



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, June 3, 2024 @ 6:00pm

District Administration Building 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 (in-person)
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 (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 (in-person)



Mrs. Jocelyn Kramer, Solicitor (in-person)

Mrs. Sarah MacDonald, Board Stenographer (virtual)

Call to Order & Pledge of Allegiance

(Schnore, School Board President)

Mrs. Schnore called the meeting to order at approximately 6:03pm.

Roll Call of School Board

(Solicitor)

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

Mrs. Bolas - present

Ms. Hanna - present

Dr. Gans - present

Mr. Lamber - present

Mr. Mascaro - present

Ms. Petersen -present

Mrs. Schnore - present

Mrs. Snyder - present

Dr. Wetzel - present

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

2023-2024 Retirement Recognitions

(Rozzo, Superintendent of Schools)

Dr. Rozzo recognized the 2023-2024 retirees, thanking them for their service and dedication to the District. Four retirees were in attendance for the meeting and spoke about their time with the District: Ms. Kathleen Kennedy, Baker Elementary Teacher; Ms. Sue Fleckenstein, Boyce Middle School Teacher; Mr. Rich Ali, Fort Couch Middle School Teacher, and Mr. David Kyle, Fort Couch Middle School Teacher. The Board members thanked the retirees for their years of service with the District.



Curriculum Recommendations Presentation

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

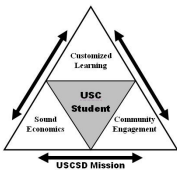
Dr. Bulazo introduced the Curriculum leaders and they gave the curriculum recommendations presentation. Board members had commentary and questions, and Dr. Bulazo addressed their questions. The recommendations will be voted on at the June 17th Board meeting.

Mrs. Schnore called for a break at approximately 7:32pm. Mrs. Schnore reconvened the meeting at approximately 7:41pm.

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 #16 from Strategic Plan:

(Schnore, School Board President)

Mrs. Bolas read the following Shared Belief Statement:

We Believe that:

Because students learn at different rates and in different ways, it is essential to recognize each student's needs and interests when creating opportunities for continuous progress.



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 May 13, 2024 Board Meeting, as attached. Seconded by Bolas and carried by unanimous voice vote. Dr. Gans abstained from the vote.

Approval of Curriculum Recommendation

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

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

Superintendent's Report

(Rozzo, Superintendent of Schools)

a. District Update

(Rozzo, Superintendent of Schools)

Dr. Rozzo gave a brief District update, covering: BizTown, which he recently attended, upcoming summer programming, 2024-2025 Staff Opening Days, Prom and Graduation.



b. Approval of Salary Adjustments and Compensation for Non-Represented Employees Supervisors, and Administrators, consistent with Compensation Plans and Employment Agreements

(Rozzo, Superintendent)

Dr. Rozzo presented the salary adjustments for approval. He advised that the salary adjustments are for employees who are not part of any collective bargaining agreements, including: Administrators, School Police Officers, and Administrative Support Staff.

MOTION: BY SNYDER: I move that the Board approve the total annual salary adjustments and compensation for all non-represented employees and Administrators/Supervisors, consistent with applicable compensation plans and employment agreement(s), as presented. Seconded by Hanna and carried by unanimous voice vote.

Administrator's Report

(Rozzo, Superintendent of Schools)

a. Approval of Personnel Listings

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

Dr. Rozzo advised that he is pleased to announce that the personnel listing includes former Deputy Superintendent, Dr. Sharon Suritsky, as the Substitute Director of Special Education. He explained she will fill in while the District searches for a replacement for Dr. Doggrell.

Mr. Carson advised the personnel listing includes a number of teaching positions, retirements, and ECAs.

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



b. Revised First Reading of the following School Board Policy

(Pfender, Deputy Superintendent)

i. 204 - Attendance

Dr. Pfender reviewed the revisions to policy 204-Attendance. She explained that additional revisions were made to the policy, since its first reading on April 15th, causing it to go onto this agenda for another first reading. She noted that the revisions include a maximum of 18 cumulative lawful absences, for identified reasons, will be excused. This number was changed from ten days. Dr. Wetzel asked Dr. Pfender questions about the reasoning behind the change to the number of days. Dr. Pfender and Solicitor Kramer explained why the days were changed.

Dr. Gans, Mrs. Bolas, and Ms. Petersen also made comments regarding the revisions. Solicitor Kramer and Dr. Pfender advised they will go back and take another look at the revisions to see if any changes need to be made to the policy.

c. Approval of Student Discipline Agreement

(Pfender, Deputy Superintendent)

Dr. Pfender reviewed the Student Discipline Agreement for approval.

MOTION: BY MASCARO: I move that the Board approve Student Discipline Agreement 2024-06-03, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Lamber and carried by unanimous voice vote.



d. Approval of Independent Contractor Agreement with Mr. Jim Schaffer

(Pfender, Deputy Superintendent)

Dr. Pfender presented the Independent Contractor Agreement with Mr. Jim Schaffer for approval, noting he will create drill design for the District.

MOTION: BY PETERSEN: I move that the Board approve the Independent Contractor Agreement with Mr. Jim Schaffer, for drill design, at a total cost not to exceed \$5,000.00, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Mascaro and carried by unanimous voice vote.

e. Approval to Accept the following Grant Funds

(Pfender, Deputy Superintendent and Carson, Sr. Director of Operations and Administrative Services)

i. University of Pittsburgh Seed Grant, in the amount of \$4,000.00

Dr. Pfender advised that the District has been awarded a University of Pittsburgh Seed Grant, in the amount of \$4,000.00. The money will be used for STEAM programming for computers, so students can complete their STEAM work in the Resource Center, as well as their classrooms. Currently the students can only complete their STEAM work on the classroom computers.

ii. School Safety and Security Grant, in the amount of \$84,331.33 from the Pennsylvania Department of Education (PDE) Office of Safe Schools

Mr. Carson advised that the District was recently awarded a school safety and security grant, in the amount of \$84,331.33. He noted the grant was submitted in 2022 and must be spent by June 28, 2024.

MOTION: BY WETZEL: I move that the Board approve the acceptance of the the University of Pittsburgh Seed Grant in the amount of \$4,000.00 and the PDE Office of Safe Schools grant in the amount of \$84,331.33. Seconded by Petersen and carried by unanimous voice vote.



f. Approval of the following Pupil Services Agreements

(Madia, Director of Pupil Services)

Dr. Madia reviewed the Pupil Services Agreements for approval.

- i. Care Solace Extension of Service Agreement:** Extension of existing contract and terms and conditions, for a term of two years, at a total cost of \$30,000.00
- ii. UPMC Western Behavioral Health Social Emotional Wellness Consultant Agreement:** Renewal of Agreement to engage a social-emotional wellness consultant, for the 2024-2025 school year, at a cost of \$15,600.00, with additional services beyond allotment to billed at a rate of \$125.00 per hour

MOTION: BY BOLAS: I move that the Board approve the above-listed (items i. and ii.) agreements with Care Solace and UPMC Western Behavioral Health, subject to final terms and conditions acceptable to Superintendent and Solicitor. Seconded by Wetzel and carried by unanimous voice vote.

g. Approval of the following Special Education Agreements

(Doggrell, Director of Special Education)

Dr. Doggrell reviewed the Special Education Agreements for approval.

- i. Wesley Family Services:** Agreement to provide music therapy services during Extended School Year (ESY), for a term of six sessions, at a cost of \$180 per session
- ii. ACLD Tillotson School:** Agreement to provide Extended School Year (ESY) programming, for two students, at a cost of \$2,500.00 per student



iii. Pennsylvania School-Based ACCESS Program (SBAP):

1. Local Education Agency (LEA) Agreement to participate and comply with the PA Medical Assistance Program for the 2024-2025 school year
2. LEA Agreement for use of MaxCapture system for service documentation

iv. Watson Institute: Agreement for training and consultation services for District-wide behavior specialist two days a week, and social work services 4.5 days per week, provided to emotional support programming at High School, at a cost of \$990.00 per full day and \$625.00 per half day for the 2024-2025 school year

v. Leader Services (IEP Writer, Children Count, 504 Module, SIS Bridge): Agreement for software subscription for web-based software documentation, at cost of \$17,417.00 for the 2024-2025 school year

MOTION: BY GANS: I move that the Board approve the above-listed agreements (items i. through v.) with Wesley Family Services, ACLD Tillotson School, Pennsylvania School-Based ACCESS Programs (SBAP), Watson Institute, and Leader Services, at terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Bolas and carried by unanimous voice vote.

h. Approval of the following Operations Agreements

(Angelo, Director of Operations and Facilities)

Dr. Angelo reviewed the Operations Agreements for approval. Dr. Wetzel thanked Dr. Angelo for saving the District money on the new contracts.

- i. Brightly Software Inc.:** Service Agreement for work order/permit software, for a term of three years, at at total annual cost of \$12,152.00, with no annual increases
- ii. Ruthrauff Service LLC:** Service Agreement for HVAC mechanical service, for a term of three years, at a total annual cost of \$58,700.00, with 2.5% annual increases



- iii. **Siemens HVAC Services Agreement:** Service Agreement for HVAC automation service, for a term of one year, at a total annual cost of \$15,200.00
- iv. **Township of Upper St. Clair Snow Removal Agreement:** Service Agreement for snow and ice removal, for a term of three years, at a total annual cost of \$123,800.00, with 2.4% annual increases
- v. **Three Rivers Limousine:** Transportation Agreement, for a term of four years, at an annual cost of \$250 per day or \$45,750.00 per year, with an average annual increase of 3.8% or \$10 increase per vehicle each year over the term

MOTION: BY HANNA: I move that the Board approve the above-listed (items i. through v.) operations agreements with Brightly Software Inc, Ruthrauff Service LLC, Siemens, Township of Upper St. Clair, and Three Rivers Limousine, on final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Gans and carried by unanimous voice vote.

- i. **Approval of Memorandum of Understanding (MOU) with the Allegheny Intermediate Unit (AIU) for Title III Funding**
(Madia, Director of Pupil Services)

Dr. Madia reviewed the MOU with the AIU for professional language services.

MOTION: BY SNYDER: I move that the Board approve the MOU with the AIU for Title III funding to provide professional development, technical support, supplies, and partial reimbursement for supplemental services for English Language Development services, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Hanna and carried by unanimous voice vote.



Business & Finance

(Burchill, Director of Business & Finance)

a. Approval of Bill List and Check File Listing

(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the bill list and check file listing.

MOTION: BY LAMBER: I move that the Board approve the total bill list and check file listing, as follows. Seconded by Snyder and carried by unanimous voice vote:

Fund 10 (General Fund): \$887,862.80

Fund 51 (School Lunch): \$2,854.70

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

(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the Engagement Agreement with Stifel for approval. The Agreement confirms the terms related to the potential purchase of municipal bonds.

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



c. Approval of Agreement with CashVest

(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the Agreement with CashVest, which is a cash and liquidity monitoring service that supplies data to School Business officials, focused on banking and investing.

MOTION: BY PETERSEN: I move that the Board approve the Agreement with CashVest for Professional Financial Services, pending final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Mascaro and carried by unanimous voice vote.

d. Approval of Bid Award for Food Service Management, Resolution 2024-06-03A

(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the bid award for food service management, resolution 2024-06-03A. He advised that the bid award process started in January and the District has recommended Aramark as they gave the highest guaranteed income for the 2024-2025 school year.

MOTION: BY WETZEL: I move that the Board authorize the award of the food service management contract to Aramark for a term of one year, renewable annually up to four additional one-year periods, contingent upon final Pennsylvania Department of Education approval. Seconded by Petersen and carried by unanimous voice vote.



