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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 MINUTES

Wednesday, June 11, 2025 @ 7:00pm

Executive Session @5:30pm (personnel and safety and security)

District Administration Building Board Room

Notice having been advertised and posted and members duly notified, a Board Meeting of the Board of School Directors was held on June 11, 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 (in-person)
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 (not in attendance)
Mrs. Jocelyn Kramer, Solicitor (in-person)
Mrs. Sarah MacDonald, Board Stenographer (virtual)

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

Dr. Wetzel called the meeting to order at approximately 7:05pm.

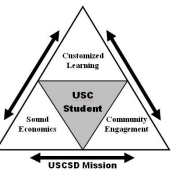
Roll Call of School Board
(Solicitor, Kramer)

Solicitor Kramer took a roll call of the school board. All School Board members were present.

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.



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's comments.

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Approval of Minutes
(Wetzel, School Board President)

MOTION: BY BOLAS: I move that the Board approve the Meeting Minutes of the June 2, 2025 Board Meeting, as attached. Seconded by Mascaro and carried by unanimous voice vote.

Adoption of the 2025-2026 Budget
(Burchill, Director of Business & Finance and Rozzo, Superintendent of Schools)

Mr. Buchill advised that he would like to adopt the final budget in the amount of $108,436,040.00, with a 3% millage increase. Mr. Burchill thanked the administrative staff for all of their hard work and help in putting together the 2025-2026 budget.

a. Adoption of 2025-2026 Final General Fund Budget

MOTION: BY GANS: I move that the Board adopt the General Fund Budget for the 2025-2026 school year, in the amount of $108,436,040.00. Seconded by Bolas and carried by unanimous voice vote.

MOTION: BY GANS: I move that the Board approve Resolution number 2025-06-11A, establishing a Real Estate Millage Rate of 31.5150 mills for the 2025-2026 fiscal year. Seconded by Bolas and carried by unanimous voice vote.

b. Approval of Capital Reserve Budget for 2025-2026
(Angelo, Director of Administrative Services)

Dr. Angelo reviewed the upcoming 2025-2026 capital projects, noting that all projects have already been Board approved.

MOTION: BY HANNA: I move that the Board approve the 2025-2026 Capital Reserve Budget in the amount of $819,375.00, as attached. Seconded by Gans and carried by unanimous voice vote.

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c. **Approval of Tax Resolutions for 2025-2026**
(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the Homestead and Farmstead exclusion, noting that the District does not have any farmsteads, but does have homesteads.

i. **Homestead and Farmstead Exclusion Resolution**

MOTION: BY L AMBER: I move that the Board approve the Homestead and Farmstead Exclusion Resolution 2025-06-11B, for the 2025-2026 fiscal year. Seconded by Hanna and carried by unanimous voice vote.

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

MOTION: BY LAMBER: I move that the Board reenact the Act 511 Tax Resolution 2025-06-11C for the 2025-2026 fiscal year. Seconded by Hanna and carried by unanimous voice vote.
(voice vote)

Superintendent's Report
(Rozzo, Superintendent of Schools)

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

Dr. Rozzo gave several District updates. He gave a report on graduation, advising that despite the rain around 5,000-6,000 people attended graduation outside. He also gave an update on the upcoming summer capital projects. Additionally, he reported that the next Board meeting will be held on August 4th and that the Administration is continuing to monitor the Electronic Device Policy, and if anything more needs to be done, developments can be made within regulations. Dr. Rozzo advised that he looks forward to updating the Board and community at the August meeting.

Mr. Mascaro, Dr. Wetzel, and Dr. Gans asked several questions about the Electronic Device Policy and Regulations. Dr. Rozzo answered their questions and advised that this is a rapidly changing environment and that he looks forward to updating everyone in August.

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b. Approval of Collective Bargaining Agreement (CBA) with the Special Services Federation (SSF)
(Rozzo, Superintendent of Schools)

Dr. Rozzo presented the CBA with the SSF for approval, for a term of July 1, 2025 through June 30, 2030. He thanked the federation for negotiations, noting that it was a respectable and pleasant process.

MOTION: BY SNYDER: I move that the Board approve the Collective Bargaining Agreement with the Special Services Federation, effective July 1, 2025 through June 30, 2030, as presented, and on final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Lamber and carried by unanimous voice vote.

c. Approval of Expenses and Authorization of Superintendent or Designee to take necessary actions from June 11, 2025 through the Next Voting Meeting, to be ratified at the next Voting Meeting
(Kramer, Solicitor)

Solicitor Kramer requested approval of the annual agenda item to approve expenses and authorize the Superintendent or Designee to take necessary actions from June 11, 2025 through the next voting meeting, to be ratified at the next voting meeting. She explained that the agenda item is a route motion for summer that will authorize the Superintendent or Designee to take necessary actions to run the District.

MOTION: BY SCHNORE: I move to Authorize the Superintendent or Designee to take the following actions on behalf of the Board without prior Board action, if deemed necessary by the Superintendent, from June 11, 2025 through the next voting meeting to be considered for ratification at the next voting meeting, Seconded by Snyder and carried by unanimous voice vote:

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

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d. Approval of the following Staffing Resolutions:
(Rozzo, Superintendent of Schools and Pfender, Deputy Superintendent)

Dr. Rozzo and Dr. Pfender requested approval of several staffing resolutions. Several positions have been added and reduced, due to staff and administrative restructuring.

i.	**Decrease:**	**1.0 Elementary Spanish Teacher** (Staffing Resolution 2025-06)
ii.	**Increase:**	**.05 Boyce Spanish/0.5 Fort Couch Spanish** (Staffing Resolution 2025-07)
iii.	**Decrease:**	**1.0 High School Secretary** (Staffing Resolution 2025-08)
iv.	**Decrease:**	**1.0 Boyce Paraprofessional** (Staffing Resolution 2025-09)
v.	**Decrease:**	**1.0 Streams Paraprofessional** (Staffing Resolution 2025-10)
vi.	**Increase:**	**1.0 Fort Couch Paraprofessional** (Staffing Resolution 2025-11)
vii.	**Increase:**	**1.0 Baker Health Services Nurse** (Staffing Resolution 2025-12)
viii.	**Increase:**	**1.0 Baker Paraprofessional** (Staffing Resolution 2025-13)
ix.	**Decrease:**	**1.0 Director of Curriculum and Professional Development** (Staffing Resolution 2025-14)
x.	**Increase:**	**1.0 High School Assistant Principal** (Staffing Resolution 2025-15)
xi.	**Increase:**	**1.0 Supervisor of Middle Level Education** (Staffing Resolution 2025-16)
xii.	**Increase:**	**1.0 Supervisor of Secondary Education** (Staffing Resolution 2025-17)

MOTION: BY PETERSEN: I move that the Board approve staffing resolutions 2025-06 through 2025-17, as listed above. Seconded by Schnore and carried by unanimous voice vote.

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

Dr. Rozzo requested approval of the personnel listings, which contain professional and classified staffing positions. Dr. Rozzo thanked the Administrative Team for all of their hard work in making sure that all open positions are filled with qualified candidates.

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

Administrator's Report
(Rozzo, Superintendent of Schools)

a. **Approval of Spring Curriculum Recommendations**
(Bulazo, Director of Curriculum and Professional Development and Pfender, Deputy Superintendent)

Dr. Bulazo requested approval of the Spring Curriculum Recommendations, which were presented at the June 2nd Board meeting. She noted that it is a bittersweet moment, as this is her last Board meeting before retirement.

Mrs. Bolas thanked Dr. Bulazo for her time and dedication to the District.

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

b. **Second Reading and Adoption of Revised School Board Policies**
(Pfender, Deputy Superintendent)

Dr. Pfender presented a second reading and requested approval to adopt the revised school board policies listed below.

i. 005 - Organization
ii. 202 - Nonresident Students
iii. 218.2 - Terroristic Threats
iv. 222 - Tobacco and Vaping Products

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v. 227 - Controlled Substances/Paraphernalia
vi. 254 - Educational Opportunity for Military Children
vii. 308 - Employment Contract/Board Resolution
viii. 323 - Tobacco and Vaping Products
ix. 339 - Uncompensated Leave/Unpaid Days
x. 351 - Controlled Substance Abuse
xi. 801 - Public Records
xii. 805.2 - School Security Personnel
xiii. 823 - Opioid Antagonist

MOTION: BY GANS: I move that the Board approve the above-listed revised policies, as presented. Seconded by Bolas and carried by unanimous voice vote.

c. **Approval of Agreement with Western Pennsylvania School for Blind Children**
(Andler Plovic, Director of Special Education)

Dr. Andler Plovic requested approval of the Agreement with Western Pennsylvania for Blind Children, which allows the District to enact IEPs for students who attend our schools.

MOTION: BY HANNA: I move that the Board approve the Agreement with the Western Pennsylvania School for Blind Children, to provide paraprofessionals for students, for a term of August 1, 2025 through July 24, 2026, at a fee of $50 per hour/per paraprofessional, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Gans and carried by unanimous voice vote.

d. **Approval to Renew Nutrition Center and Operations Referral and Sign-on Bonus Program**
(Burchill, Director of Business & Finance and Snyder, Director of Operations)

Mr. Burchill requested approval to renew the Nutrition Center and Operations Referral and Sign-on Bonus Program. He advised that the Nutrition Center has six open positions and Operations has seven open positions, noting the District is doing all it can to fill the open positions.

MOTION: BY LAMBER: I move that the Board approve the renewal of the Nutrition Center and Operations Referral and Sign-on Bonus Program, as presented. Seconded by Hanna and carried by unanimous voice vote.

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e. Approval of CJL Agreement for Engineering Services
(Snyder, Director of Operations)

Mr. Snyder requested approval of an Agreement with CJL for engineering services. The Agreement will include drawings, bidding services, management, and oversight of the job and commissioning.

MOTION: BY SNYDER: I move that the Board approve the Agreement with CJL for Engineering Services for the High School Locker Rooms HVAC project, in the total amount of $44,000.00, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Lamber and carried by unanimous voice vote.

f. Approval of a Memorandum of Understanding (MOU) with the Police Department of the Township of Upper St. Clair
(Angelo, Director of Administrative Services)

Dr. Angelo requested approval of a MOU with the Police Department of Township of Upper St. Clair. The MOU is required every two years to remain in compliance with the school code. Once approved, the MOU will be submitted to the State

MOTION: BY SCHNORE: I move to authorize entering into a Safe Schools Act Memorandum of Understanding in compliance with School Code Section 1302-A(b)(6) on terms and conditions approved by the Superintendent and Solicitor. Seconded by Snyder and carried by unanimous voice vote.

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g. Approval to renew the Memorandum of Understanding (MOU) with Pittsburgh Elite Aquatics (PEAQ)
(Angelo, Director of Administrative Services)

Dr. Angelo requested approval of a MOU with PEAQ. He advised that this is a renewal of the current MOU with PEAQ, which allows them to use our facilities.

MOTION: BY PETERSEN: I move that the Board approve renewing the MOU with PEAQ, for use of the High School pool facilities, for a four-year term, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Schnore and carried by unanimous voice vote.

h. Approval to Renew Lease Agreement with Mark R. Scalise for 108 Commerce Boulevard, Lawrence, PA 15055
(Angelo, Director of Administrative Services)

Dr. Angelo requested approval to renew the lease agreement with Mark R. Scalise for 108 Commerce Boulevard Lawrence, PA 15055. He advised that the lease is for the robotics group to have space. He explained that in the past six months the Administration has looked at several different locations as options for a new robotics spaces, both internally and externally, but unfortunately no appropriate spaces were located. He explained that over the new year, the Administration will continue to explore creative solutions for a new robotics space. Dr. Rozzo added that the goal of the District is to bring the robotics space back onto campus, and noted that with approval the lease will be extended until October 2026, giving the District time to find a creative space solution.

Mr. Mascaro asked Dr. Angelo several questions about the robotics space and timeline. Dr. Angelo answered his questions and explained the rationale behind extending the lease. Dr. Wetzel and Dr. Gans asked additional questions about the lease renewal. Dr. Angelo and Dr. Rozzo answered their questions.

MOTION: BY BOLAS: I move that the Board approve the renewal of the Lease Agreement with Mark R. Scalise for 108 Commerce Boulevard located in Lawrence, PA, to support the District's Robotics program, for a one year extension, at a total one-year cost of $58,467.96, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Petersen and carried by a voice vote of 7-2.

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

a. **Approval of Treasurer's Report - June 11, 2025**
Approval of Supplemental Report - June 11, 2025
(Burchill, Director of Business & Finance)

Mr. Burchill requested approval of the financial reports.

MOTION: BY GANS: 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 Bolas and carried by unanimous voice vote:

Fund 10 (General Fund): $2,698,777.39
Fund 32 (Capital Reserve Fund): $163,581.02
Fund 39 (Construction Fund): $295,449.80
Fund 51 (Food Service Fund): $98,772.50

b. **Approval of Cafeteria Meal Rates Adjustment**
(Burchill, Director of Business & Finance)

Mr. Burchill requested approval of cafeteria meal rates adjustment for the 2025-2026 school year, noting there will be an increase at the elementary and high school level.

MOTION: BY WETZEL: I move that the Board approve the 2025-2026 cafeteria meal rates adjustment, as presented. Seconded by Gans and carried by unanimous voice vote.

Committee Reports
(Wetzel, School Board President)

Mrs. Bolas gave an update from PSBA, including work on their multi week advocacy campaign. She also noted that PSBA is offering a number of webinars as they approach the deadline to the state budget.

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

There were no matters of information.

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Announcement Regarding Executive Session
(Wetzel, School Board President)

Dr. Wetzel announced that the Executive Session was held today and also reported that the agenda had an incorrect date listed for the Executive Session. The correct date should have been June 11, 2025 not April 28, 2025. The minutes have been updated to reflect the correct date.

a. **Executive Session was held at 5:30 pm on Monday, ~~April 28, 2025~~ June 11, 2025 for safety and security and personnel.**

Adjournment
(Wetzel, School Board President)

Dr. Wetzel adjourned the meeting at approximately 8:16pm, on a motion from Mr. Mascaro.

Signed by:
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
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Submitted by: Sarah MacDonald
SCHOOL BOARD STENOGRAPHER

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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 June 2, 2025 @ 6:00pm

Executive Session @5:15pm (negotiations and personnel)

District Administration Building Board Room

Call to Order & Pledge of Allegiance

(Wetzel, School Board President)

Dr. Wetzel called the meeting to order at approximately 6:08pm.

Roll Call of School Board

(Solicitor, Kramer)

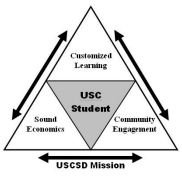
Solicitor Kramer took a roll call vote of the School Board.

All Board members were present.

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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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.

No resident comments were given at this time.

2024-2025 Retirement Recognitions
(Rozzo, Superintendent of Schools)

Dr. Rozzor recognized retirees whose last names ended with the letters "M-Z-". Dr. Bulazo and Ms. Mariano Rodi were in attendance for the meeting and said a few words about their time with the District.

Curriculum Recommendations Presentation

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

Dr. Bulazo and the Curriculum Leaders presented the Spring Curriculum Recommendations. The Recommendations will be voted on at the June 11th Board meeting. The Board members thanked Dr. Bulazo and the Curriculum Leaders for their thorough presentation.

Approval of Minutes
(Wetzel, School Board President)

MOTION: BY BOLAS: I move that the Board approve the Meeting Minutes of the May 5, 2025 Board Meeting, as attached. Seconded by Mascaro and carried by unanimous voice vote.

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Superintendent's Report
(Rozzo, Superintendent of Schools)

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

Dr. Rozzo gave updates on several items, including: the last week of school, commencement and baccalaureate, prom and red carpet. He also thanked the Staff and School Board for another terrific school year, noting he feels very grateful for another productive year.

b. **Approval of Revisions to 2024-2025 School Calendar**
(Rozzo, Superintendent of Schools)

Dr. Rozzo requested approval for revisions to the 2024-2025 school calendar. Revisions include forgiving the three days (April 30th, May 1st, and May 2nd) that the District was closed due to the storm that hit Western Pennsylvania and caused power outstages. He explained that because of the hourly requirement, the District does meet the sufficient amount of time for all K-12 students.

MOTION BY GANS: I move that the Board approve the revision to the 2024-2025 School Calendar, as presented. Seconded by Bolas and carried by unanimous voice vote.

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

Dr. Rozzo requested approval of the personnel listings.

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

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Administrator's Report
(Rozzo, Superintendent of Schools)

a. **First Reading of the following Revised School Board Policies:**
(Pfender, Deputy Superintendent and Kramer, Solicitor)

Dr. Pfender presented a first reading of the following revised school board policies. She noted that the majority of changes were basic language updates. The policies will be presented for approval at the June 11th Board Meeting.

i. 005 - Organization
ii. 202 - Nonresident Students
iii. 218.2 - Terroristic Threats
iv. 222 - Tobacco and Vaping Products
v. 227 - Controlled Substances/Paraphernalia
vi. 254 - Educational Opportunity for Military Children
vii. 308 - Employment Contract/Board Resolution
viii. 323 - Tobacco and Vaping Products
ix. 339 - Uncompensated Leave/Unpaid Days
x. 351 - Controlled Substance Abuse
xi. 801 - Public Records
xii. 805.2 - School Security Personnel
xiii. 823 - Opioid Antagonist

b. **Approval to Renew Memorandum of Understanding (MOU) with Robert Morris University (RMU)**
(Pfender, Deputy Superintendent)

Dr. Pfender requested approval to renew the MOU with the RMU for college in High School classes. She noted that this is the third year the District has worked with RMU.

MOTION: BY HANNA: I move that the Board approve the renewal of the MOU with RMU, for the High School Enrollment Agreement, 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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c. Approval of the following Independent Contractors:
(Pfender, Deputy Superintendent)

Dr. Pfender requested approval of the below-listed Independent Contractors for the High School Marching Band.

i. Mr. Robert Stunks (RMS Visual Designs): Drill Designer for High School Marching Band, at a total cost not to exceed $1,975.00.

ii. Mr. Rob Traugh: Music Arranger for High School Marching Band, at a total cost not to exceed $3,000.00.

MOTION: BY SNYDER: I move that the Board approve the above-listed items (items i. through ii.), subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Hanna and carried by unanimous voice vote.

d. Approval of the following Student Support Services Agreements
(Andler, Director of Special Education)

Dr. Andler requested approval of the below-listed student support services agreements.
Dr. Wetzel asked a question about one of the agreements and Dr. Andler answered her question.

i. **ACLD Tillotson School Educational Services Contract and Agreement:** Extended School Year services - 2025 Summer Learning Program, for a term of June 16, 2025 through July 17, 2025, at $2,500.00 per student.

ii. **Alternative Education for Disruptive Youth** (**AEDY**) **Educational Services Agreement:** for the 2025-2026 school year, at fees and expenses listed on the Agreement.

iii. **Leader Services** (**IEPWriter, Children Count, 504 Module, SIS Bridge**) **Software Agreement**: for the 2025-2026 school year, at fees and expenses listed on the Agreement.

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iv. **Memorandum of Understanding (MOU) with PA Connecting Communities (PACC):** for the summer of 2025, at fees and expenses listed on the MOU.

v. **Pennsylvania School-Based ACCESS Program (SBAP):**

1. Local Education Agency (LEA) Agreement to Participate - Early Intervention for the 2025-2026 School Year.
2. LEA Agreement to Participate - School Age for the 2025-2026 School Year.

MOTION: BY SCHNORE: I move that the Board approve the above-listed agreements (items i. through v.), subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Snyder and carried by unanimous voice vote.

e. **Approval of the following Pupil Services Agreements:**
(Madia, Director of Pupil Services)

Dr. Madia requested approval of the below-listed agreements, noting that the agreements are renewals of existing services.

i. **Waterfront Learning Services Addendum:** for the 2025-2026 school year, at fees and expenses listed on the Agreement.

ii. **Allegheny Intermediate Unit (AIU) Title III Consortium Memorandum of Understanding (MOU):** for the 2025-2026 school year, to provide professional development, technical support, supplies, and partial reimbursement for supplemental services for English Language Development services.

iii. **UPMC Agreements:**

1. **Social Emotional Wellness Consultant Services Agreement:** for the 2025-2026 school year at fees and expenses listed on the Agreement.

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iv. **Western Psychiatric Hospital (WPH) Student Assistance Program (SAP) Letter of Agreement:** for the 2025-2026 school year, at fees and expenses listed on the Agreement.

MOTION: BY PETERSEN: I move that the Board approve the above-listed agreements (items i. through iii.), subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Schnore and carried by unanimous voice vote.

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

a. **Approval of Treasurer's Report - June 2, 2025**
(Burchill, Director of Business & Finance)

Mr. Burchill requested approval of the treasurer's report.

MOTION: BY MASCARO: I move that the Board approve the Treasurer's Report, as Attached. Seconded by Petersen and carried by unanimous voice vote.

b. **Approval of South Central Area Special Schools Committee Budget, Resolution 2025-06-02, The Pathfinder School**
(Burchill, Director of Business & Finance)

Mr. Burchill requested approval of the South Central Area Special Schools Committee Budget.

MOTION: BY BOLAS: I move that the Board approve the adoption of the procedure set forth in section 1704 of the School Code permitting a mail-in ballot and adoption of the operation budget for the South Central Area Special Schools Committee, for the 2025-2026 school year, as set forth in the proposed budget, totaling $342,792.00. Seconded by Mascaro and carried by unanimous voice vote.

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Committee Reports
(Wetzel, School Board President)

Mrs. Bolas gave a Committee Report from PSBA regarding the fall leadership conference and cyber charter school reforms.

Mrs. Snyder gave a Committee Report from Pathfinder, advising that thirteen Pathfinder students will graduate tomorrow.

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

Dr. Rozzo gave updates on the following matters of information:

a. **Final Budget will be presented for adoption at June 11, 2025 Board Meeting**
   (Burchill, Director of Business & Finance)
b. **District Standard's Guide**
   (Rozzo, Superintendent of Schools)
   Retiring logos will not be removed
c. **Baccalaureate and Graduation**
   June 5, 2025: Baccalaureate @5:30pm and Graduation @7pm

Announcements Regarding Executive Session
(Wetzel, School Board President)

Dr. Wetzel announced the following Executive Session:

a. **Executive Session was held at 5:15 pm on Monday June 2, 2025 for negotiations and personnel**

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Adjournment

(Wetzel, School Board President)

Dr. Wetzel adjourned the meeting at approximately 7:46pm.

