHASE ORDER FO
HOME DEPOT	1260000000000000	610	220498	10695	23.32	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	14551	216.80	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	2611300	16.87	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	3010326	57.88	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	3010388	27.37	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	3012861	29.97	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	3093175	33.98	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	3515168	17.14	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	3614737	41.42	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	3624051	6.42	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	3624115	33.92	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	4011602	152.96	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	5011357	26.75	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	511167	25.00	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	613864	15.94	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	6524881	29.98	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	6610729	16.24	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	7011076	133.64	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	7012376	55.83	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	7014985	16.34	BLANKET PURCHASE ORDER FO
					VOID CHECK - CONTINUED	
14852	1260000000000000	610	220498	7510444	9.15	BLANKET PURCHASE ORDER FO
HOME DEPOT	1260000000000000	610	220498	7512837	50.81	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	7520250	11.52	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	8012236	7.48	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	8012256	50.35	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	8012309	18.68	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	8014800	8.20	BLANKET PURCHASE ORDER FO
	1260000000000000	610	220498	8621416	89.00	BLANKET PURCHASE ORDER FO
TOTAL CHECK PAID TO HOME DEPOT					1,289.77	

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PAYMENT TYPE: CHECKS ONLY

VENDOR	ACCOUNT NUMBER	ACCOUNT	ENCUMBERED	INVOICE	AMOUNT	DESCRIPTION
19480	1511100000000000	831	220462	548572	73.81	BUSES & VANS
HUNTINGTON PUBLIC CA	1511100000000000	911	220462	548572	4,445.92	BUSES & VANS
TOTAL CHECK PAID TO HUNTINGTON PUBLIC CAPITAL CORP					4,519.73	
5790	1222000010000000	348	221309	0522-124	1,050.00	MX-1 ONE RADIO TRANSMITTE
INSTITUTIONAL SPECIA	1222000030000000	348	221309	0522-124	1,050.00	MX-1 ONE RADIO TRANSMITTE
TOTAL CHECK PAID TO INSTITUTIONAL SPECIALTIES INC					2,100.00	
18578	1274000000000000	610	220309	19892	863.00	BLANKET PO FOR 2021.2022
IT'S ALL CLEAN, INC	1274000000000000	610	220309	293934	165.00	BLANKET PO FOR 2021.2022
TOTAL CHECK PAID TO IT'S ALL CLEAN, INC					1,028.00	
5980	1260000030310098	610	220505	JI 24551	283.46	BLANKET PURCHASE ORDER FO
JACKSON WELDING SUPP	1260000030310098	610	220505	JI 25124	189.60	BLANKET PURCHASE ORDER FO
TOTAL CHECK PAID TO JACKSON WELDING SUPPLY CO.					473.06	
18049	1260000000000000	610	220965	019588	469.00	BAGS OF SALT NEEDED FOR D
JANITORS SUPPLY INC						
TOTAL CHECK PAID TO JANITORS SUPPLY INC					469.00	
18940	1110000030313200	610		28008	250.00	END OF YEAR PLAQUES
JD ENGRAVING & AWARD						
TOTAL CHECK PAID TO JD ENGRAVING & AWARDS INC					250.00	
19901	1325000030220000	330		STARTER MS TRACK MEET	70.00	MS TRACK MEET
JEFF WORDEN						
TOTAL CHECK PAID TO JEFF WORDEN					70.00	
17070	1263000000000000	414	220992	107627	5,000.00	LANDSCAPE ENHANCEMENT WOR
JML LANDSCAPE MANAGE	1263000000000000	414	220602	108132	841.57	MONTHLY FEE FOR LANDSCAPI
	1263000000000000	414	220602	108133	913.74	MONTHLY FEE FOR LANDSCAPI
	1263000000000000	414	220602	108134	178.89	MONTHLY FEE FOR LANDSCAPI
	1263000000000000	414	220602	108135	960.37	MONTHLY FEE FOR LANDSCAPI
	1263000000000000	414	220602	108136	1,391.40	MONTHLY FEE FOR LANDSCAPI
	1263000000000000	414	220602	108137	4,346.81	MONTHLY FEE FOR LANDSCAPI
	1263000000000000	414	220602	108138	933.86	MONTHLY FEE FOR LANDSCAPI
TOTAL CHECK PAID TO JML LANDSCAPE MANAGEMENT					14,566.64	
16520	1121113330310000	610	221270	3169588	807.66	ADJUSTABLE PHOTO BRACELET
JOHNSON PLASTICS						
TOTAL CHECK PAID TO JOHNSON PLASTICS					807.66	
6050	1233000000000000	311	220225	5-C-#12	6,947.70	JORDAN TAX FEE
JORDAN TAX SERVICE	1233000000000000	311		5-C-#142	9.06	MERC TAX COLLECTION
TOTAL CHECK PAID TO JORDAN TAX SERVICE					6,956.76	
6060	1110000030310900	610		28631365	65.73	DOUBLE RED CORDS
JOSTENS INC						
TOTAL CHECK PAID TO JOSTENS INC					65.73	

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

DATE: 05/20/2022
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SELECTION CRITERIA: payable.batch in ('MAY23BL','MAY23BL2')

