



UPPER ST. CLAIR SCHOOL DISTRICT

BOARD OF SCHOOL DIRECTORS

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

SCHOOL BOARD MEETING MINUTES

Monday, January 12, 2026 @ 6:00pm

Executive Session @5:30pm (personnel and negotiations)

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 January 12, 2026 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)
Ms. Kelly P. Hanna (in-person)
Mr. David Kyle (in-person)
Mr. Justin Lamber (in-person)
Ms. Angela B. Petersen (in-person)
Mrs. Jennifer A. Schnore (in-person)
Mrs. Hallie H. Snyder (in-person)

School Personnel:

Dr. John Rozzo, Superintendent (in-person)
Dr. Amy Pfender, Deputy Superintendent (in-person)
Mr. Scott Burchill, Director of Business & Finance (in-person)
Dr. Rachel Andler, Director of Special Education (in-person)
Dr. Lou Angelo, Director of Administrative Services (in-person)
Mr. Raymond Berrott, Director of Technology (not in attendance)
Ms. Aimee Mack, Human Resources Manager (in-person)
Dr. Lauren Madia, Director of Pupil Services (in-person)
Mr. Daniel Snyder, Director of Operations & Facilities (in-person)
Mr. Bradley Wilson, Director of Strategic Initiatives (in-person)
Mrs. Jocelyn Kramer, Solicitor (in-person)



Mrs. Sarah MacDonald, Board Stenographer (virtual)
Ms. Isabella Donnelly, Student Board Representative (in-person)
Mr. Anthony Rozzo, Student Board Representative (in-person)

Call to Order

(Mascaro, School Board President)

Mr. Mascaro called the meeting to order at approximately 6:03pm.

Mr. Mascaro discussed the flow of the meeting and all the items on the agenda.

Pledge of Allegiance

(Mascaro, School Board President)

The Board and Administrators said the Pledge of Allegiance.

National Anthem

(Mascaro, School Board President)

Sadie Chimino, Sabrina Tobias, Andrew Pedretti, & Haley Hauge
Streams Elementary School

Mr. Mascaro introduced four Streams students to sing the National Anthem. The students sang the National Anthem.

Mr. Mascaro thanked the students and the students pointed out their family members that attended to watch them sing.

Roll Call of School Board

(Solicitor, Kramer)

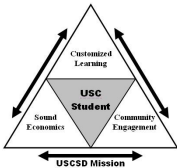
Solicitor Kramer took a roll call vote of the Board. All members were present and in-person.



Reading of the Mission:

(Mascaro, School Board President)

Mrs. Snyder 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.

Student Board Representative Report

Isabella Donnelly & Anthony Rozzo

(Mascaro, School Board President)

Anthony and Isabella gave their student Board reports. Anthony covered athletics and academics. Isabella covered arts and activities. Mr. Mascaro thanked both students and advised them that they are free to leave early to study for finals, wishing them luck with their upcoming tests.

Residents' Comments - (Regarding Any District Related Items)

(Mascaro, School Board President)

There were no resident comments during this time.

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

Approval of Minutes

(Mascaro, School Board President)

MOTION: BY BOLAS: I move that the Board approve the Meeting Minutes of the December 1, 2025 Board Meeting, as attached. Seconded by Snyder and carried by unanimous voice vote.



Fast Track Curriculum Recommendations Presentation

(Miller/O'Rourke/Wagner & Pfender, Deputy Superintendent)

Dr. Pfender introduced the Curriculum Leadership team and thanked them for all of their efforts with the Fast Track Curriculum Recommendations. The Curriculum Leaders presented their recommendations.

The Board thanked the Curriculum Leaders for all of their hard work.

Superintendent's Report

(Rozzo, Superintendent of Schools)

a. District Update

(Rozzo, Superintendent of Schools)

Dr. Rozzo gave several updates on the following items: PTC February presentation, start of the second semester, February 24th special election, Three Rivers Education AI Panel, and more. Finally, he recognized the Board for School Board Recognition month.

i. School Board Recognition Month

(Rozzo, Superintendent of Schools)

Dr. Rozzo recognized the School Board for School Board Recognition Month, thanked them for all of their hard work for the District's staff and students, and presented them with gifts. Mr. Mascaro thanked everyone for their kind words.

b. Approval of School Board Committees and Assignments

(Rozzo, Superintendent of Schools)

MOTION: BY HANNA: I move that the Board approve the 2026 Board Committees and Representatives, as attached. Seconded by Bolas and carried by unanimous voice vote.

c. First Reading of the 2026-2027 School Calendar

(Rozzo, Superintendent of Schools and Pfender, Deputy Superintendent)

Dr. Rozzo presented the 2026-2027 school calendar for a first reading. He advised that the calendar will not be adopted until the February Board meeting. He also explained that the calendar will be sent out for feedback to all stakeholder groups after the meeting.



Administrator's Report

(Rozzo, Superintendent of Schools)

a. Approval of Personnel Listings

(Mack, Human Resource Manager)

Mrs. Mack reviewed the personnel listing for approval, advising it contained several ECA positions, Fort Couch and High School reappointments, as well as some retirements.

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

b. Approval of the following Spring Musical Contracts

(Mack, Human Resources Manager)

Mrs. Mack requested approval of Independent Contractors to help support the Spring Musicals.

- i. Independent Contractor, Mr. Sebastian Zavalza:** Scenic design, for the High School Musical, at a total cost not to exceed \$2,000.00.
- ii. Independent Contractor, Mr. Tony Clayton:** Lighting design services, for the Fort Couch Musical, at a total cost not to exceed \$2,000.00.
- iii. Music Theater International (MTI) Agreement: Music licensing,** for the Fort Couch Musical, at a total cost not to exceed \$2,000.00.

MOTION: BY KYLE: I move that the Board approve the above-listed contracts (items i. through iii.) for the High School and Fort Couch Spring Musicals, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Schnore and carried by unanimous voice vote.



c. Second Reading and Adoption of the following New and Revised Policies

(Pfender, Deputy Superintendent)

Dr. Pfender requested approval to adopt the below listed revised and new policies, advising that the policies were presented for a first reading at the December 2025 School Board Meeting and that no changes have been made to them since the first reading.

- i. **102** - Academic Standards
- ii. **105** - Curriculum
- iii. **105.2** - Exemption from Instruction
- iv. **122** - Extracurricular Activities
- v. **122.1** - Nonschool-Sponsored Student Groups
- vi. **123** - Interscholastic Athletics
- vii. **207** - Confidential Communications with Students
- viii. **209.2** - Diabetes Management
- ix. **218.1** - Weapons
- x. **320** - Freedom of Speech by Employees
- xi. **827** - Conflict of Interest

MOTION: BY WETZEL: I move that the Board approve the above-listed (items i. through xi.) new and revised policies, as presented. Seconded by Kyle and carried by unanimous voice vote.

d. Approval of Memorandum of Understanding (MOU) with the Allegheny Intermediate Unit (AIU) Head Start and Pre-K Counts Programs

(Madia, Director of Pupil Services)

Dr. Madia requested approval of an MOU with the AIU to help support transition to Kindergarten, noting this is an annual agenda item.

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



e. Approval of the following Southwood Agreements

(Madia, Director of Pupil Services)

Dr. Madia requested approval of Southwood behavioral healthcare agreements for three different programs, with all programs being located at the campus off of Boyce road. She explained that the agreements articulate the provision of education in each of those programs. Dr. Madia thanked Mr. Burchill and Solicitor Harr for their help in developing the agreements.

- i. Southwood Changes Short-Term Residential Program:** Short-term Residential Treatment facility at Southwood, shall meet obligations required for the students enrolled through the provision of coursework primarily through Waterfront Learning, for the 2025-2026 school year, at fees and expenses listed on the Agreement.
- ii. Southwood Choices Residential Treatment Facility:** Southwood School will provide educational services to students placed in its facility, for a term of September 2, 2025 through June 30, 2026, at fees and expenses listed on the Agreement.
- iii. Southwood Hospital Educational Services:** Southwood Children's Behavioral Healthcare will provide educational services to students placed in its care, for a term of August 10, 2025 through June 30, 2026, at fees and expenses listed on the Agreement.

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

f. Approval of Special Education and Residential Related Services Agreement

(Andler Plovic, Director of Special Education)

Dr. Andler Plovic requested approval of a Special Education and Residential Related Services Agreement for special education services for the District's students.

MOTION: BY SNYDER: I move that the Board approve the Special Education and Residential Services Agreement with Bellefaire JCB - Monarch School, to provide special education and related services for students being served under an IEP, at fees and expenses listed on the Agreement, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Petersen and carried by unanimous voice vote.



g. Approval of Memorandum of Understanding (MOU) with South Hills Special Olympics Swimming Outreach (SHSOSO)

(Angelo, Director of Administrative Services)

Dr. Angelo requested approval to renew an MOU with SHSOSO for special olympians to train in the pool, for two hours, every Sunday.

MOTION: BY BOLAS: I move that the Board approve the renewal MOU with SHSOSO, for the use of the High School pool on Sundays to provide swim instruction to special olympians for two hours each Sunday from October to April, for a term of five years, with automatic renewals upon the written mutual consent of the parties, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Snyder and carried by unanimous voice vote.

Ms. Petersen reported that this is a great program that so many people appreciate. Mr. Mascaro agreed that it is a very special program.

Business & Finance

(Burchill, Director of Business & Finance)

**a. Approval of Treasurer's Report - January 12, 2026
Approval of Supplemental Report - January 12, 2026**

(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the financials, including the treasurer's report and supplemental report.

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

Fund 10 (General Fund): \$2,753,094.86

Fund 32 (Capital Reserve): \$247,181.43

Fund 39 (Construction Fund): \$79,412.50

Fund 51 (Food Service Fund): \$128,763.72



b. Approval to Solicit Bids for Athletic Supplies 2026-2027

(Burchill, Director of Business & Finance)

Mr. Burchill requested approval to solicit bids for athletic supplies for 2026-2027.

MOTION: BY SCHNORE: I move that the Board authorize the solicitation of bids for athletic supplies for the 2026-2027 school year. Seconded by Hanna and carried by unanimous voice vote.

c. Approval of Resolution 2026-01-12A to Receive the Ready to Learn Tax Equity Supplement

(Burchill, Director of Business & Finance)

Mr. Burchill requested approval of Resolution 2026-01-12A to receive the Ready to Learn Tax Equity Supplement, explaining the resolution is related to tax inequity. He noted that the District will receive slightly more than they did last year from the resolution.

MOTION: BY KYLE: I move that the Board approve Resolution 2026-01-12A to receive the Ready to Learn Tax Equity Supplement, which sets forth the District's intent to receive funds that may be used for statutorily allowable purposes, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Schnore and carried by unanimous voice vote.

Committee Reports

(Mascaro, School Board President)

Mrs. Bolas gave a Committee Report from PSBA, advising about liaisons, quarterly meetings, and Meet Franklin, the AI powered assistant for school leaders.

Mrs. Snyder gave a Committee Report from the PTSO, advising that there are two vacant positions for the High School: a Vice-President position and Secretary position are needed.

Matters of Information/Other

(Rozzo, Superintendent of Schools)

a. Purchasing Thresholds

(Burchill, Director of Business & Finance and Kramer, Solicitor)

Mr. Burchill and Solicitor Kramer reviewed the new purchasing thresholds.



Announcement Regarding Executive Session

(Mascaro, School Board President)

Mr. Mascaro announced the following Executive Session:

- a. Executive Session was held at 5:30pm on January 12, 2026 for personnel and negotiations.

Adjournment

(Mascaro, School Board President)

Mr. Mascaro adjourned the meeting at approximately 7:30pm, on a motion from Mrs. Snyder.

Signed by:

Michael R. Mascaro

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Michael R. Mascaro, President

BOARD OF SCHOOL DIRECTORS

DocuSigned by:

Sarah MacDonald

633FB430F48A425...

Submitted by: Sarah MacDonald

SCHOOL BOARD STENOGRAPHER

DocuSigned by:

Scott P. Burchill

8CA180BFBA60421...

Scott P. Burchill, Secretary

BOARD OF SCHOOL DIRECTORS



UPPER ST. CLAIR SCHOOL DISTRICT

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

SCHOOL BOARD REORGANIZATION MEETING MINUTES

Monday December 1, 2025 @ 7:00pm

District Administration Building Board Room

Executive Session @6:00pm (legal matters and personnel)

Notice having been advertised and posted and members duly notified, a Board Meeting of the Board of School Directors was held on December 1, 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)
Ms. Kelly P. Hanna (in-person)
Mr. David Kyle (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)



Ms. Aimee Mack, Human Resources Manager (in-person)
Dr. Lauren Madia, Director of Pupil Services (in-person)
Mr. Daniel Snyder, Director of Operations & Facilities (in-person)
Mr. Bradley Wilson, Director of Strategic Initiatives (in-person)
Mrs. Jocelyn Kramer, Solicitor (in-person)
Mrs. Sarah MacDonald, Board Stenographer (virtual)

SCHOOL BOARD REORGANIZATION MEETING

Call to Order & Pledge of Allegiance

(Wetzel, School Board President)

Dr. Wetzel called the meeting to order at approximately 7:06pm.

Roll Call of School Board

(Solicitor)

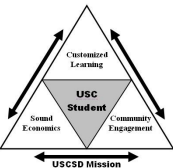
Solicitor Kramer took a roll call of the School Board Members. She advised that all School Board members were present.

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 comments at this time.

Recognition of Dr. Daphna Gans

(Rozzo, Superintendent of Schools)

Dr. Rozzo recognized Dr. Daphna Gans for her time on the School Board. He thanked her on behalf of the entire District, including the Administration and School Board. Several Board members said words of thanks to Dr. Gans for her time on the Board. Dr. Gans then took a few minutes to speak about her time on the Board and thanked everyone for their kind words and recognition.

Recognition of Dr. Danielle Z. Wetzel, 2025 School Board President

(Rozzo, Superintendent of Schools)

Dr. Rozzo thanked Dr. Wetzel for serving as the School Board President during the past year. Dr. Wetzel thanked everyone and advised she enjoyed her time as President.

Board Reorganization Meeting Procedures

(Solicitor, Kramer)

Solicitor Kramer advised that since it is an election year, the meeting would begin with Judge Klein administering Oaths of Office. She advised that after newly elected and reelected Board members are sworn in, a temporary president would be elected. The temporary President will then serve until a new President is elected. She then reviewed the rest of the meeting procedures for the Board Reorganization meeting.



Oath of Office

(Judge Klein)

The Honorable Judge Klein administered Oaths of Office to the following School Board members:

- a. Mr. David Kyle**
- b. Mr. Michael R. Mascaro**
- c. Ms. Jennifer A. Schnore**
- d. Dr. Danielle Z. Wetzel**

Dr. Rozzo thanked Judge Klein for swearing in the new board members, advising the Judge never hesitates to help the District when asked.

Nomination / Election of Temporary President

(Wetzel, School Board President)

Dr. Wetzel moved to elect a temporary president. Mrs. Petersen nominated Mrs. Barbara Bolas for temporary President.

MOTION: BY SCHNORE: I move that Mrs. Bolas be elected as temporary President of this meeting. Seconded by Petersen and carried by unanimous voice vote.



Election of Officers

(Bolas, Temporary School Board President)

a. Election of President

(Bolas, Temporary School Board President)

Mrs. Bolas asked for nominations for the election of School Board President.

Ms. Schnore nominated Mr. Michael Mascaro for President.

MOTION: BY SCHNORE: I move that the nominations be closed and the Secretary be instructed to cast a unanimous ballot for the election of Mr. Mascaro as President of the Board of School Directors. Carried by unanimous voice vote.

b. Election of Vice-President

(Mascaro, School Board President)

Mr. Mascaro asked for nominations for School Board Vice-President.

Mr. Lamber nominated Mrs. Hallie Snyder for Vice-President.

MOTION: BY LAMBER: I move that the nominations be closed and the Secretary be instructed to cast a unanimous ballot for the election of Mrs. Snyder as Vice President of the Board of School Directors. Seconded by Schnore and carried by unanimous voice vote.



Approval of 2026 Board Meeting Dates

(Rozzo, Superintendent of Schools)

Dr. Rozzo presented the 2026 School Board Meeting dates for approval. The list of dates were presented for review at the November Board Meeting.

MOTION: BY MASCARO: I move that the Board approve the 2026 Board Meeting dates, as listed below. Seconded by Petersen and carried by unanimous voice vote:

The Upper St. Clair Board of School Directors Board Meetings will be held each month in the District Administration Building Board Room at 7:00pm prevailing time as follows:

Monday, January 12, 2026

(Fast Track Curriculum Recommendation Presentation @6:00pm)

Monday, February 2, 2026

Monday, March 2, 2026

Monday, April 13, 2026

Monday, May 4, 2026

Monday, June 1, 2026

(Curriculum Recommendation Presentation @6:00pm)

Wednesday, June 8, 2026

Thursday, August 6, 2026

Wednesday, September 9, 2026

Monday, October 5, 2026

Monday, November 9, 2026

Wednesday, December 2, 2026

(Board Reorganization Meeting and Board Meeting)

The Board Reorganization Meeting will be held on December 2, 2026 in the District Administration Board Room.

No regular meetings will be scheduled for the month of July.

Committee meetings and special meetings may be called as needed and regular meeting



dates may be modified throughout the calendar year subject to requisite notice and/or advertisement.

The Board Secretary is authorized to advertise the schedule of the 2026 regular Board meetings as set forth above and to include in the advertisement that at all such meetings the Board may vote on all matters of general purpose coming before the Board.

Adjournment

(Mascaro, School Board President)

Mr. Mascaro adjourned the meeting at approximately 7:35pm, on a motion from Dr. Wetzel.



UPPER ST. CLAIR SCHOOL DISTRICT

BOARD OF SCHOOL DIRECTORS

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Mrs. Barbara L. Bolas ↔ Mr. David Kyle ↔ Ms. Kelly P. Hanna ↔ Mr. Justin Lamber
Mrs. Angela B. Petersen ↔ Ms. Jennifer A. Schnore ↔ Dr. Danielle Z. Wetzell
Dr. John T. Rozzo, Superintendent ↔ Mrs. Jocelyn P. Kramer, Solicitor

SCHOOL BOARD MEETING MINUTES

Monday December 1, 2025 @7:00pm
(Immediately following Reorganization Meeting)
District Administration Building Board Room

Call to Order

(Mascaro, School Board President)

Mr. Mascaro called the meeting to order at approximately 7:38pm.

Residents' Comments - (Regarding Any District Related Items)

(Mascaro, School Board President)

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

There were no resident comments at this time.

Approval of Minutes

(Mascaro, School Board President)

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



Superintendent's Report

(Rozzo, Superintendent of Schools)

a. Presentation and Approval Regarding Annual Audit for Year Ending June 30, 2025

(Amy Lewis, Maher Duessel / Burchill, Director of Business & Finance)

Presentation Financial Statements Single Audit

Communication with those Charged with Governance

Mr. Burchill presented the audit for Board approval. He advised that the District had a positive year and that the audit went smoothly. He then introduced Ms. Amy Lewis, from Maher Duessel, who gave the audit presentation virtually.