Committee Reports

(Schnore, School Board President)

Mrs. Bolas gave a Committee Report from PSBA, covering items including: legislative platform, the budget impact campaign, innovation awards and cyber risk.

Matters of Information/Other

(Rozzo, Superintendent of Schools)

a. Baccalaureate and Graduation

June 6, 2024: Baccalaureate @5:30pm and Graduation @7pm

b. August Board Meeting Date Change (*date change due to hiring teaching staff*)

New Meeting Date: Wednesday August 7, 2024 (previous Meeting date: August 5, 2024)

Dr. Rozzo advised there were a couple of matters of information to cover, including details for baccalaureate and graduation. He also provided notification that the Monday, August 5th Board meeting will be moved to Wednesday, August 7th. He explained that many Administrators will be at training on August 5th for Act 45 credits, so the move to August 7th will allow Administrators to be in attendance. He noted that the August 7th Board meeting will be an important meeting to finalize new hires.

Adjournment

(Schnore, School Board President)

Mrs. Schnore adjourned the meeting at approximately 8:35pm, 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
Spring 2023-2024
Curriculum Recommendations
June 3, 2024



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

Counseling

Pilot the SMARTS program for executive functioning skills with 2nd-4th grade students



RECOMMENDATION:

Pilot the [SMARTS program](#) for executive functioning skills with 2nd-4th grade students as a Tier 1 (school counseling classroom lessons) and Tier 2 (identified students who need additional support from school counselor) resource.

Name: Madia/McClintock-Comeaux	Level: Elementary	Subject Area: Student Support Services (Counseling)	Curriculum Recommendation Period: Spring 2024
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Reason(s) for Recommendation

1. There has been an increase in the District's population of students who qualify for Special Education or Section 504 services for concerns related to executive functioning skills. SMARTS supports universal (Tier 1) delivery of instruction in this area as can be seen in the following unit topics:
 - a. Building a Community of Metacognitive Learners (Unit 1)
 - b. Goal Setting (Unit 2)
 - c. Thinking Flexibly (Unit 3)
 - d. Organizing Materials and Time (Unit 4A)
 - e. Organizing Ideas (Unit 4B)
 - f. Remembering (Unit 5)
 - g. Self-Monitoring and Checking (Unit 6)
2. The skills and benefits of explicitly teaching executive functioning skills are as follows:
 - a. *Provides a foundation for learning:* Executive functions, including working memory, cognitive flexibility, and inhibitory control, are the building blocks of learning. They enable children to follow directions, focus attention, solve problems, and manage their emotions and behavior in a learning environment.
 - b. *Improves Academic Performance:* Research has shown that strong executive functioning skills are correlated with higher academic achievement. Skills such as organizing, planning, and prioritizing help students to manage their workload, complete assignments on time, and study more effectively.
 - c. *Enhances Social Skills:* Executive functioning skills are vital for social interaction. They help children to take turns, control their impulses, understand the perspectives of others, and resolve conflicts. These skills are essential for building and maintaining friendships and working collaboratively in group settings.
 - d. *Builds Independence and Self-Regulation:* Teaching these skills early on helps children to become more independent and responsible for their

actions. They learn to set goals, monitor their progress, and adjust their behavior accordingly. This self-regulation is crucial for personal development and success beyond the classroom.

- e. *Prepares for Future Challenges:* The ability to adapt to new information, think critically, and solve complex problems is more important than ever in the rapidly changing world. By developing executive functioning skills from a young age, children are better prepared to face future educational and life challenges.
 - f. *Reduces Behavioral Problems:* Many behavioral issues in the classroom stem from underdeveloped executive functions. By focusing on these skills, schools can reduce disruptions and create a more conducive learning environment for all students.
 - g. *Supports Diverse Learners:* Executive functioning training is particularly beneficial for students with learning differences,. Tailored interventions can help these students overcome specific challenges and succeed in the mainstream classroom.
 - h. *Provides lifelong Benefits:* The benefits of strong executive functioning skills extend beyond the school years into adulthood. These skills are associated with better health, financial stability, and fewer legal troubles. Early education in these areas can have a profound long-term impact on a child's life.
3. The SMARTS Curriculum was implemented at the High School Level beginning in 2019. Selected lessons are used in all Freshman Seminar classes, and other lessons are available for targeted populations.
 4. Using evidence-based lessons on executive functioning skills as Tier 1 instruction at the elementary level may reduce the number of students who require Tier 2 interventions in this area.
 5. Counseling groups and individual support at the elementary school currently focus on executive functioning skills. Using a research- and evidence-based approach would allow for more specific data on the success of Tier 2 interventions and an anticipated increase in success.

Implementation Steps

1. Seek administrative approval.
2. Purchase elementary SMARTS online curriculum.
3. Summer work:
 - a. School counselors attend SMARTS online training.
 - b. School counselors and administration identify units/lessons for Tier 1 and Tier 2 use during pilot period with input from teaching teams.
 - c. Develop implementation schedule for Tier 1 lessons and identify data collection strategies for progress monitoring of students receiving Tier 2 lessons.
 - d. Develop staff and family communication and engagement strategy.
4. Continue professional development training of all staff on executive functioning and Tier 1 and 2 supports in this area.
5. Evaluate pilot success to determine expansion. Indicators of success may include: student application of strategies, referral patterns to Tier 2 and 3 supports, and teacher feedback.

Cost 1. \$1785 - SMARTS subscription (\$595 per counselor) 2. \$59.85 - SMARTS elementary curriculum workbook (\$19.95 per counselor) 3. \$885 - SMARTS workshop training (\$295 per counselor) 4. \$640.08 - Summer workshop time at \$35.56 (for 3 counselors for 6 hours)
Administrative Reaction Approved. Providing students with concrete and manageable strategies that can improve their performance in these executive functioning areas can only enhance their chances for successful learning experiences.
1 Year in Review

English Language Arts

Adopt Heggerty



RECOMMENDATION:

Formally adopt *Heggerty*, a research-based phonemic awareness program, as the Tier 1 program in grades kindergarten and first. Adopt *Heggerty - Bridge the Gap* as the Tier II intervention program in grade two.

Name: Megan Wiesemann	Level: Elementary	Subject Area: ELA	Curriculum Recommendation Period: Spring 2024
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Reason(s) for Recommendation

1. This recommendation serves as the final step of the [previous curriculum recommendation](#) (Spring of 2023)
2. Pennsylvania adopted the PA Core Standards in July 2013. A recommendation was made in 2013 to begin the process of converting our curriculum to the PA Core. The District has been working in the area of ELA to align our curriculum and instructional practice to allow our students to reach and exceed these standards.
3. The *National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, 2000* stressed that phonemic awareness is a foundational skill and essential for learning to read.
 - a. The lack of phonemic awareness is the MOST powerful determinant of the likelihood of failure to read. (Adams, 1990)
 - b. Research indicates that, without direct instructional support, phonemic awareness eludes roughly 25 percent of middle-class first graders and substantially more of those who come from less literacy-rich backgrounds. Furthermore, these children have serious difficulty in learning to read and write. (Adams, 1990)
4. The District's current curriculum has embraced phonemic awareness as a foundational skill for learning to read. In February 2022, the AIU provided a professional development opportunity to kindergarten through second grade teachers (as well as support staff) on the most recent research and best practices for phonemic awareness instruction. Based on the training and exposure to these materials, teachers embraced the concept of enhancing programming in this area.
5. Heggerty's comprehensive and systematic approach is in alignment with the USC curriculum and provides 8-12 minute lessons for 35 weeks that are fast-paced and engaging for students. It provides all that is needed for teachers to implement enhanced phonemic awareness programming, allowing their planning efforts to be focused on other critical areas. The pacing and placement of lessons and their fit within the overall phonics program at each of the grade levels will be examined this summer and then provided to teachers.
6. During the 2023 - 2024 school year, seventeen classroom teachers and nine resource teachers piloted the *Heggerty* phonemic awareness programs at the Tier I and Tier II level and indicated great satisfaction with the lessons and results.

Implementation Steps

- 1. Seek administrative approval.
- 2. Provide summer workshop time for K, 1, and Reading Resource teachers to continue to determine successes/areas of need from the pilot phase of the *Heggerty* research-based phonemic awareness program
- 3. Share USC ELA frameworks, *Heggerty* materials, and continued professional development to all USCSD K, 1, and Reading Resource teachers to implement *Heggerty* as our Tier 1 phonemic awareness program in the 2024 - 2025 school year

Cost

- 1. Summer workshop time at \$35.56 per hour for no more than 13 teachers for 6 hours = \$2,773.68* maximum pay
- 2. Instructional materials total: \$979 (*included in 2024 - 2025 budget*)

Administrative Reaction

Approved. Finding research-based materials and practices that provide students with engaging and effective learning experiences is an incredible win.

1 Year in Review

Adopt the novel *The Night Diary* for use in 6th grade



RECOMMENDATION:

To adopt *The Night Diary* by Veera Hiranandani for use in 6th grade English Language Arts.

Name: Kate Ruth	Level: Middle School - 6th grade	Subject Area: English Language Arts	Curriculum Recommendation Period: Spring 2024
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Reason(s) for Recommendation

1. As the Middle School English Language Arts Department has worked to enhance novel selections in all grades, teachers have continued to search for high quality, engaging, and rich texts. As part of this process, *The Night Diary* by Veera Hiranandani was identified as a strong novel worthy of piloting for use in 6th grade English Language Arts. This pilot was done with a portion of students in Spring 2023 and expanded to include the majority of 6th grade students in Spring 2024. Teachers have developed high quality materials to use when teaching this unit. Students have shared positive feedback in reading the book, as well, helping achieve teachers' goal of fostering enjoyment of reading.
2. As shared in the Fall 2022 Curriculum Recommendation, *The Night Diary* is a fictional story that takes place in 1947 and centers around Nisha, a young girl whose deceased mother is Muslim and father is Hindu. Throughout the story, the theme of identity and acceptance is revealed through Nisha's diary entries to her deceased mother about her family's journey from the newly formed Pakistan to an independent India. Additionally, the story, written as a diary, is a new, engaging, and accessible format for students.
3. *The Night Diary* has offered opportunities for layering of non-fiction text. Teachers continue to work to develop cross-curricular connections with 6th grade Social Studies objectives.
4. *The Night Diary* has strong literary value, as indicated by receiving the 2019 John Newbery Medal of Honor, 2019 Walter Dean Myers Honor Award, and 2018 Malka Penn Award for Human Rights in Children's Literature.

Implementation Steps

1. Seek administrative approval.
2. Determine additional cross-curricular connections with 6th grade Social Studies.
3. Refine teaching materials as part of summer work.

Cost

No additional costs; purchase of additional copies of the novel were absorbed with SY23-24 budget

Administrative Reaction

Approved. The positive response to this novel by the teachers and students makes this adoption very exciting.

