

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

COMMITTEE OF THE WHOLE MEETING (BUDGET & CURRICULUM) MINUTES

Monday, June 6, 2022 @ 7:00pm

Curriculum Recommendations Presentation @ 5:45pm **ATTACHED**

Executive Session @ 5:00pm (Personnel and Negotiations)

District Administration Building Board Room

Notice having been advertised and posted and members duly notified, a Committee of the Whole meeting of the Board of School Directors was held on June 6, 2022 in the District Administration Board Room.

School Board Members:

Mr. Phillip J. Elias, President (in-person)
Dr. Daphna Gans, Vice-President (in-person)
Mrs. Barbara L. Bolas (in-person)
Ms. Kelly P. Hanna (in-person)
Mr. Louis P. Mafrice Jr. (in-person)
Mr. Michael R. Mascaro (in-person)
Mrs. Angela Peterson (in-person)
Mrs. Jennifer Schnore (in-person)
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 (in-person)
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 (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)
Sitelogiq Employees (in-person)
Curriculum Leaders and Department Chairs (in-person)

Call to Order & Pledge of Allegiance

(Gans, School Board Vice-President)

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

Star Spangled Banner

Gabe Pacella, Trumpet (10th Grade)

(Gans, School Board Vice-President)

Tenth grade student, Mr. Gabe Pacella, played the Star Spangled Banner on his trumpet.

Mr. Pacella introduced himself, and Dr. Gans thanked him for playing.

Dr. Gans noted that at this time a Board meeting would be convened to vote on time-sensitive Agenda items. After voting, she advised that that the Board would reconvene the Committee Meeting. She also reported that there will be two opportunities for resident comments, once during the Committee Meeting and once during the Board Meeting.

High School Band Thank-You

(Seybert, John, Music Department Chairperson)

Dr. Gans introduced Dr. John Seybert, High School Marching Band Director, as well as student band members.

Dr. Seybert thanked the Board and Administration for their support of the Band program and their recent school trip to Florida. He noted that, while on the trip and playing at the Daytona 500, the band received national exposure on live television. Three students, Andrew Miller, Marina Makoul, and Isabella Masaro, also spoke and thanked the Board for their support and the opportunity.

Dr. Seybert and the students then passed out band t-shirts for all the board and administrators in attendance, thanking them again for their support. He advised that a student designed the t-shirt.

Dr. Gans thanked Dr. Seybert and the students and advised that she is happy that they had the opportunity to attend the meeting and speak.

CONVENE A BOARD MEETING

Mr. Elias convened a Board Meeting at approximately 7:27pm.

Dr. Gans reconvened the Committee Meeting at approximately 7:57pm.



2021-2022 Retirement Recognition

(Rozzo, Superintendent of Schools)

Dr. Rozzo recognized the classified staff retirees, wishing them all the best and reporting he is sad to see so many wonderful people retire from the District. He read the names of the classified staff retirees that were not in attendance and then recognized the staff members who were in attendance. Ms. Mary Berry: Accounts Payable Coordinator, Ms. Donna Lassige: Bus Driver, and Mr. Robert Wolfe: Bus Driver. Ms. Berry, Ms. Lassige, and Mr. Wolfe each said a few words about their retirement and time with the District.

Dr. Gans thanked everyone for their service and heart-felt comments.

Mr. Mascaro thanked Ms. Lassige for being a wonderful Bus Driver for his children.

Reading of the Mission:

(Gans, School Board Vice-President)

Dr. Wetzel read the following Mission:

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

Reading of the Shared Belief Statement #8 from Strategic Plan:

(Gans, School Board Vice-President)

Mrs. Schnore read the following Shared Belief Statement 8 from the Strategic Plan:

We Believe that:

A safe learning environment is a right and a responsibility for all stakeholders.

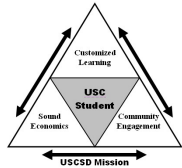
Recognition of Senior Board Representative, R.J. Shontz

(Rozzo, Superintendent of Schools)

Dr. Rozzo recognized Mr. R.J. Shontz for his the time he served as Student Board Representative. He thanked Mr. Shontz for his patience and understanding during his tenure under Covid, and advised that he appreciates all he has done for the Board and his classmates, noting there was a gift by his chair. Mr. Shontz received a Penn State University sweatshirt from the Board and Administrators. Dr. Rozzo reported that he knows

Mr. Shontz will do great things and make an impact at Penn State. University.

D. Gans, Mrs. Petersen, Mr. Mafrice, and Mrs. Schnore thanked Mr. Shontz for his time as a Student Board Representative.





Student Board Representative Report

R.J. Shontz & Ashvita Saxena

(Gans, School Board Vice-President)

Mr. Shontz thanked the Board and advised that it has been very interesting and valuable experience to have a voice on the Board and he appreciates all he has learned, knowing it has set him up for success at Penn State University. He reported on athletics, including: girls lacrosse, baseball, and the track team. He also reported on academics, including: finals and testing being over, and the last day of schools for students and seniors.

Ms. Saxena thanked Mr. Shontz and reported on activities, including: pickleball, prom, red carpet, senior graduation practice, and student council. She also advised that she is very sad to see Mr. Shontz graduating.

Dr. Gans thanked them both.

Residents' Comments - (Regarding Any District Related Items)

(Gans, School Board Vice-President)

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

At this time, there was one resident comment:

- a. Andrew Baldasare – Thanked the Board and Administration

Presentation from Sitelogiq of Feasibility Study Findings

(Carson, Sr. Director of Operations & Administrative Services / Angelo, Director of Operations & Facilities / Sitelogiq)

ATTACHED

Mr. Carson opened the Feasibility Study Findings presentation with Sitelogiq, advising the team has worked tirelessly with internal District employees and would be presenting a high-level overview of their findings. He noted it has been an interesting experience, as there has never been this depth of analysis of the District's buildings.

Dr. Angelo advised that it is very excited to talk about this project, as it has been a ten-month process to bring the report together. He noted that the presentation will include a timeline review and scopes of services for each building.

Sitelogiq gave their presentation. Their presenters included Mr. Mike Arnold, Mr. Garrett Lewis, Mr. Rick Evans, and Ms. Melissa Colestock.

The presentation covered the following areas: SIQ Categories of Facility Condition Assessment, SIQ Specialty Surveys and USC Study Exclusions, The Right Tools and Technology to Assess Buildings Needs, Indoor Environmental Assessment, Operational/Energy Cost Assessment, USC – General Facilities



Observations, Facility Condition Assessment: Physical Needs, Long Term Solutions to Facilities Maintenance, Facility Conditions Assessment: Prioritization, Facility Condition Assessment: Priority Items (Alarm and Alert Items).

Mr. Carson advised about the potential Streams and High School projects included in the five-year plan.

Mrs. Bolas asked about the Streams project. Sitologiq answered her question.

Mr. Carson advised that the District will work with Sitologiq over the next couple of weeks and finalize details, and will present a very specific plan at the June 27th Board meeting.

Mr. Mafrice asked questions about the High School roofing project, including the timeline and any potential interference with student learning. Sitologiq answered his questions, advising it should be done over the summer with no interference to students. Mr. Mafrice asked about the supply chain and materials. Sitologiq advised that materials and supply chain come into play and both are a very legitimate concern.

Mrs. Bolas asked questions about the costs and projects that need done, taking into consideration supply chain and budget impact. Mr. Carson advised that yes, it will be mastery of all areas, figuring out what needs done and how to fund it. Mr. Carson noted it will be a combination of good budgeting – loans and appropriate use of fund balance. Mrs. Bolas advised she wants to ensure that everything that needs repaired will be able to get repaired and that she knows it can get complicated. Mr. Carson reported that Administration only wants to bring the priority projects before the Board.

Mr. Mascaro asked questions about the RFP, the cutoff point, life cycle cost evaluation versus replacement costs, where the study stops, and the agreement to move forward with a construction manager. Mr. Carson advised that yes, those are all completed, and there about a half-dozen items left that need to be finalized, noting that he feels confident that they will have those items finalized by the June 27th Board Meeting.

Mr. Burchill advised on the financial side of the project. He reported that state funding to help reimburse full building renovations no longer exists, so the District will have to pay for the full cost of renovations on its own. He reported on the impact of taking out loans on the budget. He noted that it is important to keep the buildings in good shape, but it is also important to look at the costs.

Dr. Gans advised on the reasoning behind having the Feasibility study done. She thanked Mr. Carson and Dr. Angelo for leading the study. She explained that unlike other states, a Feasibility study is not required by Pennsylvania. She asked who the owner of the report is now and about the relationship with Sitologiq now that the District has the report. Mr. Carson and Sitologiq advised that the District now owns the report and that the data belongs to the District.

Dr. Gans thanked everyone involved in the study.



Superintendent's Report

(Rozzo, Superintendent of Schools)

a. District Update

(Rozzo, Superintendent of Schools)

i. Pittsburgh Business Times Ranking

USCSD is no. 1 school district in regional and state rankings

Dr. Rozzo announced that the District has once again been named number one in region and for the first time, it has also been named number one in the state. He advised it is a great to celebrate the District and its student's and staff's accomplishments.

Dr. Rozzo advised that Mrs. Pfender would give an update on the block schedule. Mrs. Pfender provided a quick update on the block schedule and that the High School will formally move forward with the block schedule next year. She went through the schedule and noted that this year, students will be required to have a lunch. She explained that in previous years students could choose not to take a lunch to take extra classes. Mrs. Pfender also detailed the option for students to have a later start-time, advising if students choose a later start-time they will have to be driven to school.

Dr. Rozzo expanded on the importance of students having a lunch period and the later start-time mimicking what college looks like. He also noted that under the new block schedule, the student workload has greatly decreased on a nightly basis.

Dr. Wetzel asked a question regarding the later start-time and students getting to school. Mrs. Pfender answered her question and advised that the block schedule has been evaluated and will continue to be evaluated.

Dr. Rozzo advised that there will be more to come regarding the later start-time and that the ultimate goal is to have a later start-time for all students.

Dr. Rozzo gave an update on the Baseball game, advising that Upper St. Clair won 2-0 and will advance to state playoffs on Thursday. He advised that Athletics will work with the state to have an earlier game so students don't miss graduation on Thursday.



Administrator's Report

(Rozzo, Superintendent of Schools)

a. Request Approval of Spring Curriculum Recommendations

(Suritsky, Deputy/Assistant Superintendent / Pfender, Assistant to the Superintendent / Bulazo, Director of Curriculum and Professional Development)

ATTACHED

Dr. Suritsky reviewed the Curriculum Recommendations for approval. She advised that the Board will vote on the Recommendations at the June 27th Board Meeting.

b. Request Approval of Branding Plan and Professional Services Agreement for Trademark Registration

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

ATTACHED

Mr. Carson reviewed the request to approve the Branding Plan and Professional Services Agreement for Trademark Registration. He advised that this request is one of the projects that was halted during Covid. He reported that this plan will ensure that the "U" logo is uniform and used correctly. He also advised that the Services Agreement to get the "U" logo trademarked will be on the June 27th Agenda.

Dr. Rozzo advised that if there are any questions or feedback regarding the Branding Plan or Services Agreement, to please let him know.

Mrs. Petersen asked to see the stakeholders who were involved in the concept work of the logo. Mr. Carson advised that he will get her that information.

c. Request Approval of the Following Special Education Agreements, as Listed

(Doggrell, Director of Special Education)

ATTACHED

i. Consultant Agreement with Rhonda Battenfelder

2022-2023 School Year, \$50 per hour, not to exceed 20 hours/week

ii. Consultant Agreement with Suzanne DaSilva

2022-2023 School Year, \$ 35 per hour, not to exceed 15 hours/week

iii. Services Agreement with The Children's Institute

2022-2023 School Year, Services and Fees on Exhibit A

Dr. Doggrell presented three Special Education Agreements for approval. Two of the Agreements are to renew Independent Contracts with Mrs. Rhonda Battenfelder and Mrs. Suzanne DaSilva. The Third contract is for an annual Services Agreement with The Children's Institute.



Dr. Gans advised that these items will be voted on during the June 27th meeting, and if the Board has any questions, they may ask them before the meeting.

Business & Finance

(Burchill, Director of Business & Finance)

a. Budget Update

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

Mr. Burchill advised that there was no Budget Update. He noted that he and his team are still evaluating and working diligently toward a final budget. He advised that the final proposed budget would be presented on June 27th.

Mrs. Petersen advised that she would like additional consideration given to not leaving any money on the table in terms of an increase, as the District is looking at potentially spending money on renovation projects. The current proposed amount is 3.2% and the top that can be given is 3.4%. Mr. Burchill advised that it is advantageous to think about when considering spending large amounts of money.

Mr. Mascaro explained that he agreed, however material and equipment that are near end-of-life does not mean end-of-life, and that before the District spends money, it has to ensure that it can cover the projects.

b. Request Approval of Cafeteria Meal Rates

(Burchill, Director of Business & Finance)

ATTACHED

Mr. Burchill presented the approval of Cafeteria Meal Rates. He noted that the Federal Free Meals will not be available next year. He advised that costs are rising and in light of the rising costs he is requesting a 25cent increase, across the board, for meal rates. He noted that the increase is within range of neighboring District.

Committee Reports

(Gans, School Board Vice-President)

There were no Committee Reports at this time.



Matters of Information/Other

(Rozzo, Superintendent of Schools)

a. Upcoming Events:

Red Carpet & Prom: June 7, 2022

Graduation & Last Day of School: June 9, 2022

Kennywood Day: June 20, 2022

Dr. Rozzo announced the above listed events. He notes that he hopes the weather will hold out. He also reported that currently the weather looks good for graduation.

b. Other

There were no Other Reports at this time.

Announcement Regarding Executive Session

(Gans, School Board Vice-President)

Dr. Gans announced the following Executive Session:

- a. Executive Session was held on June 6, 2022 at 5:00pm for Personnel and Negotiations

Adjournment

(Gans, School Board Vice-President)

Dr. Gans adjourned the meeting at approximately 9:39pm, on a motion from Mrs. Bolas.