Mr. Mascaro congratulated Mr. Burchill on another successful year.

MOTION: BY SCHNORE: I move that the Board approve the Annual Audit, for the year ending June 30, 2025. Seconded by Bolas and carried by unanimous voice vote.

b. Review of 2026 School Board Committees and Assignments

(Rozzo, Superintendent of Schools)

Dr. Rozzo presented the Committee Assignments for review. He advised that the Committee Assignments will be presented for approval in January. He asked that any Board member, who is interested in joining or changing a Committee, let himself and Mr. Mascaro know before the January meeting.



c. Approval of Renewal of Chief of School Police Contract

(Rozzo, Superintendent of Schools)

Dr. Rozzo presented the renewal of the Chief of School Police Contract for approval. The renewal is for five years. He advised that Chief Bryson has been an invaluable asset to the District and community, continually going above and beyond in everything he does. He noted that the District is very fortunate to have him protecting our children and staff.

MOTION: BY HANNA: I move that the Board approve the renewal of the Chief of School Police Contract, effective January 1, 2026 through June 30, 2031. Seconded by Schnore and carried by unanimous voice vote.

d. Approval of Appointment of Parkway West Career and Technology Center Representatives

(Rozzo, Superintendent of Schools)

Dr. Rozzo presented the appointment of Parkway West Career and Technology Center representatives, advising the Board has to vote and approve the Parkway representatives every three years. He recommended Mrs. Petersen and Mr. Mascaro remain as the representative and alternate for Parkway; all Board members agreed they both should remain in their positions.

MOTION: BY WETZEL: I move that the Board approve the appointment of Parkway West Career and Technology Center Representative and Alternate for a term of 2026-2029. Second by Hanna and carried by unanimous voice vote.

e. Approval of Appointment of Pathfinder Representatives

(Rozzo, Superintendent of Schools)

Dr. Rozzo presented the appointment of Pathfinder representatives, advising the Board has to vote and approve the Pathfinder representatives each year.

Mrs. Snyder advised that Dr. Wetzel will now be the Pathfinder representative and that she will be an alternate. Mrs. Snyder also advised that she will now become the PTC representative, in place of Dr. Gans and that Ms. Schnore will be the PTC alternate.



MOTION: BY KYLE: I move that the Board approve the appointment of Pathfinder Representative and Alternate for a term of one year, 2026. Seconded by Wetzel and carried by unanimous voice vote.

f. Approval of Updated Fee Agreement

(Rozzo, Superintendent of Schools)

Dr. Rozzo presented the updated fee agreement with Weiss Burkardt Kramer (WBK). He advised that the increase is a \$10 an hour increase, noting that the WBK rates are very fair in regard to the market and that the District has received excellent services from WBK.

MOTION: BY LAMBER: I move that the Board approve an updated Fee Agreement with the Solicitor, Weiss Burkardt Kramer LLC, on terms and conditions approved by the Superintendent. Seconded by Kyle and carried by unanimous voice vote.

Administrator's Report

(Rozzo, Superintendent of Schools)

a. Approval of Staffing Resolution 2025-25

(Pfender, Deputy Superintendent)

i. Increase: 1.0 Streams Elementary School Paraprofessional

Dr. Pfender presented staffing resolution 2025-05, to increase 1.0 Streams Elementary School Paraprofessionals, for approval. She explained that she and Dr. Andler Plovic recommend the increase, based on ongoing evaluations of student needs at Streams. She noted that the position will be funded through ACCESS. She also explained that Dr. Andler Plovic will continue to evaluate the need for the position.

MOTION: BY PETERSEN: I move that the Board approve Staffing Resolution 2025-25, as presented. Seconded by Lamber and carried by unanimous voice vote.



b. Approval of Personnel Listings

(Rozzo, Superintendent of Schools and Pfender, Deputy Superintendent)

Dr. Rozzo advised that Mrs. Mack was unable to join the meeting, so he would present the personnel listing in her place. He advised that the personnel listing includes many positions, including high school secretaries, as well as a recommendation for new Boyce Principal, Mr. Thomas Kaminski. He advised that Mr. Kaminski previously taught at Fort Couch Middle School, and then was a Principal at South Fayette.

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

c. Approval of Addendum with Slippery Rock University

(Pfender, Deputy Superintendent)

Dr. Pfender presented an addendum with Slippery Rock University. She explained that the District currently has an agreement with Slippery Rock for student teachers, but the addendum will also include student interns.

MOTION: BY BOLAS: I move that the Board approve the addendum with Slippery Rock University for Internships, for a term of five years, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Snyder and carried by unanimous voice vote.



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

(Pfender, Deputy Superintendent)

Dr. Pfender presented the following revised and new School Board policies for a first reading. The policies will be voted on during the January Board meeting.

- i.** 102 - Academic Standards
- ii.** 105 - Curriculum
- iii.** 105.2 - Exemption from Instruction
- iv.** 122 - Extracurricular Activities
- v.** 122.1 - Nonschool-Sponsored Student Groups (NEW POLICY)
- vi.** 123 - Interscholastic Athletics
- vii.** 209.2 - Diabetes Management
- viii.** 218.1 - Weapons
- ix.** 207 - Confidential Communication of Students
- x.** 320 - Freedom of Speech
- xi.** 827 - Conflict of Interest

e. Approval of Agreement with Music Theater International (MTI)

(Pfender, Deputy Superintendent)

Dr. Pfender presented an agreement with MTI, for the Boyce Spring Musical, for approval.

MOTION: BY SCHNORE: I move that the Board approve the agreement with MTI, for the Boyce Spring Musical for licensing agreement, at a total cost not to exceed \$3,000.00, at terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Bolas and carried by unanimous voice vote.



f. Approval of Agreement with Renaissance

(Pfender, Deputy Superintendent)

Dr. Pfender presented the agreement with Renaissance for approval.

MOTION: BY HANNA: I move that the Board approve the agreement with Renaissance, for professional development, in the total amount not to exceed \$3,019.00, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Schnore and carried by unanimous voice vote.

g. Approval of Agreement Amendment with Maxim Healthcare Services

(Madia, Director of Pupil Services)

Dr. Madia presented the Agreement Amendment with Maxim Healthcare Services for approval. She advised that there are no changes to the main agreement, only rate adjustments in the amendment.

MOTION: BY WETZEL: I move that the Board approve the agreement amendment with Maxim Healthcare Services, for student nursing services for the 2025-2026 school year, at rates listed on the agreement, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Hanna and carried by unanimous voice vote.



h. Approval to Accept Funds and Participate in Grant Program

(Madia, Director of Pupil Services)

Dr. Madia presented the acceptance of funds and participation in a grant program. She explained the grant funds will be used to support students who may be experiencing grief and loss.

MOTION: BY KYLE: I move that the Board approve the acceptance of funds, in the amount of \$500.00 per school, for a total amount of \$3,000.00, and participation in the New York Life Foundation's Grief Sensitive Schools Initiative®, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Wetzel and carried by unanimous voice vote.

Mrs. Snyder thanked Dr. Madia for looking into the initiative for the District, noting it is so important to keep staff trained to support families.

i. Approval of Renewal Agreement with Cummins

(Snyder, Director of Operations & Facilities)

Mr. Snyder presented the renewal of the maintenance agreement with Cummins for approval.

MOTION: BY LAMBER: I move that the Board approve the renewal maintenance agreement with Cummins, for a term of three years, at an annual cost of \$7,747.74, subject to final terms and conditions acceptable to the Superintendent and Solicitor. Seconded by Kyle and carried by unanimous voice vote.



Business & Finance

(Burchill, Director of Business & Finance)

a. Approval of Depository and Treasurer's Report - December 1, 2025

Approval of Supplemental Report - December 1, 2025

(Burchill, Director of Business & Finance)

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

Fund 10 (General Fund): \$2,320,438.41

Fund 39 (Construction Fund): \$292,181.52

Fund 51 (Food Service): \$132,286.63

b. Approval to Declare Items Surplus or Obsolete

(Burchill, Director of Business & Finance)

Mr. Burchill presented an old marching band trailer to declare surplus or obsolete for approval.

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



c. Approval of Expenses and Agreements from December 1, 2025 through January 12, 2026 to be Ratified at the January 12, 2026 School Board Meeting

(Burchill, Director of Business & Finance)

Mr. Burchill presented this annual agenda item for approval.

MOTION: BY BOLAS: I move that the Board authorize the normal, customary and regular payments of salaries, benefits, and other Expenses and authorize the Superintendent to enter into time-sensitive agreements between December 1, 2025 through January 12, 2026, to be considered for approval/ratification at the January 12, 2026 School Board Meeting. Seconded by Snyder and carried by unanimous voice vote.

Holiday Resolution

(Mascaro, School Board President)

MOTION: BY SCHNORE: I move that the Board adopt the following Resolution:

BE IT RESOLVED, that the Board of School Directors of Upper St. Clair wishes everyone an enjoyable holiday season as you observe your celebrations and traditions at this special time of the year. May good fortune and warm memories surround you and your loved ones and may each of you have a very healthy and happy new year. Seconded by Bolas and carried by unanimous voice vote.

Committee Reports

(Mascaro, School Board President)

Mrs. Hanna gave a Committee Report from SHASDA and the recent SHASDA dinner that she attended. She advised that Solicitor Kramer was the speaker and that the dinner was very informative.

Mrs. Bolas gave a Committee Report from PSBA, giving legal development updates and giving information on a presentation about preventing school violence.



Matters of Information/Other

(Rozzo, Superintendent of Schools)

a. Recognition of Gifts to Schools, Awards and Scholarships for 2024-2025

(Burchill, Director of Business & Finance)

Mr. Burchill reviewed the annual list of Gifts to the School District.

Announcement Regarding Executive Session

(Mascaro, School Board President)

Mr. Mascaro announced the following Executive Session:

- a.** Executive Session was held at 6:00pm on December 1, 2025 for legal matters and personnel.

Adjournment

(Mascaro, School Board President)

Mr. Mascaro thanked everyone and adjourned the meeting at approximately 8:27pm on a motion from Mrs. Bolas.

Michael R. Mascaro, President
BOARD OF SCHOOL DIRECTORS

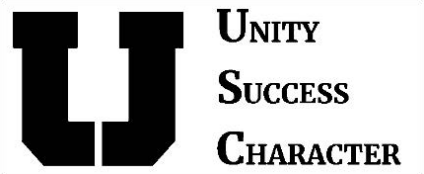
Scott P. Burchill, Secretary
BOARD OF SCHOOL DIRECTORS

Submitted by: Sarah MacDonald
SCHOOL BOARD STENOGRAPHER

Upper St. Clair School District
Fall 2025
Curriculum Recommendations
January 12, 2026



Art

Rename 3D Studio Art			
RECOMMENDATION: Rename 3D Studio Art to Sculpture Studio.			
Name: Mr. Matt Cosgrove	Level: High School	Subject Area: Visual Arts	Curriculum Recommendation Period: Fall 2025
Reason(s) for Recommendation 1. 3D Studio Art is considered to be the second level of the sculpture classes at the High School. Currently, Intro to Sculpture is followed by 3D Studio Art. In the other media areas, however, the titles are Intro to Ceramics, followed by Ceramics Studio, and Intro to 2D Art, followed by 2D Studio Art. 2. Art programs typically categorize classes by medium or discipline (Drawing, Painting, Sculpture, Ceramics, etc.). Sculpture Studio fits this structure, making it easier for parents, students, and counselors to recognize the course purpose. 3. Ultimately, this change in title will reduce student confusion when scheduling courses and make the course titles parallel across all art classes – intro courses followed by studio courses that contain the same medium names.			
Implementation Steps 1. Seek administrative approval. 2. Update the <i>Program of Studies</i>. 3. Communicate changes to the NCAA in coordination with Counseling for approval. 4. Update <i>Atlas Curriculum Management</i>.			
Cost \$0			

Administrative Reaction

Approved. Ensuring that course titles reflect both the objectives and day-to-day student experiences is a helpful way to effectively communicate offerings in the department.

1 Year in Review

Business

Personal Finance Graduation Requirement



RECOMMENDATION:

To implement the Pennsylvania Department of Education-mandated Personal Finance course beginning in 2026-2027.

Name: Ms. Nikki Colella	Level: High School	Subject Area: Business	Curriculum Recommendation Period: Fall 2025
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Reason(s) for Recommendation

- 1) The State Board of Education approved new [Pennsylvania Academic Standards for Personal Finance](#), along with updates to [Chapter 4](#), which require instruction aligned to the new standards. The new standards go into effect on July 1, 2026.
- 2) Effective with the 2026-2027 school year, all Pennsylvania schools will be required to implement a mandatory personal finance course that students must complete during grades nine through twelve. This requirement is a result of [Act 35 of 2023](#), which amended [Section 1551](#) of the [Public School Code of 1949](#) (Act 35). In addition, [Act 91 of 2019](#) amended [Section 1605](#) of the [Public School Code of 1949](#) (Act 91), allowing students to apply credit earned in a personal finance course to other areas.
- 3) Based on a 2016 curriculum recommendation, Upper St. Clair High School developed and piloted a financial literacy (personal finance) course. Consequently, a curriculum/course that meets the new standards and corresponding state requirements has been developed. This recommendation takes an existing, approved curriculum and moves it from an elective course to a graduation requirement.

Implementation Steps

1. Seek administrative approval.
2. Update the *Program of Studies*.
3. Develop units using *Atlas Curriculum Management*.
4. Revise all graduation requirements documents to reflect the Personal Finance requirement and updated credit counts.
5. Collaborate with K-12 leadership teams to ensure that personal finance and economics content is appropriately scaffolded across a student's school experience. Simultaneously, consider in what ways the personal finance requirement will support (1) continued development of the High School business courses and programs, (2) existing related content in mathematics and social studies/economics, and (3) career education and work (CEW) standards.

Cost

Summer workshop time for 2 teachers + 1 school counselor — 18 hours each x \$36.33 = \$1961.82

Administrative Reaction

Approved. It is commendable that USCSD is utilizing its established and Board-approved personal finance curriculum in response to the Pennsylvania Department of Education’s new graduation requirement.

1 Year in Review

Pilot AP Business with Personal Finance



RECOMMENDATION:

Pilot a year-long AP Business with Personal Finance course offered to 9th and 10th-grade students.

Name: Ms. Nikki Colella	Level: High School	Subject Area: Business	Curriculum Recommendation Period: Fall 2025
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Reason(s) for Recommendation

1. Upper St. Clair High School has continued to explore opportunities to offer unique and career-preparatory courses in the area of business education. Based on the intended majors of USCHS graduates and current enrollment in business courses at the High School, a direct need is being served by this continued exploration. Specifically, cohort data from Naviance continues to indicate that 20% or more of Upper St. Clair High School graduates report that they would pursue a business-related major in college, and enrollment in the *CHS Marketing in an Interconnected World* and *CHS Financial Accounting* courses has proven student interest in business course offerings.
2. As part of ongoing research, AP Business with Personal Finance was identified and is a newly developed course by the College Board. In this yearlong course, students will explore fundamental principles of business, including how businesses create value and operate, how organizations compete in dynamic markets, and how leaders analyze situations and make decisions. The course also introduces students to the personal finance practices essential to making money and managing it, including earning income, spending and saving, investing, and managing credit and risk.
3. The [objectives](#) of the AP Business with Personal Finance course align with the district initiatives presented in the 2021 Fast Track Curriculum Recommendation to reimagine business course offerings at the high school to expose students to entrepreneurial skills, real-life problem-solving experiences, human-centered design thinking, innovation, and the exploration of market needs.
4. Students who choose to take AP Business with Personal Finance in 9th grade will be better prepared for additional AP coursework that is currently offered to upperclassmen.

Implementation Steps

1. Seek administrative approval.
2. Update the *Program of Studies* to include the new pilot course offering of AP Business with Personal Finance as an option for 9th and 10th-grade students.
3. Provide summer workshop time for the teacher to develop the AP Business with Personal Finance curriculum and materials.

4. Update <i>Atlas Curriculum Management</i> 5. Pilot the new course offering in the 2026-27 school year.
Cost 30 workshop hours @ \$36.33 per hour x 1 teacher = \$1,089.00
Administrative Reaction Approved. Exposing students to rigorous coursework early in high school is a helpful way to support transition to upper-level classes. Ascertaining a full understanding of how this course does or does not align with PDE’s personal finance graduation requirement should remain a key way to assess the pilot.
1 Year in Review

Adopt CHS Marketing in an Interconnected World



RECOMMENDATION:

To formally adopt the Robert Morris University *CHS Marketing in an Interconnected World* course that has been piloted during the Spring and Fall 2025 semesters.

Name: Ms. Nikki Colella	Level: High School	Subject Area: Business	Curriculum Recommendation Period: Fall 2025
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Reason(s) for Recommendation

1. This recommendation is a result of the Spring 2023 curriculum recommendation to pilot two Robert Morris University Business Academy College in High School (CHS) courses with the intention of developing an Upper St. Clair High School Business Program for the spring of 2024.
2. The pilot of the CHS Marketing in an Interconnected World course, offered during the Spring and Fall 2025 semesters, resulted in 77 students enrolling in the course, with 57 choosing to earn credit from Robert Morris University. The pilot results show clear student interest.
3. Each of these Robert Morris University CHS courses transfers as three credits at RMU and many other colleges and universities. The RMU School of Business is accredited by The Association to Advance Collegiate Schools of Business (AACSB). AACSB accreditation is nationally recognized as highly rigorous and is looked favorably upon by employers.
4. Per recent legislation, all public school districts are required to engage in dual credit agreements with institutions of higher education, and such agreements should serve a wide range of students and student interests. Dual credit coursework agreements will be reflected in the District's comprehensive plan, and such courses are required to be weighted as other higher-level (AP, IB) coursework. Students who engage in rigorous, college-preparatory coursework continue to demonstrate college perseverance.

Implementation Steps

1. Seek administrative approval.

Cost

None

Administrative Reaction

Approved. Enrollment during the pilot and the opportunity for students to earn college credit while in high school suggest that a full adoption of this course is appropriate and supportive of the Business Department’s goals.

1 Year in Review

English Language Arts

Revision of English 9/MYP English 9
Nonfiction Unit



RECOMMENDATION:
To revise the English 9/MYP English 9 Nonfiction Unit to include an optional text for students

Name: Melissa Tungate	Level: High School	Subject Area: ELA	Curriculum Recommendation Period: Fall 2025
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Reason(s) for Recommendation

1. Currently, the nonfiction unit includes the study of *Bomb: The Race to Build –and Steal– the World’s Most Dangerous Weapon* by Steve Sheinkin, which explores the true story of the creation of the first nuclear weapon. While this text is required reading, students are able to access the text independently without much additional direct support from teachers, allowing teachers to focus on the elements of nonfiction, including the structure of the text.

2. With the addition of *Radium Girls: A Young Readers’ Edition* by Kate Moore, students will have a choice of texts in this unit. Offering two equally rigorous texts empowers students and gives them greater ownership of their reading. Text options support student engagement by allowing them to select a text based on individual cross-curricular interests, including history, science, innovation, ethics, and government.

