



## UPPER ST. CLAIR SCHOOL DISTRICT

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### 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

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### SCHOOL BOARD MEETING MINUTES

Monday, June 17, 2024 @ 7:00pm

Executive Session @ 5:30pm (Personnel and Safety & Security)

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 June 17, 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 (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 (not in attendance)  
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. Kelly Perkovich, Solicitor (in-person)

Mrs. Sarah MacDonald, Board Stenographer (virtual)

### **Call to Order & Pledge of Allegiance**

(Schnore, School Board President)

Ms. Schnore called the meeting to order at approximately 7:07pm.

### **Roll Call of School Board**

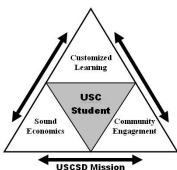
(Solicitor)

Solicitor Perkovich took a Roll Call of the School Board. All School Board members were 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 #17 from Strategic Plan:**

(Schnore, School Board President)

Mrs. Bolas read the following Shared Belief Statement:

*We Believe that:*

*Effective education fosters students' abilities to listen and communicate, think critically and creatively, and apply their knowledge to all of their decision-making.*

**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 the time.

**Approval of Minutes**

(Schnore, School Board President)

MOTION: BY GANS: I move that the Board approve the Meeting Minutes of the June 3, 2024 Board Meeting, as attached. Seconded by Bolas and carried by unanimous voice vote.



## **2024-2025 Budget Adoption**

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

Mr. Burchill advised that the District is recommending a budget in the amount of \$104,452,426.00, which includes a millage increase of 3.25%.

Dr. Rozzo thanked everyone who was involved in the budgeting process; advising it is a long process that begins in January and a lot of work goes into putting the budget together each year. He noted that within the budget there is no reduction in programs or staff and is fiscally responsible.

### **a. Adoption of 2024-2025 Final General Fund Budget**

MOTION: BY HANNA: I move that the Board adopt the General Fund Budget for the 2024-2025 school year, in the amount of \$104,452,426.00. Seconded by Gans and carried by unanimous voice vote.

MOTION: BY SNYDER: I move that the Board approve Resolution number 2024-06-17A, establishing a Real Estate Millage Rate of 30.5970 mills for the 2024-2025 fiscal year. Seconded by Hanna and carried by unanimous voice vote.

### **b. Approval of Capital Reserve Budget for 2024-2025**

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

Mr. Carson reviewed the Capital Reserve Budget for 2024-2025.

MOTION: BY LAMBER: I move that the Board approve the 2024-2025 Capital Reserve Budget in the amount of \$1,822,569.00, as attached. Seconded by Snyder and carried by unanimous voice vote.



**c. Approval of Tax Resolutions for 2024-2025**

(Burchill, Director of Business & Finance)

**i. Homestead and Farmstead Exclusion Resolution**

MOTION: BY MASCARO: I move that the Board approve the Homestead and Farmstead Exclusion Resolution 2024-06-17B, for the 2024-2025 fiscal year. Seconded by Lamber and carried by unanimous voice vote.

**ii. Act 511 (EIT / Real Estate / Mercantile) Tax Resolution**

MOTION: BY PETERSEN: I move that the Board reenact the Act 511 Tax Resolution 2024-06-17C for the 2024-2025 fiscal year. Seconded by Mascaro and carried by unanimous voice vote.

**Superintendent's Report**

(Rozzo, Superintendent of Schools)

**a. District Update**

(Rozzo, Superintendent of Schools)

Dr. Rozzo gave updates on graduation, summer programming, and summer construction projects. Additionally, he talked about revisions to the Attendance Policy and that an update on the policy will be provided in the Fall. He also recognized Dr. Doggrell for her service with the District, explaining that this is her last Board Meeting and she will be greatly missed. Finally, he advised that the August Board meeting date has moved from August 5th to August 7th to accommodate several administrators attending a continuing education conference, as well as allowing more time for hiring. He then wished everyone a great summer.



**b. Approval of Expenses and Authorization of Superintendent or Designee to take necessary actions from June 17, 2024 through the Next Voting Meeting, to be ratified at the next Voting Meeting**

(Perkovich, Solicitor)

Solicitor Perkovich advised she was filling in for Solicitor Kramer, who could not be in attendance at the meeting. She reviewed the authorization, noting it is an annual motion, which authorizes the Superintendent to conduct business over the summer months. Any actions that are taken will be ratified at the August Board Meeting.

MOTION: BY WETZEL: I move to Authorize the Superintendent or Designee to take the following actions on behalf of the Board without prior Board action, if deemed necessary by the Superintendent, from June 17, 2024 through the next voting meeting to be considered for ratification at the next voting Meeting. Seconded by Petersen and carried by unanimous voice vote:

- Normal, customary and regular payments of salaries, benefits, and other expenses
- Pay bills
- Approve change orders
- Purchase supplies and/or equipment
- Appoint staff (conditionally)
- Enter into agreements with employee groups



## **Administrator's Report**

(Rozzo, Superintendent of Schools)

### **a. Approval of Personnel Listings**

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

Mr. Carson reviewed the Personnel Listing, noting there has been a lot of progress made in hiring teachers. He also advised that he would like to recognize Mr. Timothy Briggs, High School Head Custodian, for all of his hard work in helping to make graduation look great and run smoothly.

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

Ms. Schnore abstained from the vote, as she is related to someone on the personnel listing, explaining her son will be a part-time student worker in the Technology Department.

### **b. Approval to Award the Bid and Approve the Agreement with Mele & Mele & Sons Inc. for Construction Services**

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

Mr. Carson reviewed the approval to award the bid and approval of the Agreement with Mele & Mele & Sons Inc. for construction services. He advised that some parts of the project will be completed prior to the start of the school and the rest will be completed after the school year begins. He noted that the work that happens after the school year begins will not impede on school operations.

MOTION: BY GANS: I move that the Board authorize awarding the bid and approving an Agreement with Mele & Mele & Sons Inc. for construction services, at a total cost of \$402,287.00, which includes a 10% contingency, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Bolas and carried by unanimous voice vote.



**c. Approval of the following Staffing Resolutions**

(Pfender, Deputy Superintendent)

- i. Increase: 0.5 Elementary Teacher**  
(Resolution 2024-04)
- ii. Increase: 0.5 Special Education Teacher**  
(Resolution 2024-05)

Dr. Pfender reviewed the staffing resolutions 2024-04 and 2024-05 to increase a 0.5 elementary teacher and 0.5 special education teacher. She advised that the increases are to meet the needs for higher Kindergarten enrollment and to add support for students at Southwood.

**MOTION:** BY HANNA: I move that the Board approve Staffing Resolutions 2024-04 and 2024-05, as listed above. Seconded by Gans and carried by unanimous voice vote.

**d. Approval of Memorandum of Understanding (MOU) with Robert Morris University (RMU)**

(Pfender, Deputy Superintendent)

Dr. Pfender reviewed the MOU with RMU to engage RMU in college to High School.

**MOTION:** BY SNYDER: I move that the Board approve the MOU with RMU, for the High School Enrollment Agreement, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Hanna and carried by unanimous voice vote.

**e. Approval of Spring Curriculum Recommendations**

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

**MOTION:** BY LAMBER: I move that the Board approve the Spring Curriculum Recommendations, as presented. Seconded by Snyder and carried by unanimous voice vote.



**f. Approval of the following Pupil Services Agreements**

(Madia, Director of Pupil Services)

- i. Affiliation Agreement with Hope Squad:** to provide lessons, activities, and advisement/technical support for a peer-to-peer suicide prevention program, for the 2024-2025 school year, at a total cost of \$5,195.00
- ii. Agreement with UMPC-Western Psychiatric Hospital (WPH):** to serve as the District's state-mandated Student Assistance Program Provider (SAP), for the 2024-2025 school year, at no cost to the District

MOTION: BY MASCARO: I move that the Board approve the above-listed agreements (items i. and ii.) with Hope Squad and UMPC-Western Psychiatric Hospital (WPH), subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Lamber and carried by unanimous voice vote.

Dr. Wetzel and Dr. Gans thanked Dr. Madia for her work on the Hope Squad Agreement.

**g. Approval of the following Special Education Agreements**

(Doggrell, Director of Special Education)

- i. Agreement with New Directions Mental Health (previously InterCare):** to provide psychiatric screenings and evaluations, at the rate of \$800.00 per evaluation and consultation at the rate of \$300 per hour, for the 2024-2025 school year
- ii. Agreement with Steel City Therapy:** to provide occupational therapy services and physical therapy services, at the rates of \$42.00 per hour for certified occupational therapy assistants and \$53.00 per hour for occupational therapists, and \$59.00 per hour for physical therapists, for the 2024-2025 school year



MOTION: BY PETERSEN: I move that the Board approve the above-listed agreements (items i. and ii.) with New Directions Mental Health and Steel City Therapy, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Lamber carried by unanimous voice vote.

### **Business & Finance**

(Burchill, Director of Business & Finance)

- a. Approval of Treasurer's Report - 06.17.2024**  
**Including Supplemental Report - 06.17.2024**  
(Burchill, Director of Business & Finance)

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

Fund 10 (General Fund): \$1,239,758.40

Fund 32 (Capital Reserve Fund): \$550,862.99

Fund 39 (Construction Fund): \$468,986.00

Fund 51 (School Lunch Fund): \$134,363.97

### **Committee Reports**

(Schnore, School Board President)

Mrs. Bolas gave a report from PSBA on several items, including the three-way plan for budget impact and PSBA focusing on Cyber School funding reform.

### **Matters of Information/Other**

(Rozzo, Superintendent of Schools)

Dr. Rozzo reported that there were no matters of information to discuss.



### **Announcement Regarding Executive Session**

(Schnore, School Board Vice-President)

Ms. Schnore announced the following executive session and advised that graduation was beautiful:

- a. Executive Session was held on June 17, 2024 at 5:30pm for personnel and safety and security.

### **Adjournment**

(Schnore, School Board President)

Ms. Schnore adjourned the meeting at approximately 7:40pm, on a motion from Mrs. Bolas.

Signed by:

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Ms. Jennifer Schnore, President

BOARD OF SCHOOL DIRECTORS

DocuSigned by:

8CA180BFBA60421...

Scott P. Burchill, Secretary

BOARD OF SCHOOL DIRECTORS

DocuSigned by:

633FB430F48A425...

Submitted by: Sarah MacDonald

SCHOOL BOARD STENOGRAPHER



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Mr. Michael R. Mascaro ↔ Mrs. Angela B. Petersen ↔ Mrs. Hallie H. Snyder  
Dr. John T. Rozzo, Superintendent ↔ Mrs. Jocelyn P. Kramer, Solicitor

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### 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)

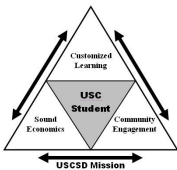
Dr. Bulazo introduced the Curriculum leaders and they gave the curriculum recommendations presentation. Board members had commentary and questions, and Dr. Bulazo addressed their questions. The recommendations will be voted on at the June 17th Board meeting.

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.



Ms. Jennifer Schnore, President  
BOARD OF SCHOOL DIRECTORS

Scott P. Burchill, Secretary  
BOARD OF SCHOOL DIRECTORS

Submitted by: Sarah MacDonald  
SCHOOL BOARD STENOGRAPHER

FINAL GENERAL FUND BUDGET

Fiscal Year 2024-2025

General Fund Budget Approval

Date of Adoption of the General Fund Budget:

|                                                          |               |            |
|----------------------------------------------------------|---------------|------------|
| President of the Board - Original Signature Required     | Date          |            |
| Secretary of the Board - Original Signature Required     | Date          |            |
| Chief School Administrator - Original Signature Required | Date          |            |
| Scott Burchill                                           | (412)833-1600 | Extn :2054 |
| Contact Person                                           | Telephone     | Extension  |
| sburchill@uscsd.k12.pa.us                                |               |            |
| Email Address                                            |               |            |

CERTIFICATION OF ESTIMATED ENDING FUND BALANCE  
FROM 2024-2025 GENERAL FUND BUDGET

24 PS 6-688

(10/2010)

|                                         |                       |                    |
|-----------------------------------------|-----------------------|--------------------|
| SCHOOL DISTRICT :<br>Upper St. Clair SD | COUNTY :<br>Allegheny | AUN :<br>103029203 |
|-----------------------------------------|-----------------------|--------------------|

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

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

Did you raise property taxes in SY 2024-2025 (compared to 2023-2024 )?

Yes☒

No☐

If yes, see information below, taken from the 2024-2025 General Fund Budget.

|                                                                                      |             |
|--------------------------------------------------------------------------------------|-------------|
| Total Budgeted Expenditures                                                          | \$104452426 |
| Ending Unassigned Fund Balance                                                       | \$7574612   |
| Ending Unassigned Fund Balance as a percentage<br>(%) of Total Budgeted Expenditures | 7.25%       |

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

Yes☒

No☐

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

|                             |      |
|-----------------------------|------|
| SIGNATURE OF SUPERINTENDENT | DATE |
|-----------------------------|------|

DUE DATE: AUGUST 15, 2024

**CERTIFICATION OF USE OF PDE-2028  
FOR PUBLIC INSPECTION OF 2024-2025 PROPOSED BUDGET**

24 PS 6-687(a)(1)

(03/2006)

|                                                     |                              |                                  |
|-----------------------------------------------------|------------------------------|----------------------------------|
| <b>School District Name :</b><br>Upper St. Clair SD | <b>County :</b><br>Allegheny | <b>AUN Number :</b><br>103029203 |
|-----------------------------------------------------|------------------------------|----------------------------------|

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

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

|                                                                                                                                     |                             |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>SIGNATURE OF SCHOOL BOARD<br/>PRESIDENT</b><br> | <b>DATE</b><br>May 13, 2024 |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|

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

LEA : 103029203    Upper St. Clair SD

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| <u>Val Number</u> | <u>Description</u>                                                                                                                                          | <u>Justification</u>                                                                                                                                                                                                  |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1010              | Budget Approval Date is required before submission on Contact Screen and cannot be a future date.                                                           |                                                                                                                                                                                                                       |
| 8060              | Ending Fund Balance Entry and Budgetary Reserve: If 5900 Budgetary Reserve is not equal to 0, a justification must be entered below.                        | Utilizing Budgetary Reserve is a sound management practice to provide for operating contingencies.                                                                                                                    |
| 8080              | Ending Fund Balance Entry and Budgetary Reserve: If 0850 Estimated Ending Unassigned Fund Balance is not equal to 0, a justification must be entered below. | Unassigned fund balance serves as a level of protection against unforeseen expenditures and circumstances that would negatively impact the education of the children enrolled in the Upper St. Clair School District. |
| 8160              | Ending Fund Balance Entry and Budgetary Reserve: If 0840 Assigned Fund Balance is not equal to 0, a justification must be entered below.                    | Fund Balance has been Assigned for Post Employment Benefits, Security, and Capital Expenditures.                                                                                                                      |

LEA : 103029203     Upper St. Clair SD

| ITEM                                                                                                                                        | AMOUNTS    |                      |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------|
| Estimated Beginning Unreserved Fund Balance Available for Appropriation and Reserves Scheduled For Liquidation During The Fiscal Year       |            |                      |
| 0810 Nonspendable Fund Balance                                                                                                              | 398,380    |                      |
| 0820 Restricted Fund Balance                                                                                                                |            |                      |
| 0830 Committed Fund Balance                                                                                                                 |            |                      |
| 0840 Assigned Fund Balance                                                                                                                  | 3,550,000  |                      |
| 0850 Unassigned Fund Balance                                                                                                                | 7,569,398  |                      |
| Total Estimated Beginning Unreserved Fund Balance Available for Appropriation and Reserves Scheduled For Liquidation During The Fiscal Year |            | <u>\$11,119,398</u>  |
| Estimated Revenues And Other Financing Sources                                                                                              |            |                      |
| 6000 Revenue from Local Sources                                                                                                             | 81,973,893 |                      |
| 7000 Revenue from State Sources                                                                                                             | 21,874,336 |                      |
| 8000 Revenue from Federal Sources                                                                                                           | 509,411    |                      |
| 9000 Other Financing Sources                                                                                                                | 100,000    |                      |
| Total Estimated Revenues And Other Financing Sources                                                                                        |            | <u>\$104,457,640</u> |
| Total Estimated Fund Balance, Revenues, and Other Financing Sources Available for Appropriation                                             |            | <u>\$115,577,038</u> |