Submitted by:

Sarah MacDonald

BOARD STENOGRAPHER

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Board Meeting

Personnel Listing

June 11, 2025

ELECTION

Staff Name	Location	New Assignment	New Assignment Status	Effective Date
Abranovic, Atalie	Fort Couch	Coach: Middle School Swimming	ECA	08-18-25 through 10-18-25
Agrawal, Animesh	High School	ROGO Volunteer Parent Coach	Volunteer	06-12-25 through 08-04-25
Alfredson, Lisa	High School	ROGO Volunteer Parent Mentor	Volunteer	06-12-25 through 08-04-25
An, Ping	High School	TeraBridges Volunteer Parent Mentor	Volunteer	06-12-25 through 08-04-25
Barna, Diane	High School	Assistant Coach: High School Strength and Conditioning	ECA	06-09-25 through 07-29-25
Barone, Vasthy	Boyce/Fort Couch	FLL Volunteer Parent Coach	ECA	06-12-25 through 08-04-25
Belack, Angela	High School	Assistant Coach: High School Girls Soccer	ECA	08-11-25 through 10-24-25
Bishop, Lucas	High School	Technology Support Internship	PT	06-16-25
Caesar, Matt	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Cerny, Ava	Substitute	Summer ESY Aide	Substitute	06-16-25 through 07-31-25
Chamarty, Prasanna Kumar	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Charles, Evelyn	High School	USC Dynamics Volunteer Parent Mentor	Volunteer	06-12-25 through 08-04-25
Curtin, Beth	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Dillie, Pam	Baker	Summer School Teacher: Elementary SEEDS Camp	Summer	06-23-25 through 06-27-25
Dahlem, Ethan	High School	Assistant Coach: High School Football	Volunteer	08-04-25 through 10-24-25
Gavin, William	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Gephart Shaner, Danielle	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Gorban, Alexander	High School	ROGO Volunteer Parent Coach	Volunteer	06-12-25 through 08-04-25
Gordan, Neil	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Gordan, Tish	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Goss, Kyle	Substitute	Summer Substitute Custodian	Substitute	06-09-25
Goyal, Deepti	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Halder, Indrani	High School	BotsBurgh Volunteer Parent Mentor	Volunteer	06-12-25 through 08-04-25
Jadhav, Sailee	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Jaglowski, Samuel	Substitute	Substitute Summer Custodian	Substitute	06-09-25
Kumar, Avanish	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Kumar, Rajesh	High School	BotsBurgh Volunteer Parent Mentor	Volunteer	06-12-25 through 08-04-25
Kunapalli, Sastry	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Kirchner, Douglas	High School	Assistant Head of Student Activities	ECA	2025-2026 School Year
Lee, Erin	Boyce	Summer School Teacher: Boyce Leadership Academy	Summer	07-21-25 through 07-25-25
Leonard, Ashley	High School	1.0 Latin Teacher (PE)	FT	08-14-25
Mali, Vinayak	High School	BotsBurgh Volunteer Parent Mentor	Volunteer	06-12-25 through 08-04-25
McGuire, Brenna	High School	Assistant Coach: High School Girls Soccer	ECA	08-11-25 through 10-24-25
McTiernan, Michael	High School	Assistant Coach: High School Strength and Conditioning	ECA	06-09-25 through 07-29-25
Montani, Morgan	High School	Assistant Coach: High School Girls Soccer	ECA	08-11-25 through 10-24-25
O'Rourke, Daniel	Boyce	1.0 Supervisor of Middle Level Education	FT	07-01-25
Pandey, Sangeeta	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year

Sasala, Issac	Fort Couch	Coach: Middle School Football	ECA	08-18-25 through 10-17-25
Schroeck, Jessica	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Schroeck, Timothy	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Schuster, Jacob	Fort Couch	Summer School Teacher: Middle School Band Camp	Summer	08-04-25 through 08-8-25
Seybert, John	Fort Couch	Summer School Teacher: Middle School Band Camp	Summer	08-04-25 through 08-8-25
Seal, Lindsay	High School	ROGO Volunteer Parent Mentor	Volunteer	06-12-25 through 08-04-25
Shaner, Adam	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Sharan, Ravi Shankar	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Sharma, Anand	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Shi, Wei	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Sreenivasan, Sivagami	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Strangis, Daniel	High School	Summer School Teacher: Middle School Band Camp	Summer	08-04-25 through 08-08-25
Stringe, Julie	Baker	Summer School Teacher: Elementary SEEDS Camp	Summer	06-23-25 through 06-27-25
Sweeney, Emily	High School	Assistant Coach: High School Field Hockey	ECA	08-11-25 through 10-24-25
Taylor, Hannah	High School	Technology Student Worker	PT	TBD
Venkatachalam, Muthiah	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Vislosky, Julia	Boyce/Fort Couch	1.0 Spanish Teacher (TPE)	FT	08-14-25
Wagner, Tim	High School	1.0 Supervisor of Secondary Education	FT	07-01-25
Weinsteiger, Lena	High School	1.0 Biology Teacher (TPE)	FT	08-14-25
Wheeler, Katie	Baker	Summer School Teacher: Elementary SEEDS Camp	Summer	06-23-25 through 06-27-25
Windsheimer, Joshua	High School	Assistant Coach: High School Boys Golf	ECA	08-11-25 through 10-24-25
Zheng, Liying	High School	ROGO Volunteer Parent Coach	Volunteer	06-12-25 through 08-04-25

CHANGE OF STATUS

Staff Name	Location	Current Assignment	Current Assignment Status	New Assignment	New Assignment Status	Effective Date
Campbell, Alexander	Baker	1.0 Teacher Aide	FT	1.0 Special Education Teacher (TPE)	FT	08-14-25
Farah, Joelle	High School	Substitute Teacher (Certified)	Substitute	1.0 Social Studies Teacher (TPE)	FT	08-14-25
Gardner, Abigail	High School	1.0 Math Teacher (LTS)	LTS	1.0 Math Teacher (TPE)	FT	08-14-25
Kirchner, Douglas	High School	1.0 Social Studies	FT	1.0 Gifted Teacher	FT	08-14-25
LaLomia, Elizabeth	Eisenhower	1.0 Resource Teacher	FT	1.0 Elementary Teacher	FT	08-14-25
Miller, Quinton	Substitute	Summer Substitute Custodian	Substitute	Summer Substitute Custodian	Substitute	FROM TBD to 06-09-25
Yochum, Thomas	Fort Couch	.5 FC Gifted/.5 HS Gifted	FT	1.0 Gifted Teacher	FT	08-14-25
Suzanne McConnell-Serio	High School	Assistant Coach: High School Girls Basketball	ECA	Head Coach: High School Girls Basketball	ECA	11-14-25 through 02-06-26

REAPPOINTMENT

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date
Allen, Elizabeth	Baker	Elementary School Robotics Coordinator	ECA	1st Semester (08-20-25 through 01-16-26)
Allison, Elizabeth	High School	ROGO Volunteer Mentor	Volunteer	2025-2026 School Year
Balasubramanian, Rama	High School	Unknown Team Volunteer Parent Mentor	Volunteer	2025-2026 School Year

Beitler, Rich	High School	TeraBridges Volunteer Parent Coach	Volunteer	2025-2026 School Year
Beitler, Sarah	High School	TeraBridges Volunteer Parent Coach	Volunteer	2025-2026 School Year
Bogus, Lauren	Streams	PYP Coordinator - Streams	ECA	07-01-25 through 06-30-26
Cackovic, Blaise	High School	Non-Competitive Robotics Coordinator	ECA	2025-2026 School Year
Caplan, Jacob	High School	BotsBurgh Volunteer Parent Coach	Volunteer	2025-2026 School Year
Caragein, Christina	Boyce	IB Middle Years Program Coordinator	ECA	07-01-25 through 06-30-26
Carlino, Laura	High School	MYP Coordinator	ECA	07-01-25 through 06-30-26
Chen, Candi	High School	ROGO Volunteer Parent Mentor	Volunteer	2025-2026 School Year
Cosgrove, Matthew	High School	Department Head: Fine Art	ECA	2025-2026 School Year
Darakos, Joanna	High School	IB-DP Coordinator	ECA	07-01-25 through 06-30-26
Despines, Janine	High School	Department Head: Library	ECA	2025-2026 School Year
Devaki, Archana	High School	ROGO Volunteer Parent Mentor	Volunteer	2025-2026 School Year
Edwards, Benjamin	High School	IB-DP EE Coordinator	ECA	2025-2026 School Year
Friday, Stacey	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Garrod, David	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Gracie, Luke	High School	USC Dynamics Volunteer Parent Coach	Volunteer	2025-2026 School Year
Guarino, Erin	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Gurkar, Aditi	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Hart, Denise	Eisenhower	Elementary School Robotics Coordinator	ECA	1st Semester (08-20-25 through 01-16-26)
Henderson, Matthew	Boyce	1:1 Learning Initiative Facilitator	ECA	07-01-25 through 06-30-26
Hirpara (Patel), Nimisha	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Inampudi, Rajesh	High School	TeraBridges Volunteer Parent Mentor	Volunteer	2025-2026 School Year
Jovancevic-Misic, Jelena	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Kakkad, Pinakin	High School	Unknown Team Volunteer Parent Mentor	Volunteer	2025-2026 School Year
Katru, Rathnakar	High School	Unknown Team Volunteer Parent Mentor	Volunteer	2025-2026 School Year
Kovacs, Lisa	High School	ROGO Volunteer Parent Mentor	Volunteer	2025-2026 School Year
Krishna Kuppili, Vamsi	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Kumar Muthukumaran, Nirmal	High School	USC Dynamics Volunteer Parent Mentor	Volunteer	2025-2026 School Year
LaSalle, Emily	Streams	Elementary School Robotics Coordinator	ECA	1st Semester (08-20-25 through 01-16-26)
Marks, Laura	High School	1:1 HS Learning Initiative Facilitator	ECA	07-01-25 through 06-30-26
Martocci, Matt	High School	IB-DP CAS Coordinator	ECA	2025-2026 School Year
Mellinger, Dana	Fort Couch	Department Head: Elementary/Middle School Physical Education (K-12)	ECA	2025-2026 School Year
Mosler, Jodi	Boyce	Department Head: Special Education	ECA	2025-2026 School Year
McCluskey, Alexandra	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Morgan, Meghan	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Mukherjee, Siddhartha	High School	BotsBurgh Volunteer Parent Mentor	Volunteer	2025-2026 School Year
Naik, Darshan	High School	USC Dynamics Volunteer Parent Mentor	Volunteer	2025-2026 School Year
Nulwala, Batool	High School	BotsBurgh Volunteer Parent Mentor	Volunteer	2025-2026 School Year

Nulwala, Hunaid	High School	BotsBurgh Volunteer Parent Mentor	Volunteer	2025-2026 School Year
Pandey, Geetali	High School	Unknown Team Volunteer Parent Mentor	Volunteer	2025-2026 School Year
Rathore, Sanjay	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Reis, Jacob	High School	IB-DP CAS Coordinator	ECA	2025-2026 School Year
Ressler, Michael	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Rovner, Vyacheslav	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Sattuluri, Srikanth	High School	Unknown Team Volunteer Parent Mentor	Volunteer	2025-2026 School Year
Sattuluri, Sushma	High School	Unknown Team Volunteer Parent Mentor	Volunteer	2025-2026 School Year
Seal, Jake	High School	ROGO Volunteer Parent Coach	Volunteer	2025-2026 School Year
Singh, Armit	High School	ROGO Volunteer Parent Mentor	Volunteer	2025-2026 School Year
Sirianni, Amanda	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Sundaram, Meenakshi	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Susa, Sarah	High School	MYP Personal Project Coordinator	ECA	2025-2026 School Year
Thacker, Dipti	High School	ROGO Volunteer Parent Mentor	Volunteer	2025-2026 School Year
Vijaywargiya, Ashish	High School	BotsBurgh Volunteer Parent Coach	Volunteer	2025-2026 School Year
Xiang, Zheng	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year
Xiong, Wei	Boyce/Fort Couch	FLL Volunteer Parent Coach	Volunteer	2025-2026 School Year

RESIGNATION

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date
Elias, Abigail	High School	Teacher Aide	FT	06-06-25
Mauder, Julie	Boyce	Summer School Teacher: Boyce Leadership Academy	Summer	06-05-25

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Upper St. Clair School District
Spring 2025
Curriculum Recommendations
June 2, 2025

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

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

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	Information	Board Approval
COUNSELING		
Approve the Sophomore Career Program for 10th-grade students in the 2025-26 school year		√
Pilot a Postsecondary College Planning and Career Readiness Program for all 11th-grade students		√
Transition from Naviance college and career software to MaiaLearning College Planning and Career Readiness Platform		√
ENGLISH LANGUAGE ARTS		
Study and revise the current reading supports provided to students in the area of ELA, specifically reading, for those students performing below expectations		√
Realign core texts for AP English Literature (11)	√	
ENGLISH AS A SECOND LANGUAGE		
Adopt English 3D (E3D) curriculum as core curriculum resource for English Language Development content in English Language Arts (ELA) 7-8 and English 9-12 courses, and the ESL Strategies course		√
MATHEMATICS		
Pilot the IXL Math Program with all Fort Couch students as a resource for customizing and enriching instruction and assessment.		√
Adopt the Math 7 Course for recommended 7th-grade students		√
Pilot CodeHS' Introduction to AI for High School and Applications of AI and Machine Learning for the Introduction to Artificial Intelligence course		√

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Pilot Teach Cyber's The Challenge of Cybersecurity - Cyber 1 curriculum for Introduction to Cybersecurity		√
SCIENCE/STEAM		
Implementation of PA STEELS standards		√
Adopt *Twig Science* by Imagine Learning in grades 5-8		√
Pilot the Biological Science Curriculum Study (BSCS) Biology: *Understanding for Life*		√
SOCIAL STUDIES		
Adopt *Myers' Psychology for the AP Course, 4th edition* (textbook/digital platform) for AP Psychology		√
Adopt *Fabric of a Nation, 2nd edition* (textbook/digital platform) for AP U.S. History		√
SPECIAL EDUCATION		
Pilot Foundations of English Language Arts course in the high school schedule for students in special education with a specific learning disability in reading		√
WORLD LANGUAGE		
Pilot the incorporation of the Reporter Francophone book series into the French Curriculum		√
Establish the course texts for the new IB Language and Culture course		√

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Counseling

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

Adopt the Sophomore Career Program for all 10th-grade students in the 2025-26 school year.

UNITY
SUCCESS
CHARACTER

RECOMMENDATION:
Approve the Sophomore Career Program for all 10th-grade students in the 2025-26 school year.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Dr. Jennifer Kirk	High School	Counseling	Spring 2025

Reason(s) for Recommendation

1. In 2006, the Pennsylvania State Board of Education established the state Academic Standards for Career Education and Work (CEW standards, part of 22 Pa. Code Chapter 4) and made the standards required education for all students in Pennsylvania. The Career Readiness Indicator recognizes efforts to ensure that all students have access to career exploration and preparation activities that are standards-aligned and evidence-based, including the development of career plans and portfolios that help students identify pathways and opportunities for postsecondary success. By the end of grade 11, the school will implement students' individualized career plans through ongoing development of a career portfolio and participation in career preparation activities aligned to the CEW standards (please note that new CEW Standards will be rolled out for the 2026-2027 school year).

2. Beginning in the 2017-18 school year, school entities began reporting student-level data for the Career Readiness Indicator in the Pennsylvania Information Management System (PIMS). This document provides guidance for evidence collection, monitoring, and reporting students for this measure.

3. All USCHS 9th-grade students currently participate in Freshman Seminar with a curriculum including fulfillment of 9th-grade Career and Education Work Standards graduation requirements. Students engage in classroom instruction and guided support to complete the 9th-grade CEW requirements. Similarly, 10th-grade students would benefit from classroom instruction and guided support in completing their 10th-grade CEW requirements. This framework creates a sustainable structure to ensure best practice in service delivery.

4. In the 2024-25 school year, the high school counselors piloted a Sophomore Career Program that engaged 100% of sophomore students in classroom lessons, career inventories, and reflections, and 1:1 meetings between students and school counselors.

5. It is important to ensure a cohesive continuum of developmentally appropriate experiences in the Career and Education Work Standards delivery.

Implementation Steps

1. Seek administrative approval.

2. Update the description and add to the Program of Studies, Canvas page, and counseling website.

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

Cost
Administrative Reaction Approved. Helping students explore all of the important considerations in selecting a career path is worthy of this time and effort.
1 Year in Review

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

Pilot a Postsecondary College Planning and Career Readiness Program for all 11th-grade students in the 25-26 school year.

UNITY
SUCCESS
CHARACTER

RECOMMENDATION:
Pilot a Postsecondary College Planning and Career Readiness Program for all 11th-grade students in the 25-26 school year.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Dr. Jennifer Kirk	High School	Counseling	Spring 2025

Reason(s) for Recommendation

1. In 2006, the Pennsylvania State Board of Education established the state Academic Standards for Career Education and Work (CEW standards, part of 22 Pa. Code Chapter 4) and made the standards required education for all students in Pennsylvania. The Career Readiness Indicator recognizes efforts to ensure that all students have access to career exploration and preparation activities that are standards-aligned and evidence-based, including the development of career plans and portfolios that help students identify pathways and opportunities for postsecondary success. By the end of grade 11, the school will implement students' individualized career plans through the ongoing development of a career portfolio and participation in career preparation activities aligned to the CEW standards (please note that new CEW Standards will be rolled out for the 2026-2027 school year).

2. Beginning in the 2017-18 school year, school entities began reporting student-level data for the Career Readiness Indicator in the Pennsylvania Information Management System (PIMS). This document provides guidance for evidence collection, monitoring, and reporting students for this measure.

3. All USCHS 9th-grade students currently participate in Freshman Seminar with a curriculum including fulfillment of 9th-grade Career and Education Work Standards graduation requirements. Students engage in classroom instruction and guided support to complete the 9th-grade CEW requirements. Similarly, 10th-grade students participate in the Sophomore Career Program; this includes classroom instruction and guided support in completing their 10th-grade CEW requirements. This framework creates a sustainable structure to ensure best practices in service delivery.

4. It is important to ensure a cohesive continuum of developmentally appropriate experiences in the Career and Education Work Standards delivery.

Implementation Steps

1. Seek administrative approval.

2. Collaborate with HSLT on scheduling a College Planning and Career Readiness Program Program; within the school day and timeline. Further, work to identify classroom instruction time and/or identify Academic Resource Time.

3. Write a description and add it to the Program of Studies.

4. Provide summer workshop time for counselors to reimagine the curriculum.

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Cost

1. Summer workshop time for school counselors to re-imagine and develop curriculum. 3 school counselors x 18 hours x $36.33 = $1961.82

Administrative Reaction

Approved. This is a great addition to the sequence of experiences provided in the ninth and tenth grades and will provide a strong continuum of career exploration opportunities for students.

1 Year in Review

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

Transition from Naviance college and career software to MaiaLearning College Planning and Career Readiness Platform.

UNITY
SUCCESS
CHARACTER

RECOMMENDATION:
Transition from Naviance college and career software to MaiaLearning College Planning and Career Readiness Platform.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Dr. Jennifer Kirk	High School	Counseling	Spring 2025

Reason(s) for Recommendation

1. Platforms such as MaiaLearning/Naviance provide high school students with college and career planning support. They offer tools for researching postsecondary programs and schools, tracking application deadlines, exploring career interests, building résumés, and managing letters of recommendation. These platforms also help students align their academic goals with future career paths through assessments and personalized guidance.

2. The interface and capabilities, along with tech support from Naviance, have not evolved as needed over the past several years. As part of the 2024 summer work in response to the Sophomore Career Program Pilot, several college and career platforms were explored. This exploration included several presentations and access to demo accounts for school counselors, administrative support, tech, teachers, and students. It was determined overwhelmingly that MaiaLearning best met the needs of our students and program.

3. MaiaLearning provides high-quality support and functionality as noted below.
    a. The evidence-based programming positions the school counselors to effectively deliver programming and services to support students in their college and career journeys. This includes classroom presentations in Freshman Seminar and the Sophomore Career Program, and large group presentations to all students.

    b. The student Self-Reported Academic Record (SRAR) has been used increasingly at 4-year colleges and universities. Traditionally, students must manually enter their academic records. MaiaLearning connects with the SRAR and removes this barrier.

    c. The Discover Essays page shows essay topics associated with universities on a student's application list. Students see Common App topics, university-required and optional essay topics, and word count limits. Where there are several topic choices for a school, the program allows students to select the prompts they want, and these can be viewed by school counselors.

    d. The annual support contract includes unlimited web-based training, during both onboarding and throughout the partnership, with a 1-hour response time on help tickets.

    e. The MaiaLearning program offers a cost-effective solution for college and career readiness by consolidating multiple guidance functions into a single, intuitive platform. Its comprehensive suite of tools streamlines school counselor workflows and lowers overall institutional costs. With its scalability and user-friendly design, MaiaLearning provides strong value.

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Implementation Steps

1. Seek administrative approval.
2. Work with MaiaLearning staff, school counselors, administrative support personnel, and the technology department to migrate historical data from Naviance to MaiaLearning for rising grades 9-11.
3. Update the Program of Studies, Counseling website, and Canvas pages to reflect changes.
4. Provide summer workshop time for school counselors to migrate data and update programming on the platform.

Cost

1. Naviance (for seniors graduating in 2026) - $4335.86
2. MaiaLearning (for 9th-11th grade students in the 25-26 school year) - $9895.00
3. Summer workshop time for school counselors to transfer programming. 4 school counselors x 18 hours x $36.33 = $2,615.76

Administrative Reaction

Approved. Providing students with improved systems to assist with career planning is commendable.