3. Each text highlights the role of science and technology in shaping history, but from different perspectives—those leading nuclear development in *Bomb* and the labor force working directly with radioactive materials in *Radium Girls*. The addition of *Radium Girls* expands curricular diversity, ensuring all students encounter meaningful nonfiction while fostering critical thinking about the consequences of scientific progress.

4. Both *Radium Girls* and *Bomb* share the following pedagogically-relevant characteristics:

- independent reading levels appropriate for ninth grade
- narrative structure, weaving together multiple storylines and geographic locations
- historical significance
- themes around the varied outcomes of scientific innovation
- developmentally-appropriate topics and content

5. Providing text choice in the nonfiction unit will help students develop critical skills in the core areas of English Language Arts: reading, writing, speaking, and listening.

- Peer-teaching opportunities: students who read different texts can present their findings to classmates, becoming the "experts" on their book and teaching others.
- Student-led discussions: choice sets up natural cross-text conversations, encouraging students to generate questions, compare perspectives, and lead dialogue.
- Authentic accountability: when students must share and explain their chosen text, they practice strategies to develop deeper comprehension and

take responsibility for mastering the material. ● Collaboration and independence: students develop independence in reading their selected text, while also collaborating by connecting themes and generating ethical questions across both books. 6. As with <i>Bomb</i>, <i>Radium Girls</i> has become culturally relevant as a modern classic. ● Awarded “Notable Social Studies Trade Books for Young People” by the National Council for the Social Studies ● Named “Notable Non-Fiction Book” by the American Library Association ● A Junior Library Guild Selection ● Adapted into a play, written by D.W. Gregory
Implementation Steps 1. Seek administrative approval. 2. Develop new activities and assessments to align with the revised goals of the nonfiction unit. 3. Revise and update curriculum, including updating <i>Atlas Curriculum Management</i> 4. Offer option to read <i>Radium Girls</i> alongside <i>Bomb</i> in the second semester of English 9/MYP English 9. 5. Continue to review the nonfiction unit to consider additional optional texts for English 9/MYP English 9.
Cost \$20 x 110 books =\$2200
Administrative Reaction Approved. Integrating new non-fiction texts as a consequence of revision to a broader non-fiction unit ensures that essential questions and course objectives remain central.
1 Year in Review

Revision of AP English Language Synthesis Unit



RECOMMENDATION:

To revise the AP English Language Synthesis Unit, including the adoption of *The Devil in the White City* by Erik Larson

Name: Melissa Tungate	Level: High School	Subject Area: ELA	Curriculum Recommendation Period: Fall 2025
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Reason(s) for Recommendation

- Currently, the AP English Language Synthesis Unit does not have a core text. The unit focuses on the students' development of a synthesis argument, researching and creating an argument using primary and secondary source evidence to support a chosen topic. While students read and research short texts for evidence to support their argument, they do not read a full-length text that creates its own synthesis argument. Studying a text that incorporates sources into a narrative will help students understand the process of weaving sources together while creating a cohesive style.
- In *The Devil in the White City*, Erik Larson retells the true story of the 1893 World Fair in Chicago, weaving together details from the architects and construction of the fair and including the parallel story of a serial killer lurking at the same time. Larson cites various sources in retelling these stories, supporting his claims with evidence. His story also references many other historical figures, including Buffalo Bill, Theodore Dreiser, Susan B. Anthony, Thomas Edison, Archduke Franz Ferdinand, and others.
- The study of *The Devil in the White City* will support students' work with synthesis skills because Larson threads sources together to tell his narrative. Studying this text will allow students to analyze how an author weaves together sources to support his overarching claims, modeling the process and product. Furthermore, the study of this text will meet the following AP English Language reading skills from the College Board:
 - Identify and describe the claims and evidence of an argument.
 - Describe the reasoning, organization, and development of an argument.
 - Explain how writers' stylistic choices contribute to the purpose of an argument.
- The Devil in the White City* has won many awards, highlighting its significance as a nonfiction text:
 - Finalist for the National Book Awards in 2003 for Nonfiction
 - Kirkus Reviews Best Nonfiction Book of the Century
 - Los Angeles Times Best Nonfiction Book of the Last 30 Years
 - Won the 2004 Edgar Award from the Mystery Writers of America as that year's best fact crime book
 - 2003 International Horror Guild Award for Nonfiction

Implementation Steps

- 1. Seek administrative approval.
- 2. Update *Atlas Curriculum Management*.
- 3. Purchase texts and begin teaching in the second semester of the 2025-2026 school year.

Cost

\$27 x 40 copies = \$1,080

Administrative Reaction

Approved. It is a worthwhile effort to revise a unit for the purpose of adding a full-length text. Additionally, providing students with a mentor text that exemplifies a particular writing style is a best practice.

1 Year in Review

Revision of Communications Pathway



RECOMMENDATION:

To revise the Communications Course Pathway, combining Multimedia Journalism with Intermediate Communication Arts, and allowing students to take Intermediate Communication Arts more than once.

Name: Melissa Tungate	Level: High School	Subject Area: ELA	Curriculum Recommendation Period: Fall 2025
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Reason(s) for Recommendation

1. This recommendation is the result of continued work to review, revise, and align course offerings in the Communications Pathway available for students. Currently, students who have taken an introductory level course (Mastering Media, Intro Communication Arts, or Intro Video) may take either Intermediate Communication Arts or Multimedia Journalism. With a spring 2025 curriculum recommendation, Multimedia Journalism moved from a year-long, independent study course to a semester course scheduled during the traditional school day.
2. With the changes to Multimedia Journalism and the implementation of the semester elective of Intermediate Communication Arts, the courses now have overlapping objectives, leading to a need to combine them into a single course: Intermediate Communication Arts. Folding these courses into one will give students a clearer, more consistent pathway to follow. Intermediate Communication Arts will continue to focus on the production of content for student publications, just as Multimedia Journalism has.
3. Intermediate Communication Arts will also use additional supplementary resources, including excerpts from texts such as *Mobile and Social Media Journalism: A Practical Guide for Multimedia Journalism*, Second Edition. Students will use supplementary resources as a theoretical groundwork throughout the semester as they also cover various practical guidelines for creating content.
4. The change enables students to enroll in Intermediate Communication Arts more than once since the focus is on the production of content and the ongoing study of ethical communication. This change also follows the same process that the video strand of communications follows; students take a semester of Introduction to Video and may then take a semester of Intermediate Video more than once.

Implementation Steps

1. Seek administrative approval.
2. Update *Program of Studies* for the 2026-2027 school year.

3. Update <i>Atlas Curriculum Management</i>. 4. Continue to build community connections, including with local universities, businesses, and professionals in the field. 5. Begin using approved resources in Spring 2026.
Cost Course resources: approx \$1,000
Administrative Reaction Approved. A coherent pathway allows students to build skills in a purposeful way. Identifying the right timing to further develop the communication pathway should be the result of careful consideration of enrollment data, student feedback, and staffing availability.
1 Year in Review

Revision to Creative Writing Resources



RECOMMENDATION:

To supplement resources for the Creative Writing elective and adopt *Save the Cat! Beat Sheet Workbook (2022)*

Name: Melissa Tungate	Level: High School	Subject Area: ELA	Curriculum Recommendation Period: Fall 2025
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Reason(s) for Recommendation

- 1. Currently, *The Creative Writer’s Craft* (1999) does not include daily fiction (prose) writing prompts that establish a writerly practice.
- 2. *Save the Cat! Beat Sheet Workbook: How Writers Turn Ideas Into Stories* by Jamie Nash (2022) presents organized and guided prose prompts that help young writers develop plot or characterization for narrative fiction.
- 3. *Save the Cat! Beat Sheet Workbook: How Writers Turn Ideas Into Stories* is an individualized workbook for students to write in and take with them after completing the course. Therefore, as a consumable resource, it will need to be purchased every year for every student enrolled.

Implementation Steps

- 1. Seek administrative approval.
- 2. Update *Atlas Curriculum Management* to include daily practice exercises.
- 3. Purchase workbooks and begin using them in the second semester of the 2025-2026 school year.

Cost

\$ 19.95 x 20 = \$399.00

Administrative Reaction

Approved. Interactive and engaging resources that support learners’ participation in a workshop-style environment fulfill course goals.

1 Year in Review

Pilot the novel *Force of Nature* in 6th grade



RECOMMENDATION:

Pilot the novel *Force of Nature* by Ann E. Burg

Name: Sherri Garvey	Level: Middle School	Subject Area: ELA	Curriculum Recommendation Period: Fall 2025
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Reason(s) for Recommendation

1. The Middle School ELA Department has the long-term objective of continuing to improve novel selections at Boyce Middle School with the intent to provide students with exposure to a variety of genres, rigorous reading levels, and engaging and appropriate content. The ultimate goal of new novel selections is always to align with the curriculum and instruction, as well as to inspire a lifelong love of reading. Adjustments to the current pairings and/or sequencing of novels are needed to continue to meet these goals at the highest level possible.
2. To accomplish the goals above, *Force of Nature* was read and [reviewed by a team of teachers](#) and administrators. The consensus of the review team was that this novel meets curricular objectives, highly aligns with cross-curricular objectives, and increases student engagement.
3. *Force of Nature* is a novel written in verse that tells the story of Rachel Carson, a Pennsylvania-born scientist and writer whose groundbreaking work helped launch the modern environmental movement. The book traces her journey from a curious child exploring the woods and streams near her home to a determined scientist who used her love of writing to share the wonders of the natural world.
4. This novel meets the curriculum objectives of analyzing how particular lines, chapters, or stanzas fit into the overall structure of a text and contribute to the development of the theme, setting, or plot. The poetic structure of the text allows students to analyze figurative language, the author's purpose, and text structure through a unique style of writing.
5. The topics and themes presented in *Force of Nature* will offer opportunities for layering of non-fiction texts, as well as cross-curricular connections with 6th-grade STEELS standards, specifically focusing on environmental stewardship.

Implementation Steps

1. Seek administrative approval
2. Develop an instructional unit, including assessments that are in alignment with the ELA curriculum for this grade level.
3. Conduct a 6th-grade pilot of *Force of Nature* by Ann E. Burg during the fourth quarter of the 2025-26 school year.
4. Complete an evaluation of the pilot, and if successful, consider adoption of the title.

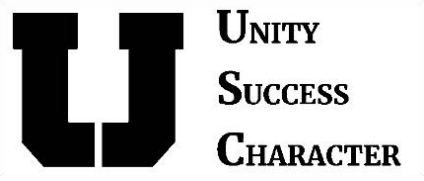
Cost

\$1560.00 for 120 hardback copies (each 6th-grade ELA teacher will get a class set of books)
5 substitutes for the 6th ELA team to work and create materials.

Administrative Reaction

Approved. The strategic selection of engaging, rigorous, and curriculum-aligned novels is essential for driving student achievement and upholding the ELA department’s instructional standards.

1 Year in Review

Elementary ELA Curriculum/Assessment Tool Study: K-4			
RECOMMENDATION: Conduct a comprehensive review of the current K–4 ELA instructional materials to evaluate their alignment with state standards and evidence-based literacy practices. Explore and compare alternative ELA programs that demonstrate strong research support and cohesive skill development across grade levels. In conjunction with this review, pilot a standards-based assessment tool that provides actionable data to guide instructional decision-making and improve student outcomes in literacy.			
Name: Dr. Lindsay Klousnitzer Mrs. Katie Cansick	Level: Elementary	Subject Area: ELA K-4/Special Education	Curriculum Recommendation Period: Fall 2025
Reason(s) for Recommendation 1. Ensure Alignment to State Standards and Evidence-Based Practices: A review of the current K–4 ELA materials is essential to determine whether instruction aligns with state literacy standards and reflects current evidence-based practices, including the science of reading. Alignment ensures that all students receive systematic and explicit instruction in foundational skills, comprehension, vocabulary, and writing. By identifying gaps or redundancies in the current program, the district can strengthen instructional coherence and ensure consistent expectations across grade levels. This review is also timely given the passage of Pennsylvania Senate Bill 801 (Act 135 of 2024)—the <i>Literacy Achievement for All Pennsylvanians</i> legislation. Ensuring alignment will position the district to meet new state expectations, support teacher training in structured literacy, and improve literacy outcomes for all students through cohesive, research-supported			

instruction. In addition, Pennsylvania Senate Bill 315 of 2025 has established new requirements regarding evidence-based reading instruction curricula and professional development.

2. **Strengthen Vertical Articulation and Instructional Consistency:** Exploring alternative, research-based ELA programs enables the district to identify materials that foster a cohesive, vertically aligned progression of literacy skills. A well-designed program ensures that instruction builds purposefully from one grade to the next, preventing skill gaps and promoting continuous growth in reading and writing. Greater consistency across classrooms and grade levels supports smoother student transitions and empowers teachers to plan instruction within a unified, standards-aligned framework. Additionally, as the middle level examines current reading supports to strengthen ELA outcomes, there is a timely and valuable opportunity to align instructional practices and resources across elementary and middle grades, ensuring a seamless and connected literacy experience for all students.

3. **Align Tier I, Tier II, and Tier III ELA Supports for Cohesion:** Reviewing and revising ELA materials provides an opportunity to align Tier I (core instruction), Tier II (targeted small-group support), and Tier III (intensive intervention) instruction within a unified framework. When classroom instruction and intervention resources share the same language, strategies, and skill progression, students experience seamless support rather than disconnected interventions.

4. **Use Data to Drive Instructional Decisions and Student Growth:** Piloting a standards-based assessment tool will provide teachers and administrators with timely, actionable data linked directly to ELA standards. This data can be used to monitor student progress, guide small-group instruction, and target interventions where needed. Implementing an assessment system connected to daily instruction will help educators make informed decisions that improve literacy outcomes and ensure equitable access to high-quality instruction for all learners.

Implementation Steps

Phase 1:

- Clearly define the purpose of the ELA program review, focusing on alignment to state standards, evidence-based literacy practices, vertical coherence, and the integration of Tier I, II, and III supports.
 - Form an ELA Curriculum Review Committee (teachers K–4, special education, ESL, resource teachers, administrators).
 - Hold an initial orientation meeting to review process, timeline, and evaluation rubric.
-

Phase 2:

- Research Potential Programs: Identify other ELA programs for in-depth study based on district needs, alignment to the science of reading, and successful implementation in comparable districts. Gather preliminary information from publishers and independent reviews to ensure programs meet the established evaluation criteria.
- Review independent research on each program’s effectiveness and alignment.
- Conduct publisher presentations and committee review sessions.
- Schedule site visits to local districts currently implementing these programs.
- Begin potential pilot planning for Fall 2026.
- Provide a recommendation of findings in Spring 2027 and determine any additional implementation steps.

Cost

TBD for resources as reviewed for pilot

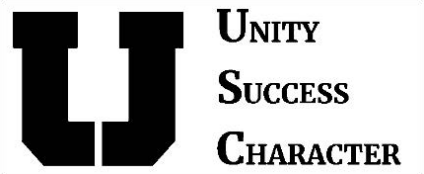
Final costs of programs and/or contracts will be provided to the Board for approval

Administrative Reaction

Approved. A focus on reading, programming, and assessment is key to student success. The vertical alignment with the middle school study also provides further rationale for this elementary study.

1 Year in Review

Mathematics

Rebrand and reorganize the Conceptual FST and Academic FST courses.			
RECOMMENDATION: Rebrand and reorganize the curricula of the Conceptual Functions, Statistics and Trigonometry, and Academic Functions, Statistics and Trigonometry courses into courses titled "Algebra 3 with Statistics" and "Precalculus", respectively.			
Name: Mr. Steve Miller	Level: High School	Subject Area: Math	Curriculum Recommendation Period: Fall 2025
Reason(s) for Recommendation 1. The reorganization of these courses establishes clearer academic pathways. The current course titles are vague. The new names, "Precalculus" and "Algebra 3 with Statistics," clearly communicate the purpose of each course to students, parents, and counselors. This ensures students are placed in the course that best aligns with their post-secondary goals, whether that is a 12th-grade Calculus course or a 12th-grade Statistics course. 2. The modifications to the content of these courses will make them more aligned with students' mathematical goals. The majority of students who complete the "Conceptual FST" course do not choose to take a calculus course, opting instead for a statistics course. By replacing that course with "Algebra 3 with Statistics" and removing the trigonometry content, which is not a prerequisite for statistics, students can dedicate more time to strengthening the algebraic and statistical reasoning skills they will need for success in high school or college-level statistics. 3. By reconfiguring these courses, students will be able to delve more deeply into mathematics that is relevant to them. The breadth of the current courses reflects a "one-size-fits-all" approach in an attempt to prepare every student for every possible future math course. This has had the effect of making the courses unnecessarily difficult while also not optimizing for students' needs. This proposal narrows the focus of each course to its essential purpose: a. Precalculus will focus entirely on the advanced algebra and trigonometry skills required for Calculus, removing the statistics and probability units. b. Algebra 3 with Statistics will focus on essential algebra concepts and an introduction to statistics, removing the trigonometry units. This focused approach will allow for greater depth of instruction and improved student mastery. 4. The name change from Academic FST to Precalculus will provide greater transcript clarity. "Precalculus" is a well-recognized course title that provides clarity to college admissions personnel reviewing student transcripts, accurately reflecting the course's calculus-preparatory rigor. 5. In order to maintain consistency and clarity across levels, a corresponding name change to the Honors FST to Honors Precalculus would also be made. No curriculum changes would be made to this course.			

Implementation Steps

1. Seek administrative approval.
2. Update the *Program of Studies*.
3. Provide the Counseling Department information and guidance about how these changes should affect students' enrollment decisions.
4. Communicate changes to NCAA in coordination with Counseling for approval.
5. Develop new course materials to enhance the depth of the curriculum in the existing units of study.
6. Update *Atlas Curriculum Management* with new course names and modifications to existing units.

Cost

1. Summer workshop hours for 2 teachers to develop new materials (30 hours x 2 teachers x \$36.33 = \$2179.80)

Administrative Reaction

Approved. Clearly communicating course objectives to families and postsecondary institutions, as well as articulating subsequent pathways within mathematics, supports a coherent approach to course planning. Ensuring that courses meet the needs of learners across a continuum of abilities is a laudable goal of this recommendation.

1 Year in Review

Wellness

Adopt the Glencoe Health textbook



RECOMMENDATION:

As part of a multi-year revision of health and wellness curriculum and programming, a revision to the curriculum and programming will integrate health and physical education through a standardized wellness curriculum that includes a pilot of Glencoe Health 9-12 and supplemental materials.