1 Year in Review

Study the possibility of moving AP English Literature to 11th grade, merging Honors English 11 with AP English Literature



RECOMMENDATION:

Study the possibility of moving AP English Literature to 11th grade and merging Honors English 11 with AP English Literature

Name: Melissa Tungate	Level: High School	Subject Area: ELA	Curriculum Recommendation Period: Spring 2024
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Reason(s) for Recommendation

1. Currently AP English Literature and AP English Language are offered only to twelfth graders. As a result, students must either choose one or the other, or in a few cases, take two English classes in their senior year. Therefore students have limited access to earning college credit.
2. In the past few years, more students have been electing to take IB English 11 and then moving to AP English Language in their senior year. Anecdotally, students have reported making this decision because they wanted two years of college-level courses (IB/AP) on their transcript, though this is not the intended sequence of coursework in IB.
3. Currently, Honors English 11 is a study of American Literature; AP English Literature is a skills-based course with no prescribed texts from the College Board. Currently, AP English Literature contains many American poems, short stories, and full-length works of fiction. Merging these courses in content and objectives should be seamless.
4. Currently, the *Program of Studies* offers no Honors English 12. Therefore, moving AP English Literature to the 11th grade offers students a more consistent pathway after their tenth grade year. In addition, Honors English 11, AP English Literature and Language, and IB English 11 and 12 are all offered the same weight toward students' GPA, validating a consistent level of rigor among the courses.
5. Moving AP English Literature to 11th grade maintains a consistent focus on literature for students in grades 9-11. Leaving AP English Language as the twelfth grade option shifts students' focus to nonfiction, building off of the skills they garner in AP English Literature.

Implementation Steps

1. Review/study Honors English 10/MYP Honors English 10 content and objectives in Rubicon Atlas for scaffolding of skills.
2. Review/study Honors English 11 content and objectives in Rubicon Atlas with AP English Literature content and objectives for overlap.
3. Review/study Academic English 11 content and objectives in Rubicon Atlas for overlap of content and skills.
4. Consider any curriculum changes (content and objectives) needed for AP Literature as a result of merging these courses.

5. Review/study historical data of students’ taking both AP English Literature and AP English Language exams when the two courses were merged as one (prior to 2019-2020). 6. Consult with the Counseling Office regarding student trends in course registration and college requirements/feedback. 7. Draft a possible fast track recommendation as a result of this study.
Cost Summer workshop (up to 3 teachers X up to 18 hours at workshop rate of \$35.56 per hour) = 54 hours X \$35. 56 = \$1,920.24
Administrative Reaction Approved. This creates a consistent alignment with IB offerings and provides additional rigorous choices for students in eleventh and twelfth grade.
1 Year in Review

Mathematics

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

Approved. The level of study and data analysis that went into this recommendation is commendable. Meeting the needs of all learners is at the heart of the District’s mission and this recommendation is representative of that important mission.

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)

Adopt Advanced High School Statistics for AP Statistics



RECOMMENDATION:

Adopt the OpenIntro textbook [Advanced High School Statistics, 3rd Edition](#) for use in AP Statistics

Name: Steve Miller	Level: High School	Subject Area: Math	Curriculum Recommendation Period: Spring 2024
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Reason(s) for Recommendation

1. The current textbook used for AP Statistics is over two decades old and contains outdated data sets and examples.
2. The current textbook is not completely aligned with the current AP Statistics content.
3. The open-source nature of [Advanced High School Statistics](#) ensures access to future updated editions of the text.
4. The costs associated with adoption are minimal since the textbook is publicly available in PDF format.
5. [Advanced High School Statistics](#) provides references for all data sources used in example problems and exercises, which can improve student engagement with real-world data and complex problems.
6. [Advanced High School Statistics](#) compared favorably with other [appropriate textbooks](#), providing high value for cost without compromising quality of content.

Implementation Steps

1. Seek administrative approval.
2. Purchase 25 textbooks for a classroom set.
3. Download a PDF version of the textbook for use by students.

Cost

25 copies x \$25/textbook = \$625 for a classroom set of textbooks

Administrative Reaction:

Approved. Providing students with resources that provide relevant and real-world applications is important.

1 Year in Review

Offer Calculus as a CHS course through Robert Morris University



RECOMMENDATION:

Offer the existing Academic Calculus as a College in High School (CHS) course option through Robert Morris.

Name: Mr. Steve Miller	Level: High School	Subject Area: Math	Curriculum Recommendation Period: Spring 2024
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Reason(s) for Recommendation

1. Our current curriculum for Calculus aligns with Robert Morris' Calculus curriculum for Math 2070. By offering this course as a CHS course, students, who are already learning Calculus at a college level, would have the opportunity to earn college credit.
2. Partnering with Robert Morris University on this course would expand Upper St. Clair's existing relationship with RMU which was established through the creation of the Financial Accounting course.
3. Offering CHS Calculus adheres to the high school's goal of making more CHS courses available to our students.
4. Per recent legislation, all public school districts are required to engage in dual credit agreements with institutions of higher education and such agreements should serve a wide range of students and student interests. Dual credit coursework agreements will be reflected in the District's comprehensive plan and such courses are required to be weighted as other higher-level (AP, IB) coursework.

Implementation Steps

1. Seek administrative approval
2. Update the *Program of Studies*.
3. Update Rubicon Atlas to include modifications.
4. Submit teacher credentials to RMU for certification.
5. Submit textbook information for acceptance.
6. Communicate with students and parents about the new CHS offerings and how to enroll in the courses for elective credit and/or elective/college credit.

Cost

- 1. 18 summer workshop hours x 1 teacher (at \$35.56 per hour) = \$640.08

Administrative Reaction

Approved. This provides a variety of students the ability to learn critical math skills that can positively facilitate the transition to college level learning as well as to create flexible opportunities for them at the college level.

1 Year in Review

Science

Develop the implementation process for the Pennsylvania Science and Technology and Environment and Ecology Standards (PA- STEELS)



RECOMMENDATION:

Study the Pennsylvania Science, Technology and Engineering, Environmental Literacy and Sustainability (STEELS) Standards and determine any adjustments to the curriculum that may need to be addressed.

Name: Colin Syme, Pat Corr, Jenna Krivansky	Level: K-12	Subject Area: Science	Curriculum Recommendation Period: Spring 2024
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Reason(s) for Recommendation

1. This recommendation is a continuation of the recommendation from Spring 2023. Since that time, the PA STEELS standards have been officially adopted. [*Spring 2023 Curriculum Recommendation.*](#)
2. In July 2022, new PA STEELS standards were published for implementation by July 2025. The PSSA and Biology Keystone exams will be updated to reflect the new standards for the spring of 2026.
3. The STEELS standards use a three-dimensional approach to curriculum incorporating Science and Engineering Practices, Disciplinary Core Ideas, and Cross-cutting Concepts for each standard. This three-dimensional model supports the identified performance expectation, including a clarifying statement and assessment boundary. These standards closely follow the Next Generation Science Standards with some differences although the format and rationale are similar.
4. The Next Generation Science Standards, published in April of 2013, have been what most states have used to guide their curriculum development and instructional practices. The NGSS standards are more comprehensive and rich than the PA Science and Environment Standards published in 2002. Because of this, The Upper St. Clair School District has used the NGSS standards as a guide in making curriculum decisions in this area. This will be helpful in the implementation of STEELS.
5. SAS (Standards Aligned System) has created a STEELS Hub to assist teachers with implementing this change.

Implementation Steps

- 1. Administrative approval.
- 2. Summer workshop time for teams of teachers to explore the STEELS Standards.
- 3. Continued curriculum work and training throughout 2024-25 to learn and develop best practices.
- 4. Explore curriculum options such as OpenSciEd, Mosa Mack, Twig Science, Amplify Science, and The Wonder of Science.
- 5. Work cooperatively with K-12 stakeholders to ensure full implementation of the STEELS Standards.

Cost

Summer Workshop: 18 teachers x 12 hours x \$35.56/hr = \$7,680.96

Administrative Reaction

Approved. Recent clarity around these standards is helpful to this effort and has created a great deal of need for this work to occur.

1 Year in Review

Pilot Twig Science



RECOMMENDATION:

Begin the comprehensive process for evaluation of curriculum and resource materials to incorporate PA STEELS standards into the science curriculum. Pilot [Twig Science](#), as a beginning step in this resource review.

Name: Patrick Corr	Level: Middle School	Subject Area: Science	Curriculum Recommendation Period: Spring 2024
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Reason(s) for Recommendation

1. The Department of Education has released updated Academic Standards for K-12 Science Education called the PA STEELs (Science, Technology, Engineering and Environmental Literacy Standards). This presents an excellent opportunity to boost our current curriculum while making impactful changes in our science classrooms for a 21st-century learner.
2. After analyzing the current curriculum and our related resources in light of the new STEEL standards, it is apparent that the middle school science curriculum requires some improvements to meet the expansive content of the STEELS Standards. It is timely to complete a comprehensive review of where standards are being addressed as well as areas of need along with researching the most effective resources to help manage this comprehensive instructional change.
3. Knowing the STEELS standards adoption was on the horizon, the science team attended informational conferences and workshops and was informally exposed to a variety of resources for consideration. One strong match to our middle school needs is *Twig Science*. It uses high-quality instructional experiences to engage middle school students in hands-on, inquiry-based learning while providing the teacher with many helpful tools to differentiate for all learners.
4. The scope and sequence of *Twig Science* was built using the Next Generation Science Standards (NGSS) as a guide. The PA STEELS were also built using the NGSS 3-dimensional framework. Since the Science PSSA is eventually moving from 4th to 5th grade and eligible content is shifting, this presents an ideal opportunity to try something that will expose students and staff to lessons built within this comprehensive STEELS framework. It will allow the teachers to gain professional development in the expected practices, use materials that meet the standards while still exploring other resources in the process. Meaningful instructional time will not be lost in the study and decision-making process. The new science PSSA based on the STEELS standards is expected to be implemented in the spring of 2026.
5. Most *Twig Science* units include an Engineering/STEM lesson, which will provide our teachers with a resource for such lessons. The PA STEELS and PSSA will now include Technology and Engineering standards covered in these lessons.

Implementation Steps

1. Seek administrative approval.
2. If approved, collaborate with *Twig Science* and the USCSD Tech Department.
3. Meet with grade-level science teachers to identify units for the pilot. Preliminary discussions will take place in the April/May curriculum meeting.
4. *Twig Science* requires professional development to use their pilot. This would take place in the summer.
5. Provide ongoing support and communication with teachers
6. Continue to explore other resources that may be better and more robust following the District guidelines for program selection.
7. Reconvene with grade-level science teachers to determine the next steps
8. Based on utilized lessons, complete the textbook evaluation form in April 2024 for comprehensive information to determine adoption

Cost

The cost of the pilot is free.

Summer professional development and workshop hours for 8 teachers at \$35.36/hour for 12 hours = \$3,413.76

Administrative Reaction

Approved. This is a great beginning approach to providing teachers with support in implementing the STEELS standards and will positively contribute to the final selection of the most effective materials.

1 Year in Review

Revise the AP Physics curriculum to reflect College Board course revisions and framework changes beginning in 2024-25



RECOMMENDATION:

Revise the AP Physics curriculum to reflect College Board course revisions and framework changes beginning in 2024-25.

Name: Colin Syme	Level: High School	Subject Area: Science	Curriculum Recommendation Period: Spring 2024
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Reason(s) for Recommendation

1. AP Physics course and exam revisions by the College Board will take effect beginning the 2024-25 school year. These revisions have been facilitated to align the scope of all AP courses with their corresponding college credit course.
2. The goal is to unify AP Physics courses into a cohesive and consistent format and structure, and to strengthen differentiation between AP Physics 1 and 2 from AP Physics C: Mechanics/E&M.
3. All four AP physics exams will now be the exact same format (3 hours, 50 multiple-choice questions, and 4 free-response questions).
4. Content revisions are required to AP Physics 1 (Unit 8: Fluids added), but not to AP Physics C: Mechanics/E&M. Framework changes will be made to all AP Physics courses.
5. To reflect these changes, we will need to update our AP Physics curriculum to align accordingly.