UPPER ST. CLAIR SCHOOL DISTRICT
CASH REQUIREMENTS - CHECK FORMAT - DUE DATE: 05/23/2022

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VENDOR	ACCOUNT NUMBER	ACCOUNT	ENCUMBERED	INVOICE	AMOUNT	DESCRIPTION
8610	1110000030313200	610	221046	364157266	72.00	CARMEN FANTASIE, T.O.P. W
J.W.PEPPER & SON INC	1110000030223200	610		364235615	9.00	FC MUSIC CLASS
	1110000030313200	610	221312	364277932	351.99	ESTIMATED SHIPPING/HANDLI
	1110000030313200	610	221283	364278059	45.00	ESTIMATED SHIPPING/HANDLI
	1110000030313200	610	221312	364279993	50.00	ESTIMATED SHIPPING/HANDLI
TOTAL CHECK PAID TO J.W.PEPPER & SON INC					527.99	
19885	1321000030003200	328		GUEST CLINICIAN FOR JAZZ FEST	251.90	JAZZ FESTIVAL
MIKE KAMUF						
TOTAL CHECK PAID TO MIKE KAMUF					251.90	
16490	1325000030310000	330		SPRING GAME WORKER B VOLLEYBAL	325.00	B VOLLEYBALL ANNOUNCE
KEVIN MCGAHEY						
TOTAL CHECK PAID TO KEVIN MCGAHEY					325.00	
14887	1110047000000000	640		CONFERENCE BOOKS	93.53	EL BOOKS FOR CONFEREN
ABDEL KHILA						
TOTAL CHECK PAID TO ABDEL KHILA					93.53	
6350	1260000000000000	580	220368	MAY CELL PHONE	30.00	CELL PHONE REIMBURSEMENT
DONALD W KOZAK						
TOTAL CHECK PAID TO DONALD W KOZAK					30.00	
19921	1321000030003200	610		JAZZ FESTIVAL	357.57	JAZZ BAND PROGRAMS
KREIDER EXPRESS PRIN						
TOTAL CHECK PAID TO KREIDER EXPRESS PRINTING					357.57	
19816	1260000000000000	610		124752	52.25	PROPANE
KUDLA'S MARATHON						
TOTAL CHECK PAID TO KUDLA'S MARATHON					52.25	
16690	1110000030313200	328		ACCOMPAINST FOR SPRING CONCERT	200.00	SPRING CONCERT
ETHAN LAPLACA						
TOTAL CHECK PAID TO ETHAN LAPLACA					200.00	
6530	1274000000000000	610	220312	9309486187	204.32	BLANKET PO FOR SUPPLIES
LAWSON PRODUCTS						
TOTAL CHECK PAID TO LAWSON PRODUCTS					204.32	
18868	10	0422	211075	00131787-1	296.33	FEDERAL CARTRIDGE 9MM 147
MARKL SUPPLY COMPANY						
TOTAL CHECK PAID TO MARKL SUPPLY COMPANY					296.33	
7020	1272000000000000	513	220342	91896012	28,632.44	BLANKET PO FOR CONTRACTOR
MATTHEWS BUS COMPANY	1275000000000000	513	220342	91896012	21,122.83	BLANKET PO FOR CONTRACTOR
TOTAL CHECK PAID TO MATTHEWS BUS COMPANY					49,755.27	
19562	1129000030000000	329		4-22	1,200.00	SPEECH THERAPY
MB THERAPY LLC						
TOTAL CHECK PAID TO MB THERAPY LLC					1,200.00	
19919	1321000030003200	432		HS PIANO TUNING	185.00	PIANO REPAIR
MICHAEL MEZHINSKY RP						
TOTAL CHECK PAID TO MICHAEL MEZHINSKY RPT					185.00	

