



UPPER ST. CLAIR SCHOOL DISTRICT

BOARD OF SCHOOL DIRECTORS

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

SCHOOL BOARD MEETING MINUTES

Monday, May 13, 2024 @ 7:00pm

Executive Session @6:15pm (Litigation and Personnel)

District Administration Building Board Room

Notice having been advertised and posted and members duly notified, a Board Meeting of the Board of School Directors was held on May 13, 2024 in the District Administration Board Room.

School Board Members:

Mrs. Jennifer A. Schnore, President (in-person)
Dr. Danielle Z. Wetzel, Vice-President (in-person)
Mrs. Barbara L. Bolas (in-person)
Dr. Daphna Gans (not in attendance)
Ms. Kelly P. Hanna (in-person)
Mr. Justin Lamber (in-person)
Mr. Michael R. Mascaro (in-person)
Ms. Angela B. Petersen (in-person)
Mrs. Hallie H. Snyder (in-person)

School Personnel:

Dr. John Rozzo, Superintendent (in-person)
Dr. Amy Pfender, Deputy Superintendent (in-person)
Mr. Ray Carson, Senior Director of Operations & Administrative Services (in-person)
Mr. Scott Burchill, Director of Business & Finance (in-person)
Dr. Lou Angelo, Director of Operations & Facilities (in-person)



Mr. Raymond Berrott, Director of Technology (not in attendance)
Dr. Judith Bulazo, Director of Curriculum and Development (in-person)
Dr. Cassandra Doggrell, Director Special Education (in-person)
Dr. Lauren Madia, Director of Pupil Services (in-person)
Mr. Bradley Wilson, Director of Strategic Initiatives (in-person)
Mrs. Jocelyn Kramer, Solicitor (in-person)
Mrs. Sarah MacDonald, Board Stenographer (virtual)
Mr. Daniel Seewald, Student Board Representative (in-person)
Mr. Jack Yurcich, Student Board Representative (in-person)

Call to Order & Pledge of Allegiance

(Schnore, School Board President)

Ms. Schnore called the meeting to order at approximately 7:10pm.

National Anthem

Caley Pham, 4th Grade

(Schnore, School Board President)

Miss Pham introduced herself and sang the National Anthem.

Ms. Schnore asked Miss Pham a few questions about herself and Miss Pham talked about her family and interests.

Roll Call of School Board

(Solicitor)

Solicitor Kramer took a roll call vote of the School Board members:

Mrs. Bolas - present

Dr. Gans - not present

Ms. Hanna - present

Mr. Lamber - present

Mr. Mascaro - present

Ms. Petersen - present



Mrs. Schnore - present

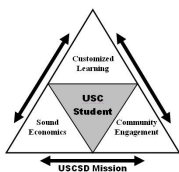
Mrs. Snyder - present

Dr. Wetzel - present

Reading of the Mission:

(Schnore, School Board President)

Dr. Wetzel read the following Mission:



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

Reading of the Shared Belief Statement #15 from Strategic Plan:

(Schnore, School Board President)

Mrs. Bolas read the Shared Belief Statement #15:

We Believe that:

Interaction and collaboration with people of diverse backgrounds and character encourages tolerance, open-mindedness, and appreciation for others.

Residents' Comments - (Regarding Any District Related Items)

(Schnore, School Board President)

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

There were no resident's comments at this time.



Approval of Minutes

(Schnore, School Board President)

The Board reviewed the April 15, 2024 School Board Minutes.

Student Board Representative Report

(Mr. Daniel Seewald & Mr. Jack Yurcich)

Mr. Seewald and Mr. Yurcich gave their Student Board Report, covering arts, athletics, academics, and activities.

Approval of Commendations & Recognitions

(Mr. Daniel Seewald & Mr. Jack Yurcich)

Mr. Seewald and Mr. Yurcich read the commendations and recognitions.

MOTION: BY HANNA: I move that the Board approve the Commendations & Recognitions, as attached. Seconded by Mascaro and carried by unanimous voice vote.

Mr. Seewald thanked everyone for the opportunity to be a Student Board Representative, advising he appreciated his time on the Board and that he will be attending The University of Wisconsin next year.

The Board thanked Mr. Seewald for his time and service on the Board.

Mrs. Schnore advised that the Board failed to take a vote on Agenda item #7 - School Board Meeting Minutes.

MOTION: BY MASCARO: I move that the Board approve the Meeting Minutes of the April 15, 2024 Board Meeting, as attached. Seconded by Bolas and carried by unanimous voice vote.



Presentation of Curriculum Recommendation

(Bulazo, Director of Curriculum and Professional Development and Pfender, Deputy Superintendent)

Dr. Bulazo advised that one curriculum recommendation is required ahead of the normal Curriculum Recommendations presentation in June, noting that the recommendation has implications for 7th grade students for next school year. She introduced Mr. Andy Lucas, Middle School Curriculum Leader who reviewed the Curriculum Recommendation.

Dr. Wetzel and Mrs. Snyder asked questions about the Curriculum Recommendation. The Board thanked Mr. Lucas and Dr. Bulazo for the Recommendation. The recommendation will be voted on during the June 3rd Board meeting.

Superintendent's Report

(Rozzo, Superintendent of Schools)

a. District Update

(Rozzo, Superintendent of Schools)

Dr. Rozzo thanked Mr. Seewald for his time as a Student Board Representative and wished him well at the University of Wisconsin. Dr. Rozzo also gave updates on Community Day, Spring Open Houses, Deer Valley, Keystone Exams, Seniors last day, Prom, and Graduation. He also advised that he was excited to announce this year's Baccalaureate speaker as Mr. Robbie Mertz.



b. Approval of Staffing Resolutions 2024-02 and 2024-03

(Rozzo, Superintendent)

i. **Increase: 1.0 Secondary Instrumental Music Teacher**
(Resolution 2024-02)

ii. **Increase: 1.0 Physical Education/Family Consumer Science Teacher**
(Resolution 2024-03)

Dr. Rozzo reviewed Staffing Resolutions 2024-2 and 2024-03. He advised that the two increased positions will be discussed further in the upcoming budget presentation, noting they are related to the District's current strategic initiatives, which will allow the District to deploy more resources to meet students.

MOTION: BY SNYDER: I move that the Board approve Staffing Resolutions 2024-02 and 2024-03, as listed above. Seconded by Hanna and carried by unanimous voice vote.

c. Approval to Authorize the Board President to Appoint Two Voting Delegates to the PSBA Delegate Assembly on November 2, 2024

(Rozzo, Superintendent of Schools)

Dr. Rozzo reviewed the authorization to appoint voting delegates to the PSBA Delegate Assembly on November 2nd. He advised that the motion authorizes Mrs. Schnore to appoint two delegates to the voting platform.

MOTION: BY LAMBER: I move that the Board authorize the Board President to appoint two voting delegates to the PSBA Delegate Assembly on November 2, 2024. Seconded by Snyder and carried by unanimous voice vote.



d. Consuming and Producing Successfully (CAPS) Presentation

(Rozzo, Superintendent of Schools)

Dr. Rozzo introduced Ms. Kelly Pascarella, Boyce CAPS teacher and Mr. Andrew Bowers, Fort Couch CAPS teacher. He advised that both teachers played a part in shaping the CAPS courses and that the courses have received much positive feedback. He noted that he is very proud of all of the hard work that has been done with the courses. He also noted that Mr. Wilson and Dr. Bulazo would add to the presentation.

The Board thanked everyone for the presentation and commended them for all of their hard work. Mrs. Hanna advised that she hopes AI will be incorporated in the future.

Presentation Regarding 2024-2025 Budget

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

Dr. Rozzo and Mr. Burchill gave the budget presentation, which included the following items: priorities of the 2024-2025 budget, proposed final budget recommendation, budget updates since April Board meeting, context for 2024-2025 budgeting: external, context for 2024-2025 budgeting: internal, 2024-2025 proposed expenditures, 2024-2025 capital reserve budget, 2024-2025 proposed revenue sources, proposed final budget recommendation, millage impact on cumulative revenue. The recommended tax increase is 3.25% and is .5% lower than last year and is 2.05% below the District's Act 1 Index of 5.3%.

a. Adoption of Proposed Final 2024-2025 Budget and Approval to set Date for Adoption of Final Budget

(Burchill, Director of Business & Finance)

MOTION: BY PETERSEN: I move that the Board approve the following Resolution:

Resolved, that the proposed final budget for the 2024-2025 school year in the amount of \$104,169,010, with a real estate tax rate of 30.5970 mills be and is hereby approved as the proposed budget for the School District, as attached to the permanent record of the minutes of this meeting.



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

Further Resolved, that the board set the date of Monday, June 17, 2024 at 7:00pm, in the District Administration Building Board Room for the adoption of the 2024-2025 School District budget. Seconded by Lamber and carried by unanimous voice vote.

The Board thanked the Business Office and Administration for all of their hard work on the Budget. Mr. Burchill thanked Solicitor Kramer's law firm for their assistance on items.

Administrator's Report

(Rozzo, Superintendent of Schools)

a. Approval of Personnel Listings

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

Dr. Rozzo announced that the attached personnel listing includes the resignation of Dr. Cassandra Doggrell, Director of Special Education, effective June 30, 2024. He thanked Dr. Doggrell for her time with the District and advised that she will be greatly missed. Mr. Carson reviewed the Personnel Listing. Dr. Doggrell thanked the Administration and Board for all of their support through the years and noted that she will miss everyone.

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



b. Second Reading and Adoption of the following School Board Policies

(Pfender, Deputy Superintendent and Kramer, Solicitor)

- i. 007 - School Board/Administration Communication
- ii. 200 - Enrollment
- iii. 202 - Eligibility of Nonresident Students
- iv. 216.1 - Supplemental Discipline Records (NEW)
- v. 217 - Graduation
- vi. 251 - Students Experiencing Homelessness, Foster Care, and Other Educational Instability
- vii. 254 - Educational Opportunity for Military Children (NEW)
- viii. 815 - Acceptable Use of Internet, Computers, and Network Resources
- ix. 819 - Suicide Awareness, Prevention, and Response
- x. 830 - Security of Computerized Personal Information/Breach Notification (NAME CHANGE)
- xi. 915 - Booster Clubs

Dr. Pfender reviewed the second reading and adoption of the new and revised School Board policies, noting they were reviewed as a first reading at the April 15th Board meeting. She explained that there was one minor editorial revision to Policy 819. She also advised that Policy 204 was removed from the Agenda and will be on the June 3rd Agenda for a revised first reading, noting that after further review the policy required more than minor editorial revisions.

MOTION: BY BOLAS: I move that the Board approve the above-listed (items i. through xi.) new and revised School Board policies. Seconded by Wetzel and carried by unanimous voice vote.



c. Approval of the following Student Support Services Agreements for the 2024-2025 School Year

(Doggrell, Director of Special Education)

- i. Allegheny Intermediate Unit (AIU) Services Agreement and Special Education Addendum, at fees and expenses outlined in the Services Guide**
- ii. The Day School at The Children's Institute Services Agreement, at fees and expenses outlined in the Agreement**
- iii. Consultant Agreement with Ms. Rhonda Battenfelder, to provide professional and administrative services, at a rate of \$50 per hour, up to a total of twenty hours per week**
- iv. Consultant Agreement with Ms. Suzanne DaSilva, to provide professional and administrative services, at a rate of \$35 per hour, up to a total of fifteen hours per week**
- v. Consultant Agreement with CommuniKate Corporation, to provide students and support teams with specialized assistance for the implementation of augmentative and alternative communication and assistive technology, at the rate of \$100 per hour, up to a total five hours per week**

Dr. Doggrell reviewed the Student Support Services Agreements for the 2024-2025 school year.

MOTION: BY MASCARO: I move that the Board approve the above-listed (items i. through v.) student support services agreements, for the 2024-2025 school year, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Bolas and carried by unanimous voice vote.



d. Approval of Agreement with Waterfront Learning Services Addendum

(Madia, Director of Pupil Services)

Dr. Doggrell reviewed the Agreement with Waterfront Learning Services Addendum to provide the District access to courses via Waterfront Learning, which provides many flexible virtual learning options, to be utilized by students.

MOTION: BY HANNA: I move that the Board approve the 2024-2025 Allegheny Intermediate Unit (AIU) Waterfront Learning Services Agreement Addendum, for a term of July 1, 2024 through June 30, 2025, at fees listed on the Agreement, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Mascaro and carried by unanimous voice vote.

e. Approval of following Facilities Agreements:

(Angelo, Director of Operations and Facilities)

- i. **Franklin Interiors (COSTARS # 008-E22-890), to replace the flooring in the High School Library, Resource Center, and Main Office, at a total cost not to exceed \$93,755.00**
- ii. **M.T. Christian Painting (COSTARS #008-E24-1282), for painting services in the High School Library, Resource Center, and Main Office, at a total cost not to exceed \$26,245.00**

Dr. Angelo reviewed the Facilities Agreements with COSTARS Contractors Franklin Interiors and M.T. Christian Painting to paint and replace flooring in the High School Library, Resource Center, and Main Office.



MOTION: BY SNYDER: I move that the Board approve the above-listed facilities agreements (items i. through ii.) with Franklin Interiors at a cost not to exceed \$93,755.00, and with M.T. Christian Painting at a cost not to exceed \$26,245.00, at a total project cost of \$132,000.00, which includes a 10% contingency fund of \$12,000.00, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Hanna and carried by unanimous voice vote.

f. Approval to Declare Equipment Obsolete/Surplus

(Berrott, Director of Technology and Angelo, Director of Operations & Facilities)

Dr. Angelo reviewed the facilities and technology equipment to be declared obsolete/surplus.

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



Business & Finance

(Burchill, Director of Business & Finance)

a. Approval of Treasurer's Report - 05.13.2024

Approval of Supplemental Report -05.13.2024

(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the financial summary.

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

Fund 10 (General Fund): \$4,687,219.43

Fund 39 (Construction Fund): \$714,987.00

Fund 51 (School Lunch Fund): \$247,738.52

b. Approval of Election of Treasurer

(Burchill, Director of Business & Finance)

MOTION: BY WETZEL: I move that the Board re-elect Ms. Catrina Cromwell as Treasurer of the School District, effective July 1, 2024 through June 30, 2025, at the rate of \$3,500.00 annually, provided that before entering upon the duties of such office for said term, she shall furnish, at the expense of the School District, a bond in favor of the School District in the amount of \$100,000.00 conditioned upon the faithful performance of her duties of School Treasurer, in substantially the same form that was furnished to the School District in the 2023-2024 school year. Seconded by Petersen and carried by unanimous voice vote.



**c. Approval of South Central Area Special Schools Committee Budget, Resolution
2024-05-02, The Pathfinder School**
(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the South Central Area Special Schools Budget for the Pathfinder School.

MOTION: BY BOLAS: I move that the Board approve the adoption of the procedure set forth in section 1704 of the School Code permitting a mail-in ballot and adoption of the operation budget for the South Central Area Special Schools Committee, for the 2024-2025 school year, as set forth in the proposed budget, totaling \$534,362.00. Seconded by Wetzel and carried by unanimous voice vote.

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

Mr. Burchill reviewed the Insurance renewals and Student Accident Insurance for the 2024-2025 school year. He noted that there is a decrease, from last year, in the annual premium total amount.

MOTION: BY MASCARO: I move that the Board approve the renewal of the following insurance policies, effective July 1, 2024. Seconded by Bolas and carried by unanimous voice vote:

<i>Type of Coverage</i>	<i>Carrier</i>	<i>2023-2024 Annual Premium</i>	<i>2024-2025 Annual Premium</i>
Commercial Package	CM Regent	\$144,078.00	\$177,979.00
Equipment Breakdown	CM Regent	\$13,954.00	\$14,038.00



Business Auto	CM Regent	\$33,060.00	\$42,024.00
School Leaders	CM Regent	\$23,249.00	\$27,617.00
Cyber Liability	CM Regent	\$26,206.00	\$25,099.00
Worker Compensation	UPMC	\$245,180.00	\$178,017.00
Umbrella	CM Regent (15M)	\$16,638.00	\$17,772.00
Pollution	ACE	\$14,850.00	\$15,635.00
Foreign Liability	Navigators	\$5,181.00	\$6,424.00
Active Assailant	Markel	\$13,590.00	\$14,852.00
TOTAL		\$535,986.00	\$519,457.00

Committee Reports

(Schnore, School Board President)

Mrs. Bolas gave updates from PSBA, including upcoming webinars, conferences, and monthly exchanges. She also discussed grants available from the PA Commission on Crime and Delinquency.

Ms. Hanna gave an update from the SHASDA Student Conference.

Ms. Petersen gave an update from Parkway West, advising that graduation is Wednesday at South Fayette.

Mrs. Sndyer gave an update from Pathfinder, reporting that their Principal is moving to a new position within the AIU this June, so they are currently interviewing for a new Principal at Pathfinder.



Matters of Information/Other

(Rozzo, Superintendent of Schools)

a. Retirement Recognitions

Dr. Rozzo announced that he will recognize Retirees at the meeting on June 3rd. Retirees were invited to be recognized at the Board Meeting.

Announcement Regarding Executive Session

(Schnore, School Board President)

Mrs. Schnore announced the following Executive Session:

a. Executive Session was held on May 13, 2024 at 6:15pm for Litigation and Personnel.

Adjournment

(Schnore, School Board President)

Mrs. Schnore adjourned the meeting at approximately 9:19pm, on a motion from Mrs. Bolas.

DocuSigned by:

Ms. Jennifer A. Schnore

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Ms. Jennifer Schnore, President

BOARD OF SCHOOL DIRECTORS

DocuSigned by:

Scott P. Burchill

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Scott P. Burchill, Secretary

BOARD OF SCHOOL DIRECTORS

DocuSigned by:

Sarah MacDonald

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Submitted by: Sarah MacDonald

SCHOOL BOARD STENOGRAPHER



UPPER ST. CLAIR SCHOOL DISTRICT

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

SCHOOL BOARD MEETING MINUTES

Monday, April 15, 2024 @ 7:00pm

District Administration Building Board Room

Notice having been advertised and posted and members duly notified, a Board Meeting of the Board of School Directors was held on April 15, 2024 in the District Administration Board Room.

School Board Members:

Ms. Jennifer A. Schnore, President (in-person)
Dr. Danielle Z. Wetzel, Vice-President (in-person)
Mrs. Barbara L. Bolas (in-person)
Dr. Daphna Gans (in-person)
Ms. Kelly P. Hanna (in-person)
Mr. Justin Lamber (in-person)
Mr. Michael R. Mascaro (in-person)
Mrs. Angela B. Petersen (in-person)
Mrs. Hallie H. Snyder (in-person)

School Personnel:

Dr. John Rozzo, Superintendent (in-person)
Dr. Amy Pfender, Deputy Superintendent (in-person)
Mr. Ray Carson, Senior Director of Operations & Administrative Services (in-person)
Mr. Scott Burchill, Director of Business & Finance (in-person)



Dr. Lou Angelo, Director of Operations & Facilities (in-person)
Mr. Raymond Berrott, Director of Technology (in-person)
Dr. Judith Bulazo, Director of Curriculum and Development (in-person)
Dr. Cassandra Doggrell, Director Special Education (in-person)
Dr. Lauren Madia, Director of Pupil Services (in-person)
Mr. Bradley Wilson, Director of Strategic Initiatives (not in attendance)
Mrs. Jocelyn Kramer, Solicitor (in-person)
Mrs. Sarah MacDonald, Board Stenographer (virtual)
Mr. Daniel Seewald, Student Board Representative (not in attendance)
Mr. Jack Yurcich, Student Board Representative (in-person)

Call to Order & Pledge of Allegiance

(Schnore, School Board President)

Ms. Schnore called the meeting to order at approximately 7:15pm.

Roll Call of School Board

(Kramer, Solicitor)

Solicitor Kramer took a roll call vote of the School Board members:

Mrs. Bolas - present
Ms. Hanna - present
Dr. Gans - present
Mr. Lamber - present
Mr. Mascaro - present
Ms. Petersen - present
Ms. Schnore - present
Mrs. Snyder - present
Dr. Wetzel - present

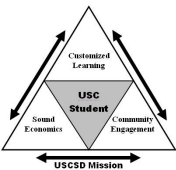
Solicitor Kramer advised that all School Board members were present for the meeting.



Reading of the Mission:

(Schnore, School Board President)

Dr. Wetzel read the following mission:



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

Reading of the Shared Belief Statement #14 from Strategic Plan:

(Schnore, School Board President)

Mrs. Bolas read the Shared Belief Statement #14 from the Strategic Plan:

We Believe that:

Effective education develops the whole person - ethically, intellectually, emotionally, socially, and physically - and promotes self-esteem and personal happiness.

Residents' Comments - (Regarding Any District Related Items)

(Schnore, School Board President)

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

There were no resident comments at this time.

Approval of Minutes

(Schnore, School Board President)

MOTION: BY GANS: I move that the Board approve the Meeting Minutes of the March 18, 2024 Board Meeting, as attached. Seconded by Bolas and carried by unanimous voice vote.



Student Board Representative Report

(Mr. Daniel Seewald & Mr. Jack Yurchich)

Mr. Seewald was not in attendance for the meeting. Mr. Yurchich reported on the arts, athletics, activities, and academics.

Approval of Commendations & Recognitions

(Mr. Daniel Seewald & Mr. Jack Yurchich)

Mr. Yurchich read the commendations and recognitions. Ms. Petersen also announced a commendation from Parkway.

MOTION: BY HANNA: I move that the Board approve the Commendations & Recognitions, as attached. Seconded by Gans and carried by unanimous voice vote.

Ms. Schnore thanked Mr. Yurchich for his student board report, as well as the commendations and recognitions.

Superintendent's Report

(Rozzo, Superintendent of Schools)

a. District Update

(Rozzo, Superintendent of Schools)

i. Allegheny Intermediate Cyber Charter Reform Advocacy Letter

Dr. Rozzo reviewed the AIU cyber charter reforms advocacy letter to legislators, which advocates for cyber charter reform. Legislation is currently being presented in the Governor's budget for reforms. Dr. Rozzo advised he remains cautiously optimistic for change.

ii. NAMI PTC Wellness Committee Program

April 24, 2024 @6pm (Boyce Theater)

Dr. Rozzo announced that the Parent Teacher Council will be hosting an evening program, in conjunction with NAMI. He advised that Dr. Madia, Dr. Gans, and Mrs. Snyder are all a part of the program. Dr. Madia reported that she is very



excited about the program, which will focus on middle level learners and adolescent development. Dr. Rozzo thanked all of those involved in the event and advised that he is looking forward to seeing everyone at the program.

iii. FBI Parent Evening Presentation

April 29, 2024 @7pm (Boyce Theater)

Dr. Rozzo announced that the FBI will also be giving an evening presentation at the Boyce Theater on April 29th. The presentation begins at 7pm and is open to all parents in the District. The presentation will focus on cyber safety and awareness. He thanked the FBI for their generosity in terms of time and knowledge and for partnering with the District.

iv. Budget Presentation Regarding 2024-2025 Budget

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

Dr. Rozzo and Mr. Burchill presented the 2024-2025 budget. The presentation included the following items: the priorities of the 2024-2025 budget, proposed revenues and expenditures, update on proposed capital projects/expenditures, introduction of tax options with respect to impact on revenues (short and long term) and taxpayers, and a timeline to approve the final budget.