Respectfully Submitted,

Sarah MacDonald

Sarah MacDonald
BOARD STENOGRAPHER

Upper St. Clair School District
Spring 2022 Curriculum Recommendations
June 6, 2022



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

BOARD APPROVAL **FOR YOUR INFORMATION**

ENGLISH LANGUAGE ARTS		
Revise the grade 3 spelling curriculum.	√	
Revise the grade 4 Text-Dependent Analysis (TDA) curriculum.	√	
Adopt <i>Frankenstein</i> by Mary Shelley as a core text for AP English Literature and Composition.	√	
Adopt <i>Just Mercy (Young Adult Adaptation)</i> by Brian Stevenson as an option in the Honors English 9/MYP Honors English 9 Supplemental Reading Program.	√	
MATHEMATICS		
Begin a comprehensive selection process and evaluation of programming for the elementary mathematics curriculum.		√
Investigate the expansion of the pilot of the MAP Accelerator program for 5th, 6th, and 7th grade for students who need math intervention services.		√
Pilot select <i>Illustrative Math</i> Geometry and Algebra II resources for the geometry and algebra II courses.		√
SCIENCE		
Pilot <i>Discovery Education TechBook</i> as a textbook resource for Biology, Chemistry and Conceptual and Academic Physics for the 2022-23 school year.		√
SPECIAL EDUCATION / GIFTED EDUCATION		
Review and revise the K-4 gifted curriculum and identify potential new program offerings.	√	
Offer <i>Integrated Math I</i> course for special education students.	√	

STEAM		
Further refine and develop the STEAM Academy Framework to prepare students for utilization of this tool for guidance in planning a comprehensive high school STEAM experience.	√	
WORLD LANGUAGE		
Revise the Spanish 3 <i>Preterit Verbs Grammar Unit</i> to focus on context grammar instruction utilizing a pilot of short texts from <i>Fluency Matters</i> .		√
Adopt the AVANT testing as a way of officially assessing student proficiency.	√	
Pilot the usage of <i>Denk Mal!</i> for the Honors German 5 course.		√

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English Language Arts

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2022-2023



Name: Jessica Kenny

Level: 3rd Grade

Area: English Language Arts

Date: Spring 2022

Curriculum Recommendation

Revise the grade 3 spelling curriculum.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. Our knowledge of the PA Core and the expectations necessary for the upper elementary levels continues to grow. Data from student performance and evidence-based information gained through professional development experiences has prompted a need and desire for continued refinement of this curricular area.
2. The ability to spell correctly is an essential trait of literate people. It is our curricular responsibility to best educate our students how to spell effectively and accurately within their writing based on their needs and reading levels.
3. Spelling instruction needs to be systematic and explicit. Research supports that word study needs to be an integral part of a spelling program in order for students to derive patterns within words.
4. Teachers have expressed a need to revise the existing spelling curriculum to incorporate word study and developmentally appropriate materials in order to better meet the needs of their learners.
5. Grade 4 spelling curriculum was board-approved and revised for the 2021-2022 school year. Revising the grade 3 spelling curriculum will provide cohesive and successive spelling instruction from grade 3 through grade 4.

1. Seek administrative approval.
2. Research best practices in spelling and word study instruction.
3. Convene a team of teachers with representation from each building to begin the curriculum revisions and create differentiated spelling lists during the summer.
4. Implement and provide professional development surrounding the revised curriculum before and during the 2022-2023 school year.

Summer workshop time for 6 teachers at \$30.20 per hour for 2 days = \$2,174

Professional materials for 15 teachers at \$40.00 per PD book = \$600

Approved. This logical and great next step given the success of change at fourth grade.

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2022-2023



Name: Jessica Kenny

Level: 4th Grade

Area: English Language Arts

Date: Spring 2022

Curriculum Recommendation

Revise the grade 4 Text-Dependent Analysis (TDA) curriculum.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. Our knowledge of the PA Core and the expectations necessary for the upper elementary levels continues to grow. Data from state testing has prompted a need and desire for continued refinement of this curricular area.
2. Close reading is an important skill when reading and analyzing any text. It allows readers to understand texts more deeply. When writing a TDA, students must read and reread the text closely. The PA Core Standards emphasize the reading and rereading of texts with a purpose, as well as require students to produce evidence-based analysis of texts. This skill is necessary within and across content areas.
3. Writing is an important skill for communication. Writing is critical to expressing ideas and sharing information with others. Students must write to express learning and show application of skills in all academic areas. The PA Core Standards emphasize writing within and across content areas.
4. TDA instruction needs to be explicit and provide strategies to analyze texts and convey student analysis in writing.

1. Seek administrative approval.
2. Research best practices for instructional strategies to teach close reading, analyzing, and writing based on research and instructional strategies shared at TDA Workshop at AIU. Outline the important curricular and instructional elements of the process.
3. Convene a team of teachers with representation from each building to begin the curriculum revision process during the summer.
4. Review and update the scope and sequence to align with curriculum revisions.
5. Implement and provide professional development surrounding the revised curriculum before and during the 2022-2023 and 2023-2024 school years.
6. Provide training for teachers through staggered enrollment in Text-Dependent Analysis Workshop at AIU. All 4th grade staff training to be completed within 2 school years. Possible third year of training for itinerant staff.

Summer workshop time for 6 teachers at \$30.20 per hour for 2 days = \$2,174

Text-Dependent Analysis: Effective Instructional Practices @ AIU: 6-7 teachers at \$600 each = \$3,600-\$4,200 per year

Approved.
Committing to training that helps teachers to instruct students in the important skill of analyzing text is worth time, effort, and support from the District.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2022-2023



Name: Jessica Kenny

Level: 4th Grade

Area: English Language Arts

Date: Spring 2022

Curriculum Recommendation

Continued - (2/2) Revise the grade 4 Text-Dependent Analysis (TDA) curriculum.

Reason(s) for Recommendation

Implementation Steps

Cost

**Administrative
Reaction**

5. Teachers have acknowledged the challenge for students when writing TDAs and see the need for updated curriculum in order to better meet the needs of their learners.

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2022-2023



Name: Melissa Tungate

Level: High School

Area: English Language Arts (ELA)

Date: Spring 2022

Curriculum Recommendation

Adopt *Frankenstein* by Mary Shelley as a core text for AP English Literature and Composition.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. The College Board Course and Exam Description for AP English Literature and Composition advises including works of literature from a variety of time periods and authors, and *Frankenstein* was written by Mary Shelley in 1819. There are no other full-length texts (and very few texts) from the early 19th century in the course, and this time period is cited as the most challenging for students on the AP Literature Exam.
2. *Frankenstein* provides students with an opportunity to identify and describe point of view in a narrative and examine how narrative perspective impacts the story while also allowing students to examine a fragmented and framed narrative plot structure. Analyzing and discussing these characteristics are essential AP English Literature skills.
3. Because of its variety of themes, characters, and structure, *Frankenstein* is one the most cited works on the literary argument analysis essay on the AP English Literature exam.
4. This core text can be added without removing any other core materials for the course by adjusting the length of second semester units.

1. Seek administrative approval.
2. Update Rubicon Atlas.
3. Develop an instructional unit, including assessments.
4. Purchase books for implementation in the Fall of 2022.

Cost of books:
Approx 20 X
\$18 = \$360

Approved.
Attention to AP requirements and that which helps students to be successful is a critical and driving force of this recommendation.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2022-2023



Name: Melissa Tungate

Level: High School

Area: English Language Arts (ELA)

Date: Spring 2022

Curriculum Recommendation

Adopt *Just Mercy (Young Adult Adaptation)* by Brian Stevenson as an option in the Honors English 9/MYP Honors English 9 Supplemental Reading Program

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. The current list of 32 books in the Honors English 9 Supplemental Reading Program has been reorganized into the thematic units of Justice/Prejudice, Identity/Relationships, and War/Peace. These units intentionally tie the student-selected supplemental texts to the topics and discussions of the core texts *To Kill a Mockingbird*, *Romeo and Juliet*, *A Long Way Gone*, and *Lord of the Flies*.
2. *Just Mercy (Young Adult Adaptation)* by Brian Stevenson is a 2014 nonfiction text examining the author's personal experiences as a lawyer advocating for the wrongfully accused on death row. The book examines themes closely associated with *To Kill a Mockingbird* and will serve as an optional text in the Justice/Prejudice unit.

1. Seek administrative approval.
2. Purchase copies of *Just Mercy*.
3. Update Rubicon Atlas.
4. Offer as an option in Fall 2022.

85 copies at
\$21.00 = \$1,785

Approved.
The ongoing process of enhancing the supplemental reading program by matching texts thematically to core selections is helpful in providing students with the opportunity to make meaningful analytic connections between texts.

Communication of text content to support student selection of supplemental texts should continue.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2022-2023



Name: Melissa Tungate

Level: High School

Area: English Language Arts (ELA)

Date: Spring 2022

Curriculum Recommendation

Continued - (2/2) Adopt *Just Mercy (YA)* by Brian Stevenson as an option in the Honors English 9/MYP Honors English 9 Supplemental Reading Program

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

3. The addition of *Just Mercy*, a thematically complex text, reinforces the curricular goal of rigorous analysis and provides students the opportunity to synthesize concepts across different pieces of literature. This text also provides a nonfiction option for students interested in further developing informational-analysis skills through a contemporary work.

Math

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2022-2023



Name: Shannon Dominick

Level: Elementary

Area: Mathematics

Date: Spring 2022

Curriculum Recommendation

Begin a comprehensive selection process and evaluation of programming for the elementary mathematics curriculum.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. 1. The current elementary math curriculum consists of the *2012 enVisionMATH* (Pearson/SAAVAS) program in grades 2-4, *2016 enVisionMATH* in grade 1, and the *2012 Investigations* (TERC) program in kindergarten.
2. While the current math curriculum is not strongly textbook driven, it does provide a structure for coverage of all PA Standards, framework for pacing, and a consistent foundation from which to customize and build upon.
3. Beginning in the 2019-2020 school year, elementary teachers participated in extensive professional development trainings focusing on the instructional techniques of math consultant, Greg Tang. These strategies specifically target foundational math skills in visualization, number sense, critical reasoning, and problem solving. A team of elementary teachers and the Math Curriculum Leader developed district pacing calendars and instructional guides that integrate key strategies and techniques into the established set of objectives for each grade level. This blended mathematical approach drives the math curriculum and instruction at the elementary level.

1. Seek administrative approval.
2. Appoint Math Curriculum Selection committee which includes representatives of each grade level and a balance of members from the 3 elementary buildings.
3. Provide summer workshop and curriculum time necessary to support the preliminary stages of this recommendation.
4. Research and review potential math programs which will include, but are not limited to:
 - *enVisionMATH* 2020 (SAAVAS)
 - *Into Math* 2020 (Houghton Mifflin)
 - *Reveal Math* 2022 (McGraw Hill)
 - *TangMath* 2021 (TangMath.com)
 - *EngageNY* 2015 (NYSED)
 - *Eureka Math* 2015 (Great Minds)

Summer and school year workshop pay for teachers at \$30.20 per hour.

Approved. The age of the current text along with recent professional development for teachers makes this a timely recommendation. As with all comprehensive text recommendations, a careful and detailed review process will be utilized.

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2022-2023



Name: Shannon Dominick

Level: Elementary

Area: Mathematics

Date: Spring 2022

Curriculum Recommendation

Continued - (2/2) Begin a comprehensive selection process and evaluation of programming for the elementary mathematics curriculum.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

4. It should be noted that many digital components of the publisher's core curriculum are outdated and, in some instances, non-operational due to updates in software platforms.
5. The Math Curriculum Committee recommends initiating a comprehensive selection process for a new core math program and conducting an overall review of the scope and sequence and existing USC framework.

5. Narrow down selection to two programs and conduct an in-depth analysis with program consultants.
6. Select highest ranking programs for piloting in the spring of 2023 through a fast-track curriculum recommendation in the fall of 2022.
7. Curriculum recommendation for adoption - Spring 23

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2022-2023



Name: Andrew Lucas

Level: Middle School

Area: Mathematics

Date: Spring 2022

Curriculum Recommendation

Investigate the expansion of the pilot of the MAP Accelerator program for 5th, 6th, and 7th grade for students who need math intervention services.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. This is the third school year in which our district has been utilizing the MAP Math assessment from NWEA to measure student learning in 5th, 6th, and 7th grade and the first year we have utilized the test in 8th grade. The MAP assessment provides regular benchmark measurements of what students currently know and are ready to learn. The MAP data also shows us how students are achieving relative to other students in Pennsylvania and nationally and gives us a measurement of their actual growth as it compares to their expected growth.
2. Each year NWEA conducts a linking study for each state that provides correlations between the RIT scores that students earn on the MAP test and their probabilities for proficiency on the PSSA test. We can use this data to determine which students need more intensive interventions and remediations.
3. The MAP assessment can also identify gaps in each student's learning continuum that need to be filled. Teachers can work to address those gaps, but this can prove difficult at times as they are also responsible to teach these students the current content as well.

1. Seek administrative approval.
2. Utilize curriculum meeting and PLC time to train the Math Resource Teacher and the classroom math teachers at Boyce and Fort Couch in how to use the program.
3. Send an email at the start of the year to the parent(s)/guardian(s) of the students who will be participating in the pilot that will describe the program and explain what we expect to gain by using it.
4. Utilize PLC and curriculum meeting time to review collected data in order to determine the effectiveness of the program.

\$7.50 each for
175 students at
Boyce and Fort
Couch =
\$1312.50

Approved.
Finding ways to meet
the individual needs
of students through
the use of data and
providing
remediation that not
only supports current
learning but fills in
learning gaps is
crucial.

