



UPPER ST. CLAIR SCHOOL DISTRICT

BOARD OF SCHOOL DIRECTORS

Mr. Patrick A. Hewitt, President • Mr. Phillip J. Elias, Vice President • Mrs. Amy L. Billerbeck
Mrs. Barbara L. Bolas • Mrs. Jennifer L. Bowen • Dr. Daphna Gans • Mr. Louis P. Mafrice, Jr.
Mrs. Angela B. Petersen • Mrs. Jennifer A. Schnore
Dr. John T. Rozzo, Superintendent • Mrs. Jocelyn P. Kramer, Solicitor

COMMITTEE OF THE WHOLE MEETING MINUTES

Monday, June 7, 2021 @ 7:00pm

Executive Session @ 6:00pm (Personnel)

District Administration Building Board Room

Curriculum Recommendations will no longer be presented at 5:00pm, they will now be presented during the meeting.

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 7, 2021 in the District Administration Board Room.

School Board Members in Attendance:

Mr. Patrick A. Hewitt, President (in-person)
Mr. Phillip J. Elias, Vice President (in-person)
Mrs. Amy Billerbeck (virtual)
Mrs. Barbara L. Bolas (in-person)
Mrs. Jennifer L. Bowen (in-person)
Mr. Louis P. Mafrice Jr. (in-person)
Mrs. Angela Petersen (in-person)
Mrs. Jennifer Schnore (in-person)

School Personnel in Attendance:

Dr. John T. Rozzo, Superintendent (in-person)
Dr. Sharon K. Suritsky, Assistant/Deputy Superintendent (in-person)
Mrs. Amy Pfender, Assistant to the 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 Facilities and Operations (virtual)
Mr. Raymond Berrott, Director of Technology (in-person)
Dr. Judith Bulazo, Director of Curriculum and Development (virtual)
Mrs. Cassandra Doggrell, Director of Special Education (virtual)
Mr. Bradley Wilson, Director of Strategic Initiatives (virtual)
Mrs. Jocelyn Kramer, Solicitor (in-person)
Mrs. Sarah MacDonald, Board Stenographer (virtual)

Ms. Karsen Damon, Student Board Representative (in-person)

Mr. R.J. Shontz, Student Board Representative (in-person)

Call to Order / Pledge of Allegiance

(Elias, School Board Vice President)

Mr. Elias called the meeting to order at approximately 7:03pm.

Meeting Procedures

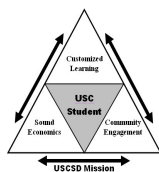
(Kramer, Solicitor)

Mrs. Kramer reviewed the meeting procedures. She advised there were no submitted online comments. She also noted that after the June 28th Board meeting, the District will no longer offer the alternate means of online public comments, but will return to the method of participation via in-person comments only.

Reading of the Mission:

(Elias, School Board Vice President)

Mr. Mafrice 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 #23 from Strategic Plan:

(Elias, School Board Vice President)

Ms. Schnore read the Shared Belief Statement #23 from the Strategic Plan.

We Believe that:

An educated and well-informed citizenry is essential for a Democratic society to flourish.

Resident's Comments - (Regarding Agenda Items)

(Rozzo, Superintendent of Schools)

Link to Online Form

Note: As per Guidelines for Resident's Comments, please state your name and address and limit your comments to three minutes. Social distancing and mask guidelines will also be adhered to during Resident's Comments. In light of continued health and safety concerns, the Board will offer an additional option for submitting Residents' Comments via online form (link above) by Monday, June 7, 2021 anytime before 4pm or by phone in advance of the meeting. You can submit a comment via phone by contacting the Board Stenographer at 412-833-1600 x2218 by Monday, June 7, 2021 any time before 2pm. Comments submitted in advance regarding agenda items will be shared with the Board prior to the meeting and summarized at this time.

There were no resident's comments at this time.

Recognition of Student Board Representative, Karsen Damon

(Rozzo, Superintendent of Schools)

Dr. Rozzo recognized senior Student Board Representative, Karsen Damon. He thanked Ms. Damon for her time spent on the Board and thanked her for always being so positive and upbeat. On behalf of the Board and Administrators, he then presented Ms. Damon with a Kent State sweatshirt. Ms. Damon will be attending Kent State in the Fall of 2021. The Board thanked Ms. Damon and wished her the best of luck in her future endeavors, advising that they hope she will come back to visit. Ms. Damon thanked everyone for her time on the Board.

Report from Student Board Representatives

Karsen Damon & R.J. Shontz

(Rozzo, Superintendent of Schools)

Ms. Damon and Mr. Shontz reported on events happening in the schools. Ms. Damon reported on the Choir Senior Recital, Band and Choir, Senior Last Day, and Speech and Debate. Mr. Shontz thanked Ms. Damon for being such a great role model and for being so helpful. He reported on Boys and Girls Lacrosse, Track and Field, National Honor Society, Senior Week Festivities, Graduation Practice and Graduation, and Senior Breakfast.

CONVENE A BOARD MEETING

Mr. Hewitt convened a Board Meeting at approximately 7:12pm.

Mr. Elias reconvened the Committee Meeting at approximately 7:26pm.

Superintendent's Report

(Rozzo, Superintendent of Schools)

a. District Update

(Rozzo, Superintendent of Schools)

Dr. Rozzo noted that there is no budget update, as there are no changes since the last presentation. He advised that a recommendation for Budget Adoption will be presented at the next meeting. He also reported on end-of-year communication, which was sent out to all students and staff. He reviewed the Survey Data that the District currently has received, and advised that summer work will focus on further development of the asynchronous model. He noted that information will be sent out at the beginning of the school year. Dr. Rozzo also highlighted the upcoming Graduation Ceremony, and advised that he will communicate any rains delays in a timely manner.

b. Request Approval of Board President to Appoint Two Voting Delegates to the PSBA Delegate Assembly on October 23, 2021 (Mechanicsburg, PA & via Zoom)

(Hewitt, School Board President)

(Consent Agenda)

ATTACHED

Dr. Rozzo advised that any Board member, interested in being a PSBA delegate, should let Mr. Hewitt know as soon as possible.

The Committee recommended approval, to be placed on the Consent Agenda.

c. Administrator's Report

(Rozzo, Superintendent of Schools)

a. 2021-2022 Curriculum Recommendations Presentation

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

ATTACHED

Dr. Bulazo reviewed the Spring Curriculum Recommendations. She noted that the recommendations are significant and very important. She also reminded everyone that Pilots now require Board approval, where in the past they did not require approval. After the presentation, Dr. Bulazo thanked the Board for their support and for putting students first and foremost in all they do.

i. Request Approval of 2021-2022 Curriculum Recommendations

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

ATTACHED

The Committee recommended approval, to be placed on the Consent Agenda.

b. Request Approval of Allegheny Intermediate Unit Services Agreement and Special Education Addendum 2021-2022

(Doggrell, Director of Special Education)

(Consent Agenda)

ATTACHED

Mrs. Doggrell reviewed the AIU Services Agreement and Special Education Addendum. She advised the Agreement is an umbrella Agreement for services provided by the Allegheny Intermediate Unit.

The Committee recommended approval, to be placed on the Consent Agenda.

c. Request Approval of Below Curriculum Contract Renewals:

- i. Map Assessment with Northwest Evaluation Association (NWEA) in the Total Amount of \$22,392.50 for the 2021-2022 School Year**
- ii. Turnitin Feedback Studio in the Total Amount of \$7,250.00 for the 2021-2022 School Year**

(Bulazo, Director of Curriculum and Professional Development)
(Consent Agenda)

ATTACHED

Dr. Bulazo reviewed the contracts with NWEA and Turnitin.

The Committee recommended approval, to be placed on the Consent Agenda.

b. Request Approval to Accept Amendment to MOU with PEAQ Swim Club

(Angelo, Director of Operations & Facilities)

(Consent Agenda)

ATTACHED

Dr. Angelo reviewed the Amendment to the MOU with PEAQ Swim Club. The Amended MOU will allow the District and PEAQ to make changes to the times PEAQ may use the District's swimming pool, without needing Board approval.

The Committee recommended approval, to be placed on the Consent Agenda.

c. Administrative Updates

- **Dr. Lou Angelo**

(Director of Operations & Facilities)

Dr. Angelo gave updates on District projects, including the paving, sidewalk and electrical project, the Truxton hillside project, Boyce Field renovation project and weight room project. He also congratulated Ms. Damon and advised it was great to hear her speak so positively about her experience as a Student Board Representative. Mr. Carson added that there have been shortages in both materials and personnel for the District's projects and the District is working with contractors to try to make up some of the lost time caused by the shortages.

- **Dr. Judy Bulazo**

(Director of Curriculum & Professional Development)

Dr. Bulazo gave updates on Summer School and Programming. She noted that almost all of the Summer School offerings are full and a few of the offerings will begin as early as next Monday.

- **Ms. Cassandra Doggrell**
(Director of Special Education)
Ms. Doggrell gave an update on Extended School Year, noting programming is taking place over the summer and across the District. She also advised that Student Support Services is working on State Reporting with the Technology Department.
- **Mrs. Amy Pfender**
(Assistant to the Superintendent)
Mrs. Pfender gave updates on the High School, advising that the High School plans to implement the block schedule again this year. She reviewed the details of the block schedule and advised that each student will now have a lunch period. She explained that the block schedule will be monitored during the nine weeks, to keep track of progress.
- **Mr. Brad Wilson**
(Director of Strategic Initiatives)
Mr. Wilson gave an update on asynchronous course development. He noted the development of asynchronous learning goes beyond remote learners and noted it can serve many helpful purposes.