Dr. Gans thanked Mr. Burchill, his team, and Administration for their efforts in preparing the budget. Dr. Gans asked a question about the proposed final budget on slide 29 and any potential tax increases. Mr. Burchill answered her questions. He thanked everyone for their help in putting together the budget.



Administrator's Report

(Rozzo, Superintendent of Schools)

a. Approval of Personnel Listings

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

Mr. Carson reviewed the personnel listings for approval. He noted it was a short personnel listing, including substitutes and personal leaves.

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

b. Approval of Safety Fitness Proposal and Fitness Bonus Program

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

Mr. Carson reviewed the safety fitness proposal and fitness bonus program. He explained that the program is an incentive for the District's safety and security staff to maintain peak condition in order to effectively perform their jobs. He advised that the program is voluntary and that \$25,000.00 has been budgeted for the program for the year.

Dr. Rozzo recognized Officer Moore, who was in attendance at the meeting, noting that he has a highly decorated career in law enforcement and now works at the High School. He noted that Officer Moore has a great relationship with the students and that it does not go unnoticed.

MOTION: BY LAMBER: I move that the Board approve the Safety Fitness Bonus Program for District safety personnel, at a total cost of \$25,000.00 annually, beginning in the 2024-2025 school year, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Snyder and carried by unanimous voice vote.



c. Approval of Acceptance of the Special Education Plan

(Doggrell, Director of Special Education)

Dr. Doggrell presented the Special Education Plan for approval. She explained the plan is a high level outline of the District's Special Education programs. She advised the plan has been posted on the District website for public inspection, as required, and that she will submit the plan at the start of May.

Dr. Wetzel asked Dr. Doggrell if there is anything she would like to highlight in the plan and asked her about the least restrictive environment category. Dr. Doggrell responded to Dr. Wetzel's questions.

MOTION: BY MASCARO: I move that the Board approve the Special Education Plan effective 2024 through 2027, as presented and posted for public inspection, per Chapter 4, and authorize submission of the Plan to the Pennsylvania Department of Education. Seconded by Lamber and carried by unanimous voice vote.

d. Approval of Special Education Agreement

(Doggrell, Director of Special Education)

Dr. Doggrell presented the Special Education Agreement for approval. She noted that the item was discussed in a previous Executive Session.

MOTION: BY PETERSEN: I move that the Board approve a special education student agreement, on terms and conditions approved by the Superintendent and Solicitor. Seconded by Mascaro and carried by unanimous voice vote.



e. Approval of Agreement with American Red Cross

(Pfender, Deputy Superintendent)

Dr. Pfender reviewed the agreement with the American Red Cross. She advised that the agreement will provide us with the opportunity to engage with the Red Cross for licensing materials and training, especially for the District's High School aquatics program, ensuring that the teachers have lifeguard training. The offerings will also be expanded to students, if needed.

MOTION: BY WETZEL: I move that the Board approve the Licensed Training Provider Agreement with the American Red Cross, for licensing materials for the District to deliver instruction in Red Cross Training courses, for a term of 36 months, at fees listed on the Agreement and incorporated herein, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Petersen and carried by unanimous voice vote.

f. First Reading of the following Revised and New School Board Policies

(Pfender, Deputy Superintendent and Kramer, Solicitor)

Dr. Pfender reviewed the below revised and new School Board policies. She advised that the second reading and adoption of the policies will occur at the May 13th Board meeting, and asked that any revisions or feedback be sent to her prior to that meeting.

- v. 007 - School Board/Administration Communication
- vi. 200 - Enrollment
- vii. 202 - Eligibility of Nonresident Students
- viii. 204 - Attendance
- ix. 216.1 - Supplemental Discipline Records (NEW)
- x. 217 - Graduation
- xi. 251 - Students Experiencing Homelessness, Foster Care, and Other Educational Instability
- xii. 254 - Educational Opportunity for Military Children (NEW)
- xiii. 815 - Acceptable Use of Internet, Computers, and Network Resources
- xiv. 819 - Suicide Awareness, Prevention, and Response



xv. 830 - Security of Computerized Personal Information/Breach Notification
(NAME CHANGE)

xvi. 915 - Booster Clubs

g. Approval of Agreement with Gateway Engineers Inc. for Engineering Services and Bidding for the High School and Streams Construction Projects

(Angelo, Director of Operations & Facilities)

Dr. Angelo presented the agreement with Gateway Engineers. He advised that Gateway will provide engineering services for projects at the High School and Streams, including sending the projects to bid.

MOTION: BY BOLAS: I move that the Board approve entering into an Agreement with Gateway Engineers Inc., to provide professional engineering services, including going to bid, for specific projects (exterior stair replacement and concrete replacement projects), at a total cost for professional services not to exceed \$31,000.00 without further authorization, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Wetzel and carried by unanimous voice vote.
(voice vote)

Mr. Mascaro asked Dr. Angelo questions about the stairs and the material that will be used to replace the stairs. Dr. Angelo answered Mr. Mascaro's questions.

Ms. Schnore asked if the motion was correct in saying “professional services not to exceed \$31,000.00”. Dr. Angelo advised that yes, the motion was correct.



h. Approval of Agreement with Safe Fleet

(Angelo, Director of Operations & Facilities)

Dr. Angelo reviewed the agreement with Safe Fleet. He advised that the agreement is to update the current camera system, which would allow for remote access, as well as a daily health check of the system.

He also clarified that there was a typo in the original memo and motion; the contingency is \$5,800.00, not the \$580.00 that was listed. The new contingency impacts the total cost, increasing it to \$63,799.00. Once the typo was caught, the motion was updated and all of the correct amounts are now listed within the motion.

MOTION: BY GANS: I move that the Board approve the Agreement with Safe Fleet, to upgrade the current Safe Fleet camera system, at a cost of \$57,999.00 plus a 10% contingency fund of \$5,800.00, for a total cost of \$63,799.00, with an annual fee of \$42.00 per vehicle after the initial installation, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Bolas and carried by unanimous voice vote.

Mr. Mascaro asked Dr. Angelo how many vehicles are in the District's current fleet. Dr. Angelo advised that there are 55 buses and seven vans.

i. Approval of Agreement with Maffei Strayer Furnishings

(Angelo, Director of Operations & Facilities)

Dr. Angelo reviewed the agreement with Maffei Strayer Furnishings. He advised the Maffei is a COSTARS contractor and that they will replace equipment in the High School Gym.

MOTION: BY HANNA: I move that the Board approve the Agreement with Maffei Strayer Furnishings (COSTARS #014-E22-277), for installation of Gymnasium equipment at the High School Auxiliary Gymnasium, at a cost of \$17,850.00 plus a 10% contingency fund of \$1,785.00, for a total cost of \$19,635.00, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Gans and carried by unanimous voice vote.



Business & Finance

(Burchill, Director of Business & Finance)

a. Approval of Treasurer's Report - April 15, 2024

Approval of Supplemental Report - April 15, 2024

(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the financial summary for the period ending March 31st.

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

Fund 10 (General Fund): \$867,049.33

Fund 51 (School Lunch Fund): \$8,052.92

Committee Reports

(Schnore, School Board President)

Dr. Gans gave a Committee Report on the PTC. She advised that the PTC and some of the other parent teacher units are struggling to find volunteers to fill various positions. She noted that the parent teacher meetings provide an incredible opportunity for parents to find out what is happening at the schools, as well as allowing dialogue between the community and the District. She encouraged parents to consider a position in one of the parent teacher units.

Mrs. Bolas gave a Committee Report on the PSBA Legislative platform, advising they are accepting proposals which will then be reviewed by the Platform Committee. She also reported on upcoming events at PSBA, including: virtual advocacy week, new School Director monthly exchange, awards for students who are becoming student teachers, and more.



Matters of Information/Other

(Rozzo, Superintendent of Schools)

Dr. Rozzo noted there were no matters of information for this agenda.

Adjournment

(Schnore, School Board President)

Ms. Schnore announced that an Executive Session was held immediately prior to the Board meeting, to discuss personnel, safety and security, and legal matters.

Ms. Schnore adjourned the meeting at approximately 8:59pm, on a motion from Mrs. Bolas.

Ms. Jennifer Schnore, President
BOARD OF SCHOOL DIRECTORS

Scott P. Burchill, Secretary
BOARD OF SCHOOL DIRECTORS

Submitted by: Sarah MacDonald
SCHOOL BOARD STENOGRAPHER

COMMENDATIONS & RECOGNITIONS

May 2024

HIGH SCHOOL

Seven Upper St. Clair High School seniors were recently selected as 2024 Outstanding Young Citizens by Trib Total Media.

- Isaac Bernstein
- Leona Chen
- Boshi Dong
- Hunter Maher
- Anna Makoul
- Liam Park
- Mahir Parmar

They are among 109 students from 47 area schools honored in this year's program.

In addition, Isaac Bernstein has been named one of 10 Outstanding Young Citizen Gold Medalists. Isaac will be presented with his medal during the high school's annual awards night on May 21.

Four Upper St. Clair High School students have advanced to the Future Business Leaders of America (FLBA) National Leadership Conference. To qualify for nationals, the following students were among the top performers at the Pennsylvania FBLA Leadership Conference.

- Lylah Kateeb, 3rd place, Introduction to Event Planning
- Abhi Kanini, 4th place, International Business
- Arjun Suresh, 4th place, Management Information Systems
- Isabel Vilensky, 4th place, Business Management

The statewide event was held April 8-10, 2024, in Hershey. The Leadership Conference featured more than 50 individual and/or team events. The top four in each event qualified for the FBLA National Leadership Conference, which is set for June 27-July 2, 2024, in Orlando.

Nathaniel Grabowski was inducted into the National Technical Honor Society for 2024 at Parkway West Career & Technology Center. Nathaniel is enrolled in the Power Motorsports Program.

MIDDLE & ELEMENTARY SCHOOLS

An Upper St. Clair seventh grader is headed to the USA Gymnastics Men's and Women's Development Program National Championships. Avery Irvin, a student at Fort Couch Middle School, will compete against the top seven girls from each of the eight regions in the country. The National Championships are set for May 10-12, 2024, in Daytona Beach, Florida. To qualify, Avery placed among the top seven in her age group at the 2024 Level 9 & 10 Region VII Championship gymnastics meet, held April 11-14, 2024.

A team of Upper St. Clair eighth graders finished second among 394 middle school teams in the statewide STEM Design Challenge. The Fort Couch Middle School team includes:

- Sam An
- Felix Chen
- John Whitman
- Joey Wyse

The team is coached by Jason O'Roark, gifted and accelerated math teacher. The competition was sponsored by Thermo Fisher Scientific and the Allegheny Intermediate Unit. The STEM Design Challenge was held on Friday, May 3, 2024, in Harrisburg. This year's challenge tasked students with creating an agricultural robot or other type of "high-tech farming" equipment to help Pennsylvania farmers.

Original poems written by eight Fort Couch Middle School students were recently selected for publication in the 2024 spring poetry contest, hosted by Creative Communications.

8th Graders:

- Jillian Torres, "On The Edge"
- Calleigh Kunicki, "Angel of Death"
- Anna Barefoot, "Calvary Camp"

7th Graders:

- Finley Garvey, "The Silver Snapper Dragon"
- Sunny Liu, "Midnight Dream"
- Alexis Hettich, "Middle School"
- Kayla Fibbi, "Spring"
- Paige Senchyshak, "Realize"

All eight poems will be included within the 2024 Spring Contest Anthology, available in the fall. Less than half of all entries are selected for publication.

Math 7 Course Pilot



RECOMMENDATION:
Pilot a Math 7 course for recommended 7th graders.

Name: Andrew Lucas	Level: Middle School	Subject Area: Math	Curriculum Recommendation Period: Spring 2024
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Reason(s) for Recommendation

1. In 2010, a recommendation was approved to “Pilot a Cognitive Tutor Algebra 1 course for eighth grade students who have failed to demonstrate proficiency of basic algebraic concepts presented during 7th grade Pre-Algebra.” For many years, this class has provided students a way to truly master Algebra 1 over the course of two years rather than in the traditional one year. In 2012, the course was adopted as “another option for Algebra instruction for eighth graders” and the name of the course was changed to Algebra, Part A in 8th grade and Algebra, Part B in 9th grade. In 2015, a rec was made to “modify the curriculum of the Algebra, Part A course to strengthen the alignment with Algebra 1.” Finally, in 2017, a recommendation was made to “Modify the current curricula for the Algebra, Part A and Part B courses to match the rigor and complete the alignment with the PA Core standards.” These recommendations highlight just some of the responsive practices that the USC math department has enacted to create customized responses to the learning needs of our students, particularly with respect to Algebra 1 instruction.
2. Students are recommended for Algebra, Part A based on in-class performance in Pre-Algebra, observations of the 7th grade math teachers, MAP testing achievement and growth, and past PSSA performance.
3. In recent years, we have seen a growing need within our 7th grade student population for similar interventions related to our Pre-Algebra course. Pre-Algebra follows the PA Core Accelerated Math 7 standards and prepares students to take Algebra 1 in 8th grade. This course includes all the Math 7 standards required by the state but also includes many 8th grade standards, most of them from the Geometry strand, that are separate and distinct from the PA Algebra 1 Core Standards. As a result, USC’s Pre-Algebra course is fast-paced and covers concepts from both the Math 7 and Math 8 PA Core Standards.
4. Many of our neighboring districts utilize the same standards for Pre-Algebra, yet also offer a Math 7 option that is on-grade level and does not include the additional 8th grade standards that a Pre-Algebra course includes (see Appendix A). This Math 7 option is offered to students who need additional time to fully master the concepts of Math 7 before progressing to Math 8 or Algebra 1. Appendix B contains a list of Math 8 standards that could be cut from our Pre-Algebra course, thus leaving time for greater mastery of the Math 7 standards.

5. A recommendation was made and approved last spring to “conduct a study of the current seventh grade math curriculum in order to assess any adjustments necessary to increase Algebra readiness”. Great strides have been made to fill the gaps in learning left by the Pandemic, and our math department continues to review and revise its practices for providing extra support for our struggling learners. Even so, this study revealed that there remains a small segment of our student population who is not developmentally ready for Pre-Algebra in 7th grade just as there is a population who is not ready for Algebra 1 in 8th grade. More time is needed for these students to master the important concepts of Proportionality and Number Sense that are vital for success in Algebra and higher-level math courses.
6. This growing need is partially evidenced by the increase in the number of Algebra, Part A recommendations that have been made since 2020. Prior to 2020, an average of 24 students each year were recommended for taking Algebra 1 over two years. Since 2020, that figure has grown to 36 students per year being recommended – a 50% increase.
7. Additional evidence suggests that these recommendations were necessary and accurate.
 - Since 2020, 23% of the students recommended for Algebra, Part A have had parents opt them out of the program only to have 78% of these students struggle with Algebra 1 in the next year and be placed back into Algebra, Part A midyear.
 - Of the 22% of opt outs who remained in the traditional Algebra 1 program for the entire year, only one-third went on to pass the Algebra 1 Keystone Exam, 6 of the 8 passing students did so in 2021 when COVID restrictions made it difficult to predict student performance.
 - This year, only one of the five students who opted out is trending toward passing the Keystone according to our MAP data.

These data outline the growing need for additional interventions as well as the accuracy our teachers possess in making predictions about a child’s readiness for Algebra 1.
8. It is also interesting to note that of the 33 families who opted their learner out of Algebra, Part A, 14 did so in 2020 at the height of the Pandemic. This was also the year that a recommendation was adopted that instituted the practice of sending MAP Growth and Achievement data home. Since then, yearly opt out rates have fallen almost by half. This would seem to suggest that MAP data has given teachers a more accurate tool for communicating student performance to parents and guardians and that parents now have an improved understanding of their child’s true performance. As a result, families have been more receptive to following these data-driven decisions.
9. In addition, students who move into our district from out of state or even from our local parochial schools struggle with the rigor and pace of our Pre-Algebra course. In particular, students who move in mid-year often come from schools where they were taking Math 7, and not Pre-Algebra, since Algebra 1 is a 9th grade course within the Common Core Standards and the PA Core Standards. These students are left with no other option but to try to catch up academically to their classmates at USC and often struggle to do so.
10. Given our teachers’ proficiency with MAP data and assessment practices, we are often able to predict which students will struggle the most in their mathematical transition from 6th grade math to Pre-Algebra. Appendix C contains results from a study that came from last spring’s recommendation. These data show to what degree of accuracy 6th and 7th grade teachers were able to predict which students would benefit from a Math 7 course which would give them more time to interact with and master the Math 7 standards. Our current practice is to place those rising 7th grade students on the same team at Fort Couch and to assign our Math Resource teacher as a co-teacher in those homerooms.

11. This recommendation will allow us to form a course that is on-grade level for our 7th grade learners rather than forcing all learners to complete an intensified Pre-Algebra course. This would be in keeping with current research and best practices which highlight the importance of providing all students with multiple opportunities to master math. This recommendation will help struggling learners to form a more positive mathematical self-concept.
12. Since these students would traditionally be placed on a team with our Math Resource teacher, we can form this class without needing additional staff. Students who would be recommended for this course would then progress to Algebra, Part A. Potential course pathways to Geometry can be found in Appendix D.

Implementation Steps

1. Pilot the Middle School Math Solution Course 2 from Carnegie Learning as a curriculum to supplement the materials from our current Pre-Algebra course that align with the Math 7 Standards. Piloting these materials will expedite the creation and implementation of the Math 7 course. Purchase materials after administrative approval.
2. Utilize curriculum time to develop criteria for choosing students to be recommended for Math 7.
3. Create an informational video for parents and guardians that 6th grade teachers can send out when making their recommendations. Utilize curriculum time to develop common language for communicating these recommendations.
4. Send out recommendations to parents from the 6th grade teachers after the third round of MAP testing is given. This will most likely be done in the last week of May.
5. Provide parents with an opportunity to opt out of the recommendation just as we do with our Algebra, Part A recommendations.
6. Utilize summer project, workshop time, and curriculum time in the coming year for teachers to:
 - a. analyze our current Pre-Algebra teaching materials and identify where Math 8 skills are being taught or assessed.
 - b. create a scope and sequence for the Math 7 course that mirrors the Pre-Algebra course as closely as possible.
 - c. determine which concepts require development of additional materials and begin the process of developing those materials.
 - d. identify and develop benchmarks for students to move between Math 7 and Pre-Algebra.
 - e. create a mechanism for helping students to accelerate to one-year Algebra 1 upon teacher recommendation.
7. Add the course in Focus for the coming year. Work with the school counselors and special education team to ensure a smooth transition to Fort Couch for these students.

Cost

Approximately \$3,500 for materials and \$1,000 for teacher training from Carnegie Learning.
12 hours each of workshop pay for three teachers at \$35.56 per hour.

Administrative Reaction

1 Year in Review

Appendix A: Grade 7 Math Options in Neighboring Districts

The following chart shows which math courses all schools in the AIU offer for 7th grade learners. If a school's row is left blank, either they did not respond or they did not have a program of studies listed on their website. Synthesized data from the chart can be found at the bottom.

School	Number of 7th Grade Math Options	Math 7 Offered?	Pre-Algebra or Acc Math 7 Offered?	Honors and Academic Options Offered
Allegheny Valley	2	Yes	Yes	No
Avonworth	1	Yes	No	No
Baldwin-Whitehall	1	Yes	No	No
Bethel Park	3	Yes	Yes	No
Brentwood	2*	Yes	No	No
Carlynton	1	Yes	No	No
Chartiers Valley	2	Yes	Yes	No
Clairton City				
Cornell	1	Yes	No	No
Deer Lakes	2	Yes	Yes	No
Duquesne City				
East Allegheny	4	Yes	No	Yes
Elizabeth Forward	1	No	Yes	No
Fox Chapel				
Gateway	1	Yes	No	No
Hampton Township	2	No	Yes	Yes**
Highlands	1	Yes	No	No
Keystone Oaks	3	Yes	Yes	Yes

McKeesport Area	1	Yes	No	No
Montour	3	Yes	Yes	No
Moon Area	1	No	Yes	No
Mt. Lebanon	2	Yes	No	Yes
North Allegheny	3	Yes	Yes	Yes
North Hills	2	No	Yes***	No
Northgate	1	Yes	No	No
Penn Hills	1	Yes	No	No
Pine-Richland	5	Yes	Yes	Yes
Plum Borough	1	Yes	No	No
Quaker Valley	3****	Yes	Yes	No
Riverview	4	Yes	Yes	No
Shaler Area	3	Yes	Yes	No
South Allegheny	2	Yes	Yes	No
South Fayette	2	No	Yes	No
South Park				
Steel Valley	2	Yes	No	No
So-Rox	2	Yes	Yes	No
West Allegheny	2	Yes	No	No
West Jefferson Hills	3	Yes	Yes	No
West Mifflin	3	Yes	Yes	No
Wilkinsburg Borough				
Woodland Hills				

*also offers a “Math Extension” course which seems to focus on study habits and additional opportunities for helping struggling students.

**Course is called “Advanced Pre-Algebra”

***Have Pre-Algebra A and Pre-Algebra B, but Pre-Algebra B is only offered in 8th grade

****Offers a Math Lab for struggling students

Data Synthesis for Appendix A

41 Total Schools

34 Respondents

Percent of Responding Districts offering both Math 7 and Pre-Algebra: 41%

Percent of Responding Districts offering only Math 7: 44%

Percent of Responding Districts offering only Pre-Algebra: 16%

Percent of Responding Districts offering “Honors”/“Academic” classes: 15%

Appendix B: Math 8 Standards that Could be Removed in a Math 7 Course

*The following is a list of PA Core Math 8 Assessment Anchors that are taught in our Pre-Algebra course along with the number of days that are spent studying each target to achieve mastery. **These anchors account for 16.5 days of instruction (about 9% of the school year).***

M08.A-N.1.1.1 - Determine whether a number is rational or irrational. For rational numbers, show that the decimal expansion terminates or repeats (limit repeating decimals to thousandths).

- Days spent on this anchor - 2

M08.A-N.1.1.2 - Convert a terminating or repeating decimal to a rational number (limit repeating decimals to thousandths).

- Days spent on this anchor - 1

M08.A-N.1.1.3 - Estimate the value of irrational numbers without a calculator (limit whole number radicand to less than 144).

- Days spent on this anchor - 0.25

M08.A-N.1.1.5 - Locate/identify rational and irrational numbers at their approximate locations on a number line.