LEA : 103029203      Upper St. Clair SD

|                                                                                          | <u>Amount</u>       |
|------------------------------------------------------------------------------------------|---------------------|
| <b>REVENUE FROM LOCAL SOURCES</b>                                                        |                     |
| 6111 Current Real Estate Taxes                                                           | 69,078,904          |
| 6112 Interim Real Estate Taxes                                                           | 300,000             |
| 6113 Public Utility Realty Taxes                                                         | 68,805              |
| 6150 Current Act 511 Taxes - Proportional Assessments                                    | 8,891,184           |
| 6400 Delinquencies on Taxes Levied / Assessed by the LEA                                 | 965,000             |
| 6500 Earnings on Investments                                                             | 1,250,000           |
| 6700 Revenues from LEA Activities                                                        | 195,000             |
| 6800 Revenues from Intermediary Sources / Pass-Through Funds                             | 625,000             |
| 6910 Rentals                                                                             | 100,000             |
| 6920 Contributions and Donations from Private Sources                                    | 15,000              |
| 6940 Tuition from Patrons                                                                | 415,000             |
| 6960 Services Provided Other Local Governmental Units / LEAs                             | 15,000              |
| 6990 Refunds and Other Miscellaneous Revenue                                             | 55,000              |
| <b>REVENUE FROM LOCAL SOURCES</b>                                                        | <b>\$81,973,893</b> |
| <b>REVENUE FROM STATE SOURCES</b>                                                        |                     |
| 7111 Basic Education Funding-Formula                                                     | 5,835,554           |
| 7271 Special Education funds for School-Aged Pupils                                      | 2,290,891           |
| 7311 Pupil Transportation Subsidy                                                        | 925,000             |
| 7312 Nonpublic and Charter School Pupil Transportation Subsidy                           | 75,000              |
| 7320 Rental and Sinking Fund Payments / Building Reimbursement Subsidy                   | 908,154             |
| 7330 Health Services (Medical, Dental, Nurse, Act 25)                                    | 82,000              |
| 7340 State Property Tax Reduction Allocation                                             | 2,126,646           |
| 7505 Ready to Learn Block Grant                                                          | 332,045             |
| 7810 State Share of Social Security and Medicare Taxes                                   | 1,760,614           |
| 7820 State Share of Retirement Contributions                                             | 7,538,432           |
| <b>REVENUE FROM STATE SOURCES</b>                                                        | <b>\$21,874,336</b> |
| <b>REVENUE FROM FEDERAL SOURCES</b>                                                      |                     |
| 8514 Title I - Improving the Academic Achievement of the Disadvantaged                   | 98,229              |
| 8515 Title II - Preparing, Training, and Recruiting High Quality Teachers and Principals | 51,182              |
| 8517 Title IV - 21st Century Schools                                                     | 10,000              |
| 8810 School-Based Access Medicaid Reimbursement Program (SBAP) Reimbursements (Access)   | 350,000             |
| <b>REVENUE FROM FEDERAL SOURCES</b>                                                      | <b>\$509,411</b>    |

LEA : 103029203      Upper St. Clair SD

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|                                                       | <u>Amount</u>      |
|-------------------------------------------------------|--------------------|
| <b>OTHER FINANCING SOURCES</b>                        |                    |
| 9400 Sale of or Compensation for Loss of Fixed Assets | 100,000            |
| <b>OTHER FINANCING SOURCES</b>                        | <b>\$100,000</b>   |
| <b>TOTAL ESTIMATED REVENUES AND OTHER SOURCES</b>     | <b>104,457,640</b> |

Act 1 Index (current): 5.3%

| Calculation Method:                           | Rate               |       |
|-----------------------------------------------|--------------------|-------|
| Approx. Tax Revenue from RE Taxes:            | \$69,078,904       |       |
| Amount of Tax Relief for Homestead Exclusions | <u>\$2,126,646</u> |       |
| Total Approx. Tax Revenue:                    | \$71,205,550       |       |
| Approx. Tax Levy for Tax Rate Calculation:    | \$72,259,435       |       |
|                                               | Allegheny          | Total |

|                                                       |                 |                 |
|-------------------------------------------------------|-----------------|-----------------|
| 2023-24 Data                                          |                 |                 |
| a. Assessed Value                                     | \$2,369,785,710 | \$2,369,785,710 |
| b. Real Estate Mills                                  | 29.6339         |                 |
| I. 2024-25 Data                                       |                 |                 |
| c. 2022 STEB Market Value                             | \$2,431,125,394 | \$2,431,125,394 |
| d. Assessed Value                                     | \$2,361,650,989 | \$2,361,650,989 |
| e. Assessed Value of New Constr/ Renov                | \$0             | \$0             |
| 2023-24 Calculations                                  |                 |                 |
| f. 2023-24 Tax Levy                                   | \$70,225,993    | \$70,225,993    |
| (a * b)                                               |                 |                 |
| 2024-25 Calculations                                  |                 |                 |
| g. Percent of Total Market Value                      | 100.00000%      | 100.00000%      |
| h. Rebalanced 2023-24 Tax Levy                        | \$70,225,993    | \$70,225,993    |
| (f Total * g)                                         |                 |                 |
| i. Base Mills Subject to Index                        | 29.6339         |                 |
| (h / a * 1000) if no reassessment                     |                 |                 |
| (h / (d-e) * 1000) if reassessment                    |                 |                 |
| Calculation of Tax Rates and Levies Generated         |                 |                 |
| j. Weighted Avg. Collection Percentage                | 98.49730%       | 98.49730%       |
| k. Tax Levy Needed                                    | \$72,259,435    | \$72,259,435    |
| (Approx. Tax Levy * g)                                |                 |                 |
| I. 2024-25 Real Estate Tax Rate                       | 30.5970         |                 |
| (k / d * 1000)                                        |                 |                 |
| III. m. Tax Levy Generated by Mills                   | \$72,259,435    | \$72,259,435    |
| (l / 1000 * d)                                        |                 |                 |
| n. Tax Levy minus Tax Relief for Homestead Exclusions |                 | \$70,132,789    |
| (m - Amount of Tax Relief for Homestead Exclusions)   |                 |                 |
| o. Net Tax Revenue Generated By Mills                 |                 | \$69,078,904    |
| (n * Est. Pct. Collection)                            |                 |                 |

Act 1 Index (current): 5.3%

|                                               |                    |       |
|-----------------------------------------------|--------------------|-------|
| Calculation Method:                           | Rate               |       |
| Approx. Tax Revenue from RE Taxes:            | \$69,078,904       |       |
| Amount of Tax Relief for Homestead Exclusions | <u>\$2,126,646</u> |       |
| Total Approx. Tax Revenue:                    | \$71,205,550       |       |
| Approx. Tax Levy for Tax Rate Calculation:    | \$72,259,435       |       |
|                                               | Allegheny          | Total |

|                                                                 |              |              |
|-----------------------------------------------------------------|--------------|--------------|
| Index Maximums                                                  |              |              |
| p. Maximum Mills Based On Index<br>(i * (1 + Index))            | 31.2044      |              |
| q. Mills In Excess of Index<br>(if (l > p), (l - p))            | 0.0000       |              |
| r. Maximum Tax Levy Based On Index<br>(p / 1000 * d)            | \$73,693,902 | \$73,693,902 |
| IV. s. Millage Rate within Index?<br>(If l > p Then No)         | Yes          |              |
| t. Tax Levy In Excess of Index<br>(if (m > r), (m - r))         | \$0          | \$0          |
| u. Tax Revenue In Excess of Index<br>(t * Est. Pct. Collection) | \$0          | \$0          |

|                                               |             |           |
|-----------------------------------------------|-------------|-----------|
| Information Related to Property Tax Relief    |             |           |
| V. Assessed Value Exclusion per Homestead     | \$11,582.24 |           |
| Number of Homestead/Farmstead Properties      | 6001        | 6001      |
| Median Assessed Value of Homestead Properties |             | \$245,100 |

Act 1 Index (current): 5.3%

| Calculation Method:                           | Rate               |
|-----------------------------------------------|--------------------|
| Approx. Tax Revenue from RE Taxes:            | \$69,078,904       |
| Amount of Tax Relief for Homestead Exclusions | <u>\$2,126,646</u> |
| Total Approx. Tax Revenue:                    | \$71,205,550       |
| Approx. Tax Levy for Tax Rate Calculation:    | \$72,259,435       |
|                                               | Allegheny          |
|                                               | Total              |

|                                                                                   |             |                      |     |             |
|-----------------------------------------------------------------------------------|-------------|----------------------|-----|-------------|
| State Property Tax Reduction Allocation used for: Homestead Exclusions            | \$2,126,646 | Lowering RE Tax Rate | \$0 | \$2,126,646 |
| Prior Year State Property Tax Reduction Allocation used for: Homestead Exclusions | \$0         |                      |     | \$0         |
| Amount of Tax Relief from State/Local Sources                                     |             |                      |     | \$2,126,646 |

LEA : 103029203 Upper St. Clair SD

REAL ESTATE, PER CAPITA (SEC. 679), EIT/PIT (ACT 1), LOCAL ENABLING (ACT 511)

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| CODE                                                   |                                                         |                          |                                    |                                                      |                                            |                          |                                           |  |
|--------------------------------------------------------|---------------------------------------------------------|--------------------------|------------------------------------|------------------------------------------------------|--------------------------------------------|--------------------------|-------------------------------------------|--|
| 6111 <u>Current Real Estate Taxes</u>                  |                                                         |                          |                                    | <u>Amount of Tax Relief for Homestead Exclusions</u> | <u>Tax Levy Minus Homestead Exclusions</u> |                          | <u>Net Tax Revenue Generated By Mills</u> |  |
| <u>County Name</u>                                     | <u>Taxable Assessed Value</u>                           | <u>Real Estate Mills</u> | <u>Tax Levy Generated by Mills</u> |                                                      |                                            | <u>Percent Collected</u> |                                           |  |
| Allegheny                                              | 2,361,650,989                                           | 30.5970                  | 72,259,435                         |                                                      |                                            | 98.49730%                |                                           |  |
| Totals:                                                |                                                         | 2,361,650,989            | 72,259,435                         | -                                                    | 2,126,646                                  | =                        | 70,132,789 X 98.49730% = 69,078,904       |  |
|                                                        |                                                         |                          |                                    | <u>Rate</u>                                          | <u>Estimated Revenue</u>                   |                          |                                           |  |
| 6120                                                   | <u>Current Per Capita Taxes, Section 679</u>            |                          |                                    | \$0.00                                               | 0                                          |                          |                                           |  |
| 6140                                                   | <u>Current Act 511 Taxes – Flat Rate Assessments</u>    |                          |                                    | <u>Rate</u>                                          | <u>Add'l Rate (if appl.)</u>               | <u>Tax Levy</u>          | <u>Estimated Revenue</u>                  |  |
| 6141                                                   | Current Act 511 Per Capita Taxes                        |                          |                                    | \$0.00                                               | \$0.00                                     | 0                        | 0                                         |  |
| 6142                                                   | Current Act 511 Occupation Taxes – Flat Rate            |                          |                                    | \$0.00                                               | \$0.00                                     | 0                        | 0                                         |  |
| 6143                                                   | Current Act 511 Local Services Taxes                    |                          |                                    | \$0.00                                               | \$0.00                                     | 0                        | 0                                         |  |
| 6144                                                   | Current Act 511 Trailer Taxes                           |                          |                                    | \$0.00                                               | \$0.00                                     | 0                        | 0                                         |  |
| 6145                                                   | Current Act 511 Business Privilege Taxes – Flat Rate    |                          |                                    | \$0.00                                               | \$0.00                                     | 0                        | 0                                         |  |
| 6146                                                   | Current Act 511 Mechanical Device Taxes – Flat Rate     |                          |                                    | \$0.00                                               | \$0.00                                     | 0                        | 0                                         |  |
| 6149                                                   | Current Act 511 Taxes, Other Flat Rate Assessments      |                          |                                    | \$0.00                                               | \$0.00                                     | 0                        | 0                                         |  |
| Total Current Act 511 Taxes – Flat Rate Assessments    |                                                         |                          |                                    |                                                      |                                            | 0                        | 0                                         |  |
| 6150                                                   | <u>Current Act 511 Taxes – Proportional Assessments</u> |                          |                                    | <u>Rate</u>                                          | <u>Add'l Rate (if appl.)</u>               | <u>Tax Levy</u>          | <u>Estimated Revenue</u>                  |  |
| 6151                                                   | Current Act 511 Earned Income Taxes                     |                          |                                    | 0.500%                                               | 0.000%                                     | 1,533,236,800            | 7,666,184                                 |  |
| 6152                                                   | Current Act 511 Occupation Taxes                        |                          |                                    | 0.000                                                | 0.000                                      | 0                        | 0                                         |  |
| 6153                                                   | Current Act 511 Real Estate Transfer Taxes              |                          |                                    | 0.500%                                               | 0.000%                                     | 160,000,000              | 800,000                                   |  |
| 6154                                                   | Current Act 511 Amusement Taxes                         |                          |                                    | 0.000%                                               | 0.000%                                     | 0                        | 0                                         |  |
| 6155                                                   | Current Act 511 Business Privilege Taxes                |                          |                                    | 0.000                                                | 0.000                                      | 0                        | 0                                         |  |
| 6156                                                   | Current Act 511 Mechanical Device Taxes – Percentage    |                          |                                    | 0.000%                                               | 0.000%                                     | 0                        | 0                                         |  |
| 6157                                                   | Current Act 511 Mercantile Taxes                        |                          |                                    | 0.00150                                              | 0.000                                      | 28,333,333               | 425,000                                   |  |
| 6159                                                   | Current Act 511 Taxes, Other Proportional Assessments   |                          |                                    | 0                                                    | 0                                          | 0                        | 0                                         |  |
| Total Current Act 511 Taxes – Proportional Assessments |                                                         |                          |                                    |                                                      |                                            | 1,721,570,133            | 8,891,184                                 |  |
| Total Act 511, Current Taxes                           |                                                         |                          |                                    |                                                      |                                            |                          | 8,891,184                                 |  |
| Act 511 Tax Limit -->                                  |                                                         |                          |                                    | 2,431,125,394                                        | X                                          | 12                       | 29,173,505                                |  |
|                                                        |                                                         |                          |                                    | Market Value                                         |                                            | Mills                    | (511 Limit)                               |  |

LEA : 103029203     Upper St. Clair SD

| Tax Function | Description                                             | Tax Rate Charged in: |         | Percent Change in Rate | Less than or equal to Index | Index | Additional Tax Rate Charged in: |         | Percent Change in Rate | Less than or equal to Index |
|--------------|---------------------------------------------------------|----------------------|---------|------------------------|-----------------------------|-------|---------------------------------|---------|------------------------|-----------------------------|
|              |                                                         | 2023-24 (Rebalanced) | 2024-25 |                        |                             |       | 2023-24 (Rebalanced)            | 2024-25 |                        |                             |
| 6111         | <u>Current Real Estate Taxes</u>                        |                      |         |                        |                             |       |                                 |         |                        |                             |
|              | Allegheny                                               | 29.6339              | 30.5970 | 3.25%                  | Yes                         | 5.3%  |                                 |         |                        |                             |
|              | <u>Current Act 511 Taxes – Proportional Assessments</u> |                      |         |                        |                             |       |                                 |         |                        |                             |
| 6151         | Current Act 511 Earned Income Taxes                     | 0.500%               | 0.500%  | 0.00%                  | Yes                         | 5.3%  |                                 |         |                        |                             |
| 6153         | Current Act 511 Real Estate Transfer Taxes              | 0.500%               | 0.500%  | 0.00%                  | Yes                         | 5.3%  |                                 |         |                        |                             |
| 6157         | Current Act 511 Mercantile Taxes                        | 0.0015               | 0.00150 | 0.00%                  | Yes                         | 5.3%  |                                 |         |                        |                             |