Name: Ms. Dana Mellinger	Level: High School	Subject Area: Wellness	Curriculum Recommendation Period: Fall 2025
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Reason(s) for Recommendation

1. As identified in a Spring 2023 curriculum recommendation, the Upper St. Clair School District has recognized the need for enhanced and increased programming related to health and wellness. The landscape of student well-being, locally and societally, has changed significantly since the existing structure and curriculum were put into place. Since that time, extensive research has been completed to identify the best ways to provide high-quality and impactful curriculum and programming for students. This research included consideration of current programming, mandates, and standards.
2. The Pennsylvania State Department of Education is set to release updated Academic Standards for Health, Safety, and Physical Education. Proposed Standards include outcomes in the following areas: Alcohol and Other Drugs, Nutrition, Personal Health, Mental/Emotional Health, Physical Health, Healthy Relationships/Sexual Education, Tobacco Education, Violence Prevention, and Safety/Injury Prevention. These nine areas provided a framework for considering course design and curricular resources. While specific Academic Standards are not official, these topics are recognized by the District as crucial components of responsive health programming for our students.
3. In order to ensure consistent and high-quality instructional experiences for students, research was done to identify a textbook that could be used as a primary curricular source. The textbook identified for piloting is Glencoe Health (2022), a market-leading textbook used by many peer districts and noted for its age-appropriate, standards-aligned content. A thorough review of this textbook revealed many strengths in terms of content, standards alignment, usability, and instructional resources. Teachers have begun to identify the content that will be used in each grade level and have identified topics that will necessitate the use of additional, supplemental instructional materials in alignment with the supplemental materials administrative regulation.
4. The [Textbook Evaluation Form](#) provides additional details regarding the selection of this text versus the other texts reviewed.

Implementation Steps

1. Seek administrative approval.
2. Update *Atlas Curriculum Management*.

Cost:

- Textbooks were purchased during the pilot phase.
- Six digital licenses for instructors: \$1,310.40

Administrative Reaction

Approved. Grounding health instruction in an updated core resource ensures consistency across instructors, alignment with state standards, and a contemporary context.

1 Year in Review

Music

Pilot a Prelude Ensemble course for the High School Orchestra Program



RECOMMENDATION:
Pilot the Prelude Ensemble Course in the High School Orchestra Program

Name: Dr. John Seybert	Level: High School	Subject Area: Music	Curriculum Recommendation Period: Fast Track Fall 2025
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Reason(s) for Recommendation

1. The High School Orchestra has traditionally operated as a single ensemble. However, as student enrollment has increased and achievement levels have broadened, it has become difficult for less experienced or developing players to perform at the rigor required. Offering two ensembles allows students to be placed according to their developmental needs and musical readiness, resulting in more appropriate pacing and a stronger overall learning environment. This structure mirrors successful models already established in the Band and Choir programs and provides a consistent approach to differentiation across the Performing Arts Department.
2. Student achievement data illustrate the need for a second ensemble to support the diverse learners in the program. For example, sight-reading abilities currently span from PMEA Level I to Level IV, and several students require direct support in technical areas such as tone production, bow hold, and instrumental fluency. At the same time, the program includes students who have been placed in the PMEA Honors Orchestra and are prepared for PMEA Level V–VI repertoire. A two-ensemble structure ensures that all learners—developing, intermediate, and advanced—have equitable access to instruction that meets their needs and supports their growth.
3. A two-ensemble structure enhances the student experience and contributes to stronger retention within the program. Prelude Orchestra will give developing players the time and support they need to build foundational skills with confidence. At the same time, the Orchestra will offer advanced students the rigor and challenge necessary for continued growth.
4. The Prelude Orchestra will serve developing musicians who need additional time for foundational skill development. The ensemble will perform PMEA MPA Level II-III literature and foster an encouraging environment where students can strengthen musical literacy, technique, and ensemble awareness. With an estimated enrollment of sixteen students, the course supports meaningful differentiation and responsive instruction.
5. The current Orchestra ensemble will serve advanced string musicians prepared to study more rigorous repertoire, chamber literature, and performance-based projects. The ensemble will focus on PMEA MPA Levels IV and V, with opportunities for small-group work, community performances, and preparation for school musical pit orchestra literature during class time. With an estimated enrollment of 21 students, the prelude ensemble will be well-balanced and capable of sophisticated performances.

Implementation Steps

1. Seek administrative approval.
2. Update the *Program of Studies*.
3. Revise/edit the course selection form.
4. Inform students and families who express interest in the pilot course about the course offerings in the USCHS Orchestra Program.
5. Update *Atlas Curriculum Management* to incorporate the course and its curriculum.

Cost

- Summer workshop project
- Course materials - TBD

Administrative Reaction

Approved. Systematic differentiation is a valuable way to support student growth while still promoting community across ensembles.

1 Year in Review

Remove Music Theory and Technology Course
from the High School Program of Studies (course
811)



RECOMMENDATION:
Remove the Music Theory and Technology Course from the High School *Program of Studies*

Name: Dr. John Seybert	Level: High School	Subject Area: Music	Curriculum Recommendation Period: Fall 2025
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Reason(s) for Recommendation

1. This recommendation reflects the district’s commitment to providing relevant, research-supported, and student-centered music learning experiences. Given the addition of 812 Music Technology and Digital Groove Lab, the current 811 Music Theory & Technology course no longer aligns with contemporary practices in secondary music education.
2. Music Theory and Technology is not a prerequisite for AP Music Theory. Therefore, most students interested in a Music Theory course will take the AP Music Theory course, as evidenced by the low enrollment in the Music Theory and Technology course over the past five years.
3. Offering both course 811 and course 812 creates redundancy and confusion for students, families, and counselors. The 812 Music Technology and Digital Groove Lab will provide a modern, skills-based approach that includes current practices.
4. Research indicates that enrollment trends for non-traditional secondary music students gravitate toward classes that emphasize hands-on creativity, digital media production, and contemporary musical styles. The existing 811 course title no longer reflects the kind of music-making students expect; removing it will streamline course offerings. Additionally, the current 811 Music Theory & Technology course relies on traditional music-literacy skills, which may unintentionally restrict access for students without formal ensemble experience. The 812 Music Technology and Digital Groove Lab removes these barriers and creates equitable entry points for all learners. Consequently, students will be directed to a more engaging, research-based pedagogical approach that reflects 21st-century music learning.

Implementation Steps

1. Remove the 811 Music Theory and Technology course from the High School *Program of Studies*.

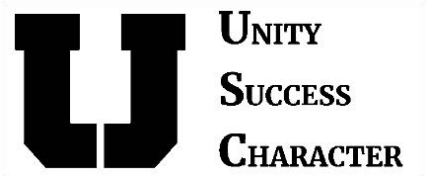
Cost:

None

Administrative Reaction

Approved. Consolidating and sunseting courses in the name of establishing new, relevant, and engaging elective options is an important action.

1 Year in Review

Revise and rename <i>Music Technology and Digital Production</i> (course 812)			
RECOMMENDATION: Revise and rename the current 812 course title to Music Technology and Digital Groove Lab			
Name: John Seybert and Nick Deutsch	Level: High School	Subject Area: Music	Curriculum Recommendation Period: Fall 2025
Reason(s) for Recommendation Overview: To reflect current practices in secondary music education and to expand opportunities for students who thrive outside of traditional ensemble settings, it is recommended that the course Music Technology and Digital Production be renamed to Music Technology and Digital Groove Lab. This updated title more accurately represents the hands-on, creative, and collaborative nature of the course, and aligns with the diverse pathways today’s students use to engage musically. Rationale for Course Name Change 1. Reflects Contemporary Musical Identity and Interests - many high school students connect with music through <i>beat making, sound design, electronic music, looping, remix culture, and Digital Audio Workstation (DAW)-based composition</i>. “Digital Groove Lab” communicates the rhythmic, creative, and experimental work students will actually experience in class, making the course more appealing and relevant. 2. Increases Access for Non-Ensemble Students - a portion of students seek musical experiences outside of band, choir, or orchestra. The course name indicates that no prior performance experience is necessary, and creativity and personal expression are at the center. This aligns with current pedagogy emphasizing inclusive and differentiated musical pathways. 3. Aligns with the National Association for Music Education (NAfME) and Modern Music Pedagogy Standards. Contemporary music research advocates for: vernacular and popular music education, music technology literacy, student-driven creation and composition, and collaborative, lab-based learning. The new name better reflects these priorities and communicates a 21st-century approach to music instruction. 4. “Digital Groove Lab” stands out as energetic and modern. The title is relevant to student interest in digital media, supports program growth and diversity, and enhances a more contemporary identity for this aspect of the department. 5. Emphasizes rhythm-driven production, which is central to today’s music. Most popular genres—hip-hop, EDM, pop, R&B, lo-fi, indie, and more—are groove-centered. “Groove Lab” highlights: beat-making, loop-based writing, digital drumming, sample manipulation, and groove layering. These are some of the core			

competencies for emerging music creators.

6. This course supports career-connected learning. The updated course name aligns with rapidly growing music career pathways: audio engineering, Live sound, podcasting, film scoring, digital content creation, music production, and mixing. Students recognize the relevance immediately when the course title reflects current professional terminology.

- Implementation Steps**
- 1. Revise the course title and description in the *Program of Studies*.
 - 2. Update *Atlas Curriculum Management*.
 - 3. Review current enrollment trends and student needs to reflect standards-based 21st-century pedagogical practices in secondary music education.

Cost

None

Administrative Reaction

Approved. Ensuring that the music department offers non-ensemble courses that appeal in a contemporary context is a worthwhile way to support music appreciation at the secondary level.

1 Year in Review

Science

Revise the AP Biology curriculum to reflect College Board course revisions and framework changes



RECOMMENDATION:

Revise the AP Biology curriculum to reflect College Board course revisions and framework changes.

Name: Colin Syme	Level: High School	Subject Area: Science	Curriculum Recommendation Period: Fall 2025
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Reason(s) for Recommendation

1. AP Biology course revisions have been implemented by the College Board beginning the 2025-26 school year.
2. The course framework has been updated to provide a more comprehensive and accurate description of the essential knowledge students must demonstrate on the AP Biology Exam. These revisions will also help students engage with the concepts.
3. Amongst the changes are the following; (i) clarifying essential knowledge language, (ii) merging or moving some topics to provide a more logical organization of content, (iii) updating science practices to provide a clearer set of skills students will need for college courses, and (iv) reorganization of several units to create a clear logical sequence, enhance student engagement, and remove redundant content.
4. To reflect these changes, we will need to update our AP Biology curriculum to align accordingly.

Implementation Steps

1. Seek administrative Approval.
2. Update *Atlas Curriculum Management* to reflect revisions.
3. Allot time for curriculum revisions during the spring semester 2026.
4. Provide Summer Workshop time to allow for revision of curriculum.

Cost

Summer workshop time: 1-2 teachers (12-18 hours x \$36.33 = \$435.96 x 2 = \$871.92)

Administrative Reaction

Approved. Remaining aligned with the expectations of the College Board supports our students’ postsecondary preparation and increases the likelihood of strong results on standardized assessments.

1 Year in Review

Special Education

Open enrollment for Partners in SHOP@USC class to students in grade 9



RECOMMENDATION:

Open enrollment for Partners in SHOP@USC class to include students in grade 9.

Name: Ms. Michelle Zirngibl	Level: High School	Subject Area: Special Education	Curriculum Recommendation Period: Fall 2025
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Reason(s) for Recommendation

1. SHOP@USC (Showing How Opportunity Pays) is a longstanding, fully inclusive, student-run program. Taught by a special educator, this program brings special education and general education students together to design, produce, and market/sell USC-branded products to the student body and community at large. Now in its eleventh year, the program continues to grow.
2. Recently, Boyce and Ft. Couch Middle Schools have each implemented a SHOP program for students, allowing for program continuity and growth in grades 5 through 8.
3. At the high school level, this program is currently offered to students in grades 10-12. We would like to bridge the gap between the middle schools and the high school by opening enrollment to students in grade 9.

Implementation Steps

1. Seek administrative approval.
2. Update the *Program of Studies*.
3. Revise/edit the course selection form.

Cost

There are no costs for this recommendation.

Administrative Reaction

Approved. Providing a continuum of learning experiences across buildings is a helpful way to support both program development and student experiences.

1 Year in Review

World Language

W

MS WL Assessments, Portfolios, and Flow Chart for HS Course Recommendations



RECOMMENDATION: To implement common proficiency assessments, rubrics, and portfolios in French, German, and Spanish courses in grades 6-8, to develop a flow chart for HS placement recommendations, and to begin collecting meaningful data to inform instruction.

Name:
Angie Tena

Level:
Middle School

Subject Area:
World Language

Curriculum Recommendation Period:
Fall 2025

Reason(s) for Recommendation

1. The Middle School World Language program has shifted to language acquisition-driven instruction in place of textbooks over the past 7 years. A new curriculum has been developed for all nine unique language courses in grades 6, 7, and 8.
2. While each language and grade level needs are unique, a common thread of instructional best practices and core curriculum customized by staff for our Upper Saint Clair programs has been piloted and established across all nine courses to include:
 - a. Somos Units, from The Comprehensible Classroom (at least one unit per quarter)
 - b. Storytelling (varied by language and year)
 - c. Novel (one per year, per grade level)
 - d. Weekly Routines (to enrich vocabulary and reinforce basic language skills)
 - e. Write and Discuss (co-construction of language to build literacy)
3. While students continue to select their language of choice in sixth grade, a similar instructional experience can be expected across languages throughout Middle School.
4. Given time limitations in WL courses in grades 6-8 (every other day for 45-48 instructional minutes), it is essential that class time be maximized to ensure development of language proficiency prior to HS so that students are prepared to enter Level 2 courses. Compiling student proficiency data will help drive instructional best practices and pacing.
5. The commonality of experiences across languages and grade levels naturally leads to similarities in assessments and grading practices. These include:
 - a. Comprehension (targeted with Quick Checks)
 - b. Reading Proficiency
 - c. Writing Proficiency
 - d. Write and Discuss (formative for development of literacy skills)
6. Eighth Grade World Language teachers must make recommendations for each student for High School placement in either a 'Passport' or Level 2 language class. These recommendations are due in January. Evidence of student proficiency growth over time (grades 6-8), along with a defined flow chart for recommendations, will help clarify any rationale for placement for stakeholders, including staff, students, and parents. No objective artifact or data-driven assessment currently exists to help all stakeholders in course recommendations.
7. A cumulative portfolio from Grade 6 to January of Grade 8 is essential to provide data related to student proficiency development in World Language.
8. Common rubrics and assessments are essential to establish similar expectations and benchmarks for student proficiency gains across languages. These rubrics and assessments will be anchored around the ACTFL proficiency levels, which are the foundation of language acquisition programs in the United

States.

Implementation Steps

1. Identify at least 4 Reading Proficiency Assessments and at least 4 Writing Proficiency Assessments to be given quarterly in each language course.
2. Determine and adopt consistent rubrics for Reading and Writing Proficiency Assessments. These rubrics will be placed in Canvas courses and shared across all Middle School World Language classes.
3. Review and adopt a portfolio template using district technology to be kept by each student from sixth through eighth grade, with anticipated implementation in the 2026-2027 school year. Paper copies of assessments will be kept for the current school year.
4. Adopt standard proficiency targets (based on ACTFL guidelines) for each MS grade level as follows:
 - a. Grade 6: Novice Mid / Proficient (using familiar language in context)
 - b. Grade 7: Novice Mid / Proficient or Emerging Novice High /Advanced (using familiar language in context)
 - c. Grade 8: Emerging Novice High / Advanced (using familiar language in context)
5. Create and implement a MS WL Proficiency Data Collection Worksheet to clearly show where students fall on proficiency scales at the end of each semester, to be shared within the department and with administration to help inform instruction and placement.
6. Provide the newly created WL Flow Chart for HS Recommendations draft to HS administrators and CL for feedback prior to implementation in January.
7. Continued professional development for staff during curriculum meetings, summer work, and in-service to allow time for the previously mentioned action steps, and also to:
 - a. Calibrate the grading of Reading and Writing Proficiency Assessments
 - b. Adapt and implement reading and writing proficiency assessments/rubrics
 - c. Compare and discuss data as it is collected
 - d. Identify strengths and areas of improvement within our programs and instruction

Cost

Professional development during the school year (one day per language teacher, pending substitute availability)
 Summer workshop hours (FLEX or paid) in 2026 to finalize portfolios and curriculum prior to full adoption in Fall 2026.
 12 hours for 7 teachers

Administrative Reaction

Approved. Common middle school world language proficiency assessments, rubrics, and portfolios can create consistency across languages, and course flow charts are essential tools for guiding academic decision-making and ensuring accurate student placements.

1 Year in Review

Other

Exploration of Personalized Learning Through Human–AI Collaboration at the Middle Level



RECOMMENDATION:
*Conduct a study to determine the potential for emerging AI tools to support unique, personalized learning opportunities for students at the middle school level.

Name: *Brad Wilson	Level: Middle School	Subject Area: Other	Curriculum Recommendation Period: Fall 2025
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Reasons for Recommendation

True personalized learning recognizes that each student brings a unique combination of interests, background knowledge, readiness levels, and learning gaps. Designing instruction that responds to that individual student's needs has been a central pursuit of the Upper St. Clair School District for decades — and emerging AI tools now provide a practical means of achieving this vision with greater precision, responsiveness, and scalability than ever before.

Recent advances in artificial intelligence (AI) allow teachers to better target individual student needs, provide timely and adaptive feedback, and identify learning patterns that might otherwise go unnoticed. Importantly, AI is not intended to replace the teacher, but to amplify the teacher’s impact — automating repetitive tasks and surfacing real-time insights that free educators to focus on the deeper, human work of teaching: mentoring, guiding, and connecting with students one-on-one.

To make personalization both meaningful and manageable, this study will focus on developing a learner profile (formal name TBD), a flexible record that shows each student’s academic progress, personal growth, and skill development over time. The Strategic Initiative Data Team will be working alongside this effort, helping to create the shared systems and clear definitions needed to keep the profile accurate and useful. As the data team builds this foundation in step with the personalization work, teachers and AI tools will have a more reliable picture of each learner. This will make it easier for the district to understand students’ needs and to design learning experiences that both support and challenge them.

The overall goal is to determine how to place teachers at the center of the human work of education — building relationships, understanding students deeply, and guiding their growth — while using technology in deliberate, practical ways. This includes using technology to identify each student’s ideal point in the learning progression — the spot where they are ready for productive challenge — and to help connect learning to their interests and strengths. By supporting tasks like organizing information, tracking progress, and highlighting these patterns, technology can free teachers to focus on the insight, empathy, and professional judgment that only they can provide.

- Implementation Steps**
1. Convene a collaborative middle-level team (teachers, administrators, curriculum leaders) to design the study framework.
 2. Begin development of a type of learner profile prototype that identifies key metrics for both academic mastery and personal growth.
 3. Conduct an evaluation of current curriculum areas to determine:
 - a. Where AI tools could effectively enhance differentiation, feedback, and mastery tracking.
 - b. Which instructional components should remain explicitly teacher-led for relationship-driven instruction and deeper conceptual understanding.

4. Identify baseline data points and indicators that would later allow measurement of impact in a future pilot (e.g., instructional time use, student engagement, teacher capacity). 5. Consider potential for next step proposals in the spring 2026 curriculum cycle.
Cost TBD
Administrative Reaction Approved. With the rapid evolution of AI, it is essential to identify how it can be strategically leveraged to create adaptive, high-impact learning experiences that address the unique developmental and academic needs of middle school students.
1 Year in Review

School Director Recognition Month

January 2026

WHEREAS, the role of locally elected school officials has served the Commonwealth of Pennsylvania and local communities in meeting the needs of public education since the passage of the Free School Act in 1834; and

WHEREAS, these local boards have discharged their responsibilities to public education in a manner which has placed public education in the forefront of our educational systems; and

WHEREAS, locally elected officials have distinguished themselves and their communities in this unpaid, volunteer public service commitment; and

WHEREAS, the contributions of these men and women should be recognized and appreciated by those who benefit from the workings of our public school system;

NOW THEREFORE BE IT RESOLVED that the Board of Directors of the Pennsylvania School Boards Association hereby proclaims the month of January as School Director Recognition Month in this commonwealth; and

FURTHER RESOLVE that this proclamation be communicated to all school districts, school officials and local communities in a planned program which brings visibility and awareness of the role of locally elected school officials to the citizenry of this commonwealth.

