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UPPER ST. CLAIR SCHOOL DISTRICT

BOARD OF SCHOOL DIRECTORS

Dr. Danielle Z. Wetzel, President ⇔ Mr. Michael R. Mascaro, Vice-President

Mrs. Barbara L. Bolas ⇔ Dr. Daphna Gans ⇔ Ms. Kelly P. Hanna ⇔ Mr. Justin Lamber

Mrs. Angela B. Petersen ⇔ Ms. Jennifer A. Schnore ⇔ Mrs. Hallie H. Snyder

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

SCHOOL BOARD MEETING

Monday March 3, 2025 @ 7:00pm

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

District Administration Building Board Room

Notice having been advertised and posted and members duly notified, a Board Meeting of the Board of School Directors was held on March 3, 2025 in the District Administration Board Room.

School Board Members:

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

School Personnel:

Dr. John Rozzo, Superintendent (in-person)
Dr. Amy Pfender, Deputy Superintendent (in-person)
Mr. Scott Burchill, Director of Business & Finance (in-person)
Dr. Rachel Andler, Director of Special Education
Dr. Lou Angelo, Director of Administrative Services (in-person)
Mr. Raymond Berrott, Director of Technology (in-person)
Dr. Judith Bulazo, Director of Curriculum and Development (in-person)

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Dr. Lauren Madia, Director of Pupil Services (not in attendance)
Mr. Daniel Snyder, Director of Operations & Facilities (in-person)
Mr. Bradley Wilson, Director of Strategic Initiatives (in-person)
Mrs. Jocelyn Kramer, Solicitor (in-person)
Mrs. Sarah MacDonald, Board Stenographer (virtual)
Mr. Jack Yurcich, Student Board Representative (not in attendance)
Ms. Isabella Donnelly, Student Board Representative (in-person)

Call to Order & Pledge of Allegiance
(Wetzel, School Board President)

Dr. Wetzel called the meeting to order at approximately 7:02pm.

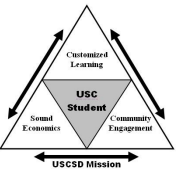
National Anthem
Cecily Unitas, Upper St. Clair High School Student
(Wetzel, School Board President)

High School Student Cecily Unitas sang the National Anthem.

After singing, Cecily answered a few questions about herself. Dr. Wetzel thanked Cecily for singing.

Reading of the Mission:
(Wetzel, School Board President)

Mr. Mascaro read the 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.

Roll Call of School Board
(Solicitor, Kramer)

Solicitor Kramer took a roll call of the School Board. Eight School Board members were in attendance and one School Board member was absent (Dr. Gans).

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Residents' Comments - (Regarding Any District Related Items)
(Wetzel, 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
(Wetzel, School Board President)

MOTION: BY BOLAS: I move that the Board approve the Meeting Minutes of the February 3, 2025 Board Meeting, as attached. Seconded by Mascaro and carried by unanimous voice vote.

Student Board Representative Report
Jack Yurcich & Isabella Donnelly
(Wetzel, School Board President)

Jack Yurchich was not in attendance for the meeting. Isabella Donnelly covered all of the items in the School Board Report, including: arts, athletics, activities, and academics.

Recognition of Ms. Vera M. Thornberg
Retired Upper St. Clair School District Teacher
(Rozzo, Superintendent of Schools)

Dr. Rozzo recognized Ms. Vera Thornberg for her years of service to the District and for being the oldest living employee at 102 years old. Ms. Thornberg retired in 1987 after 25 years of service. Ms. Thornberg said a few words about her time with the District.

Dr. Wetzel thanked Ms. Thornberg for her years of service with the District.

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Approval to Accept Donation Check from Upper St. Clair Athletic Association (USCAA)
(Rozzo, Superintendent of Schools, Brett Stutzman, President of USCAA, and Erik Lund and Joe Krolczyk, Fields and Facilities Co-Chairs)

The USCAA presented a check to the District for $8,700.00 and thanked the District for their collaboration in youth sports. Dr. Rozzo thanked the USCAA and advised that the program serves many children in the area.

MOTION: BY HANNA: I move that the Board approve the acceptance of a $8,700.00 donation from the USCAA. Seconded by Bolas and carried unanimous voice vote.

Superintendent's Report
(Rozzo, Superintendent of Schools)

a. District Update
(Rozzo, Superintendent of Schools)

Dr. Rozzo gave an update on several items including the boys and girls basketball WPIAL champion wins, noting it was the first time in 29 years that both girls and boys won the title in the same year. He also reported about the High School Musical, Staff Wellness Day, and Administrative training regarding data.

b. Approval of Personnel Listings
(Rozzo, Superintendent of Schools and Pfender, Deputy Superintendent)

Dr. Rozzo reviewed the personnel listing for approval. He advised that the listing does not have many items, but does include the resignation of Middle School Curriculum Leader, Ms. Kate Ruth.

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

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c. Second Reading and Adoption of Policy 627 Commercial Activities and Partnerships
(Rozzo, Superintendent of Schools and Kramer, Solicitor)

Solicitor Kramer began reviewing the Settlement Agreement; she then apologized for jumping ahead to a different agenda item and reviewed policy 627. She reported that language was added into the policy giving the District the ability to have sponsorships. She advised this policy was presented at the February 3rd meeting for a first reading and that there have been no revisions since the first reading.

Dr. Wetzel thanked the Supplemental Funding Committee for working on the policy.

MOTION: BY LAMBER: I move that the Board approve the adoption of Policy 627 Commercial Activities and Partnerships, as presented. Seconded by Snyder and carried by unanimous voice vote.

d. Approval of Affiliation Agreement with Carlow College
(Rozzo, Superintendent of Schools)

Dr. Rozzo reviewed the Affiliation Agreement with Carlow College regarding student teaching. He explained that in order to place student teachers within the District, an agreement first needs to be in place.

MOTION: BY SCHNORE: I move that the Board approve the Affiliation Agreement with Carlow College, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Lamber and carried by unanimous voice vote.

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e. Ratify Approval of Settlement Agreement
(Kramer, Solicitor)

Solicitor Kramer reviewed the settlement agreement. She explained that the agreement is from an old Charter School reimbursement case from 2016-2017, with litigation which was recently resolved. She noted that she and Mr. Burchill recommend settling without further liability, due to the small amount due.

MOTION: BY PETERSEN: I move that the Board ratify the approval of the Settlement Agreement and Mutual Release of Claims between Pennsylvania Leadership Charter School and the Upper St. Clair School District for educational services, at a total amount of $1,827.98, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Schnore and carried by unanimous voice vote.

Administrator's Report
(Rozzo, Superintendent of Schools)

a. Approval of Comprehensive Plan
(Pfender, Deputy Superintendent and Bulazo, Director of Curriculum and Professional Development)

Dr. Pfender requested approval of the Comprehensive Plan, noting it is a mandatory document that will be submitted to the State. She thanked Dr. Bulazo for all of her hard work and involvement in putting together the plan. She also thanked Mr. Wilson and Dr. Madia for their role in completing the plan.

MOTION: BY MASCARO: I move that the Board approve the District Comprehensive Plan, as presented. Seconded by Petersen and carried by unanimous voice vote.

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b. Resolution 2025-03-03A adding the District Robotics Club as a School Affiliated Booster Group
(Pfender, Deputy Superintendent)

Dr. Pfender requested approval for the District Robotics Club to become a School Affiliated Booster Group.

MOTION: BY BOLAS: I move that the Board approve Resolution 2025-03-03A adding The District Robotics Club as a School Affiliated Booster Group. Seconded by Mascaro and carried by unanimous voice vote.

c. Approval of Memorandum of Understanding (MOU) with the Allegheny Intermediate Unit (AIU) Head Start and Pre-K Counts Programs
(Bulazo, Director of Curriculum and Professional Development)

Dr. Bulazo reviewed the MOU with the AIU Head Start and Pre-K Counts Programs. She explained that the District is required to have the agreement to ensure the successful transition of students between Preschool and Kindergarten. She noted that the MOU is part of compliance for Federal Programs Monitoring.

MOTION: BY HANNA: I move that the Board approve the MOU with the AIU Head Start and Pre-K Counts Program, to support best practices in students' transition to Kindergarten, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Bolas and carried by unanimous voice vote.

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d. Acceptance and Approval of Proposal from FieldTurf
(Angelo, Director of Administrative Services)

Dr. Angelo requested acceptance and approval of the proposal from FieldTurf. He explained that the current High School fieldturf was installed in 2016 and has had extensive usage. He reported that the turf is seeing advanced-stage wear and tear, inlay tearing, and color fading. He noted if approved, the project will begin in mid June and last six weeks; planned summer programs will be relocated to another location and the stadium will be closed to the public. community.

MOTION: BY SNYDER: I move that the Board accept and approve the Proposal from FieldTurf, Keystone Purchasing Network (KPN) Contract #202401-01 to replace the High School field turf at a total cost of $686,672.08, per, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Hanna and carried by unanimous voice vote.

e. Approval of Technology Expenditures
(Berrott, Director of Technology)

Mr. Berrott requested approval of technology expenditures for the District.

MOTION: BY LAMBER: I move that the Board approve the technology expenditures from Apple, Fresh Tech Integrated, and CDW-G, for immediate purchase and inclusion in the 2025-2026 Technology Budget, at a total cost not to exceed $890,000.00, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Snyder and carried by unanimous voice vote.

f. Approval of the 2025-2026 Adoption of Approved Local Education Agency (LEA) Policies and Procedures and Use of Funds for Individuals with Disability Education Act (IDEA) Part B
(Andler, Director of Special Education)

Dr. Andler requested approval of the annual adoption of LEA Policies and Procedures and Use of Funds for IDEA Part B.

MOTION: BY SCHNORE: I move that the Board approve the 2025-2026 Adoption of Approved LEA Policies and Procedures and Use of Funds for IDEA Part B, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Lamber and carried by unanimous voice vote.

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Business & Finance
(Burchill, Director of Business & Finance)

a. **Approval of Treasurer's Report - March 3, 2025**
Approval of Supplemental Report - March 3, 2025
(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the financial statements. Mrs. Petersen thanked Mr. Burchill for his financial explanation and his thoroughness.

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

Fund 10 (General Fund): $2,284,174.97
Fund 32 (Capital Reserve): $1,596.00
Fund 39 (Construction Fund): $35,831.00
Fund 51 (Food Service Fund): $82,930.04

b. **Approval of Proposed 2025-2026 Allegheny Intermediate Unit (AIU) Program of Services Budget**
(Burchill, Director of Business & Finance)

Mr. Burchill requested approval of the 2025-2026 AIU Program of Services Budget. Dr. Wetzel asked Mr. Burchill if he was expecting the amount to go up. Mr. Burchill advised that yes, he was expecting it to go up and that it only increased by $400.00.

MOTION: BY MASCARO: I move that the Board approve the proposed 2025-2026 AIU Program of Services Budget in the total amount of $2,361,050.00 with the Upper St. Clair School District contribution estimated to be $67,732.00, the District's final withholding allocation will be based on District Aid Ratio and Weighted Average Daily Membership (WADM); the withholding allocations will be determined by the Pennsylvania Department of Education sometime after July 1, 2025. Seconded by Petersen and carried by unanimous voice vote.

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Committee Reports
(Wetzel, School Board President)

a. **Pathfinder Update**
   Mrs. Hallie Snyder
   Mrs. Snyder reported on Pathfinder. She advised that Pathfinder is governed by a jointure group and is part of the South Central Area Special Schools Committee. She explained that they have moved into a new financial and maintenance contract. She noted that ten students are currently on the waiting list to attend Pathfinder.

Dr. Wetzel thanked Mrs. Snyder for her excellent description of the Pathfinder School and their relationship with the District.

Mrs. Bolas reported on PSBA, advising about the PSBA symposium on artificial intelligence.

Mrs. Hanna reported on SHASDA, advising that she recently attended the SHASDA dinner on February 20th.

Matters of Information/Other
(Rozzo, Superintendent of Schools)

Dr. Rozzo announced the following matter of information:

a. **Budget Presentations will begin at the April 7, 2025 School Board Meeting.**

Announcement Regarding Executive Session
(Wetzel, School Board President)

Dr. Wetzel announced the following Executive Session:

a. **Executive Session was held at 6:15pm on Monday, March 3, 2025 for negotiations and personnel.**

Adjournment
(Wetzel, School Board President)

Dr. Wetzel adjourned the meeting at approximately 8:06pm on a motion.

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Signed by:
Dr. Danielle Z. Wetzel
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Dr. Danielle Z. Wetzel, President
BOARD OF SCHOOL DIRECTORS

DocuSigned by:
Scott P Burchill
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Scott P. Burchill, Secretary
BOARD OF SCHOOL DIRECTORS

DocuSigned by:
Sarah MacDonald
Submitted by: Sarah MacDonald
SCHOOL BOARD STENOGRAPHER

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UPPER ST. CLAIR SCHOOL DISTRICT

BOARD OF SCHOOL DIRECTORS

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Mrs. Angela B. Petersen ⇹ Ms. Jennifer A. Schnore ⇹ Mrs. Hallie H. Snyder

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

SCHOOL BOARD MEETING MINUTES

Monday February 3, 2025 @ 7:00pm

(Executive Session @6:30pm (personnel)

District Administration Building Board Room

Notice having been advertised and posted and members duly notified, a Board Meeting of the Board of School Directors was held on February 3, 2025 in the District Administration Board Room.

School Board Members:

Dr. Danielle Z. Wetzel, President (in-person)
Mr. Michael R. Mascaro, 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)
Ms. Angela B. Petersen (in-person)
Mrs. Jennifer A. Schnore, (in-person)
Mrs. Hallie H. Snyder (in-person)

School Personnel:

Dr. John Rozzo, Superintendent (in-person)
Dr. Amy Pfender, Deputy Superintendent (in-person)
Mr. Scott Burchill, Director of Business & Finance (in-person)
Dr. Rachel Andler, Director of Special Education (in-person)
Dr. Lou Angelo, Director of Administrative Services (in-person)
Mr. Raymond Berrott, Director of Technology (not in attendance)
Dr. Judith Bulazo, Director of Curriculum and Development (in-person)
Dr. Lauren Madia, Director of Pupil Services (in-person)
Mr. Daniel Snyder, Director of Operations & Facilities (in-person)

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Mr. Bradley Wilson, Director of Strategic Initiatives (in-person)
Mrs. Jocelyn Kramer, Solicitor (in-person)
Mrs. Sarah MacDonald, Board Stenographer (virtual)
Mr. Jack Yurcich, Student Board Representative (in-person)
Ms. Isabella Donnelly, Student Board Representative (in-person)

Call to Order & Pledge of Allegiance
(Wetzel, School Board President)

Dr. Wetzel called the meeting to order at approximately 7:01pm and everyone said the pledge of allegiance.

National Anthem
High School Choral Student & Dr. Steve Torquato
(Wetzel, School Board President)

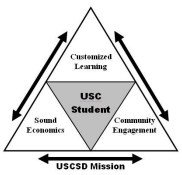
Dr. Wetzel introduced student Kriti Gupta, who sang the National Anthem. After singing, Kriti said a few words about her singing experiences. Dr. Wetzel thanked her for singing.

Dr. Torquato then gave an update on the High School musicals.

Dr. Gans, Mrs. Snyder, and Dr. Rozzo thanked Dr. Torquato.

Reading of the Mission:
(Wetzel, School Board President)

Mr. Mascaro 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.

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Roll Call of School Board
(Solicitor, Kramer)

Solicitor Kramer took a roll call of the school board: She advised that all members of the School Board were present for the meeting.