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

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17744	1325000030310000	610	221100	INV197935	1,040.20	TRACK - SHOT PUT/HAMMER T
MF ATHLETIC	1325000030310000	610	221100	INV198690	983.00	TRACK - SHOT PUT/HAMMER T
TOTAL CHECK PAID TO MF ATHLETIC					2,023.20	
7430	1238000010120000	890		OT SUPPLIES	89.84	OT SUPPLIES
MARK MILLER	1238000010120000	890		SUPPLIES FOR STAR NIGHT	151.94	STAR NIGHT SUPPLIES
TOTAL CHECK PAID TO MARK MILLER					241.78	
14799	1260000010120000	431	221020	293935	82.55	EISENHOWER TWO TIMES MONT
MILLER MATS	1260000000000000	431	221019	294234	53.17	ADMIN TWO TIMES MONTHLY M
	1260000000000000	431	221018	294235	182.53	HIGH SCHOOL TWO TIMES MON
	1260000010210000	431	221021	294236	243.10	BOYCE TWO TIMES MONTHLY M
	1260000010130000	431	221017	294240	71.25	STREAMS ELEMENTARY TWO TI
	1260000010110000	431	221022	294241	174.87	BAKER ELEMENTARY TWO TIME
	1260000030220000	431	221016	294525	173.30	FT COUCH TWO TIMES MONTH
	1260000010120000	431	221020	294526	86.70	EISENHOWER TWO TIMES MONT
	1260000000000000	431	221019	294832	53.17	ADMIN TWO TIMES MONTHLY M
	1260000000000000	431	221018	294833	182.53	HIGH SCHOOL TWO TIMES MON
	1260000010210000	431	221021	294834	243.10	BOYCE TWO TIMES MONTHLY M
	1260000010130000	431	221017	294838	71.25	STREAMS ELEMENTARY TWO TI
	1260000010110000	431	221022	294839	174.87	BAKER ELEMENTARY TWO TIME
	1260000030220000	431	221016	295126	173.30	FT COUCH TWO TIMES MONTH
	1260000010120000	431	221020	295127	86.70	EISENHOWER TWO TIMES MONT
TOTAL CHECK PAID TO MILLER MATS					2,052.39	
14485	1110000030313200	610		REIMBURSEMENT FOR PROGRAM	527.50	HS CHOIR SPRING CON
LORRAINE A MILOVAC						
TOTAL CHECK PAID TO LORRAINE A MILOVAC					527.50	
18652	1272000000000000	513	220345	3798	12,220.00	BLANKET PO FOR CONTRACTOR
MLAKER, LLC	1275000000000000	513	220345	3798	12,130.00	BLANKET PO FOR CONTRACTOR
TOTAL CHECK PAID TO MLAKER, LLC					24,350.00	
16449	1325000030310000	440	220252	9013748716	124.64	STORAGE FACILITY
MOBILE MINI, INC.						
TOTAL CHECK PAID TO MOBILE MINI, INC.					124.64	
19443	1129000030000000	890		MOBYMAX ALL TEACHER LICENSE	249.00	ALL TEACHER LICENSE
MOBYMAX, LLC						
TOTAL CHECK PAID TO MOBYMAX, LLC					249.00	
15380	1272000000000000	592		1609930	39.38	SUPPLIE
MODEL APPAREL	1272000000000000	592		1614370	39.38	SUPPLIES
	1274000000000000	591	220315	1618763	39.38	BLANKET PO FOR LAUNDRY/RA
TOTAL CHECK PAID TO MODEL APPAREL					118.14	
15736	1222000010000000	650.1	220023	22611760	1,499.54	BLANKET ORDER FOR CABLING
MONOPRICE, INC.	1222000030000000	650.1	220023	22611760	1,499.55	BLANKET ORDER FOR CABLING
TOTAL CHECK PAID TO MONOPRICE, INC.					2,999.09	
15350	1325000030310000	440	220251	641362	156.00	PORTABLE TOILET SERVICES
MR JOHN OF PITTSBURG						
TOTAL CHECK PAID TO MR JOHN OF PITTSBURGH					156.00	

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

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UPPER ST. CLAIR SCHOOL DISTRICT
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VENDOR	ACCOUNT NUMBER	ACCOUNT	ENCUMBERED	INVOICE	AMOUNT	DESCRIPTION
14659	1214000010110000	610	221074	SIP00162836	59.38	CONNERS3 PARENT ONLINE FO
MULTI-HEALTH SYSTEMS	1214000010120000	610	221074	SIP00162836	59.38	CONNERS3 PARENT ONLINE FO
	1214000010130000	610	221074	SIP00162836	59.38	CONNERS3 PARENT ONLINE FO
	1214000010210000	610	221074	SIP00162836	59.38	CONNERS3 PARENT ONLINE FO
	1214000030220000	610	221074	SIP00162836	59.38	CONNERS3 PARENT ONLINE FO
	1214000030310000	610	221074	SIP00162836	59.35	CONNERS3 PARENT ONLINE FO
TOTAL CHECK PAID TO MULTI-HEALTH SYSTEMS INC					356.25	
18755	1325000030310000	440	220253	56756	75.00	EQUIPMENT STORAGE
MY WAY MOBILE STORAG						
TOTAL CHECK PAID TO MY WAY MOBILE STORAGE					75.00	
18770	1325000030310000	610	220948	119793	8,419.69	HS SPRING 2022 ATHLETIC B
NATALE SPORTING GOOD	1325000030220000	610	220949	119797	521.22	MS SPRING 2022 ATHLETIC B
	1325000030310000	610		121956	100.00	LOCKER TEE SHIRT
	1325000030310000	610		123404	30.00	ATHLETIC HOODIE
	1325000030310000	610		125885	270.44	SOFTBALLS
TOTAL CHECK PAID TO NATALE SPORTING GOODS					9,341.35	
18999	1231000000000000	540		030797	556.54	BIDS
OBSERVER-REPORTER	1280000000000000	540		030797	1,054.10	CLASSIFIED ADS
	1280000000000000	540		APRIL INV	2,387.90	CLASSIFIED AD
TOTAL CHECK PAID TO OBSERVER-REPORTER					3,998.54	
8090	1110000030310000	610	220189	21712005	1,864.53	PAPER/SUPPLIES
ODP BUSINESS SOLUTIO	1110000030310000	610	220189	21776203	366.05	PAPER/SUPPLIES
	1110000030310000	610	220189	21776395	848.00	PAPER/SUPPLIES
	1110000030310000	610	220189	21915592	699.73	PAPER/SUPPLIES
	1110000030220000	610	220188	21915631	553.06	PAPER/SUPPLIES
	1110000010130000	610	220187	21915644	131.27	PAPER/SUPPLIES
	1236000000000000	610	220191	21915744	192.59	PAPER/SUPPLIES
	1110000030310000	610	220189	22022659	1,177.70	PAPER/SUPPLIES
	1110000010110000	610	220186	22022714	365.67	PAPER/SUPPLIES
	1110000030220000	610	220188	22022752	257.17	PAPER/SUPPLIES
	1110000010210000	610	220185	22092345	632.27	PAPER/SUPPLIES
TOTAL CHECK PAID TO ODP BUSINESS SOLUTIONS, LLC					7,088.04	