- Days spent on this anchor - 0.25

M08.B-E.1.1.1 - Apply one or more properties of integer exponents to generate equivalent numerical expressions without a calculator (with final answers expressed in exponential form with positive exponents).

- Days spent on this anchor - 1

M08.B-E.1.1.2 -Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of perfect squares (up to and including 122) and cube roots of perfect cubes (up to and including 53) without a calculator.

- Days spent on this anchor - 1

M08.B-E.1.1.3 -Estimate very large or very small quantities by using numbers expressed in the form of a single digit times an integer power of 10 and express how many times larger or smaller one number is than another.

- Days spent on this anchor - 2

M08.B-E.2.1.1 - Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.

- Days spent on this anchor - 0.5

M08.B-E.3.1.1 - Write and identify linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).

- Days spent on this anchor - 1

M08.B-E.3.1.2 - Solve linear equations that have rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

- Days spent on this anchor - 1

M08.C-G.1.1.1 - Identify and apply properties of rotations, reflections, and translations.

- Days spent on this anchor - 1

M08.C-G.1.1.3 - Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

- Days spent on this anchor - 2

M08.C-G.2.1.2 - Apply the Pythagorean theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

- Days spent on this anchor - 1.5

M08.C-G.3.1.1 - Apply formulas for the volumes of cones, cylinders, and spheres to solve real-world and mathematical problems.

- Days spent on this anchor - 1

M08.D-S.1.1.1 - Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative correlation, linear association, and nonlinear association.

- Days spent on this anchor - 1

M08.D-S.1.1.2 - For scatter plots that suggest a linear association, identify a line of best fit by judging the closeness of the data points to the line.

- Days spent on this anchor - 0.5

Appendix C: Data Study on Potential Math 7 Candidates

Methodologies

For this study, we listed all students who were on our Extra Support Watch List at the start of their 7th grade year. These are students who struggle with math as evidenced by the need for second chance learning and retakes, MAP data, and teacher observations.

Next, we wrote down each student's MAP scores from the beginning of 5th grade to the winter of 7th when this study was conducted. This spanned eight MAP testing sessions. We then calculated the average RIT score for this group at each administration of the MAP test and how far beneath the Targeted RTI score these averages were (the "Targeted RTI score" is

the score that a student must earn on a MAP assessment in order to correlate with at least a 50% chance of passing the PSSA according to NWEA's Pennsylvania Linking Study).

Teachers then compared the end of 6th grade data with the end of 7th grade data and determined if there were any students who they predicted would have been recommended to take a Math 7 course at the end of 6th grade who would not have been recommended for this midway through 7th. In other words, were there any students who might have been recommended who then blossomed in 7th and made gains sufficient to close the gap with their peers.

Finally, in a separate meeting, the 6th grade teachers viewed the predictions of the 7th grade teachers of which students would have been recommended at the end of 6th and simply stated whether or not they agreed with that prediction.

Findings and Conclusions

Finding #1: There were 21 students out of the 67 on the list who 7th grade teachers stated would have benefited from a Math 7 course and that they predicted would have been recommended at the end of 6th grade. The 6th grade teachers disagreed with the 7th grade teachers four times, but only once did the 7th grade teachers predict that a student would be recommended when the 6th grade teacher stated that they would not have recommended that child.

Conclusion #1: These data show that using the metrics described in this study can provide us with a fairly accurate prediction of which students would benefit from this course. We can use this to develop our metrics for the recommendation process. We also can use these metrics to predict the size of this class.

Finding #2: There were three students who the 6th grade teachers stated they would have recommended that the 7th grade teachers did not recommend. This brought the class total to 24.

Conclusion #2: These data demonstrate the importance of creating a mechanism for students to jump back into the Pre-Algebra course at different points throughout the year. Enrichment activities for Math 7 could be developed that would teach students the 8th grade standards that are part of the Pre-Algebra course and thus close the gap between these students and their peers.

Finding #3: There were eight students with IEP's who were on this list. Of those eight, the 7th grade teachers predicted that seven would have benefited from a Math 7 course. Six out of the eight went on to be recommended for Algebra, Part A at the end of their 8th grade year.

Conclusion #3: This course will be able to meet the needs of a wide variety of students.

Appendix D: Potential Math Course Pathways

The following scenarios are potential pathways through 7th Grade Math and into Geometry:

Scenario 1: 7th Grade Math Course: Math 7

- 8th Grade Math Course: Algebra, Part A
- 9th Grade Math Course: Algebra, Part B (now just called Algebra 1)
- 10th Grade Courses: Geometry (conceptual, academic, or honors)

Scenario 2: 7th Grade Math Course: Math 7

- 8th Grade Math Course (only with teacher recommendation and summer work by student): Algebra 1
- 9th Grade Math Course: Geometry (conceptual, academic, or honors)

Scenario 3: 7th Grade Math Course: Pre-Algebra

- 8th Grade Math Course (based on teacher recommendation): Algebra Part A
- 9th Grade Math Course: Algebra, Part B (now just called Algebra 1)
- 10th Grade Courses: Geometry (conceptual, academic, or honors)

Scenario 4: 7th Grade Math Course: Pre-Algebra

- 8th Grade Math Course: Algebra 1
- 9th Grade Math Course: Geometry (conceptual, academic, or honors)

Upper St. Clair School District Proposed Final Budget 2024-2025

Presentation for May 13, 2024

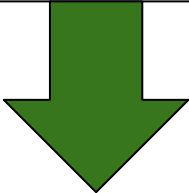


Priorities of 2024-25 Budget

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

Proposed Final Budget Recommendation

3.25% Recommended
Tax Increase



	2043-25 BUDGET No Tax Increase	2024-25 BUDGET 3% Tax Increase	2024-25 BUDGET 3.25% Tax Increase	2024-25 BUDGET 5.3% Tax Increase
REVENUES	\$101,936,343	\$104,004,397	\$104,176,735	\$105,589,906
EXPENDITURES	\$104,169,010	\$104,169,010	\$104,169,010	\$104,169,010
TOTAL DEFICIT	(\$2,232,667)	(\$164,613)	\$7,725	\$1,420,896

**Millage rate at 3.25% increase is 30.5970 mills*

Budget Updates Since April Board Meeting

- **Staffing Updates**
 - Two additional teaching positions based support on strategic initiatives and student needs
 - One reduction in administration - not currently filling the retirement of Mr. Carson effective 9/1/24
- **Reduction in Real Estate Revenue**
 - Through appeals, loss of ~\$1.2 million in assessed value (~\$36,000 in previously budgeted revenue)
- **Act 1 Property Tax Reduction Allocation Increase**
 - Budget Neutral for District
 - Reduction in tax liability for taxpayers of \$373,951 across District

Context for 2024-25 Budgeting: EXTERNAL

EXTERNAL REVENUE INFLUENCERS

- **Common Level Ratio (CLR)**
 - Some uncertainty regarding the impact of new sales on real estate revenues
 - Significant impact moving forward
 - Previously experienced \$5-\$10 million in real estate growth annually
 - No growth being built into current budget to offset uncertainty surrounding CLR
- **Assessment appeals settled in 2023/24**
 - Significant decrease in assessed value of Friendship Village (~\$8.7 million) and South Hills Village (~\$28 million)
 - Decrease in actual revenue to district of ~\$260,000 and ~\$807,000 respectively
 - Equivalent of ~1.6% tax increase for 24/25 school-year; impact will be felt each year moving forward
 - Certified assessed value decreased from January 2023 - January 2024 \$37,197,902
 - Approximate \$1,000,000 loss in revenue related to value decrease
- **Medical coverage continuing to increase**
 - Budgeting for 9% increase at ~\$675,000 (14% increase for 23/24 budget at \$1,000,000 increase)

Context for 2024-25 Budgeting: EXTERNAL

EXTERNAL EXPENDITURE INFLUENCERS

- **Maintaining competitive wages/salaries to ensure effective labor force**
 - Associated costs have increased in recent years
- **Continuing high rates of inflation (CPI) and impact on costs**
 - Leveling, but still at an increased level compared w/ 5 years ago

Context for 2024-25 Budgeting: INTERNAL

INTERNAL EXPENDITURE INFLUENCERS

- **Staffing Levels**
 - Administrative reductions made for 22/23 school-year, general savings from retirement of top-step employees
 - Assistant Superintendent
 - Additional reduction of 1.0 district administration level position included in this update
 - Senior Director of Operations and Administrative Services
 - Seven professional staff vacancies (due to retirement or resignation)
 - Two additional teaching positions included in this update to support strategic initiative work
- **Maintaining fiscal stability for the future**
 - Will continue to avoid using fund balance for recurring costs
- **Capital Improvements & Expenditures**
 - Need for ongoing facility repairs and investments in line w/ feasibility study and strategic initiatives
 - Including significant investment in needed HS Roof (Phase II), Security (including internal gates), HVAC building control units (at Boyce, Fort Couch and USCHS), Athletic Wing restrooms/wrestling room expansion, buses and bus cameras
- **Continued investments in key areas including safety/security and community facility usage**
 - Some essential investments recommended at this time

Proposed Budget 2024-2025: EXPENDITURES



2024-25 Proposed Expenditures

Object	Account Title	Final 23/24 Budget	Proposed 24/25 Budget	% of Budget	Variance Explanation
100 & 200	Salaries & Benefits	\$71,532,608	\$74,459,345	71.48%	7 vacancies being filled, 9% increase in healthcare, addition of 2 SPO, two additional teaching positions tied to student needs and Strategic Initiative work, reduction of one district administrative position
300	Contracted Services	\$3,396,901	\$3,311,954	3.18%	
400	Purchased Services	\$1,693,125	\$2,036,790	1.96%	
500	Other Purchased Services	\$4,732,870	\$4,959,375	4.76%	Increase in transportation contracted carriers, charter school expenses
600	Books & Supplies	\$6,111,891	\$5,688,699	5.46%	Science room and theatre upgrades, furniture for CAPS
700	Equipment	\$63,450	\$183,500	0.18%	
800	Misc. Fees	\$5,909,545	\$5,848,132	5.61%	Decrease in interest related to bond payments
900	Other Uses	\$6,815,210	\$7,681,215	7.37%	Increasing transfer of funds to capital reserve for buses/vans, and capital projects (concrete replacement, athletic wing renovation, library improvement and interior gates)
	TOTAL	\$100,255,600	\$104,169,010	100.00%	

2024/25 Capital Reserve Budget

2024-2025 Projects	Costs for 2024/25	Project Timing
Athletic Wing Renovations	\$220,000	Summer '24
District Interior Emergency Security Gates	\$245,032	Summer '24
High School Multi-purpose Room Exterior Stair Replacement w/ ADA Ramp, Concrete and Streams Elementary School Concrete	*\$235,000	Summer '24
Boyce Gym Netting System	\$17,400	Summer '24
High School Auxiliary Gym Equipment	\$17,850	Summer '24
High School Improvements (Library/RC & Main Office)	\$120,000	2024-25
New Buses/Vans	\$800,000	2024-25
TOTAL	\$1,655,282	<i>*Estimated Cost</i>

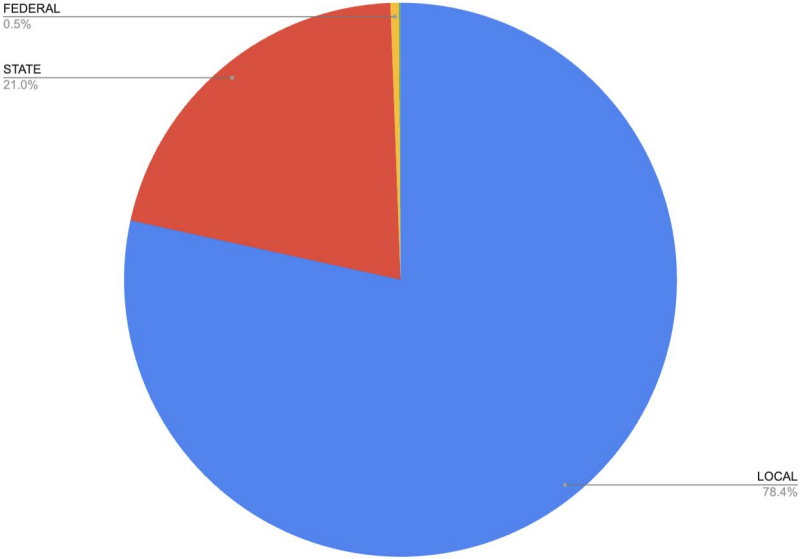
Proposed Budget 2024-2025: REVENUES



2024-25 Proposed Revenue Sources

REVENUE SOURCE	2024-25 BUDGET WITH 3.25% MILLAGE INCREASE	PERCENTAGE OF BUDGET
LOCAL	\$81,716,391	78.44%
STATE	\$21,850,933	20.97%
FEDERAL	\$509,411	0.49%
OTHER	*\$100,000	0.10%
TOTAL REVENUE	\$104,176,735	100.0%

PERCENTAGE OF BUDGET



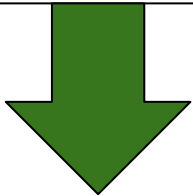
**Other refers to sale of assets (i.e. buses, old computers, etc.)*

Budget Impact & Other Considerations



Proposed Final Budget Recommendation

3.25% Recommended
Tax Increase



	2043-25 BUDGET No Tax Increase	2024-25 BUDGET 3% Tax Increase	2024-25 BUDGET 3.25% Tax Increase	2024-25 BUDGET 5.3% Tax Increase
REVENUES	\$101,936,343	\$104,004,397	\$104,176,735	\$105,589,906
EXPENDITURES	\$104,169,010	\$104,169,010	\$104,169,010	\$104,169,010
TOTAL DEFICIT	(\$2,232,667)	(\$164,613)	\$7,725	\$1,420,896

**Millage rate at 3.25% increase is 30.5970 mills*

Millage Impact On Cumulative Revenue

Tax/Revenue Impact vs. 5.3%

% millage increase	Increase in 2024-25 real estate taxes for an assessed home of \$250,000.	Revenue reduction in 2024-25 below 5.3% (1 year impact)	Cumulative reduction of revenue in 2028-29 (5 year impact)	Cumulative reduction of revenue in 2033-34 (10 year impact)
0.0%	No increase	\$3,655,221	\$19,406,067	\$41,903,016
3.0%	\$18.50/month	\$1,586,228	\$8,421,501	\$18,184,328
3.25%	\$20.06/month	\$1,413,171	\$7,502,717	\$16,200,422
5.3%	\$32.67/month	-	-	-

ASSUMES AN AVERAGE OF 3% INCREASE PER YEAR FOR THE CUMULATIVE \$ IMPACT

- The chart above uses the Act 1 index maximum 5.3% tax increase as a baseline to calculate revenue reduction.
- Assumes 3.0% average annual millage rate increase moving forward

Key Takeaways

- The recommended tax increase of 3.25% is .5% lower than last year (3.5%) and is also 2.05% below the District's Act 1 index (5.3%).
- There will be two fewer District level administrator positions compared to two years ago.
- Healthcare costs, common level ratio impact, and assessment appeals have significantly increased District expenditures.
- This budget reflects a continued investment in safety and security, facilities, and students' needs. NO programs or teaching staff are being reduced.
- ***The District remains financially stable and fiscally responsible.***

Remaining Budget Timeline

- May 13, 2024 - Adopt 2024-2025 *Proposed* Final Budget
- June 3, 2024 - Budget Update (if needed)
- June 17, 2024 - Adopt 2024-2025 Final Budget

Questions?



Board Meeting**Personnel List****May 13, 2024****ELECTION**

Staff Name	Location	New Assignment	New Assignment Status	Effective Date
Allen, Elizabeth	Baker	Summer School Teacher: Elementary STEAM Camp	Summer	07-15- 24 through 07-19-24
Banbury, Lisa	Substitute	Summer ESY Teacher Aide	Substitute	06-17-24 through 07-12-24
Brosius, Kayleigh	Substitute	Summer Substitute Custodian	Substitute	06-10-24 through 08-16-24
Bruce, Erin	Eisenhower	Summer School Teacher: Elem. Reading Lab	Summer	06-17-24 through 07-03-24
Bruce, Erin	Ft. Couch	Summer School Teacher: FC Leadership Academy	Summer	07-22-24 through 07-26-24
Calvetti, Gregory	Ft. Couch	Summer School Teacher: FC STEAM Camp	Summer	06-17-24 through 06-21-24
Caragein, Christina	Ft. Couch	Summer School Teacher: FC STEAM Camp	Summer	06-17-24 through 06-21-24
Carlino, Laura	Ft. Couch	Summer School Teacher: HS STEAM Academy	Summer	06-17-24 through 07-26-24
Carlino, Laura	High School	Summer School Teacher: HS Leadership Academy	Summer	07-22-24 through 07-26-24
Carter, Lee	Substitute	Summer Substitute Custodian	Substitute	06-10-24 through 08-16-24
Cecere, Denise	Substitute	Summer Substitute Custodian	Substitute	06-26-24 through 08-16-24
Chahine, Jourdan	Baker	Summer School Teacher: Elementary STEAM Camp	Summer	07-15-24 through 07-19-24
Cilli, Kristin	Boyce	Summer School Teacher: Boyce STEAM Camp	Summer	07-15-24 through 07-19-24
Clark, Kevin	Boyce	Summer School Teacher: Boyce Leadership Academy	Summer	07-22-24 through 07-26-24
Covelli, Jaclyn	Baker	Summer School Teacher: Elementary STEAM Camp	Summer	07-15-24 through 07-19-24
Cramer, Jennifer	Ft. Couch	Summer School Teacher: FC STEAM Camp	Summer	06-17-24 through 06-21-24
Cramer, Jennifer	Substitute	Summer ESY Teacher (certified)	Substitute	06-10-24 through 06-28-24
DaVia, Michael	Substitute	Summer ESY Teacher (certified)	Substitute	06-17-24 through 07-12-24
DaVia, Michael	Ft. Couch	Summer School Teacher: FC Leadership Academy	Summer	07-22-24 through 07-26-24
Dillie, Pamela	Baker	Summer School Teacher: Elementary STEAM Camp	Summer	07-15-24 through 07-19-24

Duda, Alexis	Substitute	Summer ESY Teacher	Substitute	06-17-24 through 07-31-24
Duda, Alexis	Substitute	Substitute Teacher	Substitute	05-06-24
Edwards, Benjamin	High School	Summer School Teacher: HS Leadership Academy	Summer	07-22-24 through 07-26-24
Erbrecht, Chad	High School	Summer School Teacher: HS Leadership Academy	Summer	07-22-24 through 07-26-24
Erwin, Monica	High School	Summer School Teacher: HS STEAM Academy	Summer	06-17-24 through 07-26-24
Forney, Cadence	District Wide	Technology Department Student Worker	PT	05-20-24
Gehrlein, William	Boyce	Summer School Teacher: Boyce Leadership Academy	Summer	07-22-24 through 07-26-24
Geyer, Susan	Substitute	Summer ESY Teacher Aide	Substitute	06-17-24 through 07-12-24
Gianuzzi, Lisa	Ft. Couch	Summer School Teacher: FC STEAM Camp	Summer	06-17-24 through 06-21-24
George, Tyler	High School	Summer School Teacher: Summer Wellness	Summer	06-10-24 through 07-26-24
Gremba, Justin	Boyce	Summer School Teacher: Boyce Leadership Academy	Summer	07-22-24 through 07-26-24
Henderson, Matthew	Boyce	Summer School Teacher: Boyce Robotics	Summer	06-24-24 through 06-28-24
Henderson, Matthew	Boyce	Summer School Teacher: Boyce STEAM Camp	Summer	07-15-24 through 07-19-24
Hicks, Jill	Substitute	Summer ESY Teacher Aide	Substitute	06-17-24 through 07-03-24
Howard, Jacob	Substitute	Summer Substitute Custodian	Substitute	06-10-24 through 08-16-24
Janz, Alice	Substitute	Summer Substitute Custodian	Substitute	06-10-24 through 08-16-24
Jasper, Miranda	High School	Summer School Teacher: HS Leadership Academy	Summer	07-22-24 through 07-26-24
King, Kraig	High School	Assistant Coach: High School Football	Volunteer	05-01-24
Kostelic, Thomas	Substitute	Substitute Bus Driver	Substitute	04-17-24
Krivansky, Jenna	Baker	Summer School Teacher: Elementary STEAM Camp	Summer	07-15-24 through 07-19-24
Kyle, Erin	Boyce	Summer School Teacher: Boyce Leadership Academy	Summer	07-22-24 through 07-26-24
Livingston, Natalie	Substitute	Summer ESY Teacher Aide	Substitute	06-17-24 through 07-03-24
Lucas, Andrew	Ft. Couch	Summer School Teacher: MS Math Lab	Summer	06-17-24 through 06-28-24
Luckenbach, Denise	Substitute	Summer ESY Teacher (certified)	Substitute	06-17-24 through 07-31-24
Luxbacher, Eliza	Substitute	Summer ESY Teacher	Substitute	07-08-24 through 08-10-24
Luxbacher, Eliza	Ft. Couch	Summer School Teacher: FC Leadership Academy	Summer	07-22-24 through 07-26-24

Mamone, Gianna	Substitute	Summer ESY Teacher (certified)	Substitute	06-17-24 through 07-12-24
Manion, Kara	Baker	Summer School Teacher: Elementary STEAM Camp	Summer	07-15-24 through 07-19-24
Mauder, Julie	Boyce	Summer School Teacher: Boyce Leadership Academy	Summer	07-22-24 through 07-26-24
Mellinger, Dana	High School	Summer School Teacher: Summer Wellness	Summer	06-10-24 through 07-26-24
Mellinger, Matthew	High School	Summer School Teacher: Summer Wellness	Summer	06-10-24 through 07-26-24
Nasser, Katelyn	Substitute	Summer ESY Teacher (certified)	Substitute	06-17-24 through 07-31-24
Nicholson, Jared	High School	Summer School Teacher: HS Leadership Academy	Summer	07-22-24 through 07-26-24
Nulph, Rosemarie	Substitute	Summer ESY Teacher Aide	Substitute	06-17-24 through 07-12-24
O'Korn, Amy	Baker	Summer School Teacher: Elementary STEAM Camp	Summer	07-15-24 through 07-19-24
O'Leary, Barbara	Baker	Summer School Teacher: Elementary STEAM Camp	Summer	07-15-24 through 07-19-24
Peconi, Jessica	High School	Summer School Teacher: HS STEAM Academy	Summer	06-17-24 through 07-26-24
Rach, Judith	Substitute	Summer ESY Teacher Aide	Substitute	06-17-24 through 07-31-24
Reimer, Tyler	Substitute	Summer Substitute Custodian	Substitute	05-13-24
Reis, Jacob	High School	Summer School Teacher: HS Leadership Academy	Summer	07-22-24 through 07-26-24
Rising, Ellie	Substitute	Summer ESY Teacher Aide	Substitute	06-17-24 through 07-31-24
Rising, Ellie	Substitute	Substitute Teacher Aide	Substitute	05-09-24
Ritchie, Calvin	Substitute	Summer Substitute Custodian	Substitute	06-10-24 through 08-16-24
Robbins, Timothy	High School	Summer School Teacher: Summer Wellness	Summer	06-10-24 through 07-26-24
Rose, Kristin	Baker	Summer School Teacher: Elementary STEAM Camp	Summer	07-15-24 through 07-19-24
Sabolick, Beth	Substitute	Summer Substitute Custodian	Substitute	06-10-24 through 08-16-24
Schade, Carrie	Streams	Summer School Teacher: Back to School Reading Camp	Summer	08-05-24 through 08-09-24
Senneway, Michelle	Ft. Couch	Summer School Teacher: MS Reading Lab	Summer	06-17-24 through 06-28-24
Senneway, Michelle	Ft. Couch	Summer School Teacher: MS Math Lab	Summer	06-17-24 through 06-28-24
Sibert, Jessica	Substitute	Summer ESY Teacher (certified)	Substitute	06-17-24 through 07-31-24
Slagle, Katherine	Substitute	Summer ESY Teacher (certified)	Substitute	06-17-24 through 07-12-24