LEA : 103029203     Upper St. Clair SD

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| <u>Description</u>                                           |  | <u>Amount</u>        |
|--------------------------------------------------------------|--|----------------------|
| <b>1000 Instruction</b>                                      |  |                      |
| 1100 Regular Programs - Elementary / Secondary               |  | 42,386,479           |
| 1200 Special Programs - Elementary / Secondary               |  | 12,743,079           |
| 1300 Vocational Education                                    |  | 326,920              |
| 1400 Other Instructional Programs - Elementary / Secondary   |  | 292,456              |
| <b>Total Instruction</b>                                     |  | <b>\$55,748,934</b>  |
| <b>2000 Support Services</b>                                 |  |                      |
| 2100 Support Services - Students                             |  | 3,159,559            |
| 2200 Support Services - Instructional Staff                  |  | 4,759,654            |
| 2300 Support Services - Administration                       |  | 6,162,648            |
| 2400 Support Services - Pupil Health                         |  | 886,813              |
| 2500 Support Services - Business                             |  | 1,143,759            |
| 2600 Operation and Maintenance of Plant Services             |  | 10,290,540           |
| 2700 Student Transportation Services                         |  | 6,144,762            |
| 2800 Support Services - Central                              |  | 494,833              |
| 2900 Other Support Services                                  |  | 367,328              |
| <b>Total Support Services</b>                                |  | <b>\$33,409,896</b>  |
| <b>3000 Operation of Non-Instructional Services</b>          |  |                      |
| 3200 Student Activities                                      |  | 2,486,806            |
| <b>Total Operation of Non-Instructional Services</b>         |  | <b>\$2,486,806</b>   |
| <b>5000 Other Expenditures and Financing Uses</b>            |  |                      |
| 5100 Debt Service / Other Expenditures and Financing Uses    |  | 10,851,790           |
| 5200 Interfund Transfers - Out                               |  | 1,655,000            |
| 5900 Budgetary Reserve                                       |  | 300,000              |
| <b>Total Other Expenditures and Financing Uses</b>           |  | <b>\$12,806,790</b>  |
| <b>Total Estimated Expenditures and Other Financing Uses</b> |  | <b>\$104,452,426</b> |

LEA : 103029203     Upper St. Clair SD

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| <u>Description</u>                                                       | <u>Amount</u>       |
|--------------------------------------------------------------------------|---------------------|
| <b>1000 Instruction</b>                                                  |                     |
| <b>1100 <u>Regular Programs - Elementary / Secondary</u></b>             |                     |
| 100 Personnel Services - Salaries                                        | 25,029,005          |
| 200 Personnel Services - Employee Benefits                               | 15,673,254          |
| 300 Purchased Professional and Technical Services                        | 67,946              |
| 400 Purchased Property Services                                          | 70,226              |
| 500 Other Purchased Services                                             | 416,450             |
| 600 Supplies                                                             | 1,042,792           |
| 700 Property                                                             | 7,500               |
| 800 Other Objects                                                        | 79,306              |
| <b>Total Regular Programs - Elementary / Secondary</b>                   | <b>\$42,386,479</b> |
| <b>1200 <u>Special Programs - Elementary / Secondary</u></b>             |                     |
| 100 Personnel Services - Salaries                                        | 5,051,986           |
| 200 Personnel Services - Employee Benefits                               | 3,804,599           |
| 300 Purchased Professional and Technical Services                        | 2,239,083           |
| 500 Other Purchased Services                                             | 1,457,961           |
| 600 Supplies                                                             | 73,800              |
| 800 Other Objects                                                        | 115,650             |
| <b>Total Special Programs - Elementary / Secondary</b>                   | <b>\$12,743,079</b> |
| <b>1300 <u>Vocational Education</u></b>                                  |                     |
| 500 Other Purchased Services                                             | 326,920             |
| <b>Total Vocational Education</b>                                        | <b>\$326,920</b>    |
| <b>1400 <u>Other Instructional Programs - Elementary / Secondary</u></b> |                     |
| 100 Personnel Services - Salaries                                        | 187,169             |
| 200 Personnel Services - Employee Benefits                               | 105,287             |
| <b>Total Other Instructional Programs - Elementary / Secondary</b>       | <b>\$292,456</b>    |
| <b>Total Instruction</b>                                                 | <b>\$55,748,934</b> |
| <b>2000 Support Services</b>                                             |                     |
| <b>2100 <u>Support Services - Students</u></b>                           |                     |
| 100 Personnel Services - Salaries                                        | 1,887,302           |
| 200 Personnel Services - Employee Benefits                               | 1,119,572           |
| 300 Purchased Professional and Technical Services                        | 25,750              |
| 400 Purchased Property Services                                          | 6,040               |
| 500 Other Purchased Services                                             | 200                 |
| 600 Supplies                                                             | 108,200             |
| 800 Other Objects                                                        | 12,495              |
| <b>Total Support Services - Students</b>                                 | <b>\$3,159,559</b>  |
| <b>2200 <u>Support Services - Instructional Staff</u></b>                |                     |
| 100 Personnel Services - Salaries                                        | 2,166,726           |
| 200 Personnel Services - Employee Benefits                               | 1,421,875           |
| 300 Purchased Professional and Technical Services                        | 103,500             |
| 400 Purchased Property Services                                          | 187,400             |
| 500 Other Purchased Services                                             | 62,000              |
| 600 Supplies                                                             | 731,753             |

LEA : 103029203     Upper St. Clair SD

Printed 6/12/2024 9:37:45 AM

| <u>Description</u>                                             | <u>Amount</u>       |
|----------------------------------------------------------------|---------------------|
| 700 Property                                                   | 85,000              |
| 800 Other Objects                                              | 1,400               |
| <b>Total Support Services - Instructional Staff</b>            | <b>\$4,759,654</b>  |
| <b>2300 <u>Support Services - Administration</u></b>           |                     |
| 100 Personnel Services - Salaries                              | 2,987,006           |
| 200 Personnel Services - Employee Benefits                     | 1,926,669           |
| 300 Purchased Professional and Technical Services              | 503,000             |
| 400 Purchased Property Services                                | 18,122              |
| 500 Other Purchased Services                                   | 107,250             |
| 600 Supplies                                                   | 534,135             |
| 800 Other Objects                                              | 86,466              |
| <b>Total Support Services - Administration</b>                 | <b>\$6,162,648</b>  |
| <b>2400 <u>Support Services - Pupil Health</u></b>             |                     |
| 100 Personnel Services - Salaries                              | 530,291             |
| 200 Personnel Services - Employee Benefits                     | 317,283             |
| 300 Purchased Professional and Technical Services              | 15,900              |
| 400 Purchased Property Services                                | 600                 |
| 500 Other Purchased Services                                   | 1,700               |
| 600 Supplies                                                   | 20,900              |
| 800 Other Objects                                              | 139                 |
| <b>Total Support Services - Pupil Health</b>                   | <b>\$886,813</b>    |
| <b>2500 <u>Support Services - Business</u></b>                 |                     |
| 100 Personnel Services - Salaries                              | 490,411             |
| 200 Personnel Services - Employee Benefits                     | 240,707             |
| 300 Purchased Professional and Technical Services              | 97,500              |
| 400 Purchased Property Services                                | 6,041               |
| 500 Other Purchased Services                                   | 177,500             |
| 600 Supplies                                                   | 123,400             |
| 800 Other Objects                                              | 8,200               |
| <b>Total Support Services - Business</b>                       | <b>\$1,143,759</b>  |
| <b>2600 <u>Operation and Maintenance of Plant Services</u></b> |                     |
| 100 Personnel Services - Salaries                              | 3,825,008           |
| 200 Personnel Services - Employee Benefits                     | 2,704,842           |
| 300 Purchased Professional and Technical Services              | 67,200              |
| 400 Purchased Property Services                                | 1,404,143           |
| 500 Other Purchased Services                                   | 466,466             |
| 600 Supplies                                                   | 1,721,481           |
| 700 Property                                                   | 91,000              |
| 800 Other Objects                                              | 10,400              |
| <b>Total Operation and Maintenance of Plant Services</b>       | <b>\$10,290,540</b> |
| <b>2700 <u>Student Transportation Services</u></b>             |                     |
| 100 Personnel Services - Salaries                              | 2,040,375           |
| 200 Personnel Services - Employee Benefits                     | 1,087,040           |
| 300 Purchased Professional and Technical Services              | 7,500               |
| 400 Purchased Property Services                                | 283,352             |

LEA : 103029203      Upper St. Clair SD

Printed 6/12/2024 9:37:45 AM

Page - 3 of 3

| <u>Description</u>                                                      | <u>Amount</u>        |
|-------------------------------------------------------------------------|----------------------|
| 500 Other Purchased Services                                            | 1,855,900            |
| 600 Supplies                                                            | 869,145              |
| 800 Other Objects                                                       | 1,450                |
| <b>Total Student Transportation Services</b>                            | <b>\$6,144,762</b>   |
| <b>2800 <u>Support Services - Central</u></b>                           |                      |
| 100 Personnel Services - Salaries                                       | 247,821              |
| 200 Personnel Services - Employee Benefits                              | 180,312              |
| 300 Purchased Professional and Technical Services                       | 14,000               |
| 500 Other Purchased Services                                            | 9,700                |
| 600 Supplies                                                            | 43,000               |
| <b>Total Support Services - Central</b>                                 | <b>\$494,833</b>     |
| <b>2900 <u>Other Support Services</u></b>                               |                      |
| 500 Other Purchased Services                                            | 67,328               |
| 800 Other Objects                                                       | 300,000              |
| <b>Total Other Support Services</b>                                     | <b>\$367,328</b>     |
| <b>Total Support Services</b>                                           | <b>\$33,409,896</b>  |
| <b>3000 Operation of Non-Instructional Services</b>                     |                      |
| <b>3200 <u>Student Activities</u></b>                                   |                      |
| 100 Personnel Services - Salaries                                       | 1,149,470            |
| 200 Personnel Services - Employee Benefits                              | 512,945              |
| 300 Purchased Professional and Technical Services                       | 168,950              |
| 400 Purchased Property Services                                         | 79,991               |
| 500 Other Purchased Services                                            | 10,000               |
| 600 Supplies                                                            | 433,400              |
| 700 Property                                                            | 25,000               |
| 800 Other Objects                                                       | 107,050              |
| <b>Total Student Activities</b>                                         | <b>\$2,486,806</b>   |
| <b>Total Operation of Non-Instructional Services</b>                    | <b>\$2,486,806</b>   |
| <b>5000 Other Expenditures and Financing Uses</b>                       |                      |
| <b>5100 <u>Debt Service / Other Expenditures and Financing Uses</u></b> |                      |
| 800 Other Objects                                                       | 4,825,575            |
| 900 Other Uses of Funds                                                 | 6,026,215            |
| <b>Total Debt Service / Other Expenditures and Financing Uses</b>       | <b>\$10,851,790</b>  |
| <b>5200 <u>Interfund Transfers - Out</u></b>                            |                      |
| 900 Other Uses of Funds                                                 | 1,655,000            |
| <b>Total Interfund Transfers - Out</b>                                  | <b>\$1,655,000</b>   |
| <b>5900 <u>Budgetary Reserve</u></b>                                    |                      |
| 800 Other Objects                                                       | 300,000              |
| <b>Total Budgetary Reserve</b>                                          | <b>\$300,000</b>     |
| <b>Total Other Expenditures and Financing Uses</b>                      | <b>\$12,806,790</b>  |
| <b>TOTAL EXPENDITURES</b>                                               | <b>\$104,452,426</b> |

LEA : 103029203     Upper St. Clair SD

| <u>Cash and Short-Term Investments</u>                       | <u>06/30/2024 Estimate</u> | <u>06/30/2025 Projection</u> |
|--------------------------------------------------------------|----------------------------|------------------------------|
| General Fund                                                 | 22,900,000                 | 23,000,000                   |
| Public Purpose (Expendable) Trust Fund                       |                            |                              |
| Other Comptroller-Approved Special Revenue Funds             |                            |                              |
| Athletic / School-Sponsored Extra Curricular Activities Fund |                            |                              |
| Capital Reserve Fund - § 690, §1850                          |                            |                              |
| Capital Reserve Fund - § 1431                                | 50,000                     | 50,000                       |
| Other Capital Projects Fund                                  | 5,654,305                  | 2,500,000                    |
| Debt Service Fund                                            |                            |                              |
| Food Service / Cafeteria Operations Fund                     | 750,000                    | 750,000                      |
| Child Care Operations Fund                                   |                            |                              |
| Other Enterprise Funds                                       |                            |                              |
| Internal Service Fund                                        |                            |                              |
| Private Purpose Trust Fund                                   |                            |                              |
| Investment Trust Fund                                        |                            |                              |
| Pension Trust Fund                                           |                            |                              |
| Activity Fund                                                |                            |                              |
| Other Agency Fund                                            |                            |                              |
| Permanent Fund                                               |                            |                              |
| <b>Total Cash and Short-Term Investments</b>                 | <b>\$29,354,305</b>        | <b>\$26,300,000</b>          |

| <u>Long-Term Investments</u>                                 | <u>06/30/2024 Estimate</u> | <u>06/30/2025 Projection</u> |
|--------------------------------------------------------------|----------------------------|------------------------------|
| General Fund                                                 |                            |                              |
| Public Purpose (Expendable) Trust Fund                       |                            |                              |
| Other Comptroller-Approved Special Revenue Funds             |                            |                              |
| Athletic / School-Sponsored Extra Curricular Activities Fund |                            |                              |
| Capital Reserve Fund - § 690, §1850                          |                            |                              |
| Capital Reserve Fund - § 1431                                |                            |                              |
| Other Capital Projects Fund                                  |                            |                              |
| Debt Service Fund                                            |                            |                              |
| Food Service / Cafeteria Operations Fund                     |                            |                              |
| Child Care Operations Fund                                   |                            |                              |
| Other Enterprise Funds                                       |                            |                              |
| Internal Service Fund                                        |                            |                              |
| Private Purpose Trust Fund                                   |                            |                              |
| Investment Trust Fund                                        |                            |                              |
| Pension Trust Fund                                           |                            |                              |
| Activity Fund                                                |                            |                              |
| Other Agency Fund                                            |                            |                              |

LEA : 103029203     Upper St. Clair SD

| <u>Long-Term Investments</u> | <u>06/30/2024 Estimate</u> | <u>06/30/2025 Projection</u> |
|------------------------------|----------------------------|------------------------------|
| Permanent Fund               |                            |                              |
| Total Long-Term Investments  |                            |                              |
| TOTAL CASH AND INVESTMENTS   | \$29,354,305               | \$26,300,000                 |