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

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VENDOR	ACCOUNT NUMBER	ACCOUNT	ENCUMBERED	INVOICE	AMOUNT	DESCRIPTION
16453	1260000000000000	460	220597	222396862	5.57	DISTRICT ADMIN - EVERY OT
ORKIN COMMERCIAL SER	1260000010110000	460	220597	222396862	10.84	MONTHLY PEST SERVICE AT B
	1260000010120000	460	220597	222396862	11.55	MONTHLY PEST SERVICE AT E
	1260000010130000	460	220597	222396862	12.98	MONTHLY PEST SERVICE AT S
	1260000010210000	460	220597	222396862	15.29	MONTHLY PEST SERVICE AT B
	1260000030220000	460	220597	222396862	15.29	MONTHLY PEST SERVICE AT F
	1260000030310000	460	220597	222396862	18.48	MONTHLY PEST SERVICE AT T
	1260000000000000	460	220597	222396863	5.10	DISTRICT ADMIN - EVERY OT
	1260000010110000	460	220597	222396863	9.95	MONTHLY PEST SERVICE AT B
	1260000010120000	460	220597	222396863	10.58	MONTHLY PEST SERVICE AT E
	1260000010130000	460	220597	222396863	11.89	MONTHLY PEST SERVICE AT S
	1260000010210000	460	220597	222396863	14.00	MONTHLY PEST SERVICE AT B
	1260000030220000	460	220597	222396863	14.00	MONTHLY PEST SERVICE AT F
	1260000030310000	460	220597	222396863	16.93	MONTHLY PEST SERVICE AT T
	1260000000000000	460	220597	222396864	5.04	DISTRICT ADMIN - EVERY OT
	1260000010110000	460	220597	222396864	9.83	MONTHLY PEST SERVICE AT B
	1260000010120000	460	220597	222396864	10.45	MONTHLY PEST SERVICE AT E
	1260000010130000	460	220597	222396864	11.75	MONTHLY PEST SERVICE AT S
	1260000010210000	460	220597	222396864	13.83	MONTHLY PEST SERVICE AT B
	1260000030220000	460	220597	222396864	13.83	MONTHLY PEST SERVICE AT F
	1260000030310000	460	220597	222396864	16.72	MONTHLY PEST SERVICE AT T
						VOID CHECK - CONTINUED
16453	1260000000000000	460	220597	222396865	3.93	DISTRICT ADMIN - EVERY OT
ORKIN COMMERCIAL SER	1260000010110000	460	220597	222396865	7.66	MONTHLY PEST SERVICE AT B
	1260000010120000	460	220597	222396865	8.15	MONTHLY PEST SERVICE AT E
	1260000010130000	460	220597	222396865	9.16	MONTHLY PEST SERVICE AT S
	1260000010210000	460	220597	222396865	10.78	MONTHLY PEST SERVICE AT B
	1260000030220000	460	220597	222396865	10.78	MONTHLY PEST SERVICE AT F
	1260000030310000	460	220597	222396865	13.04	MONTHLY PEST SERVICE AT T
	1260000000000000	460	220597	222396866	3.53	DISTRICT ADMIN - EVERY OT
	1260000010110000	460	220597	222396866	6.88	MONTHLY PEST SERVICE AT B
	1260000010120000	460	220597	222396866	7.31	MONTHLY PEST SERVICE AT E
	1260000010130000	460	220597	222396866	8.22	MONTHLY PEST SERVICE AT S
	1260000010210000	460	220597	222396866	9.68	MONTHLY PEST SERVICE AT B
	1260000030220000	460	220597	222396866	9.68	MONTHLY PEST SERVICE AT F
	1260000030310000	460	220597	222396866	11.70	MONTHLY PEST SERVICE AT T
	1260000000000000	460	220597	222396867	4.96	DISTRICT ADMIN - EVERY OT
	1260000010110000	460	220597	222396867	9.65	MONTHLY PEST SERVICE AT B
	1260000010120000	460	220597	222396867	10.28	MONTHLY PEST SERVICE AT E
	1260000010130000	460	220597	222396867	11.55	MONTHLY PEST SERVICE AT S
	1260000010210000	460	220597	222396867	13.60	MONTHLY PEST SERVICE AT B
	1260000030220000	460	220597	222396867	13.60	MONTHLY PEST SERVICE AT F
	1260000030310000	460	220597	222396867	16.45	MONTHLY PEST SERVICE AT T
TOTAL CHECK PAID TO ORKIN COMMERCIAL SERVICES					454.49	
14954	1110000030009500	281	220364	MAY CELL PHONE	200.00	DISTRICT MEDICAL COVERAGE
PATRICK O'TOOLE						
TOTAL CHECK PAID TO PATRICK O'TOOLE					200.00	
19924	1272000000000000	810		117328599-1	9.20	TOLL ROAD CHARGE
PA TURNPIKE						
TOTAL CHECK PAID TO PA TURNPIKE					9.20	