1 Year in Review

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

English Language Arts

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

Reading Study for Middle Level 5-8

UNITY
SUCCESS
CHARACTER

RECOMMENDATION:
Study and revise the current reading supports provided to students in the area of English Language Arts, specifically reading, for those students performing below expectations.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Dr. Rachel Andler, Dr. Dan O'Rourke, Ms. Erin Stehle	Middle School	Special Education / ELA	Spring 2025

Reason(s) for Recommendation

1. It has been 15 years since the adoption of the PA Core Standards. As with any standards shift, it took years of careful study and development to achieve full implementation. Our PSSA scores indicate that our core curriculum has been effective in supporting student achievement of these standards. Throughout this time, consistent support has been provided for students requiring additional help to meet the standards. In addition, research and programming related to remediation for middle school students have continued to evolve, making this a prime opportunity to examine our current practices and refresh our approach to remedial programming. It has been several years since we have systematically examined our support practices; it is timely to do so.

2. The philosophy of the District is to provide significant reading support services at the elementary level and remediate students experiencing difficulty as early as possible. While this approach remains in practice, the increasing complexity of today's middle school learners continues to affect their reading growth and achievement. A range of factors, such as attention challenges, the impact of COVID-19, anxiety, and learning needs, can and have a significant influence on students' acquisition of skills and their progress. By the time students reach fifth grade, the gap between struggling readers and their peers has either narrowed or widened. Without continued, effective intervention, this gap can have a substantially negative impact on students' future academic success.

3. Students who experience reading difficulties cannot be placed into a single category. Not only do learning challenges vary in severity, from mild to significant, but reading success also depends on a combination of critical skills, including decoding, fluency, comprehension, vocabulary, and background knowledge. Students may demonstrate strengths or weaknesses in some or all of these areas, each requiring different instructional strategies and student groupings. Some students need intensive intervention, while others benefit from more targeted, strategic support. For many, differentiated instruction within the classroom setting is sufficient to meet their needs.

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4. Many special education students have IEP goals that focus on reading. Accommodations and instruction are provided by the classroom teacher, the special education teacher, or a combination of both. Some general education students may have similar reading needs, even though they do not qualify for special education services. These students are typically supported by the building reading specialist and their classroom teacher. It is important to examine how we can deliver these services more effectively and efficiently while also making the best use of our specialists' expertise.

5. Differentiation of reading instruction at the middle school level was a significant goal highlighted in the District's recent submission of our Comprehensive Plan to the Pennsylvania Department of Education. This three-year plan will be in effect from 2025-2028. The process for these improvements and enhancements will take place carefully over the next three years.

6. Data is always used to determine student needs and programming. Though significant data analysis has already been completed, this study will include an extensive analysis of data to determine the variety and category of our current students' needs, as well as the level and intensity of intervention that would be most helpful. The data will guide the study and the examination of appropriate programming, selection of materials, and instructional strategies, as well as the use and scheduling of District specialists.

Implementation Steps

1. Create a three-year plan that outlines the steps needed to implement improved practices in classroom differentiation and supplemental support provided by District specialists.

2. Continue the data-analysis process and determine the number of students who fall within the different support categories, and determine how these needs will be addressed both in and outside of the classroom in year one, then progressing and evolving through the subsequent two years based on challenges and successes.

3. Within this plan, specify, develop, and deliver needed teacher training and appropriate resources to be utilized in meeting the needs of these students.

Cost

To be determined during the study and dependent upon resource selections.

Administrative Reaction

Approved. This is a timely and worthy recommendation.

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1 Year in Review

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Realign core texts for AP English Literature (11)

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RECOMMENDATION:
Realign core texts for AP English Literature (11).

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Melissa Tungate	High School	ELA	Spring 2025

Reason(s) for Recommendation

1. As a result of the approved curriculum recommendation from January 2025 that moves AP English Literature from 12th-grade to 11th-grade, eliminating Honors English 11, the core texts for AP English Literature need to be realigned. All texts listed below have been through the formal approval process at some point in the past. No new texts are being proposed.

2. The AP English Literature 11 course will consist of the following core texts:
   - *Perrine's Structure Sound and Sense 13th edition, Frankenstein* by Mary Shelley, *The Great Gatsby* by F. Scott Fitzgerald, *Hamlet* by William Shakespeare, *A Doll's House* by Henrik Ibsen, and/or *Our Town* by Thornton Wilder

Implementation Steps

1. Seek administrative approval.

2. Revise/update units to align with College Board standards.

3. Update Rubicon Atlas.

4. Begin teaching the newly aligned texts in the 2025-2026 school year.

Cost
Summer workshop for up to 1 teacher x 18 hours ($36.33 per hour)= $653.94

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Administrative Reaction
Approved. These texts should provide students with a comprehensive literature experience.

1 Year in Review

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English as a Second Language

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Adopt Core English Language Development (ELD) Curriculum Resource 7-12

UNITY
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CHARACTER

RECOMMENDATION:
Adopt *English 3D (E3D)* curriculum as core curriculum resource for English Language Development content in English Language Arts (ELA) 7-8 and English 9-12 courses, and the ESL Strategies course for ESL students.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Dr. Lauren Madia, Ms. Erin Succar	Middle School / High School	Other (ESL)	Spring 2025

Reason(s) for Recommendation

1. The population of English Learners (ELs) in grades 7-12 has increased from 10 in 2019-2020 to 29 in 2024-2025. The range of incoming English Proficiency levels has grown to include students who are true newcomers to students who will likely gain proficiency in one school year.

2. The current English Language Development curriculum includes the Upper St. Clair standard English curriculum with supplemental resources to provide differentiation for English Learners.

3. While some supplemental resources are used for differentiation by proficiency level, there is currently no specific core curricular resource for explicit language instruction.

4. Changes in scheduling 7-12 have allowed for ELD courses to be more specifically assigned based on proficiency level, with newcomers and early proficiency stages in their own class.

5. Long-term English Learners (those who will require 4+ years of ELD instruction to gain proficiency) need explicit language frames for argumentation, analysis, and academic vocabulary, which are provided in this resource.

6. Additionally, the ESL Strategies course has historically not had a specific adopted core curricular resource, relying more on supplemental resources obtained through the Title III grant. Annual Title III program grant funds cannot be utilized for core curriculum purchases.

7. English 3D by Harcourt Houghton Mifflin is an explicit and interactive curriculum that enables English learners to acquire the language skills necessary for academic success across content areas in a gradual release model. Its comprehensive scope and sequence will meet the needs of a wide range of English learners. It will promote a seamless transition from English Language Development-specific instruction to the USC grade-level ELA coursework.

8. *English 3D* is aligned to national WIDA Standards, which serve as the basis in Pennsylvania for eligibility and reclassification of English learner status.

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9. This recommendation is specifically to obtain digital instructor materials and physical student workbooks, although web-based student licenses are available if needed/wanted in the future.

Implementation Steps

1. Seek administrative approval.
2. Purchase curricular resources.
3. Provide professional development time for ESL teachers (FLEX and paid summer workshop hours).
4. Plan interdisciplinary collaboration (via PLCs, teacher consultation, and student need meetings) based on student/staff needs to enable consistent differentiation/expectations across content areas.

Cost

1. Curriculum resources (Teaching materials - $1315; Student materials - $1140; Shipping - approx. $300) - Total $2900
2. Summer workshop hours (12 hours x $36.33 = $435.96)

Administrative Reaction

Approved. This resource will enable solid learning experiences and differentiation for the diverse range of student needs.

1 Year in Review

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Mathematics

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IXL Math Pilot for Fort Couch Students

UNITY
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CHARACTER

RECOMMENDATION:
Pilot the IXL Math Program with all Fort Couch students as a resource for customizing and enriching instruction and assessment.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Andrew Lucas	Middle School	Math	Spring 2025

Reason(s) for Recommendation

1. In 2016, a pilot was conducted of the Buzzmath program for 6th-grade math to provide additional practice for students, chances to explore mathematical concepts individually, and to provide reteaching opportunities for struggling learners. Part of the study was to determine if this program would work well for other grade levels. While the program was adopted for 6th grade in 2017, it was determined that the available content in grade levels other than 6th was not sufficient to meet our needs. In the years since, Sumdog has been utilized for 5th grade. Many other programs have been tested for 7th and 8th grade, but none have been found suitable. Programs explored include ALEKS, MAP Accelerator, Ten Marks, and Get More Math.

2. For the past five years, the IXL math program has been used in the middle school Algebra Part A course and at the high school and has shown marked improvements in the interface and available content since it was first piloted in 2016. Michelle Senneway, who formerly taught the Part A course, has been able to demonstrate these improvements as well as some of the product's assessment and data collection capabilities with the Fort Couch math teachers.

3. Utilizing a program like IXL would support our teachers and students in three broad categories: additional practice and spiral review for all students, enrichment and chances to explore content for students with high rates of acquisition, and second-chance learning opportunities for students who need reteaching or reassessing.

4. The IXL program contains an impressively large database of both instructional content and assessment. Teachers are able to assign content either individually or as a class, so the potential for customization exists. This program could help students with tasks such as preparing for tests and quizzes, reviewing content from previous chapters (spiral review), and practicing concepts to help gain confidence.

5. The IXL program allows students to progress at their own pace to master content both within the grade level and to explore content in later courses. While this would not be sufficient practice to help students accelerate, it would allow students to grow their excitement and interest in mathematics if they so choose. Since it can be accessed from home, teachers and parents could partner together to provide recommended topics for students to explore.

6. Finally, the IXL program could assist our teachers by providing them with content for reteaching when a student does not demonstrate mastery on an assessment. This is currently an important but labor-intensive task. Through this pilot, teachers would be able to curate content specific to our assessments that could be given to students as additional review to help them prepare for a reassessment.

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7. The program will be piloted for one year before potentially adopting it to explore the potential benefits of the program and to gauge student engagement with the product content.

Implementation Steps

1. Seek administrative approval.
2. Provide training time for all Fort Couch teachers over the summer to be trained in the use of the IXL program.
3. Provide summer project work time to identify and develop points throughout the scope and sequence of our curriculum for utilizing IXL for enrichment, reteaching, and extra practice.
4. Provide time in curriculum meetings and PLC meetings for teachers to share best practices and to develop new content using the IXL program.
5. Determine if IXL should be adopted for Fort Couch at the end of the 2026 school year.

Cost

680 licenses at $13.25 each = $9,010

On-Site Initial Training Session = $2,600

Summer Workshop Time for 6 teachers for 12 hours each at $36.33 = $2,615.76

Total cost = $14,225.76

Administrative Reaction

Approved. Providing opportunities for individualizing instruction and meeting student needs is always a worthy effort.

1 Year in Review

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Math 7 Course Adoption

UNITY
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CHARACTER

RECOMMENDATION: Adopt the Math 7 Course for recommended 7th-grade students as part of our USC math curriculum.

Name: Andrew Lucas	**Level**: Middle School	**Subject Area:** Math	**Curriculum Recommendation Period:** Spring 2025

Reason(s) for Recommendation

1. In the spring of 2023, a recommendation was approved to conduct a study of the seventh-grade math curriculum and related assessment data to determine students' readiness to successfully learn algebraic concepts. The study revealed that a small segment of our student population may not be developmentally ready for the comprehensive concepts of the 7th-grade pre-algebra course, specifically in the areas of proportionality and number sense - concepts that are vital for success in Algebra and higher-level math courses. As a result, a further recommendation was made in the spring of 2024 to pilot a Math 7 course.

2. The standard 7th-grade pre-algebra course follows the PA Core Accelerated Math 7 standards with the goal of preparing students to take Algebra 1 in 8th grade. This course includes all the Math 7 standards required by the state, but also includes many 8th-grade standards, many of which are from the Geometry strand, that are separate and distinct from the PA Algebra 1 Core Standards. Consequently, USC's Pre-Algebra course is fast-paced and covers concepts from both the Math 7 and Math 8 PA Core Standards.

3. The new Math 7 course is an on-grade-level option for 7th-grade students that allows them to take Algebra 1 part A in eighth grade and then finish Algebra 1 in 9th grade. It is focused on helping struggling learners form a more positive mathematical self-concept and increased motivation by utilizing educational best practices like mastery-based grading, decreasing the student-teacher ratio, and providing increased time for students to attain mastery of the learning targets.

4. Thirteen students participated in this new course (three of whom transferred in mid-semester) during the 2024-2025 school year. The success of the pilot can be demonstrated with the following data.

    - Benchmark data from the NWEA MAP (Measures of Academic Proficiency) assessment, which is administered to all seventh-grade students, showed that the students in this class exceeded their expected growth projections for the first semester as measured by both percent of projected growth met and conditional growth index. (see Appendix A).

    - An enhancement to data collection for this recommendation was provided by Dr. Brett Slider, the math teacher for this course, who began his dissertation at the University of Pittsburgh, which focused on student attitudes toward mathematics learning. This allowed for the additional collection of attitudinal data along with achievement and growth. All data collection protocols followed IRB requirements as well as District policies and processes. His study utilized pre- and post-interviews and Likert

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scale surveys that measured students' motivation in math by focusing on four principal areas: mathematical identity, interest in mathematics, mathematical self-concept, and student self-efficacy. Interview responses and Likert scale results are provided in Appendices B through H.

- Parents provided positive feedback regarding the course and its implementation (Appendix I).

5. Given the significant success, the adoption of this course is recommended.

Implementation Steps

1. Administrative approval
2. Purchase Carnegie Learning Textbooks for next year
3. Review and update the Rubicon-Atlas curriculum.
4. Continue to implement the student recommendation process developed as part of the pilot
5. Continue to use meeting and PLC time to modify the curriculum based on student needs and review of data points from MAP and PSSAs

Cost

30 Carnegie Learning student licenses at $679.80 each
1 Carnegie Learning Teacher license at $103

Total = $782.80

Administrative Reaction

Approved. It is wonderful that this course has been successful in meeting students' needs.

1 Year in Review

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A: MAP Achievement and Growth Data

Growth in student achievement on the MAP test was measured through two metrics: percent of projected growth met and conditional growth index. Student growth data from the Math MAP scores from January 2024 to January 2025 was compared with growth in the September 2024 to January 2025 window. The first window includes students' performance in the second semester of 6th-grade math. It was during this semester that students were identified and recommended for Math 7, so their achievement scores during this period were below the 50th percentile. If Math 7 had not been introduced as an intervention, then it would be proper to assume that student growth would continue in a similar trajectory to what it had been prior to 7th grade.

MAP projects that normative growth for all students is, on average, 6 RIT points for each semester. Therefore, in a class of 10 students, the expected projected growth would be 60 total points. If the class grows a total of 54 points, then this class is only collectively growing at 90% of its expected rate. Tables 1 and 2 below find that, for the first semester, the percentage of projected growth achieved was 112.5% in Math 7. This means that the class exceeded the expected growth for this semester (Table 2).

Conditional growth demonstrates a student's growth in terms of standard deviations compared to the mean (average) of growth for all students taking the NWEA MAP assessment. Therefore, conditional growth places RIT growth on a normal curve where a score below 0 represents growth below average, a score of 0 represents average growth, and a score above 0 represents above average growth. In the January 2024 to January 2025 data, this cohort of students has a conditional growth index of -0.96. This means that they were growing at a below-average rate, and, therefore, the achievement gap was widening. However, when examining only the window where the Math 7 intervention was implemented, the conditional growth index rises to 1.04. **Not only does this show that the Math 7 intervention is closing the achievement gap, it also shows that taking Math 7 was a determining factor in helping students to switch from losing ground to gaining ground.**

Table 1

Data table outlining achievement and growth data from the NWEA MAP assessment, Winter 2024 - Winter 2025. Note: Lydia's data set is inconclusive because she missed one testing session over the course of the Winter 2024 - Winter 2025 testing window.

	Achievement Status				Growth						
	Winter 2024		Winter 2025		Individual Student					Comparative	
Student Name	Start RIT	Start Percentile	End RIT	End Percentile	Projected RIT	Projected Growth	Observed Growth	Growth Index	Met Growth Projection?	Conditional Growth Index	Conditional Growth Percentile
Summer	221	53	225	52	227	6	4	-2	No	-0.3	38
Michael	204	18	208	19	210	6	4	-2	No	-0.33	37
Aubrey	208	25	211	23	214	6	3	-3	No	-0.49	31
Vincent	216	42	226	54	222	6	10	4	Yes	0.71	76
Lisa	212	33	212	25	218	6	0	-6	No	-1	16
Lauren	209	26	216	33	215	6	7	1	Yes	0.19	58
Sharon	209	26	220	41	215	6	11	5	Yes	0.87	81
Kendall	203	16	214	29	209	6	11	5	Yes	0.88	81
Asa	213	35	210	22	219	6	-3	-9	No	-1.49	7
Lydia			225	52							

Data Summary	
Percent of Students who Met or Exceeded their Projected RIT Score	44.40%
Percent of Projected Growth Met	87.00%
Students who Met or Exceeded their Projected RIT	4 out of 9
Median Conditional Growth Percentile	38
Class Conditional Growth Index	-0.96

Table 2

Data table outlining achievement and growth data from the NWEA MAP assessment; Fall 2024 - Winter 2025.

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	Achievement Status				Growth						
	Fall 2024		Winter 2025		Individual Student					Comparative	
Student Name	Start RIT	Start Percentile	End RIT	End Percentile	Projected RIT	Projected Growth	Observed Growth	Growth Index	Met Growth Projection?	Conditional Growth Index	Conditional Growth Percentile
Summer	226	63	225	52	230	4	-1		No	-0.89	19
Michael	205	19	208	19	209	4	3	-1	No	-0.2	42
Aubrey	207	22	211	23	211	4	4	0	Yes	0	50
Vincent	227	65	226	54	231	4	-1	-5	No	-0.89	19
Lisa	202	15	212	25	206	4	10	6	Yes	1.11	87
Lauren	216	40	216	33	220	4	0	-4	No	-0.73	23
Sharon	200	12	220	41	204	4	20	16	Yes	2.96	99
Kendall	216	40	214	29	220	4	-2	-6	No	-1.1	14
Asa	209	26	210	22	213	4	1	-3	No	-0.56	29
Lydia	214	36	225	52	218	4	11	7	Yes	1.34	91

Data Summary	
Percent of Students who Met or Exceeded their Projected RIT Score	40.00%
Percent of Projected Growth Met	112.50%
Students who Met or Exceeded their Projected RIT	4 out of 10
Median Conditional Growth Percentile	35.5
Class Conditional Growth Index	1.04

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B: Math Identity as Measured by Interest in Math-Related Occupations

Interview data responses show a pronounced shift in students' interest in exploring math-related fields after graduation as well as an increase in student understanding that understanding math increases one's enjoyment of it. Table 3 shows student interview responses.

Table 3

Responses from student interviews consist of the math identity component for student academic motivation in mathematics. Question: What do you want to be when you grow up? Do you think you will use the math skills you are learning in our math class when you are grown up?

Pre-Survey Student Responses		Post-Survey Student Responses	
Math-Related	Non-Math Related	Math-Related	Non-Math Related
Pediatrician	Undecided	Pediatrician	Beauty Stylist
Veterinarian	Beauty Stylist	Radiation Technician	Nurse (only if it does not involve math)
Architect	Undecided	Architect/Stock Investor	
	Artist	Neurosurgeon	
	Artist	Information Technology	
	Relaxation Therapist	Psychiatrist	
	Elementary Teacher	1st Grade Math Teacher	
		Engineer	

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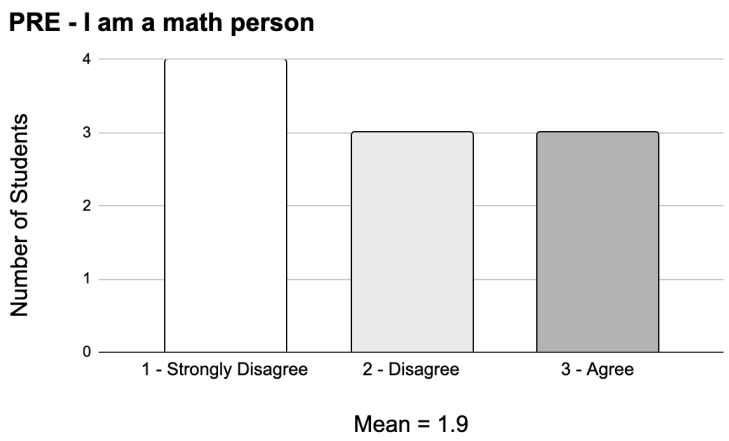
C: Likert Scale Data for Math Identity Survey

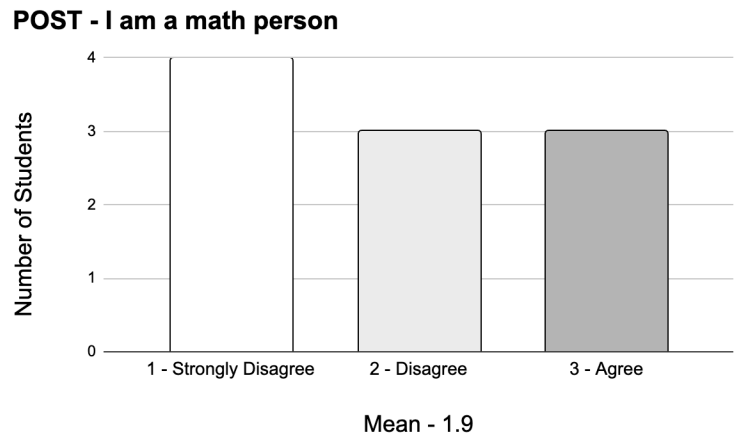
In this and all following Likert scale survey results, a response of "1" indicates that the student strongly disagrees with with the statement, a response of "2" indicates that they disagree, a response of "3" indicates that they agree with the statement, and a response of "4" indicates that they strongly agree.

Dr. Slider asked students to rate their level of agreement with the statements "I am a math person" and "I am a mathematician". The composite mean score rose for these questions from 1.7 in the fall to 1.95 in the winter, thus showing an improvement in students' mathematical self-concept in just a few months. Table 4 shows the results of this survey.

Table 4

Responses from the student survey consist of the math identity component for student academic motivation in mathematics. Prompt: I am a math person.