Business & Finance

(Burchill, Director of Business & Finance)

- a. **Review of Financial and Cash Flow Statements and Budget Transfers**
(Burchill, Director of Business & Finance)
(Consent Agenda)
ATTACHED

Mr. Burchill reviewed the Financial and Cash Flow statements and Budget Transfers.

The Committee recommended approval, to be placed on the Consent Agenda.

- b. **Items for Upcoming Board Meeting:**
 - 1. **Final Budget Adoption**
 - 2. **Homestead and Farmstead Exclusion Resolution**
 - 3. **Act 511 (EIT/Real Estate/Transfer/Mercantile) Tax Resolution**

Mr. Burchill also advised on upcoming June 28th Board meeting items: final budget adoption, Homestead and Farmstead Exclusion Resolution, and Act 511 Tax Resolution.

c. Committee Reports

(Elias, School Board Vice President)

Mr. Elias advised that he will be sending out information to the Board related to the Board Self-Assessment. When the Self-Assessment is completed, it will enable the Board to build out goals for the next school year.

d. Resident's Comments - (Regarding Any Item)

Link to Online Form

Note: As per Guidelines for Resident's Comments, please state your name and address and limit your comments to three minutes. Social distancing and mask guidelines will also be adhered to during Resident's Comments. In light of continued health and safety concerns, the Board will offer an additional option for submitting Residents' Comments via online form (link above) by Monday, June 7, 2021 anytime before 4pm or by phone in advance of the meeting. You can submit a comment via phone by contacting the Board Stenographer at 412-833-1600 x2218 by Monday, June 7, 2021 any time before 2pm. Comments submitted in advance regarding any item will be shared with the Board prior to the meeting and summarized at this time.

There was one resident comment at this time.

Matters of Information - Superintendent & Administration
(Rozzo, Superintendent of Schools)

a. Board Self Assessment 2021

(Hewitt, School Board President)

Dr. Rozzo advised that Mr. Elias already covered the Board Self Assessment under Committee Reports.

b. Final Budget Presentation & Adoption

(Rozzo, Superintendent of Schools)

• **June 28, 2021 @ 8am**

Dr. Rozzo advised that Mr. Burchill already covered the final budget adoption under the Business & Finance reports.

e. Announcement Regarding Executive Session

(Elias, School Board Vice President)

- i.** Mr. Elias announced that Executive Session was held @ 6:00pm for Personnel

f. Adjournment

(Elias, School Board Vice President)

It was moved by Mr. Hewitt and seconded that the Committee Meeting adjourn at approximately 8:02pm.

Respectfully Submitted,

Sarah MacDonald
BOARD STENOGRAPHER



Nathan Mains
Chief Executive Officer

TO: Secretary, Board of School Directors
Executive Directors, Intermediate Units
Directors, Career and Technical Education Centers
Other PSBA Member Entities

FROM: Nathan G. Mains, Chief Executive Officer

SUBJECT: Appointment of Voting Delegates for the PSBA Delegate Assembly, 2021

DATE: May 21, 2021

The PSBA Delegate Assembly is our association-wide business meeting that includes platform and bylaws consideration, financial updates and leadership election results. The 2021 Delegate Assembly will occur on **Saturday, October 23, 2021 at 9:00 am** at PSBA Headquarters in Mechanicsburg, PA and will also be accessible via Zoom.

The governing body of your school entity may appoint voting delegates(s) who will represent your entity and vote on your behalf.

In response to the many and varied requests for the meeting to be held either in person or online, PSBA has opted to present the gathering in both ways – as a hybrid Delegate Assembly. We will offer access for in-person attendance to the first 100 delegates who register, and all remaining delegates will be able to join us in a fully participatory manner via Zoom. All registered delegates will be able to engage in the debates and votes. Please note that any delegate attending in-person at the PSBA offices will be required to comply with all health, safety and COVID prevention policies in effect at the PSBA facilities. PSBA reserves the right to deny entry to any appointed delegate failing to comply with the precautions that have been put in-place for the safety of our members and staff.

Please be sure that the selection of voting delegate(s) is on the agenda of your board's next meeting. Certification of your delegates can be submitted via the form linked to this email.

The form must be received via the online link, no later than **Friday, July 23, 2021 by 5:00 pm.** Only certified delegates submitted by the deadline can participate.

In late September, PSBA will distribute the final materials. These materials will be distributed via email to the appointed delegates(s), the board president and board secretary.

Responsibilities:

Voting delegates officially represent the entire entity in the following ways:

1. Receive reports from the PSBA president, chief executive officer and treasurer
2. Receive the election results for PSBA leadership, including Governing Board officers, Zone Representatives and Sectional Advisors
3. Consider proposals recommended by the PSBA Platform Committee and adopt the legislative platform for the coming year
4. Consider and act upon any proposed changes to the PSBA Bylaws

Eligibility of Delegates:

Each PSBA-member entity is entitled to have at least one voting delegate at the meeting. Only school directors, school board secretaries along with members and secretaries of the governing body of other PSBA member entities are eligible to serve as delegates. Assistant and recording secretaries, superintendents or other administrators are not eligible by virtue of such positions. The bylaws require that all entities submitting voting delegates must have paid their current year dues to the association. Under the association's bylaws, appointment of delegate(s) permitted by district class are as follows:

- First Class school districts may appoint up to four delegates
- Second Class school districts may appoint up to three delegates
- Third Class school district may appoint up to two delegates
- Fourth Class districts, Intermediate Units, Career and Technical Education Centers and other PSBA member entities may appoint one delegate

No representative may be appointed by or represent more than one-member entity. For example, a delegate cannot represent or vote on behalf of both the board of a school district and the board of an intermediate unit.

Cost:

There is no registration fee to participate in the Delegate Assembly. Travel and other expenses related to attendance are the responsibility of the entity or delegate. An online observation area will be open to any member who is not a voting delegate.

If you have any questions about the Delegate Assembly or appointment of delegates, please contact Sherri Houck at 717-590-5624 or via email at sherri.houck@psba.org



Customizing Learning,
Nurturing Potential...
Delivering Excellence

Upper St. Clair School District
Spring 2021 Curriculum
Recommendations
June 7, 2021

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.

Below is a list of the recommendations being presented and indication of those that will require Board approval.

	BOARD APPROVAL	FOR YOUR INFORMATION
ALL AREAS		
Revise the current textbook adoption form to better align with policies, practices, and the evolution of educational publishing.		√
COUNSELING		
Continue revising and broadening the scope of <i>Freshman Seminar</i> beyond the traditional classroom setting.	√	
ENGLISH LANGUAGE ARTS		
Revise the <i>Honors English 9/MYP</i> and <i>Honors English 9</i> Supplemental Reading Program, including adopting <i>Just Mercy (YA)</i> by Brian Stevenson.	√	
Continue textual evaluations for grades 5-8 with a focus on reading level, interest, big ideas, genre, age appropriateness, representation of diversity and inclusivity, promotion of empathy, and modern-day interdisciplinary connections.		√
Adopt the use of <i>NoRedInk</i> as a supplemental grammar resource at the middle school level.	√	
Revise the Fourth Grade Spelling Curriculum.	√	
Formally adopt the online subscription service, RAZ-Plus, in grades K-4.	√	

MATHEMATICS		
Extend the pilot of the math portion of the MAP diagnostic assessments in 5th, 6th, and 7th grades to gain understanding of students' mathematical growth and achievement to use in planning small group instruction and interventions.	√	
Adopt <i>IXL Math</i> and <i>Khan Academy</i> as resources to be used in middle school mathematics classrooms for enrichment and intervention.	√	
Formally adopt the online subscription service, <i>Exemplars</i> , in grades K-4.	√	
SCIENCE		
Adopt the textbook <i>University Physics</i> and accompanied resources for use in the courses, <i>AP Physics C Mechanics</i> and <i>AP Physics C Electricity and Magnetism</i> .	√	
Adopt the Pearson resource, <i>Elevate Science: Course 2</i> in 6th and 7th grade.	√	
Adopt <i>Smithsonian Science</i> as a comprehensive new science program to replace our existing science curricula for grades K-4.	√	
Formally adopt the supplemental science programs <i>Mystery Science</i> and <i>Generation Genius</i> .	√	
SOCIAL STUDIES		
Pilot a multi-text/digital platform approach for the 11th grade <i>American Civic Engagement (ACE)</i> course during the 2021-22 school year.	√	
Pilot customized student learning reports in 7th grade Social Studies.	√	
Formally adopt the print magazine and online periodical, <i>Scholastic News</i> , in grades K-4.	√	

ELEMENTARY – Science, Social Studies, ELA		
Formally adopt the online subscription service, <i>BrainPop</i> , in grades K-4.	√	

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All

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Judy Bulazo

Level: All

Area: All

Date: March 24, 2021

Curriculum Recommendation

Revise the current textbook adoption form to better align with policies, practices, and the evolution of educational publishing. *(1 of 2)*

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. The School Board recently revised the textbook adoption policy. Though the policy is generally aligned with our current practices, the current textbook adoption form references our previous policy. Since an update needs to be made to the form so that the appropriate policy is referenced, it is appropriate and timely to review the form in its entirety.
2. With recent technological advances, significant changes have occurred in textbook publishing since the current form was created. A key component to all textbooks now includes robust and strong online resources and functions. Using a hardbound textbook, versus an online textbook and related resources, involves different skill sets. The quality of both products should be a formal part of the form which serves to document the evaluation process.

1. Seek administrative approval.
2. Research content for the form.
3. Form a small team to review research and develop the form.
4. Review drafts with the curriculum leadership teams and make adjustments based on team input.
5. Seek approval of the form from the superintendent.
6. Begin use of the form in the fall of 2021.