LEA : 103029203     Upper St. Clair SD

| <u>Long-Term Indebtedness</u>                                             | <u>06/30/2024 Estimate</u> | <u>06/30/2025 Projection</u> |
|---------------------------------------------------------------------------|----------------------------|------------------------------|
| <b>General Fund</b>                                                       |                            |                              |
| 0510 Bonds Payable                                                        | 134,915,000                | 137,950,000                  |
| 0520 Extended-Term Financing Agreements Payable                           |                            |                              |
| 0530 Lease and Other Right-To-Use Obligations                             | 1,789,817                  | 1,712,082                    |
| 0540 Accumulated Compensated Absences                                     |                            |                              |
| 0550 Authority Lease Obligations                                          |                            |                              |
| 0560 Other Post-Employment Benefits (OPEB)                                | 23,027,241                 | 23,027,241                   |
| 0599 Other Noncurrent Liabilities                                         |                            |                              |
| <b>Total General Fund</b>                                                 | <b>\$159,732,058</b>       | <b>\$162,689,323</b>         |
| <b>Public Purpose (Expendable) Trust Fund</b>                             |                            |                              |
| 0510 Bonds Payable                                                        |                            |                              |
| 0520 Extended-Term Financing Agreements Payable                           |                            |                              |
| 0530 Lease and Other Right-To-Use Obligations                             |                            |                              |
| 0540 Accumulated Compensated Absences                                     |                            |                              |
| 0550 Authority Lease Obligations                                          |                            |                              |
| 0560 Other Post-Employment Benefits (OPEB)                                |                            |                              |
| 0599 Other Noncurrent Liabilities                                         |                            |                              |
| <b>Total Public Purpose (Expendable) Trust Fund</b>                       |                            |                              |
| <b>Other Comptroller-Approved Special Revenue Funds</b>                   |                            |                              |
| 0510 Bonds Payable                                                        |                            |                              |
| 0520 Extended-Term Financing Agreements Payable                           |                            |                              |
| 0530 Lease and Other Right-To-Use Obligations                             |                            |                              |
| 0540 Accumulated Compensated Absences                                     |                            |                              |
| 0550 Authority Lease Obligations                                          |                            |                              |
| 0560 Other Post-Employment Benefits (OPEB)                                |                            |                              |
| 0599 Other Noncurrent Liabilities                                         |                            |                              |
| <b>Total Other Comptroller-Approved Special Revenue Funds</b>             |                            |                              |
| <b>Athletic / School-Sponsored Extra Curricular Activities Fund</b>       |                            |                              |
| 0510 Bonds Payable                                                        |                            |                              |
| 0520 Extended-Term Financing Agreements Payable                           |                            |                              |
| 0530 Lease and Other Right-To-Use Obligations                             |                            |                              |
| 0540 Accumulated Compensated Absences                                     |                            |                              |
| 0550 Authority Lease Obligations                                          |                            |                              |
| 0560 Other Post-Employment Benefits (OPEB)                                |                            |                              |
| 0599 Other Noncurrent Liabilities                                         |                            |                              |
| <b>Total Athletic / School-Sponsored Extra Curricular Activities Fund</b> |                            |                              |

LEA : 103029203     Upper St. Clair SD

| <u>Long-Term Indebtedness</u>                      | <u>06/30/2024 Estimate</u> | <u>06/30/2025 Projection</u> |
|----------------------------------------------------|----------------------------|------------------------------|
| <b>Capital Reserve Fund - \$ 690, \$1850</b>       |                            |                              |
| 0510 Bonds Payable                                 |                            |                              |
| 0520 Extended-Term Financing Agreements Payable    |                            |                              |
| 0530 Lease and Other Right-To-Use Obligations      |                            |                              |
| 0540 Accumulated Compensated Absences              |                            |                              |
| 0550 Authority Lease Obligations                   |                            |                              |
| 0560 Other Post-Employment Benefits (OPEB)         |                            |                              |
| 0599 Other Noncurrent Liabilities                  |                            |                              |
| <b>Total Capital Reserve Fund - \$ 690, \$1850</b> |                            |                              |
| <b>Capital Reserve Fund - \$ 1431</b>              |                            |                              |
| 0510 Bonds Payable                                 |                            |                              |
| 0520 Extended-Term Financing Agreements Payable    |                            |                              |
| 0530 Lease and Other Right-To-Use Obligations      |                            |                              |
| 0540 Accumulated Compensated Absences              |                            |                              |
| 0550 Authority Lease Obligations                   |                            |                              |
| 0560 Other Post-Employment Benefits (OPEB)         |                            |                              |
| 0599 Other Noncurrent Liabilities                  |                            |                              |
| <b>Total Capital Reserve Fund - \$ 1431</b>        |                            |                              |
| <b>Other Capital Projects Fund</b>                 |                            |                              |
| 0510 Bonds Payable                                 |                            |                              |
| 0520 Extended-Term Financing Agreements Payable    |                            |                              |
| 0530 Lease and Other Right-To-Use Obligations      |                            |                              |
| 0540 Accumulated Compensated Absences              |                            |                              |
| 0550 Authority Lease Obligations                   |                            |                              |
| 0560 Other Post-Employment Benefits (OPEB)         |                            |                              |
| 0599 Other Noncurrent Liabilities                  |                            |                              |
| <b>Total Other Capital Projects Fund</b>           |                            |                              |
| <b>Debt Service Fund</b>                           |                            |                              |
| 0510 Bonds Payable                                 |                            |                              |
| 0520 Extended-Term Financing Agreements Payable    |                            |                              |
| 0530 Lease and Other Right-To-Use Obligations      |                            |                              |
| 0540 Accumulated Compensated Absences              |                            |                              |
| 0550 Authority Lease Obligations                   |                            |                              |
| 0560 Other Post-Employment Benefits (OPEB)         |                            |                              |
| 0599 Other Noncurrent Liabilities                  |                            |                              |
| <b>Total Debt Service Fund</b>                     |                            |                              |

LEA : 103029203      Upper St. Clair SD

| <u>Long-Term Indebtedness</u>                         | <u>06/30/2024 Estimate</u> | <u>06/30/2025 Projection</u> |
|-------------------------------------------------------|----------------------------|------------------------------|
| <b>Food Service / Cafeteria Operations Fund</b>       |                            |                              |
| 0510 Bonds Payable                                    |                            |                              |
| 0520 Extended-Term Financing Agreements Payable       |                            |                              |
| 0530 Lease and Other Right-To-Use Obligations         |                            |                              |
| 0540 Accumulated Compensated Absences                 |                            |                              |
| 0550 Authority Lease Obligations                      |                            |                              |
| 0560 Other Post-Employment Benefits (OPEB)            |                            |                              |
| 0599 Other Noncurrent Liabilities                     |                            |                              |
| <b>Total Food Service / Cafeteria Operations Fund</b> |                            |                              |
| <b>Child Care Operations Fund</b>                     |                            |                              |
| 0510 Bonds Payable                                    |                            |                              |
| 0520 Extended-Term Financing Agreements Payable       |                            |                              |
| 0530 Lease and Other Right-To-Use Obligations         |                            |                              |
| 0540 Accumulated Compensated Absences                 |                            |                              |
| 0550 Authority Lease Obligations                      |                            |                              |
| 0560 Other Post-Employment Benefits (OPEB)            |                            |                              |
| 0599 Other Noncurrent Liabilities                     |                            |                              |
| <b>Total Child Care Operations Fund</b>               |                            |                              |
| <b>Other Enterprise Funds</b>                         |                            |                              |
| 0510 Bonds Payable                                    |                            |                              |
| 0520 Extended-Term Financing Agreements Payable       |                            |                              |
| 0530 Lease and Other Right-To-Use Obligations         |                            |                              |
| 0540 Accumulated Compensated Absences                 |                            |                              |
| 0550 Authority Lease Obligations                      |                            |                              |
| 0560 Other Post-Employment Benefits (OPEB)            |                            |                              |
| 0599 Other Noncurrent Liabilities                     |                            |                              |
| <b>Total Other Enterprise Funds</b>                   |                            |                              |
| <b>Internal Service Fund</b>                          |                            |                              |
| 0510 Bonds Payable                                    |                            |                              |
| 0520 Extended-Term Financing Agreements Payable       |                            |                              |
| 0530 Lease and Other Right-To-Use Obligations         |                            |                              |
| 0540 Accumulated Compensated Absences                 |                            |                              |
| 0550 Authority Lease Obligations                      |                            |                              |
| 0560 Other Post-Employment Benefits (OPEB)            |                            |                              |
| 0599 Other Noncurrent Liabilities                     |                            |                              |
| <b>Total Internal Service Fund</b>                    |                            |                              |

LEA : 103029203     Upper St. Clair SD

| <u>Long-Term Indebtedness</u>                   | <u>06/30/2024 Estimate</u> | <u>06/30/2025 Projection</u> |
|-------------------------------------------------|----------------------------|------------------------------|
| <b>Private Purpose Trust Fund</b>               |                            |                              |
| 0510 Bonds Payable                              |                            |                              |
| 0520 Extended-Term Financing Agreements Payable |                            |                              |
| 0530 Lease and Other Right-To-Use Obligations   |                            |                              |
| 0540 Accumulated Compensated Absences           |                            |                              |
| 0550 Authority Lease Obligations                |                            |                              |
| 0560 Other Post-Employment Benefits (OPEB)      |                            |                              |
| 0599 Other Noncurrent Liabilities               |                            |                              |
| <b>Total Private Purpose Trust Fund</b>         |                            |                              |
| <b>Investment Trust Fund</b>                    |                            |                              |
| 0510 Bonds Payable                              |                            |                              |
| 0520 Extended-Term Financing Agreements Payable |                            |                              |
| 0530 Lease and Other Right-To-Use Obligations   |                            |                              |
| 0540 Accumulated Compensated Absences           |                            |                              |
| 0550 Authority Lease Obligations                |                            |                              |
| 0560 Other Post-Employment Benefits (OPEB)      |                            |                              |
| 0599 Other Noncurrent Liabilities               |                            |                              |
| <b>Total Investment Trust Fund</b>              |                            |                              |
| <b>Pension Trust Fund</b>                       |                            |                              |
| 0510 Bonds Payable                              |                            |                              |
| 0520 Extended-Term Financing Agreements Payable |                            |                              |
| 0530 Lease and Other Right-To-Use Obligations   |                            |                              |
| 0540 Accumulated Compensated Absences           |                            |                              |
| 0550 Authority Lease Obligations                |                            |                              |
| 0560 Other Post-Employment Benefits (OPEB)      |                            |                              |
| 0599 Other Noncurrent Liabilities               |                            |                              |
| <b>Total Pension Trust Fund</b>                 |                            |                              |
| <b>Activity Fund</b>                            |                            |                              |
| 0510 Bonds Payable                              |                            |                              |
| 0520 Extended-Term Financing Agreements Payable |                            |                              |
| 0530 Lease and Other Right-To-Use Obligations   |                            |                              |
| 0540 Accumulated Compensated Absences           |                            |                              |
| 0550 Authority Lease Obligations                |                            |                              |
| 0560 Other Post-Employment Benefits (OPEB)      |                            |                              |
| 0599 Other Noncurrent Liabilities               |                            |                              |
| <b>Total Activity Fund</b>                      |                            |                              |

LEA : 103029203     Upper St. Clair SD

| <u>Long-Term Indebtedness</u>                   | <u>06/30/2024 Estimate</u> | <u>06/30/2025 Projection</u> |
|-------------------------------------------------|----------------------------|------------------------------|
| <b>Other Agency Fund</b>                        |                            |                              |
| 0510 Bonds Payable                              |                            |                              |
| 0520 Extended-Term Financing Agreements Payable |                            |                              |
| 0530 Lease and Other Right-To-Use Obligations   |                            |                              |
| 0540 Accumulated Compensated Absences           |                            |                              |
| 0550 Authority Lease Obligations                |                            |                              |
| 0560 Other Post-Employment Benefits (OPEB)      |                            |                              |
| 0599 Other Noncurrent Liabilities               |                            |                              |
| <b>Total Other Agency Fund</b>                  |                            |                              |
| <b>Permanent Fund</b>                           |                            |                              |
| 0510 Bonds Payable                              |                            |                              |
| 0520 Extended-Term Financing Agreements Payable |                            |                              |
| 0530 Lease and Other Right-To-Use Obligations   |                            |                              |
| 0540 Accumulated Compensated Absences           |                            |                              |
| 0550 Authority Lease Obligations                |                            |                              |
| 0560 Other Post-Employment Benefits (OPEB)      |                            |                              |
| 0599 Other Noncurrent Liabilities               |                            |                              |
| <b>Total Permanent Fund</b>                     |                            |                              |
| <b>Total Long-Term Indebtedness</b>             | <b>\$159,732,058</b>       | <b>\$162,689,323</b>         |

LEA : 103029203     Upper St. Clair SD

| <u>Short-Term Payables</u>                                   | <u>06/30/2024 Estimate</u> | <u>06/30/2025 Projection</u> |
|--------------------------------------------------------------|----------------------------|------------------------------|
| General Fund                                                 |                            |                              |
| Public Purpose (Expendable) Trust Fund                       |                            |                              |
| Other Comptroller-Approved Special Revenue Funds             |                            |                              |
| Athletic / School-Sponsored Extra Curricular Activities Fund |                            |                              |
| Capital Reserve Fund - § 690, §1850                          |                            |                              |
| Capital Reserve Fund - § 1431                                |                            |                              |
| Other Capital Projects Fund                                  |                            |                              |
| Debt Service Fund                                            |                            |                              |
| Food Service / Cafeteria Operations Fund                     |                            |                              |
| Child Care Operations Fund                                   |                            |                              |
| Other Enterprise Funds                                       |                            |                              |
| Internal Service Fund                                        |                            |                              |
| Private Purpose Trust Fund                                   |                            |                              |
| Investment Trust Fund                                        |                            |                              |
| Pension Trust Fund                                           |                            |                              |
| Activity Fund                                                |                            |                              |
| Other Agency Fund                                            |                            |                              |
| Permanent Fund                                               |                            |                              |
| Total Short-Term Payables                                    |                            |                              |
| TOTAL INDEBTEDNESS                                           | \$159,732,058              | \$162,689,323                |

LEA : 103029203    Upper St. Clair SD

| Account Description                                                                           | Amounts      |
|-----------------------------------------------------------------------------------------------|--------------|
| 0810   Nonspendable Fund Balance                                                              | 398,380      |
| 0820   Restricted Fund Balance                                                                |              |
| 0830   Committed Fund Balance                                                                 |              |
| 0840   Assigned Fund Balance                                                                  | 3,550,000    |
| 0850   Unassigned Fund Balance                                                                | 7,574,612    |
| Total Ending Fund Balance - Committed, Assigned, and Unassigned                               | \$11,124,612 |
| 5900   Budgetary Reserve                                                                      | 300,000      |
| Total Estimated Ending Committed, Assigned, and Unassigned Fund Balance and Budgetary Reserve | \$11,822,992 |

**RESOLUTION NO. 2024-06-17A**

**UPPER ST CLAIR SCHOOL DISTRICT**

**TAX RESOLUTION**

WHEREAS ... Pennsylvania school districts needing to increase taxes are limited by Special Session Act of 2006 to an index set by the PA Department of Education; and

WHEREAS ... the District desires to increase its tax millage rate by .9631 mills which is within the allowable 2024-2025 index.

NOW, THEREFORE, BE IT RESOLVED ... that a real estate tax is levied and assessed at the rate of 30.5970 or \$30.5970 on each \$1,000 of assessed valuation of taxable property for the 2024-2025 tax year.

FURTHER, BE IT RESOLVED ... that a 2% discount be granted on taxes paid on or before August 31, 2024; and

FURTHER, RESOLVED... that taxes paid between September 1, 2024 and October 31, 2024 shall be paid at face; and

FURTHER, RESOLVED... that taxes paid on and after November 1, 2024 for the fiscal year beginning July 1, 2024 shall be subject to a penalty of 10% of the face amount thereof; and

FURTHER, RESOLVED... that all other taxes imposed by the District for the 2024-2025 tax year shall remain in effect as previously resolved.

DULY ADOPTED by the Board of School Directors of the Upper St Clair School District, in lawful session assembled, on June 17, 2024.