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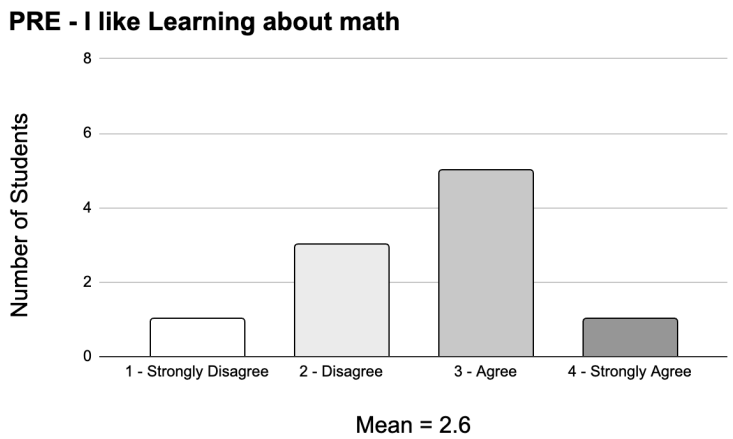
Appendix D: Likert Scale Data on Student Interest in Math

Tables 5 and 6 show that student interest also grew by a composite mean score of 0.05.

Table 5

Responses from student surveys consist of the interest component for student academic motivation in mathematics. Prompt: I like learning about math.



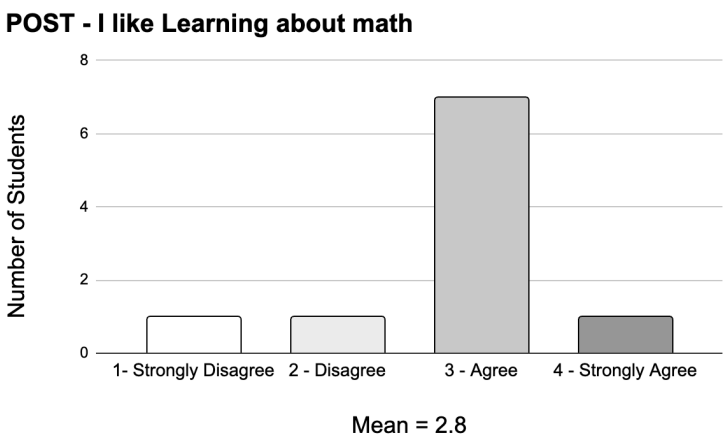
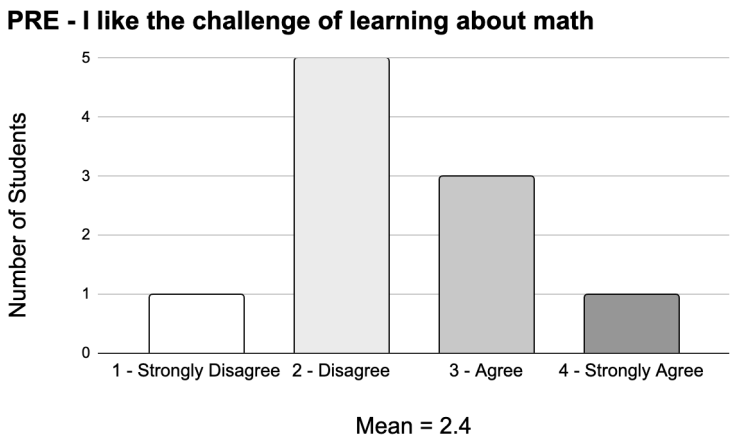
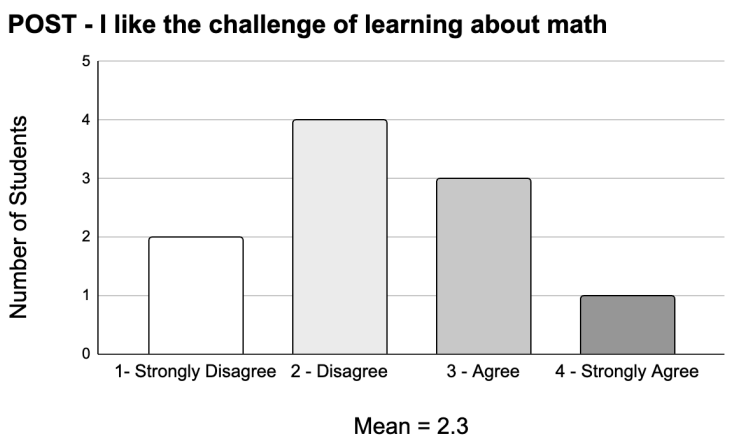


Table 6

Responses from the student survey consist of the interest component for student academic motivation in mathematics. Prompt: I like the challenge of learning about math.





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Appendix E: Student Interview Responses Related to Mathematical Self-Concept

Table 7

Student responses to the interview question "How would you describe yourself as a math student?"

Student Name (pseudonym)	Pre-Interview Response	Post-Interview Response
Summer	"I am bad at math. I forget a lot. I forgot stuff from last year. I don't have basic facts memorized. My lack of skills gets in the way of my working harder."	"I could listen more in class. I have been doing a good job getting my homework done. I feel like I am a good student, but I could be better."
Michael	"Smart, I am a good listener."	"I'm a good math student. I get all of my work done."
Aubrey	"This year, I know the stuff. Last year's teacher picked on me. This year, things are explained better. I know the answers this year, not last year."	"Better, I am better at math now than I was. I still don't like math, though."
Vincent	"I make silly mistakes. I know how to do it, but I do it wrong. I think I just work too fast."	"I'm pretty good at math, but I make silly mistakes. I don't recheck my work because I do it and I think it is correct, but it is not."
Lisa	"For some things I am really good, but for other things I am not that good."	"In the middle, kind of good and kind of bad."
Lauren	"I am not that good. It is hard for me to understand things, like how math works. I don't pay attention, and I space out."	"Not the best, but I think I am getting a little better. Being in this class means I get more help because there are fewer people. So you can spend more time with me.
Sharon	"I understand it, but my brain turns off in the middle of the lesson. I snap out of it confused, then I ask a bunch of questions."	"Sometimes I don't understand it, but sometimes I do, so I am in the middle."
Kendall	"I am relatively good at math, I just need help most of the time. I do all the student responsibilities well."	"I am not super good at math, but I know things. I would say that I am not a mathematician at all, though."
Asa	"Pretty good. I do better than I expect myself to do. I always think I am bad at math, but I am not. Math is my least favorite because I struggle with it. This year is easier."	"I always think I am bad at math, but when I actually do the math, I always get a high score."
Lydia	"Not good, I am not smart in math. If you're not good at the subject, then you can't be a good student."	"I feel more confident in math. I feel like I know more than I did at the beginning of the year."

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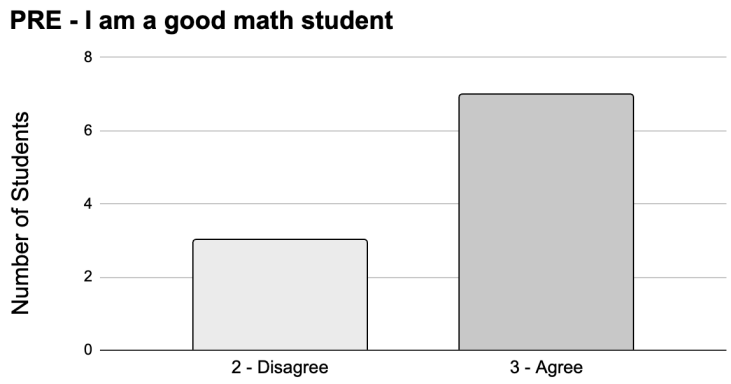
Appendix F: Likert Scale Data Related to Student Mathematical Self-Concept

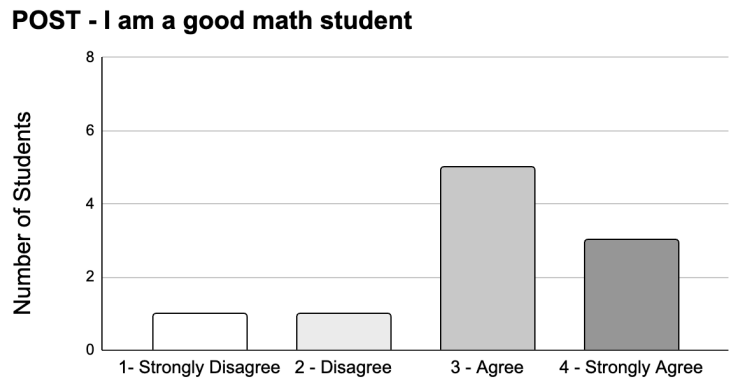
Over the duration of the study, the composite mean score improved dramatically for these questions, with student responses rising from 2.2 in the fall to 2.45 at the end of the first semester. Tables 8 and 9 show the data from these responses.

Table 8

Responses from the student survey consist of the self-concept component for student academic motivation in mathematics. Prompt: I am a good math student.



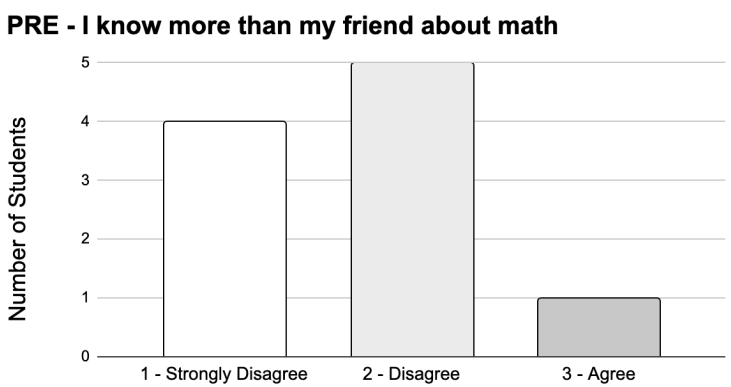
Mean = 2.7



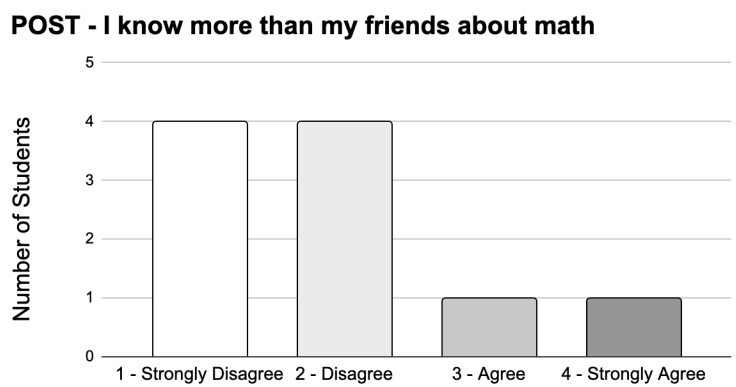
Mean = 3.0

Table 9

Responses from the student survey consist of the self-concept component for student academic motivation in mathematics. Prompt: I know more than my friends about math.



Mean = 1.7



Mean = 1.9

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Pilot Curriculum for Introduction to Artificial Intelligence

UNITY
SUCCESS
CHARACTER

RECOMMENDATION:
Pilot CodeHS' *Introduction to AI for High School* and *Applications of AI and Machine Learning* for the Introduction to Artificial Intelligence course.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Steve Miller	High School	STEAM/Elective	Spring 2025

Reason(s) for Recommendation

1. The field of artificial intelligence is rapidly changing, with new tools and techniques being developed continually. The courses from CodeHS are up-to-date, covering current topics using current tools.

2. Many current artificial intelligence educational offerings are either too advanced, aimed at college-level students in computer science, or too simple, geared toward younger ages. The offerings from CodeHS are designed specifically for high school students, taking into consideration students' level of maturity and experience.

3. Of the materials that are available for high school-level students, most are limited in scope, dealing with one aspect of artificial intelligence rather than the subject as a whole. CodeHS is one of the few providers with an entire artificial intelligence course that is complete and cohesive, offering the breadth of scope necessary for a semester course in artificial intelligence.

4. Core concepts from Intermediate Programming, such as algorithmic thinking, data structures, and functional decomposition, are covered in module 2 of *Introduction to AI for High School* and modules 2 and 3 of *Applications of AI and Machine Learning*.

Implementation Steps

1. Seek administrative approval

2. Purchase licenses for students

3. Update Rubicon Atlas

Cost
$37.50 per student = $937.50 for 25 students

40 students?

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

Administrative Reaction
Approved. Finding relevant resources to support these course changes will help to provide meaningful experiences for students.

1 Year in Review

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

Pilot Curriculum for Introduction to Cybersecurity

UNITY
SUCCESS
CHARACTER

RECOMMENDATION:
Pilot Teach Cyber's *The Challenge of Cybersecurity - Cyber 1* curriculum for Introduction to Cybersecurity.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Steve Miller	High School	STEAM/elective	Spring 2025

Reason(s) for Recommendation

1. Teach Cyber is a non-profit dedicated to developing, supporting, and stewarding excellent cybersecurity education at the secondary level. In partnership with the National Cryptologic Foundation Teach Cyber formed a team of K-12 educators, post-secondary educators, and cybersecurity experts to create High School Cybersecurity Curriculum Guidelines. They were designed by educators from high school and higher education, who collectively have vast experience teaching computer science and cybersecurity. Feedback was sought across the country from high school educators teaching computer science and/or cybersecurity courses, cybersecurity educators from higher education institutions, and members of government and industry who have a need for highly skilled workers.

2. Teach Cyber's The Challenge of Cybersecurity - Cyber 1 curriculum was developed to meet these guidelines and is intended to be equivalent to an intro course in cybersecurity at either a community college or university.

3. Teach Cyber is partnering with several states to support their teachers as they adopt the High School Cybersecurity Curriculum Guidelines and the Teach Cyber instructional materials. Currently, educators in New Hampshire, New Jersey, Maryland, Virginia, Indiana, Alabama, Illinois, South Dakota, Nebraska, Texas, Colorado, Utah, and Hawaii are pilot testing the materials.

4. Core concepts from Intermediate Programming (which this course is replacing), such as algorithmic thinking, data structures, and functional decomposition, fit seamlessly within the Data Security and System Security big ideas 4 and 5 of the curriculum covered in modules 4 (Data, Software, Hardware and Network Security) and 5 (Countermeasures against Cyberattacks) of the course as well as in other select activities throughout the course.

Implementation Steps

1. Seek administrative approval.

2. Update Rubicon Atlas

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Cost

None

Administrative Reaction
Approved. This curriculum provides strong alignment with the goals and objectives of this new course.

1 Year in Review

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Science/STEAM

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

Implementation of Pennsylvania Science, Technology & Engineering, and Environmental Literacy & Sustainability (STEELS) standards

UNITY
SUCCESS
CHARACTER

RECOMMENDATION:
Implementation of Pennsylvania Science, Technology & Engineering, and Environmental Literacy & Sustainability (STEELS) standards.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Pat Corr, Jenna Krivansky, and Colin Syme	K-12	Science	Spring 2025

Reason(s) for Recommendation

1. In July 2022, new PA STEELS standards were published and were adopted with the expectation of full implementation by the 2025-26 school year. The PSSA and Biology Keystone exams will be updated to reflect the new standards for Spring 2026. Subsequently, the District's Comprehensive Plan for 2025-2028 was recently approved and included a 3-year plan to allow for curriculum development, unit planning, and assessment alignment with STEELS. This will be critical given that the magnitude of this instructional shift is significant.

2. These standards guide the study of the natural and human-made world through inquiry, problem-solving, critical thinking, and authentic exploration, and utilize a three-dimensional approach to curriculum. STEELS standards closely follow the Next Generation Science Standards (NGSS) with some differences, although the format and rationale are similar.

3. The Next Generation Science Standards, published in April of 2013, have been utilized by most states to guide their curriculum development and instructional practices. The NGSS standards are more comprehensive and rich than the PA Science and Environment Standards published in 2002. Because of this, the Upper St. Clair School District has used the NGSS standards as a guide in making curriculum decisions in this area. This will be helpful in the implementation of STEELS.

4. STEELS implementation requires a shift in instructional strategies to include the following;

   - **Focus on Phenomena** - The overall focus of STEELS standards is the concept of sensemaking, and the study of phenomena can be utilized to engage students. The focus on phenomena shifts traditional science instruction from general knowledge skills into real-world applications and relevance for the 21st century. This approach engages students, promotes curiosity, and sustains student investigation and observation within their natural world.
   - **Three-Dimensional Learning and Assessment** - Connections are made across a three-dimensional framework consisting of Disciplinary Core Ideas (DCIs), Science and Engineering Practices (SEPs), and Crosscutting Concepts (CCCs). Assessment of students' conceptual understanding occurs through real-world, authentic scenarios.

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5. Due to the infancy of STEELS, there are limited available curricular resources. In K-4, the existing Smithsonian Science curriculum *(NGSS-aligned)* is being adapted for STEELS. Grades 5-8 are currently piloting a STEELS-aligned curriculum ("Twig Science"). Unfortunately, the available curricula for grades 9-12 are more limited (see "Pilot BSCS Biology: Understanding for Life"; see Spring 2025 Curriculum Recommendation).

Implementation Steps

1. Administrative approval.
2. Summer Workshop time for teams of teachers to prepare for implementation.
3. Continued curriculum work during curriculum meetings and in-service days, incorporating training to learn, develop, and revise best practices throughout 2025-2028.
4. Update Rubicon-Atlas where needed.
5. Work cooperatively with K-12 stakeholders to ensure full implementation of the STEELS standards.
6. Inform stakeholders of the curriculum changes.

Cost

Summer Workshop Time (x number of teachers, 12 hours @ $36.33/hour)

Administrative Reaction
Approved. Adopting and implementing new standards is a significant undertaking. The efforts of the curriculum leaders to this point have been highly commendable.

1 Year in Review

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

Adopt Twig Science by Imagine Learning into the Middle School Science Curriculum

UNITY
SUCCESS
CHARACTER

RECOMMENDATION:
Adopt *Twig Science* by Imagine Learning in grades 5-8.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Patrick Corr	Middle School	Science	Spring 2025

Reason(s) for Recommendation

1. A curriculum recommendation was made and approved during the 2023-2024 school year to pilot *Twig Science* by Imagine Learning, in grades 5-8. Twig was designed for the Next Generation Science Standards (NGSS), the basis on which the Pennsylvania STEELS are built.

2. Before the pilot, the following programs were also considered: *Mosa Mack Science*, *Open Sci Ed*, and *Savvas Experience Science*. Twig was far and above the most comprehensive and robust curriculum best suited to meet the changing needs of our teachers and middle school science curriculum.

3. Twig Science will serve as the most helpful tool for teachers as they build meaningful instruction for the full implementation of the PA STEELS and eligible content featured on the 5th and 8th grade Science PSSA.

4. Twig science is built using the 5E model (Engage, Explore, Explain, Elaborate, Evaluate), one of the backbone methods of delivering the PA STEELS three-dimensional instruction.

5. During the pilot study of the recommended program, the following strengths were identified:

    - Twig Science integrates multiple forms of assessments, including pre-assessments, formative assessments, summative performance tasks, and benchmark assessments. Assessments are three-dimensional, appear frequently, and vary in size, format, and modality. Typically, there are 15-25 formally labeled assessments per module (depending on the length of the module).

    - Twig Science features many levels of differentiation embedded into its lessons. This is critical for our inclusive middle school science classrooms.

    - Each day-to-day lesson can include a variety of experiences to support students' sensemaking, including scientific discourse, scientific texts, hands-on labs, digital interactives, and videos. All these experiences have been developed with authenticity in mind, so what students do and how they think reflect the real-life pursuits of scientists and engineers. For example:
        - Language routines engage peers in collaborative questioning, sensemaking, and discourse, helping students refine their reasoning and

support their language development.
  - Scientific texts, which appear in more than 25% of the lessons per grade, help students consolidate their learning and allow them to engage with various text types, including informational, narrative, descriptive, and argumentative.
  - Hands-on labs, which appear in more than 30% of the lessons per grade, allow students to engage deeply with the SEPs and address real-life scenarios, such as designing, building, and testing helmets to protect athletes.

- Along with their comprehensive and interactive online platform, Twig offers hands-on lab kits and student journals for all their modules.
- Twig Science offers many opportunities for professional development and tech support throughout the school year.
- Twig uses authentic contexts to present students with real problems and real data, challenging them to create real solutions.

Implementation Steps

1. Administrative approval.
2. Purchase materials from Twig.
3. Provide project, summer workshop, in-service, and/or curriculum time needed to support the implementation and exploration of Twig Science.
4. Determine what hands-on materials are needed for instruction and purchase them throughout the school year.
5. Use the final curriculum meeting of the school year to review teacher use of Twig and continue ongoing discussion for improvements.
6. Update the full scope and sequence in Rubicon-Atlas for all middle school grade levels.

Cost:

- Twig Student Single User License English and Spanish **Grade 5:** 310 x 19.00 = $5890
- Twig Student Print: Twig Book Bundle - **Grade 5** - 310 x 15.00 = $4650
- Twig Student Single User License - English and Spanish - **Grades 6-8:** 930 x 19.00 = $17,670
- Twig Student Print Book Bundle - Model Earth/The Great Air Race - **Grade 6**: 310 x 20 = $6200
- Twig Shipping and Handling: $1023
- Twig Bundle Discount: -$7130
- **Total for Twig materials and online platform: $28303** **Click here for the quote from Twig Education**
- **Workshop pay for up to 12 hours for 4-6 Teachers = 48 hours x $36.33 per hour = 1744**
- **Total: $30047**

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Administrative Reaction Approved. Finding resources to support the implementation of the STEELS standards is important.
1 Year in Review

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

Pilot BSCS Biology: Understanding for Life

UNITY
SUCCESS
CHARACTER

RECOMMENDATION:
Pilot the Biological Science Curriculum Study (BSCS) Biology: *Understanding for Life*

Name:	**Level:**	**Subject Area:**	**Curriculum Recommendation Period:**
Colin Syme	High School	Science	Spring 2025

Reason(s) for Recommendation

1. In July 2022, new Pennsylvania Science, Technology & Engineering, and Environmental Literacy & Sustainability (STEELS) standards were published and adopted for full implementation by 2025-26. STEELS standards are closely aligned with the Next Generation Science Standards (NGSS) published in 2013. The Spring 2026 Biology Keystone Exam is scheduled to be aligned with the new PA STEELS standards.