No cost.

Approved.
Given the changes to policies and the advance of textbook materials, it is timely for this revision.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Judy Bulazo

Level: All

Area: All

Date: March 24, 2021

Curriculum Recommendation

Revise the current textbook adoption form to better align with policies, practices, and the evolution of educational publishing. *(2 of 2)*

Reason(s) for Recommendation

Implementation Steps

Cost

**Administrative
Reaction**

3. Educational practice has also evolved and advanced since the existing form was last revised. Reviewing the form in light of how textbook materials are used with current instructional methods is another reason for this revision to occur.

Counseling

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2020-2021

Name: Lauren Madia and Jennifer Kirk

Level: High School

Area: HS Counseling

Date: March 24, 2021

Curriculum Recommendation

Continue revising and broadening the scope of *Freshman Seminar* beyond the traditional classroom setting. (1 of 3)

Reason(s) for Recommendation

1. Freshman Seminar was first implemented in the 2014-15 school year. This offering takes place once a week in the first semester of the ninth grade year. The goal of this program is to provide support and education that will assist freshman in their acclimation to the high school learning environment.
2. Reconfiguration of the HS Counseling Department which has resulted in two dedicated 9th grade counselors for 2020-21 school year and beyond allows for the opportunity to provide more comprehensive and targeted transitional supports.
3. Formal and informal data indicates the need for continued transitional support for 9th grade students throughout their freshman year.
4. Given the recent development of a ninth grade teaching team, further collaboration with the Counseling Department is warranted to provide cohesive and timely programming.

Implementation Steps

1. Administrative approval.
2. Program review in consultation with HSLT, ninth grade teachers, counselors, and with input from students to identify needed updates.
3. Articulate a revised plan of instruction and programming, with consideration to potential scheduling implications.
4. Share revised plan with HSLT, ninth grade teaching team, and counseling department.
5. Solicit input from the Assistant Principals.
6. Freshman Counselors revise curriculum and programming in Summer 2021 reflective of input and feedback.
7. Evaluate the effectiveness of changes made.

Cost

Counselor summer work hours (12 hours x 3 counselors = 36 hours at workshop rate)

Needed resources up to \$500. (academic resource books, access to curriculum, etc.)

Teacher summer work hours (2 hours x up to 12 teachers = up to 24 hours at workshop rate)

Administrative Reaction

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2020-2021



Name: Lauren Madia and Jennifer Kirk

Level: High School

Area: HS Counseling

Date: March 24, 2021

Curriculum Recommendation

Continue revising and broadening the scope of *Freshman Seminar* beyond the traditional classroom setting. (2 of 3)

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

5. The recent adjustments to the counseling structure has provided the opportunity to address a variety of student needs (academic, career, social-emotional) through a consistent delivery of service.
6. This recommendation is aligned with the continued district focus on student well-being.
7. Research supports the critical role that formal transition programming plays in the middle to high school transition. This programming promotes connectedness to the school community, supports a school culture that is nurturing and caring, and provides clear expectations. Roybal, V., Thornton, B., & Usinger, J. (2014). Effective ninth-grade transition programs can promote student success. *Education* (4), 475-487.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2020-2021



Name: Lauren Madia and Jennifer Kirk

Level: High School

Area: HS Counseling

Date: March 24, 2021

Curriculum Recommendation

Continue revising and broadening the scope of *Freshman Seminar* beyond the traditional classroom setting. (3 of 3)

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

8. During the 2020-2021 school year, student feedback included:
 - a. The restructured 9th grade transition program was needed and effective.
 - b. The semester long Freshman Seminar was helpful in easing the transition to high school.
 - c. Specific topics addressed student need throughout the freshman year.

9. During summer 2020, teacher feedback indicated additional needs relative to content areas, prompting consideration of an expanded Freshman Seminar which might include additional topics that would enhance student preparation for the freshman year experience

Language Arts

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2021-2022

Name: Melissa Tungate **Level:** High School

Area: English Language Arts **Date:** March 24, 2021

Curriculum Recommendation

Revise the *Honors English 9/MYP* and *Honors English 9* Supplemental Reading Program, including adopting *Just Mercy (YA)* by Brian Stevenson. (1 of 2)

Reason(s) for Recommendation

1. Organizing the current list of 32 books in the Honors English 9 Supplemental Reading Program (SRP) allows for a more intentional connection to the core themes and texts of the course.
2. The thematic units of Justice/Prejudice, Identity/Relationships, and War/Peace 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*. [Proposed SRP revision](#)
3. Teaching *Just Mercy* by Brian Stevenson as the first supplemental book for all students allows teachers to model the structure and purpose of SRP for students, establishing expectations and guidelines for the program. The modeling establishes and reinforces the curricular goal of rigorous text analysis and application of text analysis across literature.

Implementation Steps

1. Seek administrative approval.
2. Purchase copies of *Just Mercy*.
3. Update Rubicon Atlas.
4. Convene over the summer to reorganize and restructure the list of books and plan implementation for *Just Mercy* for all students.

Cost

100 copies at
\$21.00 =
\$2,100

Up to 12
workshop
hours for up
to 2 teachers
(12 hours @
\$30.20- x 2
teachers =
\$725)

Administrative Reaction

Approved.
The restructuring
of the
supplemental
reading program
will allow for
students to
develop
important skills
related to making
connections
between texts.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2021-2022

Name: Melissa Tungate

Level: High School

Area: English Language Arts

Date: March 24, 2021

Curriculum Recommendation

Revise the Honors English 9/MYP Honors English 9 Supplemental Reading Program, including adopting *Just Mercy (YA)* by Brian Stevenson. (2 of 2)

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

4. *Just Mercy (Young Adult Adaptation)* by Brian Stevenson is a 2014 nonfiction text examining the author's own personal experiences as a lawyer advocating for the marginalized population of the wrongfully accused awaiting their fate on death row. The book elucidates the individual stories of those who struggle to maintain their human rights within the criminal justice system. This impactful, current, and thematically-challenging work pairs exceptionally well with the core text *To Kill a Mockingbird*.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020

Name: Kate Ruth

Level: Middle School

Area: English Language Arts

Date: March 17, 2021

Curriculum Recommendation

Continue textual evaluations for grades 5-8 with a focus on reading level, interest, big ideas, genre, age appropriateness, representation of diversity and inclusivity, promotion of empathy, and modern day interdisciplinary connections.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. Numerous texts have been piloted and adopted since spring 2013 and spring 2014 in grades 5-8. Selection and sequencing of these texts has occurred over the past years, most recently as a component of a spring 2017 curriculum recommendation.
2. The pairing and sequencing of titles has led to the identification of potential needs to adjust pairings and/or sequencing in order to expose students to a range of genres through rigorous and engaging texts. In addition, there has been an identified need for titles that represent diverse characters and promote inclusivity.
3. This process has led to the need for continued review of some novels and pairings in grades 5-8.

1. Seek administrative approval.
2. Evaluate additional titles to pilot through the District's novel adoption process through a summer work project.
3. Seek approval for novels.

Up to 12 hours of summer work time.

Funds for possible book purchases have been included in 2021-22 budget.

Approved.

Genre variety and appropriately complex texts continue to be important and critical to the enhancement of our middle school comprehension curriculum.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020

Name: Kate Ruth

Level: Middle School

Area: English Language Arts

Date: March 17, 2021

Curriculum Recommendation

Adopt the use of *NoRedInk* as a supplemental grammar resource.

Reason(s) for Recommendation

1. As teachers continue to look for ways to customize students' learning experiences based upon their individual needs, grammar instruction has been identified as an area that is well suited to students' independent practice and mastery at their own individual levels.
2. As part of a spring 2016 curriculum recommendation, *NoRedInk* was piloted. *NoRedInk's* premium paid version contains components that offer practice, remediation, and assessment of grammatical concepts. This pilot was ended due to data sharing issues which have since been resolved.
3. *NoRedInk* premium was again piloted for spring semester 2020 and for the 2020-21 school year. Teachers provided feedback on the use of *NoRedInk* premium and have determined it to be a valuable practice resource for students.

Implementation Steps

1. Seek administrative approval.
2. Continue implementation of the resource.

Cost

Cost of NoRedInk Premium access for all students in grades 5-8 = \$8,000/School;

These costs have been included in the 2021-22 budget

Administrative Reaction

Approved.
The new board policy supports this recommendation

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2021-2022

Name: Kristy Berrott

Level: Fourth Grade

Area: ELA

Date: March 14, 2021

Curriculum Recommendation

Revise the Fourth Grade Spelling Curriculum.

Reason(s) for Recommendation

1. Our knowledge of the PA Core Standards 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 responsibility to best educate our students how to spell effectively and accurately within their writing.
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.

Implementation Steps

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 during the summer.
4. Implement and provide professional development surrounding the revised curriculum during the 2021-22 school year.

Cost

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

Administrative Reaction

Approved.
This is a good next step in the development of the elementary ELA curriculum.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020

Name: Kristy Berrott and Megan McGrath

Level: Elementary K-4

Area: ELA

Date: March 6, 2021

Curriculum Recommendation

Formally adopt the online subscription service, RAZ-Plus, in grades K-4.

Reason(s) for Recommendation

1. This current recommendation results from the 2019-20 pandemic instructional needs. During that time, teachers and students needed to utilize digitized and differentiated supplemental websites in order to provide remote instruction to students.
2. During the 2020-21 school year, teachers and students have utilized and continued to benefit from the following instructional features of this resource:
 - a. Access to short texts at student specific guided reading levels
 - b. Exposure to genres that reflect whole group comprehension skills
 - c. Access to decodable text to apply weekly phonics skills
 - d. Resources centered upon foundational literacy skills
 - e. Ability to gather student-specific reading data to inform instructional decision making
 - f. Fostering of independent reading and growth both at school and at home
3. As a result of teacher feedback on the instructional benefits of these resources, a formal adoption is being recommended.