[SEAL]

**UPPER ST CLAIR SCHOOL DISTRICT**

**ATTEST:**

\_\_\_\_\_  
**Secretary**

\_\_\_\_\_  
**President, Board of School Directors**

## UPPER ST. CLAIR SCHOOL DISTRICT

### Homestead and Farmstead Exclusion Resolution

**RESOLVED**, by the Board of School Directors of the Upper St. Clair School District, that homestead and farmstead exclusion real estate tax assessment reductions are authorized for the school year beginning July 1, 2024, under the provisions of the Homestead Property Exclusion Program Act (part of Act 50 of 1998) and the Taxpayer Relief Act (Act 1 of 2006), as follows:

1. **Aggregate amount available for homestead and farmstead real estate tax reduction.**

The following amounts are available for homestead and farmstead real estate tax reduction for the school year beginning July 1, 2024:

a. **Gambling tax funds.** The Pennsylvania Department of Education (PDE) has notified the School District that PDE will pay to the School District during the school year pursuant to Act 1, 53 P.S. § 6926.505(b), as a property tax reduction allocation funded by gambling tax funds, the amount of \$2,114,940.27.

b. **Philadelphia tax credit reimbursement funds.** PDE has notified the School District that PDE will pay to the School District during the school year pursuant to Act 1, 53 P.S. § 6926.324(3), as reimbursement for Philadelphia tax credits claimed against the School District earned income tax by School District resident taxpayers, the amount of \$11,706.20.

c. **Aggregate amount available.** Adding these amounts, the aggregate amount available during the school year for real estate tax reduction is \$2,126,646.47.

2. **Homestead/farmstead numbers.** Pursuant to Act 50, 54 Pa. C.S. § 8584(i), and Act 1, 53 P.S. § 6926.341(g)(3), the County has provided the School District with a certified report listing approved homesteads and approved farmsteads as follows:

a. **Homestead property number.** The number of approved homesteads within the School District is 6,001.

b. **Farmstead property number.** The number of approved farmsteads within the School District is zero (0).

c. **Homestead/farmstead combined number.** Adding these numbers, the aggregate number of approved homesteads and approved farmsteads is 6,001.

3. **Real estate tax reduction calculation.** The school board has decided that the homestead exclusion amount and the farmstead exclusion amount shall be equal. Dividing the paragraph 1(c) aggregate amount available during the school year for real estate tax reduction of \$2,126,646.47 by the paragraph 2(c) aggregate number of approved homesteads and approved farmsteads of 6,001 the maximum real estate tax reduction amount applicable to each approved homestead and to each approved farmstead is \$354.38.

4. **Homestead exclusion calculation.** Dividing the paragraph 3 maximum real estate tax reduction amount of \$354.38 by the School District real estate tax rate of 30.5970 mills, the maximum real estate assessed value reduction to be reflected on tax notices, as a homestead exclusion for each approved homestead is \$11,582.18.

5. **Homestead/farmstead exclusion authorization – July 1 tax bills.** The tax notice issued to the owner of each approved homestead within the School District shall reflect a homestead exclusion real estate assessed value reduction equal to the lesser of: (a) the County-established assessed value of the homestead, or (b) the paragraph 4 maximum real estate assessed value reduction of \$11,582.18. For purposes of this Resolution, “approved homestead” and “approved farmstead” shall mean homesteads and farmsteads listed in the report referred to in paragraph 2 above and received by the School District from the County Assessment Office on or before May 1 pursuant to Act 1, 53 P.S. § 6926.341(g)(3), based on homestead/farmstead applications filed with the County Assessment Office on or before March 1. This paragraph 5 will apply to tax notices issued based on the initial tax duplicate used in issuing initial real estate tax notices for the school year, which will be issued on or promptly after July 1, and will not apply to interim real estate tax bills.

**RESOLUTION NO. 2024-06-17C**

**UPPER ST. CLAIR SCHOOL DISTRICT**

**TAX RESOLUTION**

WHEREAS... a portion of the necessary revenue to operate the schools is provided by a tax on earned income;

NOW, THEREFORE, BE IT RESOLVED... that the existing Earned Income Tax is hereby levied and assessed at the rate of .5 % of earned income.

WHEREAS... a portion of the necessary revenue to operate the schools is provided by a Tax on the transfer of real estate;

NOW, THEREFORE, BE IT RESOLVED... that the existing Real Estate Transfer Tax is hereby levied and assessed at the rate of 0.5 % of the sale price of the real estate.

WHEREAS... a portion of the necessary revenue to operate the schools is provided by a Mercantile Tax;

NOW, THEREFORE, BE IT RESOLVED... that the Mercantile Tax is 1.5 mills or .0015% for retail and 1 mill or .001% for wholesale and is levied on the gross receipts of a Business.

DULY ADOPTED by the Board of School Directors of the Upper St Clair School District, in lawful session assembled, on June 17, 2024.

[SEAL]

**UPPER ST. CLAIR SCHOOL DISTRICT**

**ATTEST:**

\_\_\_\_\_  
**Secretary**

\_\_\_\_\_  
**President, Board of School Directors**

Board Meeting

Personnel Listing

June 17, 2024

ELECTION

| Staff Name        | Location              | New Assignment                                                                | New Assignment Status | Effective Date            |
|-------------------|-----------------------|-------------------------------------------------------------------------------|-----------------------|---------------------------|
| Bottonari, Bear   | Substitute            | Summer Substitute Custodian                                                   | Substitute            | 06-17-24 through 08-16-24 |
| Cloherty, Anne    | Substitute            | Summer ESY Teacher Aide                                                       | Substitute            | 6-17-24 through 07-12-24  |
| Darakos, Joanna   | High School           | IB-DP Coordinator                                                             | ECA                   | 07-01-24 through 06-30-25 |
| Dodd, Jane        | High School           | Fall Play: Producer                                                           | ECA                   | 07-01-24 through 10-31-24 |
| Deutsch, Nicholas | High School/Ft. Couch | 1.0 Secondary Instrumental Music Teacher/High School Marching Band Leadership | FT                    | 08-13-24                  |
| Eiben, Jeremy     | High School           | Fall Play: Costume Designer                                                   | ECA                   | 07-01-24 through 10-31-24 |
| Hertzog, John     | Substitute            | Summer Substitute Custodian                                                   | Substitute            | 06-10-24 through 08-16-24 |
| Junko, Bryn       | High School           | Assistant Coach: High School Cheer                                            | Volunteer             | 08-12-24 through 02-07-25 |
| Kyle, David       | High School           | Assistant Coach: High School Boys Golf                                        | ECA                   | 08-05-24 through 10-25-24 |
| Kukuda, Fiauna    | High School           | Asssistant Coach: High School Cheer                                           | ECA                   | 08-12-24 through 02-07-25 |
| Schnore, Benjamin | District Wide         | Technology Department Student Worker                                          | PT                    | 06-18-24                  |
| Succar, Erin      | Substitute            | Summer ESL Substitute                                                         | Summer                | 07-15-24                  |
| Wagner, Noah      | Substitute            | Summer Substitute Custodian                                                   | Substitute            | 06-10-24 through 08-10-24 |

CHANGE OF STATUS

| Staff Name   | Location   | Current Assignment                                  | Current Assignment Status | New Assignment                                      | New Assignment Status                | Effective Date            |
|--------------|------------|-----------------------------------------------------|---------------------------|-----------------------------------------------------|--------------------------------------|---------------------------|
| Bond, Briana | Substitute | Daily Substitute Teacher (certified)                | Substitute                | 1.0 Elementary Teacher (Per Diem Sub for S. Levine) | Per Diem Substitute                  | 05-14-24 through 06-07-24 |
| Bond, Briana | Substitute | 1.0 Elementary Teacher (Per Diem Sub for S. Levine) | Per Diem Substitute       | Substitute                                          | Daily Substitute Teacher (certified) | 06-08-24                  |

|                     |             |                                                     |            |                                            |       |                           |
|---------------------|-------------|-----------------------------------------------------|------------|--------------------------------------------|-------|---------------------------|
| Campbell, Alexander | Streams     | 1.0 Elementary Teacher (LTS for A. Royer)           | LTS        | 1.0 Teacher Aide                           | FT    | 2024-2025 School Year     |
| David, Samuel       | High School | 1.0 Custodian                                       | FT         | Personal Leave of Absence                  | Leave | Beginning 09-10-24        |
| Figuroa, Mariajose  | Ft. Couch   | 1.0 Math Teacher (LTS R. Duchi)                     | LTS        | 1.0 Math Teacher (LTS Y. Laganian)         | LTS   | 08-14-24 through LDTR     |
| Herman, Lydia       | Boyce       | 1.0 Middle School ELA Teacher                       | FT         | 1.0 Gifted/Accelerated Math Teacher        | FT    | 2024-2025 School Year     |
| King, Kraig         | High School | Assistant Coach: High School Football               | Volunteer  | Assistant Coach: High School Football      | ECA   | 08-12-24 through 10-25-24 |
| Mamone, Gianna      | Ft. Couch   | 1.0 Math Teacher (per-diem Y. Laganian)             | Substitute | 1.0 Special Education/Math Teacher         | FT    | 08-13-24                  |
| Mosley, Zora Grace  | Boyce       | Substitute Teacher                                  | Substitute | 1.0 Middle School Teacher (Grades 5 and 6) | FT    | 08-13-24                  |
| Rodgers, Scott      | High School | 1.0 Custodian                                       | FT         | Personal Leave of Absence                  | Leave | Beginning 06-21-24        |
| Teagarden, Casey    | High School | 1.0 Gifted Teacher (C. Gibson 8-28-23 through LDTR) | LTS        | 1.0 Gifted Teacher (C. Gibson)             | LTS   | 08-13-24 through 01-20-25 |
| Thompson, Craig     | High School | Assistant Coach: High School Football               | Volunteer  | Assistant Coach: High School Football      | ECA   | 08-12-24 through 10-25-24 |

**REAPPOINTMENT**

| Staff Name          | Location    | Current Assignment                              | New Assignment Status | Effective Date            |
|---------------------|-------------|-------------------------------------------------|-----------------------|---------------------------|
| Assad, Andy         | High School | Assistant Coach: High School Football           | ECA                   | 08-12-24 through 10-25-24 |
| Barna, Diane        | High School | Assistant Coach: High School Girls Tennis       | ECA                   | 08-12-24 through 10-25-24 |
| Biearman, Frederick | High School | Assistant Coach: High School Football           | ECA                   | 08-12-24 through 10-25-24 |
| Bogus, Lauren       | Streams     | PYP Coordinator - Streams                       | ECA                   | 07-01-24 through 06-30-25 |
| Bond, Brianna       | High School | Assistant Coach: High School Girls Field Hockey | ECA                   | 08-12-24 through 10-25-24 |
| Bowers, Andrew      | Ft. Couch   | 1:1 Learning Initiative Facilitator             | ECA                   | 07-01-24 through 06-30-25 |
| Cancer, Jabar       | High School | Head Coach: Competative Cheer/Sideline Cheer    | ECA                   | 08-12-24 through 02-07-25 |
| Capucci, Andrew     | High School | Assistant Coach: High School Football           | Volunteer             | 08-12-24 through 10-25-24 |
| Caragein, Christina | Boyce       | IB Middle Years Program Coordinator             | ECA                   | 07-01-24 through 06-30-25 |

|                         |               |                                                              |     |                           |
|-------------------------|---------------|--------------------------------------------------------------|-----|---------------------------|
| Carlino, Laura          | High School   | IB-MYP Coordinator                                           | ECA | 07-01-24 through 06-30-25 |
| Casey, Mandi (Samandra) | High School   | Assistant Coach: High School Girls Volleyball                | ECA | 08-12-24 through 10-25-24 |
| Chermack, Maureen       | High School   | Head Coach: High School Cross Country                        | ECA | 08-12-24 through 10-25-24 |
| Corr, Patrick           | High School   | Assistant Coach: High School Football                        | ECA | 08-12-24 through 10-25-24 |
| Cosgrove, Matthew       | District Wide | Department Head: Fine Art                                    | ECA | 2024-2025 School Year     |
| Cremonese, Frank        | High School   | Coach: Strength/Conditioning                                 | ECA | 08-12-24 through 10-25-24 |
| DiPasquale, Anna        | High School   | Coach: Hip Hop (JV Dance)                                    | ECA | 08-12-24 through 02-07-25 |
| Donati, Jeffrey         | High School   | Assistant Coach: High School Football                        | ECA | 08-12-24 through 10-25-24 |
| Edwards, Benjamin       | High School   | IB-DP EE Coordinator                                         | ECA | 2024-2025 School Year     |
| Epondulan, Mercedes     | High School   | Head Coach: High School Girls Golf                           | ECA | 08-05-24 through 10-25-24 |
| Fackenthal, Brett       | High School   | Assistant Coach: High School Boys Soccer                     | ECA | 08-12-24 through 10-25-24 |
| Flynn, Todd             | High School   | Head Coach: High School Boys Golf                            | ECA | 08-05-24 through 10-25-24 |
| Froelich, Keith         | High School   | JV Coach: High School Girls Golf                             | ECA | 08-05-24 through 10-25-24 |
| George, Tyler           | High School   | Assistant Coach: High School Football                        | ECA | 08-12-24 through 10-25-24 |
| Gremba, Justin          | High School   | Assistant Coach: High School Girls Volleyball                | ECA | 08-12-24 through 10-25-24 |
| Hamilton, Zachary       | High School   | Head Coach: High School Girls Soccer                         | ECA | 08-12-24 through 10-25-24 |
| Henderson, Matthew      | Boyce         | Dept Head: Expressive Arts                                   | ECA | 2024-2025 School Year     |
| Junko, Mike (John)      | High School   | Head Coach: High School Football                             | ECA | 08-12-24 through 10-25-24 |
| Junko, MistyDae         | High School   | Assistant Coach: High School Cheer                           | ECA | 08-12-24 through 02-07-25 |
| Lackner, Samantha       | High School   | Assistant Coach: High School Girls Soccer                    | ECA | 08-12-24 through 10-25-24 |
| Luxbacher, Travis       | High School   | Assistant Coach: High School Boys Soccer                     | ECA | 08-12-24 through 10-25-24 |
| Manning, Kimberly       | High School   | Head Coach: High School Girls Volleyball                     | ECA | 08-12-24 through 10-25-24 |
| Marks, Laura            | High School   | 1:1 HS Learning Initiative Facilitator                       | ECA | 07-01-24 through 06-30-25 |
| Martocci, Matthew       | High School   | IB-DP CAS Coordinator                                        | ECA | 2024-2025 School Year     |
| Mellinger, Dana         | District Wide | Department Head: Elementary/Middle School Physical Education | ECA | 2024-2025 School Year     |
| Mellinger, Matthew      | High School   | Assistant Coach: High School Football                        | ECA | 08-12-24 through 10-25-24 |
| Milliken, Ryan (Mike)   | High School   | Assistant Coach: High School Football                        | ECA | 08-12-24 through 10-25-24 |
| Morton, Shawn           | High School   | Assistant Coach: High School Football                        | ECA | 08-12-24 through 10-25-24 |
| Mosler, Jodi            | High School   | Department Head: Special Education                           | ECA | 2024-2025 School Year     |

|                     |             |                                            |     |                           |
|---------------------|-------------|--------------------------------------------|-----|---------------------------|
| Petrick, Douglas    | High School | Head Coach: Cross Country                  | ECA | 08-12-24 through 10-25-24 |
| Reis, Jacob         | High School | IB-DP CAS Coordinator                      | ECA | 2024-2025 School Year     |
| Robbins, Timothy    | High School | Assistant Coach: High School Football      | ECA | 08-12-24 through 10-25-24 |
| Rocco, Mary Rae     | High School | Head Coach: High School Girls Field Hockey | ECA | 08-12-24 through 10-25-24 |
| Schneider, Uwe      | High School | Head Coach: High School Boys Soccer        | ECA | 08-12-24 through 10-25-24 |
| Stephenson, Matthew | High School | Asssistant Coach: High School Boys Soccer  | ECA | 08-12-24 through 10-25-24 |
| Susa, Sarah         | High School | IB-MYP Personal Project Coordinator        | ECA | 2024-2025 School Year     |
| Taucher, Ryan       | High School | Head Coach: High School Girls Tennis       | ECA | 08-12-24 through 10-25-24 |
| Wagner, Gregory     | High School | Assistant Coach: High School Girls Soccer  | ECA | 08-12-24 through 10-25-24 |
| Wregget, Courtney   | High School | Coach: Hip Hop (Dance)                     | ECA | 08-12-24 through 02-07-25 |

RESIGNATION

| Staff Name        | Location    | Current Assignment                     | Assignment Status | Effective Date        |
|-------------------|-------------|----------------------------------------|-------------------|-----------------------|
| Cloherty, Joyce   | Substitute  | Summer Substituter Custodian           | Substitute        | 06-11-24              |
| Luxbacher, Eliza  | Ft. Couch   | Middle Years Program (MYP) Coordinator | ECA               | 06-11-24              |
| Torquato, Stephen | High School | Sponsor: National Honor Society        | ECA               | 2024-2025 School Year |

INFORMATION ONLY

Gardner, Abigail (1.0 Math Teacher - LTS)- Effective Date Changed FROM 08-13-24 TO 08-13-24 through LDTR

# Memo



To: USC Board of School Directors, Dr. John Rozzo  
From: Mr. Scott P. Burchill  
Date: June 3, 2024  
RE: **Capital Reserve Budget for 2024-2025**

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The current 2024-2025 Capital Reserve Budget includes six projects and the purchase of transportation department vehicles for the next school year.

| Projects                                                                                                               | Costs for 2024/25 | Board Approved |
|------------------------------------------------------------------------------------------------------------------------|-------------------|----------------|
| Athletic Wing Renovations                                                                                              | \$220,000         | ✓              |
| District Interior Emergency Security Gates                                                                             | \$245,032         | ✓              |
| High School Multi-purpose Room Exterior Stair Replacement w/ ADA Ramp, Concrete and Streams Elementary School Concrete | \$402,287         | Pending        |
| Boyce Gym Netting System                                                                                               | \$17,400          | ✓              |
| High School Auxiliary Gym Equipment                                                                                    | \$17,850          | ✓              |
| High School Improvements (Library/RC & Main Office)                                                                    | \$120,000         | ✓              |
| New Buses/Vans                                                                                                         | \$800,000         | ✓              |
| Total Approximate Cost                                                                                                 | \$1,822,569       |                |

The administration recommends the Board approve the 2024-2025 Capital Reserve Budget of \$1,822,569..