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

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VENDOR	ACCOUNT NUMBER	ACCOUNT	ENCUMBERED	INVOICE	AMOUNT	DESCRIPTION
18265	1274000000000000	610	220319	6570675	2,959.78	BLANKET PO FOR BUS PAINT
PAINTERS SUPPLY AND						
TOTAL CHECK PAID TO PAINTERS SUPPLY AND EQUIPMENT, INC.					2,959.78	
19418	1260000010120000	610	220476	670372	1,199.01	BLANKET PURCHASE ORDER FO
PAPER PRODUCTS	1260000010120000	610	220476	670631	199.44	BLANKET PURCHASE ORDER FO
	1260000010110000	610		671277	626.21	SUPPLIES
	1260000030310000	610	220480	671382	291.50	BLANKET PURCHASE ORDER FO
	1260000010210000	610	220478	672299	1,129.52	BLANKET PURCHASE ORDER FO
	1260000030310000	610	220480	673085	1,163.40	BLANKET PURCHASE ORDER FO
	1260000010130000	610	220477	673235	893.77	BLANKET PURCHASE ORDER FO
	1260000010110000	610	220475	674053	431.58	BLANKET PURCHASE ORDER FO
TOTAL CHECK PAID TO PAPER PRODUCTS					5,934.43	
18442	1212000030310000	610		REIMBURSEMENT FOR REFRESHMENTS	28.82	AWARDS NIGHT REFRESHM
KRISTIN PARDINI						
TOTAL CHECK PAID TO KRISTIN PARDINI					28.82	
8310	1138000030310000	564	220492	2200000161	48,817.40	JOINTURE FUND BUDGET
PARKWAY WEST CTC						
TOTAL CHECK PAID TO PARKWAY WEST CTC					48,817.40	
18101	1280000000000000	610		9349753606	632.35	PA REQUIRED POSTERS
PERSONNEL CONCEPTS						
TOTAL CHECK PAID TO PERSONNEL CONCEPTS					632.35	
14229	1325000030310000	850		REIMBURSEMENT PENN RELAYS	1,763.73	REIMBURSEMENT
DOUGLAS B PETRICK	1325000030310000	850		REIMBURSEMENT TOLLS FOR TRACK	15.90	TOLLS FOR TRACK
TOTAL CHECK PAID TO DOUGLAS B PETRICK					1,779.63	
16886	1274000000000000	627	220321	1760603	22,600.10	BLANKET PO FOR FUEL
PETROLEUM TRADERS CO						
TOTAL CHECK PAID TO PETROLEUM TRADERS CORPORATION					22,600.10	
14572	1283400010000000	240		TUITION REIMBURSEMENT	4,062.00	SPRING 2022 TUITION
AMY PFENDER						
TOTAL CHECK PAID TO AMY PFENDER					4,062.00	
14636	1124189010000000	610	221248	5135911168	1,018.17	ROGER DIGIMASTER 5000 (SB
PHONAK HEARING SYSTE	1129000010000000	890	221248	5135911168	490.82	ROGER DIGIMASTER 5000 (SB
TOTAL CHECK PAID TO PHONAK HEARING SYSTEMS					1,508.99	
8950	1254000000000000	432	220206	3315649542	1,482.27	R&M ON POSTAGE MACHINE
PITNEY BOWES						
TOTAL CHECK PAID TO PITNEY BOWES					1,482.27	
8840	1231000000000000	540		73847	486.20	CANCELED 4/4 MEETING
PITTSBURGH POST GAZE						
TOTAL CHECK PAID TO PITTSBURGH POST GAZETTE					486.20	
16202	1274000000000000	627	220323	48781	375.60	BLANKET PO FOR DEF
PORTS PETROLEUM	1274000000000000	627	220323	503482	532.10	BLANKET PO FOR DEF
TOTAL CHECK PAID TO PORTS PETROLEUM					907.70	

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9200 KAREN POWERS	1260000000000000	580	220372	MAY CELL PHONE	30.00	CELL PHONE REIMBURSEMENT
TOTAL CHECK PAID TO KAREN POWERS					30.00	
18274 POWERSCHOOL GROUP LL	1250000000000000	340	220361	INV302036	4,485.00	MONTHLY FEES
TOTAL CHECK PAID TO POWERSCHOOL GROUP LLC					4,485.00	
19907 KAYLEE PRIDDY	1321000030003200	328		HOORARIUM FOR AUX CAPTIAN	100.00	HONORARIUM
TOTAL CHECK PAID TO KAYLEE PRIDDY					100.00	
16324 PRIMEFLEX ADM SERVIC	1280000000000000	290	220208	INV-418756-1	480.84	ADMINISTRATIVE SERVICE FE
TOTAL CHECK PAID TO PRIMEFLEX ADM SERVICES LLC					480.84	
19644 QUEST DIAGNOSTICS	10	0480.025		9198385361	90.00	PRE-EMPLOYMENT
TOTAL CHECK PAID TO QUEST DIAGNOSTICS					90.00	
16301 EDWARD REDERER	1260000000000000	580	220373	MAY CELL PHONE	30.00	CELL PHONE REIMBURSEMENT
TOTAL CHECK PAID TO EDWARD REDERER					30.00	
16786 RENICK BROTHERS	1260000030310000	610	221300	29713-INV	3,456.66	REPLACED COMPRESSOR
TOTAL CHECK PAID TO RENICK BROTHERS					3,456.66	
14867 RITTENHOUSE BUS LINE	1274000000000000	610	220324	18618	304.75	BLANKET PO FOR PARTS
TOTAL CHECK PAID TO RITTENHOUSE BUS LINES					304.75	
15744 ZACHARY DAVID RUGG	1260000000000000	580	220940	MAY CELL PHONE	30.00	CELL PHONE REIMBURSEMENT
TOTAL CHECK PAID TO ZACHARY DAVID RUGG					30.00	
17934 SARASNICK'S TRUE VAL	1274000000000000	610	220327	261016	210.09	BLANKET PO FOR SUPPLIES
TOTAL CHECK PAID TO SARASNICK'S TRUE VALUE HARDWARE					210.09	
19347 SCHMIDT SUPPLY	1260000030310098	610	220508	30085	197.00	BLANKET PURCHASE ORDER FO
TOTAL CHECK PAID TO SCHMIDT SUPPLY					197.00	
19541 SCHOOL SPECIALTY, LL	1110000010130000	610	220346	208129920254	5.65	SUPPLIES
TOTAL CHECK PAID TO SCHOOL SPECIALTY, LLC					5.65	
10460 SCOTT ELECTRIC	1260000030310000	610	221305	3183225	188.91	BLANKET PURCHASE ORDER FO
TOTAL CHECK PAID TO SCOTT ELECTRIC					188.91	
10530 CAROL SEIBERT	1325000030310000	330		SPRING GAME WORKER B & G LAX	100.00	SPRING GAME WORKER
TOTAL CHECK PAID TO CAROL SEIBERT					100.00	