Implementation Steps

1. Administrative Approval
2. Submit an AP Course Audit form for each instructor.
3. Update Rubicon Atlas to reflect revisions.
4. Provide Summer Workshop time to allow for revision of curriculum.

Cost

Summer workshop time: 2 teachers (6 hours each x \$35.56 = \$426.72)

Administrative Reaction

Approved. Aligning curriculum and instruction with AP expectations is an ongoing and important process.

1 Year in Review

Adopt *Physics for the IB Diploma Programme HL* by Hamper and Mitchell for use in IB Physics



RECOMMENDATION:

Adopt *Physics for the IB Diploma Programme HL* by Hamper and Mitchell for use in IB Physics.

Name: Colin Syme	Level: High School	Subject Area: Science	Curriculum Recommendation Period: Spring 2024
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Reason(s) for Recommendation

1. The International Baccalaureate program launched a new physics course in Spring of 2023. The first testing from this new curriculum will take place in May 2025.
2. The new course has deleted some of the “additional topics” that are in the current curriculum while incorporating others within other parts of the course. Content within the topics that have been retained has been restructured and/or refined as well.
3. As a result of these changes, textbooks were explored to better align with the changes in curriculum.
4. “Physics for the IB Diploma Programme” was chosen as the recommended text for a number of reasons including; in-depth explanations of topics, the level of practice problems were consistent with the IB exams, and scaffolding is provided for worked examples. Additionally, the online resources for the text are succinct and easily accessible, and have a user-friendly structured framework to guide learners. The alternate texts reviewed lacked components and qualities attributed to the chosen textbook.
5. The [Textbook Evaluation Form](#) provides additional details regarding the selection of this text versus the other texts reviewed.

Implementation Steps

1. Administrative Approval
2. Update Rubicon Atlas.
3. Provide Summer Workshop time to explore resources of text and best practices for implementation.

Cost

20 copies x \$109.00 = \$2180 + shipping/handling = \$2348.80
Summer workshop time: 1 teacher (12 hours x \$35.56 = \$426.72)

Administrative Reaction

Approved. It is important to provide our students with the best resources to help them to achieve and manage the rigor of learning required in this course.

1 Year in Review

Social Studies

Adopt New Curriculum for Social Studies Courses in Grades 6 and 7



RECOMMENDATION:

Adopt new curriculum in alignment with recent changes in grades 5 and 8, based on the C3 Framework and in coordination with recent changes to High School scope and sequence.

Name: Josh Tobin	Level: Middle School	Subject Area: Social Studies	Curriculum Recommendation Period: Spring 2024
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Reason(s) for Recommendation

1. A primary goal of K-12 education is preparation for the future. Various entities have described this further to focus on college, career, and life readiness. The National Council for the Social Studies (NCSS) has built upon this theme from the Social Studies lens by developing the [C3 Framework](#) which focuses on College, Career, and Civic Life.
2. The guiding principles of the C3 Framework (listed below) align with District mission, vision, and strategic planning:
 - Social Studies prepares the nation's young people for college, careers, and civic life.
 - Inquiry is at the heart of Social Studies.
 - Social Studies involves interdisciplinary applications and welcomes the integration of the arts and humanities.
 - Social Studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social Studies emphasizes skills and practices as preparation for democratic decision-making.
 - Social Studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.
3. Changes to the Middle School (5-8) scope and sequence were originally recommended as part of a larger, coordinated project to adopt a new scope and sequence for Social Studies in grades 5-11.
4. Since the initial recommendation to analyze the Middle School curriculum alignment to the C3 Framework in 2018, teachers have worked continually to refine the courses in grades 6 and 7. Both courses now reflect the goals of the C3 Framework, the mission and values of the District, and the goals of the newly-adopted Social Studies scope and sequence.

Implementation Steps

1. Administrative approval.
2. Update Rubicon Atlas.

3. Continue to update materials and assessments.

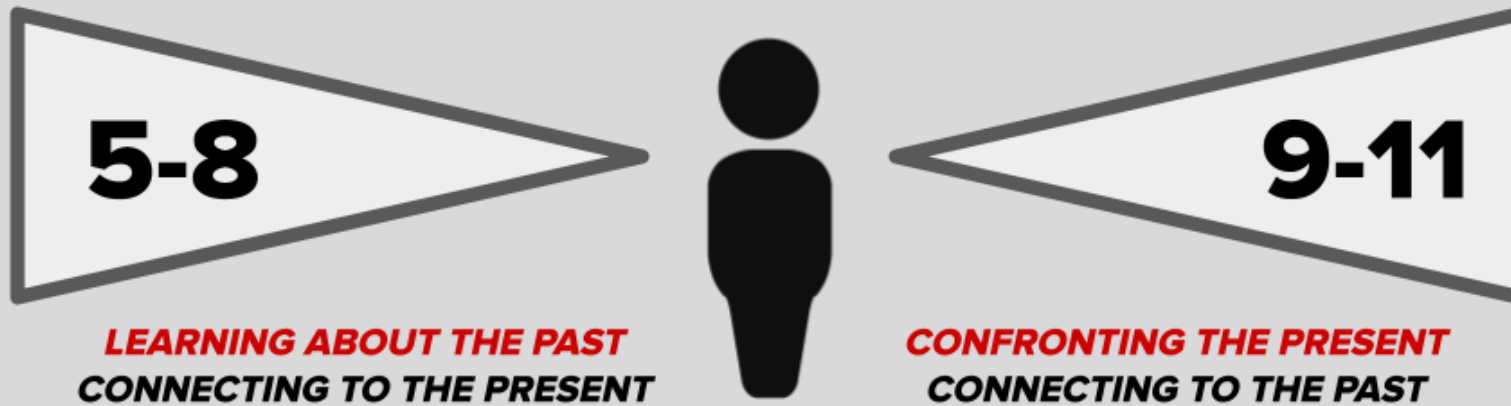
Cost

Administrative Reaction

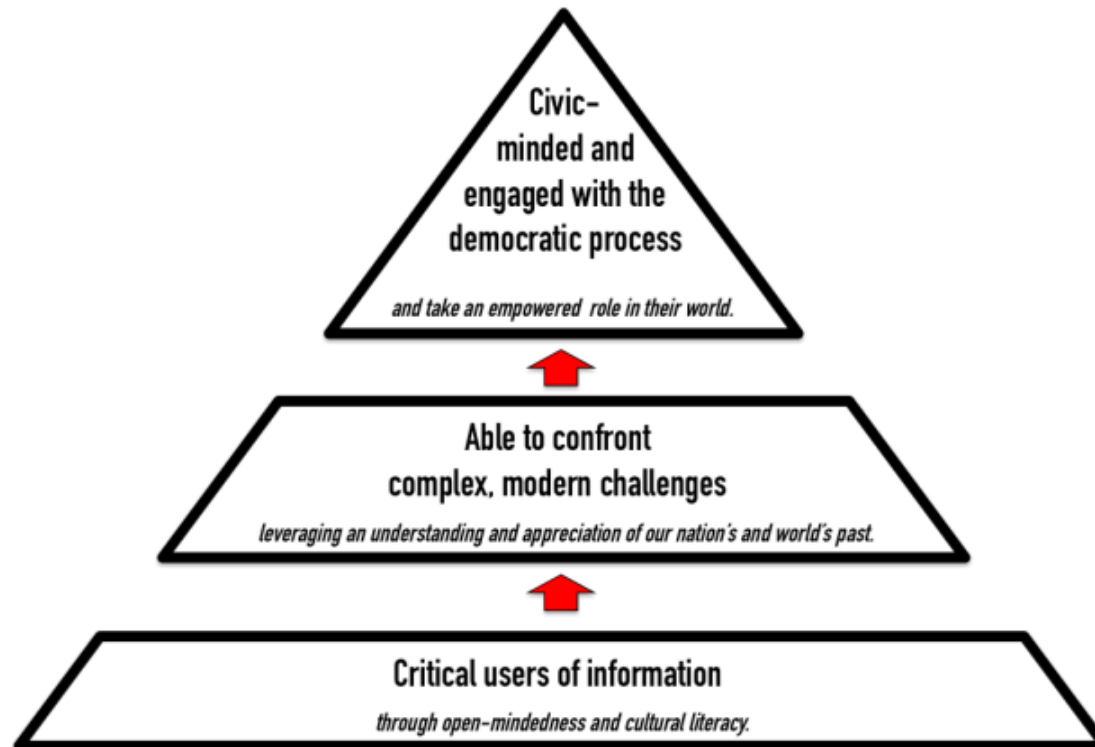
Approved. This adoption is the final step in an extensive and long process of analysis and development.

1 Year in Review

VISION FOR SCOPE & SEQUENCE



***As a Social Studies department, our mission is
to develop students who are:***



GRADE 6 Ancient Civilizations and Our World

COURSE GOAL

Understanding of basic elements of civilizations, historic and present

ANTICIPATED CONTENT

Ancient civilizations with direct ties to our world today (Greece, Rome)

HOW IT'S DIFFERENT

Emphasis on connections to today, eastern empires

How has the ancient world contributed to us today?



COURSE CONNECTIONS



What are the basic structures of civilization?

GRADE 7 Foundations of America

COURSE GOAL

Understanding the creation of our country and its government

ANTICIPATED CONTENT

American history (Colonies through Reconstruction)

HOW IT'S DIFFERENT

Heavier emphasis on government and civics

How has our country grown and changed over time?



COURSE CONNECTIONS



What is the historical basis of our government?

AP Psychology Curriculum Updates & Textbook/Digital Platform Pilot



RECOMMENDATION:
Adopt AP Psychology’s updated curriculum (per the College Board requirements) and pilot a new textbook/digital platform for the AP Psychology course during the 2024-25 school year.

Name: Doug Kirchner	Level: High School	Subject Area: Social Studies	Curriculum Recommendation Period: Spring 2024
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Reason(s) for Recommendation

1. The College Board recently released the new [AP Psychology Course and Exam Description \(CED\)](#), which will take effect in the 2024-25 school year.
2. AP Psychology’s curriculum was updated by the College Board to reflect the American Psychological Association’s (APA’s) revised [National Standards for High School Psychology Curricula](#). These recommendations align with the content and skills that college and university instructors across the U.S. teach in introductory psychology courses.
3. [Course revisions](#) and [exam revisions](#) will require updates to our current USCHS curriculum within Rubicon Atlas.
4. A new textbook/digital platform that aligns with the updated content and increased emphasis on scientific inquiry and research skills will aid in the necessary transitions for 2024-25.
5. The recommended textbook/digital platform to pilot for the upcoming school year is [Myers’ Psychology for the AP Course, 4th edition](#), for the following key reasons:
 - a. *Myers’ Psychology for the AP Course* is brand new and completely designed for the updated AP Psychology curriculum. It directly aligns with the College Board’s new Course CED. Each section of the text matches the specific CED unit and topic.
 - b. Previous versions of the text have been widely popular, having become the preferred text among most AP Psychology teachers and curriculum coordinators across the country. In PA, [185 schools/districts](#) have utilized previous editions of the text.

- c. The accompanying digital platform, [Achieve](#), provides a user-friendly e-book, along with an array of [student resources](#) that are geared toward both content *and* skill development. NOTE: The Achieve platform syncs seamlessly with Canvas.
- d. Achieve also provides a comprehensive set of [teacher resource materials](#), which can be adapted to meet the unique needs of instructors.
- e. The [textbook's authors](#) are psychologists, instructors, and AP experts.
- f. The text and resources listed above stand out among other competing options. [Click here](#) to see the Textbook Adoption form.