Residents' Comments - (Regarding Any District Related Items)
(Wetzel, 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
(Wetzel, School Board President)

MOTION: BY BOLAS: I move that the Board approve the Meeting Minutes of the January 13, 2025 Board Meeting, as attached. Seconded by Mascaro and carried by unanimous voice vote.
(voice vote)

Ms. Schnore abstained from the vote, as she was not in attendance for the January 13th Board Meeting.

Presentation and Approval Regarding Annual Audit for Year Ending June 30, 2024
(Amy Lewis, Maher Duessel / Burchill, Director of Business & Finance)
Presentation Financial Statements Single Audit Management Letter
Communication with those Charged with Governance

Ms. Amy Lewis, from Maher Duessel, gave the audit presentation for the June 30, 2024 fiscal year.

Dr. Wetzel thanked Ms. Lewis for the presentation.

MOTION: BY GANS: I move that the Board approve the Annual Audit, for the year ending June 30, 2024. Seconded by Bolas and carried by unanimous voice vote.

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Student Board Representative Report
Mr. Jack Yurcich & Ms. Isabella Donnelly
(Wetzel, School Board President)

Mr. Yurchich and Ms. Donnely gave their student board reports. Mr. Yurcich covered arts and athletics. Ms. Donnelly covered academics and activities.

Dr. Wetzel thanked the students for their reports.

Superintendent's Report
(Rozzo, Superintendent of Schools)

a. **District Update**
(Rozzo, Superintendent of Schools)

Dr. Rozzo gave an update that the District will participate in the Kelly Awards. He also gave updates on report cards and the strategic initiatives presentations. He advised that during this meeting artificial intelligence will be covered and at the March meeting District spaces will be covered.

i. **Strategic Initiative Update Presentation** (**Artificial Intelligence**)
(Rozzo, Superintendent of Schools; Berrott, Director of Technology; Wilson, Director of Strategic Initiatives; and Beck, High School Assistant Principal)

Mr. Wilson and Dr. Beck gave the Strategic Initiative on artificial intelligence. Dr. Rozzo explained that Mr. Berrott is also part of the team, but is at a conference and unable to be in attendance at the meeting.

Mr. Bolas asked if there are patterns of learning processes. Mr. Wilson advised that the District is currently focused on generative artificial intelligence and that predictive intelligence is another branch. However, he advised that data and predictive analysis is definitely an area that the District is thinking about incorporating in the future.

Dr. Wetzel advised that there is more work for the District to do to explain what ethical use of artificial intelligence means for teachers and students. She asked if the District will look at what happens to student learning when we have efficiency, is anything lost and how is it measured? Mr. Wilson advised that yes, he looks forward to having more numbers (pre and post) and determining where the District allocates its resources.

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b. Second Reading and Adoption of the 2025-2026 School Calendar
(Rozzo, Superintendent of Schools and Pfender, Deputy Superintendent)

Dr. Rozzo presented the 2025-2025 School calendar for adoption. He thanked all stakeholders for the feedback and advised that the largest piece of feedback received was in regards to the start of school. He explained that moving the start of school was taken into consideration, but there was no viable way to do it without losing days in breaks or going to school later in June. Therefore, no changes were made to the calendar and it was recommended for adoption as it was presented.

MOTION: BY SCHNORE: I move that the Board approve the adoption of the 2025-2026 School Calendar, as presented. Seconded by Gans and carried by unanimous voice vote.

c. Approval of Personnel Listings
(Rozzo, Superintendent of Schools and Pfender, Deputy Superintendent)

Dr. Rozzo presented the personnel listing for approval. He advised that the personnel listing contains many retirements and many of the retirements are for unique positions. He noted that he will keep everyone updated on the status of the positions.

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

d. First Reading of Policy 627 Commercial Activities and Partnerships
(Rozzo, Superintendent of Schools and Kramer, Solicitor)

Dr. Rozzo advised that one of the District goals is to explore and look at supplemental funding for the District and the Supplemental Funding Committee is leading this initiative. Part of the Committee work includes recommending revisions to policy 627. Solicitor Kramer, who played a significant role in the revisions of Policy 627, advised that the current policy does not recognize sponsorship language. In an effort to expand opportunities, sponsorship language was added into the policy. She thanked Mr. Mascaro, Dr. Gans, Mrs. Petersen, Dr. Rozzo, Dr. Pfender, and Mr. Burchill for the feedback and additions to the policy revisions. She asked the Board to submit any feedback to her or Dr. Pfender and advised that the policy will be up for adoption at an upcoming meeting.

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Administrator's Report
(Rozzo, Superintendent of Schools)

a. Approval of Grant Agreement with Pennsylvania Interscholastic Esports Association (PIEA)
(Pfender, Deputy Superintendent)

Dr. Pfender presented the Grant Agreement with PIEA for approval. She advised that Esports has been a trending experience for the District's students, noting that the High School has 20-24 students currently enrolled with 60-70 students participating in the tournaments. She explained that Esports is great for students who enjoy gaming and coding. The grant agreement will allow for potential reimbursement from PIEA.

MOTION: BY LAMBER: I move that the Board engage a grant agreement with PIEA to accept funds to enroll in the esports league and cover costs as described in the submitted grant agreement, at a total cost of $875.00, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Hanna and carried by unanimous voice vote.

b. Approval of Fast Track Curriculum Recommendations
(Bulazo, Director of Curriculum and Professional Development and Pfender, Deputy Superintendent)

Dr. Bulazo presented the Fast Track Curriculum Recommendations for approval. She noted that the Recommendations were presented, by Curriculum Leaders, at the January Board meeting.

MOTION: BY SNYDER: I move that the Board approve the Fast Track Curriculum Recommendations, as presented. Seconded by Lamber and carried by unanimous voice vote.

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c. Approval of Contract with Paessler for PRTG Network Monitoring Software
(Berrott, Director of Technology)

Dr. Rozzo advised that he was presenting the approval of a contract with Paessler for PRTG Networking Monitoring Software, as Mr. Berrott was at a conference and not able to attend the meeting.

MOTION: BY PETERSEN: I move that the Board approve a contract with Paessler for PRTG Networking Monitoring software, for a three-year term with automatic renewals after the initial term, not to exceed a total cost $5,000.00 per year, purchased via the PEPPM State Contract through CDWG, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Snyder and carried by unanimous voice vote.

d. Approval of Basic Emergency Operations Plan
(Angelo, Director of Administrative Services)

Dr. Angelo presented the Basic Emergency Operations Plan for approval. He noted that the District is required to approve the plan annually.

MOTION: BY MASCARO: I move that the Board approve the Basic Emergency Operations Plan and authorize the Superintendent or Designee to take all actions to remain in compliance with 35 Pa.C.S. § 7701, including conducting annual reviews and making necessary plan modifications. Seconded by Petersen and carried by unanimous voice vote.

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e. Approval of Dual Credit Agreement
(Madia, Director of Pupil Services)

Dr. Madia presented the Dual Credit Agreement with the University of Pittsburgh for approval. She explained that the agreement is a formality as part of the Comprehensive plan, which identifies institutions that the District has a Dual Credit Agreement with.

MOTION: BY BOLAS: I move that the Board approve the Dual Credit Agreement with The University of Pittsburgh, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Mascaro and carried by unanimous voice vote.

f. Approval of Payment to CJL Engineering
(Snyder, Director of Operations & Facilities)

Mr. Snyder requested approval of payment to CJL Engineering for professional engineering services. If approved, CJL will conduct a study of the HVAC systems in the High School locker rooms, both boys and girls locker rooms. He noted that the spaces get very warm and although mitigation efforts have been explored, the locker rooms remain warm. The study would evaluate bringing the HVAC system in the locker rooms onto the chiller system.

MOTION: BY GANS: I move that the Board approve payment for professional services as proposed, with CJL Engineering, to provide mechanical and electrical consulting engineering services, for the USCSD-Locker Room Study, at total a cost up to $12,000.00, subject to final terms and conditions acceptable to the Superintendent and Solicitor.

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g. Approval to Accept the Bid with COSTARS General Contractor Havtech
(Snyder, Director of Operations & Facilities)

Mr. Snyder requested approval to accept the bid with COSTARS General Contractor Havtech. He advised that if approved Havtech will rebuild the Air Handling Units at the High School. He noted that the District received three COSTAR Bids and Havtech gave the lowest Bid.

Ms. Schnore asked if the listed total project cost includes the 10% contingency. Mr. Snyder confirmed that the total cost includes the contingency.

MOTION: BY WETZEL: I move that the Board approve accepting the bid with COSTARS General Contractor Havtech (COSTARS #008-E24-1360), at a total project cost not to exceed $1,345,025.00 including a 10% contingency, to rebuild two large air handling units at the High School, subject to final term and conditions acceptable to the Superintendent and Solicitor. Seconded by Gans and carried by unanimous voice vote.

Dr. Rozzo asked for confirmation that the 10% contingency is included in the total cost and if the motion is okay as written. Mr. Snyder confirmed that the total cost does include the 10% contingency. Solicitor Kramer advised that Ms. Schnore's question clarified the motion and no other changes were needed.

Business & Finance
(Burchill, Director of Business & Finance)

a. Approval of Treasurer's Report - February 3, 2025
Approval of Supplemental Report - February 3, 2025
(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the financial reports and clarified the reassessment of properties.

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

Fund 10 (General Fund): $1,758,895.95
Fund 32 (Capital Reserve): $132,540.00
Fund 39 (Construction Fund): $73,155.66
Fund 51 (Food Service Fund): $136,438.33

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b. Approval of Parkway West Career and Technology Center General Operating Jointure Budget for 2025-2026 as follows:
(Burchill, Director of Business & Finance)

Mr. Burchill requested approval of the annual Parkway West Career and Technology Center General Operating Jointure Budget for 2025-2026. Mrs. Petersen noted that the school has seen a lot of student growth.

	2025-2026
Parkway West General Operating Budget	$9,603,622.00
Parkway West Jointure Budget	$1,076,716.00
Upper St. Clair School District's Estimated Share of Budget	
Parkway West General Operating Budget	$215,265.32
Parkway West Jointure Budget	$112,011.93

MOTION: BY LAMBER: I move that the Board approve the Parkway West General Operating Budget and Jointure Budget for 2025-2026, as listed above. Seconded by Hanna and carried by unanimous voice vote.

Committee Reports
(Wetzel, School Board President)

Mrs. Bolas gave a Committee Report from PSBA. Her updates included an upcoming Ethics Act webinar, Advocacy Day on the Hill, School Safety preparedness certification program, an update on school board resources, and more.

Dr. Gans gave a Committee Report from the PTC Wellness Committee.

Matters of Information/Other
(Rozzo, Superintendent of Schools)

a. High School Musical Dates - *Mary Poppins*

Dr. Rozzo announced the following dates and time for the High School Musical:

i. Thursday, March 13 @ 6pm (family show)
Friday, March 14 @ 7pm
Saturday, March 15 @ 1pm
Saturday, March 15 @ 7pm
Sunday, March 16 @ 2pm

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Announcement Regarding Executive Session
(Wetzel, School Board President)

Dr. Wetzel made the following announcement:

a. Executive Session was held at 6:30pm on February 3, 2025 for personnel.

Adjournment
(Wetzel, School Board President)

Dr. Wetzel adjourned the meeting at approximately 8:54pm.

Dr. Danielle Z. Wetzel, President
BOARD OF SCHOOL DIRECTORS

Scott P. Burchill, Secretary
BOARD OF SCHOOL DIRECTORS

Submitted by: Sarah MacDonald
SCHOOL BOARD STENOGRAPHER

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Board Meeting

Personnel Listing

March 3, 2025

ELECTION

Staff Name	Location	New Assignment	New Assignment Status	Effective Date
Arndt-Memo, Emily	High School	Assistant Coach: High School Swim	Volunteer	2024-2025 School Year
Cramer, Jennifer	Ft. Couch	Coach: Middle School Track	ECA	03-03-25 through 05-09-25
Foster, Megan	High School	Head Coach: High School Boys Tennis	ECA	03-03-25 through 05-09-25
Gardner, William (Buzz)	Substitute	Substitute Van Driver	Substitute	02-12-25
Greenwald, Lauren	Ft. Couch	Nutrition Center General Worker	PT	02-13-25
Leeds, Richard	High School	Assistant Coach: High School Boys Lacrosse	ECA	03-03-25 through 05-09-25
Petrus, Tanya	Ft. Couch	Nutrition Center Cook	PT	02-12-25
Roethlein, Matthew	High School	Assistant Coach: High School Baseball	ECA	03-03-25 through 05-09-25
Russell, Matthew	High School	Assistant Coach: High School Boys Lacrosse	ECA	03-03-25 through 05-09-25
Senneway, Michelle	Ft. Couch	Coach: Middle School Track	ECA	03-03-25 through 05-09-25
White, Clark	High School	Assistant Coach: High School Baseball	Volunteer	03-03-25 through 05-09-25
Wolfe, Rima	Substitute	Substitute Teacher Aide	Substitute	03-04-25

CHANGE OF STATUS

Staff Name	Location	Current Assignment	Current Assignment Status	New Assignment	New Assignment Status	Effective Date
Adamiak, Abigail	Streams	1.0 Music Teacher (Per Diem - S. Cosnek)	Per Diem Sub	Per Diem - Updated Dates	Per Diem Sub	Per Diem Dates FROM 12-16-24 through TBD TO 12-16-24 through 02-28-25
Adamiak, Abigail	Substitute	1.0 Music Teacher (Per Diem - S. Cosnek)	Per Diem Sub	Substitute Teacher (certified)	Substitute	03-03-25
Barni Bomberger, Jamie	Bus Garage	Substitute Van Driver	Substitute	Bus Driver	PT	02-20-25
Belak, Michael	Eisenhower	1.0 School Police Officer	FT	Personal Leave of Absence - Updated Dates	Leave	FROM Beginning 01-06-25 TO 01-16-25 through 02-14-25
Campbell, Alexander	Eisenhower	1.0 Special Education Teacher (Per Diem A. Hadad)	Per Diem Sub	1.0 Special Education Teacher (Per Diem A. Hadad) - Update Per Diem Dates	Per Diem Sub	FROM Beginning 01-13-25 TO 01-13-25 through 03-12-25
Cosnek, Steven	Streams	1.0 Music Teacher	FT	Personal Leave of Absence - Updated Dates	Leave	FROM Beginning 11-07-24 TO 11-07-24 through 02-18-25
Hadad, Angela	Eisenhower	1.0 Special Education Teacher	FT	Personal Leave of Absence - Updated Dates	Leave	FROM Beginning 01-13-25 TO 01-13-25 through 03-10-25
Lehman, Denise	Boyce	1.0 Teacher Aide	FT	Personal Leave of Absence	Leave	Beginning 02-13-25
Matz, John	High School	1.0 Maintenance Technician	FT	Personal Leave of Absence - Updated Dates	Leave	FROM Beginning 11-12-24 TO 11-12-24 through 02-03-25
Lazarova, Anne	Eisenhower	1.0 School Nurse	FT	Personal Leave of Absence	Leave	05-21-25 through 06-09-25
Pantuso, Alexander	High School	Assistant Coach: High School Baseball	Volunteer	Assistant Coach: High School Baseball	ECA	03-03-25 through 05-09-25
Scott, Mark	Baker	1.0 Head Custodian	FT	Personal Leave of Absence - Updated Dates	Leave	FROM Beginning 01-06-25 TO 02-21-25
Snyder, Lauren	Baker	1.0 Tech Instructional Aide	FT	Personal Leave of Absence	Leave	Beginning 02-03-25
Verzellesi, Alfred	Bus Garage	Bus Driver	PT	Personal Leave of Absence - Updated Dates	Leave	FROM Beginning 09-19-24 TO 09-19-24 through 02-21-25