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DATE: 05/20/2022
TIME: 10:57:57
UPPER ST. CLAIR SCHOOL DISTRICT
CASH REQUIREMENTS - CHECK FORMAT - DUE DATE: 05/23/2022
SELECTION CRITERIA: payable.batch in ('MAY23BL','MAY23BL2')

PAYMENT TYPE: CHECKS ONLY

VENDOR	ACCOUNT NUMBER	ACCOUNT	ENCUMBERED	INVOICE	AMOUNT	DESCRIPTION
19908	10	R6991		REFUND RE TRANSFER TAX	735.00	TRAINOR/CHILDERS
SETTLEMENT ENGINE					735.00	
TOTAL CHECK PAID TO SETTLEMENT ENGINE						
18565	1321000030003200	810		MEMBERSHIP DUES FOR JAZZ EDUC	96.00	JAZZ EDUCATION
JOHN SEYBERT					96.00	
TOTAL CHECK PAID TO JOHN SEYBERT						
10610	1236000000000000	360		2022 SHASDA SPRING CONF	160.00	SHASDA CONFERENCE
SHASDA					160.00	
TOTAL CHECK PAID TO SHASDA						
18526	1110000030313200	432		XX / 1006	295.00	REPAIRS 4 INSTRUMENTS
JIM SHEPPARD					295.00	
TOTAL CHECK PAID TO JIM SHEPPARD						
10650	1260000000000000	610	220525	2500-8	55.60	BLANKET PURCHASE ORDER FO
SHERWIN WILLIAMS					55.60	
TOTAL CHECK PAID TO SHERWIN WILLIAMS						
14189	1260000030310000	432	221278	5330327275	2,457.50	SIEMENS WILL PROVIDE ENGI
SIEMENS INDUSTRY, IN					2,457.50	
TOTAL CHECK PAID TO SIEMENS INDUSTRY, INC						
19912	1280000000000000	330		REIMBURSEMENT FOR DRUG TEST	32.00	DRUG TEST
GREGORY SKAVINSKI	1280000000000000	330		REIMBURSEMENT FOR ETC	125.00	ETC PROGRAM
TOTAL CHECK PAID TO GREGORY SKAVINSKI					157.00	
16323	1236000000000000	810		4170	130.00	MEMBERSHIP DUES
SOUTH WEST COMM. CHA					130.00	
TOTAL CHECK PAID TO SOUTH WEST COMM. CHAMBER OF COMMERC						
11050	1299000000000000	899		FEBRUARY	42,210.00	4605
SOUTHWOOD PSYCHIATRI	1299000000000000	899		JANUARY	32,220.00	4605
TOTAL CHECK PAID TO SOUTHWOOD PSYCHIATRIC HOSPITAL					74,430.00	
19515	1260000000000000	610	220465	541423	63.99	BLANKET PURCHASE ORDER FO
STATION AUTO PARTS	1274000000000000	610	220316	541604	14.88	BLANKET PO FOR PARTS (NAP
	1274000000000000	610	220316	544208	141.90	BLANKET PO FOR PARTS (NAP
TOTAL CHECK PAID TO STATION AUTO PARTS					220.77	
11230	1272000000000000	345	220329	MAY PHYSICALS	340.00	BLANKET PO FOR PHYSICALS/
ST CLAIR MED SVC DBA					340.00	
TOTAL CHECK PAID TO ST CLAIR MED SVC DBA ST CLAIR OCC						
16541	1129000010000000	330	220815	2168	13,519.29	BLANKET PO FOR ELEMENTARY
STEEL CITY THERAPY L	1129000030000000	330	220815	2168	1,412.82	BLANKET PO FOR SECONDARY
TOTAL CHECK PAID TO STEEL CITY THERAPY LLC					14,932.11	
18696	1110000010120000	610	220213	721348-0	329.00	PAPER/SUPPLIES
TARGET OFFICE SUPPLI					329.00	
TOTAL CHECK PAID TO TARGET OFFICE SUPPLIES						