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATION FOR 2022-2023



Name: Andrew Lucas

Level: Middle School

Area: Mathematics

Date: Spring 2022

Curriculum Recommendation

Continued - (2/4) Investigate the expansion of the pilot of the MAP Accelerator program for 5th, 6th, and 7th grade for students who need math intervention services.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

4. MAP Accelerator is a new tool from NWEA that creates a customized Khan Academy dashboard for each student that is based on their results on the MAP assessment. This dashboard includes only Khan Academy instructional videos and activities that are within each child's zone of proximal development (ZPD). The ZPD is determined by data collected on the MAP Growth Assessment.
5. These dashboards are created automatically without any effort from our teachers, so our math resource teacher at Boyce has been able to put her full focus into instructing students within these prescribed topics.
6. Since these prescribed activities relate directly to students' performances on the MAP assessment, we expect to see more significant growth for these students as we work to fill mathematical gaps. More time is needed to gather local data to confirm or disprove this hypothesis.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2022-2023



Name: Andrew Lucas

Level: Middle School

Area: Mathematics

Date: Spring 2022

Curriculum Recommendation

Continued - (3/4) Investigate the expansion of the pilot of the MAP Accelerator program for 5th, 6th, and 7th grade for students who need math intervention services.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

7. NWEA recommends that students work in MAP Accelerator for at least 30 minutes each week in order to show growth. NWEA will be releasing findings from a new research study this summer. Preliminary feedback from this study have been positive. These 30 minutes can be achieved at Boyce and Fort Couch by pulling these students from Team Time and Panther Time once per rotation.
8. Khan Academy is a resource that has been well-vetted and utilized by USC teachers for both enrichment and remediation. MAP Accelerator will provide our math resource teacher with ready-made materials that will allow them to instruct students at their current level.
9. Free training materials are provided by NWEA for the implementation of the MAP accelerator program. These trainings can easily be accomplished during PLC and curriculum meeting time. The Boyce resource teacher was able to easily utilize this course to prepare for program implementation.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2022-2023



Name: Andrew Lucas

Level: Middle School

Area: Mathematics

Date: Spring 2022

Curriculum Recommendation

Continued - (4/4) Investigate the expansion of the pilot of the MAP Accelerator program for 5th, 6th, and 7th grade for students who need math intervention services.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

10. Students have the opportunity to work on the MAP accelerator program both in and out of school since the student dashboard will provide them only with content that they are ready to learn.

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATION FOR 2022-2023



Name: Steve Miller

Level: High School

Area: Mathematics

Date: Spring 2022

Curriculum Recommendation

Pilot select *Illustrative Math* Geometry and Algebra II resources for the geometry and algebra II courses.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. Many of the curricular resources that are currently used in the honors and regular levels of Geometry and Algebra II are older and were written prior to recent advances in both technology and pedagogy. For instance, our current textbooks do not take advantage of the possibilities for engagement and exploration afforded by the Chromebooks from the 1:1 initiative.
2. Recent studies (e.g. [Effect of Problem Based Pedagogy on Learning](#) and [Problem-Based Learning: An Overview of its Process and Impact on Learning](#)) have demonstrated the effectiveness of problem-based learning. Allowing teachers to utilize curricular materials specifically designed to promote problem-based learning would enable students to learn in such a way that exercises their creativity and improves long-term retention.
3. Several curriculum providers were evaluated in the search to find mathematical resources that fit the needs of our geometry and algebra II students, including The Art of Problem Solving, Carnegie Learning, and Illustrative Mathematics.

1. Seek administrative approval.
2. Summer workshop time for teachers of Geometry and Algebra II to implement the curriculum.
3. Evaluation of the experience with those materials after teaching and potentially write a follow-up recommendation.

4 teachers * 12 hours * \$30.20 = \$1449.60

Curriculum is free

Approved.
Conceptual development is key to student understanding.
Finding materials to support meaning-making in math is commendable.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2022-2023



Name: Steve Miller

Level: High School

Area: Mathematics

Date: Spring 2022

Curriculum Recommendation

Continued - (2/3) Pilot select *Illustrative Math* Geometry and Algebra II resources for the geometry and algebra II courses.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

3. (cont.)The Illustrative Mathematics curriculum was the only research-based curriculum reviewed to achieve a perfect score on for all areas (focus, rigor, and usability) on [EdReports Summary of Alignment and Usability](#). Carnegie Learning scored highly, but slightly lower and The Art of Problem Solving was not evaluated by EdReports. Additionally, materials from The Art of Problem Solving were deemed to be at a reading level that was not accessible for all students.
4. The [Illustrative Math](#) curriculum is designed to be a problem-based curricula centered around mathematical modeling and prioritizing the acquisition and use of mathematical language by students. Activities are structured using Five Practices for Orchestrating Productive Mathematical Discussions (Smith & Stein, 2011).
5. Lessons in the Illustrative Math curriculum are designed to use digital tools where appropriate to enable students to produce representations to support their understanding, solve problems, and communicate their reasoning.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2022-2023



Name: Steve Miller

Level: High School

Area: Mathematics

Date: Spring 2022

Curriculum Recommendation

Continued - (3/3) Pilot select *Illustrative Math* Geometry and Algebra II resources for the geometry and algebra II courses.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

6. The Illustrative Math curriculum is free for all schools, created by a non-profit organization funded through numerous philanthropic partners. As such, this pilot would incur no external costs.

Science

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATION FOR 2022-2023



Name: Lynn Kistler

Level: High School

Area: Science

Date: Spring 2022

Curriculum Recommendation

Pilot *Discovery Education TechBook* as a textbook resource for Biology, Chemistry and Conceptual and Academic Physics for the 2022-23 school year.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. Reading comprehension is a critical skill that occurs beyond the English classroom. Transferring reading skills into other settings can be a challenge for many students and can limit student achievement. According to the Strategic Education Research Partnership Institute (SERP), *“Reading is not only a crucial way for students to learn science content, it is also an important part of what professional scientists actually do. One study found that scientists and engineers spend over half of their working time reading, interpreting, and producing text.”* As our district continues to promote and encourage students in STEAM fields, the skill of reading and understanding scientific texts is needed to encourage student growth.
2. Textbooks within our core science courses of biology, chemistry and physics (non-AP/IB) range from 13-22 years old. The books are seldom used within the classroom as due to age, condition, and the lack of appeal to students as none of these texts have any online components or features. As the department has worked over the last two years in developing online resources, access to a digital textbook has become increasingly more important in making content accessible to students in and beyond the classroom.

1. Seek administrative approval.
2. Complete agreement with Discovery Education for a 1-year site license and begin work to establish single sign-on process.
3. Provide Summer Workshop time for Science Teachers to receive training through Discovery Education.
4. Provide in-service training to other High School staff at the beginning of the 2022-23 school year on how to access and use Discovery Education.
5. Use Department Curriculum Meetings to share questions and concerns as well as an ongoing evaluation of the Discovery Education Techbook and resources.
6. Evaluate the resource and determine if a recommendation for adoption should be made.

\$5500/year for Techbook access

\$1.58/ student for Platform access (\$2111/year)

\$6000 teacher training (virtual through Discovery Ed all HS staff)

Approved.
Having a curated resource that provides updated information, matches the curriculum for these courses, and allows for differentiation will be powerful in the teaching and learning process.

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATION FOR 2022-2023



Name: Lynn Kistler

Level: High School

Area: Science

Date: Spring 2022

Curriculum Recommendation

Continued - (2/2) Pilot *Discovery Education TechBook* as a textbook resource for biology, chemistry and Conceptual and Academic Physics for the 2022-23 school year.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

3. The *Discovery Education Techbook* includes texts for biology, chemistry, physics and earth & space science. The Techbook series provides standards-based alignment (currently NGSS with plans to include new PA Science Standards) which includes video, audio, text and interactives. Both in-person and virtual labs are included as well as STEM explorations. The Techbooks follow the 5E model of instruction - Engage, Explore, Explain, Elaborate and Evaluate. Various portions of the online readings are available at two different reading levels allowing differentiation to occur.

4. In addition to the Techbook, the Discovery Education platform integrates with Canvas and Clever to allow easy access to students and teachers. The school-wide site license will allow teachers in any content area to explore, use and assign the digital content and lessons from a highly respected educational provider.

Special Education / Gifted Education

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2022-2023



Name: Cassandra Doggrell & Lauren Madia

Level: K-4

Area: Gifted Education

Date: Spring 2022

Curriculum Recommendation

Review and revise the K-4 gifted curriculum and identify potential new program offerings.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. In Pennsylvania, gifted education can be in the form of enrichment and acceleration, both of which are determined and focused on enhancing the individual strengths of students.
2. The K-4 gifted curriculum/programming offerings have been developed collaboratively between gifted teachers, based on students' goals and individual needs.
3. As other curricular areas have made adjustments to their curricula, some units that have been part of the gifted enrichment experience are now part of general education.
4. The department needs to examine students' individual strengths and needs, and examine its current units and programmatic offerings to assess their usefulness and appropriateness in a gifted education program.
5. Other programming options exist, partially as a result of increased technology access and expanded offerings from organizations/agencies that target gifted learners.
6. A team of state gifted leads offers technical assistance to support districts' work in this area.

1. Seek administrative approval
2. Review each of the K-4 gifted units for usefulness with consideration to students' strengths and areas of interest.
3. Articulate the K-4 gifted curriculum for the 2022-23 school year, focusing on alignment of offerings to student needs.
4. Explore other potential programmatic offerings that could be pursued via partnership, subscription, or further internal curricular development.
5. Confer with state technical assistance team as needed.
6. Develop additional curriculum recommendations as needed.

Three days of workshop rate for three elementary teachers (6 hours/day x 3 days x 3 teachers x \$30.32 workshop rate = 1637.28)

Approved.
Continuing to assure that our programs are meeting student needs and interests is always a beneficial practice.

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATION FOR 2022-2023



Name: Colleen Czekaj/Christine Pierskalla

Level: High School - 11th grade

Area: Special Education

Date: Spring 2022

Curriculum Recommendation

Offer *Integrated Math I* course for special education students.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. The current special education math course is comprised of two different classes taught simultaneously: Algebra Part A and Algebra Part B. The courses are taught by a special education teacher with paraprofessional support.
2. Based on a review of the current general education high school math offerings, the current special education math course is in alignment with what is being taught in the general education Algebra Part A and Algebra Part B classes. As a result, a need to reexamine special education math course offerings was identified.
3. The reexamination of math courses identified a need for a special education math course after Part A and Part B have been completed. *Integrated Math I* would provide a math offering to for special education students to best meet the needs of students with direct teacher instruction in a small group setting.

1. Seek administrative approval
2. Adopt the Cengage Math curriculum, *Integrated Math I*
3. Provide summer workshop time/change of assignment for organization and understanding of program.

\$860 (10 student text books)

\$160 total for student resources

\$90 total for teacher resources

24 hours x \$30.20 = \$724.80

Approved. Meeting the needs of every student through appropriate programming is a worthy and appreciated goal.

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATION FOR 2022-2023



Name: Colleen Czekaj/Christine Pierskalla

Level: High School - 11th grade

Area: Special Education

Date: Spring 2022

Curriculum Recommendation

Continued - (2/2) Offer *Integrated Math I* course for special education students

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

4. For the 22-23 school year, special education students would enroll in the teacher recommended general education Algebra Part A, Algebra Part B, courses respectively. The classes are not combined and provide more direct instructional time. For students who have completed Algebra Part B, they would be eligible based upon student data for enrollment in the special education *Integrated Math I* course.

5. *Integrated Math I* is a research-based curriculum featuring a continual development of concepts including algebra, geometry, probability, and statistics.

STEAM

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATION FOR 2022-2023



Name: Ms. Kistler, Mr. Miller, Dr. Wagner, Dr. Bulazo, Mrs. Pfender

Level: High School

Area: STEAM

Date: Spring 2022

Curriculum Recommendation

Further refine and develop the [STEAM Academy Framework](#) to prepare students for utilization of this tool for guidance in planning a comprehensive high school STEAM experience.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. The District remains committed to reviewing and developing curriculum, courses, and programs that prepare students for post-secondary life. According to the U.S. Department of Labor, by 2030 employment in STEM occupations will increase by 10.5%. Therefore, a study recommendation was made in November 2021 to investigate further development of STEAM programming at the High School level.
2. In implementing the study, a STEAM core committee met to begin to review and answer the following research questions identified in the fall.
 - a. What are the best practices and essential components of effective courses and curriculum within a STEAM framework?
 - b. What are the current course offerings and related program options for students currently at USCHS?
 - c. Based on the research and review, what is the most effective program framework for USCHS to include:

1. Seek administrative approval.
2. Continue to review framework with students to receive additional feedback for clarity and implementation, particularly those who are at the outset of their four-year high school planning.
3. Further develop components of the framework during summer and fall 2022, including input from other stakeholder groups. This tool will be introduced to 9th grade students in the second semester of the 2022-2023 school year.
4. Continue to focus on research and development questions from November 2021 curriculum recommendation. A portion of the research and development is in alignment with District feasibility study currently being conducted. Specifically:
 - What additional resources are needed related to staffing, materials, and facilities?
 - What is/are the “optimal” classroom arrangement(s) to support Innovation Hubs and STEAM instruction?

Summer Workshop hours
30 hours @\$30
= \$900

Approved.
This recommendation is a logical next step in District STEAM programming. Changes and evolution of the framework will be needed based on student interest. The intentionality of the development process used and involvement of stakeholders is commendable.

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2022-2023



Name: Ms. Kistler, Mr. Miller, Dr. Wagner, Dr. Bulazo, Mrs. Pfender

Level: High School

Area: STEAM

Date: Spring 2022

Curriculum Recommendation

Continued - (2/4) Further refine and develop the [STEAM Academy Framework](#) to prepare students for utilization of this tool for guidance in planning a comprehensive high school STEAM experience.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

<ul style="list-style-type: none"> ➤ What additional curriculum/courses need to be considered for further recommendation, adoption, and/or revision for enhanced STEAM programming? ➤ What additional resources are needed related to staffing, materials, and facilities? What is/are the “optimal” classroom arrangement(s) to support Innovation Hubs and STEAM instruction. <p>3. In the initial attempts to address the research questions, it was determined that students interested in STEAM programming, at a variety of interest levels, need direction and encouragement in the best ways to choose courses and to be provided with experiences outside of the classroom. This led to the development of a draft of a framework that could be used to guide students in planning for a comprehensive high school STEAM experience.</p>	<p>5. Further refine and develop the STEAM Academy Framework (hot link) to prepare students for utilization of this tool for guidance in planning a comprehensive high school STEAM experience.</p>		
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UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2022-2023



Name: Ms. Kistler, Mr. Miller, Dr. Wagner, Dr. Bulazo, Mrs. Pfender

Level: High School

Area: STEAM

Date: Spring 2022

Curriculum Recommendation

Continued - (3/4) Further refine and develop the [STEAM Academy Framework](#) to prepare students for utilization of this tool for guidance in planning a comprehensive high school STEAM experience.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

4. Three specific areas of STEAM programming were identified as important to allowing students to engage in a holistic STEAM experience. These core areas are:
 - Coursework
 - Career Exploration
 - Experiences beyond the Classroom

The committee then explored the current opportunities that exist in these areas, as well as where further development and additions are needed.