2. The STEELS standards require a significant shift in instruction to an interconnected three-dimensional framework consisting of Disciplinary Core Ideas (DCIs), Science and Engineering Practices (SEPs), and Crosscutting Concepts (CCCs). This also requires a shift in the assessment of students' conceptual understanding through real-world authentic scenarios. This sizable transition facilitates the need for teacher support with materials and curricular resources. While there are some available NGSS-aligned curricula, STEELS-aligned materials are scarce.

3. The Biological Science Curriculum Study (BSCS) has been pivotal in science instruction and developed the "5E Instructional Model," which became the global standard for curriculum development. In 2023, BSCS introduced the new high school biology program "BSCS Biology: Understanding for Life". This is the first high school science program ever to earn all-green ratings from EdReports.

4. "BSCS Biology: Understanding for Life" provides a robust, three-dimensional, STEELS-aligned Biology curriculum based around relevant societal challenges (Human health-infectious disease, heredity, and genetic disorders, and Environmental Impacts-sustainability and biodiversity). The curriculum utilizes storylines driven by students' questioning based on phenomena. The summative assessments are aligned with STEELS, requiring critical thinking and application of concepts in a task-driven model.

5. Piloting this curriculum will enable teachers to be immersed in STEELS-aligned instruction and assessment, with a tangible scope and sequence to help facilitate the development of best practices, as they continue to explore other resources. This will guide informed curriculum adoption decision-making to best meet the needs of our students.

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

Implementation Steps

1. Administrative Approval
2. Summer Workshop Time for Biology teachers to collaborate and plan for the pilot.
3. Continual professional development throughout the school year to allow for collaboration, reflection, and evaluation of instructional materials.
4. In collaboration with teachers, complete a textbook evaluation form in Spring 2026 to determine whether to recommend adoption.

Cost

Pilot "BSCS Biology: Understanding for Life" Program (includes digital teacher and student editions) - no cost

"BSCS Biology: Understanding for Life" Teacher Handbook (4 copies @ $21 each = $84 + Shipping/Handling)

Lab consumables

Summer Workshop Time for 4 teachers at $36.33/hr for 12 hours = 48 x $36.33 = $1743.84

Administrative Reaction
Approved. The addition of resources to support the implementation of the STEELS standards is critical.

1 Year in Review

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

Social Studies

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

AP Psychology Textbook/Digital Resource Package

UNITY
SUCCESS
CHARACTER

RECOMMENDATION:
Adopt *Myers' Psychology for the AP Course, 4th edition* (textbook/digital platform) for AP Psychology.

Name:	**Level:**	**Subject Area:**	**Curriculum Recommendation Period:**
Doug Kirchner	High School	Social Studies	Spring 2025

Reason(s) for Recommendation

1. *Myers' Psychology for the AP Course* is currently being piloted for the 2024-25 school year. It is a newly published text that was completely designed to update the AP Psychology curriculum. It directly aligns with the College Board's new Course CED. Each section of the text matches the specific CED unit and topic.

2. Previous versions of the text have been widely used and have become the preferred text among most AP Psychology teachers and curriculum coordinators across the country. In PA, 185 schools/districts have utilized previous editions of the text.

3. The accompanying digital platform, Achieve, provides a user-friendly e-book, along with an array of student resources that are geared toward both content *and* skill development. The Achieve platform syncs seamlessly with Canvas.

4. Achieve also provides a comprehensive set of teacher resource materials, which can be adapted to meet the unique needs of students.

5. The textbook's authors are psychologists, instructors, and AP experts.

6. The text and resources listed above stand out among other competing options. Click here to see the Textbook Adoption form.

Implementation Steps

1. Seek administrative approval.

2. Purchase via BFW Publishers.

Cost

$31,858.79 (includes shipping fees) for 165 digital access codes (6-year license) + 30 class texts

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

Administrative Reaction Approved. This resource appears to be highly engaging and will help prepare students to master this important content.
1 Year in Review

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

AP US History Textbook/Digital Resource Package

UNITY
SUCCESS
CHARACTER

RECOMMENDATION:
Adopt *Fabric of a Nation, 2nd edition* (textbook/digital platform) for AP U.S. History

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Doug Kirchner	High School	Social Studies	Spring 2025

Reason(s) for Recommendation

1. *Fabric of a Nation, 2nd edition,* is currently being piloted for the 2024-25 school year. It is newly published and perfectly aligns with the APUSH Course and Exam Description (CED). To view an overview presentation of the textbook, click here.

2. This on-level text is written exclusively for high school students, balancing both accessibility and the rigor that is expected in an Advanced Placement course.

3. Material within the text is presented in an unbiased, objective manner. Modern history is rooted in historical context, and critical thinking questions guide the content, which frequently includes primary sources.

4. BFW Publishers is widely considered the preferred publisher for AP courses because their texts are written directly for AP courses and exams. Over 20 schools/districts across PA have adopted this new text.

5. The accompanying digital platform, Achieve, seamlessly integrates with our Canvas learning management system.

6. Matching page-for-page with the print text (with aligned page numbers), *Fabric's* e-book allows students to read, highlight, and take notes on any device, online or offline. Teachers can view the students' notes, and there's an OpenDyslexic font (among others) for students with Dyslexia.

7. The textbook's authors are APUSH experts, having served as instructors at both the university and high school levels, along with serving as instructional coaches and AP readers/authors.

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

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

Implementation Steps

1. Seek administrative approval.

2. Purchase via BFW Publishers.

Cost

$28,047.29 (includes shipping fees) for 165 digital access codes (6-year license) + 30 class texts

Administrative Reaction

Approved. Finding a resource with such a close alignment to the course goals and objectives is appreciated.

1 Year in Review

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

Special Education

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

Pilot Foundations of English Language Arts

UNITY
SUCCESS
CHARACTER

RECOMMENDATION:
Pilot Foundations of English Language Arts course in the high school schedule for students in special education with a specific learning disability in reading.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Dr. Rachel Andler	High School	ELA/Special Education	Spring 2025

Reason(s) for Recommendation

1. The current special education curriculum includes the Upper St. Clair standard English curriculum with supplemental resources to provide differentiation for students in special education courses.

2. While some supplemental resources are used for differentiation by proficiency level, there is currently no specific core curricular resource for explicit reading instruction.

3. There is not enough time in the current Resource English course to deliver an effective, explicit reading instruction program that is targeted at the foundational skills of literacy.

4. Utilizing Read180 as the vehicle for this course would support the reading, writing, and language standards through a multisensory, structured, and systematic program that is explicit and research-based. Read180 is adaptive and designed for older, struggling readers, incorporating age-appropriate, high-interest content. It supports students beyond decoding into composition skills.

5. When reviewing student data such as NWEA Map and iXL, there are special education students in grades 7-10 who demonstrate the need for foundational skill instruction to better support their success in reading in required content areas.

Implementation Steps

1. Seek administrative approval.

2. Purchase curricular resources.

3. Provide professional development time for select special education teachers (summer workshop hours).

4. Identify and recommend appropriate students through the IEP process, driven by student data and IEP team decision.

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Cost

1. Curriculum resources (Teaching materials - $1574; Student materials - $1772; Shipping/tax - approx. $225) - Total $3,571

2. Summer workshop hours will cover the time needed for teachers.

Administrative Reaction

Approved. Meeting the needs of students in the area of literacy is important at all levels.

1 Year in Review

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

World Language

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

Pilot the incorporation of the Reporter Francophone book series into the French Curriculum

UNITY
SUCCESS
CHARACTER

RECOMMENDATION:
Pilot the incorporation of the *Reporter Francophone* book series into the French Curriculum.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Marc-André Clermont	High School	World Language	Spring 2025

Reason(s) for Recommendation

1. Recent work on analyzing our course content and resources, and the declining relevance of our current textbook series, Discovering French (DF), adopted in 2001, has indicated the need to update and strengthen the resources used to maintain the vertical alignment of the French curriculum, beginning with Passport to French through Honors French 5.

2. The department has updated the French curriculum in the previous few years, and the DF grammar-driven approach to proficiency is no longer a strong match. There is a need for a textbook series that embraces a more thematic approach to language acquisition.

3. While researching various textbooks (Textbook Form), it became clear that the *Reporter Francophone* series best fits our department's instructional methodology and current vertical articulation.

4. The use of online materials that come with the textbook will help target skills that students have scored lower on in the AVANT testing (Listening and Speaking proficiency). We can use the materials to target traditionally weak areas of language acquisition.

5. The use of the text will provide additional structure and specificity to the existing curriculum, assuring that there are no learning gaps from year to year.

Implementation Steps

1. Seek administrative approval.

2. Purchase books and run a summer workshop to specify chapter uses in the current curriculum.

3. Make the appropriate changes to Rubicon-Atlas when adopted.

4. Pilot the use of the textbook series.

5. Analyze data from the pilot to discuss continued use of the textbook.

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Cost (Look at Costs here)
Summer workshop for 4 for implementation (4 X 12 hrs X $36.33) = $1,743.84
Textbook for students from levels 1 - Hn 5 (275 students): $20,792.75 (or $75.61 per student)
$4158.55 per course

Administrative Reaction
Approved. Using this resource for all high school french courses will provide great consistency and strong vertical articulation between levels and courses.

1 Year in Review

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

Establish the texts and structure for the IB Language and Culture course

UNITY
SUCCESS
CHARACTER

RECOMMENDATION:
Establish the course texts and overarching structure for the new IB Language and Culture course in alignment with the IB Language & Culture Subject Brief and Upper St. Clair School Board policies regarding instructional material selection and adoption.

Name:	**Level**:	**Subject Area:**	**Curriculum Recommendation Period:**
Marc-Andre Clermont, Jacob Reis	High School	World Language	Spring 2025

Reason(s) for Recommendation

1. The newly created IB Language & Culture course, fulfilling DP subject groups 1 & 3 (Individuals and Societies, Studies in Language and Literature), explores topics of sociolinguistics and cultural anthropology, especially as investigated through written ethnographies (participant-written anthropological studies), as an elective within the World Language Department at USCHS. The course was approved in the Fall 2024 fast-track curriculum recommendation process and adheres to the subject brief provided by the IB organization.

2. Sociolinguistics is a field of academic study that investigates the users and uses of languages, and understanding the currents and trends within this field requires a fundamental grasp of certain concepts and ideas inherent to the study of language, which are explained within this text in a way that is aligned with the USC curriculum, at a level developmentally appropriate to our students, with information originating from objective viewpoints, while encouraging critical thinking by the reader.

3. While the brief provides a general structure to the IB Language and Culture course, a more thorough breakdown of topics is needed to align with the expectations of the IB community, with the specificity of materials and structure expected in the Upper St. Clair community.

4. The primary textbook, *Intro to Sociolinguistics*, will be used as a source for information related to the themes, topics, and ideas listed in the "introduction" section of the syllabus as well as provide a foundation for further investigation of the ideas from the sections on "meaning-making," "time and space," and "connections."

5. This text, used alongside written ethnographies, literary works, and non-literary bodies of work, will provide the skills and techniques needed to specifically investigate the subject brief topics of "language and socialization" and "language and belonging".

6. This text will be supplemented with supplementary sources as recommended by the IB Organization. After a thorough investigation by course instructors using the AR 109 guideline. Such secondary sources will address specific needs of the syllabus, for example:
    a. **Introductory Unit** (as above): *An Introduction to Sociolinguistics*, 6th ed. (Holmes & Wilson, 2022)
    b. **Language and Belonging**: *The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness* (Haidt, 2024) (non-literary body of work), *We Are Our Language: An Ethnography of Language Revitalization in a Northern Athabaskan Community*

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(Meek, 2012) (ethnography), and *The Social Life of Stories: Narrative and Knowledge in the Yukon Territory* (Cruikshank, 1998) (non-literary body of work)

c. **Language and Socialization**: *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures* (Fadiman, 2012) (ethnography), *Pygmalion* (Shaw, 1914) (literary work), and *Call Me American: A Memoir* (Nor Iftin, 2018) (non-literary body of work).

7. The proposed structure of the course will allow students to properly explore the subjects of sociolinguistics in a manner that is logical, coherent, and attainable for High School students.

Implementation Steps

1. Seek Board Approval.
2. Purchase the textbook for the course and develop materials and assessments appropriate to the course.
3. Pilot the use of the book for the course.
4. Make adjustments and a follow-up recommendation based on the pilot.

Cost

$1,175 for class materials for the pilot. These include the cost of the main textbook (*Intro to Sociolinguistics*).

Administrative Reaction

Approved. This is an interesting course to be added to the Diploma Programme options. Enrollment and interest will need to be monitored.

1 Year in Review

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

Book	Policy Manual
Section	000 Local Board Procedures
Title	Organization
Code	005
Status	Second Reading and Adoption: June 11, 2025

Organization Meeting

The school directors shall meet and organize annually during the first week of December. Notice of the time and place of the organization meeting shall be given to all school directors by mail at least five (5) days before the meeting by the Board Secretary. The organization meeting shall be a regular meeting.[1][2][3][4]

Order

The organization meeting shall be called to order by the current President or Vice-President of the outgoing Board, or any hold-over member of the Board. A temporary President shall be elected from among the hold-over members of the Board. The Board Secretary shall be secretary of the meeting. In an election year, the certificates of election or appointment of all new school directors shall be read, and a list shall be prepared of the legally elected or appointed and qualified school directors.[2][5]

At the organization meeting, the temporary President may administer the oath or affirmation of office to those school directors who have not previously taken and subscribed to the same.[2][6]

Officers

Election of officers shall be by a majority vote of those present and voting. Where no such majority is achieved on the first ballot, a second ballot shall be cast for the two (2) candidates who received the greatest number of votes.

1. The school directors shall annually, during the first week of December, elect from their members a President and Vice-President who shall serve for one (1) year.[3]

2. The school directors shall annually, during the month of May, elect a Treasurer who shall serve for one (1) year beginning the first day of July after such election. The Treasurer may be a corporation duly qualified and legally authorized to transact a fiduciary business in the Commonwealth, and may be a member of the Board.[3] The Treasurer shall not enter upon official duties until furnishing bond in accordance with law and with Board approval. The Treasurer shall be compensated in the manner and at the rate determined by the Board.[7][8][9]

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3. The school directors shall, during the month of May in every fourth year, elect a Secretary who shall serve a term of four (4) years beginning the first day of July following such election, and may be a member of the Board.[3]

   The Secretary shall not enter upon official duties until furnishing bond in accordance with law and with Board approval. The Secretary shall be compensated in the manner and at the rate determined by the Board.[9][10][11]

Vacancies in any office shall be filled by Board election; such officers shall serve for the remainder of the unexpired term.

The same school director may not hold more than one (1) office of the Board. No commissioned officer or professional employee of the Board shall serve, temporarily or permanently, as an officer of the Board.[3][12]

Officers of the Board serve at the pleasure of the Board and ~~may be removed from such office by the affirmative vote of a majority of those present and voting~~. may only be removed from such office, during the designated term of office, after receiving notification of the reason for removal and the opportunity for a hearing before the Board, in accordance with applicable law.**[13][14]** [15]

Appointments

The Board shall have the authority to appoint:

1. A tax collector, where a tax collector is not elected to collect taxes, there is a vacancy or an elected tax collector refuses to qualify.[16][17]

2. Solicitor.[12][18]

3. Independent auditor.[20]

4. ~~Right to Know Officer and Coordinator~~

5. Delegates to a state convention or association of school directors.[21]

6. Other appointments the Board deems necessary.

Appointees serve at the pleasure of the Board and may be removed from such appointment in accordance with the terms of a contract or provisions of applicable law.[15]

Resolutions

The Board may at the organization meeting, but shall prior to July 1 next following, designate:

1. Depositories for school funds.[22]

2. Newspaper(s) of general circulation as defined in law.[23]
3. Normal day, place and time for regular meetings.[4]

4. Normal day, place and time for open committee meetings.

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Board Committees

The Board has the authority to ~~approve~~ appoint Board committees. Board committees authorized to take official action or render advice on district business shall operate in accordance with the provisions of the Sunshine Act.[15][24]

The Superintendent or designee shall be present at all committee meetings except those dealing with compensation or evaluation of the Superintendent.

Members shall be appointed by the President who shall appoint the Superintendent as an ex-officio member of all committees.

A member may request or refuse appointment to a committee. Refusal to serve on any one (1) committee shall not be grounds for failure to appoint a member to another committee.

Each Board committee shall be convened by a chairperson, who shall report for the committee and prepare minutes of open committee meetings and be appointed by the President.

Ad hoc committees may be created, charged and assigned a fixed termination date, which may be extended by the President.

Members of committees shall serve until the committee is discharged.

The Board may develop Board Operations Guidelines that describe the duties and establish procedures for the operation of standing committees.

Consultants

The Board may appoint, employ or retain consultants to provide the district with specialized services not normally required on a continuing basis. Compensation shall be determined and approved by the Board.

The function of a consultant shall be to make studies and present recommendations to the Board. A consultant shall not be charged with the implementation of a report.

A consultant has no administrative authority over any facet of district schools, but shall act solely as advisor to the Board, officers and employees.

The use of consultants from outside the district who promote a particular commercial product is discouraged.

Legal

1. 24 P.S. 401
2. 24 P.S. 402
3. 24 P.S. 404
4. 24 P.S. 421
5. 24 P.S. 426
6. 24 P.S. 321

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7. 24 P.S. 436

8. 24 P.S. 438

9. Pol. 811

10. 24 P.S. 431

11. 24 P.S. 432

12. 24 P.S. 324

13. 24 P.S. 514

14. Montemuro v. Jim Thorpe Area School District, No. 22-1866 (3d Cir. 2024)

15. Pol. 006

16. 24 P.S. 508

17. 24 P.S. 683

18. 24 P.S. 406

19. 24 P.S. 434

20. 24 P.S. 2401

21. 24 P.S. 516

22. 24 P.S. 621

23. 24 P.S. 106

24. 65 Pa. C.S.A. 701 et

seq PA Const. Art. VI Sec. 7

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Book	Policy Manual
Section	200 Pupils
Title	Eligibility of Nonresident Students
Code	202
Status	Second Reading and Adoption: June 11, 2025

Purpose

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

Authority

The Board may permit the admission of nonresident students in accordance with law and Board policy.[4][5][6][7][8]**[9]**[10]

The Board reserves the right to verify claims of residency, dependency and guardianship, and to remove from school attendance a nonresident student whose claim is invalid **and who is not otherwise entitled to enrollment within this district**.[11]

The district may disenroll a student following a determination that the student does not reside in the district and is not otherwise entitled to free school privileges in the district. The district shall provide notice to the parents/guardians or other person having charge or care of the student of the reason(s) for the district's determination to disenroll the student. The district may not disenroll the student until:[11]

1. **The parents/guardians or any other person having charge or care of the student have been provided an opportunity for a hearing with the Board or a committee of the Board to appeal the decision and the appeal process has been exhausted; or[11][12]**

2. **The parents/guardians or other person having charge or care of the student, after being notified of the opportunity for a hearing, decline to participate in the hearing or the appeals process.[11]**

Prior to disenrolling a student, the district's liaison for homeless children and youth shall provide the parents/guardians or other person having charge or care of the student with information regarding the educational rights of homeless students.[11][13]

The district shall comply with a court order directing a student to be disenrolled

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and enrolled in a different school.[11]

Guidelines

The Board shall not be responsible for transportation to or from school for any nonresident student residing outside school district boundaries, except in accordance with law and Board policy.[13]

Tuition rates shall be determined annually in accordance with law. Tuition shall be charged monthly, in advance of attendance.[10][14][15]

Nonresident Children Placed in Resident's Home

Any child placed in the home of a district resident by a court or government agency shall be admitted to district schools and shall receive the same benefits and be subject to the same responsibilities as resident students.[6][16]

Residents of Institutions

A child who is living in or assigned to a facility or institution for the care or training of children that is located within this district is not a legal resident of the district by such placement; but the student shall be admitted to district schools, and a charge shall be made for tuition in accordance with law.[7][14][16][17][18][19][20][21][22]

Students Experiencing Educational Instability

The district shall immediately admit students experiencing homelessness, foster care and other forms of educational instability, even if the required documents are unavailable, in accordance with Board policy, law and regulation.[5][13][16]

Children of Military Families

Children of military families shall be eligible for enrollment in this district in accordance with the Interstate Compact on Educational Opportunity for Military Children, state law and Board policy. [5][8][9][11][23]

Other Nonresident Students

A nonresident student may be admitted to district schools without payment of tuition where attendance is justified on the grounds that the student lives full-time and not just for the school year with district residents who have assumed legal dependency or guardianship or full residential support of the student.[11][24]

The Board shall require that appropriate legal documentation showing dependency or guardianship or a sworn statement of full residential support be filed with the Board Secretary before an eligible nonresident student may be accepted as a student in district schools. The Board may require a resident to submit additional, reasonable information to substantiate a sworn statement, in accordance with guidelines issued by the PA Department of Education.[11] [24]

Prospective Residents

A student eligible for attendance whose parent/guardian has executed a contract to buy, build or rent a residence in this district for occupancy within 3 months may be enrolled [10] with payment of tuition

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

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

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

Former Residents

Regularly enrolled students whose parents/guardians have moved out of the district may be permitted to finish the [10] semester without payment of tuition.

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

Delegation of Responsibility

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

The Superintendent shall present to the Board for its consideration the enrollment of nonresident students.

NOTES:

Incarcerated Juveniles
Convicted – SC 1306.2, 1318
Charged – SC 1306.2

Legal
1. 24 P.S. 501
2. 24 P.S. 502
3. 24 P.S. 503
4. 24 P.S. 1301
5. Pol. 200
6. 24 P.S. 1305
7. 24 P.S. 1306
8. 24 P.S. 1302.1
9. 24 P.S. 1184
10. 24 P.S. 1316

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11. 24 P.S. 1302
12. Pol. 906
13. Pol. 251
14. 24 P.S. 2561
15. Pol. 607
16. 24 P.S. 1331.1
17. 24 P.S. 1307
18. 24 P.S. 1308
19. 24 P.S. 1309
20. 24 P.S. 1310
21. 24 P.S. 2562
22. 22 PA Code 11.18
23. Pol. 254
24. 22 PA Code 11.19

22 PA Code 11.41

24 P.S. 1306.2

24 P.S. 2503

24 P.S. 7302

Pol. 103

Pol. 103.1

Interstate Compact on Educational Opportunity for Military Children (MIC3)

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Book	Policy Manual
Section	200 Pupils
Title	Terroristic Threats
Code	218.2
Status	Second Reading and Adoption: June 11, 2025

Purpose

The Board recognizes the danger that terroristic threats by students present to the safety and welfare of district students, staff and community. The Board acknowledges the need for an immediate and effective response to a situation involving a terroristic threat.