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PAYMENT TYPE: CHECKS ONLY

VENDOR	ACCOUNT NUMBER	ACCOUNT	ENCUMBERED	INVOICE	AMOUNT	DESCRIPTION
15364	1250000000000000	340	220218	INV00184984	695.50	ANNUAL FEES
TIMECLOCK PLUS						
TOTAL CHECK PAID TO TIMECLOCK PLUS					695.50	
11940	1260000000000000	626	220639	6750	1,405.99	FUEL FOR MAINTENANCE VEHI
TOWNSHIP OF UPPER ST	1272000000000000	626	220878	6750 - BUS	1,780.87	VAN GASOLINE
	1233000000000000	311	220454	JUNE SCHOOL TAX	2,265.00	SCHOOL DISTRICT PORTION O
TOTAL CHECK PAID TO TOWNSHIP OF UPPER ST CLAIR					5,451.86	
15577	1260000000000000	431	220566	312330010	690.00	BLANKET PURCHASE ORDER FO
TRANE US INC						
TOTAL CHECK PAID TO TRANE US INC					690.00	
12110	1325000030310000	330	220255	6746	285.00	PARAMEDIC COVERAGE
TRI-COMMUNITY SOUTH	1325000030310000	330	220255	6747	85.00	PARAMEDIC COVERAGE
	1325000030310000	330	220255	6748	147.50	PARAMEDIC COVERAGE
	1325000030310000	330	220255	6751	197.50	PARAMEDIC COVERAGE
	1325000030310000	330	220255	6752	122.50	PARAMEDIC COVERAGE
	1325000030310000	330	220255	6753	160.00	PARAMEDIC COVERAGE
	1260000000000000	610		APRIL INV 4.17.2022	153.00	APRIL INV
TOTAL CHECK PAID TO TRI-COMMUNITY SOUTH E.M.S.					1,150.50	
15863	1279000000000000	440	220215	JUNE BUS GARAGE RENTAL	14,978.54	BUS GARAGE RENTAL
TURNBERRY,L.P.						
TOTAL CHECK PAID TO TURNBERRY,L.P.					14,978.54	
14034	1260000030310000	610	220649	83985702-00	92.24	PLUMBING SUPPLIES - BLANK
UNITED REFRIGERATION						
TOTAL CHECK PAID TO UNITED REFRIGERATION INC					92.24	
19918	1321000030003200	328		REIMBURSEMENT FOR GUEST	1,000.00	GUEST CLINICIAN FEE
USC BAND PARENT ASSO						
TOTAL CHECK PAID TO USC BAND PARENT ASSOCIATION					1,000.00	
19483	1238000030310000	610		2263	332.78	NUTRITION
USC NUTRITION CENTER	1238000030310000	610		2264	181.42	NUTRITION
	1238000030310000	610		2267	17.00	CAFE
	1238000030310000	610		2268	37.21	CAFE
	1238000030310000	610		2269	37.62	CAFE
	1238000030310000	610		2270	97.85	CAFE
	1238000030310000	610		2271	107.93	CAFE
	1238000030310000	610		2273	637.44	CAFE
TOTAL CHECK PAID TO USC NUTRITION CENTER					1,449.25	
14296	1260000000000000	610		12IH9130	57.83	DRYER TIMER
V & V APPLIANCE	1260000000000000	610		12IJ3786	19.11	DRYER TIMER KNOB
TOTAL CHECK PAID TO V & V APPLIANCE					76.94	
19001	1325000030310000	610		STUDENT APPRECIATION WEEK	22.87	STUDENT APPRECIATION
KIMBERLY VALERIANO						
TOTAL CHECK PAID TO KIMBERLY VALERIANO					22.87	

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fund 10 Bill List

DATE: 05/20/2022
TIME: 10:57:57
UPPER ST. CLAIR SCHOOL DISTRICT
CASH REQUIREMENTS - CHECK FORMAT - DUE DATE: 05/23/2022
SELECTION CRITERIA: payable.batch in ('MAY23BL','MAY23BL2')