Unanimously approved July 18, 1985

Reaffirmed - December 7, 2024 Pennsylvania School Boards Association Governing
Board Mechanicsburg, Pennsylvania

Upper St. Clair School District

2026-2027 School Calendar (Draft: January 12, 2026)

July 2026							July 3 Closed, Independence Day	August 2026							Aug. 13 Teacher Inservice #1 (Staff Opening Day) Aug. 14 Teacher Inservice #2 (Act 80) Aug. 17 Teacher Inservice #3 (Act 80) Aug. 18 Teacher Inservice #4 (Classroom Mang. #1/Flex) Aug. 19 Students First Day of School Aug. 19-20 Kindergarten Screening Days Aug. 21 Kindergarten First Day of School Students = 9 Teachers = 13	
S	M	T	W	T	F	S		S	M	T	W	T	F	S		
			1	2	3	4								1		
5	6	7	8	9	10	11		2	3	4	5	6	7	8		
12	13	14	15	16	17	18		9	10	11	12	13	14	15		
19	20	21	22	23	24	25	16	17	18	19	20	21	22			
26	27	28	29	30	31		23	24	25	26	27	28	29			
September 2026							Sept. 7 No School, Labor Day Sept. 10 Elementary School Open House (Early Dismissal)** Sept. 17 High School Open House (Early Dismissal)** Sept. 24 Boyce Open House (Early Dismissal)** Students = 21 Teachers = 21	October 2026							Oct. 1 Fort Couch Open House (Early Dismissal)** Oct. 22 First Quarter Marking Period Ends Oct. 23 Teacher Inservice #5 (Classroom Mang. #2) Oct. 26 Second Quarter Begins Students = 21 Teachers = 22	
S	M	T	W	T	F	S		S	M	T	W	T	F	S		
			1	2	3	4						1	2	3		
6	7	8	9	10	11	12		4	5	6	7	8	9	10		
13	14	15	16	17	18	19		11	12	13	14	15	16	17		
20	21	22	23	24	25	26	18	19	20	21	22	23	24			
27	28	29	30				25	26	27	28	29	30	31			
November 2026							Nov. 2 Teacher Inservice #6 (Act 80) Inservice #6 Parent/Teacher Conferences Nov. 3 Teacher Inservice #7 (Act 80) Inservice #7 Parent/Teacher Conferences Nov. 6 First Quarter Report Cards (K-8 Report Cards) Nov. 25-27 No School, Thanksgiving Break Students = 16 Teachers = 18	December 2026							Dec. 23 Half-Day, Early Dismissal *** Dec. 24-31 No School, Winter Recess Students = 17 Teachers = 17	
S	M	T	W	T	F	S		S	M	T	W	T	F	S		
1	2	3	4	5	6	7					1	2	3	4		5
8	9	10	11	12	13	14		6	7	8	9	10	11	12		
15	16	17	18	19	20	21		13	14	15	16	17	18	19		
22	23	24	25	26	27	28	20	21	22	23	24	25	26			
29	30						27	28	29	30	31					
January 2027							Jan. 1 No School, Winter Recess Jan. 15 Second Quarter Marking Period Ends Jan. 18 Teacher Inservice #8 (Classroom Mang. #3) Jan. 18 Martin Luther King Jr. Day Jan. 19 Third Quarter Begins Jan. 25 Second Quarter Report Cards (K-12 Report Cards) Students = 19 Teachers = 20	February 2027							Feb. 15 Teacher Inservice #9 (Act 80) Feb. 15 President's Day Students = 19 Teachers = 20	
S	M	T	W	T	F	S		S	M	T	W	T	F	S		
					1	2				1	2	3	4	5		6
3	4	5	6	7	8	9		7	8	9	10	11	12	13		
10	11	12	13	14	15	16		14	15	16	17	18	19	20		
17	18	19	20	21	22	23	21	22	23	24	25	26	27			
24	25	26	27	28	29	30	28									
31																
March 2027							March 19 Third Quarter Marking Period Ends March 22-26 No School, Spring Recess March 29 Teacher Inservice #10 (Classroom Mang. #4) March 30 Fourth Quarter Marking Period Begins Students = 17 Teachers = 18	April 2027							April 5 Third Quarter Report Cards April 26-30 PSSA Testing English Language Arts Students = 22 Teachers = 22	
S	M	T	W	T	F	S		S	M	T	W	T	F	S		
		1	2	3	4	5							1	2		3
7	8	9	10	11	12	13		4	5	6	7	8	9	10		
14	15	16	17	18	19	20		11	12	13	14	15	16	17		
21	22	23	24	25	26	27	18	19	20	21	22	23	24			
28	29	30	31				25	26	27	28	29	30				
May 2027							May 3-14 PSSA Mathematics, Science and Make-up Testing May 6 Elementary S.T.A.R. Night* May 13 Fort Couch Celebration of Learning * May 18 *Teacher Inservice #11 (Act 80) <i>May 18 - Subject to change based on primary date</i> May 27 Boyce Celebration of Learning* May 31 No School, Memorial Day Students = 19 Teachers = 20	June 2027							June 2 8th Grade Simulation Day**** June 3 Commencement/Last Day of School/Half-Day, Early Dismissal *** June 3 Fourth Quarter Marking Period Ends June 4 Teacher Inservice #12 (Classroom Mang. #5) June 7 Teacher Inservice #13 (Flex/Act 48) June 11 Fourth Quarter Report Cards Students = 3 Teachers = 5 TOTAL Students = 183 Days Teachers = 196 Days	
S	M	T	W	T	F	S		S	M	T	W	T	F	S		
						1				1	2	3	4	5		
2	3	4	5	6	7	8		6	7	8	9	10	11	12		
9	10	11	12	13	14	15		13	14	15	16	17	18	19		
16	17	18	19	20	21	22	20	21	22	23	24	25	26			
23	24	25	26	27	28	29	27	28	29	30						
30	31															

 = Teacher Inservice/No School for students
 = Half Day / Early Dismissal for Students
 = No School
 = School Building Special Events and Days
 = First and Last Days of School ***Last day of school pending additional snow make-up days

*** Half-day/early Dismissal times - HS -11:20am, MS - 12:20pm, EL - 11:55am

*** Half-day/early Dismissal Kindergarten start & end times:

AM Kindergarten: Regular Start Time - 10:10am & PM Kindergarten: 10:10am - 11:55am

**** 8th Grade Simulation Day - Early Dismissal - 12:45pm (Grades 9-11 only)
 * Elementary S.T.A.R Night Early Dismissal - 1:10pm (Elementary students only)
 * Fort Couch Celebration of Learning Early Dismissal - 1:40pm (Fort Couch students only)
 * Boyce Celebration of Learning Early Dismissal - 1:40pm (Boyce students only)
 ** Elementary Open House - Elementary Early Dismissal - 1:10pm (Elementary students only)
 ** Boyce Open House - Boyce Early Dismissal - 1:40pm (Boyce students only)
 ** Fort Couch Open House - Fort Couch Early Dismissal - 1:40pm (Fort Couch students only)
 ** High School Open House - High School Early Dismissal - 1:00pm HS students only

Upper St. Clair School District

2026-2027 School Calendar (Draft: January 12, 2026)

July 2026

3 Closed, Independence Day

September 2026

7 No School, (District Closed), Labor Day
 10 Elementary School Open House
 (Elementary School Early Dismissal @ 1:10pm)
 17 High School Open House
 (High School Early Dismissal @ 1:00pm)
 24 Boyce Open House
 (Boyce Early Dismissal @ 1:40pm)

November 2026

2 Teacher Inservice #6 (Act 80)**
 (Inservice #6 Parent / Teacher Conferences)
 3 Teacher Inservice #7 (Act 80)**
 (Inservice #7 Parent / Teacher Conferences)
 6 First Quarter Report Cards (K-8 Report Cards)
 25-27 No School, (District Closed), Thanksgiving Recess

January 2027

1 No School, (District Closed), Winter Recess
 15 Second Quarter Marking Period Ends
 18 Teacher Inservice #8 (Classroom Mang. #3)**
 18 Martin Luther King Jr. Day
 19 Third Quarter Begins
 25 Second Quarter Report Cards (K-12 Report Cards)

March 2027

19 Third Quarter Marking Period Ends
 22-26 No School, Spring Recess
 29 Teacher Inservice #10 (Classroom Mang. #4)**
 30 Fourth Quarter Marking Period Begins

May 2027

3-14 PSSA Testing Mathematics, Science, and Make-ups
 6 Elementary School S.T.A.R Night
 (Elementary Early Dismissal @ 1:10pm)
 13 Fort Couch Celebration of Learning
 (Fort Couch Early Dismissal @ 1:40pm)
 18 Teacher Inservice #11 (Act 80)**
 27 Boyce Celebration of Learning
 (Boyce Early Dismissal @ 1:40pm)
 31 No School, (District Closed), Memorial Day

Key

*Early Dismissal/Half-Day Times (unless otherwise noted on calendar):

High School @ 11:20am Middle School @ 12:20pm

Elementary School @ 11:55am

AM Kindergarten: regular start time – 10:10am

PM Kindergarten: 10:10am – 11:55am

8th Grade Simulation Day @12:45pm (Grades 9-11 only)

August 2026

13 Teacher Inservice #1 (Staff Opening Day)**
 14 Teacher Inservice #2 (Act 80)**
 17 Teacher Inservice #3 (Act 80)**
 18 Teacher Inservice #4 (Classroom Mang. #1 / Flex)**
 19 Students First Day of School
 19-20 Kindergarten Screening Days
 21 Kindergarten First Day of School

October 2026

1 Fort Couch Open House
 (Fort Couch Early Dismissal @ 1:40pm)
 22 First Quarter Marking Period Ends
 23 Teacher Inservice #5 (Classroom Mang. #2)**
 26 Second Quarter Begins

December 2026

23 Half-Day / Early Dismissal for Students*
 24-31 No School, (District Closed), Winter Recess

February 2027

15 Teacher Inservice #9 (Act 80)**
 15 President's Day

April 2027

5 Third Quarter Report Cards
 26-30 PSSA Testing English Language Arts

June 2027

2 8th Grade Simulation Day
 3 Commencement & Last Day of School for Students
 Pending additional snow make-up days
 3 Half Day / Early Dismissal for Students*
 3 Fourth Quarter Marking Period Ends
 4 Teacher Inservice #12 (Classroom Mang. #5)**
 7 Teacher Inservice #13 (Flex/Act 48)**
 11 Fourth Quarter Report Cards Available (K-12 Report Cards)

In accordance with Basic Education Circular 24 P.S. §15-1502, Days Schools not to be kept open, the following days are official School District Holidays: Labor Day, Thanksgiving Day, the day after Thanksgiving, Christmas Eve, Christmas Day, New Year's Eve, New Year's Day, Memorial Day and Independence Day.

**No School for students on Inservice Days

Students - 183 Total Days
Teachers – 196 Total Days

Board Meeting

Personnel Listing

January 12, 2026

ELECTION

Staff Name	Location	New Assignment	New Assignment Status	Effective Date
Bigham, Megan	Eisenhower	1.0 Paraprofessional	FT	TBD
Cawley, Joseph	District Wide	1.0 School Police Officer	FT	01-19-26
Damon, Michael	High School	Musical Assistant: Set Construction	ECA	01-06-26 through 03-17-26
Dodd, Charles	Ft. Couch	Musical: Construction and Set Designer	ECA	01-19-26 through 05-15-26
Dodd, Charles	High School	Musical: Assistant Technical Director	ECA	01-06-26 through 03-17-26
Dodd, Jane	Ft. Couch	Musical: Producer	ECA	01-19-26 through 05-15-26
Eiben, Jeremy	Ft. Couch	Musical: Costume Designer	ECA	01-19-26 through 05-15-26
Foley, Margaret	High School	Assistant Coach: High School Diving	ECA	11-17-25 through 02-06-26
Lucente, Sophia	Substitute	Substitute Paraprofessional	Substitute	12-12-25
Luxbacher, Eliza	Ft. Couch	Musical: Choreographer	ECA	01-19-26 through 05-15-26
McMaster, Robert	Bus Garage	Substitute Van Driver	Substitute	12-10-25
Polk, Luciana	High School	1.0 Physical Education - LTS (M. Jasper)	LTS	12-19-25 through LDTR
Polk, Luciana	High School	Assistant Coach: Strength and Conditioning	ECA	01-08-26 through 02-06-26
Sabo, Sarah	Ft. Couch	1.0 Special Education Teacher (Per Diem Sub - A. R zodkiewicz)	Per Diem Sub	TBD
Schuster, Jacob	Ft. Couch	Musical: Ensemble Coordinator	ECA	01-19-26 through 05-15-26
Seybert, John	Ft. Couch	Musical: Ensemble Coordinator	ECA	01-19-26 through 05-15-26
Sherrill, Aubree	Bus Garage	Bus Attendant	PT	01-09-26
Surguine, Laura	Ft. Couch	Musical: Music Director	ECA	01-19-26 through 05-15-26
Vislosky, Julia	Ft. Couch	Musical: Assistant Director	ECA	01-19-26 through 05-15-26
Walker, Dennis	Substitute	Substitute Paraprofessional	Substitute	03-02-26 through 05-15-26

CHANGE OF STATUS

Staff Name	Location	Current Assignment	Current Assignment Status	New Assignment	New Assignment Status	Effective Date
Densmore, Michael	High School	Assistant Coach: High School Swimming (Co-ed)	ECA	Assistant Coach: High School Swimming (Co-ed)	ECA	11-17-25 through 02-06-26
Dixon, Paige	Ft. Couch	1.0 ELA Teacher	FT	Personal Leave of Absence	Leave	Change from 01-15-26 through 04-17-26 to 01-08-26 through 04-17-26
Henricks, Lisa	High School	1.0 Confidential Administrative Assistant	FT	Head Secretary	FT	12-08-25
Hileman, Tanya	High School	1.0 Paraprofessional	FT	1.0 Paraprofessional	FT	Change from TBD to 12-19-25
Kaminski, Thomas	Boyce	Head Principal	FT	Head Principal	FT	Change from TBD to 12-22-25
O'Rourke, Daniel	DAB	Head Principal (Boyce)	FT	Supervisor of Middle Level Education	FT	12-22-25
Rieger, Stephanie	High School	Secretary I	FT	Secretary I	FT	01-12-26
Rossa, Carol	Ft. Couch	Substitute Paraprofessional	Substitute	1.0 Temporary Paraprofessional (R. Lenthall)	FT-Temporary	01-18-26 through 05-08-26
Rubican, Grace	Ft. Couch	Substitute Teacher (Certified)	Substitute	1.0 ELA Teacher (Per diem sub P. Dixon)	Per Diem Sub	01-07-26 through 04-17-26

Rzodkiewicz, Amy	Ft. Couch	1.0 Special Education Teacher	FT	Personal Leave of Absence	Leave	01-05-26 through 04-05-26
Scheel, Noah	Ft. Couch	1.0 Social Studies Teacher (Per Diem Sub S. Levine)	Per Diem Sub	1.0 Social Studies Teacher (LTS S. Levine)	FT	01-12-26 through TBD
Schraven, David	High School	Head Coach: High School Swimming (Co-ed)	ECA	Head Coach: High School Swimming (Co-ed)	ECA	11-17-25 through 02-06-26
Sebelle, Vivienne	Streams	Substitute Paraprofessional	Substitute	1.0 Paraprofessional	FT	12-19-25
Wagner, Susan	Bus Garage	Bus Attendant	PT	Bus Driver	PT	12-09-25

REAPPOINTMENT

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date
Allen, Elizabeth	Baker	Elementary School Robotics Coordinator	ECA	2nd Semester (01-20-26 through 06-05-26)
Barsotti, Pam	High School	Spring Musical: Choreographer	ECA	01-06-26 through 03-17-26
Binkley, Michael	High School	Spring Musical: Assistant Producer	ECA	01-06-26 through 03-17-26
Blazek, Deborah	High School	Spring Musical Assistant: Make-Up	ECA	01-06-26 through 03-17-26
Bowers, Andrew	Fort Couch	Non-Competitive Robotics Coordinator	ECA	2nd Semester (01-20-26 through 06-05-26)
Chisholm, Karen	High School	Spring Musical Assistant: Pit Orchestra Conductor	ECA	01-06-26 through 03-17-26
Dodd, Jane	High School	Spring Musical: Assistant Producer	ECA	01-06-26 through 03-17-26
Eiben, Jeremy	High School	Spring Musical Assistant: Costume Designer	ECA	01-06-26 through 03-17-26
Goodwirth, Kirsten	High School	Spring Musical Assistant: Make-Up	ECA	01-06-26 through 03-17-26
Hart, Denise	Eisenhower	Elementary School Robotics Coordinator	ECA	2nd Semester (01-20-26 through 06-05-26)
Henderson, Matthew	Boyce	Non-Competitive Robotics Coordinator	ECA	2nd Semester (01-20-26 through 06-05-26)
LaSalle, Emily	Streams	Elementary School Robotics Coordinator	ECA	2nd Semester (01-20-26 through 06-05-26)
McArdle, Kristen	High School	Spring Musical Assistant: Assistant Choreographer	ECA	01-06-26 through 03-17-26
O'Roark, Jason	High School	Non-Competitive Robotics Coordinator	ECA	2nd Semester (01-20-26 through 06-05-26)
Scheel, Noah	Ft. Couch	Coach: E-Sports	ECA	01-20-26 through 06-05-26
Surguine, Laura	High School	Spring Musical Assistant: Vocal Director	ECA	01-06-26 through 03-17-26
Torquato, Stephen	High School	Spring Musical: Producing Artistic Director	ECA	01-06-26 through 03-17-26
Valentine, Erika	High School	Spring Musical Assistant: Scenic Painter	ECA	01-06-26 through 03-17-26
Wilson, Matthew	Fort Couch/Boyce	Competitive Middle School Robotics Coordinator	ECA	2nd Semester (01-20-26 through 06-05-26)

RETIREMENT

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date
Buccilli, Daniela	High School	1.0 English Teacher	FT	06-09-26
DeWalt, Caroline	High School	1.0 English Teacher	FT	06-09-26
Snee, Edward	Bus Garage	Bus Driver	PT	11-20-25
Urso-Burtch, Denise	Boyce	1.0 Spanish Teacher	FT	06-09-26

RESIGNATION

Staff Name	Location	Current Assignment	Current Assignment Status	Effective Date
Karabinos, Katherine	High School	Nutrition Center General Worker	PT	12-05-25
Steigerwalt, Leia	Substitute	Substitute Teacher (Certified)	Substitute	12-08-25
Teagarden, Casey	Substitute	Substitute Teacher (Certified)	Substitute	08-20-25



Book	Policy Manual
Section	100 Programs
Title	Academic Standards
Code	102
Status	Second Reading and Adoption: January 12, 2026

Purpose

The Board recognizes the importance of developing, assessing and expanding academic standards to challenge students to achieve at their highest level possible. To this end, the district shall establish rigorous academic standards in accordance with, and may expand upon, those adopted by the State Board of Education.[\[1\]](#)[\[2\]](#)

Definition

Academic standards **means** what a student should know and be able to do at a specified grade level. For purposes of **this** policy, the term **academic standards encompasses** Pennsylvania Core Standards, state academic standards and local academic standards.[\[3\]](#)

Authority

The Board shall approve academic standards for district students to attain, in the following content areas:[\[2\]](#)

1. English Language Arts (**reading, writing, speaking and listening**).
2. Mathematics.
3. ~~Science and Technology—to include reading in science and technology, and writing for science and technology.~~
3. **Science, Environment, Ecology, Technology and Engineering (Grades K-5).**
4. Science, **Environment and Ecology (Grades 6-12).**
5. Technology **and Engineering (Grades 6-12).**
6. Social Studies (history, geography, civics and government, economics) - to include reading in history and social studies, and writing for history and social studies.