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REAPPOINTMENT

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date
George, Tyler	High School	Assistant Coach: High School Baseball	Volunteer	03-03-25 through 05-09-25
Kipp, Lana	High School	Spring Musical: Accompanist/Pit Musician	ECA	01-07-25 through 03-16-25
Mellinger, Matthew	High School	Assistant Coach: High School Baseball	ECA	03-03-25 through 05-09-25
Pries, James	Ft. Couch	Coach: Middle School Softball	ECA	03-03-25 through 05-09-25
Rodgers, Jacqueline	High School	Assistant Coach: High School Track	ECA	03-03-25 through 05-09-25
Sivillo, Ronald	Ft. Couch	Coach: Middle School Softball	ECA	03-03-25 through 05-09-25
Yarosh, John	High School	Assistant Coach: High School Track	ECA	03-03-25 through 05-09-25

RESIGNATION

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date
Ballock, Jason	Bus Garage	Mechanic	FT	03-07-25
Conte, Jacob	District Wide	District Technology Support	PT	02-28-25
Findley, Rebecca	Ft. Couch	Coach: Middle School Track	ECA	02-17-25
Gremba, Justin	Ft. Couch	Coach: Middle School Volleyball	ECA	02-17-25
Irwin, Michelle	Ft. Couch	Coach: Middle School Track	ECA	02-17-25
Mente, Danial	Ft Couch	Nutrition Center General Worker	PT	02-05-25
Rhodes, Anne	Streams	Teacher Aide	FT	03-14-25
Rohrbaugh, Alexander	District Wide	Technology Student Intern	PT	02-28-25
Ruth, Katherine	Ft. Couch	Middle School English Language Arts Curriculum Leader	FT	06-30-25

OTHER

Approval of Employee Discipline Resolution 2025-02

Approval of Employee Discipline Resolution 2025-03

Approval of Employee Discipline Resolution 2025-04

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Section	600 Finances
Title	Commercial Activities **and Partnerships**
Policy	627
Status	**Second Reading and Adoption: March 3, 2025**

Purpose

The District recognizes that public schools provide a potential market for appropriate commercial activities. Approval of proposed commercial activities will depend on whether it will result in substantial benefit to the District, its schools and their respective students, and is consistent with the District's mission, policies, and goals. The District has the exclusive discretion to determine whether to pursue, accept or decline an opportunity to engage in appropriate commercial activities. The factors to be considered by the District include, but are not limited to:

- The extent to which a commercial opportunity limits or restrains the District's discretion or its ability to pursue other opportunities;
- The duration of the arrangement or agreement and the District's ability/discretion to terminate the arrangement/agreement;
- The extent to which the commercial opportunity imposes any obligation on the District, either presently or in the future, financial or otherwise and whether the opportunity is subject to conditions acceptable to the District;
- The extent to which the commercial opportunity constitutes a conflict of interest or creates the appearance of or potential for a conflict of interest; and The extent to which the commercial opportunity affects the appearance of District property or disrupts the operation of the District.

The Board believes that in certain instances and with certain limitations, it may be in the best interest of the District to accept monetary and/or other meaningful consideration from individuals or entities in exchange for recognition, which may be oral, written or graphic in nature, but in some limited circumstances could include granting naming rights to a District facility. The Board recognizes that ethical and legal issues must be addressed when entering into these types of arrangements which involve the use of School District facilities or in any way impact students and school personnel. Furthermore, the District acknowledges that names of facilities can be important forms of expression in their own right and that the naming or renaming of a facility can reflect upon students, staff and the community.

The purpose of this Policy is to provide procedures and guidelines for permitting paid advertising, sponsorship or naming rights in a manner that is supportive of the District's overall mission and is consistent with its

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goals and objectives, while protecting the interests of the District's name, its pupils and its personnel. These guidelines are intended to protect students and staff from exploitation and overt commercial activity, particularly in the classroom and to ensure that these agreements do not interfere with the educational program, conflict with the values of the community or the District's mission, are age-appropriate in a K-12 environment and allow the District to remain neutral on controversial issues.

Definitions

Advertisement – any payment of money or other benefit to the District that requires visual, audio, voice, data, electronic, online, and/or video placement of a name, slogan or product message on a District property or official District publication.

Sponsorship – any payment of money or other benefit to the District in exchange for recognition.

Exclusive Rights – any payment of a premium or provision of some benefit to the District for the right to be a sole provider of a service, advertisement, or product. This term includes limited exclusive rights contracts where more than one (1) provider may supply the same or similar service, advertisement or product.
Purchase of Goods and Services – purchase of services or goods by the District for a product or service required by the District.

Naming Rights - recognition granted in exchange for the payment of money or other economic benefit including the right to name a District facility, a specific area within a District facility, or other District property or a District program for a specified term.

Authority

The School Code requires the Board to provide and maintain school grounds and buildings necessary to provide educational services to school-aged children.

All agreements covered by this Policy shall be in writing and require prior approval as set forth herein. The District shall not be bound by any oral agreements purportedly made by any employee or agent.

The Board may enter into written contracts with individuals or companies that have expertise in advertising and marketing for purposes of identifying potential advertisers/sponsors and negotiating the terms of Advertisement/Sponsorship Agreements.

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Nothing in this Policy is intended to infringe upon a student's freedom of expression guaranteed by the Constitution of the United States and the right to post/distribute materials as set forth in Policy 220.

Policy 702 governs outright gifts, grants, and donations to the District.

DELEGATION OF RESPONSIBILITY

Superintendent

Except as otherwise set forth herein, the Superintendent or Designee shall have the authority to review and approve, consistent with the guidelines set forth herein:

(a) All Advertisement/Sponsorship Agreements valued at $2,500 or less in annual consideration; and

(b) All Advertisement/Sponsorship Agreements valued at more than $2,500 up to and including $5,000 in annual consideration, only after notification is given to the Board.

In the event that the Superintendent or Designee, in his/her sole discretion, believes that a potential Advertisement/Sponsorship Agreement involves an arrangement that could violate these guidelines or be considered controversial, s/he shall present the agreement to the Board for review and consideration.

The Superintendent or Designee may develop Administrative Regulations and forms to establish a procedure for and accomplish the objectives of this Policy.

Board

Board approval shall be required for:

(a) Any Agreement that would result in exclusivity.

(b) Any Agreement that contemplates affixing a permanent sign, name or logo to any District facility (e.g., building, press box scoreboard).

(c) Any Agreement that grants Naming Rights to any District facility, area within a facility, or District property.

(d) Any Agreement that is not specifically addressed in this Policy as one that can be approved by the Superintendent or Designee.

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Food Contracts

Any contracts, advertisements or promotions dealing with food on the school campus during the school day are specially regulated by state and federal law and must be reviewed by the District Solicitor prior to execution.

Guidelines

~~Advertisements – Advertisements, as defined by this policy, should comply with the following categories:~~

- ~~Advertisements are subject to approval by the Superintendent or his/her designee.~~
- ~~Advertising in connection with instructional materials furnished by private sources must be reasonable, nonintrusive, and noninherent to the content. Such instructional materials must be used in a manner that is consistent with the District's policies and practices related to curriculum and instruction, controversial issues, and the use of District property.~~
- ~~All signs must have District approval. External signs additionally must meet the municipality's sign code.~~

~~Advertising Procedure – Procedures for advertising will be in accordance with regulations developed by the Superintendent or his/her designee.~~

~~Exclusive Rights Contracts – The Board may, from time to time, consider the approval of an exclusive rights contract if it will result in substantial benefit to the District, its schools and their respective students, and is consistent with the District's mission, policies, and goals. Any exclusive rights contract requires Board approval.~~

~~Prohibited Commercial Activities – No commercial activity as defined or allowed by this policy shall be associated in any way with the sale of tobacco, alcohol, illegal drugs, or weapons; contain vulgar or plainly offensive, obscene, or sexually explicit language; advocate the violation of law or District policy; advance any religious or political organization; promote, favor, or oppose a candidate for elected office or a ballot measure; or be associated with any company or individual whose actions are otherwise in violation of law. Any commercial activity allowed by this policy shall be respectful of all people without regard to their disability, race, color, gender, national origin, ethnicity, sexual orientation, age, religion, marital status, socioeconomic status, cultural background, familial status, physical characteristics, or linguistic characteristics.~~

~~The District shall provide no personally identifiable data about a student, except as permitted by law. Likewise, no student, in order to participate in a school program or school-sponsored activity, shall be required to provide personally identifiable data to the sponsor of a commercial activity, except as permitted by law.~~

~~Students shall not be required to complete any survey or questionnaire that is designed to provide marketing information to a vendor or business about their interests and preferences for a particular vendor, business, or product.~~

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Prohibited Content

In keeping with the educational mission of the District and in order to remain appropriate for school-aged children who would reasonably be expected to come into contact with the advertisement, no Advertisement, Sponsorship, or Exclusive Rights Agreement will be permitted that includes content that does any of the following:

1. Promotes or incites hostility, disorder or violence.

2. Directly or indirectly references ethnicity, race, religion, and/or sexual orientation.

3. Contains libelous or potentially libelous material.

4. Violates the rights of others, discriminates against any group or disparages any person, group or organization.

5. Creates or is likely to create a substantial disruption in the school environment or inhibit the function of any school within the District.

6. Overrides the school's identity.

7. References, promotes, favors or opposes a candidate for elected office or a ballot measure.

8. Promotes the sale or use of drugs, alcohol, tobacco, electronic cigarettes, weapons or firearms.

9. Contains lewd, slanderous, obscene, vulgar or sexually explicit language or images.

10. Contains false, misleading or deceptive information.

11. Violates or advocates the violation of law or District policy.

12. Contains content or promotes a product or service that is detrimental to the well-being of District students, reflects negatively upon the District or is otherwise inconsistent with the mission and obligations of the District or conflicts with the District's mission, vision, or shared values.

13. Declares or implies an endorsement by the District of any service, product or point of view, including those deemed to be controversial by the Superintendent.

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Mandatory Terms

All Agreements under this Policy are subject to the following and such terms shall be included in Agreements required by this Policy, unless otherwise advised by the District Solicitor:

1. Must clearly state the consideration received by the District and any financial terms of the agreement, including the amount and timing of payment.

2. Must clearly state the consideration received by the advertiser/sponsor.

3. Advertising on District property should not be construed as an endorsement by the District of the individual, company, product or service being advertised.

4. The District shall have the right to terminate the Agreement if it is determined by the District to have an adverse impact on the District's image, reputation, programs, services, or activities (morality clause).

5. The advertiser/sponsor must attest that they own or have the right to use the intellectual property and will indemnify the District against alleged violations of trademark or copyright protections by third parties.

6. The Agreement is not effective unless and until it is executed by the Superintendent and/or the Board as required by this Policy.

7. The advertiser/sponsor must obtain the District's prior approval before using the District's name, students, staff and/or District facilities in any promotional materials.

8. The advertiser/sponsor has no ability to affect or dictate the manner in which the District delivers its programs, uses or disposes of its facilities or otherwise direct how the District may allocate or spend funds provided to the District by the Agreement. The Board may make special exceptions to this requirement under limited circumstances.

9. The advertiser/sponsor may not transfer or assign the agreement without permission of the District.

10. Any advertisements used in connection with the Agreement shall comply with all laws, regulations and administrative agency rules of the federal, state and local governments, including all laws, regulations and administrative agency rules applicable to copyrights, trademarks, trade names and patents.

11. The advertiser/sponsor acknowledges that they have read and understand all the provisions of this Policy.

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12. Must clearly state under what conditions the Agreement may be terminated/cancelled and the effect of termination/cancellation.

13. Where the Agreement contemplates signage:

a. The advertiser/sponsor bears full responsibility for all maintenance, costs and expenses associated with the procurement, erection, and dismantling of the sign(s).

b. The content, size, placement and appearance of all signs must be pre-approved by the District.

c. Any sign that is determined by a township zoning officer to be out of compliance with local zoning ordinances shall not be permitted to be erected, and, if erected, shall be removed by the advertiser/sponsor at its own cost.

d. The advertiser/sponsor waives in advance, and agrees to indemnify the District for any claims that may arise as a result of the erection, maintenance, or removal of signs.

e. Signs that are not maintained to standards acceptable by the District must be repaired or removed upon notification by the District and if the signage is not removed within the time period designated by the District, the sign will be removed by the District at the expense of advertiser/sponsor.

<u>Additional Guidelines</u>

The Board may limit the total number of signs that may be erected at any one time so as to minimize distractions or the over-commercialization of the school environment.

All public-private sector Agreements must be consistent with all labor contracts, competitive bid requirements and all applicable federal, state and local laws, rules and regulations.

Agreements for publicly financed buildings or structures shall require prior approval by legal counsel to ensure that the proposed Agreement will not impact the tax exempt status of bonds.

No Agreement shall result in any direct pecuniary benefit to any District employee or Board member, member of their immediate family, or businesses with which they are associated, in violation of the Public Official and Employee Ethics Act (State Ethics Act).

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All proceeds generated from Agreements must be deposited into a designated fund within the District's General Fund upon collection.

Students shall not be required to read or listen to commercial advertising in school buses, in the classroom or in school-provided materials in curriculum-related activities, except for in courses of study that have specific lessons and/or curriculum-related materials about commercial advertising.

Media Equipment and Software

- **The District shall not enter into any contract to obtain any media equipment or software that will obligate the District to expose students to advertising directed at young people during school time or at home while completing school assignments. The Board reserves the right to approve exceptions on a case-by-case basis.**
- **The District shall not enter into any contract to obtain any media equipment or software that will obligate the school to post information about school procedures or events using media that contain advertising directed at students. Scoreboards may be excluded.**
- **The District will not enter into any contract for media services where the providers of the services in question will collect personal information from the students. Personal information includes, but is not limited to, the student's name, Social Security number, telephone number, email, and home address.**

Site Based Record-Keeping

The Superintendent or Designee is responsible for maintaining the following records:

1. **A list prepared of activities for which the Agreements were accepted and those that will be accepted for the next fiscal year. The list will be made available to the public upon request.**

2. **A log of all Agreements in effect during the school year. The log shall include the following information:**

    - **Name and address of the advertiser/sponsor.**
    - **Date the agreement was executed and location of the advertisement.**
    - **Term of the agreement.**
    - **Authorized signatures that appear on the contract.**
    - **Contract medium/service.**

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- **List of benefits received by the District, including dollar amounts.**
- **List of advertising/sponsorship activities.**

3. All other records required by Board policies for contract execution and procurement of goods and services.

Additional Guidelines For Naming Rights Agreements

Because Naming Rights agreements must be given stricter scrutiny, any proposal that is received by the District that includes Naming Rights provisions may be referred to the Supplemental Funding Committee for initial review prior to coming before the full Board for consideration. Prior to a vote on the Agreement, the proposal must be presented to the Board for an initial review (first reading) at a public meeting with the opportunity for Board and public comment on the proposal.

The Naming Rights of any District facility shall be at the sole discretion of the Board and shall require at least a 2/3rd majority vote for approval.

In all cases, the District shall retain full control and ownership over the named facilities.

No name should conflict with similar names of other District facilities or facilities in surrounding districts.

Facilities shall not be named for persons who are currently employed by the District or active in its operations or those who currently hold any public office.