Definitions

Communicate - shall mean to convey in person or by written or electronic means, including telephone, electronic mail, Internet, facsimile, telex and similar transmissions.[1]

Terroristic threat - shall mean a threat communicated either directly or indirectly to commit any crime of violence with the intent to terrorize another; to cause evacuation of a building, place of assembly or facility of public transportation; or to otherwise cause serious public inconvenience, or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience.[1]

Authority

The Board prohibits any district student from communicating terroristic threats directed at any student, employee, school director, community member or property owned, leased or being used by the district.

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies.**[2][3][4][5][6][7]**

Delegation of Responsibility

The Superintendent or designee, in coordination with the threat assessment team, shall react promptly to information and knowledge concerning a possible or actual terroristic threat. Such action shall be in compliance with state law and regulations, Board policy and administrative regulations, the procedures set forth in the memorandum of understanding with law enforcement agencies having jurisdiction over school property and the district's emergency preparedness plan.[2][8]**[9]**[10][11]

Guidelines

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In all cases of terroristic threats, where a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.[8][10]

Staff members and students shall be made aware of their responsibility for informing the threat assessment team regarding any information or knowledge relevant to a possible or actual terroristic threat.[10][12]

The threat assessment team shall immediately inform the Superintendent or designee, School Safety and Security Coordinator and building principal of a terroristic threat, in accordance with Board policy and administrative regulations.[10]

The Superintendent or designee may report incidents involving terroristic threats on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the law enforcement agency that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies.[2]**[9][13]**[14][15]

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving a terroristic threat as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the law enforcement agency that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[2][14][16]

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of terroristic threats to the ~~Office for Safe Schools~~ PA Department of Education on the required form.[2]**[9][13]**

If a student is expelled for making terroristic threats, the Board may require, prior to readmission, that the student provide competent and credible evidence from a behavioral service provider that the student does not pose a risk of harm to others.[6][10][17]

Legal

1. 18 Pa. C.S.A. 2706
2. Pol. 805.1
3. 22 PA Code 10.23
4. 20 U.S.C. 1400 et seq
5. Pol. 103.1
6. Pol. 113.1
7. Pol. 113.2
8. 24 P.S. 1302-E
9. 24 P.S. 1319-B
10. Pol. 236.1
11. Pol. 805
12. 22 PA Code 12.2
13. 24 P.S. 1306.2-B
14. 22 PA Code 10.2

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15. 22 PA Code

10.22

16. 22 PA Code

10.25 17. Pol. 233

34 CFR Part 300

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Book	Policy Manual
Section	200 Pupils
Title	Tobacco and Vaping Products
Code	222
Status	Second Reading and Adoption: June 11, 2025

Purpose

The Board recognizes that tobacco and vaping products, including ~~the product marketed as Juul and other~~ electronic cigarettes, present a health and safety hazard that can have serious consequences for users, nonusers and the school environment. The purpose of this policy is to prohibit student possession, use, purchase and sale of tobacco and vaping products, ~~including Juuls and other electronic cigarettes.~~

Definition

~~State law defines the term tobacco product to broadly encompass not only tobacco but also vaping products including Juuls and other electronic cigarettes (e-cigarettes). Tobacco products, for purposes of this policy and in accordance with state law, shall be defined to include the following:[1][2]~~

For purposes of this policy, tobacco product encompasses not only tobacco but also vaping products including electronic cigarettes (e-cigarettes). Tobacco products, for purposes of this policy and in accordance with state law, shall be defined to include the following:[1][2]

1. Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means, including, but not limited to, a cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, snuff and snus.

2. Any electronic device that delivers nicotine or another substance to a person inhaling from the device, including, but not limited to, electronic nicotine delivery systems, an electronic cigarette, a cigar, a pipe and a hookah.

3. Any product containing, made or derived from either:

    a. Tobacco, whether in its natural or synthetic form; or

    b. Nicotine, whether in its natural or synthetic form, which is regulated by the United States Food and Drug Administration as a deemed tobacco product.

4. Any component, part or accessory of the product or electronic device listed in this definition, whether or not sold separately.

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The term **tobacco product** does not include the following:[1][2]

1. A product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product or for other therapeutic purposes where the product is marketed and sold solely for such approved purpose, as long as the product is not inhaled. NOTE: *This exception shall be governed by Board policy relating to Medications.*[3]

2. A device, included under the definition of tobacco product above, if sold by a dispensary licensed in compliance with the Medical Marijuana Act. NOTE: *Guidance issued by the PA Department of Health directs schools to prohibit possession of any form of medical marijuana by students at any time on school property or during any school activities on school property. This exception shall be governed by Board policy relating to Controlled Substances/Paraphernalia.*[4]

Authority

The Board prohibits possession, use, purchase or sale of tobacco ~~and vaping~~ products, ~~including the product marketed as Juul, and other e-cigarettes,~~ regardless of whether such products contain tobacco or nicotine, by or to students at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.[1][2][5]

The Board prohibits student possession or use of products marketed and sold as tobacco cessation products or for other therapeutic purposes, except as authorized in the Board's Medication policy.[3]

The Board prohibits student possession of any form of medical marijuana at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.[4]

The Board authorizes the confiscation and disposal of tobacco products prohibited by this policy.

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies.[6][7][8][9][10][11]

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall notify students, parents/guardians and staff about the Board's tobacco ~~and vaping~~ products policy by publishing information in student handbooks, parental newsletters, posters and by other efficient methods, such as posted notices, signs and on the district website.[2]

Reporting

Parental Report –

The Superintendent or designee shall notify the parent/guardian of any student directly involved

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in an incident involving possession, use, purchase or sale of a tobacco or vaping product, ~~including a Juul or other e-cigarette,~~ immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether the ~~local police department~~ **law enforcement agency** that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[11][12][13]

Annual School Safety and Security Incidents ~~*Office for Safe Schools*~~ *Report* -
The Superintendent shall annually, by July 31, report all incidents of possession, use or sale of tobacco products by students to the ~~Office for Safe Schools~~ PA Department of Education on the required form.[11] **[14][15]**

Law Enforcement Incident Report –

The Superintendent or designee may report incidents of possession, use or sale of tobacco ~~and vaping~~ products**,** ~~including Juuls or other e-cigarettes~~**,** by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the school police, School Police Officer, or **law enforcement agency** that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies.[1][2][11][12]**[14][15]**[16]

Guidelines

A student who violates this policy shall be subject to prosecution initiated by the district and, if convicted, shall be required to pay a fine for the benefit of the district, plus court costs. In lieu of the imposition of a fine, the court may admit the student to an adjudication alternative.[2]

Administrators and/or school counselors may refer students who have violated this policy to the Student Assistance Program. Students may also be provided with information regarding available tobacco cessation programs from the SAP team and/or school counselor.

Tampering with devices installed to detect use of tobacco and vaping products shall be deemed a violation of this policy and subject to disciplinary action.[17]

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Legal 1. 18 Pa. C.S.A. 6305

2. 18 Pa. C.S.A. 6306.1

3. Pol. 210

4. Pol. 227

5. 20 U.S.C. 7973

6. 22 PA Code 10.23

7. 20 U.S.C. 1400 et seq

8. Pol. 103.1

9. Pol. 113.1

10. Pol. 113.2

11. Pol. 805.1

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12. 22 PA Code 10.2

13. 22 PA Code 10.25

14. 24 P.S. 1306.2-B

15. 24 P.S. 1319-B

16. 22 PA Code 10.22

17. Pol. 218

24 P.S. 510

20 U.S.C. 7114
20 U.S.C. 7118

20 U.S.C. 7971 et seq

34 CFR Part 300

Pennsylvania Department of Health Medical Marijuana Guidance for Schools and School Districts

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Book	Policy Manual
Section	200 Pupils
Title	Controlled Substances/Paraphernalia
Code	227
Status	Second Reading and Adoption: June 11, 2025
Legal	1. Pol. 210
	2. Pol. 210.1
	3. 35 P.S. 780-102
	4. 21 U.S.C. 812
	5. 24 P.S. 510
	6. 24 P.S. 511
	7. 22 PA Code 12.3
	8. 22 PA Code 10.23
	9. 20 U.S.C. 1400 et seq
	10. Pol. 103.1
	11. Pol. 113.1
	12. Pol. 113.2
	13. Pol. 805.1
	14. Pol. 218
	15. 24 P.S. 1306.2-B
	16. 24 P.S. 1319-B
	17. 42 Pa. C.S.A. 8337
	18. Pol. 233
	19. Pol. 236
	20. 22 PA Code 10.2
	21. 22 PA Code 10.21
	22. 22 PA Code 10.22
	23. 22 PA Code 10.25

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24. 35 P.S. 807.1
25. 35 P.S. 807.2

22 PA Code 403.1

35 P.S. 780-101 et seq

35 P.S. 807.1 et seq

20 U.S.C. 7114

20 U.S.C. 7118

21 U.S.C. 801 et seq

34 CFR Part 300

Pol. 122

Pol. 805

Pol. 823

Purpose

The Board recognizes that the use and abuse of controlled substances **a**s defined in this policy is a serious problem with legal, physical and social implications for the whole school community. The purpose of this policy is to prohibit student possession, use and/or distribution of controlled substances, except as permitted by applicable state or federal law and Board policy. **[1][2]** ~~As an educational institution, the schools shall strive to prevent abuse of controlled substances.~~

Definitions

For purposes of this policy, controlled substances shall include all:[3][4]

1. Controlled substances prohibited by federal and Pennsylvania laws.
2. Look-alike drugs.
3. Alcoholic beverages.
4. Anabolic steroids.

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5. Drug paraphernalia.

6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.

7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by ~~state~~ Pennsylvania or federal laws (and to include CBD and any cannabis derivatives even if not specifically identified as a controlled substance).

8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.[1][2]

For purposes of this policy, under the influence shall include any consumption or ingestion of controlled substances by a student.

For purposes of this policy, look-alike drug shall include any pill, capsule, tablet, powder, plant matter or other item or substance that is designed or intended to resemble a controlled substance prohibited by this policy, or is used in a manner likely to induce others to believe the material is a controlled substance.

Authority

The Board prohibits students from using, possessing, distributing, and being under the influence of any controlled substances during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and to and from school-sponsored activities.[5][6][7]

The Board may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement into the school's educational, extracurricular or athletic programs resulting from violations of this policy.

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[8][9][10][11][12][13]

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist:[14]

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school

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district furnished transportation.

2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.

3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.

4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school.

5. The conduct involves the theft or vandalism of school property.

6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Delegation of Responsibility

The Superintendent or designee shall:

1. Establish procedures to appropriately manage situations involving students suspected of using, possessing, being under the influence, or distributing controlled substances.[15][16][17]

2. Disseminate to students, parents/guardians and staff the Board policy and administrative regulations or school rules governing student use of controlled substances.

3. Provide education concerning the dangers of abusing controlled substances.

4. Establish procedures for education and readmission to school of students convicted of offenses involving controlled substances.

Guidelines

Violations of this policy may result in disciplinary action up to and including expulsion and referral for prosecution.[14][18][19]

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents involving possession, use or sale of controlled substances

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on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[13][15][16][20][22][21]

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving possession, use or sale of controlled substances as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[13][21][24]

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of prohibited possession, use or sale of controlled substances to the Office for Safe Schools.[13][18]

In all cases involving students and controlled substances, the need to protect the school community from undue harm and exposure to drugs shall be recognized.

No student may be admitted to a program that seeks to identify and rehabilitate the potential abuser without the intelligent, voluntary and aware consent of the student and parent/guardian.

Anabolic Steroids

The Board prohibits the use of anabolic steroids by students involved in school-related athletics, except for a valid medical purpose. Body building and muscle enhancement, increasing muscle bulk or strength, or the enhancement of athletic ability are not valid medical purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid.[25]

Students shall be made aware of the dangers of steroid use; that anabolic steroids are classified as controlled substances; and that their use, unauthorized possession, purchase, or sale could subject students to suspension, expulsion and/or criminal prosecution.[20][26]

Reasonable Suspicion/Testing

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If based on the student's behavior, medical symptoms, vital signs or other observable factors, the building principal has reasonable suspicion that the student is under the influence of a controlled substance, the student may be required to submit to drug or alcohol testing. The testing may include but is not limited to the analysis of blood, urine, saliva, or the administration of a Breathalyzer test.

REVISED ADOPTED: August 9, 2022

ADOPTED: June 29, 2020

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

Book	Policy Manual
Section	200 Pupils
Title	Educational Opportunity for Military Children
Code	254
Status	Second Reading and Adoption: June 11, 2025

Purpose

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

Definitions

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

Children of military families - means a school-aged child, enrolled in kindergarten through twelfth grade, normally residing in the household of an active duty member or in accordance with applicable law. Specifically, this includes children of:[3]**[4]**

1. Active duty members of the uniformed services.
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement.
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.
4. Members of the National Guard or reserve who are required to move to perform responsibilities in their service, which results in the child having to transfer from a public school in another state to a public school in this state.**[4]**

This does not include the children of:[3]

1. Inactive members of the National Guard and military reserves.
2. Members of the uniformed services now retired, except as otherwise stated in this policy.

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3. Veterans of the uniformed services, except as otherwise stated in this policy.

4. Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.

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

Uniformed services – means the U.S. armed forces, Commissioned Corps of the National Oceanic and Atmospheric Administration, and the Commissioned Corps of the Public Health Service.[5]

U.S. armed forces – means the Army, Navy, Air Force, Marine Corps, Coast Guard and Space Force.[5]

Authority

The Board directs the district to comply with the provisions of the Interstate Compact on Educational Opportunity for Military Children (Compact) and this Board policy by:[3][6]

1. Facilitating the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from previous school districts or variations in entrance/age requirements.[7][8][9][10]

2. Facilitating the student placement process through which children of military families are disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content or assessment.[11][12][13][14][15]

3. Facilitating the qualification and eligibility for enrollment, educational programs and participation in extracurricular, academic, athletic and social activities.[16][17][18]

4. Facilitating the on-time graduation of children of military families.[19]

5. Providing for the promulgation and enforcement of administrative rules implementing the provisions of the Compact.

6. Providing for the uniform collection and sharing of information between and among states, schools and military families under the Compact.

7. Promoting coordination between the Compact and other compacts affecting military children.

8. Promoting flexibility and cooperation between the educational system, parents/guardians and the student in order to achieve educational success for the student.

Advance Enrollment

In addition to the provisions of the Compact, the district shall enroll children of a parent/guardian who is an active duty member of the U.S. armed forces, including a reserve component, that has received official military orders to transfer into or within Pennsylvania, prior to establishing residency in this district.[7][9][20]

The parent/guardian shall provide the following:[7][20][21]

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1. A copy of the official military order.
2. Proof of intent to move into this district, which may include:[20]
    a. A signed contract to buy a home.
    b. A signed lease agreement.
    c. A statement from the parent/guardian stating their intent to move into the district.

Within forty-five (45) days after the arrival date specified in the military orders, the parent/guardian shall provide the district with proof of residence in this district.[20]

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

Delegation of Responsibility

The Superintendent shall be authorized to waive specific requirements in Board policies, procedures and administrative regulations to the extent that they create barriers for the enrollment, placement and attendance of children of military families.[7][8][9][12][16][17][19] [22]

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

Guidelines

Children of military families enrolled in this district shall be provided support and services, as appropriate to each individual student's needs, in accordance with the Compact and Board policy. [23][24][25][26][27]

Legal

1. 10 U.S.C. 12301 et seq
2. 10 U.S.C. 12401 et seq
3. 24 P.S. 7302
4. 24 P.S. 1184
5. 10 U.S.C. 101
6. 24 P.S. 7301
7. Pol. 200
8. Pol. 201
9. Pol. 202
10. Pol. 216
11. Pol. 127
12. Pol. 204
13. Pol. 206
14. Pol. 212
15. Pol. 215

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16. Pol. 122

17. Pol. 123

18. Pol. 231

19. Pol. 217

20. 24 P.S. 1302.1
21. 24 P.S. 1302

22. Pol. 203

23. Pol. 103.1

24. Pol. 113

25. Pol. 114

26. Pol. 138

27. Pol. 918

Pol. 113.4

Pol. 115

Pol. 146

Pol. 209

Interstate Compact on Educational Opportunity for Military Children

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

Book	Policy Manual
Section	300 Employees
Title	Employment Contract/Board Resolution
Code	308
Status	Second Reading and Adoption: June 11, 2025

Authority

The Board has the authority under law to prescribe employment conditions for district personnel. [1][2][3][4][5]

For the mutual benefit and protection of the district and its employees, the Board directs that, as the policy of this school district:

1. Professional employees, as defined in the School Code, shall sign an employment contract upon employment, which shall continue in force unless terminated by the employee by written resignation presented sixty (60) days in advance or terminated by the Board in accordance with law. The contract shall specify those issues required by law.[5][6]

2. Temporary professional employees, upon attaining tenure status, shall sign a contract for professional employees.[7][8]

3. Non Certificated administrative and support employees shall be employed through a contract or Board resolution.**[1]**[2][3]

The Board shall be notified promptly of any misunderstanding arising from the application of a given contract or Board resolution, or any error in salary paid to the employee.

Willful misrepresentation of facts material to employment and determination of salary shall be considered cause for dismissal of the employee.

Definition

Resignation - a voluntary termination of employment with the district initiated by the employee, and includes resignations in lieu of termination, negotiated resignations, resignations for purposes of retirement and all other forms of voluntary termination of employment, in accordance with applicable law, regulations and Board policy.

Guidelines

Resignations

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All district employees shall submit a written, dated and signed resignation, with required prior notice, to the Superintendent of designee in order to terminate an employment contract or Board resolution with the district. The resignation must specify the date upon which the resignation will be effective.

All resignations submitted by district employees shall comply with the terms specified in the applicable employment contract.

Professional employees shall submit a resignation notice at least sixty (60) days prior to the resignation's effective date, in accordance with law and Board policy.[5][6]

Non Certificated administrative and support employees shall submit a resignation notice at least two (2) weeks prior to the resignation's effective date.

Delegation of Responsibility

The Board authorizes the Superintendent or designee to accept all district employee resignations on behalf of the Board. The Superintendent or designee shall report all employee resignations and their acceptance at the next regular Board meeting. A resignation accepted by the Superintendent or designee is irrevocable, absent Board action to the contrary.

The Superintendent [9][10] Assistant Superintendent [11] may submit their resignation to the Board President. The Board shall take official action on acceptance of the resignation, in accordance with the terms specified in the Superintendent's/Assistant Superintendent's written contract. The Superintendent's/Assistant Superintendent's resignation shall be irrevocable once accepted by action of the Board.

NOTES:

Conditional employment – 24 P.S. 1109.2

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Legal 1. 24 P.S. 406 2. 24 P.S. 510

3. 24 P.S. 1089
4. 24 P.S. 1109.2
5. 24 P.S. 1121
6. 24 P.S. 1101
7. 24 P.S. 1108
8. Pol. 313
9. 24 P.S. 1073
10. Pol. 302
11. 24 P.S. 1077

Pol. 317

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

Book	Policy Manual
Section	300 Employees
Title	Tobacco and Vaping Products
Code	323
Status	Second Reading and Adoption: June 11, 2025
Legal	1. 18 Pa. C.S.A. 6305 2. 18 Pa. C.S.A. 6306.1 3. Pol. 317 4. Pol. 351 5. 20 U.S.C. 7973 6. Pol. 818 7. 24 P.S. 1303-A 8. Pol. 805.1 9. 22 PA Code 10.2 10. 22 PA Code 10.22 11. 24 P.S. 1302.1-A 20 U.S.C. 7971 et seq

Adopted February 24, 2020

Purpose

The Board recognizes that tobacco and vaping products, including ~~the product marketed as Juul and other~~ electronic cigarettes, present a health and safety hazard that can have serious consequences for users, nonusers and the school environment. The purpose of this policy is to regulate use of tobacco and vaping products, including Juuls and other electronic cigarettes, by district employees and contracted personnel.

Definition

For the purposes of this policy, tobacco product encompasses not only ~~State law defines the term~~ tobacco ~~product to broadly encompass not only tobacco~~ but also vaping products including ~~Juuls and other~~ electronic cigarettes (e-cigarettes). Tobacco products, for purposes of this policy and in accordance with state law, shall be defined to include the following:[1][2]

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1. Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means, including, but not limited to, a cigarette, cigar, little cigar, chewing tobacco, pipe tobacco**,** snuff and snus**.**

2. Any electronic device that delivers nicotine or another substance to a person inhaling from the device, including, but not limited to, electronic nicotine delivery systems, an electronic cigarette, a cigar, a pipe and a hookah.

3. Any product containing, made or derived from either:

    a. Tobacco, whether in its natural or synthetic form; or

    b. Nicotine, whether in its natural or synthetic form, which is regulated by the United States Food and Drug Administration as a deemed tobacco product.

4. Any component, part or accessory of the product or electronic device listed in this definition, whether or not sold separately.

The term tobacco product does not include the following:[1][2]

1. A product that has been approved by the United States Food and DrugAdministration for sale as a tobacco cessation product or for other therapeutic purposes where the product is marketed and sold solely for such approved purpose, as long as the product is not inhaled.

2. A device, included under the definition of tobacco product above, if sold by a dispensary licensed in compliance with the Medical Marijuana Act. *Federal law requires the district to maintain a drug-free workplace, at which marijuana of any kind is prohibited.*[3][4]

Authority

The Board prohibits use of tobacco products a~~nd vaping products, including the product marketed as Juul and other e-cigarettes~~, by district employees and contracted personnel at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; or on property owned, leased or controlled by the school district.[2][5][6]

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The Board also prohibits use of tobacco products ~~and vaping products, including the product marketed as Juul and other e-cigarettes~~, by district employees at any time while responsible for the supervision of students during school sponsored activities that are held off school property.[2]

This policy does not prohibit possession of tobacco products ~~and vaping products, including the product marketed as Juul and other e-cigarettes,~~ by district employees and contracted personnel of legal age.