5. The core committee is recommending to further review and refine the framework that allows students to plan for a comprehensive STEAM experience and to earn appropriate designations in recognition of their work. This framework recommendation incorporates the committees initial findings and provides the outline for additional programming that is needed.

6. The framework provides guidance in all areas of STEAM at all levels of interest - from explorer to apprentice and master. It can provide students with a broad understanding of STEAM opportunities or, in later years, become more specialized as students hone their interests.

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATIONS FOR 2022-2023



Name: Ms. Kistler, Mr. Miller, Dr. Wagner, Dr. Bulazo, Mrs. Pfender

Level: High School

Area: STEAM

Date: Spring 2022

Curriculum Recommendation

Continued - (4/4) - Pilot a [STEAM Academy Framework](#) in the 2022-2023 school year as part of the multi-year research and development process to expand STEAM programming at the High School.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

7. After further refinement, the goal is for the framework to be piloted with a group of ninth grade students in the 2022-2023 school year. Continued refinements will be made as a result of student experiences and further research and development.

World Languages

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATION FOR 2022-2023



Name: Kelly Lee, Marc-André Clermont

Level: High School - Spanish 3 & MYP Spanish 3

Area: World Language

Date: Spring 2022

Curriculum Recommendation

Revise the Spanish 3 *Preterit Verbs Grammar Unit* to focus on context grammar instruction utilizing a pilot of short texts from *Fluency Matters*.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. Currently, much of past tense grammar is taught as stand-alone, grammar-focused units in Spanish 3. The World Language program at USC has been steadily modifying current teaching approaches to be more proficiency-focused. Incorporating research-based teaching techniques requires a shift in pedagogy from teaching grammar in isolation to contextualizing content and exposing students to more text-based activities. Research around proficiency-focused classes shows increased language retention from which our students will benefit.
2. Recent curriculum recommendations have stressed the Comprehensible Input (CI) methodology in grades K- 9. The CI approach focuses heavily on reading and acquiring grammar and vocabulary through exposure to texts. Adopting novels in Spanish 3 as a way to contextualize the past tense in Spanish will align more closely to the methodology students are becoming accustomed to during their K-9 language experiences.

1. Seek administrative approval.
2. Allow summer workshop time to investigate and evaluate *Fluency Matters* books that provide the right level of challenge and incorporates the past tense.
3. Plan units for instruction utilizing *Fluency Matters*.
4. Review information collected to determine if adoption of materials is recommended for the 23-24 school year.

Robo en la noche Text - \$7.20/text (30 books) = \$216.00

Problemas en Paraíso Text - \$7.20/text (30 books) = \$216.00

Total = \$432.00

Approved.
Continuing to find ways and materials to deliver grammar instruction in context will be of great benefit to student learning and proficiency.

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATION FOR 2022-2023



Name: Kelly Lee, Marc-André Clermont

Level: High School- Spanish 3 & MYP Spanish 3

Area: World Language

Date: Spring 2022

Curriculum Recommendation

Continued - (2 / 2) Revise the Spanish 3 *Preterit Verbs Grammar Unit* to focus on context grammar instruction utilizing a pilot of short texts from *Fluency Matters*.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

3. Reading is paramount to language acquisition and one of the key components of both the IB and AP exams. Both tests require students to interpret texts. Students have already been exposed to texts from Fluency Matters in the form of "Free Reading" activities. Moving towards a reading-based approach for teaching and reinforcing the past-tense usage in Spanish 3 will give students extended practice and allow for more strategic vertical articulation between courses and content.

4. The World Language department has used a lot of materials by [*Fluency Matters*](#). These texts are included in Free and Voluntary Reading libraries at the high school and middle schools, as well as used in levels 2 and 3 of French, Spanish, and German classes. Texts from *Fluency Matters* are written for language learners to minimize the number of unfamiliar grammar and vocabulary. There is also a glossary of words included with each book so students can have an easier time keeping up with the vocabulary of the novel they are reading. Lastly, the texts are written in the past tense and incorporate both the preterite and imperfect tenses giving students a preview of the other past tense that is to come.

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATION FOR 2022-2023



Name: Marc-André Clermont

Level: High School - IB Level 4

Area: World Language

Date: Spring 2022

Curriculum Recommendation

Adopt the AVANT testing as a way of officially assessing student proficiency.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. For years, the World Language department has been assessing student proficiency in order to inform students of their skill level as well as to guide instruction and strengthen the vertical articulation in the language program.
2. In the past, teachers have conducted a shortened version of an OPI (Oral Proficiency Interview) conducted by their language teacher. While the tests were informative, they were at times subjective and also interruptive in the student and teacher schedule. Students have to sign up for a time slot and the teacher would spend multiple days assessing students outside of their class time. We have never had the opportunity to run proficiency interviews in Japanese and Chinese due to the part time status of these teachers.
3. Through free testing, we were able to test the AVANT assessment with students and found the information invaluable to the department. The AVANT test measures student oral, written, reading, and listening proficiency in various languages. We no longer have one point of data (an oral assessment), but multiple data points to help us address specific possible deficiencies that we see in our language program.

1. Seek administrative approval
2. Update the IB and Rubicon Assessments, as well as the Chinese 4 and Japanese 3 classes.
3. Order the assessment
4. Schedule and administer the assessment
5. Investigate the use for assessing all level 4 students both Honors and IB.

\$25 a student.
For 2023, that would be a total cost of
\$1775.

Approved.
Focusing on objective proficiency data will provide meaningful feedback to students and teachers that will promote students taking a stronger responsibility in improving their language skills as well as support teachers in course and program analysis.

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATION FOR 2022-2023



Name: Marc-André Clermont

Level: High School - IB Level 4

Area: World Language

Date: Spring 2022

Curriculum Recommendation

Continued - (2 / 2) Adopt the AVANT testing as a way of officially assessing student proficiency.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

4. The avant testing guarantees that every teacher that officially rates our students is professionally trained to determine student proficiency.
5. At the IB level, students would get specific feedback on multiple facets of their proficiency halfway through their IB program. This will provide valuable information for them and their teacher regarding their strengths and weaknesses in the language.
6. Using the AVANT testing will allow us to test all of our students at once. With this assessment, students can use the pre-existing High School schedule (Class Time and ART) in order to be assessed in the language. One teacher can supervise every student, and the teacher to student ratio doesn't need to be 1:1.

This test is also offered in our non-traditional languages (Chinese and Japanese). We will be able to compare student progress across 5 of the languages we offer, and not only on the traditional 3 languages. Unfortunately, there is no AVANT test equivalent for Latin.

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATION FOR 2022-2023



Name: Jacob Reis, Marc-André Clermont

Level: High School - Honors German 5

Area: World Language

Date: Spring 2022

Curriculum Recommendation

Pilot the usage of *Denk Mal!* for the Honors German 5 course.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. In line with other world language courses, the curriculum for Honors German 5 should utilize resources that are adapted to research-driven best practices while preparing students for a variety of language-use needs post-high school.
2. The current materials described in the curriculum are outdated both from a linguistic standpoint as well as a cultural one. While materials have been updated to match cultural changes that have occurred, it is time to refresh the base of the curriculum for the Honors German 5 students.
3. Pedagogically, the current materials represent an openly dichotomous view of grammar and communication as separate linguistic aspects, while current thinking would rather view language and language use holistically. The teaching implication, therefore, should be to teach whole language in the CI style, as other courses in our department are doing.

1. Seek administrative approval.
2. Allow summer workshop time to develop a new curriculum based on the new texts.
3. Change the course on Rubicon.
4. Update the Program of Studies.

Textbooks for Honors 5 students (5) and 6 year license (\$184.95) = \$924.75

Approved. These new and updated materials should enhance the instructional experience for students.

UPPER ST. CLAIR SCHOOL DISTRICT CURRICULUM RECOMMENDATION FOR 2022-2023



Name: Jacob Reis, Marc-André Clermont

Level: High School - Honors German 5

Area: World Language

Date: Spring 2022

Curriculum Recommendation

Continued - (2/2) Pilot the usage of *Denk Mal!* for the Honors German 5 course.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

4. The adoption/piloting of the textbook *Denk Mal!* by Vista Higher Learning will represent a shift toward a more holistic view of language learning, including comprehensible texts, while simultaneously providing access to a fully-integrated year-long review of grammatical concepts that especially college-bound students will need.
5. *Denk Mal!* includes, as part of its licensure, a full suite of online learning resources, including activities, assessment, e-book access, and films. This will help not only to continue to prepare students for an increasingly online world, but also will serve future remote students well while taking this course.
6. The materials for *Denk Mal!* Fits well with the current curriculum presented in *Deutsch Aktuell!* The progression from one book to another would fit naturally based on the subjects covered in both textbooks.

Memo



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

From: Dr. Lou Angelo

Date: June 2, 2022

RE: Feasibility Study Presentation

The administration and Sitelogiq representatives will provide you with an introduction to the Sitelogiq company, an overview of the investigative process used in our feasibility study, a review of the findings, and an introduction to the mySiteIQ Tool. Key presenters representing Sitelogiq will be Mike Arnold, Vice President of Construction Management, Garrett Lewis, Vice President of Hybrid Construction East Division, and Rick Evans, President Northeast Division. The presentation will last approximately thirty minutes followed by time for your questions.

Monday, June 6, 2022

A New
Approach to
Long-Term
Facilities
Planning and
Maintenance



**Upper St. Clair School
District**



PLANNING FOR TOMORROW, BUILDING FOR TODAY



\$1 Billion of Public-School Construction delivered from Oakmont Office



27 years working with Public Schools across PA



300+ projects with 100+ PA districts



+\$1 Billion of PA School Construction currently under management State-Wide

PENNSYLVANIA'S PREMIER PUBLIC BUILDING PARTNER



Peters Township SD



Woodland Hills SD



University of Pittsburgh



Riverview SD



North Hills SD



Bethel Park SD



Hempfield Area SD



Canon-McMillan SD

YOUR SITELOGIQ FACILITY PARTNERS



Rick Evans
President



Garrett Lewis
Executive Vice President



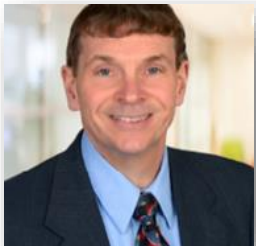
Mike Arnold
Vice President



David Hickey
Vice President of Design
Engineering



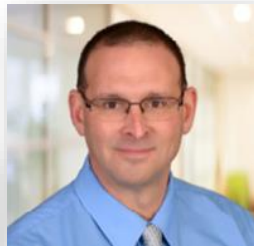
David Schrader, FAIA
Principal –
SchraderGroup Architecture



Bob Stees
Electrical Engineer



Jeff Smeiles
Performance Assurance Specialist



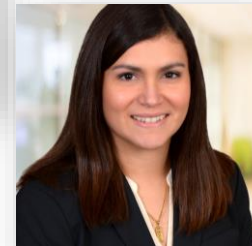
Jim Decker
Plumbing Engineer



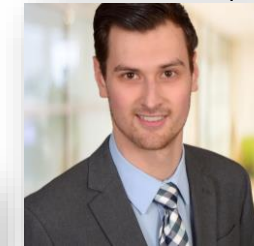
Tim Werner
Director of Preconstruction



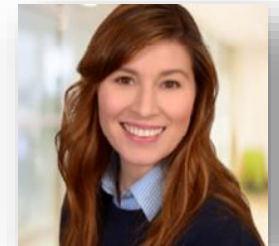
Nik Kindya
Project Superintendent



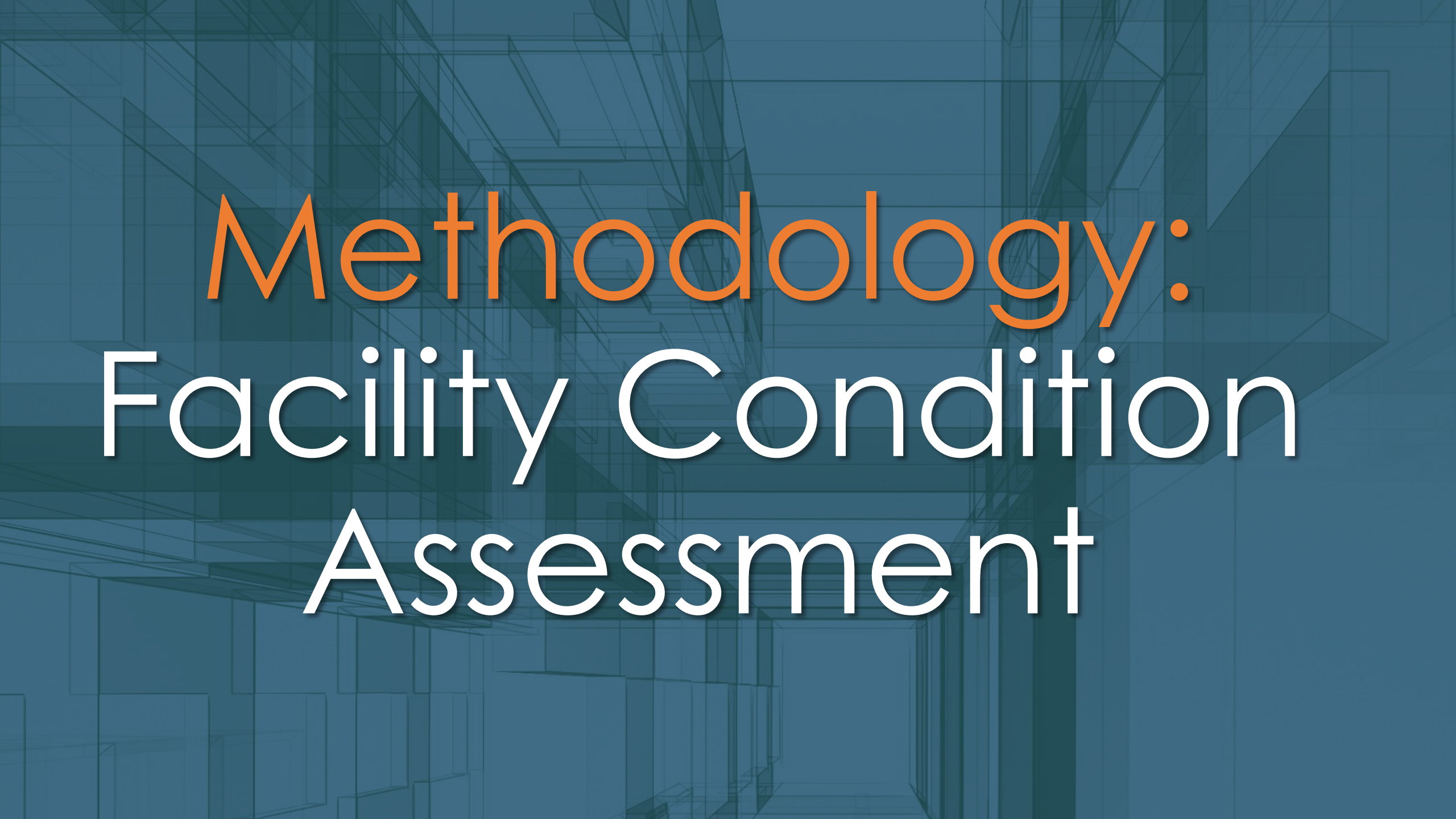
Karla Villamizar
Sr. Development Engineer