7. Arts and Humanities.
8. Career Education and Work.
9. Health, Safety and Physical Education.
10. Family and Consumer **Sciences**.

Guidelines

The district's curriculum shall be designed to provide students with the planned instruction needed to attain established academic standards.[\[2\]](#)[\[4\]](#)[\[5\]](#)

The district shall assess individual student attainment of established academic standards and provide assistance for students having difficulty attaining academic standards.[\[2\]](#)[\[6\]](#)[\[7\]](#)

Students with disabilities may attain academic standards by completion of their Individualized Education Programs in accordance with law, regulations and Board policy.[\[2\]](#)[\[8\]](#)

Legal [1. 22 PA Code 4.11](#)

[2. 22 PA Code 4.12](#)

[3. 22 PA Code 4.3](#)

4. Pol. 105

5. Pol. 107

6. Pol. 127

7. Pol. 212

8. Pol. 113

[22 PA Code 4.4](#)



Book	Policy Manual
Section	100 Programs
Title	Curriculum
Code	105
Status	Second Reading and Adoption: January 12, 2026

Purpose

The Board recognizes its responsibility for the development, assessment and improvement of the educational program of the schools. To this end, the curriculum shall be evaluated, developed and modified on a continuing basis and in accordance with a plan for curriculum improvement.[\[1\]](#)

Definition

For purposes of this policy, curriculum shall be defined as a series of planned instruction aligned with established academic standards in each subject that is coordinated, articulated and implemented in a manner designed to result in the achievement of academic standards at the proficient level by all students.[\[2\]](#)[\[3\]](#)[\[4\]](#) For purposes of this policy, supplemental instructional materials are not included in this definition; **supplemental instructional materials are covered by policy 109.**

Authority

The Board shall be responsible for the curriculum of the district's schools. The curriculum shall be designed to provide students the opportunity to achieve the academic standards established by the Board. Attaining the academic standards requires students to demonstrate the acquisition and application of knowledge.[\[1\]](#)[\[2\]](#)[\[4\]](#)

In order to provide a quality educational program for district students, the Board shall adopt a curriculum plan that includes the requirements for courses to be taught; subjects to be taught in the English language; courses adapted to the age, development and needs of students; and strategies for assisting those students having difficulty attaining the academic standards.[\[1\]](#)[\[2\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)

Special Instruction/Observances

The district's curriculum plan must also include provisions for special instruction and observances to comply with state and federal law including, but not limited to, Constitution Day and Citizenship Day, Arbor Day and the Bill of Rights Week.[\[9\]](#)[\[10\]](#)[\[11\]](#)

Guidelines

The district's curriculum shall provide the following:

1. Continuous learning through effective collaboration among the schools of this district.
2. Continuous access for all students to sufficient programs and services of a library/media facility and classroom collection to support the educational program.[12]
3. School counseling (guidance) services for all students to assist in career and academic planning.[13]
4. A continuum of educational programs and services for all students with disabilities, pursuant to law and regulation.[14]
5. Language Instruction Educational Program for English Learner students, pursuant to law, regulation and Board policy.[15][16]
6. Compensatory education programs for students, pursuant to law and regulation.
7. Equal educational opportunity for all students, pursuant to law and regulation.[17][18]
8. Career awareness and vocational education, pursuant to law and regulation.[19]
9. Educational opportunities for identified gifted students, pursuant to law and regulation. [20]
10. Regular and continuous instruction in required safety procedures.[21]

Delegation of Responsibility

As the educational leader of the district, the Superintendent or designee shall be responsible to the Board for the district's curriculum. **The Superintendent/Designee** shall establish procedures for curriculum development, evaluation and modification, which ensure the utilization of available resources, and effective participation of [\[1\]](#) administrators, teaching staff members, students, community members, Board members.

A listing of all curriculum materials shall be made available for the information of parents/guardians, students, staff and Board members.[\[1\]](#)[22]

With prior Board approval, the Superintendent may conduct pilot programs as deemed necessary to the continuing improvement of the instructional program. The Superintendent shall report periodically to the Board on the status of each pilot program, along with its objectives, evaluative criteria, and costs.

The Board encourages, where it is feasible and in the best interest of district students, participation in state-initiated pilot programs of educational research.

The Board directs the Superintendent or designee to actively pursue state and federal aid in support of research activities.

Legal

[1. 22 PA Code 4.4](#) [2. 22 PA Code 4.12](#)

[3. 22 PA Code 4.3](#)

4. Pol. 102

[5. 24 P.S. 1511](#)

[6. 24 P.S. 1512](#)

7. Pol. 107

8. Pol. 127

[9. 36 U.S.C. 106](#)

[10. P.L. 108-447](#)

[11. 24 P.S. 1541-1555](#)

12. Pol. 109

13. Pol. 112

14. Pol. 113

[15. 22 PA Code 4.26](#)

16. Pol. 138

17. Pol. 103

18. Pol. 103.1

19. Pol. 115

20. Pol. 114

21. Pol. 805

22. Pol. 105.1

[22 PA Code 4.21](#)

[22 PA Code 4.22](#)

[22 PA Code 4.23](#)

[22 PA Code 4.25](#)

[22 PA Code 4.27](#)

[22 PA Code 4.29](#)

[22 PA Code 4.82](#)

Pol. 100

Pol. 106

Pol. 116

Book	Policy Manual
Section	100 Programs
Title	Exemption From Instruction
Code	105.2
Status	Second Reading and Adoption: January 12, 2026
Legal	<u>1. 22 PA Code 11.7</u> <u>2. 22 PA Code 4.4</u> <u>3. Pol. 102</u> <u>4. Pol. 217</u> 5. 24.P.S. 1523 Mahmoud v. Taylor, 606 U.S. _____, 145 S. Ct. 2332 (2025). Tatel v. Mt. Lebanon School District, 752 F. Supp. 3d. 512 (W.D. Pa. 2024).

Authority

The Board adopts this policy to ensure that parents/guardians have the right to have their children excused from specific instruction that conflicts with ~~their~~ religious beliefs **and/or moral beliefs**.[\[1\]](#)[\[2\]](#)

The rights granted by this policy are granted to parents/guardians of students enrolled in this district when the students are under the age of eighteen (18) and to the students themselves when the student is eighteen (18) or over.

Guidelines

The Superintendent/Designee shall notify parents/guardians of this policy at least annually, at the beginning of each school year, and within a reasonable time after any substantive changes regarding the contents of this policy.

The district shall excuse any student from specific instruction, subject to the following conditions:

1. To assist the school district in ensuring that the student is excused from the correct specific instruction, the request must be made in writing and must detail the specific instruction from which the student

is to be excused, **including the reason(s) for the request.**

2. The written request to be excused shall be sent by the parent/guardian or student **who is eighteen (18) or older** to the building principal.

One (1) copy of the request shall be retained in the student's permanent school records, one (1) copy kept by the school principal, and one (1) copy submitted to the teacher from whose instruction the student is to be excused.

3. ~~It shall not be the responsibility of the district or any of its employees to ensure that the student exercises his/her right to be excused in accordance with a parental request. It shall be the responsibility of the student to request permission to leave class when the specific instruction objected to is presented. When the student seeks to be excused, the teacher shall excuse the student if the teacher or principal has a copy of the written request and the written request adequately describes the specific instruction.~~ **The teacher shall excuse the student if the teacher or principal has a copy of the written request and the written request adequately describes the specific situation.**
4. The written request must contain a statement that the specific instruction described conflicts with the religious **or moral** beliefs of the student or of the parents/guardians.
5. The parent/guardian and/or student may request suggested replacement educational activities. The only permissible educational activity for this purpose shall be **substantially similar** ~~in the nature of replacement~~ instruction that is consistent with the learning objectives set for the course and does not **require the provision of substantial extra resources** by the district.
6. The building principal **or designee** shall determine where the student shall report during the time the student is excused.
7. All students excused from specific instruction shall be required to achieve the academic standards established by the district as necessary for graduation.[\[3\]](#)[\[4\]](#)
8. **Parents/guardians have the right to review the State assessments in the school district two weeks prior to their administration (or as soon as the District receives the assessments) during hours established by the Administration.**

If upon inspection of the assessments, the parents or guardians find the assessments to be in conflict with their religious belief and wish their child(ren) to be excused, they can submit a written request that states the objection to the school district superintendent.

Exemption from Dissection Activities

Students have the right to decline to participate in an education project involving dissection, vivisection, incubation, capture or other harm or destruction of an animal or any part of an animal. [5]

The district must notify students and parents/guardians of their rights to decline participation in such activities at least three (3) weeks prior to the start of the education project. Students who do not participate in such activities will be assigned to an alternative education project. [5]

Adopted: February 22, 2021



Book	Policy Manual
Section	100 Programs
Title	Extracurricular Activities
Code	122
Status	Second Reading and Adoption: January 12, 2026

Purpose

The Board recognizes the educational values inherent in student participation in extracurricular activities and supports the concept of student organizations for such purposes as **enriching the educational experience**, building social relationships, developing interests in a specific area, **promoting civic engagement** and gaining an understanding of the elements and responsibilities of **teamwork, leadership and** good citizenship.

Definitions

For purposes of this policy, **extracurricular activities refers to** programs, **which may include athletic activities and curriculum-related student groups**, that are sponsored or approved by the **Superintendent/Designee Board**, conducted wholly or partly outside the regular school **day and** are equally available to all students who voluntarily elect to participate.

For purposes of this policy, an athletic activity shall mean all of the following:[\[1\]](#)[\[2\]](#)

1. An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with the school, including cheerleading, club-sponsored sports activities and sports activities sponsored by school-affiliated organizations.
2. Noncompetitive cheerleading that is sponsored by or associated with the school.
3. Practices, interschool practices and scrimmages for all athletic activities.

Curriculum-related student groups-any student group that directly relates to the body of courses offered by the District. [\[3\]](#)

Authority

The Board authorizes Superintendent/Designee to approve extracurricular activities in accordance with this policy. The Board shall make school facilities, supplies and equipment available and shall assign staff members for the support of extracurricular activities for students. Such availability and assignment shall be in accordance with the Equal Access Act **and other applicable laws, regulations and Board policies.**[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)

The Board encourages secondary level students to pursue clubs and interests that may not be related directly to any of the curriculum programs offered in the district. In pursuit of such goal and in compliance with law, the Board maintains a limited open forum in which secondary students may meet for voluntary student-initiated activities unrelated directly to the curriculum, regardless of the religious, political, philosophical or other content of the speech related to such activities. [\[3\]](#)[\[7\]](#)

Any extracurricular activity ~~shall be considered under the sponsorship of this Board when it has been approved by the Board upon recommendation of the Superintendent~~ **approved by the Superintendent or designee.**

The Board shall maintain the program of extracurricular activities at no cost to participating students, except that:

1. The Board's responsibility for provision of supplies shall carry the same exemptions as listed in the Board's policy on regular school supplies.[\[8\]](#)
2. Students may assume all or part of the costs for travel and attendance at extracurricular events and trips.

Where eligibility requirements are necessary or desirable, the Board shall **determine the standards for eligibility to be met by all students participating in an extracurricular activity.** [\[4\]](#)[\[9\]](#)

The Board directs that no student may participate in extracurricular activities who has not:

1. **Met the requirements for academic eligibility.**[\[4\]](#)
2. **Complied with the requirements of applicable Board policies and administrative regulations.**[\[10\]](#)[\[11\]](#)[\[12\]](#)
4. **Been in attendance on the day of the activity, event or practice for the hours required.**
5. **Returned all school equipment previously used as directed.**
6. **Adhered to other applicable conduct standards.**

Off-Campus Activities

Student conduct that occurs off school property or during nonschool hours shall be addressed in accordance with the provisions of the student discipline policy regarding on and off-campus activities.[\[12\]](#)[\[14\]](#)

~~This policy shall also apply to student conduct that that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist.~~[\[12\]](#) [\[14\]](#)

~~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 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

Each school year, prior to participation in an athletic activity, every student athlete and their parent/guardian shall sign and return the acknowledgment of receipt and review of the following: [\[2\]](#)[\[10\]](#)[\[11\]](#)[\[15\]](#)

1. Concussion and Traumatic Brain Injury Information Sheet.
2. Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet, **that includes information about electrocardiogram testing.**

The Superintendent or designee may develop administrative regulations to implement the extracurricular activities program.

Guidelines

Guidelines shall ensure that the program of extracurricular activities:

1. Assesses the needs and interests of and is responsive to district students.
2. **Invites the participation of parents/guardians and the community in developing extracurricular activities. Such participation shall be in accordance with the Equal Access Act.**[\[3\]](#)
3. Involves students in developing and planning extracurricular activities.
4. Ensures provision of competent guidance and supervision by staff.
5. Guards against exploitation of students.
6. Provides a variety of experiences and diversity of organizational models.

7. Provides for continuing evaluation of the program and its components.
8. Ensures that all extracurricular activities are open to all students, **without discrimination**, and that all students are fully informed of the opportunities available to them. [\[16\]](#)[\[17\]](#)

~~Equal Access Act~~

~~The district shall provide secondary students the opportunity for noncurriculum related student groups to meet on the school premises during noninstructional time for the purpose of conducting a meeting within the limited open forum on the basis of religious, political, philosophical, or other content of the speech at such meetings. Such meetings must be voluntary, student initiated, and not sponsored in any way by the school, its agents or Employees.[4]~~

~~Non instructional time is the time set aside by the school before actual classroom instruction begins, after actual classroom instruction ends, or during the lunch hour. The meetings of student groups cannot materially and substantially interfere with the orderly conduct of the educational activities in the school.~~

~~The Superintendent or designee shall establish the length of sessions, number per week, and other limitations deemed reasonably necessary.~~

~~The district retains the authority to maintain order and discipline on school premises in order to protect the well-being of students and employees and to ensure that student attendance at such meetings is voluntary.~~

Coaching

The district shall not permit the parent(s)/guardian(s) of any high school student-athlete to serve as a high school coach, in any capacity, for a sport in which their child participates.

The following exceptions may occur:

1. The parent/guardian is an employee of the district.
2. The parent/guardian has distinguished him/herself with years of service as a high school, college, or professional coach in their respective sport prior to the coaching of their child at the high school.
3. The parent/guardian is the only qualified or most qualified applicant for the position in question and the district Athletic Director determines that the parent/guardian would be the best selection under all the circumstances.

All disputes relative to this policy shall be referred to the Athletic Director.

Legal [1. 24 P.S. 5322](#)

[2. 24 P.S. 1425](#)

[3. Board of Education of Westside Community Schools v. Mergens, 496 U.S.226 \(1980\)](#)

[4. 24 P.S. 511](#)

5. Pol. 103

6. Pol. 103.1

7. Pol. 122.1

8. Pol. 110

[9. 22 PA Code 12.3](#)

10. Pol. 123.1

11. Pol. 123.2

12. Pol. 218

13. Pol. 204

14. Mahony Area School District v B. L., 594 U.S. 180 (2021)

[15. 24 P.S. 5323](#)

[16. 22 PA Code 12.1](#)

[17. 22 PA Code 12.4](#)

[24 P.S. 5321 et seq](#)



Book	Policy Manual
Section	100 Programs
Title	Nonschool-Sponsored Student Groups
Code	122.1
Status	Second Reading and Adoption: January 12, 2026 (NEW POLICY)

Purpose

The district, by making a limited open forum available, provides the opportunity for noncurriculum-related nonschool-sponsored, student initiated groups of secondary students to meet, without discrimination, on school district premises during noninstructional time for the purpose of conducting a meeting regardless of the religious, political, philosophical or other content of the speech at such meetings.[\[1\]](#)[\[2\]](#)[\[3\]](#)

Definitions

Noninstructional time - the time set aside by the school before actual classroom instruction begins, after actual classroom instruction ends or during time designated for lunch.

Limited open forum - a public secondary school has a limited open forum whenever such school grants an offering to or opportunity for one or more noncurriculum-related student groups to meet on school premises during noninstructional time.[\[1\]](#)

Noncurriculum-related student group-any student initiated group that does not directly relate to the body of courses offered by the district. [\[4\]](#)

Sponsorship-the act of promoting, leading or participating in a meeting. The assignment of a teacher, administrator or other school employee to a meeting for custodial purposes does not constitute sponsorship of a meeting. [\[5\]](#)

Authority

Meetings of noncurriculum student groups (student groups) must be voluntary, student-initiated and conducted in accordance with applicable state and federal laws, regulations, Board policies and school rules.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[6\]](#)

Such meetings must not be under the sponsorship of the the school district, its agents or employees.[\[1\]](#)

The meetings of student groups cannot materially and substantially interfere with the orderly conduct of the educational activities in the school.[\[1\]](#)

Availability and assignment of facilities, supplies and equipment necessary, including access to district-controlled methods of communication such as bulletin boards, a public address system, and advertisements in the school newspaper, to conduct such meetings shall be provided in accordance with the Equal Access Act.[\[1\]](#)

Delegation of Responsibility

The Superintendent or designee may establish standard procedures regarding the length of meetings, permissible number of meetings per week and other limitations deemed reasonably necessary.

The Superintendent or designee will designate areas within district buildings and outside areas authorized for meetings of student groups. Access to areas which have not been designated as meeting spaces by the Superintendent or designee is prohibited.

All student groups must have a school employee to attend and monitor each student group meeting. Monitors will attend the meetings in a nonparticipatory capacity for the purpose of maintaining order. District employees will not be assigned as a monitor for or required to attend any meeting, where the group or content of the speech is contrary to their beliefs.[\[1\]](#)

District administrators and staff retain the authority to:[\[1\]](#)

- 1. Maintain order and discipline on district premises.**
- 2. Protect the well-being of students and employees.**
- 3. Assure the attendance of students at such meetings is voluntary.**

Guidelines

Students seeking permission to form a student group to meet during noninstructional time must submit a written request to the building principal on the designated district form.