Smith, Rebecca	Eisenhower	Summer School Teacher: Elem. Math Lab	Summer	06-17-24 through 07-03-24
Smith, Tracy	High School	Summer School Teacher: HS STEAM Academy	Summer	06-17-24 through 07-26-24
Stash, Kristen	High School	Summer School Teacher: Summer Wellness	Summer	06-10-24 through 07-26-24
Strayer, Shannon	High School	Summer School Teacher: HS Leadership Academy	Summer	07-22-24 through 07-26-24
Stringe, Julie	Baker	Summer School Teacher: Elementary STEAM Camp	Summer	07-15-24 through 07-19-24
Thompson, Craig	High School	Assistant Coach: High School Football	Volunteer	05-06-24
Timko, Debra	Substitute	Summer ESY Teacher (certified)	Substitute	06-17-24 through 07-12-24
Tipton, Alexandra	Eisenhower	Summer School Teacher: Elem. Reading Lab	Summer	06-17-24 through 07-03-24
Torquato, Stephen	High School	Summer School Teacher: HS Leadership Academy	Summer	07-22-24 through 07-26-24
Turner, Corie	Substitute	Summer ESY Teacher Aide	Substitute	06-17-24 through 07-12-24
Valentine, Erika	High School	Summer School Teacher: HS Leadership Academy	Summer	07-22-24 through 07-26-24
Wagner, Jennifer	Substitute	Summer ESY Teacher (certified)	Substitute	06-10-24 through 06-28-24
Watson, David	High School	Summer School Teacher: HS English Credit Recovery	Summer	06-11-24 through 07-26-24
Watson, David	High School	Summer School Teacher: HS Math Credit Recovery	Summer	06-11-24 through 07-26-24
Watson, David	High School	Summer School Teacher: HS Biology Credit Recovery	Summer	06-11-24 through 07-26-24
Weinheimer, Amanda	Substitute	Summer ESY Teacher Aide	Substitute	06-17-24 through 08-16-24
Weisbrod, Bailey	Substitute	Substitute Teacher	Substitute	05-06-24
Weisemann, Erik	Baker	Summer School Teacher: Elementary STEAM Camp	Summer	07-15-24 through 07-19-24
Weisemann, Megan	Baker	Summer School Teacher: Elementary STEAM Camp	Summer	07-15-24 through 07-19-24
Wheeler, Katie	Baker	Summer School Teacher: Elementary STEAM Camp	Summer	07-15-24 through 07-19-24
Yoder, Dawn	Ft. Couch	Summer School Teacher: FC STEAM Camp	Summer	06-17-24 through 06-21-24
Zelenski, Daniel	Ft. Couch	Summer School Teacher: FC Leadership Academy	Summer	07-22-24 through 07-26-24

CHANGE OF STATUS

Staff Name	Location	Current Assignment	Current Assignment Status	New Assignment	New Assignment Status	Effective Date
Fuentes Mateos, Maria	Ft. Couch	Substitute Teacher	Substitute	Per-diem 1.0 Spanish Teacher (Sebastiao, K	Substitute	4-22-24 through LDTR
Levine, Stephen	Ft. Couch	1.0 Social Studies Teacher	FT	Personal Leave of Absence	Leave	Beginning 05-02-24
Sebastiao, Kate	.5 High School / .5 Ft. Couch	1.0 Spanish Teacher	FT	Personal Leave of Absence	Leave	04-19-2024 thorough LDTR
Seelye, Alexa	Eisenhower	1.0 Elementary Teacher	FT	Personal Leave of Absence	Leave	08-14-24 through 09-17-24
Suchan, Kenneth	Boyce	1.0 Head Custodian	FT	Personal Leave of Absence	Leave	Beginning 04-24-24

REAPPOINTMENT

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date
Cremonese, Frank	High School	Coach: Strength/Conditioning	ECA	05-10-24 through 08-02-24
Junko, John (Mike)	High School	Summer Camps and Programs	ECA	05-01-24 through 08-04-24
Scurci, Taylor	High School	Assistant Coach: Strength/Conditioning	ECA	05-10-24 through 08-02-24

RESIGNATION

Staff Name	Location	Current Assignment	New Assignment Status	Effective Date
Chothani, Tanya	High School	IB Diploma Program Coordinator	ECA	06-07-24
Doggrell, Cassandra	DAB	Director of Special Education	FT	06-30-24
Gossett, Ryan	Ft. Couch	Coach: Middle School Wrestling	ECA	04-17-24
Kenny, Jessica	Eisenhower	1.0 ELA Curriculum Leader	PT	06-07-24
Linz, Scott	Bus Garage	Bus Driver	PT	05-02-24
McGrath, Megan	Eisenhower	1.0 ELA Curriculum Leader K-2	PT	06-07-24
Willenbacher, Matthew	Ft. Couch	Custodian	PT	06-05-24

OTHER

Approval of Employee Discipline Resolution 2024-S-07

Approval of Paid Administrative Leave (EID#2360) 04-25-24 through 05-01-24

INFORMATION ONLY

Ghilani, Lauren (Ft. Couch - 1.0 Social Studies teacher) Change Personal Leave FROM 03-04-24 through 04-19-24 TO 03-04-24 through 05-03-24

Gibson, Connie (High School - 1.0 Gifted Teacher) Change Personal Leave FROM Beginning 08-17-23 TO 08-17-23 through 05-28-24 and Sabbatical Leave 05-29-24 through 01-09-25

Mamone, Gianna (Ft. Couch -1.0 Math Teacher) Change from Per-diem Sub (Y. Laganian) FROM 4-17-24 through LDTR TO 04-19-24 through LDTR

Reynolds, Logan (Ft. Couch -1.0 Social Studies Teacher) Change from Per-diem Sub (L. Ghilani) FROM 03-04-24 through 04-12-24 TO 03-04-24 through 05-03-24

Sadowy, Courtney (Eisenhower - 1.0 Elementary Ed Teacher) Change Personal Leave FROM 04-03-24 through LDTR TO 04-08-24 through LDTR



Book	Policy Manual
Section	000 Local Board Procedures
Title	School Board/Administration Communication Policy
Code	007
Status:	REVISED SECOND READING: May 13, 2024
Adopted	October 14, 2019

Purpose

This policy sets forth the communication protocol School Board members and School District Administration members are to follow in carrying out the public service they provide the Upper St. Clair School District. The policy is intended to ensure timely and accurate communications regarding School District matters.

Guidelines

1. The Superintendent, or the Superintendent's designee, will advise the President and all other Board members as soon as practicable on school or school-related developments that are controversial, sensitive to press reaction, involve public safety, or have legal implications. Likewise, with regard to such developments which may first come to the attention of a Board member, that Board member will promptly advise the President and the Superintendent of Schools.
2. All Board members' official communications with School District Administration are to be initiated with or through the Superintendent or appropriate Administration Liaison. The Superintendent will designate the Administration Liaison responsible for each Committee of the School Board. The School District Administration will advise the Superintendent of communications with Board members involving school-related matters.
3. All Board members' requests for School District information regarding School Board business will be directed to and through the Superintendent. It will be the Superintendent's responsibility to ensure the timely provision of the requested information. Should fulfilling a Board members' request require significant use of staff time or cost to the District, the Superintendent may seek Board approval prior to taking action on the request. This provision is not intended to prevent the administration from fulfilling its obligation to provide timely information under Pennsylvania's "Right to Know" laws, but rather to manage the resource impact of information requests in a reasonable manner. Any information produced pursuant to a Board member's request is to be distributed to all Board members in a timely fashion.
4. The Board President or Committee Chair, in collaboration with the Superintendent of Schools, shall establish the meeting agenda prior to the scheduled meeting. Subsequent to the publication of the agenda, **be introduced at the meeting only if determined to be an "urgent" matter by the Superintendent or President of the Board new agenda items may only be added as specifically permitted by law (See Policy**

006). The Superintendent is responsible for providing to Board members pertinent information about agenda items prior to the scheduled meeting.

5. The Superintendent of Schools, or designee, is responsible for official communications with the press regarding School District matters. The President of the Board, or designee, is responsible for communicating with the press regarding official School Board business.

Adopted: October 14, 2019

Replaces Policy 2007 - School Board/Administration Communication Policy adopted September 27, 2004



Book Policy Manual

Section 200 Pupils

Title Enrollment of Students

Code 200

Status: REVISED SECOND READING: May 13, 2024

Legal

- [1. 24 P.S. 1301](#)
- [2. 24 P.S. 1302](#)
- [3. 22 PA Code 11.11](#)
- [4. 22 PA Code 11.41](#)
- [5. 24 P.S. 1331.1](#)
- [6. 24 P.S. 1302.1](#)
- [7. 22 PA Code 11.12](#)
- [8. 22 PA Code 12.1](#)
- 9. Pol. 202
- [10. 24 P.S. 1303a](#)
- [11. 24 P.S. 1304-A](#)
- 12. Pol. 203
- 13. Pol. 216.1
- 14. Pol. 251
- [15. 24 P.S. 7302](#)
- 16. Pol. 254
- 17. Pol. 138
- Pol. 201
- Interstate Compact on Educational Opportunity for Military Children (MIC3)

Authority

The Board shall enroll school age students eligible to attend district schools, in accordance with applicable laws and regulations, Board policy and administrative regulations.[\[1\]\[2\]\[3\]\[4\]\[5\]\[6\]](#)

Definitions

School age shall be defined as the period from the earliest admission age for the district's

kindergarten program until graduation from high school or the end of the school term in which a student reaches the age of twenty-one (21) years, whichever occurs first.[\[1\]\[7\]](#)

District of residence shall be defined as the school district in which a student's parents/guardians reside.[\[2\]\[3\]](#)

Guidelines

School age resident students and eligible nonresident students shall be entitled to attend district schools.[\[1\]\[2\]\[3\]\[6\]\[8\]\[9\]](#)

The district shall not enroll a student until the parent/guardian has submitted proof of the student's age, residence and immunizations and a completed Parental Registration Statement **(attesting to whether the student has been or is suspended or expelled for offenses involving drugs or alcohol, weapons, violence or conviction or adjudication for sexual assault against a student in the same school)**, as required by law and regulations, **except as follows:**[\[1\]\[2\]\[3\]\[10\]\[11\]\[12\]\[13\]](#)

1. Students Experiencing Educational Instability -

The district shall immediately enroll students experiencing homelessness, foster care and other forms of educational instability, even if the student or parent/guardian is unable to produce the required documents, in accordance with law, regulation and Board policy.[\[5\]\[14\]](#)

2. Children of Active Duty Military Families -

The district shall facilitate the timely enrollment and permit advanced enrollment of children of active duty military families, in accordance with law and Board policy. To qualify for advanced enrollment, prior to establishing residency in the district, a copy of the official military orders shall be provided to the district along with proof of the parent's/guardian's intention to move into the district. The parent/guardian must provide proof of residence within forty-five (45) days after the arrival date stated in the military orders.[\[6\]\[15\]\[16\]](#)

The district shall administer a home language survey to all students enrolling in district schools for the first time.[\[3\]\[17\]](#)

The district shall normally enroll a school age, eligible student the next business day, but no later than five (5) business days after application.[\[3\]](#)

The district shall not inquire about the immigration status of a student as part of the enrollment process.[\[3\]](#)

Enrollment requirements and administrative regulations shall apply to nonresident students approved to attend district schools, in accordance with Board policy. [\[14\]](#)

Delegation of Responsibility

The Superintendent or designee shall annually notify students, parents/guardians and staff about the district's enrollment policy by publishing such policy in the student handbook, parent newsletters, district website and other efficient methods.[\[4\]](#)

The Superintendent or designee **shall may** develop and disseminate administrative regulations for the enrollment of eligible students in district schools.



Book Policy Manual

Section 200 Pupils

Title Eligibility of Nonresident Students

Code 202

Status: REVISED SECOND READING: May 13, 2024

Legal

[1. 24 P.S. 501](#)

[2. 24 P.S. 502](#)

[3. 24 P.S. 503](#)

[4. 24 P.S. 1301](#)

5. Pol. 200

[6. 24 P.S. 1305](#)

[7. 24 P.S. 1306](#)

[8. 24 P.S. 1302.1](#)

[9. 24 P.S. 1316](#)

[10. 24 P.S. 1302](#)

11. Pol. 251

[12. 24 P.S. 2561](#)

13. Pol. 607

[14. 24 P.S. 1331.1](#)

[15. 24 P.S. 1307](#)

[16. 24 P.S. 1308](#)

[17. 24 P.S. 1309](#)

[18. 24 P.S. 1310](#)

[19. 24 P.S. 2562](#)

[20. 22 PA Code 11.18](#)

21. Pol. 254

[22. 22 PA Code 11.19](#)

23. Pol. 906

[22 PA Code 11.41](#)

[24 P.S. 1306.2](#)

[24 P.S. 2503](#)

[24 P.S. 7302](#)

Purpose

The Board shall operate district schools for the benefit of students residing in this district who are eligible for attendance.[\[1\]\[2\]\[3\]](#)

Authority

The Board may permit the admission of nonresident students in accordance with **law and Board policy.**[\[4\]\[5\]\[6\]\[7\]\[8\]\[9\]](#)

The Board shall require that appropriate legal documentation showing dependency or guardianship or a sworn statement of full residential support be filed with the Board Secretary before an eligible nonresident student may be accepted as a student in district schools. The Board may require a resident to submit additional, reasonable information to substantiate a sworn statement, in accordance with guidelines issued by the PA Department of Education.[\[10\]\[22\]](#)

The Board reserves the right to verify claims of residency, dependency and guardianship and to remove from school attendance a nonresident student whose claim is invalid.[\[10\]](#)

If information contained in the sworn statement of residential support is found to be false, the student shall be removed from school after notice is given of an opportunity to appeal the student's removal, in accordance with Board policy.[\[10\]\[23\]](#)

The Board shall not be responsible for transportation to or from school for any nonresident student residing outside school district boundaries, **except in accordance with law and Board policy.**[\[11\]](#)

Tuition rates shall be determined annually in accordance with law. Tuition shall be charged monthly, in advance of attendance.[\[9\]\[12\]\[13\]](#)

Guidelines

Nonresident Children Placed in Resident's Home

Any child placed in the home of a district resident by a court or government agency shall be admitted to district schools and shall receive the same benefits and be subject to the same responsibilities as resident students.[\[6\]\[14\]](#)

Residents of Institutions

A child who is living in or assigned to a facility or institution for the care or training of children that is located within this district is not a legal resident of the district by such placement; but the student shall be admitted to district schools, and a charge shall be made for tuition in accordance with law.[\[7\]\[12\]\[14\]\[15\]\[16\]\[17\]\[18\]\[19\]\[20\]](#)

Students Experiencing Educational Instability

The district shall immediately admit students experiencing homelessness, foster care and other forms of educational instability, even if the required documents are unavailable, in accordance with Board policy, law and regulation.[\[5\]\[11\]\[14\]](#)

Children of Active Duty Military Families

Children of active duty military families shall be eligible for enrollment in this district

in accordance with the Interstate Compact on Educational Opportunity for Military Children, state law and Board policy.[5][8][10][21]

Prospective Residents

A student eligible for attendance whose parent/guardian has executed a contract to buy, build or rent a residence in this district for occupancy within 3 months may be enrolled [\[9\]](#) with payment of tuition.

Parents/Guardians of students who claim admission on the basis of future residency shall be required to demonstrate proof of the anticipated residency.

Tuition payment shall be deferred for three (3) months pending presentation of satisfactory evidence to the district that the residence within the district has been established.

If an affidavit of residence is completed indicating an occupancy within three (3) months after the student's enrollment, all tuition due shall be forgiven. If an affidavit and proof of residence is not provided within three (3) months, all tuition due shall be submitted within thirty (30) days. The student may be permitted to remain and pay tuition for the remainder of the current school year, but shall be removed from the rolls if residence is not established within the first year of enrollment or immediately if tuition is not paid on time.

Former Residents

Regularly enrolled students whose parents/guardians have moved out of the district may be permitted to finish the [\[9\]](#) semester with payment of tuition.

Students who have been enrolled in the District for 9th through the beginning of their 12th grade year whose parents/guardians are district residents for any part of the senior year (effective with the first student day) may complete the year without payment of tuition.

Other Nonresident Students

A nonresident student may be admitted to district schools without payment of tuition where attendance is justified on the grounds that the student lives full-time and not just for the school year with district residents who have assumed legal dependency or guardianship or full residential support of the student.[\[10\]\[22\]](#)

Tuition

Tuition charged pursuant to this Policy shall be calculated based on the rate set by the Pennsylvania Department of Education for tuition charges for pupils of other districts.

Delegation of Responsibility

The Superintendent or designee may develop administrative regulations for the enrollment of nonresident students.

The Superintendent shall present to the Board for its consideration the admission of qualified nonresident students under this Policy.

NOTES:

Incarcerated Juveniles

Convicted – SC 1306.2, 1318

Charged – SC 1306.2

Revised Adopted:

June 19, 2023

Adopted:

June 29, 2020



Book	Policy Manual
Section	200 Pupils
Title	Supplemental Discipline Records
Code	216.1
Status	NEW POLICY: SECOND READING: May 13, 2024
Legal	

- [1. 24 P.S. 1304-A](#)
- [2. 24 P.S. 1305-A](#)
- [3. 24 P.S. 1307-A](#)
- [4. 42 Pa. C.S.A. 6341](#)
- [5. 237 PA Code Rule 163](#)
- 6. Pol. 113.1
- 7. Pol. 218
- 8. Pol. 218.3
- 9. Pol. 233
- [10. 24 P.S. 1318.1](#)
- 11. Pol. 200
- 12. Pol. 216
- [20 U.S.C. 1232g](#)
- [20 U.S.C. 7118](#)
- Pol. 113.4

Authority

The school district shall maintain required records concerning students adjudicated delinquent and transfer students disciplined for offenses involving weapons, alcohol, drugs and violence on, or within 1,500 feet of, school property.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

Guidelines

Records/Information Regarding Students Who Have Been Adjudicated Delinquent

The building principal or designee shall receive from the court, through the juvenile probation office, information concerning the adjudication of an enrolled student. The information may include, but not be limited to, the name and address of the student, a description of the delinquent acts committed by the student and the disposition of the case. If the student is adjudicated delinquent of a felony offense, the

building principal or designee may receive additional information, including but not limited to juvenile probation or treatment reports pertaining to the adjudication, prior delinquent history and the supervision plan. Other information may be provided as deemed necessary by the juvenile probation office unless restricted by a court order or other applicable law or regulation.[\[4\]](#)[\[5\]](#)

Upon receipt, the building principal or designee shall send a written acknowledgement to the juvenile probation office of the receipt of the information, including acknowledgement of the requirements and restrictions of the district regarding such information.[\[5\]](#)

The building principal or designee shall share this information with the student's teacher and the principal of another school to which the student may transfer. The information shall be used for the limited purposes of protecting school personnel and students, and arranging for appropriate counseling and education for the student.[\[4\]](#)[\[5\]](#)

The information may be used for school disciplinary decisions only if: the student was under the supervision of the Board at the time of the incident; the act(s) took place within 1,500 feet of school property; and the school has complied with all other statutory, regulatory and constitutional provisions relative to the imposition of school discipline.[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)

The information received from the juvenile probation office concerning an adjudicated student shall be maintained separately from the student's official school record.[\[4\]](#)[\[5\]](#)

Records Regarding Student Enrollment - Sworn Statement or Affirmation Related to Disciplinary Exclusions

Upon registration and prior to admission to the school district, the parent/guardian or person having charge of the student shall provide a signed sworn statement or affirmation stating whether the student previously was or presently is suspended or expelled from any public or private school for an offense involving weapons, alcohol or drugs; willful infliction of injury to another person; sexual assault; or any act of violence committed on school property. The statement shall include the dates of suspension or expulsion and the name of the school from which the student was suspended or expelled for these reasons.[\[1\]](#)[\[8\]](#)[\[10\]](#)[\[11\]](#)

The sworn statement or affirmation shall include the signature of the parent/guardian or person having charge of the student and they shall be informed that any willful false statements concerning this registration shall be a misdemeanor of the third degree.[\[1\]](#) This registration statement shall be maintained as part of the student's disciplinary record.

Transfer of Disciplinary Records

Transfer Into the District -

When a student transfers to a district school from another school district, a nonpublic school, or other school within this district, the district shall request a certified copy of the student's disciplinary record from the school from which the student is transferring. The sending school shall have ten (10) days from receipt of the request to provide the disciplinary record. This record shall be maintained as part of the student's disciplinary record and shall be available for inspection as required by law and Board policy.[\[2\]](#)[\[12\]](#)

Transfer From the District -

When a student transfers from a district school to another school district, a nonpublic school or other school within the district, the district shall transmit a certified copy of the student's disciplinary record within ten (10) days of receiving the request from the school to which the student has transferred. A copy of the notice initially provided by the juvenile probation office to the district shall also be provided to the school to which the student has transferred.[\[5\]](#)

The building principal or designee shall maintain a log of all individuals from other school districts to whom this information is subsequently provided, and shall inform the juvenile probation office upon providing this information to officials from other schools outside the district.[\[5\]](#)



Book Policy Manual

Section 200 Pupils

Title Graduation

Code 217

Status: REVISED SECOND READING: May 13, 2024

Legal

- [1. 24 P.S. 121](#)
- [2. 22 PA Code 4.24](#)
- [3. 22 PA Code 4.51](#)
- [4. 22 PA Code 4.52](#)
- [5. 24 P.S. 510.2](#)
- [6. 24 P.S. 1611](#)
- [7. 24 P.S. 1613](#)
- 8. Pol. 102
- 9. Pol. 127
- 10. Pol. 212
- 11. Pol. 233
- [12. 24 P.S. 1331.1](#)
- 13. Pol. 251
- [14. 24 P.S. 1614](#)
- [15. 22 PA Code 11.27](#)
- [16. 22 PA Code 4.12](#)
- [17. 34 CFR 300.102](#)
- [18. 34 CFR 300.305](#)
- 19. Pol. 113
- [20. 22 PA Code 11.5](#)
- [21. 22 PA Code 11.8](#)
- [22. 22 PA Code 11.4](#)
- [23. 24 P.S. 7302](#)
- 24. Pol. 254
- 25. Pol. 216
- [34 CFR Part 300](#)

Purpose Interstate Compact on Educational Opportunity for Military Children (MIC3)

The Board shall establish graduation requirements and acknowledge each student's successful completion of the instructional program by awarding diplomas and certificates at graduation ceremonies.