Adoption: October 25, 2021 (Replaced Policy 3023.2 - Commercial Activities)
Revised and Renamed: TBD

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Upper St. Clair SD

Comprehensive Plan | 2025 - 2028

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Profile and Plan Essentials

LEA Type		AUN
Public School		103029203
Address 1		
1775 McLaughlin Run Road		
Address 2		
City	**State**	**Zip Code**
Upper St. Clair	PA	15241
Chief School Administrator		**Chief School Administrator Email**
Dr. John T. Rozzo		jrozzo@uscsd.k12.pa.us
Single Point of Contact Name		
Amy G. Pfender		
Single Point of Contact Email		
apfender@uscsd.k12.pa.us		
Single Point of Contact Phone Number		
412-833-1600		

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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. John T. Rozzo	Administrator	Central Office USCSD	jrozzo@uscsd.k12.pa.us
Dr. Judy Bulazo	Administrator	Central Office USCSD	jbulazo@uscsd.k12.pa.us
Dr. Amy Pfender	Administrator	Central Office USCSD	apfender@uscsd.k12.pa.us
Dr. Lauren Madia	Administrator	Central Office USCSD	lmadia@uscsd.k12.pa.us
Mark Miller	Administrator	Eisenhower Elementary School	mmiller@uscsd.k12.pa.us
Sherri Garvey	Staff Member	Middle School Gifted Teacher	sgarvey@uscsd.k12.pa.us
Melissa Tungate	Staff Member	High School English Teacher	mctungate@uscsd.k12.pa.us
Jodi Mosler	Staff Member	Middle School Special Education Teacher	jmosler@uscsd.k12.p.aus
Shannon Dominick	Staff Member	Elementary Mathematics Teacher	sdominick@uscsd.k12.pa.us
Steve Miller	Staff Member	High School Mathematics Teacher	smiller@uscsd.k12.pa.us
Doug Kirchner	Staff Member	High School Social Studies Teacher	dkirchner@uscsd.k12.pa.us
Josh Tobin	Staff Member	Middle School Social Studies Teacher	jtobin@uscsd.k12.pa.us
Mrs. Melissa Epler	Community Member	Participated in PD Committee	---
Mrs. Kim Damon	Community Member	Participated in PD committee	---
Mrs. Stacey Seewal	Parent	Participated in PD committee	---
Mr. Kevin Clark	Staff Member	Boyce Science	kclark@uscsd.k12.pa.uscsd
Ms. Betsy Allen	Staff Member	Elementary Teacher	eallen@uscsd.k12.pa.uscsd
Ms Leslie Smirniw	Staff Member	Elementary School Counselor	lsmirniw@uscsd.k12.pa.us
Mr. Brad Wilson	Administrator	Administrator	bwilson@uscsd.k12.pa.uscsd
Ms. Kate Sebastio	Staff Member	World Language	ksebastio@uscsd.k12.pa.us
Mrs. Corrine Newman	Staff Member	HS Science Teacher	cnewman@uscsd.k12.pa.uscsd
Dr. Michale Funfar	Staff Member	HS Math Teacher	mfunfar@uscsd.k12.pa.uscsd

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LEA Profile

Upper St. Clair School District, located 10 miles south of downtown Pittsburgh, has a strong tradition of excellence in academics, the arts and athletics. The district's success – along with its K-12 International Baccalaureate program – has resulted in a diverse population with families from all over the world. Currently, there are approximately 40 different home languages spoken in Upper St. Clair students' homes.

The district serves just over 4,000 students in six schools, all of which have been recognized as National Blue Ribbon Schools:

- Baker Elementary School (K – grade 4)
- Eisenhower Elementary School (K – grade 4)
- Streams Elementary School (K – grade 4, International Baccalaureate)
- Boyce Middle School (grades 5 – 6, traditional and International Baccalaureate)
- Fort Couch Middle School (grades 7 – 8, traditional and International Baccalaureate)
- Upper St. Clair High School (grades 9 – 12, traditional and International Baccalaureate)

All six school campuses boast modern school facilities with significant technology infrastructure that support the latest educational advancements. All Upper St. Clair students are provided a district-issued technology device to assist with their learning.

The district's professional staff is comprised of more than 300 educators, 80 percent of whom hold a master's degree or above, and a support staff of 240, including custodians, nutrition center workers, aides, administrative support, school police and safety officers as well as maintenance and transportation personnel.

All Upper St. Clair schools embrace the Professional Learning Community (PLC) model. PLC teacher teams meet on a weekly basis to discuss students as learners and to share educational best practices.

Upper St. Clair School District benefits greatly from active and meaningful parent engagement. In addition to classroom and school-wide special events, parent volunteers coordinate numerous afterschool activities that have included STEM/STEAM and robotics camps, art and cooking classes, athletic opportunities as well as chess and gardening clubs. These volunteer-led opportunities provide valuable social and educational benefits to students.

The Upper St. Clair School District ranks second among the Pennsylvania's 500 school districts, according to the 2024 Guide to Western Pennsylvania Schools, published by the Pittsburgh Business Times. The publication's statewide rankings were introduced in 2017. Debuting at No. 10 in 2017, the district climbed to No. 5 in 2018, No. 3 in 2019, and No. 2 in 2020, before reaching No. 1 in 2022 and 2023. There were no rankings in 2021 due to the pandemic.

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All six district schools have been recognized among the “Best” schools by U.S. News & World Report – all ranking within the top 2% of schools. In addition to excelling academically, Upper St. Clair is fortunate to have a robust fine and performing arts program. For nine years in a row, Upper St. Clair School District has been named among the nation’s Best Communities for Music Education by the NAMM Foundation.

Upper St. Clair fosters a welcoming environment for all. All six schools have earned the Anti- Defamation League’s No Place for Hate designation. Implemented within the Upper St. Clair School District beginning in the fall of 2019, No Place for Hate helps incorporate anti-bias and bullying prevention resources into the district’s existing programs in order to have one consistent message of inclusivity.

For more information about Upper St. Clair School District, visit www.uscsd.k12.pa.us.

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Mission and Vision

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.

Vision

Upper St. Clair School District prepares our students to be successful contributors to an everchanging global society by providing a nurturing, engaging, and challenging learning environment.

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Educational Values

Students

We believe that: 1. education is a shared responsibility and requires collaboration of the institution, the governing authority, the student, the family, and the community. 2. the involvement of the parents and community in the schools is critical to the education of students and sets an example for children to grow as responsible citizens. 3. a commitment to excellence demands an investment of financial, human, and material resources. 4. the quality of the school district impacts the quality of life in the community. 5. an exemplary education institution aims to promote an environment of academic excellence and pride in the school community. 6. a school district that offers a variety of programmatic choices ensures greater student engagement in the learning process. 7. a school district, staff, students parents, and community benefit from an attitude of continuous progress and consistent practices of exploration, forward-thinking, and openness to change. 8. a safe learning environment is a right and a responsibility for all stakeholders. 9. children are our community's most valuable asset, and each child has intrinsic worth. 10. education is most effective when decision-making is focused on the best interests of the student. 11. children achieve their maximum potential through hard work and dedication in an environment when expectations are high, when they understand the purpose for learning, and when they are engaged in the process. 12. exposure to a balanced curriculum, including academics, arts, and athletics, expands the human experience and allows each student to discover his or her own particular interests and abilities. 13. a wide variety of extra-curricular activities develops a sense of leadership and teamwork in students. 14. effective education develops the whole person-ethically, intellectually, emotionally, socially, and physically-and promotes self-esteem and personal happiness. 15. interaction and collaboration with people of diverse backgrounds and character encourages tolerance, open-mindedness, and appreciation for others. 16. 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. 17. effective education fosters students' abilities to listen and communicate, think critically and creatively, and apply their knowledge to all of their decision-making. 18. children do best when they are mentored through their failures as well as their successes. 19. service to others encourages students to develop an understanding of and appreciation for other people and encourages them to become contributing members of society. 20. lifelong learning, a process that begins with parents in the home and is cultivated by teachers and staff in the schools, is essential for success in a changing society. 21. thoughtful practices of a school and community can foster a sense of environmental stewardship in students. 22. citizens and leaders of tomorrow need to be able to function successful in a global and technological society. 23. an educated and well-informed citizenry is essential for a democratic society to flourish.

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Staff

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Administration

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material resources. 4. the quality of the school district impacts the quality of life in the community. 5. an exemplary education institution aims to promote an environment of academic excellence and pride in the school community. 6. a school district that offers a variety of programmatic choices ensures greater student engagement in the learning process. 7. a school district, staff, students parents, and community benefit from an attitude of continuous progress and consistent practices of exploration, forward-thinking, and openness to change. 8. a safe learning environment is a right and a responsibility for all stakeholders. 9. children are our community's most valuable asset, and each child has intrinsic worth. 10. education is most effective when decision-making is focused on the best interests of the student. 11. children achieve their maximum potential through hard work and dedication in an environment when expectations are high, when they understand the purpose for learning, and when they are engaged in the process. 12. exposure to a balanced curriculum, including academics, arts, and athletics, expands the human experience and allows each student to discover his or her own particular interests and abilities. 13. a wide variety of extra-curricular activities develops a sense of leadership and teamwork in students. 14. effective education develops the whole person-ethically, intellectually, emotionally, socially, and physically-and promotes self-esteem and personal happiness. 15. interaction and collaboration with people of diverse backgrounds and character encourages tolerance, open-mindedness, and appreciation for others. 16. 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. 17. effective education fosters students' abilities to listen and communicate, think critically and creatively, and apply their knowledge to all of their decision-making. 18. children do best when they are mentored through their failures as well as their successes. 19. service to others encourages students to develop an understanding of and appreciation for other people and encourages them to become contributing members of society. 20. lifelong learning, a process that begins with parents in the home and is cultivated by teachers and staff in the schools, is essential for success in a changing society. 21. thoughtful practices of a school and community can foster a sense of environmental stewardship in students. 22. citizens and leaders of tomorrow need to be able to function successful in a global and technological society. 23. an educated and well-informed citizenry is essential for a democratic society to flourish.

Parents

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Community

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academics, arts, and athletics, expands the human experience and allows each student to discover his or her own particular interests and abilities. 13. a wide variety of extra-curricular activities develops a sense of leadership and teamwork in students. 14. effective education develops the whole person-ethically, intellectually, emotionally, socially, and physically-and promotes self-esteem and personal happiness. 15. interaction and collaboration with people of diverse backgrounds and character encourages tolerance, open-mindedness, and appreciation for others. 16. 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. 17. effective education fosters students' abilities to listen and communicate, think critically and creatively, and apply their knowledge to all of their decision-making. 18. children do best when they are mentored through their failures as well as their successes. 19. service to others encourages students to develop an understanding of and appreciation for other people and encourages them to become contributing members of society. 20. lifelong learning, a process that begins with parents in the home and is cultivated by teachers and staff in the schools, is essential for success in a changing society. 21. thoughtful practices of a school and community can foster a sense of environmental stewardship in students. 22. citizens and leaders of tomorrow need to be able to function successful in a global and technological society. 23. an educated and well-informed citizenry is essential for a democratic society to flourish.

Other (Optional)

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Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
State Assessment Measures - PSSA English & Keystone Literature	Met all statewide proficiency goals in English Language Arts/Literature at all levels. This includes PSSA scores in grades 3-8 and High School Literature Keystone exams.
State Assessment Measures - PSSA Mathematics	Met all statewide proficiency goals in Mathematics on PSSA scores in grades 3-8.
State Assessment Measures - PSSA Science and Keystone Biology	Met all statewide proficiency goals in Science/Biology at all levels. This includes PSSA scores in grades 4 and 8 as well as the Biology Keystone exam.
Career Standards Benchmark	Met or exceeded proficiency in Career Standards Benchmark for all applicable buildings.

Challenges

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) - Keystone Algebra and Keystone Literature	Upper St. Clair High School Keystone scores in Algebra I and Literature did not meet state growth standard. This data has been impacted by the Pandemic, especially for Algebra I due to the nature of banked scores and students who would have taken this from an advanced cycle not being included in this analysis.
Meeting Annual Academic Growth Expectations (PVAAS) - 8th Grade Science	Science PVAAS at the 8th grade level (Fort Couch Middle School) did not meet the growth standard. Current work in the science department has been focused on preparing for the new PA Steels standards and the team is optimistic that the move will be beneficial in future changes that will be implemented in the upcoming years.
Meeting Annual Academic Growth Expectations (PVAAS) - 5th/6th Grade Mathematics	Math PVAAS at the 5th/6th grade levels (Boyce Middle School) did not meet the growth standard. This is the first year in which the data has shown this level of deficiency in meeting the growth standard.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator	**Comments/Notable Observations**
State Assessment Measures - 3rd/4th Grade Mathematics	

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Grade Level(s) and/or Student Group(s) All groups at grade levels 3 and 4	Meets or exceeds all Elementary Mathematics interim targets for all available individual student groups. There is an insignificant sample size for most demographics, but this would include economically dDsadvantaged and students with disabilities.
Indicator State Assessment Measures - Keystone Biology **Grade Level(s) and/or Student Group(s)** 9th grade all groups	**Comments/Notable Observations** Meets or exceeds Keystone Biology interim targets for all available individual student groups. There is an insignificant sample size for most demographics, but this would include economically disadvantaged and students with disabilities.

Challenges

Indicator State Assessment Measures - 8th Grade Science PSSA **Grade Level(s) and/or Student Group(s)** 8th grade, students with disabilities, Science	**Comments/Notable Observations** Did not meet statewide proficiency goals in 8th grade Science for students with disabilities. This may be connected with changes being made to curriculum to align with new PA Steels standards.
Indicator State Assessment Measures - 7th/8th Grade Mathematics PSSA **Grade Level(s) and/or Student Group(s)** 7th and 8th grade Mathematics, students with disabilities	**Comments/Notable Observations** Did not meet statewide proficiency goals at Fort Couch Middle School in Mathematics for students with disabilities. There has been more emphasis in recent years on developing new courses to better meet needs of students in mathematics at this level. There is optimism that these new courses will help to better meet all needs on this exam, which, historically has received the lowest passing scores of any exam in the state (state averages as shown on the PDE website include only a 34% pass rate for 7th grade and 28.5% pass rate for 8th grade).

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

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Met all statewide proficiency goals in English Language Arts/Literature at all levels.
Met all statewide proficiency goals in Mathematics/Algebra I at all levels.
Math PVAAS at the 5th/6th grade levels (Boyce Middle School) did not meet the growth standard.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Did not meet statewide proficiency goals in 8th grade Science for students with disabilities.
Did not meet statewide proficiency goals at Fort Couch Middle School in Mathematics for students with disabilities.

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Local Assessment

English Language Arts

Data	Comments/Notable Observations
MAP Data	The implementation of the MAP assessment in grades 3-8 has provided another meaningful data tool for teachers.
DIBELS/Acadience	The use of this data tool is long-standing in the District and has continued to be drive instruction for students.
Leveled Reading Assessments (Curriculum Based Measures)	Small group reading instruction geared toward students' levels and needs has been the foundation for students at the elementary level.
Curriculum-based assessments in Writing, Grammar, Comprehension	Local assessments continue to be adapted as curriculum changes are made.

English Language Arts Summary

Strengths

Data within the English Language Arts curriculum K-4 is a strength of the District. Formative and summative data are both used to drive instruction at all levels and provide meaningful information for meeting students at their instructional level.
Data is used to determine supports and interventions for students that are needed for students and/or course selection at all grade levels.

Challenges

Continuing to enhance the instructional supports provided to students and differentiation strategies within the classroom is always helpful in contributing to improved student performance.