Ben Zahorsky
Development Engineer

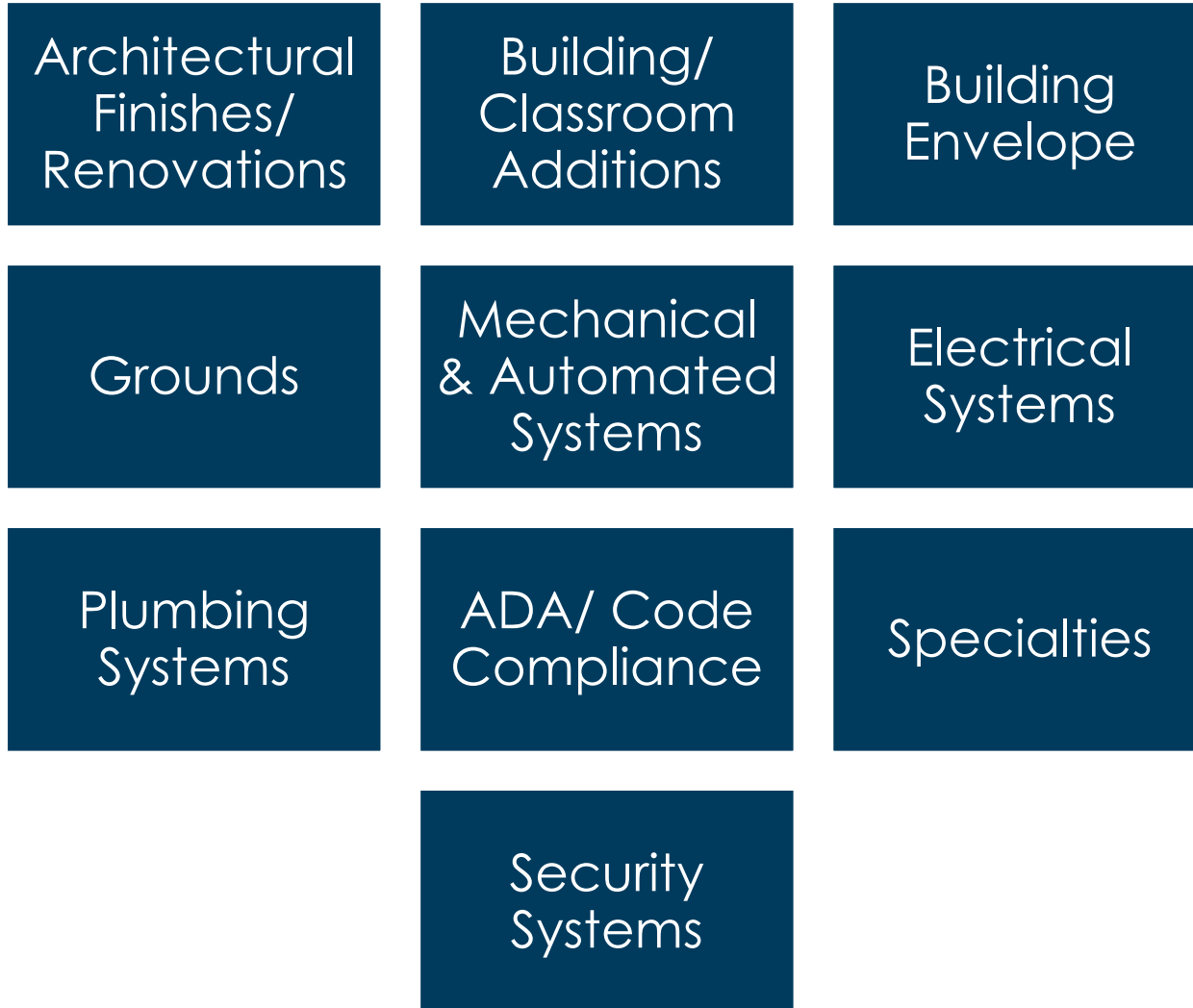


Melissa Colestock
Sr. Business Consultant



Methodology: Facility Condition Assessment

SIQ CATEGORIES OF FACILITY CONDITION ASSESSMENT



- Baker ES
- Eisenhower ES
- Streams ES
- Boyce MS
- Fort Couch MS
- Upper St. Clair HS
- USCSD Athletic Facilities

SIQ SPECIALTY SURVEYS & USC STUDY EXCLUSIONS

SITELOGIQ SURVEYS [Specialties]

- 360 IMAGING
- EXTERIOR DRONE IMAGING
- SANITARY LINE CAMERA STUDY (HIGH School)
- Structural Survey (HS Stadium)
- Field Drainage Study (Boyce & Baker)
- G-MAX Test on Stadium Turf
- Electrical Metering in all Kitchens (on-going)

SITELOGIQ SURVEY EXCLUSIONS

- Hazardous Materials [ASBESTOS]
- Water Quality [LEAD]
- Airborne / Surface-borne bacterial Study



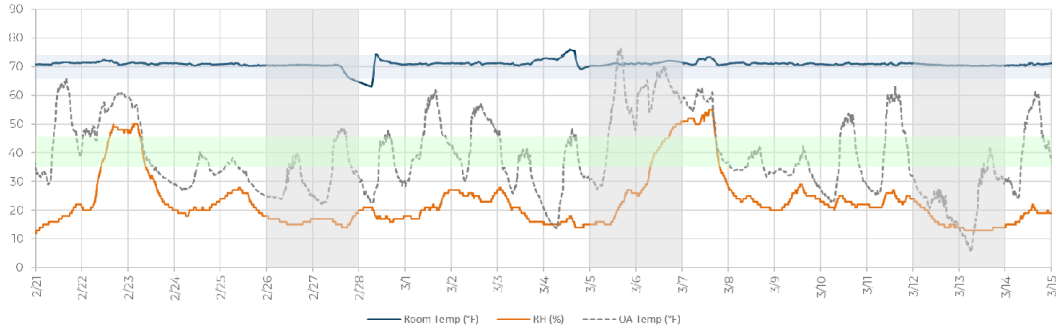
THE RIGHT TOOLS AND TECHNOLOGY TO ASSESS BUILDINGS NEEDS

- Unmanned Aircraft Systems (UAS) or Drones
- Data Loggers
- Thermal Graphic Imaging
- StructuctionSite (360° cameras)

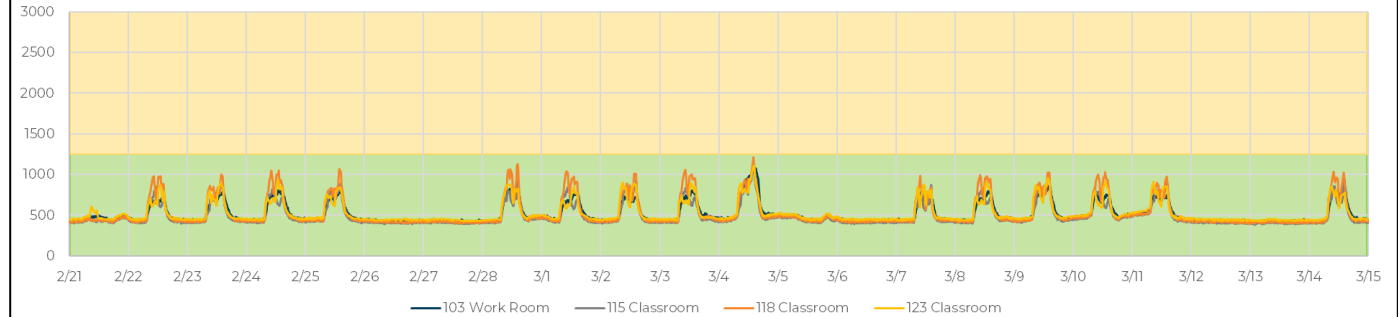


INDOOR ENVIRONMENTAL ASSESSMENT

Temperature & Relative Humidity - USC HS 115 Classroom



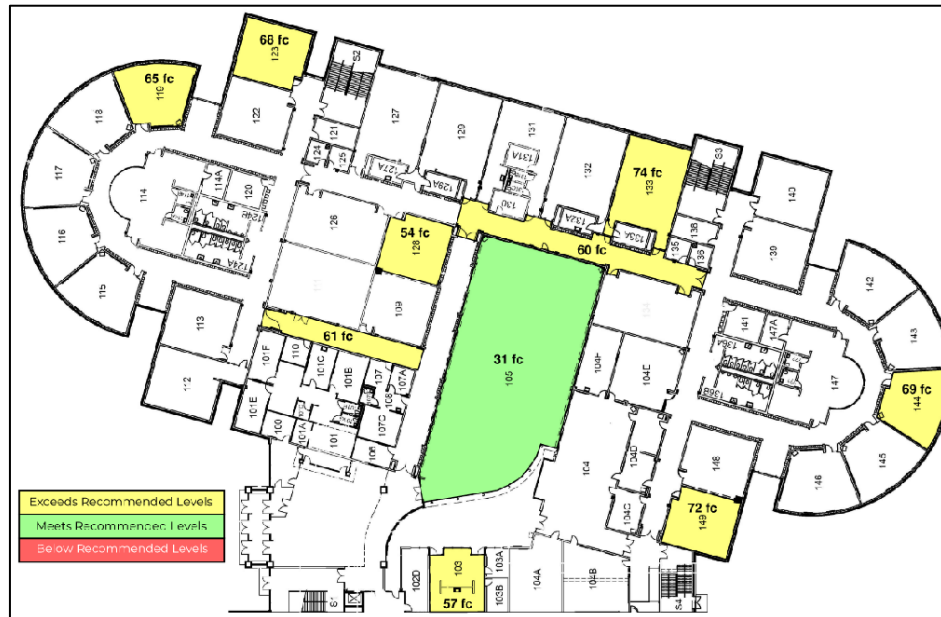
Carbon Dioxide - USC HS



- Relative Humidity is not a concern in the data gathered
- CO₂ levels are under ASHRAE preferred concentrations, and they represent no harm or concern for building occupants.
- Most lighting levels measured in learning environments are consistently above the maximum recommended IES lighting levels in schools and spaces.
- Most sound levels measured in learning environments are higher than recommended.

Upper St. Clair High School

Figure 1: Upper St. Clair High School First Floor Lighting Levels (fc)



Upper St. Clair High School

Figure 1: Upper St. Clair High School First Floor Sound Level Readings (dBA)



OPERATIONAL/ ENERGY COST ASSESSMENT

We evaluate energy use & consumption and compare it to buildings of similar size and usage.

Benchmarking evaluations such as this informs the efficacy of your facility and where improvements can be made.