The Board deems it to be a violation of this policy for any district employee or contracted personnel to furnish a tobacco product ~~or vaping product, including the product marketed as Juul or any other e-cigarette,~~ to a student.[1]

Delegation of Responsibility

The Superintendent or designee shall notify employees and contracted personnel about the Board's tobacco and vaping products policy by publishing information in handbooks, newsletters, posters, and other efficient methods such as posted notices, signs and on the district website.**[2]**

Reporting

Annual School Safety and Security Incidents ~~*Office for Safe Schools Report*~~ ***–***

The Superintendent shall annually, by July 31, report incidents of prohibited possession, use or sale of tobacco ~~and vaping~~ products, ~~including Juuls or other e-cigarettes~~**,** on school property to the PA Department of Education ~~Office for Safe Schools~~ on the required form.[7][8]

Law Enforcement Incident Report –

The Superintendent or designee may report incidents involving the sale of tobacco ~~and vaping~~ products, ~~including Juuls or other e-cigarettes~~, to minors by employees on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the school police, ~~School Resource Officer (SRO)~~ **and/**or to the law enforcement agency ~~local police department~~ that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[1][2][3][7][8][9][10][11]

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Replaced Policy 3011 - Originally adopted April 10, 1989 and revised July 20, 1998

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

Book	Policy Manual
Section	300 Employees
Title	Uncompensated Leave**/Unpaid Days**
Code	339
Status	Second Reading and Adoption: June 11, 2025

Authority

The Board recognizes that in certain situations, an administrative, professional or support employee may request extended leave for personal reasons, and the district could benefit from the return of the employee. This policy establishes parameters for granting uncompensated leaves of absence and for approving requests for unpaid days.

The Board reserves the right to specify the conditions under which uncompensated leave and unpaid days may be taken. Applications for uncompensated leave require approval by the Board, upon recommendation of the Superintendent or designee.[1]

The Superintendent or designee shall notify the Board of all uncompensated leave provided as a reasonable accommodation in accordance with applicable law and regulations.[2] Approval of unpaid days will adhere to the guidelines identified within the policy.

Uncompensated leave and unpaid days will only be granted in accordance with provisions of the administrative compensation plan, individual contract, collective bargaining agreement or Board policy.

Definitions

Uncompensated Leave - unpaid leave in excess of five (5) days that requires Board approval following submission to the Superintendent or Designee for review pursuant to applicable procedures.

Unpaid Days - unpaid leave up to five (5) days that requires approval by the Superintendent or designee following submission to the employee's immediate supervisor for review pursuant to the applicable procedures.

Guidelines

Uncompensated leave and unpaid days may be requested in accordance with applicable law, regulations, and Board Policy.

Employees must exhaust all paid time off (personal, vacation, and sick days) prior to requesting uncompensated leave or unpaid days, unless otherwise permitted by contract or law.

Application**/Process**

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Requests for uncompensated leave or unpaid days shall be made on the district form or in writing to the Superintendent or designee, in accordance with established procedures.

Special consideration will be given to emergencies.

An unpaid day is discouraged and will not be granted for leisure activities such as vacation. An unpaid day requires pre-approval from the Superintendent or designee at least ten working days in advance of the absence. Approval will be granted on a case-by-case basis after evaluation of overall staffing needs and coverage.

If the request for an unpaid day is denied and the employee does not attend work for the assigned shift, the employee will be subject to discipline, up to and including termination, subject to applicable due process requirements.

In the event of an emergency, the employee shall submit the request for approval as soon as possible with documentation of the emergency situation submitted to the Superintendent or designee.

Period of Leave

An uncompensated leave may be granted for a period of one (1) semester or one (1) school year.

Extensions for may be considered upon proper application.

Uncompensated leave provided as a reasonable accommodation, based on the needs of a qualified employee, shall be granted in accordance with applicable law, regulations and Board policy.[2][4]

Uncompensated leave requested by a school employee who has been elected to public office as a county official in any Pennsylvania county shall be granted for the first four (4) years of the elected period of service, in accordance with applicable law. Upon conclusion of the leave, the employee shall be entitled to a position similar to the position held prior to the leave of absence. To qualify for uncompensated leave, such employee shall have been employed by the district for at least five (5) years prior to being elected as a county official.[3]

Commitment of Employee

The employee granted an uncompensated leave of absence shall inform the ~~Board~~ Superintendent or Designee of his/her intentions prior to the scheduled return date.

Commitment of Employer

At the expiration of uncompensated leave, the employee shall be offered the same position previously held or a similar position to that previously held.

Time on uncompensated leave shall not count as time on the job, and fringe benefits shall not be provided unless the employee provides 100% payment for benefits, unless otherwise provided for in an employment contract, compensation plan, or collective bargaining agreement.

An employee who takes an unapproved unpaid day shall be responsible for 100% of the proportional payment for the cost of benefits attributable to each day taken without required approval.

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Legal

1. 24 P.S. 1154
2. Pol. 104
3. 24 P.S. 1182
4. 29 CFR 1636.4

20 U.S.C. 1681 et seq

29 CFR Part 1636

34 CFR Part 106

42 U.S.C. 12101 et seq

Docusign Envelope ID: D225ED2D-4BF5-4DB3-850F-F444C21DBB02

Book	Policy Manual
Section	300 Employees
Title	Drug and Substance Abuse
Code	351
Status	Second Reading and Adoption: June 11, 2025

Legal 1. 35 P.S. 780-101 et seq
2. 41 U.S.C. 8101
3. 24 P.S. 111
4. 41 U.S.C. 8103
5. 24 P.S. 527
6. 41 U.S.C. 8104
7. 22 PA Code 10.2
8. 22 PA Code 10.21
9. 24 P.S. 1302.1-A
10. 24 P.S. 1303-A
11. 35 P.S. 780-102
12. Pol. 805.1
41 U.S.C. 8101 et seq
Pol. 317

Adopted February 24, 2020

Purpose

The Board recognizes that the misuse of **controlled substances** ~~drugs~~ by administrative, professional and classified employees is a serious problem with legal, physical and social implications for the whole school community and is concerned about the problems that may be caused by **controlled substance abuse** ~~drug use~~ by district employees, especially as the use relates to an employee's safety, efficiency and productivity.

The primary purpose and justification for any district action will be for the protection of the health, safety and welfare of students, staff and school property.

Definitions

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Controlled Substances~~Drugs~~ - shall be defined as those outlined in the Controlled Substance, Drug, Device and Cosmetic Act.[1]

Conviction -for purposes of this policy, is defined as a finding of guilt, including a plea of nolo contendere, an imposition of sentence, or both by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.[2]

Criminal Drug Statute - a federal or state criminal statute involving the manufacture, distribution, dispensation, use or possession of a controlled substance.[2]

Drug-free Workplace - the site for the performance of work at which employees are prohibited from engaging in the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance.[2]

Authority

The Board requires that each administrative, professional and classified employee be given notification that, as a condition of employment, the employee will abide by the terms of this policy and notify the district of any criminal drug statute conviction for a violation occurring in the workplace immediately, but no later than seventy-two (72) hours, after such conviction.[3][4]

Any employee convicted of delivery of a controlled substance or convicted of possession of a controlled substance with the intent to deliver **or convicted of an offense defined as a felony under the Controlled Substance, Drug, Device and Cosmetic Act,** shall be terminated from his/her employment with the district**, in accordance with applicable law, regulations and Board Policy**.[1][5]

~~An employee convicted of any drug possession or use charge may be subject to discipline, up to and including termination consistent with law and Board policy.~~

Delegation of Responsibility

A statement notifying employees that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the employee's workplace shall be provided by the Superintendent or designee and shall specify the actions that will be taken against the

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employee for violation of this policy, up to and including termination and referral for prosecution.[4][6]

Within ten (10) days after receiving notice of the conviction of a district employee, the district shall notify any federal agency or department that is the grantor of funds to the district.[4]
The district shall take appropriate personnel action within thirty (30) days of receiving notice against any convicted employee, up to and including termination, or require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement, or other appropriate agency, subject to any time extensions required to comply with state or federal law. [4][6]

In establishing a drug-free ~~awareness program~~ **workplace**, the Superintendent or designee shall inform employees about:[4]

1. Dangers of drug abuse in the workplace.

2. Board's policy of maintaining a drug-free workplace.

3. Availability of drug counseling, drug rehabilitation, and employee assistance programs.

4. Penalties that may be imposed for drug abuse violations occurring in the workplace.

The district shall make a good faith effort to continue to maintain a drug-free workplace through implementation of this policy.[4]

Guidelines

The Superintendent or designee shall immediately report incidents involving the **prohibited** possession, use or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act by any employee while on school property, at any school sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the **law enforcement agency** ~~local police department~~ that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[7][8][9][10][11][12]

In accordance with state law, the Superintendent shall annually, by July 31,

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report all incidents of **prohibited** possession, use or sale of controlled substances or drug paraphernalia to the **PA Department of Education** ~~Office for Safe Schools~~ on the required form.[10][12]

Replaced Policy 3012 - Drug Free Workplace adopted 8-14-89

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Book	Policy Manual
Section	800 Operations
Title	Public Records
Code	801
Status	Second Reading and Adoption: June 11, 2025

Purpose

The Board recognizes the importance of public records as the record of the district's actions and the repository of information about this district. The public has the right to access and procure copies of public records, with certain exceptions, subject to law, Board policy and administrative regulations.

Definitions

Financial record - any account, voucher or contract dealing with the receipt or disbursement of funds**;** or acquisition, use or disposal of services, supplies, materials, equipment or property; or the salary or other payments or expenses paid to an officer or employee, including the individual's name and title; **or** a financial audit report, excluding the audit's underlying work papers.[1]

Public record - a record, including a financial record, that is not protected by a defined privilege or is not exempt from being disclosed under one of the exemptions in Pennsylvania's Right-to Know Law or under other federal or state law or regulation, or judicial decree or order.**[1]**

Record - information, regardless of physical form or characteristics, that documents a district transaction or activity and is created, received or retained pursuant to law or in connection with a district transaction, business or activity, including: a document; paper; letter; map; book; tape; photograph; film or sound recording; information stored or maintained electronically; and a data processed or image-processed document.**[1]**

Response - the district's notice informing a requester of a granting of access to a record or the district's written notice to a requester granting, denying or partially granting and partially denying access to a requested record.**[1]**

Requester - a person that is a legal resident of the United States who requests access to a record. The term Requester includes an agency**.[1]**

Authority

The Board shall make the district's public records available for access and duplication to a requester, in accordance with law, Board policy and administrative

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regulations.[2][3][4][5]

The Board authorizes the district to deny anonymous requests for records. A request may be considered anonymous if the requester has submitted insufficient information for the district to identify if the requester is a legal resident of the United States.**[1][6]**

Delegation of Responsibility

The Board shall designate an Open Records Officer, who shall be responsible

to:[7]

1. Receive written requests for access to records submitted to the district.

2. Review and respond to written requests in accordance with law, Board policy and administrative regulations.

3. Direct requests to other appropriate individuals in the district or in another agency.

4. Track the district's progress in responding to requests.

5. Issue interim and final responses to submitted requests.

6. Maintain a log of all record requests and their disposition.

7. Ensure district staff are trained to perform assigned job functions relative to requests for access to records.

Upon receiving a request for access to a record, the Open Records Officer

shall:[7][8][9]

1. Note the date of receipt on the written request.

2. Compute and note on the written request the day on which the five-day period for response will expire.

3. Maintain an electronic or paper copy of the written request, including all documents submitted with the request, until the request has been fulfilled.

4. If the written request is denied, maintain the written request for thirty (30) days or, if an appeal is filed, until a final determination is issued or the appeal is deemed denied.

Guidelines

Requesters may access and procure copies of the public records of the district during the regular business hours of the administration offices.[5]

A requester's right of access does not include the right to remove a record from the control or supervision of the Open Records Officer.

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The district shall not limit the number of records requested.[2]

When responding to a request for access, the district is not required to create a record that does not exist nor to compile, maintain, format or organize a record in a manner which the district does not currently use.[10]

Information shall be made available to individuals with disabilities in an appropriate format, upon request and with sufficient advance notice.[11][12][13]

The district shall post at the administration office and on the district's website, the following information:[4][14]

1. Contact information for the Open Records Officer.

2. Contact information for the state's Office of Open Records or other applicable appeals officer.

3. The form to be used to file a request, with a notation that the state Office of Open Records form may also be used if the district decides to create its own form.

   The district shall post the acceptable form(s) on the district website with information notifying requesters that the district may choose to deny a request for failure to submit the proper form**. [15]**

4. Board policy, administrative regulations and procedures governing requests for access to the district's public records.

Request for Access

A written request for access to a public record shall be submitted on the required form(s) and addressed to the Open Records Officer.[4][14]**[15]**[16]

~~Written~~ Requests made in accordance with this policy may be submitted to the district in person, by mail or to a designated email address and must include the following information:**[5][16]**

1. Identification or description of the requested record, in sufficient detail to allow the district to determine what records are being requested.

2. Medium in which the record is requested.

3. Name and address of the individual to receive the district's response.

The district shall not require an explanation of the reason for the request or the intended use of the requested record, unless otherwise required by law.[16]

Fees

Except for the duplication fee established by the state, the Board shall approve a list of reasonable fees relative to requests for public records. The district shall maintain a list of applicable fees and disseminate the list to requesters.[17]

No fee may be imposed for review of a record to determine whether the record is subject to access under law.[17]

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Prior to granting access, the district may require prepayment of estimated fees when the fees required to fulfill the request are expected to exceed $100.[17]

The Superintendent may waive duplication fees when the requester duplicates the record, or the Superintendent deems it is in the public interest to do so.[17]

Response to Request

District employees shall be directed to immediately forward requests for access to public records to the Open Records Officer.[7][18]

Upon receipt of a written request for access to a record, the Open Records Officer shall determine if the requested record is a public record and if the district has possession, custody or control of that record.[8]

The Open Records Officer shall respond as promptly as possible under the existing circumstances, and the initial response time shall not exceed five (5) business days from the date the written request is received by the Open Records Officer.[8]

The initial response shall grant access to the requested record; deny access to the requested record; partially grant and partially deny access to the requested record; notify the requester of the need for an extension of time to fully respond; or request more detail from the requester to clearly identify the requested material.

If the district fails to respond to a request within five (5) business days of receipt, the request for access shall be deemed denied.[8]

Extension of Time

If the Open Records Officer determines that an extension of time is required to respond to a request, in accordance with the factors stated in law, written notice shall be sent within five (5) business days of receipt of request. The notice shall indicate that the request for access is being reviewed, the reason that the review requires an extension, a reasonable date when the response is expected and an estimate of applicable fees owed when the record becomes available.[8][19]

Up to a thirty-day extension for one (1) or more of the listed reasons does not require the consent of the requester. If the response is not given by the specified date, it shall be deemed denied on the day following that date.

A requester may consent in writing to an extension that exceeds thirty (30) days, in which case the request shall be deemed denied on the day following the date specified in the notice if the Open Records Officer has not provided a response by that date.

Granting of Request

If the Open Records Officer determines that the request will be granted, the response shall inform the requester that access is granted and either include a copy of the requested records, notify the requester that they will need to provide payment in order to receive copies of the records and provide the amount of fees owed as well as information on where to provide payment, provide electronic access to the records, or state where the requester may go to inspect the records in person during regular business hours.

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~~information on the regular business hours of the administration office, provide electronic access or state where the requester may go to inspect the records or information electronically at a publicly accessible site. The response shall include a copy of the fee schedule in effect, a statement that prepayment of fees is required in a specified amount if access to the records will cost in excess of $100 and the medium in which the records will be provided.~~

A public record shall be provided to the requester in the medium requested if it exists in that form; otherwise, it shall be provided in its existing medium. However, the district is not required to permit use of its computers.[5]

The Open Records Officer may respond to a records request by notifying the requester that the record is available through publicly accessible electronic means or that the district shall provide access to inspect the record electronically. If the requester, within thirty (30) days following receipt of the district's notice, submits a written request to have the record converted to paper, the district shall provide access in printed form within five (5) days of receipt of the request for conversion to paper and will notify the requester of any associated fees to be paid prior to access.[5][20]

A public record that the district does not possess but is possessed by a third party with whom the district has contracted to perform a governmental function and which directly relates to that governmental function**,** shall be considered a public record of the district**,** and shall be made accessible in accordance with law, Board policy and administrative regulations. When the district contracts with such a third party, the district shall require the contractor to agree in writing to comply with requests for such records and to provide the district with the requested record in a timely manner to allow the district to comply with law.[21]

If the Open Records Officer determines that a public record contains information both subject to and not subject to access, the Open Records Officer shall grant access to the information subject to access and deny access to the information not subject to access. The Open Records Officer shall redact from the record the information that is not subject to access. ~~The Open Records Officer shall not deny access to a record if information is able to be redacted.~~[22]

If the Open Records Officer responds to a requester that a copy of the requested record is available for delivery at the administration office and the requester does not retrieve the record within sixty (60) days of the district's response, the district shall dispose of the copy and retain any fees paid to date.[23]

Notification to Third Parties

The Open Records Officer shall notify a third party of a record request if the requested record contains a trade secret or confidential proprietary information, in accordance with law and administrative regulations.**[24]**

When the district produces a record that is not a public record in response to a request, the Open Records Officer shall notify any third party that provided the record to the district, the person that is the subject of the record and the requester.**[24]**

Denial of Request

If the Open Records Officer denies a request for access to a record, whether in whole or in part, a written response shall be sent within five (5) business days of receipt of the request. The response denying the request shall include the following:[8][25]

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1. Description of the record requested.
2. Specific reasons for denial, including a citation of supporting legal authority.
3. Name, title, business address, business telephone number and signature of the Open Records Officer on whose authority the denial is issued.
4. Date of the response.
5. Procedure for the requester to appeal a denial of access.

The Open Records Officer may deny a request for access to a record if the requester has made repeated, identical requests for that same record and the repeated requests have placed an unreasonable burden on the district.[21]

The Open Records Officer may deny a request for access to a record when timely access is not possible due to a disaster, or when access may cause physical damage or irreparable harm to the record. To the extent possible, a record's contents shall be made accessible even when the record is physically unavailable.[21]

Information that is not subject to access and is redacted from a public record shall be deemed a denial.[22][25]

Appeals

If a written request for access to a record is denied or deemed denied, the requester may file an appeal with the state's Office of Open Records within fifteen (15) business days of the mailing date of the Open Records Officer's response or deemed denial.[9]

Legal

1. 65 P.S. 67.102
2. 65 P.S. 67.302
3. 65 P.S. 67.305
4. 65 P.S. 67.504
5. 65 P.S. 67.701
6. Anonymous v. Downingtown Area School District, OOR Dkt. No.: AP 2023-2329
7. 65 P.S. 67.502
8. 65 P.S. 67.901
9. 65 P.S. 67.1101
10. 65 P.S. 67.705
11. 42 U.S.C. 12132
12. 28 CFR 35.160
13. 28 CFR 35.164
14. 65 P.S. 67.505
15. K Pace v. City of Philadelphia Department of Licenses and Inspections, OOR Dkt. No.: AP 2024-0292

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16. 65 P.S. 67.703

17. 65 P.S. 67.1307

18. 65 P.S. 67.702

19. 65 P.S. 67.902

20. 65 P.S. 67.704

21. 65 P.S. 67.506

22. 65 P.S. 67.706

23. 65 P.S. 67.905

24. 65 P.S. 67.707

25. 65 P.S. 67.903

26. Office of Open Records Procedural Guidelines 24 P.S. 408

24 P.S. 518

42 U.S.C. 12101 et seq

65 P.S. 67.101 et seq

Pol. 800

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Book	Policy Manual
Section	800 Operations
Title	School Security Personnel
Code	805.2
Status	Revised First Reading: June 2, 2025

Authority

The Board shall employ, contract for and/or assign staff to coordinate the safety and security of district students, staff, visitors and facilities.

The district shall employ or contract for at least one (1) full-time school security personnel who has completed the training required by law and this Board policy to be on duty during the school day.[1]

The district shall certify to the state School Safety and Security Committee annually that it has met the requirements for school security personnel or has received a waiver, in accordance with applicable law.[1]

Definitions

School security personnel - school police officers, school resource officers and school security guards.[2]

Independent contractor - an individual, including a retired federal agent or retired state, municipal or military police officer or retired sheriff or deputy sheriff, whose responsibilities, including work hours, are established in a written contract with the district for the purpose of performing school security services.[2]

School day - the hours between the morning opening of a school building and the afternoon dismissal of students on a day which classes are in session.[1]

Delegation of Responsibility

The Superintendent shall appoint a school administrator to serve as the School Safety and Security Coordinator, in accordance with law. **When a vacancy occurs in the role of the School Safety and Security Coordinator, the Superintendent shall appoint another school administrator to serve as the School Safety and Security Coordinator within thirty (30) days of the vacancy and shall notify the Board regarding the appointment.**[3]

The Superintendent or designee shall submit the name and contact information for the appointed School Safety and Security Coordinator to the state's School Safety and Security Committee within thirty (30) days of the appointment.[3]

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The School Safety and Security Coordinator shall report directly to the Superintendent, and shall be responsible for the following:[3]

1. Oversee all school police officers and school security guards.

2. Review and provide oversight of all Board policies, administrative regulations and procedures related to school safety and security, and ensure compliance with federal and state laws and regulations regarding school safety and security.

3. Coordinate training and resources for students and staff related to situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying awareness, substance use awareness, emergency procedures and training drills, **and identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community, in accordance with the standards established by the state's School Safety and Security Committee and the requirements of applicable law and regulations**.[4][5][6][7][8][9][10] [11][12][13]

4. Coordinate a tour of the district's buildings and grounds biennially, or when a building is first occupied or reconfigured, with law enforcement and first responders responsible for protecting and securing the district to discuss and coordinate school safety and security matters.