Mathematics

Data	Comments/Notable Observations
Curriculum-based measures	Formative assessments at all grade levels serve as a tool to differentiate instruction and provide meaningful feedback to families.
MAP	The use of MAP data has continued to expand over the last few years and will continue to enhance instruction for students.

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Mathematics Summary

Strengths

The District has continued to display strong outcomes in mathematics above the State average. The ability to utilize data to differentiate and support all learners is an instructional best practice.

Challenges

Continuing to enhance the instructional supports provided to students and differentiation strategies within the classroom is always helpful in contributing to improved student performance.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Curriculum-based measures - unit tests, investigative labs, projects	Our goal remains to measure knowledge, skills, processes and deep understanding with multiple assessments.

Science, Technology, and Engineering Education Summary

Strengths

The science curriculum in the District provides students with opportunities for hands-on learning experiences that integrate reading and writing with mathematical expectations.

Challenges

Transitioning to the PA STEELS standards and redeveloping curriculum-based assessments will be a need and a challenge.

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Related Academics

Career Readiness

Data	Comments/Notable Observations
Naviance	The use of this program allows HS students to utilize data to make appropriate post-secondary decisions.
Student Portfolios	Student portfolios provide evidence of the career readiness standards and meets the expectations of the K-12 Guidance Plan.

Career and Technical Education (CTE) Programs

Career and Technical Education (CTE) Programs

Arts and Humanities

Arts and Humanities

Data	Comments/Notable Observations
Performance Based Measures	The performing arts provide unique performance-bassed assessment opportunities, offered in a safe and supportive manner, to provide formative and summative feedback to students with opportunities for revision.

Environment and Ecology

False Environment and Ecology

Data	Comments/Notable Observations
Deer Valley	Sixth-grade students participate in a multi-day immersive experience. Feedback for success continues to be strong
Unit Assessments	Most grade levels have a separate or integrated environment and ecology unit. Making sure these now align with STEELS standards is a need.

Family and Consumer Sciences

Family and Consumer Sciences

Data	Comments/Notable Observations
Performance-Based Assessments	FACS is no longer offered at the middle school level so the curriculum may need to be altered to meet the needs of students better.
Skills-Based Assessments	FACS is no longer offered at the middle school level so the curriculum may need to be altered to meet the needs of students better.

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Health, Safety, and Physical Education

Health, Safety, and Physical Education

Data	Comments/Notable Observations
Unit Assessment	Phys Ed and Wellness programming at the High School level has been under revision for the past few years in order to be more integrated and developmentally responsive. It continues to evolve as practices are piloted and as student needs evolve.
Physical Activity Demonstration	Phys Ed and Wellness programming at the High School level has been under revision for the past few years in order to be more integrated and developmentally responsive. It continues to evolve as practices are piloted and as student needs evolve.
Safe School Report	The District is in compliance with all required reporting and is continually evaluating the school environment for students and staff.

Social Studies (Civics and Government, Economics, Geography, History)

Social Studies (Civics and Government, Economics, Geography, History)

Data	Comments/Notable Observations
American Civics Engagement Course Development/Assessment report	This is an annual state required report to determine student proficiency in American Civics
Unit Assessments	These measure skills, content knowledge and critical thinking. They may be tests, projects, or writing.

Articulation Agreements

ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Robert Morris University

Agreement Type

Dual Credit

Program/Course Area

Business

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Uploaded Files

2024-06 - Fully Executed - MOU with RMU for College in HS - 0617.24.pdf - Google Drive.html

Partnering Institution

Community College Beaver County

Agreement Type

Dual Credit

Program/Course Area

The Community College of Beaver County has six Academies which include Aviation, Construction, Criminal Justice, Education, Health, and STEM.

Uploaded Files

2022-08 - Fully Executed - CCBC Agreement - HS Academy and Dual Enrollment - 08.09.2022.pdf

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Using formative data to inform instructions and identify supports needed for students.
Assessments that are strongly aligned to curriculum and classroom instruction.
The District has continued to expand college in the high school experiences for additional post secondary course application beyond AP courses.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

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Continuing to refine the use of assessments in identifying the strengths and needs of students in order to provide targeted supports and remediation to students.
Assuring assessments are aligned with the PA STEELS Standards.
Continue to support the changes to high school wellness and physical education.

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Equity Considerations

English Learners

This student group is not a focus in this plan.

Students with Disabilities

This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Data is used to determine supports and interventions for students that are needed for students and/or course selection at all grade levels.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Continuing to enhance the instructional supports provided to students and differentiation strategies within the classroom is always helpful in contributing to improved student performance.

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Designated Schools

There are no Designated Schools.

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Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Recently approved. Special Education programming is an important aspect of the District and is continually evaluated to be compliant and to meet the needs of students.
Title 1 Program	Title I programming continues to be addressed annually.
Student Services	Student Services Department has new leadership with the Director of Special Education. Strong leadership will continue to exist in this area.
K-12 Guidance Plan (339 Plan)	Recently approved
Technology Plan	
English Language Development Programs	

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

USCSD offers a comprehensive continuum of services to all students that includes intervention, monitoring, and appropriate steps for evaluation to determine the need for changes in programming within the continuum.
USCSD has utilized grant funding to continue to develop and pilot programming to meet the emotional and mental health needs of students.
USCSD has spent intentional time and development on consistent assessment practices at the middle school level.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

USCSD continues to evaluate programs for consistent and adequate resources to meet the evolving academic, social, and mental/behavioral health needs of students.
USCSD continues to review instructional best practices in the area of differentiation to meet students instructional needs.

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Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Exemplary
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Exemplary
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Exemplary

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Exemplary
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Exemplary
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Exemplary
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Exemplary
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Exemplary

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Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

The continued attention, monitoring, and change processes centered around curriculum development, instruction, assessment, and programming are the greatest strengths of our District.
Recruiting and retaining quality staff members is a critical matter that is becoming more challenging.

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

With competing priorities and needs, finding time for leadership development is difficult.
With the fast-paced changes in technology and in career development options, finding time and resources to expand and revise programming is challenging. The ever-evolving role of Artificial Intelligence and its impact on work and education will continue to be a challenge over the next several years.

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Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Met all statewide proficiency goals in English Language Arts/Literature at all levels.	False
Met all statewide proficiency goals in Mathematics/Algebra I at all levels.	False
Math PVAAS at the 5th/6th grade levels (Boyce Middle School) did not meet the growth standard.	False
Data within the English Language Arts curriculum K-4 is a strength of the District. Formative and summative data are both used to drive instruction at all levels and provide meaningful information for meeting students at their instructional level.	False
Data is used to determine supports and interventions for students that are needed for students and/or course selection at all grade levels.	True
The District has continued to display strong outcomes in mathematics above the State average. The ability to utilize data to differentiate and support all learners is an instructional best practice.	False
The science curriculum in the District provides students with opportunities for hands-on learning experiences that integrate reading and writing with mathematical expectations.	True
Using formative data to inform instructions and identify supports needed for students.	False
Assessments that are strongly aligned to curriculum and classroom instruction.	False
The continued attention, monitoring, and change processes centered around curriculum development, instruction, assessment, and programming are the greatest strengths of our District.	False
Recruiting and retaining quality staff members is a critical matter that is becoming more challenging.	False
USCSD offers a comprehensive continuum of services to all students that includes intervention, monitoring, and appropriate steps for evaluation to determine the need for changes in programming within the continuum.	False
USCSD has utilized grant funding to continue to develop and pilot programming to meet the emotional and mental health needs of students.	False
USCSD has spent intentional time and development on consistent assessment practices at the middle school level.	False
The District has continued to expand college in the high school experiences for additional post secondary course application beyond AP courses.	False

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Data is used to determine supports and interventions for students that are needed for students and/or course selection at all grade levels.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Did not meet statewide proficiency goals in 8th grade Science for students with disabilities.	False
Did not meet statewide proficiency goals at Fort Couch Middle School in Mathematics for students with disabilities.	False
Continuing to enhance the instructional supports provided to students and differentiation strategies within the classroom is always helpful in contributing to improved student performance.	True
Continuing to enhance the instructional supports provided to students and differentiation strategies within the classroom is always helpful in contributing to improved student performance.	False
Transitioning to the PA STEELS standards and redeveloping curriculum-based assessments will be a need and a challenge.	True
Continuing to refine the use of assessments in identifying the strengths and needs of students in order to provide targeted supports and remeidation to students.	False
Assuring assessments are aligned with the PA STEELS Standards.	True
Continue to support the changes to high school wellness and physical education.	False
With competing priorities and needs, finding time for leadership development is difficult.	False
USCSD continues to evaluate programs for consistent and adequate resources to meet the evolving academic, social, and mental/behavioral health needs of students.	True
USCSD continues to review instructional best practices in the area of differentiation to meet students instructional needs.	True
With the fast-paced changes in technology and in career development options, finding time and resources to expand and revise programming is challenging. The ever-evolving role of Artificial Intelligence and its impact on work and education will continue to be a challenge over the next several years.	True
Continuing to enhance the instructional supports provided to students and differentiation strategies within the classroom is always helpful in contributing to improved student performance.	False

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Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Differentiation training and review of best practices are needed at the Middle School level. Continued science curriculum development and alignment of assessments with PA STEELS Standards are needed. Continued review of assessment and grading practices for consistency in grades 5-9. Attention to evolving technologies, especially Artificial Intelligence, is needed. Feedback from the stakeholder meeting provided us with additional information to add Challenge #9

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Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Continuing to enhance the instructional supports provided to students and differentiation strategies within the classroom is always helpful in contributing to improved student performance.	Recent discussions have highlighted the need to review differentiation and support provided to middle school students.	True
Transitioning to the PA STEELS standards and redeveloping curriculum-based assessments will be a need and a challenge.	This will be a process that requires intense attention but will also take years to complete.	True
Assuring assessments are aligned with the PA STEELS Standards.	This will be a process that requires intense attention but will also take years to complete.	False
With the fast-paced changes in technology and in career development options, finding time and resources to expand and revise programming is challenging. The ever-evolving role of Artificial Intelligence and its impact on work and education will continue to be a challenge over the next several years.	Attention to the evolution of Artificial Intelligence and is use will be critical.	True
USCSD continues to evaluate programs for consistent and adequate resources to meet the evolving academic, social, and mental/behavioral health needs of students.	Continued evaluation of appropriate supports and services is essential to student growth and success	True
USCSD continues to review instructional best practices in the area of differentiation to meet students instructional needs.	This has always been a hallmark of our District.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Data is used to determine supports and interventions for students that are needed for students and/or course selection at all grade levels.	Data will be critical for differentiation and determining student support.
The science curriculum in the District provides students with opportunities for hands-on learning experiences that integrate reading and writing with mathematical expectations.	Teachers' experience with hands-on, integrated learning will provide the background needed to transition to the phenomenon-based learning required by the STEELS standards.

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Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We need to review the processes used for classroom differentiation, and the use of data in determining instructional priorities.
	We need to utilize our curriculum development process, summer workshop requirements, and professional development days to transition to the PA STEELS standards.
	We need to utilize our curriculum development process, summer workshop requirements, and professional development days to implement the effective use of evolving technologies, specifically Artificial Intelligence.
	We need to evaluate current services and student needs for appropriate recommendations to maintain or modify programs for consistency to address the evolving academic, social, and mental/behavioral health needs of students.

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Goal Setting

Priority: We need to review the processes used for classroom differentiation, and the use of data in determining instructional priorities.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Redetermine essential and required instructional practices in Middle School ELA evidenced by framework creation and instructional plans for differentiation, including small group instruction and differentiated selection of materials.		
Measurable Goal Nickname (35 Character Max)		
MS Reading Differentiation - Practices, Training, Resources		
Target Year 1	**Target Year 2**	**Target Year 3**
Redetermine required practices and create the framework; develop and begin training.	Continue training and require practices to be reflected in teacher planning and instructional observations. Begin resource development	Redetermine essential and required instructional practices in Middle School ELA evidenced by framework creation and instructional plans for differentiation, including small group instruction and differentiated selection of materials.

Priority: We need to utilize our curriculum development process, summer workshop requirements, and professional development days to transition to the PA STEELS standards.

Outcome Category		
STEM		
Measurable Goal Statement (Smart Goal)		
Continue the review and evaluation of the written curriculum and the match to classroom instruction through the District's curriculum development process.		
Measurable Goal Nickname (35 Character Max)		
STEELS Unit/Curriculum/Assessment Development		
Target Year 1	**Target Year 2**	**Target Year 3**
Unit and assessment development and implementation.	Continue unit and assessment development and implementation.	Continue the review and evaluation of the written curriculum and the match to classroom instruction through the District's curriculum development process.

Outcome Category
STEM

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Measurable Goal Statement (Smart Goal)		
Select and utilize resources that are aligned with PA STEELS.		
Measurable Goal Nickname (35 Character Max)		
STEELS Resources		
Target Year 1	**Target Year 2**	**Target Year 3**
Research and pilot materials.	Make recommendations for adoption.	Select and utilize resources that are aligned with PA STEELS.

Priority: We need to utilize our curriculum development process, summer workshop requirements, and professional development days to implement the effective use of evolving technologies, specifically Artificial Intelligence.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Identify and implement best practices and ethical uses for teaching, learning, and overall organizational efficiencies.		
Measurable Goal Nickname (35 Character Max)		
Artificial Intelligence Usage		
Target Year 1	**Target Year 2**	**Target Year 3**
Implement best practices for staff use of AI to enhance teaching and learning.	Implement best practices for student use of AI to enhance learning and future preparedness.	Identify and implement best practices and ethical uses for teaching, learning, and overall organizational efficiencies.

Priority: We need to evaluate current services and student needs for appropriate recommendations to maintain or modify programs for consistency to address the evolving academic, social, and mental/behavioral health needs of students.

Outcome Category		
School Safety		
Measurable Goal Statement (Smart Goal)		
Based on available data sets related to attendance, student screeners, and comprehensive evaluation of students, the Upper St. Clair School District will continue to review student programming and supports throughout the duration of this plan to determine appropriate recommendations for updates and/or adoptions to systems of student supports either through the budget and/or collaboration with student support service providers to increase student attendance by 3% over the duration of the plan and decrease screeners of behaviors of concern by 3%.		
Measurable Goal Nickname (35 Character Max)		
Systems of Student Supports		
Target Year 1	**Target Year 2**	**Target Year 3**

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Gather baseline data to develop interventions and recommendations	From Baseline data in Target Year 1 have observable increase/decrease and review for trends to support recommendations	Based on available data sets related to attendance, student screeners, and comprehensive evaluation of students, the Upper St. Clair School District will continue to review student programming and supports throughout the duration of this plan to determine appropriate recommendations for updates and/or adoptions to systems of student supports either through the budget and/or collaboration with student support service providers to increase student attendance by 3% over the duration of the plan and decrease screeners of behaviors of concern by 3%.

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Action Plan

Measurable Goals

MS Reading Differentiation - Practices, Training, Resources	STEELS Unit/Curriculum/Assessment Development
STEELS Resources	Artificial Intelligence Usage
Systems of Student Supports	

Action Plan For: Tier 1 Differentiation - MS ELA Training

Measurable Goals:
• Redetermine essential and required instructional practices in Middle School ELA evidenced by framework creation and instructional plans for differentiation, including small group instruction and differentiated selection of materials.