Implementation Steps

1. Seek administrative approval.
2. Purchase product.
3. Plan for professional development sessions with RAZ-Plus representatives during the 2021-22 school year.
4. Survey teachers going into the 2022-23 school year on use of Raz Plus.

Cost

\$17,740.00

Administrative Reaction

Approved.
The new board policy supports this recommendation

Math

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Andrew Lucas

Level: Middle School

Area: Mathematics

Date: March 17, 2021

Curriculum Recommendation

Extend the pilot of the math portion of the MAP diagnostic assessments in 5th, 6th, and 7th grades to gain understanding of students' mathematical growth and achievement to use in planning small group instruction and interventions. *(1 of 3)*

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. Pennsylvania adopted the PA Core Standards in July 2013. A recommendation was made in 2013 to begin the process of converting our curriculum to the PA Core. The District has been working in the area of math to align our curriculum and instructional practice to allow our students to reach and exceed these standards.
2. PVAAS data provided by the state measures students' growth in their knowledge and understanding of the PA Core Standards. Teachers and schools are assessed according to these growth measures. Middle School math teachers have been using this data to inform and refine instruction each year since the scores were released.
3. Unfortunately, since these scores are only released once each year, any changes that are driven by these data points are reactionary. Teachers have found it difficult to use PVAAS data to help plan instruction and intervention for individual students.

1. Seek administrative approval.
2. Schedule training times over the summer and/or during the first in-service days to teach teachers how to read and interpret the data they have on their students (last year's data will already be available to them).
3. Provide additional time throughout the 2021-22 school year to determine how to best deploy interventions and enrichment based on collected data.
4. Determine best practices for discussing this data with our students and families so that students can begin to set and reach individual mathematical growth goals.

\$12.50 each for each student at Boyce and Fort Couch = \$16,250 (cost is for both ELA and Math MAP testing)

This cost have been included in the 2021-22 budget.

Approved.
Careful consideration of data usage and communication is a thoughtful approach before adopting extensive assessment systems.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Andrew Lucas

Level: Middle School

Area: Mathematics

Date: March 17, 2021

Curriculum Recommendation

Extend the pilot of the math portion of the MAP diagnostic assessments in 5th, 6th, and 7th grades to gain understanding of students' mathematical growth and achievement to use in planning small group instruction and interventions. *(2 of 3)*

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

4. Tools like EasyCBM have been used at Boyce in the past to help plan Response to Intervention (RtI) support, however teachers always felt that the information provided by this assessment provided minimal feedback regarding students' strengths and needs.
5. The math portion of the MAP test was piloted by all teams in grades 5, 6, and 7 last year. The data produced was robust and provided a more immediate view of what students know and are able to do. Teachers were able to begin using this data to meet their students' immediate needs.
6. MAP data will assist us in being more effective in determining which students we target for intervention and enrichment and will provide more immediate feedback about what specific PA Core strands these students are struggling with. These data could be used in concert with our Sumdog, Buzzmath, and Khan Academy programs to provide additional practice and instruction on these concepts.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Andrew Lucas

Level: Middle School

Area: Mathematics

Date: March 17, 2021

Curriculum Recommendation

Extend the pilot of the math portion of the MAP diagnostic assessments in 5th, 6th, and 7th grades to gain understanding of students' mathematical growth and achievement to use in planning small group instruction and interventions. *(3 of 3)*

Reason(s) for Recommendation

Implementation Steps

Cost

**Administrative
Reaction**

7. Correlations between math and reading ability can be established by comparing MAP reading and math scores. This will help to determine which students are struggling with mathematical concepts and which are struggling with reading comprehension.
8. Unfortunately, given the unique nature of the 2020-21 school year, teachers were not able to invest the time and attention to this pilot that they would have in a normal school year. More time is needed to extend the pilot and make sound recommendations.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Andrew Lucas

Level: Middle School

Area: Mathematics

Date: March 17, 2021

Curriculum Recommendation

Adopt *IXL Math* and *Khan Academy* as resources to be used in middle school mathematics classrooms for enrichment and intervention.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. *IXL Math* is a web-based math resource that helps students to gain fluency and confidence. Students are able to work at their own pace and are provided support as they work. Teachers also have the ability to assign specific tasks to students in their class. This resource is currently being used as intervention for students who exhibit gaps in their learning.
2. *Khan Academy* is a free web-based math resource that provides video tutorials and self-paced practice. Teachers also have the ability to assign specific tasks to students in their class. This resource is currently being used to provide stronger students with an opportunity to explore additional math concepts for enrichment. It is also being used as a way to reinforce concepts learned in the classroom for those students who may need second-chance learning opportunities.

1. Administrative approval.
2. Continue to collaborate as a department to decide how best to implement these resources.

Cost for IXL:
\$599 for up to 50 students (used in both regular ed and resource math classrooms)

This cost have been included in the 2021-22 budget

Approved.
The new board policy supports this recommendation

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Shannon Dominick

Level: Elementary

Area: Mathematics

Date: March 17, 2021

Curriculum Recommendation

Formally adopt the online subscription service, *Exemplars*, in grades K-4. (1 of 2)

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. This resource provides support to teachers in finding and creating rigorous math problems that correlate strongly with the PA Math Standards and expectations for problem solving.
2. The value of this supplemental resource has been found to be the following:
 - a. Access to an extensive library of problem-solving tasks that are aligned to each of the 5 domains of mathematics and Common Core Standards
 - b. Printable resources which offer challenges that are more rigorous than story problems included within enVisionMath's core program
 - c. Exposure to math problems that are non-routine in nature and require students to apply their mathematical skills in a variety of contexts

1. Seek administrative approval.
2. Purchase product.

\$1,500

Approved.
The new board policy supports this recommendation

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Shannon Dominick

Level: Elementary

Area: Mathematics

Date: March 17, 2021

Curriculum Recommendation

Formally adopt the online subscription service, *Exemplars*, in grades K-4. (2 of 2)

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

- d. Teacher resource materials including teacher planning sheets, rubrics, student anchor papers and assessment rationales, and professional development videos on instructional techniques for these types of questions.
- 3. As a result of teacher feedback on the instructional benefit of this resource, a formal adoption is being recommended.

Science

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Lynn Kistler

Level: High School

Area: Science

Date: March 24, 2021

Curriculum Recommendation

Adopt the textbook *University Physics* and accompanied resources for use in the courses, *AP Physics C Mechanics* and *AP Physics C Electricity and Magnetism*. (1 of 2)

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. A 2020 Fast Track recommendation initiated an investigation into new texts and resources for the AP Physics C courses.
2. AP Physics C is a college-level science course that is intended for those pursuing careers in the physical sciences and engineering. This rigorous course demands a quality text to provide the rigor that the coursework necessitates.
3. The *University Physics* text was selected from four texts reviewed for the following reasons:
 - a. The text is clearly written and aligns with the AP Curriculum.
 - b. It is a college level text commonly used in higher education.
 - c. Purchase provides both a text book and an e-book; student access to the online platform Mastering Physics and online laboratory experiments. The instructor is also able to use Grade Scope to create secure tests for in-person and remote learning.

1. Administrative approval.
2. Purchase texts to meet enrollment needs through the 2021-22 Science Department Budget.
3. Provide summer workshop time to allow professional development and training for the new resources for the course instructor.

Texts/licenses : 60 @ \$175 + shipping = \$11,353

(cost included in 2021-22 Science Budget)

Summer workshop time: 12 hours x 1 teacher x \$30.20/hr = \$362.40

Approved.
The adoption of this text continues to support the needs of our AP science students.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Lynn Kistler

Level: High School

Area: Science

Date: March 24, 2021

Curriculum Recommendation

Adopt the textbook *University Physics* and accompanied resources for use in the courses, *AP Physics C Mechanics* and *AP Physics C Electricity and Magnetism*. (2 of 2)

Reason(s) for Recommendation

Implementation Steps

Cost

**Administrative
Reaction**

- d. The quality of the writing, along with the rigor of the problem sets, combine for superior resources for the AP Physics C courses.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019

Name: Caren Falascino

Level: Middle School

Area: Science

Date: March 12, 2020

Curriculum Recommendation

Adopt the Pearson resource, *Elevate Science: Course 2* in 6th and 7th grade. (1 of 3)

Reason(s) for Recommendation

1. The sixth and seventh grade science teachers piloted the resource, *Elevate Science: Course 2*, during the 2019-2020 and 2020-2021 school years. These resources are highly aligned with the USC course objectives and the PA State Science Standards.
2. During the pilot, the 7th grade teachers used the course 2 resource along with access to the online version of the resource. Sixth grade piloted the course 2 resource and also took advantage of the consumable book option.
3. To date, the teachers have integrated the readings, critical thinking questions, labs, activities, demonstrations, engineering challenges and real life examples into their lessons. These resources were determined to be a strong match with, and an enhancement to, our current curriculum.

Implementation Steps

1. Administrative approval.
2. Continued teacher training during the summer by a Pearson representative.
3. Adopt the Pearson resource, *Elevate Science: Course 2*, as a supplemental resource for the sixth and seventh grade program.
4. Explore related technology resources for the program.

Cost

Expansion of the program.
340 @ \$100 = \$34,000
Shipping in Year 1.
(These funds have been budgeted during the 2021-2022 school year.)