Please do not hesitate to contact me with any questions or comments.

Cc: Mr. Ray Carson  
Dr. Lou Angelo  
Ms. Catrina Cromwell

# Memo



To: USC Board of School Directors, Dr. Rozzo & Mr. Carson  
From: Dr. Lou Angelo  
Date: June 12, 2024  
RE: **Recommended Contractors: HS, Streams - Exterior Stairs & Unsafe Concrete**

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In March, the Board of Directors approved the administration to enter into an agreement with Gateway Engineers for services, including going to bid, for the High School multipurpose room exterior stair replacement and select High School and Streams concrete replacement projects. These projects are necessary to ensure ADA compliance, improve fire egress, correct drainage issues, and eliminate potential tripping hazards.

The bids for the project were received on Wednesday, May 29, 2024, and the district received four bids (one vendor was disqualified for an incomplete submission). Upon review of the bids, Gateway Engineers Inc. recommends the District award the contracts as noted below for \$365,715. The administration also requested an additional 10% contingency fund of \$36,572, bringing the total project amount to \$402,287.

|                                                                       |                  |
|-----------------------------------------------------------------------|------------------|
| Contract No. 1 - HS Sidewalk Concrete: Mele & Mele & Sons Inc.        | \$73,840         |
| Contract No. 2 - HS Rear Metal Stairs: Mele & Mele & Sons Inc.        | \$233,175        |
| Contract No. 3 - Streams Elementary Concrete: Mele & Mele & Sons Inc. | \$58,700         |
| Total Project Bid Amount:                                             | \$365,715        |
| 10% Contingency:                                                      | \$36,572         |
| <b>TOTAL PROJECT FUNDING REQUEST:</b>                                 | <b>\$402,287</b> |

If approved, the project will begin this summer. Sidewalk concrete work will be completed before the beginning of the school year. The stair replacement project will be completed during the early fall.



RMU IN THE HIGH SCHOOL ENROLLMENT AGREEMENT  
BETWEEN ROBERT MORRIS UNIVERSITY  
AND UPPER ST. CLAIR SCHOOL DISTRICT

This is an Agreement dated as of June 1, 2024 and between Robert Morris University ("RMU"), located at 6001 University Boulevard, Moon Township, PA 15108, and Upper St. Clair School District ("School"), located at 1825 McLaughlin Run Road, Pittsburgh, PA 15241 to offer RMU in the High School courses subject to the terms and conditions set forth below.

The parties agree as follows:

1. Course Titles and Numbers (the "Courses") will be taught by the high school teachers listed in Appendix A ("the Appointed Teacher") with approval from the applicable RMU Department Head (the "Department Head"), of the Department, also listed in Appendix A. Appendix A may be updated from time to time without need to amend this Agreement, provided any new Appointed Teacher teaching the Course complies with Paragraph 5, below.
2. For pre-existing courses that the School offers to its students through other institutions of higher education, RMU agrees to recognize as equivalent those courses listed in Appendix B (if applicable). Courses recognized as equivalent will be accepted for credit at RMU provided students earn a minimum grade of "C" as determined by the institution issuing the grade and credit. RMU requires a transcript evaluation for all non-RMU college coursework taken by the student in order to award credit to a student who is enrolling at RMU.
3. Students at the School who successfully complete the School's Courses listed in Appendix A, Column "F. Corresponding Course" will receive three (3) or four (4) college credits per Course and a letter grade for the Course at RMU listed in Appendix A, Column "A". The School agrees to assign letter grades according to the Robert Morris University Grading Scale, which follows:  
  
A 93-100%; A- 90-92%; B+ 87%-89%; B 83%-86%; B- 80-82%; C+ 77-79%; C 70-76%; D 60-69%; F Below 60%.
4. Three-credit introductory Courses consist of 45 hours of lecture and four-credit Courses consist of 45 hours of lecture and 15 hours of lab.
5. The Course materials shall meet the standards and requirements developed by the Departments for these Courses, including use of the departmental syllabi, which are

contained in Appendix C, and required textbook, which are listed in Appendix A. Prior to beginning a Course, the School shall provide RMU with its Course syllabus via RMU's online portal. RMU shall provide School with instructions on accessing this portal. All lecture sessions will be taught at the School by the Appointed Teacher, or such other School teacher as from time to time may be appointed by School and approved by RMU as the Course instructor. The School shall provide in Appendix D the names, work addresses, emails, and a list of assigned RMU in the High School Courses for all Appointed Teachers listed in Appendix A. All Appointed Teachers shall have attained a Master's degree, at a minimum, and possess content knowledge/teaching experience. All Courses taught within the Education department require the Appointed Teacher be appropriately certified by the Pennsylvania Department of Education. If School assigns co-teachers for a Course, at least one appointed teacher must meet the above criteria.

6. The Appointed Teachers, or such other School teacher (pursuant to Section 5 above), will teach the Courses on the School's premises. Within 15 days of the Registration Deadline (defined as October 15 for fall and year-long Courses and March 15 for spring Courses (or the next business day if such date falls on a weekend), Appointed Teachers shall use RMU's online portal to verify the roster of all students who are taking the Course. The Appointed Teacher, or any other School teacher who is teaching the Course will not: (i) receive any financial compensation or other benefits from RMU; (ii) be considered an employee of RMU; (iii) have any express or implied right of authority to assume or create any liability, obligation or responsibility on behalf of or in the name of RMU; or (iv) receive any workers' compensation or unemployment insurance coverage from RMU. At all times the Appointed Teacher shall remain an employee of the School, and the School shall provide evidence of general liability and workers' compensation insurance coverage to RMU.
7. The School shall permit RMU faculty and / or students to participate in one (1) Course session at the School, on a date to be mutually agreed upon.
8. School shall bring all students enrolled in the RMU in the High School Courses outlined in Appendix A to RMU's campus for an 'RMU Academic Immersion Day' that RMU will organize and facilitate each semester the RMU in the High School Courses run. For those students unable to attend, RMU will offer additional opportunities to participate in the programming. Within fifteen business days of the start of each semester that a Course runs, RMU and School shall agree upon the date of the RMU Academic Immersion Day. Students must individually register for the Academic Immersion Day via RMU's online form, which will be provided to the Appointed Teacher to provide to the students, at least thirty (30) days prior to the scheduled Academic Immersion day.
9. RMU prohibits 9th and 10th grade students from taking any of the courses listed in Appendix A for college credit. RMU may, in its sole discretion, permit 10th grade students to participate in certain Courses listed in Appendix A for college credit, provided RMU agrees to do so prior to the respective Course's start.

10. Prior to the beginning of a Course, School shall inform all interested enrollees and their parents that the Course fee under this Agreement is \$250/Course. Each student seeking to enroll in a Course must register for that Course using RMU's online portal by the Registration Date (as defined above). Students and/or their parents/guardians must pay the \$250 Course fee to RMU using the online portal by the payment deadline, which is November 15th for fall & year-long courses and April 15th for spring courses (or the following business day if this date falls on a weekend). Students who have not paid the Course Fee by the payment deadline will be removed from the course. The Add/Drop Deadline is the same date as the payment deadline. Students who have dropped a course by the Add/Drop Deadline will receive a full refund. No refunds will be granted after the Add/Drop Deadline.
11. The Course fee described above is due and payable in order for a student to receive RMU-credit for the Course.
12. The School will be responsible for the safety of all students if they are transported to and from the RMU campus.
13. The School's students will comply with RMU's Code of Student Conduct, and other safety rules and regulations while on RMU's campus. Students who violate this part of the Agreement may, at RMU's discretion, be dropped from the program.
14. Within one week of the end of the School's applicable academic term, the Appointed Teacher for the Course shall submit the appropriate grade for each student using RMU's online portal so that the grades can be included in the student's transcript. Such grade shall reflect the student's proficiency in the course and be based on the RMU grading scale (see section 3 above). Students can securely access electronic or print transcripts showing RMU credits and grades earned through the National Student Clearinghouse for a fee paid directly to the third party company.
15. As a result of successfully completing the Course at the School, the School's students will have completed the requirements for credit for the corresponding course at RMU. Other than as set forth in this Agreement, the students in the Course shall not be considered to be RMU students and shall not be entitled to any of the services or use of the facilities at RMU, other than to the extent that such services and facilities are available for use to and by the general public.
16. The School agrees to work cooperatively with RMU Department Heads and/or designated faculty liaisons to review course expectations in advance of the start of the course and to ensure curriculum fidelity and assessment requirements. The School also agrees to work cooperatively with the RMU Provost's Office, Department Heads, and/or designated faculty liaisons to administer RMU outcomes assessments in courses at RMU's direction.

17. The School agrees to promptly notify RMU in the event that it receives notice that a short-term or long-term substitute teacher will need to be retained to replace a previously approved instructor of a course listed in the above table, and provide qualifications of the proposed substitute instructor to RMU for review and approval.
18. Nothing expressed or implied in this Agreement is intended to confer, nor shall confer, any rights or remedies upon any person other than the parties and their respective successors and permitted assigns.
19. Neither RMU nor the School may assign this Agreement in whole or in part without the prior written consent of the other party.
20. This Agreement shall become effective as of the last signature date set forth below. This Agreement may be terminated by either party, with advance written notice of ninety (90) days; provided, however, if the notice of termination is given prior to the end of RMU's fall or spring semester, then the termination date shall be, at the end of such applicable semester.
21. Each party shall indemnify and hold harmless the other party including, without limitation, its agents, directors, officers, employees, invitees, guests, Board members and / or Trustees from and against all claims, losses, costs, damages, and expenses (including, without limitation, attorneys' fees) relating to injury or death of any person or any damage to real or personal property whether the above result from or arise in connection with 1) any breach by the indemnifying party, its student(s), or faculty of any provision of this Agreement; 2) the indemnifying party's use or occupancy of the other party's facility(ies) through its student(s) or faculty; or 3) any negligent act or omission by indemnifying party's student(s), faculty, employees, and/or agents. This section shall not apply to any loss or action to the extent of the gross negligence of the indemnified party or its agents, employees, directors, officers, invitees, guests, Board members, or Trustees. This provision shall be subject to the limits of Pennsylvania's Political Subdivision Tort Claims Act, to the extent applicable.
22. This Agreement shall be construed to be made and interpreted under the laws of the Commonwealth of Pennsylvania and all disputes, claims or controversies arising under this Agreement or the negotiations, validity or performance hereof for the transaction contemplated herein shall be construed under and governed by the laws of the Commonwealth of Pennsylvania without giving effect to conflicts of law principles which would result in the application of the laws of any other jurisdiction.
23. School will ensure that all teachers participating in this program will have all background checks and clearances mandated by the Pennsylvania Department of Education (the "PA DOE"), including without limitation PA Act 33 (Child Abuse Clearance), PA Act 34 (Criminal History Clearance), and PA Act 114 of 2006 (FBI National Criminal History

Background Check – Fingerprinting), and any other clearances that may be mandated by the PA DOE from time to time.

24. Both RMU and the School shall comply with their respective obligations under Section 504 of the Americans with Disabilities Act.
25. This Agreement constitutes the entire Agreement between the parties. No modification or amendment shall be binding upon the parties until reduced to writing and signed by both parties.
26. Each party must receive the consent of the other Party prior to any use of the other Party's name, logos, images, mark, symbol, trademarks for publicity or advertising. Each Party will receive the prior consent of the other Party before issuing any press release, event, sign, or other publicity concerning this Agreement; such consent will not be unreasonably withheld or delayed.
27. Any notices required to be sent under this Agreement shall be sent by regular or first-class mail to the following addresses:

**Relevant Dates:**

**Registration Date:** October 15 for fall and year-long Courses and March 15 for spring Courses (or the next business day if such date falls on a weekend).

**Payment and Add/Drop Deadline:** November 15th for fall & year-long courses and April 15th for spring courses (or the following business day if this date falls on a weekend).

If to School:

Upper St. Clair School District  
1825 McLaughlin Run Road  
Pittsburgh, PA 15241  
Attn: Dr. John Rozzo, Superintendent of Schools

If to RMU:

Robert Morris University  
6001 University Boulevard  
Moon Township, PA 15108  
Attn: Dr. Jill Kurp

With a copy to: Robert Morris University  
6001 University Blvd Moon  
Township, PA 15108

Attn: Office of General Counsel

[Signature Page Follows]

IN WITNESS WHEREOF, the parties hereto have set their hands and seals as of the date set forth below.

UPPER ST. CLAIR SCHOOL DISTRICT

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature

Dr. John Rozzo, Superintendent

ROBERT MORRIS UNIVERSITY

By: \_\_\_\_\_ Date: \_\_\_\_\_

Keith Roeper, Chief Financial Officer

Upper St. Clair School District  
Spring 2023-2024  
Curriculum Recommendations  
June 3, 2024



Below is a list of the recommendations in the order they will be presented as well as indication of those that will require Board approval.

|                                                                                                                                                                                                                                | BOARD<br>APPROVAL | FOR YOUR<br>INFORMATION |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------------|
|                                                                                                                                                                                                                                |                   |                         |
|                                                                                                                                                                                                                                |                   |                         |
| <b>ENGLISH LANGUAGE ARTS</b>                                                                                                                                                                                                   |                   |                         |
| Formally adopt <i>Heggerty</i> , a research-based phonemic awareness program, as the Tier 1 program in grades kindergarten and first. Adopt <i>Heggerty - Bridge the Gap</i> as the Tier II intervention program in grade two. | √                 |                         |
| Adopt <i>The Night Diary</i> by Veera Hiranandani for use in 6th grade English Language Arts.                                                                                                                                  | √                 |                         |
| Study the possibility of moving AP English Literature to 11th grade and merging Honors English 11 with AP English Literature.                                                                                                  |                   | √                       |
| <b>MATHEMATICS</b>                                                                                                                                                                                                             |                   |                         |
| Pilot a <i>Math 7</i> course for recommended 7th graders.                                                                                                                                                                      | √                 |                         |
| Adopt the OpenIntro textbook <a href="#">Advanced High School Statistics, 3rd Edition</a> for use in AP Statistics                                                                                                             | √                 |                         |
| Offer the existing Academic Calculus as a College in High School (CHS) course option through Robert Morris.                                                                                                                    | √                 |                         |

|                                                                                                                                                                                                                                       |   |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| <b>SCIENCE</b>                                                                                                                                                                                                                        |   |   |
| 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.                               | √ |   |
| Begin the comprehensive process for evaluation of curriculum and resource materials to incorporate PA STEELS standards into the science curriculum. Pilot <a href="#">Twig Science</a> , as a beginning step in this resource review. | √ |   |
| Adopt <i>Physics for the IB Diploma Programme HL</i> by Hamper and Mitchell for use in IB Physics.                                                                                                                                    | √ |   |
| Revise the AP Physics curriculum to reflect College Board course revisions and framework changes beginning in 2024-25.                                                                                                                | √ |   |
| <b>SOCIAL STUDIES</b>                                                                                                                                                                                                                 |   |   |
| 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.                                                         | √ |   |
| Pilot a new textbook/digital platform for the AP U.S. History course during the 2024-25 school year.                                                                                                                                  | √ |   |
| 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.                                                  | √ |   |
| <b>WORLD LANGUAGE</b>                                                                                                                                                                                                                 |   |   |
| Pilot the Vamos Exploratory curriculum in Grades 4 and 5 Spanish courses.                                                                                                                                                             | √ |   |
| 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.                                                    |   | √ |
| Study the feasibility of implementing an <i>IB Language &amp; Culture</i> course (sociolinguistics & philosophy of language) at the high school level.                                                                                |   | √ |
| 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.                                                                 |   | √ |

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.