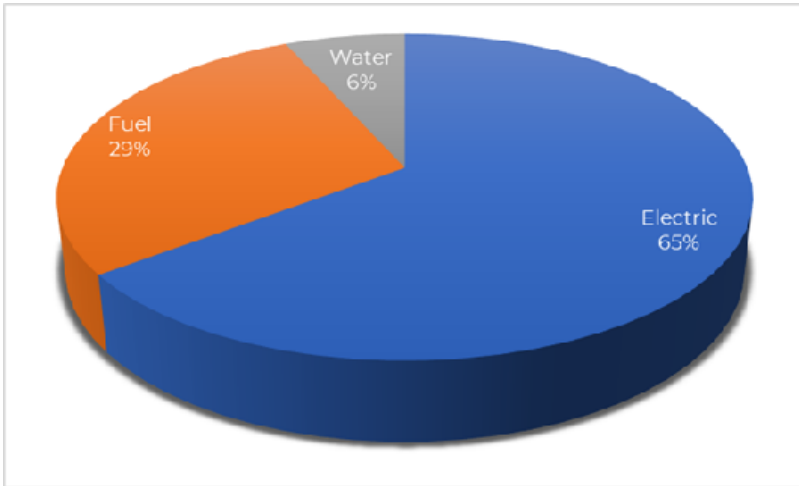
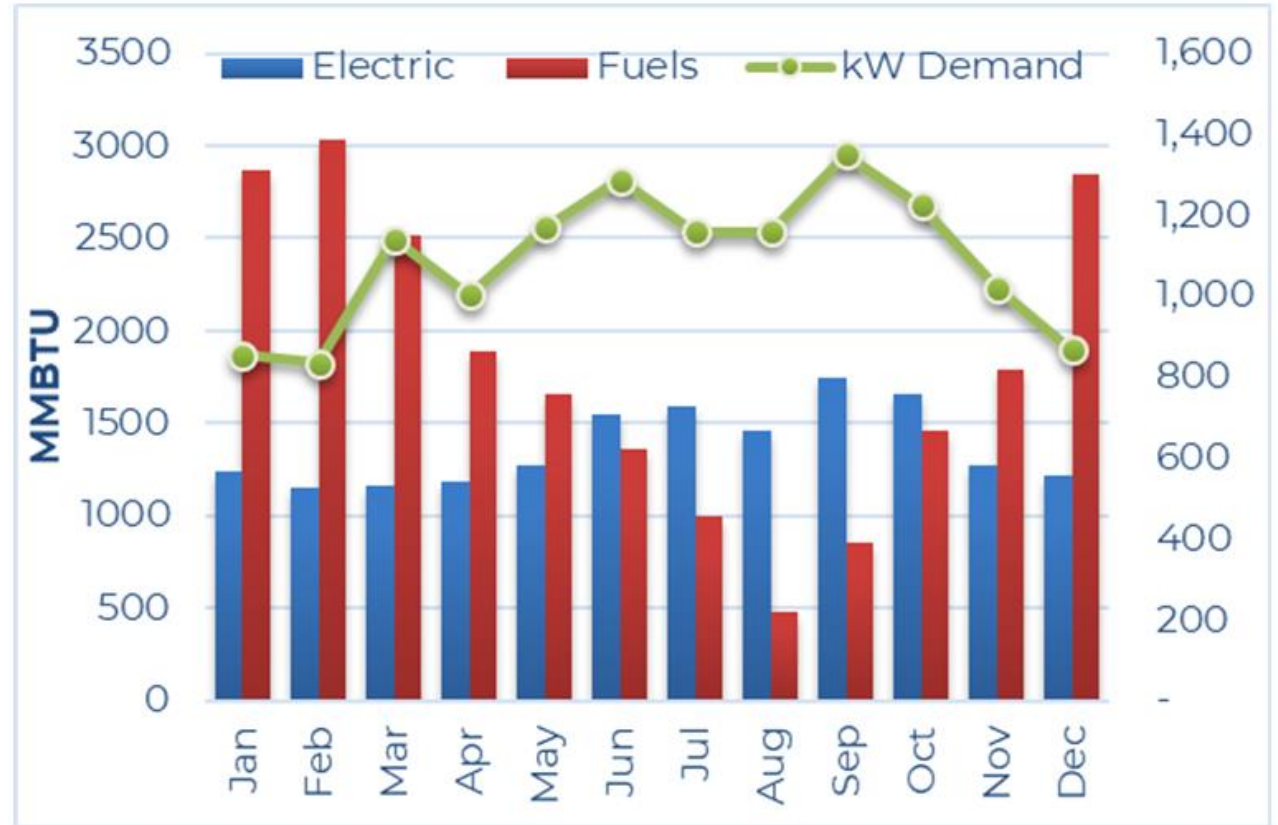


FIGURE: Districtwide Utility Cost by Fuel

- Electric is by far the largest component of the District's utility expenditures, accounting for 65% of the energy costs.

Upper St. Clair High School



USC – GENERAL FACILITIES OBSERVATIONS



Finishes

Assets are aging; and will require updating.

Window Treatments.



Grounds

Asphalt, Paving, Drainage issues throughout.

Baker Field.



Plumbing

Good Condition, general aging of infrastructure and select underground concerns



HVAC

Systems are nearing their expected useful w/some failure points (excluding the middle schools).

Siemens BAS throughout.



Envelope

In good condition, pressure washing of façade, caulking & ceiling required throughout, roofing systems aging and some are critical



Electrical

Upgrades to LED Fixtures.

Aging Low-V.

Limited emergency power at Elementaries.

Potential electrical load concerns at Kitchen locations.



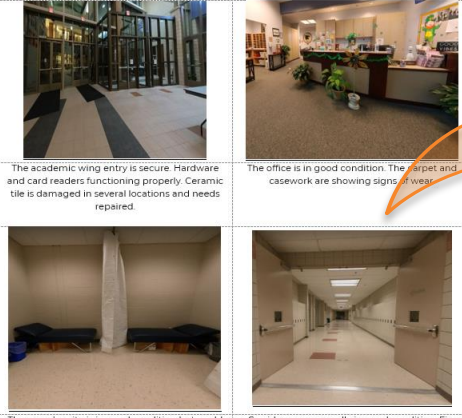
mysiteIQ:
Prioritization
Methodology

FACILITY CONDITION ASSESSMENT: PHYSICAL NEEDS

site logiq Upper Saint Clair HS Physical Conditions Report

Building: Upper Saint Clair High School
 Address: 1825 McLaughlin Run Rd, Upper St. Clair, PA
 Year Constructed: 1960
 Square Footage: 396,034 SF Floors: 3

Architectural Finishes/Renovation



The academic wing entry is secure. Hardware and card readers functioning properly. Ceramic tile is damaged in several locations and needs repaired.


The office is in good condition. The carpet and casework are showing signs of wear.

The nurse's suite is in good condition but could use some color.

Corridors are generally in good condition. Fire rated doors exist at the appropriate locations. VCT has minor cracking and has been patched at various locations.

Facility Physical Conditions Assessment | Page 1

Upper St. Clair High School HVAC Map - First Floor



HVAC Map
 AHU/BT (EP VAV & VAV w/ HX/HR)

Asset Condition Summary Upper St. Clair High School

Facility	Asset	Asset Description	Category	Area Served/Located	ROM Budget	Asset Age and Life Expectancy						Asset Condition		Additional Asset Information	
						Asset Age	Life Expectancy	Percent of Life Expectancy	Remaining Life	Proposed Replacement Year	Asset Condition	Priority Need Assessment	Concerns / Issues / Notes		
1	Upper St. Clair High School	Plumb - DHW Heater	Gas-fired water heaters and storage tanks	Plumbing Systems	Original Building-Boiler Room/Athletic Wing - Storage Room	\$ 77,000	10	1997	24	240%	0	2022	Alarm	1	Gas-fired water heater, storage tank and associated mixing valve/piping/pump near life expectancy. Water heater and storage tank are oversized and could be replaced with smaller more efficient condensing water heaters and storage tank.
2	Upper St. Clair High School	Plumb - DHW Heater	Gas-fired water heater and storage tank	Plumbing Systems	1997 Addition/Second floor Mech. Rm	\$ 84,000	10	1997	24	240%	0	2022	Alarm	1	Gas-fired water heater located in 2nd floor Mechanical Rm is at life expectancy, storage tank and associated mixing valve/piping/pump near life expectancy and also located in 1st Flr Electrical Rm, with some piping running over top of electrical panels and gear. Water heater and storage tank are oversized could be replaced with smaller more efficient condensing water heaters and storage tank. Recommend relocating storage tank to mechanical room and piping re-routed out of electrical room.
3	Upper St. Clair High School	Mech - HVAC Terminal Equip	One hundred sixty-four (164) fan-powered VAV boxes with hot water heating coils	Mechanical Systems	Classrooms, Library, Cafeteria, and Kitchen	\$ 1,173,340	17	1997	25	147%	0	2022	Alarm	1	Supply airflow capacity up to 2,400 CFM each. Floor filter frames resulting in air filters falling out, unfiltered return air, and dirt build up on HW coils and fan assemblies. Service life concerns with airflow measurement sensors, fan motors / electronics.
4	Upper St. Clair High School	Mech - Rooftop Units	One (1) packaged rooftop dehumidification unit with hot water heating coil and remote dry cooler; refrigerant R-410A	Mechanical Systems	Auxiliary Cafeteria (Old Pool)	\$ -	20	1997	25	125%	0	2022	Alarm	1	Unit replacement in progress.
5	Upper St. Clair High School	Mech - Unit Ventilators	Four (4) 4-pipe (2 coil) and two (2) heating only unit ventilators	Mechanical Systems	Various including Athletics Offices, Training Room, and Rifle Range	\$ 155,260	20	1997	25	125%	0	2022	Alarm	1	Supply airflow capacity 750 to 1,500 CFM. Constant air volume systems without dehumidification control at part load conditions for all six (6) units. No mechanical cooling for two (2) units serving Old Pool Locker Rooms and Storage.
6	District	Ext - Roofs - EPDM	Roof	Exterior Envelope	Main Roof Area - Majority of Building	\$ 6,921,600	20	1998	24	120%	0	2022	Alarm	1	Roof is in poor condition. Reference roof report from the Garland Company.
7	Upper St. Clair High School	Ext - Roofs - EPDM	Roof	Exterior Envelope	Pool & Stage Area	\$ 665,000	20	1999	23	115%	0	2022	Alarm	1	Roof is in poor condition. Reference roof report from the Garland Company.
8	District	Ext - Roofs - EPDM	Roof	Exterior Envelope	Wind Damaged Areas	\$ 1,239,000	20	2000	22	110%	0	2022	Alarm	1	Roof is in poor condition. Reference roof report from the Garland Company.
6	Upper St. Clair High School	Plumb - Sanitary System	Sanitary Waste and Vent Piping	Plumbing Systems	Kitchen/Mechanical Room Main	\$ 70,000	50	1960	61	122%	0	2022	Alarm	1	F224 excavate in floor and install cured in place liner back towards F 220. 80-90' to intersecting wye of kitchen and line coming from H230 area. Reinstate wye from F204. Patch and repair floor.
	Upper St. Clair High School	Plumb - Sanitary System	Sanitary Waste and Vent Piping	Plumbing Systems	Basement/Facility Office to Exterior	\$ 25,200	50	1960	61	122%	0	2022	Alarm	1	Free roots in main. K222 Fire Zone G Remove 6" house trap in basement and install cured in place liner between house trap and ABS clean out located outside. Install approximately 30' of cured in place liner. Patch and repair floor.
8	Upper St. Clair High School	Plumb - Sanitary System	Sanitary Waste and Vent Piping	Plumbing Systems	Auditorium Toilet Rooms	\$ 77,000	50	1960	61	122%	0	2022	Alarm	1	G204 towards H201 - Repair corroding line outside auditorium and women's bathroom. Install cured in place liner towards H201. Line will need excavated in floor area of auditorium G205. Ap approximately 80 - 100' of repair. Patch and repair floor.
9	Upper St. Clair High School	Plumb - Sanitary System	Sanitary Waste and Vent Piping	Plumbing Systems	Gymnasium Toilet Rooms	\$ 95,200	50	1960	61	122%	0	2022	Alarm	1	H230 - F219 area multiple excavations may have to take place for this repair. Attempt to excavate in hall near H228 and in H230. From these locations we will attempt to clear the scaling cast iron from drains and install cured in place liners. Patch and repair floors.
10	Upper St. Clair High School	Plumb - Sanitary System	Sanitary Waste and Vent Piping	Plumbing Systems	Utility Room/Coach Office Main	\$ 25,200	50	1960	61	122%	0	2022	Alarm	1	J227 Area repair under utility room - 20 - 30' of repair. Excavate area in utility room and attempt to clean cast iron line and install 20 - 30' of liner to 90 degree turn in coach's office J230. Patch and repair floor.

- ✓ Field observations
- ✓ Discussions with Staff
- ✓ Notes from district Vendors

FACILITY CONDITIONS ASSESSMENT: PHYSICAL NEEDS

Asset Age and Life Expectancy						Asset Condition		Additional Asset Information
Average Life Expectancy	Asset Installation Date	Actual Age of Asset	Percent of Life Expectancy Used	Projected Remaining Life	Projected Replacement Year	Asset Condition	Priority Need Assessment	Concerns / Issues / Notes
30	1998	24	80%	15	2037	Acceptable	4	VCT, painted CMU, Plam casework with computers, one room has a laser engraver that is vented through the window, markerboards, ACT
30	1998	24	80%	15	2037	Acceptable	4	VCT, painted CMU, Plam casework-sink not ADA, HM interior window system, graphics equipment, markerboards, ACT
30	1998	24	80%	15	2037	Acceptable	4	Painted hardwood floor, CMU, teacher mentioned work had been done on curtains fairly recently, requested powered lighting rigging, lights not LED, stage is not accessible. Walkable platform/slats above stage. Rigging would need evaluated.

- Alarm **PRIORITY 1: CURRENTLY CRITICAL:** 0-2 YEAR REPLACEMENT ON ASSETS - Asset requires more than regular maintenance and repairs
- Alert **PRIORITY 2: POTENTIALLY CRITICAL :** 3-4 YEAR REPLACEMENT ON ASSETS - Asset is in need of repairs
- Caution **PRIORITY 3: NECESSARY:** 5-6 YEAR REPLACEMENT ON ASSETS - Asset requires more than regular maintenance
- Acceptable **PRIORITY 4: RECOMMENDED:** 6-8 YEAR REPLACEMENT ON ASSETS - Asset only requires regular maintenance
- Excellent **PRIORITY 5: OPTIONAL / GRANDFATHERED / FUTURE:** 8-10+ YEAR REPLACEMENT ON ASSETS - Asset is easily maintained

LONG TERM SOLUTIONS TO FACILITIES MAINTENANCE

SITELOGIQ populates a specialized database with all the individual facility improvement measures we identify in the assessment process.

- ✓ Picks up where traditional study leaves off
- ✓ Longevity to current concerns & conversations regarding your facilities
- ✓ Charting a progressive path through the years and identifies phases of design and execution with real-time accessibility



mysiteIQ:

USC High School
[STUDY REVIEW]

FACILITY CONDITIONS ASSESSMENT: PRIORITIZATION

USC HIGH SCHOOL

2022 BUILDING ASSESSMENT

The image displays several overlapping spreadsheets titled 'Asset Condition Summary Upper St. Clair High School'. Each spreadsheet lists various facility assets, their categories, and their condition ratings. The spreadsheets are color-coded to indicate priority levels, with red indicating high priority and green indicating acceptable condition. The assets are organized into sections such as Mechanical, Electrical, Plumbing, Roof, and Architectural finishes.