Summer workshop training: 5 teachers for 6 hours @ \$30.20 = \$906.00

Administrative Reaction

Approved.
Enhancement to reading and writing in science is an outcome that is anticipated with the use of this new resource.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Caren Falascino

Level: Middle School

Area: Science

Date: March 12, 2020

Curriculum Recommendation

Adopt the Pearson resource, *Elevate Science: Course 2* in 6th and 7th grade. (2 of 3)

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

4. The hands-on lab and the USC objectives that previously have been adopted as part of the USC curriculum are strongly implemented through the use of this resource and are now being enhanced by additional reading and writing within the content of science.
5. This program includes a consumable workbook that provides non-fiction reading opportunities and reading in the content area to support the District and State literacy standards.
6. After implementing the pilot, the science department concluded that the book is appropriate and valuable for use in 6th and 7th grade. The students will receive the workbook in 6th grade. In 7th grade the students will additionally be using the online resources of *Elevate Science: Course 2*.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2018-2019

Name: Caren Falascino

Level: Middle School

Area: Science

Date: March 12, 2020

Curriculum Recommendation

Adopt the Pearson resource, *Elevate Science: Course 2* in 6th and 7th grade. (3 of 3)

Reason(s) for Recommendation

Implementation Steps

Cost

**Administrative
Reaction**

7. As part of the Pearson adoption, the program will continue to be updated each year to expose our students to new discoveries in science and will include any information resulting from changes to the PA State Standards and the Next Generation Science Standards (NGSS). Updated resources will be received annually for five years.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019

Name: Pam Dillie _____

Level: Elementary K-4 _____

Area: Elementary Science _____

Date: March 17, 2021 _____

Curriculum Recommendation

Adopt *Smithsonian Science* as the comprehensive new science program to replace our existing science curricula for grades K-4. (1 of 3)

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. When the District was provided with notice that the organizational support for our current science program, ASSET Inc., was being dissolved, a comprehensive evaluation of new programming options for K-4 elementary science was initiated.
2. During the 2019-20 school year, the process began by researching new programs beginning with consultation with the PA Department of Education and using their existing science program evaluation rubric. Initial research and exploration determined three programs that best met the criteria for excellent science programming: Smithsonian, Full Option Science System, and Amplify Science.
3. During several curriculum meetings, teachers heard presentations from each of the three educational publishers. Teachers completed individual surveys and reflected on all three programs. Next, a committee of teachers and administrators reviewed each of the programs in depth and completed a science resource evaluation.

1. Seek administrative approval.
2. Pilot two potential science program spring 2021.
3. Adopt Smithsonian or Amplify comprehensive science programs.
4. Schedule professional development spaced throughout the 2021-22 school year. The first training date would be one of our first back to school in-service days.
5. Teachers will be given online access to their teacher's manuals in June, 2021.
6. Teachers will be given the optional opportunity to be trained over the summer though the use of workshop rate hours.

No additional cost beyond the proposed elementary science budget.

Total cost of new science program is \$213, 628.00 for 3 years.

Approved. Leadership is to be commended for the thorough and comprehensive process that was used in making this programming decision.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019

Name: Pam Dillie _____ **Level:** Elementary K-4 _____

Area: Elementary Science _____ **Date:** March 17, 2021 _____

Curriculum Recommendation

Adopt *Smithsonian Science* as the comprehensive new science program to replace our existing science curricula for grades K-4. (2 of 3)

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

4. Based on these processes, the selection was narrowed down to the Amplify and Smithsonian programs. Beginning in the spring of 2021, several teachers piloted and investigated the Smithsonian or Amplify programs. Teachers reflected and completed a rubric similar to the PDE rubric.
5. Review criteria for the program evaluations includes, but is not limited to the following:
 - a. Alignment to the Next Generation Science Standards (NGSS): The lesson or unit aligns with the conceptual shifts of the NGSS.
 - b. Instructional Supports: The lesson or unit supports instruction and learning for all students.
 - c. Monitoring Student Progress: The lesson or unit supports monitoring student progress.

Included in the cost

1. Materials \$210,000
2. Professional development \$23,400
3. 3-year program will reduce replenishment costs.

After 3 years, under 10,000 for replenishment costs.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019

Name: Pam Dillie _____

Level: Elementary K-4 _____

Area: Elementary Science _____

Date: March 17, 2021 _____

Curriculum Recommendation

Adopt *Smithsonian Science* as the comprehensive new science program to replace our existing science curricula for grades K-4. (3 of 3)

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

6. Throughout this evaluation and selection process, NGSS were referenced. NGSS place significant importance on developing scientific thinkers, applying cross cutting concepts, and promoting deep understanding of core ideas.
7. Due to the COVID learning environment, the pilot of these programs was delayed, thus the selection of the program could not be finalized until the end of the spring 2021 curriculum development process.
8. The pilot is currently complete and a review of the two programs was conducted in late May. All teachers involved in the pilot provided input to the team and completed a brief survey.
9. As a result of this review and survey, as well as follow-up discussions with curriculum and administrative leadership, the decision was made to adopt Smithsonian Science as our new K-4 curriculum. Smithsonian will be implemented and taught with fidelity in the 2021-2022 school year.

Additional
needed
monies:

Summer
workshop time
for teachers
paid at
workshop
hours
\$30.20 to
explore new
science
modules.
Develop
notebooks and
flipcharts.

12 teachers
6 hours per
teacher
72 hours x
\$30.20=
\$2,174.40
summer pay.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Pamela Dillie

Level: Elementary

Area: Science

Date: March 17, 2021

Curriculum Recommendation

Formally adopt the supplemental science programs *Mystery Science* and *Generation Genius*.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. This current recommendation results from the 2019-2020 pandemic instructional needs. During that time, teachers and students needed to utilize digitized, supplemental websites in order to provide remote instruction to students.
2. During the 2020-2021 school year, teachers and students have continued to utilize and benefit from the following instructional websites, which both inspire kids to love science.
 - a. *Mystery Science* -offers videos, activities, simulations, and discourse about science.
 - b. *Generation Genius*- brings science standards to life through fun and educational videos paired with lesson plans, activities, quizzes, reading material and more.
3. As a result of teacher feedback on the instructional benefit of these resources, a formal adoption is being recommended.

1. Seek administrative approval.
2. Purchase products.

Mystery Science-3 schools
\$999.00
Total:
\$2,997.00

Generation Genius
Total:
\$2,146.50

Approved.
The new board policy supports this recommendation

Social Studies

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019

Name: Doug Kirchner

Level: High School

Area: Social Studies

Date: March 24, 2021

Curriculum Recommendation

Pilot a multi-text/digital platform approach for the 11th grade *American Civic Engagement (ACE)* course during the 2021-22 school year. (1 of 2)

Reason(s) for Recommendation

1. This recommendation serves as an implementation step from our December 2020 (fast-track) curriculum recommendation to “pilot a course for 11th grade social studies students called “*American Civic Engagement*” (ACE) during the 2021-2022 school year.” ([See Implementation Step #3 on the Dec. 2020 rec.](#))
2. Several recently-published, up-to-date textbooks, each with unique benefits, emerged during the vetting process. While piloting *ACE*, it will be instructionally sound to experiment with multiple textbooks and their accompanying digital resources to determine the features and practices that best fit the new course.

Implementation Steps

1. Seek administrative approval.
2. Purchase copies of the textbook and digital resource packages for the 2020-21 school year.
3. Utilize summer workshop hours to plan for implementation. This includes training provided by McGraw-Hill and Cengage (free of charge) to learn about the features and functionality of each ebook and digital package. NOTE: These summer workshop hours were suggested previously in the December 2020 curriculum recommendation to pilot ACE in 11th grade. Additional [flex] hours will need to be provided for 11th grade teachers as well.
4. Monitor the pilot during 2021-22 to determine potential full purchase/implementation for the 2022-23 school year and beyond.
5. Complete evaluation/adoption forms and seek text approval.

Cost

3 class sets (90 print copies) of *We the People* + 250 student codes = \$0

3 class sets (90 print copies) of *Nat'l Geo Amer. Gov't* + 250 student codes = \$2,912.50

Total = \$2,912.50

Administrative Reaction

Approved. Utilizing a pilot process will assist in identifying the text that best meets the needs of this new course.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019

Name: Doug Kirchner

Level: High School

Area: Social Studies

Date: March 24, 2021

Curriculum Recommendation

Pilot a multi-text/digital platform approach for the 11th grade *American Civic Engagement (ACE)* course during the 2021-22 school year. (2 of 2)

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

3. The proposed textbooks include the following: 1) [*We the People, 14th Ed.*](#) (McGraw-Hill), a concise, yet historically grounded issues-based approach to American government that emphasizes critical thinking, case studies, and comparative politics and 2) [*National Geographic American Government, 1st Ed.*](#) (Cengage), a brand-new, on-level text whose MindTap digital platform matches what our current 9th/10th students use in Shaping the Modern World I & II.
4. Books were reviewed for content that is presented in a way that is unbiased and allows students to think critically about their personal role and responsibilities of being an American citizen.
5. An e-book version of each text, with tiered supports, will be provided to all enrolled students (in addition to our proposed class sets of hard copy textbooks). Digital access includes thorough, yet user-friendly platforms with rich sets of instructor/student resources.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Josh Tobin

Level: Middle School

Area: Social Studies

Date: March 17, 2021

Curriculum Recommendation

Pilot customized student learning reports in 7th grade Social Studies. *(1 of 2)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
- The Upper St. Clair School District's tagline is "Customizing Learning, Nurturing Potential, Delivering Excellence". This recommendation will help social studies teachers better meet this vision through the identification of student-specific growth and mastery of skills and content. - The District's spring 2020 Curriculum Panel included adoption of the redesigned 7th Grade Social Studies course, which includes a focus on skill development as a point of emphasis in the course. Development of this course has included the identification of specific skills, concepts, and content knowledge essential to the particular course as well as student growth beyond 7th grade Social Studies. - The District's learning management system, Canvas, allows for the creation of "Outcomes", which can be established at the course or District level, to track student interactions with and mastery of items within a course. Outcomes allow for easy tracking of mastery over time as part of the regular grading process.	- Seek administrative approval. - Continue to develop outcomes to reflect student growth and mastery. - Select data to display and design custom learning reports.		Approved. This process has the potential to inform improvements to other general assessment practices and reporting.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Josh Tobin

Level: Middle School

Area: Social Studies

Date: March 17, 2021

Curriculum Recommendation

Pilot customized student learning reports in 7th grade Social Studies. (2 of 2)

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

4. Since implementing the Canvas Learning Management System, teachers have become increasingly familiar with the use of Outcomes in their Canvas courses. Examples include: PA Career Education and Work Standards, Middle School Work Habits, and IB MYP Assessment Criteria. The use of Outcomes in 7th grade Social Studies has become a consistent practice during our redesign process, providing the data needed to produce customized learning reports.