Implementation Steps

1. Seek administrative approval.
2. Update Rubicon Atlas to reflect the College Board's revisions to the AP Psychology curriculum.
3. Pilot the *Myers' Psychology for the AP Course, 4th edition* textbook/digital platform for the 2024-25 school year.
4. Provide summer workshop hours for teachers to update curriculum, including units, lessons, assessments, and materials.

Cost

1. 150 digital access codes at \$0 per code = \$0 (BFW Publishers has agreed to allow USCHS to pilot the text/digital platform for free).
2. 10 print copies of *Myers' Psychology for the AP Course, 4th edition* at \$159.98 per text = \$1,599.80 + shipping/handling
3. 30 summer workshop hours x 1 teacher (at \$35.56 per hour) = \$1066.80

Total cost = \$2,666.60 + shipping/handling

NOTE: If we decide to move beyond the pilot phase in 2025-26, the cost of the digital text (via the Achieve platform is \$55 per student).

Administrative Reaction

Approved. Keeping current with the changes to AP curriculum is important for our students.

1 Year in Review

Pilot AP U.S. History Textbook/Digital Platform



RECOMMENDATION:

Pilot a new textbook/digital platform for the AP U.S. History course during the 2024-25 school year.

Name: Doug Kirchner	Level: High School	Subject Area: Social Studies	Curriculum Recommendation Period: Spring 2024
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Reason(s) for Recommendation

1. The [AP U.S. History \(APUSH\)](#) course at USCHS has seen a 150% increase in sectioning, expanding from 2 to 5 sections over the past three school years. To meet the needs of this growing number of students, we are seeking to pilot a robust, comprehensive, and digitally accessible textbook/resource package for the 2024-25 year.
2. Our contract with Perfection Learning for the textbook currently in use (*AMSCO Advanced Placement United States History, 4th edition*) is concluding this year. The College Board also now recommends AMSCO as a supplement, not as a core text.
3. The recommended textbook/digital platform to pilot for the upcoming school year is *Fabric of a Nation, 2nd edition*, for the following key reasons:
 - a. *Fabric of a Nation, 2nd edition* is brand new and [perfectly aligns with the APUSH Course and Exam Description \(CED\)](#). To view an overview presentation of the textbook, [click here](#).
 - b. This on-level text is written exclusively for high school students, balancing both accessibility and the rigor that is expected in an Advanced Placement course.
 - c. Material within the text is presented in an unbiased, objective manner. Modern history is rooted in historical context, and critical thinking questions guide the content, which frequently includes primary sources.
 - d. BFW Publishers is widely considered the preferred publisher for AP courses because their texts are written directly for AP courses and exams. Already, over [20 schools/districts](#) across PA have adopted this new text.
 - e. The accompanying digital platform, [Achieve](#) seamlessly integrates with our Canvas LMS.
 - f. Matching page-for-page with the print text (with aligned page numbers), *Fabric's* e-book allows [students to read, highlight, and take notes](#) on any device, online or offline. [Teachers can view the students' notes](#) and there's an OpenDyslexic font (among others) for students with Dyslexia.
 - g. The [textbook's authors](#) are APUSH experts, having served as instructors at both the university and high school levels, along with serving as

instructional coaches and AP readers/authors.

- h. *Fabric of a Nation, 2nd edition* stands out among other competing options, due to its direct CED alignment and depth/breadth of digital resources, both for students and teachers. [Click here](#) to see the Textbook Adoption form.

Implementation Steps

1. Seek administrative approval.
2. Pilot the *Fabric of a Nation, 2nd edition* textbook/digital platform for the 2024-25 school year.
3. Provide summer workshop hours for teachers to integrate the textbook/digital platform into the course.

Cost

1. 165 digital access codes at \$45 per code = \$7,425
2. 10 print copies of *Fabric of a Nation, 2nd edition* at \$141.98 per text = \$1419.80 + shipping/handling
3. 10 accompanying access codes w/ print text at \$12 per code = \$120
4. 12 summer workshop hours x 1 teacher (at \$35.56 per hour) = \$426.72 (or 12 flex hours)

Estimated Total cost = \$9,391.52 + shipping/handling

NOTE: If we decide to move beyond the pilot phase in 2025-26, the cost of the digital text (via the Achieve platform is \$55 per student).

Administrative Reaction

Approved. It is important to provide the best resources to our students to improve their success in this area of study as well as enhance their ability to apply the concepts to becoming informed and involved citizens.

1 Year in Review

World Language

Pilot Components of Vamos Curriculum into Grades 4 and 5 Spanish



RECOMMENDATION:

Pilot the Vamos Exploratory curriculum in Grades 4 and 5 Spanish courses.

Name: Angie Tena	Level: Elementary / MS (Grade 5)	Subject Area: World Language	Curriculum Recommendation Period: Spring 2024
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Reason(s) for Recommendation

1. The USC Middle School Spanish courses have shifted to a comprehensible-based curriculum over the past 5 years, with SOMOS (from The Comprehensible Classroom) being the primary source of materials in grades 6-8.
2. Grade 5 Spanish is a 12 week course that is unique in that it serves as a bridge between elementary courses where the language is first introduced and Grade 6 Spanish where the path to developing second language proficiency begins for all students.
3. The Comprehensible Classroom has recently released an exploratory curriculum (Vamos) geared towards younger students that precedes SOMOS. Five units are currently available, with five additional units to be available for purchase by the fall of 2025.
4. Offering some portions of the Vamos curriculum in Grades 4 and 5 will smooth the transition to middle school and acquaint students with instruction through 'comprehended input' with a goal of language acquisition

Implementation Steps

1. Purchase digital access to the five Vamos units for all Spanish staff in grades 4 and 5, as well as CL (\$30 per unit, per person)
2. Allow summer workshop time and curriculum meeting time to review the five units in depth to determine articulation.
3. Implement at least one unit in grade 4 Spanish and one unit in grade 5 Spanish during the first semester of the school year.
4. Determine how these instructional changes will impact elementary report cards and how to manage grading in grade 4 during the transition and beyond.
5. Reconvene as a Spanish department (Elementary-Middle School)
 - a. reflect on articulation and determine next steps including assessments and grading
 - b. determine if any Vamos curriculum should begin in grade 3

- c. determine if the remaining five units of Vamos should be purchased for implementation
- d. align goals of 5th grade course with the other exploratory courses at that grade level to include cultural awareness in addition to language instruction

Cost
\$600 for purchase of licenses
Summer hours (FLEX or paid)

\$640.08 = Summer workshop time at \$35.56 (for 3 teachers for 6 hours)

Administrative Reaction
Approved. Aligning elementary and fifth grade exploratory instruction will be a great enhancement to the transition to middle school and to students’ selection of future language study.

1 Year in Review

Development of Common Proficiency Assessments for Grades 6-8



RECOMMENDATION:

Develop common quarterly assessments to track student proficiency in order to inform instruction as well as to enhance accurate student course placement at the high school level.

Name: Angie Tena	Level: Middle School	Subject Area: World Language	Curriculum Recommendation Period: Spring 2024
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Reason(s) for Recommendation

1. The Middle School World Language department has shifted to comprehensible input (CI) and language acquisition driven instruction. New curriculum has been developed in all three languages over the past several years.
2. The 2019 world language curriculum recommendation tentatively targeted novice high/intermediate low by the end of grade 8 based on instructional minutes at that time. At this time, additional data is needed to determine if this tentative recommendation of novice high/intermediate low proficiency is feasible.
3. The record of student proficiency results over the span of middle school instruction will be valuable in informing instruction, curricular analysis, and teacher recommendations for placement in High School World Language courses and provide consistency in expectations for staff, parents, and students.

Implementation Steps

1. Create and implement common proficiency-based rubrics that reflect proficiency targets.
2. Discuss and determine a feasible proficiency target for German, which is a Level 2 language and requires more contact hours to acquire than French and Spanish.
3. Calibrate grading of proficiency assessments once yearly during staff professional development time and department meetings.
4. Develop a portfolio implementation plan for grades 6-8 so that Grade 8 teachers have evidence of students' proficiency trajectory which can support recommendations for high school placement.

5. Meet with the high school curriculum leader to determine how (and whether) proficiency levels should be documented for the transition to high school.
 - a. Determine which proficiency level would be expected for each High School course (ex: novice mid/high heads to Spanish 2, novice mid/low head to Passport)
 - b. Provide clear guidelines for both 8th and 9th grade teachers for recommendations/transition to High School.

Cost

Summer hours for the development of rubrics aligned within Canvas (FLEX or Paid)

\$1493.52 = Summer workshop time at \$35.56 (for 7 teachers for 6 hours)

Administrative Reaction

Approved. A proficiency-based approach to instruction and assessment in the area of language acquisition is consistent with best-practices and will be of great benefit to our students.

1 Year in Review

High School French Vertical Articulation



RECOMMENDATION:

Review and study the vertical articulation of the current 9-12 French courses and explore changes that could allow for a more cohesive curricular scope and sequence.

Name: Marc-André Clermont	Level: High School	Subject Area: World Language	Curriculum Recommendation Period: Spring 2024
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Reason(s) for Recommendation

1. The current French curriculum was created from the *Discovering French* series, which dates back to the 1990s. While we have made many efforts to update our methodology and some of our curriculum to account for the changing student needs, we are finding that our current vertical articulation needs to be reviewed.
2. The updating of Rubicon Atlas has allowed us to see the current progression of skills so we are better able to see the vertical articulation that currently occurs in K-12 language acquisition.
3. Current data from the IB test results and AVANT testing also shows that changes need to be made in the scope and sequence of the French language progression at the high school. Our students are excelling on reading and listening comprehension but do not score as well with oral interpersonal communication of the language. We need to explore the current curriculum to see where we can change instruction, assessments, and curriculum to help develop proficiency in all aspects of language acquisition.
4. A shift in how we handle our vertical articulation could also enhance our abilities to both retain students in the language and achieve better results in our areas of need.
5. The middle school curriculum has drastically changed over the course of the last five years. The curriculum that we follow at the high school now needs to take these changes into account. We need to conduct a study of the scaffolding of skills that occur to prevent knowledge gaps and to assure a smooth transition to high school world language instruction.
6. With the ever increasing presence of online and AI tools, time needs to be spent exploring how these changes can positively impact our language instruction and delivery, especially when it comes to practicing and assessing interpersonal communication.

Implementation Steps

1. Explore the current K-8 curriculum and its alignment with current high school World Language programming.
2. Explore our current 9-12 course offering in French, along with testing data to determine where curricular and instructional resource changes need to be made. Identify these areas and make recommendations for change.

Cost 4 teachers x 12 hours x \$35.56/hr (workshop rate) = \$1706.88
Administrative Reaction Approved. Recent curricular and schedule changes have created a need for this analysis. The process used can be applied to future analysis of other language curriculum.
1 Year in Review

Study the feasibility of implementing an *IB Language and Culture* course



RECOMMENDATION:

Study the feasibility of implementing an IB Language & Culture course (sociolinguistics & philosophy of language) at the high school.