Authority

The Board shall adopt the graduation requirements students must achieve in accordance with state law and regulations.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

The Board requires graduation requirements to be published and distributed to students and parents/guardians, and made available in each school building and posted on the district's publicly accessible website. All changes to graduation requirements shall be published and distributed to students and parents/guardians, and made available in each school building and posted on the district's publicly accessible website immediately following approval by the Board. [\[2\]](#)[\[5\]](#)

Diplomas

The Board shall award a high school diploma to every student enrolled in this district who meets the requirements for graduation established by this Board.[\[2\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)

A student who has completed the requirements for graduation shall not be denied a diploma as a disciplinary measure, but the student may be denied participation in the graduation ceremony when personal conduct so warrants. Such exclusion shall be regarded as a school suspension.[\[11\]](#)

Students Experiencing Educational Instability -

The district shall provide supports to ensure that students experiencing educational instability graduate in a timely manner, in accordance with law and Board policy. A graduation plan shall be developed to facilitate this process for students in grades nine (9) through twelve (12) who are experiencing educational instability.[\[12\]](#)[\[13\]](#)

Students With Disabilities -

The Board shall permit a student with a disability, whose Individualized Education Program (IEP) prescribes continued educational services, to participate in commencement ceremonies with their graduating class and receive a certificate of attendance, provided that the student has attended four (4) years of high school. The Board shall issue a high school diploma to each student with a disability who completes the graduation requirements established by the Board or the goals established in the student's IEP, as determined by the student's IEP team.[\[1\]](#)[\[2\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)

Part-Time Students -

A student may qualify for graduation by attending a district school part-time when lawfully employed part-time or when officially enrolled part-time in a postsecondary institution.[\[20\]](#)[\[21\]](#)

Full-Time Postsecondary Students -

The fourth year of high school shall not be required for graduation if a student has completed all requirements for graduation and attends a postsecondary institution as a full-time student.[\[21\]](#) [\[22\]](#)

Children of Active Duty Military Families –

The district shall provide supports to facilitate the on-time graduation of children of active duty military families in accordance with the Interstate Compact on Educational Opportunity for Military Children, state law and Board policy.[23][24]

Eligible Veterans -

In order to honor and recognize honorably discharged eligible veterans who left high school prior to graduation to serve in World War II, the Korean War or the Vietnam War, the Board shall grant a diploma to a veteran who meets the applicable requirements of law and completes the required application.[6]

Upon proper application, the Board may award a diploma posthumously to a veteran who meets the stated requirements.

The Superintendent shall submit to the Board for its approval the names of veterans of World War II, the Korean War and the Vietnam War who are eligible for a high school diploma.

Delegation of Responsibility

The Superintendent or designee shall be responsible for ensuring the following:

1. Publication and distribution of graduation requirements to students and parents/guardians. [2][5]
2. Counseling of students regarding expectations of graduation requirements.[2][3][4][8][9] [10][16]
3. Assessment of individual student attainment of academic standards to ensure the student's progress toward achievement of graduation requirements.[2][3][4][8][9][10][16]
4. Accurate recording and reporting of each student's progress and accumulation of graduation requirements.[10][25]
5. Provision of assistance to those students having difficulty attaining the academic standards. [1][2]
6. Development of a list of individuals who qualify for the award of a diploma.
7. Planning and executing graduation ceremonies that appropriately recognize this important achievement.

The Superintendent or designee shall annually, no later than December 1, report to the PA Department of Education (PDE) graduation information and data, as required by law.[1]

Revised Adopted:
June 19, 2023

Adopted:
June 29, 2020



Book Policy Manual

Section 200 Pupils

Title Students Experiencing Homelessness, Foster Care and Other Educational Instability

Code 251

Status: REVISED SECOND READING: May 13, 2024

Legal

[1. 22 PA Code 11.18](#)

[2. 24 P.S. 1305](#)

[3. 24 P.S. 1306](#)

[4. 24 P.S. 1331.1](#)

[5. 20 U.S.C. 6311](#)

[6. 20 U.S.C. 6312](#)

[7. 42 U.S.C. 11431 et seq](#)

[8. 42 U.S.C. 675](#)

9. Pol. 221

10. Pol. 810

11. Pol. 113

12. Pol. 115

13. Pol. 121

14. Pol. 122

15. Pol. 123

16. Pol. 114

17. Pol. 231

18. Pol. 124

19. Pol. 217

20. Pol. 223

21. Pol. 808

22. Pol. 110

[23. 23 Pa. C.S.A. 6301 et seq](#)

[24. 42 Pa. C.S.A. 6301 et seq](#)

[25. 45 CFR 1355.20](#)

[26. 42 U.S.C. 11434a](#)

[27. 42 U.S.C. 11432](#)

28. Pol. 103.1

29. Pol. 113.4

30. Pol. 216

31. Pol. 200

32. Pol. 201

33. Pol. 203

34. Pol. 204

35. Pol. 209

36. Pol. 206

37. Pol. 906

38. Pol. 202

[39. 20 U.S.C. 1232g](#)

40. Pol. 146

41. Pol. 918

42. Pol. 138

[43. 24 P.S. 121](#)

[20 U.S.C. 6301 et seq](#)

[22 PA Code 403.1](#)

[34 CFR Part 99](#)

[67 Fed. Reg. 10698](#)

PA Education for Homeless Children and Youth State Plan

[Basic Education Circular, August 1, 2022: Act 1 of 2022 - Assisting Students Experiencing Education Instability](#)

Ensuring Educational Stability for Foster Care Youth - Transportation Plan Guide

Purpose

The Board recognizes the challenges encountered by students experiencing homelessness, foster care and other educational instability. The Board is committed to facilitating the immediate enrollment; eliminating barriers to the attendance, education and graduation; and providing additional supports in compliance with federal and state laws, regulations and Board policy, for such students. [\[1\]\[2\]\[3\]\[4\]\[5\]](#) [\[6\]\[7\]\[8\]](#)

Authority

The Board directs the district to collaborate with school staff, other school districts, local agencies and other entities in supporting the needs of students experiencing educational instability.

The Board shall ensure that students experiencing educational instability have equal access to the same educational programs, activities and services provided to other district students. [\[1\]\[2\]\[3\]\[4\]\[5\]\[6\]\[7\]](#)

The Board authorizes the Superintendent to waive specific requirements in Board policies, procedures and administrative regulations to the extent that they create barriers for the enrollment and attendance of students experiencing educational instability. Such waivers include, but are not limited

to, requirements regarding: [\[1\]\[2\]\[3\]\[4\]\[5\]\[6\]\[7\]](#)

1. Dress code. [\[9\]](#)
2. Transportation. [\[10\]](#)
3. School-sponsored or extracurricular activities for which students meet placement and qualification requirements, including, but not limited to, clubs, athletics, performing arts, class trips, social events, career and technical education, internships and specialized classes. [\[11\]\[12\]\[13\]\[14\]\[15\]](#) [\[16\]\[17\]](#)
4. Fees related to school-sponsored or extracurricular activity participation fees, and other fees including, but not limited to, school identification (badges, cards, etc.), uniforms, materials, lost or damaged items, athletic physical exams, parking or driving, food services, library, locker or padlock rental or replacement, summer school or credit recovery, technology and graduation regalia. [\[9\]\[13\]\[14\]\[15\]\[18\]\[19\]\[20\]\[21\]\[22\]](#)
5. Graduation. [\[19\]](#)
6. Registration deadlines.

It is the policy of the Board that no student shall be discriminated against, segregated or stigmatized based on their status as a student experiencing educational instability.

Definitions

Student Experiencing Educational Instability means a student who has experienced one (1) or more changes in school enrollment during a single school year due to any of the following: [\[4\]](#)

1. Homelessness. [\[1\]\[3\]\[7\]](#)
2. An adjudication of: [\[23\]\[24\]](#)
 - a. Dependency relating to child protective services and juvenile matters;
 - b. Delinquency, if disclosed by the student's parent/guardian; or
 - c. As part of court-ordered services under a voluntary placement or custody agreement.

A student experiencing foster care may also qualify as a student experiencing educational instability as defined above, if such circumstances apply. [\[25\]](#)

Enroll or Enrollment means attending classes and participating fully in school activities. [\[26\]](#)

Additional costs means the difference between what the district spends to transport a resident student to the student's assigned school and the cost to transport a child in foster care to the child's school of origin.

Foster care means twenty-four (24) hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption or whether there is federal matching of any payments that are made. [\[25\]](#)

Homeless children and youths means individuals who lack a fixed, regular and adequate nighttime residence, and includes: [\[26\]](#)

1. Children and youths who are:

- a. Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
 - b. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
 - c. Living in emergency, transitional or domestic violence shelters; or
 - d. Abandoned in hospitals;
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings;
 4. Migratory children who qualify as homeless because they are living in circumstances described above; and
 5. School-aged parents living in houses for school-aged parents if they have no other available living accommodations.

School of origin is the school in which the student experiencing educational instability was last enrolled.

The school of origin for a *homeless child or youth* - the last school in which the homeless child or youth was enrolled when permanently housed or the school in which the homeless child or youth was last enrolled, including preschool. [\[27\]](#)

The school of origin for a *child in foster care* - the school in which a child is enrolled at the time of placement in foster care. If a child's foster care placement changes, the school of origin is the school the child is attending immediately prior to each change in placement. [\[8\]](#)

When the homeless child or youth, or child in foster care, completes the final grade level served by the school of origin, the school of origin shall become the designated receiving school at the next grade level for all feeder schools.

Unaccompanied youth means a homeless child or youth not in the physical custody of a parent or guardian. This includes youth who have run away from home; been abandoned or forced out of home by a parent, guardian or other caretaker; or separated from a parent or guardian for any other reason. [\[26\]](#)

Delegation of Responsibility

The Board designates the Director of Pupil Services to serve as the district's point of contact for students experiencing educational instability. [\[4\]](#)[\[5\]](#)[\[27\]](#)

The name and contact information of the district's point of contact shall be included in the student's education records and provided to the student's education decision maker. [\[4\]](#)
The district's point of contact shall ensure outreach and coordination with the following, as appropriate to each individual student's needs: [\[4\]](#)[\[5\]](#)[\[27\]](#)

1. Local children and youth agency to:
 - a. Establish formal mechanisms to ensure that the district is promptly notified when a child enters foster care or changes foster care placements;
 - b. Develop a protocol on how to make best interest determinations; and
 - c. Develop and coordinate transportation procedures.

2. Other local service agencies and entities that provide services to students experiencing educational instability.
3. Other school districts on issues of prompt identification, transfer of records, transportation and other inter-district activities.
4. District staff responsible for the provision of services under Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act.[11][28]
5. State and local housing agencies responsible for comprehensive housing affordability strategies.

The district's point of contact, in consultation with the school counselor, school social worker, home and school visitor or school psychologist and the student's Individualized Education Program (IEP) team or Section 504 Team, shall: [\[4\]](#)

1. Facilitate the student's expedited consultation with the school counselor or other mental health professionals, as appropriate.
2. Facilitate the prompt placement of the student in appropriate courses.
3. Connect the student with educational services that meet the student's specific needs.
4. Immediately request the prior school entity, county agency and the student's education decision maker to provide the complete student information and records, including an IEP or Section 504 service agreement, if applicable. Within ten (10) business days, the prior school entity located within Pennsylvania, including schools with residential placements, shall provide the requested information and records to ensure proper transfer of course credits, grades and an IEP or Section 504 service agreement, if applicable.
5. Develop and execute a graduation plan in collaboration with the student in grades nine (9) through twelve (12). The graduation plan shall be customized to meet the specific needs of the student and shall detail the courses necessary for on-time graduation and transition to postsecondary education or the workforce. The graduation plan shall be included in the student's education records.

Additional Responsibilities to Support Homeless Students -

The district's point of contact shall ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents/guardians of homeless children and youths, and unaccompanied youths, including schools, shelters, public libraries and soup kitchens. Such notice shall be provided in a manner and form understandable to the parents/guardians of homeless children and youths, and unaccompanied youths. [\[27\]](#)

The district's point of contact shall provide reliable, valid and comprehensive data to the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program in accordance with federal and state laws and regulations. [\[27\]](#)

Training

The district's point of contact shall provide professional development and training to school staff on the education needs of students experiencing educational instability.

Additional Training to Support Homeless Students -

The district's point of contact shall participate in professional development programs and other technical assistance activities offered by the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program. [\[27\]](#)

The district's point of contact shall arrange professional development programs for school staff, including office staff. [\[27\]](#)

School personnel providing services to homeless children and youths, including school enrollment staff, shall receive professional development and support to: [\[27\]](#)

1. Improve identification of homeless children and youths and unaccompanied youths;
2. Understand the rights of such children, including requirements for immediate enrollment and transportation; and
3. Heighten the awareness of, and capacity to respond to, the educational needs of such children.

Guidelines

Students enrolled in this district experiencing educational instability shall be provided support and services, as appropriate to each individual student's needs, in accordance with Board policy. [\[4\]](#)

Minimal documentation shall be required for a student experiencing educational instability to qualify for supports and services. Information used to determine that a student is experiencing educational instability may be confirmed verbally, in writing or by another manner by shelter providers, outreach workers, case managers, juvenile probation officers and others.

Parents/Guardians and students have the authority to determine what information shall be shared with the district.

Information related to the student's educational instability status shall be confidential and disclosed by the point of contact or other administrators only to other school staff who have a legitimate need to know unless authorized by the student or parent/guardian. [\[29\]](#)[\[30\]](#)

Enrollment

Except when an unaccompanied youth or the parents/guardians of a homeless youth request otherwise, it shall be presumed that a student experiencing educational instability shall continue to be enrolled in their school of origin unless it is determined that it is not in the student's best interest to remain in the school of origin. [\[5\]](#)[\[27\]](#)

In accordance with the homeless child's or youth's best interest, the district shall continue to enroll a homeless student in the student's school of origin within the district while the student remains homeless and through the end of the academic year in which the student obtains permanent housing. [\[27\]](#)

An unaccompanied youth or the parents/guardians of a homeless student may request enrollment in any grade-appropriate school within the district regardless of the district attendance area where the student is actually living or a school of origin in another district. [\[27\]](#)

The district's point of contact shall assist an unaccompanied youth in placement or enrollment decisions, giving priority to the views of the student in determining where the student will be enrolled. [\[27\]](#)

Best Interest Determination -

The best interest determination shall be made in accordance with federal and state laws and regulations, court orders and established local procedures.

In making a best interest determination, the district shall: [\[5\]](#)[\[27\]](#)

1. In the case of a homeless child or unaccompanied youth, give priority to the request of the parent/guardian or unaccompanied youth.
2. Consider student-centered factors related to impact of mobility on achievement, education, appropriateness of the current educational setting, health and safety, and proximity to living arrangements including foster care placement.

The cost of transportation shall not be used as a factor in the best interest determination.

Documentation related to the best interest determination shall be maintained in the student's education record.[29][30]

Timeliness of Enrollment -

When a school receives a student experiencing educational instability, the school shall immediately enroll the student and begin instruction, even if:[\[4\]\[5\]\[7\]](#)[29][30][31][32][33][34][35]

1. The student is unable to produce records normally required for enrollment.[\[27\]](#)[31]
2. The application or enrollment deadline has passed.[\[27\]](#)[31][32]

The district's point of contact shall immediately contact the school last attended by the student to obtain relevant academic or other records.[\[27\]](#)

The district may require a parent/guardian to submit contact information.

Grade Level Assignment -

If the district is unable to determine the student's grade level due to missing or incomplete records, the district may administer tests or utilize appropriate means to determine the student's assignment within the school.[36]

Dispute Resolution

If a dispute involving a student experiencing educational instability arises, the concern shall be addressed and/or resolved at the lowest appropriate level in accordance with Board policy, unless otherwise stated below.[37]

Dispute Resolution for Homeless Students -

If the district determines that it is not in the student's best interest to attend the school of origin or the school requested by the unaccompanied youth or parent/guardian, the district shall provide the unaccompanied youth or parent/guardian with a written explanation of the reasons for its determination. The explanation shall be in a manner and form understandable to the unaccompanied youth or parent/guardian and shall include information regarding the right to appeal.[\[27\]](#)

If a dispute arises over eligibility, enrollment or school selection:[\[27\]](#)

1. The parent/guardian or unaccompanied youth shall be referred to the district's point of contact, who shall assist in the dispute resolution process.
2. The student shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals.
3. The district's point of contact shall issue a written decision of the dispute within twenty (20) business days of being notified of the dispute.

A parent/guardian or unaccompanied youth may file a complaint with the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program.

Dispute Resolution for Students in Foster Care -

If a dispute arises over the appropriate school placement for a child in foster care, to the extent feasible and appropriate, the child shall remain in their school of origin, pending resolution of the dispute.[\[2\]](#)

Students Discharged From Foster Care

A student who has been discharged from foster care may be permitted to finish the [\[38\]](#) school year in this district, if appropriate, without payment of tuition.

Education Records

Information about a student's educational instability shall be treated as a student education record subject to the protections of the Family Educational Rights and Privacy Act (FERPA), and shall not be deemed to be directory information.[\[29\]](#)[\[30\]](#)[\[39\]](#)

The district may disclose personally identifiable information from the education records of a student without written consent of the parent/guardian or the eligible student if the disclosure is:[\[29\]](#)[\[30\]](#)[\[39\]](#)

1. To comply with a court order authorizing the disclosure of education records in a case where a parent is a party to a proceeding involving child abuse or neglect or a dependency matter.
2. To an agency caseworker or other representative of a state or local child welfare agency, or tribal organization, who has the right to access a student's case plan, as defined and determined by the state or tribal organization, when such agency or organization is legally responsible, in accordance with state or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the state or tribal laws applicable to protecting the confidentiality of a student's education records.

Comparable Services

Students experiencing educational instability shall be provided services comparable to those offered to other district students including, but not limited to:[\[3\]](#)[\[27\]](#)[\[40\]](#)

1. Transportation services.[\[10\]](#)
2. School nutrition programs.[\[21\]](#)
3. Career and technical education.[\[12\]](#)
4. Educational programs for which the student meets the eligibility criteria, such as:
 - a. Services provided under Title I or similar state or local programs.[\[41\]](#)
 - b. Programs for English Learners.[\[42\]](#)
 - c. Programs for students with disabilities.[\[11\]](#)

d. Programs for gifted and talented students.[16]

Transportation for Homeless Students -

The district shall provide transportation for homeless students to their school of origin or the school they choose to attend within the district.[3][10][27]

If the school of origin is outside district boundaries or homeless students live in another district but will attend their school of origin in this district, the school districts shall agree upon a method to apportion the responsibility and costs of the transportation.[27]

Transportation for Students in Foster Care –

The district shall ensure that children in foster care needing transportation to their school of origin promptly receive transportation in a cost-effective manner.[6][10]

To ensure that transportation for children in foster care to their school of origin is provided, arranged, and funded, the district shall collaborate with the local children and youth agency to develop a local transportation plan.[6]

The transportation plan shall address the following:[6]

1. The procedure the district and local children and youth agency will follow to provide transportation for children in foster care in a cost-effective manner and in accordance with applicable law.[8]
2. How transportation costs will be covered if additional costs are incurred. Options include:
 - a. The local children and youth agency agrees to reimburse the district;
 - b. The district agrees to pay for the cost;[6]
 - c. The district and the local children and youth agency agree to share the costs; or
 - d. The district of origin, the district of foster residence, and the placing children and youth agency agree to share the costs.
3. Dispute resolution procedures to ensure that any disagreements regarding the cost of transportation are resolved promptly and fairly, and do not impact a student's ability to remain in the school of origin during the dispute resolution process.

The district shall submit the local transportation plan, including any updates or revisions, to the Pennsylvania Department of Education.

Transportation shall be provided to children in foster care in accordance with the local transportation plan regardless of whether transportation is provided to district students.

Course Credit and Graduation

The district shall ensure that each student experiencing educational instability in grades nine (9) through twelve (12) is provided with a graduation plan to facilitate the student's timely graduation. The graduation plan shall specify the courses and other requirements necessary for the student to graduate. The district's efforts to ensure that the student experiencing educational instability graduates in a timely manner may include:[4][5][6]

1. Waiving a specific course required for graduation if similar coursework has been satisfactorily completed in another school entity or the student has demonstrated competency in that content area. Evidence as to whether coursework has been satisfactorily completed and the amount of full or partial credit assigned, may be determined through any of the following:[\[4\]](#)[\[19\]](#)
 - a. Competency demonstration, which could include, but is not limited to:
 - i. Submission of an essay, presentation or project.
 - ii. Recognition that the student has already successfully completed a higher-level course, an experiential learning opportunity or internship that demonstrates competence in the content area.
 - b. Performance on an examination.
 - c. Successful completion of a career and technical education course.
 - d. Other evidence or method determined appropriate by the district.
2. If a specific course requirement cannot be waived, the district shall provide an alternative or modified course of study that is currently offered to students and that will assist the student with acquiring the required work or competency requirements by the anticipated graduation date.
3. If, after considering full and partial course credits, waiving courses or providing alternative courses of study, the district determines that the student meets the established graduation requirements, the student shall be allowed to participate in the graduation ceremony and graduate with their peers.

If the student is determined not eligible for graduation, the district may request a high school diploma from the prior school entity. The prior school entity may issue a diploma if the student meets the prior school entity's graduation requirements.

Keystone Diploma –

In any school year for which demonstration of proficiency on a Keystone exam is required for graduation, a student who has successfully satisfied the graduation requirements may obtain a secondary school diploma known as the Keystone Diploma from the PA Department of Education, if both of the following provisions apply:[\[4\]](#)[\[43\]](#)

1. All other graduation options have been exhausted.
2. The student is unable to obtain a diploma from the student's prior or receiving school entity.