Action Step		**Anticipated Start/Completion Date**	
Develop a plan that outlines the needs and professional development sessions for meeting this goal.		2025-08-01	2025-11-07
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Dr. Judy Bulazo, Director of Curriculum and Professional Development, Middle School Language Arts Curriculum Leader, Middle School Leadership Team	Time, development of training materials, potentially outside resources	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
The District expects stronger differentiation in grades 5-8 in the area of English Language Arts instruction to meet the instructional needs of students by providing more consistent feedback from observations, review of lesson plans, and monthly curriculum meetings.	District administration and level-leadership teams will monitor the output quarterly as part of data review

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Action Plan For: Tier 1 Differentiation - ELA Framework

Measurable Goals:
• Redetermine essential and required instructional practices in Middle School ELA evidenced by framework creation and instructional plans for differentiation, including small group instruction and differentiated selection of materials.

Action Step		**Anticipated Start/Completion Date**	
Reestablish a framework of practices and resources for reading differentiation.		2025-05-19	2025-08-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
MS ELA Curriculum Leadership Team	Research; past practice information	No	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Implementation of framework and practices	District administration and level-leadership teams will monitor the output quarterly as part of data review

Action Plan For: Tier 1 - ELA Differentiated Resource Development

Measurable Goals:
• Redetermine essential and required instructional practices in Middle School ELA evidenced by framework creation and instructional plans for differentiation, including small group instruction and differentiated selection of materials.

Action Step		**Anticipated Start/Completion Date**	
Develop and reimplement differentiated materials		2025-07-01	2027-08-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
ELA Curriculum Leadership Team	Research; past materials used as model	No	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Differentiated materials and implementation	District administration and level-leadership teams will monitor the output quarterly as part of data review

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Action Plan For: Engaging Students in Scientific Practices - STEELS

Measurable Goals:
• Continue the review and evaluation of the written curriculum and the match to classroom instruction through the District's curriculum development process.

Action Step		**Anticipated Start/Completion Date**	
Develop units and assessments that align with STEELS		2025-06-16	2027-11-23
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Science Curriculum Leadership Team	Research; standards	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Implementation of units and assessments	Curriculum and building admin; curriculum development process; teacher observations - ongoing

Action Plan For: Engaging Students in Scientific Practices - STEELS

Measurable Goals:
• Select and utilize resources that are aligned with PA STEELS.

Action Step		**Anticipated Start/Completion Date**	
Research, pilot, and adopt resources that align with PA STEELS		2025-05-05	2028-02-02
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Science Curriculum Leadership Team	Research; materials	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Adoption and implementation of materials	Curriculum Admin; quarterly; curriculum recommendation process

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Action Plan For: Using technology to support learning - AI

Measurable Goals:
• Identify and implement best practices and ethical uses for teaching, learning, and overall organizational efficiencies.

Action Step		**Anticipated Start/Completion Date**	
Research, train, and implement appropriate tools for teacher and student use to enhance teaching and learning.		2025-06-30	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Brad Wilson and Dan Beck	AI tools	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Implementation of tools and practices	building admin; ongoing; teacher observation

Action Plan For: Teacher Delivered Behavior Interventions

Measurable Goals:
• Based on available data sets related to attendance, student screeners, and comprehensive evaluation of students, the Upper St. Clair School District will continue to review student programming and supports throughout the duration of this plan to determine appropriate recommendations for updates and/or adoptions to systems of student supports either through the budget and/or collaboration with student support service providers to increase student attendance by 3% over the duration of the plan and decrease screeners of behaviors of concern by 3%.

Action Step	**Anticipated Start/Completion Date**	
Provide annual training in the area of interventions and supports for students to include trauma informed care and suicide prevention and awareness	2025-07-01	2028-06-30

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Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Student Support Services Department and District Administration	Potential Substitute Coverage Maintenance of Train the Trainer Model	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Provide training by reputable mental health providers and beyond district professional development days		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administration	Financial support and input from individual teachers of necessary supports to address the complex needs of students	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Teachers will continue to receive ongoing training in an area of priority and will continue to develop a teacher tool kit to support students	Annual professional development survey, review student data sets,

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Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Tier 1 Differentiation - MS ELA Training	Develop a plan that outlines the needs and professional development sessions for meeting this goal.
Engaging Students in Scientific Practices - STEELS	Develop units and assessments that align with STEELS
Engaging Students in Scientific Practices - STEELS	Research, pilot, and adopt resources that align with PA STEELS
Using technology to support learning - AI	Research, train, and implement appropriate tools for teacher and student use to enhance teaching and learning.
Teacher Delivered Behavior Interventions	Provide annual training in the area of interventions and supports for students to include trauma informed care and suicide prevention and awareness
Teacher Delivered Behavior Interventions	Provide training by reputable mental health providers and beyond district professional development days

Middle School Reading Differentiation

Action Step		
• Develop a plan that outlines the needs and professional development sessions for meeting this goal.		
Audience		
ELA and Support Teachers		
Topics to be Included		
Differentiation Tomlinson training Structured Literacy		
Evidence of Learning		
Implementation of Practices		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
MS and Curriculum Admin Team	2025-07-01	2026-08-31

Learning Format

Type of Activities	Frequency
Inservice day	2-4 sessions
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students	

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This Step Meets the Requirements of State Required Trainings
Structured Literacy

STEELS Unit/Curriculum/Assessment Development

Action Step		
• Develop units and assessments that align with STEELS		
Audience		
K-12 Science teachers		
Topics to be Included		
Curriculum Framework and Units Phenomenon-Based Learning Assessment		
Evidence of Learning		
Implementation of practices		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Science Curriculum Leadership Team	2025-06-30	2028-02-29

Learning Format

Type of Activities	Frequency
Inservice day	3-5 times
Observation and Practice Framework Met in this Plan	
• 1d: Demonstrating Knowledge of Resources • 1a: Demonstrating Knowledge of Content and Pedagogy	
This Step Meets the Requirements of State Required Trainings	

STEELS Resources

Action Step		
• Research, pilot, and adopt resources that align with PA STEELS		
Audience		
K-12 Science Teachers		
Topics to be Included		
USC Materials Selection Criteria Demos and review of resources		
Evidence of Learning		
Curriculum recommendations for the adoption of appropriate materials.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**

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Science Curriculum Leadership Team	2025-06-30	2028-06-10

Learning Format

Type of Activities	**Frequency**
Action research	as often as needed for appropriate selection
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	

Artificial Intelligence Tools and Usage

Action Step		
• Research, train, and implement appropriate tools for teacher and student use to enhance teaching and learning.		
Audience		
All K-12 Professional Staff		
Topics to be Included		
Relevant tools, policies, and practices for teachers and students		
Evidence of Learning		
Implementation of tools, practices, and policies		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Brad Wilson and Dan Beck	2025-06-30	2028-06-30

Learning Format

Type of Activities	**Frequency**
Inservice day	at least once yearly
Observation and Practice Framework Met in this Plan	
• 1d: Demonstrating Knowledge of Resources • 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	

Systems of Student Supports

Action Step

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• Provide annual training in the area of interventions and supports for students to include trauma informed care and suicide prevention and awareness
Audience
K-12 Staff
Topics to be Included
Trauma informed care Appropriate strategies for behavior interventions Neurodivergent learner and strategies Suicide Prevention and Awareness Updated training information for student specific supports relative to specific diagnoses/needs
Evidence of Learning
Teacher feedback; implementation of practices in the classroom; informal observation

Lead Person/Position	Anticipated Start	Anticipated Completion
District Administration	2025-06-30	2028-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Annual
Observation and Practice Framework Met in this Plan	
• 4e: Growing and Developing Professionally • 2d: Managing Student Behavior • 1b: Demonstrating Knowledge of Students	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

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Communications Activities

MS ELA Curriculum Development and Training

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Develop a plan that outlines the needs and professional development sessions for meeting this goal.	Teachers	Structured Literacy Resource Use Support Use Differentiation Practices	ELA Curriculum Leadership Team	06/30/2025	08/31/2026

Communications

Type of Communication	Frequency
Presentation	1 time

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MS ELA Framework					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Reestablish a framework of practices and resources for reading differentiation.	Teachers and Administrators	All components of ELA curriculum and instruction	ELA Curriculum Leadership Team	06/16/2025	06/15/2026

Communications	
Type of Communication	**Frequency**
Presentation	At lease one time and revisit as needed

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ELA Resources					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Develop and reimplement differentiated materials	Teachers and MS Administrators	Novels, short literature pieces, writing, intervention materials	ELA Curriculum Development Team	06/16/2025	08/18/2028

Communications	
Type of Communication	**Frequency**
Presentation	at least one time per year

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ELA Resources

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Develop and reimplement differentiated materials	Teachers and MS Administrators	Novels, short literature pieces, writing, intervention materials	ELA Curriculum Development Team	06/16/2025	08/18/2028

Communications

Type of Communication	Frequency
Presentation	at least one time per year

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Approvals & Signatures

Uploaded Files

Chief School Administrator	Date

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UPPER ST. CLAIR SD

1775 McLaughlin Run Road

Professional Development Plan (Act 48) | 2025 - 2028

ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

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g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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PROFILE AND PLAN ESSENTIALS

Public School
103029203
1775 McLaughlin Run Road, Upper St. Clair, PA 15241

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Dr. John T. Rozzo
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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dr. Amy Pfender	Deputy Superintendent	Administrator	School Board of Directors
Dr. Judy Bulazo	Director of Curriculum and Professional Development	Administrator	School Board of Directors
Mrs. Melissa Epler	NA	Community Member	Administration Personnel
Mrs. Kim Damon	NA	Community Member	Administration Personnel
Ms. Manjri Gupta	Owner of Axios	Local Business Representative	Administration Personnel

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Name	Title	Committee Role	Appointed By
Mrs. Stacey Seewald	NA	Parent of Child Attending	Administration Personnel
Mr. Kevin Clark	6th Grade Teacher	Elementary Teacher	Teacher
Ms. Ali Neely	MS Special Education Teacher	Education Specialist	Teacher
Ms. Betsy Allen	Elem Gifted Teacher	Elementary Teacher	Teacher
Ms. Leslie Smirniw	Elementary Counselor	Education Specialist	Teacher
Mrs. Corinne Newman	HS Chemistry Teacher	High School Teacher	Teacher
Dr. Micheal Funfar	HS Math Teacher	High School Teacher	Teacher
Ms. Kate Sebastiao	HS Spanish Teacher	High School Teacher	Teacher
Mr. Brad Wilson	Director of Strategic Initiatives	Administrator	Administration Personnel

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

This committee meets once a year as an overall status check related to our status and meeting of our goals. A subcommittee of staff members meets approximately three times a year for professional development planning. This includes planning for professional development days during the school year as well as producing a summer professional development catalog of offerings.

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ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

MIDDLE SCHOOL READING DIFFERENTIATION

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop a plan that outlines the needs and professional development sessions for meeting this goal.	ELA and Support Teachers	Differentiation Tomlinson training Structured Literacy	Implementation of Practices

Lead Person/Position	Anticipated Timeline
MS and Curriculum Admin Team	07/01/2025 - 08/31/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	2-4 sessions	1b: Demonstrating Knowledge of Students	Structured Literacy

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STEELS UNIT/CURRICULUM/ASSESSMENT DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop units and assessments that align with STEELS	K-12 Science teachers	Curriculum Framework and Units Phenomenon-Based Learning Assessment	Implementation of practices

Lead Person/Position	Anticipated Timeline
Science Curriculum Leadership Team	06/30/2025 - 02/29/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	3-5 times	1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources	

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STEELS RESOURCES

Action Step	Audience	Topics to be Included	Evidence of Learning
Research, pilot, and adopt resources that align with PA STEELS	K-12 Science Teachers	USC Materials Selection Criteria Demos and review of resources	Curriculum recommendations for the adoption of appropriate materials.

Lead Person/Position	Anticipated Timeline
Science Curriculum Leadership Team	06/30/2025 - 06/10/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Action research	as often as needed for appropriate selection	1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning	

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ARTIFICIAL INTELLIGENCE TOOLS AND USAGE

Action Step	Audience	Topics to be Included	Evidence of Learning
Research, train, and implement appropriate tools for teacher and student use to enhance teaching and learning.	All K-12 Professional Staff	Relevant tools, policies, and practices for teachers and students	Implementation of tools, practices, and policies

Lead Person/Position	Anticipated Timeline
Brad Wilson and Dan Beck	06/30/2025 - 06/30/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	at least once yearly	4e: Growing and Developing Professionally 1d: Demonstrating Knowledge of Resources	

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SYSTEMS OF STUDENT SUPPORTS

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide annual training in the area of interventions and supports for students to include trauma informed care and suicide prevention and awareness	K-12 Staff	Trauma informed care Appropriate strategies for behavior interventions Neurodivergent learner and strategies Suicide Prevention and Awareness Updated training information for student specific supports relative to specific diagnoses/needs	Teacher feedback; implementation of practices in the classroom; informal observation

Lead Person/Position	Anticipated Timeline
District Administration	06/30/2025 - 06/30/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annual	1b: Demonstrating Knowledge of Students 2d: Managing Student Behavior 4e: Growing and Developing Professionally	Teaching Diverse Learners in Inclusive Settings

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OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

CHILD ABUSE/MANDATED REPORTER TRAINING

Audience	Topics to be Included	Evidence of Learning
K-12 District Staff	As required through the state, child abuse/mandated reporter training must address the recognition of the signs of child abuse and the reporting requirements. In the District, this training would also be inline with Board Policy 806-Child A?use.	Certificate of Completion

Lead Person/Position	Anticipated Timeline
Student Support Services Department	08/01/2025 - 06/25/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	3 hours (half of an in-service day),every 5 years, and annual reminders	4b: Maintaining Accurate Records 4f: Showing Professionalism	

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CODE OF ETHICS FOR EDUCATORS

Audience	Topics to be Included	Evidence of Learning
All District Professional Staff	Model of Ethics for Educators including competencies related to professional ethics	Observation of teachers implementing the identified learning criteria under the Model Ethics training

Lead Person/Position	Anticipated Timeline
District Administration	07/01/2025 - 07/03/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually at faculty meetings or through other professional development workshops	4f: Showing Professionalism 4e: Growing and Developing Professionally	Professional Ethics

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TRAUMA INFORMED CARE TRAINING

Audience	Topics to be Included	Evidence of Learning
K-12 Teachers	Signs of trauma based needs Supports for students and staff Awareness of impact of trauma on students Include Act 71 Suicide Prevention and Awareness	Teacher feedback, information collected from teachers during student support services meetings

Lead Person/Position	Anticipated Timeline
Student Support Services Department	07/01/2025 - 06/27/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Yearly	2b: Establishing a Culture for Learning 4e: Growing and Developing Professionally 2c: Managing Classroom Procedures 2a: Creating an Environment of Respect and Rapport	At Least 1-hour of Trauma-informed Care Training for All Staff

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STRUCTURED LITERACY

Audience	Topics to be Included	Evidence of Learning
All required staff in identified certification areas	evidence based intervention practices systematic instruction in phonological and phonemic awareness reading comprehension and building content knowledge alphabetic principle, decoding and encoding, fluency and vocabulary	Teacher lesson plans Observation of implemented practices

Lead Person/Position	Anticipated Timeline
Director of Curriculum Instruction and Professional Development/Designee	07/01/2025 - 06/30/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	As required for training	3c: Engaging Students in Learning 4e: Growing and Developing Professionally 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction	Structured Literacy

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LANGUAGE AND LITERACY ACQUISITION

Audience	Topics to be Included	Evidence of Learning
K-12 Teachers	Learning strategies to effectively teach language and literacy skills to students from diverse linguistic backgrounds based on Home Language Surveys	Classroom observations, implementation of strategies, review of student data

Lead Person/Position	Anticipated Timeline
Building Administration Director of Pupil Services	07/01/2025 - 06/15/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Conference	Annually	1b: Demonstrating Knowledge of Students 3e: Demonstrating Flexibility and Responsiveness 3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students
Professional Learning Community (PLC)	Weekly		Teaching Diverse Learners in Inclusive Settings

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Docusign Envelope ID: 6A8DB05A-8BA9-4FC1-9093-70941591DE0D

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

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Professional Education Plan Guidelines	Yes/No
When is the first year the LEA will offer Structured Literacy Training to the staff?	2024-2025
Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)? To be determined and monitored as all staff in grades 5-12 received structured literacy training in the Fall of 2024	
Is the LEA using or planning to implement Structured Literacy (Select One)? Hybrid, Structured Literacy components integrated into reading program.	