5. Serve as the liaison with law enforcement and other state committees and agencies on matters of school safety and security.

6. Serve on the district's threat assessment team(s) and participate in required training and the threat assessment process.[7][14]

7. Coordinate School Safety and Security Assessments and respond to School Safety and Security surveys, as applicable.[11][15]

The School Safety and Security Coordinator shall, within one (1) year of appointment, complete required training as specified by the state's School Safety and Security Committee for serving in the role of a School Safety and Security Coordinator. This training shall be in addition to other training requirements for school administrators, but shall count toward professional education credit, where applicable.[3][16][17][18]

By June 30 of each year, the School Safety and Security Coordinator shall make a report to the Board at an executive session on the district's current safety and security practices, and identify strategies to improve school safety and security.[3][19]

The Board directs the School Safety and Security Coordinator to include the following information in the annual report:

1. Threat assessment team information, including verification of compliance with law and regulations, the number and composition of the district's threat assessment team(s), the total number of threats assessed in the past year and additional information on threat assessment required by the Superintendent or designee, in accordance with Board policy. [7][14]

2. **The number and type(s) of school security personnel contracted or employed by the district, including:[3]**

    a. **The number of school security personnel that are armed, listed by type(s)**

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of personnel.

b. **The school building at which each school security personnel is assigned, listed by type(s) of personnel.**

c. **The training, including the type of training and completion dates, of each school security personnel, listed by type(s) of personnel.**

d. **A listing of other individuals utilized by the district for school safety-related duties.**

3. Reports of required emergency preparedness, fire, bus evacuation and school security drills.[11]

4. Information on required school safety and security training and resources provided to students and staff.[11]

5. Safe2Say Something aggregate data, including a breakdown of Life Safety and Non-Life Safety reports received.

6. Behavioral health and school climate information, including aggregate data from surveys and assessments issued in the district, information on referrals and services accessed by students and families, and identification of additional resources needed in the district.[20]

7. School safety and security incident reports for the previous year(s) and/or data collected to date for the current year.[21]

8. Updates regarding the district's memorandum of understanding with law enforcement agencies.[21]

9. Updates to laws, regulations and/or Board policies related to school safety and security.

10. Information on tours, inspections and/or School Safety and Security Assessments of school facilities and programs.

11. Information on grants or funding applied for and/or received in support of school safety and security efforts.

A copy of the report**, including the required information on threat assessment and school security personnel,** shall be submitted to the state's School Safety and Security Committee.[3]

The Superintendent or designee shall implement job descriptions and procedures to address the responsibilities and requirements specific to each category of school security personnel in carrying out their duties.

School security personnel shall carry weapons, including firearms, in performance of their duties only if, and to the extent, authorized by the Board, including as provided **when deemed necessary by the District Chief of School Police or designee**, in an agreement with a law enforcement agency for the stationing of a School Resource Officer or in a contract with an independent contractor approved by the Board. **School Police Officers (SPO) maintain proficiency and compliance with Municipal Police Officer's Education and Training Commission (MPOETC) standards.**

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Guidelines

School Police Officers

The district shall **employ and/or contract for** one or more school police officers and apply to the appropriate court for appointment and powers of authority, in accordance with the provisions of law.[2][22][23][24][25][26]

Within thirty (30) days of court approval for appointment of a school police officer, the district shall notify the School Safety and Security Committee and submit a copy of the court's order. [22]

School police officer - [2][23][24]

1. A law enforcement officer employed by the district whose responsibilities, including work hours, are established by the district; or

2. **An independent contractor or an individual who has been appointed in accordance with law, and who meets the requirements of contracted services personnel, in accordance with Board policy**.[26]

Background Checks -

Prior to receiving an offer of employment, all school police officers shall comply with the requirements for background checks/certifications and employment history reviews for all school employees, in accordance with applicable law, Board policy and administrative regulations. These requirements are addressed separately in Board policy 304 for school police employed by the district and Board policy 818 for school police employed by an independent contractor ~~**or third-party vendor**~~.[25][26][27][28][29][30]

The district shall conduct a law enforcement agency background investigation in compliance with applicable law and regulations for all school police employed by the district and shall review a background investigation conducted for all school police employed by an independent contractor ~~**or third-party vendor**~~.[31][32]

Following an offer of employment, the district shall request the separation record for a school police officer employed or contracted by the district, in accordance with applicable law and regulations for a law enforcement agency.[33][34]

Requirements -

The district shall annually report the following information regarding school police officers receiving required training to the PA Department of Education, the School Safety and Security Committee and the PA Commission on Crime and Delinquency:[35]

1. The district's name and the number of school police officers employed or contracted by the district.
2. The municipalities comprising the district.
3. The date and type of training provided to each school police officer.

The district shall make reports regarding hiring and separation, and shall maintain all records, as required for a law enforcement agency, in accordance with applicable law and regulations.[32] [36]

School police officers shall take and subscribe to the Oath of Office required by law.[37]

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The district shall request that the court grant the school police officer authority to carry a firearm, in accordance with law. The school police officer shall maintain all applicable firearm license and training requirements, in accordance with applicable law and Board policy.[22][38]

School police officers shall successfully complete required training, in accordance with law, and other required staff training, including district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to behavior for students with disabilities, in accordance with law, regulations and Board policy.[38][39][40][41][42]

School police officers shall possess and exercise the following duties:[43]

1. Enforce good order in school buildings, on school buses or vehicles owned or leased by the district, and on school grounds.

2. If authorized by the court, issue summary citations or detain individuals who are in school buildings, on school buses and on school grounds in the district until local law enforcement is notified.

3. If authorized by the court, a school police officer who is a law enforcement officer employed by the district whose responsibilities, including work hours, are established by the district, may exercise the same powers as exercised under authority of law or ordinance by the police of the municipality in which the school property is located.

School police officers shall wear the assigned metallic shield or badge provided by the district in plain view when on duty.[44]

School Security Guards

The district shall **employ and/or contract for** one or more school security guards, in accordance with the provisions of law.[2][25][26][47]

School security guard - an individual employed by the district or ~~a third-party vendor~~ or an independent contractor who is assigned to a school for routine safety and security duties, and has not been granted powers by the court to issue citations, detain individuals or exercise the same powers as exercised by police of the municipality in which the school property is located, in accordance with law. An independent contractor ~~or individual employed by a third-party vendor~~ contracted with the district shall meet the requirements of contracted services personnel, in accordance with Board policy and the provisions of applicable law.[2][24][26][47]

Background Checks –

Prior to receiving an offer of employment, all school security guards shall comply with the requirements for background checks/certifications and employment history reviews for all school employees, in accordance with applicable law, Board policy and administrative regulations. These requirements are addressed separately in Board policy 304 for school security guards employed by the district and Board policy 818 for school security guards employed by an independent contractor ~~or third-party vendor~~.[25][26][27][28][29][30]

The district shall conduct a law enforcement agency background investigation in compliance with applicable law and regulations for all school security guards employed by the district and shall review a background investigation conducted for all school security guards employed by an independent contractor ~~or third-party vendor~~.[31][32]

Following an offer of employment, the district shall request the separation record for a school security guard employed or contracted by the district, in accordance with applicable

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law and regulations for a law enforcement agency.[33][34]

Requirements -

School security guards shall provide the following services, as directed by the district:[47]

1. School safety support services.
2. Enhanced campus supervision.
3. Assistance with disruptive students.
4. Monitoring visitors on campus.[48]
5. Coordination with law enforcement officials, including school police officers.
6. Security functions which improve and maintain school safety.

School security guards shall successfully complete required training, in accordance with law, and applicable staff training in accordance with Board policy.[47]

The district shall make reports regarding hiring and separation, and shall maintain all records, as required for a law enforcement agency, in accordance with applicable law and regulations.[32] [36]

Other Agreements

The district shall enter into a cooperative police service agreement(s) with a municipality(ies), in accordance with the provisions of law.[45][49][50][51]

Maintenance of School Police Policy Manual

The School Safety and Security Coordinator shall maintain a School Policy Policy Manual with policies governing Use of Force, Firearms, and other necessary policies. The School Police Policy Manual shall be an Administrative Regulation to this Policy and shall be publicly accessible.

Legal

1. 24 P.S. 1316-C
2. 24 P.S. 1301-C
3. 24 P.S. 1309-B
4. Pol. 146.1
5. Pol. 227
6. Pol. 236
7. Pol. 236.1
8. Pol. 249
9. Pol. 333
10. Pol. 351

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11. Pol. 805

12. Pol. 819

13. 24 P.S. 1310-B

14. 24 P.S. 1302-E
15. 24 P.S. 1305-B

16. 24 P.S. 1316-B

17. 24 P.S. 1205.1

18. 24 P.S. 1205.5

19. Pol. 006

20. Pol. 235.1

21. Pol. 805.1

22. 24 P.S. 1302-C

23. 24 P.S. 1310-C

24. 24 P.S. 1311-C

25. Pol. 304

26. Pol. 818

27. 24 P.S. 111

28. 24 P.S. 111.1

29. 23 Pa. C.S.A. 6344

30. 23 Pa. C.S.A.

6344.3 31. 37 PA Code

241.5

32. 44 Pa. C.S.A. 7301 et

seq 33. 37 PA Code 241.6

34. 44 Pa. C.S.A.

7310 35. 24 P.S.

1303-C

36. 37 PA Code 241.1 et

seq 37. 24 P.S. 1304-C

38. 24 P.S. 1305-C

39. 22 PA Code 10.23

40. 22 PA Code

14.104 41. 22 PA

Code 14.133 42. Pol.

113.2

43. 24 P.S. 1306-C

44. 24 P.S. 1307-C

45. Pol. 909

46. 24 P.S. 1313-C

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47. 24 P.S. 1314-C

48. Pol. 907

49. 24 P.S. 1309-C

50. 42 Pa. C.S.A.

8953 51. 53 Pa.

C.S.A. 2303 24 P.S.

1306.2-B

24 P.S. 1319-B

53 Pa. C.S.A. 2301 et seq
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705

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Book	Policy Manual
Section	800 Operations
Title	Opioid Antagonist
Code	823
Status	Second Reading and Adoption: June 11, 2025

Authority

As a means of enhancing the health and safety of its students, staff and visitors, the district may obtain, maintain and administer doses of an opioid antagonist and other facilities for emergency use to assist a student, staff member or other individual believed or suspected to be experiencing an opioid overdose.[1][2]

Definitions

Drug overdose - shall mean an acute medical condition, including, but not limited to, severe physical illness, coma, mania, hysteria or death, which is the result of consumption or use of one or more controlled substances causing an adverse reaction. An individual's condition may be deemed to be a drug overdose if a prudent person, possessing an average knowledge of medicine and health, would reasonably believe that the condition is in fact a drug overdose and requires immediate medical attention.[1]

Opioid - shall mean illegal drugs such as heroin, as well as prescription medications used to treat pain such as morphine, codeine, methadone, oxycodone, hydrocodone, fentanyl, hydromorphone and buprenorphine.

Opioid antagonist - a drug or device approved by federal law for emergency reversal of known or suspected opioid overdose, including naloxone hydrochloride or other similarly acting drugs approved by the U.S. Food and Drug Administration for the treatment of an opioid overdose.**[2][3]**

Delegation of Responsibility

The Superintendent or designee, in consultation with the school nurse(s) and the school physician, shall establish appropriate internal procedures for the acquisition, stocking and administration of ~~Naloxone~~ opioid antagonists and related emergency response procedures pursuant to this policy.

The school physician shall be the prescribing and supervising medical professional for the district's stocking and use of ~~Naloxone~~ opioid antagonists. The Superintendent or designee shall obtain a standing order from the school physician for administration of ~~Naloxone~~ opioid antagonists.

The school nurse shall be responsible for managing the building-level administration**,**

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maintenance and stocking of ~~Naloxone~~ opioid antagonists.

Guidelines

The school nurse shall develop a plan for annually informing all parents/guardians, students and staff about this policy and specifically:

1. The availability of ~~Naloxone~~ an opioid antagonist to treat opioid drug overdoses and what it does;
2. The symptoms of opioid drug overdoses;
3. How students and staff should report suspected overdoses;
4. The protection from criminal prosecution provided by law for persons who report a suspected overdose using their real name and remain with the overdosing person until emergency medical services (EMS) or law enforcement arrive, as well as for the person whose overdose they report; and[1][2]
5. The protection from civil liability provided by law for persons who report overdoses or administer ~~Naloxone~~ an opioid antagonist in overdose emergencies.[1][2]

Standing Order From the School Physician

The school physician shall provide and annually renew a standing order for administration of ~~Naloxone~~ an opioid antagonist to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose.

The standing order shall include at least the following information:

1. Type of ~~Naloxone~~ opioid antagonist (intranasal and auto-injector).
2. Date of issue.
3. Dosage.
4. Signature of the school physician.

The standing order shall be maintained in the Superintendent's office, and copies of the standing order shall be kept in each location where ~~Naloxone~~ an opioid antagonist is stored.

Training

Before any school district employee may have custody of ~~Naloxone~~ an opioid antagonist or administer ~~Naloxone~~ an opioid antagonist under this policy, the employee must successfully complete an online Pennsylvania Department of Health training program about recognizing opioid-related overdoses, administering ~~Naloxone~~ an opioid antagonist and promptly seeking medical attention for drug overdoses. Evidence that such training has been completed shall be placed in the employee's personnel file.[2][4]

A list of school district employees who successfully complete such training shall be maintained, updated and kept in the school nurse's office and the school district administration office.

Acquisition, Storage and Disposal

~~Naloxone~~ Opioid antagonists shall be safely stored in the school nurse's office or other location designated by the school nurse in accordance with the drug manufacturer's instructions.

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~~Naloxone~~ Opioid antagonists shall be made readily accessible to those employees who have completed the required training to administer it in the event of a suspected drug overdose. All properly trained employees shall be informed of the exact location where ~~Naloxone~~ an opioid antagonist is being stored within the school nurse's office or other location.

The school nurse shall obtain sufficient supplies of ~~Naloxone~~ opioid antagonists pursuant to the standing order in the same manner as other medical supplies acquired for the school health program. The school nurse or designee shall regularly inventory and refresh ~~Naloxone~~ opioid antagonist stocks, and maintain records thereof, in accordance with the established internal procedures, manufacturer recommendations and Department of Health Guidelines.

Administration of **~~Naloxone~~ an Opioid Antagonist**

When responding to a suspected drug overdose, district employees shall follow the steps outlined below:

1. Call for medical help immediately (Dial 9-1-1).
2. Check for signs of opioid overdose.
3. Perform initial rescue breathing (or CPR if needed), as instructed in training.
4. Administer ~~Naloxone~~ the opioid antagonist, as instructed in training.
5. Continue rescue breathing (or CPR if needed), as instructed in training.
6. Administer second dose of ~~Naloxone~~ the opioid antagonist if needed, as instructed in training.
7. Place in recovery position, as instructed in training.
8. Stay with the individual until emergency medical help arrives.
9. Cooperate with EMS personnel responding to the incident.
10. Notify the building administrator or designee of the incident.

Referral to Law Enforcement and Parental Notification

The Superintendent or designee shall immediately report incidents involving the use of controlled substances on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, to the law enforcement agency that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies.[5][6][7]**[8][9]**[10][11]

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving use of controlled substances immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the law enforcement agency that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the

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parent/guardian.[5][10][11][12]

Referral to Student Assistance Program

Any student who experiences a drug overdose shall be referred to the district's Student Assistance Program.[13]

Indemnification

The school district shall indemnify and hold harmless any employee who administers ~~Naloxone~~ an opioid antagonist in good faith to another individual experiencing a suspected drug overdose, if all of these conditions apply:[2][14][15]

1. The employee did not act with the intent to harm or with reckless indifference to a substantial risk or harm in administering ~~Naloxone~~ an opioid antagonist to that individual.

2. The employee successfully completed the training contemplated by this policy.

3. The employee promptly sought additional medical assistance before or immediately after administering ~~Naloxone~~ an opioid antagonist.

4. The employee is administering ~~Naloxone~~ an opioid antagonist pursuant to

this policy.

Legal

1. 35 P.S. 780-113.7
2. 35 P.S. 780-113.8
3. 21 U.S.C. 301 et seq
4. Pol. 324
5. 22 PA Code 10.2
6. 22 PA Code 10.21
7. 22 PA Code 10.22
8. 24 P.S. 1306.2-B
9. 24 P.S. 1319-B
10. Pol. 227
11. Pol. 805.1
12. 22 PA Code 10.25
13. Pol. 236
14. 42 Pa. C.S.A. 8547
15. 42 Pa. C.S.A. 8548
16. Pol. 916

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Memo

To: Dr. John Rozzo, USC Board Members

From: Scott P. Burchill SPB

Date: June 11, 2025

RE: FINANCIAL SUMMARY AND PRELIMINARY FINANCIAL STATEMENTS FOR THE PERIOD ENDED MAY 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 May 31, 2025.

GENERAL FUND

	2024-25	2024-25 through May 31, 2025		2023-24	2023-24 through May 31, 2024	
(in millions of dollars)	Budgeted	Actual	% of Budget	Budgeted	Actual	% of Budget
Current Real Estate Revenues	$69.08	$67.81	98%	$67.45	$65.66	97%
EIT	$7.67	$6.87	90%	$6.77	$6.83	101%
All Other Local Revenues	$5.22	$5.36	103%	$4.62	$6.41	139%
State Revenues	$21.88	$19.83	91%	$20.84	$19.41	93%
Federal Revenues	$0.51	$0.25	49%	$0.47	$0.23	49%
All Other	$0.10	$0.04	40%	$0.10	$0.04	40%
Total Revenues	$104.46	$100.16	96%	$100.25	$98.58	98%
Expenditures	$104.45	$84.72	81%	$100.25	$82.67	82%
Revenues less Expenditures	*$0.010*	*$15.44*		*$0.000*	*$15.91*	

Balance Sheet	As of June 30, 2024 (Audited)	As of May 31, 2025 (Unaudited)
Cash and Marketable Securities	$24,266,761	$19,460,926
Total Assets	$30,706,554	$36,038,947
Total Liabilities	$18,506,134	$8,397,464
Nonspendable Reserves	$1,655,282	$0
Adjustment to Fund Balance		$15,441,058
Fund Balance	$10,545,138	$12,200,425

The General Fund expenses are approximately the same as last year on a percentage basis. State revenue and EIT are slightly behind on a percentage basis compared to the previous year. The District's certified assessed value has decreased approximately $10 million from one year ago. The value decrease equates to approximately $300k in revenue.

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FOOD SERVICE FUND

	2024-25	2024-25 through May 31, 2025	2023-24	2023-24 through May 31, 2024
(in millions of dollars)	Budgeted	Actual	Budgeted	Actual
Revenues	$2,311,138	$2,357,324	$2,236,444	$2,554,540
Expenditures	$2,341,592	$2,288,749	$2,203,510	$2,254,371
Net	*($30,454)*	*$68,575*	*$32,934*	*$300,169*

	As of June 30, 2024 (Audited)	As of May 31, 2025 (Unaudited)
Cash and Marketable Securities	$925,723	$1,945,569
Total Assets	$1,063,842	$2,099,922
Total Liabilities	$475,873	$1,443,379
Unassigned Fund Balance	*$587,969*	*$656,543*

Federal reimbursement continues to lag behind the previous year. 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 May 31, 2025	2023-24	2023-24 through May 31, 2024
Revenues	1,655,000	1,682,152	270,000	$910,991
Expenditures	1,655,282	1,362,451	270,000	$2,144,283
Net	*(282)*	*319,701*	*0*	*(1,233,292)*

	As of June 30, 2024 (Audited)	As of May 31, 2025 (Unaudited)
Cash and Marketable Securities	1,065,519	258,989
Total Assets	1,560,724	258,989
Total Liabilities	1,655,282	33,846
Assigned Fund Balance	(94,558)	225,142

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CONSTRUCTION FUND

	2024-25 through May 31, 2025		2023-24 through May 31, 2024
Revenues	$3,865,483		$8,339,893
Expenditures	$748,585		$3,625,609
Net	*$3,116,898*		*$4,714,284*

	As of June 30, 2024 (Audited)	As of May 31, 2025 (Unaudited)
Cash and Marketable Securities	$4,682,854	$7,176,645
Total Assets	$4,682,854	$7,176,645
Total Liabilities	$623,107	
Restricted Fund Balance	$4,059,747	$7,176,645

BUDGET TRANSFERS

Budget transfers in the amount of $17,500.00 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: June 11, 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. 6/11/25	$1,657,952.84			$98,772.50
ACH PAYMENT-Board Mtg. 6/11/25	$80,088.71	$163,581.02	$295,449.80	
ACH PAYMENT-ACSHIC JUNE	$960,735.84			
TOTAL	*$2,698,777.39*	*$163,581.02*	*$295,449.80*	*$98,772.50*

The credit card bill for April purchases:

HS GERMAN CLUB	$ 159.43	TECHNOLOGY	$ 2,151.67
FC MUSICAL	$ 511.74	STAFF DEVELOPMENT	$ 304.57
HS STEAM	$ 1,429.96	BOARD SERVICES	$ 693.96
FT COUCH	$ 63.99	LEGAL SPECIAL ED	$ 2,100.00
MUSIC	$ 745.34	SUPERINTENDENT	$ 2,897.76
CAPS	$ 636.12	BAKER PRINCIPAL	$ 43.98
MUSIC	$ 800.00	HS PRINCIPAL	$ 366.18
HS SCIENCE	$ 238.09	BUSINESS OFFICE	$ 106.08
HS SOCIAL STUDIES	$ 59.74	OPS & MAINTENANCE	$ 7,115.52
FACS	$ 1,130.36	FIELDS	$ 82.55
HS LANGUAGE ARTS	$ 104.50	STAFF SERVICES	$ 460.15
HS MATH	$ 66.00	ROBOTICS CLUB	$ 5,851.30
TITLE II	$ 1,907.48	ATHLETICS	$ 58.75
SHOP @ USC	$ 894.53	ATHLETICS EXT. SEASON	$ 18,459.72
GUIDANCE	$ 106.99	**APRIL**	**$ 49,546.46**