# English Language Arts

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                             |                             |                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------|-------------------------------------------------------------------------------------|
| Adopt Heggerty                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |                             |  |
| <b>RECOMMENDATION:</b><br>Formally adopt <i>Heggerty</i> , a research-based phonemic awareness program, as the Tier 1 program in grades kindergarten and first. Adopt <i>Heggerty - Bridge the Gap</i> as the Tier II intervention program in grade two.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                             |                             |                                                                                     |
| <b>Name:</b><br>Megan Wiesemann                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Level:</b><br>Elementary | <b>Subject Area:</b><br>ELA | <b>Curriculum Recommendation Period:</b><br>Spring 2024                             |
| <b>Reason(s) for Recommendation</b> <ol style="list-style-type: none"><li>1. This recommendation serves as the final step of the <a href="#">previous curriculum recommendation</a> (Spring of 2023)</li><li>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.</li><li>3. The <i>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</i> stressed that phonemic awareness is a foundational skill and essential for learning to read.<ol style="list-style-type: none"><li>a. The lack of phonemic awareness is the MOST powerful determinant of the likelihood of failure to read. (Adams, 1990)</li><li>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)</li></ol></li><li>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.</li><li>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.</li><li>6. During the 2023 - 2024 school year, seventeen classroom teachers and nine resource teachers piloted the <i>Heggerty</i> phonemic awareness programs at the Tier I and Tier II level and indicated great satisfaction with the lessons and results.</li></ol> |                             |                             |                                                                                     |

**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.

|                           |                                            |                                               |                                                         |
|---------------------------|--------------------------------------------|-----------------------------------------------|---------------------------------------------------------|
| <b>Name:</b><br>Kate Ruth | <b>Level:</b><br>Middle School - 6th grade | <b>Subject Area:</b><br>English Language Arts | <b>Curriculum Recommendation Period:</b><br>Spring 2024 |
|---------------------------|--------------------------------------------|-----------------------------------------------|---------------------------------------------------------|

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

|                                 |                              |                             |                                                         |
|---------------------------------|------------------------------|-----------------------------|---------------------------------------------------------|
| <b>Name:</b><br>Melissa Tungate | <b>Level:</b><br>High School | <b>Subject Area:</b><br>ELA | <b>Curriculum Recommendation Period:</b><br>Spring 2024 |
|---------------------------------|------------------------------|-----------------------------|---------------------------------------------------------|

## 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.

|                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>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).</div> <div>6. Consult with the Counseling Office regarding student trends in course registration and college requirements/feedback.</div> <div>7. Draft a possible fast track recommendation as a result of this study.</div> |
| <div><b>Cost</b></div> <div>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</div>                                                                                                                                                                                                                                                 |
| <div><b>Administrative Reaction</b></div> <div>Approved. This creates a consistent alignment with IB offerings and provides additional rigorous choices for students in eleventh and twelfth grade.</div>                                                                                                                                                                                                     |
| <div><b>1 Year in Review</b></div>                                                                                                                                                                                                                                                                                                                                                                            |

# Mathematics

## Math 7 Course Pilot



### RECOMMENDATION:

Pilot a Math 7 course for recommended 7th graders.

|                              |                                |                              |                                                         |
|------------------------------|--------------------------------|------------------------------|---------------------------------------------------------|
| <b>Name:</b><br>Andrew Lucas | <b>Level:</b><br>Middle School | <b>Subject Area:</b><br>Math | <b>Curriculum Recommendation Period:</b><br>Spring 2024 |
|------------------------------|--------------------------------|------------------------------|---------------------------------------------------------|

### 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 8<sup>th</sup> grade and Algebra, Part B in 9<sup>th</sup> 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 7<sup>th</sup> grade math teachers, MAP testing achievement and growth, and past PSSA performance.
3. In recent years, we have seen a growing need within our 7<sup>th</sup> 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 8<sup>th</sup> grade. This course includes all the Math 7 standards required by the state but also includes many 8<sup>th</sup> 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 8<sup>th</sup> 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 7<sup>th</sup> grade just as there is a population who is not ready for Algebra 1 in 8<sup>th</sup> 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 9<sup>th</sup> 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 6<sup>th</sup> 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 6<sup>th</sup> and 7<sup>th</sup> 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 7<sup>th</sup> 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 6<sup>th</sup> 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 6<sup>th</sup> 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:<br>Adopt the OpenIntro textbook <a href="#">Advanced High School Statistics, 3rd Edition</a> for use in AP Statistics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                       |                       |                                                                                     |
| Name:<br>Steve Miller                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Level:<br>High School | Subject Area:<br>Math | Curriculum Recommendation Period:<br>Spring 2024                                    |
| <b>Reason(s) for Recommendation</b><br><div>1. The current textbook used for AP Statistics is over two decades old and contains outdated data sets and examples.</div> <div>2. The current textbook is not completely aligned with the current AP Statistics content.</div> <div>3. The open-source nature of <a href="#">Advanced High School Statistics</a> ensures access to future updated editions of the text.</div> <div>4. The costs associated with adoption are minimal since the textbook is publicly available in PDF format.</div> <div>5. <a href="#">Advanced High School Statistics</a> provides references for all data sources used in example problems and exercises, which can improve student engagement with real-world data and complex problems.</div> <div>6. <a href="#">Advanced High School Statistics</a> compared favorably with other <a href="#">appropriate textbooks</a>, providing high value for cost without compromising quality of content.</div> |                       |                       |                                                                                     |
| <b>Implementation Steps</b><br><div>1. Seek administrative approval.</div> <div>2. Purchase 25 textbooks for a classroom set.</div> <div>3. Download a PDF version of the textbook for use by students.</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                       |                       |                                                                                     |
| <b>Cost</b><br>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**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                      |                                      |                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------|-------------------------------------------------------------------------------------|
| <h1>Offer Calculus as a CHS course through Robert Morris University</h1>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                      |                                      |  |
| <p><b>RECOMMENDATION:</b><br/>Offer the existing Academic Calculus as a College in High School (CHS) course option through Robert Morris.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                      |                                      |                                                                                     |
| <p><b>Name:</b><br/>Mr. Steve Miller</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Level:</b><br/>High School</p> | <p><b>Subject Area:</b><br/>Math</p> | <p><b>Curriculum Recommendation Period:</b><br/>Spring 2024</p>                     |
| <p><b>Reason(s) for Recommendation</b></p> <ol style="list-style-type: none"><li>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.</li><li>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.</li><li>3. Offering CHS Calculus adheres to the high school’s goal of making more CHS courses available to our students.</li><li>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.</li></ol> |                                      |                                      |                                                                                     |
| <p><b>Implementation Steps</b></p> <ol style="list-style-type: none"><li>1. Seek administrative approval</li><li>2. Update the <i>Program of Studies</i>.</li><li>3. Update Rubicon Atlas to include modifications.</li><li>4. Submit teacher credentials to RMU for certification.</li><li>5. Submit textbook information for acceptance.</li><li>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.</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                      |                                      |                                                                                     |

**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.

|                                                       |                       |                                 |                                                         |
|-------------------------------------------------------|-----------------------|---------------------------------|---------------------------------------------------------|
| <b>Name:</b><br>Colin Syme, Pat Corr, Jenna Krivansky | <b>Level:</b><br>K-12 | <b>Subject Area:</b><br>Science | <b>Curriculum Recommendation Period:</b><br>Spring 2024 |
|-------------------------------------------------------|-----------------------|---------------------------------|---------------------------------------------------------|

## 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.

|                              |                                |                                 |                                                         |
|------------------------------|--------------------------------|---------------------------------|---------------------------------------------------------|
| <b>Name:</b><br>Patrick Corr | <b>Level:</b><br>Middle School | <b>Subject Area:</b><br>Science | <b>Curriculum Recommendation Period:</b><br>Spring 2024 |
|------------------------------|--------------------------------|---------------------------------|---------------------------------------------------------|

## 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.

|                            |                              |                                 |                                                         |
|----------------------------|------------------------------|---------------------------------|---------------------------------------------------------|
| <b>Name:</b><br>Colin Syme | <b>Level:</b><br>High School | <b>Subject Area:</b><br>Science | <b>Curriculum Recommendation Period:</b><br>Spring 2024 |
|----------------------------|------------------------------|---------------------------------|---------------------------------------------------------|

## 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.

|                            |                              |                                 |                                                         |
|----------------------------|------------------------------|---------------------------------|---------------------------------------------------------|
| <b>Name:</b><br>Colin Syme | <b>Level:</b><br>High School | <b>Subject Area:</b><br>Science | <b>Curriculum Recommendation Period:</b><br>Spring 2024 |
|----------------------------|------------------------------|---------------------------------|---------------------------------------------------------|

## 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.

|                            |                                |                                        |                                                         |
|----------------------------|--------------------------------|----------------------------------------|---------------------------------------------------------|
| <b>Name:</b><br>Josh Tobin | <b>Level:</b><br>Middle School | <b>Subject Area:</b><br>Social Studies | <b>Curriculum Recommendation Period:</b><br>Spring 2024 |
|----------------------------|--------------------------------|----------------------------------------|---------------------------------------------------------|

## 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.

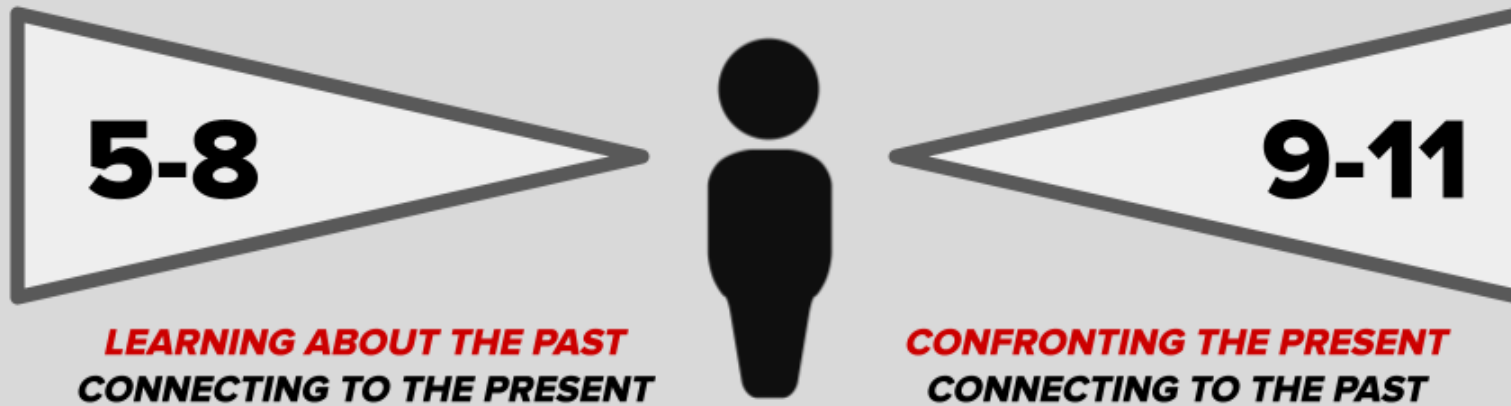
**Cost**

**Administrative Reaction**

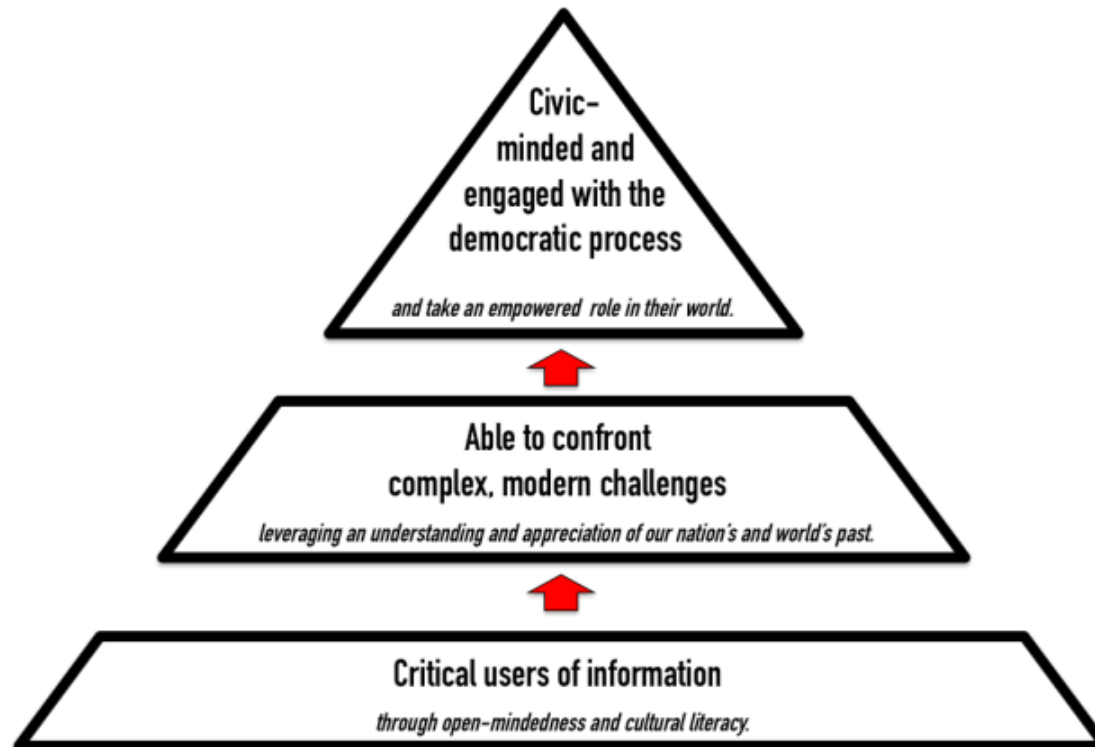
Approved. This adoption is the final step in an extensive and long process of analysis and development.