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EVALUATION AND REVIEW

DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

The District's Professional Development Committee comprises professional staff members from all levels and various content areas and specialties. The team meets at least twice a year. The committee creates a survey each year that is administered to the staff after professional development days have been completed. The survey evaluates the impact of the training on student outcomes as well as teachers' opinions of the improvement to their skills as well as evaluation of the content and presentation of the training. The survey is analyzed for trends and used to make recommendations for the following year's professional development sessions. The committee also reviews the professional development requirements from PDE as a part of the process for making recommendations for future sessions.

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PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Professional Education Committee Chairperson: Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Superintendent or Chief Administrative Officer: Date

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Upper St. Clair SD

Induction Plan (Chapter 49) | 2025 - 2028

Docusign Envelope ID: 6A8DB05A-8BA9-4FC1-9093-70941591DE0D

Profile

LEA Type		AUN
Public School		103029203
Address 1		
1775 McLaughlin Run Road		
Address 2		
City	**State**	**Zip Code**
Upper St. Clair	PA	15241
Chief School Administrator		
Dr. John T. Rozzo		
Chief School Administrator Email		
jrozzo@uscsd.k12.pa.us		
Educator Induction Plan Coordinator Name		
Dr. Judith Bulazo		
Educator Induction Plan Coordinator Name Email		
jbulazo@uscsd.k12.pa.us		
Educator Induction Plan Coordinator Phone Number		**Extension**
412-833-1600		2061

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Docusign Envelope ID: 6A8DB05A-8BA9-4FC1-9093-70941591DE0D

Educator Induction Plan

Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team for the duration of the induction program? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan: a. Assess the needs of inductees?	Yes
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes
d. Include a two-year induction program effective the 2024-2025 school year?	Yes
Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?	No
List the Pre-K Counts Program and address	

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Mentors

Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	No
Other	

Please explain the LEA's process for ensuring their mentors have the above selected characteristics.

Principals identify the mentor assignments to new professionals in their building based on the alignment of roles and the mentor teacher's knowledge, teaching ability, and interpersonal skills.

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Needs Assessment

Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
Submission of Inductee Portfolio	No
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	No
Other	

Based on the tools and methods selected above, describe the LEA's Induction program, including the following details:

- **Program Structure**
- **Content Included**
- **Meeting Frequency**
- **Delivery Format**

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INDUCTION – 2024-25

Orientation Day

Monday, August 12, 2024

8:00-3:30 p.m.

	Domains
Introduction to the Induction and Mentoring Programs	IV
District Mission and Philosophies	IV
Curriculum and Program Implementation	I, III, IV
PA State Standards	III
Policy Review	IV
Curriculum Overview – specific content areas	I, III
Mentor Session	I, II, III, IV
Community Bus Tour	IV

Induction Day #1

Tuesday, August 13, 2024

8:00-3:30 p.m.

	Domains
Technology and Communications in USC	I, IV
Enhancing Professional Practice – A Framework for Teaching/Evaluation	I, II, III, IV
Curriculum Implementation and Decision-Making – Revisit	I, II, IV
Learning Targets	I
Introduction to USC's Learning Management System: Canvas	I, II, III
Needs Assessment	I, II, III, IV
ALICE Training *(asynchronous time provided but to be completed before the first day of school)*	II, IV

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Induction Day #2

Tuesday, October 8, 2024

8:00-3:30

	Domains
Assessment *of* and *for* Learning - Overview	I, III
Assessment *for* Learning	I, III
Understanding by Design and Rubicon Atlas	I, III
Assessment *of* Learning	I, III
Data	I, III

Induction Day #3

Thursday, January 30, 2025

8:00-3:30

	Domains
Planning for Diverse Needs ESL, Special Education, Student Support Services, Conflict Management	I, II, III

Induction Day #4

Thursday, March 6, 2025

8:00-3:30

	Domains
Engaging Students in Learning	III
Making Sense of Data	I, III
Personal and Professional Growth	IV

Order and content of topics are subject to change based on needs and the availability of presenters.

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Professional Development Flex Time for New Professionals – 2024-25

Key Concepts:

- Flex time is professional development time.
- Professional development time (flex time) must include new learning (as per the PA Department of Education).
- Act 48 credits are given for all professional development/flex time.
- . Flex time must occur outside of the school work day.
- Flex time is contractual.

Requirements:

12 flex hours (six hours in place of the last professional development day and six floating hours outside of the school day as per current contract)

Methods of Acquiring Flex Hours During Your First Year of Induction
For those teachers for whom this is their first year as a full-time teacher in USC:

Mentor Day Pre- and Post-Session Assignments = up to 3 flex hours
Year 1 – one day per quarter
30 minutes prep – goal setting and planning for the day
30 minutes post – reflection on the day and your learning
*This is to be completed in **your mentor/induction journal in Canvas**.*

Other Professional Development (see list on flex-time log)
Technology Training/Familiarization/Development = up to 3-12 flex hours

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OnHands – student test scores/data review
Focus – student database
Website Development
Smart Board Flip Chart Development
Canvas Course Development

TOTAL Needed = 12 flex hours

Canvas Course Development
TOTAL Needed
= 12 flex hours

Induction Year 2 – 2025-26

The second year of the program includes a continued relationship with your assigned mentor. This consists of 4 days out of the classroom for observation and instructional planning under the guidance of your mentor. You will continue to receive two formal observations and additional walk-through observations by your supervisor.

You will be an active participant in weekly Professional Learning Communities at your grade level as well as in monthly curriculum meetings.

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Educator Induction Plan Topic Areas

Upload the LEA's 2-year Educator Induction Plan, which needs to begin in the 2024-2025 SY.

InductOverview2024-25comp plan.docx.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

4f: Showing Professionalism

Timeline

Year 1 Fall

Year 1 Winter

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments

3d: Using Assessment in Instruction

Timeline

Year 1 Fall

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Year 1 Winter
Year 2 Fall

Instructional Practices

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction
1a: Demonstrating Knowledge of Content and Pedagogy
3c: Engaging Students in Learning
2e: Organizing Physical Space
1b: Demonstrating Knowledge of Students
1c: Setting Instructional Outcomes
3d: Using Assessment in Instruction

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

2a: Creating an Environment of Respect and Rapport
3e: Demonstrating Flexibility and Responsiveness
2d: Managing Student Behavior

Timeline

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Year 1 Winter

Standards/Curriculum

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes

1a: Demonstrating Knowledge of Content and Pedagogy

4b: Maintaining Accurate Records

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Technology Instruction

Selected Observation and Practice Framework(s):

4b: Maintaining Accurate Records

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1e: Designing Coherent Instruction
1d: Demonstrating Knowledge of Resources
2e: Organizing Physical Space
1f: Designing Student Assessments
4c: Communicating with Families

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

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Evaluation and Monitoring

Evaluation and Monitoring

Participants are asked to complete an evaluation form after each induction session and at the end of the program. Review of needs and changes are discussed yearly at an administrative staff meeting each May. Changes are made based on requirements as well as feedback from participants, mentors, and principals.

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Documentation of Participation and Completion

Mentor documents his/her inductee's involvement in the program.	Yes
A designated administrator receives, evaluates, and archives all mentor records.	Yes
School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.	Yes
Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.	Yes

Confirm that all first-year teachers are required to participate in the induction program.

Yes

If "No" is selected, please explain what individuals were not included in the Induction Program and why.

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Signatures and Quality Assurance

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Educator Induction Plan Coordinator	**Date**

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Chief School Administrator	Date

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Upper St. Clair SD

Gifted Education Plan Assurances (Chapter 16) | 2025 - 2028

Docusign Envelope ID: 6A8DB05A-8BA9-4FC1-9093-70941591DE0D

Profile

LEA Type		AUN
Public School		103029203
Address 1		
1775 McLaughlin Run Road		
Address 2		
City	**State**	**Zip Code**
Upper St. Clair	PA	15241
Chief School Administrator		
Dr. John T. Rozzo		
Chief School Administrator Email		
jrozzo@uscsd.k12.pa.us		
Single Point of Contact Name		
Dr. Lauren Madia		
Single Point of Contact Email		
lmadia@uscsd.k12.pa.us		
Single Point of Contact Phone		**Single Point of Contact Extension**
412-833-1600		2113

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Gifted Education Plan Assurance

1. Describe your district's Child Find public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).

Information regarding gifted education services can be found in student handbooks and on each school's website under gifted education. The District website also includes public notice about gifted education. GATE (gifted and talented education) has been a committee of the Upper St. Clair Parent Teacher Council. GATE supports and provides information to the parent based group on gifted education services, resources, and opportunities.

2. Describe your district's screening process for locating students who are thought to be gifted and may need specially designed instruction. Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in screening. If the district uses a matrix/rubric, include the matrix in this section.

All students are assessed using group ability testing (OLSAT) in grades 1, 2, and 5. Following those assessments, teams at each building (administrator, counselor, resource teachers, school psychologist) review the results and cumulative data about classroom performance to identify school referrals for gifted evaluation. Although all students are reviewed during the years that students have new group ability data, teachers may refer students for suspected giftedness at any time. Additionally, parents are able to refer their child for gifted evaluation. When a student, either through parent or teacher recommendation, is referred, a district developed screener is utilized to collect data points on a student to determine the appropriateness of moving forward with a gifted evaluation. Multiple areas are reviewed, including both objective and subjective information, which includes: *Results of state and/or district-wide achievement testing (Ex. Did the student score Advanced on state testing) *Scores on screening measures of ability (Ex. Did student earn a 126 or higher SAI on OLSAT) *Classroom performance, to include review of performance in math and reading, teacher observation of classroom performance, and participation in enrichment. (Ex. engagement in higher reading/math groups, performing above benchmark on reading level, high pretest scores in math concepts) *Ratings of learner characteristics (acquisition/retention, observation of interest and/or initiative in learning, and creativity) Students earning 65% or higher of the possible points on the screener are referred for evaluation. Based on screener results, if data does not support further consideration for a gifted evaluation, appropriate procedural steps are followed. If a parent requested the evaluation for gifted, but the screener does not support further evaluation, a NORA is issued to the parents utilizing the data collected on the screener to support the LEA's recommendation to disapprove the parental request for a gifted evaluation. A permission to evaluate is issued to parents, if the results from the gifted screener provide substantial evidence to support an evaluation.

3. Describe your district specific process for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION). Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in the evaluation process. If the district uses a matrix/rubric for evaluation that is different from the one described in Question 2, include the different matrix in this section.

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When performance is strong in multiple areas, an evaluation is conducted with parent consent to determine if the student meets criteria to be identified as gifted and in need of gifted services. A Permission to Evaluate is issued, and upon signed consent, the 60-day timeline begins to conduct a Gifted Multidisciplinary Evaluation. The gifted evaluation is conducted with a multidisciplinary team and includes: *individual ability testing (ex. WISC-V, Woodcock-Johnson IV, RIAS-2) *individual achievement testing (ex. WRAT-5, WIAT-IV) *input from parent, including a gifted identification form regarding student characteristics often associated with giftedness. *input from teachers about the student's classroom performance, student's rate of acquisition and retention, and student's learning strengths *completion of Gifted Rating Scales *review of any other relevant records (ex. PSSA scores, Keystone Exam scores, NWEA Map data, attendance, grades) *collection of information about differentiated instruction and any potential intervening factors. A school psychologist drafts a Gifted Written Report within the 60-day timeframe which is presented to the parents, and a meeting is offered within 30 days of the issuance of the GWR to review the results of the evaluation. If the student qualifies for Gifted Education Services, a GIEP team meeting is held and a GIEP is developed for the student. A Notice of Recommended Assignment is developed and presented to the parent regardless of whether the student qualifies for Gifted Education Services or if the evaluation yields a recommendation to remain in Regular Education. Gifted Education Services are commenced upon receipt of a signed NORA from the parent, at least 5 days following a meeting where the NORA is presented in person, or at least 10 days when a NORA is presented by mail. The USCSD uses the following explanation in the determination of whether or not a student is identified as gifted. The Pennsylvania State Department of Education (PDE) defines a mentally gifted as: "a person who has an IQ of 130 or higher or when multiple criteria indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. Deficits in memory or processing speed, as indicated by testing, cannot be the sole basis upon which a student is determined to be ineligible for gifted special education. A person with an IQ score lower than 130 may be admitted to a gifted program when other educational criteria in the profile of the person strongly indicate gifted ability. Multiple criteria indicating gifted ability include: 1) A year or more above grade achievement level for the normal age group in one or more subjects as measured by Nationally normed and validated achievement tests able to accurately reflect gifted performance; 2) An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability; 3) Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment; 4) Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language aptitude or technology expertise; and 5) Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, disabilities, gender or race bias, or socio/cultural deprivation are masking gifted abilities." To determine if a student is in need of gifted services, the student must demonstrate that they have educational needs that extend beyond the accommodations and differentiation that can be conducted in the regular education environment. The USCSD does not utilize a matrix or point system for eligibility. Instead, the school psychologist considers all elements of the gifted evaluation to determine if the child meets the criteria set forth in Chapter 16.

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4. Describe the gifted programs* that are offered to provide opportunities for acceleration, enrichment, or both. *The word "programs" refers to the CONTINUUM OF SERVICES, not one particular option. Describe what acceleration means and how it is applied in each of the grade spans (EL, MS,HS). Describe what enrichment means and how it is applied in EL,MS,HS. (i.e. there are 20 forms of acceleration- which ones are offered in the district and at which grade spans are they offered).

Once a student is identified as gifted, a gifted individual education plan is developed by the student's educational team and parents. At the elementary level, differentiated assignments and flexible instructional grouping may provide opportunities for extending the curriculum. In addition, interest-based options to promote and practice higher level thinking skills are available on a pull-out basis. Students work on a variety of thematic units that promote interdisciplinary exploration. The middle school level continues to provide interest-based options to students while providing additional competitive opportunities to students. Students have the opportunity to grow as advocates in their educational process as they select the interest-based offerings and continue to excel within the rigorous curriculum implemented by the district. Middle school students also provides all students with pull-out instruction for all gifted students at least one time per week. At the High School, students are primary drivers of the GIEP team and identify a variety of gifted activities that are in support of their relative strengths and needs. Some elements of the student's gifted program are short-term or one-day experiences, others span. the length of the school year. At all levels, individual tailoring is provided to the planned gifted program. For example, some students benefit from gifted services provided within the regular education classroom in addition or in lieu of pull-out enrichment. Some specific gifted program options include that are formalized programs or competitions that involve extensive preparation: Future City, Future Problem Solving, Lit Fest, PA Media and Design, Shakespeare Monologue and Scene Competition, STEM Design Challenge (K'NEX), US Dept. of Energy Science Bowl, Mock Trial, Model UN, Toshiba Exploravision, Fluid Power Challenge, TEAMS, Board Game Design, and other TSA activities. Other options are provided in-house and are not connected to a particular event: Writing workshops, book clubs, math problem solving, science experiments, and independent studies. Some parts of a students' gifted program are one-day events such as fine/performing arts performances and exhibits, one-day math competitions, history bowl, science bowl, America Bowl, and Eco-Challenge. These one-day events may include some preparatory programming with the gifted teacher.