The district's point of contact shall assist the student in determining the student's eligibility for a Keystone Diploma and, if eligible, obtaining the Keystone Diploma from the PA Department of Education.[\[4\]](#)[\[43\]](#)

Students with Disabilities –

Students experiencing educational instability who have an IEP shall maintain the right to special education and the right to graduate either through attainment of credits or through the completion of the goals established in their IEP, **in accordance with applicable law, regulations, Board policy, administrative regulations and state guidance.**[\[11\]](#)[\[19\]](#)

~~Students with an IEP may elect to remain in school until age twenty one (21) even if the district determines there is an earlier pathway to graduation. Such students may participate in the graduation ceremony with their current graduating class, even if the student elected to remain in school.[\[19\]](#)~~

Revised Adopted: June 19, 2023
Adopted: February 24, 2020



Book	Policy Manual
Section	200 Pupils
Title	Educational Opportunity for Military Children
Code	254
Status	NEW POLICY: SECOND READING: May 13, 2024
Legal	

[1. 10 U.S.C. 12301 et seq](#)

[2. 10 U.S.C. 12401 et seq](#)

[3. 24 P.S. 7302](#)

[4. 10 U.S.C. 101](#)

[5. 24 P.S. 7301](#)

6. Pol. 200

7. Pol. 201

8. Pol. 202

9. Pol. 216

10. Pol. 127

11. Pol. 204

12. Pol. 206

13. Pol. 212

14. Pol. 215

15. Pol. 122

16. Pol. 123

17. Pol. 231

18. Pol. 217

[19. 24 P.S. 1302.1](#)

[20. 24 P.S. 1302](#)

21. Pol. 203

22. Pol. 103.1

23. Pol. 113

24. Pol. 114

25. Pol. 138

26. Pol. 918

Pol. 113.4

Pol. 115

Pol. 146
Pol. 209

Interstate Compact on Educational Opportunity for Military Children (MIC3)

Purpose

The Board recognizes the challenges encountered by children of military families due to the frequent moves and deployment of their parents/guardians. The Board is committed to eliminating barriers to student attendance, education and graduation; and to providing additional supports to children of military families in compliance with federal and state laws, regulations and Board policy.

Definitions

Active duty – means full-time duty status in the active uniformed services of the United States, including members of the National Guard and reserve on active duty orders.[\[1\]](#)[\[2\]](#)

Children of military families - means a school-aged child, enrolled in kindergarten through twelfth grade, normally residing in the household of an active duty member. Specifically, this includes children of:[\[3\]](#)

1. Active duty members of the uniformed services.
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement.
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.

This does not include the children of:[\[3\]](#)

1. Inactive members of the National Guard and military reserves.
2. Members of the uniformed services now retired, except as otherwise stated in this policy.
3. Veterans of the uniformed services, except as otherwise stated in this policy.
4. Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.

State Council – an entity to coordinate the state’s participation and compliance among its government agencies, school entities and military installations.

Uniformed services – means the U.S. armed forces, Commissioned Corps of the National Oceanic and Atmospheric Administration, and the Commissioned Corps of the Public Health Service.[\[4\]](#)

U.S. armed forces – means the Army, Navy, Air Force, Marine Corps, Coast Guard and Space Force.[\[4\]](#)

Authority

The Board directs the district to comply with the provisions of the Interstate Compact on Educational Opportunity for Military Children (Compact) and this Board policy

by: [\[3\]](#)[\[5\]](#)

1. Facilitating the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from previous school districts or variations in entrance/age requirements.[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)
2. Facilitating the student placement process through which children of military families are disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content or assessment.[\[10\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)
3. Facilitating the qualification and eligibility for enrollment, educational programs and participation in extracurricular, academic, athletic and social activities.[\[15\]](#)[\[16\]](#)[\[17\]](#)
4. Facilitating the on-time graduation of children of military families.[\[18\]](#)
5. Providing for the promulgation and enforcement of administrative rules implementing the provisions of the Compact.
6. Providing for the uniform collection and sharing of information between and among states, schools and military families under the Compact.
7. Promoting coordination between the Compact and other compacts affecting military children.
8. Promoting flexibility and cooperation between the educational system, parents/guardians and the student in order to achieve educational success for the student.

Advance Enrollment

In addition to the provisions of the Compact, the district shall enroll children of a parent/guardian who is an active duty member of the U.S. armed forces, including a reserve component, that has received official military orders to transfer into or within Pennsylvania, prior to establishing residency in this district.[\[6\]](#)[\[8\]](#)[\[19\]](#)

The parent/guardian shall provide the following:[\[6\]](#)[\[19\]](#)[\[20\]](#)

1. A copy of the official military order.
2. Proof of intent to move into this district, which may include:[\[19\]](#)
 - a. A signed contract to buy a home.
 - b. A signed lease agreement.
 - c. A statement from the parent/guardian stating their intent to move into the district.

Within forty-five (45) days after the arrival date specified in the military orders, the parent/guardian shall provide the district with proof of residence in this district.[\[19\]](#)

The Board shall ensure that children of military families have equal access to the same educational programs, activities and services provided to other district students.

Delegation of Responsibility

The Superintendent shall be authorized to waive specific requirements in Board policies, procedures and administrative regulations to the extent that they create barriers for the enrollment, placement and attendance of children of military families. [\[6\]](#)[\[7\]](#)[\[8\]](#)[\[11\]](#)[\[15\]](#)[\[16\]](#)

[18] [21]

The Superintendent or designee shall collaborate with the military family education liaison designated by the State Council, school staff, sending schools, local agencies and other entities in supporting the needs of children of military families.

Guidelines

Children of military families enrolled in this district shall be provided support and services, as appropriate to each individual student's needs, in accordance with the Compact and Board policy. [22][23][24][25][26]

NOTE:

The definition of "uniformed services" in the Pennsylvania Interstate Compact on Educational Opportunity for Military Children Act (24 P.S. 7301 et seq) currently differs from the federal definition of "uniformed services" (10 U.S.C. 101) since the federal definition has been updated to reference all branches of the U.S. armed forces, including Space Force. PSBA suggests considering the option aligning with the current federal definition (second option), to address the provision of educational opportunity for children of all active duty members of the armed forces, despite the technicality in differing definitions. This is a local decision that boards may discuss with their school solicitor.

Book	Policy Manual
Section	800
Title	Acceptable Use of Internet, Computers and Network Resources
Code	815
Status	REVISED SECOND READING: May 13, 2024

Legal	1. 18 U.S.C. 2256
	2. 18 Pa. C.S.A. 6312
	3. 20 U.S.C. 7131
	4. 47 U.S.C. 254
	5. 18 Pa. C.S.A. 5903
	6. Pol. 218
	7. Pol. 233
	8. Pol. 317
	9. Pol. 103
	10. Pol. 103.1
	11. Pol. 104
	12. Pol. 249
	13. Pol. 218.2
	14. 24 P.S. 4604
	15. 24 P.S. 4610
	16. 47 CFR 54.520
	17. 24 P.S. 1303.1-A
	18. Pol. 237
	19. Pol. 814
	20. 17 U.S.C. 101 et seq
	18 Pa. C.S.A. 2709
	24 P.S. 4601 et seq
	Pol. 220

Purpose

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

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

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

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

1. Maintain professionalism at all times. Do not write anything in an email, document, note, or any online system that you would not want to have read by a parent, lawyer, or judge.
2. A polite and respectful tone is always required, even when writing about contentious issues or situations.

3. If an email contains confidential student information, only those individuals with a legitimate educational interest in that information should be included or CC'd on the message.
4. Refrain from using personal email accounts or text messages to communicate with parents about school district business. Your school district account or online portals should be used for this purpose.
5. Only send confidential student information to non-district personnel if the appropriate legal release has been signed to allow the non-district personnel access to that information.
6. Use student names instead of initials in all electronic communications.
7. Particularly sensitive issues should be addressed to parents and students in person or over the phone, and not through email.
8. Do not assume that because an email has been sent to a parent that the email has been read by the parent. Follow up in person or over the phone on important issues to ensure that the parent has received the message.

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

Definitions

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

Child pornography - under federal law, is any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where: [\[1\]](#)

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

2. Such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
3. Such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

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

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

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

1. Taken as a whole, with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
2. Depicts, describes or represents in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or lewd exhibition of the genitals; and
3. Taken as a whole lacks serious literary, artistic, political or scientific value as to minors.

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

1. Predominantly appeals to the prurient, shameful, or morbid interest of minors;
2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
3. Taken as a whole lacks serious literary, artistic, political, educational or scientific value for minors.

Obscene - any material or performance, if:[\[5\]](#)

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

2. The subject matter depicts or describes in a patently offensive way, sexual conduct described in the law to be obscene; and
3. The subject matter, taken as a whole, lacks serious literary, artistic, political, educational or scientific value.

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

Authority

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

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

The Board declares that access to **district Internet**, technology resources, **network resources**, and computer and network use is a privilege, not a right. The district's technology resources and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, delete, receive, **access** or display on or over the district's Internet, computers or network resources, including personal files or any use of the district's Internet, computers or network resources. **The district reserves the right to monitor, track and log network access and use on district computers/devices, applications, software, Internet access and any network or technology resources; monitor fileserver space and file storage utilization by district users; or deny access to prevent unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action. The district shall cooperate to the extent legally required with the Internet Service Provider (ISP), local, state and federal officials in any investigation concerning or related to the misuse of the district's Internet, computers and network resources.[6][7][8]**

~~The district reserves the right to monitor, track, and log Internet, network and service access to any resources and monitor the use of file server and cloud storage utilization by district users; or deny access to prevent unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action. The district shall cooperate to the extent legally required with the Internet Service Provider (ISP), local, state~~

~~and federal officials in any investigation concerning or related to the misuse of the district's Internet, computers and network resources.~~[\[6\]](#)[\[7\]](#)[\[8\]](#)

The Board establishes the following list of subject areas as inappropriate matter, in addition to those stated in law and defined in this policy, which shall not be accessed by minors:[\[4\]](#)

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

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

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

7. Hate Speech

8. Consisting of/Relating to weapons

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

Upon request by students or staff, the Superintendent or designee shall expedite a review and may authorize the adjustment of technology protection measures to enable access to material that is blocked or filtered but is not prohibited by this policy.[\[17\]](#)

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

Upon request by students or staff, administrators may authorize the temporary disabling of Internet blocking/filtering software on a device or for particular Internet sites or domains to enable access for bona fide research or for other lawful purposes. Staff may request a particular website or domain that is valid/appropriate to be unblocked. These requests need to be submitted to the Technology Department. If it is required that ALL blocking/filtering needs disabled on a specific student device, written permission from the parent/guardian is required in addition to the building principal's approval. If a request for temporary disabling of ALL Internet blocking/filtering software is denied, the requesting student or staff member may appeal the denial to the Superintendent or designee for expedited review.[\[3\]](#)[\[15\]](#)

Delegation of Responsibility

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

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

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

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

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

Administrators shall make initial determinations of whether inappropriate use has occurred, **and may consult with the Superintendent or designee and the school solicitor when necessary.**

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

1. Utilizing a technology protection measure that blocks or filters Internet access for minors and adults to certain visual depictions that are obscene, child pornography, harmful to minors with respect to use by minors, or determined inappropriate for use by minors by the Board.
2. Maintaining and securing a usage log.
3. Monitoring online activities of minors **on district devices, technology resources and network resources.**

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

1. Interaction with other individuals on social networking websites and in chat rooms.
2. Cyberbullying awareness and response. [\[12\]](#)[\[17\]](#)

Guidelines

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

Safety

It is the district's goal to protect users of the network from harassment and unwanted or unsolicited electronic communications. Any network user who receives threatening or unwelcome electronic communications or inadvertently visits or accesses an inappropriate site shall report such immediately to a **teacher, administrator or other**

appropriate school staff. Network users shall not reveal personal information to other users on the network, including chat rooms, email, social networking websites, etc.

Internet safety measures shall effectively address the following: [\[4\]](#)[\[16\]](#)

1. Control of access by minors to inappropriate matter on the Internet and World Wide Web.
2. Safety and security of minors when using electronic mail, chat rooms, **social networking sites** and other forms of direct electronic communications.
3. Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.
4. Unauthorized disclosure, use, and dissemination of personal information regarding minors.
5. Restriction of minors' access to materials harmful to them **or which have been designated as inappropriate matter in Board policy.**

Prohibitions

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

Specifically, the following uses are prohibited **uses of district devices, systems, applications, network and technology resources:**

1. Facilitating illegal activity.
2. Commercial or for-profit purposes.
3. Nonwork or nonschool related work.
4. Product advertisement or political lobbying.
5. Bullying/Cyberbullying. [\[12\]](#)[\[17\]](#)
6. Hate mail, discriminatory remarks, **harassment** and offensive or inflammatory communication.

7. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
8. Accessing, sending, receiving, transferring, viewing, sharing or downloading obscene, pornographic, lewd, or otherwise illegal materials, images or photographs.[\[18\]](#)
9. Access by students and minors to material that is harmful to minors or is determined inappropriate for minors in accordance with Board policy.
10. ~~Inappropriate~~ **Vulgar** language or profanity.
11. Transmission of material likely to be offensive or objectionable to recipients.
12. Intentional obtaining or modifying of files, passwords, and data belonging to other users.
13. Impersonation of another user, anonymity, and pseudonyms.
14. Fraudulent copying, communications, or modification of materials in violation of copyright laws.[\[19\]](#)
15. Loading or ~~using~~ **accessing** unauthorized games, programs, files, or other electronic media.
16. Disruption of the work of other users.
17. Destruction, modification, abuse or unauthorized access to network hardware, **software, district devices, software, databases, files, Internet and applications/systems.**
18. Accessing the Internet, district computers or other network resources without authorization.
19. Disabling, adjusting or bypassing the Internet blocking/filtering software, **circumventing any security or cyber security systems or accessing any systems/applications/databases without authorization.**
20. Accessing, sending, receiving, transferring, viewing, sharing **deleting** or downloading confidential information without authorization.

Security

System security is protected through the use of passwords, **Multi-Factor Authentication (MFA) and/or encryption and district security procedures.**

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

1. Employees and students **and other authorized users shall not reveal their passwords, MFA, or login methods** to another individual.
2. Users are not to use a device that has been logged in under ~~another student's or employee's name~~ **another user.**
3. Any user identified as a security risk or having a history of problems with other **network/computer systems, applications, databases, websites, or any technology resources may be denied access to any or all technology resources.**

Copyright

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

Accessibility –

District staff who maintain district websites, web pages, and courses from learning management systems, shall use their best efforts to post content which is accessible to individuals with disabilities, to the same extent that it is available to other users, based on the needs of the individuals, limitations of the platform, or limitations with the available district technology resources.

This shall include, but is not limited to:^[9]^[10]^[13]^[30]^[31]^[32]

- 1. Including alternate text descriptions or captions for images.**
- 2. Including captions for video content.**
- 3. Avoiding text that is posted as an image or conveyed using only color cues.**
- 4. Creating links and attachments in formats that are accessible to screen readers and other assistive technology, and may be accessed through keyboard or speech navigation.**
- 5. Formatting text so that it is accessible to screen readers and other assistive technology, and may be accessed through keyboard or speech navigation.**

All district websites shall contain clear contact information that may be used by members of the public to request accommodations or assistance.

District Website and Learning Management Systems

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

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

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

Consequences for Inappropriate Use

Users of district devices and technology/network resources shall be responsible for damages to the equipment, **systems, databases, applications** and software resulting from deliberate or willful acts.[\[14\]](#)

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

General rules for behavior and communications apply when **using district devices and technology/network resources** and the Internet, in addition to the stipulations of this policy.

Vandalism shall result in loss of access privileges, disciplinary action, **and/or referral to legal authorities.** ~~-proceedings-~~ Vandalism is defined as any malicious attempt to

harm or destroy data of another user, Internet, **district devices and technology/network resources or other networks**; this includes but is not limited to uploading or creating computer viruses, **malware, spyware, or any circumventing of district security or security of our third-party providers.**

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

Return of Technology Equipment for Staff

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

FMLA

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

Medical leaves & other leaves of absence

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

Sabbaticals

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

Maternity leaves

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

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

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

Return of Technology Equipment for Students

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

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

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

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

815 Revised Adoption: May 23, 2022

815 Adoption: August 18, 2021

Replaces Policy 3027 - Use of the District's Internet and Computer Networks Adopted:
December 14, 2009

Revised and Adopted: November 26, 2012



Book Policy Manual

Section 800 Operations

Title Suicide Awareness, Prevention and Response

Code 819

Status: REVISED SECOND READING: May 13, 2024

Legal

[1. 24 P.S. 1526](#)

2. Pol. 103

3. Pol. 103.1

4. Pol. 236.1

5. Pol. 249

6. Pol. 806

[7. 24 P.S. 1301-E](#)

8. Pol. 333

9. Pol. 805

[10. 22 PA Code 12.12](#)

[11. 20 U.S.C. 1232g](#)

[12. 34 CFR Part 99](#)

13. Pol. 207

14. Pol. 216

15. Pol. 236

16. Pol. 146

[17. 24 P.S. 1302-E](#)

18. Pol. 113

19. Pol. 113.2

20. Pol. 113.3

21. Pol. 114

22. Pol. 117

23. Pol. 204

24. Pol. 113.4

25. Pol. 209

Pol. 146.1

Pol. 816

Pol. 911

Purpose

The Board is committed to protecting the health, safety and welfare of its students and the school community; **promoting healthy development; and safeguarding against the threat or**

attempt of suicide. This policy supports the provision of a comprehensive district program **of education, training and resources** designed to promote **for students school connectedness and** behavioral health, and prevent suicide.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)

Authority

The Board directs the district to provide education on youth suicide awareness and prevention; methods of prevention, intervention and response to suicide attempt or suicide; **and reporting procedures.**[\[1\]](#) [\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)

The district is committed to providing access to age and developmentally-appropriate youth suicide awareness and prevention supports and resources to all district students, without bias or discrimination.[\[2\]](#)[\[3\]](#)

The district shall notify employees, students and parents/guardians of this policy and shall post the policy on the district's website.[\[1\]](#)

Definitions

Behavioral health - the emotion, behaviors and biology related to a person's mental well being, their ability to function in everyday life and their concept of self.

Behavioral service providers – include, but are not limited to, state, county or local behavioral health service providers, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county or local government to act as a behavioral health agency.[\[4\]](#)[\[7\]](#)

Individualized Management Plan – a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team's attention, as well as the resources and supports a student might need based on the information gathered during the assessment. The Individualized Management Plan is developed primarily for documentation and communication purposes.[\[4\]](#)

Postvention – a multi-component crisis response to provide support, promote healing after a tragic loss and to minimize risk of contagion after a suicide.

Prevention - refers to efforts that seek to reduce the factors that increase the risk for suicidal thoughts and behaviors and increase the factors that help strengthen, support and protect the behavioral health and wellness of individuals.

Protective factors - refer to characteristics associated with a lower likelihood of negative outcomes or that reduce a risk factor's impact. Protective factors may be seen as positive countering events.

Resilience - the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress, or "bouncing back" from difficult experiences.

Risk factors - refer to characteristics at the biological, psychological, family, community or cultural level that precede and are associated with a higher likelihood of negative outcomes, including suicide.

Safety Plan – an agreement developed between the student, parent/guardian, appropriate team members and behavioral health professionals, following a suicide screening or assessment, that documents communications, conveys an understanding of the seriousness of the student's distress and provides a set of skills and resources the student can use in a crisis.

School connectedness - the belief by students that adults and peers in the school care about their learning as well as about them as individuals.

School personnel - include, but may not be limited to, administrators, teachers, school-based behavioral health professionals (e.g., school counselor, school psychologist, school social worker), paraprofessionals, support staff, coaches, bus drivers, custodians and cafeteria workers.

Self-harm – behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Self-harm behaviors can be either suicidal or nonsuicidal.

Suicide - death caused by self-directed injurious behavior with intent to die as a result of the behavior.

Suicide attempt - a potentially self-injurious behavior for which there is evidence that the person had at least some intent to kill themselves.

Suicide threat - a verbal or nonverbal communication that an individual intends to harm themselves with the intention to die but has not acted on the behavior.

Threat assessment – a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.[4]

Warning signs - evidence-based indicators, often observable, that someone may be in danger of suicide, either immediately or in the very near future.

Delegation of Responsibility

The Superintendent or designee, in collaboration with designated school personnel, may develop administrative regulations regarding the district's protocols for response to suicide threats, suicide attempts and suicide.

Guidelines

The district shall utilize a multifaceted approach to suicide prevention which integrates school and community-based supports.

SUICIDE AWARENESS AND PREVENTION EDUCATION^[1]

Suicide Awareness and Prevention Education for Students

Students shall receive age **and developmentally**-appropriate on the importance of safe and healthy choices, coping strategies **focused on resiliency**, how to recognize risk factors and warning signs, as well as help-seeking strategies for self or others, including how to engage school resources.

These lessons shall be integrated into the curriculum of health classes and other classes as appropriate. The lessons may be taught by professionals that have received appropriate training to instruct the curricular based lessons.

Programming related to suicide prevention shall be delivered in small group or classroom settings; not in a large group or auditorium setting.

District staff shall provide resources and access to counseling staff for students participating in programming, who may struggle with the topic of suicide prevention.

Lessons shall contain information on comprehensive health and wellness, including emotional, behavioral and social skills development by:

1. Informing students about broader behavioral health issues such as depression and substance use, as well as specific risk factors, protective factors and warning signs for suicide.
2. Encouraging students to seek help for themselves or their peers, including when concerns arise via social media or other online forum, and to avoid making promises of confidence when they are concerned about the safety of a peer or other individual.
3. **Adhering to safe and effective messaging guidelines, avoiding graphic testimonials and including research-based suicide prevention resources.**
4. **Promoting a healthy school climate where students feel connected to and can identify trusted adults in the building.**

5. **Providing local, state and/or national resources for seeking help.**

Suicide Awareness and Prevention Education for School Personnel

All **school personnel** shall receive **written** information about the **district's protocols for suicide awareness and prevention, including** risk factors, warning signs, response **and communication** procedures, referrals and resources.

As part of the district's professional development plan, professional educators in school buildings serving students in grades six (6) through twelve (12) shall participate in a minimum of four (4) hours of youth suicide awareness and prevention training every five (5) years.^{[1][8][9]}

The district shall make required training and refresher training available on an ongoing basis, so that educators may fulfill training requirements throughout the required timeframe.

The district may also require training of professional staff in grades K-5, as well as ancillary school-wide staff, and may increase the training requirement.

School safety and security training for employees may include suicide awareness.^[9]

Additional professional development in suicide risk screening and/or assessment and crisis intervention shall be provided to specialized staff and school behavioral health professionals such as school crisis response/intervention team members, **threat assessment team members**, designated administrators, school counselors, school psychologists, school social workers and school nurses.

Resources for Parents/Guardians

The district **shall** provide parents/guardians with resources including, but not limited to, health promotion and suicide risk, including characteristics and warning signs, and information about local, **state and national** behavioral health resources.