5. The District's Assessment White Paper and work on revised report cards (beginning in 2018) emphasize: Purpose of Assessment (Pillar I); Learning Targets, Instruction, and Assessment Alignment (Pillar II); Evidence of Understanding (Pillar III); Formative Assessment (Pillar IV). Creating customized student learning reports would support District assessment aims of promoting growth and mastery; focusing learning on 'big ideas', acquiring knowledge and skills, and transferring learning; collecting multiple sources of assessment evidence; and guiding differentiation.

Sample from Custom
Learning Report
used at Fort Couch
Celebration of
Learning 2019

Domain	Dimension/Description	XP Earned (Class avg)	Proficiency Level (Class Avg)	This means that I can...
 ...the ability to effectively understand the meaning and intentions behind written works is essential.	Theme/Central Idea Determining theme(s)/central idea(s) and explaining how they develop and interact in a text	7 XP (Avg: 15 XP)	Level: 3.7 (Avg: 3.7)	Identifies a theme/central idea in a text and provides a limited explanation of how that theme/central idea is developed through specific details.
	Point of View/Purpose Understanding the point of view or purpose/intent of an author/speaker and how that point of view or purpose/intent shapes the message or meaning of the text	9 XP (Avg: 10 XP)	Level: 3.0 (Avg: 2.9)	Accurately describes author's/speaker's point of view or purpose and generally explains how that point of view or purpose/intent is conveyed through details.
	Word Choice Analyzing the effect of language, specifically word choice, on the meaning, tone, or mood of a text, and explaining how word choice relates to context or medium	0 XP (Avg: 1 XP)	Level: (Avg: 3.6)	Still Working on this skill!
 "Learn to use brain power. Critical thinking is the key to solving problems in business." - Richard Branson	Making Connections & Inferences Connecting ideas and making inferences based on evidence or reasoning	12 XP (Avg: 10 XP)	Level: 4.0 (Avg: 3.8)	Makes relevant inferences based on evidence and attempts to identify the larger significance of the inference. Connections between a specific example and the larger idea are clear and appropriate.
	Critiquing the Reasoning of Others Evaluating arguments, explanations, and solutions, including identifying logical fallacies and missteps	0 XP (Avg: 3 XP)	Level: (Avg: 3.5)	Still Working on this skill!
	Justifying/Constructing an Explanation Using logic and reasoning to justify a response or explain a	6 XP (Avg: 8 XP)	Level: 3.0 (Avg: 3.7)	Provides a description of specific steps, procedures, or phenomena and provides some explanation or justification for

MAKING CONNECTIONS AND INFERENCES

LEVEL 1

NEAR MASTERY

Makes inferences that are based on evidence but may be partially formed with gaps in explaining the connection of a specific example to the larger idea.

LEVEL 2

MEETS MASTERY

Makes relevant inferences based on evidence and attempts to identify the larger significance of the inference.

Connections between a specific example and the larger idea are clear and appropriate.

LEVEL 3

EXCEEDS MASTERY

Makes clear and relevant inferences based on evidence and partially explains the larger significance of the inference.

Connections are made through multiple examples.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019

Name: Pamela Petrarca **Level:** Elementary

Area: Social Studies **Date:** March 17, 2021

Curriculum Recommendation

Formally adopt the print magazine and online periodical, *Scholastic News*, in grades K-4. (1 of 2)

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. This current recommendation results from the 2019-20 pandemic instructional needs. During that time, teachers and students needed to utilize digitized, supplemental resources in order to provide remote instruction to students.
2. During the 2020-21 school year, teachers and students have utilized and benefited from the following instructional features:
 - a. Print magazines and digital learning extensions covering the current topics across the curriculum to enhance instruction
 - b. Print and digital access to nonfiction and fiction texts and resources
 - c. Content that is grade and subject-focused and adheres to anchor standards across subjects
 - d. Resources that support classroom curricula in whole class, small group, and independent settings

1. Seek administrative approval.
2. Purchase product.

\$10,000
Yearly

Approved.
The new board policy supports this recommendation

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2018-2019

Name: Pamela Petrarca

Level: Elementary

Area: Social Studies

Date: March 17, 2021

Curriculum Recommendation

Formally adopt the print magazine and online periodical, Scholastic News, in grades K-4. (2 of 2)

Reason(s) for Recommendation

Implementation Steps

Cost

**Administrative
Reaction**

3. As a result of teacher feedback, it is recommended that there be a formal adoption of the Scholastic News, paper and digitized subscription.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019

Name: Pamela Petrarca, Pam Dillie, Kristy Berrott, Megan McGrath

Level: Elementary

Area: Social Studies, Science, and ELA

Date: March 17, 2021

Curriculum Recommendation

Formally adopt the online subscription service, *BrainPop*, in grades K-4.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. During the 2020-21 school year, teachers and students have utilized and benefited from the following instructional features of *BrainPop* and *BrainPop Jr.*:
 - a. Access of new information through simple, clear explanations, meaningful images, and fun, catchy animation
 - b. Extension of their understanding of a *BrainPOP* topic while practicing important reading comprehension skills such as making inferences, identifying main ideas and details, and comparing/contrasting (*BrainPOP*'s Related Reading articles)
 - c. Interaction with content, through games, quizzes, and other activities, they apply, analyze, and evaluate
2. As a result of teacher feedback on the instructional benefit of these resources, a formal adoption is being recommended.

1. Seek administrative approval.
2. Purchase product.

BrainPop
\$1500.00
Subscription
fee

BrainPop Jr.-
\$1995.00
Subscription
fee

Approved.
The new board
policy supports
this
recommendation

ALLEGHENY INTERMEDIATE UNIT SERVICES AGREEMENT – 2021-2022

This Services Agreement ("Agreement") is made this 1st day of July, 2021, by and between the ALLEGHENY INTERMEDIATE UNIT ("AIU"), and the _____ ("District/School") (collectively, "Parties").

WHEREAS, the AIU is a regional education services agency that provides specialized services to Allegheny County's 42 suburban school districts, five career and technical schools, charter schools and numerous other organizations throughout the area; and

WHEREAS, the District/School wishes to receive certain services from the AIU in exchange for agreed-upon fees; and

WHEREAS, this Agreement does not obligate the District/School to purchase any particular service from the AIU, but pertains to services that the District/School chooses to receive; and

WHEREAS, the Parties wish to memorialize the terms of their agreement.

NOW, THEREFORE, for good and adequate consideration and with the intent to be legally bound, the Parties agree as follows.

1. Scope. The terms of this Agreement, while in effect, shall apply to the AIU's provision of services to the District/School and shall be deemed to be incorporated into all of the Parties' contemporaneous and subsequent agreements through which the AIU provides services and the District/School receives such services. To the extent the terms of this Agreement and those of a contemporaneous or subsequent agreement conflict, the terms of the other agreement shall control.

2. Duration. This Agreement is effective through June 30, 2022, subject to prior termination in accordance with Paragraph 13 hereof.

3. Services Guide; Pricing. It is agreed that services provided by the AIU are rendered throughout the school year and that the AIU periodically invoices for fees for services provided to the District/School as outlined in the AIU's 2021-2022 Services Guide ("Services Guide"). Fees for programs not listed in the Services Guide will be determined on a case-by-case basis, subject to approval by the governing boards of the District/School and the AIU. By executing this Agreement, the District/School explicitly acknowledges receipt of the Services Guide and expressly accepts the pricing schedule for all of the services listed therein.

4. Invoicing; Payment. By accepting the services provided by the AIU, the District/School agrees to pay for those services at the prices specified in the Services Guide and to do so no later than sixty (60) days from the invoice date. The AIU may apply a late payment charge of 1% per month on any unpaid balance that is more than sixty (60) days past due, retroactive to the invoice date.

The District/School will be invoiced in accordance with the Services Guide. It is agreed that the District/School will be invoiced for all programs and services provided and utilized by each student. Any delay in invoicing by the AIU will not affect the duty of the District/School to pay the invoice for the services received. The District/School agrees that a failure or delay in invoicing shall not constitute a waiver of the right of the AIU to be paid in full for services received by the District/School.

To ensure that the cost of services is properly allocated among districts, as well as the accuracy of each AIU invoice, the District/School understands and agrees that it is responsible to review all invoices when received; to audit the invoices to ensure that they accurately reflect the services received for each student identified; and to verify whether each student resided in the district being charged for services during that billing period.