5. Look at the district's most recent PIMS October 1 snapshot in field 80. How many students are identified in each area GY (gifted with or without a 504 and receiving services on a GIEP); GS (dually exceptional/twice exceptional and receiving services through an IDEA IEP); GX (gifted and does not require specially designed instruction). Provide the numbers for each category in PIMS. Are all the district's gifted students accounted for in PIMS. If not, how are they different and how will you address the discrepancy?

October 1 Data: GY: 318 GS: 14 GX: 5 Yes, all gifted students are accounted for in PIMS.

6. Review the district data for gifted identification proportionality. Is the district identification proportionately reaching the underrepresented populations? If the answer is yes, how did you address the issue. If the answer is no, how will you address the issue.

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A review of proportionality data indicates that giftedness is represented proportionally with student population with the exception of Asian students (over-identified compared to district population) and White students (under-identified compared to district population). All students are considered equally and through the same process, regardless of background.

7. 22 Pa. Code § 16.5 (related to personnel) requires that a school district and intermediate unit shall provide, under section 1205.1 of the School Code (24 P.S. § 12-1205.1), in-service training for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education. Describe how the district is addressing this mandate, including information related to how and when general education teachers are trained and held accountable for delivering gifted services.

USCSD provides extensive in-service training time for all professional staff and administrators. Examples of training include: induction sessions on giftedness with newly hired staff, gifted bootcamp attendance by all gifted teachers, PAGE conference attendance, annual summer work on improving GIEP documents and services with gifted teachers and administrators, and consultation with PDE. Additionally, general education teachers are addressed yearly in faculty meetings regarding gifted identification. Gifted teachers meet regularly with regular education teachers in PLCs. Gifted service delivery is part of routine schedules, and general education teachers are provided with these schedules. General education teachers encourage gifted learners to take part in their gifted program offerings.

Training for general education teachers	2400
Staff costs	1,311,238.08
Training for gifted support staff	650
Materials used for project-based learning	4000
Transportation	8000
Field Trips	14000

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Signatures and Quality Assurance

Chief School Administrator	Date

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2025 Calendar Year

MEMORANDUM OF UNDERSTANDING
Between

Upper St. Clair School District

And

Allegheny Intermediate Unit (Head Start Agency)

This Memorandum of Understanding is for the purpose of coordinating mutually beneficial activities of the parties involved to provide effective services for children and families served. This agreement shall be in effect from January 1, 2025 through December 31, 2025 and will be reviewed annually for necessary updates.

PURPOSE

The purpose of this agreement is to describe the responsibilities of each agency and to provide guidance for coordination and cooperation between local education agencies and Head Start. To meet new requirements of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA), requiring local educational agencies (LEAs) receiving Title I funds to:

1. Establish channels of communication between school staff and Head Start staff;
2. Receive and transfer children's records, enrollment, parent communication;
3. Conduct parent meetings with Head Start teachers and kindergarten or elementary school teachers;
4. Organize and participate in joint transition-related training of Head Start staff, school staff, and early childhood education staff, as appropriate; and
5. Link LEA educational services with Head Start agency services.

Required Activities

Describe the activities (listed above), along with each agency's responsibilities to the required activities. In addition, describe how implementation of the activities will be monitored. Examples are provided for each activity. Please note: These are examples and are designed to represent possible activities that may be developed between parties. Please include activities that make sense for your specific organizations.

Activity 1: Establish channels of communication between school staff and their counterparts.

Communications will occur between Mark Miller *(designated school district contact)* and Wendy Etheridge Smith, Ph.D. in the fall and spring to discuss issues of activity implementation. Activities such as open houses, community events, and kindergarten registration may enhance communication between the District, AIU, and community stakeholders.

Specifics of local communications between school building staff and the respective AIU Head Start program sending students to each specific school building are detailed in our coordinated transition plan (attached).

Activity 2: Develop and implement a systematic procedure for receiving records regarding children who will attend the schools of the Upper St Clair School District.

The AIU will assure the Head Start programs compile records of children transitioning into USC School District and seek parent consent to transfer these records. Records will be shared with USC School District no later than the 15th day of May. The USC School District will receive, file, and utilize the files shared with them. The USC School District will assure the kindergarten teacher who will be responsible for a transferring child has access and utilizes the information shared with them from the Head Start agency.

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Activity 3: Conduct and attend meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers, or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children.

The AIU will coordinate an annual meeting with families and receiving school staff to discuss the developmental and other needs of individual children. A district-wide event will occur annually, and local meetings between school building staff and the respective Head Start program sending students to each specific school building will occur as detailed in our coordinated transition plan (attached).

Activity 4: Joint transition-related training will occur between Upper St. Clair *(designated school district contact)* and Wendy Etheridge Smith, Ph.D. on a biannual basis.

The USC School District and AIU Head Start program staff will actively participate in the Hi5! Kindergarten Readiness Program, which is Allegheny County's Transition Team. In addition, USC *(designated school district contact)* will actively participate in the planning team for these events.

Activity 5: USC School District will link the educational services provided by such school district with the services provided by the local AIU Head Start agencies.

USC School District and the Allegheny Intermediate Unit will coordinate efforts to ensure that families have the necessary information to access high-quality early childhood care and education. AIU Head Start agencies will collaborate and coordinate with public and private entities to improve the availability of quality services to Head Start children and their families. In addition, the USC School District may offer school spaces for AIU Head Start family events, and, if feasible, to expand AIU Head Start services into specific school buildings.

Signatures indicating agreement:

School District Representative(s): Date:

Allegheny Intermediate Unit Head Start Representative: Date:

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(ATTACHMENT A)
NOTICE OF ADOPTION OF APPROVED LEA POLICIES, PROCEDURES AND USE OF FUNDS BY SCHOOL DISTRICT

The _____ School District hereby gives notice of its adoption of the _____ Intermediate Unit's policies and procedures under the federal requirements of 34 CFR PART 300[1]. A copy of the policies and procedures are maintained for review in the administrative offices. The IU-adopted policies and procedures are implemented to fulfill the requirements of 22 PA Code Chapter 14 and the regulatory requirements under the Individuals with Disabilities Education Act – Part B. The Subgrantee has in effect policies and procedures whereby the SEA may, through corrective action for failure to comply with Part B of the act, exercise its general supervisory authority to withhold all direct or indirect subsidies for special education and related services provided by the SEA to public agencies with the responsibility to offer a free appropriate public education to eligible children. (20 U.S.C. Section 1412 (11), 34 C.F.R. Section 300.151, and 34 C.F.R. Section 300.608).

Signature of Superintendent of the School District * Date

*By entering your name electronically, you acknowledge your receipt of this document. Your electronic signature will serve as the equivalent of your manual signature. Please click the box to lock this form. ☐

[1]Federal requirements including, but not limited to:

- §300.101-§300.123 FAPE Requirements, LRE, Additional Eligibility Requirements
- §300.145-§300.148 Children with Disabilities in Private Schools Placed or Referred by Public Agencies
- §300.154 Parental Consent to Access Public Benefits or Insurance
- §300.200-§300.226 Local Educational Agency Eligibility
- §300.229 Disciplinary information
- §300.300-§300.536 Evaluations, Eligibility Determinations, IEP and Educational Placements, Procedural Safeguards, and Discipline Procedures
- §300.610-§300.624 Confidentiality of Information

Revised March 2019

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IDEA-Part B
Use of Funds
Agreement 2025-2026

Sub-grant agreement for Implementation of Individuals with Disabilities Act – Part B, by and between Allegheny Intermediate Unit #3 (hereinafter called "IU") and _____ (hereinafter called "School District") enter into for the project period July 1, 2025 through June 30, 2026.

The School District hereby agrees and assures that:

A. The development and execution of this agreement shall be in accordance with IDEA; program guides issued by USDE; guidelines and directives issued by Pennsylvania Department of Education; the terms of this agreement; and the provisions of the State IDEA Plan applicable to the period of this agreement. This agreement shall be subject to the provisions of all pertinent Federal and Pennsylvania laws, regulations, and standards, as outlined in the IDEA Contract between Allegheny Intermediate Unit #3 and the Pennsylvania Department of Education.

B. Funds shall be used to support appropriate services to school age children who are eligible for services through these funds.

C. School District must submit to the Intermediate Unit how IDEA pass through funds will be used. Any changes in use of IDEA pass through funds must be submitted to the Intermediate Unit by March 31, 2026.

D. School District will maintain complete cost records of all expenditures made in association with this agreement, as well as employee, programmatic, statistical records, and supporting documents, those records to be available for inspection by a representative and/or auditor of the Intermediate Unit or Pennsylvania Department of Education.

The Intermediate Unit agrees to cooperate with the School District in resolving any proposed disallowances the auditors of the School District recommend as a result of audits, or any final audit disallowances imposed by the appropriate authorities. The Intermediate Unit shall not be held liable by the School District for such disallowed costs.

Payments will be contingent upon receipt of funds from the Pennsylvania Department of Education.

Dr. James Palmiero _____ _____

Assistant Executive Director for Date
Special Education and Pupil Services

_____ _____

School District Superintendent Signature Date

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Memo

To: Dr. John Rozzo, USC Board Members

From: Scott P. Burchill

Date: March 3, 2025

RE: FINANCIAL SUMMARY AND PRELIMINARY FINANCIAL STATEMENTS FOR THE PERIOD ENDED JANUARY 31, 2025 (PRELIMINARY AND UNAUDITED)

Financial statements for the General Fund, Food Service Fund, Capital Reserve Fund and Construction Fund reflect the revenues and expenses realized from July 1, 2024, through January 31, 2025.

GENERAL FUND

	2024-25	2024-25 through January 31, 2025		2023-24	2023-24 through January 31, 2024	
(in millions of dollars)	Budgeted	Actual	% of Budget	Budgeted	Actual	% of Budget
Current Real Estate Revenues	$69.08	$67.83	98%	$67.45	$66.22	98%
EIT	$7.67	$3.60	47%	$6.77	$3.33	49%
All Other Local Revenues	$5.22	$3.30	63%	$4.62	$3.45	75%
State Revenues	$21.88	$12.15	56%	$20.84	$10.40	50%
Federal Revenues	$0.51	$0.19	37%	$0.47	$0.12	26%
All Other	$0.10	$0.01	0%	$0.10	$0.03	0%
Total Revenues	$104.46	$87.08	83%	$100.25	$83.55	83%
Expenditures	$104.45	$53.37	51%	$100.25	$50.21	50%
Revenues less Expenditures	*$0.010*	*$33.71*		*$0.000*	*$33.34*	

Balance Sheet	As of June 30, 2024 (Audited)	As of January 31, 2025 (Unaudited)
Cash and Marketable Securities	$24,266,761	$41,592,309
Total Assets	$30,706,554	$53,718,798
Total Liabilities	$18,506,134	$7,800,921
Nonspendable Reserves	$1,655,282	$0
Adjustment to Fund Balance		$33,717,452
Fund Balance	$10,545,138	$12,200,425

The General Fund revenues and expenses are approximately the same as last year on a percentage basis. The District's total assessed value is approximately $10 million less than one year ago, which equates to a reduction in revenue of $300k.

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FOOD SERVICE FUND

	2024-25	2024-25 through January 31, 2025	2023-24	2023-24 through January 31, 2024
(in millions of dollars)	Budgeted	Actual	Budgeted	Actual
Revenues	$2,311,138	$1,327,684	$2,236,444	$1,233,416
Expenditures	$2,341,592	$1,288,143	$2,203,510	$1,281,749
Net	*($30,454)*	*$39,541*	*$32,934*	*($48,333)*

	As of June 30, 2024 (Audited)	As of January 31, 2025 (Unaudited)
Cash and Marketable Securities	$925,723	$1,462,475
Total Assets	$1,063,842	$1,612,212
Total Liabilities	$475,873	$1,063,786
Unassigned Fund Balance	*$587,969*	*$548,426*

The current year revenue is $75k ahead of the 2023-24 school year for the period ended January. The Food Service fund has a positive fund balance of $587,969 as of June 30, 2024.

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

	2024-25	2024-25 through January 31, 2025	2023-24	2023-24 through January 31, 2024
Revenues	1,655,000	1,677,895	270,000	$435,165
Expenditures	1,655,282	1,195,558	270,000	$1,508,269
Net	*(282)*	*482,337*	*0*	*(1,073,104)*

	As of June 30, 2024 (Audited)	January 31, 2025 (Unaudited)
Cash and Marketable Securities	1,065,519	388,868
Total Assets	1,560,724	388,868
Total Liabilities	1,655,282	1,089
Assigned Fund Balance	(94,558)	387,779

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CONSTRUCTION FUND

	2024-25 through January 31, 2025		2023-24 through January 31, 2024	
Revenues	$198,662		$8,326,291	
Expenditures	$618,538		$3,586,417	
Net	*($419,876)*		*$4,739,874*	

	As of June 30, 2024 (Audited)	As of January 31, 2025 (Unaudited)
Cash and Marketable Securities	$4,682,854	$3,665,996
Total Assets	$4,682,854	$3,665,996
Total Liabilities	$623,107	$26,125
Restricted Fund Balance	$4,059,747	$3,639,871

BUDGET TRANSFERS

Budget transfers in the amount of $252,116.64 are presented for approval this month.

BILL LIST

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

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Memo

To: Dr. Rozzo, USC Board Members

From: Scott P. Burchill

Date: March 3, 2025

RE: SUPPLEMENTAL FINANCIAL REPORT

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

2024-25	GEN. FUND 10	CAP. RSV. FND. 32	CONSTRUCT. FND. 39	FOOD SVC. FND. 51
CHECK LIST-Board Mtg. 3/3/25	$1,280,896.05			$82,930.04
ACH PAYMENT-Board Mtg. 3/3/25	$41,567.35	$1,596.00	$35,831.00	
ACH PAYMENT-ACSHIC MARCH	$961,711.57			
TOTAL	***$2,284,174.97***	***$1,596.00***	***$35,831.00***	***$82,930.04***

The credit card bill for January purchases:

HS LANGUAGE ARTS	$ 12.22	MUSIC	$ 300.23
OPS & MAINTENANCE	$ 23.18	BOARD SERVICES	$ 394.45
STREAMS	$ 24.64	HR	$ 562.26
BUSINESS OFFICE	$ 39.98	ROBOTICS CLUB	$ 700.00
HS MATH	$ 66.00	CURRICULUM DEVELOP	$ 720.92
MS LANGUAGE ARTS	$ 88.64	TECHNOLOGY	$ 825.63
MS MATH	$ 100.00	STAFF DEVELOPMENT	$ 1,082.00
HS SOCIAL STUDIES	$ 109.70	HIGH SCHOOL	$ 1,245.49
WORLD LANGUAGE	$ 111.64	FACS	$ 1,309.44
TITLE II	$ 130.00	STEAM	$ 1,898.93
HS SCIENCE	$ 140.47	SHOP @ USC	$ 2,657.87
SECURITY	$ 161.99	SUPERINTENDENT	$ 2,980.93
BOYCE	$ 192.00	HS ACTIVITIES	$ 13,473.92
FT COUCH	$ 258.49	**JANUARY**	**$ 29,611.02**