**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

## 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.

|                               |                              |                                        |                                                         |
|-------------------------------|------------------------------|----------------------------------------|---------------------------------------------------------|
| <b>Name:</b><br>Doug Kirchner | <b>Level:</b><br>High School | <b>Subject Area:</b><br>Social Studies | <b>Curriculum Recommendation Period:</b><br>Spring 2024 |
|-------------------------------|------------------------------|----------------------------------------|---------------------------------------------------------|

## 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.

|                            |                                            |                                        |                                                         |
|----------------------------|--------------------------------------------|----------------------------------------|---------------------------------------------------------|
| <b>Name:</b><br>Angie Tena | <b>Level:</b><br>Elementary / MS (Grade 5) | <b>Subject Area:</b><br>World Language | <b>Curriculum Recommendation Period:</b><br>Spring 2024 |
|----------------------------|--------------------------------------------|----------------------------------------|---------------------------------------------------------|

### 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.

|                            |                                |                                        |                                                         |
|----------------------------|--------------------------------|----------------------------------------|---------------------------------------------------------|
| <b>Name:</b><br>Angie Tena | <b>Level:</b><br>Middle School | <b>Subject Area:</b><br>World Language | <b>Curriculum Recommendation Period:</b><br>Spring 2024 |
|----------------------------|--------------------------------|----------------------------------------|---------------------------------------------------------|

## 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>5. Meet with the high school curriculum leader to determine how (and whether) proficiency levels should be documented for the transition to high school.<div><div>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)</div><div>b. Provide clear guidelines for both 8th and 9th grade teachers for recommendations/transition to High School.</div></div></div> |
| <div><div>Cost</div><div>Summer hours for the development of rubrics aligned within Canvas (FLEX or Paid)</div><div>\$1493.52 = Summer workshop time at \$35.56 (for 7 teachers for 6 hours)</div></div>                                                                                                                                                                                                                                                                       |
| <div><div>Administrative Reaction</div><div>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.</div></div>                                                                                                                                                                                                                               |
| <div><div>1 Year in Review</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## 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.

|                                     |                              |                                        |                                                         |
|-------------------------------------|------------------------------|----------------------------------------|---------------------------------------------------------|
| <b>Name:</b><br>Marc-André Clermont | <b>Level:</b><br>High School | <b>Subject Area:</b><br>World Language | <b>Curriculum Recommendation Period:</b><br>Spring 2024 |
|-------------------------------------|------------------------------|----------------------------------------|---------------------------------------------------------|

### 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.

|                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                            |
| <b>Cost</b><br>4 teachers x 12 hours x \$35.56/hr (workshop rate) = \$1706.88                                                                                                                              |
| <b>Administrative Reaction</b><br>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. |
| <b>1 Year in Review</b>                                                                                                                                                                                    |

## 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.

|                                     |                              |                                        |                                                         |
|-------------------------------------|------------------------------|----------------------------------------|---------------------------------------------------------|
| <b>Name:</b><br>Marc-André Clermont | <b>Level:</b><br>High School | <b>Subject Area:</b><br>World Language | <b>Curriculum Recommendation Period:</b><br>Spring 2024 |
|-------------------------------------|------------------------------|----------------------------------------|---------------------------------------------------------|

### 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>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.</div> <div>4. Staff members will then, if determined feasible, prepare a curriculum recommendation to pilot this course in the 2025-2026 academic year.</div> |
| <div><b>Cost</b></div> <div>2 teachers x 12 hours x \$35.56/hr (workshop rate) = \$853.44</div>                                                                                                                                                                                                                                                                                                                                                           |
| <div><b>Administrative Reaction</b></div> <div>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.</div>                                                                                                                                                                                                                                       |
| <div><b>1 Year in Review</b></div>                                                                                                                                                                                                                                                                                                                                                                                                                        |



# Memo

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

From: Dr. Lauren Madia, Director of Pupil Services

Date: June 17, 2024

RE: **Hope Squad Affiliation Agreement**

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I am seeking approval of the attached affiliation agreement with Hope Squad:

- Hope Squad is an evidence-based, peer-to-peer suicide prevention program built around the power of connection and pro-social behaviors that is endorsed by AASA, The School Superintendents' Association and the Suicide Prevention Research Center. A Hope Squad is comprised of students who are referred by their peers and/or school staff.
  - An affiliation agreement with Hope Squad provides the District with access to a toolkit of lessons, activities, and advisement/technical support.
  - With this access, the Adviser will lead the student group in more regular and varied topics for learning, which are outlined in the "Hope Squad Topics by License Type" copy. The group will then plan its schoolwide programming with this learning in mind.
  - The Adviser of Hope Squad is also required to attend two trainings: Question, Persuade, Refer (QPR) Certified Gatekeeper Instructor training, and Hope Squad Adviser Training. Both are available to be completed virtually.
  - All students on the Hope Squad also participate in QPR Training, led by the Adviser.
- The District is proposing that Hope Squad replace the High School's participation in Stand Together, which has been in place since 2021.
  - Stand Together is an Allegheny County Office of Behavioral Health-based program whose goals are to reduce stigma around behavioral health concerns, educate peers, and promote help-seeking behaviors.
  - Recent challenges with Stand Together have been repetition of training for students and a limited scope of topics, as well as barriers to implementation of programs due to staffing turnover at the County.
  - Stand Together has more specific parameters for its programming, whereas Hope Squad is designed to be more flexibly implemented.
  - Stand Together has a limit to its roster (at 30), whereas Hope Squad can include as many students as the District wishes to include.
- The cost of Hope Squad, including training for the Adviser, is included in the proposed 2024-2025 budget.

- \$4000 – Premium License
  - \$600 – Adviser Training
  - \$595 – QPR Training
- **Note: Hope Squad’s agreement includes a data-sharing component. This component is optional, and the District will be filing an opt-out acknowledgement, which is shared for your review.**

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: June 17, 2024

**RE: Letter of Agreement – SAP Provider**

---

I am seeking approval of the following agreement with UPMC:

- Agreement for UPMC – Western Psychiatric Hospital (WPH) to serve as the District’s state-mandated Student Assistance Program provider. The Student Assistance Program is a systematic approach to identifying, screening, and referring students to appropriate behavioral health supports. There is no cost to the District; allocation provided from Allegheny County to UPMC – WPH.

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 17, 2024  
RE: Student Support Services Agreements/Contracts

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

1. New Directions Mental Health (previously InterCare): Agreement to provide psychiatric screenings and evaluations at the rate of \$800 per evaluation and consultation at the rate of \$300 per hour as requested by the Student Support Services Department.
2. Steel City Therapy: Agreement to provide occupational therapy services and physical therapy services at the rates of at \$42.00 per hour for certified occupational therapy assistants, \$53.00 per hour for occupational therapists, \$59.00 per hour for physical therapists.

# Memo

To: Dr. John Rozzo, USC Board Members

From: Scott P. Burchill

Date: June 17, 2024

**RE: FINANCIAL SUMMARY AND PRELIMINARY FINANCIAL STATEMENTS FOR THE PERIOD ENDED MAY 31, 2024**

Financial statements for the General Fund, Food Service Fund, Capital Reserve Fund and Construction Fund for the period ended May 31, 2024, are enclosed for your review. The reports reflect the realized revenues and expenses incurred from July 1, 2023.

## GENERAL FUND

|                                 | 2023-24   | 2023-24 through<br>May 31, 2024 |             | 2022-23  | 2022-23 through<br>May 31, 2023 |             |
|---------------------------------|-----------|---------------------------------|-------------|----------|---------------------------------|-------------|
| <i>(in millions of dollars)</i> | Budgeted  | Actual                          | % of Budget | Budgeted | Actual                          | % of Budget |
| Current Real Estate Revenues    | \$67.45   | \$65.66                         | 97%         | \$64.72  | \$64.13                         | 99%         |
| EIT                             | \$6.77    | \$6.83                          | 101%        | \$6.50   | \$6.78                          | 104%        |
| All Other Local Revenues        | \$4.62    | \$6.41                          | 139%        | \$3.80   | \$4.79                          | 126%        |
| State Revenues                  | \$20.84   | \$19.41                         | 93%         | \$19.94  | \$17.16                         | 86%         |
| Federal Revenues                | \$0.47    | \$0.23                          | 49%         | \$0.70   | \$0.22                          | 31%         |
| All Other                       | \$0.10    | \$0.04                          | 40%         | \$0.10   | \$0.06                          | 0%          |
| Total Revenues                  | \$100.25  | \$98.58                         | 98%         | \$95.76  | \$93.14                         | 97%         |
| Expenditures                    | \$100.250 | \$82.67                         | 82%         | \$95.750 | \$79.60                         | 83%         |
| Revenues less Expenditures      | \$0.000   | \$15.91                         |             | \$0.010  | \$13.54                         |             |

| Balance Sheet                  | As of June 30,<br>2023<br>(audited) | As of May 31,<br>2024<br>(unaudited) |
|--------------------------------|-------------------------------------|--------------------------------------|
| Cash and Marketable Securities | \$22,915,224                        | \$32,452,323                         |
| Total Assets                   | \$28,147,150                        | \$37,242,635                         |
| Total Liabilities              | \$16,629,372                        | \$9,813,191                          |
| Nonspendable Reserves          | \$398,380                           | \$398,380                            |
| Adjustment to Fund Balance     | \$0                                 | \$15,911,666                         |
| Fund Balance                   | \$11,119,398                        | \$11,119,398                         |

The General Fund revenue and expenditures are trending the same as last year on a percentage basis. Current real estate taxes continue to lag behind 2022-23 on a percentage of the total budget. Property assessment appeals are negatively affecting current year real estate tax liabilities. The adverse trend will continue until a county property reassessment is completed. It will be essential for schools in Allegheny County to raise taxes to make up the loss in assessed value every budget year until the reassessment is completed.

**FOOD SERVICE FUND**

|                                 | 2023-24     | 2023-24<br>through<br>May 31,<br>2024 | 2022-23     | 2022-23<br>through<br>May 31, 2023 |
|---------------------------------|-------------|---------------------------------------|-------------|------------------------------------|
| <i>(in millions of dollars)</i> | Budgeted    | Actual                                | Budgeted    | Actual                             |
| Revenues                        | \$2,236,444 | \$2,554,540                           | \$2,154,234 | \$2,422,220                        |
| Expenditures                    | \$2,203,510 | \$2,254,371                           | \$2,090,124 | \$2,325,567                        |
| Net                             | \$32,934    | \$300,169                             | \$64,110    | \$96,653                           |

|                                | As of June 30,<br>2023<br>(audited) | As of May<br>31, 2024<br>(unaudited) |
|--------------------------------|-------------------------------------|--------------------------------------|
| Cash and Marketable Securities | \$1,038,661                         | \$1,520,595                          |
| Total Assets                   | \$1,176,372                         | \$1,675,148                          |
| Total Liabilities              | \$689,357                           | \$887,963                            |
| Unassigned Fund Balance        | \$487,015                           | \$787,184                            |

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

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

**CAPITAL RESERVE FUND**

|              | 2023-24   | 2023-24<br>through<br>May 31, 2024 | 2022-23     | 2022-23<br>through<br>May 31, 2023 |
|--------------|-----------|------------------------------------|-------------|------------------------------------|
| Revenues     | \$270,000 | \$910,991                          | \$270,000   | \$279,246                          |
| Expenditures | \$270,000 | \$2,144,283                        | \$607,200   | \$576,823                          |
| Net          | \$0       | (\$1,233,292)                      | (\$337,200) | (\$297,576)                        |

|                                | As of June 30,<br>2023<br>(audited) | As of May 31,<br>2024<br>(unaudited) |
|--------------------------------|-------------------------------------|--------------------------------------|
| Cash and Marketable Securities | \$629,973                           | \$3,875                              |
| Total Assets                   | \$1,483,220                         | \$3,875                              |
| Total Liabilities              | \$246,054                           | \$0                                  |
| Total Reserves                 | \$1,237,167                         | \$3,875                              |

**CONSTRUCTION FUND**

|              | 2023-24<br>through<br>May 31, 2024 |  | 2022-23<br>through<br>May 31, 2023 |
|--------------|------------------------------------|--|------------------------------------|
| Revenues     | \$8,339,893                        |  | \$29,837                           |
| Expenditures | \$3,625,609                        |  | \$107,504                          |
| Net          | \$4,714,284                        |  | (\$77,667)                         |

|                                | As of June 30,<br>2023<br>(audited) |  | As of May 31,<br>2024<br>(unaudited) |
|--------------------------------|-------------------------------------|--|--------------------------------------|
| Cash and Marketable Securities | \$236,986                           |  | \$4,951,269                          |
| Total Assets                   | \$236,986                           |  | \$4,951,269                          |
| Total Liabilities              | \$0                                 |  | \$0                                  |
| Fund Balance                   | \$236,985                           |  | \$4,951,269                          |

**BUDGET TRANSFERS**

Budget transfers for the 2023-24 school year in the amount of \$22,282.06 are presented for review and approval.

**BILL LIST**

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

# Memo



To: Dr. Rozzo, USC Board Members

From: Scott P. Burchill

Date: June 17, 2024

**RE: SUPPLEMENTAL FINANCIAL REPORT 2023-24**

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

| 2023-24      | GEN. FUND 10          | CAP. RSV. FND. 32   | CONSTRUCT. FND. 39  | FOOD SVC. FND. 51   |
|--------------|-----------------------|---------------------|---------------------|---------------------|
| CHECK LIST   | \$292,681.26          |                     |                     | \$134,363.97        |
| ACH PAYMENT  | \$947,077.14          | \$550,862.99        | \$468,986.00        |                     |
| <b>TOTAL</b> | <b>\$1,239,758.40</b> | <b>\$550,862.99</b> | <b>\$468,986.00</b> | <b>\$134,363.97</b> |

The credit card bill for April & May purchases:

|                    |             |                        |                     |
|--------------------|-------------|------------------------|---------------------|
| BA PRINCIPAL       | \$ 24.95    | HS SOCIAL STUDIES      | \$ 93.68            |
| BO PRINCIPAL       | \$ 79.06    | HS WORLD LANGUAGE      | \$ 124.35           |
| BOYCE DEER VALLEY  | \$ 104.48   | LIBRARIES              | \$ 229.69           |
| BUSINESS OFFICE    | \$ 320.56   | OPS & MAINTENANCE      | \$ 400.17           |
| ELEM LANGUAGE ARTS | \$ 705.18   | SHOP @ USC             | \$ 72.81            |
| FACS               | \$ 1,837.18 | SPECIAL ED             | \$ 180.20           |
| FC SOCIAL STUDIES  | \$ 50.90    | STAFF DEVELOPMENT      | \$ 231.96           |
| HS ART             | \$ 40.00    | STR PRINCIPAL          | \$ 216.25           |
| HS MUSIC           | \$ 3,540.19 | SUPERINTENDENT         | \$ 1,083.66         |
| HS PRINCIPAL       | \$ 103.95   | TECHNOLOGY             | \$ 622.64           |
| HS SCIENCE         | \$ 316.22   | <b>APRIL</b>           | <b>\$ 10,378.08</b> |
|                    |             |                        |                     |
| HS ACTIVITIES      | \$ 2,089.88 | LEARNING SUPPORT       | \$ 134.95           |
| BOYCE STEAM        | \$ 98.60    | STUDENT SERVICES       | \$ 168.00           |
| MUSIC              | \$ 127.68   | MEDIA SERVICES         | \$ 60.00            |
| ART                | \$ 880.00   | TECHNOLOGY             | \$ 1,158.32         |
| DYP                | \$ 2,124.72 | CURRICULUM DEVELOPMENT | \$ 96.96            |
| PYP                | \$ 36.58    | STAFF DEVELOPMENT      | \$ 116.29           |
| HS SCIENCE         | \$ 246.56   | SUPERINTENDENT         | \$ 4,955.37         |
| HS FACS            | \$ 1,369.97 | PRINCIPAL HS           | \$ 99.00            |
| PUPIL SERVICES     | \$ 83.18    | PRINCIPAL BO           | \$ 178.98           |
| HS SOCIAL STUDIES  | \$ 95.05    | BUSINESS OFFICE        | \$ 530.94           |
| MS SOCIAL STUDIES  | \$ 120.00   | OPS & MAINTENANCE      | \$ 2,026.69         |
| WORLD LANGUAGE     | \$ 161.00   | TRANSPORTATION         | \$ 500.00           |
| LIFE SKILLS        | \$ 73.54    | ATHLETICS EXT. SEASON  | \$ 4,968.85         |
|                    |             | <b>MAY</b>             | <b>\$ 22,501.11</b> |