All activities of the student group must be led by the student members of the group. The meetings and activities may not be directed, conducted, controlled or regularly attended by individuals from outside the school.[\[1\]](#)

Guests may be invited but may not be regular participants in the student meetings. All guests must comply with Board policy regarding school visitors.[\[7\]](#)

Materials prepared for dissemination on district premises must comply with the provisions of Board policy relating to the dissemination of materials.[\[8\]](#)

Public funds may not be used for the operation of the meetings beyond the incidental cost of providing the space for the group to meet.

The student group may not be advertised as a school-sponsored activity. All announcements and disseminated materials must include a disclaimer of school sponsorship or endorsement.

Students in violation of this policy and applicable rules may result in loss of the right

to meet on school premises and/or disciplinary action.[6]

Legal

[1. 20 U.S.C. 4071 et seq](#)

2. Pol. 103

3. Pol. 103.1

4. Board of Education of Westside Community Schools v. Mergens, 496 U.S. 226 (1990)

5. 20 U.S.C. 4072

6. Pol. 218

7. Pol. 907

8. Pol. 220

Wolfe ex rel. Wolfe v. Twin Valley School District, No. 23-4501 (E.D. Pa. March 26, 2025), 2025 WL 920257



Book	Policy Manual
Section	100 Programs
Title	Interscholastic Athletics
Code	123
Status	Second Reading and Adoption: January 12, 2026

Purpose

The Board recognizes the value of a program of interscholastic athletics as an integral part of the total school experience for all district students and as a conduit for community involvement.

Definition

For purposes of this policy, the program of **interscholastic athletics includes** all activities relating to competitive or exhibition sport contests, games or events involving individual students or teams of students when such events occur between schools within this district or outside this district.

Authority

It shall be the policy of the Board to offer opportunities for participation in interscholastic athletic programs to male and female students on as equal a basis as is practicable and without discrimination, in accordance with **applicable laws**, regulations **and Board policies**.[\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

The Board shall approve a program of interscholastic athletics and require that all facilities utilized in that program, whether or not the property of this Board, properly safeguard both players and spectators and are kept free from hazardous conditions.[\[6\]](#)

The Board shall determine the standards of eligibility to be met by all students participating in **the interscholastic athletic** program. Such standards shall require that each student, before participating in any interscholastic **athletic** activity, be covered by student accident insurance and undergo a physical examination by a licensed physician **to ensure that there are no obvious illnesses and/or injuries that would place the student or others at enhanced risk of injury**.[\[6\]](#)[\[7\]](#)

The **Board adopts the** eligibility standards set by the Constitution **and Bylaws** of the Pennsylvania Interscholastic Athletic Association (P.I.A.A.).

The Board directs that no student may participate in interscholastic athletics who hasnot:[\[6\]](#)

1. Met the requirements for academic eligibility.

2. **Complied with the requirements of applicable handbooks, Board policies and administrative regulations.[8][9][10]**
3. Attended school regularly.[11]
4. Been in attendance on the day of the athletic event or practice for the hours required.
5. Returned all school athletic equipment previously used.
6. **Adhered to other applicable conduct standards.**

Off-Campus Activities

This policy shall also apply to student conduct that that occurs off school property and would otherwise violate the Code of Student Conduct **or during nonschool hours and shall be addressed in accordance with the provisions of the student discipline policy regarding on and off-campus activities if any, but not limited to,** any of the following circumstances exist. [10]

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 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 **and such exclusion is permitted by law.**
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

Each school year, prior to participation in an interscholastic athletic activity, every student athlete and their parent/guardian shall sign and return the acknowledgment of receipt and review of the following:[8][9][12][13]

1. Concussion and Traumatic Brain Injury Information Sheet.
2. Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet, **that includes information about electrocardiogram testing.**

~~The Superintendent or designee shall annually prepare, approve and present to the Board for its consideration a program of interscholastic athletics, which shall include a complete schedule of events.~~

The Superintendent shall inform the Board of changes in the schedule as they occur.

The Superintendent or designee shall disseminate rules for the conduct of students participating in interscholastic athletics. Such rules shall be in conformity with regulations of the State Board of Education, the P.I.A.A. and the district.

The Superintendent shall ensure that similar athletic programs are offered to both sexes in proportion to the district's enrollment, **in accordance with Title IX regulations.**[\[3\]](#)

The Superintendent shall ensure that interscholastic athletics are open to all eligible students and that all students are fully informed of the opportunities available to them.[\[14\]](#)[\[15\]](#)

Guidelines

Male/Female Athletic Opportunities Report

By October 15 of each year, on the designated disclosure form, the Superintendent or designee shall report to the PA Department of Education the interscholastic athletic opportunities and treatment for male and female secondary school students for the preceding school year.[\[16\]](#)

By November 1 of each year, the completed disclosure form shall be made available for public inspection during regular business hours and posted on the district's website.[\[16\]](#)

The availability of the completed disclosure form shall be announced by posting a notice on school bulletin boards, in the school newspaper, on any electronic mailing list or list serve, and by any other reasonable means.[\[16\]](#)

Coaching

The district shall not permit the parent(s)/guardian(s) of any high school student-athlete to serve as a high school coach, in any capacity, for a sport in which their child participates.

The following exceptions may occur:

1. The parent/guardian is an employee of the district.
2. The parent/guardian has distinguished him/herself with years of service as a high school, college, or professional coach in their respective sport prior to the coaching of their child at the high school.
3. The parent/guardian is the only qualified or most qualified applicant for the position in question and the district Athletic Director determines that the parent/guardian would be the best selection under all the circumstances.

All disputes relative to this policy shall be referred to the Athletic Director.

Name, Image and Likeness

Students and their parents/guardians are responsible for following the rules set by the P.I.A.A. for the student to maintain their amateur status in order to be continuously eligible to participate in the district's interscholastic athletics program.[\[17\]](#) **Students and their parents/guardians will also adhere to the any Board regulations regarding the process and documentation in alignment with the rules set by the P.I.A.A.**

Students may use their own name, image and likeness for such permissible activities that include commercial endorsements, promotional activities, social media presence, product or service advertisements and unique digital items/assets.[\[17\]](#)

District employees and any individual affiliated with a P.I.A.A. member school, including booster clubs, coaches, collectives, administrators and alumni, are prohibited from soliciting, arranging, negotiating or paying for a student's use of their name, image and likeness and/or the provision of consideration to a student for the use of their name, image and likeness. This provision does not apply if the use of the name, image and likeness is for their own child.[\[17\]](#)

Students must notify the building principal or Athletic Director upon entering into any type of name, image and likeness contracts or agreements within seventy-two (72) hours of entering into such contract or agreement. Such notification does not serve as approval by the district of any name, image and likeness contract or agreement.[\[17\]](#)

Legal [1. 22 PA Code 4.27](#)

[2. 24 P.S. 1601-C et seq](#)

[3. 34 CFR 106.41](#)

4. Pol. 103

5. Pol. 103.1

[6. 24 P.S. 511](#)

[7. PIAA Bylaws, Article V](#)

8. Pol. 123.1

9. Pol. 123.2

10. Pol. 218

11. Pol. 204

[12. 24 P.S. 5323](#)

[13. 24 P.S. 1425](#)

[14. 22 PA Code](#)

[12.1 15. 22 PA](#)

[Code 12.4 16. 24](#)

[P.S. 1603-C](#)

[17. PIAA Bylaws, Article](#)

[II 24 P.S. 5321 et seq](#)

Book	Policy Manual
Section	200 Pupils
Title	Confidential Communications of Students
Code	207
Status	Second Reading and Adoption: January 12, 2026
Legal	1. 22 PA Code 12.12 2. 42 Pa. C.S.A. 5945 3. 42 Pa. C.S.A. 8337

Purpose

The Board recognizes that certain written and ~~oral-verbal~~ communications between students and **confidential** school personnel must be confidential.

Authority

The Board directs school personnel to comply with all federal and state laws, regulations and Board policy concerning confidential communications of students.

Confidential school personnel, as defined by law, includes: school counselors, school nurses, school psychologists, or home and school visitors.

Guidelines

Confidential school personnel shall not be compelled or required to reveal confidential student communications: (1) without the consent of the student, if the student is 18 years of age or over; or (2) without the consent of a parent or guardian if the student is under the age of 18 years.

Information received in confidence from a student may be revealed to the student's parent/guardian, building principal or other appropriate authority by the staff member who received the information when the health, welfare or safety of the student or other persons clearly is in jeopardy. [\[1\]](#) **Nothing in this policy shall limit a parents/guardians'**

access to their child's education records in accordance with the Family Educational Rights and Privacy Act (FERPA).

Use of a student's confidential communications to school personnel in legal proceedings is governed by laws and regulations appropriate to the proceedings.[\[1\]](#)[\[2\]](#)[\[3\]](#)

Delegation of Responsibility

In qualifying circumstances, ~~confidential school personnel-a staff member~~ may reveal confidential information to the building principal and other appropriate authorities.

In qualifying circumstances, ~~school personnel the building principal~~ may reveal confidential information to a student's parent/guardian and other appropriate authorities, including law enforcement personnel.

Nothing in this policy shall be construed to limit a mandated reporter's obligation to report suspected child abuse, as required by the Child Protective Services Law (CPSL).

Adopted: June 29, 2020

Replaces Policy 6008 - Student Conduct, Responsibilities, Rights and Disciplinary Procedures originally adopted September 14, 1981 and revised September 9, 1985, May 12, 1986, August 22, 1988, November 13, 1989, June 25, 1990, September 27, 1993, September 26, 1994, August 26, 1996, July 20, 1998, August 23, 1999, February 26, 2007 and March 23, 2009



Book	Policy Manual
Section	200 Pupils
Title	Diabetes Management
Code	209.2
Status	Second Reading and Adoption: January 12, 2026

Purpose

The Board recognizes that an effective program of diabetes management in school is crucial to:

1. The immediate safety of students with diabetes.
2. The long-term health of students with diabetes.
3. Ensure that students with diabetes are ready to learn and participate fully in school activities.
4. Minimize the possibility that diabetes-related emergencies will disrupt classroom activities.

Authority

The Board adopts this policy in accordance with applicable state and federal laws and regulations, and Board policies and administrative regulations, regarding the provision of student health services. [\[1\]\[2\]\[3\]\[4\]\[5\]](#)[\[6\]\[7\]\[8\]\[9\]](#)

Definitions

Diabetes Medical Management Plan (DMMP) means a document describing the medical orders or diabetes regimen developed and signed by the student's health care practitioner and parent/guardian. [\[1\]](#)

Individualized Education Program (IEP) means the written educational statement for each student with a disability that is developed, reviewed and revised in accordance with federal and state laws and regulations. A **student with a disability** is a school-aged child within the jurisdiction of the district who has been evaluated and found to have one or more disabilities as defined by law, and who requires, because of such disabilities, special education and related services. [\[7\]](#)

Section 504 Service Agreement (Service Agreement) means an individualized plan for a qualified student with a disability which sets forth the specific related aids, services, or accommodations needed by the student, which shall be implemented in school, in transit to and from school, and in all programs and procedures, so that the student has equal access to

the benefits of the school's educational programs, nonacademic services, and extracurricular activities. A qualified student with a disability means a student who has a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the district's educational programs, nonacademic services or extracurricular activities.[6]

Trained Diabetes Personnel means nonlicensed school employees who have successfully completed the required training.

Guidelines

Before a student can receive diabetes-related care and treatment in a school setting, the student's parent/guardian shall provide written authorization for such care and instructions from the student's health care practitioner. The written authorization may be submitted as part of a student's DMMP.[3]

Diabetes-related care shall be provided in a manner consistent with Board policy, district procedures and individualized student plans such as an IEP, Service Agreement or DMMP.[2][3][4][6][7][9]

In order to maintain a student's health and safety, each student's individualized plan shall address what information will be provided to school staff and other adults who have responsibility for the student in the school setting.[3][6][7][10][11]

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.[12][13][14]

Trained Diabetes Personnel

The school nurse, in consultation with the Superintendent or designee, may identify at least one (1) school employee, who is not the school nurse and who does not need to be a licensed health care practitioner, in each school building attended by a student with diabetes to perform diabetes care and treatment for students. The identified school employee has the right to decline this role. [2]

An identified school employee who has accepted this role shall complete the training developed by the state or training offered by a licensed health care practitioner with expertise in the care and treatment of diabetes, that includes at a minimum:[2]

1. An overview of all types of diabetes.
2. Means of monitoring blood glucose.
3. The symptoms and treatment for blood glucose levels outside of target ranges, as well as symptoms and treatment for hypoglycemia, hyperglycemia and other potential emergencies.
4. Techniques on administering glucagon and insulin.

The identified school employee shall complete such training on an annual basis.[2]

Upon successful completion of the required training, individual trained diabetes personnel may be designated in a student's Service Agreement or IEP to administer diabetes medications, use monitoring equipment and provide other diabetes care.[2]

If the diabetes-related care provided to a particular student by trained diabetes personnel will

include administration of diabetes medication via injection, **nasal spray**, or infusion, the Board shall require the following: [\[2\]](#)

1. The parent/guardian and the student's health care practitioner must provide written authorization for such administration; and
2. The trained diabetes personnel must receive annual training for such administration from a licensed health care practitioner with expertise in the care and treatment of diabetes.

Training of Other School Personnel

School employees, including classroom teachers, lunchroom staff, coaches and bus drivers, shall receive annual diabetes care training appropriate to their responsibilities for students with diabetes.

Student Possession and Use of Diabetes Medication and Monitoring Equipment

Prior to student possession or use of diabetes medication and monitoring equipment, the Board shall require the following: [\[4\]](#)[\[15\]](#)

1. A written request from the parent/guardian that the school comply with the instructions of the student's health care practitioner. The request from the parent/guardian shall include a statement relieving the district and its employees of responsibility for the prescribed medication or monitoring equipment and acknowledging that the school is not responsible for ensuring that the medication is taken or the monitoring equipment is used.
2. A written statement from the student's health care practitioner that provides:
 - a. Name of the drug.
 - b. Prescribed dosage.
 - c. Times when medication is to be taken.
 - d. Times when monitoring equipment is to be used.
 - e. Length of time medication and monitoring equipment is prescribed.
 - f. Diagnosis or reason medication and monitoring equipment is needed.
 - g. Potential serious reactions to medication that may occur.
 - h. Emergency response.
 - i. Whether the child is competent and able to self-administer the medication or monitoring equipment and to practice proper safety precautions.
3. A written acknowledgement from the school nurse that the student has demonstrated that s/he is capable of self-administration of the medication and use of the monitoring equipment.
4. A written acknowledgement from the student that s/he has received instruction from the

student's health care practitioner on proper safety precautions for the handling and disposal of the medications and monitoring equipment, including acknowledgement that the student will not allow other students to have access to the medication and monitoring equipment and that s/he understands appropriate safeguards.

The written request for student possession and use of diabetes medication and monitoring equipment shall be reviewed annually, along with the required written statements from the parent/guardian and the student's health care practitioner. If there is a change in the student's prescribed care plan, level of self-management or school circumstances during the school year, the parent/guardian and the student's health care practitioner shall update the written statements.

Students shall be prohibited from sharing, giving, selling and using diabetes medication and monitoring equipment in any manner other than which it is prescribed 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 school-sponsored activities. Violations of this policy, provisions of a Service Agreement or IEP, or demonstration of unwillingness or inability to safeguard the medication and monitoring equipment may result in loss of privilege to self-carry the diabetes medication and monitoring equipment, and may result in disciplinary action in accordance with Board policy and applicable procedural safeguards.[\[4\]](#)[\[6\]](#)[\[10\]](#)[\[16\]](#)[\[17\]](#)

If the district prohibits a student from possessing and self-administering diabetes medication and operating monitoring equipment, or if a student is not capable of self-administering diabetes medication or operating monitoring equipment, the district shall ensure that the diabetes medication and monitoring equipment is appropriately stored in a readily accessible location in the student's building. The school nurse and other designated school employees shall be informed where the medication and monitoring equipment is stored and the means to access them.[\[4\]](#)

Delegation of Responsibility

The Superintendent or designee, in conjunction with the school nurse(s), shall develop administrative regulations for care and treatment of students with diabetes in the school setting.

The Superintendent or designee shall coordinate training for school employees. Such training may be included in the district's Professional Education Plan.[\[2\]](#)[\[18\]](#)[\[19\]](#)

The Superintendent or designee shall annually distribute to all staff, students and parents/guardians this policy along with the Code of Student Conduct. **In addition, the district must make the Type 1 Diabetes Fact Sheet developed by the PA Department of Health available to parents/guardians when their child is first enrolled in elementary school and again upon their child's entry into grade six. The Diabetes Fact Sheet must be made available in writing, electronically or on the school district's publicly accessible Internet website.**[\[16\]](#)[\[20\]](#)[\[21\]](#)

Legal [1. 24 P.S. 1401](#)

[2. 24 P.S. 1414.3](#)

[3. 24 P.S. 1414.4](#)

[4. 24 P.S. 1414.5](#)

[5. 24 P.S. 1414.7](#)

6. Pol. 103.1

7. Pol. 113

8. Pol. 209

9. Pol. 209.1

10. Pol. 113.1

11. Pol. 810

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

[1409](#) 13. Pol.

113.4

14. Pol. 216

[15. 22 PA Code](#)

[12.41](#) 16. Pol. 218

17. Pol. 227

18. Pol. 100

19. Pol. 333

[20. 22 PA Code](#)

[12.3 21. 24 P.S.](#)

[1414.12 24 P.S.](#)

[510](#)

Pol. 210



Book	Policy Manual
Section	200 Pupils
Title	Weapons
Code	218.1
Status	Second Reading and Adoption: January 12, 2026

Purpose

The Board recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law.

Definitions

Weapon - the term shall include but is not limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, ~~replica of a weapon~~ and any other tool, instrument or implement capable of inflicting serious bodily injury.[\[1\]](#)[\[2\]](#)

Possession - a student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker or assigned storage area; or under the student's control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school or while the student is coming to or from school.

Authority

The Board prohibits students from possessing and bringing weapons ~~and replicas of weapons~~ into any district buildings, onto school property, to any school-sponsored activity and onto any public vehicle providing transportation to or from school or a school-sponsored activity, or while the student is coming to or from school.[\[2\]](#)[\[3\]](#)

The Board shall expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law and Board policy.[\[2\]](#)[\[4\]](#)[\[5\]](#)

The Superintendent may recommend modifications of such expulsion requirement on a case-by-case basis.[\[2\]](#)

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.[\[2\]](#)[\[4\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)

Delegation of Responsibility

The Superintendent or designee shall react promptly to information and knowledge

concerning possession of a weapon. Such action shall be in compliance with state law and regulations and with the procedures set forth in the memorandum of understanding with **the law enforcement agency that has jurisdiction over the school's property**, and the district's emergency preparedness plan.[11][12][13]

When the behavior of a student in possession of a weapon 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.[14][15]

Guidelines

The Superintendent or designee shall immediately report incidents involving weapons 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][11][12][16][17][18]

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving weapons 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.[11][17][19]

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents involving possession of a weapon to the **PA Department of Education** on the required form. [11][12][16]

The building principal shall annually inform staff, students and parents/guardians about the Board policy prohibiting weapons and about their personal responsibility for the health, safety and welfare of the school community.