METHODS OF PREVENTION^[1]

The methods of prevention utilized by the district include, but are not limited to, **education, training and awareness**; early identification and support for students at risk; and delegation of responsibility for planning and coordination of suicide prevention efforts.

Information received in confidence from a student may be revealed to the student's parents/guardians, the building principal, **the threat assessment team and/or crisis response/intervention** team or other appropriate authority when the health, welfare or safety of the student or any other person is clearly in jeopardy, **in accordance with applicable law, regulations and Board policy.**^{[4][10][11][12][13][14][15]}

Suicide Prevention Coordinators

District-Wide -

A district-**level** suicide prevention coordinator shall be designated by the Superintendent **or designee**.

This may be an existing district employee. The district suicide prevention coordinator shall be responsible for planning and coordinating implementation of this policy.

Building-Level -

Each building principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing district employee **who may also be a member of the threat assessment team.**^[4]

Early Identification Procedures

Early identification of individuals with warning signs or suicide risk factors **that appear to adversely impact the student** is crucial to the district's suicide prevention efforts. To promote awareness, **school personnel**, students and parents/guardians should be educated about suicide risk factors and warning signs.

Suicide risk factors refer to personal or environmental characteristics that are associated with suicide.

Warning signs are evidence-based indicators that someone may be in danger of suicide, either immediately or in the near future.

Referral Procedures

Any **school personnel** who observes a student exhibiting a warning sign for suicide, or **who** has another indication that a student may be contemplating suicide, shall **immediately** refer the student for suicide risk screening and/or assessment and intervention in accordance with **Board policy and district procedures.**[4][15][16]

In the absence of a warning sign for suicide, students demonstrating suicide risk factors that appear to be adversely impacting the student, **or other indications of self-harm**, should be referred to **an appropriate team or staff member (e.g., principal, school counselor, Student Assistance Program team)** for support and follow-up.

When a student's behavior indicates a threat to the safety of the student, school personnel shall report the student to the threat assessment team, an appropriate member of the team or the suicide prevention coordinator. The threat assessment team, crisis response/intervention team and designated staff responsible for conducting or arranging suicide risk screening and assessment shall coordinate to provide assessment and intervention in accordance with Board policy and district procedures.[4][15][16][17]

If the referral is made while the student is at school, then school personnel shall arrange for or provide continuous adult supervision to ensure the student's safety, until released to the supervision of a parent/guardian or other legal custodian.

Safe2Say Something

When the district receives a report through the Safe2Say Something program, members of the Safe2Say Something team shall coordinate with the appropriate emergency dispatch center(s), local law enforcement and/or district team, in accordance with district procedures. [9]

Documentation

The district shall document the referral, including specific **reasons** identified as indications that the student may be at risk.[4]

METHODS OF ASSESSMENT AND INTERVENTION[1]

The methods of **assessment and** intervention utilized by the district include, but are not limited to, responding to threats **of suicide or self-harm**, suicide attempts in school, suicide attempts outside of school and suicide.

The district shall maintain a trained school crisis response/intervention team. Team members may include, but not be limited to, designated administrators, school counselors, school nurse, school psychologist, social worker, school security personnel, members of the Student Assistance Program team and others as designated by the district such as community behavioral health agency resources.

The district's threat assessment team shall serve as a crisis response/intervention team, and may coordinate with district student support services staff and community behavioral health agency resources as needed.[4]

Suicide intervention procedures shall involve collaboration and coordination with the student, the parent/guardian, suicide prevention coordinator, the threat assessment team and/or the crisis response/intervention team and additional support services as needed.

Procedures for Students At Risk

When a student has been referred for assessment, designated members of the threat assessment team and/or crisis response/intervention team shall coordinate with appropriate student support services staff to assess and respond to the student's behavior, which may include development or update of an Individualized Management Plan and/or Safety Plan, where appropriate, in accordance with Board policy and administrative regulations.[4]

A district-approved suicide risk screening or assessment tool may be used by trained behavioral health staff such as **school** counselors, psychologists or social workers.

Parents/Guardians of a student identified as being at risk of suicide shall be notified by the **building principal or designee** and informed of crisis and community resources. If the school suspects that the student's risk status is the result of abuse or neglect, school staff shall immediately notify Children and Youth Services, **in accordance with applicable law and Board policy.[4][6]**

The district shall identify behavioral service providers to whom students **may** be referred for further suicide risk screening and/or assessment and **intervention**.

If the student **has been** identified as being at increased risk of suicide, the district shall **develop** a new, or update a previous, Safety Plan to support the student and the student's family. The Plan should be developed collaboratively with input from the student, **the student's parents/guardians, appropriate team members and behavioral health professionals.**

Students With Disabilities

For students with disabilities who are identified as being at risk for suicide or who attempt suicide, the **team receiving the referral or other district staff shall notify the appropriate Individualized Education Program (IEP) team or Section 504 team to** address the student's needs in accordance with applicable law, regulations and Board policy.[3][4][18][19][20][21]

If a student is identified as being at risk for suicide or attempts suicide and the student may require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.[3][18][19][20][21]

Documentation

The district shall document observations, recommendations and actions conducted throughout the course of intervention, suicide risk screening and/or assessment and follow-up, including verbal and written communications with students, parents/guardians, **appropriate team members** and behavioral service providers.[4]

METHODS OF RESPONSE TO SUICIDE ATTEMPT OR SUICIDE[1]

The district's crisis response/intervention team shall coordinate with first responders, district behavioral health staff and/or community behavioral health resources in response to a suicide attempt or suicide.

Response to Suicide Attempt

Methods of response to a suicide attempt utilized by the district include, but are not limited to:

1. **Acting in accordance with professional development and crisis response training including, but not limited to:**
 - a. **The rendering of first aid until professional medical services and/or transportation can be received.**
 - b. **Supervision of the student and movement of all other students out of the immediate area.**
2. **Coordinating with the threat assessment team to document or follow up on the threat assessment process, in accordance with Board policy, where applicable.[4]**

3. Notifying students, employees and parents/guardians.
4. Working with families.
5. Responding appropriately to the media.
6. Collaborating with community providers.

The Superintendent or designee may develop administrative regulations with recommended guidelines for responding to a suicide attempt on school grounds or during a school-sponsored event.

Re-entry Procedures

A student's excusal from school attendance after a behavioral health crisis and the student's return to school shall be consistent with state and federal laws and regulations, **and in accordance with Board policy.**[3][18][19][20][22][23]

Prior to a student returning to school after a behavioral health crisis, ~~a district-employed behavioral health professional~~, **member(s) of the threat assessment team**, the building principal, **member of the student support services staff, or designee** shall meet with the parents/guardians of the student and, if appropriate, meet with the student to **discuss** the **student's return** to school and to create an individual re-entry plan.[4]

When authorized by the student's parent/guardian, the designated district employee shall coordinate with the appropriate outside behavioral **service** providers, request **releases of information** and written documentation from the treating facility and encourage their involvement in the re-entry **process**.

The designated district employee will periodically check in with the student **and** monitor the student's **re-entry plan, which may include strategies and supports to facilitate the student's progress and** transition back into the school community, **including referrals to other school-based teams or programs (e.g. Student Assistance Program).**

Re-entry of a student with a disability requires coordination with the appropriate team to address the student's needs in accordance with applicable law, regulations and Board policy.[3][18][19][20][21]

Response to Suicide (Postvention)

Upon confirmation of a suicide, the district shall immediately implement established postvention procedures which shall include methods for informing the school community; identifying and monitoring at-risk youth; and providing resources and supports for students, staff and families.

The Superintendent or designee may develop administrative regulations with recommended guidelines for responding to a suicide.

DOCUMENTATION AND REPORTING PROCEDURES[1]

Effective documentation assists in preserving the safety of the student and ensuring communication among school staff, parents/guardians and behavioral service providers.

When **school personnel** take notes on any conversations or situations involving or relating to an at risk student, the notes should contain only factual or directly observed information, not opinions or hearsay.

As stated in this policy, **school personnel** shall be responsible for effective documentation of incidents involving suicide prevention, intervention and response, **in accordance with applicable laws, regulations and Board policy.**[4]

Reports and information shall be maintained confidentially and made available to appropriate district staff in accordance with applicable laws, regulations and Board policy.[4][11][12] [13][14][24][25]

SUICIDE AWARENESS, PREVENTION AND CRISIS RESOURCES^[1]

Crisis Resources:

National Suicide & Crisis Lifeline: 988 or visit <http://988lifeline.org>
National Suicide Prevention Lifeline: **1-800-273-TALK (8255)** or visit <http://www.suicidepreventionlifeline.org/>
Crisis Text Line: **TEXT 741741** or visit <http://www.crisistextline.org/>

National:

[Centers for Disease Control and Prevention – Risk and Protective Factors](#)
[Suicide Prevention Resource Center – Risk and Protective Factors](#)

[Substance Abuse and Mental Health Services Administration \(SAMHSA\) Preventing Suicide: A Toolkit for High Schools](#)

Suicide Prevention Resource Center - **[Safe and Effective Messaging for Suicide Prevention](#)**
Suicide Prevention Resource Center - **[After a Suicide Toolkit Recommendations for Reporting on Suicide](#)**

Pennsylvania:

[Suicide Prevention Task Forces](#) - groups of dedicated individuals that are committed to reducing the number of suicides and offering support to those who have been touched by suicide within their communities/counties in Pennsylvania.

[Suicide Prevention Guide](#)

[List of Crisis Intervention contact information by county](#)

[List of County CASSP and Children's Behavioral Health Contact Persons](#)

[Prevent Suicide PA's Act 71 Information](#)

[STAR Center's Postvention Manual](#)

National and State Organizations

National:

[American Association of Suicidology \(AAS\)](#)
[American Foundation for Suicide Prevention \(AFSP\)](#)
[Suicide Prevention Resource Center \(SPRC\)](#)

Pennsylvania:

[Prevent Suicide PA](#)
[Jana Marie Foundation](#)
[Aavidum](#)
[Services for Teens at Risk \(STAR-Center\)](#)
[Pennsylvania Department of Education](#)
[Pennsylvania Network for Student Assistance Services \(PNSAS\)](#)

Adopted: September 13, 2021

Replaces Policy 6021 - Suicide Awareness, Prevention and Response Adopted: June 25, 2015

Book Policy Manual
Section 800 Operations
Title ~~Breach of Computerized Personal Information~~ **Security of Computerized Personal Information/Breach Notification**
Code 830
Status REVISED SECOND READING: May 13, 2024
Legal 1. 73 P.S. 2301 et seq
2. 73 P.S. 2302
3. Pol. 801
4. 73 P.S. 2303
15 U.S.C. 1681a

Purpose

~~The Board is committed to the security of the District's computerized data and to addressing the risk of a breach of the District's systems involving the possible disclosure of personal information.~~ The Board is committed to the security of the District's computerized data and to addressing the risk of a breach of the District's systems involving the possible disclosure of personal information. -This policy addresses the manner in which the ~~district~~ District will respond to unauthorized access and acquisition of computerized data that compromises the security and confidentiality of personal information.

Authority

The Board requires that records containing personal information be securely maintained, stored, and managed in compliance with state and federal laws, regulations, Board policy, administrative regulations and the District's Records Management Plan.[1][2][3][4][5][6] [7][8]

The Board directs ~~the~~ District to **provide notice as required by law administrators shall provide appropriate notification of any computerized system security breach** to any state resident whose unencrypted and unredacted personal information was or is reasonably believed to have been accessed or acquired by unauthorized persons.[\[1\]](#)

Definitions

Breach of the system's security - unauthorized access and acquisition of computerized data that materially compromises the security or confidentiality of personal information maintained by the **District district** as part of **a the** database of personal information regarding multiple individuals and that **causes** the **District district or** reasonably believes has caused or will cause loss or injury to any state resident. **Good-faith Acquisition** of personal information by an employee or agent of the **school-district District acting in good faith** for **District purposes the purpose of the district** is not a breach of the security of the system if the personal information is not used for a purpose other than the lawful purpose of the **district District** and is not subject to further unauthorized disclosure.[\[2\]](#)

Individual – means any natural person, not an entity or company.

Third-Party Systems. The District acknowledges that, in the normal course of operations, we rely on third-party cloud vendors for file storage, document management, email services, and digital file storage. Additionally, the District utilize software-as-a-service systems and app hosted systems by third-party providers, with these providers operating their systems and software in their respective data centers or cloud-hosted data centers. In this context, District data is stored within the databases maintained by these third-party vendors.

The District recognizes that these third-party vendors bear the responsibility for the security of District data and the safeguarding of data during its transit. The District does not possess direct access to security logs or network logs maintained by these vendors. As such, the District must rely on the third-party vendors to fulfill their obligations regarding data security and breach notifications.

Determination - a verification or reasonable certainty that a breach of the security of the system has occurred.[9]

Discovery - the knowledge of or reasonable suspicion that a breach of the security of the system has occurred.[9]

Encryption - the use of an algorithmic process to transform data into a form in which there is a low probability of assigning meaning without use of a confidential process or key [9]

Personal information - includes an individual's first initial and last name in combination with and linked to any one or more of the following, when not encrypted or redacted:[\[2\]](#)

1. Social security number.

2. Driver's license number or state identification card number issued instead of a driver's license.
3. Financial account number, credit or debit card number, in combination with any required security code, access code or password that would permit access to an individual's financial account.
- 4. Medical information, meaning any individually identifiable information contained in the individual's current or historical record of medical history or medical treatment or diagnosis created by a healthcare professional.[9]**
- 5. Health insurance information, meaning an individual's health insurance policy number or subscriber identification number in combination with access code or other medical information that permits misuse of an individual's health insurance benefits.[9]**
- 6. A username or email address, in combination with a password or security question and answer that would permit access to an online account.**

Personal information does not include publicly available information that is lawfully made available to the general public from federal, state or local government records, **or widely distributed media.[3] [9] [10].**

Records - means any material, regardless of its physical form, on which information is recorded or preserved by any means, including written or spoken words, graphically depicted, printed or electromagnetically transmitted. This term does not include publicly available directories containing information that an individual has voluntarily consented to have publicly disseminated or listed, such as name, address or telephone number.[\[2\]](#)

Redact - includes, but is not limited to, alteration or truncation such that no more than the last four (4) digits of a Social Security number, driver's license number, state identification card number or account number is accessible as part of the data.[9]

Delegation of Responsibility

The Superintendent or designee shall ensure that the ~~district~~ **District** provides notice, **as required by law,** of any system security breach **of the security of District's systems. following discovery, to any state resident whose unencrypted and unredacted personal information was or is reasonably believed to have been accessed and acquired by an unauthorized person.**

The Superintendent, in collaboration with appropriate administrators, shall develop administrative regulations to implement this policy, which shall include, but not be limited to:[1]

- 1. Procedures following discovery of a breach.**
- 2. Procedures for the determination of a breach and whether breach notification is required under the law.**
- 3. Breach notification procedures including timeline requirements, who must be notified and methods for such notice.**

Such notice shall be made without a unreasonable delay, except when a law enforcement agency determines and advises the district in writing, **citing the applicable section of law**, that the notification would impede a criminal or civil investigation, or the ~~district~~**District** must take necessary measures to determine the scope of the breach and to restore the reasonable integrity of the data system. **With third-party systems, the District does not have authority to make breach notifications without the consent and report from the vendor/provider.**

The ~~district~~**District shall will** also provide notice of the breach if the encrypted information is accessed and acquired in an unencrypted form, if the security breach is linked to a breach of security of the encryption, or if the security breach involves a person with access to the encryption key.[\[4\]](#)

Consequences

Failure to comply with law, Board policy, administrative regulations or procedures regarding data governance and security may result in the following disciplinary measures and possible pursuit of civil and criminal sanctions:[13][14][15]

- 1. Employees may be disciplined up to and including termination.**
- 2. Volunteers may be excluded from providing services to the District.**
- 3. The termination of a business relationship with a service provider.**
- 4. Students may be disciplined in accordance with the code of student conduct.**

Adoption: September 13, 2021

Book	Policy Manual
Section	900 Community
Title	Booster/Support Groups
Code	915
Status	REVISED SECOND READING: May 13, 2024

Definition

The term **Booster/Support Group** refers to any parental or community group that provides support to a District-related program. These programs include but are not limited to athletic and nonathletic extracurricular, interscholastic or co-curricular activities, including clubs (e.g. athletic and band boosters, theater arts support groups and other organizations). Township organizations are not considered Booster/Support groups.

Authority

The Board recognizes the significant value that Booster/Support Groups add to school-related programs and acknowledge that without the efforts of these organizations, their respective programs would suffer. However, the Board declares that the role of an approved Booster/Support Group is to assist and support, not to direct, interfere with, or supplant the staff, existing facilities or programs of the District. It must be clearly understood by all Booster/Support Group members that all District sponsored activities are under the control, direction and supervision of the Board of School Directors through building principals and their designee, and the Athletic Director. Booster/Support Groups do not have the authority to direct the duties of a school District employee and/or approved coach/sponsor volunteers.

In order to maintain good standing with the Board, all Booster/Support Groups that are recognized by the Board shall adhere to the established guidelines and policies. Failure to comply may result in the loss of Board recognition and, subsequently, the loss of the right to use or access school facilities, use of the District name and the ability to interact with the teams, clubs, groups and/or organizations of the District.

Only those Booster/Support Groups that have specifically and directly received recognition by the Board shall be eligible to be associated with the respective District activity that it supports.

Guidelines

Recognition

Parents/Guardians or adult sponsors must discuss their intent to form a Booster/Support Group with the Athletic Director or appropriate building principal. Thereafter, the administrative employee shall make a recommendation to the Board to approve or disapprove the Booster/Support Group. Action to recognize the Booster/Support Group will then take place at a public School Board meeting.

In order to gain and maintain recognition as an approved Booster/Support Group a Booster/Support Group must adhere to the following guidelines:

1. Ensure that the Athletic Director or building principal has a current copy of the organization's bylaws. These bylaws must, at a minimum, contain the following elements:
 - a. All financial decisions must be driven by and approved by the general membership through their vote. No sub-group of the organization should be allowed to authorize spending above a specified amount prior to the next meeting without approval of the membership. The bylaws must specify how often the above referenced dollar amount can be spent and over what period of time. (Example: \$500 over a month.)
 - b. District coaches/sponsors must serve as advisors to the organization and membership, not as decision makers in determining what the group will do or how it will spend its money, but to request what they need.
 - c. Define what constitutes a quorum of the organization's membership.
 - d. A nominating Committee shall consist of individuals who qualify as members of the organization. The Nominating Committee shall be selected by the membership. The slate of nominated officers must be presented to the membership for thirty (30) days prior to the vote. (In circumstances where the thirty (30) day notice presents a hardship, it may be reduced with written permission received by the Athletic Director but in no case will the notice period be less than ten (10) days.) The Nominating Committee cannot consist exclusively of Executive Board members.

- e. All checks written must have two (2) signatures – a signature of the Treasurer and a signature of another specified officer of the Executive Board.
 - f. Bylaw revisions/amendments shall be available to the membership for review for at least thirty (30) days prior to the membership vote. (In circumstances where the thirty (30) day notice presents a hardship, it may be reduced with written permission received by the Athletic Director but in no case will the notice period be less than ten (10) days.)
 - g. The Treasurer shall prepare a Treasurer's Report of financial expenses and Bill List for the membership for every regular meeting. Both reports must be formally approved by the membership and become a permanent record of the minutes.
 - h. Provide a format to advertise to the organization the agenda, date, time, and location for the upcoming regular meetings. Special meetings should be advertised at least five (5) days in advance.
 - i. When a code of conduct is referenced in the bylaws, the bylaws specify where the code of conduct can be found.
 - j. If specifically using Robert's Rules of Order, the most current edition of Robert's Rules of Order shall be the parliamentary authority for all matters of procedure not specifically covered in the bylaws.
 - k. Major decisions including the election of officers, the budget, bylaw changes, election of a nominating committee, the Treasurer's monthly report and payment of expenses, determining a fundraiser, entering into a contract, and the annual audit report must be driven by a membership vote.
 - l. All booster groups must hold their regular meetings at the Upper St. Clair High School or other District facilities. This requirement does not pertain to banquets.
2. Forward to the Athletic Director or building principal a listing of current officers' names, phone numbers and emails prior to the beginning of the season. Any changes of officers must be reported to the Athletic Director within ten (10) days.

3. Prior to the beginning of the season, submit a copy of the organization's financial report to the Athletic Director or building principal that shall include a proposed budget for the forthcoming fiscal year with anticipated expenditures and revenues (including projected fundraising activities).
4. The Booster/Support Group President/Sponsor (or if unavailable, at least one (1) Board member) must attend an annual information meeting and/or verify an official review of guidelines to discuss policies and procedures for Booster/Support Groups.
5. Comply with all policies, rules and regulations of the District as well as all laws that govern the Booster/Support Group and P.I.A.A. guidelines, if applicable.
6. The Athletic Director shall be informed of meetings of the organization and the Director or designee may attend.
7. Each Booster/Support Group shall deposit all proceeds and receipts of the organization into an FDIC insured depository bank. Booster/Support Groups must follow appropriate accounting practices in maintaining and disbursing funds.
8. Booster/Support Groups shall not use the District tax-free number for purchases.
9. Must submit a year-end Treasurer's Report as set forth in this policy and copies of meeting minutes.
10. Communicate with all prospective members/parents/guardians at the first possible opportunity, prior to tryouts, if possible, explaining Booster/Support Group operations.
11. Prohibit the sale or consumption of alcoholic beverages and the use of any tobacco products at any and all Booster/Support Group functions on District property or at any club or organization-sponsored function at which students are in attendance.
12. Comply with District policies and administrative regulations on clearances required for volunteers.

Fundraising

Fundraising activities (activities that are intended to raise money for the Booster/Support Group) shall be processed through the sponsor/coach and the Athletic Director, and approved by the appropriate building principal. Forms are available in the high school Athletic Office. Approval of the Superintendent or designee will be required for direct involvement of students in fundraising activities.

1. Fundraisers must be approved before any tickets are handed out, fliers are posted, items are ordered, or sales begin. Any fliers or advertisements utilizing the District logo must be pre-approved.
2. All fundraisers on District property or where students are present, will adhere to school policies and guidelines and not include sales or representation of alcohol or gambling, except as may be permitted by the Small Games of Chance Act.
3. Conflicts in scheduling activities will be resolved between the respective organizations and appropriate building principal/Athletic Director.

A master list of approved fundraisers shall be maintained in the Athletic Office.

Booster/Support Groups shall indemnify and hold the District harmless against any encumbrances made on behalf of the organization.

Any announcement and/or advertising of any event or activity shall clearly indicate that it is sponsored by the Booster/Support Group and not the school or District and comply with District policies.