Overall Assessment:

- ✓ Mechanical, Electrical, Plumbing equipment age high priority
- ✓ Roof is at end of useful life, showing signs of failure
- ✓ Architectural finishes, carpeting, doors, frames, hardware, corridor and classroom finishes are in acceptable condition. Replacement required in select areas
- ✓ Grounds and surrounding site asphalt repair is needed in select areas

FACILITY CONDITION ASSESSMENT: PRIORITY ITEMS

USC HIGH SCHOOL

2022 BUILDING ASSESSMENT



Priority 1 Items

- ✓ Relace gas-fired water heaters;
- ✓ Replace/ Repair Sanitary piping in select areas
- ✓ Replace 164 fan-powered VAV boxes with HW heating coils;
- ✓ Replace unit ventilators
- ✓ Roof repair / replacement



Priority 2 Items

- ✓ Repair / replace stairs at rear entrance
- ✓ Replace building system and equipment controllers

mysiteIQ:
District-Wide
Priorities
[SHORT TERM]

FACILITY CONDITION ASSESSMENT: PRIORITY ITEMS

USC HIGH SCHOOL

2022 BUILDING ASSESSMENT



Priority 1 Items

- ✓ Relace gas-fired water heaters;
- ✓ Replace/ Repair Sanitary piping in select areas
- ✓ Replace 164 fan-powered VAV boxes with HW heating coils;
- ✓ Replace unit ventilators
- ✓ Roof repair / replacement



Priority 2 Items

- ✓ Repair / replace stairs at rear entrance
- ✓ Replace building system and equipment controllers

FACILITY CONDITION ASSESSMENT: PRIORITY ITEMS

Fort Couch MS

2022 BUILDING ASSESSMENT



Alarm Items

- ✓ Roof Mounted Ductwork Insulation Repairs
- ✓ Point-of-Use Mixing Valve replacement per code

FACILITY CONDITION ASSESSMENT: PRIORITY ITEMS

Boyce MS

2022 BUILDING ASSESSMENT



Alarm Items

- ✓ Upgrade/Replace Rooftop Units
- ✓ Roof Mounted Ductwork Insulation Repairs
- ✓ Point-of-Use Mixing Valve replacement per code
- ✓ Remove and Replace current hot water heating system
- ✓ Remediate Roof Drain Obstruction (tree removal)

Alert Items

- ✓ Upgrade/Replace Electrical Distribution System (Kitchen Metering In-Progress)

FACILITY CONDITION ASSESSMENT: PRIORITY ITEMS

Baker ES

2022 BUILDING ASSESSMENT



Alarm Items

- ✓ Repair/Replace Building wide system equipment controls, including fire alarm/life safety systems
- ✓ Secondary Hot Water Pump motor replacement

Alert Items

- ✓ Chimney and Masonry Repair/Restoration
- ✓ Main Parking Lot asphalt repair
- ✓ Sanitary Piping Study
- ✓ Point-of-Use Mixing Valve replacement per code



FACILITY CONDITION ASSESSMENT: PRIORITY ITEMS

Eisenhower ES

2022 BUILDING ASSESSMENT



Alarm Items

- ✓ Repair/Replace Building wide system equipment controls
- ✓ Upgrade/Replace Rooftop Units (in select areas)
- ✓ Repair/Replace Boiler (2)
- ✓ Repair/Replace Gas-fired Water Heater and Storage Tank
- ✓ Replace Fabric Ductwork to Gym Supply Air Distribution
- ✓ Point-of-Use Mixing Valve replacement per code

Alert Items

- ✓ Entrance, Gym Bus Loop, Gym Parking Lot & Activity areas asphalt repair
- ✓ Domestic Water Service Line Evaluation
- ✓ Sanitary Piping study to determine exact life expectancy

FACILITY CONDITION ASSESSMENT: PRIORITY ITEMS

Streams ES

2022 BUILDING ASSESSMENT



Alarm Items

- ✓ Repair/Replace Building wide system equipment controls
- ✓ Upgrade/Replace Rooftop Units (in select areas)
- ✓ Repair/Replace Boiler (2)
- ✓ Repair/Replace Gas-fired Water Heater and Storage Tank
- ✓ Replace Fabric Ductwork to Gym Supply Air Distribution
- ✓ Point-of-Use Mixing Valve replacement per code

Alert Items

- ✓ Toilet Room Finishes Upgrade
- ✓ Clock/PA System Upgrade
- ✓ Fire/Life Safety System Upgrade
- ✓ Rear Parking Lot asphalt repair
- ✓ Domestic Water Service Line Evaluation
- ✓ Sanitary Piping study to determine exact life expectancy





Questions?

site*logi*Q



UPPER ST. CLAIR SCHOOL DISTRICT

Brand Standards Guide

Updated: 05.16.22

BRAND INTRODUCTION

Logos in Schools & School Districts

A school system is often the unifying centerpiece of its community. Its logo serves as the face of the school district and its schools; hence, it is important that it is memorable and communicates its message effectively. The district's logo reflects an identity and is a symbol of pride for students, parents, staff members, community members and alumni.

Importance of Logo Consistency

Consistency is the key to successful branding. Consistency builds trust, loyalty and credibility. A consistent logo ensures that the Upper St. Clair brand (and the district's reputation as a high performing school district) is recognizable throughout the region and the commonwealth.

Mission of the USCSD Branding

As Upper St. Clair School District embarks on the development of a new strategic plan, this re-branding effort will enable the district to effectively and consistently communicate its mission, vision and values. Connecting the school district's mission, vision and values with a branding logo - including images, colors, fonts and phrasing - helps to unite the greater school community and establish common goals.

Approved District Signatures

A school district's logo is an important aspect of its identity and a symbol of pride for its students and school community.

The following Brand Standards Guide articulates the specific colors, fonts and visual elements that are approved for use by the Upper St. Clair School District, its schools, and non-profit community organizations - including parent/teacher organizations and youth athletics.

Consistency is essential. Strict adherence to the Brand Standards Guide is required; colors and visual elements should not be modified.



"U" Logo



"USC" with Panther Mascot



"USC" Lettering



Paw Print



Panther



USCHS crest

VISUAL STANDARDS

Size & Spacing Restrictions

In order to ensure maximum legibility, logos should not be smaller than the specifications shown here.



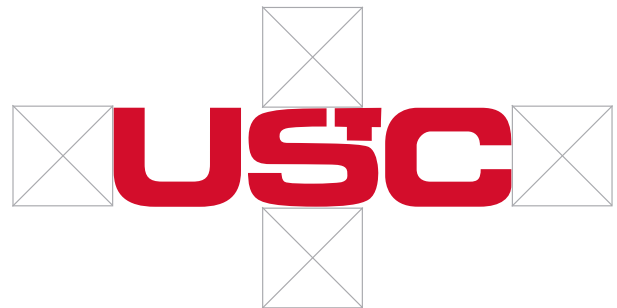
To ensure maximum clarity, a minimum height of 3/4" is required for reproduction.



In all possible circumstances, surrounding design elements must allow for clear space surrounding the logo. This space is scaled to the width between each vertical element.



To ensure maximum clarity, a minimum height of 1/2" is required for reproduction.



In all possible circumstances, surrounding design elements must allow for clear space surrounding the logo. This space is scaled to the height of "USC".

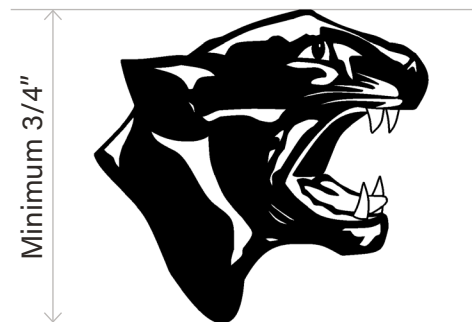
VISUAL STANDARDS



To ensure maximum clarity, a minimum height of 3/4" is required for reproduction.



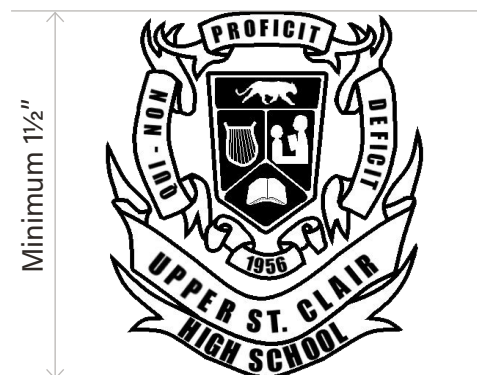
In all possible circumstances, surrounding design elements must allow for clear space surrounding the logo. This space is scaled to the height from the top of "USC" to the top of the Panther's head.



To ensure maximum clarity, a minimum height of 3/4" is required for reproduction. The panther can be used as a secondary design element. As a secondary element, size and surrounding space can vary.



A minimum height of 3/4" must be applied if used as a primary logomark. Paw print can be used as a secondary design element. As a secondary element, size and surrounding space can vary.

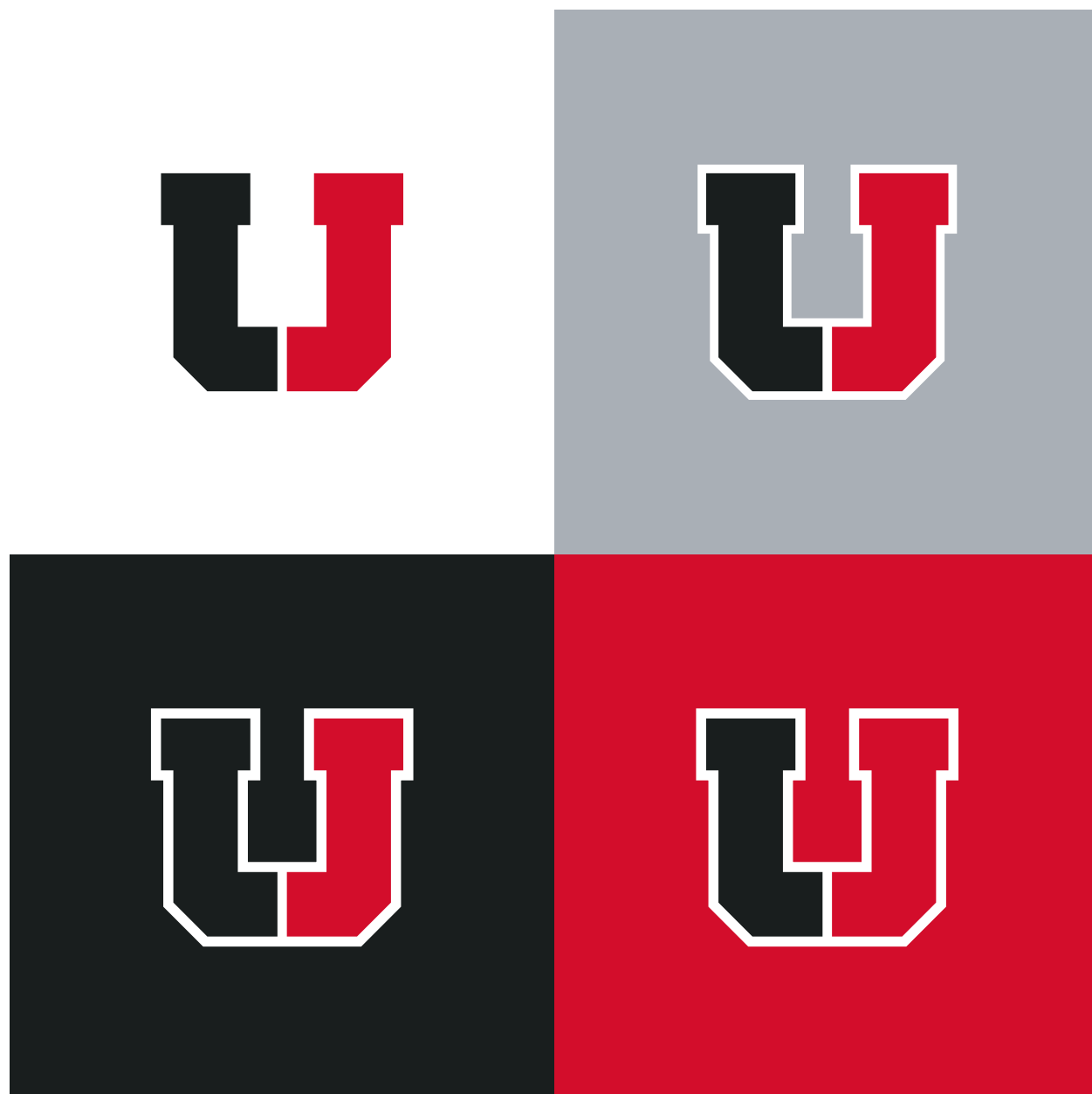


The crest should only be used for USCHS-related purposes. To ensure maximum clarity, a minimum height of 1 1/2" is required for reproduction.