Name: Marc-André Clermont	Level: High School	Subject Area: World Language	Curriculum Recommendation Period: Spring 2024
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Reason(s) for Recommendation

1. The International Baccalaureate (IB) Diploma Programme (DP) is a rigorous pre-university comprehensive course of studies that include prescribed examinations and meets the needs of highly motivated secondary school students at USCHS.
2. Students participating in the Diploma Programme must complete a number of courses that fulfill a set of requirements set by the IB Organization.
3. The IB Organization offers examinations in these courses. Students completing these exams not only progress towards completion of the Diploma Programme, but also can earn university credit for passing the exam, even if they are not enrolled in the entire Diploma Programme.
4. A new course is being introduced by the IB Organization that fulfills requirements in two of the six areas in which DP students must take courses. The course is called “IB Language and Culture”. The areas addressed would be Group 1: Studies in Language and Literature and Group 3: Individuals and Societies.
5. “The...course, based on cross-disciplinary studies which draw from linguistics and social and cultural anthropology, engages with questions like how the linguistic and cultural practices we engage in help shape our identities and how do we in turn, both individually and collectively, help bring about change in these linguistic and cultural practices.” (from the [Subject Brief](#))
6. This course, if proven feasible and beneficial to offer at USCHS, will provide our DP students with another choice to complete their requirements, and will provide non-DP students with an option to explore areas of linguistics, anthropology, and sociology that may be otherwise unavailable in a single course offering.
7. To determine the feasibility of implementing this course, the named staff members must review the subject brief, correspond with the DP Coordinator at USCHS, correspond with the IB Organization, study comparable syllabi, and draft an overview of the course to propose during the next curriculum recommendation cycle.

Implementation Steps

1. Staff members will research and study comparable syllabi for courses targeting the same subject matter at the high school and university level.
2. Staff members will determine the feasibility and sustainability to propose the offering frequency.

3. Working with an “understanding by design” (UBD) mindset, the staff will then utilize the targeted outcomes provided by the IB Organization regarding this course to outline a rigorous and engaging course to fit the standards of Upper St. Clair Schools and the IB Organization. 4. Staff members will then, if determined feasible, prepare a curriculum recommendation to pilot this course in the 2025-2026 academic year.
Cost 2 teachers x 12 hours x \$35.56/hr (workshop rate) = \$853.44
Administrative Reaction Approved. This could be an appealing offering for IB Diploma students as well as those seeking to advance their interests in the area of language and culture.
1 Year in Review



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

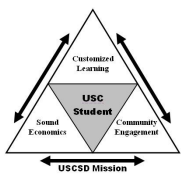
Mrs. Snyder - present

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.

Ms. Jennifer Schnore, President
BOARD OF SCHOOL DIRECTORS

Scott P. Burchill, Secretary
BOARD OF SCHOOL DIRECTORS

Submitted by: Sarah MacDonald
SCHOOL BOARD STENOGRAPHER

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)

Board Meeting**Personnel Listing****June 3, 2024****ELECTION**

Staff Name	Location	New Assignment	New Assignment Status	Effective Date
Alkhafaji, Marwa	Substitute	Substitute Teacher (ETC)	Substitute	05-22-24
Cansick, Katie	Eisenhower	1.0 ELA Elementary Curriculum Leader Grades K-2	FT	07-01-24
Cloherly, Joyce	Substitute	Summer Substituter Custodian	Substitute	06-10-24 through 08-16-24
Covelli, Jaclyn	Baker	1.0 ELA Elementary Curriculum Leader Grades 3-4	FT	07-01-24
Cushy, Sara	Substitute	Summer Substituter Custodian	Substitute	06-10-24 through 08-16-24
Fera, Michael	Substitute	Summer Substitute Custodian	Substitute	06-10-24 through 08-16-24
Fiedler, Sadielynn	Substitute	Summer ESY Teacher Aide	Substitute	06-10-24 through 06-28-24
Gardner, Abigail	High School	1.0 Math Teacher- LTS (A. Vizzini)	LTS	08-13-24
Haerr, Hayden	Substitute	Summer Substitute Custodian	Substitute	06-10-24 through 08-16-24
Howard, Charleen	High School	Unified Sports Coordinator	ECA	2024-2025 School Year
Jooste, Cole	Substitute	Summer Substitute Custodian	Substitute	06-10-24 through 08-16-24
Lucas, Brayden	Substitute	Summer Substitute Custodian	Substitute	06-10-24 through 08-16-24
Lumish, Kayla	Substitute	Summer ESY Teacher Aide	Substitute	06-17-24 through 07-31-24
Luxbacher, Eliza	High School	Fall Play: Director	ECA	07-01-24 through 11-13-24
McKenney, Julia	Substitute	Substitute Teacher Aide	Substitute	05-24-24
McWilliams, Emily	High School	Marching Band: Assistant Band Director	ECA	07-01-24 through 06-30-25
Nelson, Sarah	Substitute	Summer ESY Teacher Aide	Substitute	06-17-24 through 07-31-24
Nolf, Caroline	Substitute	Summer ESY Teacher Aide	Substitute	06-10-24 through 06-28-24
O'Brien, Michael	High School	Assistant Faculty Manager	ECA	2024-2025 School Year
Schuster, Jacob	High School/Ft. Couch	Marching Band: Assistant Band Director (FC/HS)	ECA	07-01-24 through 06-30-25
Shaffer, Aiden	Substitute	Summer Substitute Custodian	Substitute	06-10-24 through 08-10-24

Shultz, Thomas	Substitute	Summer Substitute Custodian	Substitute	06-10-24 through 08-16-24
Schum, Glenn	High School	Marching Band: Technical Director	ECA	06-01-24 through 03-31-25
Succar, Erin	High School/Ft. Couch	1.0 ESL Teacher (Temporary Professional Employee (TPE))	FT	08-13-24
Suritsky, Sharon	Substitute	Substitute Director of Special Education	Substitute	07-01-24
Surunis, Alexandra	High School	Sponsor: National Honor Society	ECA	2024-2025 School Year
Torquato, Stephen	High School	Fall Play: Executive Producer	ECA	07-01-24 through 11-13-24

CHANGE OF STATUS

Staff Name	Location	Current Assignment	Current Assignment Status	New Assignment	New Assignment Status	Effective Date
DelGreco, Elizabeth	Baker	1.0 Elementary Teacher	FT	Personal Leave of Absence	Leave	08-14-24 through 11-26-24
Gallo, Laurie	High School	1.0 Physical Education/Health Teacher- LTS (E. Hess)	LTS	1.0 Physical Education/Health Teacher (Temporary Professional Employee (TPE))	FT	08-13-24
Paronish, Stacie	Boyce	1.0 Gifted/Math Teacher	FT	1.0 Consuming and Producing Successfully (CAPS)	FT	2024-2025 School Year
Peconi, Jessica	High School	1.0 Family and Consumer Sciences- LTS (M. Jasper)	LTS	1.0 Physical Education/ Family Consumer Science Teacher (Professional Employee (PE))	FT	08-13-24
Senneway, Michelle	Ft. Couch	1.0 Special Education (Math)	FT	1.0 Math Teacher	FT	2024-2025 School Year

REAPPOINTMENT

Staff Name	Location	Current Assignment	New Assignment	Effective Date
Buccilli, Daniela	High School	Sponsor: Montage	ECA	2024-2025 School Year
Carlino, Laura	High School	Sponsor: Gilfillan Garden Club	ECA	2024-2025 School Year

Carlino, Laura	High School	Sponsor: Interact	ECA	2024-2025 School Year
Chase, Bethany	High School	Sponsor: French Club	ECA	2024-2025 School Year
Davey, Justin	High School	Assistant Athletic Director	ECA	2024-2025 School Year
Dodd, Charles	High School	Marching Band: Set Designer	ECA	06-01-24 through 11-04-24
Dressler, Shannon	High School	Sponsor: Hope Squad	ECA	2024-2025 School Year
Edwards, Benjamin	High School	Sponsor: Multi-Cultural Club	ECA	2024-2025 School Year
Edwards, Benjamin	High School	Senior Class Faculty Marshall/Speech Coordinator	ECA	2024-2025 School Year
Edwards, Benjamin	High School	Sponsor: Speech & Debate	ECA	2024-2025 School Year
Erwin, Monica	High School	Sponsor: eSports	ECA	2024-2025 School Year
Ferrari-Engel, Rachel	High School	Fall Play: Technical Director	ECA	07-01-24 through 11-13-24
Fox, Paul	High School	Marching Band: Band Accouncer/Assistant	ECA	07-01-24 through 06-30-25
Froelich, Keith	High School	Sponsor: Campus News Network	ECA	2024-2025 School Year
Froelich, Keith	High School	Sponsor: ST. CLARION (Newspaper)	ECA	2024-2025 School Year
Gomes, Fernanda	High School	Event Leader: FRIENDS	ECA	2024-2025 School Year
Hoburg, Russ	High School	Sponsor: Kids Helping Kids Club	ECA	2024-2025 School Year
Howard, Charleen	High School	Co-Sponsor: FRIENDS	ECA	2024-2025 School Year
Kang, Lixia	High School	Sponsor: Chinese Club	ECA	2024-2025 School Year
Lardas, Constantina	High School	Sponsor: Latin Club	ECA	2024-2025 School Year
Lee, Kelly	High School	Sponsor: Spanish Club	ECA	2024-2025 School Year
Manion, Pat	High School	Sponsor: FBLA Club	ECA	2024-2025 School Year
Morton, Shawn	High School	Assistant Faculty Coordinator	ECA	2024-2025 School Year
Poniatowski, Katie	High School	Co-Sponsor: FRIENDS	ECA	2024-2025 School Year
Poniatowski, Katie	High School	Sponsor: Future Teachers of America	ECA	2024-2025 School Year
Ramsey, Chie	High School	Sponsor: Japanese Club	ECA	2024-2025 School Year
Reis, Jake	High School	Sponsor: German Club	ECA	2024-2025 School Year

Strangis, Daniel	High School	Marching Band: Percussion Coordinator/Battery Instructor	ECA	07-01-24 through 06-30-25
Strangis, Jill	High School	Marching Band: Guard Coordinator	ECA	07-01-24 through 06-30-25
Seybert, John	High School	Marching Band: Director	ECA	07-01-24 through 06-30-25
Shuback, Jennifer	High School	Event Leader: FRIENDS	ECA	2024-2025 School Year
Sivillo, Ron	High School	Sponsor: Law Club	ECA	2024-2025 School Year
Sivillo, Ron	High School	Sponsor: World Affairs Club	ECA	2024-2025 School Year
Smith, Tracy	High School	Coordinator: 5-12 Robotics	ECA	2024-2025 School Year
Smith, Tracy	High School	Coordinator: Robotics Club	ECA	2024-2025 School Year
Surguine, Laura	High School	Sponsor: Thespian Club	ECA	2024-2025 School Year
Tarcson, Brooke	High School	Co-Sponsor: CLAIRVOYANT	ECA	2024-2025 School Year
Tarcson, Brooke	High School	Sponsor: Student Council	ECA	2024-2025 School Year
Torquato, Stephen	High School	Assistant Head: Student Activities	ECA	2024-2025 School Year
Torquato, Stephen	High School	Co-Sponsor: CLAIRVOYANT	ECA	2024-2025 School Year
Torquato, Stephen	High School	Sponsor: National Honor Society	ECA	2024-2025 School Year
Valentine, Erika	High School	Sponsor: Art Club	ECA	2024-2025 School Year
Valentine, Erika	High School	Sponsor: Future Teachers of America	ECA	2024-2025 School Year
Wagner, Greg	High School	Assistant Athletic Director	ECA	2024-2025 School Year
Watson, David	High School	Assistant Sponsor: Speech & Debate	ECA	2024-2025 School Year

RESIGNATION

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date
Eberhardt, Holt	District Wide	Technology Department Student Worker	PT	05-31-24
Stangl, David	Substitute	Substitute Teacher (ETC)	Substitute	05-29-24

RETIREMENT

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date
Baumiller, Eileen	Boyce	Nutrition Center General Worker	PT	06-07-24
Lee, Karen	High School	Nutrition Center General Worker	PT	06-07-24
Walker, Amy	Bus Garage	Bus Attendant	PT	07-12-24