The District/School agrees to pay the AIU the price for each program or service as listed in the Services Guide. Further, in the event schools are closed on account of contagious disease, the destruction or damage of a school building by fire or other causes during the term of this Agreement, the District/School agrees to pay the AIU the greater of (1) an amount necessary to pay the salaries and fringe benefits of the teachers, as defined by the Public School Code, engaged by the AIU to provide services to the District/School or (2) such amount required by the Public School Code, as it may be amended, or other applicable law.

5. Special Education Services. Any special education services requested by the District/School and provided by the AIU shall be governed by Addendum A: Special Education Services, attached hereto and incorporated herein by reference as though set forth in full.

6. Compliance With Applicable Law. The AIU shall ensure that its services comply with all requirements of state and federal law, to the extent such compliance does not depend upon the performance or actions of any other individual or entity beyond the control of the AIU. The AIU will provide leadership and encouragement to utilize best practices for assisting teachers, administrators and students in lifelong learning. The District/School shall provide such action, assistance or cooperation as required to ensure that students receive services in compliance with state and federal law.

7. Clearances. With respect to all individuals providing services to the District/School on behalf of the AIU except those having no direct contact with children, the AIU shall ensure that such individuals obtain the following clearances in accordance with legal requirements:

- a. A Pennsylvania State Police report of criminal history record information as required by Act 34, 24 P.S. § 1-111(b);
- b. A Federal criminal history record as required by Act 114, 24 P.S. § 1-111(c.1); and
- c. A certification from the Pennsylvania Department of Human Services as to whether the individual is named as an alleged perpetrator or perpetrator of child abuse, as required by Act 151, 23 Pa. C.S. § 6344(a.1), (b.2).

Further, the AIU shall ensure that it and such individuals shall comply with the employment history review provisions of Act 168, 24 P.S. § 1-111.1, and the child abuse recognition and reporting training requirements of Act 126, 24 P.S. § 12-1205.6.

8. Relationship of the Parties. The Parties acknowledge that the AIU is an independent contractor of the District/School and that all individuals providing services under this Agreement are employees or independent contractors of the AIU and not the District/School. Nothing contained in this Agreement will be deemed to create an employment, agency, joint venture or partnership relationship between the District/School and the AIU or any of their respective agents or employees, or any other legal arrangement that would impose liability upon one party for the act or failure to act of the other party. Neither the District/School nor the AIU will have any express or implied power to enter into any

contracts or commitments or to incur any liabilities in the name of, or on behalf of, the other party, or to bind the other party in any respect whatsoever without the other party's prior written consent.

9. Liabilities. Subject to any immunities provided by the Political Subdivision Tort Claims Act or other law, the Parties agree to indemnify, defend and hold harmless each other, their respective directors, officers, employees and agents, against all claims, damages, losses, or penalties that result from the acts or omissions of their own employees or agents, any real property owned or leased by such party, or the operation or maintenance of any equipment or vehicles provided or used by such party. The Parties agree to indemnify, defend and hold harmless each other against all claims, damages, losses, or penalties resulting from any judicial, administrative or other determination that any staff member of one party hereto is an employee or agent of the other party hereto.

10. No Third-Party Beneficiaries. This Agreement is entered into for the sole benefit of the District/School and the AIU. No other parties are intended to be direct or incidental beneficiaries of this Agreement, and no third party shall have any right in, under or to this Agreement.

11. Assignment. Neither this Agreement nor any of the rights, benefits or obligations hereunder may be assigned or delegated (whether by operation of law or otherwise) without the prior written consent of the other party.

12. Force majeure. The AIU will not be liable for any failure or delay in performing an obligation under this Agreement that is due to any of the following causes, to the extent beyond its reasonable control: acts of God, accident, riots, war, terrorist act, epidemic, pandemic, quarantine, civil commotion, natural catastrophes, governmental acts or omissions, changes in laws or regulations, national strikes, fire, explosion or generalized lack of availability of energy.

13. Termination. Either Party may terminate this Agreement and any services provided hereunder with at least 60 days' prior written notice. Individual services provided hereunder may be terminated with less than 60 days' notice if mandated by an Individualized Education Program ("IEP") or an order of a hearing officer, the Secretary of Education or a court of competent jurisdiction.

14. Governing Law; Venue. This Agreement shall be construed and governed by the laws of the Commonwealth of Pennsylvania. Jurisdiction and venue for all purposes shall be in courts of competent jurisdiction sitting in Allegheny County, Pennsylvania.

15. Interpretation. In any proceeding of any type or kind in which this Agreement or its terms shall be reviewed, construed, or brought into issue in any manner, the Parties hereby agree that this Agreement shall be construed as if jointly prepared, written and typed by the Parties. It is agreed that the covenants of this Agreement are severable, and that if any word, phrase, clause(s), sentence(s), paragraph(s) shall be found unenforceable, the entire Agreement shall not fail but shall be construed and enforced without the severed language in accordance with the tenor of this Agreement.

16. Counterparts. This Agreement may be executed in counterparts, each of which, when so executed and delivered, shall be deemed an original and all of which, when taken together, shall constitute one and the same instrument, even though both Parties are not signatories to the original or the same counterpart. Furthermore, the Parties may execute and deliver this Agreement by electronic means. Each of the Parties agrees that the delivery of the Agreement by electronic means will have the same force and effect as delivery of original signatures and that each of the Parties may use such

electronic signatures as evidence of the execution and delivery of the Agreement by both Parties to the same extent as an original signature.

17. Entire Agreement. This Agreement constitutes the entire agreement and understanding between the AIU and the District/School concerning the programs and services to which it applies; supersedes all prior or contemporaneous agreements and understandings, written or oral, with respect to the subject matter hereof; and shall be modified only in a writing approved by the Parties' respective governing boards.

IN WITNESS WHEREOF, the parties have signed this Agreement on the dates shown below, intending to be legally bound hereby.

ALLEGHENY INTERMEDIATE UNIT

DISTRICT/SCHOOL

By: _____
President
Board of Directors

By: _____
President
Board of Directors

Attest:

Attest:

By: _____
Secretary
Board of Directors

By: _____
Secretary
Board of Directors

Date: _____

Date: _____

ALLEGHENY INTERMEDIATE UNIT SERVICES AGREEMENT – 2021-2022

ADDENDUM A: SPECIAL EDUCATION SERVICES

1. Services Provided. For the 2021-2022 school year, the AIU shall provide and operate, for the benefit of students assigned by the District/School, the special education services and programs delineated in the Allegheny Intermediate Unit Special Education Plan ("Plan"), as submitted to and approved by the Department of Education, by furnishing the following:

- a. Professional and support staff, as required to implement the Plan in accordance with all applicable provisions of state and federal law;
- b. Administrative, supervisory and clerical staff as required to effectively and efficiently implement the Plan and this Agreement;
- c. Such supplies, equipment and other materials as necessary to implement the Plan and as mutually agreed upon by the Parties;
- d. Such classroom space or other facilities as required to implement the Plan in accordance with state and federal law, to the extent the program or service is provided or operated upon premises not owned or leased by the District/School; and
- e. Any other personnel, facility, material or service mutually agreed upon by the Parties, subject to approval by their respective governing boards.

Services provided include but are not limited to those outlined in the Services Guide, such as Blind/Visually Impaired Services; Career Development Services; Deaf/Hard of Hearing Services; School-Based Educational Services at the AIU-operated Mon Valley, Pathfinder and Sunrise Schools; District-Based Classrooms; Speech/Language-Impaired Support; Pupil Personnel Services; and Occupational and Physical Therapy.

2. Programs Provided on District/School Premises. For special education programs and services provided by the AIU on premises owned or leased by the District/School, the District/School shall provide the following:

- a. Classroom and other space necessary for the provision of services;
- b. Assistance, cooperation and participation of District/School administrative, professional and support staff in the development and implementation of accommodations, supplementary aids and support services necessary to include, to the fullest extent appropriate, students assigned to special education programs in educational and extracurricular activities, regular education support, regular education instruction, and ancillary services, such as nursing, counseling, library, physical education, food, custodial and maintenance services, as necessary to meet the needs of the students assigned to the program; and
- c. Any other personnel, facility, material or service mutually agreed upon by the Parties, subject to approval from their respective governing boards.

3. Multidisciplinary Evaluation and IEP Development.

- a. **For Students Receiving AIU Services on District Premises.** The District/School, in cooperation with the AIU, shall conduct student Multidisciplinary Evaluations ("MDEs") and Re-evaluations ("RRs") and develop Individualized Education Programs ("IEPs") and

revise those plans as necessary for exceptional and thought-to-be exceptional students of the District/School. The District/School will provide the AIU staff with an opportunity to participate in the development of RRs and IEPs.

- b. **For Students Receiving Services in AIU-Operated Schools.** The AIU, with cooperation and participation by the District/School, shall conduct student MDEs and RRs and develop IEPs and revision procedures for exceptional and thought-to-be exceptional students of the District/School. The District/School recognizes that it remains the Local Education Agency (“LEA”) for the student and is responsible for ensuring that the student’s IEP provides for a free appropriate public education (“FAPE”). Therefore, the District/School will participate in the development of MDEs, RRs and IEPs that outline specially designed instruction, accommodations and supplementary aids and services for students.
- c. **For All Students Receiving AIU Services.** Specially designed instruction, accommodations, supplementary aids and services required by any IEP or any order of a hearing officer, appeals panel, the Secretary of Education or court and beyond the scope of the programs and services enumerated in the Plan shall be provided as mutually agreed upon by the Parties, subject to approval by their respective governing boards. In such instances, the AIU administration will work with the District/School as LEA in identifying the appropriate service. The District agrees that the AIU shall not be liable to the District on account of a hearing officer’s or court’s determination that an IEP does not provide FAPE.