PAYMENT TYPE: CHECKS ONLY

VENDOR	ACCOUNT NUMBER	ACCOUNT	ENCUMBERED	INVOICE	AMOUNT	DESCRIPTION
12730	1110000010123200	432	221289	294202	183.68	REPAIR 34890 BUNDY TRUMPE
VOLKWEIN BROTHERS	1110000010213200	432	221290	294224	104.60	REPAIR 34888 - TWO PEARL
TOTAL CHECK PAID TO VOLKWEIN BROTHERS					288.28	
19736	1260000000000000	340	220717	INV00360	1,246.02	PEAKSAVER FEE - PAID QUAR
VOLTUS INC						
TOTAL CHECK PAID TO VOLTUS INC					1,246.02	
15238	1325000030310000	330		SPRING GAME WORKER HS SPORT	250.00	SPRING GAME WORKER
CLARE L FROEHLICH-WA						
WARNING: INACTIVE VENDOR						
TOTAL CHECK PAID TO CLARE L FROEHLICH-WALK					250.00	
14736	1260000010130000	610	221292	148128	6,988.00	COMMERCIAL ELECTRIC WATER
WATER HEATER DISTRIB						
TOTAL CHECK PAID TO WATER HEATER DISTRIBUTERS, LLP					6,988.00	
18808	1234000000000000	330	220233	2646	13,521.25	STAFF RELATIONS
WEISS BURKARDT KRAME	1235000000000000	330	220233	2646	7,035.00	LEGAL
	1235100000000000	330	220233	2646	661.75	SPECIAL ED
	1233000000000000	330	220233	2647	1,908.75	TAX COLLECTION
TOTAL CHECK PAID TO WEISS BURKARDT KRAMER LLC					23,126.75	
17635	1238000030310000	890		00136343	29.28	MISC SUPPLIES
WEST PENN LACO	1238000030310000	890		00137153	31.56	MISC SUPPLIES
TOTAL CHECK PAID TO WEST PENN LACO					60.84	
6830	1240000010110000	610	221088	IN0786119	177.45	AED PLUS ADULT CPR-D PADZ
WILLIAM V MACGILL &	1240000030310000	610	221088	IN0786119	199.50	AED PLUS PEDIATRIC PEDI-P
TOTAL CHECK PAID TO WILLIAM V MACGILL & CO					376.95	
18900	1260000030310000	530	220291	74779667	1,089.77	LOCAL AND LONG DISTANCE T
WINDSTREAM						
TOTAL CHECK PAID TO WINDSTREAM					1,089.77	
17962	1274000000000000	610	220331	240700R	652.68	BALNKET PO FOR 2021.2022
WOLFINGTON BODY CO.,						
TOTAL CHECK PAID TO WOLFINGTON BODY CO., INC					652.68	
13380	1274000000000000	610	220334	9007373251	177.38	BLANKET PO FOR SUPPLIES
ZEP MANUFACTURING CO						
TOTAL CHECK PAID TO ZEP MANUFACTURING COMPANY					177.38	
TOTAL CASHABLE CHECKS					898,122.01	
TOTAL EFT VOUCHERS					.00	
TOTAL REPORT					898,122.01	

TOTAL NUMBER OF CHECKS TO BE ISSUED - 176
TOTAL NUMBER OF EFT VOUCHERS TO BE ISSUED - 0

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fund 31 Bill List

DATE: 05/20/2022 UPPER ST. CLAIR SCHOOL DISTRICT ACCTPA51
TIME: 10:22:06 CASH REQUIREMENTS - CHECK FORMAT - DUE DATE: 05/23/2022 ACCOUNTING PERIOD: 11/22
SELECTION CRITERIA: transact.disb_fund='31'

PAYMENT TYPE: CHECKS ONLY

VENDOR	ACCOUNT NUMBER	ACCOUNT	ENCUMBERED	INVOICE	AMOUNT	DESCRIPTION
19294	3460000010210000	752	221007	5142	21,800.00	QUAD DIGITAL WIRELESS REC
OPEN SYSTEMS						
TOTAL CHECK PAID TO OPEN SYSTEMS					21,800.00	
TOTAL CASHABLE CHECKS					21,800.00	
TOTAL EFT VOUCHERS					.00	
TOTAL REPORT					21,800.00	

TOTAL NUMBER OF CHECKS TO BE ISSUED - 1
TOTAL NUMBER OF EFT VOUCHERS TO BE ISSUED - 0

DocuSign Envelope ID: 6B437CD7-4E19-4840-8430-2EB7407D448B

fund 50 A AND checks

DATE: 05/20/2022
TIME: 11:09:28

UPPER ST. CLAIR SCHOOL DISTRICT
CHECK REGISTER INCLUDING SYSTEM VOIDS

PAGE NUMBER: 1
ACCTPA21
ACCOUNTING PERIOD: 11/22

SELECTION CRITERIA: chkstat.disp_fund='50' and chkstat.check_no between '6869' and '6881'

DISTRIBUTION FUND: 50

CHECK NUMBER	ISSUE DATE	VENDOR	STATUS	TOTAL	DESCRIPTION
6869	04/26/2022	AIS COMMERCIAL PARTS & SERVICE, INC	R	1652.55	ACCOUNTS PAYABLE CHECK
6870	04/26/2022	ALLEGHENY REFRIGERATION	R	351.32	ACCOUNTS PAYABLE CHECK
6871	04/26/2022	ARDOLINO'S PIZZA	R	756.64	ACCOUNTS PAYABLE CHECK
6872	04/26/2022	FOUNTAIN PRODUCTS	R	323.48	ACCOUNTS PAYABLE CHECK
6873	04/26/2022	GOLD STAR FOODS	R	99.56	ACCOUNTS PAYABLE CHECK
6874	04/26/2022	KIM SULLIVAN	R	30.00	ACCOUNTS PAYABLE CHECK
6875	04/26/2022	MM! MM! PIZZA	R	3066.36	ACCOUNTS PAYABLE CHECK
6876	04/26/2022	MODEL APPAREL	R	61.95	ACCOUNTS PAYABLE CHECK
6877	04/26/2022	ALAN C PECK	R	30.00	ACCOUNTS PAYABLE CHECK
6878	04/26/2022	UPPER ST CLAIR SCHOOL DISTRICT	R	84272.20	ACCOUNTS PAYABLE CHECK
6879	04/28/2022	LEE CARTER	R	129.95	ACCOUNTS PAYABLE CHECK
6880	04/28/2022	MM! MM! PIZZA	R	946.46	ACCOUNTS PAYABLE CHECK
6881	05/11/2022	ARAMARK SCHOOL NUTRITION SERVICES	R	89831.33	ACCOUNTS PAYABLE CHECK
TOTAL FUND				181551.80	
TOTAL REPORT				181551.80	