The Booster/Support Group shall not require mandatory participation by students in any fundraising activity as a condition of participation in the school-sponsored programs.

All fundraisers must comply with applicable law, including but not limited to, the PA Solicitation of Funds for Charitable Purposes Act and the Local Option Small Games of Chance Act.[6][17]

Service Projects/Charitable Activities

All Booster/Support Group service projects and/or collections (monetary fundraisers or requests for in-kind donations) for the benefit of a charitable organization, other than the Booster/Support Group, shall be processed through the Athletic Director if it involves a high school Booster/Support Group or the appropriate building principal if it involves a Booster/Support Group related to a building other than the high school. Approval of these

projects remains at the building level and School Board approval is not necessary.

Year-End Treasurer's Report

Within a month after their respective banquet or no later than the last day of school for that school year, each organization shall submit a post-season financial report to the Athletic Director that includes the following:

1. An actual budget for the previous fiscal year with documented revenues and expenditures.
2. A statement confirming that its finances are in good standing and have been reviewed and submitted by the Treasurer that is signed by the President and Treasurer.
3. Any other form listing expenditures requested by the Athletic Director.

If this report is not submitted on time, the organization will not be permitted to begin the next school year's booster/support plan until the report requirements are completed.

Donations/Gifts to School

The Board recognizes that Booster/Support Groups contribute in a material way by providing services, supplies, equipment, etc., to the District and/or school District students. However, it is the school's responsibility to know what resources are coming into a program.

Booster/Support Group donations/gifts shall be made in accordance with District policy.

Booster/Support Group donations to individual athletic programs shall be made with the advice and approval of the Athletic Director. This is necessary to ensure equity among programs in keeping with the guidelines of Title IX and to protect athletes from potential violations of P.I.A.A. and N.C.A.A. regulations concerning amateur gifts.[9][10]

Booster/Support Group donations to nonathletic programs shall be made with the advice and approval of the appropriate principal.

Any gifts of equipment that would require installation, storage or maintenance shall require formal acceptance by the Board. Any such equipment donated shall become the property of the District. The Board

reserves the right to decline any contribution, donation or gift offered by a Booster/Support Group if it believes that it is in the best interests of the District to do so.

Gifts to Athletes/Coaches

Any and all awards, gifts, or other items given to the participants of said programs must not violate the policies of the District, the P.I.A.A., W.P.I.A.L., or the N.C.A.A.

Gifts to coaches or other District employees must comply with District policy.

Any interest that shall yield directly or indirectly a monetary or other material benefit to any employee or volunteer is prohibited. However, sponsors and coaches are permitted to accept gifts of nominal intrinsic value.

Student Awards

Awards, trophies, or other forms of recognition provided by Booster/Support Groups shall be coordinated with the sponsor/coach of the organization and the Athletic Director for athletics, and the appropriate building principal for all other activities. Recipients are to be determined by utilizing criteria established by the Booster/Support Group.

Use of School District Facilities and Resources

Requests for use of District facilities and resources shall comply with District's Use of School Facilities policies and procedures (Policy 707).

No temporary modification of District structures or facilities may be made without the approval of the building administrator or facilities manager.

No permanent modification of District structures or facilities may be made without the approval of the Board.

Concession Stand Use

Booster/Support Groups involved in concessions at school events shall follow District guidelines for use:

1. Booster/Support Groups must receive the permission from the Athletic Director for use of the concession stand.

2. The group using the concession stand is responsible for cleanup of the facility.
3. Equipment must not be removed from the concession stand without permission of the Athletic Director.

Right to Privacy

Provisions of the Student Records Policy will prevail in making lists of students or parents/guardians available to support organizations. Organizational support groups are prohibited from providing vendors with directory information for telemarketing purposes related to fundraising.

Concerns

Concerns or issues of individual members of Booster/Support Groups regarding the team or athletic program or organization should follow the chain of command indicated below:

- Step 1 – Refer to bylaws
- Step 2 – Executive Board of Booster/Support Group
- Step 3 – Coach/Club Advisor
- Step 4 – Athletic Director
- Step 5 – Building Principal
- Step 6 – Superintendent
- Step 7 – School Board

General Expectations

1. To ensure custodial and security services, when seeking use of school buildings and facilities for meetings and activities, Booster/Support Groups must seek permission from Athletic Director and/or complete the "Use of Facilities" form as required of all outside groups.
2. The District will not be held responsible for any equipment owned by a Booster/Support Group that is lost, damaged, or stolen.
3. The Board does not assume financial responsibility for a Booster/Support Group and excludes itself from any liability a Booster/Support Group may incur.
4. A District employee, who is hired as a coach/sponsor, shall only serve in an advisory role to the Booster/Support Group that serves the program for which they are employed and shall not serve as an

officer/director or control the money or accounts of the Booster/Support Group.

5. A coach/advisor's role in the functioning of the Booster/Support Group is solely in an advisory capacity and for final approval of what the Booster/Support Group intends to purchase. They should not handle money or make purchases in the name of the Booster/Support Group. Only the Booster/Support Group shall control the money or accounts of the Booster/Support Group. Allowing a coach to be responsible for management of funds is a conflict of interest and must be avoided.
6. In the event that a Booster/Support Group contracts with any individual(s) or outside entity for services that take place on District-owned facilities, then, that individual or entity must carry a minimum \$1,000,000 liability insurance policy, and must provide certificates of insurance to the Director of Finance or designee.
7. ~~Booster/Support Groups that are 501(c)(3) organizations should be knowledgeable about restrictions and use of funds, especially as that relates to the use of "individual member accounts". With regard to all Booster/Support Groups, regardless of 501(c)(3) status, under no circumstance should Booster/Support Group money be distributed to individual members/players except to pay for Booster/Support Group activities. (For example, if a Booster/Support Group is using individual player accounts and an individual player raises more funds than is necessary to pay for expenses related to that player's activities in the group, the money should go into the Booster/Support Group's general operating account and should not be distributed to the individual player). Booster/Support Groups that are 501(c)(3) organizations should be knowledgeable about restrictions and use of funds.~~
Booster/Support Groups should be knowledgeable about use of funds and applicable limitations. **Booster/Support Groups should not use individual student accounts for fundraising purposes.**
8. Unless a Booster/Support Group is saving for a particular future expense, current fundraising dollars should be used for expenses incurred in the same year.

Revised Adopted: March 27, 2023
Adopted: February 22, 2021



Memo

To: Dr. John Rozzo, Superintendent of Schools
Board of School Directors
From: Dr. Cassandra Doggrell, Director of Special Education
Date: May 13, 2024
RE: Student Support Services Agreements/Contracts

I request the approval of the following for school year 2024-2025:

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

5. Consultant Agreement (CommuniKate Corporation): Renew consultant agreement to provide students and support teams with specialized assistance for the implementation of augmentative and alternative communication (AAC) and assistive technology (AT) at the rate of \$100.00 per hour up to a total of 5 hours per week.

ALLEGHENY INTERMEDIATE UNIT COMPREHENSIVE SERVICES AGREEMENT – 2024-2025

ADDENDUM: WATERFRONT LEARNING SERVICES

This Addendum (the “Addendum”) is entered into by and between the Upper St. Clair School District (the “School District”) and the Allegheny Intermediate Unit (the “AIU”), is subject to the terms and conditions of the Allegheny Intermediate Unit Comprehensive Services Agreement – 2024-2025 (the “Agreement”), supplements such Agreement, and is hereby made a part thereof.

WITNESSETH:

WHEREAS, the AIU and the School District are parties to the Allegheny Intermediate Unit Comprehensive Services Agreement – 2024-2025, effective from July 1, 2024, through June 30, 2025; and

WHEREAS, Waterfront Learning, a program of the AIU, has developed a menu of flexible virtual education options including high-quality courses, instruction, and professional development at reasonable prices; and

WHEREAS, the School District wishes to purchase Waterfront Learning services from the AIU.

NOW THEREFORE, in consideration of the above premises and intending to be legally bound hereby, the Parties further agree as follows:

1. **Term.** The term of this Addendum shall commence on the later of July 1, 2024, or the date that both Parties have signed this Addendum and shall continue until June 30, 2025, except in the event that a School District student is enrolled in a Summer Session course during the term of the Addendum that will conclude after June 30, 2025, the Addendum shall remain in effect with regard to such course until the conclusion of the session. Either party may terminate the Addendum by providing the other party with at least thirty (30) calendar days prior written notification. Upon termination, Waterfront Learning will be entitled to all fees for services performed up to the date of the termination.

Allegheny Intermediate Unit Comprehensive Services Agreement – 2024-2025
Addendum: Waterfront Learning Services

2. **Services Provided.** In accordance with the terms and conditions of the Addendum, Waterfront Learning will provide virtual solutions as requested by the School District consistent with the pricing options and packages as set forth in the Waterfront Learning Pricing Document, attached hereto as Exhibit A and incorporated herein. Based upon the School District's requirements and selections from the Pricing Document, an Integrated Services option, and associated fee shall be applied as described in Section 3 below.

3. **Integrated Services.** Waterfront Learning will provide integrated services for School District personnel to design program development, targeted goal setting, and program evaluation throughout the year. Deliverables will vary depending on the needs identified through the integration and program design processes. Integrated Services are further defined within the options described below. The School District will be invoiced for the Waterfront Learning integrated services based upon the option selected. The Integrated Services fee is subject to adjustment during the term of the Agreement as further described below based on the services and virtual services requested by the School District.

Allegheny Intermediate Unit Comprehensive Services Agreement – 2024-2025
Addendum: Waterfront Learning Services

INTEGRATED STATEMENT OF WORK AND SERVICES FEE

Option 1: Site License and Concurrent License Integration only - \$1,000 annual fee:

Student Enrollment	Student Supports	Communications	Technology Support
Assists liaison with the preparation of virtual academy policy and procedures	Provides support for technology and virtual academy staff to monitor student attendance, performance, progress, and communication data within the district student information system (SIS)	Provides ongoing support to liaison through quarterly Waterfront Learning Liaison Meetings	Provides orientation for new online learning platforms
Assists in the bulk enrollment process with technology and virtual academy staff	Assists in the process for the district to support tiered intervention communications	Coordinates professional development training needs for the educational entity through implementation services or district-specific contracted professional development	Shares information necessary for technology specifications, whitelisting sites, imaging hardware, filtering, and networking
Reviews the student enrollment process with the district liaison and supplies relevant support material	Collaborates with special education staff to support the goals and Specially Designed Instruction included in the IEP for special education students within the platform	Assists WFL liaison with the coordination of marketing initiatives and materials	Provides support to district staff importing users, courses, and enrollments in courseware systems
Assists district in query reports, grade submissions, and closing out final courses		Provides district liaison with information regarding PIMS reporting as requested.	Acts as a liaison between the district and courseware vendor support for district issues
			Provides support to districts to guide students not using program-provided equipment (vendor courseware only)

Allegheny Intermediate Unit Comprehensive Services Agreement – 2024-2025
Addendum: Waterfront Learning Services

Option 2: Comprehensive Courseware, Singleton & Full-time Seats, Instructional Services - \$2,500 annual fee:

Includes all deliverables from Option 1, plus the services below. Any district that upgrades from Option 1 to Option 2 midyear will be assessed the additional fee during the next quarterly invoice period.

Student Enrollment	Student Supports	Communications	Technology Support
Provides support to the district liaison in coordinating the launch of the virtual academy and new student orientation	Provides facilitation of courses with a certified teacher	Provides ongoing support to liaison through quarterly Waterfront Learning Liaison meetings	Provides support to students using program-provided equipment (related to hardware, software, connectivity, and vendor courseware)
Collaborates on any needed curriculum modifications	Provides access to student attendance, performance, progress, and communication data within the SIS	Provides district liaison with information regarding PIMS reporting as requested.	Shares information necessary for whitelisting sites, imaging hardware, filtering, and networking
Assists with SIS training for new district staff	Provides Genius SIS course build and integration	Provides marketing support as needed	Provide support to district staff importing users, courses, and enrollments in courseware systems
Updates enrollments as requested - new student enrollments, course changes, and withdraws	Assists in the execution of tiered interventions		
Communicates student course information (login, password, course start/end dates, platform URL, teacher, etc.) to liaison	Collaborates with special education staff to support the goals and Specially Designed Instruction included in the IEP for special education students		
Creates new student accounts in the vendor platform – enrolls students into vendor courseware			
Provides final percentages for schools to report			

The School District may purchase professional development/training days conducted onsite or by video conferencing at the rates specified in the Pricing Document.

Allegheny Intermediate Unit Comprehensive Services Agreement – 2024-2025
Addendum: Waterfront Learning Services

Option 3: Parent-paid or School District paid Summer Session ONLY

No annual Integrated Services Fee will be applied to School Districts for Waterfront Learning Summer Sessions only (May through August). Summer Session includes:

1. Summer enrichment courses with enrollments beginning in May or June concluding no later than September 1.
2. Summer Recover Now! enrollments with start dates in June or July are to be completed within four weeks of course commencement unless otherwise extended upon approval from student's home district
3. Summer Bridge with enrollments with start dates in June or July in elementary supplemental programs.

Option 4: Single user, non-summer session Parent-paid enrollment

An Integrated Services Fee will not apply to the School District when enrolling a single student in parent-paid course(s) during the traditional school year (not Summer Session). Should the School District enroll any additional students during the term of the Addendum that are either parent-paid or School District paid, the School District will be invoiced for the appropriate Integrated Service Fee listed in either Option 1 or Option 2, depending on the implementation type.

4. **Service Providers.** The instructional services provided by Waterfront Learning shall be performed by Pennsylvania-certified teachers. Waterfront Learning shall follow the policies and procedures of the School District regarding grading, attendance, and acceptable use. Districts shall provide current acceptable use policies and procedures to Waterfront Learning upon or before commencement of services. If a student's actions violate program or district policies, Waterfront Learning has the sole discretion to modify or remove the student's online course access.

5. **PIMS Reporting.** With respect to the services delivered pursuant to this Addendum, all data reporting to the Department of Education's Pennsylvania Information Management System (PIMS) shall be the responsibility of the School District. Waterfront

Allegheny Intermediate Unit Comprehensive Services Agreement – 2024-2025
Addendum: Waterfront Learning Services

Learning will provide the School District with data and information necessary for PIMS reporting as requested.

6. **Property Restrictions.** The School District may not resell, rent, lease, assign, or otherwise transfer or provide the service or licensed material to an unaffiliated student or entity, or use the service or the licensed material in a service provider capacity; or access the service or use the licensed material to build a competitive service or product, or copy any feature, function or graphic for competitive purposes.

7. **Equipment Transfer and Liability.** Should the School District choose to utilize hardware support from Waterfront Learning, the School District agrees to all Waterfront Learning policies and procedures relating to the transfer of possession and return of said equipment. Should the equipment not be returned to Waterfront Learning or be returned in an irreparable condition, the School District agrees to accept financial liability for said equipment as defined in the Pricing Document.

8. **Invoices.** Waterfront Learning shall issue invoices to the School District quarterly. If the district does not remit payment within 60 days, Waterfront Learning reserves the right to suspend services and/or to assess interest in accordance with the Agreement until payment in full is received.

9. The terms and conditions of the Agreement shall apply to the delivery and use of services provided hereunder. To the extent that the terms of this Addendum conflict with the terms of the Agreement, the terms of this Addendum shall supersede those of the Agreement.

10. Addendum A of the Agreement, relating to Special Education Services, does not apply to services provided under this Addendum.

SIGNATURE PAGE FOLLOWS

Allegheny Intermediate Unit Comprehensive Services Agreement – 2024-2025
Addendum: Waterfront Learning Services

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

ALLEGHENY INTERMEDIATE UNIT

UPPER ST. CLAIR SCHOOL DISTRICT

By: _____
President, Board of Directors

By: _____
President, Board of Directors

ATTEST:

ATTEST:

By: _____
Secretary, Board of Directors

By: _____
Secretary, Board of Directors

Date: _____

Date: _____



Memo

To: Dr. Rozzo, USCSD Board Members
From: Raymond Berrott 
Date: May 6, 2024
RE: **Surplus/Obsolete Equipment**

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

item	Quantity
audio device	7
laptop computer	691
desktop computer	5
external deivce	1
smart board	3
monitor	1
battery backup unit	44
video device	2
tablet	1
server	2
	757

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

Memo



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

From: Dr. Lou Angelo

Date: May 6, 2024

RE: Surplus or Obsolete Equipment

The administration recommends the Board declare the following equipment surplus and authorize the administration to sell, exchange, dispose, or donate in accordance with the provisions in Board Policy #706.1, Sale or Disposal of Surplus Property, Equipment, Supplies, and Textbooks.

QTY	Item	Make	Model	Description
1	3D Printer w/ ABS Filament and Soluble Support	Stratsys Dimension SST	1200es	Serial# P15679 Part #180-00200
1	3D Printer Bath System	PADT Inc. Support Cleaning Apparatus	SCA-1200	Serial# 110-03588 Part# 570-10003
4	School Buses	Thomas	School Bus, Class B	Vin (150): 4UZABRDT7BCAY4549 Vin (151): 4UZABRDT3BCAY4550 Vin (157): 4UZABRDT4BCAY4556 Vin (164): 4UZABRDT9FCFW3660
12	Teacher Desk Chairs	Stylex Click Task	CK67716TBA	Color: Taupe Sphere

Memo

To: Dr. John Rozzo, USC Board Members

From: Scott P. Burchill

Date: May 13, 2024

RE: FINANCIAL SUMMARY AND PRELIMINARY FINANCIAL STATEMENTS FOR THE PERIOD ENDED APRIL 30, 2024

Financial statements for the General Fund, Food Service Fund, Capital Reserve Fund and Construction Fund for the period ended April 30, 2024, are enclosed for your review. The reports reflect the realized revenues and expenses incurred from July 1, 2023.

GENERAL FUND

	2023-24	2023-24 through April 30, 2024		2022-23	2022-23 through April 30, 2023	
<i>(in millions of dollars)</i>	Budgeted	Actual	% of Budget	Budgeted	Actual	% of Budget
Current Real Estate Revenues	\$67.45	\$65.96	98%	\$64.72	\$64.12	99%
EIT	\$6.77	\$5.25	78%	\$6.50	\$4.98	77%
All Other Local Revenues	\$4.62	\$5.10	110%	\$3.80	\$4.25	112%
State Revenues	\$20.84	\$16.75	80%	\$19.94	\$15.08	76%
Federal Revenues	\$0.47	\$0.19	40%	\$0.70	\$0.21	30%
All Other	\$0.10	\$0.03	30%	\$0.10	\$0.06	0%
Total Revenues	\$100.25	\$93.28	93%	\$95.76	\$88.70	93%
Expenditures	\$100.250	\$75.10	75%	\$95.750	\$71.43	75%
Revenues less Expenditures	\$0.000	\$18.18		\$0.010	\$17.27	

Balance Sheet	As of June 30, 2023 (audited)	As of April 30, 2024 (unaudited)
Cash and Marketable Securities	\$22,915,224	\$31,277,667
Total Assets	\$28,147,150	\$36,269,098
Total Liabilities	\$16,629,372	\$6,563,497
Nonspendable Reserves	\$398,380	\$398,380
Adjustment to Fund Balance	\$0	\$18,187,823
Fund Balance	\$11,119,398	\$11,119,398

The General Fund revenue and expenditures are the same as last year on a percentage basis. Current real estate taxes continue to trend behind 2022-23 on a percentage of the total budget. Property assessment appeals are negatively affecting current year real estate tax liabilities.

FOOD SERVICE FUND

	2023-24	2023-24 through April 30, 2024	2022-23	2022-23 through April 30, 2023
<i>(in millions of dollars)</i>	Budgeted	Actual	Budgeted	Actual
Revenues	\$2,236,444	\$2,383,750	\$2,154,234	\$2,154,787
Expenditures	\$2,203,510	\$2,021,260	\$2,090,124	\$2,058,866
Net	\$32,934	\$362,490	\$64,110	\$95,921

	As of June 30, 2023 (audited)	As of April 30, 2024 (unaudited)
Cash and Marketable Securities	\$1,038,661	\$1,432,532
Total Assets	\$1,176,372	\$1,586,918
Total Liabilities	\$689,357	\$737,412
Unassigned Fund Balance	\$487,015	\$849,505

Current year, revenue is \$230k ahead of the 2022-23 school for the period ended April. À la carte sales are trending higher than the previous year. The Food Service Fund has a positive fund balance of \$487,015 as of June 30, 2023.

The free School Breakfast Program (SBP) meals for all students and no charge for reduced price eligible student lunches through the National School Lunch Program (NSLP) will be continuing. These provisions were incorporated into the Pennsylvania School Code on December 13, 2023. As these provisions are now in the school code, it would now take legislative action to remove them. Therefore, the Pennsylvania Department of Education (PDE), Division of Food and Nutrition (DFN), is advising that sponsors should begin to implement these changes permanently moving forward.

CAPITAL RESERVE FUND

	2023-24	2023-24 through April 30, 2024	2022-23	2022-23 through April 30, 2023
Revenues	\$270,000	\$910,974	\$270,000	\$279,246
Expenditures	\$270,000	\$2,144,283	\$607,200	\$576,823
Net	\$0	(\$1,233,309)	(\$337,200)	(\$297,576)

	As of June 30, 2023 (audited)	As of April 30, 2024 (unaudited)
Cash and Marketable Securities	\$629,973	\$2,858
Total Assets	\$1,483,220	\$3,858
Total Liabilities	\$246,054	\$0
Total Reserves	\$1,237,167	\$3,858

CONSTRUCTION FUND

	2023-24 through April 30, 2024	2022-23 through April 30, 2023
Revenues	\$8,336,472	\$29,275
Expenditures	\$2,919,152	\$107,504
<i>Net</i>	<i>\$5,417,320</i>	<i>(\$78,229)</i>

	As of June 30, 2023 (audited)	As of April 30, 2024 (<i>unaudited</i>)
Cash and Marketable Securities	\$236,986	\$5,654,305
Total Assets	\$236,986	\$5,654,305
Total Liabilities	\$0	\$0
<i>Fund Balance</i>	<i>\$236,985</i>	<i>\$5,654,305</i>

BUDGET TRANSFERS

Budget transfers for the 2023-24 school year in the amount of \$35,594.42 are presented for review and approval.

BILL LIST

The bill list is included in the supplemental financial report for your review and approval.



Memo

To: Dr. Rozzo, USC Board Members

From: Scott P. Burchill

Date: May 13, 2024

RE: SUPPLEMENTAL FINANCIAL REPORT 2023-24

The Supplementary Bill Lists are enclosed for your review and approval.

2023-24	GEN. FUND10	CONST. FUND 39	FOOD SVC. FND. 51
CHECKLIST	\$2,870,594.92		\$247,738.52
ACHPAYMENT	\$1,816,624.51	\$714,987.00	
TOTAL	\$4,687,219.43	\$714,987.00	\$247,738.52