VISUAL STANDARDS

Color Variations “U” Logo

Colors should only appear in the following combinations:



Color Variations “USC” Logo

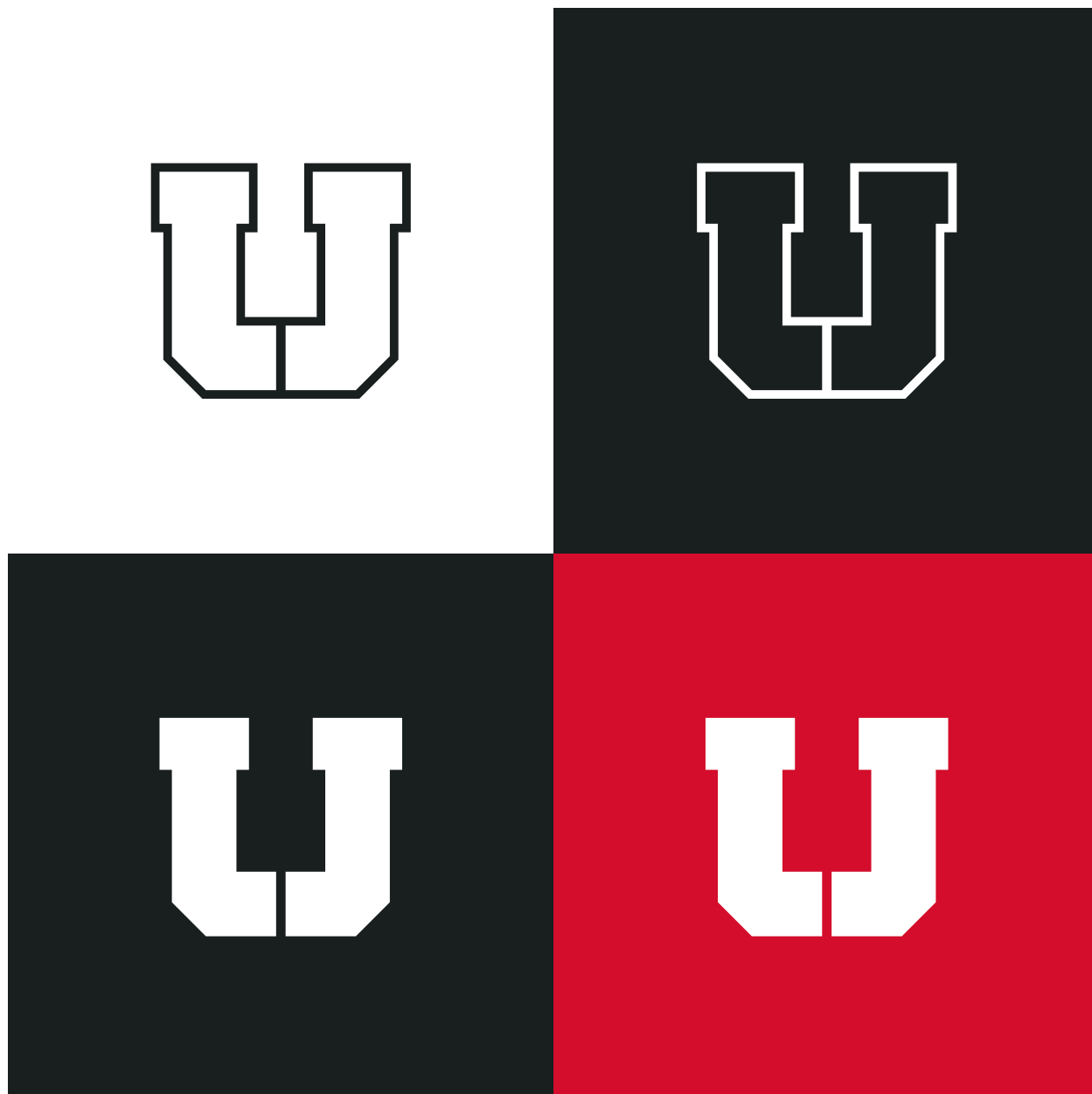
Colors should only appear in the following combinations:



VISUAL STANDARDS

1-Color "U" Logo

1-Color logo should only appear in the following combinations:



***NOTE:** Use of the 1-Color Logo requires pre-authorization from the Upper St. Clair School District's Superintendent of Schools.*

"U" Logo with team/club identifier

School clubs, teams and organizations are permitted to use the U logo in conjunction with their name. The name/identifier should be centered and placed directly below or to the right of the U logo.

Placement of the team/club name can be closer than the guidelines articulated on page three of this document. However, text should not overlap any aspect of the logo.



VISUAL STANDARDS

Unacceptable Logo Usage



Do NOT Substitute Colors
The logo should not be in any color other than the allowable colors



Do NOT Switch Colors
The district colors on the full color logo should never be switched



Do NOT Screen
The logo should not be a screen or tint of original colors



Do NOT Distort
The logo should not be compressed or expanded



Do NOT Resize Elements
Size of individual elements should not be altered



Do NOT Rotate
The logo should never be rotated



Do NOT Add Elements
Clipart or other elements should never be added to any part of the logo



Do NOT Repeat
Logo should not be used as a pattern or decorative element

Unacceptable Logo Usage



Do NOT Substitute Colors

The logo should not be in any color other than the allowable colors



Do NOT Switch Colors

The district colors on the full color logo should never be switched



Do NOT Screen

The logo should not be a screen or tint of original colors



Do NOT Distort

The logo should not be compressed or expanded



Do NOT Resize Elements

Size of individual elements should not be altered



Do NOT Rotate

The logo should never be rotated



Do NOT Add Elements

Clipart or other elements should never be added to any part of the logo



Do NOT Repeat

Logo should not be used as a pattern or decorative element



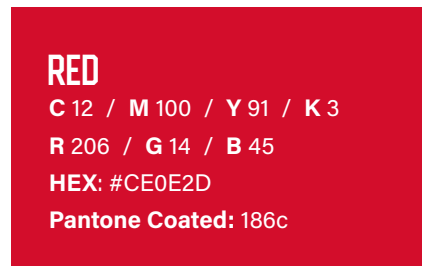
Do NOT Add Stroke

Logo should not have a stroke applied

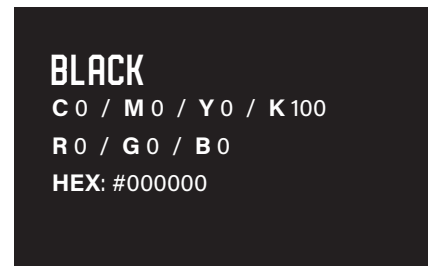
VISUAL STANDARDS

District Colors

The USC School District **MUST** maintain the following color codes when producing brand related products (business cards, letterheads, envelopes, flyers, posters, social media promotions, websites, athletic wear and club related apparel)



WHITE
C 0 / M 0 / Y 0 / K 0
R 255 / G 255 / B 255
HEX: #ffffff



District Fonts

Primary Fonts:

UPPER ST. CLAIR SCHOOL DISTRICT

Areno (OTF) Regular - Font

UPPER ST. CLAIR SCHOOL DISTRICT

NFL Chiefs - Font

Secondary Fonts (use to add subtle emphasis to slogans/layout design):

PANTHERS

Pink Blue - Font

Panther Imagery

Primary Example

To maintain visual consistency, the shown Panther image can be used on campus materials. This image must maintain a muted grayscale appearance with red eyes.

VISUAL STANDARDS

Panther Imagery



Secondary Example

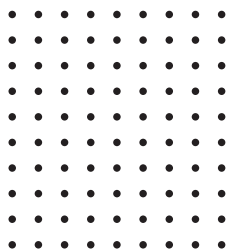
In addition to the primary panther image, an additional secondary image may be used. This image must maintain muted grayscale appearance with red eyes.

Additional Design Elements

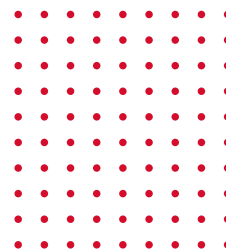
The following design elements may also be used in design layout:



Block USC (Areno Font)



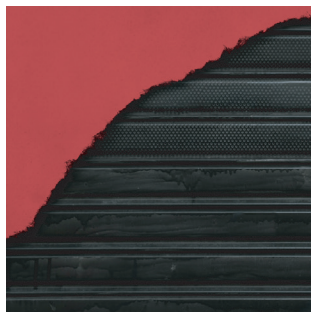
Dot Pattern (Black)



Dot Pattern (Red)



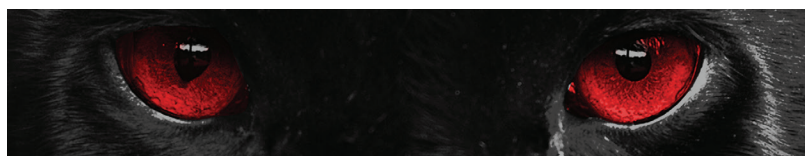
Athletic "Energy" Pattern



Ripped Paper & Metal Texture



Block Halftone Pattern
(Administration)



Panther Eyes



Paw Print
(Elementary Grade Level)

VISUAL STANDARDS

Core Values

The district's core values - Unity, Success, Character - may be used in coordination with one of the district's logos or as an additional design element. The core values, which begin with U, S and C (Unity, Success, Character), may NOT be substituted with any other words.

When possible, use the Areno (OTF) Regular or NFL Chiefs font. It is preferable to use black for the letters with the first letter of each word in red. One color is acceptable, if needed.

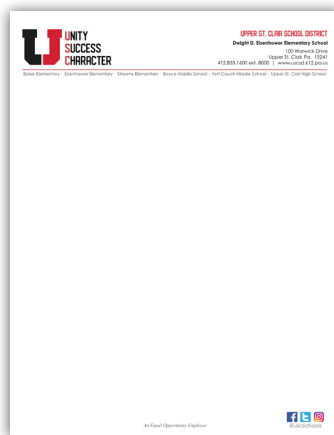
UNITY SUCCESS CHARACTER

UNITY SUCCESS CHARACTER



Letterhead

Upper St. Clair School District employees can access/download district-approved letterhead templates within the InsideUSC website. Standard letterhead is available for each of the district's schools and administration building. These are the only stationery that should be used for district/school correspondence.



VISUAL STANDARDS

Administration

Information within the Brand Standards Guide is intended to ensure consistency and should be followed for all uniforms, apparel, signage, equipment, communications materials (brochures, flyers, websites, etc.) and other collateral products/materials. If materials are found not to conform to these guidelines, corrective action will be required.

To ensure consistency of the branding standards, prior approval is required for use of the district's logos. This applies to school-affiliated and community groups for all logo usage.

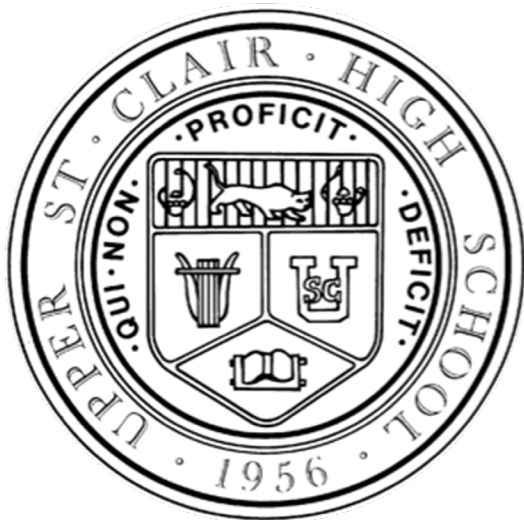
The following individuals serve as the point of contact for questions/requests:

- **Athletics:** Athletic Director
- **School Clubs:** Head of Activities
- **SHOP@USC:** Communications Specialist
- **Parent & Community Organizations:** Communications Specialist
- **Vendors:** Image 360

An email request should be sent to the respective contact listed above with an image of the proposed product/logo for consideration/approval.

Retired Logos - NOT FOR USE

Effective in 2022, the following logos have been retired and should not be used in any capacity. Existing Items with these images will be updated to comply with the Brand Standards Guide as resources allow.





UPPER ST. CLAIR SCHOOL DISTRICT

1775 McLaughlin Run Road
Upper St. Clair, PA 15241
www.uscsd.k12.pa.us



Memo

To: Dr. John Rozzo, USC Board Members

From: Ms. Cassandra Doggrell

Date: June 6, 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. The Children's Institute: Services agreement for if services provided by Children's Institute are rendered throughout the school year to support student needs, then outlined fees and expenses are applicable.
2. Consultant Agreement (Rhonda Battenfelder): Renew consultant agreement to provide professional and administrative services for the Student Support Services Department at the rate of \$50.00 per hour up to a total of twenty hours per week.
3. Consultant Agreement (Suzanne DaSilva): Renew consultant agreement to provide professional and administrative services, including school-based ACCESS billing management and support and other related services at the rate of \$35.00 per hour up to a total of fifteen hours per week.

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



Customizing Learning,
Nurturing Potential...
Delivering Excellence

Memo

To: Dr. John Rozzo, USC Board Members
 From: Scott P. Burchill *SPB*
 Date: June 6, 2022
 RE: BREAKFAST AND LUNCH PRICING

The food service department is recommending a meal price increase for the 2022-23 school year. Administration is requesting a 25-cent increase across the board for breakfast and lunch meals. The last price adjustment was for the 2018-19 school year.

Several factors are projected to affect the department's profit margin, including food and operational costs. The latest CPI published for April was 8.3%. Also, labor/benefit costs will increase more than 9% percent for the 2022-23 school year. With the Universal Free Program scheduled to end on June 30, 2022, the District will need to increase pricing, accommodating for the loss in federal revenue. Reverting to the paid, reduced, and free meal structure, the Department will see a dramatic reduction in federal reimbursement revenue. Currently, 100 percent of breakfast and lunch reimbursable meals are claimed at the free rate of \$2.6050 for breakfast and \$4.5625 for lunch. For the 2022-23 school year, nutrition center operations will be dependent on daily revenue linked to student meal accounts.

Data obtained from neighboring school districts provides a comparison for your review. All districts listed indicated they would be raising lunch prices for 2022-23.

School Districts	Elementary Regular	Elementary Premium	Middle Regular	Middle Premium	High Regular	High Premium
Bethel Park	\$ 2.55	\$ 3.35	\$ 2.70	\$ 3.50	\$ 2.85	\$ 3.50
Peters	\$ 2.45	\$ 2.95	\$ 2.60	\$ 3.55	\$ 2.60	\$ 3.85
South Fayette	\$ 2.85	\$ 3.50	\$ 2.85	\$ 3.50	\$ 2.85	\$ 3.50
Mount Lebanon	\$ 2.55		\$ 2.70		\$ 2.70	
USC	\$ 2.60		\$ 2.90	\$ 3.50	\$ 2.90	\$ 3.50

	Elementary Regular	Elementary Premium	Middle Regular	Middle Premium	High Regular	High Premium
2021-22 Pricing	\$ 2.60		\$ 2.90	\$ 3.50	\$ 2.90	\$ 3.50
Proposed 2022-23 Pricing	\$ 2.85		\$ 3.15	\$ 3.75	\$ 3.15	\$ 3.75

Please contact me with any question and/or concerns.