An exception to this policy may be made by the Superintendent, **in accordance with law**, who shall prescribe special conditions or administrative regulations to be followed.[2]

In accordance with federal law, possession or discharge of a firearm in, on, or within 1,000 feet of school grounds is prohibited. Violations shall be reported to the appropriate law enforcement agency.[20][21]

Transfer Students

When the district receives a student who transfers from a public or private school during an expulsion period for an offense involving a weapon, the district may assign that student to an alternative assignment or may provide alternative education, provided the assignment does not exceed the expulsion period.[2][22]

Notification of Violation

The District shall notify parents/guardians and school employees of an incident involving the possession of a weapon on any school property that constitutes a violation of this policy. The notification will be made within 24 hours of the incident and be communicated via District email or District messaging system.

If a violation of this policy is specific to a school building or school sponsored event,

the notification may be limited to appropriate parents/guardians necessary employees specific to the school building or activity where the incident occurred.

Legal

[1. 24 P.S. 1301-A](#)

[2. 24 P.S. 1317.2](#)

3. Pol. 218

4. Pol. 113.1

5. Pol. 233

[6. 20 U.S.C. 1400 et seq](#)

[7. 22 PA Code 10.23](#)

8. Pol. 103.1

9. Pol. 113.2

10. Pol. 113.3

11. Pol. 805.1

[12. 24 P.S. 1319-B](#)

13. Pol. 805

[14. 24 P.S. 1302-E](#)

15. Pol. 236.1

[16. 24 P.S. 1306.2-B](#)

[17. 22 PA Code 10.2](#)

[18. 22 PA Code 10.21](#)

[19. 22 PA Code 10.25](#)

[20. 18 U.S.C. 921](#)

[21. 18 U.S.C. 922](#)

22. Pol. 200

[18 Pa. C.S.A. 912](#)

[20 U.S.C. 7114](#)

[20 U.S.C. 7961](#)

[22 PA Code 403.1](#)

[34 CFR Part 300](#)



Book	Policy Manual
Section	300 Employees
Title	Freedom of Speech by Employees
Code	320
Status	Second Reading and Adoption: January 12, 2026

Authority

The Board respects employees' freedom of speech. Public school employees do not surrender their rights to free speech merely because of their status as an employee of the school district. The Board acknowledges the right of administrative, professional and support employees as **private** citizens in a democratic society to speak on issues of public concern.

The Board adopts this policy to clarify situations in which an employee's expression could conflict with the district's interests, **when the employee is not engaged in assigned duties, including off-duty conduct. In such instances, the district, in coordination with the school solicitor, must balance the employee's interests regarding freedom of expression on issues of public concern as a private citizen against the interests of this district in promoting the efficient and effective functioning and educational purpose of the district.**

In situations in which a district employee is not engaged in the performance of assigned duties, **including off-duty conduct, the employee's freedom of speech may be addressed when the employee's speech impacts efficiency or constitutes a reasonable likelihood of disruption, as indicated by any one of the following:**

- 1. Impairing discipline by superiors or harmony among co-workers;**
- 2. Having a detrimental impact on close working relationships requiring loyalty and confidence;**
- 3. Impeding the performance of the duties of the employee that conducted the speech; or**
- 4. Interfering with the operations of the school district.**

- ~~1. Refrain from comments that would interfere with the maintenance of student discipline.~~
- ~~2. Refrain from making public statements about the district known to be false or made without regard for truth or accuracy.~~
- ~~3. Refrain from making threats against co-workers, supervisors or district officials.~~

- ~~4. Refrain from attributing their speech to the district or presenting themselves as a representative of the district when speaking as an individual.~~
- ~~5. Refrain from speech that could cause a substantial disruption to the orderly operation of the school or speech that constitutes immorality under the School Code.~~

Any decisions based on the above listing shall take into consideration all of the facts of each individual situation and shall include consultation with the school solicitor. A

school employee's speech in a nonschool setting may be reviewed and may form the basis for employee discipline, subject to constitutional limitations.

Legal

[22 PA Code 235.1 et seq](#)

[PA Const. Art. I Sec. 7](#)

[U.S. Const. Amend. I](#)

Connick v. Myers, 461 U.S. 138 (1983)

Dougherty v. Sch. Dist. of Philadelphia, 772 F.3d 979, 991 (3d Cir.
2014) Garcetti v. Ceballos, 547 U.S. 410 (2006)

Natalie Munroe v. Central Bucks School District, 805 F.3d 454 (3d Cir.
2019) Pickering v. Board of Education, 391 U.S. 563 (1968)

Pol. 816



Book	Policy Manual
Section	800 Operations
Title	Conflict of Interest
Code	827
Status	Second Reading and Adoption: January 12, 2026

Purpose

This policy shall affirm standards of conduct established to ensure that Board members and employees avoid potential and actual conflicts of interest, as well as the perception of a conflict of interest.

Definitions

Confidential information shall mean information not obtainable from reviewing a public document or from making inquiry to a publicly available source of information.[\[1\]](#)

Conflict or Conflict of interest shall mean use by a Board member or district employee of the authority of his/her office or employment, or any confidential information received through his/her holding public office or employment, for the private pecuniary benefit of him/herself, a member of his/her immediate family or a business with which s/he or a member of his/her immediate family is associated. The term does not include an action having a de minimis economic impact, or which affects to the same degree a class consisting of the general public or a subclass consisting of an industry, occupation or other group which includes the Board member or district employee, a member of his/her immediate family or a business with which s/he or a member of his/her immediate family is associated.[\[1\]](#)

For federal purposes, a conflict of interest includes when the employee, officer, agent, or Board member, any member of their immediate family, their partner, or an organization that employs or is about to employ any of those individuals, has a financial or other interest in or a tangible personal benefit from an entity considered for a contract.[\[2\]](#)

De minimis economic impact shall mean an economic consequence which has an insignificant effect.[\[1\]](#)

Financial interest shall mean any financial interest in a legal entity engaged in business for profit which comprises more than five percent (5%) of the equity of the business or more than five percent (5%) of the assets of the economic interest in indebtedness.[\[1\]](#)

Honorarium shall mean payment made in recognition of published works, appearances, speeches and presentations, and which is not intended as consideration for the value of such services which are nonpublic occupational or professional in nature. The term does not include tokens presented or provided which are of de minimis economic impact.[\[1\]](#)

Immediate family shall mean a parent, parent-in-law, spouse, child, spouse of a child, brother, brother-in-law, sister, sister-in-law, or the domestic partner of a parent, child, brother or sister. [\[1\]](#)

Business partner shall mean a person who, along with another person, plays a significant role in owning, managing, or creating a company in which both individuals have a financial interest in the company.

Delegation of Responsibility

Each employee and Board member shall be responsible to maintain standards of conduct that avoid conflicts of interest. The Board prohibits members of the Board and district employees from engaging in conduct that constitutes a conflict of interest as outlined in this policy.

Guidelines

All Board members and employees shall be provided with a copy of this policy and acknowledge in writing that they have been made aware of it. Additional training shall be provided to designated individuals.

Disclosure of Financial Interests

No Board member shall be allowed to take the oath of office or enter or continue upon his/her duties, nor shall s/he receive compensation from public funds, unless s/he has filed a statement of financial interests as required by law.[\[3\]](#)

The district solicitor and designated district employees shall file a statement of financial interests as required by law and regulations.[\[4\]](#)[\[5\]](#)

Standards of Conduct

The district maintains the following standards of conduct covering conflicts of interest and governing the actions of its employees and Board members engaged in the selection, award and administration of contracts.[\[2\]](#)

No employee or Board member may participate in the selection, award or administration of a contract supported by a federal award if s/he has a real or apparent conflict of interest as defined above, as well as any other circumstance in which the employee, Board member, any member of his/her immediate family, his/her business partner, or an organization which employs or is about to employ any of them, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.[\[2\]](#)

The district shall not enter into any contract with a Board member or employee, or his/her spouse or child, or any business in which the person or his/her spouse or child is associated valued at \$500 or more, nor in which the person or spouse or child or business with which associated is a subcontractor unless the Board has determined it is in the best interests of the district to do so, and the contract has been awarded through an open and public process, including prior public notice and subsequent public disclosure of all proposals considered and contracts awarded. In such a case, the Board member or employee shall not have any supervisory or overall responsibility for the implementation or administration of the contract.[\[1\]](#)

When advertised formal bidding is not required or used, an open and public process shall include at a minimum:

1. Public notice of the intent to contract for goods or services;

2. A reasonable amount of time for potential contractors to consider whether to offer quotes; and
3. Post-award public disclosure of who made bids or quotes and who was chosen.

Any Board member or employee who in the discharge of his/her official duties would be required to vote on a matter that would result in a conflict of interest shall abstain from voting and, prior to the vote being taken, publicly announce and disclose the nature of his/her interest as a public record in a written statement to be attached to the Board minutes.[\[1\]](#)

No **Board member** or **district** employee shall accept an honorarium.[\[1\]](#)

Board members and employees may neither solicit nor accept gratuities, favors or anything of monetary value from contractors or parties to subcontracts, unless the gift is an unsolicited item of nominal value. Gifts of a nominal value may be accepted in accordance with Board policy.[\[2\]](#)[\[6\]](#)

Improper Influence

No person shall offer or give to a Board member, employee or nominee or candidate for the Board, or a member of his/her immediate family or a business with which s/he is associated, anything of monetary value, including a gift, loan, political contribution, reward or promise of future employment based on the offeror's or donor's understanding that the vote, official action or judgment of the Board member, employee or nominee or candidate for the Board would be influenced thereby.[\[1\]](#)

No Board member, employee or nominee or candidate for the Board shall solicit or accept anything of monetary value, including a gift, loan, political contribution, reward or promise of future employment, based on any understanding of that Board member, employee or nominee or candidate that the vote, official action or judgment of the Board member, employee or nominee or candidate for the Board would be influenced thereby.[\[1\]](#)

Organizational Conflicts

Organizational conflicts of interest may exist when due to the district's relationship with a subsidiary, affiliated or parent organization that is a candidate for award of a contract in connection with federally funded activities, the district may be unable or appear to be unable to be impartial in conducting a procurement action involving a related organization.[\[2\]](#)

In the event of a potential organizational conflict, the potential conflict shall be reviewed by the Superintendent or designee to determine whether it is likely that the district would be unable or appear to be unable to be impartial in making the award. If such a likelihood exists, this shall not disqualify the related organization; however, the following measures shall be applied:

1. The organizational relationship shall be disclosed as part of any notices to potential contractors;
2. Any district employees or officials directly involved in the activities of the related organization are excluded from the selection and award process;
3. A competitive bid, quote or other basis of valuation is considered; and
4. The Board has determined that contracting with the related organization is in the best interests of the program involved.

Reporting Conflicts of Interest

Any perceived conflict of interest that is detected or suspected by any employee or third party shall be reported to the Superintendent. If the Superintendent is the subject of the perceived conflict of interest, the employee or third party shall report the incident to the Board President.

Any perceived conflict of interest of a Board member that is detected or suspected by any employee or third party shall be reported to the Board President. If the Board President is the subject of the perceived conflict of interest, the employee or third party shall report the incident to the Superintendent, who shall report the incident to the solicitor.

No reprisals or retaliation shall occur as a result of good faith reports of conflicts of interest.

The district shall provide written notification of such protections to district employees.[\[7\]](#)

The Superintendent or designee shall report in writing to the federal awarding agency or pass through entity any potential conflict of interest related to a federal award, in accordance with federal awarding agency policy.[\[8\]](#)

Investigation

Investigations based on reports of perceived violations of this policy shall comply with state and federal laws and regulations. No person sharing in the potential conflict of interest being investigated shall be involved in conducting the investigation or reviewing its results.

In the event an investigation determines that a violation of this policy has occurred, the violation shall be reported to the federal awarding agency in accordance with that agency's policies.[\[8\]](#)

Disciplinary Actions

If an investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases and will not recur. District staff shall document the corrective action taken and, when not prohibited by law, inform the complainant.

Violations of this policy may result in disciplinary action **for employees** up to and including discharge, fines and possible imprisonment. Disciplinary actions shall be consistent with Board policies, procedures, applicable collective bargaining agreements and state and federal laws.[\[9\]](#)

Adoption: September 13, 2021

Replaces Policy 7020 - Conflict of Interest

Adopted: October 23, 2017

Legal [1. 65 Pa. C.S.A. 1101 et seq](#)

[2. 2 CFR 200.318](#)

3. Pol. 004

[4. 51 PA Code 15.2](#)

[5. 65 Pa. C.S.A. 1104](#)

6. Pol. 322

[7. 2 CFR 200.217](#)

[8. 2 CFR 200.112](#)

9. Pol. 317

Pol. 011

Pol. 319

Pol. 609

Pol. 702

Memo

To: Dr. John Rozzo, USC Board Members

From: Scott P. Burchill

Date: January 12, 2026

RE: **FINANCIAL SUMMARY AND PRELIMINARY FINANCIAL STATEMENTS FOR THE PERIOD ENDED NOVEMBER 30, 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, 2025, through November 30, 2025.

GENERAL FUND

	2025-26	2025-26 through November 30, 2025		2024-25	2024-25 through November 30, 2024	
<i>(in millions of dollars)</i>	Budgeted	Actual	% of Budget	Budgeted	Actual	% of Budget
Current Real Estate Revenues	\$70.00	\$68.35	99%	\$69.08	\$66.30	96%
EIT	\$7.89	\$3.13	41%	\$7.67	\$3.00	39%
All Other Local Revenues	\$5.99	\$2.37	45%	\$5.22	\$2.54	49%
State Revenues	\$23.02	\$5.85	27%	\$21.88	\$8.98	41%
Federal Revenues	\$0.70	\$0.06	12%	\$0.51	\$0.17	33%
All Other	\$0.07	\$0.04	40%	\$0.10	\$0.01	10%
Total Revenues	\$107.67	\$79.80	76%	\$104.46	\$81.00	78%
Expenditures	108.44	\$39.36	38%	\$104.45	\$36.53	35%
Revenues less Expenditures	(\$0.770)	\$40.44		\$0.010	\$44.47	
Balance Sheet	As of June 30, 2025 (Audited)	As of November 30, 2025 (Unaudited)				
Cash and Marketable Securities	\$22,380,025	\$59,996,543				
Total Assets	\$28,612,786	\$62,006,441				
Total Liabilities	\$15,580,585	\$8,524,970				
Nonspendable Reserves	\$910,369	\$0				
Adjustment to Fund Balance	\$0	\$40,449,269				
Fund Balance	\$12,121,832	\$13,032,203				

The General Fund expenses are slightly higher than the previous year. Expenses related to the purchase of technology and increases in salaries/benefits are the primary reasons. Due to the State budget impasse, State revenue is fourteen percent less than 2024-25.

FOOD SERVICE FUND

	2025-26	2025-26 through November 30, 2025	2024-25	2024-25 through November 30, 2024
<i>(in millions of dollars)</i>	Budgeted	Actual	Budgeted	Actual
Revenues	\$2,593,416	\$886,917	\$2,311,138	\$883,068
Expenditures	\$2,492,358	\$859,642	\$2,341,592	\$822,384
Net	\$101,058	\$27,275	(\$30,454)	\$60,684

	As of June 30, 2025 (Audited)	As of November 30, 2025 (Unaudited)
Cash and Marketable Securities	\$840,118	\$1,286,563
Total Assets	\$1,039,329	\$1,417,631
Total Liabilities	\$340,346	\$691,376
Unassigned Fund Balance	\$698,983	\$726,255

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

	2025-26	2025-26 through November 30, 2025	2024-25	2024-25 through November 30, 2024
Revenues	819,375	823,124	1,655,000	1,671,879
Expenditures	819,375	966,840	1,655,282	892,440
Net	0	(143,716)	(282)	779,439

	As of June 30, 2025 (Audited)	As of November 30, 2025 (Unaudited)
Cash and Marketable Securities	90,124	110,335
Total Assets	219,859	110,335
Total Liabilities	224,425	258,270
Assigned Fund Balance	(4,566)	(147,935)

CONSTRUCTION FUND

	2025-26 through November 30, 2025		2024-25 through November 30, 2024	
Revenues	\$66,405		\$171,792	
Expenditures	\$3,031,549		\$537,062	
Net	(\$2,965,144)		(\$365,270)	
		As of June 30, 2025 (Audited)	As of November 30, 2025 (Unaudited)	
Cash and Marketable Securities		\$6,547,690	\$3,369,265	
Total Assets		\$6,547,690	\$3,369,265	
Total Liabilities		\$704,463	\$491,182	
Restricted Fund Balance		\$5,843,227	\$2,878,083	

BUDGET TRANSFERS

Budget transfers in the amount of 93,717.25 are presented for approval this month.

BILL LIST

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



District Administration Building

1775 McLaughlin Run Road

Upper St. Clair, Pa. 15241

412.833.1600 | www.uscsd.k12.pa.us

UPPER ST. CLAIR SCHOOL DISTRICT

Baker Elementary · Eisenhower Elementary · Streams Elementary · Boyce Middle School · Fort Couch Middle School · Upper St. Clair High School

To: Dr. Rozzo, USC Board Members

From: Scott P. Burchill

Date: January 12, 2026

RE: SUPPLEMENTAL FINANCIAL REPORT

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

2025-26	GEN. FUND 10	CAP. RSV. FND. 32	CONSTRUCT. FND. 39	FOOD SVC. FND. 51
CHECK LIST-Board Mtg. 01/12/2026	\$1,584,979.58			\$128,763.72
ACH PAYMENT-Board Mtg. 01/12/2026	\$137,039.21	\$247,181.43	\$79,412.50	
ACH PAYMENT-ACSHIC NOVEMBER	\$1,031,076.07			
TOTAL	\$2,753,094.86	\$247,181.43	\$79,412.50	\$128,763.72

The credit card bill for November purchases:

HS ACTIVITIES	\$ 4,501.00	HS SOCIAL STUDIES	\$ 743.15
LEARNING SUPPORT	\$ 48.15	HS STEAM	\$ 27.36
GUIDANCE	\$ 9.99	IB DYP	\$ 2,024.28
ART	\$ 41.75	LIBRARY	\$ 445.30
ATHLETICS	\$ 506.32	MUSIC	\$ 411.80
BOARD SERVICES	\$ 59.00	NURSES	\$ 371.56
BOYCE PRINCIPAL	\$ 149.00	OPERATIONS	\$ 280.63
BUSINESS OFFICE	\$ 163.89	ROBOTICS CLUB	\$ 809.45
CURRICULUM DEVELOPMENT	\$ 371.45	SHOP @ USC	\$ 142.41
ELEM PHYS ED	\$ 15.27	STAFF DEVELOPMENT	\$ 3,694.34
FT COUCH PRINCIPAL	\$ 375.78	SUPERINTENDENT	\$ 438.50
HR	\$ 182.13	TECHNOLOGY	\$ 5,318.09
HS FASC	\$ 2,087.59	TITLE II	\$ 3,647.40
HS PRINCIPAL	\$ 1,214.16	WORLD LANGUAGE	\$ 687.51
HS SCIENCE	\$ 605.52	NOVEMBER	\$ 29,372.78