OTHER

SSWCN Leave (EE# 1521) 05-22-24 through 06-06-24

INFORMATION ONLY

- Kostelic, Thomas (Sub Bus Driver)- Hourly Rate Change
- Reinhardt, David (Sub Bus Driver)- Hourly Rate Change
- Willenbucher, Matthew (Custodian)- Correction: Resignation to Active Employee (rescind resignation from 05-13-24)

Book	Policy Manual
Section	200 Pupils
Title	Attendance
Code	204
Status	REVISED FIRST READING: June 3, 2024
Legal	1. 22 PA Code 11.41 2. 24 P.S. 1327 3. 24 P.S. 1329 4. 24 P.S. 1330 5. 22 PA Code 11.23 6. 22 PA Code 11.25 7. 22 PA Code 12.1 8. 24 P.S. 1326 9. 22 PA Code 11.13 10. 42 Pa. C.S.A. 6302 11. 24 P.S. 510.2 12. 24 P.S. 1332 13. 24 P.S. 1339 14. 22 PA Code 11.22 15. 22 PA Code 11.28 16. Pol. 113 17. Pol. 115 18. Pol. 116 19. Pol. 117 20. Pol. 118 21. 22 PA Code 11.34 22. 22 PA Code 11.32 23. 22 PA Code 11.5 24. 24 P.S. 1327.1 25. 22 PA Code 11.31 26. 22 PA Code 11.31a

- 27. Pol. 137
- 28. 22 PA Code 11.21
- 29. 22 PA Code 11.26
- 30. Pol. 251
- 31. Pol. 255
- 32. 24 P.S. 1546
- 33. 24 P.S. 1333
- 34. 24 P.S. 1333.1
- 35. 24 P.S. 1333.2
- 36. Pol. 103.1
- 37. Pol. 113.3
- 38. Pol. 114
- 24 P.S. 1333.3
- 22 PA Code 11.24
- 22 PA Code 11.8

Purpose

The Board recognizes that attendance is an important factor in educational success, and supports a comprehensive approach to identify and address attendance issues.[\[1\]](#)

Authority

The Board requires the attendance of all students during the days and hours that school is in session, except that temporary student absences may be excused by authorized district staff in accordance with applicable laws and regulations, Board policy and administrative regulations.[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)

Definitions

Compulsory school age shall mean the period of a student's life from the time the student's person in parental relation elects to have the student enter school, which shall be no later than six (6) years of age, until the student reaches eighteen (18) years of age. The term does not include a student who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.[\[8\]](#)[\[9\]](#)

Habitually truant shall mean six (6) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.[\[8\]](#)

Truant shall mean having incurred three (3) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.[\[8\]](#)

Person in parental relation shall mean a:[\[8\]](#)

1. Custodial biological or adoptive parent.
2. Noncustodial biological or adoptive parent.
3. Guardian of the person of a student.
4. Person with whom a student lives and who is acting in a parental role of a student.

This term shall not include any county agency or person acting as an agent of the county agency in the jurisdiction of a dependent child as defined by law.[\[10\]](#)

School-based or community-based attendance improvement program shall mean a program designed to improve school attendance by seeking to identify and address the underlying reasons for a student's absences. The term may include an educational assignment in an alternative education program, provided the program does not include a program for disruptive youth established pursuant to Article XIX-C of the Pennsylvania Public School Code.[\[8\]](#)

Delegation of Responsibility

The Superintendent or designee shall annually notify students, persons in parental relation, staff and local children and youth agency and local magisterial district judges about the district's attendance policy by publishing such policy in student handbooks and newsletters, on the district website and through other efficient communication methods.[\[1\]](#)[\[11\]](#)

The Superintendent **or designee** shall require the signature of the person in parental relation confirming that the policy has been reviewed and that the person in parental relation understands the compulsory school attendance requirements.

The Superintendent or designee, in coordination with the building principal, shall be responsible for the implementation and enforcement of this policy.

The Superintendent or designee **shall-may** maintain administrative regulations for the attendance of students which:

1. Govern the maintenance of attendance records in accordance with law.[\[12\]](#)[\[13\]](#)
2. Detail the process for submission of requests and excuses for student absences.

3. Detail the process for written notices, School Attendance Improvement Conferences, School Attendance Improvement Plans, and referrals to a school-based or community-based attendance improvement program, the local children and youth agency, or the appropriate magisterial district judge.
4. Clarify the district's responsibility for collaboration with nonpublic schools in the enforcement of compulsory school attendance requirements.
5. Ensure that students legally absent have an opportunity to make up work.

Guidelines

Compulsory School Attendance Requirements

All students of compulsory school age who reside in the district shall be subject to the compulsory school attendance requirements.[\[2\]](#)

A student shall be considered in attendance if present at any place where school is in session by authority of the Board; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in an approved and properly supervised independent study, work-study or career education program; the student is receiving approved homebound instruction; or the student's placement is instruction in the home.[\[2\]](#)[\[5\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)[\[20\]](#)

The following students shall be excused from the requirements of attendance at district schools, upon request and with the required approval:

1. On certification by a physician or submission of other satisfactory evidence and on approval of the Department of Education, children who are unable to attend school or apply themselves to study for mental, physical or other reasons that preclude regular attendance.[\[3\]](#)[\[4\]](#)[\[21\]](#)
2. Students enrolled in nonpublic or private schools in which the subjects and activities prescribed by law are taught.[\[2\]](#)[\[22\]](#)
3. Students attending college who are also enrolled part-time in district schools.[\[23\]](#)
4. Students attending a home education program or private tutoring in accordance with law.[\[2\]](#)[\[18\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)[\[27\]](#)
5. Students fifteen (15) or sixteen (16) years of age whose enrollment in private trade or business schools has been approved.[\[2\]](#)
6. Students fifteen (15) years of age, as well as students fourteen (14) years of age who have completed the highest elementary grade, engaged in farm work or private domestic service under duly issued permits.[\[4\]](#)

7. Students sixteen (16) years of age regularly engaged in useful and lawful employment during the school session and holding a valid employment certificate. Regularly engaged means thirty-five (35) or more hours per week of employment.[\[4\]](#)[\[15\]](#)

Excused/Lawful Absence

For purposes of this policy, the following conditions or situations constitute reasonable cause for absence from school:

1. Illness, including if a student is dismissed by designated district staff during school hours for health-related reasons.[\[3\]](#)[\[6\]](#)
2. Obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.[\[3\]](#)
3. Quarantine.
4. Family emergency.
5. Recovery from accident.
6. Required court attendance.
7. Death in family.
8. Participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group, upon prior written request.[\[1\]](#)[\[3\]](#)
9. Participation in a musical performance in conjunction with a national veterans' organization or incorporated unit, as defined in law, for an event or funeral.[\[3\]](#)
 - a. The national veterans' organization or incorporated unit must provide the student with a signed excuse, which shall include the date, location, and time of the event or funeral.
 - b. The student shall furnish the signed excuse to the district prior to being excused from school.
10. Observance of a religious holiday observed by a bona fide religious group, upon prior written request from the person in parental relation.[\[28\]](#)
11. Nonschool-sponsored educational tours or trips, if the following conditions are met:[\[3\]](#)[\[29\]](#)
 - a. The person in parental relation submits the required documentation for excusal prior to the absence, **per the District's procedures, including the use of the appropriate Education Trip Form within the appropriate timeframe. The form must be submitted via electronically at a minimum of five**

days in advance of the proposed trip.

- b. The student's participation has been approved by the building principal or designee.

12. College or postsecondary institution visit, with prior approval.

13. Other urgent reasons that may reasonably cause a student's absence, as well as circumstances related to homelessness and foster care and other forms of educational instability. [\[3\]](#)[\[6\]](#)[\[30\]](#)[\[31\]](#)

The district may limit the number and duration of nonschool-sponsored educational tours or trips and college or postsecondary institution visits for which excused absences may be granted to a student during the school year. **In the event that nonschool-sponsored educational trip attendance begins to have a negative impact on student academic performance or will exceed fifteen (15) cumulative trip days in a school year, a parental conference will be required prior to consideration to discuss the impact of ongoing school absences. Without pre-approval of a trip, absences will be considered unexcused and could result in the implementation of the steps identified in the Unexcused/Unlawful Absence section of this policy.**

Pre-approved absences for educational trips may be denied if requested during the following times:

- 1. The first week of the school year;**
- 2. The last week of the school year;**
- 3. During standardized testing; or**
- 4. During the end of the marking period and/or when final exams are being administered.**

Temporary Excusals –

The following students may be temporarily excused from the requirements of attendance at district schools:

1. Students receiving tutorial instruction in a field not offered in the district's curricula from a properly qualified tutor approved by the Superintendent, when the excusal does not interfere with the student's regular program of studies. [\[2\]](#)[\[14\]](#)[\[18\]](#)
2. Students participating in a religious instruction program, if the following conditions are met: [\[28\]](#)[\[32\]](#)
 - a. The person in parental relation submits a written request for excusal. The request shall identify and describe the instruction, and the dates and hours of instruction.

- b. The student shall not miss more than thirty-six (36) hours per school year in order to attend classes for religious instruction.
 - c. Following each absence, the person in parental relation shall submit a statement attesting that the student attended the instruction, and the dates and hours of attendance.
3. School age children unable to attend school upon recommendation of the school physician and a psychiatrist or school psychologist, or both, and with approval of the Secretary of Education. [\[21\]](#)

Parental Notice of Absence –

Absences shall be treated as unexcused until the district receives a written excuse explaining the absence, to be submitted within three (3) days of the absence.

~~**A maximum of ten (10) days of cumulative lawful absences verified by parental notification shall be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed practitioner of the healing arts.**~~

A maximum of 18 cumulative lawful absences for reasons 1-13 identified above will be excused. All absences beyond 18 cumulative days shall require an excuse from a licensed practitioner of the healing arts. No additional absences will be marked as excused unless the required medical documentation is provided

Unexcused/Unlawful Absence

For purposes of this policy, absences which do not meet the criteria indicated above shall be permanently considered unexcused.

An out-of-school suspension may not be considered an unexcused absence. [\[8\]](#)

Parental Notification –

District staff shall provide prompt notice to the person in parental relation upon each incident of unexcused absence.

Enforcement of Compulsory Attendance Requirements

Student is Truant –

When a student has been absent for three (3) days during the current school year without a lawful excuse, district staff shall provide notice to the person in parental relation who resides

in the same household as the student within ten (10) school days of the student's third unexcused absence.[\[33\]](#)

The notice shall:[\[33\]](#)

1. Be in the mode and language of communication preferred by the person in parental relation;
2. Include a description of the consequences if the student becomes habitually truant; and
3. When transmitted to a person who is not the biological or adoptive parent, also be provided to the student's biological or adoptive parent, if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

The notice may include the offer of a School Attendance Improvement Conference.[\[33\]](#)

If the student incurs additional unexcused absences after issuance of the notice and a School Attendance Improvement Conference was not previously held, district staff shall offer a School Attendance Improvement Conference.[\[33\]](#)

School Attendance Improvement Conference (SAIC) –

District staff shall notify the person in parental relation in writing and by telephone of the date and time of the SAIC.[\[33\]](#)

The purpose of the SAIC is to examine the student's absences and reasons for the absences in an effort to improve attendance with or without additional services.[\[8\]](#)

The following individuals shall be invited to the SAIC:[\[8\]](#)

1. The student.
2. The student's person in parental relation.
3. Other individuals identified by the person in parental relation who may be a resource.
4. Appropriate school personnel.
5. Recommended service providers.