4. Tuition; Fees for Speech, Hearing and Vision Services. Tuition for the AIU-Operated Special Education Schools and fees for speech, hearing and vision services will be invoiced and paid in installments in accordance with the schedule below:

Invoice Date	Services Billed: School Tuition and Fees for Speech, Hearing and Vision	Based on Student Information* As Of
September 15, 2021	Services anticipated for August through October	September 1, 2021
November 15, 2021	Services anticipated for November through December, <i>plus adjustments relative to September billing</i>	November 1, 2021
January 17, 2022	Services anticipated for January through February, <i>plus adjustments relative to November billing</i>	January 1, 2022
March 15, 2022	Services anticipated for March through April, <i>plus adjustments relative to January billing</i>	March 1, 2022
May 16, 2022	Services anticipated for May through June, <i>plus adjustments relative to March billing</i>	May 1, 2022
June 15, 2022	Final invoice reconciling payments with the actual final 2021-2022 special education database, verified in June; may result in a credit to the District/School or payment due to the AIU, exclusive of the special education school reconciliation.	June 2022

* Refers to student information in the AIU special education database.

NOTE: Services requested by the District/School after the review of the special education database as of September may result in additional invoices.

5. Reconciliation for AIU-Operated Special Education Schools. Because of the fluctuating nature of student enrollment at the AIU-operated special education schools, it is agreed that the overall operating cost for each school will be continuously monitored to determine whether revenue and expenses are in alignment with budgeted projections. The parties agree that at the conclusion of the 2021-2022 school year, the AIU will perform a reconciliation of its special education school revenues and expenses for the entire school year. If the AIU revenues from the school programs provided under this Agreement exceed the expenses incurred in providing such services, the District/School will receive a pro-rata credit; if the AIU's expenses incurred in its school programs exceed the revenues received by the AIU, the District/School will be responsible for and pay to the AIU a pro-rata share of the excess expenses. The reconciliation process will be conducted as follows:

Date	AIU-Operated Special Education School Review and Reconciliation
March 15, 2022	Mid-year reconciliation (July-January) of special education school revenues and expenses, excluding related services, will be completed and communicated to the District/School
August 15, 2022	Final reconciliation of revenues and expenses for the entire school year will be completed and issued to the District/School. This may result in a credit to the District/School or payment due the AIU
September 1, 2022	District/School payment to the AIU for the pro-rata share of excess expenses, <i>and/or</i> ...
January 31, 2023	AIU credit issued to the District/School for the pro-rata share of excess revenues

Any District/School due to receive a reconciliation credit and having open balances payable to the AIU greater than 60 days past due will have the credit applied to open balances or withheld until payment is received, as appropriate.



MEMO

To: Board of School Directors
From: Judy Bulazo
Date: May 28, 2021
RE: NWEA - MAP Assessment Contract
TurnItIn.com Contract

Attached you will find contracts with the Northwest Evaluation Association and TurnItIn.com.

The NWEA contract will allow us to administer the *Measures of Academic Progress – Growth: Reading and Language Arts Assessment* to our students in grades three through eight and the *Measures of Academic Progress – Growth: Mathematics Assessment* for students in grades five through seven in the 2021-22 school year. We have used these assessments for approximately three years.

MAP is a benchmark assessment is administered three times per year and provides extensive data on students' achievement, levels, growth, areas of strength and need, as well as instructional recommendations related to the data.

TurnItIn.com provides us with plagiarism detecting software that is used at the high school level.

I thank you for your consideration of this request. Please feel free to contact me with any questions.

Memo



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

From: Dr. Lou Angelo

Date: June 3, 2021

RE: Amendment to MOU with PEAQ

The administration requests permission to accept the amendment to the MOU originally entered into by and between the Upper St. Clair School District and Pittsburgh Elite Aquatics (PEAQ) on March 23, 2020. The amendment will enable school district officials and PEAQ to adjust facility usage times without requiring Board action.



Customizing Learning,
Nurturing Potential...
Delivering Excellence

Memo

To: Dr. John Rozzo, USC Board Members

From: Scott P. Burchill *SPB*

Date: June 7, 2021

RE: FINANCIAL SUMMARY AND PRELIMINARY FINANCIAL STATEMENTS (PRELIMINARY AND UNAUDITED)

Financial statements for the General Fund, Capital Reserve Fund and Construction Fund for the period ended May 31, 2021 are enclosed for your review. Financial statements for the Cafeteria Fund report for the period ending April 30, 2021 are also enclosed for your review. The reports reflect the realized revenues and expenses incurred from July 1, 2020.

GENERAL FUND

	2020-21	2020-21 through May 31, 2021		2019-20	2019-20 through May 31, 2020	
<i>(in millions of dollars)</i>	Budgeted	Actual	% of Budget	Budgeted	Actual	% of Budget
Current Real Estate Revenues	\$59.53	\$59.76	100%	\$57.29	\$57.43	100%
EIT	\$5.67	\$4.89	86%	\$5.67	\$4.43	78%
All Other Local Revenues	\$3.53	\$3.56	101%	\$4.17	\$3.66	88%
State Revenues	\$18.33	\$15.31	84%	\$18.10	\$14.81	82%
Federal Revenues	\$0.48	\$0.62	129%	\$0.38	\$0.26	68%
All Other	\$0.00	\$0.00	0%	\$0.03	\$0.00	0%
Total Revenues	\$87.540	\$84.14	96%	\$85.640	\$80.59	94%
Expenditures	\$87.800	\$72.54	83%	\$85.640	\$69.92	82%
Revenues less Expenditures	<i>(\$0.260)</i>	<i>\$11.60</i>		<i>\$0.000</i>	<i>\$10.67</i>	
Balance Sheet	As of May 31, 2021	As of June 30, 2020 <i>(unaudited)</i>				
Cash and Marketable Securities	\$23,626,783	\$17,766,352				
Total Assets	\$28,233,117	\$22,130,623				
Total Liabilities	\$7,217,869	\$12,508,084				
Nonspendable Reserves	\$0	\$208,959				
Adjustment to Fund Balance	\$11,601,668	\$371,652				
Fund Balance	\$9,413,581	\$9,041,928				

The General Fund revenue is ahead last year, comparing the percent of budgeted revenue received as of May 31st. Local tax revenue is 4.12 % ahead of last year. Interim real estate tax is approximately \$277k higher than 2019-20. Interest income is \$11k year-to-date. Last year at the end of April 30, 2020, interest revenue was \$475k. Finally, athletic revenue is down approximately \$80k from last year.

CAFETERIA FUND

	Budget 2020-21	2020-21 through April 30, 2021	Budget 2019-20	2019-20 through April 30, 2020
Revenues	\$1,927,393	\$1,379,362	\$1,776,296	\$1,356,453
Expenditures	\$1,900,718	\$1,462,522	\$1,700,771	\$1,544,150
<i>Net</i>	<i>\$26,675</i>	<i>(\$83,160)</i>	<i>\$75,525</i>	<i>(\$187,697)</i>
		As of April 30, 2021	As of June 30, 2020	
Cash and Marketable Securities		\$153,290	\$110,579	
Total Assets		\$405,711	\$246,919	
Total Liabilities		\$438,620	\$196,669	
<i>Unassigned Fund Balance</i>		<i>(\$32,909)</i>	<i>\$50,250</i>	

The food service department is operating under the Seamless Summer Option provision (SSO-COVID), providing free reimbursable lunches to all students in the District through the end of the school year. Federal reimbursement will make up most of the revenue for the 2020-21 school year. A-la-carte sales are down approximately 62% compared to the same period last year. The decrease in a-la-carte sales is attributed to fewer students attending school through April and the availability of free reimbursable lunches. Expenditures are down 5% when compared to the same period for 2020. The Seamless Summer Option provision (SSO-COVID), providing free reimbursable lunches to all students in the District will continue to be offered for the 2021-22 school year.

CAPITAL RESERVE FUND

	Budget 2020-21	2020-21 through May 31, 2021	Budget 2019-20	2019-20 through May 31, 2020
Revenues	\$270,000	\$267,033	\$267,000	\$271,193
Expenditures	\$305,000	\$207,339	\$395,442	\$402,641
<i>Net</i>	<i>(\$35,000)</i>	<i>\$59,694</i>	<i>(\$128,442)</i>	<i>(\$131,448)</i>
		As of May 31, 2021	As of June 30, 2020 <i>(unaudited)</i>	
Cash and Marketable Securities		\$160,565	\$176,872	
Total Assets		\$165,565	\$176,872	
Total Liabilities		\$0	\$25,225	
<i>Total Reserves</i>		<i>\$165,565</i>	<i>\$151,647</i>	

CONSTRUCTION FUND

	Budget 2020-21	2020-21 through May 31, 2021	Budget 2019-20	2019-20 through May 31, 2020
Revenues	N/A	\$1,101,801	N/A	\$117,301
Expenditures	N/A	\$578,445	N/A	\$6,063,413
<i>Net</i>		\$523,356		<i>(\$5,946,112)</i>
		As of May 31, 2021	As of June 30, 2020 <i>(unaudited)</i>	
Cash and Marketable Securities		\$2,419,613	\$2,258,545	
Total Assets		\$2,419,613	\$2,258,545	
Total Liabilities		\$1,037,449	\$1,365,942	
<i>Fund Balance</i>		\$1,382,164	\$892,603	

Revenue in the amount of \$1.1 million was received for the assignment of the lease agreements with AT&T, T-Mobile, and Verizon to EIP Holdings II, LLC.

BUDGET TRANSFERS

Budget transfers of \$410,847.02 are enclosed for your review and approval.

Cc: Rebecca Berquist, Treasurer