Neither the student nor the person in parental relation shall be required to participate, and the SAIC shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference.[\[33\]](#)

The outcome of the SAIC shall be documented in a written School Attendance Improvement Plan. The Plan shall be retained in the student's file. A copy of the Plan shall be provided to the person in parental relation, the student and appropriate district staff.[\[33\]](#)

The district may not take further legal action to address unexcused absences until the scheduled SAIC has been held and the student has incurred six (6) or more days of unexcused absences.[\[33\]](#)

Student is Habitually Truant –

When a student under fifteen (15) years of age is habitually truant, district staff:[\[34\]](#)

1. Shall refer the student to:
 - a. A school-based or community-based attendance improvement program; or
 - b. The local children and youth agency.
2. May file a citation in the office of the appropriate magisterial district judge against the person in parental relation who resides in the same household as the student.[\[34\]](#)

When a student fifteen (15) years of age or older is habitually truant, district staff shall:[\[34\]](#)

1. Refer the student to a school-based or community-based attendance improvement program; or
2. File a citation in the office of the appropriate magisterial district judge against the student or the person in parental relation who resides in the same household as the student.

District staff may refer a student who is fifteen (15) years of age or older to the local children and youth agency, if the student continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program, or if the student refuses to participate in such program.[\[34\]](#)

Regardless of age, when district staff refer a habitually truant student to the local children and youth agency or file a citation with the appropriate magisterial district judge, district staff shall provide verification that the school held a SAIC.[\[34\]](#)

Filing a Citation –

A citation shall be filed in the office of the appropriate magisterial district judge whose jurisdiction includes the school in which the student is or should be enrolled, against the student or person in parental relation to the student. [\[35\]](#)

Additional citations for subsequent violations of the compulsory school attendance requirements may only be filed against a student or person in parental relation in accordance with the specific provisions of the law. [\[35\]](#)

Special Needs and Accommodations

If a truant or habitually truant student may qualify as a student with a disability, and require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy. [\[16\]](#)[\[36\]](#)[\[37\]](#)[\[38\]](#)

For students with disabilities who are truant or habitually truant, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy. [\[16\]](#)[\[36\]](#)[\[38\]](#)

Discipline

The district shall not expel or impose out-of-school suspension, disciplinary reassignment or transfer for truant behavior. [\[33\]](#)

Revised Adopted: June 19, 2023

Adopted: June 29, 2020

Replaces the following policies:

Policy 4002 - Interruptions for Student Attendance at Outside Educational Tours or Trips not Sponsored by the School District and Travel with Parent/Guardian for Urgent Reasons originally adopted June 26, 1967 and revised November 11, 1974 and November 12, 1979

Policy 4011 – Educational Trips adopted November 11, 1974

Policy 4011.1 – Educational Trips – Non-Staff Drivers originally adopted March 10, 1980 and revised September 9, 1985

Policy 6008 – Student Conduct, Responsibilities, Rights and Disciplinary Procedures originally adopted September 14, 1981 and revised September 9, 1985, May 12, 1986, August 22,

1988, November 13, 1989, June 25, 1990, September 27, 1993, September 26, 1994, August 26, 1996, July 20, 1998, August 23, 1999, February 26, 2007 and March 23, 2009

Policy 6012 – Early Departure adopted August 13, 1979 and revised July 14, 1980 and December 11, 1989



Memo

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

From: Dr. Lauren Madia, Director of Pupil Services

Date: June 3, 2024

RE: **Student Support Services - Care Solace Extension**

I am seeking approval of a two-year service extension of our existing contract, at the existing terms and conditions, with Care Solace:

- To provide a care coordination/concierge service in the area of mental/behavioral health for all USCSD students, members of their households, and all USCSD employees and their dependents
 - Care Solace provides an anonymous resource locator website – Care Match™.
 - For interested parties, Care Solace will provide a direct Care Companion™ to assist in finding available appointments, make appointments on behalf of individuals, and follow up to determine if additional/alternative providers are needed.
 - With parental consent, District school counselors can refer students to a Care Companion™ directly through the Warm Handoff® process to partner with the family to secure appropriate services for the student.
- Since initial implementation in October 2022, Care Solace has made over 10,000 communications on behalf of Upper St. Clair students, family members, and employees. This number includes all communications between Care Solace and the clients, district staff, and service providers.
- Care Solace seeks to confirm that the initial appointment was attended by the client. The conversion rate of referrals to confirmed appointments into care over the past two years through Care Solace is approximately 65% in Upper St. Clair. The national appointment rate from being provided a list of resources is 18%.
- Total cost of the contract extension - \$30,000 (\$15,000 for 2024-2025; \$15,000 for 2025-2026)
 - A proportion (75%, or \$22,500) of the cost of the extension has been identified as an approved expense in the PCCD State School Mental Health grant application, which runs from January 2024 through December 2025.
 - Additional grant funding opportunities will be explored for the remaining 25% of the cost.
 - The portion of the extension not covered by the PCCD grant (\$7,500) will be budgeted in the 2025-2026 school year if additional grant funding is not secured.

Final approval will be contingent upon terms acceptable to the Superintendent and Solicitor.



Memo

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

From: Dr. Lauren Madia, Director of Pupil Services

Date: August 9, 2023

RE: UPMC Agreement

I am seeking approval of the following agreement with UPMC Western Behavioral Health:

- Renewal of agreement to engage a Social-Emotional Wellness Consultant from UPMC-WPH at the cost of \$15,600 for the 2024-2025 school year.
 - The SEWC is to provide additional consultation to building teams / teachers / staff to address problematic behaviors in the classroom and opportunity for additional student services as needed.
 - Additional services beyond the contracted allotment to be billed at a rate of \$125 per hour.
- Note that UPMC-WBH also serves as the District's Student Assistance Provider; the SAP Agreement for 2024-2025 will be presented at an upcoming School Board meeting upon receipt.

Final approval will be contingent upon terms acceptable to the Superintendent and Solicitor.



Memo

To: Dr. John Rozzo, Superintendent of Schools
Board of School Directors
From: Dr. Cassandra Doggrell, Director of Special Education
Date: June 3, 2024
RE: Student Support Services Agreements/Contracts

I request the approval of the following for Extended School Year (ESY) during Summer 2024:

1. Wesley Family Services: Agreement to provide music therapy services during ESY for six sessions at the cost of \$180 per session.
2. ACLD Tillotson School: Agreement to provide ESY programming for two students at the cost of \$2,500 per student.

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

1. Pennsylvania School-Based ACCESS Program (SBAP)
 - a. Local education agency agreement to participate and comply with the PA Medical Assistance Program. Allows for billing to occur to Medical Assistance (MA) for medically necessary related services provided to students through their IEP. The District is able then to receive reimbursement from the state for certain health-related services, like speech, occupational therapy, or nursing.
 - b. Local education agency agreement for use of the MaxCapture system for service documentation

2. Watson Institute: Agreement for training and consultation services for district-wide behavior specialist (2.0 days/week) and social work services (4.5 days/week) provided to emotional support programming at the High School at the cost of \$990 per full day and \$625 per half day.
3. Leader Services (IEP Writer, Children Count, 504 Module, SIS Bridge): Agreement for software subscription for web-based software documentation management system for IEPs, GIEPs, Chapter 15 504 Service Agreements, and special education state reporting at the cost of \$17,417.

The administration is recommending approval of the following service agreements. Three of the five negotiated agreements represent a savings of \$147,859 over the term of each service agreement.

Company	Service	Term	Previous Contract Cost	Annual Cost	Change in Value	Difference Over Contract Term	Notes
Brightly	Work Order/Permit Software	3 Years	\$15,308	\$12,152	-20%	-\$11,094	No annual increase
Ruthrauff	HVAC Mechanical Service	3 Years	\$97,330	\$58,700	-40%	-\$120,298	2.5% annual increases, change in provider, same scope of service
Siemens	HVAC Automation Service	1 Year	\$31,667	\$15,200	-48%	-\$16,467	50% reduction in service
Twp. of USC	Snow and Ice Removal	3 Years	\$120,800	\$123,800	2.43%	\$9,100	2.4% annual increases
Three Rivers	Transportation	4 Years	\$240/day and per route or \$43,920/Year and per route	\$250/day and per route or \$45,750/year and per route	4.00% (year one)	\$7,320	Avg. 3.8% annual increase or \$10 increase per vehicle each year over term
				Total Savings Over Contract Term		\$131,439	



Memo

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

From: Dr. Lauren Madia, Director of Pupil Services

Date: June 3, 2024

RE: Title III Consortium MOU with Allegheny Intermediate Unit

I request approval of the following:

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

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

APPROVAL OF BILL LIST

2023-2024

June-24

GENERAL
FUND 10

SCHOOL
LUNCH
FUND 51

Bill List Description	Submission to Board for Approval	Bill List Amount	Bill List Amount
Check List	For Board Meeting dated 6/3/2024	\$855,165.38	\$2,854.70
ACH Payment	For Board Meeting dated 6/3/2024	\$32,697.42	
Total for Board Meeting		\$887,862.80	\$2,854.70



Upper St. Clair School District

MEMO

To: Dr. John Rozzo, USC Board Members

From: Scott P. Burchill *SPB*

Date: June 3, 2024

RE: cashVest

CashVest by three+one is a cash and liquidity monitoring service that supplies data to School Business Officials focused on banking and investing.

CashVest allows entities to:

- Have a consolidated view of your cash positions, coupled with time horizon data, allowing them to make the most informed investment decisions.
- Benefit from future liquidity forecasting, including weekly cash-balance projections, to provide a cash-management summary that complements their traditional cash-flow forecasting.
- Know the marketplace and peer-interest benchmarks, so entities can confidently know the true value of their cash within their investment policy parameters.
- Dissect bank-analysis statements through easily understood summaries allowing them to evaluate all banking services, fees, and earnings credit rates against national benchmarks.
- Collaborate with the liquidity experts at three+one to complement and support their team.

CashVest has a pricing structure that equals \$250 per \$1 million of your annual operating budget. For an operating budget of \$104 million, the annual fee would equal \$26,000.

CashVest's pricing structure includes a 1-to-1 guarantee. The district would not be charged if the cashVest analysis cannot identify additional earnings and savings that would be in excess of \$26,000. This product will give the District the ability to maximize its investment earnings potential in a market currently yielding high returns.

Administration recommends the Board approve the agreement with cashVest, pending review and approval by the District's Solicitor and Superintendent.



Upper St. Clair School District

MEMO

To: Dr. John Rozzo, USC Board Members

From: Scott P. Burchill *SPB*

Date: June 3, 2024

RE: Food Service Management Contract

The current food service management contract ends June 30, 2024. As a result, the Upper St. Clair School District was required to issue a Request for Proposal for food management services for 2024-25. School Districts are permitted to approve an initial one (1) year contract with a management company, which can then be renewed in one (1) year increments up to four (4) additional years.

The Division of Food and Nutrition, also known as DFN, must review and approve the contract before the District and Food Service Management Company sign it. The contract attached to the Board agenda was reviewed and approved by the DFN. It is a Cost-Reimbursable contract where the FSMC charges the District for the actual operational costs to run the program plus administrative and/or management fees.

A total of four Food Service Management Companies participated in the RFP and negotiation process. Aramark ultimately gave the District the highest guaranteed income for the 2024-25 school year at \$232,562.00.

The Administration recommends the Board approve the resolution awarding the Food Service Management Company (FSMC) Contract to Aramark for the 2024-2025 school year.